

Comics in EFL: a visual literacy approach for very young learners

**COMICS IN EFL: A VISUAL LITERACY APPROACH FOR VERY YOUNG
LEARNERS**

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BOGOTÁ, COLOMBIA

2023

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This thesis is presented in order to obtain the diploma of Licenciatura en
Español y Lenguas Extranjeras con énfasis en Inglés y Francés

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BOGOTÁ, COLOMBIA

2023

NOTA DE ACEPTACIÓN

Presidente del jurado

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ABSTRACT

This document presents an action research study that sought to provide a meaningful first approach to EFL for very young learners through visual literacy in the creation of comics while considering the domains of early childhood development. The participants of this study were kindergarten students from 4 to 5 years old from the school *Instituto Pedagógico Nacional* located in Bogota, Colombia. Data were collected during the research through interviews, recordings, artifacts, and field notes. Three cycles were designed for pedagogical intervention. Finally, based on the data analysis, the document presents the conclusions, implications, and limitations of this research which shows an increase in students' motivation.

Keywords The comic as a pedagogical tool, domains of early childhood development, first approach to English, very young learners.

RESUMEN

Este documento presenta un estudio de investigación acción que buscó proveer un primer acercamiento significativo hacia el inglés como lengua extranjera para aprendices muy jóvenes a través de la alfabetización visual en la creación de cómics teniendo en consideración los dominios de desarrollo de la primera infancia. Los participantes del estudio fueron estudiantes de jardín de 4 a 5 años del *Instituto Pedagógico Nacional* ubicado en Bogotá, Colombia. Se recolectaron datos durante la investigación a través de entrevistas, grabaciones, artefactos y notas de campo. Se diseñaron tres ciclos para la intervención pedagógica. Finalmente, basado en el análisis de datos, el documento presenta las conclusiones, implicaciones y limitaciones de esta investigación, que muestra un aumento en la motivación de los estudiantes.

Palabras Clave: Cómic como herramienta pedagógica, dominios de desarrollo de la primera infancia, primer acercamiento al inglés, aprendices muy jóvenes.

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CHAPTER I

THE PROBLEM

Local and institutional context

The school chosen to carry out this project is Instituto Pedagógico Nacional. This school is in Bogotá, in the neighborhood Bella Suiza, located in Usaquen. The school is situated in a stratum six (6) and offers from preschool to secondary education with an emphasis on different areas of knowledge such as science, art, and math; it is also an internship center of the Universidad Pedagógica Nacional.

The infrastructure of Instituto Pedagógico Nacional IPN is made up of different areas, which are: common areas, administration, recreation areas, pedagogical areas, and classrooms. Each of these areas is important for the formation and coexistence of the entire educational community, as well as the mission of the school, which is "the IPN, is an Administrative Academic unit that works as a space for innovation, research and teaching practice of the UPN, it leads pedagogical processes in formal education, special education and education for work and human development of children, teenagers, and adults that answers to the challenges of our society." (Acuerdo de convivencia Estudiantes IPN, 2016).

Also, it exists the vision of the institution, which is "the IPN will be recognized at the local, national and international level as a leader in educational quality, in innovation and pedagogical research and in teaching practice, in the formation of citizens with ethical and aesthetic values from an interdisciplinary perspective, that assists the construction of a democratic and pluralistic society." (Acuerdo de convivencia Estudiantes IPN, 2016).

Considering this pluralistic society, different types of students are immersed in different socioeconomic contexts. Moreover, Law 1890 of 2018 establishes the IPN as a laboratory school. According to the school, given its nature, the aim is to teach students using the most advanced pedagogical models, where students become individuals capable of understanding the world by themselves and transforming it with their teachers. The law recognizes the IPN as a practice center for the UPN, which demonstrates its main purpose

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in the world. It serves as the institution providing a privileged setting for the UPN to educate its teachers, foster innovation, etc. For example, IPN acknowledges the importance of offering a diverse range of language learning opportunities to its students. In addition to emphasizing English language proficiency, the institution has introduced initiatives such as Francophonie Week, which focuses on promoting the French language and culture. Furthermore, the IPN recognizes the value of providing students with the chance to explore other languages, hence the inclusion of workshops on German and Portuguese for high school students. By incorporating these additional language-focused activities, the IPN aims to enhance the educational experience of its students, broaden their linguistic horizons, and foster a deeper appreciation for different cultures. This commitment to pedagogical innovation aligns with the IPN's role as a subsidiary of the UPN, as it actively contributes to the university's educational purposes.

Currently, English is within the area of humanities and the IPN is working on strengthening this subject with three hours of this subject in preschool and 4 hours from first grade to eleven grade. Besides, there is a 70% discount to study in “Centro de Lenguas UPN”, an opportunity where the students can take advantage of studying languages. The programs are articulated under the regulations of the Ministry of National Education and the Common European Framework.

At the IPN, English is taught from preschool, the grade at which we are going to work, and where children learn to identify the foreign language in their lives. The classrooms have toys, boards, desks according to their height, bathrooms, trunks, boxes of materials, and rugs of colors. Apart from this, in English, students have books, guides, colors, CDs, and computers.

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Population

This research was done in preschool during the first and second semesters of 2023 in a classroom with 20 students whose ages ranged between 4 and 5 years. Their English classes were divided into 3 hours per week where they took classes in an English lab and in their classroom. They were students who were embarking on the journey of discovering English in their lives. During the observations, we realized they learned through images in their books, guides, and computers. Also, they had specific puppets in their English book: Polly, Gina, Leo, and Mike. On the other hand, during the first data collection process, we asked them if they liked English in the school, and only 6 of the 20 students mentioned they did not like it because they did not know what English was or because they only liked drawing or playing. Other students claimed that they liked coloring, singing, and tracing in the book, that is because most of the activities in the book are related to coloring, singing, and tracing.

The data collected during the diagnostic period revealed that students consistently displayed high levels of engagement in their English class, particularly when the activities stimulated their interest. In many cases, they exhibited a positive response to tasks that incorporated visuals, drawing, or coloring. However, a few students demonstrated a lack of interest, especially during activities that required individual work. Consequently, some of these students found it challenging to remain seated and frequently sought distractions, such as reaching for classroom toys or engaging in conversations with peers who were more attentive to the class.

Statement of the problem

According to the data collected during the diagnosis period that consisted of the triangulation of an interview with students (See annex 4) an standardized open-ended interview meant for the teacher (See annex 3) and field notes (See annex 1), It was found that throughout the English classes, some students showed behaviors such as isolating themselves from the group, not showing interest in the class, struggling to focus on the activities, a constant need to move their bodies, being unable to remain seated in their

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chairs, and a recurrent search for another activity that stimulated their interest such as the toys in the classroom or approaching their classmate to talk or play. These behaviors might be caused by the lack of motivation in the English class causing them to search for another activity where they feel more engaged, Dişlen (2013) argued that students who are less motivated have worse academic performance and the lack of motivation could be due to boring lessons and complex tasks without a detailed explanation from the lecturer, while the tasks observed during the diagnosis period were not very complex, each lesson seemed to have a repetitive structure that consisted of following the activities laid on their guide book which could cause students to perceive lessons to be boring after repeating the same activities every week. It is worth mentioning that these activities are mostly guided towards learning a foreign language without taking into consideration other domains of early childhood development such as the social domain, since they are never required to express their ideas or relate with others.

In Colombia, the education system is regulated by the Ministry of National Education (MEN), which fosters and develops quality education programs through laws. This education system is structured into several levels: early education, preschool education, basic education (from first to fifth grade in primary school and from sixth to ninth grade in secondary school), secondary education (tenth to eleventh grade, leading to the title of Bachelor), and finally, higher education (Ministerio de Educación Nacional, 2020). Both public and private institutions form part of this system.

Following this structural line, Law 115 of 1994 of the Ministry of National Education in Colombia states that preschool education is the first level of formal education that begins at the age of five. This law recognizes this grade as crucial in school life for the development of integration and articulation processes with the next levels, where the expression of their potentialities is reflected, particularly those related to the ability to produce knowledge and transform their physical and social environment. However, this law promotes that the schools from the country exercise autonomy regarding the curricular processes carried out in the preschool grade. Thus, the MEN, since the year 2004, started with the National Plan for Bilingualism with the main purpose of providing the opportunity of being bilingual to Colombian students, to be able to integrate the country within

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processes of universal communication, within the global economy and cultural openness, through international comparable standards. (MEN, 2006, p. 6). In order to allow for an integrated and gradual development of the English language across different education levels, the Basic Standards in English are grouped into grade sets as follows: from First to Third grade, from Fourth to Fifth grade, from Sixth to Seventh grade, from Eighth to Ninth grade, and from Tenth to Eleventh grade. For each grade set, specific expectations have been established regarding what students should know in the language by the end of their progression through those grade sets.

However, in the ranking of the EF English Proficiency Index (EPI) study carried out by EF Education First, Colombia went from position 60, in 2018, to position number 68, in 2019; considering this, the country has low English proficiency, bordering on the very low level, with a rating of 48.75 points out of 100. Besides, participation in some form of educational activity in the region is twelve percentage points below the attendance rate before the pandemic.

Considering the grades where the basic standards in English are grouped, preschool is not a relevant grade as the others because since first grade starts the importance of English to achieve level B1.2 in grades 10-11 according to MEN and European Framework. This could be a problem since more emphasis should be placed in preschool because from childhood motivation towards a foreign language can be encouraged and thus improve our English level in the ranking. According to Medina et al (2013), at the age of 3 and 4 years old, a child's brain is in the process of development, meaning it is ready to absorb knowledge. If a child, from a very young age, sings, plays, and repeats phrases and words in another language, their phonological development will increase through playful and multisensory activities. They will be capable of acquiring a vocabulary that they will never forget, even in their adult life. Their spontaneity, their natural way of acquiring knowledge, and their vast potential ready to be developed make the teaching-learning process truly enjoyable and beneficial.

In conclusion, to overcome the lack of interest from kindergarten students in the English class it was determined that it was necessary to incorporate other strategies to

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create an EFL context where very young learners can enhance their motivation towards learning a new language while also helping them to flourish in their domains of early childhood development.

Rationale

The skills that young learners acquire during their formative years play a vital role in their cognitive development. These skills are related to critical thinking, problem-solving, creativity, and memory retention. For example, the linguistic development of young learners is another essential aspect of their development. Early exposure to language and literacy skills not only facilitates communication for future language acquisition. Teaching a rich vocabulary, strong grammar skills, and effective reading and writing abilities opens a world of opportunities for young learners, enabling them to express themselves, comprehend complex ideas, and engage in meaningful communication. As for how it is suggested by Mozihim “The first few years of human life after his or her birth are the most crucial time for language acquisition. Hence, this is the time when a sufficient amount of stimuli should be made available to a child. If a child is unable to experience a linguistically rich environment, he or she might not be able to gain full command of a language, especially the grammatical system. This is greatly important in learning the English Language, a child would be able to acquire a mastery of the English Language if adequate linguistic inputs are provided during these critical periods. (p.1)”

Taking into consideration the previous data, their lack of motivation could be correlated to the type of lesson that is carried out in the classroom, a lesson that focuses solely on English learning causes a lack of interest from very young learners. However, a lesson that integrates English learning and the seven domains and combining this with an adequate catalyst such as the visual literacy can make very young learners feel engaged and help them develop other areas of their growth as children. This type of participants has some specific attitudinal and developmental characteristics and lesson plans should be adjusted to them. In terms of the physical domain, students can control pencils, write their own names, and do detailed drawings (Tassoni, 2016). Also, students at this age should start understanding rules, taking turns, and playing co-operatively with friends. They can

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establish friendships, appreciate competitions, and points, be winners, and play important roles as well. It means that students are supposed to develop their affective and social domain at this stage (Tassoni, 2016). Thus, they have specific needs that should be guided and supported by their close relatives such as family, friends, and teachers.

Having mentioned this, it must be taken into consideration that very young learners have a great capacity to enhance their skills since they have inherent adaptability when acquiring new knowledge that impacts some aspects of their cognitive, personal, linguistic, and growth development. During their early stages, children's learning potential is at its peak because they acquire new skills and knowledge just by gathering information and experiences from their environment.

In regards to the students at IPN, this research looks forward to motivating children and contributing to developing their communicative skills taking advantage of the opportunities the human being has as a learner at the age of 4-5 years since they “ Are engaging with the cues from the illustration to predict new and unknown words and information”(Tassoni,p.46) Furthermore, since the comic combines the literary and art aspects, it can be used as a teaching tool to acquire communicative skills in English for young Colombian learners while also working on their other development domains.

In conclusion, it is necessary to enhance the skills that young learners acquire during their formative years, therefore, we, as pre-service teachers, need to develop a way to improve. In this scenario, we can take advantage of early childhood benefits such as faster learning and brain plasticity. The importance of this research resides in fostering students' attention toward learning English as a foreign language from early childhood stages and grades. By cultivating heightened motivation among students, we can proactively discourage the perception of learning English as a mere obligation, transforming it into a valuable tool and enriching experience in their lives. For Renninger (1992) interest is essential in a student according to her study “Individual Interest and Development” all children have individual interests and non-interests. Renninger elucidates how these predilections, or their absence, impact children's engagement levels, task performance, as well as the demands and potentialities of the educational experience.

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Research question

- What is the impact of using a set of activities designed under the principles of visual literacy for the creation of comics to approach kindergarten students to EFL, considering the domains of early childhood development?

Research Objectives

General objective

To identify the impact of using a set of activities designed under the principles of visual literacy for the creation of comics to approach kindergarten students to EFL, considering the domains of early childhood development.

Specific objectives

1. To explore the roles of visual literacy in the development of language skills considering the domains of early childhood development in a first approach to EFL for very young learners.
2. To identify the students' responses to the use of a set of activities designed under the principles of visual literacy for the creation of comics.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The following chapter presents the theoretical framework and the state of the art. First of all, in the state of the art, there is a review of national and international studies to support the three constructs that compose the current project. Secondly, the theoretical framework explains in detail the two constructs that are the foundation of this research. The first construct is *Very young learners' development* and the second construct is *Visual Literacy*.

State of the art

In this section, we are going to review different types of projects where we could find key concepts, helpful research, and methodologies related to the development of our project.

To begin with, the whole concept of using iconography to teach English to young learners is explored by Delgado & Chapetón (2015) in their book “Getting the Picture of Iconography: An Innovative Way to Teach English to Young Learners.” its main purpose is to characterize iconography, an innovative practice used to teach English to young learners in preschool level, first and second graders. In doing so, this study focuses on EFL teaching practices to figure out what iconography is, what its characteristics are, and explores theoretical and pedagogical perspectives that are used throughout the project to teach young learners using iconography.

This project was developed in a classroom where the main focus was using iconography to teach English to young learners. Its rationale is that teaching English as a foreign language has been a concern for the ELT community in Colombia. This project was qualitative research that mainly used observations and questionnaires to generate holistic knowledge about iconography through the investigation and analysis of the data collected in a private school in Colombia, some concepts related to iconography were also explored

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and researched such as a semiotics, symbols, icons, visual literacy, and other teaching-related concepts such as teaching techniques, procedures, and principles that guided the teaching experience during the project. In this project, it was found that iconography helps children develop connections using new and old vocabulary through images. The participant's opinions regarding iconography are mostly positive since parents and teachers alike think it is a didactic way to keep children engaged while maintaining their motivation lastly, some challenges were found in regards to using iconography to teach because if the process using iconography is interrupted due to changing schools this might represent a challenge for the student to adapt to a more traditional way of learning due to the fact that evaluation in Colombia is mostly written, additionally, some parents were worried about the lack of writing during classes which caused them some concern.

This project has a great correlation with ours since the target population is alike and it explores the concept of iconography which is heavily present within the comics. Iconography was found to be great for boosting children's motivation to learn the language which also supports the idea to use comics as a way to foster very young learners' motivation towards learning English while also honing their oral and production skills. This research serves as a foundation for our project due to the nature of using iconography as a teaching tool itself, the techniques and procedures used during the project are also a great inspiration to create new pedagogical content to be used within this research.

Besides, in the project "El cómic como recurso didáctico en el diseño de estrategias pedagógicas para la convivencia escolar" by Gómez et al. (2020) it is explained the use of the comic as a didactic resource for designing pedagogical strategies whose objective is to teach elementary school students the topic of school coexistence. The idea arises from a coexistence problem due to the differences and violence in Colombian society. This problem often reaches the schools and is promoted among the students. To address this, a pedagogical strategy was considered to provide tools for building spaces of healthy coexistence.

Taking into account that children like comics because of their storytelling, images and colors, it is a tool that can attract their interest in topics related to healthy coexistence. For researchers, comics invite interaction, promote individual and group work, and develop

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the imagination and creativity of teachers and students in addressing different subjects. Therefore, comics are a flexible resource that can be used to create various content for teaching and learning, as well as for students to design and create their own ways of understanding thematic content. Therefore, students become involved as knowledge producers; they stop being passive recipients in class and actively participate in the search for information. This results in autonomous learning, guided by the teacher, who is seen as a facilitator. Likewise, to achieve its primary objective, comics were created to develop a pedagogical strategy that encourages collaborative work within the classroom. Spaces for creation are shared, and teamwork is promoted not only for the images but also for the verbal content and the overall meaning of the comic. On the other hand, the researchers proposed creating comics digitally since it is not just about teaching them a discipline, but also about training them in using this tool that they currently enjoy. As a result, children and young people, in a coordinated and purposeful effort, develop individual and collective skills that teach them how to live in a community.

This project is relevant to our project since it is an example of the use of the comic in an educational environment where the teacher and the students can create together an enriching content in a didactic way. Currently, the comic genre motivates children thanks to the image power in this digital era, which makes it more striking and familiar for them. Besides, the researchers demonstrate comic works in any topic due to the storytelling, color, images, and structures anybody can imagine and create.

Furthermore, in the paper published “El cómic como recurso didáctico en la educación primaria” by Ortiz (2009) in the academic magazine “Temas para la educación” the comic is presented as the first step children can take to be interested in literacy, also the comic understood as a tool to foster values, understand reality, student’s contexts, and develop critical thinking throughout the comics characters and rich stories. He explained that a comic is a series of drawings that constitute a story or information where there is a combination of narrative text and audiovisual support. Its origin was from the beginnings of humanity with visual narrations in murals but, in the 60s started its artistic and aesthetic claim in academies where comics showed its value as a literary and cultural manifestation,

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and in the 70s was the boom in a political, social, and educational environment. Thus, since the '80s it was common for textbooks to incorporate comics for learning or to facilitate the understanding of a reading based on pictures.

On the other hand, in the paper, we can see the benefits and the importance of the comic as a teaching tool for children of different ages due to the image being key to understanding our society and our culture since this way of reading can create enriching spaces where the imagination, autonomous work, teamwork, critical thinking, oral, and writing expression could develop positive aspects in their personal and educational growth. Also, it is shown as a great tool to learn languages including the native language while also encouraging the development of other abilities such as recognizing patterns and realizing consequences and temporality of decisions in stories.

In conclusion, this paper contributes to our project by providing strategies and elements to consider when using the comic as a teaching tool for children, also it heavily supports the idea that the comic is a great resource that incentives children to read and learn the language as it is composed by a visual aspect and a literary aspect that can be worked on during our classes.

Additionally, in the research “The use of nursery rhymes to enhance the seven domains of early childhood development in an EFL classroom. “ by Arévalo et al (2019) the early childhood development domains are explored using nursery rhymes in an EFL classroom environment as a strategy to promote interest and motivation among the students. The research was carried out in the I.E.D Prado Veraniego School, its population was children from first grade whose ages varied from 6 and 8 years old in a classroom of 27 students who had difficulties when it came to the English language where they would become frustrated when presented with the challenges of learning a foreign language at a such early age. The early childhood development domains were used as a motivational axis and the songs were constantly used during the lesson plans to promote the usage of the seven domains by singing, dancing, and letting the students express themselves and their feelings in various ways. The research showed that most students reacted positively to nursery rhymes especially when accompanied with visual support and their overall

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performance in English production skills improved. Some limitations shown in the research were the misbehavior of some students that generated difficulties at the moment of carrying out the lesson plans, the number of students per classroom that was not ideal, and the lack of follow-up from some parents in regard to materials that they were asked to bring beforehand and were required to fulfill the activities from the class.

Ultimately, this research is relevant as a support to our research given the exploration of the seven domains as a motivational axis that could be used in the different lesson plans with a population that does not differ too much from ours and shares characteristics, students from this research were from first grade where our population are students from preschool. This research supports the idea of conceiving learning as a whole experience that is not focused solely on acquiring knowledge or proficiency in a foreign language but also on a set of skills related to the early childhood development domains relevant to the children's growth.

In the last instance, in the research “Comic strips for language teaching: The benefits and challenges according to recent research” by Wijaya et al. (2021). This article explores the benefits and challenges of using comic strips for language teaching using different models of literature review and using as data sources various research articles from reputable international journals from 2011 to 2020. The study adopted a qualitative design by analyzing and comparing various data sources to reach a definitive conclusion on the benefits and challenges of using the comic for language teaching.

The analysis proved that comic strips in language teaching can promote students' vocabulary, improve students' grammar competence, support the students' reading skills, and help the students who lack writing skills, language acquisition was enhanced by the comic given the fact that vocabulary was supported by visual aspects and a narrative context which assisted students in providing a general meaning about words or situations, these meta cognitive strategies facilitated the development of reading skills, also motivation was a key factor using comic strips as it was shown that comic strips increases students interest in reading mostly for the fact that comic strips have visual aid reducing frustration and creating a more engaging experience than reading plain text .On the other hand, the

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studies also showed various challenges of using comic strips for language teaching such as the relevance of choice of the topics where it is essential to be careful about the content of comics to avoid age inappropriate content for the students, it also showed difficulties in supporting speaking skills in comparison on how well it supports other skills such as writing and reading skills.

In conclusion, this article is relevant given that the use of comics for language teaching is the primary focus in our research, exploring the benefits can provide guidance on how to take advantage of the full potential of using comics as a pedagogical tool and support the idea of the comic making classes interesting and engaging for students to be motivated, whereas exploring the challenges others have faced while using this tool provided an insight on possible strategies to overcome such challenges as also developing the speaking skill. To overcome these specific challenges the different cycles of intervention were methodically crafted to provide a meaningful first approach to the English language for children by taking into consideration the domains of early childhood development and their interests.

Theoretical Framework

As mentioned before, in this section, the theoretical basis that underpinned this research project is explained considering two main theoretical constructs: the first construct is *Very young learners' development*, and the second construct is *Visual Literacy*.

Very young learners' development

A young learner is described by Sarah Phillips as “a child from the first year of formal schooling (five or six years old) to eleven or twelve years old” (Phillips,p.3) however, throughout this project, the concept “very young learners” will be used when referring to children that fit with our population description which is children in their first year of formal schooling and whose ages vary from four to five years old.

Acquiring knowledge in school is an experience where students need to be attentive, observant, committed to comprehension, and taking responsibility for their learning. These processes are accomplished with active engagement and involvement. According to the psychologist Lev Vygotsky, the way children learn is by internalizing the activities, habits,

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vocabulary, and ideas of the members of the community in which they grow up. Considering the brain plasticity and the input to generate motivation, students at that age are active people who participate in activities that are perceived to be useful in real life and are culturally relevant. Consequently, teachers can make classroom activities more meaningful by situating them in an authentic context since learning is critically influenced by learner motivation. (Brown, Collins & Duguid, 1989; Heath, 1983.). Moreover, teachers can include strategies that help them to understand, reason, and solve problems in different ways. According to Mayer (1987), strategies are important because they help students understand and solve problems in ways that are appropriate for the situation at hand. Strategies can improve learning and make it faster. These strategies can include most of the domains of early childhood development described by Tassoni: physical, affective, social, communicative, cognitive, and aesthetic since domains help to make a child's process explicit and lead to self-reflection. For instance, an experience using drawings in very young learners is key for learning because then, they should comment on what worked well, what was hardest for them, and what they learned. This is possible because drawings are one of the earliest forms of writing using the domains and activating their prior knowledge in order to be able to use it for understanding and learning. With this prior knowledge, new knowledge is constructed based on what is already understood and believed.

Early childhood development domains

Early childhood ages are crucial in children's development since they acquire a very important set of skills from their family and school related to the domains of early childhood development which are the following according to Kostelnik, et al. (2011) and Tassoni (2016).

Physical domain. According to Tassoni(2016) the physical domain is related to all the physical growth and usage of our body faculties as human beings where development starts from the head and works down the body throughout the stages of our childhood and

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while all development happens in the same order it can occur at different rates according to each child. The physical domain can be divided into two categories, fine motor skills and gross motor skills, these two can be considered each one a domain of their own. The fine motor skills are those related to the precise use of muscles for example hands and fingers and can be developed in early childhood stages by constructing small toys, drawing, and coloring. On the other hand, gross motor skills are those related to the use of large muscles such as legs and arms and can be developed through play that involves running, jumping, and throwing or catching objects. Physical development can be measured through stages where children should be capable of doing certain activities at certain ages, for example very young learners (children from 4 to 5 years old) should be able to do some of the following tasks, aim and throw a large ball, stand and walk on tiptoe, kick a ball confidently, run and hop.

Affective domain. The affective domain also known as the emotional domain is related to the emotions and feelings of the child and how their emotions can be affected by other individual actions, this is also highly correlated with their self-concept and personal identity, having a low self-concept can result in the child having difficulties interacting with other children or adults and may prevent other domains from developing correctly. The affective domain is highly correlated with the social domain.

Social domain. The social domain is related to the relationships the child has with others and his role within society, during the early childhood stages of development it is important for the child to create bonding with parents by spending time and doing activities together and also create attachments with a secondary socialization circle that includes people outside their home, this includes but is not restricted to other children from school, teachers and other adults outside of their home. These interactions teach the children how to behave in different social circles through observation, during this stage children are also morally developing, and each experience and interaction affects their vision of the world and their sense of what is considered right or wrong. A goal from this domain is to develop a pro-social behavior where the child is capable of helping other people even when it does

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not benefit themselves. Social development can be measured through stages where children should have certain behaviors at certain ages, for example, very young learners (children from 4 to 5 years old) should be able to enjoy cooperative and dramatic play, being concerned about being disliked, good sense of self-awareness developed, can take turns while playing.

Communicative Domain. Tassoni describes it as the communicative domain while it is described by Kostelnik as the language domain. This domain is related to the communicative skills of the child such as speaking and writing, other types of communication are also considered such as the non-verbal communication that is fundamental to children, especially during early ages where the language has not been developed yet, as very young learners children should be capable of being understood by strangers, ask many questions, know parts of the body, animals and form short and grammatically correct sentences to communicate their ideas through speech.

Cognitive domain. The cognitive domain, also described as the intellectual domain, is about how children process information, learn, and produce ideas since it is related to mental processes. Acquisition of knowledge is strongly influenced by the experiences the child has and their environment which includes a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. Besides, there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation. For instance, in school, very young learners' children should be capable of counting to 10, naming primary colors and recognizing them, drawing men with heads, and coloring figures. In English, students can compare, classify, identify, and evaluate their new knowledge with experiences of their environment.

Aesthetic Domain. The aesthetic domain is about experiencing and appreciating beauty through the senses while forming judgments and preferences. This will provide an opportunity for self-expression and for creativity to bloom by involving the children in activities related to art, as very young learners children should be able to start developing

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early pre-schematic controls by recreating simple symbols from the visual world such as drawing people they know, animals they have seen and using colors according to their personal tastes and emotions.

Therefore, very young learners development is related but not limited to acquiring knowledge or learning a new language, in fact , it has to do with physical, mental and spiritual growth that can be enhanced by being an effective teacher and factoring in these domains as foundations for class teaching , for Bransford (1979) effective teachers can help students to grasp relationships and make connections to further enhance learning. In the research, domains of early childhood development were used in every lesson plan along with the visual literacy and the comic as a catalyst to ensure engaging classes that aligned with very young learners' interests and motivations to develop successful learning and foster children's growth.

Brain plasticity

Humans learn the most and the fastest in the first years of development because they have the capacity to adapt to new environments, to know and explore new material, and to solve complex problems. According to Gopnik et al(1999) “What we see in the crib is the greatest mind that has ever existed, the most powerful learning machine in the universe”. In fact, there are a lot of examples of the brain plasticity’s power in children. For example, by the time of birth, the child's neurons will have accrued over a trillion synaptic connections. Also, areas of the newborn brain are much more highly connected than those of the adult brain since they experience synesthesia, an overlap of the senses, or a blending of sensory information (Maurer,1993). During the first year of life, the axon of each nerve cell (the part that connects to other neurons) binds with myelin, a fatty and protective coating called myelin, this process accelerates the electrical signal, making communication between neurons fast and successful during the entire stage of childhood. However, the social circle around the baby needs to provide a stimulus for good development. Mozihim (2010) affirms: “The first few years of human life after his or her birth are the most crucial time for cognitive acquisition. Hence, this is the time wherein enough stimuli should be made available to a child.” Therefore, if a child does not have an enriching environment, he or

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she might not be able to gain full command of a particular area of the brain. To provide an example, if a child is unable to experience a linguistically rich environment, he or she might not be able to gain the necessary information in the grammatical system and it is much more difficult to learn a language than a child who has the adequate linguistic input in that critical period. This research is aimed at children who are starting their school stage. During this stage, we can exploit the potential of their brain plasticity to the fullest because the child's brain has essential connections for its rapid and efficient development. All this brain growth is expressed in the amount of information the preschool child acquires daily. In the developmental stage from 0 to 6 years, the child learns simply by being part of different activities related to motivation. When children are motivated about what they are doing, their brains are more receptive to learning and adapting. Richards and Schmidt (2002) define motivation as "The driving force behind all actions, and serves as the pioneer of learning, making it a key aspect of human development". From an evolutionary perspective, motivation plays a key role in survival for brain plasticity. In the case of very young learners, their survival instincts are opened with their innate curiosity, leading them to explore and manipulate their environment. This intrinsic motivation is the foundation upon which locomotion, language acquisition, and social interaction appear since their brain plasticity is activated. However, it is overriding for people around these young learners to actively promote their motivation by providing enriching experiences that they enjoy. When children are excited about what they are learning, their brain plasticity blooms since learning in very young learners is a dynamic process that shapes their cognitive abilities, According to Wendy L. Ostroff (2012) "Desire to learn is present even before birth. As their world is suddenly filled with new things to see, hear, smell, taste, and touch, fetuses and new babies develop reflexive behaviors to organize that information and to make meaning from it.". Therefore, the stimulation of these neural connections starts with novelty, change, and excitement, as they are naturally drawn to new things.

In conclusion, in this research, it is crucial to provide them with enjoyable learning experiences to shape their brain plasticity for their successful development. We empower them to embark on a journey of cognitive development that will shape their learning with a new language for them.

Visual Literacy

Very young learners are exposed to a wide variety of text narratives, and non-narratives at school and home. For instance, fairy tales, stories, nursery rhymes, songs, etc. When it comes to stories, most of the time this includes images as well as words in printed materials that offer different aesthetic, social, and educational experiences. As children build bridges between their personal experiences and the stories they read, they are involved in an act of literary meaning-making. Moreover, students used literature as a means of reflecting on experiences and imagining possibilities, but they also attempted to use stories as vehicles to help them better understand new knowledge. Hence, they use their experiences with other texts in literature study, and some researchers have found that young children make valuable and insightful intertextual connections when responding to literature (Oyler & Barry, 1996). In the case of visual literacy, it involves understanding and making meaning from images, photographs, videos, illustrations, and other visual perspectives. Wileman (1993) cited by Delgado & Chapetón (2015) defines visual literacy as “the ability to read, interpret, and understand the information presented in pictorial or graphic images” (p.30). However, considering the importance of the image in the quote, it is vital to define what is the use of the image: “The image enables the reader to infer information from the iconic text, achieving a significant understanding. The image is characterized by having a rich representational, symbolic, particular, and exclusive richness in the narrative genre, allowing the reader to interpret based on their experiences or the world's truths.” (Fandiño 2016,p.26)

The understanding of the image is one of the skills within visual literacy. National Conference on Visual Literacy quoted by Fransecky et al. (2012) agree that visual literacy is “a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, and symbols natural or man-made, that he encounters in his environment. Through the appreciative use of these competencies, he is able to comprehend and enjoy the

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masterworks of visual communications” (Roger B et al. p.10). Bearing this in mind, when a young learner develops visual literacy skills, he can enhance his understanding of the world, improve communication, and think critically about visual information. On the other hand, very young learners are naturally drawn to images and visual stimuli when they want to write or communicate something since, they are exposed almost from birth to this information, such as pictures in publications, movies, cartoons, etc. For them, it becomes a way of communicating using iconography in this kind of information as explained by Chapeton & Delgado. Both worked in preschool, in a class of 53 students in Bogotá. During this research, they explain that iconography serves as alphabetization because it stimulates reading and writing competencies through songs, crafts, and games using icons in images as a foreign teaching strategy. They define iconography as a whole system of communication through the use of signs. For instance, a sign can represent an object they like and draw in their daily life.

The comic as a pedagogical tool

In view of the above, the comic is a great example of visual literacy when adapted to children's needs and was used during the research as a foundation to enrich learning English as a foreign language. The comic can be used as a learning tool thanks to it being composed of two main aspects, the literary (grammar, story, syntax) and the artistic one (perspective, symmetry, lines, icons, symbols) (Cuñarro, p.267). The comic book employs recurring images and symbols that become a language when used frequently to convey similar ideas. Comics require readers to use both their visual and verbal faculties to understand elements such as the panel, speech balloon, onomatopoeia, and narrative-related stories. Within the comic, reading should not only involve written text but also the environment and the reader's prior knowledge. The artistic aspect is fundamental in teaching children a foreign language due to each icon and symbol conveying meaning; the combination of these symbols and the literary aspect of the comic makes them create sentences that have a clear message that is understandable by the students and the teacher.

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This combination allows students to convey meaningful messages that are understood in the foreign language and can improve the different language skills while also improving other key aspects of the children's development such as domains. As mentioned before, early childhood development is divided into different domains, fine and gross motor, cognitive, social, emotional, communicative, and aesthetic domains. When taking into account every single domain and are combined with a catalyst that can foster students motivation such as the comic it is possible to provide children with an integrated learning experience that can develop various sets of skills, their physical development includes gross and fine motor skills and can be improved while creating an interdisciplinary experience combining English as a subject with other areas such as Arts by drawing, coloring, and using different materials to create their own comics, the social and communicative domain can be exploited by having them discuss their stories, their inspirations and the characters from their created comic, the aesthetic domain can be improved upon selecting an specific palette of colors or figures during the drawing, they can explore their affective domains by showing how they felt creating their story or hearing others stories.

The following diagram shows a representation linked to the achievements and supports of this research, we cannot separate anything, and each element complements others continuously.

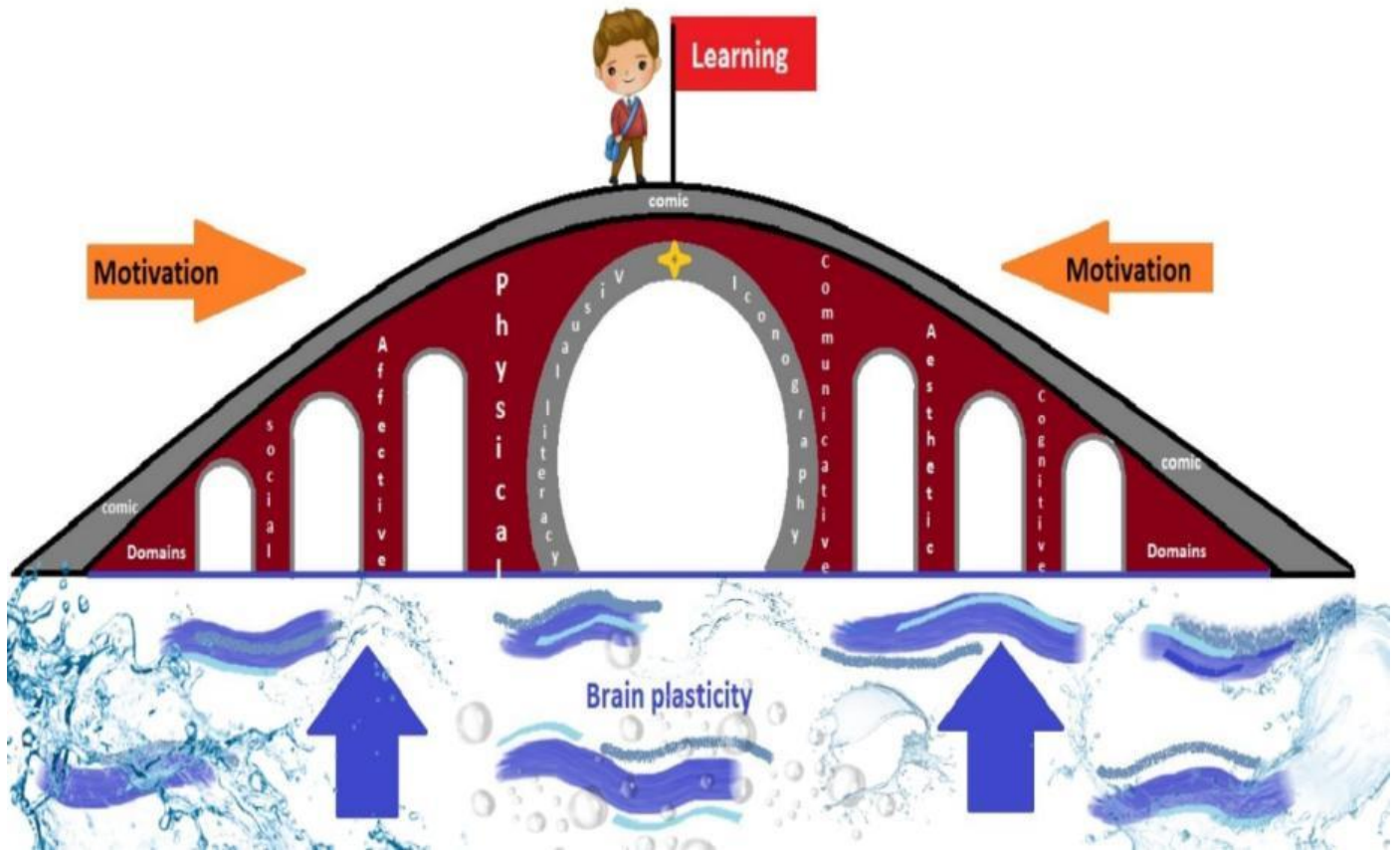


Figure 1. Visual representation of the relation between the domains of early childhood development, motivation, visual literacy, comic, and finally the EFL. Source: Own elaboration.

It consists of the process that a very young learner makes to reach the flag that is on top of the bridge. The bridge is the base that constitutes the diagram and is built by the domains of early childhood development (physical, communicative, aesthetic, cognitive, social, and affective) that hold up the bridge; all of these are interrelated and represent an integrality for the development so that the bridge does not collapse. Also, visual literacy and iconography are inside the bridge where the water flows (brain plasticity) and are connected with the other concepts to complement them. On the other hand, motivation is the external impulse that a very young learner takes to climb the bridge and is represented by the orange arrow. Water represents brain plasticity and it is fundamental since there would not be a bridge nor the action carried out by the very young learner without it, this is

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because brain plasticity should be perceived as a onetime opportunity to build a bridge to reach learning, during childhood our learning capabilities are extremely high compared to the rest of our lives and with the passing of the years our brain plasticity is inevitably going to diminish. We propose the flag as the representation of learning, the main goal of the research. It is on top of the bridge because the very young learner has all the tools and the path to achieve it. Finally, a very young learner goes through the path that leads him to the flag. The path is the comic concept, where each step that the very young learner takes is important for his process. Considering this, through the use of comics, visual literacy, motivation, brain plasticity, and domains of early childhood development it is possible to learn EFL.

**CHAPTER III
RESEARCH DESIGN**

The following chapter aims to describe the research paradigm, the type of study, the data collection instruments, and the procedures that guided this research. All these clarifications in order to demonstrate how this research project was constructed and implemented.

Research Paradigm

The research paradigm that framed this research is qualitative in nature, according to the definition provided by Creswell (2014) qualitative research is "an approach centered on the exploration and comprehension of the meanings attributed by individuals or groups to social or human issues" (p. 32). The choice of a qualitative approach is established by the unique characteristics inherent to children, as the research objective revolves around the pedagogical endeavor of teaching children English as a foreign language through the utilization of comics as a motivational tool along with the usage of the domains of early childhood development. On the other hand, Cerda (2008) asserts that qualitative research has a distinctly humanistic character, as it examines individuals from a personal perspective, taking into consideration their emotions and everyday experiences, including their challenges and their curiosity about what people think (p. 41). During this research project, previous knowledge and experiences were essential to foster each activity related to domains and the creation of a comic. Finally, Hernandez-Sampieri (2010), focuses on understanding and delving into phenomena by exploring them from the participants' perspective in a natural environment and in connection with their context. At IPN, students can be immersed in an enriching environment considering that there is a varied population with students from different contexts as was described in the first chapter, and conditions the school has to offer to enhance learning such as an extensive terrain, a doll house, toys and materials that were used in our lesson plans. As a result, the current research project considered the students' interests, preferences, and opinions, fostering a collaborative approach with them to facilitate holistic learning and personal growth. Furthermore, this approach enables learners to emphasize crucial elements in human development across the domains of early

childhood development.

Type of research

This research follows the principles of action research. According to Burns (2005), action research is characterized as a method in which the researcher actively engages in the examination to develop solutions to an identified problem within a social environment to achieve a deeper understanding and implement meaningful enhancements. It is also defined by Johnson as a “collaborative, democratic, and participatory approach to systematic inquiry into a problem of practice within a local context” (Johnson,2020).

The choice of research methodology for this study is action research, primarily driven by the objective of providing a meaningful first approach to English for very young learners through the comic along with the support of the early childhood development domains. According to Burns (2005) the main methods used within the action research consists of the systematic collection of data through planned cycles of intervention that involves planning, acting, observing and reflecting according to the social context of the research. The main purpose of our project was focused on the interest of students in English as a tool for their lives in the future and for us, the pre-service teachers, to enrich our practice. In this sense, the following steps were carried out during this process: 1. Planning: This was done through participant and non-participant observation within the classes to later design coherent cycles of intervention to achieve the objectives proposed for this research. 2. Action: This was done through activities and teaching units following the previously designed cycles of intervention 3. Observing: This was possible thanks to the data collected through the different interventions, teaching units and lesson plans. 4. Reflecting: An evaluative and descriptive conclusion drawn from a proper analysis of the data recollected through the research.

Data collection instruments

This research project used various data collection instruments to gather, organize, and facilitate the analysis of the data. Henceforth, to achieve great reliability, triangulation was key in our instruments. According to Noble and Heale (2019), triangulation is the approach that enhances the trustworthiness and validity of research. In essence, research triangulation primarily

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seeks to authenticate the outcomes of a study. Triangulation employs diverse methodologies to attain the goal of corroborating research discoveries. When there are some methods described, they can be used to offer a more balanced explanation of the research. Additionally, Cowman (1993) quoted by Arias (2000) explains that triangulation is the combination of multiple methods in a study of the same object or event to better address the phenomenon that is being investigated. In this research, field notes, interviews, and surveys were used as instruments of data collection during the research project.

Interviews. This instrument offers the most direct approach to gathering detailed and rich data regarding a particular phenomenon. This can be tailored to the research question, the characteristics of participants, and the preferred approach of the researcher. There are some types of interviews in qualitative research. Patton (1987, 2002) provided some of them that included informal conversational interviews, which are flexible but can be adapted to the subject and conditions, the interview guide approach, where the questions are fixed and organized in a specific structure and standardized open-ended interviewing where the questions are planned but little by little they can be adjusted according to the progress in answers. However, in this project, informal conversational interview was carried out with the students given that this type of interview was unstructured, and the questions spontaneously emerged from the natural answers during the fieldwork (see annex 1). Also, one standardized open-ended interview (see annex 2) intended for the teacher was carried out. The objective of the interview was to obtain a broad perspective on both the research project and her involvement, interactions, and educational content related to teaching English to preschool students.

Field notes. Field notes are used to record a series of situations that occur during the observations, Bodgan & Biklen (2016) claimed that the success of a study, specifically one that relies on observations, is determined by the information that appears in field notes. Thus, the researcher observes participants in natural or structured environments while taking field notes. Besides, after the observation, the researcher should fill in details and recall things that were not recorded on the spot. This instrument was used to recollect information during the diagnosis period and during the pedagogical interventions that include the location, time, date, set up of observation site, participants, etc. This instrument is very important because it represents the

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students' daily context in the school and the influence of the activities planned. (See annex 3)

Artifacts. Allen (2017) defines an artifact as an object of study used in critical and qualitative or interpretive communication research. Artifacts are made by humans rather than the result of natural phenomena; therefore, they are symbolic, purposeful, and intentional things. In this case, the artifacts were used to gather evidence for our research project and were considered to be each one of the products that were created by the children during the classes such as drawings, stories, or structures, and offer concrete evidence in support of the students' experiences (See annex 4).

Data Collection Procedures

Data collection started in October 2022. During this period, the research project process began with an inquiry into the possibility of collecting student data. However, at the beginning of the year, parents signed a consent form agreeing to have their children participate as subjects of study for academic purposes while respecting the anonymity of the students. Later, the data gathering started with the observations performed in the kindergarten classroom where we focused on the student's approach towards the English subject and their interaction with visual elements from the resources used in the class such as their books and materials given during the class or that belonged to the class environment (puppets, toys, pencil cases).

In the first term of 2023, an interview was applied to the students during one of the pedagogical interventions with the objective of knowing their opinion about English as a language and their likings, visual elements were used during the interview to facilitate receiving answers from the students, some questions were also made to check their knowledge about the comic and elements related to it, such as whether they liked drawing and cartoons. Also, during this same semester an interview was carried out with the teacher to recollect information about the importance of iconography, her opinion on the usage of the comic as a teaching tool to introduce very young learners to a foreign language, her vision of the methodological approach on the classroom and the importance of very young learners within the institution.

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Later, field notes were filled out during the first semester of 2023 for the pedagogical interventions corresponding to the first and half of the second cycle of the intervention to collect data with the purpose of analyzing the impact of the different lesson plans and cycles from our research project. During the second semester of 2023, more field notes were filled out for every lesson plan and class carried out corresponding to the other half of the second cycle and the third cycle.

In regard to the artifacts, they were utilized during the implementation of the research and varied from each lesson plan (See annex 2), students created many products such as drawings, stories, puzzles, clothes and an animal made of fruit.

**CHAPTER IV
PEDAGOGICAL INSTRUCTION**

This chapter presents the visions that guided the design of pedagogical instruction. The visions considered are the vision of curriculum, the vision of language, the vision of learning, and the vision of the classroom. Additionally, the instructional design that was implemented during this research is explained in detail along with the description of the cycles that were carried out during the pedagogical intervention.

Vision of curriculum

The curricular vision advocates for learner-centered approaches that encourage active participation and collaboration among the participants, with a specific emphasis on comics. Moreover, the curriculum is designed to provide opportunities for students to construct their experiences through exploration, reflection, and problem-solving, with each activity sequence bringing them closer to English. In this context, this study aligns with the Constructivist approach, as it entails a reciprocal learning process between teachers and students. Sjoberg (2007) explains that learners develop their own understanding of the world, with meaning emerging as a result of their experiences within a given context. This concept is particularly relevant to our research, as it is intricately tied to motivation throughout the learning process, where students' experiences and perspectives play a pivotal role in every activity related to comic creation. Furthermore, this curriculum must be closely connected to holistic human development, which is linked to the domains described by Tassoni and incorporated within the curriculum cycles. These domains, encompassing physical, emotional, cognitive, communicative, and aesthetic aspects, are crucial in effectively carrying out the research project in an EFL (English as a Foreign Language) context with a primary focus on motivation, and in enhancing human development through the use of icons in activities related to the comic as the final product. Consequently, at the conclusion of each curriculum cycle, an evaluation is essential to align initial expectations with the outcomes achieved by the learners, particularly in the context of comic creation.

Vision of language

Keraf (1997) interprets the view of language as a means of self-expression to explore our interests. Considering these interests, we as pre-service teachers found during the observations and interviews that the students were motivated to build their own creations in the class because they expressed their knowledge acquired at the end of each session by repeating and giving their opinion of the session. Thereby, language is key for effective communication between teachers and students, where it allows the transmission of knowledge, ideas, and information with a purpose in mind and is represented by concrete signs, such as: verbal, gestural, or through icons, giving meaning to the reality of daily life. Besides, comic implementation pretends to develop a self confidence in English and thus begin to be fluent in the foreign language. Consequently, language competence is decisive for students and pre-service teachers to understand and be involved with the curriculum satisfactorily what they interpret and feel.

Vision of learning

The vision of learning in this research follows the constructivism approach, in which learning is the assimilation and creation of new concepts and experiences through enriching experiences where students are the protagonists. Ausubel (1999) emphasized the importance of meaningful learning connecting new information to existing knowledge structures such as images, symbols, concepts, or propositions. The procedure conducted at IPN aimed to assess their fundamental grasp of English, with the intention of aligning the development of new educational materials with their specific interests, thereby placing them at the center of their learning experience.

On the other hand, they had to be self-motivated and self-confident with the steps of the creation of their comic. Also, learning is a social activity in which they interact with others because they are communicators and collaborators to work cooperatively and share their knowledge. They are experimenters and learn to combine information with their current knowledge and their context. Additionally, students are expected not only to learn a foreign language but also to contribute towards their development as children by exploring their domains of early childhood development through play and interaction with themselves, other students,

and the teachers.

Vision of classroom

Teaching is a collaborative endeavor, where both the teacher and the student play vital roles in the construction of knowledge, leading to the creation of new classroom experiences. The classroom holds a profound significance for all its participants, as it serves as a link for students and educators to convene, fostering rich interactions among them. This environment is fundamental for dialogue, cooperation, and the exchange of ideas, allowing students to not only assimilate new concepts but also develop essential communication and social skills. As proposed by Kyle Vanderlick (1942), the classroom must be a dynamic space, characterized by real-time engagement, where teachers actively encourage students to inquire and pose questions. Therefore, the classroom should be a space where success is attainable by all, facilitating the cultivation of knowledge for both students and preservice teachers. It is important to note that the classroom is not confined to a traditional, singular physical location. Other settings, such as nature, playgrounds, and outdoor environments, can also serve for the construction of learning and knowledge. These versatile environments extend the possibilities for experiential learning and knowledge development beyond the four walls of a traditional classroom.

Instructional design

Our instructional design was intended to provide a meaningful first approach to English for very young learners through the comic along with the support of the domains of early childhood development. This instructional design consisted of three cycles that contained different motor activities whose aim was to keep students engaged, and motivated to learn English while also developing other areas of their growth; the activities were intended to be playful while involving their previous knowledge. Preschool students engaged in 40-minute English sessions throughout the day, where each lesson plan had been crafted to align with the duration of a class session, with specific objectives aimed at both linguistic development and research-based progress.

Also, activities are related to the curriculum in the school and their environment in the classroom since it is important to include situations in real life that might result from interesting

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content for very young learners. In addition to this, students work not only individually but also are given the opportunity to work in a group in various activities using enriching communication.

As mentioned before, the plan of intervention was designed for three cycles linked to the curricular plan of the school, each one composed of lesson plans with the aim to promote motivation in learning English through activities related to the comics and domains. In general, as it is possible to see in the table, the first cycle aimed to introduce very young learners to the elements of the comic in a subtle manner and was divided into three topics that were developed in four weeks, which meant one hour and 20 minutes for each lesson. The second cycle aimed towards the creation and the exploration of these elements. This cycle was divided into two topics that were developed in two weeks, which meant 40 minutes for each lesson. Finally, the third cycle was aimed at the creation of a comic itself and was divided into three topics that were developed in four weeks which meant one hour and 20 minutes for each lesson. These cycles served three main purposes: firstly, introducing young learners to activities associated with comics; secondly, offering an avenue for English language acquisition; and, lastly, fostering holistic development by engaging children in various activities that not only kept them actively involved in the classes but also emphasized the domains by Tassoni.

The next proposal used some activities to develop the purposes mentioned above, so that the topics worked in class had the real impact for very young learners, improving a meaningful approach in English and the domains that are part of their growth.

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Cycle#1 Introduction to Comic elements	Lesson	Objectives	Suggested language	Comic centered activity	Domains of early childhood development.
	Introducing myself and Polly!	-To identify icons in some questions related to personal information. -To recognize the main characters from the book.	Colors: Yellow, orange , green Animals: Parrot, bird	Introduction to characters and their traits	Emotional Cognitive Communicative Aesthetic Physical
	My puppets in colors!	- To recognize the main characters from the book. -Describe some specific colors in each character. - To identify the name of each animal.	Colors: brown, blue, white, orange, yellow and red. Animals: lion, giraffe and a monkey.	Introduction to characters and their traits	Emotional Cognitive Communicative Aesthetic Physical
	The hungry wolf!	-To recognize some school objects. -To identify commands in English.	school objects: board, pencil case, desk, computer	Introduction to storytelling.	Emotional Cognitive Communicative Aesthetic Physical
Cycle#2 My first steps towards creation of Comic elements	Lesson	Objectives	Suggested vocabulary	Comic centered activity	Domains of early childhood development
	Bob the builder!	-To recognize some parts of the body through a puzzle. - To identify some actions with the body in a song. - Follow instructions through commands - Answer questions about comics.	Body: hands, feet, eyes, arms, legs. Verbs: Can Wave Kick Clap comics	Character creation through puzzling	Emotional Cognitive Communicative Aesthetic Physical
	The portrait of fruit!	-To recognize and learn about fruits and vegetables through storytelling and experimentation	Fruits: Strawberry,Apple,Pineapple,Banan a	Character creation through experimentation	Emotional Cognitive Communicative

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		-Follow instructions through commands and learn about teamwork	Vegetables: Carrot,Peas,Broccoli	(using fruits and vegetables to create a lion)	Aesthetic. Physical
Cycle #3 Comic: a masterpiece created by me!	Lesson	Objectives	Suggested vocabulary	Comic center activity	Domains of early childhood education
	The bipolarity of Pepa Madrigal.	-To recognize the weather through the powers Peppa Madrigal has. (ex. If Pepa is happy, it is a sunny day). -Classify the perfect clothes for each weather. -Follow instructions through pictures, speech, and gestures.	Weather: hot, cold, windy day, rainy day, sunny day, and snowy day.	Main topic in the comic.	Aesthetical. Communicative. Cognitive. Physical. Emotional.
	Sun! hug the rain!	-To identify the sequence of images in stories. -To practice colors with the characters. - To recognize the characters from the book with paper puppets. -Feel the icons in the book. -To include drawings in conversations	Rainbow: red, purple, pink, orange, yellow, green, blue, the weather fairy, rain, hug, sun, brothers, friends.	A storytelling related to the main topic of the comic	Emotional Cognitive Communicative Aesthetic Physical
	Where is the granny?	-Listen to the plot of the story. - Identify the speech bubbles that contain dialogues. - Write what students hear in the speech bubbles. - Create their own ending to the story. - Let's color each comic vignette.	Granny, Lio, Gina, adventure, jungle, rainy, sunny, snowy, windy, I am afraid, house, kites.	Comic as a final product	Emotional Cognitive Communicative Aesthetic Physical

Figure #2 . Visual representation of the Instructional Design

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Cycle#1 Introduction to Comic Elements

The first cycle entitled *Characters in My Future Comic* aimed to introduce children to comic elements in a subtle manner while also making use of iconography, experimentation, and visual cues from different resources. In the first and second lesson plans (see annex #2), the main focus was to introduce character traits and characteristics, they could meet characters seen previously in their English books and interact with them in their puppet form, all of this while also learning about animals and colors in English and developing their six domains in a fun way. In the third lesson plan, they were able to experience storytelling which is also a part of the narrative of comics, they were able to learn about their school elements while playing and enjoying being part of a story.

Cycle#2 My first steps towards the creation of Comic elements

The second cycle was composed of three lesson plans that aimed to move to a productive stage where children were the main protagonists and started to interact mainly in character creation and story narrative creation. In the first lesson plan, they learned about the body parts through singing and experimented with character creation by completing a puzzle. Also, they learned about different verbs by moving and doing them. In the second lesson plan, children learned about fruits and vegetables through a narrative that was the introduction to experimenting with character creation. However, in this scenario, they used fruits and vegetables to create Leo, a lion that is one of the characters previously seen in the first cycle and of course, they also enjoyed a healthy snack composed of fruits and vegetables that was created by them and their teamwork.

Cycle #3 Comic: a masterpiece created by me!

The third and final cycle consisted of three lessons where students were focused on the comic, the final product. In this phase, students followed instructions to understand what a comic is, with activities linked to the topics. To feel more comfortable with the topic in the comic, the first lesson plan was designed with a character recognized by them in a questionnaire done in the first cycle: Pepa from Encanto's movie. Considering that this character can control the weather according to her emotions, we as pre-service teachers personified the character using pictures of

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weather and emotions to explain the topic of the comic. Later, students needed to classify clothes in different weathers while they were pronouncing the vocabulary in the classification. In the second lesson plan, students listened to a story about the rainbow. This story contained vocabulary about the weather and was sensitive since they touched different textures on every page. During the reading, students needed to guess the next part of the story to understand the beginning, middle, and end. On the other hand, each student had a character that they needed to raise when the character appeared to keep the focus of attention in class. Finally, the third lesson plan was designed with the characters they knew previously: Lio, Mike, Gina, and the fairy weather. The concept aimed to introduce a new form of literary expression by incorporating iconography into the creative process. In this innovative approach, students were encouraged to craft a visual narrative by illustrating their interpretations within speech bubbles. These 'dialogues' not only encapsulated their unique perspectives but also facilitated an ongoing discussion as they explored the evolving storyline presented gradually through a series of comic vignettes until the end where they created their perfect final part of the story.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter presents the analysis of data collected and the findings during the research project. To begin with, the approach that guided our analysis followed by the categories and subcategories with the corresponding evidence to support the research project.

First, the research project is related to the *grounded approach* for data analysis. Originally this approach was introduced by Glaser and Strauss in 1967 to explain a method based on the systematic identification and integration of meaningful categories emerged from data. It serves as a guiding framework for identifying, connecting, and establishing relationships among categories, ultimately aiding in the understanding of the purpose under investigation.

One fundamental concept within grounded approach is the concept of *categories*. Researchers must identify aspects within the data that can be grouped together for analysis. Once these categories are recognized, the next step involves contemplating how these categories can be interconnected, a process known as *coding*. This coding stage allows researchers to discern both the similarities and differences among categories, and it often leads to the creation of subcategories as part of the constant comparative analysis.

Moreover, this study consistently adopted an emic approach, as elucidated by Riazi (2016), which classifies research findings from the vantage point of the participants. This methodology required an immersion within the context and an examination of the participants' thoughts, attitudes, and viewpoints to facilitate subsequent analysis. Consequently, in this study, it is necessary being immersed in the students' learning context to incorporate their ideas into the investigation.

Data analysis procedures

First and foremost, it is vital to clarify the data collection gathered during the implementation of this research project was organized and analyzed in three stages: collection,

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coding, and analysis. First, data collection was conducted for Chapter III, which relied on field notes, interviews, and artifacts.

For *coding data*, the findings were organized into folders and uploaded to a cloud-based platform to ensure its protection. On the one hand, artifacts played a crucial role in our research. We categorized artifacts made by students into three distinct folders, each bearing the name of a specific cycle. Within these folders, we included detailed pictures accompanied by descriptions where the grounded approach allowed us to classify them according to the date, and the topic of the class, ensuring a comprehensive understanding.

On the other hand, we engaged in semi-structured interviews with 12 students and the teacher to gain valuable insights and perspectives. During these interviews, we posed questions focused on the project. Thus, all interviews were audio-recorded and securely saved in folders. This method preserved the integrity of the responses and enabled us to reference them during the analysis phase. Finally, field notes served as essential records capturing the moments and activities in our research sessions. These notes were designed to follow a specific format, including dates, objectives, session activities, noteworthy achievements, challenges encountered, impacts, and supplementary annexes. These enriching field notes provided valuable context and allowed us to track the progress of our research over time. It is important to clarify that once data were organized, it was read several times to review each detail that was relevant for the research question and objectives.

After that, for *analysis phase*, we arranged these various data sources into categories emerged from coding. This categorization aligned with our analysis requirements, making it easier to locate and work with specific pieces of information during the research process. Besides, each category has subcategories that address the theme in depth. This process has the aim of establishing relations among information to explain the outcomes of the pedagogical intervention, in relation to the questions and objectives of the research.

Categories of the analysis

The objectives of our research project were two. Firstly, to explore the roles of visual literacy in the development of language skills considering the domains of early childhood development in a first approach to EFL for very young learners and secondly, to identify students' responses to the use of a set of activities designed under the principles of visual literacy for the creation of comics. As a result, the use of visual representations becomes essential for elucidating and organizing the categories and subcategories that have arisen from the research question, and more specifically, from the research objectives.

The first and second categories are: *the motivating role of the activities related to comics* and *activities designed based on the domains of early childhood development as a key factor for students' integral growth* and came from the first objective which is related to the scope that comics can have in the development of domains in very young learners in an EFL, which students showed the inclusion of English during different activities associated to comics and other skills. In the first category, motivation was essential during the teaching-learning process since students shared experiences and knew knowledge in class about their environment. In the second category, students expressed themselves through different activities that had the purpose of using most domains to explore their skills in class.

Finally, the third and fourth categories are: *working with comics as an enjoyable activity* and *the supportive purpose of comics as a pedagogical tool*. These categories came from the second objective which is related to the power of iconography in comics during the research project. In the third category students actively participated in the final product including new ideas to create the perfect story of their comics. In the fourth and last category, the activities and

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final product showed a way to communicate learning in classes.

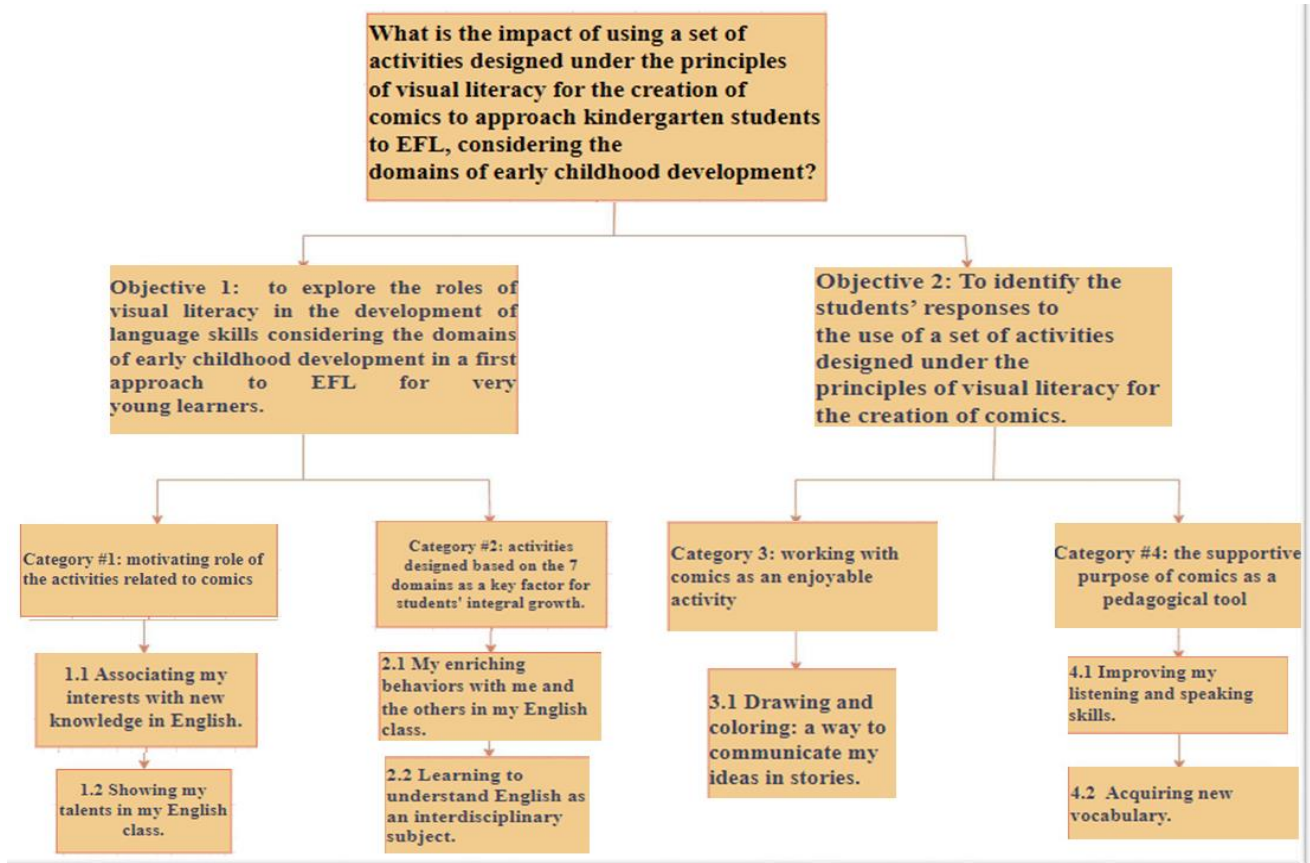


Figure #3 Visual representation of the categories resulting from the analysis.

Category #1: Motivating role of the activities related to comics.

This first category aims to demonstrate how activities related to comics can be tools to motivate students in an English class throughout our pedagogical intervention in kindergarten at Instituto Pedagógico Nacional. Bearing in mind that motivation is key during this research project, students had the opportunity to tell their likes and dislikes to incorporate them in activities while having an approach to comics using English as a foreign language. Thus, it is not only the motivation for comics but also for English which is something totally new for them. We started to show them elements related to them such as pictures, puzzles, food, stories, puppets, and songs. These began to guide the teaching-learning process in an enriching and fun way for them where they explored and manipulated their environment. As we explained in the theoretical framework, according to Brown, Collins & Duguid (1989) teachers can make classroom

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activities more meaningful by situating them in an authentic context since learning is influenced by learners' motivation. Thus, a plan was designed by the students and us as teachers where we considered ideas and materials required to carry out the class in a successful way to achieve the goals of the research project.

Considering the data provided, it is essential to focus on the information that is related to the activities implemented in two subcategories: associating my interests with new knowledge and showing my talents in my English class.

Associating my interests with new knowledge. This subcategory gathers the data related to the points of view very young learners have about how they would like to learn in school considering that it is their first stage of study outside the home. Thus, we aimed to strive towards student-centered experiences and opinions in the class. For instance, we as pre-service teachers reviewed their English book and realized there were some representative characters who explained activities in the book. They told us they liked the characters from the book to learn English and we used this point of view to design a class focused on these characters and used puppets representing these characters to teach the colors. The following evidence supports their comments:



[Artifact #1. First cycle: March 7th, 2023]

¿Creen que Mike, Gina, Polly y Lio nos ayudan a aprender inglés en la clase?, ¿si han aprendido con ellos?, ¿les gusta aprender con ellos?

Student #1: sí

¿Qué piensas tú? ¿Do you like those characters? ¿yes or no?

Student#2: yes

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¿A quién no le gusta Mike, Gina, Lio...? ¿O a todos les gusta?
students (everybody): yes.

[Semi-structured interview #1 August 18th, 2023]

Later, we show them the puppet representation of the characters from the book, and they are happy because they knew them before. They want to hug them, but we say they need to sit down, or the puppets will leave the classroom.

We show them each character one by one. The first character is Mike, and we ask them: what is his name? Most of them say: Mike. We congratulate them and ask them about the colors of each part of their body. Sometimes they say the answer in Spanish, but we ask them: How do you say that in English? And some of them remembered the color in English and answered correctly.

[Field notes #2. First cycle March 7th, 2023]

The preceding information highlights how students engaged with the characters in their English textbook through spoken interactions and visual representation, underscoring their keen interest in learning English while considering the emotional connections they form with the characters. Additionally, the use of iconography through character drawings serves as an effective tool for teaching colors, ensuring that students remain attentive to the information being conveyed, as indicated by their own comments in the field notes. Thus, those characters were used for the final product. This approach not only fosters a deeper and more personal connection to the language but also enhances the overall learning experience for the students regarding interests.

Showing my talents in English. This subcategory refers to the skills young children showed in class. At IPN, students in kindergarten have 40 minutes of English during the day. When we did the observations, we realized that their attention spans were short. According to Brewer, J.A (201). Children are expected to be active agents in the learning activities which strengthens children's sense of ownership in their work and enhances their motivation. We designed our lesson plans to avoid passive listeners for long periods of time, and the classes were divided into different activities where they took advantage during the class to show their abilities not only in English but also in other subjects. For instance, at the beginning of the research project, we played "Hot Potato" to learn more about them and their interests. This game involves players gathering in a circle and passing a small ball. The person who runs the game needs to cover his eyes and say "hot potato" many times until he decides to stop. The player who is

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holding the object needs to answer the question. In this case, some students wanted to answer the questions while they were looking at the picture. When they answered, in some cases, they added more information about them while the other children listened and commented. This skill was critical for the development of the project since listening is the equivalent of comprehension when reading Brewer (2001).

Later, we explain that they need to sit down in a circle on the floor because we are going to play a game called “hot potato”

We ask them if they know the game, and nobody knows the methodology about the game.

We explain them and we start the game.

Everyone wants to answer so, apart from the person who has the ball. We say they need to raise their hand if they want to participate. Some children say loudly they want to participate and answer the question with some personal experiences when they see the picture.

[Field notes Polly#1. First cycle March 7th,2023]

The same situation happened in other classes. For example, when we dressed up as Madrigal Family from the movie “Encanto” and they remembered Pepa Madrigal, ideas to describe her emerged in class, where cognitive abilities such as identifying the character with her family, classifying according to her power, observing the picture of the character and costume, making predictions about the weather, and comparing between members of Madrigal family. With that participation, they showed great progress in connecting their scientific part with English. The following evidence supports the information given:

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[Artifact #2, third cycle, August 29th, 2023]

The teacher says today we are going to give the class and students see us. We start asking them about Pepa Madrigal, a famous character from the movie “Enchanted” and we have a discussion related to her and her powers related to emotions and weather with a picture, taking into account Lauren as a pre-service teacher is dressed up as the character. Everybody is concentrating during the discussion about Pepa and they give examples.

[Field notes “The polarity of Pepa Madrigal”. Third cycle August 29th,2023]

Category #2: Activities designed based on the domains of early childhood development as a key factor for students' integral growth.

This second category aims to articulate activities done during the research project focused on the domains. These domains are essential for human development and permit the students to complement their intellectual growth and each domain is equally important to achieve a successful development. Besides, when a child is doing an activity is common to find most domains included in their actions. Hence, to create lesson plans that included most domains, a significant learning environment, and a meaningful learning experience the arts, science, physical movement, social, and cultural topics were added with different activities in the sessions where they demonstrated interest in learning. In this way, this category is focused on the

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domains worked in class through two main subcategories: *my enriching behaviors with me and the others in my English class and learning to understand English as an interdisciplinary subject*.

My enriching behaviors with me and the others in my English class. The purpose of the subcategory is to show the progress of the students in English classes since they not only carried out the activities but also shared their knowledge and materials with other classmates as a fundamental part of their development within the class as a communicative domain using fruits as icons. As we mentioned in Chapter 2, during the early childhood stages of development it is important for the child to create bonding with parents by spending time and doing activities together and create attachments with a secondary socialization circle that includes people outside their home. Considering this, we wanted to contribute to their integral formation with activities linked to the characteristics of the comic where they needed to cooperate. As it was possible to evidence here:



[Artifact #3 second cycle May 24th, 2023]

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Before giving the fruit, we give plates and forks to each group and they are excited. Later, we ask them about the pineapple: which part of the face could it be?

Everybody says: la carita. We tell them they can say “Lio’s face” and we give them the fruit to put it over the plate. Each group looks for the perfect place on the plate to put the pineapple.

Later, we show them a tangerine and ask them the same question: which part of the face could it be?

They say: hair and we congratulate them because it is correct. They organize Lio’s hair with the tangerine in teamwork.

The same thing happened with the other fruits and vegetables.

[Field notes “Fruits”second cycle May 24th, 2023]

The previous evidence shows the work done in class. The activity starts with a planned story where a character is lost in the jungle and students need to create a portrait to find him. The portrait was made of fruits given in each step of instruction. Students were engaged in the class while they were working in pairs as a team without any problem. This was important in our project because they developed essential skills of communication and collaboration. According to Miller (2014) "In various social settings, it held significance for a child to be able to identify themselves as a social individual. Consequently, they engaged in social interactions within their peer groups, where they experienced a sense of security, emotional support, and ease of being". This process of development happened while the other domains worked at the same time such as the aesthetic domain in the construction of the character, the communicative and social domain in the workgroup, the cognitive domain in the ideas, experiences, and comments emerged, the physical domain in the usage of their fine motor skills with fruits, and the affective domain in the emotions students demonstrate during the session. In conclusion of the activity, 2 months later, they remembered the activity very well.

Chicos, ¿les han gustado las actividades que hemos hecho hasta el momento?, ¿se acuerdan de cuando hicimos a Leo con frutas?

Student 2: Si, me gusto comer eso

Interviewer 2: ¿Sí?

Student 3: Me gustó comer eso. Estaba rico.

Interviewer 2: ¿Sí?, ¿qué les gustó de esa actividad?

Student 1: A mí la piña.

Student 3: A mí también la piña.

Interviewer: ¿Y cómo se dice piña?

Student 4: Appl...

Student 5: Pineapple!

Interviewer: Very good!

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[Students interview, second cycle- August 18th, 2023]

On the other side, during the lesson plan “Bob the Builder”, they sang and danced to a song in pairs doing the actions from the song. If a partner got lost, the other one helped him with his body language, and little by little they were synchronized, this activity was implemented as an activity in our research project because according to Fox (1999) cited by Brenner, argues that a child who knows nursery rhymes by the age of four will probably learn to read without difficulty. This activity can motivate children to learn English unconsciously developing this skill. Besides, considering the icons from the song on the TV, they demonstrated a great understanding of these elements in their actions. The next evidence supports the previous information:

We say that they need to stand up with his pair and listen to the song repeating the actions we do. We (pre-service teachers) sing, and dance showing them the exercise.

We play the song only once to understand the exercise.

We say that in the second opportunity they need to imitate our movements with the body and try to sing.

Students start singing and dancing with their pairs.

Some pairs are disorganized because they are focused on their pajamas and the celebration.

We repeat the song 4 times because, until the last chance, all of them sing the song.

[Field notes “Bob the Builder”, second cycle, April 25th, 2023]

Learning to understand English as an interdisciplinary subject. This subcategory aims to demonstrate the behavior of the students in each session of EFL when it was included activities related to other subjects in English. In the previous subcategory called “*My Enriching Behaviors with me and the others in my English class,*” there was an engaging activity related to a song learned in class employing visual icons to guide the children through movements and actions linked to the lyrics. This activity was incorporated into our lesson plans due to the remarkable enthusiasm the children displayed for nursery rhymes. This interest was observed through interviews and comments prior to and following the English classes, underlining the attraction that the young learners held for this kind of music and the associated actions. Music is important because students change their comfort zone at a desk and favor motivation in early

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childhood education. According to Brewer (2001) singing and remembering the lyrics in songs helps children learn to attend to and remember words. This activity was achieved through the incorporation of visual icons within the song lyrics while they contributed to the development of several essential domains. First and foremost, it nurtured the cognitive domain by encouraging the active processing of information incorporated within the song. Additionally, the physical domain was stimulated as students took advantage of their gross motor skills to participate in the dance. The affective domain flourished as young learners exhibited positive emotions throughout their participation. Furthermore, the social domain was fostered as students formed pairs to participate in the dance, thereby enhancing their communication skills. This interaction gave rise to the communicative domain, as pairs engaged in meaningful conversations during the dance. Lastly, the aesthetic domain was enriched as students learned to appreciate the song as an artistic way to learn English.

Interviewer: Muy bien. Listo. The next question/la siguiente pregunta ¿Que tal les parecen las actividades de inglés? ¿se han divertido?, ¿qué es lo que más les gusta? Entonces vamos por acá.

Student 1: sí, mucho las clases de inglés, mucho me gustan.

Interviewer: okay, y ¿qué piensas tú? What about You?

Student 4: porque a mí me ayudan a cantar inglés.

Interviewer: ¿Te gusta cantar inglés?

Student 4: hasta la canto canciones de inglés.

[Students interview, second cycle- August 18th, 2023]

On the other hand, the lesson plans titled "Sun! Hug the Rain!" and "Bob the Builder" were centered around a scientific theme. On the one hand, "Sun! Hug the Rain!" involved the creation of a book geared towards reading and listening, which explains the phenomenon of the rainbow within a story where the rainbow colors are mysteriously absent, and a weather fairy steps in to assist in their recovery. It was a guided reading since we selected a story made by us for kindergarten and we guided them through the reading of it. They were excited because they could take some control over their own learning, giving ideas and comments about the story and more specifically about scientific facts that occur with the weather and seasons. On the other hand, in the lesson plan "Bob the Builder," students embarked on a constructive journey where they assembled a human body puzzle. This engaging activity required them to identify parts of the body in English, using distinct cropped icons as their guide while they were giving

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comments, asking and adding information related to this topic related to science. As we exposed in the following evidence:



[Artifact #4 second cycle, April 25th, 2023]

According to Brewer, (2001), instructional strategies should move toward more open inquiry where children are posing their own questions and designing their own investigations. It is important to recognize the fundamental contributions not only focused on our project but also on others. In this case, our purpose was to introduce parts of a story, but we realized that it was necessary to support this purpose with other activities to create the necessary impact to reach meaningful learning. As we exposed in the following evidence:



[Artifact #5 third cycle, August 28th, 2023]

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Before reading the book, we tell them they can touch each page because there are different textures and sizes but at the end of the story. Also, if their character appears they can raise it. We start reading the book and little by little they ask questions related to each page and they like to give examples. For example, when we ask: por qué creen que the rain is sad? and we have some answers. A student answers: porque lo regañaron. Another student says: porque tuvo una pelea and the other says: porque algo triste le pasó. Each student raises their character at the correct moment and repeats the name in English in a successful way. When we ask them about the rainbow they demonstrate prior knowledge since they name the sun and the rain in their comments.

[Field notes “Sun! hug the rain!” third cycle, August 28th, 2023]

In conclusion, it is paramount to underscore the significance of activities pertaining to the research project within the context of domain development. This aspect stands as a pivotal axis in cultivating students' motivation, piquing their interest in the cycles carried out, and fostering curiosity through the introduction of novel activities seamlessly integrated into the English as a EFL learning environment.

Working with comics as an enjoyable activity. This subcategory highlights the significant role that comics played in the development of students throughout our research project. Engaging students in creating comics proved to be a highly enriching experience. It added a unique dimension to our project, complementing the various activities undertaken in each session and contributing to the overall success of the research. An interview took place prior to the final project, during which students exhibited an understanding of certain characteristics inherent to comics as might be appreciated here below.

Entonces la pregunta es: ¿ustedes saben lo que es un cómic?

student 1: los cómics son como historietas porque eso también es importante, escribir cosas para aprender muchas cosas

interviewer: ¿y por aquí?

student 3: los cómics son muy importantes porque podemos leer y los cómics son cosas de Marvel y comic y también pueden leer cosas de Marvel, el hombre araña, todos los personajes de comic.

interviewer: ¿y les gusta? ah, miren por acá.

student 5: porque podemos hacer historias. Podemos escribir historias con imágenes, dibujos, imágenes de imprimir.

interviewer: ¿y les gusta los cómics?

students: Sí/ yes

students: los cómics son mucho para hacer, para hacer dibujos con algunas hermanas, pueden

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aprender un poco con las hermanas.
student 2: los cómics para ver, dibujar, para mirar cómo dibujamos.
interviewer: ¿y les gustaría hacer un cómic?
students: sí
interviewer: ¿les llamaría hacer un cómic en inglés?
students: sí
student 2: no, en español
student 4: porque podemos ver las imágenes y jugar con las imágenes

[Students interview, second cycle- August 18th, 2023]

Notably, their responses included references to skills such as writing and reading. This response was intriguing, especially when considering that preschool-aged children typically do not possess reading and writing abilities. On the other hand, they emphasized the images as a part of the comic where they mentioned that they can see, draw, play with the images, and recognize famous characters such as superheroes.

With the foregoing in mind, it is important to emphasize that working with comics requires students to harness a combination of their visual and verbal faculties while they are using their domains. When we carried out the final product, they had to understand various elements, such as panels and speech balloons, which are intrinsic to the narrative aspect of comics. Reading a comic is not limited to just a written text; it extends to understanding the visual environment and drawing upon the reader's knowledge and context when they interpret icons. The topic of the comic was the weather following curriculum instructions. However, in this final product, we included characters practiced in other sessions such as Lio the Lion, Mike the Monkey, Gina the Giraffe, the wolf, and the weather fairy. On the other hand, topics such as colors, clothes, body parts, school elements, emotions, and their third session about weather. According to Bell (2011), students need to understand that English is not a set of rules and words to memorize. They need to live with the language, and the communication. In this way, comic represents an enjoyable multifaceted tool to create activities in class for very young learners since the illustrations enhance storytelling and provide a rich experience where students can create stories encouraging imaginative thinking. In this case, very young learners could explore new worlds and characters, allowing for a wide range of creative expressions. For instance, speech balloons were used as a way of writing through drawings, and in the last vignette, they

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decided to create their perfect end, as we exposed in the following piece of evidence:

Interviewer: I am going to ask you, les voy a preguntar y ustedes levantan la manito y van a contar el final para los demás, ¿okay? To the others. Okay? So, Naomi ¿Cuál fue tu final?

Student 1: mi final fue que la abuelita abrió la puerta y se encontró con Lio y pues la hada estaba llorando de la felicidad que se encontraron.

Interviewer: ¿Qué se encontraron? Es un final muy hermoso. What about you?

Student 2: Mi final es que la abuelita encontró a Lio.

Interviewer: Lio, okay perfect, thank you. And what about you Juan Jose? ¿Vamos a hablar duro, necesito que los demás escuchen, listo? Tell me.

Student 3: mi historia era que los personajes Sonic aparecieron y le pegaron al Dinosaurio.

[interview #4 third cycle, September 4th, 2023]

According to this interview, when children are encouraged to explore and experiment with language in a supportive environment, they develop conventional literacy while they differentiate parts of a story. Also, this activity allowed a deeper emotional engagement. Students commented on some feelings related to the experience of the comic since they identified with characters in personal situations. After this final session, a student wanted to express her emotion with the activity, and she commented the following:

Interviewer: tell me

Student: que este yo te voy a hacer un comic por este comic tan lindo que nos dejaste hacer. Yo te voy a hacer un comic de muchos dibujos con corazón.

Interviewer: Ay! Thank you!

[Interview, annex 7– September 4th, 2023]

Hence, working with comics is enjoyable because they offer a unique blend of visual storytelling, promote creativity and imagination, and provide a diverse range of content in a foreign language.

Continuing with the subcategories, in an interview the English teacher mentioned the next information to keep in mind when we told her about the research project:

Interviewer: ¿Hay alguna habilidad que se trabaje más que otras en las clases de grado jardín?

Teacher: ¿Qué habilidad? con ellos en grado jardín solo se maneja dos habilidades: speaking y listening. Como están aprendiendo en su lengua materna a escribir y a leer, esas habilidades no las manejo yo con ellos

[Interview – annex 3: Julieth Marcela Palacios, English teacher]

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Considering that Kindergarten students do not write during that school period, we reviewed their English book and creations in other classes, and they communicated their ideas with drawings. Thus, the subcategory for this category section is titled: *drawing and coloring: a way to communicate my ideas in stories*.

Drawing and coloring: a way to communicate my ideas in stories. As mentioned before, drawings were a way to communicate written ideas for very young learners. They wanted to have a comic since we started our research project in class, and we asked them about stories with drawings and pictures:

Interviewer: o sea ¿les gusta aprender con imágenes? ¿Que es donde aparezca lío, Gina? ¿Sí?

Everybody: sí

Interviewer: ¿Mike? What about You?

Student 5: me gustan porque en el libro de inglés podemos colorear.

Interviewer: Ah, ¿les gusta colorear?

Everybody: si

Interviewer: les voy a hacer una pregunta en general y me responden ¿A ustedes les gusta dibujar?

Everybody: sí

Interviewer: okay, ¿les gustaría crear una historia con dibujos?

Everybody: sí

Student 1: yo ya cree una, con muchos papeles y colocándolos con pegante, así puedo pasar página con página.

[Students interview, second cycle- August 18th, 2023]

During one of our sessions, we developed the lesson plan titled "The Polarity of Pepa." In this engaging lesson, students were tasked with a creative and hands-on activity: coloring Pepa's clothing while also making decisions about her wardrobe.

The objective was to not only add colors to Pepa's clothes but also to encourage students to become fashion experts. Each student was given the responsibility of classifying the appropriate clothing items for different weather conditions within a closet. For instance, if a student had a swimsuit in their selection, they were challenged to consider when and where it would be suitable to wear it in their daily life. This exercise not only improved their understanding of weather-related clothing choices but also empowered them to make informed choices about their clothing based on weather conditions, which is a valuable life skill as it was possible to demonstrate in the following evidence:

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[Artifact #6 third cycle, August 28th, 2023]

Everybody wants to participate and tell experiences according to the garment. Sometimes it is hard for them to choose, but their partners try to help by giving examples. When everybody explains their garment, we tell them about the importance of the topic in the comic they are going to make, and they seem excited.

[Field notes “The polarity of Pepa Madrigal” August 28th, 2023]

Aside from the previous session, the lesson plan titled "The Wolf" primarily centered on the utilization of drawing and coloring as a pedagogical approach. This was employed as an innovative method for vocabulary acquisition. The instructional activity was oriented toward the acquisition of vocabulary belonging to school elements and objects through storytelling where a hungry wolf will start his classes in a school and want to eat a victim and steal his school elements. The initial phase involved students listening to the correct pronunciation of each school element while simultaneously viewing both the actual object and a corresponding

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flashcard. Subsequently, students were tasked with depicting their preferred element on a flashcard and providing a description thereof as may be appreciated in the following artifacts:



[Artifact #7 second cycle, May 3rd , 2023]

This activity was chosen because this storytelling is a characteristic of introducing a comic combines play, something that is fundamental for very young learners. Based on Piaget (1952) an exploratory play rule-governed play contributes to cognitive growth. They used a symbolic play with their drawings where the icons were the protagonists while they were speaking in their foreign language. Also, there was a cooperative play because Brewer (2001) affirms that each child accepts a designated role and is dependent on others to achieve the goals of the play. In that case, a student had a wolf role, and the other classmates were hidden victims. Also, it was an important social and emotional development, which provided children with a sense of how they learned with icons and established quality relationships with others.

In the culminating session dedicated to the final product, students adeptly employed a diverse of strategies to engage with, interpret, evaluate, and appreciate the text. They harnessed their prior experiences and engaged in collaborative interactions with their peers to offer insightful commentary on the comic. The activity commenced with explicit instructions regarding the comic, wherein students were tasked with tracking the narrative by closely following the dialogues. Prior to delving into the textual content, students examined each vignette of the story, offering insights and ideas based on their visual observations. Besides, they

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were focused throughout the entire activity since considering the short periods of attention they had, comics offered a way to compact the story, making it easy to enjoy in bite-sized portions.

In line with the perspective of Cabe, Kathy (2021) who emphasizes the effective integration of illustrations and images in inquiry-based learning, it is worth noting that the primary thematic focus of the comic centered around the topic of weather. This thematic was built upon the foundation laid in two preceding sessions, which were the lesson plans "Sun! Hug the Rain!" and "The Polarity of Pepa Madrigal." These lessons facilitated a transition into the comic's weather-related narrative, enriching students' comprehension, and engagement within the EFL learning context. Furthermore, students exhibited a comprehension of cultural nuances, as the narrative of the comic revolved around weather conditions in different regions of Colombia and other countries. Their observations regarding each location, as well as their insights into the appropriate clothing for specific weather, demonstrate cultural awareness.



[Artifact #8 third cycle, September 4th, 2023]

With the finished product in hand, students demonstrated an understanding of the utilization of speech bubbles, as students deftly incorporated them into their drawings and comments. This technique created by them allowed them to portray conversations between the characters, serving as a conduit for expressing and communicating their ideas. The activity was characterized as a guided reading session, given that we selected the text and provided guidance to the students as they navigated through it. Little by little, as they progressed through the comic's vignettes, they contributed ideas pertaining to segments of the story while they were

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coloring. This process underscored their profound understanding of the fundamental narrative structure, encompassing the beginning, middle, and end of a story. Subsequently, they exhibited their creative prowess by drawing their own ideal conclusion to the narrative.

In conclusion, drawing and coloring are great tools for young learners to express themselves creatively with topics reviewed in class. It allows them to visually represent their thoughts, feelings, and ideas as a way of communicating and making decisions. In a comic, they can convey complex ideas and narratives using this methodology of drawing and coloring making them an effective educational tool.

Category #3: The supportive role of comics as a pedagogical tool

This category states how comics played a supportive role for the students during the research study. It was imperative to acknowledge that icons and visual elements served as authentic linguistic tools, enabling children, who were motivated to learn English as a foreign language, to harness their existing knowledge and experiences to embark on novel learning journeys, both individually and collaboratively. The research project placed a deliberate emphasis not solely on the final product but also on the previous activities and performances, designed to progressively equip students with the necessary background knowledge and skills to enhance their comprehension and appreciation of the comic in an educational environment. In this way, in the following paragraphs this category will be explained in two main subcategories: *improving my listening and speaking skills* and *acquiring new vocabulary*.

Improving my listening and speaking skills. This subcategory unveils the findings pertaining to the favorable shifts observed among students in each class concerning their attitudes toward listening and speaking skills. At the beginning of this research project, it was necessary to repeat many times the vocabulary, but when the images were included, students quickly grasped the meaning of words in the foreign language and started to develop self-confidence. The image was shown with its pronunciation, and they repeated and gave examples. They started to understand instructions, rules, etc. For instance, in the lesson plan titled "The Wolf," a student was selected to assume the role of the wolf in class. During this activity, the student portraying the wolf had to select an object corresponding to the images presented. When

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the object was chosen, they were required to articulate it loudly in the classroom to "catch" their victims. In this context, the student employed two skills for successful gameplay: listening and speaking. Listening was crucial as they needed to recall the vocabulary introduced at the beginning of the class, and speaking was essential as they utilized English to enact the role of the wolf. Also, in the first session of the first cycle, students showed great interest in the characters from their English book in puppets because of the colors and textures they had. Thus, in the lesson plan "Sun! Hug the Rain! The book was created with many colorful materials and different textures. Children were motivated and focused on each page demonstrating their interest when listening to the questions and answering in English using vocabulary they had previously acquired. The following evidence shows the book made by us:



[Artifact #9 third cycle, September 3rd, 2023]

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Consequently, the student adapted their use of spoken, listened, and visual language, including conventions, style, and vocabulary in English. Also, in the interviews in the second cycle, they included some words in English to answer:

Interviewer: Do You like those characters? Yes or no.

Student 3: yes

Interviewer: yes? A quién no le gusta? Mike, Gina...

Everybody: yes/si/ a mi sí me gusta.

[Students interview, second cycle- August 18th, 2023]

In the above interview, it could be appreciated there is an interview of the second cycle between the native language and the foreign language. In this situation, we showed them pictures where they demonstrated an understanding of both languages in an easy way and answered their opinions and points of view. The importance of listening to students is evident, to allow them to express themselves by various means such as drawings and interviews.

In conclusion, because reading and writing are language activities, oral language development is critical for success in becoming literate. Teachers can engage children in an oral language as they explain a new activity, Also, according to Brewer (2001) learning to be an active listener through many activities with stories, songs, and fingerplays is also important in literacy skills. When children learn to listen, they learn the same skills of checking to understand, making connections, and visualizing the events being recounted that are required of readers when they comprehend text.

Acquiring new vocabulary. This subcategory aims to foster the acquisition of new knowledge within English classes. As previously mentioned, visual literacy plays a pivotal role in enabling children to establish connections between new and existing vocabulary through visual aids. Nonetheless, it is important to note that this knowledge may be ephemeral if the same activities are repetitive, as the initial motivation for learning may wane over time. Considering this, each activity carried out was new for them where games, sensorial stories, puzzles, and fashion masters made significant progress in their learning. For instance, when students did the comic, they remembered the activity of Pepa Madrigal and the weather done in the second session of the third cycle, as we can support in the following interview:

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Interviewer: ¿Como estuvo el clima en Egipto? Vamos a ver.

Student 1: caluroso.

Interviewer: ¿y cómo es caluroso? Si yo dijo día soleado.

Student 2: sun/sunny

Interviewer: Sunny day.

Interviewer: ¿y en villa de Leyva?

Student 4: frio.

Interviewer: ¿y como digo frio, un día en donde hay mucho viento? Wi...

Student 5: windy.

Interviewer: Windy!

[Interview #5 third cycle, September 4th, 2023]

Conversely, during the English sessions, they seized the opportunity to discuss everyday experiences related to the topics they were exploring. For instance, while cooking with fruits, they shared personal anecdotes about other recipes, including details about the ingredients and the cooking process. In this way, they were able to introduce and learn new words in context with our guidance, while they were developing their domains doing the activity in English.

Thanks to those activities, students gradually began incorporating the words they had practiced in each session into their communication. However, it is evident that they continue to use both languages to express their opinions. This aligns with Brewer's (2001) assertion that students utilize their first language as a tool to enhance their proficiency in English language.

The current chapter explained the approach that guided our analysis and the categories and subcategories emerged. Thus, the following chapter presents the conclusions, implications, limitations, and suggestions we found during the process to create further research.

CHAPTER VI

CONCLUSIONS

This chapter provides a comprehensive overview of the study's conclusions, based on the discoveries made throughout the research project. It delves into the implications of the project within the context of English as a Foreign Language education. Besides, it examines the project's implications for the institution where it was conducted and the students who actively engaged in it, while also acknowledging the study's limitations. Finally, this chapter offers some suggestions for possible further research.

Conclusions

This qualitative action research study was guided by a research question, shaping our process: what is the impact of using a set of activities designed under the principles of visual literacy for the creation of comics to approach kindergarten students to EFL, considering the domains of early childhood development?

To provide a comprehensive response, this research question aimed to be addressed through the application of visual literacy in activities centered around comics, where two objectives arose. The first, to explore the roles of visual literacy in the development of language skills considering the domains of early childhood development in a first approach to EFL, and the second, to identify students' responses to the use of a set of activities designed under the principles of visual literacy for the creation of comics.

In response to the first objective, the data revealed that visual literacy had two important roles in the enhancement of the domains of early childhood development. Firstly, visual literacy represents a motivation for the students and secondly, it represents a catalyst capable of providing holistic growth created by the activities that cover the domains of early childhood development along with visual literacy elements.

For the first role, the data demonstrated that there were two ways in which visual literacy foster motivation. Throughout *associating my interests with new knowledge in English* it was

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found that their motivation was enhanced by encountering characters they recognize in their English textbook, images, and puppets. This exposure to their individual interests instilled a sense of confidence in them as they embarked on this new learning journey in an EFL environment. Moreover, their prior experiences and existing knowledge played a pivotal role in shaping our research project, as we took advantage of these foundational ideas to construct and enhance the teaching-learning experience and facilitating a more engaging and effective educational process while they were active and critical participants when sharing their interests.

Besides, visual literacy in activities related to comics functioned as a pedagogical tool *for showing my talents in my English class*. The new activities were designed not only to prevent passive learners but also to create opportunities for students to demonstrate their abilities and experiences, not just in the English class but also across other areas of development. Furthermore, they experienced the interpretation of representative icons, allowing students to share information related to their interests in areas such as the arts, science, physical education, and more, by sharing these experiences and participating in activities where they were able to show their talents, students felt more motivated towards the EFL class. This pedagogical tool not only enhanced their proficiency in English as a foreign language but also complemented their overall education.

For the second role, visual literacy was mainly focused on activities designed based on the domains of early childhood development as a key factor for students' integral growth. In each activity, it was common to observe students engaging with most, if not all, of these domains as they expressed their enthusiasm for learning. At first, *my enriching behaviors with me and the others in my English class* data demonstrated students shared their experiences with their classmates through the creation of sensory icons, and developing essential domains such as the aesthetic, the communicative and social, the cognitive, physical, and the affective domain, this enabled the creation of a positive environment where children could cultivate their communicate competences while having a holistic growth. The other aspect found is based on *learning to understand English as an interdisciplinary subject* since students were actively engaged in multimodal lessons that intrinsically incorporated characteristics of music, science, literature, and the arts, allowing them to learn English and simultaneously delve into various facets of a

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story through the use of icons that aided to explain English and other areas of knowledge. This approach resulted in a more profound and meaningful learning experience, as it established connections between students and other subjects through English lessons. These interdisciplinary connections not only deepened their understanding but also activated their curiosity, evident in the thoughtful questions and answers they posed.

In response to the second objective, the data revealed the responses to the use of a set of activities designed under the principles of visual literacy for the creation of comics. Firstly, they showed joy participating in activities related to comics and secondly, students demonstrated an understanding of narrative elements as they harnessed both their visual and verbal faculties to interpret icons in a meaningful and enriching way. It made learning more enjoyable and facilitated the development of narrative comprehension skills because of the supportive and pedagogical role visual literacy has. Students evidenced an understanding of the comic as a final product by *drawing and coloring: a way to communicate my ideas in stories*. They created their own ideal conclusion of the comic incorporating icons in speech bubbles and drawings in the last vignette. However, before the final product, they started to analyze icons in other activities carried out to facilitate a seamless transition into the comic. These previous activities improved comprehension and engagement within the EFL learning context.

The last data demonstrated the supportive purpose of comics as a pedagogical tool regarding students' responses to the use of visual literacy. First, *improving my listening and speaking skills*. When the images and icons were included in class, students quickly grasped the meaning of words in the foreign language and started to develop self-confidence improving their fluency in the foreign language. Conversely, *acquiring new vocabulary* became evident during the sessions dedicated to the required topics. Moreover, children demonstrated an eagerness to incorporate new words they wanted to add in the classes. Notably, the set of activities designed under the principle of visual literacy related to the comic left a positive lasting impression compared to activities that relied solely on following the guidebook.

It is important to underscore that all the domains were cultivated during this research. Although certain domains received more emphasis during the explanation than others because of the limited time we had in class, it is vital to recognize that each domain holds equal importance.

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Together, they form the bridge for comprehensive education. Moreover, the role of visual literacy in the creation of comics played an indispensable part in advancing this research. It is essential to complement them with other activities to maximize their impact on students, forging strong connections and fostering meaningful learning.

Finally, in this study, it was found that implementing visual literacy served as a valuable and supportive tool for providing students with a solid educational process. Besides, this set of activities related to comic enabled them to explore a language from different perspectives, a pivotal aspect as it allowed them to enjoy their English classes through their interests and needs, diverging from the traditional way of experiencing a story. In terms of English language skills, the project predominantly emphasized narrative structure, listening, and speaking skills through the conducted activities.

Implications

From the development of this research project and the implementation of the plan of intervention proposed, several implications resulted. These implications are mainly related to the school Instituto Pedagógico Nacional where the study took place, the pre-service teachers, investigators of the research project, the English class, and the participants of the study were implicated in the process.

Initially, regarding the implications of teaching EFL to very young learners it is important to have a deep understanding of how the approach must differ in comparison with students from a different age group. Very young learners are embarking on their initial journey to discover how educational system works, their first approach to English should be exciting, engaging and fun where they are able to play while being active learners. Expecting children to sit still and remain quiet throughout their entire school day is denying the joyful nature of children. The creation of comics to approach kindergarten students to EFL considering the domains of childhood development implied having access to a lot of resources for them to experiment with, it is important to have flashcards, printed images, the DVD, puppets, songs, dancing routines, costumes, and school elements such as colors, tape, eraser, pencils, and more.

Additionally, the implications for the participants in the research project became evident

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throughout the process, as learning outside the confines of their homes presented a novel experience for them. First, the students needed to establish a new perspective of school as a distinct learning environment to grow up and, thereby seeing a foreign language as an opportunity to build a better learning context in their lives. Moreover, students had to grasp that the English class could not solely rely on the teacher's guidance; it had to be a collaborative effort, with both the teacher and students actively engaged in their own learning process. Hence, their attitude and willingness to engage in the sessions were pivotal in shaping the overall success of the project. It was crucial for them to transition into a new approach to learn English, gradually evolving from passively flipping through textbooks to actively embracing the activities related to comics as an exciting opportunity to acquire a foreign language, rather than viewing it as a mandatory chore.

Conversely, the pre-service teachers were required to be dynamic and child-centric, ensuring that they captured the students' attention and employed proper vocal techniques to ensure clear communication. Moreover, they needed to adopt a dynamic and didactic perspective, attempting to see the world from the students' point of view. This approach was essential in crafting engaging lessons for each class, and it was equally important to ensure that this perspective shift persisted throughout the process. Consequently, it was important to break away from traditional English language teaching methods centered solely on activities within textbooks. Such methods stopped interaction between students and teachers and individual and collective development.

Finally, in terms of implications for the researchers, a high degree of responsibility was paramount in handling the collected data and adhering to a plan in pursuit of the project's goals. This required organization in detailing every aspect that could contribute to the process. This type of research demands time, thorough planning, extensive reading and writing, rigorous analysis, and the creation of innovative tools to engage students in a meaningful learning experience that persists throughout their lives.

Limitations

The initial limitation that is necessary to point out pertains to the time allocation for

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English classes. The lessons were structured around a 40-minute timeframe, which proved insufficient to execute all the planned activities. In the initial stages of our lesson planning, we found it necessary to extend certain activities over two sessions, and subsequently, we adapted by creating shorter activities that could be completed prior to the scheduled break. Furthermore, the presence of other activities within the institution at times restricted the feasibility of conducting the English class as planned such as celebrations, meetings, festivals, swimming classes and more. These circumstances sometimes led to challenges in students retaining the content from the previous class. Consequently, it was deemed mandatory and highly significant to commence each class with a comprehensive review of previous material.

Another limitation found was the need to use the mother tongue to translate. Considering that the English teacher speaks in both languages, it was needed to follow that methodology to keep their attention. Also, we used movements, gestures, and sounds in English for a better understanding. However, it is important to highlight that as time passed by, they began to understand more thanks to the visual materials.

Further research

This research provides valuable insights into how to make an initial approach to teaching English in Kindergarten. Kindergarten students are children who are just beginning their academic journey, and it is essential to provide them with materials that resonate with their home, such as toys, colors, tablets, music, clothing, and individuals who take a keen interest in their observations about life. Furthermore, these young learners are naturally drawn to visual and sensory experiences, as they are in the process of developing their five senses. Touch and sight play a crucial role in their learning and development.

Besides, they spent their first two years of life in a pandemic, which immersed them in a virtual world. In this sense, searching for a future integral formation based on the approach of children in English and domains of early childhood development, visual literacy can be found online through apps where students, teachers, and parents can create comics.

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Annexes

FIELD NOTES- ANNEX 1

By: Lauren Gabriela Murcia Gaitán – Juan Diego Villamizar Barón		
Time: <u>40 min</u>		
# sessions (3)		
School	Class	Teacher :
Instituto Pedagógico Nacional	Preschool	Jullieith Marcela Palacios

Activity : introduction.

I listen to instructions while I am reading and creating my comic.

<p>Pedagogical aim:</p> <ul style="list-style-type: none"> - Identify a new way of reading with icons - Express my ideas to create part of a story. - Showing my reading comprehension in English <hr/> <p><i>Relationship of the activity with the research project:</i> <i>The activity is related to our project because is the final product of reviewing the effects of iconography as an approach to English</i></p>		
Socio-cultural OBJECTIVE (☑ <i>perceptions/beliefs</i>) <i>Just if it applies</i>	Linguistic objective	ACTION OBJECTIVE (☑ <i>student activity</i>)
Recognize some famous places for their weather around the world.	Listen to the story told by the teachers and identify the dialogue in each vignette.	Students need to draw parts of the story in bubbles and create the perfect final part.
Type of participation proposed		
In group ()	In pairs ()	Individual (x)

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Roles	
The trainee: + [strategies to deploy + resources and materials]	The students: intervention [relation with their context, their tastes/interests]

Methodological development

[Description of the different moments of the action of the trainee and the students]

When we arrive at the classroom, students are on the floor.

We say they need to pay attention because need to take advantage of the class and time is short.

We ask them to sit down in their chairs with their pencil cases and they receive the comic guide.

We ask them if they know what is a comic and three students raise their hand.

one of them says he remembers the interview where we talked about comics. Another says He likes comics related to superheroes and the other one says she likes to read comics with her family.

They see the guide and want to color without instructions.

We say they can color at the end and they wait for the story.

We tell them they need to follow the story according to the dialogues. However, we tell them they need to follow it from left to right.

When we start reading the story they realized the characters appeared in each vignette and they say: Lioo! Mikeee! La hada! and they look happy.

We start with the first part: Hi! I am the fairy and today we have a new adventure. Lio is hungry and her granny is waiting for him with his favorite food. We need to travel around the world to find her.

We ask them what kind of food does Lio like? and they draw in the bubble his favorite food.

Later, tell them about the meaning of traveling around the world and we ask them about a place really sunny: some students say Egypt! and we congratulate them because that is the next part of the story, which is: we are here in Egypt and Lio is drinking water. It is a sunny day. Granny is not here. Let's continue our journey.

we ask them what kind of drawing they can create in that vignette and they decide to draw the sun in the bubble.

Taking into account it is August we ask them about the weather of the month and they say: Windy teachers. So, we tell them about the most famous place to fly a kite in the story: We arrive at Villa de Leyva and Lio wants a jacket. It is windy and there are a lot of kites in the sky. Unfortunately, granny is not here. Let's continue our journey.

They decide to draw the jacket for Lio in the bubble.

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Later they find a rainbow in the next vignette and they decide to color it while they are remember the last session about the rainbow and we tell them about that part of the story: Lio, I am afraid, this is so strange... It is raining but it is hot. Look at that! It is a rainbow in the jungle.

They say that the next part is about a cold place and we congratulate them because they are right and we continue with the story: wuuuu it is a beautiful house in the snow. I am tired here in Alaska. I want to rest there, Lio. Don't worry, it is a surprise into that house.

They decide to draw a surprise in the bubble and they realize it is missing the end of the story because they say: ¿qué pasó con la abuelita? ¿Lio no la encontró?

We explain that they need to imagine the perfect end of the story in 5 minutes in a drawing.

Everybody participates giving ideas about the end of the story and they look happy.

They thank us for the activity and comment that they want to continue with comics while they are keeping their pencilcases and comics.

We say bye-bye and the class finishes.

Preservice teachers: Juan Diego Villamizar & Lauren Gabriela Murcia _____

Date

Observations and insights after the class

Wins/Challenges During the class

1. Students thanked us for the activity at the end of the class.
2. They related the icons to the dialogues in an easy way.
3. They remember each topic studied during the research project.
4. They liked to imagine different ways to end the story.
5. They didn't know where to put the name because there were no instructions in the guide.

Impact :

- The students were engaged from the beginning until the end of the class because they were motivated by the drawings in the comic.
- They demonstrate previous knowledge of comics.

LESSON PLAN- ANNEX 2

Integrated Lesson Plan: The portrait of fruit!

Level: beginner A1

Grade: Preschool.

Institution: IPN

Principles: Our ILP is based on the following principles

- Knowledge is constructed because the teacher and students are sharing previous experiences to teach and learn in class
- Teacher-researcher, the teacher is a permanent learner too, they can learn from both the students and other sources
- Children learn through interactions. Social collaboration encourages children to work in groups and develop knowledge through communicating with others
- To use many different ways to communicate thoughts, feelings, and ideas because students need to learn how to communicate not only through speech but through art and play as well.

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Lesson Sequence:	Learning about fruits and vegetables	Time: 40 minutes		
Outcomes:	- To learn about fruits and vegetables through storytelling and the physical domain			
Lesson Phase	Activities	Materials	Domains:	Comic centered activity
10 min	<p>Story telling: Leo went to the jungle to search for Mike, and he was really hungry , he learned about delicious fruits and vegetables while searching for Mike.</p> <p>During the story, we will introduce vocabulary for fruits and vegetables.</p>	<p>Pictures of fruits and vegetables: Broccoli , Pineapple, Banana, Carrot , Strawberry , Apple, Peas.</p>	<p>Emotional: tales develop positive reactions in children in a comfortable space.</p> <p>Cognitive: learn about fruits and vegetables through an enriching tale</p> <p>Communicative: by working in pairs, they can share their knowledge from experiences.</p>	<p>Approach to the narrative and storytelling elements of the comic, also visual representation of characters such as Leo and physical interaction with</p>

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22 min	<p>Let's recreate Leo:</p> <p>We will instruct the students to go and wash their hands.</p> <p>We will organize the class by pairs and we will provide the specific ingredients to recreate Leo, during this process we will explain step by step and show them a picture of the final product.</p>	<p>Broccoli , Pineapple, Banana, Carrot ,Strawberry , Apple, Peas.</p> <p>Picture of the final product</p>	<p>Aesthetic: Create through some fruits and vegetables an artistic representation of a character.</p> <p>Physical: Develop fine motor skills by using the hands to manipulate fruits and vegetables.</p>	<p>a character and his characteristics.</p>
8 min	<p>Let's eat our masterpiece:</p> <p>Students will enjoy eating their final product.</p>	<p>Final product</p>		



FIRST SEMI-STRUCTURED INTERVIEW

ANNEX 3

Date: May 3rd, 2023.

Universidad Pedagógica Nacional

Licenciatura en Educación Básica con Énfasis en Humanidades: español y lenguas extranjeras.

Instituto Pedagógico Nacional

Las siguientes preguntas serán realizadas a la directora de curso dentro de una entrevista semiestructurada:

Interviewer: ¿Qué modelo pedagógico utiliza en las clases con los estudiantes de grado jardín?

Teacher: Hola, bueno pues el método pedagógico, el modelo pedagógico es el constructivismo para mí porque pues ellos en jardín así traen un tipo de conocimiento y lo vamos construyendo juntos

Interviewer: ¿Hay alguna habilidad que se trabaje más que otras en las clases de grado jardín?

Teacher: ¿Qué habilidad? Con ellos en grado jardín solo se maneja dos habilidades speaking y listening. Como están aprendiendo en su lengua materna a escribir y a leer esas habilidades no las manejo yo con ellos.

¿Qué es lo más difícil de trabajar con niños de grado jardín?

¿Qué es lo más difícil de trabajar con ellos? Yo diría que pues ese contexto con la lengua inglesa con otra lengua porque pues todos están en su lengua materna y es como difícil ese contexto.

¿Qué aportes considera usted que puede aportar los estudiantes de grado jardín para el colegio?

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Las actividades lúdicas porque pues todo ellos aprenden con el juego. A mí me encanta pues la forma en la que ellos aprenden.

¿Qué tan relevantes son los iconos para los estudiantes de grado jardín?

Son importantes los iconos no solo lo veo en el trabajo con el DVD room en la sala de inglés que ellos al reconocer pues se les explica cuál es el icono para ingresar al libro de cada uno que para unos es Gina y para otros es Lio, entonces eso es súper importante para ellos. Toda la parte visual y gráfica de una forma amplia, no cosas tan pequeñas para ellos.

¿Qué piensa acerca de la implementación del cómic en grado jardín?

Me encantaría que se realizara esa implementación del cómic, a ellos les va a gustar muchísimo y sé que pueden dar mucho más.

ANNEX 4

STUDENTS INTERVIEW #1

1. Interviewer: Okay guys, entonces, today we are going to create an interview , vamos a crear una entrevista ¿Listo? Entonces ustedes ya saben como es la metodología , vamos a hacerles unas preguntitas, el que quiera responder raise your hand ¿listo? levanta su...
2. Students: Mano
3. Interviewer: Ajá, muy bien entonces, the first question , la primera pregunta ¿ustedes creen que leer es importante para la vida?
4. Students: Yes
5. Interviewer: ¿Por qué? Vamos por acá
6. Student 1: Porque, porque leer es para que... hmmm
7. Interviewer: ¿Por qué? Bueno, no te preocupes ¿Por qué?
8. Student 2: Para que sabemos leer y escuchemos bien lo que dicen las notas
9. Interviewer: Okay ¿tú qué crees? What about you?
10. Student 3: Para aprender a leer y que ya seamos grandes para aprender a leer
Interviewer: Okay ¿alguien más?
11. Student 4: Para que se nos fortalecen nuestros ojos
12. Interviewer: Ah los ojos muy bien, es verdad
13. Student 3: ¿Tu no sabes violeta?
14. Interviewer: Okay , silence please
15. Student 3: Silence? eso dice mi hermana a veces
16. Interviewer: Okay, ¿con qué frecuencia les gusta leer? ¿Todos los días? ¿solo en las clases cuando les leen? o en la casa cuando les leen los papitos por ejemplo
17. Student 3: A mi me gusta que me lean los papitos
18. Interviewer: Los papitos? ¿En las clases les gusta leer?
19. Student 5: Yo no sé leer
20. Interviewer: No, leer también por ejemplo, ver imágenes también y crear una historia
21. Student 2: A mi me gusta que , que mi hermana esté ahí y yo también y que, y que estemos las dos leyendo
22. Interviewer: Okay, muy bien, muchas gracias. ¿Y les gusta que les lean cuentos sin imágenes y sin dibujos o con...
23. Teacher: Hola mis amores, juiciosos ahí
24. Interviewer: Hola profe
25. Interviewer: Okay de nuevo ¿les gusta que les lean cuentos sin imagenes y dibujos o con imagenes y con dibujos?

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26. Students: Con imagenes y dibujos
27. Interviewer: ¿Por qué? Why?
28. Students: Porque es facil leer
29. Interviewer: Más fácil ¿verdad? Okay muy bien, y a ustedes ¿les gustaría ser creadores de una historia?
30. Students: Si
31. Interviewer: Yes?
32. Student 3: A mi me gustaria ser profesor de perritos
33. Interviewer: ¿Profesor de perritos? Okay , listo, entonces , ustedes saben ¿qué es una historieta o comic?
34. Interviewer 2: ¿Saben qué es un comic?
35. Students: Yes
36. Student 3: Un comic es cuando uno dice otros amigos
37. Interviewer: Okay, bien ¿Alguien más?
38. Student 2: Es cuando uno hace una historieta o algo
39. Interviewer: Es cuando uno hace una historieta o algo, okay , what about you?
40. Student 5: Y también cuando vas a leer
41. Interviewer: ¿A leer? Muy bien, Listo chicos, les vamos a hacer otras pregunticas, les gustan los dibujos que hemos hecho, coloreado en la clase de inglés?
42. Students: Si
43. Interviewer: Yes?
44. Students: Yes
45. Interviewer:Listo
46. Student 3: A mi me gusta mucho el inglés
47. Student 2: A mi también
48. Interviewer:¿Que es lo que más le gusta de la clase de inglés?
49. Student 4: A ver a Polly
50. Interviewer: Ver a polly, por acá
51. Student 2: que nos lleven a computadores de inglés
52. Interviewer: Okay, por acá , por acá
53. Student 5: Que nos lleven a las tablets
54. Student 1: Que nos lleven a las tablets
55. Interviewer: A las tablets, okay. Las tablets, muy bien, les gusta la tecnología ¿verdad?
56. Students: SI

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57. Student 3: Otro día nos llevan a las tablets?
58. Interviewer: Otro día vamos a las tablets
59. Interviewer: Chicos , guys , ¿creen que Mike Gina , Polly y Leo nos ayudan a aprender inglés en la clase?
60. Students: Si
61. Interviewer: ¿si han aprendido con ellos? Yes?
62. Students: Yes
63. Student 3: English please
64. Interviewer 2: English? Chicos¿ les han gustado las actividades que hemos hecho hasta el momento? ¿ se acuerdan de cuando hicimos a Leo con frutas?
65. Student 2: Si , me gusto comer eso
66. Interviewer 2: Si?
67. Student 3: Me gustó comer eso , estaba rico
68. Interviewer 2:Si? que les gustó de esa actividad?
69. Student 1: A mi la piña
70. Student 3: a mi también la piña
71. Interviewer: Y como se dice piña?
72. Student 4: Appl...
73. Student 5: Pineapple!
74. Interviewer : Oohh very good.
75. Student 3: Que lindos están tus aretes
76. Interviewer: thank you! son tomates. Listo chicos, últimas dos preguntas, ¿qué es lo que menos les gusta hacer en el colegio?
77. Student 2: Lo que menos me gusta es estar en el salon
78. Interviewer:¿ En el salon? Te gusta estar afuera, outside. Y ¿qué es lo que más les gusta acá en el colegio?
79. Student 3: Los computadores y las tablets.
80. Student 2: Los computadores y las tablets.
81. Student 4: También los computadores y las tablets.
82. Student 5: También los computadores y las tablets.
83. Interviewer: Thank you guys! Thank you, muchas gracias por su participación , vamos a bailar con la profe o hacer la actividad que están haciendo en el salón

INTERVIEW #2

1. Interviewer: Guys, entonces el día de hoy vamos a hacerles una pequeña entrevista acerca de sus experiencias con la clase de inglés. ¿Listo? Entonces yo les voy a hacer unas preguntas y ya saben la dinámica. ¿Listo? Entonces vamos en orden, entonces vamos así 1-1, 2-2, 3-3. ¿listo? Entonces, la primera pregunta ¿Creen que Mike, Gina y Lío nos ayudan a aprender inglés en la clase? ¿Si han aprendido con ellos? Entonces Naomi.
2. Student 1: si
3. Interviewer: ¿Si has aprendido con ellos? ¿Te gusta aprender con ellos?
4. Student 1: si
5. Interviewer: ¿Si? ¿Y que piensas tú? What about You?
6. Student 2: si
7. Interviewer: Do You like those characters? Yes or no.
8. Student 3: yes
9. Interviewer: yes? A quién no le gusta? Mike, Gina. O ¿A todos les gusta?
10. Everybody: yes/si/ a mi sí me gusta
11. Interviewer: Muy bien. Listo. The next question/la siguiente pregunta ¿Que tal les parecen las actividades de inglés? Se han divertido, ¿Que es lo que más les gusta? Entonces vamos por acá.
12. Student 1: si, mucho las clases de inglés, mucho me gustan.
13. Interviewer: ¿Si? , ¿Por qué te gustan?
14. Student 1: porque tienen cosas divertidas, trabajar, reposar, todas las cosas divertidas.
15. Interviewer: okay, y ¿qué piensas tú? What about You?
16. Student 4: porque a mí me ayudan a cantar inglés.
17. Interviewer: ¿Te gusta cantar inglés?
18. Student 4: hasta la canto canciones de inglés.
19. Interviewer: Oh awesome, and what about You
20. Student 5: a mi me gusta porque trabajo en las clases de inglés.
21. Interviewer: okay, y ¿Que es lo que más les gusta de todas las actividades que hacen en inglés?. De todas, me van a decir una, una por una. Listo, You.
22. Student 3: a mi me gustan los computadores que me gustan de los juego, que los computadores me gustan porque tienen muchos juegos.
23. Interviewer: Okay, what about You Lourdes?
24. Student 4: porque los computadores aplicamos una foto que está lio y ahí aprendemos inglés.
25. Interviewer: o sea ¿les gusta aprender con imágenes? ¿Que es donde aparezca lío, Gina? ¿Si?
26. Everybody: si

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27. Interviewer: ¿Mike? What about You?
28. Student 5: me gustan porque en el libro de inglés podemos colorear.
29. Interviewer: Ah ¿Les gusta colorear?.
30. Everybody: si
31. Interviewer: les voy a hacer una pregunta en general y me responden ¿A ustedes les gusta dibujar?
32. Everybody: si
33. Interviewer: okay, ¿les gustaría crear una historia con dibujos?
34. Everybody: si
35. Student 1: yo ya cree una, con muchos papeles y colocándolos con pegante, así puedo pasar página con página.
36. Interviewer: Ahh re chévere, awesome. Cuando vuelva a preguntar y me quieren decir si, me dicen yes ¿Listo? Okay, en la siguiente pregunta, les gustaria, que les lean un cuento sin imágenes o dibujos, o con imágenes y dibujos.
37. Everybody: con imágenes y dibujos.
38. Interviewer: ¿Si? Con imágenes, ¿creen que es mejor aprender con imágenes y con dibujos?
39. Everybody: si/yes
40. Student 4: pero en la casa de mis papás había un libro en inglés y sin imágenes.
41. Interviewer: ¿y a ti te gusta?
42. Student 4: me gusta un poquito.
43. Interviewer: te gusta un poquito.
44. Student 4: o sea más o menos
45. Interviewer: más o menos more or less.
46. Student 1: a mí no me gustan de esos.
47. Interviewer: Okay, la siguiente pregunta, the next question, ¿ Que es lo que más les gusta hacer en las clases del colegio? En general, un general. Vamos por acá.
48. Student 6: a mi me gusta educación física porque nos quitamos los zapatos.
49. Interviewer: okay.
50. Student 6: y tomamos agua.
51. Interviewer: otra materia que no sea educación física. What about You Naomi?
52. Student 5: Yo, computadores
53. Student 1: pues me gustan todas las clase, pues porque son un poco muy divertidas, cuando vamos a computadores podemos ya estar en otra cosa y por eso vamos a estar todavía en todas las clase.
54. Interviewer: okay, thanks.
55. Student 3: a mi me gusta la clase de pintura porque podemos ir a la casa de muñecas y siempre me gusta la pintura.

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56. Interviewer: entonces te gusta colorear, pintar. Okay, and what about You?
57. Student 4: si me encanta, a mi me encantan las clases de la profe Carito porque podemos dibujas, reposar, hacer nombres, hacer trazos de las vocales.
58. Interviewer; muy bien, listo, muchas gracias. ¿ Y que es lo que menos les gusta hacer en las clases del colegio? Vamos por, bueno Naomi.
59. Student 1: lo que a mí no me gusta es trabajar que nos regañen por todo eso lo que hacen lian y Pablo, es que las moscas siempre me molestan por ahí.
60. Interviewer: okay, and what about You?
61. Student 5: no me gustan un poquito por qué a veces es un poquito colorear y mucho repisar.
62. Interviewer: okay, mucho, mucho coloreo.
63. Student 5: no, mucho repisar.
64. Interviewer: oh repisar.
65. Profe: o sea no te gusta repisar pero si colorear.
66. Student 5: es que a veces me salgo.
67. Interviewer: a veces te sales, ah okay. Pero es normal en su proceso.
68. And what about You?
69. Student 3: lo que a mí no me gusta es el gimnasio, porque cuando hago gimnasio siempre sudo y siempre me canso.
70. Interviewer: yo también soy igual, nos toca estar en orden. Listo entonces vamos a hacer las 2 últimas preguntas, ¿listo?, ¿con qué frecuencia les gusta leer? ¿Todos los días, solo en las clases, solo en la casa? What about You?
71. Student 1: pues a mí me gusta leer mucho en mi casa, acá, en otros... Tengo un libro de unicornios que se puede, tiene unas estas así que uno lo puedo cambiar.
72. Interviewer: okey, ¿y a ti? What about You?
73. Te gusta leer con qué frecuencia?
74. Student 1: me gusta leer solo un día y tengo una cometa que corro y la puedo volar.
75. Interviewer: ok, and what about you?
76. Student 5: yo solo leo a veces pero mi mamá me Lee y yo tengo la cartilla de sumar y de leer.
77. Interviewer: okey, okey. Bueno, tds sentaditos en círculo, todos sentaditos bien.
78. Student 4: a mi me gusta ver YouTube porque ahí aprendo inglés.
79. Interviewer: ah bueno, ¿Y tú? El último para esta pregunta.
80. Students: ¿y Lourdes?
81. Interviewer: para esta pregunta Lourdes no ha levantado la mano, ¿quieres participar?
82. Student 4: para esta pregunta no.
83. Interviewer: ok, entonces tú.

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84. Student 3: a mi me gusta la clase de la teacher Jullieth porque es muy divertida y quiero hablar inglés.
85. Interviewer: ok, entonces quieres hablar en inglés. ¿Le gustaría hablar muy bien inglés?
86. Students: sí, como ustedes
87. Interviewer: y la última pregunta, the last question y ya son libres y nos vamos a ir a bailar con la profe.
88. ¿Ustedes creen que leer es importante para la vida? Yes or no? ¿Y por qué? Vamos por acá.
89. Student 1: leer es muy importante para aprender muchas cosas porque si aprendemos leer, inglés y todo de leer pues ahí aprenderíamos a a leer, a escuchar, pues a todas esas cosas.
90. Interviewer: muy bien, very good. Ok, what about You Lourdes?
91. Student 4: también es importante leer porque podemos enviar una carta a nuestros papás y escribirles una carta a nuestros abuelitos y leerles un cuento cuando a nuestros papás.
92. Interviewer: ok, and what about you?
93. Student 5: cuando hay que aprender, hay que aprender a leer porque es muy importante que aprendamos a escuchar muy bien, que aprendamos a colorear muy bien y hablar muy bien y hacerle caso a la profe.
94. Interviewer: ok, and what about You?
95. Student #3: porque cuando seamos grandes tenemos que hacer una carta como si fuéramos profes, vigilantes, tenemos que aprender a leer porque a veces nos mandan mensajes y no sabemos leer cuando seamos muy grandes.
96. Interviewer: ok chicos, very good, we finish, muchas gracias por sus respuestas, van a representar al colegio con esas respuestas.

ANNEX 5

INTERVIEW #3

1. I Entonces la pregunta es: ¿ustedes saben lo que es un cómic?
2. student 1: los comics son como historietas porque eso tambien es importante, escribir cosas para aprender muchas cosas
3. interviewer: y por aquí?
4. student 3: los comics son muy importantes porque podemos leer y los comics son cosas de Marvel y comic y también pueden leer cosas de Marvel, el hombre araña, todos los personajes de comic
5. interviewer: y les gusta? ah miren por acá
6. student 5: porque podemos hacer historias, podemos escribir historias con imagenes, dibujos, imagenes de imprimir.
7. interviewer: ¿y les gusta los cómics?
8. students: Sí/ yes
9. students: los comics son mucho para hacer, para hacer dibujos con algunas hermanas, pueden aprender un poco con las hermanas.
10. student 2: los comics para ver, dibujar, para mirar cómo dibujamos.
11. interviewer: ¿y les gustaría hacer un cómic?
12. students: sí
13. interviewer: ¿les llamaría hacer un cómic en inglés?
14. students: sí
15. student 2: no, en español
16. student 4: porque podemos ver las imagenes y jugar con las imagenes
17. student 1: ¿Cuándo será la otra pregunta?
18. interviewer: ¿Cuál otra? ah. la otra pregunta. No, ya acabamos, ya acabamos.

ANNEX 6

INTERVIEW #4

19. Interviewer: I am going to ask you, les voy a preguntar y ustedes levantan la manito y van a contar el final para los demás, ¿okay? To the others. Okay? So, Naomi ¿Cuál fue tu final?
20. Student 1: mi final fue que la abuelita abrió la puerta y se encontró con Lio y pues la hada estaba llorando de la felicidad que se encontraron.
21. Interviewer: ¿Qué se encontraron? Es un final muy hermoso. What about you?
22. Student 2: Mi final es que la abuelita encontró a Lio.
23. Interviewer: a Lio, okay perfect, thank you. And what about you Juan Jose? ¿Vamos a hablar duro, necesito que los demás escuchen, listo? Tell me.
24. Student 3: mi historia era que los personajes Sonic aparecieron y le pegaron al Dinosaurio.
25. Interviewer: ¿Al dinosaurio? Okay, y Lio?
26. Student 3: estaba aquí y estaba feliz.
27. Interviewer: Estaba feliz, okay, he was happy, okay. Eh por acá, vamos a escuchar, vamos a escuchar el final. A ver, tell us.
28. Student 4: fue cuando se junto la taza, en donde la abuela se guarda una manilla.
29. Interviewer: una manilla, okay.
30. Student 4: y ponen toda la casa en una escalera abierta y entro y encontró la manilla.
31. Interviewer: un regalo muy bonito. Okay, what about you? Vamos a escuchar 2 más y ya los demás igualmente ya me contaron, igualmente vamos a escuchar acá.
32. Student 5: Mi final es que Lio abrió la puerta y se encontró con la abuelita, y la abuelita le dio corazones.
33. Interviewer: ¿Le dio corazones? Okay perfect. Okay Maria Alejandra tell us. Cuenta.
34. Student 6: mi final fue que o se encontraron un vestido de magia que cuando la hada teniera problemas con los amigos de Lio , ella con un click , ella use ese vestido con la varita y con la varita pueda hacer posibilidades.
35. Interviewer: Okay, perfect, okay bueno. Lourdes, cuenta.
36. Student 7: mi final fue que Lio encontró la abuelita sentado en un sofá.
37. Interviewer; ¿En un sofá? ¿Y cómo estaba la abuelita? ¿Qué tal que fuera un lobo la abuelita? Así como en caperucita roja, ¿O la abuelita esta dormida?
38. Student 7: Estaba dormida.
39. Interviewer: Ahh okay, perfect.

ANNEX 7

INTERVIEW #5

1. Interviewer: ¿Como estuvo el clima en Egipto? Vamos a ver.
2. Student 1: caluroso.
3. Interviewer: ¿y cómo es caluroso? Si yo dijo día soleado.
4. Student 2: sun/sunny
5. Interviewer: Sunny day.
6. Student 3: como mucho calor.
7. Interviewer: ¿y en villa de Leyva?
8. Student 4: frio.
9. Interviewer: ¿y como digo frio, un día en donde hay mucho viento? Wi...
10. Student 5: windy.
11. Interviewer: windy! y como estuvo cuando llegaron a donde la abuelita? El ultimo, the last one, ¿cómo estuvo el clima?
12. Student 6: sunny
13. Interviewer: ¿Esto es sunny?
14. Student 7: sunny? No, windy.
15. Interviewer: windy, tampoco. Acuerden cuando Pepa está muy brava y es angry, angry. ¿Como creen? What do you think?
16. Student 8: angry, Snowy.

ANNEX 8

INTERVIEW #6

1. Student: Teacher!
Interviewer: Yes? tell me
2. Student: que este yo te voy a hacer un comic por este comic tan lindo que nos dejaste hacer. Yo te voy a hacer un comic de muchos dibujos con corazón.
3. Interviewer: Ay! Thank you!