UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA:

Licenciatura en Ciencias de la Educación Especialidad Inglés

TRABAJO DE TITULACIÓN, EN LA MODALIDAD

PRESENCIAL

TEMA:

CONTENT-BASED INSTRUCTION STRATEGIES APPLIED TO COMICS TO REINFORCE WRITING SKILLS OF THIRD BGU STUDENTS AT "UNIDAD EDUCATIVA ABELARDO MONCAYO" DURING 2022-2023

Trabajo de titulación previo a la obtención del Título de Licenciatura en Educación Especialización Inglés.

Línea de investigación: gestión calidad de la educación procesos e idiomas.

Autor: Morales Jijón Byron Vinicio

Director: Msc. Flores Albuja Darwin Fernando

IDENTIFICACIÓN DE LA OBRA

AUTORIZACIÓN DE USO Y PUBLICACIÓN
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

En cumplimiento del Art.144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información.

DATOS DE CONTACTO		
CÉDULA DE IDENTIDAD:	1003788369	
APELLIDOS Y NOMBRES:	Morales Jijón Byron Vinicio	
DIRECCIÓN:	Natabuela – Miguel Ángel de la Fuente y Flores Vaques	
EMAIL:	bvmoralesj@utn.edu.ec	
TELÉFONO FIJO:	2-535-215	**TELF. MOVIL** 0985452711

DATOS DE LA OBRA	
TÍTULO:	CONTENT-BASED INSTRUCTION STRATEGIES APPLIED IN COMICS TO REINFORCE THE WRITING SKILLS OF THIRD BGU STUDENTS AT "UNIDAD EDUCATIVA ABELARDO MONCAYO" DURING 2022-2023.
AUTOR :	Morales Jijón Byron Vinicio
FECHA:	12/12/ 2022
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ **PREGRADO** ☐ **POSGRADO**
TITULO POR EL QUE OPTA:	Licenciado en educación especialización Inglés
ASESOR /DIRECTOR:	Msc. Flores Albuja Darwin Fernando

i

CONSTANCIAS

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)

CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de esta y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 06 días del mes de Marzo del 2023

EL AUTOR:

Morales Jijón Byron Vinicio

1

CERTIFICACION DEL DIRECTOR

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)
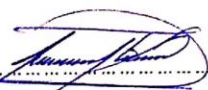
CERTIFICACIÓN DEL DIRECTOR

Ibarra, a los 20 días del mes de Diciembre del 2022

Msc. Fernando Flores

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

(f) ....

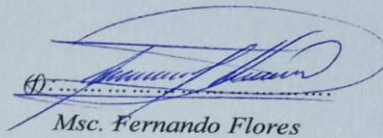Msc. Fernando Flores

C.C.: 100218847-0
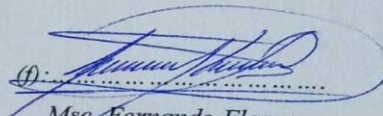
APROVACION TRIBUNAL

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)
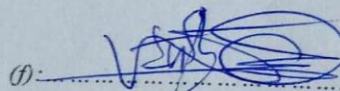
APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "CONTENT-BASED INSTRUCTION STRATEGIES APPLIED IN COMICS TO REINFORCE THE WRITING SKILLS OF THIRD BGU STUDENTS AT "UNIDAD EDUCATIVA ABELARDO MONCAYO" DURING 2022-2023." *elaborado por Morales Jijón Byron Vinicio, previo a la obtención del título del título Licenciatura en Educación Especialización Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:*

(f): _____

Msc. Fernando Flores

(Presidente del Tribunal)

C.C.: 100218847-0

(f): _____

Msc. Fernando Flores

(Nombre del Director)

C.C.: 100218847-0

(f): _____

Msc. José Obando

(Nombre del Opositor)

C.C.: 100512043

5

For: GOD

ACKNOWLEDGMENT

.

I thank to for giving me the patience and the wisdom to finish this research work, to each one of my professors from whom I learned how valuable it is to be a teacher to my tutor whose advice and corrections were useful to have a quality job. However, my greatest gratitude is to the UTN where I always felt as if it were my second home.

Thank you! Universidad Técnica del Norte.

RESUMEN

El presente trabajo de investigación tiene como propósito conocer la problemática que tienen los estudiantes de la Unidad Educativa Abelardo Moncayo para aprender Inglés. El objetivo principal es diseñar una guía académica para mejorar las estrategias de enseñanza y aumentar el interés por aprender el Idioma Inglés. En primera instancia, la guía reforzará las habilidades de escritura en los estudiantes a través de escribir historias de comic explicando los pasos hasta crear un producto de escritura. Además, la guía académica está diseñada en base al enfoque de Contet-Base Instruction (CBI) y sus estrategias, por lo que la guía del maestro es totalmente académica y útil para la enseñanza del Idioma Inglés. En cuanto a aspectos de índole metodológico, las técnicas y herramientas utilizadas en esta investigación permitienron identificar el problema usando los enfoques cualitativo y cuantitativo necesarios para identificar y colectar información para brindar una solución al problema. El enfoque cualitativo permitió desarrollar el marco teórico conociendo desde lo más básico hasta lo más fundamental que tiene el Idioma Inglés y también diseñar herramientas para recopilar información. Mientras que el enfoque cuantitativo permitió realizar el diagnóstico. Dentro de esto se pudo identificar los aspectos más importantes que aporta el CBI de igual forma establecer y escoger las estrategias que sirvieron para desarrollar la propuesta. Como resultado se diseñó una guía académica con información necesaria para escribir historias de comic siguiendo un proceso detallado con ejemplos hasta obtener un producto de escritura totalmente en Inglés.

Palabras clave: enseñar, estrategias, comic, Content- Base Instruction, académico, historia.

ABSTRACT

The purpose of this research work is to get to know the problem that the students of "Unidad Educativa Abelardo Moncayo" have to learn English. The main objective of it is to design an academic guide to improving teaching strategies and increasing interest in learning the English Language. Correspondingly, it will reinforce writing skills in students through comic stories by knowing the steps to create a writing product. Also, the academic guide is designed based on the Content-Base Instruction approach and its strategies, so the teacher´s guide is totally academic and useful for teaching English. Equally important, the methodology used in this research allows to understand and identify the problem from a mixed methodology and then provide a solution. The qualitative approach allowed for the development of the theoretical framework from the most basic to the most essential features of the English language and also design tools to gather information. Whereas the quantitative approach allowed to analyze it. Within this, it was possible to identify the most important aspects that CBI contributes in the same way to establish the strategies that were useful to carry out the proposal. As a result, an academic guide divided into four units was designed and each unit provides activities that lead to the development of a comic story script.

Key words: teaching, strategies, comic, Content-Base Instruction, academic, script

INDEX

TABLE INDEX

FIGURE INDEX

INTRODUCTION

Ecuador is one of the countries in Latin America whose young population lacks knowledge of the English language. El Comercio (2019), expresses that "Ecuador is ranked 81st with a score of 46.57 (very low level) which makes it the worst country in Latin America in terms of English proficiency." Education First (EF) placed Ecuador in position 19 in Latin America and 93 among 100 countries in the world. The results show that young people won't be able to talk in basic conversation, to write self-information, and they do not understand text in English after reading it. This means Ecuadorian youngers have serious problems developing English skills.

 Although the education of the English language starts from basic education to secondary education, being obligatory. Article 1 in LOEI (2011), expresses "that the teaching of the English language, from the year 2016-2017, Sierra regime and 2017-2018 Coastal regime, be mandatory from the second grade of basic education to the third year of high school for all public institutions, tax commissioners, individuals of the country" (p. 3) so after ten years an Ecuadorian bachelor should have reached a B1 level, but the reality is different from the expectation.

Unfortunately, in Ecuador educational mandates have been restructured the curriculum in 2016. For example, English classes in public institutions have been reduced from five hours a week to three hours a week. Other limitations obstruct learning are the material used by language teachers and the use of traditional methods in teaching. El Telégrafo (2015), mentions that "The curricular adjustment will also include a reprogramming of the content of all the texts delivered by the Ministry of Education." (p.19). On the other hand, several students are not interested in learning English, especially when cursing high school. These aspects show a worrying reality and younger people have reached A1 level instead of B2 level of English. According to CEFR, A1level are for beginners.

Finally, in public education English classes are not very relevant as other subjects are, for this reason, Ecuadorian English teachers have a true challenge inside the classrooms, and due to fewer hours of classes and the unsupported English materials in the classes, they cannot achieve successful and satisfactory learning in their students. Making learning is only something temporary and unsatisfactory.

Background Literature

At present days, dominant skills in English are having an advantage for academic or professional life. Learning a foreign language has not only become a necessity but in a globalized world where English has reached Spanish-speaking countries, learning this language is becoming more and more popular. Rintaningrum (2016), expresses that "The popularity of English as the most widely used language around the world today spreads across most non-English speaking countries."

Learning English is not only useful at the moment of communicating. Understanding this language generates a wide advantage in the educational field to access better education, independence to travel and get confidence inside or outside the country.
Romero (2020), declares that "Being bilingual greatly enhances your ability to find work in certain fields, especially where international business is concerned. Also, in areas where immigrant populations dominate, knowing that language greatly increases your chances of success in finding a job." (p.74). Developing English skills is useful and allows appropriate communication whether oral or written.

Writing skills are one of the most challenging for younger students because of their complexity with grammar and structure and because this skill is not highly developed in high schools. Bilal (2013), "Most of the students at public sector institutes do not perform well in English writing tasks and ultimately face average or poor results in academics." (p. 238). The teacher has a very important role in the development of skills, it is important to know and apply innovative methodologies and tools that enhance student learning.

(Archana, 2016), mentions that "Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing with the students are as follows - learner, facilitator, assessor, manager, and evaluator." (p. 3). Understanding this skill helps to widen the knowledge, use the correct way the structure language and gain verbal fluency and understand conversations.

Writing develops creativity helps to encourages research and the creation of own content such as fairy tales, stories, or use in a more academic to write essays. (Niño, 2018), mentions that "Writing is a tool that keeps words and shares knowledge through history. In addition, writing is the product of a complex brain process that involves many functions from individuals." (p. 10).

Problem formulation

Considering the lack of English resources and the traditional classes. The main research problem of this research is:

How Content-Based Instruction strategies applied in comics could improve English writing skills of 3rd students at Unidad Educativa Abelardo Moncayo?

Justification

It is important to point out that in this high school there is no previous research that supported methods, strategies, and tools. Also, there are no English materials stored in the library. In view of this, the present research will be destined to design an innovative way to learn English especially in developing writing skills. Besides, this research will benefit 3rd secondary students in the short and long term, for its contribution to innovating the process of learning English and creating interest in learners.

Not only students are beneficiaries of this research, the study also gives facilities to teachers´ lesson planning. Making fascinating classes that makes more interactive learners and explore the creative part in students. For this reason, that unusual academic guide has interesting topics never seen before with illustrations that impact learners one of the main contributions that apports this research is having fun while learning. As consequence classes are less traditional and less boring

Furthermore, this research will improve writing skills by expanding the vocabulary focus on writing correctly and coherently. This is very advantageous to learn at a young age for the other contributions inside the high school and outside the school for example:
As an educational contribution, it will contribute to academic performance, and improving grades. Secondly, cultural field, the culture of other countries will be known such as the language, the society life, and ideology this influences the expression of the learner's attitudes.

Another important contribution is in linguistics, in a globalizing world, known English is an obligation and it is useful to communicate using writing skills, another reason is to continue raising the level of English with enough knowledge to achieve an A2 level at the end of high school. Finally, in a personal life students will improve self-confidence when they are out of the classroom or when they expose to English tests.

Objectives

General Object

- To propose a guide with Contend-Based Instruction strategies applied in comics for the reinforcement of writing skills in 3rd BGU students at Unidad Educativa Abelardo Moncayo.

Specific Objectives

- To stablish theories as the base of Contend- Base Instruction to develop writing skills.
- To diagnose the problem in students to develop writing skills.
- To design an academic guide based on comics for 3rd BGU high school level.

1   CHAPTER I: THEORETICAL FRAMEWORK

1.1   Second Language Acquisition

Second language acquisition (SLA) is the process in which people learn a second language(L2) apart from the native language(L1). Children who have learned their first language can learn a second language later. It means that people are able to talk in two languages. The process of acquisition does not focus on the study of grammatical functions of the language. On the contrary, the language is achieved in a natural way. For example, by involving the learner in a communication environment where all the time is interacting with the second language. As reported by Schütz (2019), says that "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

Some people have the facility to acquire a second language due to different circumstances such as living in an area surrounded by native speakers, constant journeys abroad, or even learning from parents. Anyway, the interaction with the second language does not affect the mother language then anyone is capable of learning a second language such as vocabulary, grammar structures even understanding in reading and producing writing. The following table shows the prompt for each state.

Table 1

Stages in Language production

	Can produce simple sentences. Makes grammar and pronunciations errors. Frequently misunderstands jokes.		Explain… Questions requiring phrases or short-sentence answers
Intermediate fluency	Has excellent comprehension. Makes few grammatical errors.	3-5 years	What would happen if…? Why do you think…? Questions requiring more than a sentence response
Advance fluency	The student has a near-native level of speech.	5-7 years	Decide if… Retell…

Stage	Characteristics	Approximate time frame	Teacher prompts
Pre-production	The student Has minimal comprehension. Does not verbalize. Nods "Yes" and "No." Draws and points.	0-6 months	Show me... Circle the... Where is...? Who has...?
Early production	Has limited comprehension. Produces one- or two-word responses. Uses key words and familiar phrases. Uses present tense verbs.	6 months 1 year	Yes/no questions Either/or questions Who...? What...? How many...?
Speech emergence	Has good comprehension.	1-3 years	Why...? How...?

Taken from: The Stages of Second Language Acquisition (Hill & Björk, 2008).

The table describes the stages that learners have to through to reach a certain level of fluency in the language at a certain age. Consequently, there must be educational work as well at home, to practice in an autonomous way. Additionally, advanced fluency is acquired after a long process of being surrendered by the second language (L2). The final point is language acquisition integrates the domination of the four linguistic skills that people use in daily life.

1.2 Language theories

Language starts in early life; the process of developing language regularly takes a long time till dominate the language skills. In agreement with Guedim (2020), mentions that "Language development is a slow process that starts during early childhood, allowing children to grasp the spoken word and communicate." The purpose of language theories is to explain the process in how children learners learn and acquire a second language (L2). It is important to notice that these theories are supported by various authors as shown in the following table.

Table 2 Language Theories

Theory	Central Idea	Individual with theory
Behaviourist	Children imitate adults. Their correct utterances are reinforced when they get what they want or are praised.	Skinner
Innateness	A child's brain contains special language-learning mechanisms at birth.	Chomsky
Cognitive	Language is just one aspect of a child's overall intellectual development.	Piaget
Interaction	This theory emphasises the interaction between children and their care-givers.	Bruner

Taken from: The Stages of Second Language Acquisition (Hill & Björk, 2008).

All theories are very important, but Chomsky's perspective believed that children are born with certain skills. However, Skinner's hypothesis makes sense because behaviorism is the process of involve children in imitation. In addition, rewards are present, and they change oral production from an incorrect to a correct way. to a correct one when a child produces the language, or the child is rewarded when he does not make any mistakes making him master the language correctly.

On the other hand, Piaget's theory contributes studies to the field of education in the processes of intellectual development such as memory, attention, reasoning, and language. Piaget believed in the mental process in the development of the information by the learner. For Brunner´s theory, the learner selects the information then processes it, and organizes it in a particular way. This refers to learning by discovering. This means that learning occurs by acting, imitating, and manipulating objects of reality. Likewise, Piaget, he believes that intellectual development depends on the environment in which the human being develops.

1.3   Constructivism

This theory is the most appropriate for this research, adapting the principles and the way of teaching. Due to it encourages the construction of knowledge, and students have an active participation. As stated by WGU(2020), infoms that "Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner." Basically, this refers to knowledge is constructed using the previod knowledge to improve and develop it. Some significant features of this theory are:

- Students learn, how to learn.
- Learning is an active process.
- Learnes become more social.
- Leaning is from context.
- Learning is created from own expiriences.
- The teacher motivates the sudents all the time.

1.4   Approaches and methods

Language teachers have been supported on approaches to find the best way to develop language. Simultaneously, approaches provide methods perceptions and strategies that teachers can use as a guide to create better experiences in learners in order to develop language skills. Besides, the design and practice of the different approaches and their breakdowns are known from theory. This has been used for a long time because these approaches and theories are adapted to the teaching process according to the needs of the learners. These are some approaches that support the development of English skills which are mentioned below.

Table 3

Approaches

Teaching approach	Features	Analysis
Content-Based Instruction	Organized information around the content	The teaching of content or information in the language
Text-based	Authentic text types for the experience of text in social aspects	The social purpose of texts is to focus on analysis and lexico-grammar
Communicative	Authentic phrases and communicative phrases but grammar focus	Focus on meaning for communication with fictional conversations
Audiovisual & Audio Lingual	Simulated dialogues with slides and recordings	Repetitive imitation or artificial dialogues
Grammatical	Grammar and words out of context	Language items and exercises without meaning
Situational language	Contrived dialogues in pretended situations.	Unnatural dialogues, fictional conversations
Genre-based	Authentic models of genres in context.	Linguistic focus on components of the genre

Note: Design by the Autor base on English Language Teaching Approaches, Methos, Techniques

These are some of the approaches that exist to teach a language, which means that there is not a single or specific way to teach English, approaches, and methods become very popular over the years, but a method must be distinguished from an approach due to their similarity, sometimes they are confused, it must be considered that an approach is a way of teaching and has principles that can be applied to different ways of teaching. On the other hand, a method is a way of teaching in which objectives have to be achieved and the teacher is guided on the fundamentals of the methods and established clear objectives in the teaching plan. Next are some methods to teach English.

Table 4

Methods

Method	Feature	Analysis
The Audio-lingual Method	The learner receives negative feedback, and the contrary happens when a student demonstrates good use of English.	focuses on specific grammar teachings.
The Direct Method	only uses the target language that the students are trying to learn	Its main focus is oral skill, and it is taught via repetitive drilling
The Silent Way	Emphasizes learner autonomy	The main of this way of teaching is for the teacher to say very little, so students can take control of their learning
Suggestopedia	This is a behaviorist theory and related to pseudoscience	Each Suggestopedia lesson is divided into three different phases 1. Deciphering 2. Concert Session 3. Elaboration
The Grammar Translation Method	This method of teaching English is grammar heavy and relies a lot on translation	This is particularly common for those students who wish to study literature at a deeper level.
Total physical response	TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a series of repetitive actions	The most important skill is aural comprehension and everything else will follow naturally later.

However, the list of methods and approaches is even broader, emphasizing language production is even greater. Written production is not considered, concentrating more on oral production. Despite this, all methods are very appropriate to develop almost one skill, and teachers must know and use the most appropriate. As the comparative table shown methods and approaches work in order to develop language proficiency.

1.5   Content-Based Instruction (CBI)

Content-Based Instruction has proven to be an effective method for teaching English as a second language. According to Villalobos (2014), mentions that "Content-Based Instruction is an approach in which the teaching is organized around the content. Likewise, the principles of Content-Based Instruction are heavily rooted in the principles of communicative language teaching since they involve the active participation of students in the exchange of content." (p.71). Accordingly, with this author foreign language learning becomes more enjoyable when the content has a series of appropriate references and graphic content. At the same time, learning will be acquired, improving the language skills of the learners.

Furthermore, Bio (2009), remarks that "Content-Based Instruction is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned." Taking everything into account, the language becomes an instrument that facilitates learning, by the content of it. Additionally, it has what is necessary to generate knowledge not only learning the language also learning the culture. Finally, CBI provides multiple benefits for the learners and allow develop language skills achieving goals and objectives.

1.5.1 Principles of Content-Based Instruction (CBI)

CBI guidelines consider the students based on their needs for comfort and compliance in learning. These principles involve students in the development of their skills, at all stages of learning students are considered in developing learning through relevant content. The most which characterize the principles of CBI is to take material and information from the real world according to the interests of the learners in order to achieve language proficiency. Build knowledge and develop understanding about a topic and a learning task, the language meaningfully and purposefully. Conclusively, learning regarding language in the context is learning through the use of language. Some principles are mentioned below.

- Base instructional decisions on content rather than language rules.
- Integrate the four skills.
- The teachers involve students actively in all phases of the learning process.
- Choose content for its relevance to learners' lives.
- Select authentic texts and assignments.
- Draw overt attention to language features.

As indicated, principles explain the educational process as a guide to understand and achieve better results in teaching. process adapting them according to the needs of the learners. However, this approach allows choosing and adapting the appropriate material in the four skills, applying the language production in an authentic way.

1.6 CBI The role of the teacher

The role of the teacher in this approach is an instructor who guides the knowledge through the content. According to Meng (2015), in her research mentions that:

> In CBI teaching, teachers play a guiding role in guiding students to explore and study a subject or a subject. Teachers in the entire process, through the classroom report, group discussions and other ways to create a good learning atmosphere and promote the students from passive learning into active learning. (p.282)

Teachers want that students dominate both the language and the content. They worry to provide interesting topics for students such as current affairs with musical or audiovisual without traditional topics such as grammatical structures or language norms. Also, the teacher provides content that matches the knowledge of the students inside the class, providing enough resources or material to develop educational activities. Therefore, the teacher become an instructor when students are using the teaching materials as well as assigning tasks and evaluating through tests, after evaluating the teacher is able to provide adequate feedback. Finally, motivate students by reinforcing the learning in the language acquisition process.

1.7   CBI The role of the students

The role of the student is more dynamic activating their skills in participation. Therefore, students feel more motivated with the materials and the context that the approach allows to learn the language. In the book, Approaches and Methods in Language Teaching Richard & Rodgers (2001) ,mentions that:

> Students are actively involved in a Content-Based classroom setting. On the one hand, they are in charge of their own learning process and their support of others, and, on the other hand, they may partly choose content and activities. Being actively involved and taking responsibility in a classroom environment appears to be motivating for some though rather overwhelming to others. (p.213).

Then, the students have an important role, not only do they expect the teacher to generate knowledge, but also because of their attitudes they develop and motivate themselves to generate effective learning. the use of interesting material allows students to feel motivated and remain active in the learning process all the time.

1.8   Strategies Content-Based Instruction (CBI)

To know the CBI strategies, it is necessary to know that the objective proposed by this approach is to prepare students to acquire the language using the context of any subject. There are the most common strategies that apport this approach.

Dr. Michael F. Dorsey(2010), expresses that "CBI strategies, all of which are focused on increasing positive behaviors, reducing undesirable or inappropriate behaviors, and promoting self-control, include actionable goals that promote problem-solving, communication, relaxation, and self-awareness." As this author mentions CBI provides elements to help the teacher be responsible of create a good environment for learning and students ´ behavior is adequate to satisfactory learning.

On the other hand, strategies in teaching languages apports beneficial ways to acquire the language there are some strategies that are mentioned below.

Table 5

CBI Strategies

Strategy	Characteristic
Cognitive academy language proficiency	Referrers to students to understand academic terminology and improve proficiency in ESL.
The question in the classroom	To assess students' learning and critical thinking skills, teachers can ask different questions related to certain educational objectives.
Language-Related vs. Content-Related	Learn about the distinction made between language-related and content-related talk, especially in English and second-language classrooms.
Explicit vs. Implicit Instruction	Formal instruction that has students consciously focus on language aspects, such as grammatical forms. Implicit instruction involves students in communication activities or having them movies or books.
Experiential Learning	Process of learning through first-hand experience and reflecting on the conducted activities or projects.
Student-Centered Instruction	Dynamic and experiential approach to education in which learners are active participants.

Note: take from: Study.com 2022

1.9   Common European Framework of Reference (CEFR)

This is an international standard in order to evaluate the linguistic skills of learners. It is necessary to take into account the Common European Framework of Reference which assesses the skills of learners and places them in levels. There are six levels A1, A2, B1, B2, C1, and C2. These levels place people according to their abilities from beginners to advanced.

Through this, you can learn more than forty languages in the world including English. For students, it is important to assess language skills. It helps to detect deficiencies in

language skills because the CEFR evaluates all the skills that the students can be located according to their knowledge. On the other hand, CEFR (2010), mentions that "It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively." (p.1). The following table shows the different levels that each language learner must pass until achieves proficiency.

Table 6.

Standards of Common European Framework of Reference

Proficient User	C2	Can understand almost anything that is heard or read with ease. Can assemble facts in a clear manner from different spoken and written sources to recreate arguments and accounts. Can express itself naturally, very smoothly and precisely, in even more complicated contexts, differentiating finer shades of competent language.
	C1	Can understand and recognize a wide range of challenging longer texts. It can speak fluently and spontaneously without the search for expressions being obvious. Can express yourself fluently and naturally without searching a very simple quest for word. May use language for social, academic, and professional purposes in a versatile and efficient manner. Can produce a simple, well organized, and in-depth text on complex subjects.
Independent User	B2	Can understand the key ideas in complex text, including technical discussions in his specialization area, on both practical and abstract topics. Can communicate with a level of fluidity and spontaneity which allows daily interaction with native speakers without any pressure. Can provide a clear, detailed text on a wide range of topical topics and explain an overview of the advantages and disadvantages of different options.
	B1	Can understand the principal elements of simple standard knowledge about common issues that occur frequently in work, education, leisure, etc. Can handle simple text with situations that connect with the family or personal interest. Can explain experiences and activities, desires, hopes, and goals and offer reasons for opinions and plans briefly. Can define events and experiences, dreams, hopes, goals, and offer reasons for views and plans.
Basic User	A2	Can understand sentences and phrases often used in areas of greatest significance (e.g. very specific details on personal and family matters, shopping, local geography, work). Can express simple and routine tasks requiring a quick and clear exchange of information on common and routine issues. Can explain aspects of its context, its immediate environment, and problems in areas of urgent need in clear terms.
	A1	Can comprehend and use daily common words and very simple sentences designed to meet needs. Can introduce yourself and others and pose and answer questions about personal information such as where you live and people you meet and things you have. Could quickly interact if the other person talks slowly and clearly and is willing to help.

Taken from: (Common European Framework of Reference for Languages. 2018)

## 1.10 L2 regulations in Ecuador by the Ministry of Education and (CEFR)

Due to education in Ecuador requiring the subject of English, the Ministry of Education has established levels for primary education and for secondary education. This makes the education of this subject more formal and organized with an objective where it is intended that students complete their high school achieving an intermediate level.

 According to what is established by the Ministry of Education, students begin with the knowledge that places them at an A1 level. Primary education in English is essential because the student develops skills until he reaches an A2 level. Finally, and according to what is established by the Ministry of Education, the students should have reached the B1 level, achieving independence in the knowledge of the English language.
 This is shown in the picture below.

Table 7.

Ministry of Education L2 learning in high schools in Ecuador
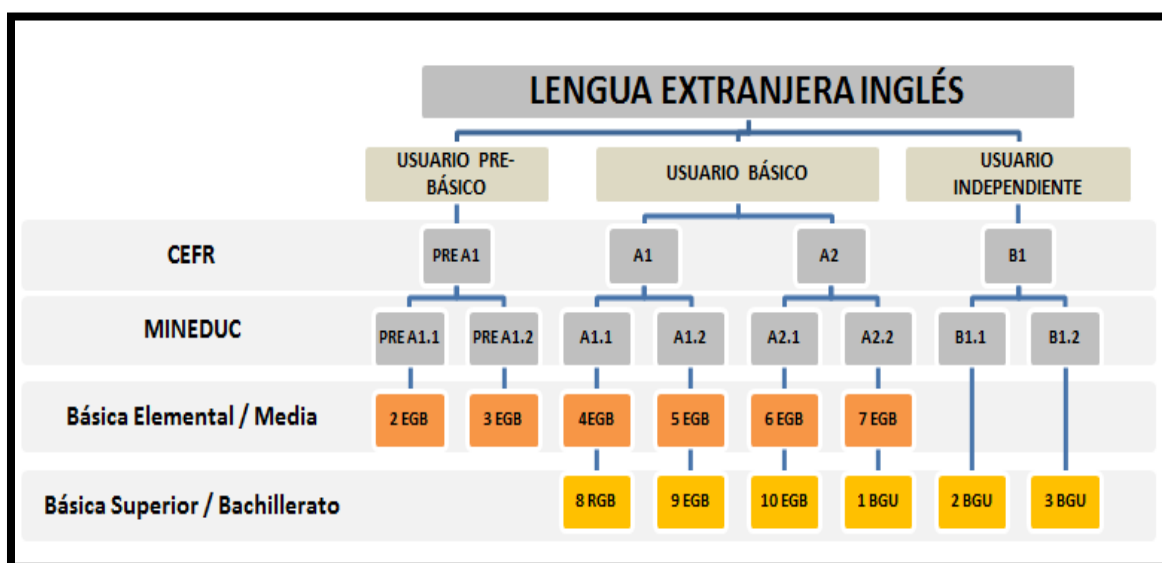
Taken from: Ministry of Education of Ecuador (2019)

1.11 Types of writing

Writing is a way of communication that can transmit useful information to the reader such as academic papers, research, or essays. Also, it is a way of entertainment that provides an enjoyment experience throughout stories such as books, tales, or stories. So, this means that not all writings have the same format for this the writer must recognize what type of writing want to write and put the correct words in the composition. In words of Jeffrey (2016), says that "There are four main types of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A

single text may include more than one writing style." The table below shown the four types of writing.

Table 8

Types of writing

Type	Definition	Example
Descriptive	Writing that uses the five senses to paint a picture for the reader. This writing involves specific details.	• Character´s stories • Books • Stories • Tales
Narrative	Writing in which the Autor tells a story. The story could be a fact or fiction.	• Short stories • Novels • Personal narratives • Bibliographies
Expository	The author´s purpose is to inform or explain the subject to the reader.	• Research papers • News reports
Persuasive	Writing that states the opinion of the writer and attempts to influence the reader.	• Literary essays • Editorials • Reviews

Note: Designed by the author

1.11.1 Narrative writing

This type of writing is very common to be used in stories, because of its usefulness to describe the events that occur on it. According to Jeffrey (2016), mention that "When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings." What this author tries to explain is that a narrative writing can be used to construct a story which contains characters. Also, it is important to mention that this type of writing is useful for construct comic stories. Finally, it involves the following features:

- Create a basic plot.
- Describe the actions.
- Shown close up details.
- Describe chronological events

Anyway, writing comics required narrative descriptions and the writer should know what type of writing is going to use to build the story.

1.11.2 Descriptive writing

This type of writing is commonly used to create stories which contains characters for example tales or books whatever the genre is about. For this reason, this writing is appropriate to write comic stories. According to Jeffrey (2016), mention that " When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience." Consequently ,this implies use the correct words to build the

story describing the most notoriues details that the story needs, creating a better expirience for the reader.

Definitively, descriptive writing helps to adjust the characteristics of, places, the time and the characters. Finally, the feauteres mentiones are find in a comic story making it necesaary to use in the creation of comics.

1.12 Comics

It is a technique to narrate a story through illustrations, through this the reader can understand and have a new experience when reading a story. Also, the stories told through comics can be extended or brief. As reported by Tempone (2021), mentions that "Technically a comic is a text expresed trough ilustrations on scrips or frames. Some or all scrips can contain texts of various lengths." Therefore a comic has a story, it's an entertainment medium and it transports a message, whatever the genre is the reader can understand the story. In other words, the comis is a universal means of communication.

1.12.1 Formats of comics

The evolution of the ways of narrating stories through illustrations has generated the appearance of multiple formats as well the comic has evolved and has expanded around the world creating original formats in many countries. Couch(2020), in his article mentions that

> Despite the divergent histories of comic book publishing in the United States, Western Europe, and Japan, in recent decades there has been an apparent convergence of publication formats: the graphic novel in the United States, the album in Western Europe, and the so-called collections. tankobon. or manga in Japan. (n.p)

In fact, the comics become a business creating global reader who are interest in reading the stories for its format. The most common formats are mentioned below:

American comic: The format of American comics is usually twenty-four pages with 4 or 5 panels per page. The basic products of companies like DC Comics or Marvel use this format. Also, it is printed in full color.

The Strip: The story is told in 3 or 4 panels. In this format, the story begins and ends with those 4 panels. It usually has a humorous tone.

Manga: The manga format is read from right to left and panels may be bloody or stacked on top of each other sometimes with characters sticking out. There are usually 4 or 5 panels per page. It is black and white.

1.13 How Comic Books Benefit Learning

Reading comics can be seen as a simple hobby but what many people don't know is that comics can be beneficial in education. In addition, these can be used in the classroom from basic school to secondary education taking advantage of their content as a way to produce learning. As claimed by Gottlieb (2020), says that "Comic books can be an invaluable teaching technique in the classroom, whether in elementary, middle, or high school. Unfortunately, their potential value in learning is not widely known with most people regarding them as merely superficial stories." Some benefits in learning are mentioned below.

- Increase reading motivation.
- Develop analytical skills.
- Students increase creativity.
- Comics can teach children with special needs.
- Comics are more expressive than other books.
- Improve learners' comprehension and retention.

1.14 Parts of a comic story

A story composed in the following way has a beginning, a development, and a conclusion. The writer must follow this order to have a final product which is understandable. furthermore, all comic stories must have, the plot, the conflict, and the resolution. The writer must follow this order.

The plot: It is the organized pattern or sequence of events that begins the story.
The conflict: It is a problem that the main character or characters face.
The resolution: The end of the story where the conflicts or problems are solved.

1.15 Elements of a comic

Speech bubble: Use this type of bubble speech when your character is talking, put it in front of the mouth of the characters.

Thought bubble: Use this type of bubble speech when your character is thinking, put it over the head of the characters.

Narration bubble: The rectangle helps to narrate the story, inside you can tell how the story is going.

1.16 Writing skills

The writing skills encourage native speakers and non-native speakers to express their ideas through structured sentences but this ability has a certain complexity writing must be formal it has rules and grammatical norms. Writing is a fundamental part of the development of a foreign language. Harappa (2020), expresses that "Writing is the art of expressing our views, ideas, and thoughts. Though writing seems easy while thinking about it, many times, it results in unorganized and scattered pieces of information on paper."

1.17 Stages to develop writing skills

Writing is a process that involves different steps to plan, write and edit. To develop this skill the writing learner can be guided by strategies to according their needs. Strategies provide facilities for writing beginners to optimize this skill. Mentioned below are some strategies that can help improve writing:

1.17.1 Prewriting

Writing is a process there are several stages to reach the final product. Prewriting is the first stage, here the writer must consider factors such as the topic, the audience, and the purpose. For students, topics can be chosen or topics can be assigned. The audience is the public that will be interested in reading, consequently, the topic must be interesting and relevant. Finally, the purpose is to inspire the writer to fill the paper sheet. Therefore the writer must organize in the prewriting stage taking into account these factors. In this stage, the final result is the first draft.

1.17.2 Writing

The second stage is writing, students must take into account that a draft is not the final composition. To continue with the process of writing improve the written on the draft. This means that the writer fills in the draft topic using sentences, and thesis statements. Grammar corrections can be omitted. Also organizes ideas. At this point of the writing process the, draft has more structure and meaning

1.17.3 Editing

At this stage, the writer is involved in carefully corrections reviewing each sentence and checking for grammar corrections, punctuation errors, and spelling mistakes, At this point the writer organizes the ideas of the script. Below are some sites that contribute when editing writing:
- Evernote
- Grammarly
- One look reserves dictionary

- Asana
- Windows live writer and Ecto
- Headline analyzer
- Outbrain

1.17.4 Rewriting

Rewriting does not mean checking to spell. Rewriting means writing a paragraph using the best words to go with it, structuring sentences, and expanding the paragraph by incorporating and making it clearer. The rewrite shapes the final work into something more powerful and beautiful.

2   CHAPTER II: METHODOLOGY

2.1   Research type

This project was developed with mixed methods integrating qualitative and quantitative approaches. According to Creswell (2005), "A mixed methods study is one in which the researcher incorporates both qualitative and quantitative methods of data collection and analysis in a single study." (p. 455). The qualitative approach allows for the application of surveys and collected data through interviews to interpret that information. In addition, with this method, it is possible to discover the exact size or amount to examine the social behaviors of the study group.

The qualitative approach allows to know the cause of the problem through the use of research tools and helps the researcher to analyze the evident and current problem. According to Sampieri (2014), "The qualitative approach can be conceived as a set of interpretive practices that make the "visible" world, they transform it and turn it into a series of representations in the form of observations, annotations, recordings, and documents." (p. 9). On the other hand, the quantitative approach allows analyzing the data collection using numerical and statistical graphs.

Finally, this method is descriptive and allows the researcher to analyze the behavior of the population, mainly focusing on cause and effect. Sampieri (2014), expresses that "In quantitative research, an attempt is made to generalize the results found in a group or segment (sample) to a larger collectivity (universe or population). It is also sought that studies carried out can be replicated" (p. 6). This approach and its characteristics will be useful in the research process as a descriptive method for observation, an analytical method to diagnose problems, and the experimental method to identify the causes and effects of the behavior of the population.

2.2   Deductive Method

The deductive method was used to explain the results after applied the questionaries and the interview Westreicher(2020) expresses that "The deductive method consists of extracting a conclusion based on a premise or a series of proposals that are assumed to be true." What this author expose is true because the use of a samples tool was necessary expresses the results through analytical words.

2.3   Inductive Method

This method was very useful for this research to look or specific faults from overall to specific. For example, it was used while the interview was applied in order to detect learning problems through conversation using the interview as a tool.
Equipo editorial(2020), expresses that "The inductive method is that research procedure that puts into practice inductive thinking or reasoning. The latter is characterized by being

broad, that is, generalizing, since it starts from premises whose truth supports the conclusion, but does not guarantee it." Consequently, this method also was used through reasoning expressed in analytical words.

2.4 Population and sample

This research considers 3rd BGU students at Unidad Educativa Abelardo Moncayo, there are seven courses the population is about 238 students. Boys and girl about 16 -17 years old. The sample size is based on the formulation to calculate samples:

$$\frac{Z^2 * N * p * q}{e^2 * (N - 1) + (Z^2 * p * q)}$$

According to this formula, the sample size is 148. It is a considerable number of participants to collect enough data and apply the proposal.

2.5 Technics and tools

2.5.1 Observation sheet

This technique was used in order to detect the problem and the situation of the students in the high school later it is studied, in other words, this technique was useful to formulate the problem of study. According to Baker (2006), "Observation is a complex research method because it often requires the researcher to play several roles and to use several techniques including her/his five senses, to collect data." (p.172). What this author mentioned is true because collecting data is necessary to get concentration for a long time till detected the problem, but it is very useful and simple to use.

2.5.2 Data collection

This technique was essential to collect information and data to develop the theoretical framework through qualitative. Data collection is the main part of this research for its contribution to collecting interesting data, Bowling (2005), claims that "There are many forms of data collection in qualitative research, and these are underpinned by a variety of different methodological and theoretical approaches." (p.215). In this research was necessary to use this technique for its contribution.

2.5.3 Data analysis

This technique was necessary to express the results of the surveys and the interview. The use of this technique was valuable to organize the results and analyze them in detail one by one. Correspondingly, this technique allows the study of the population providing a deeper understanding of the phenomenon under study.

2.5.4 Questionary and Interview

These techniques were used whit the population especially to collect data from them. Oishi (2003), points out that "Quantitative surveys using computer-assisted personal interviewing (CAPI). in this method, the interviewer reads the question to the respondent from a computer screen rather from a paper questionary and enters the response´s answers directly into the computer via the keyboard" (p. 05).

(Oishi, 2003)**,** points out that **"**Quantitative interviews are often completed by the paper and pencil interviewing (PAPI) method the interviewer reads the question from the paper questionary and record the respondent's answers directly onto the same document or a separate coding sheet." (p. 05). Information will be collected through surveys with closed questions to students and interviews with open questions to the teacher. These tools are used for collecting data and information.

3   CHAPTER III: RESULTS AND DISCUSSION

This chapter will analyze and interpret the results that were obtained after applying the surveys and the interview. It is important to emphasize that the tools were designed in the previous chapter. The first part of this chapter will analyze the results of the surveys designed for students as a quantitative part of the research. On the other hand, the interview with the English teacher will be analyzed as the qualitative part.

In addition, this chapter will help to understand the difficulties and find some deficiency the English language learning. To develop this chapter, it was necessary to interpret the quantitative results in statistical graphs which are shown below.

3.1   Quantitative interpretation: students' survey
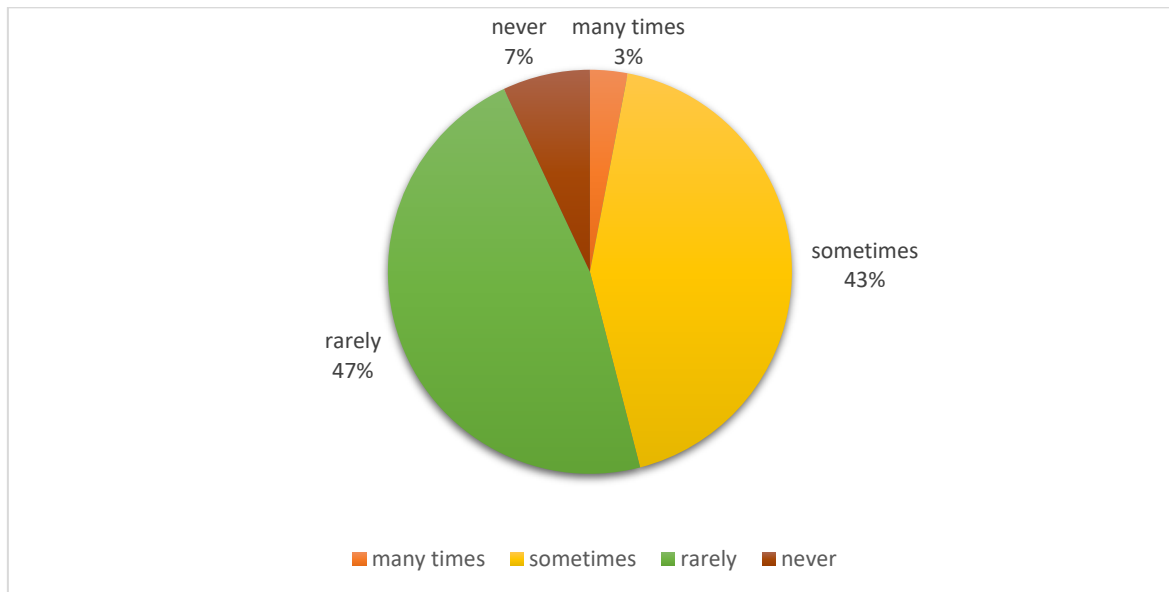
Figure 1

The necessity to learn English
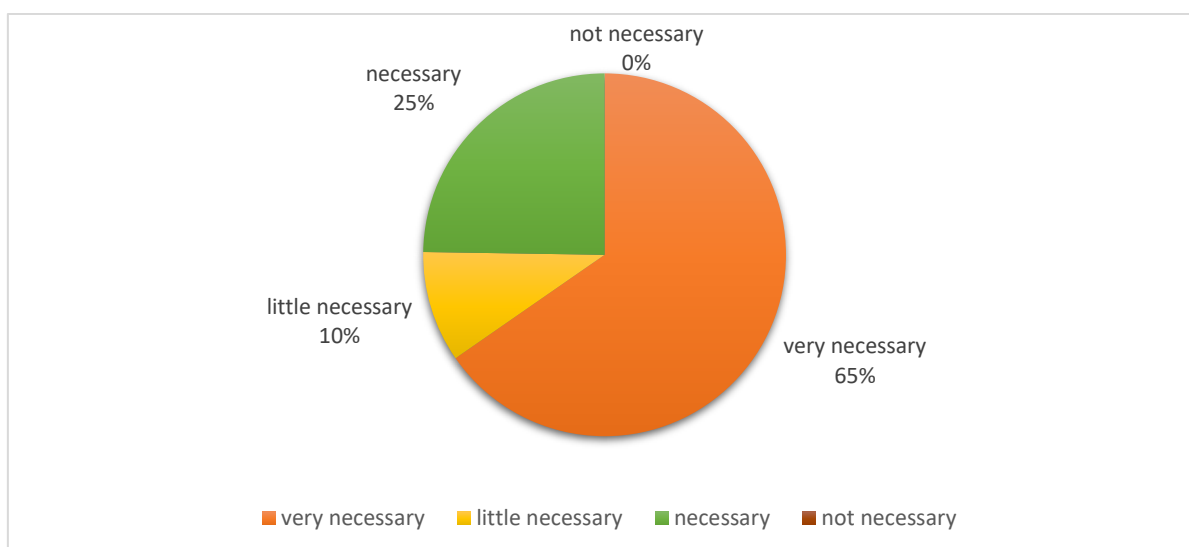
Source: Author's survey 2022

Analysis

Figure 1 regarding necessities to learn English shows that the great population of students consider that learning English is very necessary. Whereas a quarter proportion of those surveyed consider that learning English is only necessary, and a minor group considers it little necessary. Finally, this result is very encouraging for the reason that the majority of the population feels the necessity of learning a second language it could be for its advantages

Figure 2

Frequency of using English

never many times
7%   3%

sometimes
43%

rarely
47%

■ many times   ■ sometimes   ■ rarely   ■ never

Source: Author's survey 2022

Analysis

Figure 2 regarding the frequency of the use of English shows that the majority of students use the language rarely times, but with a little difference another big percentage use the language sometimes. Although, these results reflect small groups that use this language many times and never use it. These results are interesting for the reason that the surveyed are high school students, and the interaction with the language is not frequent. Finally, the use of the language is normal.

Figure 3

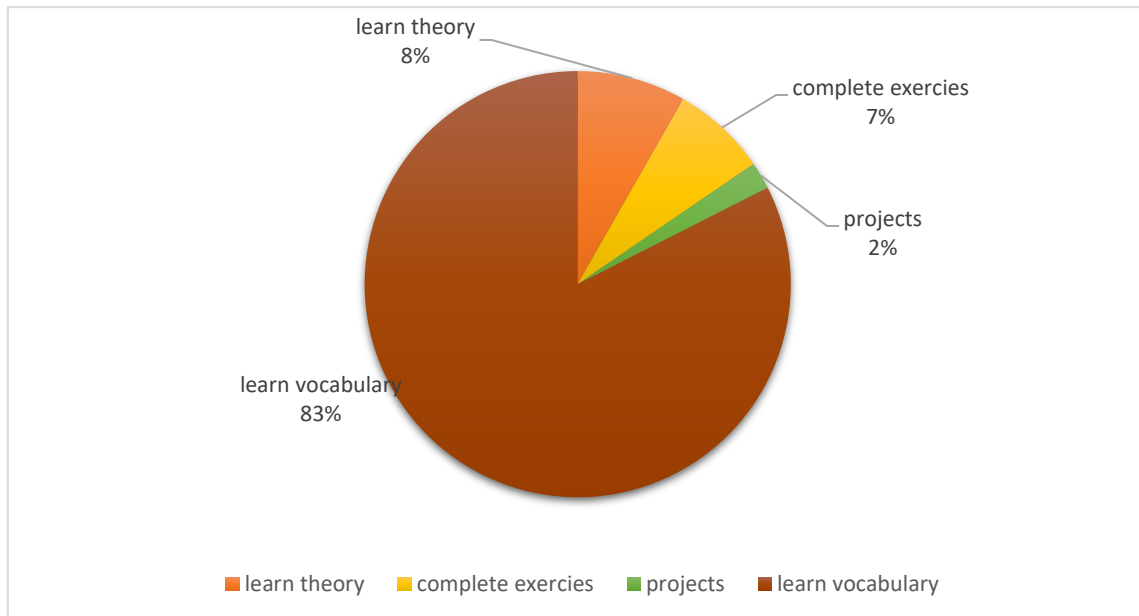 **Situations to use English**
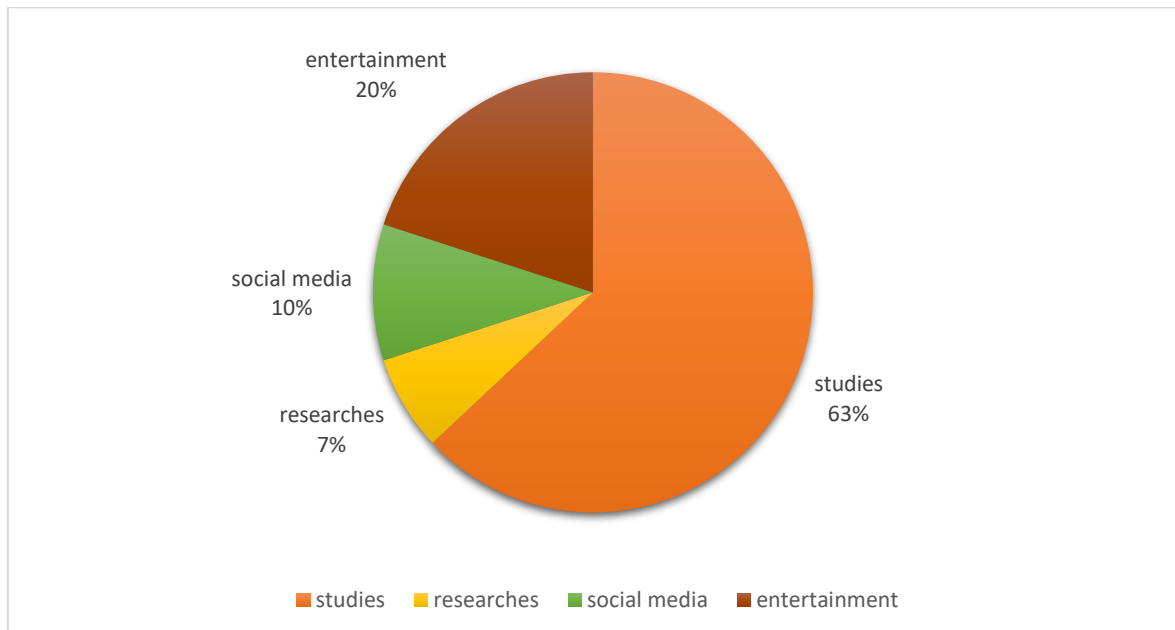
Source: Author's survey 2022

Analysis

Figure 3 regarding in what situations the English language is used shows a significant group of the population that uses it in studies. Whereas a considerable group uses it for entertainment. Last but not least very small groups use the language in social media and do research. In fact, the use of English in studies is good but not enough to develop it. Also, the most common situation to use it is academically it should be to do homework. So, English learned in classes is not enough to develop other activities making the knowledge only academic.

Figure 4

 Preferences in English activities

learn theory
8%

complete exercies
7%

projects
2%

learn vocabulary
83%

■ learn theory ■ complete exercies ■ projects ■ learn vocabulary
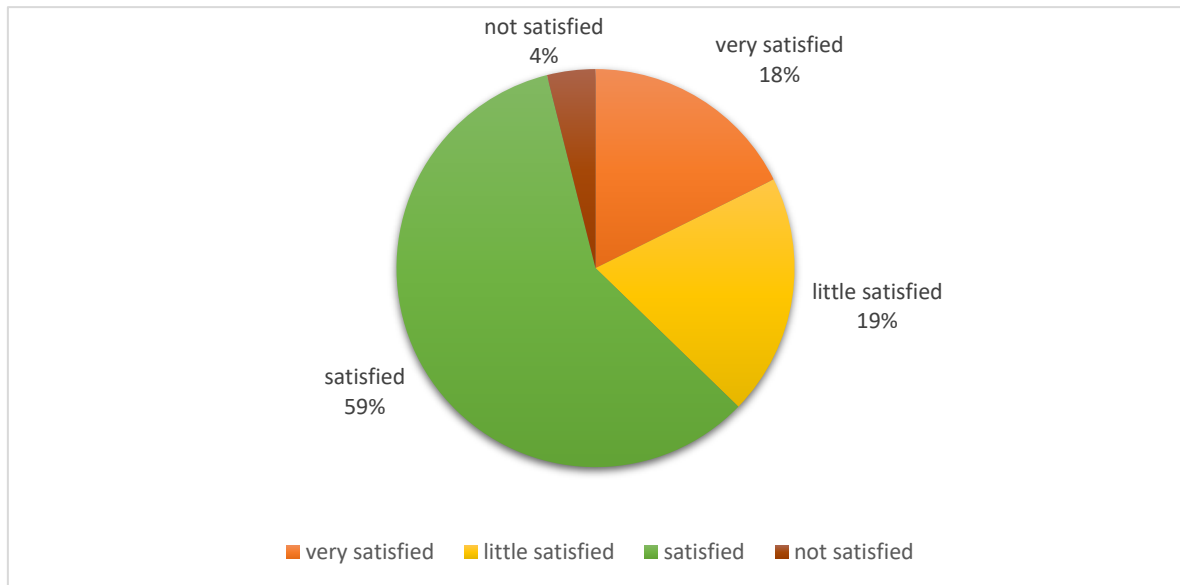
Source: Author's survey 2022

Analysis

Figure 4 regarding preferences in English activities shows that an overwhelming majority of students would rather learn vocabulary than learn theory or complete exercises in the book. In addition, working on projects is preferred by the students. It is very clear that students learn through vocabulary this should be, for the reason that they learn easily isolated words. In fact, knowing vocabulary is important, the more words students learn, is easier they to understand and interpret the text in the English language.

Figure 5

 Satisfaction in learning English
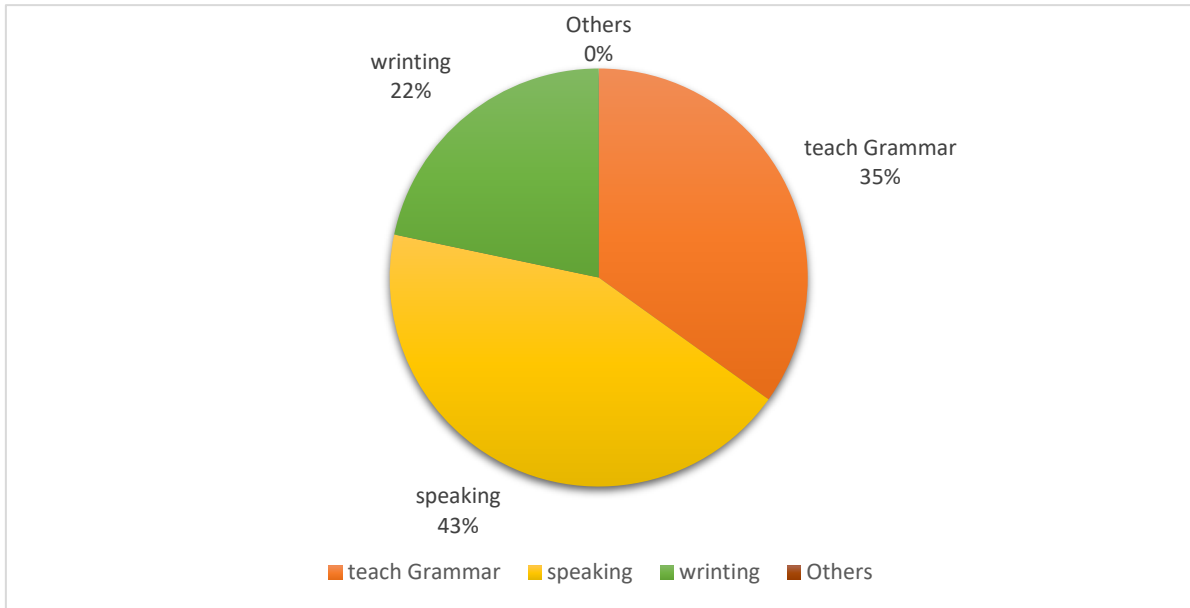

Source: Author's survey 2022

Analysis

Figure 5 regarding satisfaction in learning English shows that more than a half of the population feels satisfied with their learning, whereas small groups feel little satisfied and very satisfied. However, a minor group feels not satisfied with their learning. These results are good because the learning that the students have achieved in secondary school is satisfactory for the most part. This means that students have benefited from it, or the use of it use creates good experiences. On the contrary, feeling dissatisfaction must be because the learning acquired is not useful at all.

Figure 6

**Frequency of teacher´s activities**

Source: Author's survey 2022

Analysis

Figure 6 shows that a huge group of students affirm that the most common activity by the teacher is practice speaking. However, teaching grammar is one of the activities that the teacher prefers to do instead of practicing writing. In fact, the frequency of speaking production is good, but writing is a production skill as well. Despite this, teaching theory is more important for the teacher.
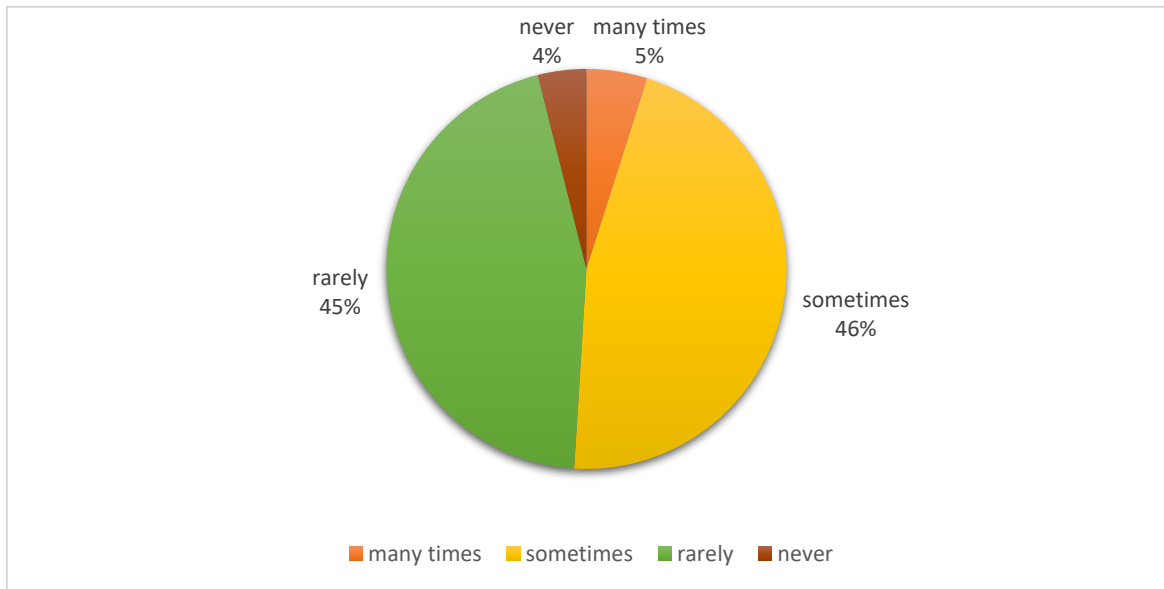
Figure 7

Complexity to develop writing skills
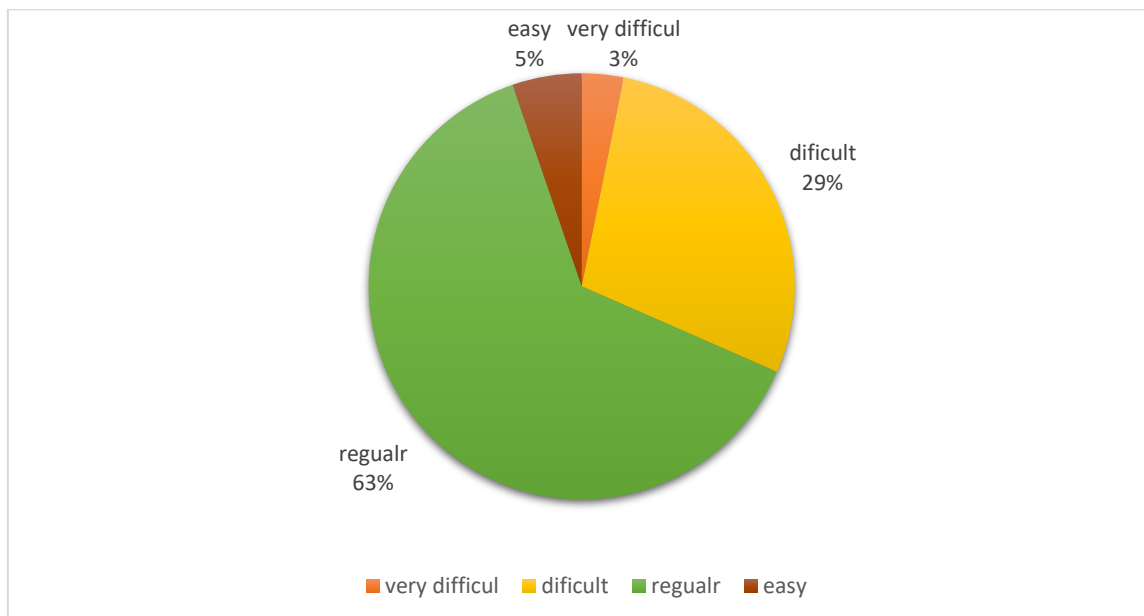
Source: Author's survey 2022

Analysis

Figure 7 shows a very large group of students who have regular complexity in developing writing skills. However, an important number of students affirm that developing writing is difficult and another very small group affirms that it is very difficult. Last but not least, a small group considers that writing in English is easy. These results are normal because the students are from high school and writing activities are not very common and complicated. Despite this, there are groups that have serious problems in developing this skill.

Figure 8.

 Frequency of use of writing skill
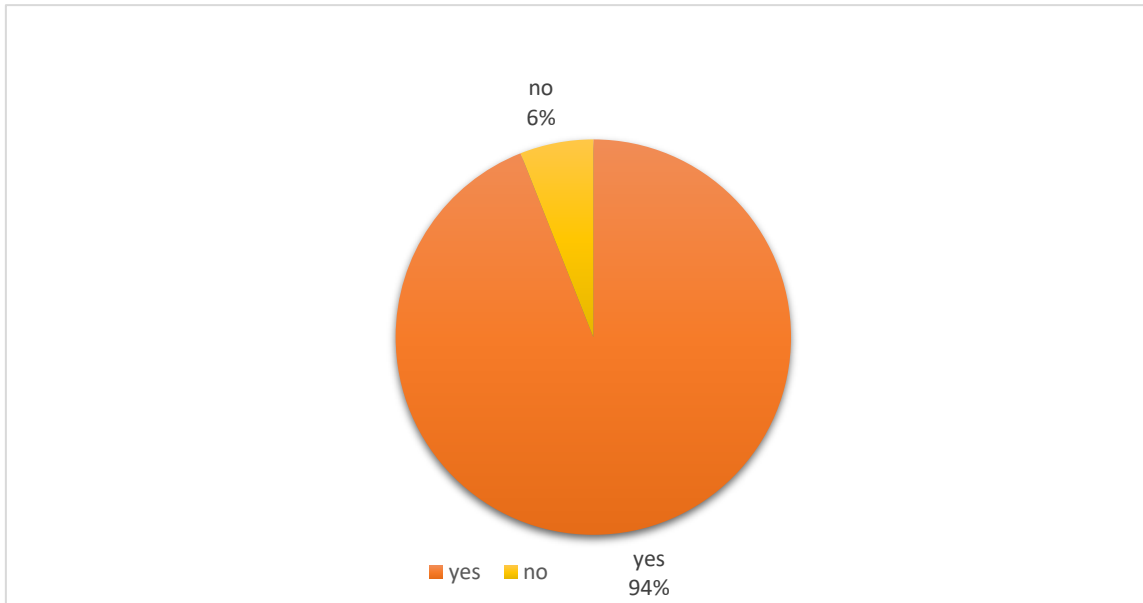

Source: Author's survey 2022

Analysis

Figure 8 shows that a great group of students use writing sometimes also an almost similar group uses it rarely times. On the contrary, there is a small group whose frequency is many times. Last but not least, a minor group mentioned never using writing. These results are striking and reflect that there is the persistent use of this skill.

Figure 9

Learn English using comics


no
6%

yes
94%

■ yes   ■ no

Source: Author's survey 2022

Analysis

Figure 9 shows an overwhelming majority of the students who want to use comic stories as a tool to learn English. Considering that this was one of the most important questions the results are more than satisfactory. Probably for this huge population this is a new and interesting way to learn and improve English.

Figure 10

Preferences in stories
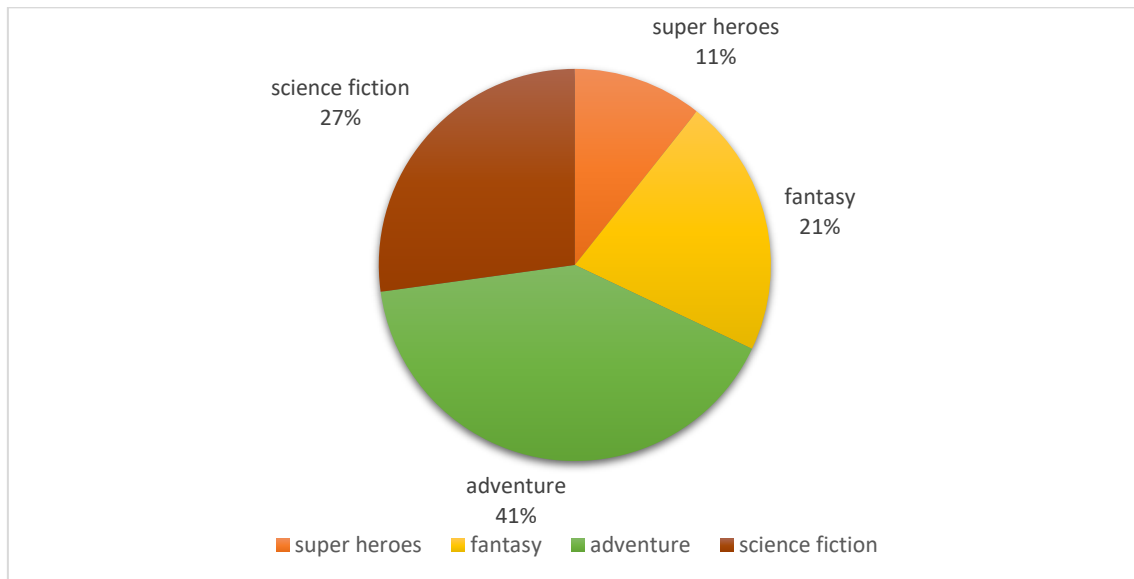
Source: Author's survey 2022

Analysis

Figure 10 shows a significant proportion of students who are interested in reading adventure stories. However, there is a considerable group whose preference is to read science fiction likewise another important group preferred fantasy stories. Last but not least, a minor group of students opted for superhero stories. These results are very mixed, consequently, the most remarkable ones are useful to understand the interest of the students.

3.2 Qualitative interpretation: teacher's interview

It is important to emphasize that the opinion's teacher was very important as well as necessary to identify certain shortcomings in the students' learning. Besides, it must be considered that everything that the teacher has mentioned is very advantageous in the process of this research.

1. What methodology do you use commonly in your classes?

"Generally, I do not use a certain methodology, but I could say that the translation method is very used because students almost all the time ask me for words and things like that."

Interpretation: This is a very common use of Grammar translation, especially in high school, the teacher has not used a modern methodology. These aspects may not be very beneficial for students who are learning through a single and unique method.

2. What kind of activities do you realize to practice student writing?

"I use the activities that the book has, in the English book there are some exercises where students can practice writing, for example, writing sentences or writing summaries."

Interpretation: English books provided by the Ministry of Education focused on Grammar and speaking but it has some activities in which writing is developed. Generally, these activities are about order sentences, correct grammar or spelling no mere than that.

3. What strategies do you use to develop writing skills?

"As a strategy write basic things, for example, write dialogs and I check what students write. The book we used has not a lot of strategies."

Interpretation: It is clear that the English classes are developed based on the activities of the book. These classes usually lack strategies. Additionally, strategies help to develop better classes and improve learning.

4. Do you like to innovate your, classes? How?

"Yes, it is something good to do that, I innovate the classes with materials to watch videos or show slides this is the most innovative thing in the high school."

Interpretation: For the teacher, there is an interest in innovating the classes, which is good. But the situation in the high school does not allow to do this in every class. So, it is necessary to contribute material to innovative classes.

5. **Would you like to use an academic guide to improve the writing skills of your students?**

"For me, it would be good to use extra material, this would help to do another kind of classes and improve that skill, which is not very developed in the books."

Interpretation: It is clear that the teacher is interested in using an academic guide where it focuses on developing students´ writing. Finally, the teacher also thinks that this skill is not highly developed, and it needs to be reinforced.

3.3 Discussion

Currently, the interest in learning English is evident. It has become a very important language and it is spoken by millions of people around the world not only used to communicate but also stands out from other languages for being required in jobs, to travel, to access better education, or simply get better opportunities. This is mentioned in the article written by Sethupathi(2020), "English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad." Reasons like this make students feel interested in this language. This is evident and is shown in the results obtained in the survey, making the aforementioned a reality.

The most remarkable to mention is that English is practiced only in classes and not very frequently outside the classrooms because the mother tongue is Spanish, so it is not very common for students to practice English outside of class. This does not happen only in Spanish speakers the interference of the mother tongue is present in other language learners for example: Noviyenty (2021), expresses that "Mother tongue interference can affect students' English-speaking skill especially in pronouncing the words intrinsically. Considering Rejang language is the dominant mother language used by students at IAIN Curup, the students as EFL learners often use their mother tongue in daily communication". What this author mentions are true, according to what was found in the questionnaires, students practice more commonly within the classrooms, on the other hand, the language is not widely used for entertainment

Activities are important in the teaching process, and these must be used according to the knowledge of the students, so the teacher must use appropriate activities. Among the most used activities inside the classroom is teaching grammar, which is good, especially for beginners. On the other hand, activities that involve production are not frequently used

for example writing. Based on the surveys, the teacher focuses on teaching grammar and practicing the language through speaking.

In fact, teachers use English rules in order to expand the knowledge of students but in the major of cases, students get confused. In concordance with Almekhlafi (2020), indicates "For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually." (p.70). Anyway, the material to teach English has grammar issues to deal with, making learning based on understanding how the language works.

One of the production skills that the English language has is writing apart from speaking. So, it is necessary and important due to the different advantages it has in communication and the production of useful material that can be found easily such as essays, articles, stories, or books. But this skill is not widely exploited, sometimes making it a skill not very necessary and is often taught only to structure sentences. In the article Why are writing skills Important? written by Bellamy (2022), mentions that "Writing is a life skill, not just a basic work-related skill, as it is often the basis on which others judge your studies, your values, your ideas, and your contribution to society. Writing is a soft skill that many people may not consider necessary for their professional development." These data are reflected in the survey where it was evidenced that the production of this skill is regular but there is no get significant importance as speaking production.

Creating a text involves completing four steps: pre-writing, writing, editing, and rewriting, these are mentioned in the theoretical part of this research. Before students use these steps, it is necessary to grant them the freedom to write according to what they prefer. The cause of this research is linked to the creation of artistic stories. The most interesting ones that students prefer are fantasy, adventure, and science fiction. In fact, it provides benefits such as developing creativity in writing production. To support this, Jamieson(2018), points out "When writing creatively, you're engaging in an exercise that will allow you to truly develop your own voice and perspective without consequential limitations. You get a better opportunity to explore and express how you feel about topics, perspectives, philosophies, characters, etc. "So, the advantage of this is for students not only developing creativity also improvement language skills.

In order to support the teaching of the English language, the proposal will be designed based on this report, creating an outstanding process of writing to design stories for comics. This will use information which is in the theoretical framework for example strategies and the steps of writing. Finally, the proposal is an educational and it will be used by the teacher to support the classes and develop writing skills.

4   CHAPTER IV: PROPOSAL

4.1   Title of the proposal

STEPS TO WRITE COMIC STORIES

4.2   Introduction

To develop this proposal, Content-Based Instruction approach and its strategies were considered. The use of these strategies applied in the activities engages students in the interest of writing stories. As well, each activity is designed to introduce students to the topic and at the end of each step students work on a project where learning is verified.

In addition, this guide has activities that stimulate learning through writing activities. This benefits language learners and the teacher in teaching process. Some of the most important aspects of Content-Base Instruction are strategies apply to activities that are designed to learn the type of writing students decide to write and they use the guide to designing characters, know the main parts of the stories and design the pages of the comic.

To conclude, this guide provides a new way of teaching English. Teachers have other activities that will be used in the classroom. Finally, this educational material is strikingly colorful for the convenience of students.

4.3   Justification

The following guide was designed based on the evident needs and problems that were detected in the secondary students. In the first place, writing is not taken into account in Unidad Educativa Abelardo Moncayo, therefore skills such as speaking and listening are developed than writing. This motivated to develop activities that contribute to improve writing stories. This guide will serve as a reference for the learners where they will get involved in a topic that has never been developed before, generating a new experience regarding the learning, and practicing English.

The most remarkable apport about the guide is, it does not focus on explaining language rules, so previously knowledge of the language is applied, the guide is also in charge of explaining issues related to creating comics. Definitely, this project is a new way to practice the English language by creating stories through a series of steps. Important to mention, writing stories is implies cognitive functions as a result students will become more creatives.

It should be noted that this project is innovative due to its contribution to education and the teaching of the English language, as well as its pedagogical and didactic contribution, this involves teachers using the guide as an optimal option within classes. Finally, this

guide solves problems previously detected in research such as innovation in classes, and attractive materials to activate students' knowledge, making it a necessary and appropriate resource for learners.

4.4   Theoretical foundations

4.4.1   Content Based Instruction

Content-based instruction has proven to be an effective method for teaching English as a second language. Villalobos(2014), mentions that "Content-Based Instruction is an approach in which the teaching is organized around the content. Likewise, the principles of Content-Based Instruction are heavily rooted in the principles of communicative language teaching since they involve the active participation of students in the exchange of content." (p. 71). Learning foreign languages becomes more fun when the content has appropriate references and graphics. Learn something and improve your students' language skills at the same time.

Furthermore , Bio (2009), remarks that "Content-Based Instruction is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned."

4.4.2   Strategies Content-Base Instruction (CBI)

To understand the CBI strategy, it is necessary to know that the proposed goal of this approach is to prepare students to learn language through the context of any subject. There are the most common strategies that support this approach.

Dr. Michael F. Dorsey(2010), expresses that "CBI strategies, all of which are focused on increasing positive behaviors, reducing undesirable or inappropriate behaviors, and promoting self-control, include actionable goals that promote problem-solving, communication, relaxation, and self-awareness." As noted by this author, CBI provides elements that help teachers take responsibility for creating a good learning environment and students behave enough to learn satisfactorily. On the other hand, language teaching strategies provide beneficial ways to learn a language and some of the strategies are mentioned below.

- Building Background
- Using Learning Phase
- Maximizing Output
- Giving and Receiving Feedback
- Cognitive academy language proficiency
- Experimental learning

- Student-centered Instruction

4.5   Objective

- To reinforce writing skills through Content - Based Instruction Strategies

4.6   Proposal development

"If you can inspire a kid that´s maybe the best part of being a comic book artist"

Marko Djurdjevic

The following guide was designed for educational purposes, I am not the owner of the images as well as the references used, the rights are reserved to their respective authors.

The author

CONTENT

| Step	Lesson objective	Theme	Further information	Preparation for writing
1	Students will be able to design an outline using the parts of a comic story.	How to get an idea	Types of comics and their format. • American comic. • The strip. • Manga. • What is a synopsis • Examples of synopsis	• Tips to get an idea • Write a synopsis
2	Students will be able to describe characters.	How to design the characters	Types of characters • Protagonist • Secondary characters • Antagonist	• Tips to design characters • Design characters
3	Students will be able to design an outline	How to design the outline	The Outline Parts of a comic story • The plot • The resolution • The conclusion	• Tips to write a comic script • Design an outline
4	Students will be able to write a comic script	How to write a comic script	The basics of writing a comic script • How to organize the writing for the panels Special effects (SFX)	• Tips to write a comic script • Writing a comic script
5	Students will be able to design a comic page	How to create a comic page	• The comic pages • Characteristics of a comic page • Types of bubble speech • Speech • Thought • narration	• Narrate the story with illustrations • Write the dialogues

Stage 1	THE IDEA		
Time· 1·30	Topic·	How to get an idea to write a comic story	
Teaching learning goals·	Students will be able to design a synopsis of a comic story.		
Materials	Pinterest images Printed material Whiteboard- markets Internet English writing guide	Vocabulary	comic cover interest mystery Synopsis powers Magic weapons publication

Warm-up· 10m	• Show the images and ask students the following questions:
	   o What do you see in this image?
	   o What do you think is the story about?
	   o What type of format is it?
	Give students some time to think about the possible answers.
	• Students interpret the images with opinions or words that they associate with the image and write the opinions on the board.		

Activity 1 15m	• The teacher explains the different formats of comic stories. a) Identify the comic formats with their names b) Complete the comic format definitions		
Activity 2 15m	Workgroup: • Students discuss the examples. • The teacher makes a brainstorm • The teacher shows some examples of synopsis. • The teacher explains how to write a synopsis. • Students develop activities on the writing guide.		
Evaluation 50m	Students have to write a synopsis of a comic story.		
Resources	• https://library.triton.edu/c.php?g=1107468&p=8074763 • https://www.freecomicbookday.com/Article/116249-Formats--Definitions • https://www.pinterest.com/pin/5348093298119787/?nic_v3=1a1EIi81R • https://www.slideserve.com/dian/how-to-write-a-synopsis		

Activity 1

a) Guess the type of format shown in the following images. Use the vocabulary in the box.

Manga   American Comic   Strip

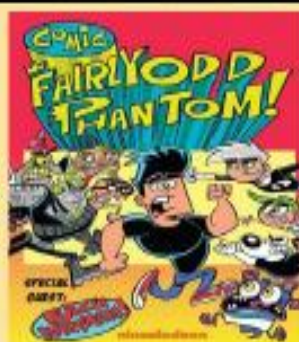_____   _____   _____

_____   _____   _____
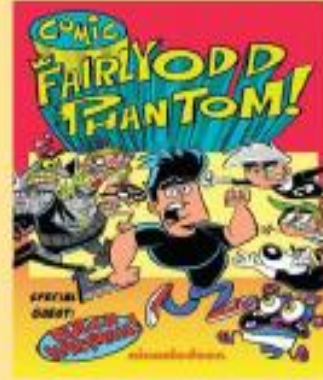
b) Complete the definitions with the appropriate comic format using the words in the box.

ACTIVATE YOUR KNOWLEDGE!

_____ read from right to left and panels may be bloody or stacked on top of each other sometimes with characters sticking out. There are usually 4 or 5 panels per page. It is totally black and white.

_____ the story is told in 3 or 4 panels. In this format, the story begins and ends with those 4 panels. It usually has a humorous tone.

The format of _____ is usually 24 pages with 4 or 5 panels per page. The basic products of companies like DC Comics or Marvel use this format.

Activity 2

a) Match the comic genres with their correct characteristics.

Comic genres		Characteristics
Superhero		• films often explore dark subject matter and may deal with transgressive topics or themes. Broad elements include monsters, apocalyptic events, and religious or folk beliefs
Western		• is a narrative genre in literature that involves a mysterious, adventurous, or spiritual storyline. The focus is on a quest involving bravery and strong values, not always a love interest.
Science-Fiction		• people with superpowers, and abilities beyond those of ordinary people.
Romance		• are primarily set in the American Old West between the late eighteenth century and tell the stories of cowboys, settlers, and outlaws exploring the western frontier and taming the Wild West.
Horror		• the stories often tell about the science and technology of the future.

b) Watch the video about horror comics and write their main characteristics.
Video Link: https://www.youtube.com/watch?v=mnIhmU0IwD0

	Horror comics
	_____ _____ _____ _____

	Science fiction comics
	_____ _____ _____ _____

	Western comics
	_____ _____ _____ _____

Romantic comics

_____
_____
_____
_____

Superhero comics

_____
_____
_____
_____

Activity 3

A synopsis conveys the narrative arc, an explanation of the problem or plot, the characters, and how the book or novel ends. ... It summarizes what happens and who changes from beginning to end of the story.

THE WALKING DEAD

Rick Grimes and his partner Shane are involved in a shootout with an escaped convict and his accomplices. Rick gets shot and blacks out. He awakens from a coma one month later alone in an abandoned hospital only to realize that the zombie apocalypse has begun. Rick finds the hospital cafeteria has been crowded with zombies, and barely escapes with his life. He returns to his home, only to find it abandoned and catches a shovel in the back of the head. When he awakes, he discovers a boy named Duane Jones had hit him, mistaking him to be a zombie. Duane's father Morgan explains about the zombie plague and how they have taken up in Rick's neighbor's house.

DRAGON QUEST

The story begins with a young boy named Dai remembering a story told to him by his adoptive grandfather, the monster magician Brass, about the defeat of the Demon King Hadlar by the hands of a hero known as Avan. After the defeat of the Demon King Hadlar, all of the monsters were released from his evil will and peace reigned supreme around the world once again for ten years. Some monsters and demons moved to the island of Dermline to live in peace. Dai, the young protagonist of the series, is an orphan and the only human living on the island. Having been raised by Brass and with his best friend, the monster Gome, Dai grows up dreaming of becoming a hero.

a) Read the synopsis above and enlist the main features of a synopsis

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

b) Complete the brainstorming and write the basic ideas for your synopsis.

Who?

Who?

Main Characters

Secondary Characters

Important actions

The idea

Time

When?

Genre

Antagonists

Who?
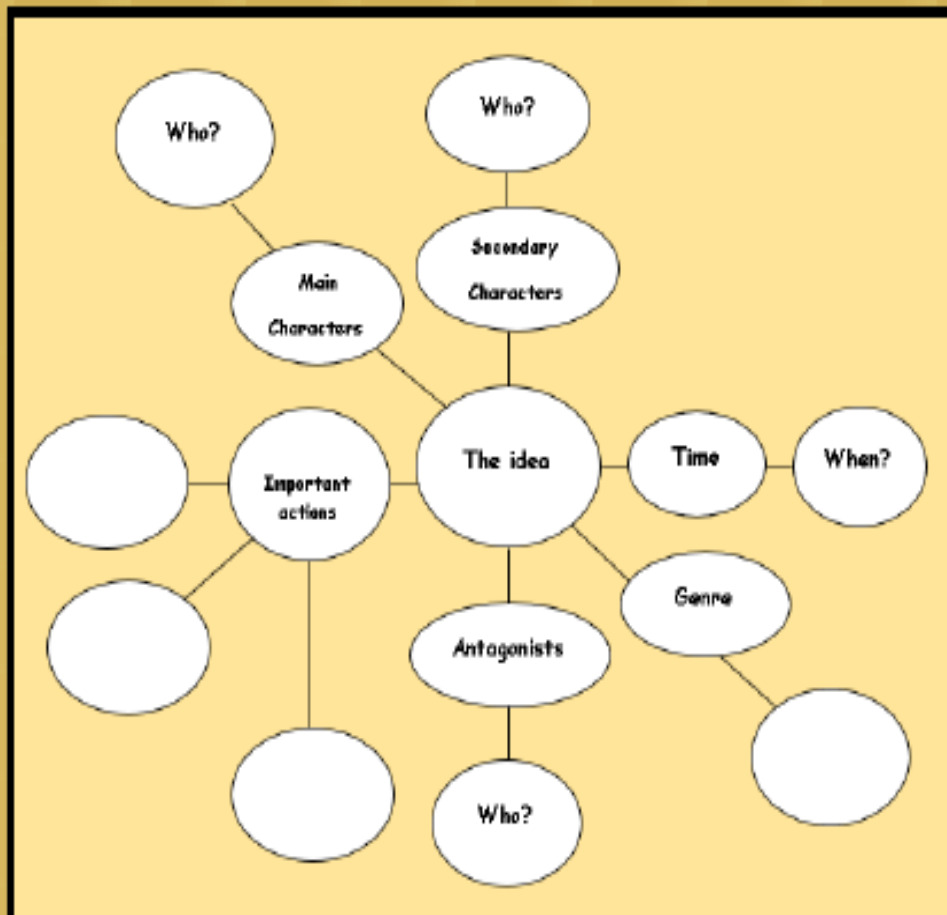
Activity 4

a) Complete the synopsis. Use the words in the box.

story- foes- pirates-dream- friends- king- purge

One Piece is the _____ of Monkey D. Luffy, a young man who has a single _____. To find the legendary treasure known as the One Piece and become the _____ of the _____. Alongside a crew of trusted _____, Luffy sails the dangerous seas of the Grand Line to find Laugh Tale, the hidden island containing the One Piece. On his journey, Luffy faces many dangerous _____, including fellow pirates who want to conquer the seas, and the Navy who want to _____ the world of the pirate menace.

LET'S WRITE!

Write the synopsis of your comic story.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Stage 2	THE CHARACTERS		
Time· 1·30	Topic·	How to design characters of a comic story	
Teaching learning goals·	Students will be able to describe the characters.		
Materials	Wanted sheets Whiteboard- markets Internet English writing guide	Vocabulary	Characters Protagonist Antagonist Format Occupation Species Abilities Mutant Demon
Warm-up· 10m	• The teacher distributes the "wanted sheets" to start the activity. • Students must draw themselves, describing aspects that characterize them. • After that, the students collocate the pictures around the class. • One student starts by choosing a drawing and has to guess who he/she is, in front of the class. • Immediately, the student gets the right answer the next student will do the same.		
Activity 1 15m	• The teacher explains the type of characters (protagonist – secondary characters antagonist). • The teacher shows some examples of types of characters.		
Activity 2 15m	• The teacher shows the descriptive table. • The teacher completes an example on the descriptive table. • Students participate and complete another descriptive table.		
Evaluation 50m	Students have to complete the descriptive tables according to their story		
Resources	• https·//library.triton.edu/c.php?q=1107468&p=8074763 • https·//www.freecomicbookday.com/Article/116249-Formats--Definitions • https·//www.pinterest.com/pin/5348093298119787/?nic_v3=1a1ETi81R • https·//www.slideserve.com/dian/how-to-write-a-synopsis		

Activity 1

a) Look the characters and Guess! write P for Protagonist A for antagonist and SC for Secondary Characters. Then, compare with a partner.

Black Manta (___)   Wild hunt (___)   Terminator (___)

Magneto (___)   Spawn (___)   Thank Girl (___)

Over Kill (___)   Sam & Twitch (___)   Ash (___)

b) Identify what type of character is according to the definition, Use the vocabulary in the box.

Protagonist   Antagonist   Secondary Characters

_____they are the ones who perform the most important actions. In fact, comic stories can have one or more main characters.

_____they are the ones who accompany the main character to execute certain actions throughout the story, or they can make decisions that will be decisive for the main character.

_____It is a character that causes inconvenience to the protagonist or prevents him/her from achieving his purpose. This type of character is usually the opposite of the main character

Activity 2

Find the definitions of the words in the boxes and write examples.

Format:	Occupation:	Species:	Abilities:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Examples:	Examples:	Examples:	Examples:
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Activity 3 Complete the graphic organizer select your characters.

Antagonists
Secondary Characters
CHARACTERS
Protagonists

Abilities
Name
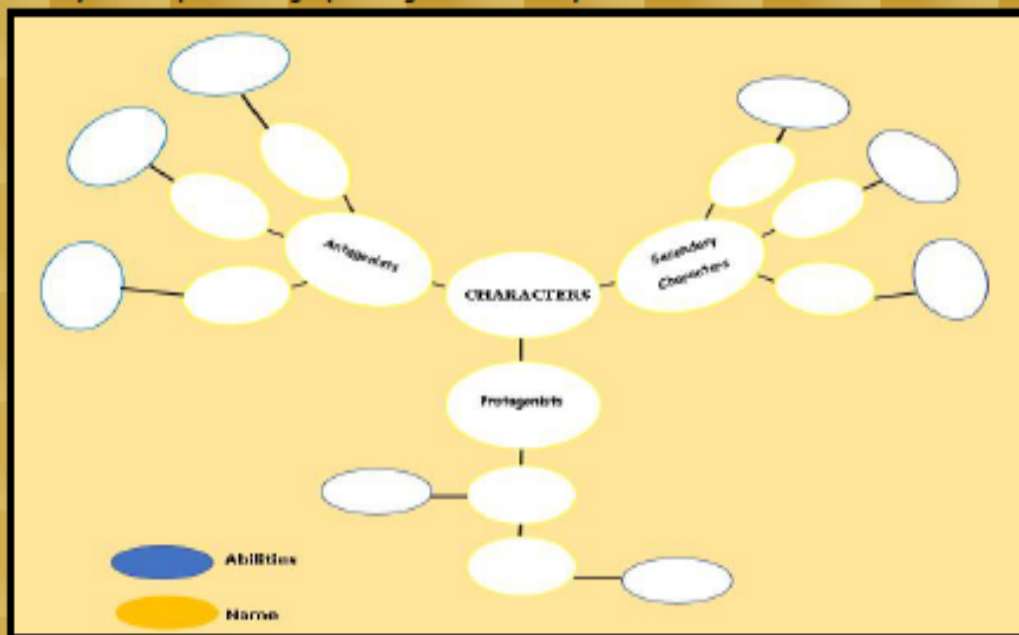
Activity 4

a) Read the description and complete the descriptive tables.

Detective Sam Burke is often seen as the brawn of the group. Sam is a large, headstrong man with a penchant for foul language and gruff behavior. Sam is essentially a good man, with a strong sense of duty and honor.

Maximilian Steven Percival "Twitch" Williams III is mainly seen as the "brains" of the partnership. Twitch has battled against many super-human foes.

Information character	
Format	
Names	
Occupation	

The character is a powerful mutant, one of a fictional subspecies of humanity born with superhuman abilities, who has the ability to generate and control magnetic fields.

vengeful, unforgiving, cruel, complex. Magneto has long been involved in the political battle for mutant rights.

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

The powers granted to him at the time of his resurrection by the demon Malebolgia grant him immortality.

Superhuman strength, speed, agility, and endurance - immortality

Spawn can expend neoplasm to cause bombs. A small amount, as little as 5 units have been used to take care of a group of men.

With the power of his cape, which acted at times like a giant parachute, Spawn is able to perform a flight of sorts. With the abilities given to him by Mother, he flies due to a pair of giants, with breathtaking white wings that give him an almost celestial appearance.

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

ACTIVATE YOUR KNOWLEDGE!

b) Match the description with the correct descriptive table.

Information character	
Format	American Comic
Names	Sam & Twitch
Occupation	Detectives

A

Information character	
Format	American Comic
Name	Spawn
Species	Demon
Occupation	battle for mutant rights.
Abilities	Flight Immortal Strength Speed

B

Information character	
Format	American Comic
Name	Magneto
Species	Mutant
Occupation	battle for mutant rights.
Abilities	Magnetic control

C

Detective Sam Burke is often seen as the brawn of the group. Sam is a large, headstrong man with a penchant for foul language and gruff behavior. Sam is essentially a good man, with a strong sense of duty and honor.

Maximilian Steven Percival "Twitch" Williams III is mainly seen as the "brains" of the partnership. Twitch has battled against many super-human foes

The powers granted to him at the time of his resurrection by the demon Malebolgia grant him immortality.

Superhuman strength, speed, agility, and endurance · immortality

Spawn can expend neoplasm to cause bombs. A small amount, as little as 5 units have been used to take care of a group of men.

With the power of his cape, which acted at times like a giant parachute, Spawn is able to perform a flight of sorts. With the abilities given to him by Mother, he flies due to a pair of giants, with breathtaking white wings that give him an almost celestial appearance.

The character is a powerful mutant, one of a fictional subspecies of humanity born with superhuman abilities, who has the ability to generate and control magnetic fields.

vengeful, unforgiving, cruel, complex. Magneto has long been involved in the political battle for mutant rights.

LET'S WRITE!

CREATE YOUR CHARACTERS!

Complete the descriptive tables of your characters. Use the graphic organizer of Activity 3.

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

Information character	
Format	
Name	
Species	
Occupation	
Abilities	

Stage 3	THE OUTLINE		
Time: 1:30	Topic:	How to design an outline	
Teaching learning goals:	Students will be able to design and outline		
Materials	Wanted sheets Whiteboard- markets Internet English writing guide	Vocabulary	Outline Story Design Parts Plot Conflict Resolution Organized Problems
Warm-up: 10m	Forms groups of 5 students The teacher shows a comic character for each group. The teacher asks for a name and a title for his story. Students have to create a story for the character. Each student has to add something to the story. The groups have to tell the story. The best story is the winner.		
Activity 1 15m	• The teacher explains. What is an outline? • The teacher shows some examples of outlines for stories. • The teacher uses a video about how to make an outline.		
Activity 2 15m	• The teacher presents the parts of the outline. ➢ The plot ➢ The conflict ➢ The resolution • The teacher shows examples for each part. • Students have to put in order one comic story.		
Evaluation 50m	Students will design an outline.		
Resources	https://www.youtube.com/watch?v=3if59c8I-so https://www.pinterest.com/pin/5066618326558152/ https://writers.com/how-to-write-a-story-outline https://www.fcusd.org/cms/lib03/CA01001934/Centricity/Domain/1250/Plot%20graph%20Terms.pdf		

Activity 1

a) Read and identify the parts of the story in the story below.

the resolution   the plot   the conflict

THE WALKING DEAD

Volume 1: Days Gone Bye (issues #1-6)

Written by: Robert Kirkman

Rick Grimes and his partner Shane are involved in a shootout with an escaped convict and his accomplices. Rick gets shot and blacks out. He awakens from a coma one month later alone in an abandoned hospital only to realize that the zombie apocalypse has begun. Rick finds the hospital cafeteria has been crowded with zombies, and barely escapes with his life. He returns to his home, only to find it abandoned, and catches a shovel in the back of the head. When he awakes, he discovers a boy named Duane Jones had hit him, mistaking him to be a zombie. Duane's father Morgan explains about the zombie plague and how they have taken up in Rick's neighbor's house.

1

After providing them with some weapons, Rick makes for Atlanta, believing his wife Lori and son Carl went there to find shelter and to be with her parents. When Rick reaches the Georgia state line, he runs out of gasoline. He takes his duffle bag of guns and ammunition he eventually sees a farm where the family has committed suicide. He finds a horse in the barn and takes her. In Atlanta, he becomes surrounded by zombies. A young man named Glenn helps him to escape. Glenn leads Rick to an encampment outside the city, where he meets his wife and Shane, plus several other survivors as well; Allen and his wife Donna and twin children Billy and Ben; Dale, an older man whose RV is used by the group for a base; Amy with her sister Andrea; Jim, who is the only survivor of Atlanta; and Carol and her daughter Sophia.

Rick adapts quickly to life in the encampment, soon becoming its defect leader alongside Shane. He and Glenn daringly raid a gun store in the city, avoiding detection by rubbing pieces of zombie remains on their clothes and skin to smell like a zombie. Rick also teaches the group to shoot, and the training comes in handy when the camp is overrun by zombies. Several survivors are bitten.

2

Afterward, Rick finds himself at odds with Shane. Rick argues that the camp is unsafe, but Shane wants to stay. Things come to a head when Rick confronts Shane in the forest while hunting. Rick suspects that Shane had an affair with Lori and now Shane feels that everything will be okay if he kills Rick. During the confrontation, Shane attempts to kill Rick, but Carl, who was following them, shoots Shane and says, 'Don't hurt my Daddy again!'

3

b) Match the definition of the comic stories.

The plot	a			The end of the story is where the conflicts or problems are solved.
The conflict	b			It is the organized pattern or sequence of events that begins the story.
The resolution	c			It is a problem that the main character or characters face

Activity 2

a) Read and put in order the following outline story

DEMON SLAYER

After his father passes away, Tanjiro takes the responsibility of earning and helping his house. That is when he goes to another village to sell charcoal. Later that day his whole family is slaughtered by demons.

The survivors of the slaughter are Tanjiro and her sister Nejuko who is possessed by a Demon and yet shows Human emotions. He wants to save her sister from the Demon. When he is running away with his sister from the village a Demon Slayer (who kills Demons with their special blades) tries to kill her sister because she essentially is a Demon.

Tanjiro defends her sister and proves that Nejuko didn't completely transform into a demon. The demon slayer suggests that the best way to save her sister from other Demon Slayers is to become a Demon Slayer himself and defend her. Demon slayer sends him to the Urokodaki, a former Demon slayer from there his journey starts and takes some twists while saving his sister.

b) Write the parts of the Outline.

the resolution   the title   written by   the plot the conflict

OUTLINE

_____ 1

_____ 2

_____ 3

_____
_____
_____

_____ 4

_____
_____
_____

_____ 5

_____
_____
_____
_____

LET'S WRITE!

- Design an outline.

Written by: _____

Title: _____

The plot;

_____
_____
_____
_____
_____
_____
_____

The conflict;

_____
_____
_____
_____
_____
_____
_____
_____

The resolution;

_____
_____
_____
_____
_____

Stage 4	THE SCRIPT		
Time: 1:30	Topic: 	How to write a comic script	
Teaching learning goals:	Students will be able to write a comic script.		
Materials	Wanted sheets Whiteboard- markets Internet English writing guide	Vocabulary	Script

Warm-up:
15m
	• Play the video "Aliens' Aftermath"
	• The teacher shares the worksheet
	• After watching, the students have to answer
	   o The best part of the story was...
	   o What would you like to change in the story?
	   o The best thing about the story is...
	• The teacher interacts with the students sharing their thoughts		

Activity 1 10m	• The teacher explains: What is a script? • The teacher shows examples of scripts. • After that, the teacher explains the basics to write a script.		

Activity 2
15m
	• The teacher explains: What is a panel?
	• The teacher shows the difference in panel formats.
	   ➢ American comic
	   ➢ Humor
	   ➢ Manga
	• The teacher indicates the format to write a panel.
	• The teacher shows examples of panels.		

Evaluation 50m	• Students have to write a script.		
Resources	https://www.youtube.com/watch?v=h1JlneAXotU warm up worksheet.pdf		

Activity 1

a) Read and Write T for True or F For False in the ( ) according to each statement.

What is a Comic Script?

A script is a document describing the narrative and dialogue of a comic book in detail. It is the comic book equivalent of a television program teleplay or a film screenplay. In comics, a script may be preceded by a plot outline and is almost always followed by page sketches drawn by a comics artist and inked, succeeded by the coloring and lettering stages. In this style, the comics writer also comics scripter, breaks the story down in the plot the conflict, and the resolution into sequences, page-by-page, and panel-by-panel, describing the action, characters, and sometimes backgrounds and "camera" points-of-view of each panel, as well as all captions and dialogue balloons.

A script is a document describing the narrative and dialogue of a comic book ( )

In comics, a script may be preceded by a plot outline ( )

The comic writer is known as a comic scripter ( )

The script has the plot and the resolution of the story ( )

The story is divided into sequences ( )

b) Identify the parts of the format script. Use the vocabulary in the box.

1Title   2Number of panels   3Number of pages

4Information of the place   5Dialogues and actions

TITLE OF BOOK #1

09.09.15 - by Your Name - youremail@youremail.com

PAGE ONE

Panel 1: Here's where the description of the first panel goes. Everything in the script except the dialogue is formatted using the "ACTION" format in this MS Word template. I bold the title, page number, and panel number manually.

1. LOCATOR CAPTION: Here's where I tell you where the scene takes place.

2. CHARACTER: Here's some dialogue! I format the dialogue (and the SFX and captions) using the "DIALOGUE" format in this template, which causes it to wrap nicely at the 2" point.

3. CHARACTER 2: After you type the character's name, hitting "TAB" will get your first line to the 2" point so all the dialogue lines up cleanly.

4. CHARACTER: I go back and type in the numbers before each line of dialogue manually when I'm done dialoguing.

5. CHARACTER: And here are a few other little formatting things...

Activity 2

a) Order the sequences of the following panels.

b)Describe the panels of the following comic page.

Title: KRAN

Page: 2

Panel 1:

Location caption:
_____
_____
_____
_____

Title: KRAN

Page: 2

Panel 2:

Location caption:
_____
_____
_____
_____

Title: KRAN

Page: 2

Panel 3:

Location caption:
_____
_____
_____
_____

Title: KRAN

Page: 2

Panel 4

Location caption:
_____
_____
_____
_____

Title: KRAN

Page: 2

Panel 5:

Location caption:
_____
_____
_____
_____

80

LET'S WRITE!

Write a script of your comic story. Remember divide the story into panels.

Title: _____

Page: ____

Panel # : _____

Location caption: _____

_____

_____

_____

_____

_____

Panel # : _____

Location caption: _____

_____

_____

_____

_____

Panel # : _____

Location caption: _____

_____

_____

_____

_____

Panel # : _____

Location caption: _____

_____

_____

_____

_____

Panel # : _____

Location caption: _____

_____

_____

_____

_____

Stage 5	THE COMIC PAGES		
Time: 1:30	Topic: How to write a design a comic page.		
Teaching learning goals:	Students will be able to design a comic page		
Materials	Whiteboard- markets Internet English writing guide Pencil Eraser Paper to draw Colors The Script	Vocabulary	Design Page Black and withe References Bubble speech Narrative
Warm-up: 10m	• Play the video "comic page design" • Interact with students by asking: ○ How complicated is designing a comic page? ○ What material you are going to use? • After that, students have to research for references according to their story and format.		
Activity 1 15m	• The teacher explains the final step. What is a comic page? • The teacher shows examples. • The teacher explains the characteristics of a comic page. ○ American pages ○ strip pages ○ Manga pages • Show examples for each format.		
Activity 2 15m	• The teacher explains the type of bubble speech. ○ Speech bubble ○ Thought bubble ○ Narration bubble • Show examples for each type.		
Evaluation 50m	• Students have designed the pages according to the scrip		
Resources	https://www.youtube.com/watch?v=2VDijjdxLty0 https://www.creativeblog.com/how-to/how-to-create-a-comic-page https://www.clipstudio.net/how-to-draw/archives/160963		

EVALUATION
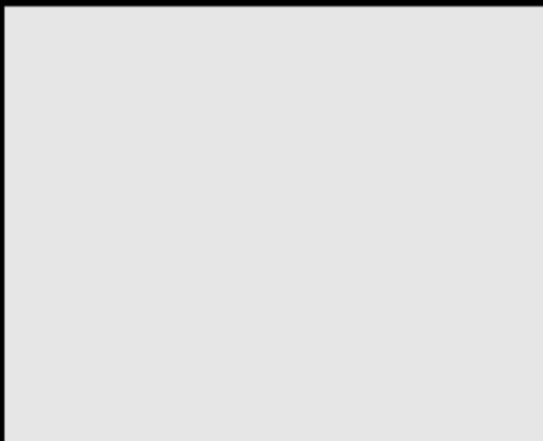
Make your comic!

Design the pages!

Page # 1   Title: _____   Author: _____

FOR RESOURCES SCAN THE CODE

CONCLUSIONS

This research work was based on applying strategies to improve writing in the students at Unidad Educativa Abelardo Moncayo, these strategies are based on the CBI approach. In addition, the didactic guide provides new activities never developed by students, making a significant contribution in the education the improving of the language.

- The most important is collect useful and necessary information to understand the language, how it is acquired and the process of writing stories. Likewise, the Content Base Instruction approach was analyzed, and its strategies was selected to be used in the design of academic guide.

- To know the theoretical information regarding the methods is necessary, to implemented this in design the tools, later surveys and the interview were designed, these tools were useful to distinguish the problem of the investigation.

- To analyzing the interview and the surveys through statistics. In addition, this chapter three allowed to identify the possible solutions to the problem.

- The purpose of the investigation was about to design an academic guide with activities that involve the improvement of writing. Therefore, the theoretical framework and the main contributions made by the previous chapters were applied on it.

RECOMMENDATIONS

- Content- Base- Instruction is an approach that provides adequate strategies which are very suitable in the creation of activities. It is important to mention that the acquisition of a second language is a process and it approach offers new options to teach the language. Therefore, is necessarily to understand about this approach and take advantage of it.

- Writing skills can be developed based on the creation of stories, consequently it is necessary to generate interest in students to practice writing. CBI strategies should be applied by the educator in the classes in order to develop writing.

- The data collected indicates that writing production is less develop than the other skills. Based on these results it is recommended to activate the interest of develop writing, besides teach writing through the Content of the language should generate curiosity of acquiree the second language.

- English teachers should be a guide to the learners and motivation is the most important features in the process of learning. Writing involves creativity and patience and the teachers have to provide them to the learners also offer adequate feedback.

BIBLIOGRAPHY

Almekhlafi, A. (2020). Difficulties in Teaching and Learning Grammar in an EFL Context. *International Journal of Instruction*, 70.

Archana, S. (2016). ROLE OF A TEACHER IN ENGLISH LANGUAGE TEACHING (ELT). *Trans Stellar*, 3.

Baker, L. M. (2006). *Observation: A Complex Research Method.* Library Trends.

Bellamy, J. (2022, 02 19). *PARAGRAFFS*. Retrieved from PARAGRAFFS: https://paragraffs.com/why-are-writing-skills-important/

Bilal, H. A. (2013). INVESTIGATING THE PROBLEMS FACED BY THE TEACHERS IN. *ASIAN JOURNAL OF SOCIAL SCIENCES & HUMANITIES*, 238.

Bio, D. O. (2009, July 7). *bestofbilash.* Retrieved from bestofbilash: https://bestofbilash.ualberta.ca/content.html

Bowling, A. (2005). *Handbook of health and research methods.* New York: Bell and Bein.

CEFR. (2010). *Common European Framework of reference for languages: Learning, Teaching,Assesment.*

Comercio, E. (2019, Diciembre 30). El Comercio. Quito, Quito, Ecuador.

Couch, C. (2020). The Publication and Formats of Comics, Graphic Novels, and Tankobon. *Image and Narrative* .

Creswell, J. (2005). *Desing and conducting mixed method research.* Nwe York.

Dr. Michael F. Dorsey. (2010, June 19). *About AppliedBehaviorAnalysisEdu.org.* Retrieved from About AppliedBehaviorAnalysisEdu.org: https://www.appliedbehavioranalysisedu.org/about-us/

Equipo editorial, E. (2020, septiembre 29). *Equipo editorial, Etecé.* Retrieved from Equipo editorial, Etecé: https://concepto.de/metodo-inductivo/

Gottlieb, R. (2020, August 12). *LIVE FOR FILMS*. Retrieved from LIVE FOR FILMS: https://www.liveforfilm.com/2020/08/12/comics-in-class-how-comic-books-benefit-learning/

Guedim, Z. (2020, december 20). *5 Theories of Language Development: How Languages Came to be*. Retrieved from 5 Theories of Language Development: How Languages Came to be: https://edgy.app/theories-of-language-development

HARAPPA. (2020, May 22). *Writing Skills: Significance Of Writing Skills*. Retrieved from Writing Skills: Significance Of Writing Skills: https://harappa.education/harappa-diaries/improving-writing-skills-at-work/

Jamieson, P. (2018, June 08). *proofreadnow.com*. Retrieved from proofreadnow.com: https://www.proofreadnow.com/blog/7-benefits-of-creative-writing-exercises

Jeffrey, R. (2016). *Open Oregon educational resources*. Retrieved from Open Oregon educational resources: https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/

Jiaying, M. (2015). Research on English Reading Teaching Based on CBI. *atlantis-press.com*, 282.

Jiaying, M. (2015). Research on English Reading Teaching Based on CBI. *Atlantis-press*, 282.

Katuura, C. (2015). *English teacher's guide.* United States: Rwanda Education Board.

LOEI. (2011). *Ley Organica de Educacion Intercultural.* Quito.

Meng, J. (2015). Research on English Reading Teaching Based on CBI. *Atlantis press*.

Niño, F. L. (2018). Building Writing Skills in English in Fifth Graders: Analysis of. *English Language Teaching*, 103.

Noviyenty, L. (2021). *Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup.* Atlantis Press.

Oishi, S. M. (2003). *How to conduct in- person interviews for surveys.* United Satates: Sage Publications.

Onyema, E. M. (2020). Impact of Coronavirus Pandemic on Education. *Journal of Education and Practice*, 108-109.

Parra, O. (2021). *Evaluating the Meeting Solutions Used for Virtual Classes in Higher.* Cuenca- Ecuador: scitepress.org.

Rintaningrum , R. (2016). *Proceeding.* Indonesia: JAMBI.

Rodgers, J. C. (2001). *Approaches and Methods in Language Teaching.* Cambridge Language Teaching Library.

Romero, Í. R. (2020). Advantages and disadvantages of teaching English. *Pro Sciences*, 74.

Sampieri, H. (2014). *Metodología de la investigación.* México: McGRAW-HIL.

Schütz, R. E. (2019, October). *Stephen Krashen's Theory of Second Language Acquisition*. Retrieved from Stephen Krashen's Theory of Second Language Acquisition: https://www.sk.com.br/sk-krash-english.html

Senel, E. (2018). The Integration of Creative Writing into. *International Journal of Languages' Education and Teaching*, 119.

Sethupathi, V. (2020, 07 23). *The English Language Centre*. Retrieved from The English Language Centre: https://www.elc-schools.com/blog/4-reasons-why-learning-english-is-so-important/

Telegrafo, E. (2015, Diciembre 13). El ajuste curricular se implementará a partir de septiembre de 2016. *El Telegrafo* .

Tempone, D. (2021, 06 15). *DOMESTIKA*. Retrieved from DOMESTIKA: https://www.domestika.org/en/blog/8071-what-is-a-comic-book-and-what-are-its-main-features

Vargas, A. (2020, Agosto 13). *noticias.utpl.edu.ec.* Retrieved from noticias.utpl.edu.ec: https://noticias.utpl.edu.ec/como-mejorar-la-pedagogia-en-la-ensenanza-del-ingles

Villalobos, O. B. (2014). *Content-Based Instruction:.* Costa Rica .

Westreicher, G. (2020, Mayo 19). *Economipedia.com.* Retrieved from Economipedia.com: https://economipedia.com/definiciones/metodo-deductivo.html

WGU. (2020, May 27). *WGU a new kind of U*. Retrieved from WGU a new kind of U: https://www.wgu.edu/blog/what-constructivism2005.html#close

Zagada, M. (2019, February 12). *go FLUENT*. Retrieved from GO FLUENT: https://www.gofluent.com/blog/importance-of-writing-in-language-learning/

ANNEXES

Annex 1: Research work approbation.

UNIVERSIDAD TÉCNICA DEL NORTE
Resolución No. 173-SE-CACES-2020

FACULTAD EDUCACIÓN, CIENCIA Y TECNOLOGÍA
IBARRA-ECUADOR

HONORABLE CONSEJO DIRECTIVO
Resolución HCD-SO-18-No.0589-2022

CONSIDERANDO:

Que, el artículo 350 de la Constitución de la República señala que: "El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo".

Que, el artículo 355 de la Constitución de la República dispone: "El estado reconocerá a las universidades y escuelas politécnicas autonomía académica, administrativa y orgánica acorde con los objetivos del régimen de desarrollo y los propios establecidos en la Constitución".

Que, el artículo 424 de la Constitución de la República establece: "La Constitución es la norma suprema y prevalece sobre cualquier otra del ordenamiento jurídico. Las Normas y los actos del poder público deberán mantener conformidad con las disposiciones constitucionales; en caso contrario carecerá de eficacia jurídica".

Que, el artículo 426 de la Constitución de la República indica: "Todas las personas, autoridades e instituciones están sujetas a la Constitución".

Que, el artículo 4 de la Ley Orgánica de Educación Superior establece: "El derecho a la educación superior consiste en el ejercicio efectivo de la igualdad de oportunidades, en función de los méritos respectivos, a fin de acceder a una formación académica y profesional con producción de conocimiento pertinente y de excelencia [...]"

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria del 20 de julio del 2022, conoció el oficio s/n suscrito por el Msc. Obando Arroyo José Miguel; Coordinador de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros dirigido al Magíster José Revelo Decano de la FECYT en el cual indica: "*Reciba un saludo cordial. Mediante el presente tengo a bien dar a conocer a Ud. que en reunión ordinaria asesora llevada a cabo el día 27 de junio de 2022, se recibió el informe de comisión asesora relacionado con el plan de investigación "CONTENT-BASED INSTRUCTION STRATEGIES APPLIED IN COMICS TO REINFORCE THE WRITING SKILLS OF THIRD BGU STUDENTS AT "UNIDAD EDUCATIVA ABELARDO MONCAYO" DURING 2022-2023" de autoría del Sr. estudiante Byron Vinicio Morales Jijón. Una vez que el estudiante ha realizado las correcciones sugeridas, se lo presenta para que sea aprobado en Consejo Directivo.*".

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología, al amparo de lo determinado en el Art. 44 literal k) del Estatuto Orgánico de la Universidad Técnica del Norte, **RESUELVE:**

1.-Aprobar, el trabajo de Integración Curricular titulado: "CONTENT-BASED INSTRUCTION STRATEGIES APPLIED IN COMICS TO REINFORCE THE WRITING SKILLS OF THIRD BGU STUDENTS AT "UNIDAD EDUCATIVA ABELARDO MONCAYO" DURING 2022-2023" de

autoría del Sr. estudiante Byron Vinicio Morales Jijón, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

2.-Notificar, con el contenido de la presente resolución para su ejecución al Msc. Obando Arroyo José Miguel; Coordinador de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros y al Sr. Byron Vinicio Morales Jijón.

En unidad de acto suscriben la presente resolución el Magister José Luciano Revelo Ruiz, en su calidad de Decano y Presidente del Honorable Consejo Directivo y el Abg. Clever Raúl Torres Torres, en calidad de Secretario Jurídico.

Particular que comunico para los fines legales pertinentes.

Atentamente,
"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"

Msc. José Luciano Revelo Ruiz
PRESIDENTE HCD-FECYT

Abg. Clever Raúl Torres Torres Msc.
SECRETARIO JURÍDICO

Annex 2: Instrument application request.

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-739-O
Ibarra, 07 de julio de 2022

Magíster
Dalia Rosero
RECTORA DE LA UNIDAD EDUCATIVA ABELARDO MONCAYO

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle, se brinde las facilidades necesarias al Señor BYRON VINICIO MORALES JIJÓN, portador de la cédula de ciudadanía 1003788369, Estudiante de octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación, para el desarrollo del trabajo de grado con el tema; "CONTENT-BASED INSTRUCTION STRATEGIES APPLIED IN COMICS TO REINFORCE THE WRITING SKILLS OF THIRD BGU STUDENTS AT UNIDAD EDUCATIVA ABELARDO MONCAYO DURING 2022-2023"

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Dr. José Revelo
DECANO DE LA FECYT

Annex 3: Interview questions.

1. **What methodology do you use commonly in your classes?**

2. **What kind of activities do you realize to practice student writing?**

3. **What strategies do you use to develop writing skills?**

4. **Do you like to innovate your, classes?... How?**

5. **Would you like to use an academic guide to improve the writing skills of your students?**

Annex 4 : Student's survey.

Cuestionario

Estimado(a) Participante

El siguiente cuestionario tiene como propósito recolectar información sobre los intereses que usted posiblemente tenga en aprender Inglés. Se solicita de la manera más comedida se concentre y asimismo de las manera más fiable y confiable responda en las preguntas que se le muestran a continuación:

Marque en la casilla, escoja su mejor respuesta. Utilice una X

1. Que tan necesario consideras aprender Inglés.

Muy necesario ( )   Poco necesario ( )   Necesario (X)   Nada necesario ( )

2. Con que frecuencia utiliza el Idioma Inglés.

Muchas veces ( )   A veces ( )   Poco (X)   Nunca ( )

3. En que situaciones utiliza más el Idioma Inglés.

Estudios ( )   Investigaciones ( )   Redes Sociales (X)   Entretenimiento ( )

4. Que te gusta hacer en tu clase de Inglés.

Aprender Teoría ( )   Completar ejercicios ( )   Hacer proyectos ( )   Aprender Vocabulario (X)

5. Que tan satisfecho estas con lo que aprendes en clases de Inglés.

Muy satisfecho ( )   Poco satisfecho ( )   Satisfecho (X)   Nada satisfecho ( )

6. De las siguientes actividades cual realiza más a menudo tu profesor.

Estudiar Gramática (X)   Hablar ( )   Escribir ( )   Otras: _____

7. Que tan complicado es para ti escribir en Inglés.

Muy difícil ( )   Difícil (X)   Regular ( )   Fácil ( )

8. Con que frecuencia escribes en Inglés.

Muchas veces ( )   A veces ( )   Poco (X)   Nunca ( )

9. Te gustaría usar los comics en clases y aprovechar esas historias para mejorar tu aprendizaje del Idioma Inglés.

Si (X)   No ( )

10. Cuál es el tipo de historia que tu prefieres leer.

Super héroes ( )   Fantasía ( )   Aventuras ( )   Ciencia ficción (X)

Annex 5: Survey application.

Annex 6:

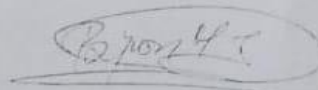Atuntaqui 28 de noviembre del 2022

MSc. Dalia Rosero Tejada

Sra. Rectora de la Unidad Educativa "Abelardo Moncayo"

Presente. –

Extiendo un saludo, conociendo su labor y las actividades que realiza, me dirijo a usted muy respetuosamente yo MORALES JIJON BYRON VINICIO con CI. 1003788369 en calidad de docente externo, para solicitarle muy comedidamente la apertura para la socialización a los docentes de la institución sobre una guía realizada por mi persona, la misma que servirá de capacitación académica respecto a la docencia de forma más organizada y profesional.

Por lo cual requiero de su valiosa colaboración correspondiente realizando las gestiones pertinentes para llevar a cabo mi petición.

Me despido agradeciéndole la anticipada atención a la presente. Éxitos en sus acertadas funciones.

ATENTAMENTE
MORALES JIJON BYRON VINICIO
CI. 1003788369

UNIDAD EDUCATIVA "ABELARDO MONCAYO"
RECIBIDO
Fecha: 28-11-2022 Hora. 08:45
Firma.