



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de investigación previo al informe final de trabajo de graduación y
obtención del Título de Licenciado en Ciencias de la Educación,

Mención: Inglés.

Theme:

“GRAPHIC NOVELS AND THE READING SKILL”

AUTHOR : Karen Estefanía Pintado Vásquez

TUTOR: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

AMBATO – ECUADOR

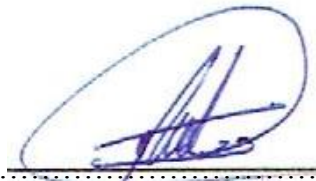
2019

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Doris Cumbe holder of the I.D No. 180369456-9, in my capacity as supervisor of the Research dissertation on the topic:

“GRAPHIC NOVELS AND THE READING SKILL” investigated by Karen Estefanía Pintado Vásquez with I.D No. 180470356-7 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



Mg. Dorys Maribel Cumbe Coraizaca

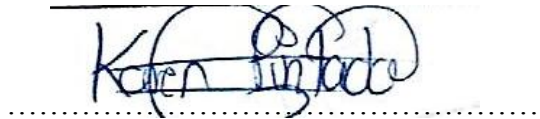
I.D. 180369456-9

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled “GRAPHIC NOVELS AND THE READING SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink, reading "Karen Estefanía Pintado Vázquez", is written over a solid horizontal line. Below the signature is a dotted horizontal line.

Karen Estefanía Pintado Vázquez

I.D. 180470356-7

AUTHOR

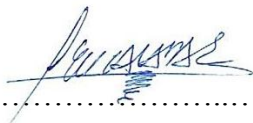
**TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN
SCIENCES AND EDUCATION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “GRAPHIC NOVELS AND THE READING SKILL” which is held by Karen Estefanía Pintado Vásquez undergraduated student from Carrera de Idiomas, promotion: September 2019- January 2020, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

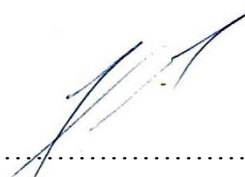
Ambato, December 2019

REVISION COMMISSION



.....
Mg. Edgar Encalada Trujillo

REVISER

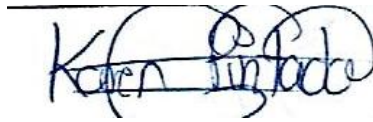


.....
Mg. Xavier Sulca Guale

REVISER

COPYRIGHT REUSE

I, Karen Estefanía Pintado Vásquez with I.D. No. 180470356-7, confer the rights of this undergraduate dissertation “GRAPHIC NOVELS AND THE READING SKILL”, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

A handwritten signature in blue ink, reading "Karen Estefanía Pintado Vásquez", is written over a horizontal line. The signature is stylized and cursive.

.....
Karen Estefanía Pintado Vásquez

I.D. 180470356-7

AUTHOR

DEDICATION

This research is dedicated to four important people in my life. To God for giving me the life, the strength and the opportunity to accomplish with this research. He guides me in every single moment. To my dear husband for being my support in the whole process unconditionally. To my parents for being always with me, for showing me the correct way, for being my support in bad and good moments. I could say that without them, I could never have achieved anything in my life.

Karen

*“But you, Oh LORD, are a shield for me;
My glory, who lift up my head”*

- **Psalm 3:3**

AKNOWLEDGEMENTS

First of all, I want to express my sincere thanks to God for helping me to reach my goals. Moreover, I want to thank to my parents who have supported me and made an effort to give me a good education throughout my life. Thanks to my grandmother who is an especial part in my life. I want to express my gratefulness to my husband who always is beside me.

I would like to express my deep gratitude to my alma mater, Universidad Técnica de Ambato, where I studied to become an English teacher, for authorizing me to carry out with my project.

I would also extend my special thanks to my tutor Mg. Dorys Cumbe and my revisers Mg. Xavier Sulca and Mg. Edgar Encalada who guided me with their experience to successfully accomplish this investigation. I recognized that without their help I could never finish with this project.

Karen

Table of Content

SUPERVISOR APPROVAL	ii
DECLARATION PAGE.....	iii
TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION	iv
COPYRIGHT REUSE	v
DEDICATION	vi
AKNOWLEDGEMENTS.....	vii
Abstract	11
CHAPTER I.....	12
1.1 Investigative Background	12
1.2 OBJECTIVES	14
1.2.1 General Objective	14
1.2.2 Specific Objectives	14
1.3 Technical- Scientific foundation.....	14
Graphic Novels	14
Features of graphic novels	15
Benefits of graphic novels inside the classroom.....	17
Graphic novels in EFL classrooms	18
CHAPTER II.....	21
METHODOLOGY	21
2.1 MATERIALS.....	21
2.2 METHODS	22
2.2.1 Basic Method of research.....	22
2.2.1.1 Quali-quantitative Approach.....	22
2.3 RESEARCH MODALITY	22
2.3.1 Field Research.....	22
2.3.2 Bibliographic Research	23
2.3.3 Pre-experimental Research	23
2.4 LEVEL OR TYPE OF RESEARCH	24
2.4.1 Descriptive Research	24

2.4.2 Analytic Research	24
2.5 POPULATION	25
2.6 DATA ANALYSIS.....	25
2.7 Hypothesis.....	27
CHAPTER III	28
ANALYSIS AND INTERPRETATION OF RESULTS.....	28
3.1 Analysis and discussions of the results.....	28
3.2 Data Interpretation	29
3.3 Individual Representation of Students´ Grades	31
3.4 Representation of Students Grades	32
3.5 Pre and Post Test´s Average	34
3.6 Hypothesis Verification	35
3.7 Conclusions:.....	36
3.8 Recommendations:.....	36
Bibliography:	37
Annexes.....	40
Annex 1: CARTA DE COMPROMISO	40
Annex 2: Lesson Planning	41
Annex 3: Pre- and Post Test.....	61
Annex 3: Urkund analysis.....	69

Table of figures

Figure 1: Captions.....	16
Figure 2: Speech Balloons.....	17
Figure 3: Cambridge average Results from the pre- and post test.....	31
Figure 4: Classification of Results.....	32
Figure 5: Percentage Difference.....	34

Table of tables

Table 1: Population.....	25
Table 2: Methodologic Group.....	26
Table 3: Pre-test results.....	29
Table 4: Post-test results.....	30
Table 5: Ranks.....	32
Table 6: Classification of Results.....	32
Table 7: Pre and Post Test's Average.....	34
Table 8: T Student (Experimental Group).....	35

**UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACION CARRERA DE IDIOMAS**

TOPIC: “GRAPHIC NOVELS AND THE READING SKILL”

Author: Karen Estefanía Pintado Vásquez

Tutor: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

Date: December 9th, 2019

Abstract

The main objective of the present research is to motivate students to be reading lovers. As known, most people do not have the reading habit especially students. It is a big problem in the educational field because students do not want to read at all. For this reason, this investigation is focused on promoting students’ reading attitudes. This study was carried out at *ECUATORIANO HOLANDES SCHOOL* working with children from third level aged 7 to 8 years old.

The unconformity that students have when reading was analyzed through this study, particularly when they must read topics that were unknown for them. For this reason, a new alternative for reading was presented to them and it awoke students’ motivation to read. The process that was followed when conducting this investigation was simple as it had three steps. First, a pre-test was taken to students, obtaining the result of 55, 5%. Then, the use of graphic novels was implemented in children. As the final step, a post test was taken; obtaining the results of 89.20% which was satisfactory. In that way, this investigation caused a great impact because the results obtained were grateful because there was a difference of 33.7% between the pre- and the post tests.

In conclusion, it was proven that the use of graphic novels was an attractive way to develop reading skills since it encourages students to read any topic.

Keywords: Graphic novels, reading skills, reading habit, impact, reading attitudes.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Rocamora-Pérez, P and others (2017), conducted the study named “*The Graphic Novel as an Innovative Teaching Methodology in Higher Education*” through an experiment conducted in the Physiotherapy degree program at the University of Almeria in Spain. Series of graphic novels were given to medicine students in order to study the different pathologies through an entertainment and practical way. During the experiment, there were discussions and debates in classes because they did not know if the experiment could work. For this reason, students decided to carry out with an individual reflective writing in which they declared their total agreement with this methodology. Based on this experience, this group of researchers got as results that the use of graphic novels should be considered as an innovative method since it has a great potential in the educational field.

In addition, the researchers Basol, H. C., & Sarigul, E. (2013) were part of an experimental study named “*Replacing Traditional Texts with Graphic Novels at EFL Classrooms*” which was carried out at Turkish university. Both researchers agreed in the effects that graphic novels have in order to increase reading comprehension skills. They used both traditional texts and graphic novels to a group of students to analyze their reaction at the moment to face those activities. The research clearly showed the process of pre, during and after reading. This investigation presented the reality of students who did not like to read traditional texts, but when it was presented to them a new opportunity to develop reading skills through graphic novels, students really liked the idea. As conclusion, graphic novels were a useful authentic material as it was included in EFL classrooms getting very good results.

Brenna, B. (2013), in her qualitative case study named: “*How graphic novels support reading comprehension strategy development in children*” applied in children from

Grade 4 classroom, studied the relationship between graphic novels and the comprehension reading strategies. The researcher determined that thanks to the use of this methodology, children could develop their metacognitive skills as well as their potential for graphic novels as they improved their reading comprehension.

The author also affirmed that children developed two types of strategies which she named keys (which supported the specific information of a text) and mister keys (which supported the general information of the text). In addition, it was assumed that children's preference was not for fiction novels like comics or cartoons, since they preferred more real situations that graphic novels presented. In that way they increased their satisfaction at the moment of reading something. Satisfied with the results, the author mentioned that it helped students to develop their writing skills too as they learnt vocabulary and structures.

O'English, L. and others (2006), in their article: "*Graphic Novels in Academic Libraries: From Maus to Manga and Beyond*" concluded that graphic novels increased their popularity in academic libraries because they were seen as an institutional resource to promote the reading. These researchers agreed that graphic novels play an important role in fomenting the didactic reading mission that each academic library has. For this reason, they decided to carry out the investigation which was directed to the students benefit to awake their motivation at the moment of reading. In addition, the investigation included the classification of graphic novels for different ages in order to know which could be good for students and to make a correct use of them.

In conclusion, there are several investigations that prove the use of graphic novels as a useful instrument to improve the reading habits in students from different ages. The investigations show the importance of reading skills in the people's life and it is possible to awake them through graphic novels.

1.2 OBJECTIVES

1.2.1 General Objective

- To determine the influence of “graphic novels” on the reading skill development.

1.2.2 Specific Objectives

- To sustain theoretically the graphic novels as authentic material for reading skill.
- To identify the level of reading skills in students from third level.
- To demonstrate the effectiveness of graphic novels in the development of reading skills.

1.3 Technical- Scientific foundation

Graphic Novels

According to Murray (2017), graphic novels are types of texts combining words and images designed to catch readers’ attention and carry them to read the complete story through a sequence of images. They are specifically addressed to young people. In addition, Miravalles (1999) defines graphic novels as *“the complete account of a text, expressed in images or vignettes.”* (pg. 172) On the other hand, Baetens, J. (2008) assures that graphic novels are a visual illustrated version of the written text.

At first sign, graphic novels seem to be the same as comics in layout, but there is a difference between them. According to Knutson (2018), comics are serial. On the other hand, graphic novels are longer than comics, even though they belong to comic industry. Graphic novels follow a common narrative filament, and they tend to be read as a solitary story. Another difference is that graphic novels are non-fiction stories like comics. It means that graphic novels present a more realistic world whereby are seen as academic resources.

On the other hand, Christensen, L. L. (2006) assumed that graphic novels are separated books in a comic format. Graphic novels provide visual aids which support text comprehension, making stories manageable to readers at all ages. It is good to emphasize that graphic novels are so popular in the teenagers' world and using them inside the classrooms is an enjoyable way for reading.

In addition, it has been found evidence that the use of graphic novels do not only are used to the reading skills developing, but also they have been used to teach history. Cromer, M., & Clark, P. (2007) in their study named "Graphic novels and the teaching of history", explores a new adventure through graphic novels in order to teach history. This study was carried out with students from high school. The researchers took a traditional history book and turned it into graphic novels since they took into account that students did not like to read. The authors mentioned it was an excellent alternative because they combined written text and visual aids to get an enjoyable teaching.

As it is possible to see, graphic novels open the possibility to get entertaining language learning if teachers make a correct use of them.

Features of graphic novels

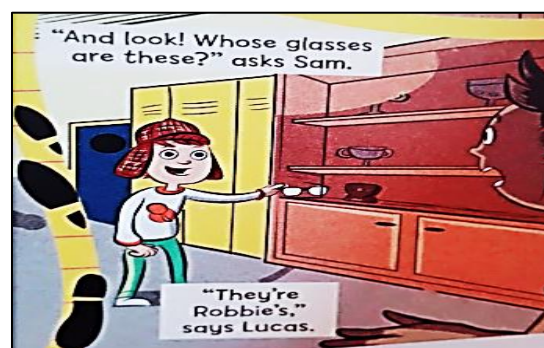
Drucker, J. (2008) affirms that graphic novels combine texts and images to create meaning. In graphic novels, the formalisms of literary and graphics articulate narrative in a combined system that is extensive and immersive. They make use of visual support which is a development in print technology that promotes visual culture. In addition, Drucker mentioned that graphic novels are the language of cinema, the feelings of contemporary literature and the best way to make someone love reading.

In addition, graphic novels do not contain foul language. Mathews, S. A. (2011) said that teachers make use of graphic novels to present another reading perspective for students. For this reason, academic literature does not allow including violent images in graphic novels as they are seen as educational resources.

Graphic novels are seen as an innovative way for teaching any topic even a foreign language. But, how is it possible? It is easy to transform a traditional text into an innovative one. For example, teachers can hold written texts about plants in a science class. Then, teachers realize that the topic does not catch the students' attention, so teacher must be pushed to look for another alternative to make them awake. In this point, graphic novels play an important role since teachers can create some graphics and copy the text into bubbles or captions. That is how they achieve to teach through a fun way.

Another feature of graphic novels is that they can be attractive for readers thanks to the use of images and other kind of decorations. Unlike traditional texts, graphic novels are very attractive and striking for young readers as they can contain the same text length as a traditional book has. Baetens, J. (2008) supports the idea that graphic novels hold the whole written text in dialogue balloons or captions accompanied by illustrated images. To understand what these are about, let going to see the definitions of them using clear images.

Figure No 1: “Captions”



Source: Story Central Reader 2- Macmillan-Editorial (2017)
Author: Pintado, K. (2019)

According to Chenoweth, S. (2014), captions are denominated as tittle or brief explanation attached to an article, a cartoon or graphic novel. Captions contain explanations about what is trendy during the scene.

In graphic novels, therefore, captions contain a brief explanation of something that is happening in the story. In some cases, authors prefer to use captions instead of balloons to show dialogues as in picture N^o 1.

Figure N^o 2: “Speech Balloons”



Source: Story Central Reader 2- Macmillan-Editorial (2017)
Author: Pintado, K. (2019)

Speech balloons are also known as: word balloons, super bubbles or dialogue balloons. They are used as graphic convention in comics, books, cartoons and graphic novels. They allow the conversation between characters. Those balloons represent the characters' opinions and thoughts. It is necessary to emphasize that there is a distinction between speech balloons because the balloons that indicated thoughts are denominated as thought bubbles and they have a cloud shape.

Benefits of graphic novels inside the classroom

Many studies done in many institutions have determined that students, it does not matter in which level they are, do not like reading at all and even though they are reading in their mother tongue they do not have the reading habit. It has been a real problem for second language teachers, English in this case. They have tried to make their students to

be interested in developing the reading skill. For this reason, graphic novels have been inserted in classrooms in order to have benefits for students such as:

- They can teach visual literacy.
- Students can develop the reading strategies as they understand the reading.
- Graphic novels help students in reading comprehension.
- The use of graphic novels awakes students' motivation in the reading skill.
- They are perfect for all students especially for those who are visual.
- They engage students into reading.
- Students can increase the range of vocabulary.
- They aware students' imagination at the moment of reading.

Graphic novels in EFL classrooms

According to Aguas & Arcentales (1999), the reading skill has the major importance in the receptive skills because it is a tool to power the thought and to have access for information. In addition, reading skill is seen as a psychological and methodological process, and as a sequence of steps that must be observed in order to achieve an efficient reading.

As reading is a receptive skill, students of EFL classrooms have to take into account that it is important to develop reading strategies. The problem is that students do not like to read even in their mother tongue because they find the traditional texts boring. However, texts cannot be separated from the reading activity. It means that, there is not reading activity without texts. Fortunately, there are other ways to promote reading comprehension, this is the case of graphic novels.

Procedure

Basol, H. C., & Sarigul, E. (2013) supports the idea that graphic novels improve reading comprehension skills in students of EFL classrooms. It is also importance to mention that is necessary three basic components during the reading process: **pre- reading, during**

reading, and **after reading**. The first one, *pre-reading* allows students to activate their prior knowledge, and they preview the texts and develop the reading objective. This step is accomplished when students look at the title of the graphic novels. The next step occurs *during reading* when readers make predictions using their imagination while they are reading. In this step, students have the opportunity to imagine what is happening while they are looking at the graphics even though they do not understand the whole text. Then, they have the opportunity to check if the predictions were truth or not. Finally, the *after reading* stage allows readers to retell the story through debates or discussions about the elements of the story, answer questions or compare the story with other books.

There are other studies based on the effects of graphic novels in the EFL classrooms. One of these studies was carried out by Hammond (2009) where proposed a new view of graphic novels since he saw them as the form of multi-modal literacy. This is due to students construct meaning and have a good response through graphic novels. In the same way, Gavigan (2010) studied about the motivational effects of graphic novels in male readers. This study was theoretically supported by the idea that reader's perception is changing. The male readers were motivated in reading classes thanks to the use of graphic novels thus achieving a reading engagement. Both studies reached the conclusion that graphic novels should be part of the curriculum in EFL classrooms.

Replacing traditional texts with graphic novels

Reading is defined as a cognitive process that involves decoding symbols to achieve meaning. There is not a specific format in which a text must be written. It means that, there are many reading aids such as: newspapers, cartoons, journals, articles, cards, invitations, etc. Even though most of them already were applied inside the classrooms, they did not have the same impact as graphic novels. For this reason, Basol (2013) recommends replacing the traditional texts into graphic novels. In his study carried out at Turkish university in 2013, he proposed some steps to accomplish it. First, he recommended designing the course. It consists on analyzing the different unit topics. If the teacher finds a topic that could be boring for students, he could change it into graphic novels in order to it interesting for students. Second, the students' productions and reactions. In this step it is necessary to implement a series of reading activities in the

three stages: pre, during and after reading. Teachers must be monitoring students' reactions while they are doing each activity. Finally, the activities done in classrooms always must be evaluated to notice if they are being positive for students and to see how students have improved their reading skills.

Graphic novels and the development of thinking skills

According to Sandhu, reading is a dynamic process of building meaning of words. Readers might have a purpose to read because in that way they will focus their attention on it. Although there are many reason for reading, the primary purpose of reading should be understanding the text. As reading involves metacognitive processes (thinking process), it helps readers to reflect about what they read while they activate their prior knowledge. To achieve reading, readers use a series of strategies to understand what they are reading while they imagine the scenes in their minds.

It has been proved that the use of graphic novels develops metacognitive skills. Brenna, B. (2013) assured that children could develop metacognitive skills as well as their potential for graphic novels. They also improved their reading comprehension. The author also affirmed that children developed two types of strategies which she named keys (which supported the specific information of a text) and mister keys (which supported the general information of the text). In addition, it was assumed that children's preference was not for fiction novels like comics or cartoons, since they preferred more real situations that graphic novels presented. In that way they increased their satisfaction at the moment of reading something. Satisfied with the results, the author mentioned that it helped students to develop their writing skills too as they learnt vocabulary and structures.

In addition, it is necessary to know that reading graphic novels helps to expand the vocabulary range which helps to have a good listening at the same time in advanced stages of learning. It is a good tool for students who are visuals.

CHAPTER II

METHODOLOGY

2.1 MATERIALS

It has been considered three indispensable materials to carry out with the current research.

- It was required a Cambridge exam named “Pre-A1 Starters” which was designed specifically for young learners aged from 6 to 12 years old.

It was aligned to the Common European Framework (CEFR), and it demonstrated real-life communication skills. It is necessary to clarify that it has been took only the reading and writing section from this exam due to the reading skill was going to be analyzed instead the other ones.

This exam was very attractive for students since it was colorful, fun and activity based. It means that it motivated children to learn. There were 25 questions in the exam with vocabulary related to the students’ age. As it contented various images to help readers, it was not complicated at all.

- In addition, it has used the “Buzz Boy and the Fly Guy” graphic novel book. It was published by Cartwheel Inc. SCHOLASTIC, CARTHEEL BOOK. It was printed in U.S.A. First print in September 2010. It was created by Tedd Arnold who presented a series of graphic novel books.

This book was used to give students motivation to read and to enhance their reading skills.

- In addition, it has been used a Graphic novel book named “Story Central Reader 2.” Its text, design and illustration are proposed by Mcmillan Publishers Limited 2015. It is written by Viv Lambert ELT Limited and Mo Choy Design Ltd. Story Central is a registered trademark of Macmillan Publishers International Limited. First Published 2015.

It is an excellent resource to teach English because imagination, creativity, and learning come alive.

There were the three materials used to carry out with this investigation.

2.2 METHODS

2.2.1 Basic Method of research

2.2.1.1 Quali-quantitative Approach

According to Gaceta (2004), researchers must be directed to both investigations, quantitative and qualitative because in that way it could get accurate results. For this reason, the present research was a quantitative and a qualitative study since its purpose was to know the current situation of students in the English area especially in the reading skill development.

Hernández Sampieri, R. (2010) says that a qualitative focus uses a data collection to discover questions about the investigation during the interpretation process. This investigation was qualitative because it was based on the argument which proved that graphic novels are supporting material for teachers to foment the reading skill.

In addition, this research was quantitative because it was necessary to measure the data statistically. This type of investigation used the data collection to prove the hypothesis that graphic novels develop reading skills. As a pre-test and a post- test were taken it was necessary to do a numerical measurement and a statistical analysis to restore behavior patterns and to prove theories.

2.3 RESEARCH MODALITY

2.3.1 Field Research

According to Sabino, C. (2014), field research is the new data collection from primary sources for a specific purpose. It is a qualitative method of data collection aimed at understanding, observing and interacting with people in their natural environment. It usually involves a combination of the observation method while the participants are working, analyzing and interviewing. It is necessary to be in the place of the facts and participate in everyday life of people who are studying.

The current research was a field investigation since the study was based in the reality rather than perceptions. In addition, this investigation was conducted in the Ecuatoriano Holandes School. It was based on the reality of students from third level “C.” As it was possible to work with a group of students from 7 to 8 years old, it could get real data based on the students’ reality in the reading skill.

2.3.2 Bibliographic Research

According to Matos Ayala, A. (2018), bibliographic research consists in the revision of the bibliographic material available for the topic that would be studied. Additionally, it is the major steps to any research as it includes the selection of information sources. For some authors this type of investigation is a broad search for information on a given issue. Baena, G. (1985), determines that the bibliographic investigation is a technique that consists in the selection and collection of information through reading, critical thinking, and bibliographic materials such as: books, articles, magazines, etc.

The current research is a bibliographic research since it has been taken information from academic articles, books, scientific studies realized in universities, and scientific internet browsers. The data collected for this research is totally verified and proved by experts.

2.3.3 Pre-experimental Research

Zambrano, S. (2010), points out that only one variable is analyzed without a specific control neither the participation of the independent variable in this type of investigation. It is useful as it is possible to approach the real investigation problem. Additionally, in this type of investigation does not exist the possibility of comparison between two groups. Therefore, this type of research requires a treatment in the modality after the pre-test so that there is a positive advance in the post-test results.

This investigation was a pre-experimental research because a pre-test has been taken to analyze the dependent variable (reading skill). It was necessary to take this type of test to see in which level the students were in their reading comprehension skills. It should be noted that the test was taken without prior notice or study by part of the teacher and the students.

After that, it was applied a treatment, in this case the use of graphic novels, where students could improve their reading skills. Finally, a post-test has been taken to see if the treatment worked or not.

2.4 LEVEL OR TYPE OF RESEARCH

2.4.1 Descriptive Research

There are many features in this type of research. According to Martinez, C. (2017), descriptive research considers the studied phenomenon and its components. It defines the variables and measures the concepts. Additionally, it describes tendencies of the group or population. This type of investigation pretends to measure or to collect information about how variables act together or independently. It is also necessary to know the population about who data will be collected.

This research was descriptive for three reasons. Firstly, it worked handling the two variables: independent and dependent. Moreover, it has been identified the group of students with whom it was possible to work. They were a group of students belonging to the third year from a private institution. The analyzed group consisted from sixteen (16) students. Boys and girls from 7 to 8 years old. As well, the students reading skills were measure through a pre-test.

2.4.2 Analytic Research

According to Abreu, J. L. (2015), analytic research is the intentional search or solutions to scientific problems. It consists in the analysis of the definitions related to a topic. In addition, it refers to the hypothesis proposition that the author tries to prove or discard.

This investigation was analytic since its objective was to analyze the relationship that existed between graphic novels and the reading skill. Abreu assured that an analytic research is necessary to analyze an event identifying its possible causes. It was done at the moment to

identify if the students had or not the reading habit or how good readers they were. They were examined in the three reading stages: pre, during and after.

2.5 POPULATION

The study population was children from third grade “C” at Ecuatoriano Holandés School. The total population was formed by 16 students aged 7 - 8 years old. The study was carried out during the first partial in the academic period of September 2019- June 2020.

Table 1: Population

Description	Number	Percentage
Students from the third grade “C” at Ecuatoriano Holandés School.	16	100%
Total:	16	100%

Source: Field Research

Elaborated by: Pintado, K. (2019)

2.6 DATA ANALYSIS

This research is based on the pre-experimental approach, since a pre-test was taken without a previous advertisement or control. Then, a treatment was applied in children to develop reading skills and finally they did a post-test.

The investigation was directed to a group of 16 students belonging to third level “C” at the Ecuatoriano Holandes School, where graphic novels was implemented for students to develop reading skills.

To illustrate:

Table 2: Methodologic Group

Group	Pre-test	Independent Variable (Graphic Novels)	Post-test
Pre-experimental (16 students)	X	X	X

Source: Field Research

Author: Pintado, K. (2019)

To carry out with this research, it was necessary to follow four stages: *pre-test, application, post-test and analysis.*

Pre-test

First, a pre- test was necessary to take to know in which level the students were. As the reading skill tended to be evaluated, it has been taken the reading section from the “Pre-A1 Starters” exam proposed by Cambridge. It is significant to mention that there are many samples exams available for teachers on internet.

The reading section from the “Pre-A1 Starters” exam by Cambridge University contained 5 sections. The first part asked about simple vocabulary where students had to put a tick (✓) or a cross (X) according to the pictures. Second, students had to answer simple questions with *Yes* or *No* depending on what they see and read in this section. Then, children had to unscramble the letters in order to form a word in the third part. They could look at the pictures to do it. After that, students had to read a small piece of paragraph and complete the missing words in this part. Finally, children have to answers questions about what they looked at the pictures in part fifth. Students had 20 minutes to solve it in total.

Application

After the pre-test, the treatment was applied for two weeks. Each section consisted of two hours per day during the five days of the week. It means that, there were 20 hours of treatment.

The treatment was about the implementation of graphic novels in English classes. Each student was provided with the appropriate material where they were involved in the reading section. Students received two graphic novel books. The first one was named “Buzz Boy and the Fly Guy” and the other one was the “Story Central Reader 2.” Both books had the characteristics of a graphic novel and were attractive for children.

Post-test

Once the treatment finished, the post-test was taken to measure the students’ progress in the reading skill. The expected results were that students could get better scores as the same Cambridge test was taken. But that time, students were prepared through graphic novels treatment.

Analysis

Once the previous three stages finished, it has been possible to certify that students from third level “C” at the Ecuatoriano Holandes School improved their reading skills. Most of them obtained excellent scores in the post-test. This data will be represented statistically through graphics and tables to have a better understanding of it.

2.7 Hypothesis

H₁: Graphic novels contribute in the reading skill development.

H₀: Graphic novels do not contribute in the reading skill development.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis and discussions of the results

This chapter shows the data interpretation. Since it is numerical, it will be presented in graphics. The data was collected according to the results obtained during the application of graphic novels in children from third year at the Ecuatoriano Holandes School to develop reading skills. To have an understandable view, the information is presented through tables and graphics.

First, table 3 represents the results from the pre-test (only the reading section) taken to children from third year. In addition, table 4 shows the results of the post-test. It is good to mention that the results represented in this investigation are totally true. As it was a pre-experimental research, it was necessary to take the exam without control or prior notice Zambrano, S. (2010).

For the reading section of the “Pre-A1 Starters” test two aspects were considered to give the score, the vocabulary and the reading comprehension. The exam was over 25 marks. As the pre-test contained five parts, each one was over five marks. Cambridge scores the exam over 5 shelves, so for this reason, the two ways are going to be consider.

The collected data is represented to notice the difference before and after the treatment application to develop reading skills in tables.

3.2 Data Interpretation

Table 3: Pre-test results

Researched Group	Score over 25	Cambridge Average over 5
Student 1	12	2.4
Student 2	15	3
Student 3	14	2.8
Student 4	13	2.6
Student 5	12	2.4
Student 6	16	3.2
Student 7	17	3.4
Student 8	9	1.8
Student 9	12	2.4
Student 10	14	2.8
Student 11	18	3.6
Student 12	15	3
Student 13	17	3.4
Student 14	10	2
Student 15	12	2.4
Student 16	16	3.2
Average:	13,88	22,31

Source: Field Research

Author: Pintado, K. (2019)

Table 4: Post-test results

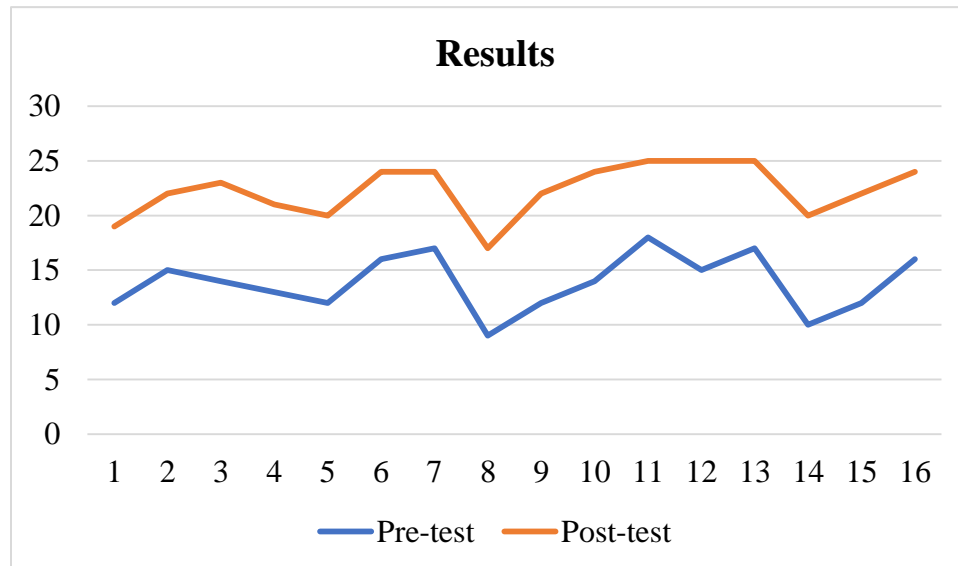
Researched Group	Score over 25	Cambridge Average over 5
Student 1	19	3.8
Student 2	22	4.4
Student 3	23	4.6
Student 4	21	4.2
Student 5	20	4
Student 6	24	4.8
Student 7	24	4.8
Student 8	17	3.4
Student 9	22	4.4
Student 10	24	4.8
Student 11	25	5
Student 12	25	5
Student 13	25	5
Student 14	20	4
Student 15	22	4.4
Student 16	24	4.8

Source: Field Research

Author: Pintado, K. (2019)

3.3 Individual Representation of Students' Grades

Figure 3: Cambridge average Results from the pre- and post test



Source: Field Research

Author: Pintado, K. (2019)

Analysis and Interpretation

In table 3, it was possible to observe that students got low scores in the pre-test. It means that they were not good at reading skills at all. As they were in third level, their range of vocabulary was low, and it could be inferred that they did not have the reading habit. The highest score was 18 over 25, and the lowest one was 9 over 25. On the other hand, it is possible to notice that the scores increased in a good percentage in each student since the highest score was 25 and the lowest one was 19 over 25 in table 4. It was possible since children received a treatment to develop their reading skills. Certainly, the students increased the range of vocabulary and their reading skills were developed as they were more visuals that time.

3.4 Representation of Students Grades

Table 5: Ranks

Rating Scale	Cambridge Score	Points over 25
Bad	1	5
Regular	2	10
Good	3	15
Very Good	4	20
Excellent	5	25

Source: Field Research

Author: Pintado, K. (2019)

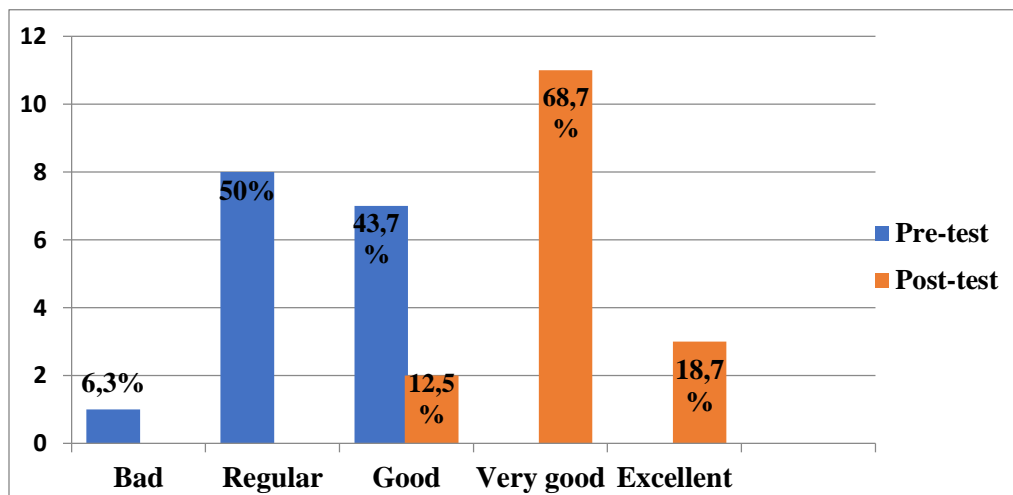
Table 6: Classification of Results

Results	Bad	Regular	Good	Very good	Excellent	Total
Pre-test	1	8	7	0	0	16
Post-test	0	0	2	11	3	16

Source: Field Research

Author: Pintado, K. (2019)

Figure 4: Classification of Results



Source: Field Research

Author: Pintado, K. (2019)

Analysis and Interpretation:

In table 5, it is possible to notice the rating scale which is divided in five ranks. These results could show the level of each student depending on the points they got in the pre-test and post-test. According to the Cambridge score in the scale, children who got 1 over 5 are bad, students who got 2 are regular, those who got 3 are good, children who got 4 are very good and finally; those who got 5 are excellent.

Additionally, the results obtained in the pre- and post- test are represented in table 6. There were 16 participants during the application of the pre-test where the following results were exposed: 1 student got the result of 1 that means that this student was in the bad category; 8 children got the punctuation of 2 which indicates that they were in the regular rank; and the other 7 students got 3 meaning that they are in good category. It is necessary to emphasize that there not students in very good and excellent categories. On the other hand, the results obtained in the post test were satisfactory since students clearly had an improvement. Nobody was in bad and regular categories. 2 students were in good category since they got 3; 11 students were in very good category as they got 4, and finally, 3 students were part of excellent category since they got the perfect punctuation of 5.

Finally, the percentages of the pre- and post- test are clear in figure 4. It is possible to notice the increment before the treatment in children from third level through the graphics. In the pre-test application, the students who was in bad category represents the 6,3 %, the 50% of students were in the regular rank, and the 43,5% were in good category. On the other hand, the results changed in the post-test since the 12,5% of children were in good category, the 68,7% were in the very good rank, and the 18,7% obtained the excellent rating.

3.5 Pre and Post Test Average

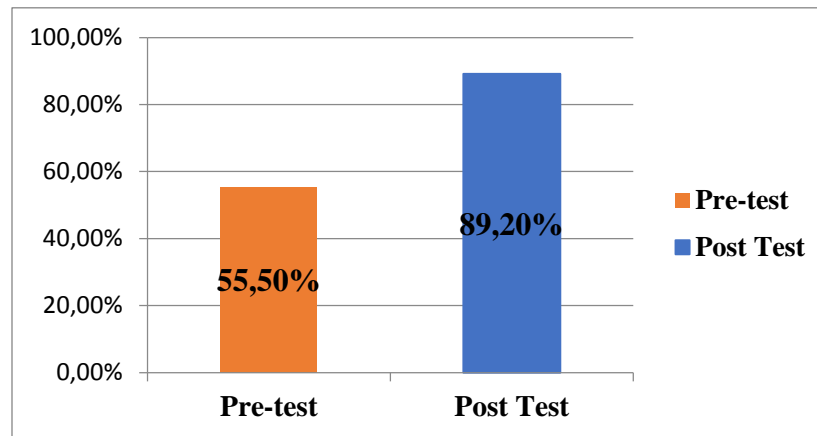
Table 7: Pre and Post Test's Average

Results	Pre-test	Post Test	Difference
Percentage	55,5%	89,2%	33,7%

Source: Field Research

Author: Pintado, K. (2019)

Figure 5: Percentage Difference



Source: Field Research

Author: Pintado, K. (2019)

The percentages obtained in the pre- and post-test are represented in table 7, and the difference between them. The results gotten in the pre-test were not satisfactory at all since the experimental group got 55.5% of performance. On the other hand, the results from the post- test were satisfactory since students got the 89.20% thus giving a great performance.

In this way, the analysis and interpretation of the results are represented in this chapter. However, it is necessary to emphasize that the results were taken through the application of the pre- and post- test in children form third level.

3.6 Hypothesis Verification

The T-test was used to verify the hypothesis that the “use of graphic novels develops reading skills.” It was necessary to use the T-student program to demonstrate the improvement in the reading skill through the implementation of the independent variable in an exactly way. It is good to emphasize that it was developed by William Sealy Gosset who provided a simple way to calculate the mean statistically.

Table 8: T Student (Experimental Group)

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	13,88	22,31
Variance	6,78	5,70
Observations	16	16
Pearson Correlation	0,89	
Hypothesized Mean Difference	0,00	
Df	15,00	
t Stat	-27,91	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,75	
P(T<=t) two-tail	0,0000000000000024	
t Critical two-tail	2,13	

Source: Field Research
Author: Pintado, K. (2019)

It is possible to appreciate the results obtained from the T-test in which was analyzed if there is significance between the pre and post-tests in table 5. The mean in variable 1 shows 13.88 and in variable 2 presents a mean of 22.31. It means that there is a big significance before and after the treatment in the developing of reading skills. In addition, in **P (T<=t) two-tail** shows a value of 0,0000000000000024, notably is lower than 0.5 which is the top to notice if there is significance or not. Certainly, a total success was obtained with the application of “**graphic novels**” as the treatment to develop reading

skills since the results are farther the 0.5 there is a great significance between variables (Sanchez, 2015).

3.7 Conclusions:

- Studies have shown that graphic novels are authentic materials for reading skills due to the previous investigations probe that they could develop children's metacognitive skills as well as their potential for graphic novels since they can improve their reading comprehension.
- The level of reading skills in students from third level has been identified through the pre- test application which gave the results of 13,88 over 25. It means that students from third level had a low average in reading skill before the treatment.
- The effectiveness of graphic novels to develop reading skills has been demonstrated since students increase their average from 13,88 to 22,31 over 25. It was a great improvement thanks to the use of graphic novels.

3.8 Recommendations:

- Graphic novels should be used as authentic materials because it develops the reading skill in different ways. It awakes students' motivation and develops their reading comprehension skills.
- The implementation of graphic novels in classrooms as they improve reading skills enhancing the academic development in students from different levels.
- To apply activities using graphic novels to improve reading skills since they have lots of benefits such as: the increment of the range of vocabulary and the development of reading comprehension.

Bibliography:

- Abreu, J. L. (2015). Análisis al Método de la Investigación Analysis to the Research Method. *Daena: International journal of good conscience*, 10(1), 205-214.
- Aguas P. & Arcentales B. (1999). *¿Cómo desarrollar las destrezas de lectura?* Quito: Libresa.
- Basol, H. C., & Sarigul, E. (2013). Replacing traditional texts with graphic novels at EFL classrooms. *Procedia-Social and Behavioral Sciences*, 70, 1621-1629.
- Baetens, J. (2008). Graphic novels: literature without text?. *English Language Notes*, 46(2), 77-88.
- Behler, A. (2006). Getting started with graphic novels: A guide for the beginner. *Reference & User Services Quarterly*, 46(2), 16-21.
- Brenna, B. (2013). How graphic novels support reading comprehension strategy development in children. *Literacy*, 47(2), 88-94.
- Carter, J. B. (2008). Comics, the Canon, and the Classroom. In N. Frey, & D. Fisher (Eds.), *Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills* (pp. 47-60). Thousand Oaks, CA: Corwin Press.
- Carter, J. B. (2007). Transforming English with Graphic Novels: *Moving toward Our "Optimus Prime"*. *The English Journal*, 97(2), 49-53.
- Christensen, L. L. (2006). Graphic global conflict: Graphic novels in the high school social studies classroom. *The Social Studies*, 97(6), 227-230.
- Chun, C. W. (2009). Critical Literacies and Graphic Novels for English-Language Learners: *Teaching Maus*. *Journal of Adolescent & Adult Literacy*, 53(2), 144-153.
- Cromer, M., & Clark, P. (2007). Getting graphic with the past: Graphic novels and the teaching of history. *Theory & Research in Social Education*, 35(4), 574-591.

- Drucker, J. (2008). What is graphic about graphic novels?. *English Language Notes*, 46(2), 39-55.
- García J. (2003). *Authentic materials for teaching and learning Languages E.L.E.* Burgos: Universidad de Málaga.
- Gillenwater, C. (2009). Lost Literacy: *How Graphic Novels can Recover Visual Literacy in the Literacy Classroom.* *Afterimage*, 37(2), 33-36.
- González V. (2001). *Estrategias de Enseñanza y Aprendizaje.* México D.F.: Editorial Pax México.
- Harrington, M., & Sawyer, M. (1992). L2 working memory capacity and L2 reading skill. *Studies in second language acquisition*, 14(1), 25-38.
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, M. D. (2010). *METODOLOGÍA DE LA INVESTIGACION* 5ta edicion. mexico: Editorial Mexicana.
- Hill, K. (2011). *The Effects of Graphic Novels on the Reading Comprehension Scores of Students with Autism Spectrum Disorders (ASD)* (Doctoral dissertation).
- Lansford L. (16 de Mayo de 2014). *Authentic materials in the classroom: the advantages.* [Mensaje en un blog]. Recuperado de <http://www.cambridge.org/elt/blog/2014/05/authentic-materials-classroom-advantages/>
- Martinez, C. (2017). *Investigación Descriptiva: Tipos y Características.* Lima: Lifeder, 28.
- Matos Ayala, A. (2018). *Investigación Bibliográfica: Definición, Tipos, Técnicas.*
- Mathews, S. A. (2011). Framing preservice teachers' interpretations of graphic novels in the Social Studies Classroom. *Theory & Research in Social Education*, 39(3), 416-446.
- Miravalles L. (1999). The Graphic Novels Use in the Teaching Field. *Comunicar*, 13,

171-174.

Mochón A. (2005). *Los materiales reales en la formación y docencia del profesorado para la enseñanza de la lengua y cultura española*. Toledo: FIAPE.

Nunan D. (1992). *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press.

O'English, L., Matthews, J. G., & Lindsay, E. B. (2006). Graphic novels in academic libraries: From Maus to manga and beyond. *The Journal of Academic Librarianship*, 32(2), 173-182.

Rocamora-Pérez, P., López-Liria, R., Aguilar-Parra, J. M., Padilla-Góngora, D., del Pilar Díaz-López, M., & Vargas-Muñoz, M. E. (2017). The Graphic Novel as an Innovative Teaching Methodology in Higher Education: Experience in the Physiotherapy Degree Program at the University of Almeria. *Procedia-Social and Behavioral Sciences*, 237, 1119-1124.

Sabino, C. (2014). *El proceso de investigación*. Editorial Episteme.

Schwarz, G. E. (2002). Graphic novels for multiple literacies. *Journal of adolescent and adult literacy*, 46(3), 262-265.

Schwarz, G. (2006). Expanding literacies through graphic novels. *English Journal*, 58-64.

Silberman M. (1998). *Aprendizaje Activo 101 Estrategias para Enseñar cualquier Tema*. Buenos Aires: Troquel.

Yang, G. (2008). Graphic novels in the classroom. *Language Arts*, 85(3), 185.

Yildirim, A. H. (2013). Using graphic novels in the classroom. *Dil ve Edebiyat Egitimi Dergisi*, 2(8), 118.

Zambrano, S. (2010). Exposición sobre Diseños de la Investigación. *Diseños Pre-experimentales*. Education.

Annexes

Annex 1: CARTA DE COMPROMISO

Ambato, 11 de septiembre de 2019

Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de Educación

Lcda. Gloria Dovale en mi calidad de Directora en la Escuela de formación básica Ecuatoriano Holandés, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **“GRAPHIC NOVELS AND THE READING SKILL”** propuesto por la estudiante Pintado Vásquez Karen Estefanía, portadora de la Cédula de Ciudadanía N° 1804703567, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.


Atentamente.



.....

Lcda. Gloria Dovale
1711119972
0998284994
gloria.dovale@hotmail.com

Annex 2: Lesson Planning

 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "Buzz Boy and Fly Guy" Chapter I		DATE: October 1st, 2019
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge through the use of graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Memorize new vocabulary like: (fly, super strength, cave, amazing and pirates) • Paraphrase the content of the chapter 1 from the book: "Buzz Boy and Fly Guy" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "Buzz Boy and Fly Guy" book. (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher presents to the students a new alternative to develop reading skills. • Teacher shows students the "Buzz Boy and Fly Guy" book. • Teacher explains them that the book is not like the traditional ones because it is a graphic novel. <p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. 		<p>TIME</p> <p>15 minutes</p> <p>20 minutes</p>


<ul style="list-style-type: none"> • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. • Teacher explains students that they are going to read chapter 1 from the “Buzz Boy and Fly Guy” book <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Changing the tone of voice according to the dialogues that each character is saying. • Using mimics and gestures. • Using total physical response method. • Interacting with children. • Ask students questions about what could happen next. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. What did you learn? • Make students participate in class answering questions. 	<p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Give students a handout. (In the handout student will write the characteristics of the main character and the other participants. Then, they have to draw their favorite scene from the reading). 	




.....

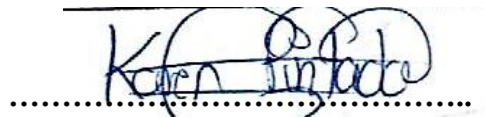
Karen Pintado

TEACHER

 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "Buzz Boy and Fly Guy" Chapter II		DATE: October 2nd, 2019
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge using graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Memorize new vocabulary like: (strength, super loudness, and run) • Paraphrase the content of the chapter II from the book: "Buzz Boy and Fly Guy" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "Buzz Boy and Fly Guy" book. (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. (Orally) • Teacher asks students to remember what they learned last class. <p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from Chapter II in the graphic novel book. • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. 		<p>TIME</p> <p>15 minutes</p> <p>20 minutes</p>


 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "Jack and the beanstalk" Story Central- Reader 2"		DATE: October 16th, 2019
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge through the use of graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Memorize new vocabulary related to personal appearance like (Beard, tall, short, etc.) • Paraphrase the content from the story: "Jack and the beanstalk" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "Story Central-Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher explains them that the book is like the previous one because it is a graphic novel too. • Teacher presents chapter I to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "Jack and the beanstalk". <p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. 		<p>TIME</p> <p>15 minutes</p> <p>20 minutes</p>

<ul style="list-style-type: none"> • Teacher presents the new vocabulary about personal appearance on the board. • Teachers makes students to memorize the vocabulary through repetition. • Teacher lists the names of the character on the board. <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures. • Use total physical response method. • Interact with children. • Ask students questions about what could happen next. • Ask students to repeat aloud some important parts from the reading. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. Who did say this? • Make students participate in class answering questions. • Ask students to say who was their favorite character and why. 	<p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask student to underline the vocabulary about personal appearance in their readers. 	

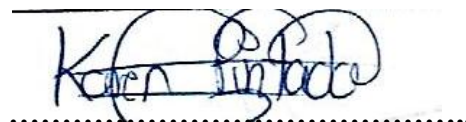


Karen Pintado

TEACHER


 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "Hilltop School for young detectives" Story Central-Reader 2"	DATE: October 17th, 2019	
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge about third person of the verb say through the use of graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Recognize the use of third person of the verb <i>say</i> through a graphic novel story. • Paraphrase the content from the story: "Hilltop School for young detectives" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "Hilltop School for young detectives" Story Central- Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher presents chapter II to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "Hilltop School for young detectives" • Teacher explains that students are going to learn the use of third person of the verb <i>say</i> through a graphic novel story. 		<p>TIME</p> <p>15 minutes</p>

<p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. • Teacher presents the new vocabulary on the board. • Teachers makes students to memorize the vocabulary through repetition. • Teacher lists the names of the character on the board. <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures. • Use total physical response method. • Interact with children. • Ask students questions about what could happen next. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. What did you learn? • Make students participate in class answering questions about the reading. • Ask students the use of the third person of the verb say. 	<p>20 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Give students a handout. 	




Karen Pintado

TEACHER


 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "The Emperor's New Clothes" Story Central-Reader 2"	DATE: October 18th, 2019	
AIM: Students will be able to demonstrate reading comprehension and gather knowledge about the weather using graphic novels--.		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Describe the weather using the new vocabulary about clothes. (pants, jacket, suit.) • Paraphrase the content of the chapter 3 from the book: "Story Central Reader 2" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "The Emperor's New Clothes" Story Central- Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher presents chapter III to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "The Emperor's New Clothes" • Teacher explains that students are going to learn about the weather and the clothes that people wear depending on it through a graphic novel story. 		<p>TIME</p> <p>15 minutes</p>

<p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. • Teacher explains students that they are going to read chapter III from the “The Emperor’s New Clothes” Story Central- Reader 2” 	<p>20 minutes</p>
<p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures. • Use total physical response method in each action. • Interact with children making them to repeat some dialogues. • Ask students questions about what could happen next. 	<p>30 minutes</p>
<p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. What did you learn? • Make students participate in class answering questions. Ex. What is the weather like today? 	<p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Draw pictures for each type off weather: (Sunny, cloudy, windy, rainy) 	

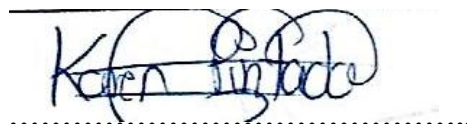
.....


Karen Pintado

TEACHER


 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "A New Pet for Trixie" Story Central- Reader 2"		DATE: October 21st, 2019
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge about present progressing using graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Identify the present progressive in the verbs: eat, sleep, bark, jump, do, make and sit. • Paraphrase the content of the chapter IV from the book: "A New Pet for Trixie" Story Central-Reader 2" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "A New Pet for Trixie" Story Central- Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher presents chapter IV to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "A New Pet for Trixie" • Teacher explains that students are going to learn about the preset progressive through a graphic novel story. 		<p>TIME</p> <p>15 minutes</p>

<p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. • Teacher explains students that they are going to read chapter IV from the “A New Pet for Trixie” Story Central- Reader 2” <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures to remember the vocabulary. • Use total physical response method in each action. • Interact with children making them to repeat some dialogues. • Ask students questions about what could happen next. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. What did you learn? • Make students participate in class answering questions. Ex. What was the name of the pet? Is was big or small? 	<p>20 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Formulate 5 sentences using present progressive in their notebook. 	



Karen Pintado

TEACHER


 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "The Animal Olympics" Story Central- Reader 2"		DATE: October 22nd, 2019
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge about animals using graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Memorize new vocabulary about animals like: (dolphins, penguins, giraffes, kangaroos, crocodiles, monkeys, cheetah, lion and ostrich) • Paraphrase the content of the chapter V from the book: "The Animal Olympics" Story Central- Reader 2" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "The Animal Olympics" Story Central- Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher presents chapter V to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "The Animal Olympics" • Teacher explains that students are going to learn about the animals through a graphic novel story. 		<p>TIME</p> <p>15 minutes</p>

<p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. • Teacher explains students that they are going to read chapter V from the “The Animal Olympics” Story Central- Reader 2” <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures to remember the vocabulary. • Use total physical response method in each action. • Use onomatopoeias when making the animals sound. • Interact with children making them to repeat some dialogues. • Ask students questions about what could happen next. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. What was it about? • Make students participate in class answering questions. Ex. What is your favorite animal? 	<p>20 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Investigate how many square kilometers does Cheetah run. 	

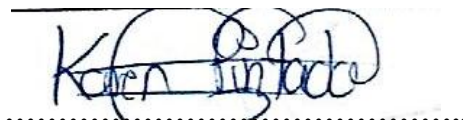


Karen Pintado

TEACHER


 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "I'm late, late, late" Story Central- Reader 2"		DATE: October 23 rd , 2019
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge about daily routines using graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Memorize new vocabulary about daily routines like: (get up, make your bed, get dressed, wash your face, comb your hair, have breakfast and go to school) • Paraphrase the content of the chapter VI from the book: "I'm late, late, late" Story Central-Reader 2" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "I'm late, late, late" Story Central- Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher presents chapter VI to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "I'm late, late, late" • Teacher explains that students are going to learn about daily routines through a graphic novel story. 		<p>TIME</p> <p>15 minutes</p>

<p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. • Teacher explains students that they are going to read chapter VI from the “I’m late, late, late” Story Central- Reader 2” <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures to remember the vocabulary. • Use total physical response method in each action. • Interact with children making them to repeat some dialogues. • Ask students questions about what could happen next. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. What happened to the boy? • Make students participate in class answering questions. Ex. Why was the boy late? 	<p>20 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Design a schedule about your daily routine. 	

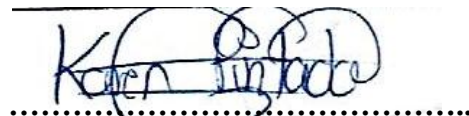


Karen Pintado

TEACHER

 <p>ESCUELA DE EDUCACIÓN BÁSICA "ECUATORIANO HOLANDES"</p>	<p>ESCUELA DE EDUCACIONA BÁSICA "ECUATORIANO HOLANDES"</p>	<p>SCHOOL YEAR 2019 / 2020</p>
LESSON PLAN		
TEACHER: Pintado Karen	GROUP: Third "C"	TIME: 2 hours (80 minutes)
TOPIC: "The Secret Life of Shelly the Chef" Story Central-Reader 2"	DATE: October 24th, 2019	
<p>AIM: Students will be able to demonstrate reading comprehension and gather knowledge about the third person in the verbs: catch, rescue, cook, and put out using graphic novels.</p>		
<p>OBJECTIVES:</p> <p>At the end of the class students will be able to:</p> <ul style="list-style-type: none"> • Identify the main characters from the reading. • Identify the third person in the verbs: catch, recue, wash, cook, and put out. • Paraphrase the content of the chapter VII from the book: "The Secret Life of Shelly the Chef" Story Central- Reader 2" 		
<p>MATERIALS:</p> <ul style="list-style-type: none"> • "The Secret Life of Shelly the Chef" Story Central- Reader 2" (Cardboards, markers, images) 		
<p>LESSON PROCEDURE</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Before starting the class, the teacher shares with the class: The objective and the topic of the class. • Teacher shows students the "Story Central-Reader 2" • Teacher presents chapter VII to the students from the "Story Central. Reader 2" and explains them that they are going to read the story "The Secret Life of Shelly the Chef" • Teacher explains that students are going to learn about the third person through a graphic novel story. 		<p>TIME</p> <p>15 minutes</p>

<p>PRE READING</p> <ul style="list-style-type: none"> • Teacher asks students to infer the content from the graphic novel book. • Teacher presents the new vocabulary on the board. • Teacher lists the names of the character on the board. • Teacher explains students that they are going to read chapter VII from the “The Secret Life of Shelly the Chef” Story Central- Reader 2” <p>WHILE READING</p> <ul style="list-style-type: none"> • Show students pictures from the book. • Change the tone of voice according to the dialogues that each character is saying. • Use mimics and gestures to remember the vocabulary. • Use total physical response method in each action. • Interact with children making them to repeat some dialogues. • Ask students questions about what could happen next. <p>POST READING</p> <ul style="list-style-type: none"> • Ask students questions about the reading. Ex. Who was Shelly? • Make students participate in class answering questions. Ex. Why was she a superhero? 	<p>20 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Write 5 characteristics from Shelly. 	



Karen Pintado

TEACHER

Part 1

- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples



These are grapes.



This is a house.



Questions

1



This is a helicopter.



2



This is a clock.

3



These are shells.

4



This is a sock.

5



These are chairs.

Part 2

- 5 questions -

Look and read. Write yes or no.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

1 The man has got black hair and glasses.

2 There is a lamp on the bookcase.

3 Some of the children are singing.

4 The woman is holding some drinks.

5 The cat is sleeping under an armchair.

Part 3

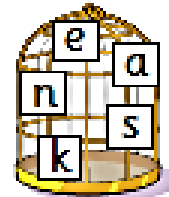
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Example



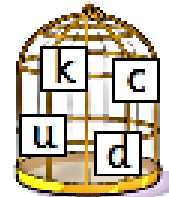
s n a k e



Questions

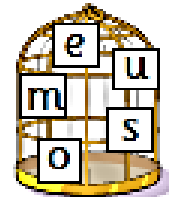
1





2





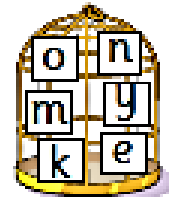
3



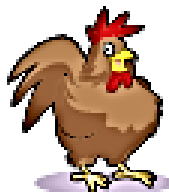


4





5





Part 4

- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lizards



Lots of lizards are very small animals but some are really big.

Many lizards are green, grey or yellow. Some like eating (1) and some like eating fruit.

A lizard can run on its four (2) and it has a long (3) at the end of its body.

Many lizards live in (4) but, at the beach, you can find some lizards on the (5) Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



teacher



sand

Part 5

- 5 questions -

Look at the pictures and read the questions. Write one-word answers.



Examples

Where are the people?

in the Kitchen

How many children are there?

two

Questions

1 What are the children playing with?

some toy



2 What is Mum standing on? a

3 Where is the spider? on Mum's



4 Who is pointing? the

5 Where are the children? in the

Pre A1 Starters Reading and Writing

Marking key

- | | | |
|-----|---|--|
| () | - | Acceptable extra words are placed in brackets |
| / | - | A single slash is placed between acceptable alternative words within an answer |

Part 1 5 marks

- 1 ✗
- 2 ✓
- 3 ✓
- 4 ✗
- 5 ✓

Part 2 5 marks

- 1 yes
- 2 yes
- 3 no
- 4 yes
- 5 yes

Part 3 5 marks

- 1 duck
- 2 mouse
- 3 hippo
- 4 monkey
- 5 chicken

Part 4 5 marks

- 1 spiders
- 2 legs
- 3 tall
- 4 trees
- 5 sand

Part 5 5 marks

- 1 spiders
- 2 chair
- 3 shoe(s)/slipper(s)
- 4 (a/the) (blonde) girl/sister/daughter
- 5 garden/(back)yard
outside
door (frame)/(way)

Annex 3: Urkund analysis



Urkund Analysis Result

Analysed Document: Pintado Karen Tesis.docx (D60650079)
Submitted: 12/9/2019 8:43:00 PM
Submitted By: karitoestefania13@hotmail.com
Significance: 0 %

Sources included in the report:

Instances where selected sources appear:

0


Doris Cumbe