UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"COMIC BOOKS TO IMPROVE READING SKILLS IN ENGLISH LANGUAGE LEARNERS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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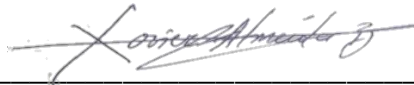**Advisor: MSc. Xavier Almeida Briones**

La Libertad – Ecuador

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"COMIC BOOKS TO IMPROVE READING SKILLS IN ENGLISH LANGUAGE LEARNERS"** prepared by **ASENCIO CEREZO BRYAN DANIEL** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

_____

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STATEMENT OF AUTHORSHIP

I, BRYAN DANIEL ASENCIO CEREZO with ID number 2450750514, student from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of research project "COMIC BOOKS TO IMPROVE READING SKILLS IN ENGLISH LANGUAGE LEARNERS" Certify that this work is of my authorship, except for the quotes and reflections used in this research project.

_____

Bryan Daniel Asencio Cerezo

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DECLARATION

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Finally, to all my teachers which their knowledge and teachings brough me to this important part of my life.

DEDICATION

First, I want to dedicate this research project to almighty God who has provide me strength and intelligence to carry out all my academic life, support my family in all the difficult moment and be the core part of my believe in life.

I want to dedicate this project to my family and friend for all the support they give me during this process, not only during the elaboration of this research project but also during all my academic formation, they have become an important base in my beliefs and behavior. For all the experiences during this stage of my life, and also the important advice I were provided by them in academic situations and also personal issues of my life.

With love

Bryan Daniel Asencio Cerezo

ABSTRACT

Reading comprehension is one of the aspects that involve reading skills to master it and one of the aspects that became hard to develop in students, due to the limited vocabulary owned at the beginning of the learning process or even the enthusiasm while working in a reading exercise. In this way, comic books are strategies that focus on learning new words in context due to the visual content which is presented in an understandable format that is helpful to maintaining the natural reading flow, allowing the students to keep focus while reading and developing the reading comprehension. This research used qualitative methodology, which is essential to understand sociological processes and phenomena, it is qualitative because through the use of it the investigator can analyze non-quantitative data such as experiences and allows to reflect on the data collected. At the end of the research can be concluded that the use of comic books is positively accepted as a pedagogical tool, and it is interesting for students in order to practice reading skills.

Keywords: Reading comprehension, vocabulary, comic books y strategies

RESUMEN

La comprensión lectora es uno de los aspectos que involucran la destreza lectora para dominarla y uno de los aspectos que se vuelve difícil de desarrollar en los estudiantes, debido al escaso vocabulario que se posee al inicio del proceso de aprendizaje o incluso al entusiasmo al trabajar en un ejercicio de lectura. . De esta manera, los libros de historietas son estrategias que se enfocan en el aprendizaje de nuevas palabras en contexto debido al contenido visual que se presenta en un formato comprensible que es útil para mantener el flujo de lectura natural, lo que permite a los estudiantes mantenerse enfocados mientras leen y desarrollan la lectura. comprensión. Esta investigación utilizó la metodología cualitativa, la cual es fundamental para comprender los procesos y fenómenos sociológicos, es cualitativa porque mediante el uso de ella el investigador puede analizar datos no cuantitativos como experiencias y permite reflexionar sobre los datos recolectados. Al final de la investigación se puede concluir que el uso de las historietas se acepta positivamente como herramienta pedagógica, y resulta interesante para los estudiantes con el fin de practicar la destreza lectora.

Palabras clave: Comprensión lectora, vocabulario, Comics y estrategias

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INTRODUCTION

Learning a new language brings a world of different possibilities for the students, in communication, in the working environment, and even in the educational field. However, new problems also arise such as developing and working on the different skills that involve the language. Some of the factors that affect reading comprehension are motivation, the limited vocabulary of the topic, and material that does not catch readers' attention completely.

Reading comprehension is an essential part of learning English due to the different aspects that reading contributes during the learning process, without reading including new words in the personal vocabulary becomes difficult to accomplish, reading is a core part to develop all the other skills. Due to the necessity of understanding new concepts and grammar points and in this way developing good reading can optimize the learning of the other skill that involves English as a language.

In this way, different learning strategies have been thought as a solution for these problems and develop reading in a more practical way, nowadays, there are multiple strategies that involve different resources such as Music, videos, or pictures that have been useful in the teaching environment. Visual content can be found in the use of comics which represent a good option to improve vocabulary using pictures that allows the understanding of the context in which it is used it, to boost the motivation the students can obtain by applying this technique is remarkable because visual contents make content easier to read and understand it.

In addition, Analyze the different experiences students have while developing reading skills and the common techniques they have used to learn a new word.

This research contains 5 chapters that each of them focuses on an essential aspect that involves the investigation field.

Chapter I: The problem.

It focuses on the problem that is presented in this topic, which in this case is reading, the problem the students have in order to develop it, and the justification of this research project.

Chapter II: Theoretical Framework

It focuses on all the content that involves the topic, the background and the theories, the legal basis, and the variables of this topic.

Chapter III: Methodological Framework

This section focuses on the methodology that was necessary in order to carry out this research project, instruments, data collection process, and sample

Chapter IV: Analysis of Findings

This section focuses on analyzing the result obtained from the focus group and interpretation of the results

Chapter V: Reflection of the Study

The last section focuses on the experience and final reflection of this research project, the different challenges, and new insight the writer obtained from the project

CHAPTER I

THE PROBLEM

1.1 Topic

Didactic resources and reading skill

1.2 Title

Comic Books to Improve Reading Skills in English Language Learners

1.3 Problem Statement

Learning a new language can bring out some difficulties and new challenges such as understanding the grammar points, improving pronunciation, started thinking in the target language which means, stop using the native language and developing the 4 skills separately, these can be some of the difficulties that learners have to face during the process of learning a new language. One of the skills that learners face during the learning process is reading.

According to Zul Rengur & Sugirin (2019) this skill is known as a receptive skill which is essentially useful at the moment to receive and integrate new vocabulary, for that reason reading is a core part in understanding and extracting new vocabulary in the process of acquiring a new language

Reading skills are essential in the learning process of the students, this skill is accomplished by the acquisition of new words in context that will enhance student's lexicon, nevertheless, reading skills have their own difficulties that must be confront in the process of improving the skill. Therefore, according to Tomas, et al (2021) the problems that are related to this skill, it can represent problems in some other areas of the language because reading is a core part in acquiring vocabulary which is essential to develop other competence in the other areas of the language.

One of the problems that students can face at the moment of developing reading skills is the lack of vocabulary to understand the text, according to Irwan Ro´iyal(2010) in most of the high schools and even universities , English vocabulary often becomes a problem for the majority of students due to the difficulty to understand the words in context (pág. 3)

This can hinder teachers´ work and delaying the expected results, through reading students learn new vocabulary, however the lack of vocabulary in students can block the comprehension while reading and make a bad experience approach to this skill.

The core problem in this situation, it is not the lack of resources to work with, nowadays there are a lot of sources on internet that can help in this developing-skill process, the core factor that affect in this case is the students´ motivation, reading comprehension is strongly affect by motivation and according to Ahmadi(2017) reading motivation helps learners read more efficiently and besides a better comprehension of written texts.

Due to this problem, the need of implementing new reading-teaching techniques is undeniable, nowadays the internet offers new ways of practicing reading with interactive activities that can encourage students' motivation, on the other hand, the material that teachers use to develop reading keep on the traditional model of long lectures with some questions at the end of the text.

According to Rengur (2018) ´´The use of visual media such as comic strips can improve students´ interest and it can be used to help teachers delivering their material easily´´ this supports the idea that the use of this material can meaningfully improve students´ motivation and as result student´s reading comprehension

1.4 Problem Formulation

1.4.1 Main question

How does the use of comic books as a pedagogical resource influence student reading comprehension?

1.4.2 Specific questions

1. What are the strategies to develop reading that students know?

2. What kind of effect does the use of comic books have on developing reading skill?

3. How does the use of comics encourage students reading comprehension?

1.5. Objectives

1.5.1 General objective

To identify the roll of comic books as a pedagogical resource for improvement of English reading skills in English learners.

1.5.2 Specific objectives

- To analyze the importance of the use of comic books to improve reading skill
- To examine how often techniques are used to improve reading skills
- To study the effectiveness of comic books as a tool to develop reading skills

1.6 Justification

Learning a new language is something that usually looks difficult for most of the student of this target language, however, improving and mastering this knowledge can bring new working possibilities, English brings new challenges that must be overcome in the learning process, but as a lingua franca, it also brings the possibility to learn, communicate and experiment new things.

The present research work is done with the purpose to identify and understand better the causes why reading skills becomes a trouble for the students from ´´Educacion Inicial 7/1´´, in the same way, what are the factor that affect the correct develop of the skill already mention and around this skill the effectiveness of the technique already mentions, which is the implementation of comic book to develop reading,

Currently, some of the methods that are used to teach reading keep in the traditional, and the amount of visual content that can be found is barely noticeable, the importance to improve this aspect in the teaching method can represent a meaningful improvement in students' knowledge, having as a result, better management in the learning process of our students, taking in consideration that motivation plays an essential role in self learning and mastering the skill itself.

The analysis of this resource, in addition to being a good way to improve motivation in students, it can also improve the comprehension of the words in context due to the visual content, it will be easier to understand the application of the word because the visual content here will act as a helpful tool to represent the situation where the word can be used.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

Throughout the history education and the different ways of learning have been studied for different teacher, psychologist, and researchers, as a result nowadays there are different opinions or points of view about how humans learn, process, and understand the knowledge. Nowadays there are different teaching methods, some of them focus on the behavior or even in the way how students process the information mentally.

Exactly like that, learning tools have become an object of study which expert discuss the effectiveness of the different strategies that humans create for learning. One of these strategies is the use of visual resources, which are directly related to comic books in education. According to Zulhasmi Abasa, ´´Comics provide simple stories, easy to grasp and understand contents, so it is very popular with both children and adult people´´(2022, pág. 96) indeed that is a modern concept that today can be used to define comics, but at the beginning It was not like that.

Comics in education are not something new, moving backawards the implementation of this strategy first appear in 1657, with the book for children Orbis Sensualium Pictus, created by John Amos Comenius, It was not exactly a comic, but it contained visual material for the students that was very helpful for their learning process and according to Singanapalli, the use of visual material in education has been involved, in this case comic has involved and became popular changing from short comic strips to a complety developed comic magazine(pág.3)

2.2 Pedagogical Basis

Learning a new language involves different aspects about how the human being learn and what strategies or approaches are better to apply in a classroom, besides the type of students are essential to know because the methodology can change taking in consideration the point mentioned before and make a relation with the theories can help with a better understanding of the teaching process itself.

Indeed, there are some theory and approaches that can help for a better understanding for the topic of comic and how it can help in the reading comprehension for the students.

2.2.1 Cognitivism Theory

The cognitivism theory can be defined as learning theory that focus on the learning process that it is carried out in the human´s mind, how the word can be understand and memorize in order to get a meaningful learning. According to Akers (2022) ´´a person´s thoughts control his actions, personality, and to some degree his circumstances´´ It can be analysed as the complex process of learning that happens in humans, and this process is guide for the mind as a core centre to understand the world and analyse.

This theory was first defined by Jean Piaget and this theory is highly relate with the fact that students process the ideas and understand the world in different ways, this can be used to understand how every human catch new ideas and transformed it into knowledge. In this way, visual content as comics are understood by the brain which decodified the information in order to make a meaningful learning.

2.2.2 Multimodal Learning

Multimodal learning is a teaching concept that focus on the different ways to apply the material depending on the learning needs of the students. It takes in consideration that every single learner has a different learning style and for that reason you can use multimodal ways to enhance the learning process through different materials depending on the student.

According to Litonjua (2020) students can learn ´´through visual, auditory, reading, writing and kinasthetic methods´´ in other words, it can use different kind of material to apply during a class or learning session. In fact, the use of visual media are essential in multimodal learning which is highly relate to the case where the students use comic as a visual content that makes easier the comprehension and motivates them during the learning process.

2.2.3 Multiple intelligences

Multiple intelligence theory brings the essential idea that the humans do not own only a general type of intelligence, it came with idea that humans can develop a variety of intelligences that focus on specific areas and are useful in the way how humans learn. According to Nuzzi(2018), this theory propose that individuals onw the capacity to develop not only one inteligence that is mesure in IQ score, people can develop diferent intelligence.

This theory was proposed first by Howard Gardener, and in the context where students can learn in diference ways, it can be apply not only to the idea that visual content reinforce motivation in reading, but also It can be better for students that are more visual than theorical, in this way, the learning process can be manage according to the need of the students and whith the content that benefits them.

2.3 Theorical basis

2.3.1 Visual learners

According to McCain(2021), visual learners are related to the way how they learn and adquired knowledge, in this case, this kind of students are better to learn information from visual aids than from verbal explanations. In other words, this students develop a better understanding through visual content than convensional teaching materials because it fits better for their learning needs.

2.3.2 Comic as a literature source

According to Downey(2018), people often refer to comic as not real literature, because it is more related to a visual story than the tradicional literature. However, comics present a new of narrative stories that not only depend on the written form, but also provide an interesting form to receive literature through visual material.

2.3.3 Comics in education

According to Aria (2020) Comics in education brings advantages in different teaching context such as working with autism students or with children who suffer dyslexia because the visual content works better on them. Comics not only works as a visual content that motivate and engache students, but also it works as a alternative tool for other teaching context.

2.3.4 Comics in second languague adquisition

According to Stephen Krashen, the use of comics in education for bilingual education, provide support in students´ motivation making more plesant the learning process (2021, pág. 7) Indeed, comics bring a high posibilities to catch the students´ attention and motivate them to read independently.

2.4 Legal basis

2.4.1 Constitución de la República del Ecuador

The following articles are mentioned in the ´´Constitución de la República del Ecuador´´

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. Individuals, families, and society have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26)

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work (CRE. 2008, art. 27)

Art. 28. - Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed.

It is the right of every person and community to interact across cultures and participate in a learning society. The State will promote intercultural dialogue in its multiple dimensions. Learning will occur both in and out of school, and public

education will be universal and secular at all levels. It will also be accessible to the third level of higher education (CRE., 2008, art. 28).

Art. 29. - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment.

Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options (CRE., 2008, art. 29).

2.4.2 Ministerio de Educación

In order to improve teachers´ techniques the Ministerio de Educación has created the ´´Ecuadorian in-service English Teachers Standards´´ which stands that teacher must be improving their teaching techniques in English as a foreign language.

In base in this general standard, it is important to mention the First and third domain which are the following:

1.a.2 Use knowledge of these interrelated aspects of language to help students develop oral, reading and writing skills in English.

1.b.4 Comprehend and apply knowledge of social-cultural, psychological, and political variables to facilitate the process of learning English.

1.b.5 Understand and apply knowledge of the role of individual learning styles in the process of learning English.

3.a.3 Plan differentiated learning experiences based on assessment of students´ English proficiency, learning styles and prior formal educational experiences and knowledge

3.b.2. Incorporate activities, tasks and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.

2.5 Variables of the study

Dependent and Independent Variable

According to Bhandari, in order to carry out a research project, it is completely necessary the use of dependent and independent variable, since they show the connection between the two of them in order to link the cause and effect (2022). Taking in consideration the next, it can be define independent variables as the causes and the dependent as the efect.

Dependet variable: Reading Skills

Independent Variable: Comic Books

Dependent Variable

Reading skill

This skill belongs to one of the four skills that makes the competence of communication in English, there are several definitions about reading skills, and authors such as Grabe. W and Stoller (2011) define reading as ´´The ability to draw meaning from the printed page and interpret this information appropriately´´ indeed, this skills correspond to the process of decoding a text mentally and understand it. This skill is known as a receptive skill, that means that is not necessary to produce as difference of other skills as speaking or writing.

Reading Comprehension

According to Richards & Renandya, (2002) the reading comprehension can be define as ´the ability to read text, process it and understand its meaning´ basically this is

a part of the skill that focus on the correct understanding of the text, throughout reading, it can be appreciate different words with a unknown meaning, the comprehension here acts as a component of the meaning of the words that sometimes are difficult to understand, or even more, to realize the complete meaning of that word, and because it is also a mental process, reading comprehension creates a mental model of the description of the text presented (Oxford University, 2018)

According to Oakhill, et al (2015) most of the time, the comprehension in the reading exercises can be affected by difficult words that are not clearly, or it is difficult to figure out the meaning of that word, which in this case force the student to keep reading the text without understanding or having a clear idea of the word that is missing in their reading exercise.

Independent Variable

Comic Books

According to Rengur & Sugirin, Comic books are define as visual content that are useful to tell a story through sequences of drawings (2018) In this way, comic books are visual aids that are used for literacy purposes and the main particularity is the use of drawing in order to explain the story through it. . Indeed, comics is a different way to connected stories and presented in a way that the reader could be atracted due to the different visual elementes comics contained itself

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. Methods

3.1 Qualitative Methodology

In order to obtain essential information about the topic of comics that works as a learning tool, the present works uses the qualitative research which allows to study the relationship between two variables and the different aspects that involves in this phenomenon.

According to Adedoyin ´´Qualitative research in particular deals with gathering and interpretation of non-numerical data for the purpose of understanding human and social enviroment´´(2020) certainly, qualitatitive methodology appplied in reseach is helpful to understand phenomenons that are related with the human behaviour and social phenomenos which are difficult to quantify.

This methodology is used to obtain information about the problems that involves people and according to Steven Tenny, this methodology allows to explore and provide a deeper insigth of the real world problems (2022). In other words, through the aplication of this methodology, the collection of data mainly focuses on social problems.

According to Kielmann, et al, qualitative researcher attempts to determine the different conditions in a particular situation who is experimented for a group of people and all the aspects related to the behaviour of those people, the reasons and the factors that can be inmersed (2012 pag 8)

Indeed, the main feature in this methodology is the experiences and perspective that can be obtained from the object of study, it focuses more on understanding

perspectives and the differents insigths rather than understanding numbers and measurements.

3.2 Type of Research

3.2.1 Phenomenological Studies

Phenomenological Studies are related with understanding or explaining previous life experiences about a caution. According to Creswell (2013) a phenomenological study is useful to sketch the regular lived experienced for several individuals and their concepts in a phenomenon. Indeed, the type of study that was applied, focuses on the similarities of the different experiences that people have in a particular phenomenon.

According to Diaz, ´´the samples or participants in phenomenological research are generally chosen according to what is known as purposive sampling´´ (2015, pág. 104) Which means for this type of investigation is neccesary to chose a sample that have similar experiences about the topic being investigate.

One thing that characterize the phenomenological studies according to Umanailo is: ´´The deeply understanding of the structure of people consciousness who are in a particular situation, in order to understand the motives and meaning of actions´´(2019) For that reason, phenomenological approach is necesarry for this reasearch project, because it is related to the understanding of a particular phenomenon.

After presenting the previous information, the present study was carried out through two following phases:

Documentary and field research

In this stage was necessary to identify all the official or no official documents and texts that served as source materials.

The documents and texts were analyzed in order to select the most important and useful.

Analysis and interpretation of the collected data

In order to achieve the objectives displayed this research, it was indispensable to applied qualitative methodology in order to measure the different size of both variables: comic books (independent) and reading comprehension (dependent).

The questionnaire applied in this work has 3 main groups:

Group 1: The insights of the students about reading comprehension, and the techniques they know about developing this skill.

Group 2: Questions relate to the motivation in reading in order the students to bring their points of view.

Group 3: Questions related to the insights the students have about the use of comic for educational purposes.

3.2.2 Focus group interview

To have a general background of students´ reading experiences, they were interviewed in a focus group in order to know more about their experiences and difficulties in reading, their actual situation related to this skill, and the methods they use in order to understand the text when they are reading.

According to Kielmann et al, focus group explore and unkwon area, in order to generate discussion arround a particular topic (2012)) Focus groups allow to obtain information about a specific item identical such as products or services that a community or an organization want to have. Besides, it fits better for socio behavioral research in order to obtained information about population's needs. However, this is not

the best method to obtained information about socially topics or personal information, the best one is one-on-one interviews (Mack et al., 2005).

3.3 Instruments:

3.3.1 Questionnaire

In order to obtain data results about the experience of reading skill, it was necessary to apply a questionnaire focused on what are the previous experiences of the students, and what are the aspect that affects reading comprehension and explore if the students have previous experiences using comics as a learning tool in order to improve reading comprehension.

According to Creswell (2013) a questionnaire "is a pattern of questions that can be applied in a survey with the purpose of obtained answers from the participants." However, there are different types of questionnaires that can be applied such as mailed questionnaires and web-based questionnaires. The objective is to give some questions and the participant must answer those questions through providing their own information or insight about the topic.

3.3.2 Type of questions:

Taking in consideration the methodology, it was applied open-ended questions where participants had the possibility to share their insights. Besides, the survey had seven questions related to the problem and the variables. The reason for this questionnaire is to obtain information about what aspects involves motivation while the students are reading and how the use of comic book can influence the reading comprehension and influence the motivation.

3.3.3 Data Collection Processing and Resources

Table 2

Data collection information

Basic Questions	Explanation
What?	In order to obtain the data, a focus group interview was applied
Where?	At UPSE, modulo IV, Educación inicial major
When?	July 18th, 2022
How?	Questionnaire, opened-ended questions
What for?	To identify the insights and that the students have about the use of comic books for educational purposes, to explain the previous experiences the students have about reading techniques and to analyze the benefits of the comic book as a teaching strategy.

3.4 Population and sample

For the purpose of develop this research project, the students of ´´Educación Inicial´´ from the Seventh Semester, course 2 were taken as a representative sample for this research project, in total were 9 women and 1 man

Table 3

Sample

Staff	Population	Sample
Educación Inicial 7/2		10

CHAPTER IV

ANALYSIS OF FINDINGS

4.1. Interpretation of data from the focus group

Before starting with the analysis, it is important to mention that in order to obtain better and more accurate results; the focus group was carried out in Spanish; because it is students' first language; due to this, it was the most workable way to perform it. The results obtained and explanation of the seven open-ended questions are below.

Question 1. In your experience, what are the techniques that teachers use to work reading comprehension?

Source: nubedepalabras.es

Author: Bryan Daniel Asencio Cerezo

The most frequent word based on question number one was ´´Dialogos´´ (dialogues) however, there are some other words that are regular such as ´´ lectura en parejas´´ (pair reading)

In most of the responses in question number one, all the students mention that dialogues are the most common way that teachers use in order to improve reading in the students, these dialogues are commonly followed by pair work where the students try to understand the vocabulary. In other words, from previous experiences, the use of

dialogues is the common techniques that teachers have used in order to improve reading comprehension

Question 2. In your experience what are the factors that make you lose concentration when you are reading a text?

Source: nubedepalabras.es

Author: Bryan Daniel Asencio Cerezo

The second question brings new different words, the most frequent words in this question are ´´palabras desconocidas´´ (Unknown words), ´´textos largos´´ (long text), external factors such as:´´Ruido´´(noise) and ´´ambiente´´ (environment)

According to the different response provided by the students, it could be identified that one of the main factors that makes difficult reading for them are unknown words, and long texts that are not attractive. However, there are also other factors that they consider such as external noises or an environment where the reading can be practice in totally calm.

Question 3 What would you do when an unknown word appears on the text?

Source: nubedepalabras.es

Author: Bryan Daniel Asencio Cerezo

Taking in consideration question number 3, the most frequent words in this part were: ´´Traductor´´(translate), ´´Imagenes´´(images) and ´´Internet´´

Based on students´ answer the analysis that can be done, It is that at the moment that students do not understand a word, they use different tool on internet such as google translate. However, they highlight that during this process of searching for the meaning of an unknown word, they can lose concentration and also forget about what they were reading. This is a common way that the students have to understand a word, but it is not in context.

Question 4 Why could the use of comics help your motivation when you are reading?

Source: nubedepalabras.es

Author: Bryan Daniel Asencio Cerezo

Based on question number 4, the most frequent words were ´´visual´´(visual), ´´fácil de entender´´ (easier to understand), ´´Mejor comprensión´´ (better comprehension).

Taking in consideration what the students mention, it can be analysed that for them the use of comic could help your motivation by a better understanding of the words in context because a visual representation of an unknown word helps them to keep focus on the reading and not wasting time in searching the meaning.

Question 5 Why the use of comic could you help to figure out the meaning of an unknown word?

Source: nubedepalabras.es
Author: Bryan Daniel Asencio Cerezo

Based on question number 5, the most frequent words were ´´ descrifrar´´(decode), ´´Contexto´´(context) and ´´util´´(usefull)

Taking into consideration the different words that the students mentioned, it can be analyzed that for them the use of comics could be helpful because present words in context and it is helpful to relate what they are reading with what they are seeing in the picture, it is important to highlight that some students mention that the use of visual

content is also useful because they bring different feelings to them which makes more understandable in the reading process.

Question 6 When you are reading, why long text with difficult vocabulary could affect the attention while you are reading?

Source: nubedepalabras.es

Author: Bryan Daniel Asencio Cerezo

Based on question number 6, the most frequent words were ´´aburrido´´(boring), ´´muchas palabras desconocidas´´ (several unknown words), and ´´poco llamativo´´ (less attractive).

According to the students´opinion, the use of large text could be a real challenge when they are practicing reading, because with this kind of text comes several unknown words and it makes boring the reading process because they are focusing more on understanding new words than the reading itself, besides it is also to mentioned that for them it is easy to be distractive with this type of traditional text.

Question 7 What is your opinion about the use of comics to improve reading comprehension?

Source: nubedepalabras.es

Author: Bryan Daniel Asencio Cerezo

Based on question number 7, the most frequent words were ´´motivación´´(motivation), ´´interesante´´(interesting) and ´´dialogos entendibles´´(understandable dialogues)

Analysing the different answers that the students provide, it could be analysed that they have a good perception about this teaching strategy, the adjectives that they use to refer to this teaching strategy were ´´interesting´ ´and they add that the use of this strategy could be also a good way to motivate not only children but also adults who are learning this language due to the easy methodology that does not depend to much in the use of dictionaries or another external tool.

4.2. Discussion of the focus group vs bibliographic review.

The first question was made with the purpose of knowing the previous experiences the students have about reading and the techniques the teachers apply in order to develop this skill, the answer that were obtained from this question are highly related with what Zul Rengur mentioned, ´´ Teachers often used text in classroom without visual media´´(2019) this can be evidence by the answer of the student were the majority mention that the technique teacher use in order to develop this skill are the use of dialogues that usually comes in the book and the some pai works. However, it does not mean it is a bad strategy.

The second question was created with the aim to know what are the factors that affect the reading process in the students, and the responses coincide those unknown words can be a distractor for them because when they are reading, it is necessary find the meaning of that word in order to understand the concepts that are in the reading, Besides, the process of searching for that unknown word does not allow to follow the reading as it is expect.

The third question aims to understand what the students usually do in a situation where they face an unknown word in order to follow the reading, most of the students explain that the easiest solution is to find the meaning on internet. However, that means they are not searching for the word in context, and they are focusing just in the word, as it was mentioned by Tomas, T. Villaros, & Ma, it is important to understand words in coentext in order to learn it better.

Question number four was created with the purpose of knowing what are the insigth of the students about comic and motivation due to the fact they are highly realted. The answer that were provides by the students were related to words such as ´´easier to understand´´ because the use of comics allows the students to understand word in context and follow the reading with out going outside the text to much.

The fifth question was created with the purpose of knowing the insigth of the students about the use of comic while they are learning a word in context. What the students mention were that the use of visual content makes easier the task of understanding a word because in this sense the comunicaction is not only about decoding the word, but also decoding the meaning of the picture and the representation it is useful to understand what the autor is comunicating.

Question number six was created with the purpose of knowing about the different insigth about what traditional readings are difficult for most of the learners and the experiences they have when long reading are presented to them. The asnwers that were obtained exprese the different feeling the have about this long reading, they describe it as boring and hard to read, with words that are difficult for them or difficult to remember in the context it is used .

The last question was created with the purpose of analysing the different opinion the students have about the use of comic in the educational field. The answer that were provided were meanigfull positive, the students describe comics as an interesting strategy that could help you more than just using tradional reading, and some student also mention that this strategy has already been apply in the place where they are doing they preprofesional practices.

CHAPTER V

REFLEXIONS OF THE STUDY

The present research project which is denominated ´´ Comic books to improve reading skill in English language learners´´ was made with the purpose to analyze the different aspects that involve comics in education and the influence they have at the moment of developing reading skills. To execute a good investigation process, the author has used different techniques, reviewed information relates to the topic already mentioned and also check previous studies highly related to the topic, in addition, data was collected from a group of students who belongs to ´´Universidad Estatal Peninsula de Santa Elena´´

The problem that was suggested in this research project is related to the fact that developing a new skill in English could be difficult for students, in this case, reading skills become a challenge for the students due to the limitation of the vocabulary owned by them and the lack of motivation they have in order to practice this skill.

After reviewing information, data, and theories, the author could find that the use of visual content such as comics is highly beneficial for students due to the characteristic that students can learn in different ways, that is proposed by multiple intelligence theory, which is mentioned that some students are visual, as a consequence of this, the use of visual content fits better with their learning needs and style.

Therefore, the author learned that this strategy to develop reading is not only useful for the regular student but also for disabled students such as dyslexic students who suffer problems paying attention in a traditional reading exercise, this content works better on this type of students because due to the different illustration is easier for them follow the reading and understand words in context. In addition, the author

realized with this research that motivation can also be work with this strategy because students read about something that attracts them, and it is more engaging that working with traditional readings.

At the beginning of this research project, the author thought that comics were only related to superheroes stories, and it is not related to literature, but due to the different information that it was carried in this research the author realize that comic can be associated to more topics than just superheroes, it is a way of communicating ideas that can be used for teaching English.

The author became aware that the common way that students have to learn a new word is by searching on internet or using google translator. However, it is not beneficial when your objective is to learn the word in context, besides they spent too much time finding the meaning on internet and they lose the reading flow, in this way the lack of vocabulary becomes a problem because they are not learning the word in context and their attention can also be affected. However, Comics book are presented as an alternative strategy to learn those unknown words in context, being thus an effective way to present a new word and learn the meaning in context because it is represented by visual content that catches students' attention.

Making this research project brings to the author different experiences, and challenges. One of them is the use of the different tools for carrying this investigation, there are some of them that the author has already known, but there are others the author has never known during this process of investigation, which became a little bit challenging for me.

A life lesson the author realizes through making this research project and it could be mentioned, is that learning a language can be more flexible than it may seem,

learning languages can be related to typical activities humans do in the normal day, as an example of this, listening to music, watching movies, or even reading comics.

However, sometimes the thoughts about learning English are related to difficult words, long grammar structures and complicated pronunciation. Indeed, learning a new skill is never easy, it demands effort and long hours of practice, but the benefits they bring are always rewarding.

After making this research, the author has learnt new concepts that involve the teaching area, the author has become aware of new methods and strategies that could be applied in different teaching situations. Besides, at the beginning of this investigation, the author thought reading comprehension could be working just with the reading provided by the book and in order to understand it better, students make role play with the reading, that is the way the author considered effective to practice reading, but the challenge in that situation, is that not always you are going to count with a partner to practice, but comic books in education is also an alternative solution, where you can learn by yourself reading and realizing the meaning of the different ways through the content presented on it.

Comics book in education is a fascinating topic due to the different concepts that are involved on it. In order to carry a future investigation about the same topic, the author will create his own resources and applied it in order to learn in a deeper way about the topic, what are the different obstacles can appear even with these strategies and the different result that the author could get applying this strategy in a real learning environment.

To make a deeper investigation about this topic, the author will make an investigation about the different comic genre that are popular between the students and

apply it in order to know what are the vocabulary that involves it and what are the preference in the different ages of students.

Finally, this research has brought to the author new ideas and concepts to investigate, such as, the effectiveness of visual content in kinesthetic students, the effectiveness of this method on grownup students, or even the application of this strategy on nonacademic situations such as business environment.

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ANNEXES

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado **"COMIC BOOKS TO IMPROVE READING SKILLS IN ENGLISH LANGUAGE LEARNERS"** elaborado por el estudiante **ASENCIO CEREZO BRYAN DANIEL**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente

_____

Ing. Xavier Almeida Briones. MSc
TUTOR

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⊞ 1

Questions for focus group.

1-In your experience, what are the techniques that teachers use to work reading comprehension?

2-In your experience what are the factors that make you lose concentration when you are reading a text?

3- What would you do when an unknown word appears on the text?

4-Why could the use of comics help your motivation when you are reading?

5-Why the use of comic could you help to figure out the meaning of an unknown word?

6-When you are reading, why long text with difficult vocabulary could affect the attention while you are reading?

7-What is your opinion about the use of comics to improve reading comprehension?

Focus Group Answers

1. Según tu experiencia, ¿Cuáles son las técnicas que utilizan los docentes para trabajar la comprensión lectora (Reading) y para motivarte a leer?

- Desde mi experiencia en el colegio, la docente solía llevar una grabadora con el fin de reproducir los diálogos que estaban en los libros de inglés, para luego tratar de leer de la misma manera.

- Leer en parejas, primero lee el teacher para escuchar la correcta pronunciación de las palabras,

-darnos a elegir algún libro, historieta de preferencia.

-Los videos, y diálogos

-Videos, canción e imágenes.

-Hoy en día utilizan los cuentos con imágenes para que los niños puedan participar en las respuestas que se les pregunte. Y en los adultos sería que los textos a veces resultan un poco largos y en la atención no favorecería.

-En mi opino una cierta cantidad de docentes utilizan las imágenes, pictogramas para motivar a la lectura, ya que algo llamativo hace mucho más vistoso ciertos textos.

2. Según tu experiencia, ¿Cuáles son los factores que te hacen perder la concentración cuando estas leyendo un texto en inglés?

-Considero que, el ruido es uno de los factores que predomina en la concentración cuando leemos en un texto, sin embargo, se mencionan otros factores como son: textos muy extensos, el desconocimiento de las palabras y no contar con un espacio adecuado para dar lectura a textos en inglés.

-El texto muy largo, cuando no conozco el significado de alguna palabra, y el ruido externo.

-Uno de los factores que me hacen perder la concentración de un texto en inglés, es una palabra en ingles totalmente desconocida y por ende debo ir a buscar que significa y ya de ahí perdí el hilo de la lectura.

-Las distracciones del ambiente y el no entender el idioma

-El ruido exterior.

-Porque los textos no tienen muchas imágenes y porque a veces el ruido de las personas también genera problemas al concentrarse.

-Existe el factor externo como el ruido, y distractores, otro factor es que Aveces el texto es muy extenso y lleno de palabras muy complicadas, que hacen que la lectura se tiene más aburrí, y además, que no tenga ningún gráfico

3. ¿Qué harías si no sabes el significado de una palabra en un texto de inglés?

-En primer lugar, leo texto completo y subrayo las palabras que desconozco, para luego ir a revisar en el diccionario ya sea en físico o digital, el significado de cada una de ellas. -De esto modo, sabiendo la definición no se me dificulta comprender lo que dice el texto.

-Recurro al traductor, la busco en alguna oración o imagen para comprender mejor. lo que siempre hago es buscar en el traductor su significado.

-Le pregunto a alguien o busco en el traductor

-Buscar en el traductor.

-Lo buscaría en Google traductor.

-En lo personal buscaría el significado de aquellas palabras en el traductor más confiable.

4. ¿Por qué crees que el uso de historietas puede ayudarte a entender el significado de una palabra desconocida?

-Considero que las historietas son un elemento sencillo, pero de gran ayuda y más en el área de inglés, debido a que las personas por lo general obtienen su aprendizaje a través de lo que observa, es por ello que al implementar este recurso a más de entretener a las personas, podrán a través de la representación gráfica de las acciones comprender lo que dice un texto.

-En las imágenes se muestran las acciones que realizan los personajes.

-Soy una de las personas que le encanta lo visual y la verdad soy consciente de que ayuda mucho en todo en los sentidos.

-Porque se pueden ver expresiones.

-Porque lleva imágenes y ayudan a tener una idea por su secuencia.

-Por qué a través de imágenes uno puede ver lo que está sucediendo y esto ayudaría al lector en su proceso académico.

-Por lo general las historietas contienen imágenes relacionadas al texto que se quiere dar a conocer, por lo cual sería una forma fácil de aprender un significado.

5. Cuando estas leyendo, ¿Porque un texto largo con palabras difíciles podría afectar la atención en el proceso de lectura?

-Desde mi punto de vista al ser un texto muy extenso hace que se torne aburrido y junto con el desconocimiento del significado de las palabras se complica la comprensión del mismo.

-Porque se torna aburrido

-La verdad en lo personal, un texto largo aburre y no hay interés por querer leerlo y peor si es en ingles a diferencia de un texto corto.

-Si por que al buscar la palabra pierdo el hilo de la lectura.

-Porque no se tiene la idea y mucho más cuando no hay la ayuda de imágenes, haciendo más complejo la comprensión del texto.

-Porque un texto largo genera molestia y perdería tiempo al ir a buscar.

-Podría deberse a la cantidad de palabras, ya que no sería llamativo para el lector, y al buscar ciertos significados tardaría mucho tiempo en terminar de leer el texto, y eso se tornaría aburrido.

6. ¿Cuál es su opinión sobre la implementación de historietas para mejorar la comprensión lectora?

-En mi opinión, implementar este recurso haría más favorable el proceso de aprendizaje de este idioma, porque gracias a las imágenes se ilustran las acciones que se dicen en cada frase o texto.

-Es una estrategia diferente porque de esa manera se facilita el significado de las palabras

--Considero que es algo muy innovador porque la imagen y la palabra tienen mucha relación y considero que es una forma muy interactiva de aprender.

-Considero que sería muy factible pues es un recurso novedoso.

-En mi opinión es de mucha ayuda, porque facilita la comprensión de cierta manera las imágenes que se puedan presentar hacen que se tenga una idea de que es lo que puede decir el texto.

-Para mí sí sería bueno que se implementara ya que así las personas tendrían un poco más de participación.

-Estoy de acuerdo en qué sería un buen material didáctico para mejorar la comprensión lectora ya que las imágenes estimularían la visión del lector y a su vez comprenderían de mejor manera el texto.

7.En tu opinión ¿Por qué el uso de historietas puede ayudarte a entender mejor el significado de una palabra desconocida?

-En definitiva, porque el texto estaría acompañado de imágenes ya no serían solo palabras, por lo tanto, se vuelve entrenido al momento de leer y comprender un texto.

-Porque en base a lo que observo puedo traducir el texto sin ayuda del traductor.

-Como antes lo había mencionada a través de imágenes uno aprender mejor sobre todo si desconoce ciertas palabras y viendo alguna historieta hará relación a cualquier cosa.

-Porque al tener una imagen puedo interpretar mejor la palabra.

-Gracias a que ayuda, una a la memoria y dos a que, aunque no se tenga el conocimiento de esa palabra su imagen o contexto y contenido ayuda a tener una idea más clara o cercana a la real.

-Porque es un tema interesante y llamativo ya que se puede prestar atención a lo que está sucediendo en las imágenes.

-Evidentemente sería por la interacción de una imagen y el texto, y al relacionarlo se aprenderá de mejor manera, independientemente de la edad o nivel del estudiante creo que las historietas ayudarán mucho en el aprendizaje.

Focus group:

https://drive.google.com/drive/folders/1n30_n5jUXyvy9O9YZR9G0ZsuX6Ux-i_D?usp=sharing