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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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COMICS BOOKS AND READING COMPREHENSION

Author: Josue Alexander Garzón Tapia

Tutor: Dra. Mg. Elsa Mayorie Chimbo Cáceres

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Garzón Tapia Josue Alexander

ID. 050407170-5

Author

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ID. 050407170-5

Author

DEDICATION

To my beloved family, my parents who have been unconditionally supporting me. To my siblings whose are my role model. To my friends whose aid was fundamental. To the most important people in my life, my wife and daughter who are my refuge when the going gets tough.

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To my father, he is gone forever away from my eyes and who unfortunately could not share more wonderful days with his family.

To my mother, who has been putting a lot of effort into growing three children.

To all my teachers from the PINE program, especially Mg. Mayorie Chimbo who is a teacher that I really admire

To Ana, the purest love.

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TOPIC: "COMICS BOOKS AND READING COMPREHENSION"

AUTHOR: Garzón Tapia Josue Alexander

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

DATE: July, 2021

Abstract

The main aim of the study was to determine the influence of Comics books on reading comprehension. The study was developed at Universidad Técnica de Ambato, in the PINE program to 1st semester in which 34 students were determined as the subject of study. A mixed-method was implemented and a quasi-experimental design was applied; thus, the class was divided into two groups, a control group and an experimental group. To determine the students' proficiency in reading comprehension and collect data, A2 key exam was applied as a pre and post-test. Additionally, a survey was applied to know students' expectations about comic books and achieve conclusions. According to the results from the experimental group, they showed an increase in reading comprehension from 5,35 to 8,29 out of ten and the P-value was ,001 which was less than ,005. In the end, it was concluded that comics influenced positively reading comprehension. They help students to understand the stories and motivate them to read.

Key words: comics , supplementary materials, reading comprehension, passive skill.

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TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

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Resumen

El estudio fue desarrollado en la Universidad Técnica de Ambato, en la carrera de PINE al primer semestre en el cual 34 estudiantes fueron determinados como el objeto de estudio. El método mixto de investigación fue implementado y un diseño cuasi experimental fue aplicado ; así, la clase fue dividida en dos grupos, un grupo de control y un grupo experimental. Con el fin de determinar la competencia de los estudiantes sobre la comprensión lectora y recolectar datos, A2 key exam fue aplicado como pre-test y post-test. Adicionalmente, una encuesta fue aplicada con el fin de determinar las expectativas de los estudiantes y obtener las conclusiones. De acuerdo a los resultados del grupo experimental, se ha mostrado un incremento en la comprensión lectora de 5,38 a 8,29 sobre 10 y el valor de P fue ,001 lo cual fue menor que ,005. Se concluyó que los comics influyen positivamente en la comprensión lectora. Estos ayudan a los estudiantes a entender las historias y los motiva a leer.

Palabras clave: comics, materiales complementarios, comprensión lectora, destreza pasiva.

CHAPTER l

THEORETICAL FRAMEWORK

1.1 Investigative background

In the last three years, comics have demonstrated being beneficial in developing reading skills and the different subskills. Besides the main benefit of improving reading comprehension, students demonstrated to be encouraged and motivated to read comics for long periods. For these reasons, this study is aimed to develop further investigations based on this topic.

Anyway, the investigations were collected from Google Scholar and most of them are journals that were taken from Atlantis Press. Atlantis Press is an open officer publisher of scientific-technical and medical content that is associated with organizations like Scopus, Medline, and Crossref.

Derbel (2019) developed a study at the University of Manouba. The main aim was to propose a modern alternative that solves the traditional literacy obstacles faced in literature classes. The experiment was applied based on quasi-experimental research. Moreover, the study rests upon the actual practice of a sample of American survey class observations and focus group discussions. This study was held on two sections of students of English Language and Literature at the English department at Al-Buraimi University College (BUC). A total of 30 participants were divided into two groups of 15. Each group was allowed 15 minutes as a time frame to answer 7 guiding questions. Finally, it can be said that students showed an ability to navigate gutters, moved smoothly from one panel to another and also their noticeable sense of ease and energy during the process of

comprehension and strive to answer all seven guiding questions led the researcher to notice the positive motivational effect the graphic genre can have on students/readers.

Munawaroh (2018) developed an investigation in the Institute Islamic Collage (IAIN) of Tulungagung. It was aimed to improve the reading comprehension of students in English. The method was a pre-Experimental research design. Besides, the research subject was XI MIA 1 of MAN 3 Tulungagung. Research instruments were introduced in the form of a test sheet and the research procedure included a pretest, treatment, and posttest. The success criteria were determined by the liveliness of the students in following the lesson and answer the questions given (multiple choice and right or wrong answers). The result about the use of comic book media showed that this strategy is effective for solving the reading comprehension problem. This research got 2 result values. Result n° 1 that was about the pretest indicated that the average value of students before they taught using the comic book and reading comprehension of students was (67,60). Result n° 2 was about posttest, the average score of students after they were taught using comics books on reading comprehension of students was (80,00). Finally, it could be said that the use of comic book media is a good strategy to solve problems in reading classes.

Helmi (2018) applied an experiment to the 8th grade of Junior School. Comics were used as a media learning to motivate students to read narrative texts. The researcher considered to use a qualitative method in the term of a case of study and to collect data researcher used a questionnaire. The subject of study was 60 students who participated in the investigation. 52 of 60 students responded positively after the implementation of activities. According to the data results, the comic book benefited in teaching by developing reading comprehension. Eventually, the use of comic books could be applied

through other techniques to develop a better comprehension of the story. The results showed that comics helped students in understanding the whole content of the storyline.

Goldin and Verrier (2020) developed an investigation in which the main objective of the study was to investigate whether an intervention of visual literacy could help children who need to interpret visual materials. It was focused on demonstrating if visual literacy as comic books could improve comprehension of educational comic books. A mixed-method was applied and a pretest and posttest were administered. What is key is that researchers considered previous comic reading as a variable. A total of 7 sessions in which comprehension and inferring sub-skills were assessed. The final results demonstrated that comics could enhance comprehension of educational comics. Moreover, it had the potential to develop educational outcomes.

Phoon et al. (2020) explored the role of comics as support in elementary school science by using an action research approach. It was applied in Brunei Darussalam to 18 grades of 5 students in total in the subject of science. For the experiment, researchers applied a comic fully colored in which the main character was "Nym". The different sessions were about plants. Additionally, a pre-test was first administered to know the existing knowledge and finally a posttest to verify if the desired objective has been accomplished. Finally, students had shown an increase in interest, engage and enthusiasm. Moreover, it was stated that comics had a huge potential to support the learning process. It was concluded that comic books helped students to understand the topic of a science class.

Mitra and Keziah (2019) discussed how different comic tools could be beneficial for language teaching in different skills like reading, listening, writing, speaking.

According to the authors, comic books had been demonstrated to be beneficial in enabling the students to learn about small chunks, improve vocabulary, exercise cognitive and metacognitive skills, and comprehend mood and humor. It was developed in an undergraduate class through qualitative research in which bibliographic research played an important role. Since the first-day research applied the experiment, students were encouraged to work with comic books. For this reason, the researchers looked for comics that can have educational utility by taking into account students' tastes. Thanks to the observation sheet results, the study showed an increase in developing the four skills because students felt more encouraged to read and learn by using comics as a learning tool. The comic strips irony, sarcasm, and human folly exposed students to a variety of expressions and thoughts

Sugianto and Syamsi (2018) applied an experiment to improve reading skills by using a learning tool as a comic book in the 2nd grade in the School Muhammadiyah Sagan Yogyakarta. The study was focused on classroom action research and for the data collection and analysis, a descriptive technique combined with quantitative analysis was employed. Performance-test questions, observation sheets, and reading score sheets were the main instruments. The study carried out collaborative and participatory study methods. Furthermore, the investigation was carried out using the action research design in 4 stages: planning, action, observation, and reflection. In the end, the data showed that in the cycle 1 pre-test students got from 68% until 73%. After the treatment, students improved 86% in cycle 2. It was concluded that comic books provoke changes in learners' attitudes into a more structured pattern of learning.

Panggabean et al. (2019) developed an investigation to know the impact of using CTL-Based Comic Media on learning outcomes. It was applied to the 3rd-grade students

of Private Elementary School of Nurul Hasanah Tembung. The type of research was a quasi-experimental design with a nonequivalent control group design. The population or sample was the IIIA as the experimental class and IIIB class as the control group. The test to collect data was the Mann-Whitney test, Sig values obtained at the posttest were $0.000 < 0.05$ within the groups. It means, there were differences in the learning outcomes within both groups since the average of the experimental group about pre-test and post-test was 59.43; on the contrary, the average of the control group was about 35.54. Based on the discussion and the analysis of results, it could be concluded that there were important improvements within both groups, one who used CTL-based media comic books and the others who didn't use it. It means the comic media improved the learning outcomes.

Rengur and Sugirin (2019) proved that comic strip was more useful than the use of conventional media in improving reading comprehension. This study involved quasi-experimental research in which two groups were identified, a control and an experimental group. The population or sample was two courses of the eighth-grade students of SMPN 1 Pudong, Bantul, Yogyakarta. For the data collection, a pretest and posttest were employed, and Ancova for the data analysis. Based on the data analysis, the hypothesis of the research was accepted which is comic stripe is more useful than conventional media. The results of the LSD test with a mean difference of 0.265 and p 0.00 were lower than 0.05. It means, comic books enhanced students' motivation and improved the learning process.

Surya et al. (2020) were focused on getting information about the effectiveness of using digital-based educational comic media in improving reading interest. The research subjects were the students of SDN Jogorogo 3 and SDN Talang, Ngawi Regency. The

method was merely experimental with the design of one group pretest-posttest. For collecting data, a questionnaire was used and t-student for the data analysis technique. According to the criteria of N-gain value in the sample of the research, it was evident that the use of digital-based educational comic media had been successful in developing students' interest in reading. Therefore, it was recommended that digital-based educational comics because they helped to catch students' attention.

Ramadhani et al (2020) were focused on developing comic as a media. The main aim of the investigation was to prove if comics as a media tool could be appropriate and effective in the learning process. The sample was fourth-grade students at Public Elementary School 101903 Bakaranbatu, Lubukpakam District. The methodology employed in the study was the Borg and Gall design and the instruments were: 1) Validation sheet, 2) observation sheet, 3) questionnaire answers from teachers, 4) questionnaire responses from students, 5) tests to notice the effectiveness of comics media. It took 7 sessions of experiment and thanks to the instruments mentioned, it was proved the fiability of comic as a media learning. The results declared that comic as a learning media was suitable to use in learning. The pre-test was about 31,35 out of 100; on the contrary, in the post-test students increased the average scores to 85,8 out of 100. It means comics were declared to be effectived in improving students learning outcomes.

Anggara (2019) was focused on improving learning interest, learning outcomes, and curiosity by using comic books. The population of the study was the 4th grade in elementary schools at Bojongsari, Depok, with a sample of SD Nurul Hidayah, SD Tadikapuri, SD Permata Bunda. The study used a quasi-experimental of time series design. The instruments were interest learning questionnaire sheets and curiosity questionnaire sheets. To test the hypothesis, a statistic paired sample t-test was

considered. Finally, the results showed that there are differences in the learning achievement before and after the experiment. With an average pretest interest of 66.1667 and a posttest interest of 80.0417 was proved that comics had been useful to achieve the desire outcomes.

1.1.2 Philosophical foundation

The research is focused on a learning theory like constructivism. Students build their knowledge rather than just passively observe. As stated by Vygotsky (1978) in the constructivism theory, students experience the world and show it upon them to produce something. In this case, through the use of activities students are supposed to construct their learning. This learning theory is suitable for the study because students read and understand comics by inferring and deducing meaning from context.

The research is focused on Howard Gardner's theory about multiple intelligences. In line with Gardner (1983), he theorizes that people do not have just an intellectual capacity, but have many kinds of intelligence, including linguistic, logical/mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist. The research is focused on intelligence like linguistic, visual-spatial, and intrapersonal. Students employ linguistic intelligence because it is the ability to write, speak or learn a language. Moreover, they use visual-spatial intelligence because learners have to understand through photographs and pictures the timeline of the comic book. Finally, interpersonal intelligence is employed due to learners have to study and learn by themselves.

Furthermore, the study is focused on an ontological and philosophical foundation. Ontology is the study of being and what it is. According to it is defined as the relationship

between social factors, culture, and social structures. It means ontology refers to the reality and the nature of the world (Crotty, 1998). On the other hand, a research philosophy is focused on the belief that data must be taken from a phenomenon. Also, it deals with the source, nature, and development of knowledge in which the ideal of knowledge creation appears deeply in the study by collecting and analyzing data (Saunders, 2009)

1.2 Theoretical framework

1.2.1 Independent variable theoretical support

Supplementary materials

In the opinion of Spratt et al. (2011), supplementary materials are defined as books or other materials that can be employed additionally to the coursebook. What is key about supplementary materials is that they are based on skills development, vocabulary, grammar phonology, or a collection of communicative activities, web materials, and teacher resources. These types of materials can come from authentic sources (newspapers, magazines, tv programs, etc). According to Brown (1980) the benefit of authentic sources is that they can provoke "realia" in class which helps the students to connect language into reality.

Supplementary materials are not only about authentic sources, they can be found in the coursebook package that includes activities specially designed to practice the coursebook, or a DVD at the end of the book. In fact, supplementary materials can be categorized into different visual categories (maps, flashcards, whiteboard), audio (songs, soundtrack), audiovisual (documentaries, tv programs, tv-series), real (objects like toys, abacus, clay), and online (platforms, apps, blog). Generally speaking, it is about all the

resources and extra materials employed by the teacher in the classroom (Broughton et al. 2003).

Supplementary materials are chosen by recognizing the importance of doing something different in the coursebook and then, selecting the most appropriate kind of materials. Undoubtedly, they are useful to provide something missing in the coursebook to expose learners to more activities and exercises according to the lesson.

Reasons to use supplementary materials and activities:

- To replace inappropriate or unsuitable materials in the coursebook

- To provide missing information or materials in the coursebook

- To provide suitable material for learners' needs

- To give variety to teaching

- To expose learners to extra activities and materials

Although supplementary materials offer a wide variety of activities in which students could show interest and improve their skills, not all of the materials are graded (because some of them are aimed to provide practice rather than evaluation). Consequently, teachers need to be conscious of when is the right time and the right activities that are suitable for particular lessons. Some activities would look very attractive for learners but it doesn't mean that they are appropriate for the learners due to level and age.

To sum up, the criteria for choosing appropriate supplementary materials are about: Students' level and age, student's interest, type of supplementary material, language that they will need to be focused on (written or spoken), lesson objective, complexity, and skills/subskills (Spratt et al. 2011).

Authentic materials

Before starting a deep description of the authentic materials subject, it is pivotal to define what authenticity means according to different authors that have defined it through the pass of time in different studies, books, and journals.

a)   According to Porter and Roberts (1981), authenticity is about the language produced by native speakers in a particular linguistic context.

b)   In line with Morrow (1997), authenticity refers to the language which is produced by a real speaker/writer for a real audience in order to convey a natural message.

c)   In the opinion of Van Lier (1996), authenticity is merely the interaction between teacher and student (because the language emerges naturally and unconsciously)

d)   As stated by Kramsch (1993), authenticity is about the culture and the ability to behave and analyze according to the target language.

From this outline, authenticity is suited in either the participants, the social or cultural purposes of communication or a combination of these. Authenticity is not an easy term to define, it is a complex definition that involves the language produced (It refers in a written or spoken way) by native speakers. Moreover, it would be defined as the interaction between teacher and students due to the language is spoken unconsciously. Most importantly, authenticity is linked to the culture because the ability to behave is focused on the target language.

Authentic materials have been useful in English learning due to they expose students to a real language. In line with Wallace (1992), authentic materials have been

defined as real-life texts, not written for academic objectives or purposes. Another author like Peacock (1997) defined authentic materials that have been elaborated to social purposes in a language community. Authentic materials can be identified in a society or the day-by-day of people like newspapers, tv news, series, so on. Unlike non-authentic texts which are aimed at educational purposes, authentic materials are not adapted to teach in class but could be adapted by the teacher. Although non-authentic texts offer a wide variety of samples to learn a foreign language, they are considered as an artificial or unreal language (Berado, 2006).

Types of authentic materials

According to Genhard (1996), authentic materials were classified into listening viewing, visual and printed or reading materials. Authentic listening-viewing materials are tv news, cartoons, audio-taped short stories and novels, documentaries, sales pitches, movies, quiz shows, comedy shows, radio ads, and soap opera

Authentic visual materials like children's artwork, slides, photographs, x-rays, stamps, picture books, postcard pictures, inkblots, stick-figure drawings, wordless street signs, silhouettes, pictures from a magazine.

Authentic printed or reading materials like comic books, movie advertisements, astrology columns, advice columns, lyrics to songs, university catalogs, greeting cards, grocery coupons,   brochures, bus schedules, tourist information brochures, maps, tv guides, candy wrappers, cereal boxes and so on.

Historicity

 Using authentic materials is particularly useful because those contain important benefits since technology emerged. According to Rao (2019) in the current digital era,

the different fields in society and the fields of education have been highly influenced and benefitted from the invention of technology.

Since the revolution of smartphones and internet, the teachers have been using the internet for many purposes like downloading materials, updating their knowledge, seeking information, get easy solutions, and facing problems more appropriately, videos and audios that are useful for the English classes, and so on. As the current generation has access to a wide variety of diverse content on the internet, authentic materials seem to be an important support for improving learning skills (Charles et al., 2002). Teachers can use authentic materials to develop the overall skills by taking into account the skills. As a result, they are showing more enthusiasm and motivation in the activities proposed by the teacher.

Benefits and disadvantages

In the opinion of Laniro (2007), one of the most important benefits of authentic materials is that they can fill the gap between the classroom and the outside world. Due to students are learning English as a foreign language, they have been using textbooks, listening passages and texts adapted to learners. Nevertheless, they are unreal and don't offer an appropriate exposure to the Language; thusly, authentic materials show a more natural language in which students feel not only interest but an aspect like motivation highly increase because they feel that they can comprehend real "English" (McNeill, 1993)

Although authentic materials have been showing the effectiveness of authentic materials; nevertheless, a vintage study like Maxim (2002) showed many cons. Firstly, students could show some issues in trying to understand authentic reading texts due to cultural biases. Moreover, the vocabulary items could be unfamiliar for learners from the

lowest levels. Using authentic listening material students could not comprehend appropriately the conversations because of the accents. Additionally, newspapers and magazines are upon formal vocabulary so learners may be lost in the reading process due to the complexity.

Authentic printed or reading materials

According to Tomlinson (2013), authentic texts are not written for language teaching and they can include the use of different resources for communicative purposes rather than teaching. It means authentic printed materials can be found in newspapers, comic books, stories, novels, and so on. Anyway, as it was stated before authentic materials are divided into three categories, and in the opinion of Oura (2012), authentic printed materials are presented on paper. Some examples about them are comic books, movie advertisements, astrology columns, advice columns, lyrics to songs, university catalogs, greeting cards, grocery coupons, brochures, bus schedules, tourist information brochures, maps, tv guides, candy wrappers, cereal boxes, and so on (Genhard, 1996).

Over the years, authentic printed materials have been useful for preparing the learner for the eventual readings of "real" texts (Berado, 2006). Therefore, there are some important factors in choosing authentic reading materials. Although authentic materials are not prepared for teaching, purposeful guidance in choosing the appropriate materials is pivotal by considering some criteria.

Table 1. Criteria for choosing authentic reading materials

Suitability of content	Compatibility with course objectives
	Students' interest
	Relevance according to the students' needs
	Effectiveness (support the learning process)
Exploitability	Activities based on the material (Wh)
	Purpose
	Course objectives and aim
	skills/subskills
Readability	Difficulty
	Structurally demanding/complex
	Vocabulary

Note: Journal, the use of authentic materials in teaching, University of Naples Vol. 6, No. 2, September 2006. Author Sacha Berado.

The selection of authentic materials should always be developed by course and individual lesson objectives. Although authentic printed materials offer a wide variety of examples, teachers must be careful due to they can not force a square peg into a round hole. All in all, no matter how successful adapted or authentic materials could be, if the material is not about the course goals, it may not have pace in the classroom (Ryan, 2014).

Comic book

Despite comic book is not new, there is not an official definition about what it really is. The most valid definition comes from MacCloud (1993) "comic book is a juxtaposed pictorial and other images presented in a deliberate sequence intended to convey information and produce aesthetic response". (p. 8). According to Encyclopedia Brittanica (Brittanica, 2017), comic book is defined as a bound collection of comic strips usually encountered in a chronological way that narrates a single story or a different series of stories. In the same vein, Eisner (2008) defines comics as sequential art. Based on Eisner's definition, comics could be placed as an umbrella term for several sequential arts including comic book, comic strip, graphic novels, and cartoons.

- Comic strips: it is adjacent draw images usually arranged horizontally to be read in a chronological way. The comic strip is an essentially mas medium printed in a magazine or newspaper.

- Graphic novels: they are generally stand-alone stories with much more complex plots. It is defined as cartoon drawings that are published in a book.

- Cartoon: a cartoon is a form of illustration typical in a nonrealistic or semi-realistic style. Each image in cartoons is aimed for satire, caricature, or humor.

- Digital comics: as opposed to printed comics, these are available on the internet.

- Motion comics: it is a form of animation by implementing sounds effects, voice, and characters' movement. They are presented in a similar layout as comic books.

There is a limited variety of categories about comic books which are:

- Superhero: one of the most famous in comic books and some examples are superman, batman, wonder woman, etc.

- Manga: it refers to the Asian style of trade paperback graphic novel that has recently emerged. Some examples are Naruto, Shingeky no Kyogi, Death note, etc.

- Slice of life: it takes the form of an autobiography that contains drama or historical fiction.

- Humor: it refers to any comic or incident series of accidents. (E.g condorito)

- Non-fiction: it treats different subjects like science, historicity, politics, and biography.

- Science Fiction: it treats unreal or magic storylines.

- Horror: it is a suspense-building story with creepy illustrations.

Furthermore, according to Gaiman (2018), there are some elements in a comic book related to the layout.

Table 2. Elements in a comic book

Elements	Characteristics
Panel	Panels are the rectangles where the artist draw characters and their actions
Gutter	The pace between panels
Tier	A singer row of panels

Splash	A full-page illustration at the beginning of a comic book to introduce a story
Caption	A box separated from the rest of the boxes and is aimed to provide contexts
Speed Balloon	It contains the dialogue between characters. They differ from each other according to the context like regular speech, thought, interjection or exclamations.

Note: MasterClass Webpage. Retrieved from Gaiman, N. (2018) Step-by-Step Guide for Making Comics.

Comics in EFL teaching

At this point, it is key to describe some linguistics subfields elements in a comic book and how the learner's brain of a foreign language recognizes comics as a distinct and complex visual language. According to Cohn (2013), any language contains an expressive form, grammar, and meaning. The expressive form is referred to as a visual strip and it is about the grammatical structures with basic vocabulary, syntax and the images have a clear semantic relationship. The grammatical structures are represented as stink lines or speech bubbles, the syntax in a hierarchical panel structure, and finally, the message expressed through images is semantic. Thusly, visual language is employed as an understanding of images. In this way, comic books contain linguistic elements that can be assimilated into a visual language during the reading process.

According to William (1995), comic book is not only about pictures and dialogues. It contains some features like authentic written language, the paralinguistic elements of interaction between characters, visual components, and the idiolect that writers show through the dialogue. Eventually, comics can expose learners to a more real language.

Over the years, more investigations have been developed about the impact that it can have on EFL. Marsh (1978) identified four major purposes to use comics in EFL: 1. vocabulary and expressions; 2. grammar; 3.conversations and compositions; 4. culture. Cary (2004) found that teachers must know the importance of the text's level, the pictures, and their details, and how they support the learning process when applying comic books for learning purposes. In the same year, Liu (2014) figured out five categories of comic books that are based on their functions that support the learning process.

- Representation : Comics repeat the text's content through pictures.

- Organization: Visuals encourage text coherence.

- Interpretation: visuals provide the reader with exact and concrete information.

- Transformation: visuals are aimed at critical information that is recorded in a memorable form.

- Decoration: visuals are about their aesthetical properties and spark the reader's interest.

Finally, it is inferred how important could be comic books in EFL classes. Comic books can be applied for a variety of purposes like exposing students to a real language, to enhance students to read for pleasure (extensive reading) meanwhile they improve

reading skill, to expand vocabulary, to show something different to students and so on. As a result, comic book is applied to improve reading subskills by introducing them into the extensive reading and engaging and motivating to learn by exposing them to real language.

Comics application in education

According to Smith (2006), before applying comics for educational purposes, learners need to be taught how to read and analyze comics (from left to right by initiating in the left top corner) top to bottom. Therefore, move to the other panels as learners reach the right side of the first panel. Subsequently, they must know about the bubbles and what each one refers to. Anyway, they must know how to read a comic

Secondly, the comics must be selected according to the student's interest, needs, age, and level. It is helpful to use the guideline provided by Berado (2006) about how to select authentic reading material (see table 1.)

Thirdly, lesson activities. There is some type of activities that are related to comic books. Reading aloud asks students to take turns and reading a set of panels. Tittles is an activity in which the teacher shows students different strips and therefore they have to add a title according to the context. Characters deduction is about using images or quotations to deduce what type of person might the character be. Set the scene is about presenting or performing the scene to act out in a stating process. Order the panels activity asks students to organize panels randomly assigned.

Although there are activities related to comic books for educational application purposes, they must be complemented by reading skill activities and stages (which are explained in the next section).

1.2.2 Dependent variable theoretical support

English Language learning

To understand profoundly what language is, it is important to state some definitions with different authors and perspectives like Wardaugh with a sociolinguistic perspective, Chomsky with a universal grammar perspective, and Saussure with a stable, structured system view.

According to Wardhaugh (2006), language is what the members of a particular society speak. Moreover, it is the knowledge of norms and principles of the way to say and do things. Language is a communal possession, although admittedly an abstract one. Individuals have access to it and constantly show that they do so by using it properly. Language is also based on competence, which the speaker knows about the language whereas performance is how the speaker produces the language.

In line with Chomsky (1957), language is a set of (finite and or infinite) sentences. All languages have a finite number of phonemes thus sentences are represented as a finite number of sequences of these phonemes. The grammar of a language shall be thought a device of some sort for producing the sentences of the language under analysis. In this vein, knowing a language means the speaker can produce an infinite number of sentences never spoken before, which is surprising humans can comprehend sentences never heard before. Chomsky called this a creative aspect of language.

According to Saussure (1957), the linguistic system in each individual's brain is constructed from experience. This process of construction will depend on contrast, similarity, contiguity, and frequency. Saussure's approach in his theory of language is

focused on two perspectives. Language is a system of signs, a semiotic system; in other words, language is a social phenomenon as a result of the community.

Although authors have their own perspective about language, learning a language involves many aspects like how language is regarded, language background, and approaches to language learning (Spratt et al. 2011).

Firstly, the different ways in which language is regarded are EFL (English as a foreign language), ESL (English as a second language), ESOL (English for speakers of other languages), and ELF (English as a lingua franca) (Harmer, 2010). According to Peng (2019), EFL is taught for students who are learning English in a non-English speaking country. ESL learning (English as a second language) is taught for people who usually live in the target-language community. For this reason, they need to understand how to do things in the target language like accessing health services, renting a car, going to a bank, etc. Moreover, these students must be exposed to the particular language variety of the community (British English, Scottish English, etc). ESOL refers to learning English as a new resident in an English-speaking country especially aimed at immigrants. ELF is when English is employed by people whose mother tongues are different from each other.

Secondly, language background involves grammar learning, lexis, functions, phonology, and skills. According to the LSA (Linguistic Society of America, 2021) grammar is the combination of words to convey meaning. Grammar refers to how learners combine, organize and change parts of words or groups of words to make meaning. Likewise, some grammatical forms are identified like parts of speech, grammatical structures, and affixes.

In the opinion of Scrivener (2011), lexis refers to our internal database of word combinations that learners can recall and use quite quickly without constructing word by word meaning. Lexis is about individual words or a set of words that have a specific meaning. Moreover, it is identified different kinds of words that often or always occur together like idioms, collocations, and fixed expressions. (Spratt et al. 2011).

In the opinion of Ladefoged (1971), phonology is the study of the properties of sound systems and the principles that speakers organize speech sounds to express meaning. Phonology is about the use of sound features to communicate. These features include phonemes, word stress, sentence stress, and intonation. The phonemes are the smallest unit of a language and can be represented in writing as phonemic symbols /æ/ /ē/. In the transcription of the word /ˈhæpi/ the symbol (') is used to express the word stress. Sentence stress is divided into primary and secondary stress in which the speaker with a rough tone of voice emphasizes specific word meaning of a sentence (E.g I am lost). Finally, intonation refers to the way that the speaker modules or changes the level of his voice to show meaning.

According to Scrivener (2011), we speak or write because we have something to communicate or achieve; basically, the purpose is the function. In fact, function refers to the reason why we communicate and some aspects are involved in a function. The language we use to communicate is known as exponent and the exponent is stated according to the context (appropriacy) which is known as the levels of formality. The levels of formality are formal (used in important situations) neutral (neither formal nor informal) and informal (within friends) (Spratt et al. 2011).

Moreover, language learning involves language skills. The language skills can be divided into productive and passive skills. Passive skills are reading and listening; on the contrary, productive skills are writing and speaking.

All in all, language learning involves many aspects like grammar learning, lexis learning, phonology learning, function learning, and skills learning. Last but not least, language learning also involves the approach or method employed in a class. According to Brown (1980), an approach is a theoretical well-informed belief about the nature of the language as well as language learning and the applicability of both to the pedagogical setting. The approach selected for language teaching refers to the view a teacher has about a language and how the learning takes place in a class. Thusly over the years, many approaches have emerged and each one defers from others in their view of language learning

Table 3. Approaches and view of Language

Approach	View of language
Presentation, practice, production	Grammatical and functions are the most important aspect of the language
Lexical approach	Vocabulary is the most important aspect
Functional approach	Functions are the most important
Communicative approaches	Communication is the most important as well as, functions, grammar, skills

Grammar translation	Grammatical rules are the main aspect
Total physical response	Grammatical structures and vocabulary are mainly important
Guided discovery	Language is seen as patterns of meaning and use
Content-based learning	Grammar, lexis, functional areas and skill are pivotal
Content and Language Integrated Learning	Language to communicate meaning

Note: Mary Spratt, A. P. (2011). The TKT Teaching Knowledge Test Course . United Kingdom : Cambridge University Press.

Skills

According to Husain (2015), language is essentially a skill and it is developed under a psychomotor domain. Generally speaking, a skill is an ability to do something well like dancing, running, etc. Language learning is divided into skills that are 4 and they are seen separately rather than a single set. Mainly, they are divided isolating on that way due to each one is highlighted by their importance in teaching to place emphasis and try to deal with them in a balanced way. Skills are divided into receptive arid and passive ones. Receptive is listening and reading; productive are speaking and writing. Additionally, they would be divided into aural-oral skills (listening, speaking) and graphic-motor skills (reading-writing). The integration of aural oral skills and graphic motor offers support in language development.

In the opinion of Brown (1980), listening comprehension is the psychomotor process of receiving sounds through the ear and transmit to the brain. Anyway, listening involves making sense of sounds by using context and our knowledge of the world. The subskills related to listening are listening for gist/global understanding, inferring attitude, and specific information. Our reasons to listen will determine what subskill is employed. Eventually, other ways of listening are extensive (non-academic purposes) and intensive listening (academic purposes).

In a pragmatic view, listening/speaking are intertwined closely because the performance of both is particularly useful in conversations. According to Harmer (2010), speaking is a productive skill and it is about the ability to express under different genres and situations in a range of conversational and conversational repair strategies. Speaking is completely unplanned because speakers don't plan exactly what they will say so it involves a series of subskills which are: use of grammar, functions, vocabulary, use of register, features of connected speech, oral fluency, interactive strategies and, producing different text types.

According to Spratt et al. (2011), reading is one of the four language skills considered as a receptive skill. Reading is basically the ability to comprehend written texts. A text is usually longer than only a couple of sentences. Connected text is about discourse and it is connected by grammar, vocabulary, and knowledge of the world. Reading involves the use of different subskills like: scanning, skimming, reading for detail, inferring, deducing meaning from context, predicting, and text structures.

According to Scrivener (2011), writing is considered a productive skill and it involves communicating a message in a written way. to communicate a message is

important to have something to communicate, someone to write, and be able to form letters and words to convey meaning. It is not as simple as that because writing involves text type, degree of formality, layouts, ordering information. Moreover, what is key about writing is about the complexity of grammar, register, and range of vocabulary.

The subskills related to writing are related to accuracy and communicating ideas. Accuracy is about grammar like spelling correctly, forming letters, joining letters, writing intelligibly, using grammar correctly, and so on. Communicating ideas are about the style and register, ideas organization and appropriate functions. The writer employs different stages to express appropriate ideas and accuracy and those are: developing ideas, planning or organizing ideas, first drafting, editing, proofreading, and re-drafting.

Receptive/passive skill

According to Al-Jawi (2010), receptive skills are about the ways that people extract meaning from the discourse they see or hear and it involves receipting a language rather than producing it.

Listening skill

According to Brown (1980), listening has been underestimated over the years. Through reception, learners can internalize information and without it, the production of a language is impossible.

Listening involves understanding spoken language differently from written language and at this point, characteristics about spoken language are key to be stated.

- It disappears as soon it is stated.
- It indicates sentences stress and meaningful words through intonation.

- The speaker uses body language.

- It is not well organized due to pauses, hesitation, repletion, and frequent change of topics.

- It used generally vocabulary and simple grammar.

- The spoken language contains different text types like conversations, stories announcement, songs, introductions.

- Listening involves the understanding different speeds of speeches and accents.

Anyway, listening involves understanding grammar, vocabulary, functions which are present in a spoken way. Additionally, it involves characteristics of spoken language by using knowledge of the world, different text types, speed of speeches, accents, and subskills.

Reading skill

According to Spratt et al. (2011), reading involves responding to text rather than producing it. Anyway, understanding a text involves many aspects. Firstly, a written text contains discourse that refers to how the texts are connected. The discourse is set up by vocabulary, grammar, and knowledge of the world. Thusly, reading is about the understanding of these aspects.

In addition, coherence and cohesion are useful in understanding a text. Coherence refers to a logical connection between sentences so a text makes sense through the organization of content; in that way, coherence in reading involves the understanding of that organization. Cohesion involves the understanding of how sentences are linked to each other.

About the written texts, there are many types. E.g. postcards, stories, poems, novels letters, and so on. Each one differs from the other in the layout (how the text is placed on a page) and length. Finally, it is inferred that reading is not so complex at all because it involves an understanding of letters, words, sentences, text types, use of your own knowledge of the world, and using the appropriate subskills according to the purposes.

How do learners read and listen?

It is known that receptive skills are the first skills to be learned; thusly, how students can comprehend a piece of discourse if they don't know almost anything about the language? According to Cook (1989), in order to make sense of any text firstly, learners need to associate the pre-existent knowledge of the world. Such knowledge is known as "schema" and each learner caries out in his mind in the representation of daily situations that students come across. When students are exposed to new grammar, context, patterns; automatically, the pre-knowledge activate and try to fits into patterns that the learner already knows.

Reading comprehension

According to Spratt et al. (2011), reading comprehension involves the use of different reading skills according to the purposes of reading. These are:

- Scanning or reading for specific information: it involves surfing over the text to find out specific information

- Skimming or reading for global understanding: it involves glancing through the text to get a general idea of what it is about.

- Reading for detail: it is about getting exactly the meaning of each word, and the relationship between sentences.

- Inferring: it is about getting the meaning of a text. Although the writer's opinion is not stated, it would be inferred what it is according to the grammar, words, register, or style.

- Deducing meaning from context: it involves reading the words that are around an unknown word and work out its meaning according to the context.

- Predicting: it is about using clues to know what the reading is about. In newspapers, readers always use firstly the headlines, photos, titles to predict what the text will be about. It helps learners to decide if the reading is according to their interest or not

- Text structure: the understanding of certain types of texts. In a short story, readers expect to read the introduction, conflict, rising action, climax, and denouement.

Moreover, there are two different ways of reading which are extensive and intensive. According to Harmer (2010), extensive reading is highly recognized because it has huge importance in word recognition, for this reason it is important to recognize the materials and the teacher's role. The materials are merely taught for students' interest and motivation. It means the teacher must choose appropriate books fiction or non. fiction according to the student's level and age. The teacher's role is crucial because learners will always need some support; thusly, the teacher can act as a facilitator and persuade them to read. The teacher can plan a program in which every week or month students offer a summary in an oral way about what they have read. Anyway, it is not appropriate depending on the level because students read at different speeds (Al-Jawi, 2010)

Unlike extensive reading which is merely for pleasure, intensive reading is developed for academic purposes (Spratt et al., 2011). According to Al-Jawi (2010), intensive reading takes place in the classroom by asking students to read academic resources like scientific books, news reports, argumentative descriptions, narration, events, etc. The main aim is that students learn vocabulary, concepts, develop comprehension; in this way, the teacher is taught to provide them with a variety of exercises. Therefore, the teacher maintains an active role because he organizes, observes, and leads the class.

Types of reading

A) Silent reading

As the name says, silent reading is bout complete silence during the reading process and there are some characteristics that readers can adopt during this time like eye movement (from left to right rapidly), complete silence (no lips movement), accurate eye fixation (fewer pauses from 1 to 2 per line), speed (increase the rate of reading but only in printed materials). It is developed under controlled conditions (the time and materials) (Scrivener, 2011).

B) Oral reading

The reader adopts some characteristics by reading orally like pronunciation in which the reader adequates a clear pronunciation of each word. Rational reading refers to a reasonable speed and tone is about voice intonation. Also, stress is about the word stress and sentence stress.

For oral reading, teachers must consider some extra aspects that students must adopt like practicing vocabulary recognition, avoiding bad reading habits like moving the

head from left to right instead of moving only eyes, and look up at the audience while they read (Shanahan, 2021).

Additionally, there are verbal techniques for the development of silent reading skills.

- Open-ended questions: the student formulates his own answer and expresses his own interpretation.

- Multiple-choice questions: MCQ is according to what the teacher wants to do. It means the teacher will ask them to choose the correct option in a subjective (how students got the right answer) or objective way (the number of correct answers).

- True-false questions: it is used for a quick comprehension check and a stimulus to encourage interpretation and discussion of the text.

There are extra activities in which the teacher can exploit the text for reading improvement.

- Reordering jumbled sentences: the text is divided into extracts and learners have to reorganize it.

- Complete an incomplete text: adding an alternative ending for the story, develops predicting skill.

- Expansion: add more details or provide specific instances of a general idea. The reader is often expected to put in missing details and links or inferring about some information.

Moreover, teaching reading is placed by three stages: pre-reading, while-reading, post-reading.

a) Pre-reading: this stage aims to prepare students for reading. To stimulate interest, a teacher should provide practice about new vocabulary and grammar structures before while reading to reinforce comprehension.

b) While-reading: it refers to the moment when students are exposed to the written text. Oral and silent reading can be applied.

c) Post-reading: it refers to the activities exposed by a teacher to readers to show what they have understood of the written text.

All in all, reading comprehension involves many aspects. Firstly, the use of specific subskills according to the reader's purposes. Additionally, it involves types of reading, verbal techniques for the development of silent reading, extra activities in which the teacher can exploit the written text for reading comprehension, and finally the stages that reading involved. Anyway, according to Brown (1980) reading abilities will be best developed by implementing other skills but specifically, writing skills. In fact, it is impossible to implement activities based only on reading because by using the question-answer method (speaking) or adding extra details and completing a story with an alternative ending (writing) the student can reflect on what they have understood from the text.

1.3 Justification

The research is **origina**l because it has never been applied before in the PINE program. Although there are some investigations already done, this study is developed with a different methodology, population, procedure and instruments. It means the investigation is updated and, arranged according to the current situation that education is facing.

The research project has huge **importance** because comic books are an innovative way to improve a skill. Although reading is one of the passive skills which is learned at the beginning, it has to be developed successfully due to learners will have to produce the language later. Moreover, learners dislike reading so comic books is a funny way to introduce students to literature.

The main **beneficiary** of the research will be the 1st level of PINE program at Universidad Técnica de Ambato. At the end of the research, students will improve reading comprehension through comic books which is an important passive skill to be developed especially when learners are starting to study a new language. Moreover, students will be exposed to a wide range of vocabulary, linguistic patterns, grammatical structure because they will work with comic books.

This investigation has a big impact due to comic books have many **benefits** especially, at the moment of improving reading comprehension. Firstly, the use of images and words has a strong visual work on learners. It facilitates the reader's imagination and puts into context unknown words and expressions. In this way, the assimilation of the new vocabulary is easily developed. Memorization is also improved through images in the storyline of the comics.

Finally, there is a special **interest** in improving reading comprehension with comic books. Students consider reading as unimportant or boring then, they don't read anything. In this way, learners are not mastering the language appropriately and as a result, Ecuador has the lowest level of English language proficiency.

1.4 Objectives

1.4.1 General objective:

- To determine the influence of Comic Books on Reading Comprehension in the students of the 1st semester in the PINE program at Universidad Técnica de Ambato, period April – September 2021.

1.4.2 Specific objectives:

- To establish the benefits of comic books to develop reading comprehension

- To determine the student's proficiency of reading comprehension

- To apply comic books for the improvement of reading comprehension.

CHAPTER ll

METHODOLOGY

2.1 Resources

The resources employed for the investigation were technological and human. Some technological resources were a computer, internet connection, online platforms (zoom, google jamboard, and bamboozle), and students' smartphones. Human resources were the research tutor, evaluators, teachers, students, and the investigator. Both technological and human resources were fundamental in the development of the investigation.

2.1.1 Population

The subject of research was 34 students from the first semester of the PINE program at Universidad Técnica de Ambato in the academic period April-September 2021. The class was divided into treatment and control group within 17 students each one. The two groups have taken the pre-test and posttest but the intervention procedure was merely applied to the treatment group.

2.1.2 Instruments

Pre-test and posttest

For determining the student's proficiency in reading comprehension by taking specifically into account the subskills inferring, predicting, and deducing meaning from context; the investigator has used the A2 KEY exam for schools (Key English exam for Schools, 2016).

Anyway, the KET exam has been updated by Cambridge qualification based on the latest research in language learning and teaching; thusly, A2 Key, A2 Key for Schools,

B1 Preliminary, and B1 Preliminary for Schools have been developed and strictly undergone. The A2 Key exam for schools was used for the present investigation. Certainly, the Key exam for schools is considered the easiest in comparison to the other exams and it is aimed at A2 elementary level. The exam is divided into three sections which are reading and writing (60 mins, 30 questions, and two writing parts), listening (25 mins) and speaking (8-10 mins). However, from the reading section sample, 10 questions were considered (part 1 and part 3) as the most suitable for the study based on the reading subskills (inferring, predicting, and deducing meaning from context). All in all, considering students from the 1st semester of the PINE program and their English level, the A2 Key test reading comprehension part 1 and 2 that contains 10 questions based on the subskills before mention was applied in a pretest and posttest in order to determine the students 'reading comprehension proficiency and gather data.

Student's survey

For determining the students 'perception of comic books, online survey research was applied. It is a structured questionnaire that was aimed to the students and consisted of 10 questions in a Likert Scale to measure the frequency of the questions. The survey was validated by two teachers in the PINE program and then applied to the sample of the study. Moreover, the questions requested student's motivation, perceptions, agreeing about comic books and if reading stages were applied in a class by the teacher.

The survey is particularly useful in qualitative and quantitative approach because it can help you to represent views and opinions. Eventually, it was put in Google forms to collect data about students' perceptions.

Comic book

To develop reading comprehension, the investigator used some comics by using the Madefire app. Madefire is an app in which students could access with their smartphones and find a lot of comics. In addition, Madefire contains animated comics with sounds, movements, and effects. It lets students be encouraged and entertained while they were learning through the storyline. The comics were easily comprehensible and appropriate for the first semester who had a lower English level and they were: Archie, Grumpy Cat, Vampirella and TMNT.

2.1.3 Intervention procedure

For the intervention procedure, the different sessions were based on the reading stages. It means sessions were based on pre-reading, while-reading, and post-reading in order to improve student's comprehension in the experiment. Additionally, writing skill was implemented. The treatment group consisted of 17 participants.

1st session

For the first session, the investigator greeted students, introduced himself via zoom, and asked them to download Madefire app. Before everything, it was important to introduce students to the comic book reading and explain them how a comic book must be read. In the app, they were asked to download the "Archie" comic book. For the pre-reading, the teacher applied character deduction activity by presenting a picture of Archie, and then students had to predict what the story would be about. Therefore, students had some minutes for the while-reading in a silent way. For the post-reading activity, the teacher asks some questions about the reading. For the assessment, students had to add

extra details about Archies' hobbies in a written way. Then, they posted their responses in a Goggle Jamboard.

2nd session

For this session, students read "Grumpy Cat" by using the Madefire app. For the pre-reading stage, the teacher asked students to predict what the comic would be about by analyzing features on the cover page. For the while-reading stage, students were asked to read silently. For the post-reading students were asked to order the panels in chronological order according to the storyline in Educaplay platform. As an assessment, students were asked to create a nickname if they were superheroes and explain their abilities.

3rd session

At this session, students read Vampirella which is a horror comic. For the pre-reading, character deduction strategy were applied by presenting a picture of Vampirella in which students must guess what the comic would be about. For the while-reading stage, students read silently. For the post treading stage, students were asked to answer some multiple-choice questions in Educaplay platform. As an assessment, students write dialogues in the bubbles according to the picture (the panels didn't have dialogues but they could guide the script by looking up to the picture).

4th session

Students read TMNT comic books. For the pre-reading, the teacher presents some words (they were taken from the comic) and students had to analyze those words and tried to predict what would be the name of the comic book. For the while-reading stage, they read silently. For the post-reading, students order in chronological order some panels

according to the storyline. Finally, the teacher asked students to write an alternative ending for the story.

2.2 Basic method of research

Mixed method

It has been thought to apply a mixed-method in the study. Mixed method research is defined as the implementation of both methods into a single one (quantitative and qualitative research). Moreover, mixed-method has some benefits, especially it can offer a complete understanding of the investigation (Leech, 2007). What is also important in mixed-method is to establish the rigorous method that will be used for the data collection, data analysis, data interpretation, discussion, and validation. Additionally, two types of data collection are used simultaneously and according to Creswell and Creswell (2018), for the data collection, each method will use its instrument to respond to the hypothesis. Qualitative (survey research=structured questionnaire) and quantitative (standardized test= ETS TOEFL JUNIOR). In line with (Cheung, 2017) structure questionnaire is the primary measuring instrument in the survey research. Moreover, the structured questionnaire is a document with standardized questions which are ordered in a fixed scheme. Besides, this is particularly useful to gather data from students' responses. Friedman's technique was useful for the data analysis. In conclusion, mixed-method was singularly useful due to it implements data from qualitative and quantitative resources.

2.2.2 Research modality

Field research

According to Reyes and Sunderlin (2011), field research is a methodological approach that observes the behavior of the population in a natural environment.

Universidad Técnica de Ambato, 1st semester of PINE program was the place where the experiment has been applied. It is essential to interact in the environment where the population was analyzed. In this way, the researcher could have direct interaction with students of the program. Unfortunately, due to the restrictions about the pandemic, the study was conducted in a virtual modality through the use of video conferencing platforms.

Bibliographic research

According to Allen (2017), bibliographic research is defined as any information to be taken from published materials. For this reason, the investigation had included bibliographic research. It means any information was taken from traditional resources as magazines, journals, newspapers, and so on. Besides, many investigations have developed and published about comic books as a tool or media learning to be implemented in a classroom. Eventually, this is known as archival research which was used in the project in order to analyze different theoretical documents about comic books and reading comprehension.

Experimental research

According to Neville (2007), experimental designs are carried out in controlled and structured environments; in this case study, the PINE program at Universidad Técnica de Ambato . One of the objectives of this research was about the causal relationship of the phenomena to be analyzed because experimental research includes a hypothesis and a variable that will be manipulated (comic books) by the researcher and variables that can be measured and calculated (reading comprehension) by using a standirized test like ETS TOEFL junior test. But most importantly, experimental research was applied in a

controlled environment (1st-semester PINE career) and the researcher collected data to affirm or reject the hypothesis. The main purpose of the experimental research was to seek and determine the relationship between two variables.

Quasi-experimental design

According to Creswell and Creswell (2018), quasi-experimental design resembles experimental research but it is not true experimental. It has been applied because there were two groups which were the experimental and the control group in the 1st semester of PINE program; by the way, random assignment was not suitable. What is fundamental about this design is that both groups were established because the main aim of this design was to measure outcomes and then analyze if the hypothesis could be proved.

2.2.3 Level of research

Descriptive research

According to Neville (2007), there are four types of research that could be implemented in an investigation and those are exploratory, descriptive, correlational and explanatory. The present investigation applied descriptive research and it could be used to identify and classify the characteristics of a subject. It is a type of research that "describes" the population or phenomenon that is studied in an investigation. It is primordially important to have an appropriate understanding of the research problem, for this reason, question marks like when, where, what was frequently employed in this type of research.

2.3 Hypothesis

Alternative Hypothesis

Comic books influence reading comprehension in the students of 1st semester in the PINE program at Universidad Técnica de Ambato, period April – September 2021.

Null Hypothesis

Comic books don't influence reading comprehension in the students of 1st semester in PINE program at Universidad Técnica de Ambato, period April – September 2021.

CHAPTER III

RESULTS

3.1 Analysis and discussion of the results

3.1.1 Pre-test from control and experimental group

Table 4. Pre-test average score out of 10

Test	Control group	Experimental group
Pre-test	**5**	**5,35**

Note: Data were taken from pre-test responses of 1st level PINE program.
Developed by Garzón J. (2021)

Figure N° 1. Pre-test average score out of 10
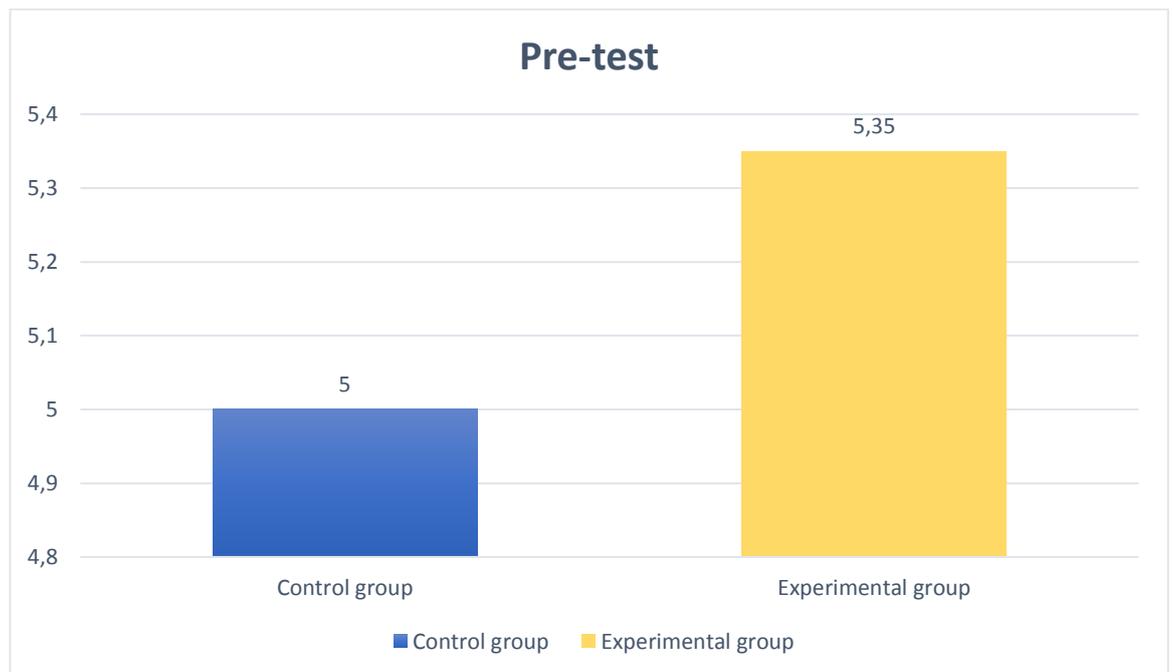
Note: Data were taken from pre-test responses of 1st level PINE program.
Developed by Garzón J. (2021)

Analysis and interpretation

Figure number 1 shows the average score out of 10 points in which 17 students

from the control and the experimental groups had obtained in the reading pre-test. It is

noticeable that in the first column students from the control group obtained 5 points and in the next column from the experimental group, students got 5,35 points.

It is noticeable that students had poor reading comprehension proficiency due to both didn't reach a high score. Additionally, there was a difference of 0,35 between the control and the experimental group. Even though all students are at the same level, there is a clear difference between the experimental and control group.

3.1.2 Post-test from the experimental and control group

Table 5. Post-test average score over 10

Test	Control group	Experimental group
Post-test	5,58	8,29

Note: Data were taken from post-test responses of 1st level PINE program. Developed by Garzón J. (2021)

Figure N°2 Post-test average score out of 10
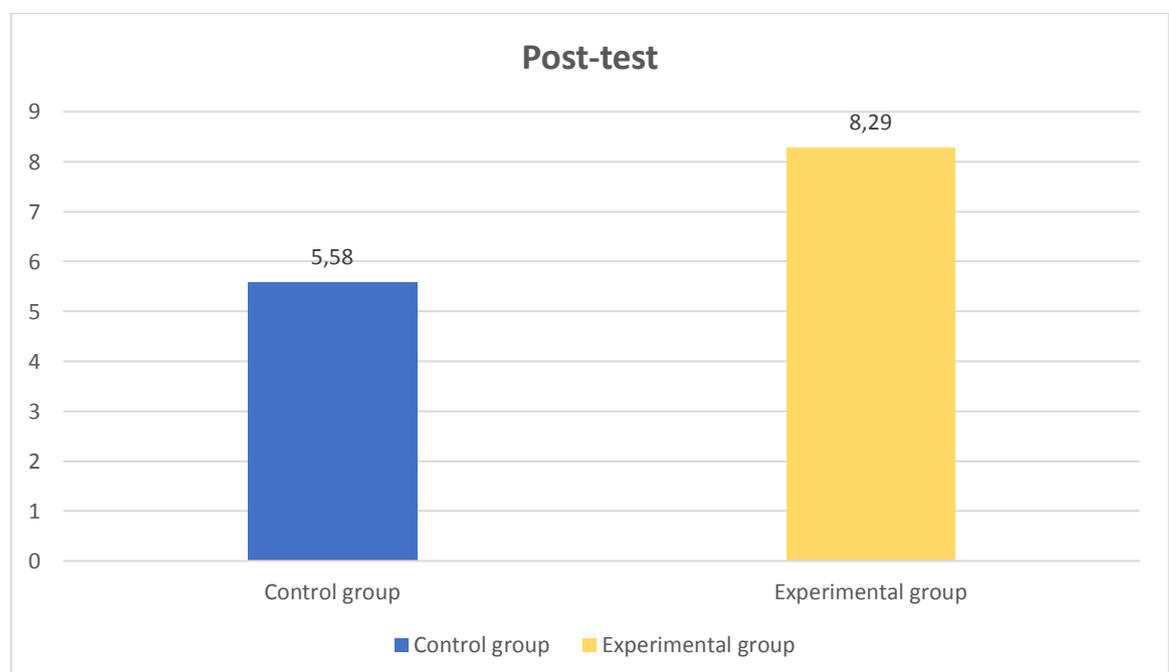
Note: Data were taken from post-test responses of 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Figure number 2 illustrates the average score out of 10 points in which 17 students from the control group and 17 students from the experimental group had achieved in the reading post-test. The average score obtained from the control group was 5,58; on the contrary, the average score from the experimental group was 8,29 points.

According to the results, the experimental group had shown an increase in the average score; on the contrary, the control group maintained a lower score. It is evident there is a difference of 2,71 points between the control group and the experimental group. It is inferred that the experimental group demonstrated a better comprehension in the reading section.

3.1.3 Pre-test, post-test comparison between control and experimental group

Table 6. Pre-test and post-test average score out of 10

Control		Treatment	
Pre-test	**Post-test**	**Pre-test**	**Post-test**
5	5,35	5,58	8,29

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 3. Pre-test and post-test average score out of 10
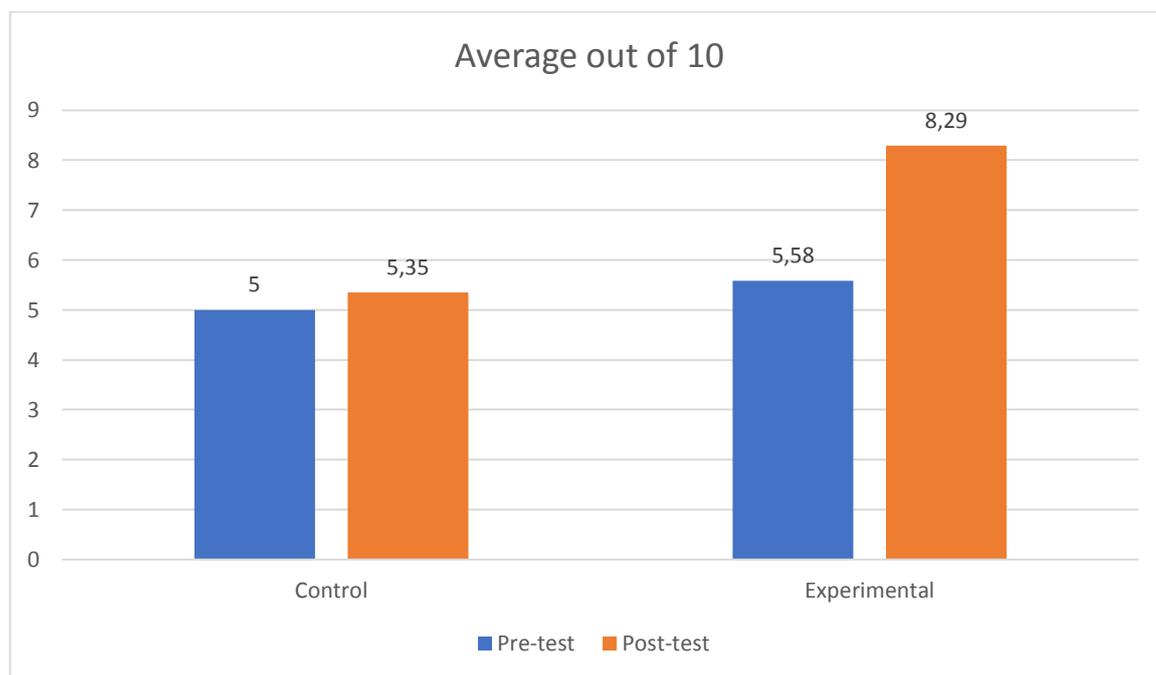
Average out of 10

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Figure 3 represents a comparison between the average score about pre-test and post-test out of 10 points in which data were taken according to the A2 Key exam to experimental and control groups. At the beginning of the experiment, the control group has achieved 5 out of ten in the pre-test and 5,35 in the post-test. Nevertheless, the experimental group achieved 5,58 in the pre-test and 8,29 at the end of the post-test. It means there was an improvement of 2,71 in the experimental group.

According to the data and students' average scores, it is evident the experimental group has demonstrated good scores according to the standardized test results, unlike the control group who maintained the same low scores. In fact, the experimental group who were exposed to comic books, speaking-writing activities in line with the reading stages

had developed huge progress thusly, it could be concluded reading comprehension might be increased.

3.2 Hypothesis verification

In order to verify the hypothesis and make sure the treatment has been accomplished successfully according to the objectives, it was necessary to prove or reject the alternative hypothesis which was "comics books influence reading comprehension in the students of 1st semester in PINE program at Universidad Técnica de Ambato, period April – September 2021." For this reason, paired sampled T-test was applied through the SPSS v22 program. The paired sample T-test compares two equal samples in different moments (pre-test and post-test).

Table 7. Paired samples statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	5,35	17	2,849	,691
Posttest	8,29	17	1,724	,418

Note: Data were taken from SPSS program. Elaborated by Garzón J. (2021)

Table 8. Paired samples correlations

	N	Correlation	Sig.
Pair 1 Pretest and Posttest	17	,156	,551

Note: Data were taken from SPSS program. Elaborated by Garzón J. (2021)

Table 9. Paired samples test

	Paired differences							
	Mean	**Std. deviation**	**Std. error mean**	**95% confidence interval of the difference**		t	df	P v
				Lower	**Upper**			
Pair 1 Pretest-posttest	-2,941	3, 092	,750	-4,531	-1,352	-3,922	16	,001

Note: Data were taken from SPSS program. Elaborated by Garzón J. (2021)

The tables above show the statistical result obtained by analyzing the experimental group scores in order to verify the alternative hypothesis according to T-student. Table 7 throws mean results in which the mean of the pre and post-test vary between each other. Then, in table 8 the program throws correlation results about the pre and post-test. In table 9 there are some items like the confidence interval of the difference in which the lower is -4,531 and upper -1,352. What is key for verifying the hypothesis is the result in the P-value. It is evident the P-value ,001 is less than ,005 which means the null hypothesis is rejected and the alternative hypothesis is proved and accepted. Comics influence reading comprehension.

3.3 Survey analysis and interpretation

Question n°1: How often do you read a story for pleasure? (E.g. comic book, short stories, fairy tales)

Table 10. To read a story for pleasure

CRITERIA	FREQUENCY	PERCENTAGE
Always	3	8,8%
Usually	9	26,5%
Sometimes	7	20,6%
Occasionally	10	29,4%
Never	5	14,7%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 4. To read a story for pleasure
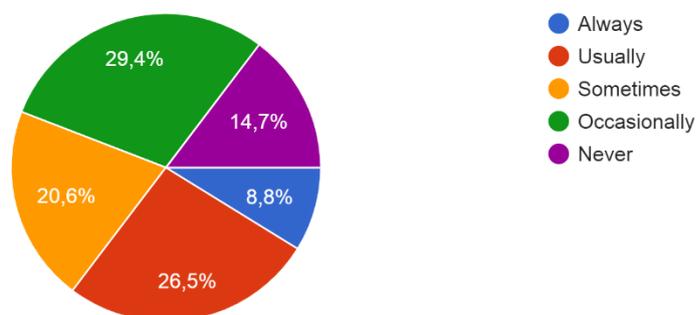
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on the data taken from the students' survey, 3 students who represent the 8,8% answered that they always read a story for pleasure. While 9 students who represent the 26,5% answered that they often read a story for pleasure. Also, 7 students who represent 20,6% sometimes read a story for pleasure. 10 students who represent the 29,

4% selected the option "occasionally". In the end, 5 students who represent the 14,7% answered that they never read a story for pleasure.

Regarding the results, it is concluded that the majority of students occasionally read a story for pleasure. It means, students don't practice extensive reading thusly, they are not practicing reading comprehension and they are not developing the skill appropriately.

Question N° 2: How often do you read a story in your English class?

Table 11. To read a story during English class

CRITERIA	FREQUENCY	PERCENTAGE
Always	2	5,9%
Usually	4	11,8%%
Sometimes	6	17,6%
Occasionally	16	47,1%
Never	6	17,6%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 5. To read a story during English class
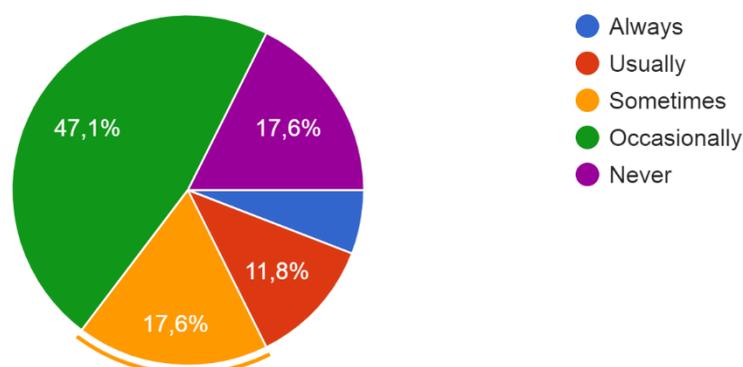
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on the data from the students' survey, 2 students who represent the 5,9% answered that they always read a story in English class. While 4 students who represent the 11,8% answered that they usually read a story in class. Also, 6 students who represent 17,6% sometimes read a story in class. 16 students who represent the 47, 1% selected the option "occasionally". In the end, 6 students who represent the 17,6% answered that they never read a story during English class.

Regarding the results, it is evident that the majority of students occasionally read a story in English class. It means, the teacher is not encouraging students to practice extensive reading during the class; as a result, students are not practicing reading comprehension as a habit in which they would develop the skill successfully.

Question N°3: How often do you read a comic?

Table 12. To read a comic

CRITERIA	FREQUENCY	PERCENTAGE
Always	0	0%
Usually	9	26,5%
Sometimes	4	11,8%
Occasionally	12	35,3%
Never	9	26,5%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N°6. To read a comic
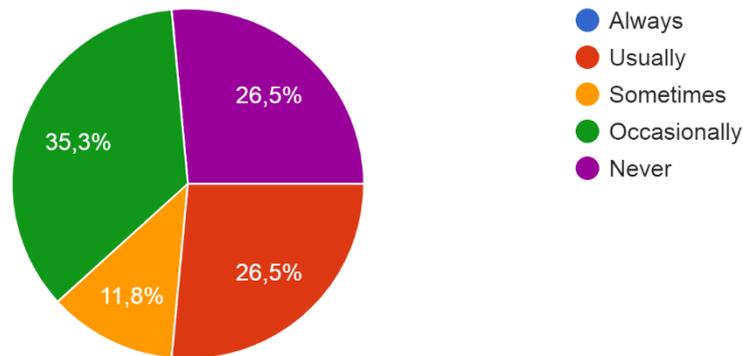
26,5%

35,3%

11,8%

26,5%

● Always
● Usually
● Sometimes
● Occasionally
● Never

Note: Data were taken from students' survey 1ˢᵗ level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on the students' survey results, any student always read a comic. On the contrary, 9 students who represent 26,5% answered that they usually read a comic. Also, 4 students who represent the 11,8% sometimes read a comic. Also, 12 students who represent 35,3% selected the option "occasionally". In the end, 9 students who represent 26,5% answered that they never read a comic.

Based on the results, it is noticeable that the majority of students occasionally read a comic. As an explanation, learners have never had the opportunity to read a comic neither in class or free time; as a result, they are not exposed to the benefits of comics for improving reading comprehension.

Question N° 4: How often does your teacher apply reading stages during the reading process? (pre-reading, while reading, post-reading)

Table 13. Reading stages in the reading process

CRITERIA	FREQUENCY	PERCENTAGE
Always	5	14,7%
Usually	9	26,5%
Sometimes	9	26,5%
Occasionally	8	23,5%
Never	3	8,8%
Total	34	100%

Note: Data were taken from students' survey 1ˢᵗ level PINE program. Developed by Garzón J. (2021)

Figure N° 7. Reading stages in the reading process
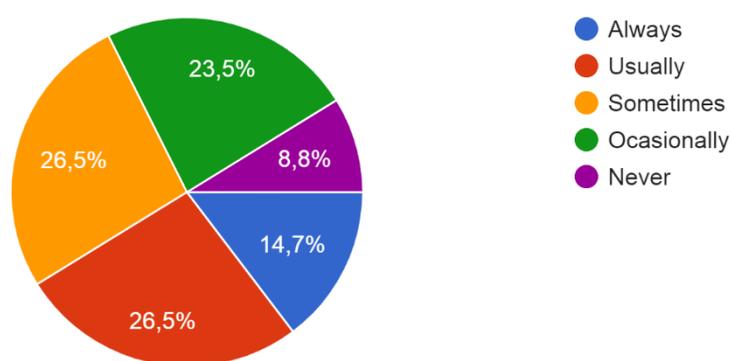
Note: Data were taken from students' survey 1ˢᵗ level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on the students' survey results, 5 students who represent 14,7% affirmed that the teacher applies reading stages for the reading process. On the contrary, 9 students who represent 26,5% answered that the teacher usually applies them. Also, 9 students who represent the 26,5% affirmed that the teacher sometimes applies reading stages. Also, 8 students who represent 23,5% selected the option "occasionally". In the end, 3 students who represent the 14,7% answered that the teacher never applies reading stages for the reading process.

Based on the results, it is noticeable there is a tie between people who think that teachers sometimes apply reading stages and people who think the usually teacher applies them. It is inferred that the teacher doesn't always follow the reading stages when applying a written text which would affect the process of assimilating and understanding it.

Question N° 5: Do you agree a comic book is an interesting and funny way to learn English?

Table 14. A comic book for English learning

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	8	23,5%
Agree	16	47,1%
Neutral	9	26,5%
Disagree	1	2,9%
Strongly disagree	0	0%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021).

Figure N° 8. A comic book for English learning
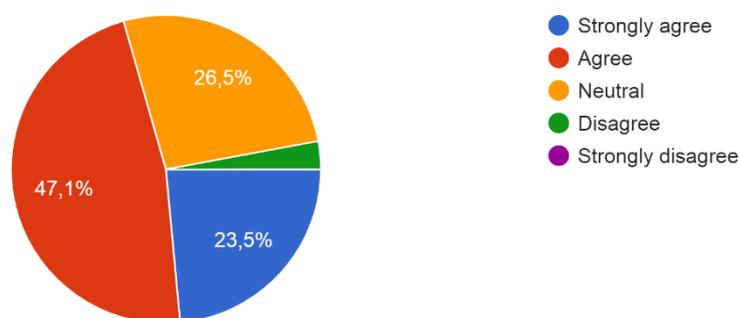
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on the results, 8 students who represent 23,5% strongly agreed that comic books are an interesting and funny way to learn English. In the same vein, 16 students who represent 47,1% agreed about a comic book for English learning. Also, 9 students who represent 26,5% maintained a neutral criterion. In addition, 1 student who represents the 2,9% selected the option "disagree". In the end, any student disagrees that comic book is an interesting and funny way to learn English.

Based on the data, it is evidently more than half of the class agree the comic book is an interesting and funny way to learn English. It is because students feel motivated to work with supplementary material which is different from the traditional ones: in this way, it catches the attention of students and develops their skills in a more fun way.

Question N°6: How motivated would you be if your teacher presents you with a comic book during English class?

Table 15. Motivation about comic book in English class

CRITERIA	FREQUENCY	PERCENTAGE
Highly motivated	6	17,6%
Motivated	17	50%
Neutral	11	32,4%
Demotivated	0	0%
Really demotivated	0	0%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 9. Motivation about comic books in English class
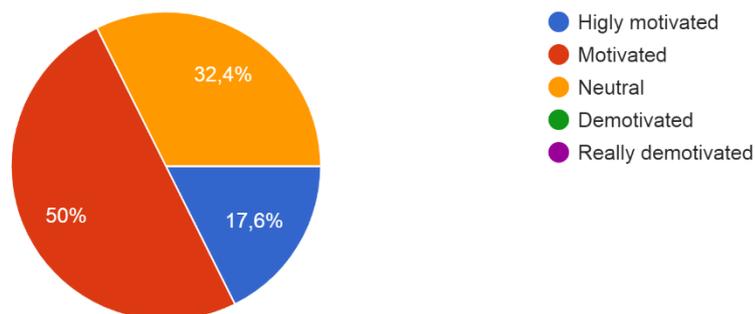
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on students' responses, 6 students who represent 17,6% would feel highly motivated if the teacher presents them with a comic book during English class. In the same vein, 17 students who represent 50% would feel motivated about comic books in a class. Also, 11 students who represent 32,4% maintained a neutral criterion about the statement. Finally, any student answered that they would feel demotivated or really demotivated if a teacher presents a comic during English class.

Based on the data analysis, it is evident more than half of the class would be motivated and highly motivated if a teacher presents them with a comic book during English class. It is because comic books are aimed for entertainment rather than educational purposes. In this way, students feel attracted to the storyline meanwhile they read and comprehend the dialogues.

Question N°7: How difficult is it for you to comprehend a story?

Table 16. The difficulty of story comprehension

CRITERIA	FREQUENCY	PERCENTAGE
Really easy	2	5,9%
Easy	13	38.2%
Medium	15	44,1%
Hard	3	8,8%
Really hard	1	2,9%
Total	34	100%

Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 10. The difficulty of story comprehension
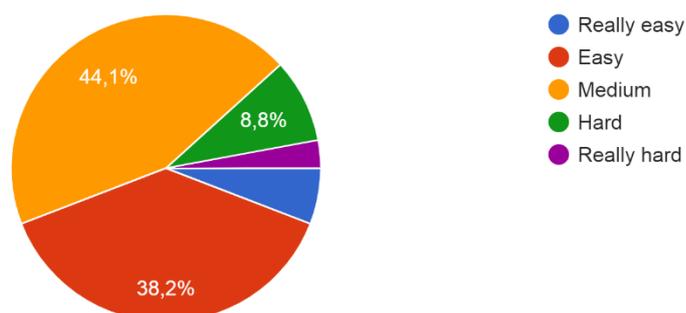
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Regarding students' responses, 2 students who represent the 5,9% answered that understanding a story is really easy. In the same vein, 13 students who represent 38,2% thought that understanding a story is easy for them. Also, 15 students who represent 44,1% answered that story comprehension is at a medium level for them. Then, 3 students who represent 8,8% chose the option "hard". Finally, 1 student who represents the 2,9% answered that comprehending a story is really hard.

Based on the data analysis, it is evident the majority of students thought that comprehending a story is neither really hard nor really easy, it is a middle or medium level. It means students, in general, don't have huge problems in understanding written texts nevertheless, they are not real proficiency readers so they could find some written text that could be difficult or unintelligible for them.

Question N° 8: Do you agree that analyzing the title and some characteristics on the cover page before reading will help you to understand what the story is about?

Table 17. Analyzing features on the cover page for understanding what the story will be about.

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	5	14,7%
Agree	26	76,5%
Neutral	3	8,8%
Disagree	0	0%
Strongly disagree	0	0%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 11. Analyzing features on the cover page for understanding what the story will be about.
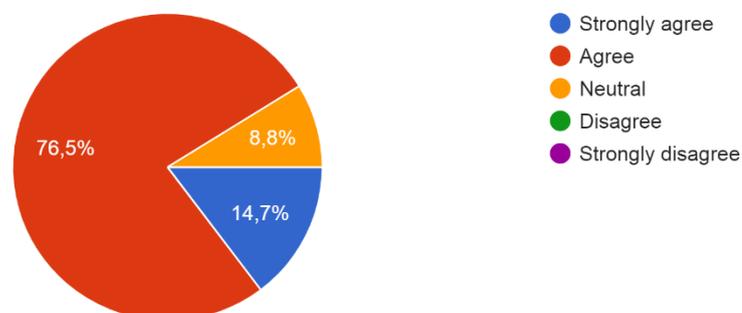
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Based on the survey results, 5 students who represent the 14,7% strongly agreed that analyzing features on the cover page helps understand what the story will be about. In addition, 26 students who represent 76,5% agreed with the statement. Also, 3 students who represent the 8,8% maintained a neutral criterion about the statement. In the end, any student disagrees or strongly disagrees with the statement.

Based on the analysis, it is evident more than half of the class agreed that analyzing the title and some characteristics on the cover page before reading will help them to understand what the story is about. Students agree with this statement because it is an activity usually applied in the pre-reading stage in order to introduce students to the while-reading. In this way, they have prior knowledge about what they would find in the text and they feel confident.

Question N° 9: Do you agree that the pictures in a comic book will help you to understand a story?

Table 18. The pictures in a comic to understand the story.

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	18	52,9%
Agree	14	41,2%
Neutral	2	5,9%
Disagree	0	0%
Strongly disagree	0	0%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 12. The pictures in a comic to understand the story.
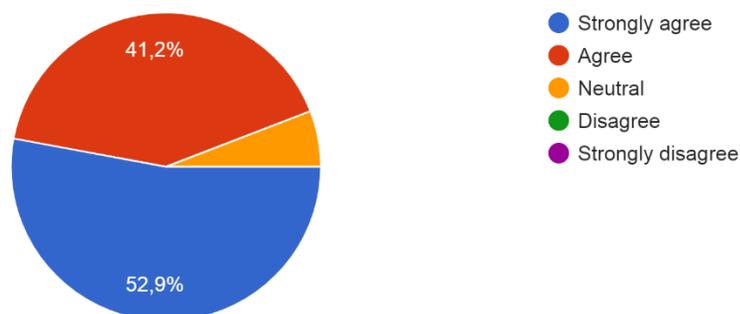
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Regarding the students' responses, 18 students who represent 52,9% strongly agreed that the pictures in a comic book will help them to understand the story. In addition, 14 students who represent 41,2% agreed with the statement. On the other hand, 2 students who represent the 5,9% maintained a neutral criterion about the statement. Finally, any student disagreed or strongly disagreed with the statement.

Regarding the analysis, it is noticeable more than half of the class strongly agree that the pictures in a comic book will help them to understand the story. This is because the pictures in a comic book are the representation of the story so the pictures support the comprehension and understanding of the story; in this way, students can lean on the pictures.

Question N° 10: Do you agree that the pictures in a comic book will help you to understand the vocabulary of unknown words without using a dictionary?

Table 19. The pictures in a comic to understand unknow words.

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	9	26,5%%
Agree	17	50%
Neutral	7	20,6%
Disagree	1	2,9%
Strongly disagree	0	0%
Total	34	100%

Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Figure N° 13. The pictures in a comic to understand unknow words.
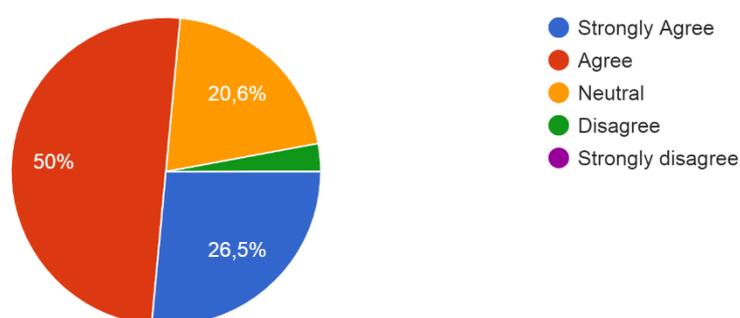
Note: Data were taken from students' survey 1st level PINE program. Developed by Garzón J. (2021)

Analysis and interpretation

Regarding the students' responses, 9 students who represent 26,5% strongly agreed that the pictures in a comic book will help them to understand unknown words. In addition, 17 students who represent 50% agreed with the statement. On the other hand, 7 students who represent 20,6% maintained a neutral criterion about the statement. Finally, 1 student who represents the 2,9% disagreed with the statement.

Based on the data analysis, the majority of students agreed that the pictures in a comic book will help them to understand unknown words. This is because students can

lean on the pictures if they find an unknown word in the dialogues of a comic book. It means they are able to deduce meaning from context or pictures of an unknown word.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the applications of instruments and the evaluation of data, the analysis results contributed with reliable and accurate information. Thusly, it allowed the researcher to establish the following conclusions and recommendations.

- The application of comics influences positively reading comprehension in the students of the 1st semester in the PINE program at Universidad Técnica de Ambato, period April – September 2021. It was verified because the experimental group got 5,35 in the pre-test and 8,29 in the post-test 8 in which the experimental compared to the control group who got 5 in the pretest and 5,35 in the post-test. It can be concluded there was a positive influence on the experimental group about reading comprehension.

- Comics have been demonstrated to be beneficial in the development of the subskills deducing meaning from context, inferring and predicting. The images which are in a juxtaposition order narrates the story. Based on this information, students can analyze pictures and comprehend unknown vocabulary in the bubbles. Additionally, the different features on the cover page like the colors, titles and pictures catch the attention of readers so they are encouraged to read and enjoy the stories. Finally, it is concluded that a comic book can help students in understanding the whole content of the story and motivating them to read.

- Before starting with the treatment to the experimental group, it was key to identify what was the current level of proficiency before and after the experiment about

reading comprehension. Based on the results, both groups failed in the pre-test due to the scores were considerably low (control group 5 and experimental group 5,58 out of 10). Nevertheless, after the experiment and the post-test were applied to both groups, students were able to comprehend appropriately the written text and activities (control group 5,35 and experimental group 8,29 out of 10). Eventually, it can be assumed that the experimental group improved their ability to comprehend written texts.

- The application of comics based on the reading stages is absolutely effective for the improvement of reading comprehension. The application was based on the reading stages (pre-reading, while-reading, and post-reading) which favored the comprehension and assimilation of written texts. In this way, students were able to demonstrate that they have understood what they read. In the end, it was proved the effectiveness of comic books for reading comprehension based on the standardized results about the pre and post-test results from the experimental group (pre-test 5,35 and post-test 8,29 out of 10).

4.2 Recommendations

After researched comics on reading comprehension development, the following recommendations are presented.

- It is fundamental that English language teachers pay more attention to developing reading comprehension. Although it is considered a receptive skill and teachers may consider it as a trivial skill, it could have a huge influence on the learning and acquisition of a second language.

- Although the application of reading comprehension materials is always based on long texts or written texts which are taken from coursebooks, teachers should use comic books for encouraging extensive reading.

- It is recommended that before starting to apply comics, teachers must select carefully the type of comic due to its content and the main aims for the application of comics. Some of them may be inappropriate due to their difficulty, vocabulary, or relevance according to the students' needs. For these reasons, some books could not be not appropriate for them due to students' level and age. Moreover, comics are seen as supplementary material so the teacher has to select a comic according to the syllabus and class profile.

- Before starting the application of comics, students must know some features related to the comics. They have to know some features related to the layout like the panels, bubbles, and pictures because the panels can vary their forms according to the storyline and the bubbles can change of form due to their function (expressing a thought, interjection, or exclamation). Moreover, they must know the right way to read them which is from left to right and from top to bottom.

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4.4 Annexes

CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor Marcelo Nuñez

Presidente unidad de titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño, en mi calidad de Coordinador de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Comics Books and Reading Comprehension." propuesto por el estudiante Josué Alexander Garzón Tapia, portador de la Cédula de Ciudadanía, 050407170-5 estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, 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.

Firmado electrónicamente por:

**SARAH
JACQUELINE
IZA
PAZMINO**

…....................................
Lic. Sarah Jacqueline Iza Pazmiño,
Mg. C.I. 0501741060
0984060528
sj.iza@uta.edu.ec

A2 Key exam for school

Questions 1 – 5

Which notice (**A – H**) says this (**1 – 5**)?

For questions **1 – 5**, mark the correct letter **A – H** on your answer sheet.

Example:

0	You must not travel without a ticket.	*Answer:*	**0**	A B C D E F G H

1   You need to ask if you can take this with you.

2   It's important not to put your suitcase here.

3   Go this way if you have a lot to carry.

4   You need to find somewhere else to buy a ticket.

5   You cannot leave the building this way.

A   This gate is for passengers with large suitcases, bicycles, or young children

B   Please buy a ticket before you get on your train

C   Don't leave luggage near the train doors

D   New ticket prices from January Please ask at the information desk

E   EXIT CLOSED Use the doors near ticket office

F   Speak to a staff member before putting a bike on the train

G   Left a suitcase on the train? Number to call: 07345 996 354

H   Sorry, this ticket machine is not working - others are available

Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A, B** or **C** on your answer sheet.

Example:

0

A New York

B School

C Home

Answer: 0 | A ■ | B ☐ | C ☐

---

11 Thanks for the gift you bought me.

A I really enjoyed myself.
B I'm happy to be here.
C I'm glad you liked it.

12 Your brother's grown a lot this summer!

A Do you think so?
B No, he isn't.
C Is it ready?

13 The flight arrived an hour late.

A Are you going there?
B When will you see it?
C Do you know why?

14 You look great in that new shirt!

A Yes, I love the colour blue.
B I haven't seen that.
C What's the matter with it?

SURVEY

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Theme: Comic Books and Reading Comprehension

To determine the effect of Comic Books on Reading Comprehension in the students of 1st semester in PINE program at Universidad Técnica de Ambato, period April – September 2021

Instruction: Read the questions carefully, then write an "X" in the square according to your opinion.

QUESTION	**Always**	**Usually**	**Sometimes**	**Occasionally**	**Never**
1. How often do you read a story for pleasure (comic book, short stories, fairy tales)?					
2. How often do you read a story in your English class?					
3. How often do you read a comic?					
4 How often does					

your teacher apply reding stages in the reading process? (pre reading, reading and post reading)					
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
5. Do you agree a comic book is an interesting and funny way to learn English?					
	Highly motivated	**Motivated**	**Neutral**	**Demotivated**	**Really demotivated**
6. How motivated would you be if your teacher presents you with a comic book during English class?					

	Really easy	**Easy**	**Medium**	**Hard**	**Really hard**
7. How difficult is it for you to comprehend a story?					
	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
8. Do you agree that analyzing the title and some characteristics on the cover page before reading will help you to understand what the story is about?					
9. Do you agree that the pictures in a comic book will help you to understand the story?					

10. Do you agree that the pictures in a comic book will help you to understand the vocabulary of unknown words without using a dictionary?				

UNIVERSIDAD TÉCNCA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

GENERAL INFORMATION FROM THE EXPERT:

Full Name: Mg. Dorys Cumbe
Profession: English Professor at Universidad Técnica de Ambato
Degrees   Undergraduate: Licenciada en Ciencias de la Educación Mención Inglés   Institution: Universidad Técnica de Ambato   Year: 2005   Postgraduate: Magíster en Ciencias de la Educación   Institution: Pontifica Unversidad Católica del Ecuador   Year: 2015

SURVEY INSTRUMENT VALIDATION

Theme: Comic Books and Reading Comprehension

General Objective: To determine the effect of Comic Books on Reading Comprehension in the students of 1st semester in PINE program at Universidad Técnica de Ambato, period April – September 2021

Instructions: Select the option that you consider pertinent to each item.

R: Relevant

NR: Not Relevant

NAME OF THE EXPERT: Lic. Dorys Cumbe Mg.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	X		X		X		X		X		

EVIDENCE OF EXPERT JUDGMENT

I, Dorys Maribel Cumbe Coraizaca with identity card number: 1803694569, certify that I make the expert judgment of this instrument designed by the Student: Josué Alexander Garzón Tapia, with identity card number: 0504071705 for undergraduate research titled Comics Books and Reading Comprehension, a mandatory requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

Ecuador, 11-06-2021

Sincerely

DORYS MARIBEL CUMBE CORAIZACA
Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA
Fecha: 2021.06.16 14:23:52 -05'00'

Mg. Dorys Cumbe

UNIVERSIDAD TÉCNCA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

GENERAL INFORMATION FROM THE EXPERT:

Full Name: Mg. Xavier Sulca
Profession: English Professor at Universidad Técnica de Ambato
Degrees   Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés   Institution: Universidad Técnica de Ambato   Year: 1999   Postgraduate: Magister en Docencia Universitaria y Administración Educativa   Institution: Universidad Indoamèrica   Year: 2003

SURVEY INSTRUMENT VALIDATION

Theme: Comic Books and Reading Comprehension

General Objective: To determine the effect of Comics Books on Reading Comprehension in the students of 1st semester in PINE program at Universidad Técnica de Ambato, period April – September 2021

Instructions: Select the option that you consider pertinent to each item.

R: Relevant

NR: Not Relevant

NAME OF THE EXPERT: Lic. Xavier Sulca Mg.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	√		√		√		√		√		
2	√		√		√		√		√		
3	√		√		√		√		√		
4	√		√		√		√		√		
5	√		√		√		√		√		
6	√		√		√		√		√		
7	√		√		√		√		√		
8	√		√		√		√		√		
9	√		√		√		√		√		
10	√		√		√		√		√		

EVIDENCE OF EXPERT JUDGMENT

Mg. Xavier Sulca G. with identity card number: 1802447548, certify that I make the expert judgment of this instrument designed by Student: Josué Alexander Garzón Tapia, with identity card number: 0504071705 for undergraduate research titled Comics Books and Reading Comprehension, a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

Ecuador, 11-06-2021

Firmado electrónicamente por:
MANUEL XAVIER SULCA GUALE

Mg. Xavier Sulca

Comics and Madefire app
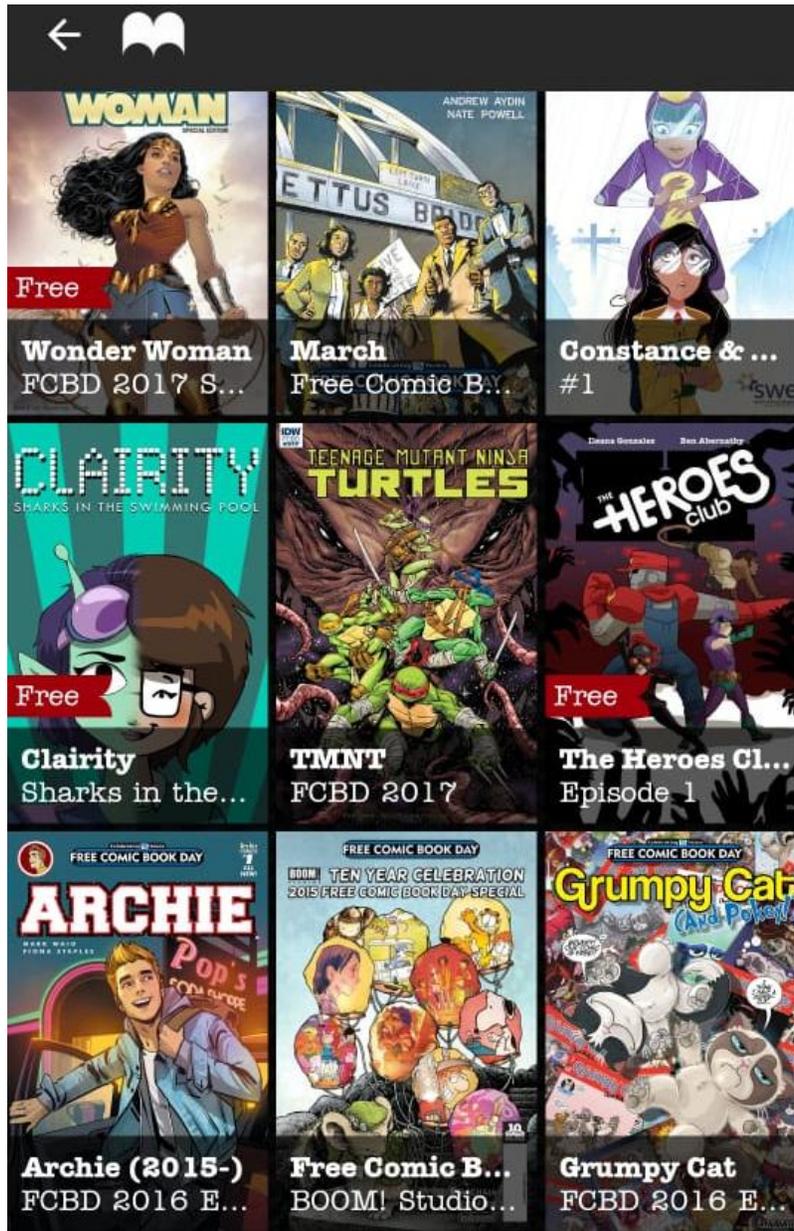
Note: the screenshot was taken from the madefire app

Note: the screenshot was taken from the comic book "Grumpy cat" in the madefire app.

Note: the screenshot was taken from the comic book "Grumpy cat" in the madefire app.

Note: the screenshot was taken from the comic book "Archie" in the madefire app.

Note: *the screenshot was taken from the comic book "TMNT" in the madefire app.*

Lesson plan 1

Name: Josué Garzón	
Date: 21-06-2021	**Time:** 8:00am - 8:30am
Level: : Beginners	**Length of the first lesson:** 30 mins
Main focus of lesson: skills / language	**Reading** **Writing**
Objective:	1. At the end, students will be able to describe Archie's hobbies in a written way according to the reading information.
Subsidiary aims /focus:	1. To introduce students into the reading comic books through a Canva presentation. 2. Reading: Archie's comic book (reading stages). 3. Grammar: to review present tense. 4. Writing: to expand archie's hobbies information. (expansion strategy) 5. Vocabulary: hobbies (to play the guitar, to watch Netflix series,etc.), 6. Speaking: Question-answer (freer activity).
Evidence of achievement:	1. Students answer in an oral way some questions related to the reading.
Materials / Aids:	Power point presentation, Madefire app, Canva, Google Jamboard

Procedure:	Greeting.	TIME
	Lead-in	
	(Firstly, the teacher introduces comics and the right way to read them in order to students comprehend how a comic has to be read)	
	The teacher makes questions about students' expectations on a comic book:	
	What is the most famous comic book?	5mins
	What are the most famous characters?	
	After that, the teacher introduces the elements of comic books through slides.	
	The teacher asks students to look for "Archie" Comic book in the app.	
	For introducing the topic, the teacher encourages students to play a game on Bamboozle platform.	
	https://www.baamboozle.com/game/333013	
		4mins
	A) Reading stages:	
	Pre-reading:	
	The teacher presents the picture of Archie with a short description of him (the description is presented in a written bubble).	
	The teacher asks questions orally: what elements can you see in this picture? Where does the story take place? Who is him?	
		5mins
	B) **While- reading**:	
	The teacher asks students to read silently "Archie" comic book, **third chapter** (5 pages).	
	C) **Post-reading**:	10mins
	The teacher asks questions about the reading like: What is Archie's hobby? Is Archie a professional musician? Where does Archie play his guitar? Was Archie ready for the presentation?	
	Assessment	
	Then, the teacher asks students to put themselves in the place of Archie and figure out extra hobbies he would have. Students expand the hobbies of Archie-expansion strategy- (40 words) . For this activity, the teacher uses Google Jamboard so students have to access and write their responses on the board (E.g I like to play the guitar and I like to watch Netflix series with my friends……)https://jamboard.google.com/d/12In1tr5qRQMhVbYYHR5fiGrcLV7JPp45zEfQtdqOPYU/viewer?pli=1&f=0	5mins

Lesson plan 2

Name: Josué Garzón	
Date: 21-06-2021	**Time: 8:30 am- 9:00 am**
Level: : Beginners	**Length of the second lesson:** 30 mins
Main focus of lesson: skills / language	**Reading** **Writing**
Objective:	1 At the end, students will be able to describe in a written way superhero abilities according to the reading information.
Subsidiary aims /focus:	1. Reading: "Grumpy cat and Pokey" comic book. (reading stages). 2. Grammar: to review modals to express abilities (can, able to) 3. Writing: describe their imaginary superhero abilities. 4. Vocabulary: superheroes abilities (to fly, to tele transport, to run fastly,etc.) 5. Speaking: Question-answer (freer activity).
Evidence of achievement for the reding:	Students order in a chronological way some panels according to the reading.
Materials / Aids:	Power point presentation, Madefire app, Educaplay platform

Procedure:	Greeting.	TIME
	Warm-up	
	The teacher introduces the class by asking: "who has a special ability?" and provides an example for leading students' responses. (I am able to speak French, I can play the guitar, I can memorize a song very quickly)	2 mins
	Lead-in	
	The teacher encourages the students to play a game in the "bamboozle" platform. In shifts, they have to say what are the superheroes abilities according to the picture. (Flash <u>is able to</u> run very quickly, superman <u>can</u> fly) https://www.baamboozle.com/game/299126	4mins
	D) Reading stages:	
	Pre-reading:	
	The teacher presents the comic's cover page and asks students to describe the features on the cover page. What can you see? What is the title? What are they? and based on that information, students predict what the story would be about in an oral way.	5mins
	Practice:	
	E) **While- reading**:	
	The teacher asks students to read the comic silently. (7 pages).	
	Production:	
	F) **Post-reading**:	5 mins
	To verify students have understood the comic, the teacher asks students to order the panels according to the storyline in the Educaplay platform. https://es.educaplay.com/juego/9660783-archies_comic_book.html	
	Assessment	
	Finally, the teacher asks students to imagine they are heroes. They must create their nicknames and explain their abilities. They send the description through the chat (50 words).	10mins

Lesson plan 3

Name: Josué Garzón	
Date: 23-06-2021	**Time: 8:00 am – 8:30am**
Level: : Beginners	**Length of the third lesson:** 30 mins
Main focus of lesson: skills / language	**Reading** **Writing**
Main Aims:	2. At the end, students will be able to write a script dialogues based on pictures according to the reading.
Subsidiary aims /focus:	1. Reading: "Vampirella" comic book. (reading stages). 2. Grammar: to review past tense. (a game in a platform) 3. Writing: to create a script dialogue according to the pictures. 4. Vocabulary: adjectives for expressing fear (scared, frightened, afraid and terrified) 5. Speaking: Question-answer (freer activity).
Evidence of achievement:	2. Students answer multiple-choice questions in Educaplay platform about the reading.
Materials / Aids:	Power point presentation, Madefire app, Educaplay. Bamboozle platform.

Procedure:	Greeting. Warm-up To play a game in Bamboozle platform. it is a gap filling activity. https://www.baamboozle.com/game/16169	TIME 5 mins
	Lead-in Teacher asks a question: Have you ever been in a frightened situation? (Scared, frightened, afraid and terrified) and provide an example for leading students responses.	2mins
	A) Reading stages: **Pre-reading**: Teacher presents an extract of the comic books and encourage students to describe some features and guess what the topic will be about (horror comic).	5mins
	B) **While- reading**: The teacher asks students to read the comic silently. (10 pages).	8 mins
	C) **Post-reading**: For verifying students have understood the comic, teacher asks student to answer multiple choice questions about the reading in Educaplay platform. https://es.educaplay.com/juego/9725280-vampirella_comic_book.html	10mins
	Assessment: Finally, students were asked to complete the bubbles with dialogues by using adjectives to express fear (the panels don't have dialogues but they can guide the script by looking up to the picture). Students write the dialogues on a sheet of paper and then they read them to the class. (6 bubbles to complete)	

Lesson plan 4

Name: Josué Garzón	
Date: 24-06-2021	**Time: 9:00am – 9:30am**
Level: : Beginners	**Length of the fourth lesson:** 30 mins
Main focus of lesson: skills / language	**Reading Writing**
Main Aims:	At the end, students will be able to write an alternative ending for the reading.
Subsidiary aims /focus:	1. Reading: "TMNT" comic book. (reading stages). 2. Grammar: to review present simple. 3. Writing: to write an alternative ending for the story. 4. Vocabulary: connectors (then, also, after that) 5. Speaking: Question-answer (freer activity).
Evidence of achievement:	Students match in a chronological way some panels in the order that they appeared.
Materials / Aids:	Madefire app, Educaplay.

| **Procedure:** | Greeting.
Lead-in
Teacher introduces the class by playing a game on Bamboozle platform. The activity consists of gap-filling with the appropriate verb about present tense.
https://www.baamboozle.com/game/875

Then, teacher presents some connectors (first, second, then, after, also, finally) and explain how to use it in a writing with an example.

G) Reading stages:
    Pre-reading:

Teacher presents some dialogues of the comic and students must guess what would be the comic about by writing a title for the story. Then, teacher asks for participation.

    Practice:
H) **While- reading**:

The teacher asks students to read the comic silently. (10 pages).

I) **Post-reading**:
 Students match in a chronological way some panels in the order that they appeared.
https://es.educaplay.com/juego/9725280-_comic_book.html

Assessment:
 Finally, teacher asks students to write an alternative ending for the story in 50 words by using connectors and send the info through the chat. | TIME

5 mins

5mins

10 mins

10mins |

Urkund Report

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Analysis address	elsamchimboc.uta@analysis.urkund.com

Firmado electrónicamente por:
**ELSA MAYORIE
CHIMBO CACERES**

Dra. Mg. Mayorie Chimbo Cáceres
TUTOR TRABAJO TITULACIÓN