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**“THE USE OF COMICS TO DEVELOP WRITING SKILLS IN 4TH-GRADE
STUDENTS AT ESCUELA SANTO DOMINGO DE CUTUGLAGUA”**

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DEDICATIONS

During the development of this work there have been many people who have given me their support, but the one who has given me the most support is my wife who has been the ideal help in the development of this thesis at all times.

Thank you for being the complement to my life. I hope that my daughters can take this example and know that there is that special person who can accompany us in the development of our dreams.

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ABSTRACT

The present study is based on the need to implement comics as a pedagogical tool in the development of written production in 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua. The general objective of this research is to analyze the use of comics as a pedagogical tool in the development of writing skills. To obtain the results of this research, a mixed research was used in which qualitative and quantitative techniques were combined, including surveys and interviews with teachers and authorities of the educational institution. One of the most significant findings of this research is that the lack of implementation of techniques for developing writing skills does not create the level of motivation and self-confidence that students should develop when learning English. The main conclusions suggest that it is essential to implement teaching strategies that foster the development of students' writing skills and confidence, while also creating a dynamic and motivating environment for students. Teachers are encouraged to incorporate fun and engaging activities into their classes, and to create a supportive and respectful environment in which students feel safe to express themselves without fear of receiving a negative response if they make a mistake. This study contributes to the improvement of pedagogical processes in teaching English and provides a basis for future research in the area of English writing skill.

Keywords: Writing Skills, Comic, Motivation, Confidence.

RESUMEN

El presente estudio se basa en la necesidad de implementar el comic como una herramienta pedagógica en el desarrollo de la producción escrita en los estudiantes de Cuarto Año de Educación General Básica de la Escuela de Educación General Básica Santo Domingo de Cutuglagua. El objetivo general de esta investigación es analizar el uso del comic como una herramienta pedagógica en el desarrollo de las habilidades de escritura. Para obtener los resultados de esta investigación se utilizó una investigación mixta en la que se combinaron técnicas cualitativas y cuantitativas, incluyendo encuestas y entrevistas a docentes y autoridades de la institución educativa. Uno de los hallazgos más relevantes de esta investigación es que la falta de implementación de técnicas para el desarrollo de la habilidad de la escritura no crea el nivel de motivación y autoconfianza que deben generar los estudiantes al momento de aprender inglés. Las principales conclusiones sugieren que es importante implementar estrategias didácticas que promuevan el desarrollo de la habilidad de la escritura y la confianza de los alumnos, así como crear un ambiente dinámico y motivador para los estudiantes. Se recomienda a los profesores que incorporen actividades lúdicas y llamativas en sus clases, y que creen un ambiente de apoyo y respeto en el que los alumnos se sientan seguros para expresarse sin miedo a recibir una respuesta negativa si cometen un error. Este estudio contribuye a la mejora de los procesos pedagógicos en la enseñanza del inglés y proporciona una base para futuras investigaciones en el área de la habilidad de la escritura en inglés.

Palabras clave: Habilidad de Escritura, Comic, Motivación, Confianza..

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INTRODUCTION

The 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua are receiving classes at the A1 level according to the curriculum presented by the Ministerio de Educación (2016) on its website, although their activities focus on input activities. It is necessary to generate teaching materials that develop writing skills using fun literature, such as comics, which maintain interest and foster creativity in students.

The development of linguistic skills in the English language learning process is rooted in building communicative competence, which is demonstrated through four core skills: speaking, reading, listening, and writing (Saborit et al., 2014, p. 607).

So, on this occasion, we will focus on writing skills since they are an essential element within communication and even more so if we apply from an early age, seeking to develop writing ability, because if a student cannot write well, and will not have learned the language properly (Saborit et al., 2014, p. 610).

Furthermore, it is important to consider that Education First (2024) ranks Ecuador 80th due to its low level of English proficiency. This highlights the need to strengthen writing skills, as most assessments rely on written communication as the primary means of evaluation

Taking into account that the knowledge level in which fourth-year EGB students are at is A1.1 as shown in the foreign language curriculum of the Ministry of Education (MinEduc, 2019), and most of its activities focus on entry activities, it is necessary to know student needs and generate tools that benefit academic development where we promote meaningful learning based on the development of writing skills.

This study focuses on the problems that students encounter when generating texts in the English language, recognizing that the resources necessary for their development should be adapted to their interests and needs to improve their writing skills through the use of comics with 4th-grade students at Escuela de Educación General Básica Santo Domingo de Cutuglagua.

BACKGROUND

The use of comics as a pedagogical tool to enhance the writing skills of fourth-grade students is grounded in the convergence of several disciplines, including education, linguistics, cognitive psychology, and visual communication. Comics provide students a unique platform to explore narrative structure, dialogue, and characterization, which are essential aspects of effective writing (Lankshear & Knobel, 2003).

The use of images and texts enables the development of creativity, according to Apostolou (2023), as the reconstruction of meanings is generated by combining images with texts to promote critical thinking and information retention through the use of clues that facilitate memory and learning.

The implementation of CSS (Comic Strips Strategy) to improve writing scores was investigated by Yin (2014), who concluded that the use of CSS enhances the writing ability of those investigated, as evidenced by triangulated data from various sources.

Visual and digital literacy is also crucial for using comics in the classroom. Comics help students learn to read and understand visual media, as well as communicate effectively in digital environments, in the digital age where communication and information are primarily transmitted through visual and digital media.

PROBLEM BACKGROUND

JUSTIFICATION

The use of comics as a teaching tool to enhance writing skills in 4th-grade students at Escuela de Educación General Básica Santo Domingo de Cutuglagua provides an alternative method for understanding and communicating ideas. According to Gavaldón et al., (2020), the creation of comics allows students to express their ideas creatively and meaningfully, to varying degrees.

Therefore, interest is generated in using this pedagogical tool for the development of writing, taking into account what was stated by Jiménez et. al., (2020), who mentioned that comics serve as an incentive for reading and training competent readers since they favor the literacy process, encourage the pleasure of reading, and improve students' writing.

Without leaving aside the study carried out by Acosta & Moncayo (2020) who concludes that the comic book is a modern didactic tool that, although it changes its format or modality, it maintains its particularity of being a narrative text that looks for the development of abilities and skills during the learning of a language, in this case English.

Therefore, this research focuses on developing writing skills to promote an active understanding of second language acquisition, such as English. Consequently, techniques that foster cognitive development in English should be implemented for students.

OBJECTIVES

General Objective

Analyze the use of comics as a pedagogical tool in the development of writing skills in 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua.

Specific Objectives

1. To characterize the advantages of comics as a pedagogical resource
2. To use comics in classroom writing activities.
3. To study the effect of comics on the development of writing skills in students of the 4th grade of Escuela de Educación General Básica Santo Domingo de Cutuglagua.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. Constructivist pedagogical model and foundations of the use of comics

1.1.1. Constructivist Pedagogical Model

The constructivist pedagogical model posits that learning is a dynamic process in which students construct their knowledge through interaction with their environment and reflection on their prior experiences. According to Bolaño (2020), this approach generates a process in which the student becomes the central agent of learning, fostering a deep and meaningful understanding of educational content.

Furthermore, constructivism allows for an understanding of the extent of the relationship between cognitive development and society, thereby creating the zone of proximal development, which was introduced by Vygotsky when he demonstrated the interdependence between human development and teaching-learning processes. Thus, "These elements demonstrate the existence of a real developmental level, understood as what a person is capable of accomplishing independently, and a potential developmental level, defined as what an individual can achieve with the assistance of another person." (López & Jaramillo, 2025, p. 76).

In academic training, constructivism involves the teacher's responsibility to create learning environments that stimulate exploration, discovery, and problem-solving. Therefore, according to Olmedo & Farrerons (2017):

Constructivist models are based on three fundamental premises. The first is that the student is responsible for their learning, as it is an active process of construction rather than mere knowledge acquisition. The second key idea emphasizes that content serves as the driving force behind the student's learning activity rather than simply transmitting knowledge. The two previous principles cannot be effectively applied if the teacher does not establish the optimal conditions for the implementation of constructivist activities, which constitutes the third essential premise for the success of constructivist models. (pp. 55-56)

By adopting a constructivist approach, the development of critical and reflective skills in students is explored, preparing them to face complex challenges in various circumstances.

In this regard, the observer-intervener teacher model, which creates learning situations to facilitate knowledge construction, designs varied and structured activities, guides and redirects tasks, and promotes reflection on what has been learned to reconsider the process, appears to be more effective than merely transmitting knowledge or passively observing students' autonomous work (Tünnermann, 2011, p. 25).

1.1.2. Definition and Evolution of Comics

Comics, as a form of artistic expression, demonstrate the sequential harmonization of combining images and text to narrate a story, which can also be referred to as a graphic story, in accordance with Segovia (2010) “the graphic story shares with other narrative media the essential articulation of time and space, which, through a specific process of composition, constructs the essence of the narrative discourse” (p. 1).

Mena (2017) stated, “The origins of comics in our country are linked to the publication of comic satires in the 19th century, with one of the first manifestations of this genre known as *El Perico*” (p. 27). Additionally, comics have undergone constant changes to adapt to cultural and technological influences.

Currently, comics have managed to generate a wide variety of content in terms of genres and themes, capturing the attention of diverse audiences and enabling their use in the educational field (Delgadillo, 2016). Moreover, they provide a broader perspective of the world and influence students' development.

Comics address various topics in a visually engaging manner, which has allowed them to gain recognition as a pedagogical tool in the educational context. They tackle relevant issues within our society. In accordance with Tubay & Andrade (2024), Comics serve as an empowering tool in social learning, as their visual content contributes to the development of public thinking when used as a teaching tool. (p. 126).

1.1.3. Importance of Comics in Contemporary

Innovation within education has allowed comics to be positioned as a tool that facilitates the process of knowledge construction. The visual and narrative aspects help develop students' interest by combining artistic and academic content in order to foster critical thinking and creativity. Furthermore, according to Albor (2019), it is crucial to highlight that employing creative resources, such as comics, in educational settings enhances abstract understanding, as well as recognizing their practical use in various situations. (p. 91).

The flexibility of comics to incorporate different languages and communicative modalities transforms them into a didactic resource that enables a connection between theory and practice, to achieve active participation from students. Thus, Palacios et al., (2023) suggest that the use of a comic style establishes a fun and interactive atmosphere, promoting education and learner involvement. (p. 35).

The combination of various artistic and educational elements within comics allows for the incorporation of diverse cultural perspectives, providing a better approach to the interpretation and analysis of information to promote dynamic interaction and autonomous learning, as Crispín Bernardo et al., (2011) "it is stated that autonomous learning is a process in which the student self-regulates their learning and becomes aware of their own cognitive and socio-affective processes" (p. 49).

1.2. Structure of the Comic

1.2.1. Pre-production

The essential phase in creating a comic is preproduction, which lays the necessary foundations for a coherent and captivating narrative through the development of the script, character design, and scene planning. According to Pérez (2021), "Preproduction in other artistic fields often becomes the foundation of the project" (p. 7).

Characters are another decisive element in the development of a comic, as they must be engaging and consistent with the narrative. There must be a logical flow in the development of the story. “With comics, the characters—and through them, the students themselves—speak (linguistic expression), move (dynamic expression), express themselves with gestures and facial expressions (dramatic expression), interact (social expression), and are placed in contexts (natural expression), etc.” (Guzmán, 2011, p. 129).

The creation and development of settings or environments are essential within preproduction, as their proper application generates the spatial contexts that help create a coherent and suitable plot, aiming to capture attention and interest in the comic more effectively. According to Garcia (2020), "Concept art allows for a general visualization of an idea or concept, thus demonstrating the importance of visual aesthetics within the comic" (p. 8).

As the next step, a storyboard should be constructed according to Garcia (2020), which determines the sequence and distribution of the different events, as well as the correct use of panels, developing the different levels of organization within the narrative, and seeking to identify possible inconsistencies within the story.

Creating a storyboard provides a visual script serving as a reference for the final comic scenes. As pictures sometimes convey more than words, focusing on actions within panels and the script is crucial. (García, 2020, p. 11).

1.2.2. Visual Elements

The importance of visual elements in creating a comic is highly valuable, as they enable the narrative to be communicated effectively and attractively. One of its basic elements, considered the smallest unit of meaning in the comic, is called a panel, which enables the understanding of the space and rhythm of the story, thus creating a visual language, which according to Muñoz (2016) "determines that the visual language resulting from the combination of writing and drawing is considered an inseparable tool in the natural evolution of language" (p. 10).

The use of illustrations within visual narration enables us to explore different viewpoints and generate various perspectives, thereby highlighting several important elements within the story. As indicated by Rosales (2020), "The study of visual codes through graphic design applied to graphic novels allows for a deep understanding of how these influence the construction of this type of visual work" (p. 1).

The elements that enable transcendence in the interpretation of a comic's narrative focus on visual metaphors and gestural codes, through which different states of emotion, sensation, or ideas are graphically expressed. For example, Jiménez (2020) stated that the comic has emerged as a tool capable of expressing the different realities in which people are immersed, creating approximations to reality.

Finding the right tone for the story, focusing on color and lighting, plays a fundamental role in setting the atmosphere of the story. This is why the choice of colors also contributes to the creation of atmosphere and emotions. According to Paccha & Pérez (2021) indicates that "the everyday nature of a context can be expressed through shapes and images, where figures and colors convey already defined characteristics" (p. 18).

1.2.3. Narrative Resources

In recent years, comics have undergone several changes focused on the visual narrative medium, aiming to enhance the reader's experience by incorporating elements such as the sequential arrangement of images to represent specific moments in time and transitions. These elements allow the reader to infer various actions that were not explicitly depicted. Thus, Paredes et al., (2024) state, “It is stated that comics facilitate the understanding of complex and abstract texts through the use of images and graphic sequences, which stimulate the imagination” (p. 820).

Another important aspect to consider within the narrative of comics is the panel, which reveals the elements that compose it. Its purpose is to emphasize specific aspects of the story, as the use of characters, objects, and backgrounds captures the reader's attention. According to Aguirre (2013), “the arrangement of images within the panel's frame serves as a catalyst for both time and space” (p. 39).

The interaction between text and images enables the determination of whether the text, descriptions, and onomatopoeias are contextually aligned with the images, thereby maintaining the coherence of the storyline. According to Consuegro & Quezada (2024), “Comics, with their unique combination of text and images, provide an engaging and accessible medium that can capture students' interest and enhance their understanding of texts” (p. 17).

Symbolic elements reinforce the communication of central themes, emotions, or future events by combining the literal with symbols within an artistic expression. This is achieved through the implementation of visual metaphors, allowing for a concise understanding within the narrative of comics. According to Paredes et al.,(2024), “The use of comics enables the development of educational projects aligned with their contextual environment, fostering cognitive and mental skills” (p. 827).

1.3. Importance of Writing and Educational Challenges

1.3.1. Writing Skills in the Educational Context

In the educational context, writing skills are considered fundamental to the comprehensive development of students, as they are essential in the process of generating, disseminating, and distributing knowledge. According to Ramón (2023), the primary objective is to improve academic writing to produce high-quality texts with a focus on composition.

The significance of writing, achieved through constant practice, can be observed in the ability to generate clear ideas based on coherent thinking. Jurayeva (2024) states that “similarly, students develop the ability to solve problems by communicating ideas in alignment with their needs” (p. 90).

Another aspect to consider within the process of acquiring writing skills is meaningful learning, for which teachers should include strategies to motivate and encourage reflection on various topics in order to inspire a deeper learning experience while developing meaningful writing, in alignment with what has been stated by Vula et al., (2024), “writing also fosters creativity and encourages students to explore innovative ways to express their thoughts and ideas” (p. 367).

As a final aspect, continuous evaluation and feedback enable a higher level of development in writing skills by providing constructive comments to identify areas that need improvement, with the intention of achieving significant writing. Thus, Chenekew & Tesfay (2024) mention that “teacher-student conferences can effectively improve three writing skills: organization, vocabulary, and mechanics” (p. 1).

1.3.2. Role of Comics in Improving Writing

The implementation of visual elements in alignment with the text in comics has positioned the comic as a pedagogical tool, enabling the recognition of its context. This, in turn, fosters a better understanding and facilitates the creation of a more effective narrative in the development of writing skills, as mentioned by Gienovita et al., (2015).

Allowing students to develop their ability to generate coherence and sequence within the comic narrative is based on each individual's creativity and imagination. By structuring stories through panels, students can develop their unique style while writing texts within a coherent narrative (Kartika, 2024).

By incorporating comics into classroom activities as a didactic strategy, it creates an environment aimed at optimizing skills based on critical thinking and comprehension within oral expression, reading, and writing, considering that Nishonova (2024) states that “comics offer a dynamic and engaging approach to primary education, fostering curiosity, creativity, and critical thinking skills” (p. 82).

In the Ecuadorian educational context, it is advisable to promote activities focused on creating and analyzing comic strips, intending to enhance writing skills. To achieve this, it is essential to develop an appropriate instructional design, as Nuzulul (2023) argues, since these contribute significantly to the learning process.

1.4. Application for Comics in the Classroom

1.4.1. Strategies for Integrating Comics into the Curriculum

Integrating comic strips into the educational curriculum can boost students' interest and motivation, thereby enhancing their understanding of the content. The first step in this process is selecting specific topics that focus on developing the subject matter, which helps facilitate knowledge acquisition (Nuzulul, 2023, p. 540).

On the other hand, Youlia & Osunero (2022) mention that encouraging students to create comics should be considered a strategy aimed at enabling them to convey their understanding in an innovative manner. This approach enables the transformation of complex concepts into engaging narratives, promoting critical thinking and the ability to synthesize information effectively.

Collaborative work through interdisciplinary cooperation among teachers is the foundation of integrating comics into project development. In this context, comic strips serve as a tool that connects different academic disciplines, allowing for the exploration of multiple areas of knowledge and establishing a practical resource for learning development (Kartika, 2024).

Ultimately, it is essential to recognize the teacher's role in effectively implementing this tool to foster positive outcomes for students. Proper training in analyzing, selecting, and creating comics is crucial for adapting them to educational needs and goals (Moreno et al., 2021).

1.4.2. Pedagogical Benefits of Using Comics

Brown (2023) notes that among the pedagogical benefits of using comics in academic activities, the stimulation of creativity and imagination in students is particularly notable. This is based on their ability to combine visual and narrative elements to express their thoughts in an original manner.

On the other hand, Rahmania & Umar (2023) mention that comics create an effective environment for vocabulary learning, as the association of images with text provides an engaging way to contextualize the meaning of new words. This makes comics a valuable tool for expanding vocabulary when learning a second language.

CHAPTER II

2 METHODOLOGY

2.1. Type of Research

This research is developed in a mixed-approach, taking into account that a mixed-method study is one in which the researcher incorporates both qualitative and quantitative methods of data collection and analysis in a single study (Creswell, 1999).

The quantitative method will focus on measuring the impact of using comics on writing skills, as the data are the result of measurements, represented by numbers (quantities). It must be analyzed using statistical methods (Sampieri, 2017).

The emphasis of the qualitative method is on the meaning that respondents give to a situation based on their background (Verhoeven, 2022). In this way, the method will explore the students' experiences to gain a deeper understanding of its application.

2.2. Research Methods, Techniques, and Instruments

Promoting the essential elements that establish the credibility of research involves research methods. According to Aguilera (2013), these methods can be seen as a structured series of procedures that help guide the mind's acuity toward discovering and explaining the truth.

Therefore, a descriptive study will be used, which, according to Cabezas et al., (2018), focuses on describing situations, events, or facts, collecting data on a series of issues, and measurements are carried out in this type of research. It also seeks to thoroughly explain what is happening at a given moment and provide an interpretation of it.

2.3. Techniques

2.3.1. *Survey.*

According to Cabezas et al., (2018), the survey is used to investigate and find out opinions through questions structured based on a methodical process, such as the operationalization of variables. Closed questions will be asked of students to determine the level of acceptance of using comics in developing writing activities.

2.3.2. *Interviews.*

The semi-structured interview is characterized by its flexibility and dynamism, allowing the researcher to delve into areas of interest while maintaining a basic structure to guide the conversation (Díaz et al., 2013). Teachers will be part of the research by participating in in-depth interviews to gain insights into their teaching techniques for developing writing skills in students.

2.4. Instruments.

Questionnaires for interviews

Questionnaires for surveys

2.5. Research Questions

What beneficial effects do comics have on the development of writing skills in the students of 4th grade at Escuela de Educación General Básica Santo Domingo de Cutuglagua?

How do comics intervene in the process of developing writing skills in English as a foreign language among the students of 4th grade at Escuela de Educación General Básica Santo Domingo de Cutuglagua?

2.6. Sample

This research is aimed at 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua. There are two parallel groups, each with a population of 25 students, comprising boys and girls between 8 and 9 years of age.

It is essential that the population is relevant and representative of the phenomenon being investigated (Cueva et al., 2023). Therefore, the entire population will be used to ensure the validity of this research.

2.7. Data Analysis Procedure

Statistical data analysis in educational research requires a thorough understanding of statistical methods to accurately interpret results and ensure the validity of conclusions (Lizasoain, 2024).

The statistical analysis of the collected data enables the generation of a descriptive study on the relationship between the use of comics and written skills, aiming to identify the need to incorporate this didactic resource into students' activities.

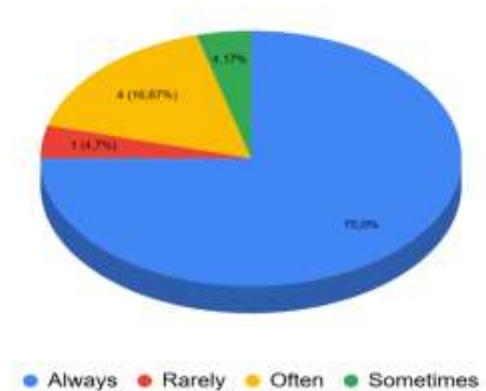
CHAPTER III

3 RESULTS AND DISCUSSION

3.1. Survey of 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua, Cantón Mejía.

3.1.1. *Do you like learning English when we use comics in class?*

Table 1

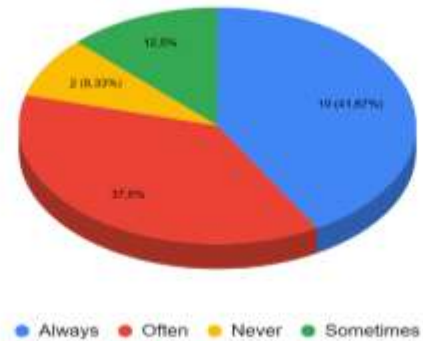


Source: Own elaboration

According to the results of Graph 1, the majority of respondents, 75%, mentioned that they always enjoy learning English when we use comics in class. Meanwhile, 16.7% often enjoy learning English when we use comics, 4.2% sometimes enjoy learning English, and 4.2% rarely enjoy learning English when we use comics.

3.1.2. *Do you think comics help you better understand English words and rules?*

Table 2

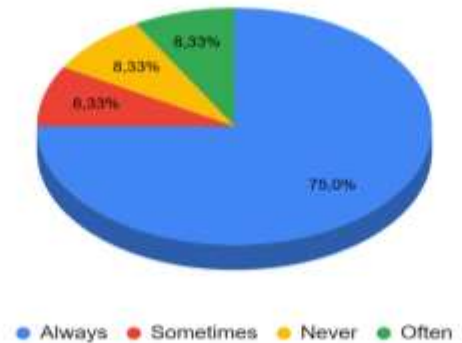


Source: Own elaboration

According to the results of graph 2, the majority of respondents, at 41.7%, said that they always believe comics help them better understand the words and rules of English. Additionally, 37.5% often think that comics help them understand the words and rules in English, while 12.5% sometimes believe that comics aid their understanding of the words and rules. Finally, 8.3% never believe that comics help them better understand English words and rules.

3.1.3. Do you feel more excited to write in English when we use comics?

Table 3

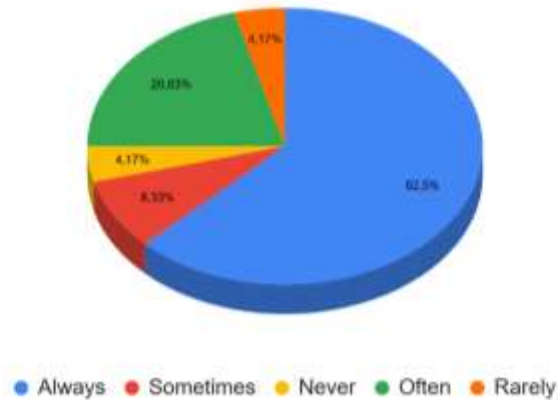


Source: Own elaboration

According to the results of Graph 3, the majority of respondents, who make up 75%, mentioned that they always feel excited to write in English when using comics. Additionally, 8.3% often feel excited to write in English when we use comics, another 8.3% sometimes feel excited to write in English when we use comics, and finally, 8.3% never feel excited to write in English when we use comics.

3.1.4. Does using comics in class help you better organize what you write in English?

Table 4

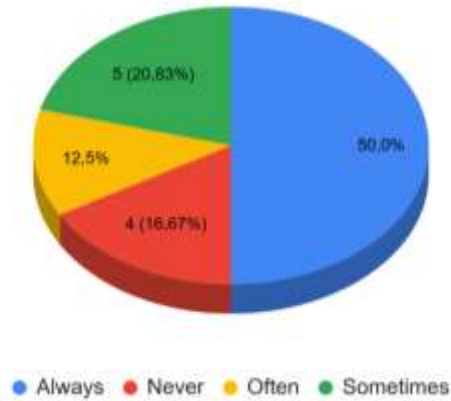


Source: Own elaboration

According to the results of Graph 4, the majority of respondents, at 62.5%, mentioned that always using comics in classes helps them better organize what they write in English. Additionally, 20.8% often find that using comics in classes helps them better organize their writing in English. In contrast, 8.3% sometimes find that comics help them organize their writing, while 4.2% rarely use comics for this purpose. Finally, 4.2% never use comics in class to help organize their writing in English.

3.1.5. Do you find it easier to write stories when you have comic book images as inspiration?

Table 5

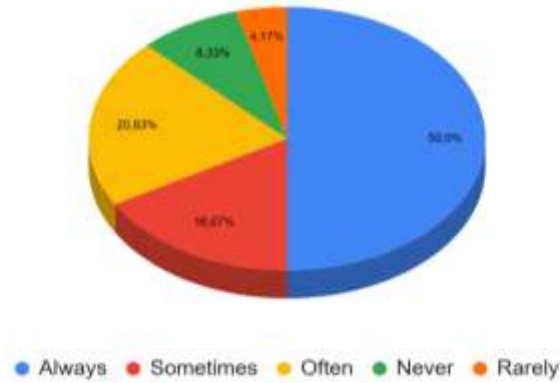


Source: Own elaboration

According to the results of Graph 5, the majority of respondents, at 50%, mentioned that it is always easier for them to write stories when they have comic images as inspiration. Additionally, 20.8% sometimes find it easier to write stories with comic images as inspiration, while 16.7% never find it easier to write stories with comic images as inspiration. Finally, 12.5% often find it easier to write stories when they have comic images as inspiration.

3.1.6. *I have learned to vary my vocabulary when writing stories with comics.*

Table 6

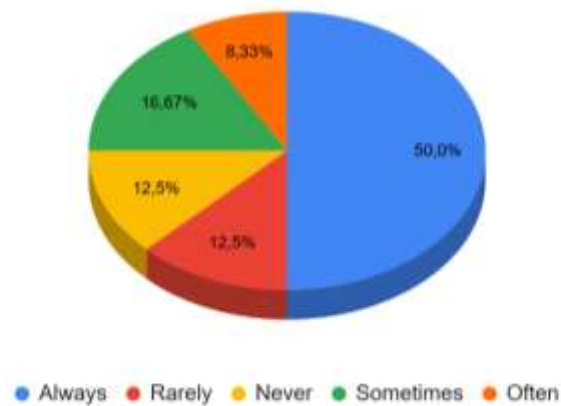


Source: Own elaboration

According to the results of graph 6, the majority of respondents, who constitute 50%, mentioned that they have always learned to vary their vocabulary when writing stories with comics. Meanwhile, 20.8% have often learned to vary vocabulary in such stories, with 16.7% indicating they have sometimes learned to do so. Additionally, 8.3% have never learned to vary their vocabulary in this context, and finally, 4.2% rarely have learned to vary their vocabulary when writing stories with comics.

3.1.7. Do you think writing short stories based on comics can help you improve your English vocabulary?

Table 7

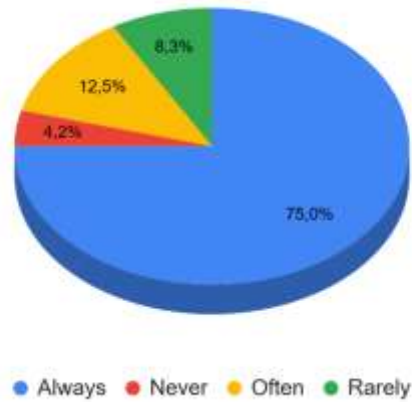


Source: Own elaboration

According to the results of Graph 7, most respondents, accounting for 50%, stated that they always believe writing short stories based on comics can help improve vocabulary. Additionally, 16.7% sometimes believe that writing short stories based on comics can help improve vocabulary, while 12.5% rarely believe in this. Another 12.5% never believe that writing short stories based on comics can help improve vocabulary, while 8.3% often believe that it can.

3.1.8. Comics motivate me to investigate the meaning of unknown words.

Table 8

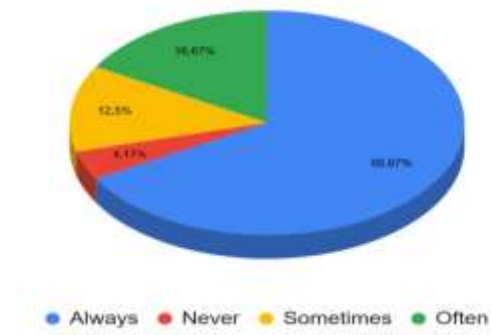


Source: Own elaboration

According to the results of graph 8, the majority of respondents, 75%, mentioned that comics always motivate them to investigate the meaning of unknown words. Additionally, 12.5% said that comics often motivate them to look up the meaning of unfamiliar words, while 8.3% rarely believe that comics motivate this behavior. Finally, 4.2% never believe that comics motivate them to investigate the meaning of unknown words.

3.1.9. *Do you think comics are a good tool for learning to write in English?*

Table 9

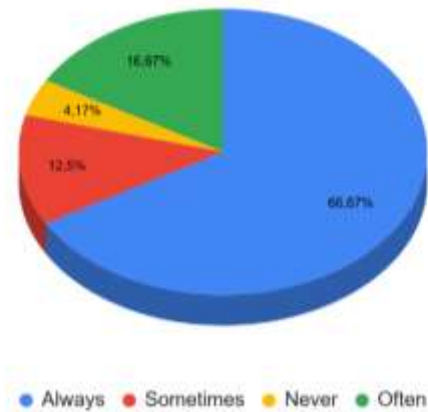


Source: Own elaboration

According to the results of Graph 9, the majority of respondents, at 66.7%, mentioned that they always believe comics are a good tool for learning how to write in English. Additionally, 16.7% often think that comics help learn to write in English, while 12.5% sometimes believe this, and finally, 4.2% never think that comics are a good tool for learning to write in English.

3.1.10. Would you like us to use more comics in your English classes?

Table 10

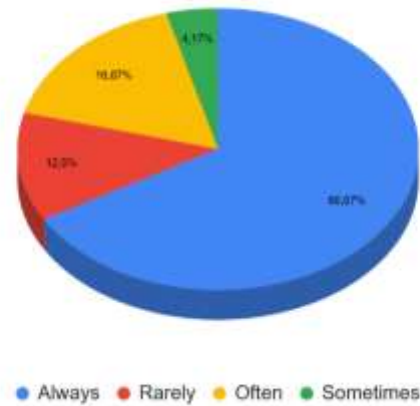


Source: Own elaboration

According to the results of Graph 10, the majority of respondents, at 66.7%, expressed a preference for always using comics in English classes. Additionally, 16.7% said they would often like to use comics, while 12.5% would sometimes like to do so, and 4.2% would never like to use comics in English classes.

3.1.11. Do you like to share your stories with your colleagues after writing them?

Table 11

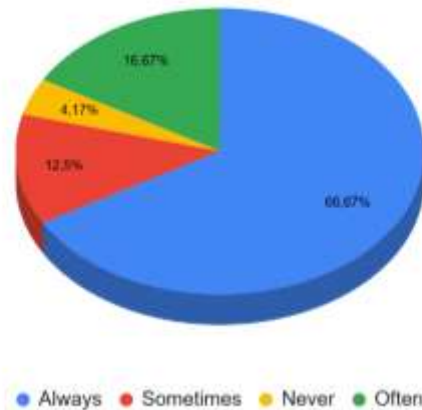


Source: Own elaboration

According to the results of graph 11, the majority of respondents, 66,7%, mentioned that they always like to share their histories with colleagues after writing them. Sixteen point seven percent often like to share their histories with colleagues after writing them, while 12.5% rarely do so. Finally, 4.2% would never like to share their histories with colleagues after writing them.

3.1.12. Do you feel more motivated to write when you work in a group?

Table 12



Source: Own elaboration

According to graph 12, most respondents, 83,3%, said they always feel more motivated to write when working in a group. Additionally, 12.5% reported that they often feel more motivated to write in similar situations, and finally, 4.2% indicated that they sometimes feel more motivated to write when working in a group.

3.2. Interview with the English teacher for 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua.

3.2.1. English Language Proficiency Level

Lcda. Lorena Criollo points out that students do not meet the A1 level required by the Ministry of Education. She mentions that lack of parental motivation and difficulties in retaining vocabulary are the main contributing factors. It can be inferred that, for her, family environment and consistent practice are crucial in language development.

Teacher Jadira Loaiza also notes that students fail to meet the required level. She highlights the lack of level-appropriate materials as one of the main reasons. From this, it can be deduced that she considers adapting teaching resources essential for students to make significant progress.

3.2.2. Methods and Strategies

Lcda. Lorena Criollo primarily uses graphic organizers (mind maps, story maps, sequences) to help students plan and visualize their ideas before writing. Additionally, she reinforces learning with worksheets related to class topics. It can be inferred that her approach aims to guide students step by step while providing visual tools to organize their thoughts.

Teacher Jadira Loaiza employs a playful methodology, introducing grammar through real-life activities. She also uses worksheets tailored to students' proficiency levels. It can be deduced that her method prioritizes fun and contextualized learning to boost children's motivation and confidence.

3.2.3. Use of Comics

Lcda. Lorena Criollo states that she has never used comics in class but acknowledges that they could be a valuable tool for students to create short texts using learned vocabulary. She believes comics are visually engaging and context-rich, making learning easier.

Teacher Jadira Loaiza has not used comics either, arguing that students are not yet ready to create full dialogues. However, she sees potential in applying them in interdisciplinary projects, integrating multiple subjects in an engaging way for children. It can be inferred that there is openness to this strategy, though with reservations about students' readiness.

3.2.4. School Director's Perspective

Lcda. Monica Aguirre does not explicitly state that students fail to reach the A1 level but indicates that lesson planning is tailored to the group's needs, with the CEFR serving as a reference for designing new activities. It can be deduced that her approach focuses on curriculum adaptation and inclusivity.

3.1.1.1 Methods and Strategies

She emphasizes that motivation is key in all subjects and that strategies must be inclusive, especially for students with special educational needs. Regarding worksheets, she believes they are not always effective and suggests exploring new methodologies to spark interest. This suggests that her institutional vision prioritizes diversity and continuous methodological innovation.

She considers that comics could become a valuable tool to motivate students and serve as a starting point for other academic activities. It can be inferred that the administration is open to innovative resources that encourage participation and engage learners.

3.2.5. Survey Conclusion

Language Learning Challenges: There is consensus on the need to improve English proficiency levels and implement innovative teaching strategies. Additionally, while current methodologies focus on visual and playful approaches, there is a recognized need for pedagogical renewal.

Diverse Teaching Strategies: While current teaching methods remain functional, they prove insufficient on their own and require supplementation with innovative resources such as comics. Comics emerge as a highly promising tool, offering both motivational and educational value. Their versatility allows for integration into interdisciplinary projects while fostering creativity.

Openness to Innovation: There is notable interest and openness toward utilizing comics as motivational teaching resources, although they have not been implemented in practice yet. Furthermore, educators recognize the fundamental importance of student motivation and attention to diversity, both in lesson planning and in the selection of instructional materials

CHAPTER IV

4 PROPOSAL

4.1. Proposal Title

Developing a Writing Guide Through Terciopelo's Comic.

4.2. Introduction

This guide was developed with the purpose of improving writing skills through the use of comics as a pedagogical tool for 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua.

The teacher will receive a comic-based resource to reinforce key topics and promote language production through writing, along with a guide that encourages active student participation, as it was developed through a constructivist approach.

The objective of employing the constructivist approach as outlined by Pineda (2025):

Constructivist approaches, from a pedagogical perspective, position the student at the center of the learning process, emphasizing their engagement with knowledge and their development as educational and social individuals. The main philosophy is constructivism, and the pedagogical and didactic planning is the responsibility of the educators, as is the action, within the specific context of their educational and teaching practices. (pp. 98-99).

Finally, the comic used as a pedagogical tool allows students to develop interest since by exposing images with text it develops self-confidence in the use of the language in accordance with what was expressed by Bueno et al., (2024) as a pedagogical tool, comics offer several benefits, such as providing opportunities for discussion and debate in class, encouraging student interest, and promoting the development of critical thinking.

4.3. Justification

This guide is based on a constructivist approach because the comic will serve as a model to influence the development of writing skills by enhancing motivation and fostering critical thinking when analyzing images. Additionally, the content will be organized according to the three modules of the Ministry of Education website in the textbooks section, taking into account the level of English that the students are studying.

4.4. Theoretical Foundation

4.4.1. Constructivist approach

This concept refers to an educational method where students are provided with the appropriate tools to shape their learning; the goal is to develop individuals who are better prepared and capable of facing future challenges (Hernández, 1998).

Therefore, creating materials that students can work with will enable them to actively develop their essential skills, with the goal of facing any challenges that may arise in the future.

4.4.2. *Writing skills*

Having the confidence to express ideas through writing and writing correctly is considered a valuable skill, so it is necessary to encourage its development through learning the English language. According to Ministerio de Educación (2019)

Writing is a method with epistemic potential. Process writing promotes learners to think about and use language creatively and critically. As students work through each stage in the process, from brainstorming to editing, they gain valuable insight into giving and receiving feedback and finding ways to express themselves clearly and effectively. (p. 413)

4.5. Proposal Objectives

4.5.1. *General objective*

To create a teacher's guide based on a comic with specific activities that will help improve writing skills.

4.5.2. *Specific objectives*

1. To identify topics aligned with the fourth-year curriculum
2. To design writing activities incorporating comics for classroom use.
3. To deliver the guide and materials based on a comic to the teacher for application.

4.6. Beneficiaries

The 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua, the main beneficiaries of this proposal, will participate in using comics during their English classes as a tool to develop their writing skills in English.

On the other hand, the secondary beneficiaries would be the English teacher from the area in the institution because by maintaining access to this guide and implementing it in their classes, they will be able to develop an understanding of certain words of the English language, also encourage the creation of new stories in the English language taking into account the importance of writing.

4.7. Units

Table 13

Proposal Contents by units

Unit 1: Welcome				
	Activities	Vocabulary	Grammar	Writing
Use greeting's comic	Greetings	Good morning, Good afternoon, good night, Sun, stars, cloud, hi	Use of question marks and the correct expression according to the hour of the day	Students according to the comic of greetings need to write a short history
Use school places comic	School places	School, classroom, library, basketball court, computer lab, bathroom	Prepositions: in, on, under, between, in front of, next to	Students according to the comic of school places need to write ¿where is Terciopelo?
Use wh-questions comic	Wh-questions	What, where, when, why	Wh-question is the (school places)	Students according to the school place comic need to ask questions
Unit 2: My favorite subject				
	Activities	Vocabulary	Grammar	Writing
Use action verbs comic	Action Verbs	Write, look, seek, wear, run, drink, listen, speak	Use of personal pronouns	Students according to the action verbs comic develop a story about Terciopelo

Use school subject comic	School Subjects	Math, Language, Natural sciences, social sciences, English	This/ that is a These/those are..	According to the school subject comic, the students must develop a history of each subject. Answer the questions of verb to-be comic
Verb to-be comic	Verb To- Be	Am, is, are, dream, jump, sing, walk, train	Positive sentences with verb to-be	
Unit 3: They are my family				
	Activities	Vocabulary	Grammar	Writing
Family members comic	Family members	Father, mother, brother, sister, uncle, aunt, Grand Pa, Grand Ma.	Use of a and an	Describe the teciopelo's family
Super "S" comic	Super "S"	Pencil, fruit, gift, friend	Apostrophe S Possessive nouns	Select a part of Super 's' comic to describe a short history
Unit 4: A day in my life				
	Activities	Vocabulary	Grammar	Writing
Numbers comic	Numbers	Numbers, hundred,	Use numbers until nine hundred	Develop a history with the hundred numbers comic
Frequency adverbs comic	Frequency Adverbs	Never, sometimes, always	Use of frequency adverbs	Develop a history with the comic
My daily routine comic	My Daily Routine	Clock, take a shower, brush my teeth, breakfast, lunch, dinner, sleep	What time is it? o clockPast to....to.....	Develop a history with the vocabulary of my daily routine comic.
Unit 5: Professions				
	Activities	Vocabulary	Grammar	Writing
I am going to be comic	I am going to be	Costumes, hat, policeman, chef, engineer, artist	Like , do not like	Describe the history of my favorite profession.

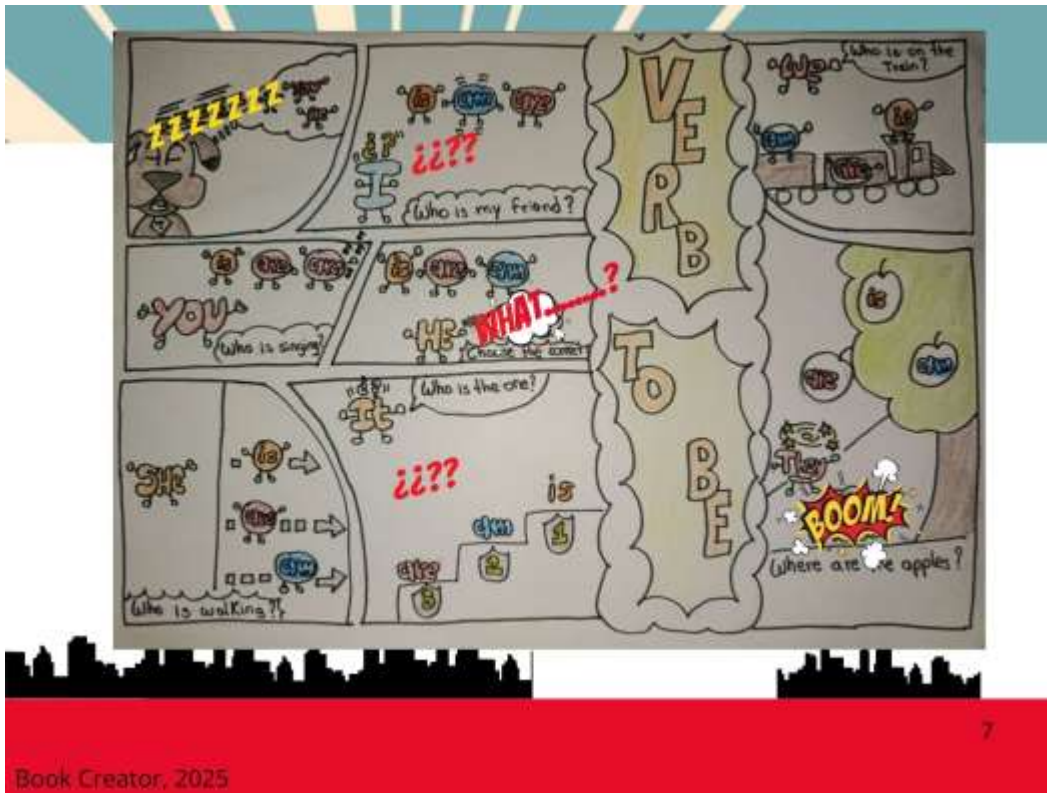
4.8. Comic

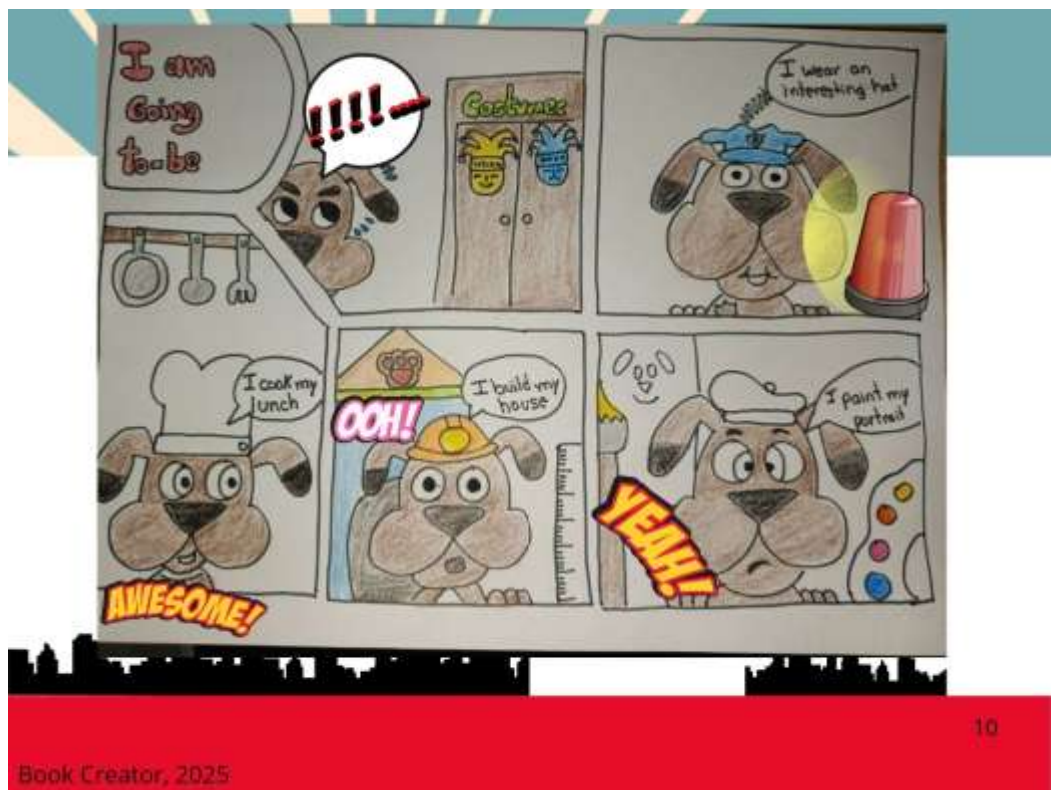
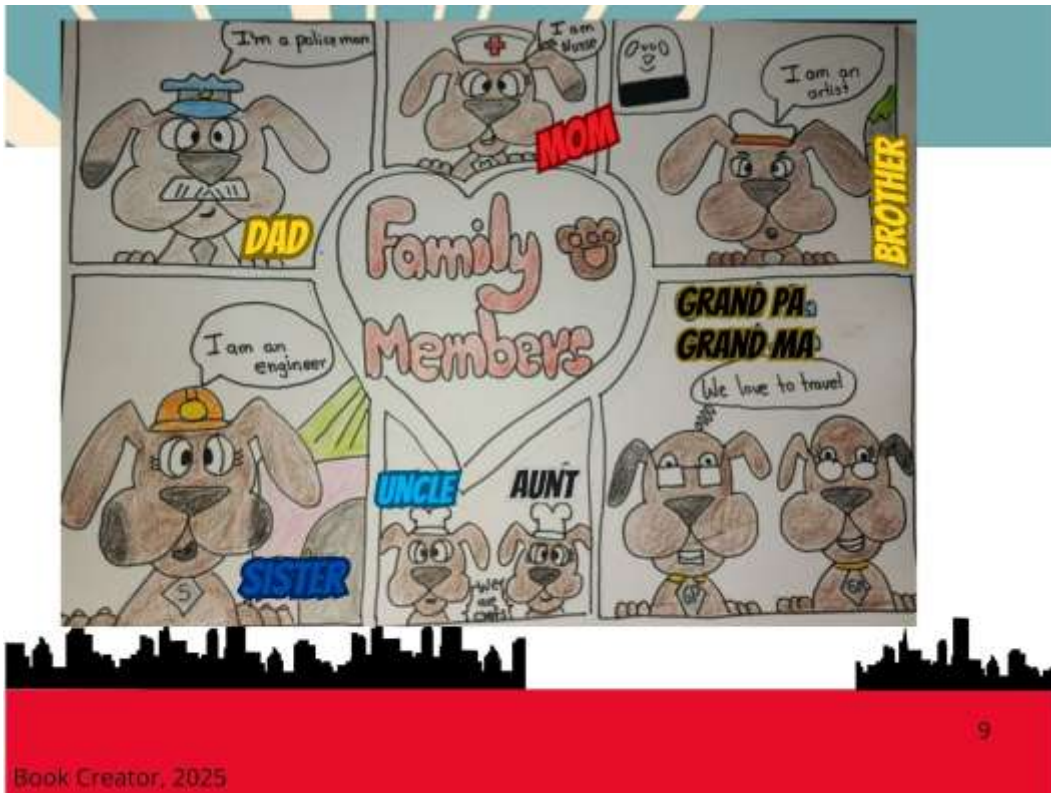


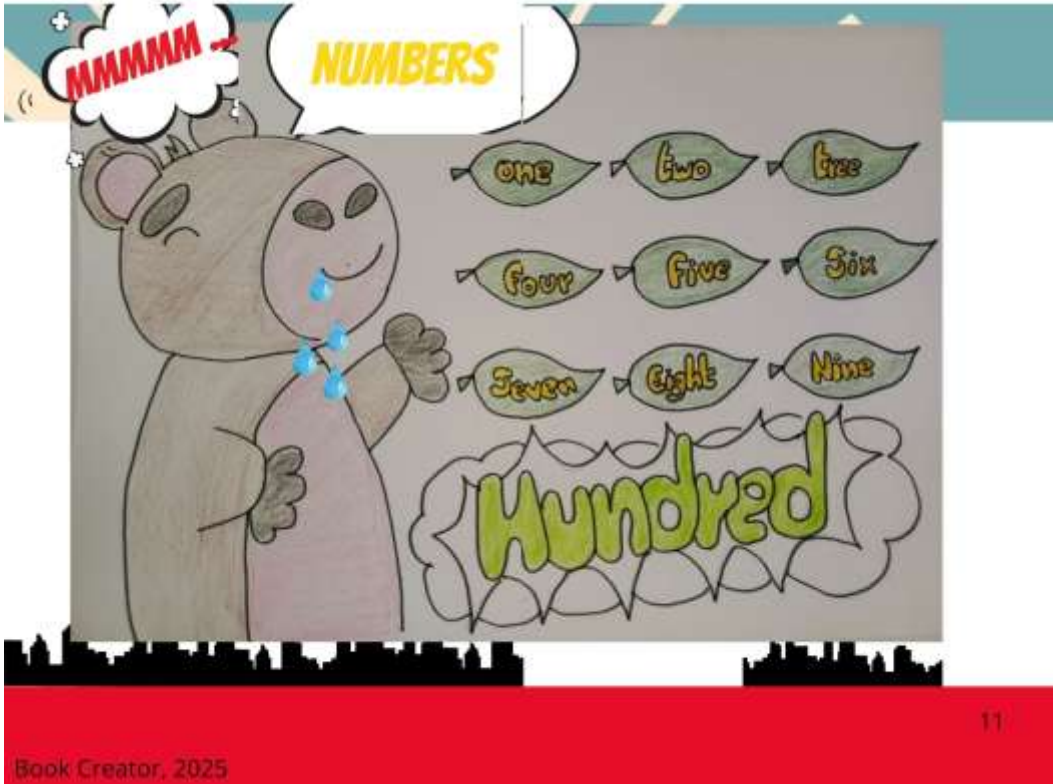
CONTENTS	
GREETINGS	3
SCHOOL PLACES	4
ACTION VERBS.....	5
SCHOOL SUBJECTS	6
VERB TO- BE	7
SUPER "S"	8
FAMILY MEMBERS	9
I AM GOING TO-BE.....	10
NUMBERS.....	11
FREQUENCY ADVERBS.....	12
MY DAILY ROUTINE.....	13

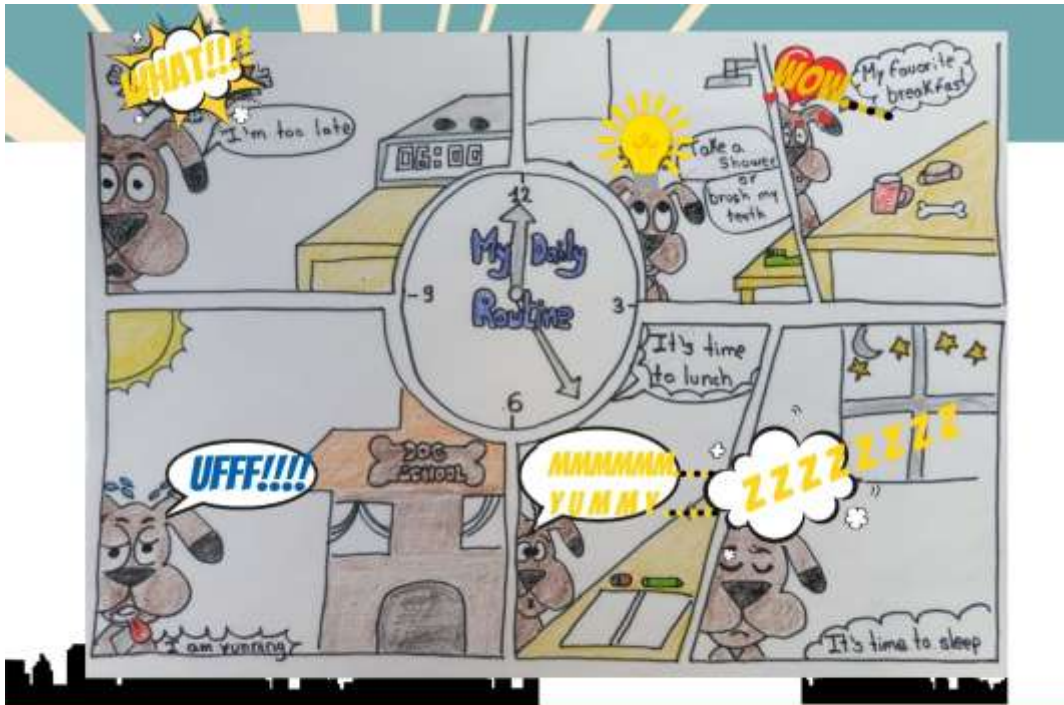




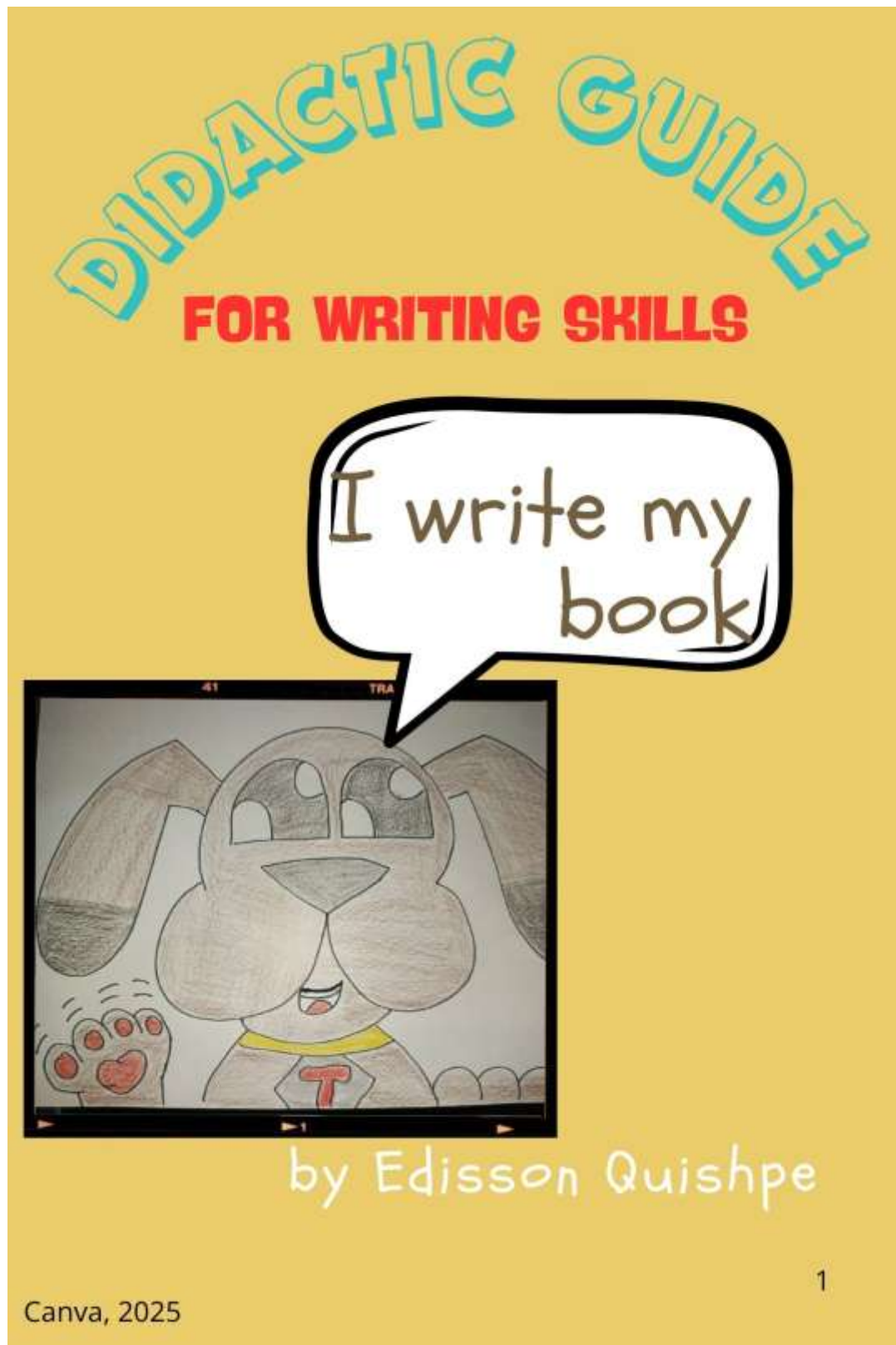


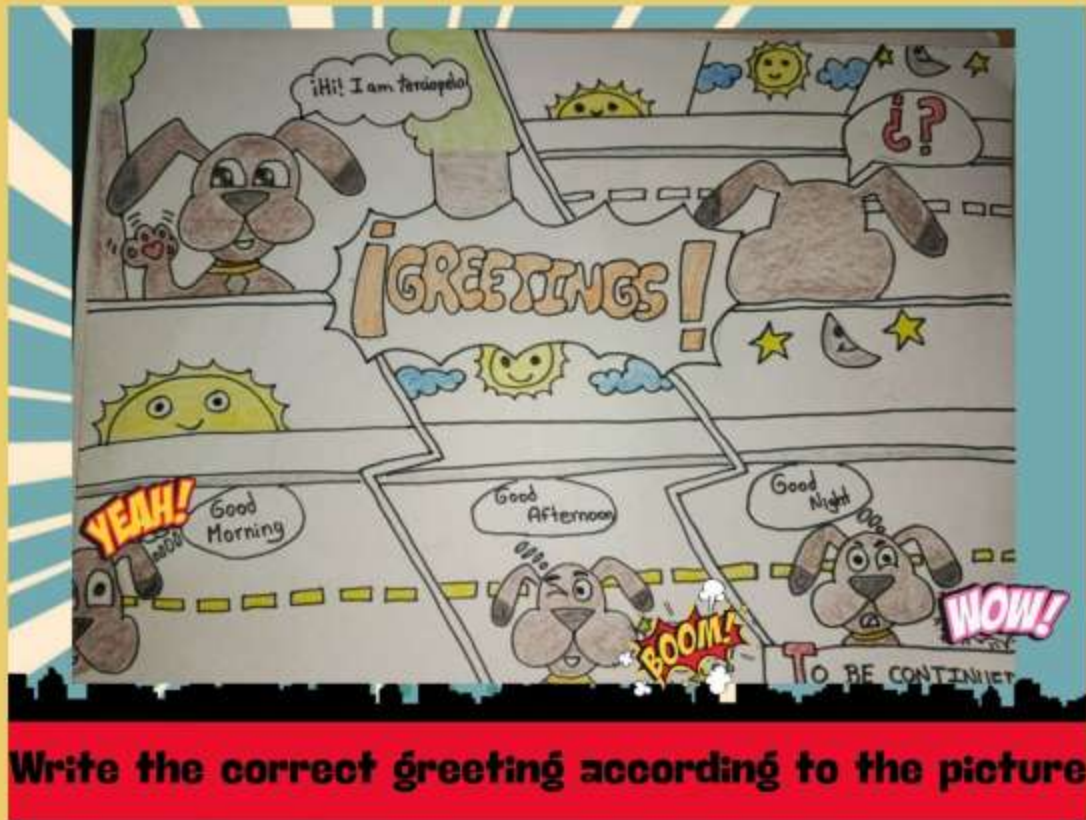






4.9. Didactic Guide





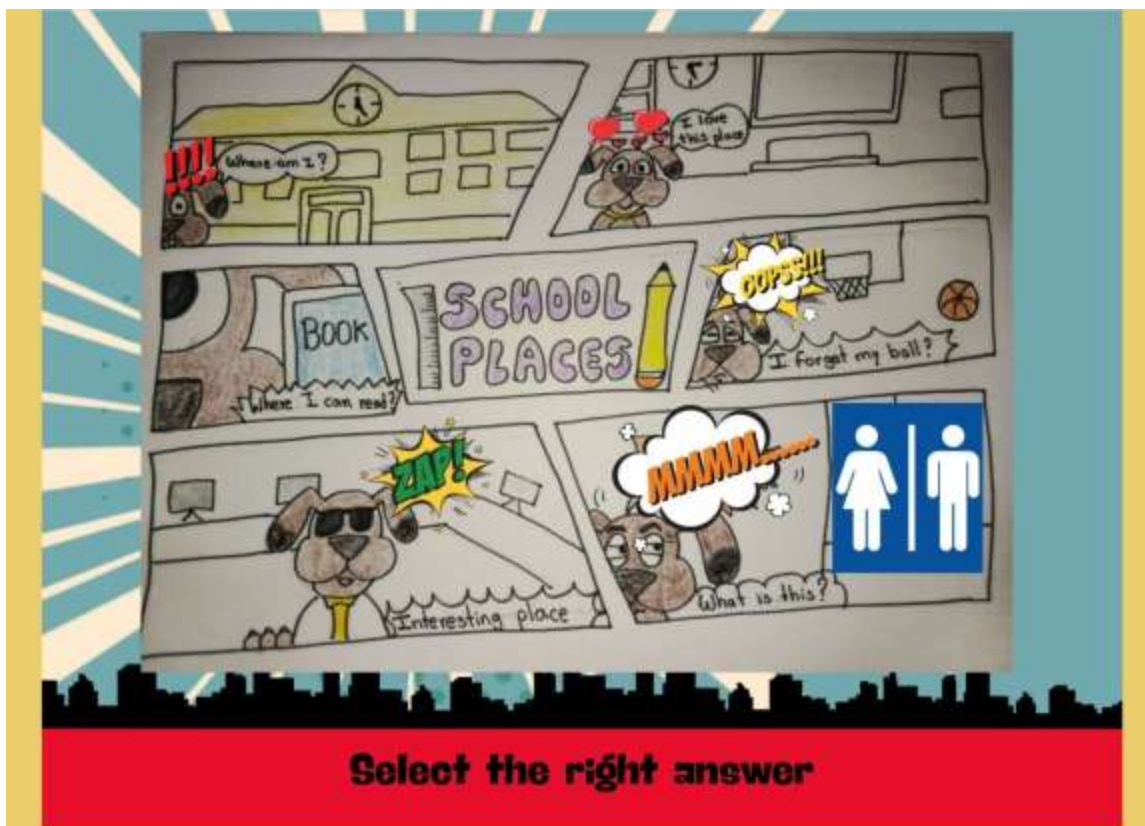
Write the correct greeting according to the picture







Canva, 2025 **HELP!** Terciopelo says good morning 2



			<ul style="list-style-type: none"> • school • classroom • library • basketball court • bathroom • computer lab
<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

Look at the picture and complete the story



Terciopelo is in the

Terciopelo loves the.....



Terciopelo is in the

Terciopelo uses the.....



Terciopelo is in the

Terciopelo is looking at the picture of

Write on the line to form a sentence

→ Terciopelo writes his name.



→ Terciopelo looks a library.



→ Terciopelo wears sunglasses.



→ Terciopelo runs in the basketball court.



→ Terciopelo drinks water.



→ Terciopelo listens a phone.



→ Terciopelo speaks in English.



Where is Terciopelo's ball ?



in



on



under



between



next to

Where is my ball?



.....

.....

.....

Canva, 2025.....



Where is my house?

.....



What is this?

.....



Why are you late?

.....

.....



Canva, 2025

**WHAT = QUE
WHERE = DÓNDE
WHY = POR QUE
WHO = QUIEN**

HELP!

7

Unit

2



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

DRINK LISTEN LOOK RUN

SPEAK THINK WEAR WRITE



HELP!



what is your favorite subject?







Write the
name of
subject
and some
characteristic

math - science
-english -
language

HELP!

10

This - that / these - those



Where is my ball?



Where is my apple?



Where is my ball?



Match the correct answers

I
he
she
it
we
you
they

AM

IS

ARE

Create a story



Unit

3



Describe family members







Canva, 2025



Write sentences according to the picture



('s) are used to
show possession



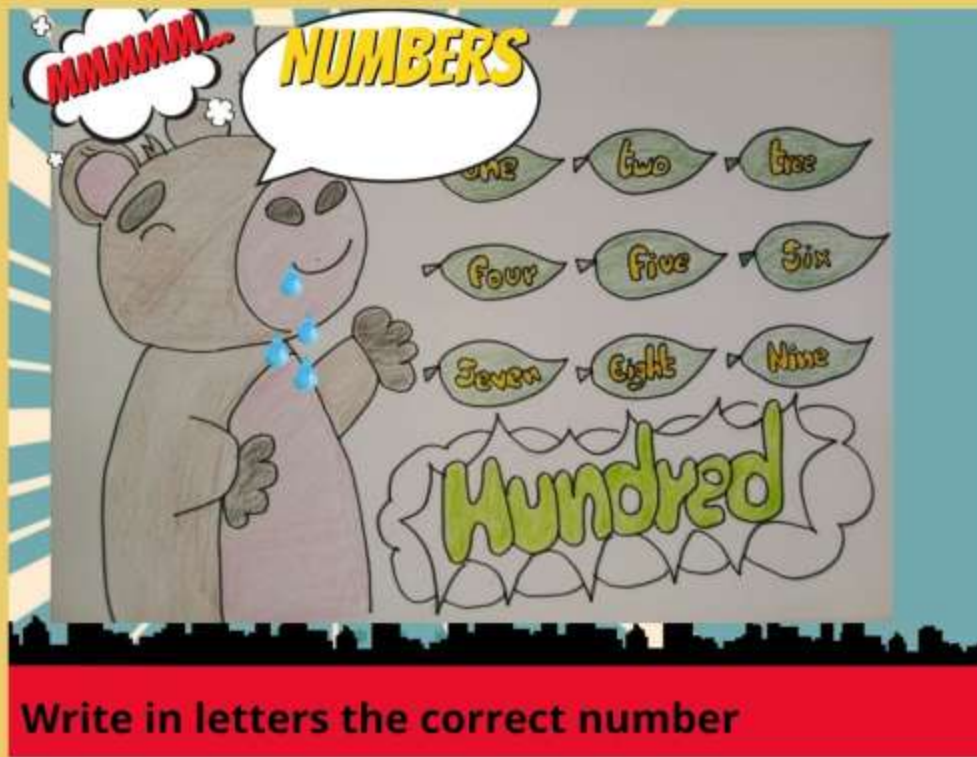
Write a short
history

Blank area for writing a short history, featuring a yellow starburst background and a lightning bolt icon.

Canva, 2025

Unit

4



100

200

300



400

500

600

700

800

900



Never		play soccer listen music read a book draw take a picture eat vegetable drink soda clean my room use my phone
Sometimes		
Always		



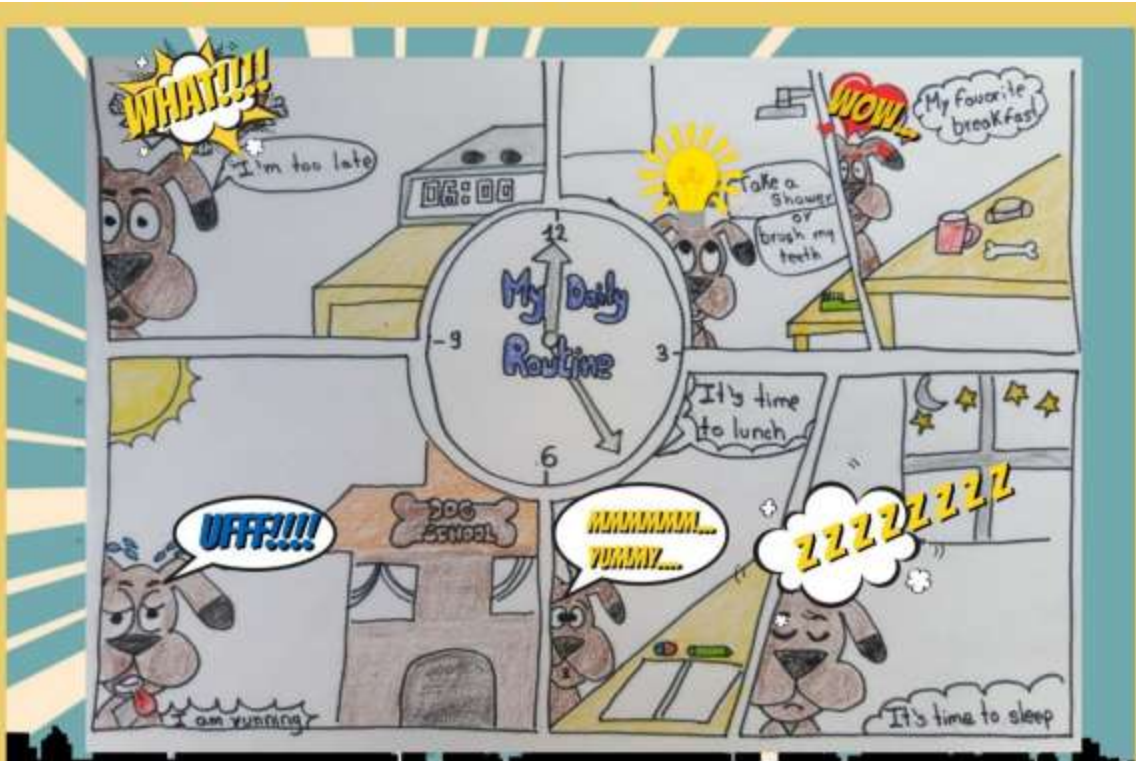
write the correct time

to  past
o'clock

09: 00

09:50

09: 10



Write your daily routine

I get up six o'clock




Unit

5



My favorite profession is a policeman



Canva, 2025

4.10. Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Written production impact

The numerical impact levels are presented in the following tables.

Table 14

Numerical impact levels

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

Taken from: (Posso, 2011)

4.10.1. Linguistic Impact

Table 15

Linguistic Impact

	Impact Levels						
	-3	-2	-1	0	1	2	3
Indicators							
1. Has a fundamental range of simple expressions about personal details and needs of a concrete type.							X
2. Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.							X
3. Can copy familiar words and short phrases, e.g., simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.							X
4. Can understand descriptions of clothes (pattern, colour).						X	
5. Can use personal pronouns correctly.						X	
Total							13

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{13}{5} = 2.6$$

Linguistic impact level = High positive

Analysis

The linguistic indicators have a substantial positive impact because they can be achieved by developing activities that consider the students' age and level of English proficiency, as outlined in the Ministry of Education's curriculum.

4.10.2. Academic Impact

Table 16

Academic Impact

	Impact Levels							
	-3	-2	-1	0	1	2	3	
Indicators								
1. Develop writing skills through the use of comic-based activities.								X
2. Development of new stories based on the construction of knowledge.						X		
3. Increased motivation to participate in pedagogical activities.								X
4. Development of self-confidence in the development of group work.						X		
5. Promote creativity								X
Total								13

$$\text{Academic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{13}{5} = 2.6$$

Academic impact level = High positive

Analysis

The academic impacts are strongly positive due to students' active participation during socialization. Additionally, the use of comics facilitated the development of proposed activities, where constructing knowledge through stories helped generate motivation and self-confidence in students to create new stories.

4.10.3. Written production impact

Table 17

Written Production Impact

	Impact							
	-3	-2	-1	0	1	2	3	
	Levels							
Indicators								
1. Can give information about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words/signs and basic expressions.								X
2. Can produce simple isolated phrases and sentences.							X	

3. Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do.	X
4. Can describe in very simple language what a room looks like.	X
5. Can use simple words/signs and phrases to describe particular everyday objects (e.g., the colour of a car, whether it is big or small).	X
Total	13

$$\text{Written production impact level} = \frac{\Sigma}{\text{number of items}} = \frac{13}{5} = 2.6$$

Socio-cultural impact level = High positive

Analysis

The impact of written production scores high because motivation and self-confidence create an environment that provides the necessary tools to craft texts based on the vocabulary learned, using basic expressions that can be built upon to create stories through simple language.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

- After reviewing the literature, it is known that the use of comics in pedagogical activities plays an important role in the interest levels of the students. These influence students' confidence and performance in learning a second language.
- Through research and development of the theoretical framework, we were able to understand the importance of comprehensive analysis. Based on this, we promoted students' written production. Integrating stories that motivate students can help make learning more effective and meaningful.
- With the methodology used and the combination of mixed techniques, it helps to have a better knowledge about the importance of the use of comics and how it affects written production. The interpretation of the data strengthens the validity of the data obtained.
- With the data collection instruments and the sample, it was possible to obtain relevant and representative information about the students' experiences with the use of comics as a pedagogical tool in written production.
- The results obtained helped us to know that the comic allows us to generate a higher level of confidence in students when carrying out written production activities in English.
- The discussion of the results shows that students need engaging elements like comics to spark their curiosity, aiming to create an environment where they can produce English and share it with their classmates.

- The proposal of this research will help improve the elements with which the teacher develops activities for students when producing texts in English.
- The importance of taking into account the elements (pedagogical tools) with which the teacher develops their activities in the teaching and learning of the English language is emphasized, which will help to have more satisfactory and practical learning.

2 Recommendations

- It is suggested that teachers implement activities where comics or cartoons are used that promote motivation in the classroom, thus achieving a more positive and welcoming teaching and learning environment.
- It is recommended that teachers integrate activities with comics to encourage collaborative work and thus create their own story and encourage students' written practice.
- It is recommended that future research consider expanding the sample to have different educational contexts, which would help to have a broader perspective on how comic strips influence students' written production.
- It is suggested that the use of digital platforms could be implemented in the creation of comics to increase students' confidence when writing in English.
- It is recommended that teachers periodically receive workshops on the importance of motivation and how to develop students' interest in the production of the English language through the use of innovative pedagogical tools.
- It is recommended that the proposal be implemented gradually in the classroom, with evaluations that help adjust to the needs of the students. The use of Canva, PowerPoint, or any software to create presentations as visual aids during English classes should focus on design,

colors, and structure to attract students' attention, with these visuals supporting the oral production setting.

ANEXXES

Annex 1

Certification 4th-grade data obtained.

 **REPÚBLICA
DEL ECUADOR**

**ESCUELA DE EDUCACIÓN GENERAL BÁSICA
"SANTO DOMINGO DE CUTUGLAGUA"**
DIRECCION DISTRITAL DE EDUCACION 17011 MEJIA- RUMIÑAHUI
PICHINCHA-MEJIA-CUTUGLAGUA

 **ESCUELA**

Cutuglagua, 29 de enero del 2025

CERTIFICADO

A petición del interesado tengo a bien certificar que el Sr. **EDISSON FERNANDO QUISHPE TACO** con cedula de ciudadanía No 1717167645, estudiante de la Universidad Técnica del Norte, realizo el proceso correspondiente a la obtención de datos para su trabajo de titulación: **THE USE OF COMICS TO DEVELOP WRITING SKILLS IN 4TH-GRADE STUDENTS AT ESCUELA SANTO DOMINGO DE CUTUGLAGUA.**

El interesado puede hacer uso del presente documento.

Atentamente,


Lic. Mónica Aguirre
Directora



17H02294.sddcutuglagua@gmail.com Telf:3008827/0984226310

**EL NUEVO
ECUADOR**

Annex 2

Socialization Certification

 REPÚBLICA DEL ECUADOR	ESCUELA DE EDUCACIÓN GENERAL BÁSICA "SANTO DOMINGO DE CUTUGLAGUA" DIRECCION DISTRITAL DE EDUCACION 17D11 MEJIA- RUMIÑAHUI PICHINCHA-MEJIA-CUTUGLAGUA	 ESCUELA
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Cutuglagua, 29 de enero del 2025

CERTIFICADO

A petición del interesado tengo a bien certificar que el Sr. **EDISSON FERNANDO QUISHPE TACO** con cedula de ciudadanía No 1717167645, estudiante de la UTN, realizo el proceso de socialización de la propuesta: **A Writing Guide Through Terciopelo's Comic**, en los 4to Grados de EGB de la Escuela de Educación General Básica Santo Domingo de Cutuglagua

El interesado puede hacer uso del presente documento.

Atentamente.



Lic. Mónica Aguirre
Directora



17H02294.sddcutuglagua@gmail.com Telf:3008827/0984226310



Annex 3

Interview format for English teachers.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT ESCUELA
SANTO DOMINGO DE CUTUGLAGUA

Objective. Analyze the use of comics as a pedagogical tool in developing writing skills in 4th-grade students of the Santo Domingo de Cutuglagua Basic General Education school.

1. In Ecuador, according to the Ministry of Education, the curriculum for the Ecuadorian students of 4th EGB proposes that they reach an A1 level in English according to the Common European Framework of Reference (CEFR) to use common expressions to give specific information. Students should leave with a beginner level to write about familiar topics. Do you think that the students of this institution have achieved this requirement?
2. Which method/approach do you prefer to use in your English class to motivate the students' writing skills in the 4th year of EBG? Why?
3. What strategies do you frequently use in your English classes to develop writing skills?
4. Have you ever used comics to improve your students' writing skills?
5. Can integrating comics into your English class improve students' writing skills? Why/Why not?

THANK YOU FOR YOUR COOPERATION



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PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE
CUARTO GRADO DE EGB DE LA ESCUELA SANTO DOMINGO DE
CUTUGLAGUA***

Objective: Analyze the use of comics as a pedagogical tool in developing writing skills in 4th-grade students of the Santo Domingo de Cutuglagua Basic General Education school.

Analizar el uso de la historieta como herramienta pedagógica en el desarrollo de la habilidad escrita en estudiantes de 4to grado de la escuela de Educación General Básica Santo Domingo de Cutuglagua.

Instructions: Dear Santo Domingo de Cutuglagua students from 4th EGB, the following survey is intended to collect information for academic purposes only. That is why you are asked to answer the following questionnaire in the most restrained way, coloring the option that best suits your opinion.

Estimados estudiantes de Santo Domingo de Cutuglagua de 4to EGB, la siguiente encuesta tiene como objetivo recopilar información únicamente con fines académicos. Es por ello que, de la forma más comedida, se te pide que respondas el siguiente cuestionario, coloreando la opción que mejor se adapte a tu opinión.

All surveys are anonymous and confidential, so you are free to answer.

Todas las encuestas son anónimas y confidenciales, por lo que usted es libre de responder.

Annex 4

Survey format for students.



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QUESTIONNAIRE

Encuesta sobre el Uso de Cómic en Clases de Inglés

1. ¿Te gusta aprender inglés cuando usamos comics en clase? Do you like learning English when we use comics in class?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

2. ¿Crees que los comics te ayudan a entender mejor las palabras y las reglas del inglés? Do you think comics help you better understand English words and rules?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

3. ¿Te sientes más emocionado/a para escribir en inglés cuando usamos comics? Do you feel more excited to write in English when we use comics?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

4. ¿Usar comics en clase te ayuda a organizar mejor lo que escribes en inglés? Does using comics in class help you better organize what you write in English?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

5. ¿Te resulta más fácil escribir historias cuando tienes imágenes de comics como inspiración? Do you find it easier to write stories when you have comic book images as inspiration?



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1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

6. He aprendido a variar mi vocabulario al escribir historias con comics. I have learned to vary my vocabulary when writing stories with comics.

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

7. ¿Crees que escribir historias cortas basadas en comics puede ayudarte a mejorar tu vocabulario en inglés? Do you think writing short stories based on comics can help you improve your English vocabulary?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

8. Los comics me motivan a investigar el significado de palabras desconocidas. Comics motivate me to investigate the meaning of unknown words

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

9. ¿Piensas que los comics son una buena herramienta para aprender a escribir en inglés? Do you think comics are a good tool for learning to write in English?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)
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10. ¿Te gustaría que usáramos más comics en tus clases de inglés? Would you like us to use more comics in your English classes?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

11. ¿Te gusta compartir tus historias con tus compañeros después de escribirlas? Do you like to share your stories with your colleagues after writing them?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

12. ¿Te sientes más motivado/a para escribir cuando trabajas en grupo? Do you feel more motivated to write when you work in a group?

1 Never (Nunca)	2 Rarely (Rara vez)	3 Sometimes (A veces)	4 Often (A menudo)	5 Always (Siempre)

Annex 5

Project Socialization of 4th-grade students of Escuela de Educación General Básica Santo Domingo de Cutuglagua.



Note: Figure created by the author. Source: pictures of the socialization of 4th-grade students.

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APPENDIXES

Appendix 1

The teacher's interview for the primary data.

<https://1drv.ms/b/c/9e3e1b9da7810687/EZlIdDVlnYxMqk6HaRYHUtoBypX72uQtyx1I5DZJPuCRfg>

Appendix 2

4th-grade students' surveys.

https://1drv.ms/b/c/9e3e1b9da7810687/EVnj4a2Bw0ZPtxsM0Y TZ5GABrq5XquXDQqsP3BUB_08XWA