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**Using Comics as a Strategy to Develop Reading Skills in Fifth Graders at 28 de
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DEDICATION

This research is dedicated to each and every person who has instructed, helped, encouraged and supported me when I needed it. To my parents, Diego & Maira, for their daily effort and tireless determination that have been my example and guide. To my sister, Zahide, for her unconditional support at all times. To my grandparents, aunts and uncles, for their words of encouragement. To my best friend Yadira, for being a source of inspiration for her unbreakable will and resilience in the face of any problem. To my thesis director, Mr. Fernando Flores, for his wisdom that has guided me through every step of this work, for his patience in every mistake and the enthusiasm he transmits to his students. To all those already mentioned, thank you for everything.

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RESUMEN

El presente trabajo de investigación tiene como propósito analizar las dificultades que enfrentan los estudiantes de la Unidad Educativa 28 de Septiembre en el desarrollo de sus habilidades de lectura en inglés. El objetivo principal es diseñar una guía académica que fortalezca las estrategias de enseñanza y fomente el interés por la lectura en este idioma. Inicialmente, la guía se enfocará en mejorar la comprensión lectora a través del uso de cómics, proporcionando un proceso estructurado que guíe a los estudiantes en la interpretación de textos visuales y escritos. Además, esta guía está diseñada con base en el enfoque de Content-Based Instruction (CBI) y sus estrategias, garantizando que el material sea académico y útil para la enseñanza del inglés. Desde un punto de vista metodológico, la investigación empleó técnicas y herramientas de enfoques cualitativo y cuantitativo para identificar la problemática y recopilar información relevante que permitiera plantear una solución efectiva. El enfoque cualitativo facilitó el desarrollo del marco teórico, permitiendo comprender los fundamentos esenciales del aprendizaje de la lectura en inglés y diseñar instrumentos para recolectar datos. Por otro lado, el enfoque cuantitativo permitió realizar un diagnóstico detallado de las dificultades específicas de los estudiantes. Como resultado, se elaboró una guía académica que ofrece estrategias claras y ejemplos prácticos para mejorar la comprensión lectora a través del análisis y la interpretación de historias en cómics, siguiendo un proceso detallado que permite a los estudiantes fortalecer sus habilidades de lectura en inglés de manera efectiva y atractiva.

Palabras Clave: enseñar, estrategias, comic, Content- Base Instruction, académico, EFL

ABSTRACT

The purpose of this research is to analyse the difficulties faced by the students of the 28 de Septiembre Educational Unit in the development of their reading skills in English. The main objective is to design an academic guide to strengthen teaching strategies and encourage interest in reading in English. Initially, the guide focus on improving reading comprehension through the use of comics, providing a structured process to guide students in the interpretation of visual and written texts. Furthermore, this guide is designed based on the Content-Based Instruction (CBI) approach and its strategies, ensuring that the material is academic and useful for teaching English. From a methodological point of view, the research employed both qualitative and quantitative techniques and tools to identify the problem and gather relevant information for an effective solution. The qualitative approach facilitated the development of the theoretical framework, enabling an understanding of the essential foundations of learning to read in English and the design of data collection instruments. On the other hand, the quantitative approach allowed for a detailed diagnosis of the students' specific difficulties. As a result, an academic guide was developed that provides clear strategies and practical examples for improving reading comprehension through the analysis and interpretation of comic book stories, following a detailed process that enables students to strengthen their English reading skills in an effective and engaging way.

Keywords: teaching, strategies, comics, Content-Based Instruction, academic, EFL

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INTRODUCTION

There are several advantages of learning a second language in this contemporary age. In fact, this learning has become the gateway to appreciating new cultures, art, music, or even philosophies which create an important personal development and a wide range of opportunities in several fields like education, business, medicine, engineering, and more. In addition, English knowledge development creates a way where learners are able to meet new horizons around the language, increasing their perspectives not only regarding the skills improvement but also in the personal development that English leads students reach. (Casmana et al., 2023)

Nowadays, English language has been established as an idiom for neutral communication around the world, making the domain of this language a necessity. This is well known as a lingua franca which gives the facility of cultural exchanges, international business and a wide range of access to information. Moreover, in the current context, where the world is experiencing an intercontinental connection, cultural crossover is common and, proficiency in the English language is essential to communicate with people from anywhere.

For the specific case of reading skill development, there are some issues at the moment to increase its understanding. These problems are currently related with the lack of interest in the beginning stages of learning English process, methodology based on repetition or absence of didactic material for the purpose. Additionally, read in English is mayorly present in a monotonous form, failing in the mission of catch student's attention keeping in their minds as a challenge instead of a dynamic form to internalize whatever type of knowledge. According to the mentioned above, teachers ought to apply more engaging teaching methods aiming to students' interest and providing innovative interactive resources with practical uses in real contexts. Furthermore, the process of teaching English as a second or foreign language has undergone substantial changes. One of the most significant shifts lies in the transformation of language teaching practices, moving from activities where the teacher was the central figure in the classroom to those that place students as the main focus and center of attention (Andrade-Molina et al., 2018).

Problem

In Latin America, teaching English has become a crucial issue; however, the learning and domain of this language is a challenge for most of the people. For instance, people face several problems such as traditional teaching methods, lack of digital resources, no motivation or engagement and the mood of learners. In addition to all these problems, there is a lack of support plans for teaching of English, and this is demonstrated by the fact that, in some countries there is no curriculum or the enough hours available for English making difficult to ensure a correct development of this subject, it hinders the way for people who want to master the language to do it. (Farias, M.et al., 2008)

Regarding to Ecuador, this problematic is not an exception. The level of English in this country is located in the position number 82 of 116 in the *EF English Profency Index 2024 inform* according EL UNIVERSO (2024) It reflects that the knowledge of English is very low compare with the other countries in Latin America. This situation can be analyzed from different perspectives such as methodological, didactic and psychological. Regarding methodological part, for students the traditional teaching methods, which are based on rote learning and repetitive drills, poses a significant obstacle. Talking about didactics, the scarcity of digital tools limits the ability of learners to perfect their language skills in a way that reflects the problems of excluding new teaching instruments. In the psychological perspective, students could result without motivation caused of the problems mentioned above, it could generate the wrong idea that learners are not supported from their teachers considering English learning extremely difficult.

Some of the issues mentioned above are also evident within the “28 de Septiembre” school. The methodological approaches employed remain traditional, with a strong emphasis on English grammar and word memorization. Additionally, the institution lacks appropriate teaching materials to support its activities. Instead, it relies heavily on repetitive practices and rote learning. As a result, this institution reflects broader challenges faced both within the country and across Latin America.

Questions

How effective are comics as a teaching strategy for developing reading skills in students?

What specific aspects of reading skills are most effectively developed through the use of comics in the classroom?

How does the integration of comics into reading lessons impact student engagement and motivation compared to traditional text-based materials?

Background

This research analyzed other investigations, books, and research papers to provide essential support for the topics under discussion. Various authors and studies that address the main variables directly support this study

In the investigation of Nishonova “The power of comics: fostering primary school pupils' interest in english lessons”. It is necessary to highlight the practical implementation of comics that propose some changes in the objectives and curriculum standards where in conclusion demonstrates how dynamic this resource is and how its integration not only encourages the development of reading skills but also deals with the challenges faced by beginning readers. (Nishonova, 2024).

Additionally, page 204 of Richards and Rodgers’ book, *Approaches and Methods in Language Teaching*, provides valuable insights into content-based instruction (CBI), a method that integrates language learning with subject matter content. This approach emphasizes using meaningful and relevant topics to enhance language acquisition while simultaneously building knowledge in other disciplines. This book provides a comprehensive explanation of CBI's fundamental ideas where it is highlighting implementation tactics, and the task for all the participants involved in the learning process, including curriculum, teachers, students, and materials. It also offers detailed instructions for developing classes that are both content-driven and successful, which was indispensable for this research

Cartwright, K. B. (2023). Presents a complete guide in his book “Executive skills and reading comprehension: A guide for educators” this resource describes some activities that be very useful for the development of this research, since its target audience are children who find it difficult to improve their reading comprehension with activities such as connecting to prior knowledge, self- questioning, predicting, using text structure and more that increase the reading gains in where all of them adapt an impressive perspective. It is crucial for this investigation to provide essential information for the development and theoretical framework as well.

Justification

The importance of this research lies in the creation of new teaching resources for the development of reading comprehension. This is supported by the critical role that reading plays in accessing knowledge, promoting critical thinking, and enhancing communication skills, which are essential in both academic and real-world contexts. This proposal, which acts as a guide through a virtual platform, aims to spark student interest and promote learning through innovative and engaging strategies.

Students with difficulties in reading need new engaging strategies to take part in the process of improving it. That’s why this investigation focuses on the application of

Content-Based Instruction strategies which give appropriate support in the development of reading. Moreover, Content-Based Instruction (CBI) is an approach that integrates language instruction with content learning, called content-based language teaching or content-based language instruction. CBI grew out of the commitment of second-language acquisition theory and practice to meaningful and purposeful communication. (Zakhia Doueihy & François, 2022)

Developing reading comprehension is essential for academic success and lifelong learning, as it enables individuals to understand, analyze, and apply information effectively. According to Snow (2002), "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." This skill is crucial in navigating complex texts, fostering critical thinking, and building knowledge across disciplines. Furthermore, Guthrie et al. (2004) emphasize that "engaged readers who comprehend well are more likely to achieve higher levels of academic performance and personal development." By improving reading comprehension, students can not only excel in their studies but also cultivate a deeper connection to diverse perspectives and ideas.

In short and long term these investigations and proposal have as focuses group the fifth level students at 28 de Septiembre High School who provides with interactive new material supported by research. Where through an innovative strategy they are able to concrete their knowledge while strengthening collaborative work and most importantly enhancing their reading skills.

During this enjoyable procedure teachers can propose a change in some activities or add some new features to focus on another necessary skill. Even, they are capable of implementing this program at different levels and students. In contrast, learners can share their learnings from lectures with their acquaintances, being all the mentions indirect beneficiaries of this investigation.

Objectives

General objective

- To propose comics as a strategy for developing reading skills in Fifth Grade students at 28 de Septiembre School

Specific objectives

- To analyze the reading habits and of Fifth Grade students at 28 de Septiembre School
- To determine the reading strategies used by English teachers at 28 de Septiembre High School in the improvement of reading skills.
- To Design a virtual guide based on comics for the development of reading skills at 28 de Septiembre High school.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Learning English as a second language

Nowadays, it is indisputable that English has an increasing domain in the world. Around the planet has been created a necessity to be capable for all the people to understand English. Moreover, it is not only a question of being able to communicate with the rest of the world, managing a second language can be helpful for academic, personal, business or professional. This is why many second language English learners are driven to improve their academic writing, reading, and listening skills primarily. Furthermore, they are motivated to enhance their speaking abilities to demonstrate and enhance their fluency and proficiency by confidently engaging with native English speakers. (Ilyosovna, 2020)

However, the task of learning a second language (L2) is not easy at all considering that interaction is one of the strongest points in the processes of internalizing the knowledge and putting into practice what learners catch from their educators. As Vo's article mentions, the relationship between interaction and second language (L2) acquisition, particularly through task-based language teaching. In Vo reviews existing literature, highlighting how interactive tasks can significantly enhance learner-learner interactions, which are crucial for L2 development. (Vo, 2018)

Even though native speakers guide the processes there are some points that could be wrong explaining, unaware or skipping it such as grammar structures, phonetical knowledge or vocabulary context understanding. This creates a deficiency in the process of learning for the people who are under the charge of them. This observation underscores a potential gap in the effectiveness of native speakers as language instructors, suggesting that their proficiency in the language does not necessarily translate into pedagogical competence. (Walkinshaw & Hoang Oanh, 2014).

In order to fill these knowledge gaps generated by the lack of pedagogical development or difficulties at the time of learning, learners can complement with technology. (Dooly, 2018) mentions that this is the era in which educators have the facility to innovate their classrooms in unexpected ways. Highlighting the potential of creating interactional language learning based on the diversity of applications available to educators.

The language learning and teaching process has undergone a significant paradigm shift, influenced by advancements in educational research and classroom practices. These developments have expanded scientific and theoretical understanding, particularly by recognizing students' diverse learning styles when acquiring a second or foreign language. Traditionally, foreign language learning was viewed as a process primarily focused on the repetition and imitation of vocabulary and grammatical structures (Obando et al., 2017). The teacher was often regarded as the sole source of knowledge, with a limited role to transmitting information to students.

This traditional perspective has evolved substantially, leading to the adoption of new approaches that emphasize student-centered learning and active participation. To further

examine this transformation, the following sections present different learning theories that have contributed to reshaping the roles of teachers and students in language education.

1.2 Learning Theories

The development of knowledge has its complete base in how learners learn, and this is the reason why through the years humanity is looking for and improving the best way in how to teach. There are a lot of theories that in the past or including now are used for different ends or purposes as mentions Pange, A., & Pange, J. (2011). “The principles of Behaviorism could be used to teach the facts, thus the «what», the principles of Cognitivism could be used to teach procedures and principles, thus the «how» and, the principles of Constructivism could be used to teach the causation and the more complex notions, thus the «why».

In the information on the table above is mentioned how each theory works. This comparison of theories demonstrates that there is not just one correct way to be involved in the learning process. Meanwhile, some of the theories just lead that L2 students develop their knowledge with different strategies, other theories take the lead to teach what for each one is more necessary.

On the one hand, behaviorism takes an archaic perspective putting into practice principles as observation of behaviors, imitation and the most important part; stimulus to get responses. In another hand, constructivism takes a contemporary vision creating a meaningful development of knowledge with bases as personal understanding, own creation of information or freedom in the search for knowledge.

1.2.1 Constructivism

In the context of this investigation this theory is the most accurate. Due to in agreement with the investigation of Saleem & Azam the constructivism has interesting points that highlight the collaborative and interactive learning environments where the presence of a professor or partner facilitates self-corrections and better comprehension in the variety of topics. (Saleem & Azam, 2014)

The perspective discussed above leads the L2 learners to improve their self-confidence and skills in the process of learning, giving students a large number of challenges with rich resource environment that allow the exploration of different options, self-questioning, independence and creativity. (Harjali, 2019)

1.3 Methods and Approaches

Facilitators use approaches as a guide to develop the skills in L2 learners in the best way. These methods and approaches are the theory base which is adapted to create activities according to the weaknesses or strongness of each student in order to create a well experience in the process. In the large part of history, was develop a wide range of methods and approaches existed to teach language, such as Richards, J. C., & Rodgers, T. S. (2014) mention:

- Total Physical Response

- The Silent Way
- Community Language Learning
- Suggestopedia
- Whole Language
- Multiple Intelligences
- Neurolinguistic Programming
- The lexical approach
- Competency-Based Language Teaching

Richards, J. C., & Rodgers, T. S. (2014).

As is mentioned, there is a wide list of different approaches, methods and techniques. Each of these has their similarities and differences for instance is important to choose the correct one for the topic, environment and type of class for each group of students or type of teacher's methodology ensuring students the reaching of their objectives.

But, how to make decisions about the use of which technique or method for which person or group? It has not been created a perfect one without issues or that ensure an explicit advance in the development of English skills in everybody. However, it is the teacher's (liderazgo) which luring the attention of students through interactive activities which awaken interest and boost caption of information. (Onishchuk et al.2020)

1.4 Content-Based Instruction (CBI)

Content-Based Instruction (CBI) possess the right qualities to be completely effective in the construction of different abilities. Moreover, this model highlights the combination of content and language objectives allowing L2 learners to construct useful knowledge grammatically correct for writing, reading and comprehension skills, actually, it is capable to develop speaking skills as well, being possible the understanding of the language both within and outside the classroom. CBI makes a difference integrating several contents into the classroom in contrast to the traditional methods just focus in teach English as mentioned Adhikary (2020)

In addition, CBI allows the mixing of linguistic syllabus that in the majority of cases are used for the development in different institutions and levels with a thematic syllabus that are more appropriate for L2 learners. Furthermore, CBI is an effective way for learning by heart about real world language and culture promoting students' intellectual and linguistic development. (Salim Kazar, 2024)

1.4.1 Key Components of Content-Based Instruction (CBI)

Based on the flexibility of this CBI, it allows professors create guidelines and environment comfortable but challenging for students which facilitate both L2 learners and teachers evidence certain errors and correct them. This permit creates a scaffolding development where the complexity of each task is equivalent to learners' skills.

In another hand, this method has key points to ensure that all the participants in the process of learning reach the well understood and develop of skills. These key aspects described by Stoller, F. L. (2002) were committed to content learning, complexity,

motivation, engagement and control. Each of them prepares a field where students go through a process according to their level of knowledge and how far they can be tested with different tasks.

1.4.1 CBI Teacher Role

Regarding how teachers play their part, they perform the crucial role acting as a guide in the acquisition of content and language. These facilitators have the opportunity to create an environment that supports and encourages the active learning in each student. Besides this, professors must design interactive activities, deep explanations, give students effective feedback, and being open to contribute with the several issues of students. (Setiyadi, 2020)

Additionally, educators have the obligation to engage students in this process making sense topics and leading to understanding each aspect of it. After all, teaching is not just a question of presenting information to students. As mentioned by Vaughn et al. (2024) it is a process where professors connect with students through different strategies like group work, discussions or ludic activities creating a meaningful experience of learning.

1.4.2 CBI Students Role

Content-Based Instruction L2 learners pass through different challenges to become, as this method seek it, autonomous people who take charge of their own academic and skills development, taking each opportunity provides for the teachers to create a meaningful language and collaborative improvement. This last one as a strong point, in consideration of the fact that students face reality to take an active role where they have work together actively. It changes the course of action for people who are accustomed to independent learning, now starting to collaborate in groups. (Xu et al.2023)

Initially, students may exhibit shyness or worried to take part in the class. Correct encouragement is necessary to students develop their active role correctly. L2 learners' progression must be celebrated by the teacher to make students more confident and willing to express themselves freely.

1.4.3 CBI Strategies

Content-Based Instruction Strategies in Language Teaching propose an extended list of strategies highlining adaptability in several areas, meaningful learnings of backgrounds and characteristics, and context understanding.

In agreement with Turdieva. N.M (2023) Activities realized in the classroom must create a significant development in learning instead of just repeating or being spectators of the process. This method presents the most effective and natural way to learn, focusing on learning during a certain normal activity like a lecture about their favorite artist, or even watching a movie.

However, how does a correct CBI strategy? It can follow several principles. The most used for being integrated naturally according Turdieva. N.M (2023) can be:

- Extended input and practical output with integrated feedback on language and content.
- Use of integrated skills (reading, writing, speaking, listening) through natural classroom activities.
- Task-based activities, project work, and cooperative learning principles.
- Strategy training and planning to develop metacognitive, strategic learners.
- Visual aids (e.g., photos, maps, language ladders).
- Contextualized grammar guidance.
- Synthesis activities for demonstrating written and oral knowledge.

1.5 Comics

Comics can be described as a consequential image who employed different technics of drawing and dialogues creating a unique form of literature. This amalgamation of visual and written narrative tells different histories making use of resources like different dimensions, temporal fractures, special characters or deep histories. Using colorful cover page designs, page layout specialist for comics and panels with borders that begging from this style. (Laubrock and Dunst, 2020)

1.5.1 Comic structure

This resource has been used for a long time, and it has been improving over the years. However, the principal characteristics continue to be the same as the beginning of it. In fact, each comic contains specific genres like adventure, romance, fantasy, fiction or horror, also the characteristic frames or panels where the history is told through images, and the dialogues frames where what each character says is written.

Those are the principal part for a comic, even if we are talking about a DC Comics or a Manga originally from Japan this specification does not change. In some cases, how each author illustrates their histories can change as the case of Mangas which always are monochromatic drawn, or the number of panels that each page can contain depending on the importance of the panel who in some cases can cover an entire sheet. Even the numbers are not consistent due to it depending on the editorial and the large of the cap or simply authors' ideals.

1.5.2 How Comic Books Benefit Learning

As much as at first glance it may just look like an entertaining mix of images and colorful characters, it is certainly a text with vocabulary to acquire, grammar structure for analyzing and unique impressive worlds to take part. Furthermore, its memorable characters, vivid illustrations and engaging stories help the anxiety of the students, illustrations facilitate the understanding over the context making the experience for young readers an enjoyable one. (Kuttner et al.2021)

1.5.3 Parts of a comic story

As whichever other text stories, comics built a narrative structure where the parts not always are organized, maybe presented the conflict at the beginning, then the plot and

finally the resolution of the problem. In fact, these 3 components are essential for the development of the story.

During these 3 stages we can observe the development of the principal problem, the presentations of the principal and secondary characters, how the principal enemy or problem appears, or even the background for all of them, and the end of the story with the principal problem being solving.

1.5.4 Elements of a comic

This strategy counts some interesting elements, everyone has a special utility like just being used to describe sounds or specific actions.

Speech bubble: It is represented as a rectangle which starts from one character mouth, used to represent a dialogue.

Thought bubble: It is represented as a circle which starts from one character head, this one allows you to read the thinks of a character

Narration bubble: This is a large rectangle where the situation is described and how it continues

Onomatopoe words: Those are variety of words used in specific situations for describe a sound or movement like the well-known “crash” or “boom” used for a punch.

1.6 Common European Framework of Reference

Common European Framework of Reference (CEFR) is one of the most influential frameworks around the world. This describes the level of proficiency in each skill of the language, dividing into six different levels A1, A2, B1, B2, C1 and C2 where beginners start at A level, and it goes increasing depending on the level knowledge to become advanced in C level.

This is a scaffolding development where in each level L2 learners must demonstrate the complete understanding and production of language according to the level they are. According to Zaki & Darmi (2021) students by level must:

Table 1
English Levels

LEVEL	DESCRIPTION
C2	<ul style="list-style-type: none">Understand almost everything heard or read effortlessly.

	<ul style="list-style-type: none"> • Summarizes information from various sources clearly. • Expresses ideas fluently and precisely, even in complex situations.
C1	<ul style="list-style-type: none"> • Understands demanding texts and implied meanings. • Communicates fluently and spontaneously. • Using language flexibly for social, academic, and professional purposes. • Produces clear, detailed texts with effective structure and cohesion.
B2	<ul style="list-style-type: none"> • Understands main ideas of complex texts, including technical topics. • Interact naturally with native speakers. • Write clear, detailed texts and explain viewpoints on diverse subjects.
B1	<ul style="list-style-type: none"> • Understands main points of familiar topics in work, school, or leisure. • Handles situations while traveling in areas where the language is spoken. • Write simple, connected texts and explain opinions or plans briefly.
A2	<ul style="list-style-type: none"> • Comprehends simple statements and expressions pertaining to urgent requirements (such as shopping or family). • Communicates through basic, everyday actions. • Gives a brief description of the background, surroundings, and urgent needs.
A1	<ul style="list-style-type: none"> • Comprehends and employs simple expressions for urgent need. • A • asks and responds to simple personal questions while introducing oneself and others.

- If the other person speaks properly and slowly, it's easy to interact.

(Common European Framework of Reference, 2020)

1.7 L2 CEFR regulations in Ecuador

As well as the world adopted the Common European Framework of Reference in the Ecuadorian context it has the same way. Ecuador has used CEFR as a guide to implement the L2 acquisition in all the levels of education being the goal each student reach a B1 level at the end of the high school. As shown in the following picture.

Table 2
Ministry of Education L2 learning in high schools in Ecuador



Taken from: Ministry of Education of Ecuador (2019)

During the process the ministry of education of Ecuador develop a curriculum that act as a guide to increase the skills of students for reaching the goals stablish for each grade of education in Ecuador. This system generates a referred normative that allows both teachers and students to improve the skills of L2 learners.

1.8 English skills

The idea of communicating in an assertive way can be possible when L2 learners possess the ability to comprehend and respond in whatever context. Moreover, extended development of skills is a utility for spanning culture and knowledge. But what is a skill? It is the aptitude for performing a specific activity in the right way. In English, we have two groups of them, one for production and other one for reception, here is the speaking, writing, listening and reading.

1.9 Productive skills

1.9.1 Speaking Skill

This is the ability to express oneself in a fluent way avoiding hesitation or blank spaces, this is a skill that needs practicing and vocabulary cultivation to concrete a good performance. This is always an interesting field, caused of the habits of people who want to learn as an accent or several behaviors who need to take into consideration at the moment to develop and teach about this skill. (Qobilovna, 2023)

1.9.2 Writing Skills

One of the productive skills which, through writing either an essay or simply thoughts, is put into practice. In this ability it is evaluated how well language and grammar are used to share ideas, emotions or even coherent and structured academic writings. Here is involved the complexity to mix different proposals giving them sense and integrated in several areas.

1.10 Receptive skills

1.10.1 Listening Skills

It is not possible to minimize the significance of listening in communication. People are able to understand and interpret the messages being given because of this crucial talent. There are two types of listening: active and passive. While passive hearing entails taking in information while listening to background noise, active listening requires complete focus on the speaker's words. Basic comprehension, detailed knowledge, enjoyment, acquiring key concepts, and understanding diverse viewpoints are some of the different types of listening. (Mooney et al., 2020)

1.10.2 Reading Skills

Reading comes to the first language technique at the beginning of schooltime. This ability can be developed without increasing the improvement of other skills being and independent capacity. In consequence, it has potential widely explorable engaging strategies to comprehend and internalize meaning from whichever lecture gives people language proficiency and fluency. (Al-Shaye, 2021)

1.11 Strategies to Develop Reading Skill

Par, L. (2020) refers to the majority of children who have a poor interest in reading continue their adulthood in the same way, demonstrating a lacking significant support by schools and teachers' strategies for introducing innovative methods to engage the interests of L2 learners. Below we can observe some effective strategies for this purpose.

1.11.1 Connecting to Prior Knowledge

At the moment to receive new information the memory compares this new information with the data, knowledge or schemas that are already created inside it. This facilitates the organization of new information, vocabulary or grammar structure just being added in the structures saved in the mind. Thus, facilitating the retention of these new lessons.

1.11.2 Self-Questioning

When L2 students have to read they demonstrate a lack of interest in how lecture starts or ends. However, in the case of creating some self-questions to increase the interests for the text as goal, it generates a boost in the interaction with the story, making each question a further point to put attention to seek the answer.

1.11.3 Predicting

To predict is a form to stimulate creativity and active information actualization. This strategy looks for effective interest in the lecture using the title of the text or chapters as clues to imagine how the story continues.

1.11.4 Summarizing

Long text does not always is remembering at complete, creating a short, understanding and more compressible own description guarantees to conserve the most relevant details of the story, prioritizing important events kept them in mind for a long time.

1.12 Language Learning Motivation

The way students learn and stay committed to their education is strongly shaped by motivation (Dörnyei, 2019). Current research shows that motivation combines personal factors, like enjoying what you're learning and feeling fulfilled, with external drives such as getting ahead in your career or academics. When it comes to language learning specifically, our understanding has grown through models like the L2 Motivational Self System, which shows that students' drive comes from imagining themselves as successful language users and their day-to-day learning experiences (Lamb, 2017). Studies are increasingly looking at how social and environmental factors, including teaching methods and classroom interactions, affect student motivation (Kálmán, 2023). These findings point to the importance of creating teaching strategies that connect with both students' personal dreams and outside motivating forces to help them learn effectively and achieve their goals.

Research conducted by Ecuadorian scholars Andrade-Molina, Bastidas-Amador, Posso-Yépez, and Alvarez Llerena (2022) examined motivation in English language learning among Ecuadorian students. Their study revealed that the Ideal L2 Self and learning experiences significantly impact motivation, while the Ought-to L2 Self showed little influence on student engagement. The Ideal L2 Self describes how students picture themselves successfully using English, which acts as a strong motivator. On the other hand, the Ought-to L2 Self, which relates to external pressures like getting good grades or meeting academic requirements, had minimal effect on students' motivation to learn English.

The study highlighted how classroom experiences, including interactions with teachers and classmates, along with the course content, shape students' attitudes and maintain their interest in learning. Students viewed their teachers as important role models, valuing both their English language expertise and practical teaching methods. Active teaching approaches and the use of various learning materials proved essential for keeping students engaged. However, students faced challenges due to limited opportunities to practice English in real-life situations. These results show how important it is to develop teaching methods that fit the local context, build strong connections between teachers and students, and create positive learning environments.

CHAPTER II: METHODOLOGY

2.1. Mixed-Methods

Using both qualitative and quantitative methods in this research provided a complete understanding of the topic. This combined approach brings together precise numerical data with detailed descriptions of people's experiences to give a full picture of the situation (Creswell & Creswell, 2022). In this study, it was important to use both methods to understand how comics could be implemented to improve reading skills based on the numerical data and teachers' experiences. Using both methods together, the research presents a balanced analysis of how effective comics could be as a teaching tool.

2.2. Qualitative Research

Qualitative research helps researchers to understand in detail what participants experience. This method enables researchers to interpret, describe, and analyze how people behave and think in specific situations (Creswell & Creswell, 2022). Unlike other methods, qualitative research does not depend on strict data collection procedures or statistical analysis. Instead, it focuses on understanding the meaning behind people's feelings, experiences, and thoughts (Patton, 2014). In this study, researchers used qualitative methods to understand how teachers view comics as a teaching tool, including their teaching methods and the problems they face. This approach helped to understand the complete picture of how teaching and learning happens in the classroom.

2.2.1. Quantitative Research

Quantitative research involves collecting and analyzing numbers in an organized way to study specific topics. This method uses structured and statistical tools to ensure the results are reliable and based on facts rather than opinions (Patton, 2014). Quantitative research looks for patterns in large amounts of data and makes conclusions based on evidence that can be measured (Creswell, 2013). For this study, researchers used a structured questionnaire with students. This helped them analyze patterns, such as how often students used comics in class and how much they thought they helped improve their reading. The results from this method provided solid evidence to support the study's findings.

2.3. Methods

2.3.1. Deductive Method

The deductive method starts with a general idea or theory and tests it through specific data (Bryman, 2021). This method uses numbers and measurements to prove or disprove existing theories (Saunders et al., 2023). It is useful because it relies on facts rather than personal opinions, which means the conclusions come from actual evidence. In this research, the deductive method helped analyze survey responses to understand how students interact with reading materials, especially comics.

2.3.2. Inductive Method

The inductive method involves gathering and studying information to find patterns and create theories based on real observations. This method allows researchers to study specific situations and make general conclusions from individual cases (Azungah, 2018; Thomas, 2021). Unlike the deductive method, inductive research explores topics without predetermined theories and focuses on discovering new information. For this study, teachers participated in interviews about their teaching methods and experiences in helping students understand reading materials. These interviews revealed common themes and patterns.

2.3.3. Inductive Method

The descriptive method involves observing and recording details about a situation or group of people without changing any factors. This method answers basic questions about what happens, where it happens, how it happens, and when it happens, to give an accurate picture of what researchers are studying (McCombes, 2023). The descriptive method does not try to explain why things happen but instead describes the current situation clearly (Rahi, 2020). In this research, the descriptive method documented how students and teachers see comics as a learning tool and their thoughts about using comics in their classes on a daily basis.

2.4. Technique and instruments

2.4.1. Survey

The questionnaire gathered numerical data from 26 fifth-grade students about their views, interest, and preferences when using comics to improve their reading skills. Research shows that questionnaires are an effective way to collect large amounts of data in an organized way (Cohen et al., 2018). The questions had specific answer choices to make sure all students understood them clearly and the answers could be compared. This design matched the objectives of the study. This method helped identify patterns, such as how often students read comics and how they thought comics affected their language learning. Students did not need to write their names on the questionnaires, which helped them give honest answers, an important factor in education research (Bryman, 2021).

2.4.2. Interview

The researchers conducted interviews with two English teachers to understand their thoughts and methods regarding reading instruction. The interviews asked about how important they think reading skills are, what methods they use to help students who have difficulties with reading, and what they think about new teaching methods like using comics. These interviews are valuable research tools because they allow both structured questions and open discussion, which helps researchers learn about teachers' views while covering important topics (Merriam & Tisdell, 2016). The information from these interviews added important details to the numerical data, which helped create a better understanding of how comics could be used in English classes (Patton, 2015).

Research Questions

- What are the factors that affect students' reading performance?
- What specific aspects of reading skills are most effectively developed through the use of comics in the classroom?
- How does the integration of comics into reading lessons impact student engagement and motivation compared to traditional text-based materials?

2.5. Population and Sample

The research took place at 28 de Septiembre School on Vicente Rocafuerte Street, Ibarra. This educational center operates two shifts: morning classes for grades 1-5 and afternoon classes for grades 6-7. The school has two main buildings - one for primary education and another for secondary education. The research targeted the primary education section. The institution has a long-standing history of 106 years in operation and currently serves approximately 2,000 students from initial grades to high school. In the primary section, which runs during morning hours, two English teachers work together to teach grades 1-5. These teachers took part in the study and shared important information about how English is taught at the school.

The fifth-grade class was chosen using convenience sampling, which involves selecting participants based on their availability and access (Etikan et al., 2016). The researcher selected this class because he had direct contact with all four fifth-grade groups during his pre-professional teaching practices. Another important factor in selecting this particular class was its balanced gender distribution, with 12 male and 14 female students, which helps minimize gender bias in the research results and provides a more representative sample of the student population. After analyzing the grades from the first partial and institutional examination results, the class with the poorest performance in English was identified and selected for the study. This ensured that the research targeted the group who needed the most learning support. Furthermore, with fewer than 100 students in total, sampling was not necessary as the researcher could work with the entire class, which aligns guidelines for small-scale educational research studies (Creswell & Creswell, 2023).

Table 3
28 de Septiembre sample

Educational Institution	Course	Male	Female	English Teachers	Total
	A				
28 de Septiembre	26	12	14	2	28

2.6. Procedure

The procedure for this research followed a systematic approach. It began with the investigation and substantiation of the theoretical framework to establish a solid foundation for the study. This step was necessary to create the research instruments: surveys for the 26 fifth-grade students and interviews with two English teachers. Two experts checked and approved these instruments to make sure they were reliable and matched the research goals. Next, the researcher requested official permission from Universidad Técnica del Norte to conduct the study at 28 de Septiembre School.

After the school principal gave permission, the researchers presented a consent letter explaining the study to the Vice Principal, English Coordinator, and teachers. They signed this letter to show their agreement. The research started with teacher interviews. Two English teachers participated in interviews that lasted about 15 minutes each. These interviews provided detailed information about their teaching methods and viewpoints.

The students completed their surveys during one English class period. The researcher explained each question to make sure students understood everything clearly. The surveys were applied in Spanish so students could understand better and provide accurate answers. After collecting all the information, the data was organized and analyzed. It was used Excel to create tables and graphs for the numerical data. For the qualitative data, thematic content analysis was employed to identify key patterns and insights from the participants' responses. It is important to note that all data were treated with strict confidentiality and used solely for academic purposes. The analyzed information formed the foundation for developing the proposal, which centered on creating a didactic guide using comics as an essential tool for reading instruction.

CHAPTER III: ANALYSIS OF RESULTS AND DISCUSSION

This research combined structured student surveys with teacher interviews to gather complete information. These tools were designed to study how comics could help students read better by looking at their interests, understanding, and motivation. The results shown here bring together both types of information to give a complete picture of what was found. The research took place in a fifth-grade class at 28 de Septiembre School. The researcher chose this class because she had worked there during her teaching practice and had access to the school's grade records. The class was selected because it had the lowest English grades, which meant these students needed the most help with learning. This way of choosing a smaller group follows good practices for educational research, making it possible to get reliable and meaningful results.

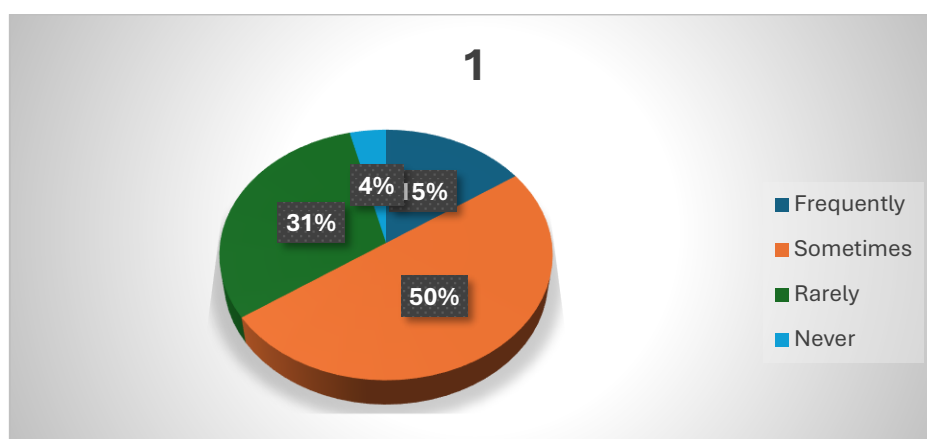
The first part of the results looks at what students said in their surveys about their preferences, how involved they were, and what they thought about using comics to help them read better. This section uses statistics and visual aids to show the main findings. After that, the research presents what teachers shared in their interviews about their teaching methods, the difficulties they face, and their thoughts on using comics in their classes. When put together, these findings answer the research questions and show different ways comics can help in the classroom.

This section also examines the patterns found in all the information, connecting what was learned from both the surveys and interviews to ensure a holistic interpretation. The findings aim to shed light on how comics can be utilized as a practical resource to enhance reading skills, particularly in contexts where students face challenges with traditional instructional materials.

Quantitative Analysis of Questionnaire Results

Figure 1

Read texts with images in English Classes



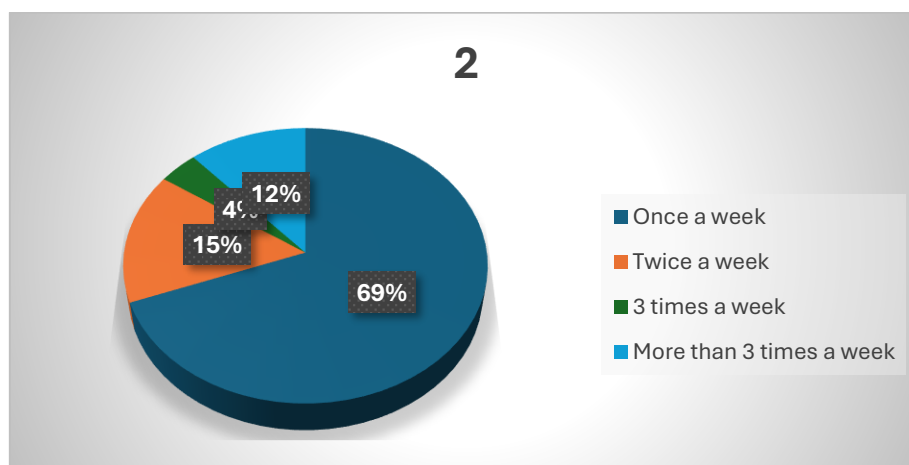
Analysis

The data shows that students use texts with pictures at different levels. Half of students (50%) read these texts sometimes, while 30.77% read them rarely. This means schools do not use pictures regularly in English classes. Research by Paivio (2007) explains that pictures help students learn languages better because the brain processes both words and images at the same time. This makes it easier for students to understand and remember new information. However, because pictures are not used often enough in classes, students do not get all these benefits. Studies from Mayer (2021) point out that using pictures regularly in lessons helps students learn more easily. Pictures provide extra support that makes difficult tasks more manageable. Adding more texts with pictures to lessons would create better learning spaces for students.

Question 2: How often do you read texts with images in English?

Figure 2

You often read texts with images in English.



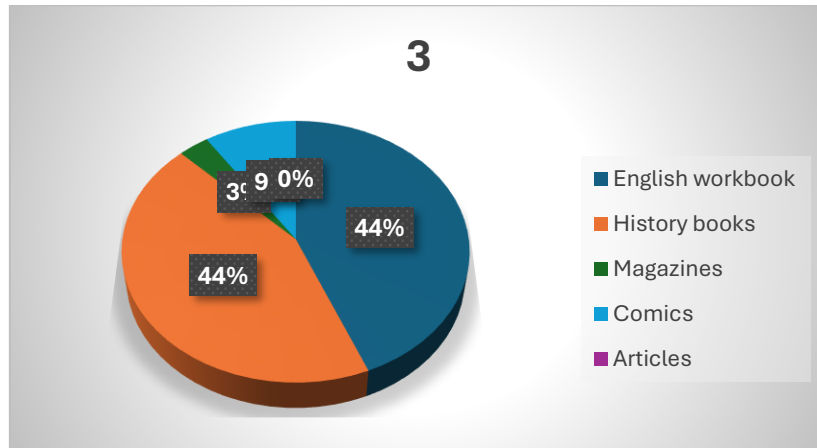
Analysis

Most students (69%) read texts that have pictures only once a week. This limited use shows that schools do not use pictures and images as much as needed. Studies have found that using pictures helps students learn languages better and maintain interest in lessons (Mayer, 2021). Pictures serve two valuable purposes when learning a language. First, they make understanding new words easier by showing their meaning. Second, they help explain difficult ideas that students might find hard to understand from reading alone. This becomes especially important during foreign language learning. The increased use of pictures and images in lessons would benefit student learning. At present, students miss out on the advantages that come from combining pictures and text together.

Question 3: What type of English texts do you read most frequently?

Figure 3

You read certain types of English texts most frequently.



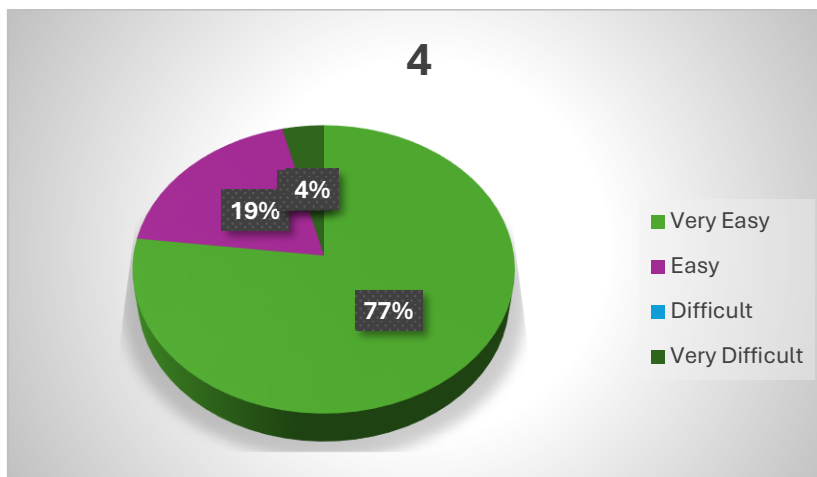
Analysis

Students most often read two types of texts: workbooks and stories. The data shows that 53.85% of students read each of these. Comics and magazines appear less often in classes. The data also reveals that students do not read scientific articles or news at all. This shows that students read only a small variety of text types. Having such a small range of texts creates problems. Students do not learn different types of vocabulary that could help them in school or future jobs. Using more types of texts in English classes would help students in several ways. Different texts would meet the different needs of students and their future plans. More text variety would also make classes more interesting and useful for real situations outside school.

Question 4: How easy do you find understanding a story in English with images?

Figure 4

You find it easy to understand a story in English with images.



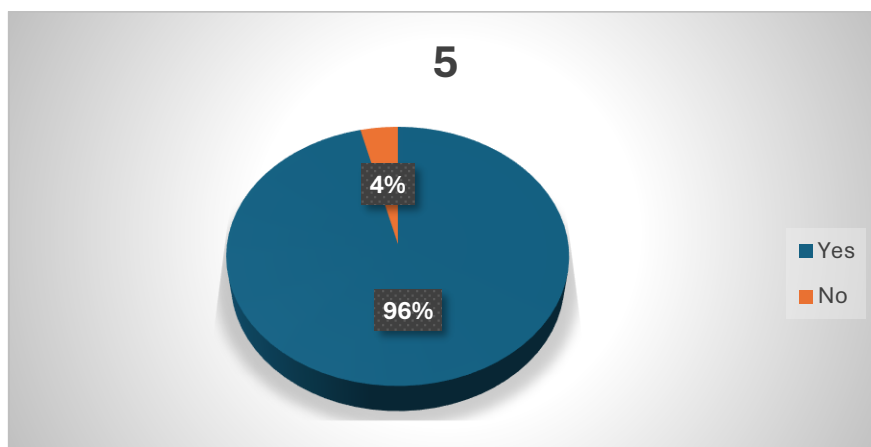
Analysis

The data shows that most students find stories with pictures very simple to understand. A large group (76.92%) said these stories were "very easy" to read, and another group (19.23%) found them "easy." These numbers show how much pictures help students understand what they read. Research by Mayer (2021) explains that pictures make reading in English less difficult. When students learn English as a foreign language, pictures help them understand new grammar and difficult words more easily. Based on these results, adding more stories with pictures to English classes would help students learn better. This would also make students feel more confident about their reading abilities.

Question 5: Would you like comics to be used in your English classes?

Figure 5

You would like comics to be used in your English classes.



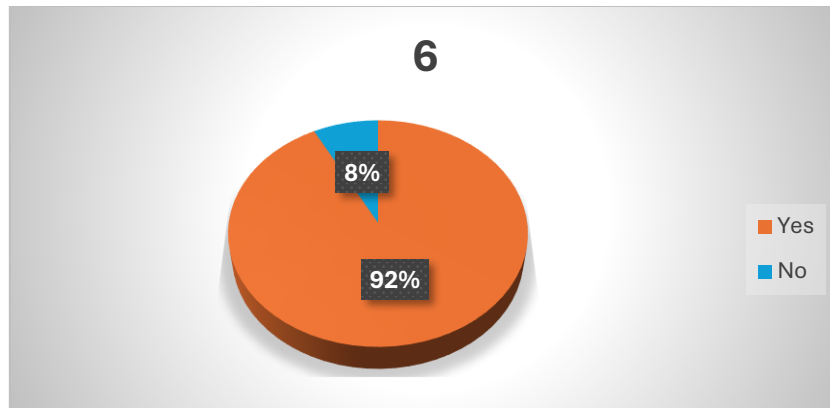
Analysis

The data reveals that almost all students want to use comics in English classes, with 96.15% showing interest. This high number shows that comics could be a very useful teaching tool. Research by Liu (2004) explains that comics work well for learning because they use both pictures and words together. This combination helps students learn new vocabulary more easily and understand the text better. Students today prefer materials that include pictures and allow them to interact with the content. Comics match these preferences perfectly. Because so many students want to use comics, adding them regularly to English classes could make students more interested in learning and more eager to participate.

Question 6: Do you think comics can help you learn new English words?

Figure 6

You think comics can help you learn new English words.



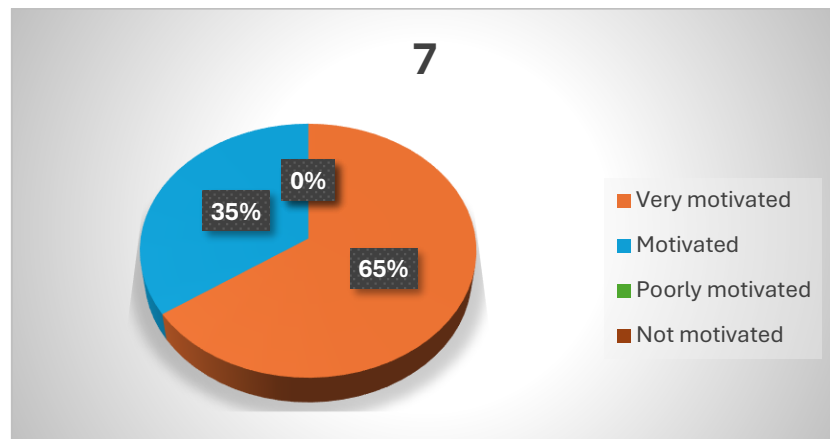
Analysis

Almost all students (92.31%) think that comics can help them learn new English words. This shows that comics are a valuable tool for learning languages. Studies by Krashen (2004) confirm this idea. The research shows that students learn new words naturally from comics because the words appear with pictures that explain their meaning. This makes comics especially good for students learning English as a foreign language because the pictures make words clear and keep students interested. Adding comics to English classes would solve problems with learning new words. Comics give students an enjoyable way to increase their vocabulary that actually works well.

Question 7: How motivated would you feel learning English using comics?

Figure 7

You would feel motivated learning English using comics.



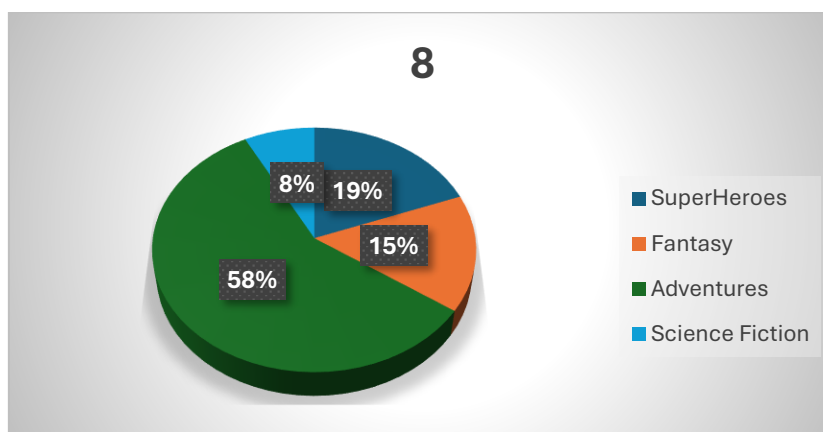
Analysis

The data shows that comics make students want to learn more. A large group (65.38%) feels "very motivated" to learn with comics, while the rest (34.62%) feels "motivated." These numbers show that comics could make students more excited about learning. Research by Dörnyei (2009) explains that feeling excited about learning helps people learn new languages better. When teachers use materials that students enjoy, like comics, the classroom becomes a better place for learning. When students feel motivated, they work harder and keep trying longer. This means that using comics in class could help students improve their English skills over time.

Question 8: What type of comic stories would you like to read in English?

Figure 8

You would like to read certain types of comic stories in English.



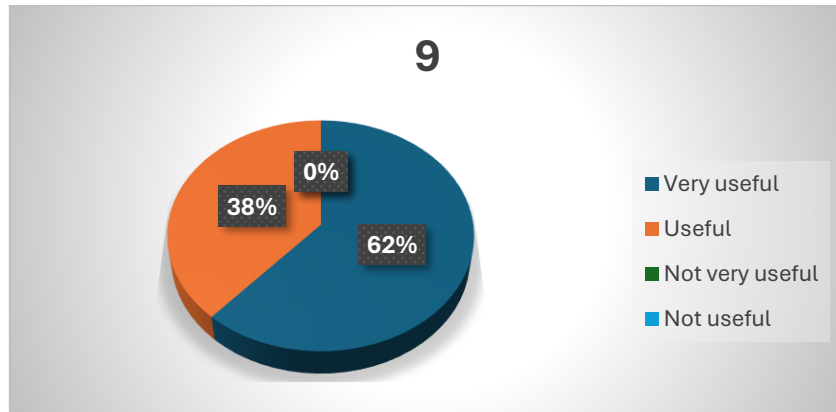
Analysis

The data shows that students like adventure stories the most, with 57.69% choosing this type of story. After adventure stories, students prefer superhero and fantasy stories. This shows that students enjoy stories with excitement and imagination. Studies by McRae (2020) demonstrate that students learn better when they study with materials they like. When comics include the types of stories students prefer, students feel more motivated to learn and get more practice with the language in an enjoyable way. Teachers could use this information to create better lessons. By selecting comics with adventure, superhero, and fantasy stories, teachers could help students develop more interest in learning English.

Question 9: How useful do you think comics would be for improving your reading in English?

Figure 9

You think comics would be useful for improving your reading in English.



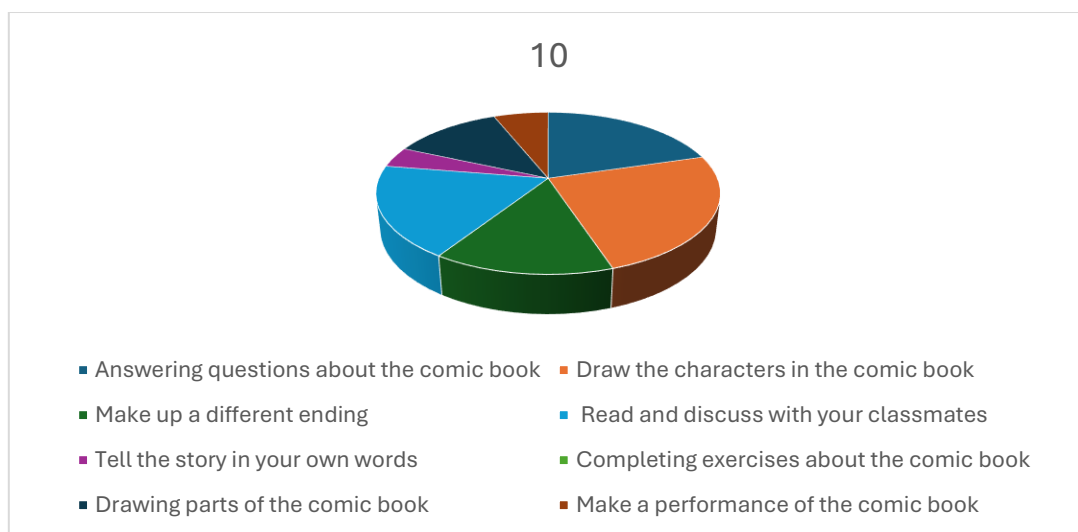
Analysis

The data shows that students believe comics help them read better in English. Most students (61.54%) think comics are "very useful" for improving reading, and the rest say comics are "useful." These numbers show that comics could be an important tool for learning to read. Research by Liu (2004) explains that comics work well because they combine pictures with words. This combination helps students understand what they read and keeps them interested, which makes comics especially good for students learning English as a foreign language. Adding comics to reading activities would give teachers a new and effective way to help students develop their language skills.

Question 10: What activities would you prefer to do after reading a comic in class?

Figure 10

You would prefer to do certain activities after reading a comic in class.



Analysis

The data shows that students prefer two main types of activities with comics. Drawing characters is the most popular (46.15%), followed by answering questions (38.46%). These numbers show that students like activities where they can create things and participate actively. Research by Kumaravadivelu (2006) explains that students learn better when they take part in activities and make their own connections with the material. When students work together on creative tasks, they improve their English skills and also learn to work more independently. These activities also help students understand the material better. Based on what students prefer, activities after reading should focus on creativity and group work. This would help students participate more and learn more effectively.

Responses from the teachers

Question 1: How important is the development of reading skills for you?

Teacher A: "Developing reading skills is very important to me as it is the foundation for learning any language. In our context at 28 de Septiembre School, many students struggle with English, and improving their reading skills can help them gain confidence and better understand the language."

Teacher B: "I consider that reading skills are essential in the process of teaching English language because students can understand and discover new vocabulary."

Analysis

Both teachers think reading is crucial for learning a language. Teacher A talks about how some students have a hard time with English and need to feel more confident when they read. Teacher B also thinks reading is important but mainly focuses on how it helps students learn new words. Many experts agree that reading helps people learn languages better by teaching them new words and improving their overall skills (Adhikary, 2020; Krashen, 2004). Teacher A wants to help students feel more confident, which matches what Nation (2009) says about how good reading lessons can help students who don't have many resources by making sure they understand what they read. Even though these teachers care about different parts of reading, their ideas work well together. While one cares more about confidence and the other about vocabulary, both are trying to help their students in different ways. Therefore, integrating vocabulary-building strategies with confidence-enhancing activities could offer a more useful reading development framework for their students.

Question 2: Do you consider that students are lacking in reading development?

Teacher A: "Yes, students are definitely lacking in reading development. Many of them have limited exposure to English outside the classroom, and their reading comprehension skills are not as strong as they should be for their grade level. This is partly due to a lack of resources, such as engaging and age-appropriate reading materials."

Teacher B: "Okay, in my institution, the hours, only we have three hours, I don't have time to develop their reading skill."

Analysis

Both teachers see big problems with how their students are learning to read, but they look at it differently. Teacher A talks about problems outside the classroom - like students not hearing much English in their daily lives and not having interesting things to read. Teacher B is more worried about problems in school, especially not having enough class time to really focus on reading. Experts who study teaching English in places with fewer resources say similar things. Nation (2009) talks about how not having good reading materials makes it hard for students to practice reading well. Harris (2020) points out that not having enough time in class is a big problem too. To fix these problems, teachers could work on two things: getting better materials for students to read like comics, and finding smart ways to use class time. Some good ideas might be having teachers share their materials and being more flexible about how they plan their lessons.

Question 3: What kind of activities do you use to practice student reading?

Teacher A: "I use basic activities such as reading aloud in class, asking students to complete comprehension questions, and having them read short passages from their textbooks. These activities are effective to some extent, but I feel they lack the engagement needed to motivate students who find reading difficult or uninteresting."

Teacher B: "Maybe we have some short readings, short conversations, in order to practice the students with your classmates."

Analysis

Both teachers use basic reading activities but see different problems with them. Teacher A uses typical things like reading out loud, answering questions about the reading, and doing textbook exercises, but notices that students who have trouble reading do not find these very interesting. Teacher B talks about using short readings and having students work together but does not say much about how well this works or how to keep students interested. Using these basic activities is pretty common when teaching EFL, and they can help build basic skills (Stoller, 2002). However, teacher A notices that students are not very engaged about these activities, which matches what Tomlinson (2012) says - that reading materials and activities need to be interesting and relate to students' lives to keep them motivated. This shows that teachers probably need to try some new and more exciting ways to practice reading. They could use real materials like news stories, comics, or articles that students are interested in. They could also make activities more fun by turning them into games or projects. Additionally, adapting activities to include gamified elements or project-based tasks could address the motivational gaps noted by Teacher A, while fostering the collaborative aspects mentioned by Teacher B.

Question 4: What strategies do you use to develop reading skills?

Teacher A: "I focus on scaffolding students' reading by breaking texts into manageable parts and using visuals whenever possible to aid comprehension. For younger students, I incorporate games and group reading activities to keep them engaged. However, the lack of diverse resources limits my ability to implement more creative strategies."

Teacher B: "I think the best is skimming and scanning, and scaffolding but in some cases, the English of my students is very low."

Analysis

Both teachers utilize scaffolding as a core strategy to support reading development, albeit with differing emphases. Teacher A integrates scaffolding by breaking down texts and using visuals to enhance comprehension, especially for younger learners. This is like what Paivio (2007) says about how using both pictures and words helps people learn better. Teacher B teaches students how to quickly look through texts for main ideas, but says it is hard because many students are not very good at English yet. The use of scaffolding is well-documented as an effective approach to reading instruction, as it lets students slowly build their skills with support (Cartwright, 2023). Teacher A uses games and group activities to get students interested, which matches what experts say about students learning better when they participate actively (Harjali, 2019). When Teacher B talks about students having different levels of English, it demonstrates why teachers need to use different ways of teaching different students. This shows that teachers need to adjust their reading strategies based on how good students are at English, while also making sure lessons are interesting and use different ways of learning. Collaborative scaffolding, where peers assist each other in understanding texts, could combine the strengths of both teachers' approaches. This would make students understand better and stay interested. Also, using different texts, such as comics, for different reading levels could help teachers work better with students who are at different levels, even when they do not have many resources.

Question 5: Do you like to innovate your classes? Explain your answer.

Teacher A: "Yes, I enjoy innovating my classes because I believe it helps students stay motivated and learn better. However, innovation can be challenging here due to limited resources and time. Despite this, I always look for small ways to make lessons more **engaging, such as introducing new materials or activities.**"

Teacher B: "Okay, maybe in some opportunities, I have some short readings, and of course, the students look for new words, underline principal phrases, and of course, I think it's the best."

Both teachers want to try new things, but they do it in different ways. Teacher A looks for new ways to make students more interested by using new materials and activities, even though they do not have many resources or time. This is similar to what Nishonova (2024) says about how using new teaching methods helps keep students interested and motivated. Teacher B also likes new ideas but only uses simple ones, like finding important words and phrases in short readings. Teacher A is very active about

trying new things, and this matches what Larsen-Freeman and Anderson (2013) found - teachers who like new ideas are more likely to use creative ways to teach, even when things are difficult. But both teachers say it is hard to try new things when they do not have many resources. To help fix this problem, teachers could learn about ways to teach better that do not need many resources, like using free computer tools or finding new ways to use the materials they already have such as books and comics. Also, if teachers work together and share what works well for them, they could help each other try new things even when they do not have many resources.

Question 6: What are your opinions about using comics in your reading classes?

Teacher A: "I think using comics in reading classes is an excellent idea, especially in a school like ours where students need more motivation to engage with English. Although I haven't used comics in my classes yet, I believe they could make reading more fun and accessible for students. Personally, I don't read many comics, but I know they are a great way to introduce new vocabulary and improve comprehension. Comics use visuals that can help students understand the story even if their language skills are limited. I think this could significantly improve students' reading abilities by making learning more interactive and enjoyable."

Teacher B: "Using comics in reading classes is a great way to engage students, especially those who struggle with traditional texts. I've used them a few times, like teaching idiomatic expressions through comic strips, where visuals helped clarify meaning. I enjoy graphic novels like *Maus* or *Persepolis*, which combine storytelling with cultural insights. Comics make reading more accessible and fun, and I'd use them again because they encourage reluctant readers and improve comprehension through a blend of text and visuals."

Analysis

Both teachers think comics are good for helping students read better and stay interested. Teacher A has not used comics yet but thinks they could help make students want to read more and understand better. Teacher B gives examples of using comics, like teaching expressions and learning about different cultures through books like *Maus* and *Persepolis*. This aligns with Kuttner et al. (2021) say about how comics are good for learning because they use both pictures and words. Teacher A thinks comics are good because they are easy to understand, echoing Paivio's (2007) conclusions about how pictures help people understand better, especially when they do not know many words in English. Teacher B uses comics to teach about different cultures. The discussion suggests that incorporating comics systematically into the curriculum could address both teachers' goals of engagement and comprehension. Making a guide about how to use comics, like Teacher B suggests, could help teachers know how to use comics for teaching and not just for fun.

Question 7: Would you like to use a guide to improve the reading skills of your students?

Teacher A: "Okay, I think the guide is very important because maybe I can find some activities that will help my students in the future."

Teacher B: "Yes, I would be very interested in using a guide based on comics. Having a structured resource would help me implement this idea effectively, even with the limited resources we have at the school. It would also provide me with a clear plan to follow, ensuring that the comics are used not just for entertainment but as a tool to enhance reading skills systematically."

Both teachers want to use a guide to help teach reading better, but in different ways. Teacher A thinks it could give good activities to use, while Teacher B likes that it could help teachers use comics in their lessons in an organized way. This matches what Merriam and Tisdell (2016) say about needing simple tools that work well when teachers do not have many resources. Teacher B wants to use the guide in a planned way, which is like what Stoller (2002) says about having a good system for using materials to teach language. The idea of using a guide also matches what experts say about needing organized resources to get the most out of new materials like comics. This shows that making good guides that fit different teaching situations is important. These guides could mix ideas about teaching with real ways to use them, giving teachers clear steps to follow when they want to use interesting things like comics in their reading lessons.

Discussion

While the findings of the questionnaire emphasize the benefits of integrating comics and visual texts, their practical implementation requires careful planning. Teachers need to ensure that the selected materials align with curricular goals and cater to the diverse proficiency levels of students. Moreover, as students demonstrated a preference for varied activities, a blended approach combining creative, analytical, and collaborative tasks would likely yield the best results. Such approaches foster not only language skills but also critical thinking and interpersonal skills, which are essential in today's educational contexts (Richards & Rodgers, 2014).

The teachers' enthusiasm for a guide based on comics underlines the importance of providing structured resources to facilitate the implementation of innovative strategies. Research shows that well-designed instructional materials can support teachers in effectively incorporating new methods into their practice, especially when they align with curricular goals and address specific learner needs (Creswell & Creswell, 2023). A comic-based reading guide tailored to the context of 28 de Septiembre School would not only address resource limitations but also provide a structure for systematically improving reading skills.

The teachers' responses reveal how comics can improve reading skills in schools with limited resources. Their perspectives show the importance of matching teaching materials to what students like and providing proper support to implement new teaching approaches effectively. Adding comics to English classes at 28 de Septiembre School could enhance how students engage with reading, increase their motivation, and improve their reading abilities, leading to better learning results. The research included all students in the class, providing findings that directly apply to this specific learning context. Comics, as shown by the questionnaire responses, appeal to both male and female

students and accommodate different learning styles, making them an inclusive teaching tool.

The incorporation of comics into the English curriculum at 28 de Septiembre School in Vicente Rocafuerte, Ibarra, presents significant opportunities for improving reading skills among primary education students. Given the findings of this study, which highlighted the motivational and cognitive benefits of using comics, their integration could address the specific needs of the fifth-grade class selected for this research. Students with lower English performance can especially benefit from comics as learning tools. The combination of visual elements with text helps these students grasp meaning and build vocabulary. For learners who have found traditional methods challenging, comics provide contextual support that can increase reading confidence.

CHAPTER IV: Proposal

Title of the proposal

Comics in the Classroom: Content-Based Instruction Strategies to Develop Reading Skills

Introduction

This proposal aims to develop reading skills in students of the fifth grade 28 de Septiembre high school in Ibarra through the innovative strategy: use of comics, which incorporates several activities from task-based instruction. The following strategies integrated into a virtual guide were thought according to the knowledge and students' level of the institution. The guide contains different helpful activities where students can follow intuitively making a scaffolding process for developing reading skills.

Furthermore, this proposal implements different interactive and innovative activities involving certain comics of different contexts and histories so that L2 learners can improve their reading skills. In addition, it contains 3 units that follow different comics arts.

Justification

The following guide was designed based on the problems observed in the 5th grade students of the 28 de Septiembre school. In the school it was possible to detect great deficiencies in the ability to read as opposed to writing, listening or speaking which are put into practice in the classes. This reality was the reason for the development of activities that would contribute both students and teachers to the development of reading skills. This guide creates a new opportunity to include innovative material in English classes with a new approach and an optimal learning experience.

The guide has several strong points for its application, it is aligned with the themes proposed by the Ministry of Education with an approach that is not based on explaining the rules of English. Instead, it focuses on vocabulary acquisition through the reading of

comics and its step-by-step structure to develop a product based on the knowledge acquired during the modules.

Objectives

General Objective

- To reinforce reading skills through the use of comics with Content-Based Instruction Strategies

Specific objectives

- To select CBI strategies to improve reading skills.
- To develop activities using CBI strategies for the improvement of reading skills

Theoretical Foundations

Content Based Instruction

Content-based instruction is an approach that has proven effective for second language teaching. According to Sato et al., (2017) CBI approaches have been widely adopted in language programs around the world and had considerable success in meeting the challenges posed by the need to broaden language education to areas outside traditional language use. For second language learners it becomes an essential interactive tool for the development of their knowledge while at the same time being fun. Moreover, by focusing not on the rules of language but on what knowledge it generates through the use of language, it becomes the medium for generating knowledge par excellence as well as projects unrelated to the development of English skills.

Strategies Content-Base Instruction (CBI)

CBI strategies are designed to achieve skill development using a specific context such as second language teaching for example. It uses a wide and varied list of strategies including collaborative work, modelling, background building and so on, but here are the strategies used to develop the project.

- Cooperative Learning: Engage students in group activities to promote
- Shared Reading and Writing: Facilitate collective activities around reading and writing to build understanding collaboratively.
- Modeling: Demonstrate desired behaviors or processes to aid student understanding of content and language.
- Scaffolding: Provide support structures to help students grasp complex concepts as they develop understanding.
- Integration of Authentic Materials: Incorporate real-world resources like audio-visual aids and online repositories to immerse students in relevant discourse.
- Clear Task Communication: Specify expected outcomes and responsibilities for group tasks to ensure accountability and focus.
- Ongoing Assessment Techniques: Conduct continuous assessments through observations and discussions to monitor student progress and understanding.

- **Feedback and Clarification:** Revisit and clarify content when students face challenges, ensuring comprehension and retention.

(Sato et al., 2017) (Luis Banegas, 2012)

Proposal Development

Comics in the Classroom

Task-Based Instruction Strategies to Develop Reading Skills

FIFTH GRADE



**DIEGO
LEÓN**



INTRODUCTION

This proposal aims to develop reading skills in students of the fifth grade 28 de Septiembre high school in Ibarra through the innovative strategy: use of comics, which incorporates several activities from task-based instruction. The following strategies integrated into a virtual guide were thought according to the knowledge and students' level of the institution. The guide contains different helpful activities where students can follow intuitively making a scaffolding process for developing reading skills.

Furthermore, this proposal implements different interactive and innovative activities involving certain comics of different contexts and histories so that L2 learners can improve their reading skills. In addition, it contains __ units that follow different comics arts starting with the most basic strips and increasing their complexity to the most large histories.



Reading



Vocabulary



Comprehension



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1	UNIT 1: FAMILY	PAG. 2
2	UNIT 2: FOOD	PAG. 10
3	UNIT 1: ANIMALS	PAG. 18
3	EVALUATION	PAG. 28
4	EXTRA MATERIAL	PAG. 30



TEACHER-STUDENTS ROLE



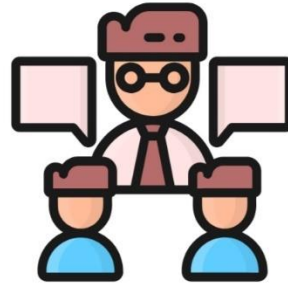
STUDENTS' ROLE

Students follow the teachers' instructions in order to better perform the activities with a dedicated attitude.



TEACHERS' ROLE

Teachers act as guides and facilitators of content for students, who construct knowledge through the activities.



UNIT 1

FAMILY



UNIT OBJECTIVES

- Students will be able to recognise the types of comics.
- Develop the EFL 1.1.2 curriculum performance criteria integrator:
- Why? Family is a universal topic that students can easily relate to. It's also rich in visual and emotional content, making it perfect for comics.

Level: A1

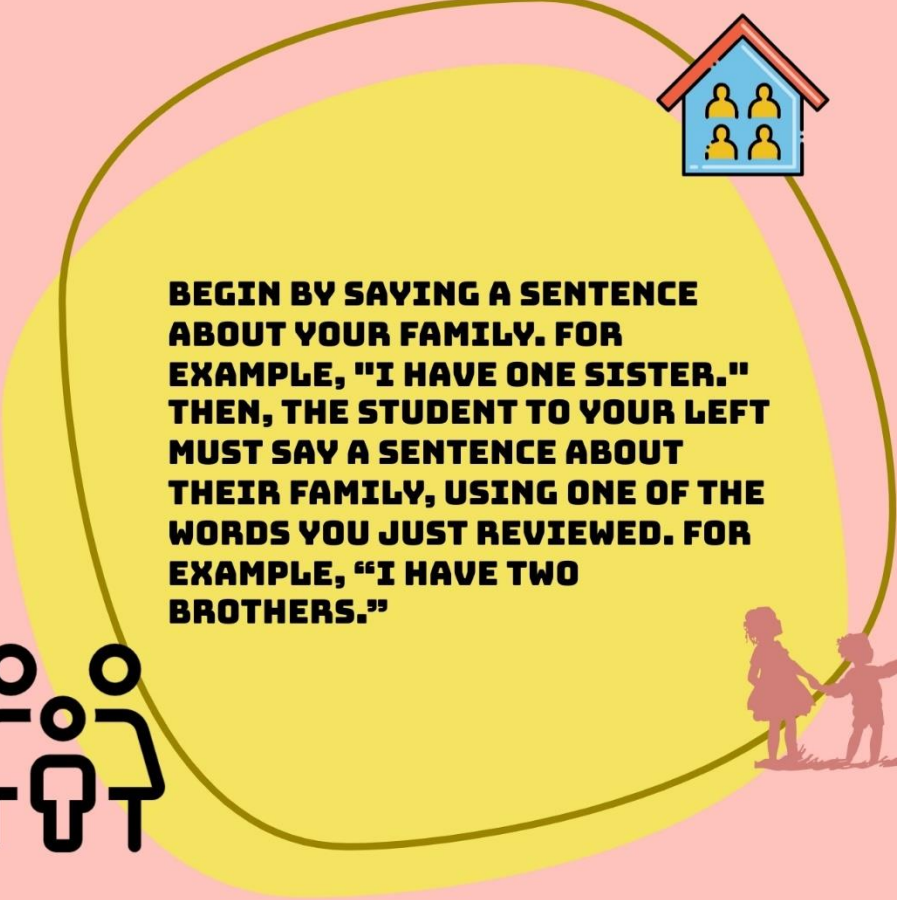
Students' Age: 9-10 years old

Key Vocabulary: mother, father, brother, sister, grandfather, grandmother.

DIEGO LEON
AUTHOR

WARM UP

● Family Word Circle



BEGIN BY SAYING A SENTENCE ABOUT YOUR FAMILY. FOR EXAMPLE, "I HAVE ONE SISTER." THEN, THE STUDENT TO YOUR LEFT MUST SAY A SENTENCE ABOUT THEIR FAMILY, USING ONE OF THE WORDS YOU JUST REVIEWED. FOR EXAMPLE, "I HAVE TWO BROTHERS."



Preparation

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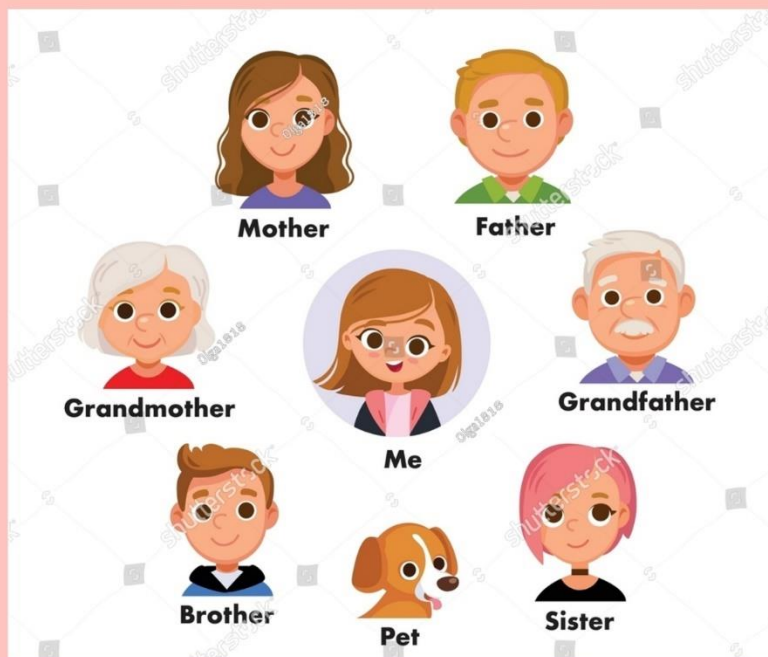
Show a picture of a family and introduce key words (mother, father, brother, sister, etc.). Use gestures and visuals to explain each word.

Listen and repeat the words. Point to family members in their own lives (e.g., "This is my mother").

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FAMILY



Presentation

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Read a comic about a family aloud, pointing to the text and visuals. Pause to explain key vocabulary and ask simple comprehension questions (e.g., "Who is this?").

Listen and follow along. Point to family members in the comic when named.

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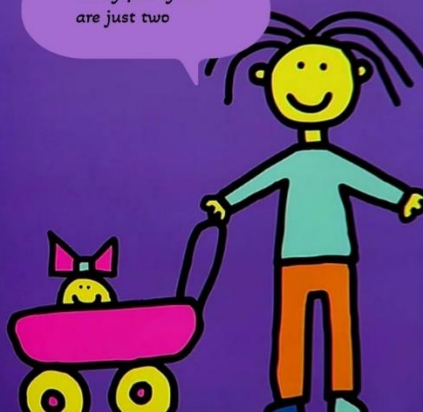
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Each family is different



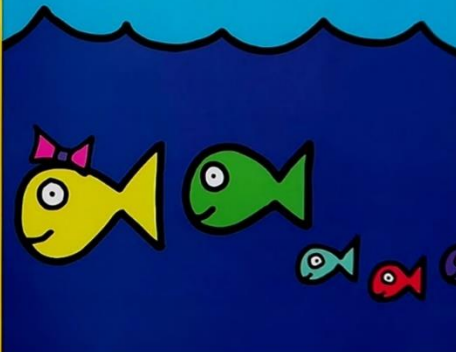
In my family we are just two



In our family is just us



Some families are different color



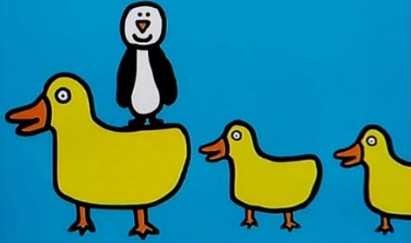
Some families look like us



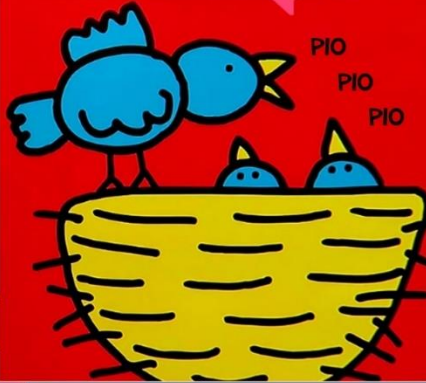
Some families look like their pets



Some families adopt children



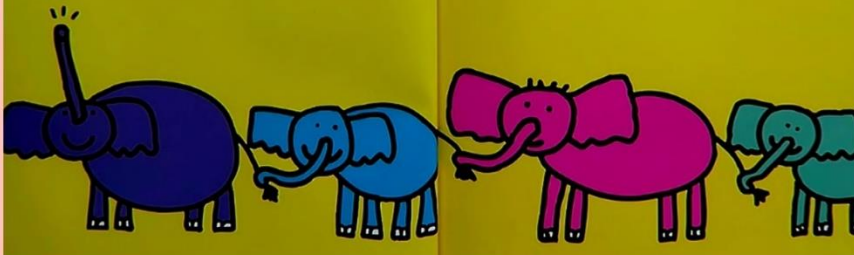
Some families have one parent, like me



All families like to celebrate special days together!



All families can help each other be STRONG



Practice

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Provide a blank comic template with speech bubbles. Give instructions on how to label family members

Read the dialogue in the comic. Fill in missing words

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- Reading and Complete the blanks with the Family Members.

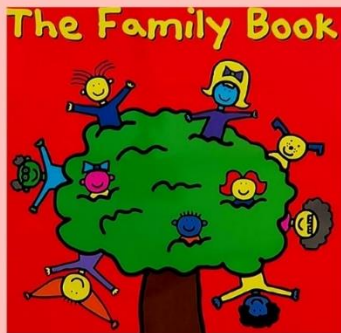


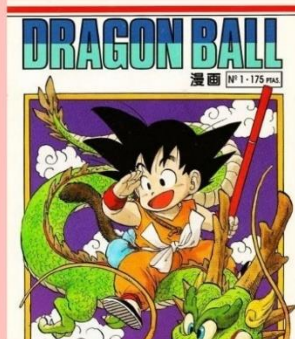
- Recognise the type of comic format in the following images. Use the vocabulary in the box

**Manga
Comic**

**Comic
Strips**

**American
Comic**







UNIT 2

FOOD



UNIT OBJECTIVES

- Students will be able to create characters and short dialogues.
- Develop the EFL 1.1.2 curriculum performance criteria integrator:
- Why? Food is a practical and relatable topic. Comics can depict scenarios like cooking, eating, or shopping, which are great for vocabulary practice.

Level: A1

Students' Age: 9-10 years old

Key Vocabulary: taco, cheese, orange, sauce, egg, milk, chips.

DIEGO LEON
AUTHOR



WARM UP

Food Pictionary

TAKE TURNS DRAWING FOOD ITEMS ON THE BOARD. WHEN IT'S THEIR TURN, STUDENTS SHOULD DESCRIBE THE FOOD AS THEY GUESS, PRACTICING VOCABULARY AND SENTENCE STRUCTURES.

Preparation

TEACHER
R
O
L

Show a comic with food items and introduce key words (e.g., "apple," "milk"). Use visuals and gestures to explain each word.

Listen and repeat the words. Match food words to pictures in the comic.

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FOOD



Presentation

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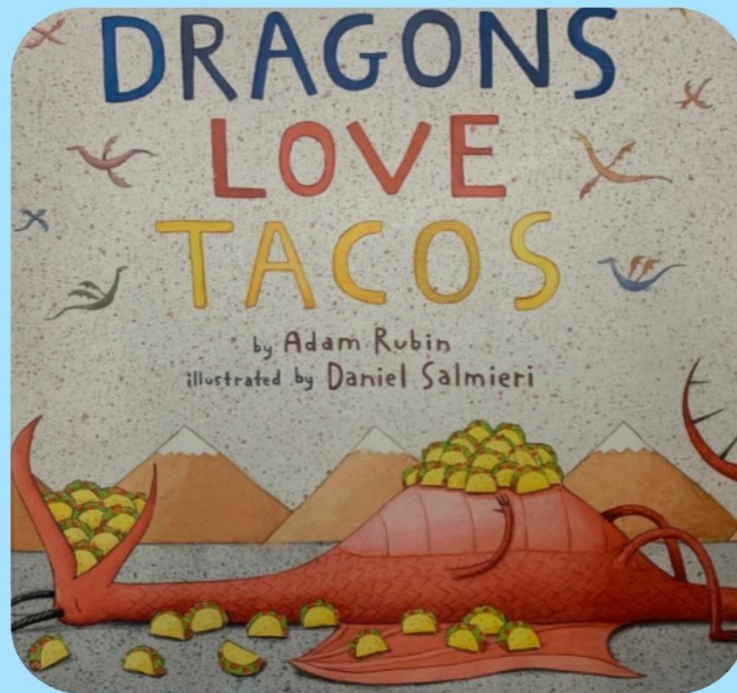
R
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Read a comic about food aloud, pointing to the text and visuals. Pause to explain key vocabulary and ask simple comprehension questions ("What does the child want?").

Listen and follow along. Point to food items in the comic when named.

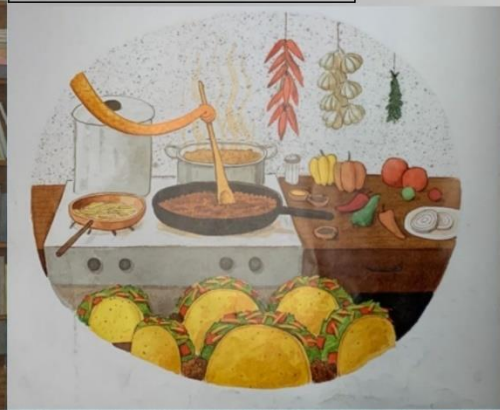
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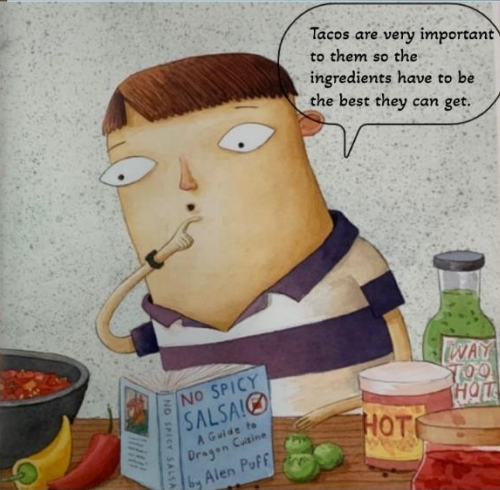




Dragons use many ingredients in their tacos such as tortilla, lettuce, avocado, meat, and others.

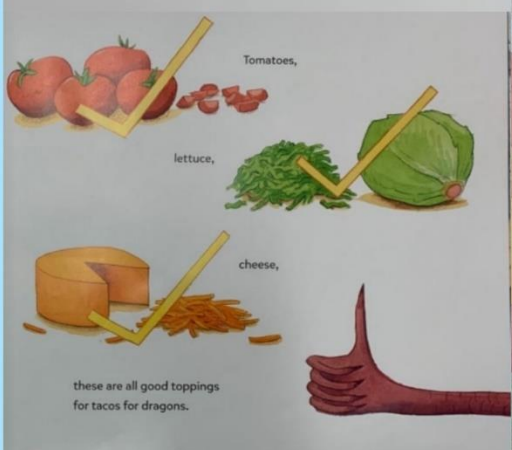


They always go shopping to get everything ready



Tacos are very important to them so the ingredients have to be the best they can get.

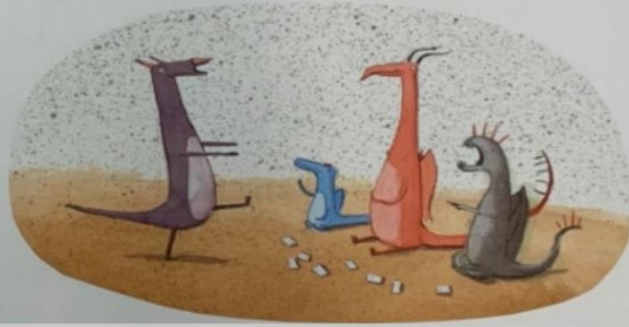
If you want to make tacons together with them you will need:



They need their Tacos to be well



They meet, play games and spend time together.



In the party all the dragons dance, and share their experiences with every one. But, the most important part is the Taco time

Everyone enjoys Taco time



But be careful with dragons and **SPICY SAUCE!**



Practice

T
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It provides the vocabulary to carry out the activities. Let your imagination shine for the creation of characters.

Read the prompts and complete the comic. Share their comic with a partner.

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- Create your own Taco.
- Choose the ingredients to create the best Taco. Share your work with the class.

Ingredients



Design your own taco-loving dragon.

- Use your imagination to create the ultimate dragon and give it a name. Use the text bubble to make it describe its favourite ingredients.

Dragons love Tacos

The ingredients of my
favourite Taco are:

UNIT 3

ANIMALS



UNIT OBJECTIVES

- Students will be able to create a comic book painting.
- Students will be able to develop the dialogue of a story.
- Develop the EFL 1.1.2 curriculum performance criteria integrator:
- Why? Animals are fun and engaging for young learners. They can be easily depicted in comics.

Level: A1

Students' Age: 9-10 years old

Key Vocabulary: bird, bear, monkey, duck, fish, frog.

DIEGO LEON
AUTHOR

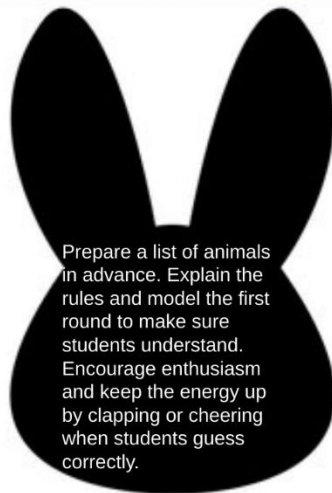
ANIMAL CHARADES

WARM UP

HAVE STUDENTS ACT OUT DIFFERENT ANIMALS WITHOUT SPEAKING WHILE THE REST OF THE CLASS GUESSES WHICH ANIMAL IT IS. YOU CAN PROVIDE A LIST OF ANIMALS FOR THEM TO CHOOSE FROM OR ASK THEM TO PICK THEIR OWN.

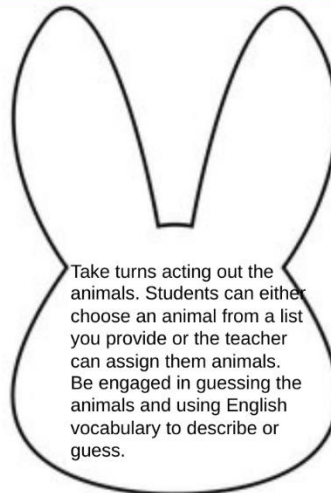
PREPARATION

TEACHER
R O L E



Prepare a list of animals in advance. Explain the rules and model the first round to make sure students understand. Encourage enthusiasm and keep the energy up by clapping or cheering when students guess correctly.

STUDENTS
R O L E



Take turns acting out the animals. Students can either choose an animal from a list you provide or the teacher can assign them animals. Be engaged in guessing the animals and using English vocabulary to describe or guess.

Animals



cat



dog



fish



guinea pig



hamster



parrot



rabbit



tortoise



bee



bull



chick



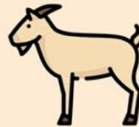
cow



donkey



duck



goat



goose



hen / chicken



horse



pig



rabbit



ram



rooster 
cockere! 



sheep

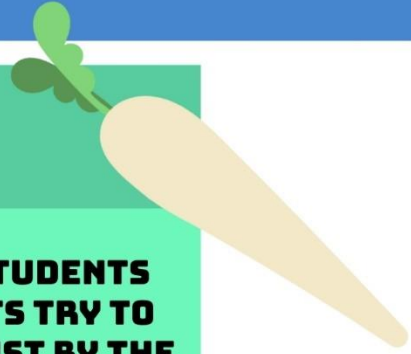


turkey

PRESENTATION

WHAT WAS THAT?

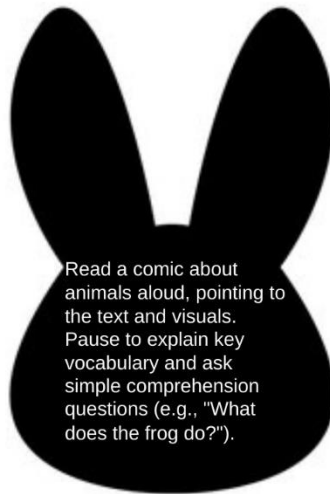
THE TEACHER DIVIDES THE STUDENTS INTO 2 GROUPS. THE STUDENTS TRY TO GUESS WHICH ANIMAL IT IS JUST BY THE SOUND THE TEACHER MAKES.



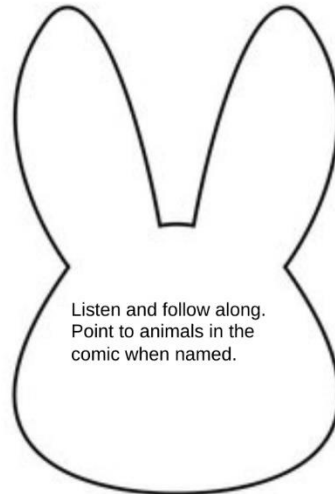
PRESENTATION

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Read a comic about animals aloud, pointing to the text and visuals. Pause to explain key vocabulary and ask simple comprehension questions (e.g., "What does the frog do?").

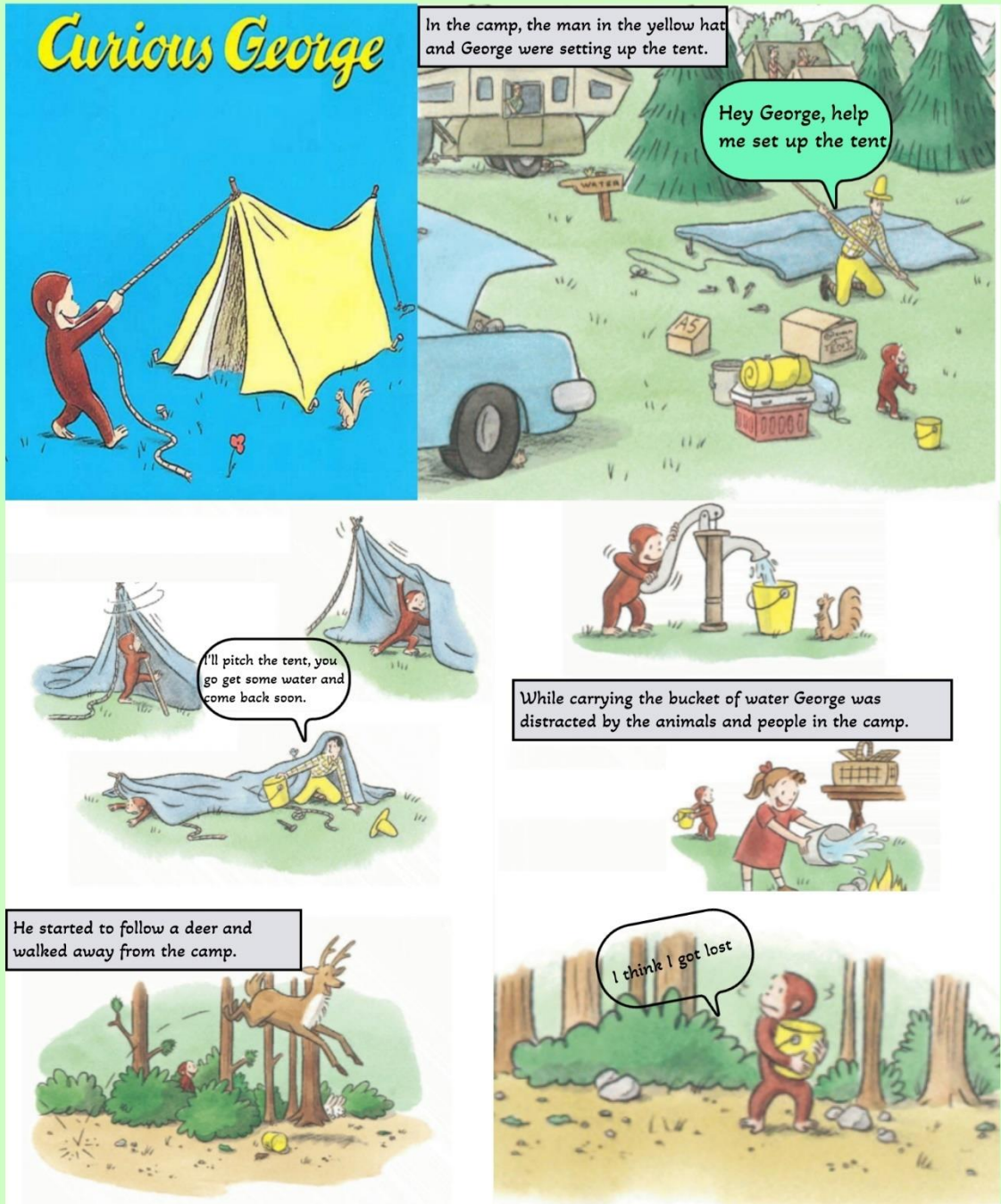


Listen and follow along. Point to animals in the comic when named.

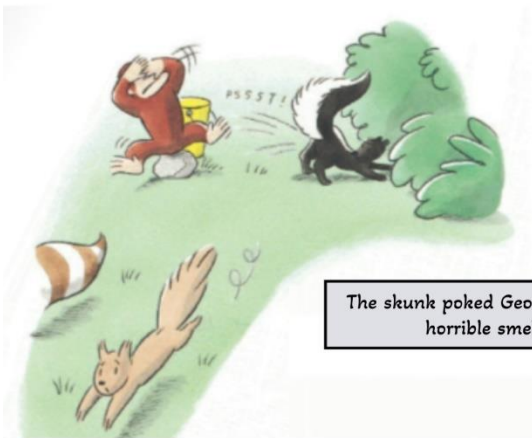
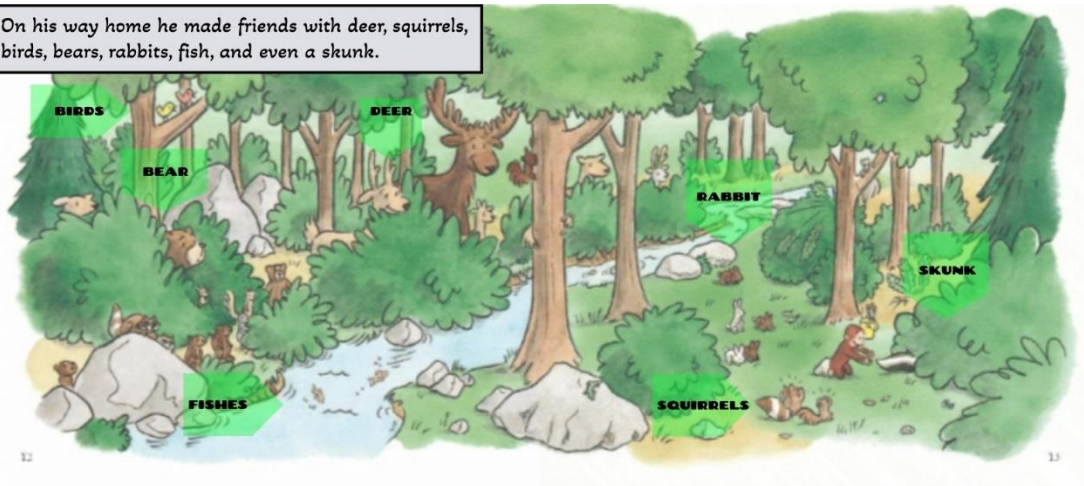
**S
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● Read the following comic story



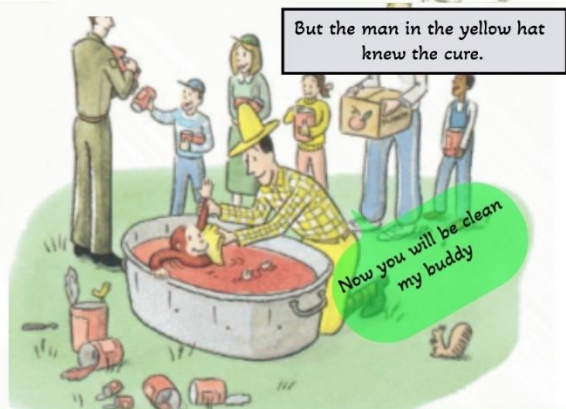
On his way home he made friends with deer, squirrels, birds, bears, rabbits, fish, and even a skunk.



The skunk poked George with a horrible smell.

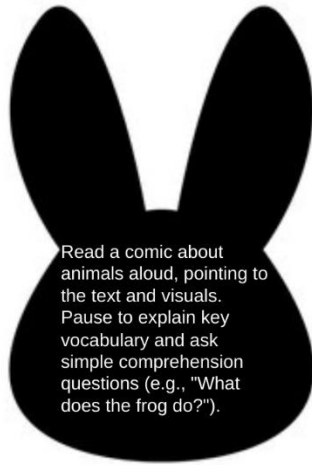


No matter how hard he tried to get rid of the smell, he just could not.

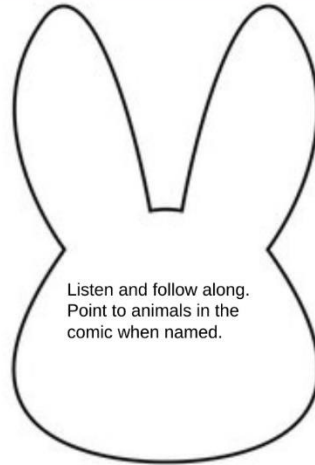


PRACTICE

TEACHER
ROL



Read a comic about animals aloud, pointing to the text and visuals. Pause to explain key vocabulary and ask simple comprehension questions (e.g., "What does the frog do?").



Listen and follow along. Point to animals in the comic when named.

STUDENTS
ROL

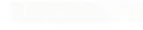
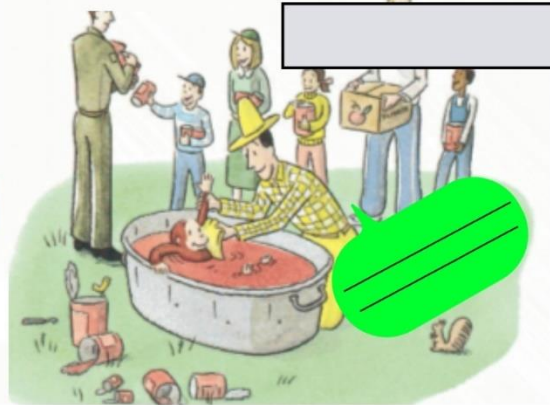
● **COMPLETE THE COMIC.**
IN THE FOLLOWING COMIC COMPLETE THE TEXT LINES AND BUBBLES.

Curious George

The comic strip consists of several panels:

- Panel 1:** Curious George is pulling on a rope to help a man set up a yellow tent. A speech bubble is missing.
- Panel 2:** Curious George is climbing a ladder to help the man with the tent. A speech bubble is missing.
- Panel 3:** Curious George is using a hand pump to get water into a yellow bucket. A speech bubble is missing.
- Panel 4:** Curious George is helping a woman wash dishes at a table. A speech bubble is missing.

PRACTICE



PRACTICE

- **CREATE YOUR OWN ENDING.
READ THE COMIC AGAIN AND GIVE THE STORY A NEW ENDING, USE
DRAWINGS, TEXT BOXES AND DIALOGUE BUBBLES.**

SSST!

[Empty drawing box]

[Empty drawing box]

EVALUATION



UNIT OBJECTIVES

- To reinforce students' knowledge of EFL topics
- To assess the skills acquired by the students in the creation of a comic

Level: A1

Students' Age: 9-10 years old

DIEGO LEON
AUTHOR

CREATE YOUR OWN COMIC

T E A C H E R R O L	<p>Show an example comic to guide students. Help students choose a topic and plan their story. Ensure students use vocabulary and structures learned in previous units.</p>	<p>Plan the story and write simple dialogue. Draw the comic panels and fill in the speech bubbles. Use vocabulary and sentence frames to write the dialogue.</p>	S T U D E N T S R O L
---	---	--	---

READ THE FOLLOWING STORY



The Hare & the Tortoise

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think.

I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

The race is not always to the swift.

CREATE YOUR OWN COMIC

-Based on the story you have read, create your own comic, design the characters, the dialogue and use the vocabulary you have learnt in class.





**Comprehension
Questionary**

WHO WERE THE TWO ANIMALS IN THE RACE?

WHY DID THE HARE LAUGH AT THE TORTOISE?

WHO ACTED AS THE JUDGE FOR THE RACE?

WHAT DID THE HARE DO WHEN HE WAS FAR AHEAD IN THE RACE?

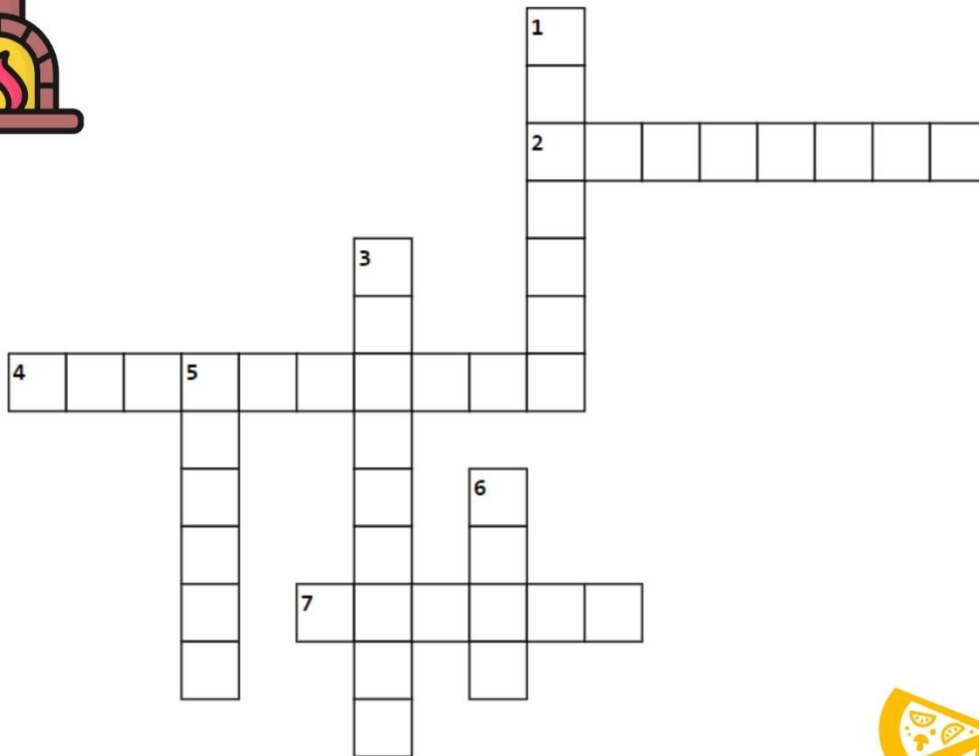
HOW DID THE TORTOISE WIN THE RACE?

SEQUENCE THE STORY!



- The Hare ran very fast and decided to take a nap.
- The Tortoise reached the finish line and won the race!
- The Fox set the starting line and began the race.
- The Tortoise passed the sleeping Hare.
- The Hare woke up and tried to catch up.
- The Tortoise kept moving slowly but steadily.
- The Hare made fun of the Tortoise for being slow.
- The Tortoise challenged the Hare to a race.

EXTRA MATERIAL



Across

2. Soft or crispy flatbread that holds the fillings.
4. – A hot sauce with chili peppers for extra heat. 🌶️
7. Diced for a juicy, fresh taste.

Down

1. Fresh, chopped green leaves for crunch.
3. Mashed avocado mixed with seasoning.
5. Shredded cheese like cheddar or queso fresco.
6. Usually beef, chicken, or pork, cooked and seasoned.





EXTRA MATERIAL

"Animal Movements"



CALL OUT AN ANIMAL,
AND STUDENTS MOVE
LIKE THAT ANIMAL
(E.G., JUMP LIKE A
FROG, CRAWL LIKE A
SNAKE).





EXTRA MATERIAL

K	N	M	Z	C	O	C	H	E	E	S	E	Y	C
I	Z	P	J	G	P	B	F	X	X	B	D	L	O
D	K	N	P	F	N	U	X	G	S	I	V	B	R
F	T	F	N	P	W	T	O	R	T	I	L	L	A
Y	C	W	E	Y	V	N	J	B	Z	S	S	J	R
R	Q	H	Z	O	L	R	B	J	F	R	H	Z	W
Q	Y	B	P	U	M	E	A	T	E	N	N	U	X
C	R	Q	M	T	T	R	E	T	B	Z	I	D	D
U	E	B	G	U	A	C	A	M	O	L	E	P	W
M	K	L	T	O	M	A	T	O	G	D	N	K	C
M	S	Y	L	E	T	T	U	C	E	G	N	F	N
S	P	I	C	Y	S	A	L	S	A	P	X	O	T
T	H	H	L	S	Z	L	I	J	S	W	G	M	Z
U	V	Q	K	Z	L	Q	I	G	F	I	P	X	B

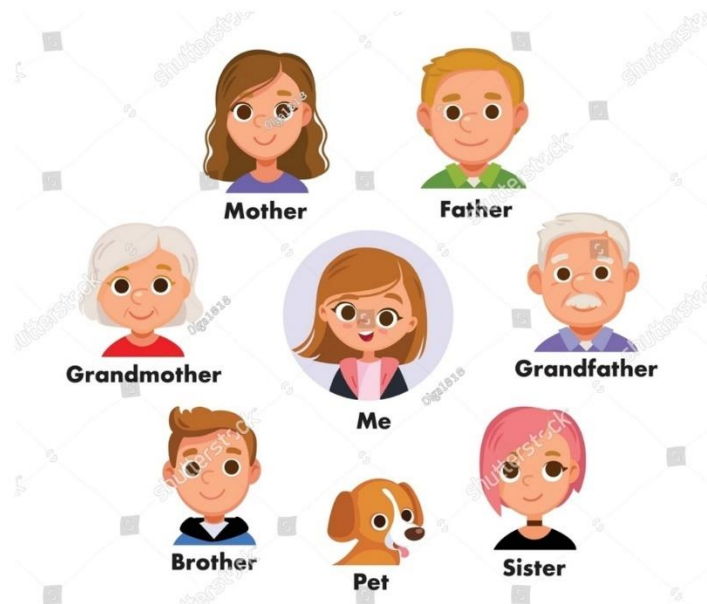
Cheese Guacamole
Lettuce Meat
SpicySalsa Tomato
Tortilla



EXTRA MATERIAL

"Guess Who? Family Edition" 🤔

ONE STUDENT DESCRIBES A FAMILY MEMBER WITHOUT SAYING THEIR NAME (E.G., "SHE IS MY DAD'S SISTER."). OTHERS GUESS WHO IT IS.

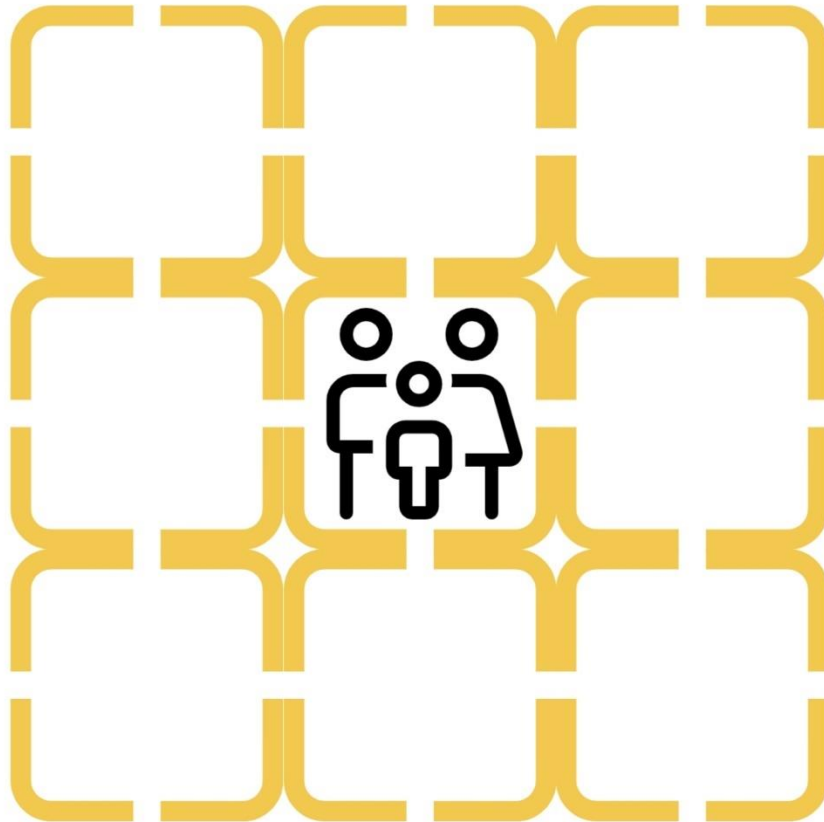




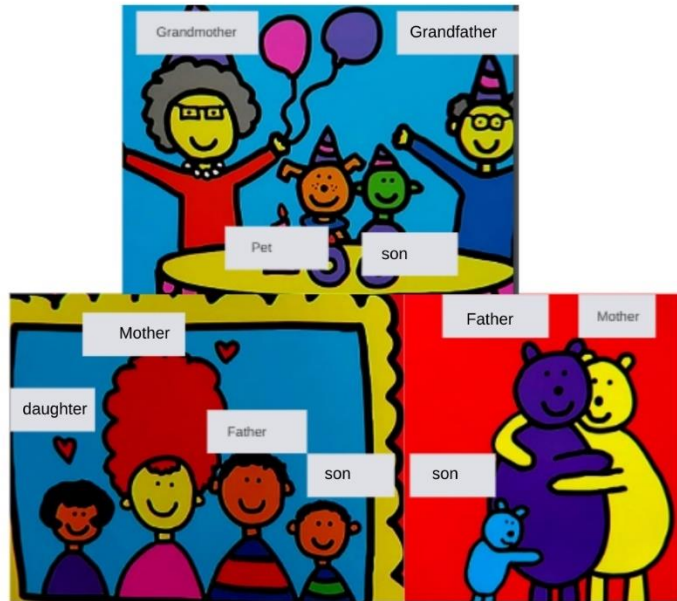
EXTRA MATERIAL



"Family Bingo"



ANSWER SHEETS



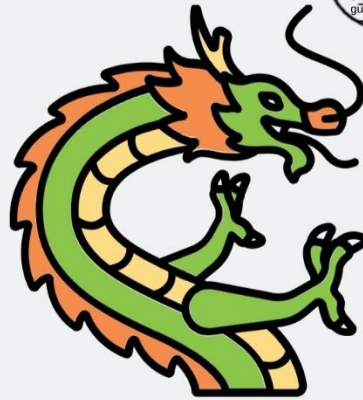
ANSWER SHEETS

Ingredients



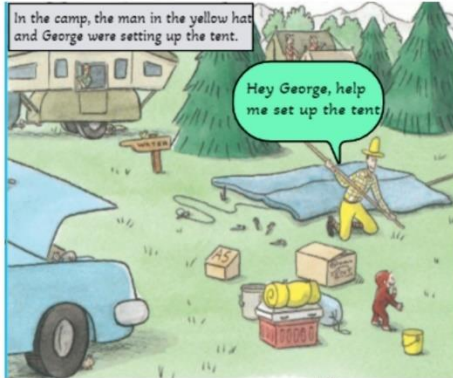
Tomato _____	lettuce _____
chilli _____	pepper _____
tortilla _____	meat _____
sauce _____	
avocado _____	
cheese _____	

Dragons love Tacos

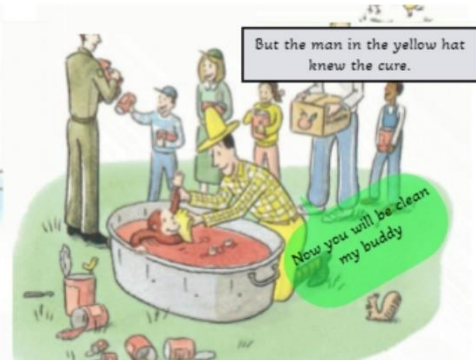
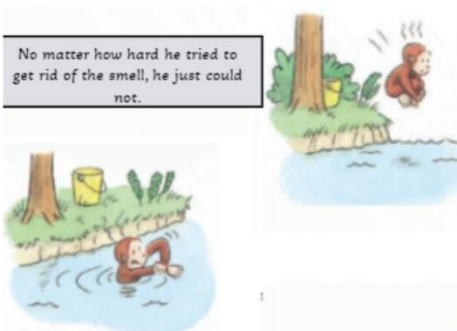


The ingredients of my favourite Taco are:
Taco shell, ground beef, chicken, or
pork, lettuce, tomatoes, onions,
cheese, sour cream, salsa,
guacamole, jalapeños, cilantro.

ANSWER SHEETS



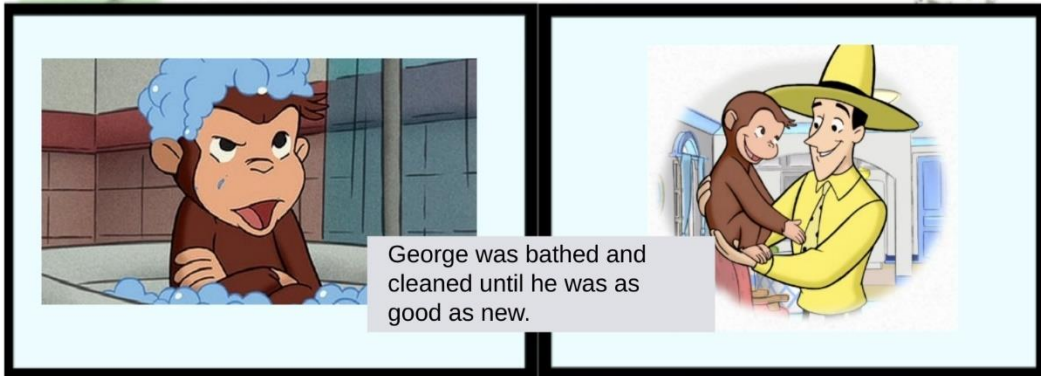
While carrying the bucket of water George was distracted by the animals and people in the camp.



ANSWER SHEETS



He was attacked by the skunk and called for help.



George was bathed and cleaned until he was as good as new.

ANSWER SHEETS

At the beginning of the race the tortoise was left behind.



The hare decided to take a nap



In the end the hare got overconfident and lost the race.



ANSWER SHEETS

Comprehension Questionary

WHO WERE THE TWO ANIMALS IN THE RACE?

The two animals in the race were the Hare and the Tortoise.

WHY DID THE HARE LAUGH AT THE TORTOISE?

The Hare laughed at the Tortoise because he thought the Tortoise was too slow to ever win a race.

WHO ACTED AS THE JUDGE FOR THE RACE?

The judge for the race was usually depicted as an impartial figure like a Fox or another animal in the fable.

WHAT DID THE HARE DO WHEN HE WAS FAR AHEAD IN THE RACE?

When the Hare was far ahead in the race, he decided to rest, thinking he had plenty of time to win.

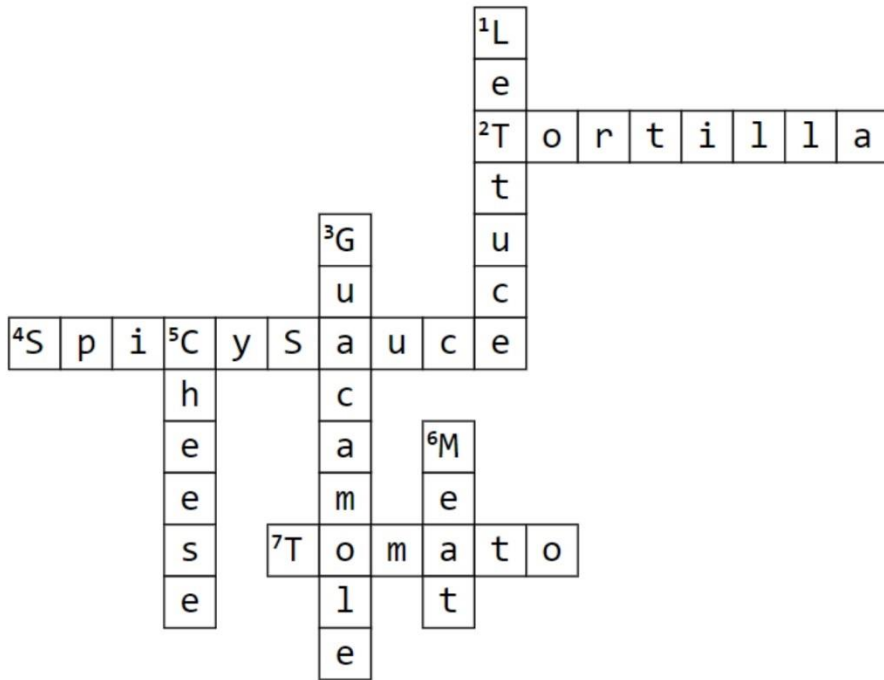
HOW DID THE TORTOISE WIN THE RACE?

The Tortoise won the race by continuing at a steady pace while the Hare slept, and ultimately, the Tortoise crossed the finish line first.

ANSWER SHEETS

- 4 The Hare ran very fast and decided to take a nap.
- 8 The Tortoise reached the finish line and won the race!
- 2 The Fox set the starting line and began the race.
- 6 The Tortoise passed the sleeping Hare.
- 7 The Hare woke up and tried to catch up.
- 5 The Tortoise kept moving slowly but steadily.
- 3 The Hare made fun of the Tortoise for being slow.
- 1 The Tortoise challenged the Hare to a race.

ANSWER SHEETS



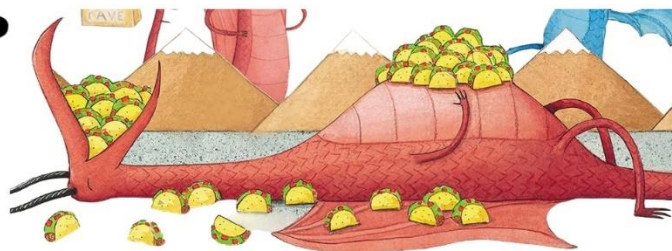
K	N	M	Z	C	O	C	H	E	E	S	E	Y	C
I	Z	P	J	G	P	B	F	X	X	B	D	L	O
D	K	N	P	F	N	U	X	G	S	I	V	B	R
F	T	F	N	P	W	T	O	R	T	I	L	L	A
Y	C	W	E	Y	V	N	J	B	Z	S	S	J	R
R	Q	H	Z	O	L	R	B	J	F	R	H	Z	W
Q	Y	B	P	U	M	E	A	T	E	N	N	U	X
C	R	Q	M	T	T	R	E	T	B	Z	I	D	D
U	E	B	G	U	A	C	A	M	O	L	E	P	W
M	K	L	T	O	M	A	T	O	G	D	N	K	C
M	S	Y	L	E	T	T	U	C	E	G	N	F	N
S	P	I	C	Y	S	A	L	S	A	P	X	O	T
T	H	H	L	S	Z	L	I	J	S	W	G	M	Z
U	V	Q	K	Z	L	Q	I	G	F	I	P	X	B

EVALUATION RUBRIC

Action to Evaluate	Excellent (2 POINTS)	Good (1.5 POINTS)	Regular (1 POINT)	INSUFFICIENT (0.5 POINTS)	EVALUATION
Identification of the purpose of the text	The students can identify the general purpose of the text	The students can identify the purpose so The text with difficulty	The students can identify the general purpose with help	Students can not identify the general purposes of the text	
Identification of the main idea	The students can identify the main idea of the text and provide details of it	The students can identify the main idea until can have some ideas	The students can identify with difficulty the main idea	This students can not identify the main it of the text	
Identification of relevant details	The students can identify relevant details of the text	This students can identify relevant ideas of the text but they cannot explain their importance	The students identified with difficulties the ideas of the text	The students not identify the relevant details	
Connection between ideas	The students can identify and explain what the ideas in the text mean	The students can identify their connection between the ideas with difficulty to explain how it connect	The students have difficulties identifying their connection between ideas	The students cannot identify the connection between ideas	
Inference	The students can infer and support the ideas with details	The students can inference support the main idea but have difficulty with the details	The students have difficulty to make precise inference	The student cannot understand the text	



**THANKS FOR
READING**



CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In this section, the conclusions drawn are the key points of the research while the recommendations offer practical suggestions for future action or improvement. Both serve to guide decision-making and improve the overall understanding of the issue.

- The use of comics has proven to be an engaging and effective strategy for developing reading skills in Fifth Level students at 28 de Septiembre High School. The combination of visual elements and text helps students better understand the context and vocabulary, improving their reading comprehension and retention.
- English teachers at the school utilize a variety of traditional reading strategies, including vocabulary exercises, reading comprehension questions, and guided reading. However, there is a noticeable gap in integrating more dynamic, visual-based methods like comics, which can enhance students' interest and motivation in reading.
- The design of a virtual guide based on comics offers a promising tool for teachers to enhance reading instruction. It can provide students with a more interactive and visually stimulating way to engage with English texts, thereby supporting the development of both their reading comprehension and vocabulary in an enjoyable, accessible format.
- The integration of comics into reading instruction is likely to increase student motivation and participation. The combination of storytelling and visuals helps students connect with the material on a deeper level, sparking their interest in reading and promoting active involvement in lessons. This approach can particularly benefit students who struggle with traditional text-heavy materials, offering them a more dynamic and enjoyable learning experience.

RECOMMENDATIONS

- It is recommended that English teachers at 28 de Septiembre High School incorporate comics into their reading lessons to enhance student engagement and comprehension. Comics offer a unique way to connect visual learning with text, making reading more appealing and accessible for students.
- Teachers should be provided with professional development opportunities focused on using comics effectively in the classroom. Training could cover how to design lessons, integrate comics with traditional reading strategies, and leverage virtual guides to make the learning process more interactive and engaging.
- The virtual guide based on comics should be developed and tested with students at the school to provide a modern, interactive tool for learning. It is recommended

that the guide includes a variety of comic genres and themes to cater to different interests and reading levels, helping to maintain students' motivation to read.

- To measure the effectiveness of comics in improving reading skills, it is recommended that teachers conduct regular assessments and gather feedback from students. This help in adjusting the use of comics and virtual guides to best suit the needs of the students and ensure continuous improvement in reading outcomes.

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ANNEXES

ANEEX 1. Research Instruments Approval



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Ibarra, 15 de enero del 2025

Magister

Fernando Flores

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Using Comics as a Strategy to Develop Reading Skills in Fifth Graders at 28 de Septiembre School" Previo a la obtención del título de Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Diego León

0401924097



**TRABAJO DE INVESTIGACION PREVIO A LA OBTENCION DEL TITULO DE
LICENCIATURA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

<u>Thesis Topic</u>	Using Comics as a Strategy to Develop Reading Skills in Fifth-Level Students
QUESTIONARY FOR STUDENTS	
<u>Obietive:</u>	Explore the interest in the lecture in students developing reading skills.

Estimados estudiantes,

Este cuestionario es parte de un trabajo de investigación relacionado al aprendizaje del idioma inglés específicamente a la habilidad de Reading. Este cuestionario te tomará aproximadamente de 5 a 10 minutos por lo que se le pide favor contestar a cada una de las preguntas. Adicionalmente, es importante mencionar que este cuestionario es anónimo y contribuirá mucho en la realización de mi trabajo de investigación

- Marca con una **X** la respuesta que consideres más adecuada.

1. ¿Lees textos con imágenes en tu clase de Inglés?

- Mucho
- A veces
- Poco
- Nunca

2. ¿Con que frecuencia lees los textos con imágenes en Inglés?

- 1 vez a la semana
- 2 veces a la semana
- 3 veces a la semana
- más de 3 veces a la semana

3. ¿Del siguiente listado de textos en Inglés, ¿cuál de ellos lees con más frecuencia?

- Libro de trabajo en Ingles
- Historias
- Artículos científicos



Revistas

Noticias

Comics

4. ¿Qué tan fácil te resulta entender una historia en Inglés con imágenes?

Muy fácil

Fácil

Difícil

Muy difícil

5. ¿Te gustaría que se usen cómics en tus clases para aprender Inglés?

Sí

No

6. ¿Consideras que los cómics pueden ayudarte a aprender nuevas palabras en Inglés?

Sí

No

7. ¿Qué tan motivado te sentirías al aprender Inglés usando cómics?

Muy motivado

Motivado

Poco motivado

Nada motivado

8. ¿Qué tipo de historias de cómics te gustaría leer en Inglés?

Superhéroes

Fantasía

Aventuras

Ciencia ficción

9. ¿Qué tan útil crees que sería usar cómics para mejorar tu lectura en Inglés?

Muy útil

Útil

Poco útil

Nada útil

10. ¿Qué tipo de actividades preferirías realizar después de leer un cómic en clase?

Responder preguntas sobre el cómic

Dibujar los personajes del cómic



- Inventar un final diferente
- Leer y discutir con tus compañeros
- Contar la historia con tus propias palabras
- Completar ejercicios sobre el cómic
- Dibujar partes del cómic
- Hacer una representación del cómic

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....



**TRABAJO DE INVESTIGACION PREVIO A LA OBTENCION DEL TITULO DE
LICENCIATURA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

<u>Thesis Topic</u>	Using Comics as a Strategy to Develop Reading Skills in Fifth-Level Students INTEVIEW FOR THE ENGLISH TEACHERS
<u>Objective:</u>	Collect information about teachers' development in/for classes

Estimados docentes,

Esta entrevista es parte del proyecto de investigación que se enfoca en el desarrollo de la habilidad de Reading. Esta entrevista no tomará más de 5 a 10 minutos. Habrá 6 preguntas relacionadas a la enseñanza del idioma Ingles y el desarrollo de la habilidad de lectura. Agradezco con anticipación por su tiempo y participación.

1. How important is the development of reading skills for you?
2. Do you consider that students are having a lack of reading development??
3. What kind of activities do you apply to practice student reading?
4. What strategies do you use to develop reading skills?
5. Do you like to innovate your classes?... Explain your answer?
6. What are your opinions about using comics in your reading classes?
7. Would you like to use a guide to improve the reading skills of your students?



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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	x			


Firma del Evaluador

C.C.: 100218847-D

Apellidos y nombres completos	Darwin Fernando Flores Albuja
Título académico	Maestr
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
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Ibarra, 15 de enero del 2025
Magister

Fernando Narváez
DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los Cuestionarios de Investigación del Proyecto "Using Comics as a Strategy to Develop Reading Skills in Fifth Graders at 28 de Septiembre School" Previo a la obtención del título de Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,
Diego León
0401924097



UNIVERSIDAD TÉCNICA DEL NORTE
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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			

Firma del Evaluador

c.c.: 1001758026

Apellidos y nombres completos	Narvaéz Vega Franklin Fernando
Título académico	Magister en Educación
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Correo electrónico	f.narvaez@utn.edu.ec
Teléfono	0992530902

Annex 2. Instruments Application



Annex 3. Proposal Socialization





UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"
IBARRA-IMBABURA-ECUADOR

Rocafuerte No 6-81 y Oviedo Juan de salinas No. 1-54 y García Moreno
Juan de salinas No. 1-54 Juan Manuel Grijalva



• Educación

El suscrito MSc. Mario Oswaldo de Jesús Herrera en calidad de Rector de esta institución educativa y en uso de sus atribuciones legales:

C E R T I F I C A :

QUE: el Sr. LEÓN CHUGÁ DIEGO JOHEL con C.C. 0401924097, estudiante de la Universidad Técnica del Norte, de la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, realizó la Socialización de su propuesta titulada "COMICS IN THE CLASSROOM: CONTENT-BASED INSTRUCTION STRATEGIES TO DEVELOP READING SKILLS", perteneciente al trabajo de integración curricular "USING COMICS AS A STRATEGY TO DEVELOP READING SKILL IN FIFTH GRADERS AT 28 DE SEPTIEMBRE SCHOOL", en el Área de Inglés de la institución el día jueves 06 de febrero de 2025.

QUE: es todo cuanto puedo certificar en honor a la verdad.

Ibarra, febrero 06 de 2025

Atentamente,


MSc. Mario de Jesús H.
RECTOR

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