Graphic Narratives: A tool for fostering Reading Skills in a fifth-grade classroom.

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Dedicatory

I dedicate this achievement to my father and mother, who supported me through this process with their patience and love, which are the basis of the person I am now. To my teacher, who was patient with me in the developing of this thesis, for his support and advices which helped me to improve. To my friends, who gave me invaluable experiences and moments which shall last in my memory from today onwards.

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Abstract

This research explores the reinforcement of reading skills in English as a foreign language of fifth graders through the use of graphic narratives, specifically, the comic. The research is meant to improve reading skills of young learners in three stages (Contextualization, what we need for reading a comic, and Using the tools given). Therefore, the Task-based approach is necessary to have a proper knowledge development. Through the Task-based approach, English structure awareness and active reading activities, students will develop their reading consciousness which will improve their performance in reading-related tasks. Consequently, students are supposed to read a comic at different stages to acquire reading awareness while studying aspects of language like grammar, vocabulary and sentences structure through reading a comic.

Keywords: *Reading habits, reading skills, task-based approach, graphic narratives.*

Resumen

Esta investigación explora el refuerzo de las habilidades lectoras en inglés como lengua extranjera de estudiantes de quinto grado, mediante el uso de Narrativas gráficas, específicamente, el cómic. La investigación tiene como propósito mejorar las habilidades lectoras de jóvenes aprendices en tres etapas (Contextualización, Qué necesitamos para leer un cómic, y Usando las herramientas entregadas). Por lo tanto, el Enfoque basado en deberes es necesario para tener un debido desarrollo de conocimiento. A través del Enfoque basado en deberes, el conocimiento de la estructura del inglés, y actividades de lectura activa, los estudiantes desarrollaran una conciencia lectora, la cual mejorara su desempeño en actividades relacionadas a

la lectura. En consecuencia, los estudiantes deberán leer un cómic en las diferentes etapas para desarrollar una conciencia lectora, mientras estudian elementos del lenguaje como gramática, vocabulario, y estructura de oraciones durante la lectura del cómic.

Palabras clave: *Hábitos lectores, habilidades lectoras, enfoque basado en deberes, narrativas gráficas.*

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Chapter 1

Contextualization and approach of the problem

This chapter presents the local and institutional context, the characterization of the group 5-A from IED Magdalena Ortega. Furthermore, it also presents the diagnosis, the approach to the problem, and the justification which propose ideas about the importance of this study.

Characterization

Local context

This group is from Magdalena Ortega public school, which is a female institution located at the north of Bogotá D.C in Las Ferias neighborhood, which is part of Barrios Unidos locality (12). The cultural characteristics of this neighborhood are related to middle class, which means, they are from stratum three and four. This is a residential area where stores, other schools, parks, malls, and business centers surround the area where the school is located.

Participants

The students chosen to develop this investigation is 5-A group, which is composed of 38 girls and their ages are between 10 and 12 years old.

In terms of the linguistics characteristics, they are analyzed in terms of the foreign language (English language) point of view; consequently, it is mandatory to take into account that the group which is used as sample is from fifth grade and the ages of the girls are between 10 and 12 years old; therefore, they are expected to have capabilities to solve problems and express ideas. Regarding this topic, the National Ministry of Education (MEN) states in *Estándares*

Básicos de Competencias en Lenguas Extranjeras: inglés (2006) that fifth-graders are expected to have developed the four principal skills of English.

The first skill is listening, where students should be able to identify descriptions, sequences of action and memorize songs; the second one is reading, where students should be able to associate pictures with descriptions, use the dictionary as a supporting tool, and understand short texts; the third skill is writing, where they should be able to use structures and spelling about interesting topics, descriptions, and short texts; and the fourth one is speaking, where students should be able to answer basic questions (About their name, age, nationality, address, weather, objects and people), ask for clarifications, follow and give instructions, have simple conversations (MEN, 2006).

In this case, students have little experience towards this skill as the instructions and interactions with English teachers tends to be done in their native language. Nonetheless, some of them have developed this skill due to listening to music in English; this can promote the listening skill in term of students becoming more familiar with the sounds and pronunciation English has.

The cognitive characteristics of fifth graders are related to how their brains work and the capabilities they have. The first one is related to privacy, where children know that some conversations and thoughts are private and that people see others differently from how they see themselves; the second one is confidence, where they rely on another person be it a friend or a famous individual; the third one is related to the connection between ideas or topics, where they can analyze a problem from different perspectives and possibilities (Davy, 2014; Morin, 2019.);

the fourth one is that they understand the concepts of power and influence; and lastly, they begin to develop their own sense and set of values (Morin, 2019.).

Students are able to comprehend and follow instructions individually and in groups, which allow them to adapt to different situations and activities. Moreover, most of the group has been together since previous grades, therefore, they have had the opportunity to know each other even in this current pandemic.

Regarding socio-affective characteristics, they are related to the age the students are (11-12 years old). At this stage of their lives, they have experience socializing with people close to them in age; therefore, they are able to comprehend others' feelings, to value a friendship in terms of loyalty and mutual collaboration (Rodríguez, 2020). Moreover, some of them have siblings, which gives them experience regarding having communicative situations with people older than them apart from their parents. And finally, they recognize the rules of different context and acknowledge them as necessary to maintain good coexistence (Martínez, 2016).

Students have specific characteristics regarding this aspect. Half of the group has at least one of the parents at home with them, which allow them to be informed about students' learning process. Moreover, this contributes to reinforce the autonomous work of those students by being supervised by at least one parent. The other half of the group shares most of the day with a family member or a tutor, while their parents are working; this part of the group tends to be more independent. However, this *tutor* is not supervising their learning process. Which is reflected in the delivery of asynchronous activities, where out of 38 students, almost half of them do not actually do and send any of these activities.

Parallel to that, children spend their time going to school, doing school assignments, practicing some hobbies and sharing with their friends, while their parents are working. However, under the pandemic circumstances the social dynamics that were normal for the students and their families greatly changed. Nevertheless, in regards to this topic there are both good and bad effects. In terms of bad effects, it can be found that:

- Children are spending their time mostly in their houses; as a consequence, the social habits they had before the pandemic were severely limited to virtual interactions (Morelli et al, 2020)

- According to the United Nations Development Program (UNDP), the unemployment ratio has increased dramatically (UNDP, 2021.), which helped to rise the psychological distress of parents (Morelli et al, 2020).

    Nonetheless, there are good effects which can also be found:

- Even if parents have any kind of distress related to money or work, having to spend time with their children has had positive effects regarding children's self-regulation (Morelli et al, 2020).

- Children enjoy the time they spend with their caretakers and parents; therefore, "non-compliance" behaviors have not increased (Kali et al, 2020).

- According to the paper written by Kali, Mayer and Shah (2020) named Impact of the COVID-19 Crisis on Family Dynamics in Economically Vulnerable Households, families have the opportunity to share time, which includes the parental role and good interactions with their children (Morelli et al, 2020; Kali et al, 2020).

Diagnosis.

Various activities were schedule for the students in order to make a diagnosis of their capabilities in the English language. The first activity was planned to evaluate the performance of students on vocabulary, writing and reading skills (see Annex 1); they were developed according to the topic students were studying when the observations began. And the second activity was a questionnaire where students were supposed to answer questions related to their experiences with comics or any type of graphic narrative (see Annex 2).

The third activity was related to pronouns (see Annex 3). This activity was planned in order to know how students identify the different personal pronouns in terms of number, gender and person (first, second and third) and to check their vocabulary skills; therefore, the exercise was about completing 10 sentences where each one was missing a pronoun. Before explaining the task they had to do, there was a review of the personal pronouns in English and they were divided into plural and singular pronouns; this in order to give a clue about what they were going to do in the main activity. In terms of time, students were given six days to deliver it via the platform which is being used to have class (Teams), since it was scheduled from the 20th to the 25th of March. When the delivering date arrived, half of the group did not deliver the homework; however, the other half delivered it on time.

The outcomes from this activity evidenced that the students were able to identify most of the personal pronoun asked in the worksheet, however, most of them had troubles with spelling. The most common mistakes were related to the pronouns of the third person singular, which most of the cases were written using the letter *i* instead of *e*. Moreover, there were issues related to the

use of the personal pronouns *we* and *they*, where students were confused how to use each one of them.

The fourth activity was planned to diagnose reading and writing abilities of the group (see Annex 4). To achieve this purpose, the activity was set with: a first section where each student had to introduce herself by giving her name and age; a second section where they had to describe 4 spaces of their houses (main room, dining room, living room and bathroom) by writing 4 sentences for each space. Before the line which had the instruction to write, it was placed an example where students could find a clue about how to develop this task; in this example, the teacher-researcher started by introducing himself and describing one space of the house (Kitchen). It was also addressed in the instructions to read the example given carefully. This task was scheduled on the 26th of March to be delivered on the 6th of April, after the Holy Week; therefore, students were given almost two weeks to complete it.

This homework was the most difficult one for students. Moreover, approximately a half of the group delivered this task on time; however, there were just three tasks that were answered correctly. This made the teacher-researcher realize students' difficulties with reading comprehension because apart from the three cases mentioned above, the other answers contained just a part of the task. The most common mistakes related to reading were regarding the lack of vocabulary and grammar structures to understand a text; this led students to not comprehend the instructions written in the activity.

The fifth activity was a quick test created in the Google Forms platform (see Annex 5). This activity was planned to check the response of the group towards an activity which had a

shorter limit of time (15 minutes) to be delivered, and how it affectsed their performance during the activity. The test was applied the 30th of April.

Before applying the test, the teacher-researcher made an explanation about how to use the platform and the sections of the test; the first section was composed of 5 points where each one was missing a space of the hose and the student had to guess it depending on the clues given in every point; the second part consisted of 5 points where the girls had to guess what elements belonged to certain spaces of the house, in this part there were two correct options for each one and the students were supposed to choose both of them. Each point of the test had images to illustrate the element or space of the house in the options to choose.

The results of this activity showed that having pictures or images illustrating the word or concept is a great help for students (see Annex 5); however, there were some issues related to connectivity and impeded a part of the group to answer the test; consequently, only 12 students out of 38 were able to complete it.

The sixth activity was planned as a first approach to graphic narratives. Students were presented some pages from a comic (see Annex 6) to analyze it and also see a glimpse of the main material the research uses. Moreover, this activity had as a side objective to observe the response of students towards materials containing visual aids, in this case, a page from a comic. The reaction of the group towards the activity registered by the teacher-researcher was positive as they expected to be presented a different material; therefore, the explanation and assignment of the activity was well received. As the purpose of this exercise, students had to draw a short comic

where they told a personal experience, an anecdote, or in general terms, a story which had to fit in four comic panels.

The results of this activity showed that students were motivated when presented visual aids as a tool to work with. More than a half of the group presented the exercise, where students were able to express ideas in English and relate them to a picture.

Based on the previous exercise, the seventh activity was created to inquire about the writing skills of the group. The objective was to write at least fifteen sentences using the structure of the present simple (see Annex 7). This task should be fulfilled by students by using the example or *formula* presented in the worksheet of the exercise (see Annex 7); this formula presented the structure of the present simple in a different font to attract students' attention.

Nonetheless, the result of this exercise showed that students still had issues remembering that structure, which led them in some cases to write sentences using the present progressive instead of the Simple present tense. This issue was constantly found while checking their assignments.

The eighth activity was created to check the performance of the group towards the Present Progressive as it was found issues related to it in previous activities. The exercise presented the lyrics of a song (see Annex 8), where the group had to highlight the sentences written using this tense. Moreover, students had the opportunity to listen to the song and, consequently, listen to its pronunciation while following those lyrics with the melody and chant.

This activity showed that students were able to identify the structure of the Present Progressive, however, when they were asked to write the same structure, they still had issues related to confusing the Simple present with the Present progressive.

This exercise showed that students were able to write the sentences according to the meaning of each word, however, when they were asked to recall what the meaning of any words was, they did not remember all of them. Consequently, students had some difficulties related to their reading abilities as they found it hard to apprehend the meaning of more than a half of the words given. However, as the tense to write the sentences was not defined, it was found that through practice, they were able to write the sentences without confusing the structure of the simple present and the present progressive tenses.

Description of the problem

After developing the diagnosis activities, it was found that the group has some difficulties in terms of reading habits. These difficulties are mostly related to reading, due to the fact that students are not used to read either in their native language or in their second one; this was more evident in the second diagnosis activity (see Annex 4). In this activity, only a few students were able to fulfill the task proposed; as it was mentioned before, most students delivered an incomplete task where they wrote the instructions and described just one space of their houses. This fact made the teacher-researcher realize that even if students understood the words written in the instructions they received, they did not comprehend them properly; which is also a sign of their lack in reading habits in the English language.

This issue related to reading can have various reasons. As stated by Seberson (2016), children tend to see reading as boring because for them it is a difficult activity:

"Maybe they are overwhelmed by difficulty. Maybe they don't have the knowledge or expertise to move through a task as easily as they'd like (as is the case in reading), or maybe they forget to search for purpose in a situation, and so they declare it "boring" or "useless."" (Seberson, 2016)

Therefore, it can be said that children do not feel attracted towards reading because they lack the tool and knowledge to develop reading-related activities properly, which leads them not to develop reading habits.

As a matter of fact, students are knowledgeable in the use of digital tools, as it was discovered in the test activity which was held in a specific platform (Google forms, see appendix 3), and the problems found in this test were related to internet connectivity issues.

Therefore, this capability that students have in terms of handling technology can be used to foster specific habits, in this project, reading habits. Moreover, as the third activity showed, images can be very useful tools to help students to read more (see appendix 3) by presenting them material which has both pictures/images and short texts.

Consequently, it is needed to find material which is interesting for children and can also be used as a tool to teach them reading habits and promote reflection as well; furthermore, these habits are very important during their learning process because reading, as a habit and activity, is critical in secondary, preparatory and college studies.

Justification

Reading habits are part of most activities which are done during the primary stages of the learning process of every student; however, reading, as an activity, tends to be seen as boring, sometimes even useless (Seberson, 2016). This preconception of reading may be due to the easiness of finding information about almost every topic via digital tools and cloud access (Jabr, 2013); consequently, nowadays students are not used to look or search information in books from public libraries, classic encyclopedias or physical dictionaries, where reading is the only path to choose in order to find the data needed.

On the one hand, reading is a basic skill which is raised from the primary years at school; however, the material that is used in the traditional methods of teaching can be seen as boring by primary students, who are in a stage where they are more concerned about playing with friends and having a hobby. Therefore, the material that may have an opportunity to be included in the education system and can also foster it is the graphic narratives, because they are catchy and have a variety of topics which can be used in the classroom (Barret, 2017). Those different topics can be in alignment with the preferences of the girls in terms of the kind of stories they like, the kind of literature they have read so far, the kind of stories which are common in their context (TV, movies, soap operas).

Additionally, it is important to change children's attitude towards reading, because they see reading as an obligation which is included with all the duties the learning process involves; however, due to the stage students are at, it is possible to foster life-long reading habits, and

cultivate a reading culture which will not only benefit them, but also their context. This can be achieved by not only teaching about reading, but also about self-regulation.

About self-regulation, it is recognized as an important predictor of student academic motivation and achievement (Zumbrun et al, 2011.); therefore, it can also help to raise reading habits that can endure not only during the learning process of one subject, but also its influence can be extended to other subjects.

Research question:

How to use graphic narratives to foster reading skills by using a Task-Based Approach in a fifth-grade classroom at Magdalena Ortega school?

General objective:

To implement graphic narratives to foster reading skills by using a task-based approach in a fifth-grade classroom.

Specific Objectives:

- To inquire about strategies from Task-Based Learning to foster reading skills.
- To promote reading habits by using graphic narratives.
- To evaluate the effectiveness of the Task-Based Approach applied to graphic narratives used in a fifth-grade classroom.

Chapter 2

Literature review and Theoretical framework

This chapter introduces the research background. Each research was selected by taking into account the similarities they share with this research, and the information they provide to range this research.

Literature review

The sources to be consulted to find the articles are: the repository of Universidad Pedagógica Nacional, the repository of Universidad Libre, the repository of Universidad Cooperativa de Colombia, Scielo and Research gate banks of documents and publications. After developing the research document in these platforms, the following documents were selected due to their relevance which is in accordance to the topic and the tools selected for this thesis. The following table summarizes the title, year, country and the author of these studies:

Table 1 *Literature review summary*

TITLE	YEAR	COUNTRY/ CITY/ INSTITUTION	AUTHOR
El Comic: Un recurso didáctico para fomentar la lectura crítica	**2016**	**COLOMBIA, UPN**	**DIEGO DELGADILLO**
Narrativa Gráfica: Espacio para el fortalecimiento de la lectura inferencial	**2016**	**COLOMBIA, UPN**	**MARIA ROJAS, NICOLÁS DURÁN**
Cooperative learning: Using comic strips to develop responsive listening	**2016**	**COLOMBIA, UPN**	**JEISSON BERNAL**
El Cómic como herramienta didáctica para el mejoramiento de la competencia léxica del inglés	**2014**	**COLOMBIA, UNIVERSIDAD LIBRE**	**CRISTIAN REINA, MÓNICA VALDERRAMA**

en la Institución Educativa Miguel Antonio Caro, Jornada nocturna			
El Cómic como herramienta pedagógica en la escuela básica primaria	**2011**	**COLOMBIA, UNIVERSIDAD LIBRE**	**HILDA MORA, CARLOS CARRANZA**
El uso del Cómic como estrategia pedagógica para promover la producción escrita en estudiantes de grado quinto del colegio Diana Turbay	**2019**	**COLOMBIA, UNIVERSIDAD COOPERATIVA DE COLOMBIA**	**ANGÉLICA DUEÑAS, MILENA LEÓN**
Using comic books with pre-intermediate students for reading comprehension and vocabulary recognition	**2019**	**COSTA RICA, UTN**	**WARNER SALAZAR**
A guide to using Graphic Novels with children and teens	**2015**	**USA**	**ROBIN BRENNER**
Employment of Comic Strips as reinforcement learning of higher education in UPIBI-IPN	**2016**	**MEXICO**	**ENGELBERT LINARES, ANA GARCIA, LUCERO MARTÍNEZ**

The first one is *El Comic: Un recurso didáctico para fomentar la lectura crítica,* written in 2016. This research was conducted at IED Anibal Fernandez de Soto, where the researcher used the comic to foster Critical Reading on students. In this investigation, graphic narratives are taken as a multimodal text, which allows students to make inferences and go beyond a literal reading. Therefore, students were able to express new ideas and points of view related not only to graphic narratives, but also written texts. This study shows that graphic narratives are a tool which can foster the abilities of students in terms of the reading skills they use when they are presented different types of texts; moreover, students also related the topics presented in the comics to their surrounding context. Also, this research presented that the comic was received by

the students as an interesting tool to improve their academic process, which is a key aspect regarding the selection of this material.

The second one, *Narrativa Gráfica: Espacio para el fortalecimiento de la lectura inferencial*, written in 2016, which was conducted at IED Hernando Durán Dussán. In this research, graphic narratives are taken as a type of communicative expression where both text and images converge in order to present an idea. Students were presented different types of graphic narratives such as comics, comic strips and graphic novels, the most common ones.

This research showed that graphic narratives had a good influence on students, this was due to the relations between images and texts that students were encouraged to make in order to comprehend these types of narratives; moreover, conscious reading was improved because these graphic narratives were different from what they were working with. This study reinforces the idea that graphic narratives can be a positive tool in an academic context; furthermore, students who worked along with the researcher were from fourth grade, which is a population very close to the one taking part in this thesis; therefore, it can provide an approximation about how the dynamics of students of fifth grade could be.

The third one is *Cooperative learning: Using comic strips to develop responsive listening*, written in 2016; it was conducted at IED Domingo Faustino Sarmiento. In this research, the main aim was to reinforce listening skills, group work and motivation in students who after developing the diagnosis showed some failures in these aspects. In order to achieve that aim, comic strips were the tool selected to create a dynamic for improving those various skills. The findings of this research evidenced that the use of comic strips helped to reinforce group work where the students

were able to work cooperatively; also, they were encouraged and interested in learning. Regarding responsive listening, most of the students comprehended the importance of listening to instructions from the teacher before starting to work. This research represents the versatility of the material selected, which can be used not only to improve academic skills such as listening and reading, but also communicative skills such as group work and attention towards the teacher during sessions; furthermore, participants are very close in terms of age to the population selected to this thesis.

The fourth one is *El Cómic como herramienta didáctica para el mejoramiento de la competencia léxica del Inglés en la Institución Educativa Miguel Antonio Caro, Jornada nocturna*, written in 2014. In this research, the comic is viewed as a Literary Genre which is composed of images and words, where information is conveyed without having a concern related to form and style while expecting a response from the reader. Due to these previous characteristics, this kind of literature is chosen to improve the vocabulary of students who belong to fifth cycle at this institution.

The conclusions of this project showed various aspect: the motivation and attention from students towards the sessions increased by having comics as part of the material they worked with during class; images were very helpful in terms of memorizing new words and phrases; this kind of graphic narrative can be very helpful teaching a second language. This document also shows the possibilities that exist when using graphic narratives in the classroom, moreover, it also shows that along with improving practical skills in the classroom such as vocabulary, comics can improve the attention and motivation of students, aspects that in some cases are critical during the learning process.

The fifth one is called *El Cómic como herramienta pedagógica en la escuela básica primaria*, written in 2011, and conducted at Instituto Técnico Industrial Francisco José de Caldas. This thesis aimed to foster and improve textual production from students of fifth grade, also, improve significant learning by using the different genres that graphic narratives such as comics have. Besides, the comic is viewed as the refined version of the primal art expressions, for instance, cave paintings being one of them. Moreover, it can be used to foster synthetical and analytical processes on students, which can also improve the teaching-learning process because comics can present new strategies for teachers and innovative and interesting material for students. This project also remarks the versatility that graphic narratives have; furthermore, it tries to suggest that the use of this kind of material during the learning process is a strategy that can help not only students but also the teacher when planning a class.

The sixth one is *El uso del Cómic como estrategia pedagógica para promover la producción escrita en estudiantes de grado quinto del Colegio Diana Turbay*, written in 2019. This research had as purposes to improve the written production of students from fifth grade and to present the comic as a tool to foster writing skills. In this document, comics are portrayed as a tool which can reinforce creativity, vocabulary and critical thinking.

The results of this investigation regarding graphic narratives showed that comics fostered curiosity, creativity, and attention towards the classes; also, they accomplished the aim of improving the texts produced by students along with cultivating the interest of students towards writing different types of compositions. This, as a magister degree thesis, is also very significant to the research which is being conducted because it shows how far the potential of using comics

in the classroom can go; moreover, it also reinforces the idea that having this kind of material can be very beneficial in different contexts, apart from language teaching.

The seventh one is the study *Using comic books with pre-intermediate students for reading comprehension and vocabulary recognition* conducted by Salazar in 2019. it explores the effect of implementing comic books in school students. During this research, he gathered 12 participants to do the project; those students were divided into two groups, each one of 6 students. One group had access to the full comic book while the other group was provided the transcription of that comic. As the results of the quantitative and qualitative data analysis showed, all the participants that used comics, regardless their proficiency and text level, performed better on reading comprehension and vocabulary recognition than the ones using the transcripts. This study reinforces the idea that comics are a good tool to improve practical skills not only at school but also at superior levels of education; moreover, one of the focuses of this study is reading comprehension, which is part of reading skills, therefore, its findings are very important despite the participants are different.

The eighth one is *A guide to using Graphic Novels with children and teens* written by Robin Brenner in 2015, graphic narratives have beneficial effects which can go beyond an academic context, because they promote literacy (Brenner, 2015). This guide is planned based on the attraction multiple kind of readers (children, adults; most of them active readers) have towards graphic narratives due to the different kinds of plots they are able to find in a graphic narrative; also, the reluctant readers become more familiar with this type of literature due to the visual elements they contain; and, the English-language learners acquire new vocabulary and language proficiency because images can provide context to the vocabulary they are reading

(Brenner, 2015). This guide is very important because it portraits the different paths that can be found when graphic narratives are applied in the classroom; furthermore, it also gives clues and advises about how to implement graphic narratives depending on the context the teacher is going to work in.

The ninth one called *Employment of Comic Strips as reinforcement learning of higher education in UPIBI-IPN* written in 2016 and published in the Ibero-American Journal for Educational Research and Development. This investigation takes the comics as a didactic tool which helps to teach students various topics through catching their attention and address it to a specific direction such as, in this case, biomedical engineering.

This investigation promoted not only the use of comics as a tool to implement during the learning process, but also the possibility to work as groups and to improve artistic and writing skills, because they needed both drawing the comics and writing a plot according to the topic studied in class. The outcomes of this research showed that students were able to reinforce not only the dynamics of working in groups, but also the significance they give to the topics they are learning; moreover, this project was an opportunity for the teacher to explore new pedagogical resources which can nourish their teaching activities.

Theoretical Framework

In this theoretical framework, the main constructs of this research are presented: Reading skills, reading habits, task-based approach, graphic narratives.

Reading skills

In relation to reading skills, according to *Estándares Básicos de Competencias en Lenguas Extranjeras: inglés* (MEN, 2006) fifth graders are expected to have the following skills where they should be able to:

- Associate pictures with written descriptions.

- Comprehend short descriptions about people, places and known actions.

- Locate places and moments where actions are happening in short texts.

- Identify a sequence of actions.

- Use pictures to represent relevant information on a text.

- Identify cultural elements such as own names and places in simple texts.

- Recognize aspect such as what, who, when and where in a narrative text.

(MEN, 2006.)

In this case, the comic can help to reinforce the skills mentioned above; due to its lay out, the comic encourages readers to associate pictures and text, comprehend short descriptions of moments and places, identify sequences of actions and cultural elements, and recognize who has the word in a situation.

Moreover, Norato and Cañón (2008) state that reading is not only a process which relates to decoding but also understanding a text (Norato & Cañon, 2008); besides, the word **understand** is considered as having knowledge and comprehension of a text (Norato & Cañón, 2008). Consequently, students not only decode a text, but also acquire information which is not explicit. In this research, as the text is presented along with images, students are supposed to *read* both

and relate the information which can be extracted from each one of them. In this process, it is critical to be competent in the following skills extracted from MEN (2006):

- Associate pictures with written descriptions.

- Identify cultural elements such as own names and places in simple texts.

- Use pictures to represent relevant information in a text.

- Identify a sequence of actions.

- Comprehend short descriptions about people, places and known actions.

These are the five main skills required in this research. The first one regards the material selected to this research, which is the comic; the second one is related to the precedence of the comic, as it is from Japan, it is necessary for students to apprehend the reading style of this comic, where dialogs are read from right to left; the third one is focused on the activities to be developed by students, where they are supposed to draw by taking the comic as a reference and source of information; the fourth one, which also regards the reading style of the comic, but in this case it refers to how to follow the sequence of actions on it, which is from top to bottom in each page; and the last one which regards the necessary background to read, which in this case is related to the knowledge students have about the English language structures such as: the Simple preset tense, the infinitive form of the verb, and the present progressive, the most common grammar structures in the comic.

Additionally, Norato and Cañón (2008) affirm that:

Through reading students learn not only the language, as such, but also contextualized situations that help them build relationships among different aspects related to real life

their experiences, their previous knowledge, and others. Reading strategies have helped

students in learning more easily and meaningfully as they are always prepared to face a

text." (p.11.)

This means that improving their reading skills nourishes several aspects of their academic

performance and their individual development, which also contributes to students when they are

presented a text.

Reading habits

On the one hand, Maharsi et al (2019) state that reading is an "activity of acquiring

meaning by understanding it through form of text. Reading allows the reader to gain knowledge

depends on what one read" (p. 2); it is a process where knowledge is gained by merging new

information with the knowledge the reader has before reading. This implies that reading as an

activity involves not only the new topics presented by a text but also the combination of different

aspects such as vocabulary and literacy, which are very important to comprehend the information

of any text.

Moreover, there are different purposes when a person decides to read: the first one is to

look for information; the second is to learn; the third one is to integrate information; the fourth is

to evaluate; the fifth one is to use information; and finally, to comprehend a topic (Grabe &

Stoller, 2013, as quoted by Maharsi et al, 2019). In this research, the main focus is the third

purpose of reading, which is to integrate information. Thus, the information to be integrated

relates to the knowledge students have of the English language prior reading the comic, and the

information which can be extracted from the material in order to reinforce their reading habits and skills.

On the other hand, Maharsi et al (2019) states that the main motivations people have when reading is pleasure; people read in order to get satisfaction by reading material which they consider interesting. Therefore, in this research, the selected material, which is a comic, has as its purpose to attract students' attention in order to nurture their reading habits, as the material is not only composed of text but also images that illustrate it. Additionally, when readers enjoy the material they read, it is possible to increase the possibilities of developing reading habits (Maharsi et al, 2019).

Consequently, this research aims to the concept of reading habits stated by Chettri & Rout (2013):

Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. (p. 1).

Here, reading habits are tools to nurture the cognitive abilities of students by providing interesting and catchy materials which should be in accordance with their age, gender, educational background and academic performance (Chettri & Rout, 2013). Thus, the comic selected to this research fits the criteria as it is a work which is destined to be read by people from school contexts; moreover, the language structures and characteristics this comic contains are

aligned with the topics the population of this research are studying: the Simple present tense, the present progressive tense, and vocabulary from diverse topics.

Furthermore, "Children's reading habit can be built by reading easy books or literature which is aimed to enjoy the reading activity" (Maharsi et al, 2019). This statement reinforces the idea of using catchy and interesting material on this research; moreover, it also promotes the use of diverse resources to nourish the reading activities planned by teacher, these resources may include innovative material, which in this research is the comic. In addition, and as stated by Aydın and Bağcı (2018) "(…) reading education based on interest, needs, and desired of students would certainly be beneficial" (p. 139).

Concluding, reading habits in this research are achieved by becoming reading an activity which students do motivated by pleasure, and it has the possibility to reinforce not only reading skills such as reading speed and fluency (Chettri & Rout), but also language skills outside and inside the classroom, because if students are encouraged to read something which catches their attention, they would be more eager to read outside the academic space (school); which would also reinforce their reading habits (Maharsi et al, 2019).

Graphic narratives

In the first place, regarding the implementation of graphic narratives, Salazar (2019) explores the effect of implementing comic books in college students; as he states, "comic books stand for a great opportunity to interact with the English language" (p. 11). Therefore, in this research comics are also used to promote the interaction students have with the English language;

moreover, they are also a tool to improve the reading abilities of the students by presenting them an interactive material composed of images and text.

Moreover, the use of comics or graphic narratives can develop and improve the literacy of students (Salazar, 2019), as they encourage students not only to read a text, but also to take into account the visual context provided by a drawing or a picture. Consequently, by improving students' reading skills, their autonomy towards reading can also be nourished.

In second place, Falter (2017) affirms "teachers are coming to realize that graphic novels are a powerful medium and tool to teach reading, writing, critical thinking, problem solving and visual literacy" (p. 145); which means that graphic narratives are being recognized as a legitimate type of literature not only by academic but also people in general (Falter, 2017). Moreover, this form of literature has also the potential to boost students or general readers' aim to search information related to the graphic narrative they are reading, this due to the variety of topics these narratives could have; for instance, history, science, and fiction are some of them.

Lastly, Tracy Edmunds (M.A., Curriculum Manager at Reading with Pictures) (2014) states that children who are being presented these narratives start by recognizing the sequence a graphic narrative has to, later on, learn how to decode text within it (Edmunds, 2014). For experienced readers, Edmunds (2014) also mentioned that they require:

(…) to actively decode and comprehend both text and images and the interplay between them, students must use higher-level thinking skills such as inference and synthesis. The narrative structures that authors can create using both text and image are often different from and sometimes more complex than text alone, and while reading graphic texts,

students must analyze and synthesize structures both within a page and often as a pattern throughout the book. (p. 1)

This information shows that students can be encouraged to use more cognitive skills to read a graphic narrative than a text alone; therefore, this kind of narratives can be used to reinforce not only reading habits, but also processes related to reading abilities.

Task-based approach

Regarding the Task based approach, Celik (2017) presents this approach as a tool which "(…) provides learners a with chance to use the target language in order to improve language proficiency under teacher guidance*"* (p. 2). In this case, the target language is English, and the comic they are presented is in English too; therefore, students can reinforce their abilities in this second language by being asked to achieve goals related to English by using the comic as support material. These goals relate to the grammar and vocabulary necessary to understand the comic, consequently, most of the tasks they presented have the comic as supporting tool but also as main goal.

Furthermore, Celik (2017) presents the task-based approach which has clear steps to be followed in order to be applied in an activity or in the classroom: firstly it is presented the pre-task, which is an introduction to the topic/task along with keywords for students to understand the following steps; secondly, the task cycle, where learners perform the task proposed in the previous step; and thirdly, the language focus, where teacher and learners reflect towards the activity and made corrections; moreover, students in this step have the opportunity to solve questions in order to make the activity significant and useful (Celik, 2017)

This approach presents useful resources to this research because it proposes a guide to develop useful and meaningful activities, where students are involved in the learning process as they can also give feedback and opinions towards their own learning process.

Chapter 3

Research design

This chapter is focused on the research design, the research paradigm and the research methodology. Moreover, data collection instruments, the object population and the ethical issues in this research are considered as well.

Research paradigm

This research is conducted by following the qualitative paradigm; also, as this investigation regards reading habits of the students, it is necessary to investigate their experience (Alvarez-Gayou, 2013) about reading and how they have been taught this skill; moreover, from their experience, it can also be known their particularities, which are very significant in this research paradigm due to the fact that reading habits are very influenced by how reading is presented to students. This paradigm allows the researcher to analyze data by not necessarily using quantitative methods, since that data can be subjective, exploratory and descriptive (Martínez, 2021); thus, it fits the type of activities and outcomes that a second language teaching classroom can produce.

This research paradigm matches with the research because the objects of investigation are students, who, in this paradigm, are taken as subjects who have their own thoughts, knowledge and experience, as Alvarez-Gayou et al. (2013) states about qualitative research, the researchers inquire about real subject who interact and speak about the world which surrounds them. Additionally, it is mandatory to take into account the current global situation due to the pandemic, because it is an issue which has affected both student and teachers, in terms of the

mandatory isolation, online classes and personal dynamics, which are different from what they used to be. Therefore, those particularities can be included in the qualitative paradigm as they are a social issue which affects the subject of the investigation.

Research methodology

This research is framed within the Exploratory Action Research principles. Therefore, the main concepts of Exploratory research and Action research are presented in order to show their characteristics and subsequently present they are merged into the Exploratory Action research frame.

In the first place, Ortiz (2019) refers to the exploratory research as a first approach to a specific topic which is done before investigating that topic deeper, this in order to have a general understanding and basic information of the problem (Ortiz, 2019). For teachers, it is a tool to grasp the overall circumstances of a group; therefore, the tools and approaches to particular situations can be thought and planned beforehand.

According to Valera (2013), in order to do a successful exploration of the situation, there are three steps to be taken into account: the first one is related to the approach to the problem, where observation is the main tool to have that approach; the second one regards about collecting information form the participants of the research; and the third one is to collect information from the context itself, which implies to investigate issues which surround the participants.

Secondly, Action Research is used in the educational context to nourish education itself, because it is concerned with planning and developing diagnosis which help to treat specific

topics, to implement innovative practices, and to promote learning strategies (evaluations, motivations, discipline and classroom management) (Berrocal & Expósito, 2015).

According to Berrocal and Exposito (2015), Action research has four phases after the main issue of the investigation is selected: 1) diagnosis of the situation, where the purpose is to find information about the origin and evolution of the problem; 2) development of an action plan, here it is needed to create a course of actions in order to approach the problem, this course should be flexible in case of problems or changes during the research; 3) action, as its name implies, in this part the previous plans designed are put into practice; 4) reflection/evaluation, at this stage the researcher(s) analyze, interpret and evaluate the collected data to conclude the investigation (Berrocal & Expósito, 2015).

Consequently, an Exploratory Action Research is a methodology which unifies the process from both: Exploratory Research and Action Research. Firstly, it is needed a plan to explore and collect data; secondly, perform the exploration, collect information; and thirdly, reflect on the data collected; these processes belong to the exploratory phase of the methodology. Now, the steps from the action phase are: in the first place, create a plan to apply a change on the issue found in the reflection made on the last step of the exploratory phase; in second place, act, which means to apply the change; in third place, observe and collect data form the results of the previous step; and in fourth place, reflect on the information gathered and interpret the results (Smith & Rebolledo, 2018). However, this action phase was only carried in the diagnosis phase of this research.

Researcher's role

The role of the researcher in this investigation starts with being an observer; however, the observation is the base to subsequent reflections regarding the research. Moreover, to know the background and experience from the participants, the researcher has to comprehend the subject of investigation without the interference of his/her own beliefs, perspectives or prejudgments (Quesedo & Castaño, 2002). Consequently, beyond observation, the role of the researcher is to propose a possible solution to the issues which may be found.

Data collection instruments

The data collection instruments used in this research are: documentary review, field notes, questionnaires and artifacts. The first one is necessary in order to know the antecedents of the topic of this research, which is the reading habits; the second one is appropriate to collect the data from observations performed in the classroom; the third one has as purpose to evaluate and measure the experience students have had before this research; and the fourth one regards the outcomes of the activities done during the investigation.

Fieldnotes

According to Monistrol (2021), this is a tool where the researcher records the events of the field work in a precise and detailed way; moreover, this tool also helps to organize and analyze the data collected during an investigation. Furthermore, it also registers the social interactions and behaviors from both, the researcher and the participants. Additionally, it is also a tool where the advances of the research can be written in order to have a time line of the events (Monistrol, 2021). Consequently, for this research, this tool is very important taking into account the data that can be collected through it.

Questionnaires

As stated by Salas (2020), this instrument is commonly related to quantitative research, however, it is also used in the qualitative paradigm in order to collect information from a group of people which should not be large. Also, Salas (2020) advices about the kind of questionaries that suit the most for qualitative research, which is the Open Questionary, because it allows to have a wider spectrum of answer to be analyzed. In the frame of this research, the questionnaires are used to diagnose and evaluate students and to understand the knowledge they have about the English language.

Artifacts

According to SAGE Publications (2017):

Artifacts include any object made by humans (handmade or manufactured) or natural

object that can be touched and handled. (...) Qualitative researchers observe and record

artifacts included in environments, making special note of items that seem to suggest

particular meaning to either the researchers or participants. (p. 11)

In this case, artifacts regard the outcomes of students' class work and homework; moreover, as they are the production of the subjects of investigation, they can give key ideas about how they react towards the research.

Ethical issues.

This research is conducted following ethical considerations. The participants were informed about the content of this investigation via an informed consent (see Annex 8), where

they agreed to participate on this work. According to Wiles (2013), "It involves providing participants with clear information about what participating in a research project will involve and giving them the opportunity to decide whether or not they want to participate." (p. 1). All the participants agreed to participate in the research. Therefore, an informed consent was delivered to all the subjects to inform them about the contents and purpose of this investigation.

Chapter 4

Pedagogical proposal

In this chapter, it is presented the pedagogical approach, the theoretical vision of language and learning, and the instructional design of this research. Moreover, the instructional design is divided into the following stages: stage 1, contextualization; stage 2, what we need for reading a comic; and stage 3, using the tools given which are essential for developing this proposal about reading habits.

Pedagogical approach

The pedagogical approach which frames this research is Constructivism. This approach is defined by Merriam and Carafella (1999) as an approach which "(…) maintains that learning is a process of constructing meaning; it is how people make sense of their experience" (as quoted by Jafari & Davatgari, 2013, p. 1); which means that knowledge is built by people through reflecting about their own experiences. Consequently, students are the most important part of their knowledge construction, which implies that they have to interact with their surroundings in order to collect and process the stimulus received through that interaction. Moreover, Jafari and Davatgari (2013) support this idea by stating:

Constructivism describes the way that the students can make sense of the material and also how the materials can be taught effectively. With Constructivism as an educational theory in mind, the teachers should consider what students know and allow their students to put their knowledge into practice. (2013, p. 1)

Therefore, experimentation and close contact with the materials are vital for this investigation in order to link the theory that students are studying and the reality/context which surrounds them; and the constructivist approach allows to make that connection.

Vision of language

In this research, language is a tool of communication which allows the user to share ideas, rebut them, and understand them; moreover, that exchange of ideas creates a bridge which permits to know other cultures and lifestyles; moreover, as Rabiah (2012) states:

> Communication and culture cannot be separated, because culture not only determines who is talking to whom, about what, and where the communication takes place, but the culture also helped determine the encode messages, the meaning and the message he had for the conditions to send, pay attention, interpret the message. (p. 7)

Therefore, students are presented language as a tool to understand other contexts and situations that originate overseas, which means that they are also presented a different culture.

Vision of learning

Learning is viewed as a process where the learner is the responsible for his/her own improvement. Along this process, students are given the tools and theoretical basis to put new and prior knowledge into practice in order to apprehend new concepts. As Jafari and Davatgari (2013) stated, "learners construct new understandings using their current knowledge. In other words, the learners' prior knowledge influences their new knowledge." This vision of learning is framed within the constructivist view of learning. Consequently, while students will receive theoretical basis and materials from the teacher, and it is their responsibility to use those

resources, the teacher included, to improve their own abilities, in this case, reading habits; therefore, learning is an active process.

Instructional design

This research is focused on fifth graders' reading habits, understanding reading as a process/ability and by taking the comic as a tool to reinforce/improve it. In order to accomplish this purpose, the intervention is divided into three stages: contextualization; what we need for reading a comic; and, using the tools given. In each stage, participants reinforce the topics they are studying in fifth grade such as: the present progressive, the present simple, and basic forms of the verbs by identifying them into the comics.

The first stage called *Contextualization* is a general overview about the history and types of comics. Here, students are given a historical tour from the origin of comics to the current types there are in the market; moreover, they are showed the main producers of this kind of entertainment and how they have changed through history; furthermore, the teacher-researcher shows the structure and content of a comic through the presentation of the one selected for this research.

In the second stage, W*hat we need for reading a comic*, there is a review of grammar and a reinforcement of the topics the participants are studying; those topics are: the present progressive, the present simple, and basic form of verbs. This reinforcement uses the comic to illustrate the topics mentioned before, along with the structure of those topics. Moreover, the comic is settled as the main tool to foster the reading habits of students by catching their

attention; additionally, in order to apprehend the previous contents, written exercises are delivered to participants.

For the third stage, which is named *Using the tools given*, students have to put into practice the topics reviewed in the two previous stages in order to read the comic and complete activities and tasks related to the information the comic contains. Moreover, this stage also works on their abilities to retain information about the material they work with. Additionally, a final exercise is proposed to evaluate all the topics in the three stages.

Academic program

Stage	Session / Lesson	Objectives	Moment	Description of Activities	Materials
Contextualization	**1: Let's taste a short comic**	Present the resource to students in order to make them familiar with it.	**Warm up**	Questions to know if students have knowledge about comics.	Genially presentation. Notebook, pencil or pen, and eraser or corrector.
			Implementation	Presentation about what a comic is and its history.	
			Ending	Final questions and assignments.	
	2: What kind of comics are out there?	Show students the different types of comics that can be found currently.	**Warm up**	Ask students to give feedback about the last class and assignment.	Genially presentation. Chapter one of the comic. Notebook,

			Implementation	Presentation about the most common types of comics: -Comic strips as Mafalda -Comic. magazines and manga serializations. -Graphic novels. Introduction of the comic "K-On!" as the main material of the research.	pencil or pen, and eraser or corrector.
			Ending	Final questions and assignments. Assignment about drawing their favorite musical instrument.	
	3: What a comic contains	1.Students will be showed the contents of a comic and how it is structured 2.To consolidate the manga K-On! As a	Warm up	Review of the previous sessions.	Chapter one and two of the manga K-on! PowerPoint presentation as the board. Notebook, pencil or pen, and eraser or corrector.
			Implementation	Presentation and explanation of the structure and contents of a comic through	

		motivating element towards reading.		chapter one of "K-On!"	
			Ending	Final questions and assignments. The teacher delivers chapter two to students for them to manipulate it.	
What we need for reading a comic	**4: Review of the past activities**	1. To summarize the contents of the previous sessions. 2. Students identify the basic form of the verb, the infinitive. 3. To consolidate the manga K-On! As a motivating element towards reading	**Warm up**	Review of the previous session.	Chapter two of the manga K-on!
			Implementation	- Present the basic form of the verb, the infinitive. - Students identify and highlight the new structure using chapter two as supporting material.	Power point presentation as the board. Power point presentation of "simple present". Notebook, pencil or pen, and eraser or corrector.
			Ending	Final questions and assignments.	
	5: Identifying the simple present using comic	1. To present the "simple present tense" to the students. 2. To illustrate the structure of	**Warm up**	Ask students about the verbs they found in chapter two.	Power point presentation as the board. Power point presentation about "Simple present". Notebook,
			Implementation	Using the verbs students found in the	

				the simple present.			previous session, the teacher illustrates the structure of the Simple present.	pencil or pen, and eraser or corrector.

| | | | | | **Ending** | Final questions and assignments. Assignment related to highlight the structure of the simple present tense in chapter two. | |

| | **6: Listening and reading with present progressive** | 1. To present the "present progressive tense" to students. 2. To illustrate the structure of the present progressive. 3. To reinforce the topic with reading exercises. | **Warm up** | Review of the main characteristics of the "Simple present". | Power point presentation as the board. Power point presentation about the "present progressive". Chapter two of the comic. Notebook, pencil or pen, and eraser or corrector. |
| | | | **Implementation** | The teacher presents the structure of the present progressive and the *ing* ending. The teacher reads aloud chapter two along with students for them to identify sentences in the present progressive and words | |

				ending with *ing*.	
			Ending	Final questions and assignments.	
Using the tools given	**7: Searching while reading**	1. To encourage students to keep reading the comic. 2. To promote the use of dictionary.	**Warm up**	Review of the previous session.	Chapter one and two of the manga K-on! Power point presentation as the board. English-Spanish/Spanish-English dictionary. Notebook, pencil or pen, and eraser or corrector.
			Implementation	Search for unknown words in chapter one and two of the comic. Students write a list of unknown words along with their meaning. Students deliver the list as classwork activity.	
			Ending	Teacher confirms the definitions provided by students. Final questions and assignments.	
	8: Using the vocabulary of the comic	1. To encourage students to keep reading the comic. 2. To work on grammar which is	**Warm up**	Exercise about writing and reading sentences by using the vocabulary of previous sessions to	Chapter one and two of the manga K-on! Power point presentation as the board. English-Spanish/Spanis

				review previous topics.	h-English dictionary. Notebook, pencil or pen, and eraser or corrector.
		found in the comic.			
			Implementation	The students listen to the teacher reading chapter one of the comic aloud. Students are allowed to make questions about pronunciation, vocabulary, grammar, and spelling. Students are encouraged to repeat the pronunciation of chosen sentences in the comic.	
			Ending	Final questions and assignments. Students are delivered chapter two to start reading it and looking up unknown words.	
	9: K-On! vocabulary	1. Students relate what they listen to, to what they read.	**Warm up**	The teacher asks students about their experience	Chapter three of the manga K-on!

		2. Students express ideas about the comic.		of reading the third chapter of the comic.	Power point presentation as the board. English-Spanish/Spanish-English dictionary. Notebook, pencil or pen, and eraser or corrector.
			Implementation	The teacher asks for students' help to recreate the events in chapter three. The teacher-researcher collects the unknown words gathered by students and encourages them to use this new vocabulary to recreate chapter three.	
			Ending	The teacher writes a short text using the improved information provided by students about chapter three. Final questions and assignments.	

| | 10: What I read: K-On! | 1. Students summarize the events of chapter two.

2. Students recognize the structures and vocabulary studied presented in the comic.

3. Students understand how to create a booklet. | **Warm up** | Review of the previous session. | Chapters one, two and three of the comic *K-On!*. Power point presentation as the board. Slides in power point explaining what a booklet is. English-Spanish/Spanish-English dictionary. Notebook, pencil or pen, and eraser or corrector. |
| --- | --- | --- | --- | --- | --- |
| | | | **Implementation** | The researcher takes the role of someone who forgot what happened in the three chapters of the comic, students help him to remember; they help by giving clues using the vocabulary and structures studied using the comic. A booklet is presented as a tool to record and share information. | |
| | | | **Ending** | Final questions and last assignment: Students create a booklet with the drawing and information of the most interesting | |

				character from the comic for each one of them	

Class planning models

The class planning model used in this research is the lesson plan. It is a tool which presents information related to the objectives of each session, the rules of the classroom, the outcomes expected from students, the materials for the session, and a description of the activities to be performed during the session. Summarizing, it presents a general overview of each session. The following lesson plan is the model which was followed in this proposal.

Lesson plan model

Session 2: What kind of comics are out there?

Objective: Show students the different types of comics that can be found currently.

Rules in the sessions:

- Respect among students and their opinions during interventions and group work.

- Respect between the teacher and the group.

- Punctuality in terms of delivering homework or activities.

- Both students and the teacher should be in class on time.

Student's outcomes:

1.   Students will be able to identify the different types of comics.

2.   Students will participate actively during the session.

Materials:

-      Power point presentation about the different types of comics/graphic narratives.

-      Chapter one of the manga K-on!

The class will start with a presentation of the different types of comics/graphic narratives that can be found nowadays:

-      Comic strips as Mafalda

-      Comic magazines and manga serializations.

-      Graphic novels.

Afterwards, chapter one of the manga series "k-On!" will be presented to students, where they will be able to observe the structure and appearance of one of the types of comics presented during the session.

As homework, students will present a drawing about their favorite musical instrument, its parts and the reason for them to like it; this in order to increase the familiarity students have towards the vocabulary the comic has. This homework is meant to be presented via Teams.

Chapter 5

Analysis of the proposal

This chapter focusses on reading habits and the necessary grammatical tools to foster

them by using comic as the vehicle, this based on the diagnosis activities carried out with fifth

graders from IED Magdalena Ortega. Thus, each stage and session are described and explained to

understand the proposal, and how it works on reading habits using comics as the main resource;

from describing the activities, to the theory, and possible outcomes.

Analysis of the proposal.

This section regards the description of the activities planned for this research; the material

is focused on comics and the grammatical knowledge to use them to foster reading habits. The

material includes English lessons based on the Task-Based Approach in order to foster reading

habits. Moreover, the complete material of each activity is collected and organized to be used for

an individual or a group of students. Also, this material can be used in a virtual environment such

as Microsoft Teams or in the school, as this material can be printed and delivered to students.

Stage 1 – Contextualization

At this stage, the purpose is to catch students' attention towards the material of the

research. In order to achieve that, while the description, history and properties of the material are

explained by the researcher, activities related to grammar skills are held in order to introduce the

topics needed to start reading comics in English. Moreover, as stated by Shabiralyani et al (2015),

"using visuals aids as a teaching method stimulates thinking and improves learning environment

in a classroom." Therefore, students can improve their performance in the classroom due to interesting and catchy materials and resources, in this case, the comic.

Session 1 - Let's taste a short comic

The first session is to learn about the material selected for this research. Firstly, the teacher asks students about any information they have about the topic. In this first part, participation is very important because it presents what their knowledge about this literary genre is; after listening to students' ideas, there will be a presentation about the history of comic; the presentation contains historical information about this kind of graphic narrative. During the presentation, it is important to ask students for opinions or examples. In addition, an infographic containing the main information of the presentation is delivered to students.

Figure 1 *Infographic: History of comic.*

When the presentation is finished, an activity related to the material is presented; this activity has the purpose to evaluate students' attention towards the new topic by asking them to draw a comic based on an example given in a worksheet; this worksheet has as an example two pages of the comic chosen for the research, which is named *K-On!* (2007-2012), created by Kakifly and published by Editorial Hōbunsha.

Figure 2 *K-On! (2007-2012), by Kakifly. Editorial Hōbunsha. Cover image of the first compilation book of the comic.*

The presentation works as a visual aid to attract attention towards the topic of the class; moreover, as it is an interactive material, students are more focused on the different actions they can perform in the presentation. Additionally, "Effective use of visual aids substitutes monotonous learning environments" (Shabiralyani et al, 2015); therefore, participation and motivation can increase by using those aids.

Session 2 - What kind of comics are out there?

In this session, students learn about the different types of comics. There is a presentation created using Genially, an online tool to create virtual presentations, which explains the various types of graphic narratives by showing examples of different works; this presentation can be used by the teacher, or the students can also use it individually. This presentation has interactive features which are explained in the slide where they are presented.

Figure 3 *Presentation: The Graphic Narratives*

Once the presentation finishes, the first chapter of *K-On!* is presented to students in order to give them the opportunity to see its structure, the reading style, and the division of panels it

has; consequently, they are more familiar with the material they use. As stated by Berseth (2013), "the use of manipulatives in the classroom is that manipulatives provide an additional channel for conveying information" (p. 2); therefore, as students are able to work with the material independently, they can focus on different details beyond the ones explained by the teacher.

Additionally, students are presented an activity called "My favorite instrument" where they have to draw their favorite instrument, describe it, and a reason why they like it; this amendment is developed by following an example given by the teacher; moreover, it has as its purpose to foster their familiarity with the resource.
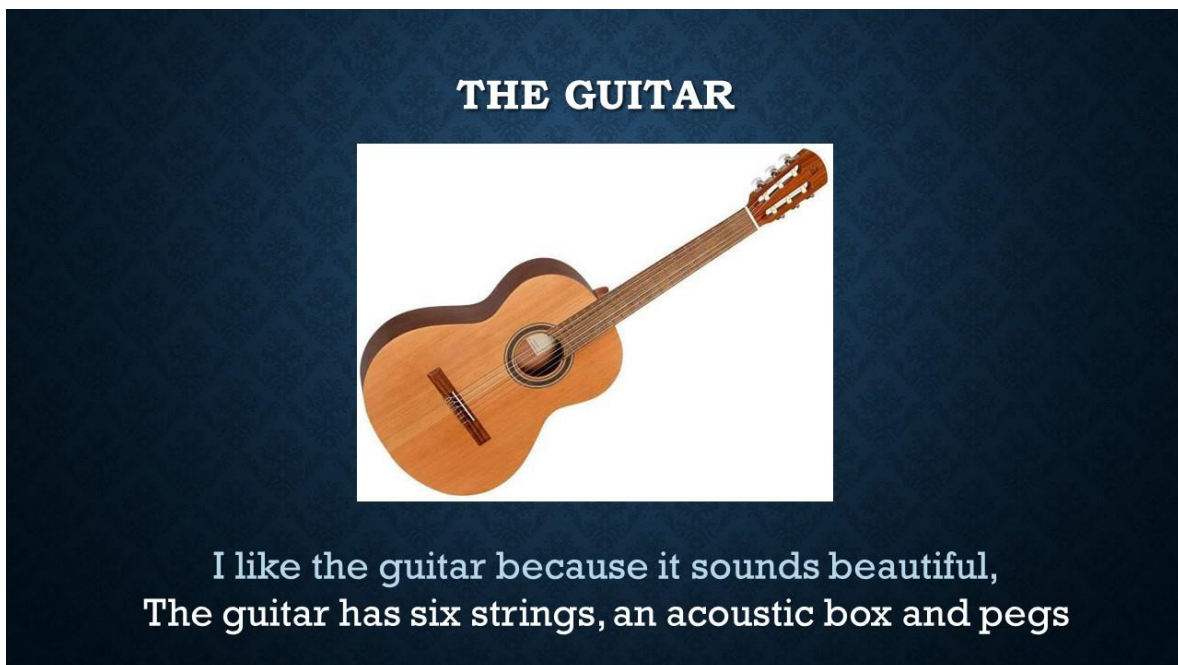

Figure 4 *Workshop: My favorite instrument, example given by the teacher.*

Session 3 - What a comic contains

This lesson is oriented to fostering the familiarity of students with the comic. The session starts with a review of the previous one and giving the chance to students to present their favorite instrument. After that, a presentation about Eastern comics is oriented by the teacher; this presentation is essential because it portraits the differences between American comic and the several types of Eastern comic; moreover, it also states the reading style this kind of comics have, which is from right to left.

Figure 5 *Presentation about Eastern comics and their characteristics.*

To exemplify the topic of this session, the first chapter of the comic is used during the presentation for students to see an actual comic containing the characteristics of the eastern comics.

Figure 6 *Exemplifying the characteristics of an eastern comic. K-On! - Chapter 1, page 1, Editorial Hōbunsha.*

After the presentation, students work with the first chapter of the comic, where they are encouraged by the teacher to identify familiar vocabulary, which can be found in the material while reading. Afterwards, the second chapter of the comic is presented to students for them to manipulate it before reading it; and in addition, students have to highlight the familiar words they find in the chapter one.

Stage 2 - What we need for reading a comic

The second stage is oriented to reinforce the grammatical structures founded in the comic; these grammatical structures are composed of the simple present, the present progressive, and the basic form of the verbs, the infinitive, which are the most common structures in the comic. Each session of this stage has the purpose to work on one of the three structures above to provide

students the necessary knowledge to understand the material, as well as using the comic as material of reference.

Session 4 - Review of the past activities

On the one hand, this session is focused on reviewing the past activities and their relation with the topic of the comic. Additionally, the basic form of the verb is presented as a very common structure which can be found in the comic; also, this lesson starts with the readings activities of chapter two of the comic, where students have to work in order to find the new structure studied and highlight it into the comic.

Figure 7 *Identifying the new structure: K-On! - Chapter 2, page 7, Editorial Hōbunsha.*

This activity is made for students to use the manipulative material to solve the problem of identifying the infinitive form of the verb, "Students may use manipulatives to help them build or think through a problem" (Berseth, 2013, p. 17); furthermore, as this is a visual aid, it can also foster their motivation towards the activity.

Session 5 – Identifying the simple present using comic

In this lesson, the classwork is related to the activity of the previous session. As students participate by saying the verbs they found into the second chapter of the comic, the teacher uses those verbs to exemplify the structure and particularities of the Simple present tense.
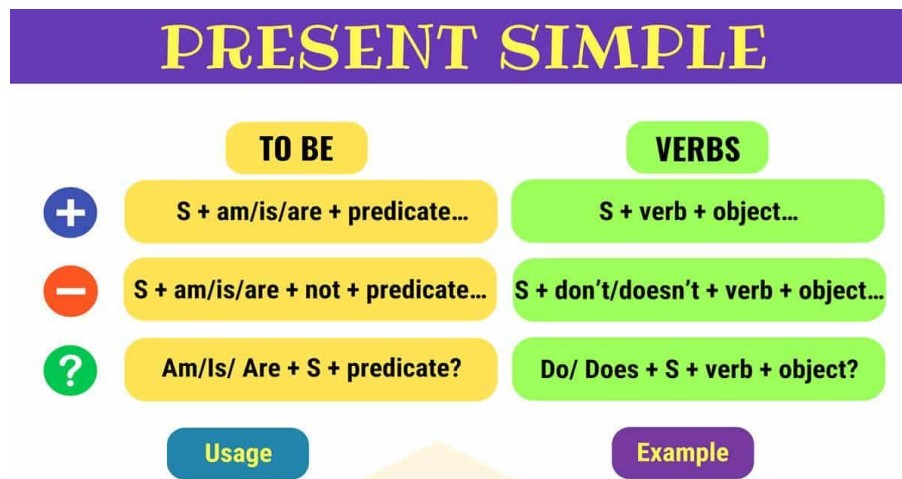

Figure 8 *Presentation about Simple present tense*

Figure 9 *Fragment of the comic which contains simple present tense. K-On! - Chapter 2, page 2, Editorial Hōbunsha.*

After that, the teacher encourages students to read chapter two of the comic in order to find and highlight the structure of the simple present tense; moreover, the teacher also asks students to say the sentences they find to write them on the board.

This tense is very important because it is used to express facts or things in general, the "Simple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the students' ability in constructing or understanding Simple Present Tense sentences." (Taslim, 2016, p. 3); therefore, this activity is to reinforce the knowledge they have about this topic and to solve questions students would have about it using the content of the comic as a base.

Session 6 - Listening and reading with the present progressive

This session is focused on the Present progressive tense, its structure and particularities. In the first place, a presentation about this tense is guided by the teacher. In the first part, the teacher will present the differences between the simple present and present progressive tenses; after that, a special emphasis is made on the *Ing* ending for students to recognize the different cases where the gerund or ending *ing* can be found.
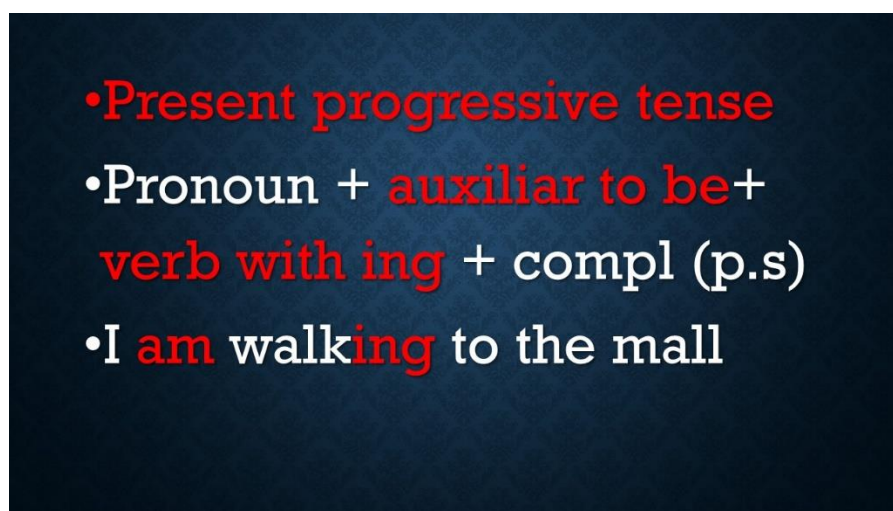

Figure 10 *Presentation: Present progressive*

After the presentation, the teacher reads aloud the second chapter of the comic along with students. This activity is for students to identify the pronunciation of various sentences in the present progressive and words with the *ing* ending.

Figure 11 *Fragment of the comic which contains present progressive and ing ending. K-On! - Chapter 2, page 8, Editorial Hōbunsha.*

In this session, the great emphasis on the Present progressive tense is in accordance with Zhiri, who states that "The present progressive is one of the most complex aspects of the present tense of English since it is applied in different contexts of use" (Zhiri, 2017, p. 3); therefore, it is needed to explain this topic carefully to students by presenting them different types of material.

Stage 3 - Using the tools given

This stage puts into practice the topics studied previously. Here, the particularities of the comic and the grammar presented in the stage 2 are taken into account; moreover, students are now familiar with the new resource, the comic *K-On!* therefore, and according to Mugambi (2015), the availability of the resource increases the motivation and satisfaction of students

towards activities regarding reading habits, which can become a benefit towards reading the material.

Session 7 - Searching while reading

This session's objective is to promote both reading the comic and the use of the dictionary to search the meaning of unknown words. Firstly, students look up unknown words in chapter one and two of the comic. For this activity, they have to read the whole chapters since the teacher checks the words they find; moreover, students have to write a list containing the unknown words they find with their meanings. Students shares the words and their meaning to the teacher, while he/she writes them on the board; also, the list is to be delivered to the teacher as classwork.

Figure 12 *Classwork: Unknown vocabulary from chapter one and two of the comic.*

In this classwork, the teacher pronounces the words provided by students, finds similarities with words from the native language (if necessary), explains the context where the words can be used, and as students provide the meaning of words, the teacher confirms it; the previous pattern is in accordance with the system suggested by Procter (2017). Moreover, this activity also reinforces the vocabulary students acquire during the session.

Session 8 - Using the vocabulary of the comic

Firstly, this session starts by reviewing the different vocabulary studied with chapter one of the comic; for instance, the verbs in the infinitive and the list of unknown words of the previous lesson. The teacher asks students to participate writing sentences using those words, this in order to review the structures studied before. Once this first part is finished, the teacher reads aloud chapters one and two of the comic for students to listen to pronunciation of every word in those chapters. While the teacher reads students are allowed to ask questions about grammar, spelling, and pronunciation.

Secondly, the teacher encourages students to repeat chosen sentences from the comic and suggests them to try reading aloud as a strategy to improve and internalize their reading habits; as stated by Molotja (2018), "When reading habits become internalized and occur subconsciously, then the reading process becomes a meaningful one."

Finally, chapter three of the comic is given to students for them to manipulate it and read it, while looking up unknown vocabulary.

Figure 13 *Fragment of chapter three of the comic. K-On! - Chapter 3, page 1, Editorial*

Hōbunsha.

Session 9 - K-On! vocabulary

In this lesson, the teacher asks students about what their experience with the third chapter

of the comic is like. Afterwards, the teacher "reconstructs" the events of chapter three by asking

for students' help; subsequently, the teacher starts reading the same chapter aloud for students to

listen to and ask questions regarding pronunciation; furthermore, as students were delivered the

third chapter in the previous session, they have a list of unknown words with their meaning.
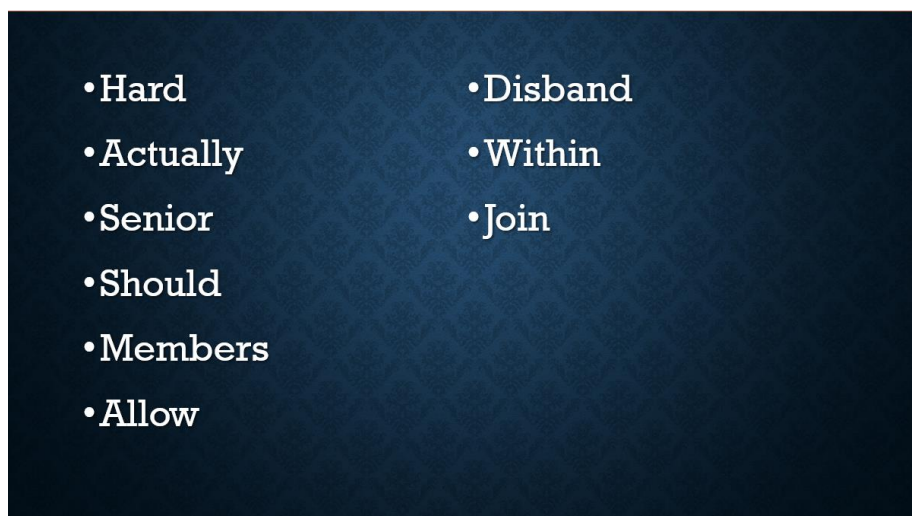
Figure 14 *Chapter three of K-On! – unknown words with their meaning*

Here, the teacher collects the unknown vocabulary with its definition in order to ask students to recreate the events of the chapter again; however, they have to use those unknown words to do it; consequently, the teacher creates a short text on the board with the improved information students provide about chapter three, "The more students are exposed to reading different texts, the more they develop positive attitudes towards reading." (Molotja, 2018).

Session 10 - What I read: K-On!

This session starts with the teacher pretending to have forgotten the events in the three chapters of the comic; here, students have to use the structures and vocabulary they have studied until this session to make the teacher remember. Consequently, students have to read sentences of their own creation in English, and they have to clear the condition about them being related to the events of the first three chapters of the comic. Continuing, the teacher presents the final activity which is to create a booklet.
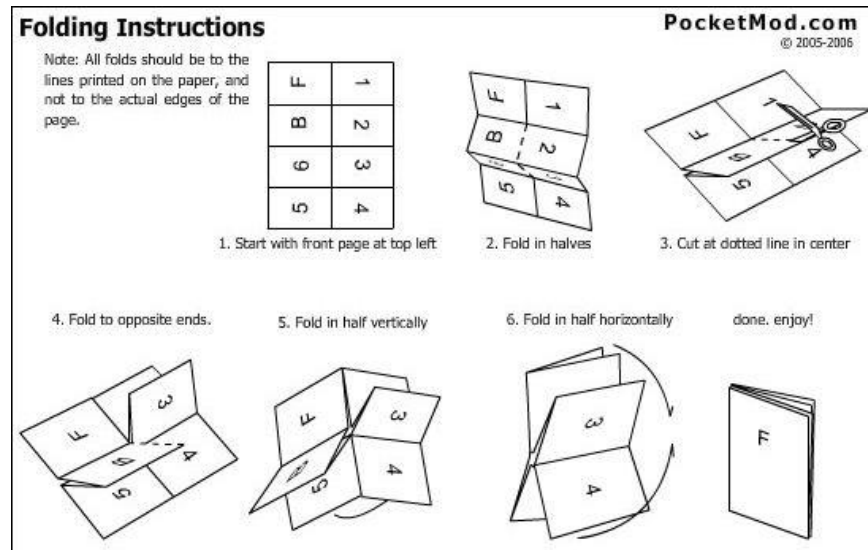
Figure 15 *Final activity: Creating a booklet*

According to Hutchinson (2019) "Work booklets are not, however, simply an information sheet. The text is interspersed with images (for example, of maps or artefacts) and short questions that focus children's attention on the important facts.)" This booklet should contain the following things: first, a drawing of your favorite character, characteristics of that character, why you like it; along with this activity, students have to read the three chapters to include their information into the booklet by drawing the main event of every chapter.

Chapter 6

Conclusions

This research is focused on reading habits and the Use of Graphic Narratives to improve them in the classroom. The principal objective of the proposal was *to implement graphic narratives to foster reading habits by using a task-based approach in a fifth-grade classroom,* which was achieved by providing graphic material (comic) and the design of a program which can help students to improve their reading skills.

In the first place, according to the specific objective *to inquire about strategies from the Task-Based Learning to foster reading skills* it was discovered that in order to foster reading skills, it is necessary to give students the grammatical tools to start reading in a second language such as: knowledge regarding verbs, structure of sentences and structures of tenses in English. For this purpose, after explaining each of them, an objective where students can practice the contents studied is necessary; however, the diagnosis activities showed that they had issues related to differentiate between the simple present and the present progressive, along with a lack of vocabulary and formation of sentences.

Moreover, the issues found are critical for developing reading habits at school, because the low level of English showed by the diagnosis also evidenced that students did not have the basis to start reading properly in English. Therefore, even if the new material presented, the comic, was attractive and motivating, it was necessary to reinforce beforehand the basis they had issues on.

In the second place, this research also aimed *to promote reading skills by using graphic narratives,* which is very connected with the conclusion in the previous specific objective. As it was mentioned above, the material was interesting and motivating, which contributed to the promotion of reading habits in the classroom; however, the lack of vocabulary and grammatical background require to perform a reinforcement on those issues. Nonetheless, the comic was useful to work on those aspects, and it is possible to take advantage of the catching properties of the material for students to use it as material of reference in terms of grammatical structures and vocabulary. Consequently, most of the lessons planned for this research were focused on using the comic as the main tool to fulfill the tasks presented.

The Task-based Approach is a useful method to foster reading habits, because students are supposed not only to read the comic but also to complete a task related to it. Those tasks require a careful reading of the material; therefore, students have to read each chapter more than once to fulfill the assignment involved.

Finally, the third specific aim *to evaluate the effectiveness of the Task-Based Approach applied to graphic narratives used in a fifth-grade classroom* proved to be effective in this research. As it is presented material students can work with, it is possible to plan tasks which include reading objectives and reading-related assignments. Moreover, this approach is useful to work other language abilities in order to nurture and foster them.

Chapter 7

Limitations and recommendations

This chapter regards the limitations the research encountered while developing this proposal and the recommendation the researcher suggests to develop the proposal properly.

Limitations

The most relevant issue while developing the proposal is related to the current Covid-19 pandemic. Due to the pandemic effects spread worldwide, activities like working or studying have suffered great changes; therefore, it also affected this research by not being able to apply it. The application would have nourished the research by allowing the researcher to analyze, interpret and reflect on the material created and the possible outcomes it would have had.

Another limitation is related to the material, which is available on the web and some students may not be able to have access to it in case this research had been applied. Moreover, as this proposal was designed while the alternation in public schools was being initiated, some students would have had to print the material, and it could have led to be a financial concern for parents. However, this part of the limitation can have a solution, where the teacher brings the material to students who are present in the classroom.

Finally, another limitation is associated with the resources students have, since some of them may have connectivity issues which can be a problem not only to access the material but also to be present in the sessions. Nonetheless, one possible solution is to record the session with the tools the virtual platform used by the school provides; thus, students who might not be able to attend class have the chance to watch the recording of the session.

Recommendations

In the first place, the principal recommendation is to provide students with diverse material to catch their attention. Thus, they can increase their motivation towards the English class; moreover, by presenting new material teachers increase the spectrum of activities they can present to students; this material can be songs, games, comic (as in this research), etc.

Another recommendation has to do with creating activities where students can participate actively and be presented topics which tend to be considered as boring; moreover, as students are more involved in the class, aspects such as motivation, attention, and class performance can be improved.

Concerning Universidad Pedagógica Nacional, the recommendation is to open more spaces where students can be presented diverse materials to use in their practicum activities; additionally, to create more spaces where digital tools and resources can be explained to students and they can have practical experience with them, since in the current society those tools have become an essential part of daily life.

Finally, for IED Magdalena Ortega, the suggestion regards using this digital and visual tools they have at their disposal, to use them to complement, improve, and nourish the classes through visual aids and innovative materials, which are attractive to students. Furthermore, one last suggestion is to implement dynamic material as the comic to improve reading skills and habits in English classes as well as in native language classes due to its attractive properties.

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Annexes

Annex 1 – Diagnosis questionary.

Simple Present

*Obligatorio

1. Write your full name *

_____

2. Simple present is used to *   1 punto

   Marca solo un óvalo.

   ◯ Express facts, schedules and routines

   ◯ Talk about the past

   Choose the correct answer

   Let's practice

3. Which options is a routine *   1 punto

   Marca solo un óvalo.

   ◯ I brush my teeth everyday

   ◯ The earth is a planet

   ◯ The plane takes off at 2 pm

4. Which option is a fact *   1 punto

   Marca solo un óvalo.

   ◯ The sun rises everyday

   ◯ I play soccer twice a week

   ◯ The train leaves at 5 pm

5. Which option is a schedule activity *   1 punto

    Marca solo un óvalo.

    ⬭ I play tennis almost every sunday

    ⬭ The test starts at 9 am

    ⬭ Lifeguards work at the beach

    Time to write   Read carefully and the write your answer using simple present

6. Write a fact *   1 punto

    _____

7. Write a routine*   1 punto

    _____

8. Write a schedule activity *   1 punto

Annex 2 – Comic's questionary.

Cuestionario sobre comics

El siguiente cuestionario tiene como propósito conocer tu experiencia y saber sobre los comics en general. Responde tranquilamente las siguientes preguntas, este cuestionario no será evaluado ya que es con propósitos de diagnóstico.

*Obligatorio

1. Escribe tu nombre *

   _____

2. ¿Qué entiendes por las palabras "cómic" e "historieta"? *

   Marca solo un óvalo.

   ◯ Libros con algunas ilustraciones

   ◯ Los dibujos animados que presentan en la tv

   ◯ Los dibujos que salen en el periódico

   ◯ Libros completamente ilustrados

3. ¿Has tenido contacto con las historietas/cómics en alguno de los siguientes medios? *

   Marca solo un óvalo.

   ◯ Periódico

   ◯ Biblioteca

   ◯ Internet

   ◯ Películas

   ◯ Otro:

4. ¿Qué tipo de historietas has encontrado? *

Marca solo un óvalo.

- ⬭ A todo color y en tomos completos
- ⬭ En blanco y negro, por capítulos
- ⬭ Tiras de 2 a 4 paneles
- ⬭ Una sola imagen con esferas de diálogo

5. ¿Cuáles temáticas de los cómics que has visto? *

Marca solo un óvalo.

- ⬭ Acción o comedia
- ⬭ Romance o drama
- ⬭ Historia o ciencia ficción
- ⬭ Otro: _____

6. ¿Conoces alguno de los siguientes distribuidores de historietas? *

Marca solo un óvalo.

- ⬭ DC cómics
- ⬭ Marvel cómics
- ⬭ DarkHorse cómics
- ⬭ Image comics
- ⬭ Otro:

7. ¿Sabías que los cómics pertenecen a un género literario, la narrativa gráfica? *

Marca solo un óvalo.

◯ Sí

◯ No

8. ¿Cuál es el aspecto que más te llama la atención de los cómics? *

Marca solo un óvalo.

◯ Los dibujos

◯ Los personajes

◯ Los diálogos

◯ La historia que cuentan

◯ Otro: _____

Annex 3 – Diagnosis.

- Read each sentence and complete in your notebooks:

- Remember:

- Singular pronouns:

o I= yo

o You= tu

o He: el

o She: ella

o It: eso

- Plural pronouns:

o We= nosotros/nosotras

o They= Ellos/ellas

o You: ustedes

1. Ricardo is a teacher, _____ teaches English.

2. I have a wash machine, _____ washes my clothes.

3. Maria and Luisa share a room but, _____ don't share a bed.

4. My couch is very comfortable, _____ is also very large.

5. Sherry loves to take showers because _____ has a bathtub.

6. The dog plays in the garden, ____ plays with a ball and a stick.

7. My friend and I like to listen to music, _____ love how it sounds.

8. My brother is very kind, ___ love him.

9. Where are Karen and Sara? ____ are in the balcony.

10. ____ have a wonderful house.

Annex 4 – Diagnosis.

A house tour

1.   Introduce yourself with your name and your age.

2.   After that, describe these 4 spaces of your house:

a.   the main room

b.   the dining room

c.   the living room

d.   the bathroom

3.   Write 4 sentences for each space.

4.   Read the following example carefully:

-         Hello, my name is Cristian and I am 26 years old.

-         This is my kitchen.

a.   In the kitchen I have a stove.

b.   In the kitchen I also have a mixer.

c.   In the kitchen I have a toaster too.

d.   In the kitchen I also have a big fridge.

5.   Write the answers in your notebook.

Annex 5 – Diagnosis.

Let's test

Escribe aquí tu texto.

*Obligatorio

1. Write your full name *

Choose the best option

2. In the........I have a notebook *   1 punto

Marca solo un óvalo.

Balcony

Terrace

Study

3. in the ......there is a stove *

1 punto

Marca solo un óvalo.

○ Main room

○ kitchen

○ Garage

4. There is a handwash in the ......

1 punto

Marca solo un óvalo.

○ Living room

○ Attic

○ Bathroom

5. In the ......I have a car *   1 punto

Marca solo un óvalo.

○ Garage

○ Kitchen

○ Yard

6. I love the big sopha in the middle of the .....   1 punto

Marca solo un óvalo.

○ Living room

○ Bedroom

○ Main room

7. Elements of a bathroom   1 punto

Marca solo un óvalo.

◯ Shower

◯ Wheel

◯ Plant

◯ Mirror

8. Elements of a study   1 punto

Marca solo un óvalo.

◯ Knife

◯ Computer

◯ Desk

◯ Toothpaste

9. Elements of a main room   1 punto

Marca solo un óvalo.

◯ Double bed

◯ Oven

◯ TV

◯ Coffee maker

10. Elements of a garage   1 punto

Marca solo un óvalo.

◯ Bed

◯ Car
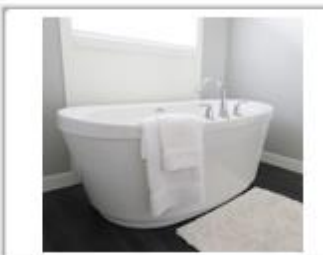
◯ Tub
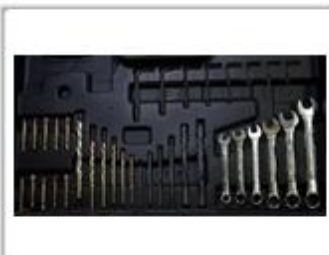
◯ Toolbox

Annex 6 – Diagnosis.

Let's taste a short comic.

1. Check the following comic.
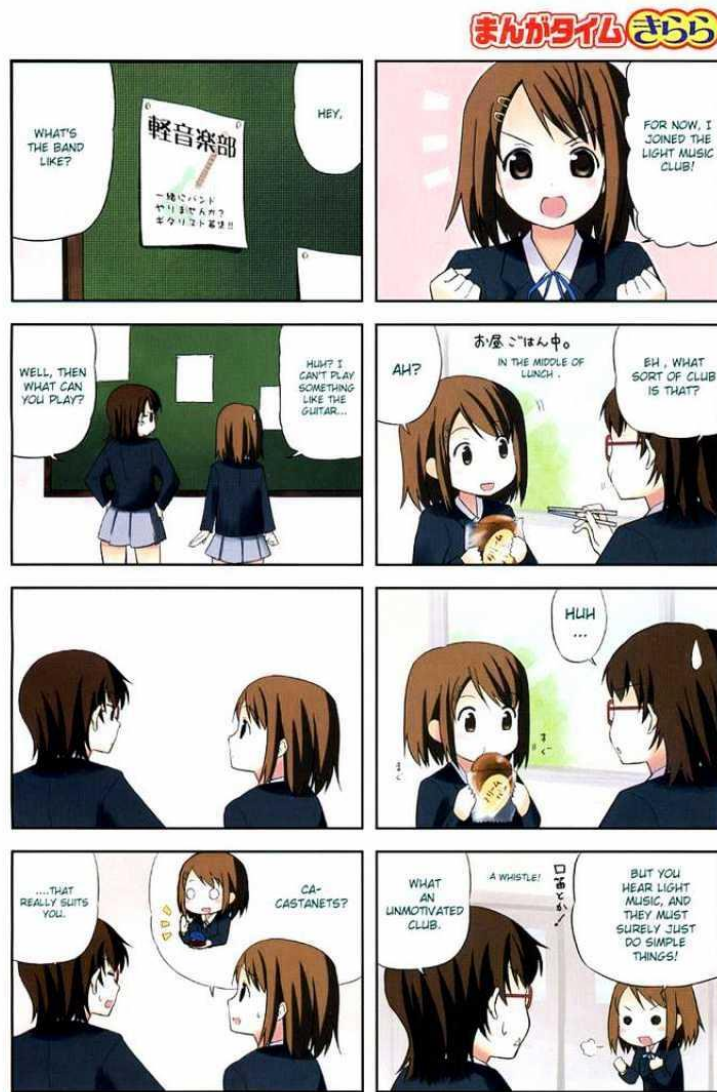
2. Draw a short comic about your house:
- Divide a sheet of paper in 4 spaces
- Draw a short comic on those 4 "panels"

Annex 7 – Diagnosis.

Simple present tense

1. Review the formula for writing in simple present:

Pronoun + verb (be careful with third person) + complement

2. Read the following **example**:

They sing a song

    (pronoun)   (verb)   (complement)

3. Write 15 sentences in your notebooks using simple present tense.

Annex 8 – Diagnosis.

Lemon tree lyrics

1. Highlight the sentences in present progressive.

I'm sitting here in a boring room
It's just another rainy Sunday afternoon
I'm wasting (waste) my time I got nothing to do
I'm hanging around I'm waiting for you
But nothing ever happens
And I wonder

I'm driving around in my car
I'm driving too fast, I'm driving too far
I'd like to change my point of view
I feel so lonely, I'm waiting for you
But nothing ever happens
And I wonder

I wonder how, I wonder why
Yesterday you told me 'bout the
Blue, blue sky
And all that I can see
Is just a yellow lemon tree
I'm turning my head up and down
I'm turning, turning, turning, turning
Turning around
And all that I can see
Is just another lemon tree

Sing dah
Dah-dah-dah-dam, dee-dab-dah
Dah-dah-dah-dam, dee-dab-dah
Dab-deedly dah

I'm sitting here, I miss the power
I'd like to go out, taking a shower

But there's a heavy cloud inside my head
I feel so tired, put myself into bed
Well, nothing ever happens
And I wonder

Isolation is not good for me
Isolation, I don't want to
Sit on a lemon tree
I'm stepping around in a desert of joy
Maybe anyhow I'll get another toy
And everything will happen
And you wonder

I wonder how, I wonder why
Yesterday you told me 'bout the
Blue, blue sky
And all that I can see
Is just another yellow lemon tree
I'm turning my head up and down
I'm turning, turning, turning, turning
Turning around
And all that I can see
Is just a yellow lemon tree
And I wonder, wonder

I wonder how, I wonder why
Yesterday you told me 'bout the
Blue, blue sky
And all that I can see
And all that I can see
And all that I can see
Is just a yellow lemon tree

Annex 9 – Consent form.

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de humanidades, licenciatura en Español e Inglés.		
Título del proyecto de investigación	Graphic Narratives: A tool for fostering Reading Habits in a five-grade classroom.		
Descripción breve y clara de la investigación	El proyecto esta enfocado en diagnosticar a los estudiantes de quinto grado del colegio Magdalena Ortega para diseñar materiales educativos para el refuerzo de los hábitos lectores a través del comic.		
Descripción de los posibles riesgos de participar en la investigación	Los resultados de la exploración podrían dar luz sobre posible aspectos a mejorar en los materiales y métodos de enseñanza de una lengua extranjera.		
Descripción de los posibles beneficios de participar en la investigación.	La participación en este estudio permitirá que su hijo/hija pueda aprender inglés y mejorar sus hábitos lectores haciendo uso de materiales alternativos como lo es el cómic.		
Datos generales del investigador principal	**Nombre(s) y Apellido(s):** Cristian Fernando Bastidas Ibañez		
	N° de Identificación: 1015447471	**Teléfono:**	3118092 244

	Correo electrónico: crbastidas07@gmail.com
	Dirección: Cra 106 # 13D-49, casa 73

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____mayor de edad, identificado con Cédula de Ciudadanía Nº_____ de_____, con domicilio en la ciudad de_____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: Tipo de Identificación   N°

_____   _____   _____

_____   _____   _____

Autorizo expresamente su participación en este proyecto y

Declaro que:
1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

_____

Nombre del adulto responsable del niño o adolescente: _____

Nº Identificación: _____ Fecha: _____

Firma del Testigo:

_____

Nombre del testigo: _____

Nº de identificación: _____

Teléfono:

Annex 10 – Lesson plan.

Identifying and writing with simple present

Objective:

1. To present "simple present tense" to the students.
2. To illustrate the structure of present progressive.
3. To reinforce the topic with written exercises.

Rules in the sessions:

- Respect among the students and their opinions during interventions and group work.
- Respect between the teacher and the group.
- Punctuality in terms of delivering homework or activities.
- The students and the teacher should be in class at time.

Student's outcomes:

1. Students will identify the structure of simple present tense.
2. Students will participate actively during the session.

Materials:

- Power point presentation about the structure of simple present tense.

In this session "simple present tense" will be studied by the students, the practicing teacher is going to present its structure and particularities; this in order to have a reinforcement over this topic.

Furthermore, students will write sentences with the help of the teachers, while they can also ask any questions they have towards this topic.

This session and the following one will be invested in reviewing the topic of simple present, because this tense is presented a lot in the comic. This first session is oriented on identifying and writing the structure of this tense.

As a asynchronous activity, the students have to present via Teams 15 sentences written in this tense.

Annex 11 – Fieldnotes.

Field Note		
Activity	**Let's taste a short comic.**	**Date: 04/06/2021**
Student	**Cristian Bastidas**	
Objective	**To present students how a comic is.**	
Place-space	**Magdalena Ortega IED via the platform Microsoft teams. Friday 4 to 5 pm.**	
People present during the session.	Teacher in charge, college student, girls from group 5a, worksheet of the activity	
Description of activities, relations and common social situations	**Interpretation/analysis**	
The class starts at 3:00 pm with a presentation about the new material to work with in class: the comic. During the presentation, students show interest towards the new tool, therefore, they start to ask question related to the comic which is going to be used for the class. As the presentation is guided by the practicing teacher, the girls were presented new vocabulary related to the context of comics; moreover, they are also presented material to reinforce the familiarity they have towards the comic, as it is very important to clarify the reading style the comic has. The most common genres of comic are presented to stimulate the curiosity of the students towards the material. After finishing the presentation, the practicing teacher starts a round of questions and answers with the students. In this part, the practicing teacher asked students to ask in English; however, they were afraid towards it. then, it is delivered the worksheet of the asynchronous activity of the week	- The students had a positive reaction towards the comic as a tool, which is very significant as they new material seemed to be very attractive for them. - Students lack of vocabulary. - Students attitude towards the session improved. - Visual aids stimulate the girls' participation. - Students are afraid about speaking in English.	

It presented the asynchronous activity of the session which consists on drawing a short comic based on the example of the worksheet given to the group.	