

**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**



**IMPLEMENTATION OF COMICS STRIPS TO ENCOURAGE AND
IMPROVE THE READING SKILLS IN 9 years old STUDENTS AT
FUNDACIÓN AMOR Y VERDAD, EXTENSIÓN Icp534
SCHOOL YEAR 2021-2022”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad, January 31th, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "Implementation of comics strips to encourage and improve the reading skills in 9 years old students at Fundación Amor y Verdad, Extensión Icp534" prepared by Erika Estefania Buenaño Sisa, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets therequirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

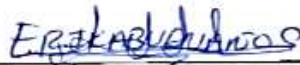
A handwritten signature in blue ink, reading "ITALO CARABAJOR", is enclosed within a blue oval. Below the signature is a horizontal line of small black dots.

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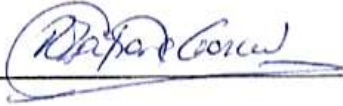
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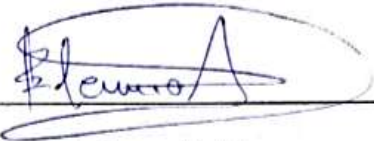
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To my family, who have always been unconditional throughout my life and have supported me in every decision I have made, they have always been there for me in good and bad times.

To the Santa Elena Peninsula State University that has allowed me to grow educationally and personally, as well as the teachers who have taught me.

To my tutor Italo Carabajo who has been a guide during the research process in my project.

DEDICATION

I dedicate this work to God, who is always by my side, and every step I take is with Him. I will be very grateful for all that He has worked in me, to my parents, who are the most incredible people who are always with me, giving me love and advice when I need it and to my brother, who is always by my side when I need him most. He is excellent support in my life.

With love

Erika

ABSTRACT

This research project is based on implementing new resources in nine-year-old students to improve reading comprehension since it has been seen that children do not like to read, that is why this project has a resource that benefits students to reason in a better way through small stories with images that at the same time increase the vocabulary in the English language. It is also essential that the teacher applies the correct method with students so that the resources that are to be imparted are beneficial to the educational and personal environment in students, The result is that the children see reading in a fun way because with the help of the pictures, the children will be able to infer other stories that they want and indirectly develop critical thinking with new visions towards the reading skills, thus contributing to the improvement of the teaching of the English language.

KEY WORDS: *Vocabulary, Method, Reading skills*

RESUMEN

En la sociedad que nos encontramos se puede observar deficiencias al momento de leer ya que no se logra una comprensión lectora adecuada y al momento que se hacen preguntas o se quiere inferir al respecto es complicado para los estudiantes ya que no están desarrollando adecuadamente el pensamiento crítico sobre todo cuando ven un texto en el idioma inglés y no se logra la comprensión total causa frustración en los estudiantes es por eso que es importante que los niños desarrollen esta habilidad de leer y no es necesario específicamente comenzar con textos largos sino al contrario comenzar con historias pequeñas acompañadas de imágenes que llamen la atención del lector así, en esta ocasión mediante los niños leen van comprendiendo mediante las imágenes y a la vez ellos van aprendiendo vocabulario que mientras más palabras conozcan y aprendan es beneficioso para el mejoramiento del idioma inglés.

PALABRAS CLAVES: *Pensamiento crítico, Comprensión, Aprendizaje*

INDEX

ADVISOR’S APPROVAL	2
STATEMENT OF AUTHORSHIP	3
.....	4
DECLARATION	4
ACKNOWLEDGMENT	6
DEDICATION	7
ABSTRACT	8
RESUMEN	9
INDEX.....	10
INTRODUCTION	15
CHAPTER I	17
THE PROBLEM.....	17
Research Topic	17
Problem Statement.....	17
Problem Tree	19
Problem Formulation.....	20
Specific Research Questions.....	20
Objectives.....	20
General Objective	20
Specific Objectives.....	20
Scope	20

Delimitation.....	22
Limitation.....	22
CHAPTER II.....	23
THEORETICAL FRAMEWORK.....	23
Background.....	23
Comic strips in English Language Teaching.....	23
Advantages of using comics pedagogy in English Language Teaching	24
Grammar improvement through comics: words in comics	24
Utilizing digital comics in class: Literature Review	25
Creating a comic strip	25
Pedagogical Basis in Teaching English.....	26
Teaching children	27
Theoretical basis	28
Reading skill.....	30
Vocabulary	30
Thinking Based Learning (TBL).....	31
Thinking Skills	31
Habits of Mind (HOM).....	32
Metacognition.....	32
Cognitive Strategy	32

Cognitive Strategies Use in Reading Comprehension	33
Development of critical thinking	33
Use of Critical Thinking-Based Pedagogical.....	34
Higher order thinking skills.....	35
CHAPTER III	35
METHODOLOGICAL FRAMEWORK	35
Methods	35
Quantitative method.....	36
Type of research	37
Instruments	37
Questionnaire.....	37
Techniques	37
Survey	37
Population	38
Variables Operationalization	39
Independent variable:	39
Dependent Variable:.....	40
ANALYSIS OF DATA.....	41
Diagnostic Test Results	41
Interpretation of Results	41

Survey to the teachers	41
CHAPTER IV	52
THE PROPOSAL	52
Title.....	52
Informative data.....	52
Proposal Background.....	52
Justification.....	53
Research objectives	53
General Objectives	53
Specific Objectives.....	53
Proposal description.....	54
Proposal	54
Design of the Proposal.....	54
CONCLUSIONS.....	96
RECOMMENDATION	97
REFERENCES	98
ANNEXES	100

TABLE

Table 1	38
Table 2	39
Table 3	40
Table 4	42
Table 5	43
Table 6	44
Table 7	45
Table 8	46
Table 9	47
Table 10	48
Table 11	49
Table 12	50
Table 13	51

INTRODUCTION

The English language is of utmost importance as a communication tool for the world because this language is developed in all countries, whether they have other cultures or other languages, English is a connection that allows the exchange of ideas between various countries. This is why some countries have adopted this language as their mother tongue, because over the years has seen the significant development that has been had through the English language, making this a connection between the scientific and technological is why looking at high-end research as scientific research or discoveries these documents are written in the English language. It is why is necessary to bring this language to our country as a second language making teaching and learning English a compulsory subject in Ecuador, and that the population can learn English as a second language.

Scientific and technological is why if you look at high-end research as scientific research or discoveries these documents are written in the English language for this is necessary to bring this language to our country as a second language and that the population is emphasized more on learning English starting with students who are at a stage in which it is easy to develop thinking and get; as a result, great learning based on this language.

The reading skill is one of the essential tools to learn a new language as this allows the reader to improve in learning vocabulary to relate to new words or new meanings relating between several ideas to know more about a topic because based on the reading there are several topics in which the reader can choose freely to your preference is why encourage reading from small is important because through this action is developing critical thinking and expanding the vocabulary for new learning.

Reading comprehension is defined as the construction of meaning, interpretation of new words with others to arrive at a clear idea, and at the same time acts of thinking that leads to the development of thought from pre-reading while reading and after reading as they obtain information that benefits educational learning. It is one of the skills that require inferences and

understanding of details of the materials to be used to develop reading comprehension in primary school children (Bulut, A. 2017).

Vocabulary is another important thing in learning a new language because by learning more words, people improve their reading comprehension and thus enhance the way of thinking, ideas, and feelings that leads to an intellectual development internally that over time leads to an easy way to solve problems both educationally and personally, also this helps to make inferences about something because students can interpret various situations through what they observe or analyze the text.

Vocabulary connected to pictures leads to more sound knowledge as students interpret a story beyond what it is trying to say by learning new words; this is one of the most efficient ways to clarify the meaning of unfamiliar words better (Susanto, A. 2017).

For this reason, the research encourages reading through images and vocabulary that benefits students' learning through the Thinking Based learning method; this helps students better develop thinking in reading comprehension or reading comprehension.

Chapter I: The Problem: This chapter details the problem that students problem when reading, seeing it in another language, and getting bored reading texts in English, thus leading to poor reading comprehension.

Chapter II: Theoretical Framework: This chapter contains previous research theories and information about the method.

Chapter III: Methodological Framework: This chapter explains the type of research conducted through surveys, population, techniques, instruments, and data analysis.

Chapter IV: Proposal: This chapter proposes a solution to the problem by creating a didactic design to encourage reading through images and vocabulary to benefit student learning.

CHAPTER I

THE PROBLEM

Research Topic

**Implementation of comics strips to encourage and improve the reading skills
in 9 years old students at Fundación Amor y Verdad, Extensión Icp534**

Problem Statement

The principal problem in the students is not having a reading habit because since the people are children, their parents or professors do not receive an incentive to read. Therefore, they are not interested in analyzing texts and improving their vocabulary. Consequently, it provokes students to lack reading comprehension when they have to read some interpretation and answer questions about it; it causes lower performance in their activities, whereas they have a minor vocabulary for their knowledge.

There are different opinions in which it is said that there is a low reading comprehension in students that leads to intense competition among others because when they are given a text, they do not reason it correctly, another thing that harms the learning of students is that they have common vocabulary because students do not practice reading there is no relationship with new words, or new meanings is why by the low strategy that exists at the time of reading they want to translate automatically and the corresponding definition is not achieved (Indahwati,2020, p. 18).

The causes for lack of interest in reading are decoding deficiency, low academic performance in other subjects since reading is an essential skill in the educational area, lack of vocabulary and meaning of these when relating to other topics, impairing communication, and low self-esteem by not being able to interpret these subjects with their own words, in addition to the lack of metacognition leading to a shallower understanding.

Few people have reading skills during their youth or adulthood because it is challenging to achieve reading comprehension. But, at the same time, it seems a boring situation, this is why children must learn to love the ability to read, now the most critical question is how to get the

attention of children to read, to learn vocabulary and at the same time achieve a good reading comprehension?

The need to inform me about the subject is that nowadays the ability to read has been lost in most of them since it is not the same as just reading and at the same time not understanding anything, so it is observed deficiency in reading assessments of the English language for not fully understand the message you want to give either by lack of vocabulary or lack of interest in reading.

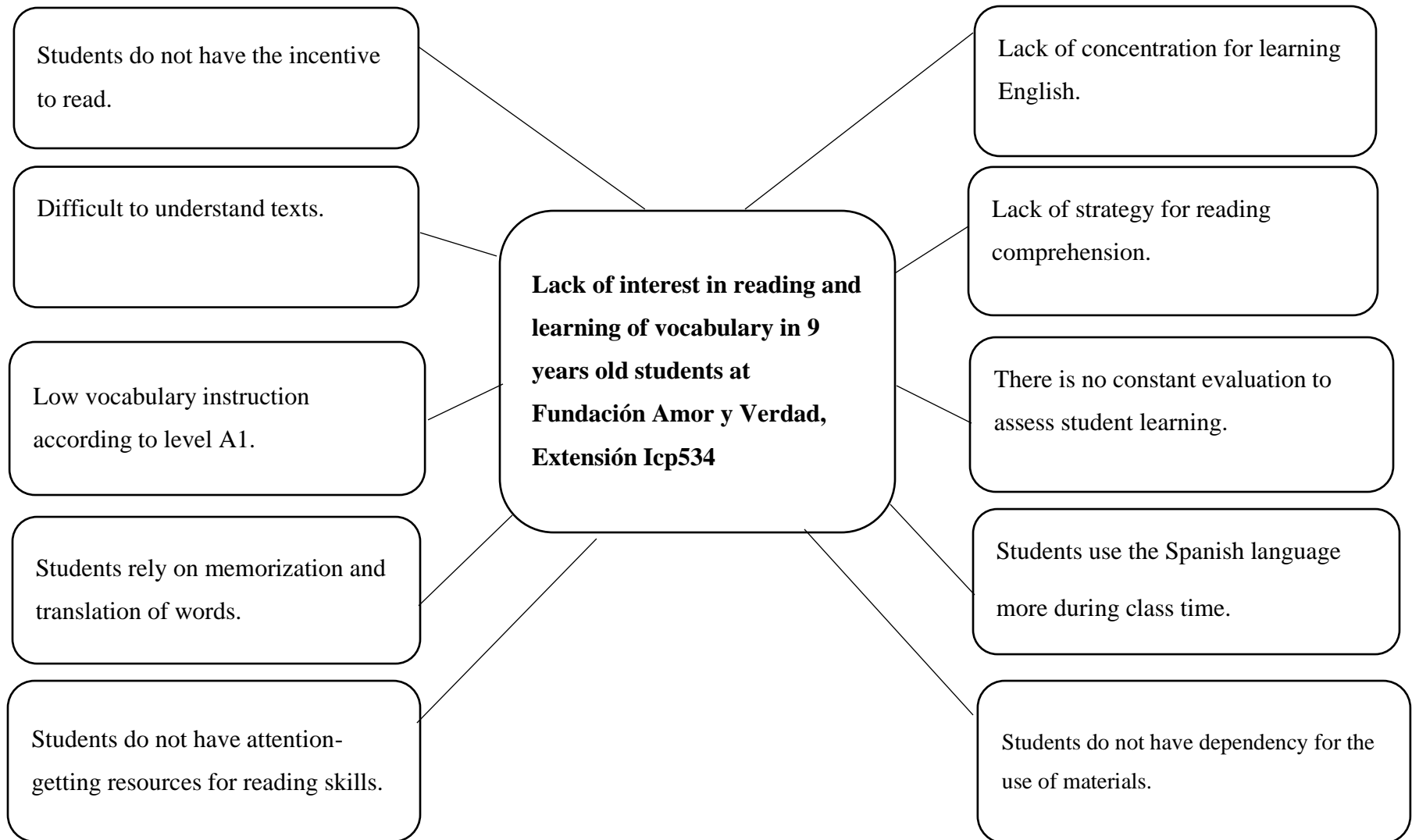
In this foundation the students do not like to read English text do not like to read English text, and even less if they see long texts, it can be boring for them. However, in many situations, they had to read English texts. Still, they did not have the incentive to comprehend the context; moreover, when asked questions about it, they did not know the answers, and this discouraged others, because the students do not have the habit of reading, they miss the opportunity to learn more vocabulary, to relate words to each other and thus to reach a good reading comprehension. This research seeks to encourage the ability to read to children from an early age to learn vocabulary through reading and obtain, as a result of good reading comprehension, helping them have their critical thinking based on a learning methodology. In this context, teachers will be guided in improving and encouraging reading skills.

Concerning the learning that should be carried out with children, it is different when it is related to adult students since with children; the vocabulary should be handled carefully, starting with small words, introducing simple words that are easy to recognize, identify and learn because from this it can be related to reading, leaving aside the complex comments for terms that are small but that provide significant benefit to the children's learning. (Rachel T. Y. Kan, Victoria A. Murphy, 2020).

Problem Tree

Figure 1

Problem Tree



Problem Formulation

How to encourage and improve the reading skills in 9 years old students at Fundación Amor y Verdad, Extensión Icp534?

Specific Research Questions

1. What method will be applied to encourage and improve reading skills?
2. How will students learn more vocabulary?
3. What activities to apply to improve vocabulary and reading skills?

Objectives

General Objective

To use the comics strips to encourage and improve the reading skills in 9 years old students at Fundación Amor y Verdad Extensión Icp 534.

Specific Objectives

1. To determine the best method to improve reading skills.
2. To create vocabulary that accompanies the comic strip to get students 'attention.
3. To identify the appropriate activities to improve the vocabulary and reading skill.

Justification

Scope

This research project is focused on promoting and improving the ability to read in children of 9 years old in the "Fundación Amor y Verdad" since it has found reading problems in which they have to observe long texts in English does not encourage them to understand the context as well as learn about these issues that would benefit in their learning based on content that at their age should learn to incorporate the English language as a training subject in their lives, As well as seeing a lot of text in a language they do not fully understand; it causes them

boredom and disinterest in reading, which leads to a lack of vocabulary, communication skills, and difficulty in analyzing texts.

This research is in the interest of changing the ideology that reading is boring by seeing only words that are not understood, this action that when observing English words reach the frustration of not understanding. Reading is not only to act, taking this into account there are other ways to encourage children through activities or topics that they like and draws their attention to analyze, learn new vocabulary, have more knowledge about an issue relating words with others, reaching an understanding and reading comprehension that is needed.

The work is feasible because it will be possible to carry out dynamic readings with topics that they like by doing a brief survey on what types of issues attract their attention, thus also giving room for their tastes and not seeing it as an obligation but as a contribution to their vocabulary and analysis of reading comprehension, thus complementing a sequence of reading and images that help them understand and better relate the content, at the same time encouraging them to read so they have a better interaction of communication and develop better cognitive thinking.

This work is considered the majority of votes in the survey to know what types of comics will be used in the class integrating the affectivity and emotionality of children; three types will be chosen so that there will be variety at the moment of giving opinions about the different topics and a debate of reading comprehension will be achieved. Also, possible dynamic questions will be asked between the readings and the reality applying the teaching method so that the students observe the sequence of images and text, thus reaching their conclusions, widening their knowledge, and learning new vocabulary. The comic strips that will be made during this project are 15 since there will be a variety of work instruments with different themes that through the design of the lesson plan will be introduced according to the article to be treated and there will be enough variety when the students have to choose their favorite cartoons or superheroes. It emphasizes that for a student to learn, the teacher has the mandate, and the student is included to be part of their learning so that their affinity or emotional state is part of their teaching.

Therefore, it is not a monotonous class that the activities are repeated repeatedly. On the contrary, this makes an interactive class, which calls the student the art of learning English.

Delimitation

Amor y Verdad Foundation is Findaced American ONG with Executive Director Alejandro Mora Briones, It has 16 centers with 471 students. In the extension Icp 534 in which the study is conducted has 30 students of 9 years old. Divided by hours of operation with classrooms of 15 children. Indefinite parents just sign consent form.

Area: English

Pitch: Dynamic Pedagogical

Aspect: Problems with Reading Skills

Spatial Delimitation: Children of 9 years old of “Fundación Amor y Verdad”

Temporal Delimitation: October 2021-February 2022

Limitation

Comics have been increasingly used in reading materials, newspapers, textbooks, and signs. Yet, despite its potential benefits, little is discussed in the merit of comics expertise in comics reading (Zhao, Mahrt,2018, p. 1).

The different resources that can be used for the learning English language are necessary for their proper intellectual development, seeking to motivate students to learn new words, new phrases that they can use in their coexistence and in the future to be young people with good learning of the English language always motivated to learn more of this language with apt critical thinking.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Comic strips in English Language Teaching

The Indonesian people are becoming more and more interested in reading comics as the number of readers who like this type of structure increases. As a result, there has been a great intensity of comic book enjoyment in the last two years, and about 13 million people read comics through their cell phones every day and find it a convenient way to read (Bungalan,2018).

There are two types of comic strips and comic books, which are different because comic strips are few pictures where you can place characters and caricatures of which the sequence will be about. In contrast, comic books are books that contain several lines and stories.

Teachers prefer comic strips because when students read the different sequences with different topics to be taught, it does not require much time to read. After all, they are small texts related to the images. They can easily understand, also tend to be simpler than a comic book because if you teach one of these to a student, it will take longer and sometimes can cause boredom. The teachers prefer comic strips because they can be found in magazines, on the internet, and even in newspapers and is an easier way to induce reading through small texts with interactive images related to the subject and are very accessible and available for teaching with; this motivates readers to read and understand it.

Teachers can make use of comic strips for EFL/ ESL. Still, the comics mustn't lose their nature and the principles of which they will be used, implying that the images and text to be placed in the sequence are made with an instructional purpose to teach. One benefit of comics is that if there is no series of which the teacher agrees or are related to other topics and the learning objective is another, the teacher can make their comics and ideas depending on students' ability without forgetting the goal.

They can also help students develop cognitive, affective, and psychomotor skills; with this, the learning they do will not be forgotten by time but will help them learn the language through linguistic skills that the students can use in their daily lives (Novitasari, 2020).

Advantages of using comics pedagogy in English Language Teaching

Comics is an excellent tool for student learning that can be included in teaching resources to motivate interest in English language learning, thus improving reading, writing, and speaking skills. The sense of humor in comics created an eagerness to use linguistic expressions appropriate to the conscious effort such as irony, sarcasm, human folly, and characterization to locate terms of thought, conversational skills, and figurative language best placed in an entertaining context.

Comics also have a reading skill that allows students to learn grammar and vocabulary; with this, students understand the need to speak the language with related speech and confident expression that sounds with beautiful and practical fluency.

Comics are a way to improve imaginative, logical, and reasoning skills when the teacher involves students in storytelling and are a helpful way to improve reading skills. In addition, comics can enhance the mood and attitude of the students, which significantly helps the learning ability by helping to enrich the linguistic competencies of learning. This resource enables them not only the ability to read but also to be creative by acquiring a high linguistic competence (Mitra&Keziah, 2019).

Grammar improvement through comics: words in comics

Images are very representative to transmit some information in comics. However, if they combine with messages, it is much better. Hence, readers have a visual and reading combination observing the characters' actions and analyzing the text.

There are seven different ways to combine words with images of which are: the specific term, which is the combination of the words with the image, specific image when the words describe the action, distinctive duo when the image and the words express the same thing, intersection when the words and the image speak together but independently, interdependence when the image and the words work alone and finally parallel when the terms work independently of the picture (McCloud, 2006).

Utilizing digital comics in class: Literature Review

According to Silva et al (2017), they investigated the use of comics as a teaching method. Five phases integrate the recognition phase, the planning phase, the action phase, the observation phase, and the reflection phase. In the recognition phase, the teacher indicates the comics and the objectives to be achieved with these teaching exercises.

In the planning phase, the students are asked to have a moment of reflection about the topic they would like to do or the one they want the most, which has free expression. In the action phase, they have two activities to know and develop. Then, they will make a group of images to make the comic.

Furthermore, the fact that there are pictures in the comics makes the students develop a vision with their criteria, bringing a fascinating vision to the students. By having students focus on looking at images, they will act on seeing and give meaning to what they observe. They can develop ideas regarding what they think, see, and read to recognize and relate the text to the images, resulting in students visualizing mental models (Widayanti & Muntaha, 2018).

Finally, the observation and reflection phase will be done during the presentation of the comics, which will encourage critical thinking in students.

According to Al Faruq & Nurhalimah (2018), the large number of images shown during the class makes the students' attention more engaged. Moreover, it makes the course even more enjoyable with digital comics.

Creating a comic strip

Students should be prepared from an early age in the development of critical thinking so that in adult life they acquire relevant skills and create a great potential in different skills as it is necessary for the other problems that arise in the future because if this happens they can make their own decisions with reference to what real life entails, that is why reading not only leads to read but to reason about various situations, which is why efforts have been made at European and national level for students to integrate the key competencies that are integrated into the modern world.

However, in some traditional schools it is difficult to achieve this because learning is based only on exams that leads to the student to be afraid of their own knowledge is why we came to an investigation to reach conclusions about the usefulness and feasibility of gamification that would be the comics as a dynamic way that was obtained as educational and emotional gains appreciation suggesting as a motivating effect for students that not only leads to simple stories but to an excellent teaching through these resources (Pitura& Chmielarz,2017).

Pedagogical Basis in Teaching English

The importance of a teacher knowing about the pedagogical basis topics benefits the educational environment in which they are because the role of the teacher is vital in the teaching cycle since learning is not the same as teaching, students focus on what the teacher says and based on the preparation of the class students learn from that either through theory or interactive activities. Still, they do not learn from the teacher but through them.

Teaching is not something simple that everyone can handle; it is a learning process as a teacher that must be appropriate. According to Piaget (2001), teaching is to allow the child to discover and create for himself; to generate situations in which he can mobilize his mental structures.

The teacher in education assumes a great importance since it has to be always in constant learning with other colleagues for example by receiving training, seminars or observe other classes to learn from them because while the teacher is constantly learning will result in knowledge of methodology, strategies that can be implemented in the classroom if you want to get creative students, with critical thinking should start by being the example to them, students should not see their teacher as a distant person who is afraid to ask them a question or in many cases refuse an opinion from here students can begin to have a debate of ideas among their peers and why not with their teacher for example in this project that is based on motivating reading and at the same time they can improve in learning the English language by implementing more vocabulary in their knowledge.

Another tool that teachers should consider is the environment during the classes; this is an essential factor that promotes a better teaching-learning since it is the place where the children

are, and this is also part of the pedagogy that encourages them to learn in a good work environment.

Learning since it is the place where the children are and this is also part of the pedagogy that promotes learning in a good work environment so children can begin to visualize their surroundings and improve their mood with resources that make them feel comfortable indirectly achieving a learning task that helps motivate their interest in learning a second language within this takes into account the creativity to be developed in the classroom because from this moment the children will observe various resources in their environment and will help them to think in a more innovative way.

This will help them to believe in a more creative, practical and critical way, improving their mental state towards the English language by adding comics as a pedagogical art that favors as a way towards learning, since the children will see this type of teaching in a more dynamic way by observing drawings, many colors that call their attention to the design in which they will be shown with this will encourage them to also perform this type of activities that their imagination flows and capture their tastes on a sheet of paper.

Teaching children

It is not easy for children to see a foreign language as necessary for their lives. Sometimes because they have not been taught English as a foreign language since they were children, the students do not have any interest in this subject; when the children read in English, they may become frustrated because the students do not understand anything and leave it as an unnecessary resource for their lives, that is why children mustn't see the subject of English as stress or something that causes them anxiety.

These feelings come to occur when the teaching methodology is not the correct one, or they do not analyze the students correctly to carry out the proper management of the teaching process. It is why the students should see the English language as a subject that takes them to another context than the one, they are used to, carrying out activities that make them have entertainment and at the same time learn, since the children do not understand the linguistic forms directly.

Still, by interpreting meanings, resulting in the students liberating their conscience by themselves, their imagination and creation grow in an educational context. In addition, when carrying out this activity, teachers will always have situations in which children make mistakes when interpreting a reading or some opinion. Still, the best option is not to correct the translation, but a good alternative would be to relate their mistakes with other situations that lead the student to reason again and reach a correct conclusion.

Another teaching idea that should be considered when working with children is that it is necessary to change the topic but not radically change it since this can confuse them when a new class begins. When they want to interpret another issue, they will have other ideas, causing that the new topic taught will not be learned or reasoned by the students. Still, on the contrary, more mistakes will be made.

The objective will not be achieved; it is necessary to remember the topic taught in the previous class. The new issue will be related to the previous one so that the children can differentiate the subject from the previous one.

On the contrary, more mistakes are made. Therefore, the objective will not be achieved; it is necessary to remember the topic taught in the last class. The new issue is related to the previous one so that children can differentiate between one point and another and know that it is something different. Still, at the same time, they agree with the same sequence of the English language, thus benefiting their knowledge, also teaching grammar direct will not be a good step because, for children, it will be a complicated way to learn rules. It is even more difficult in a second mother tongue, so it is essential to add grammar or vocabulary indirectly in an exciting context for them Setiyadi, A. G. (2020).

Theoretical basis

In the learning process, many ways of teaching can be applied to students. Still, the most important is to start with visualization since this is a pedagogical activity that can be implemented from the beginning to achieve the objectives set based on English language learning.

This process is known as one of the most essential, understandable in education since it has been developed, and significant advantages have been seen. This language is one of the

subjects that must develop different skills during the learning process (listening, reading, writing, and speaking). Still, visualization can achieve favorable results because students will see images that catch their attention and will be curious to know what is said in those pictures and this is a process that encourages motivation to communicate and create a good learning environment in which they are, making them think in a real-world and at the same time own criteria about a topic that leads to communication between them as a result (Глухова, О. О., & Чебураев, Д. С. 2020).

S. P. Baranov said that during the educational process, the action of seeing can be understood in two different ways, one of these is to see images or any other teaching resource and reflect on this, think about what they could be saying in such an image there would be seen the different ways of thinking of the students. The next is to talk about the educational material focusing already on the subject based on the help of visual resources.

Rogova G. V. defines visualization as a linguistic material that can be used in English language teaching that helps the student to better understand by assimilating various images and arriving at an unmistakable thought of which points out characteristics that are necessary in foreign language teaching.

The use of visualization materials is a starting point for acquiring knowledge, it is a didactic matter that provides similarity with the educational, it focuses on the development of thinking and imagination, it helps to have a criterion of reliability based on the acquired knowledge, it is a means that serves to unite observation with the learning involved in teaching a subject.

It serves as a method of development to memorize by relying on the sensory and sensitivity, it inclines students to concentrate on the colors in the forms in the sensitivity of what they observe, it encourages oral and written discussion according to the models presented, and there are two ways of visual representation that are the sensation and perception with the help of images.

Reading skill

Reading is essential in the learning of the English language but as time goes by the incentive for this skill is being lost as technology advances since children are more interested in watching programs that actually entertain them, that is why it is vital that from childhood they are motivated to read and not see it as a boring situation and gradually reading is giving growth in people's lives.

For this it is necessary that during the school stage where children are more feasible to learn faster and immediately grasp any information, this is the opportunity to give a twist to motivate them to read and understand it easily; For this comes as a fundamental role the teacher to perform innovative activities that attract the attention of children can start with small ideas or small paragraphs that are interested to know what it says there and do not see it as an extended reading that in the end do not understand anything for this the mixture between literature and art are two fundamental roles that change the perspective of the reader with reading.

Moreover, the importance of reading at an early age awakens the creation and imagination for their intellectual development leading children to translate to a world they do not know, increasing their vocabulary, and reducing writing failures since at the time of reading and repeating, students are gradually memorizing contributing to new knowledge away from boredom and on the contrary providing fun with teaching.

Finally, changing the perspective of reading that they had before with the innovation of entertainment and at the same time, educational teachings are promoted to good mental health.

Vocabulary

Oxford classifies the strategies into two groups which are direct and indirect strategy; the first strategies refer to the mental process that consists of strategies that students can memorize and compensation as following the indirect methods refer to English language learning as opportunities that decrease stress in students and increase cooperative, affective and social strategies (Bai, Z. 2018).

There are differences in the way students handle vocabulary learning strategies in which there are several aspects, such as personal emotions, attitudes, and concepts. For example, suppose the student concentrates more on learning vocabulary.

In that case, he will use more cognitive and memory strategies, but if he pays more attention to the vocabulary functions, the most used methods will be expressed ones; for this, the age of the students must be taken into account to carry out the learning strategies correctly, the motivation that you want to encourage in the class, the differences in character and personality that the students have because even if they are of the same age does not mean that all think alike or feel the same way, it is necessary to know that each child has a different way of thinking about the values obtained or personality they have, so you must take into account these details to involve the vocabulary strategies (Bai, Z. 2018).

Thinking Based Learning (TBL)

The importance of thinking-based learning (TBL) is stressed by education stakeholders in the twenty-first century, where instructors not only teach students critical and creative thinking (CCT), but also teach them strategically and visually how to use various forms of skilled thinking techniques in the content of learning. TBL places a strong emphasis on the types of thinking processes that help pupils develop higher-order thinking skills. Current classroom pedagogy should incorporate TBL strategies into their content of learning to face the problems of the twenty-first century. Academics should also provide teachers with uncompromising TBL professional development training on how to use TBL strategies in their classrooms (Yusuf, M. (2017).

Thinking Skills

The human being, since birth, can think critically. As he grows, he improves in reasoning. Still, he will always have something to say about something from the moment he begins to see the different resources around him; concerning what the family says, he is always motivated to think either from the toys they buy him or drawings to help him in reasoning. The human being can think and make sense of things depending on the events that are presented to him; as he grows and develops mentally, he is curious about various things; here is the time

when they begin to question their parents or people who are in their environment of different situations that are happening, paying more attention to the resources they observe.

In addition to asking questions, they are getting information from their doubts and thus draw conclusions from these are wrong or right are getting their criteria, which is why the ability to think begins at birth and in the educational area should help even more for children to improve their critical thinking to assist in the future for adulthood.

As a result of the lack of incentive about critical thinking, we are obtaining young people who perform activities mechanically and do not reason at the time of doing them; they do them without knowing what the purpose is or why they are doing them; these are the consequences of lack of critical thinking in the educational area (Zamroni, E., Lasan, B. B., & Hidayah, N. 2020, May).

Habits of Mind (HOM)

The second component of TBL (Thinking Based Learning) is habits of mind in which Costa and Kallick (200b) highlight 16 elements which persist and think, manage impulsivity, listen with understanding, empathize, think flexibly, create and imagine, innovate and respond with wonder and awe, take responsible risks, find humor, think interdependently, strive for precision, think about thinking, question and pose problems, apply prior knowledge to new situations, think and communicate clearly, and finally gather data with all senses (Hashim, H., Ali, MN y Shamsudin, MA 2017).

Metacognition

This component is the thinking about one's review aimed at improving in the area of learning through metacognition and the two levels of cognitive strategies. The first is to apply the mental method to solve a problem, while the second is to monitor the efficiency of the process through metacognition (Hashim, H., Ali, MN y Shamsudin, MA 2017).

Cognitive Strategy

Gagne (1977, p. 167) said that the cognitive strategy is an internal process known as a learning process in which Gagne says that the mental method serves to change and regulate the

learning process in which; he argues that this strategy is principal because it helps students to face the difficulties or problems they have in this process; also, the cognitive system is evolving as the student is learning more and more in which as a result is successful in the learning process. Therefore, these serve to improve students' internal processes concerning learning.

Cognitive Strategies Use in Reading Comprehension

The cognitive strategy is part of the TBL in which the student can learn, remember and transmit ideas analytically and reflexively. If the student masters this internal process well, they will be able to self-learn so that they will not need help from others and will be able to solve problems by transmitting favorably the ideas they want to share (Suyitno, I. 2017).

According to Gagne and Briggs (1979, p. 71), said this ability is organized internally in the student, which is understood by the process of understanding the problems presented to him and at the same time learning, remembering, and thinking about them in a way that benefits his self-learning. This strategy contains several internal processes that can be used in activities of participation on the part of the student in learning, reading comprehension, remembering and thinking carefully, or the resolution of some doubt or problem.

Development of critical thinking

In this method, the philosophical approach focuses mainly on having a thought according to what is shown, a good concept that can be understood among several opinions, and the reason for human review related to the cognitive skills that a student has to have a clear vision from the beginning; There is also another approach which is the psychological approach in which it focuses on thinking by studying in depth the mentality of the human being. These different opinions can be obtained among several students and problem-solving. This method evaluates students' views by observing that they have different ways of thinking and sometimes relate to their daily lives by referring to this action as critical thinking.

Language, modality, vocabulary, and grammatical structures are reflected in the mentality and traditions. When a person decides to study another language, they should know

that it is another culture different from the mother tongue. Still, the change will not be radical and cannot be understood. The differences are changed but understandable as they are different cultures in the same world. People have different expressions but sometimes come to the same conclusion in the same language. Still, other cities or countries have different words, but in the end, they will be understandable by a human being. From this way in which the human being tries to understand or should understand another expression of another culture different from the mother tongue begins to rehearse critical thinking as it will try to understand if there are similar or different expressions, this makes learning is not seen as something boring and monotonous, still, in a more interesting and enriching way that benefits the student's learning. For this, the English language assumed the role of the lingua franca making the English language used by everyone (Khalil, E. R. 2020).

Use of Critical Thinking-Based Pedagogical

According to Elyas, T., & Al-Zahrani, B. S. (2019), said that students mention that using this method in learning vocabulary has benefited their ability to retain pronunciation and meaning and have performed better than in previous classes. It has also helped them gain more in-depth knowledge of speech, which resulted in less time studying the language.

Using this learning method, vocabulary is viewed so that students see it with meaning and purpose, motivating them to learn more words that enhance their learning and make cognitive abilities to help them solve tasks and help improve their critical thinking when behaving in daily life. Furthermore, this process allowed students to better focus on crafting a collaborative essay and process their vocabulary in-depth in a better way. This method also benefited the students to learn the language better and memorize pedagogically compared to other situations that were read and then forgotten. This situation is not what we want to achieve but to learn and retain their knowledge to help them in their language learning (Elyas, T., & Al-Zahrani, B. S. 2019).

Higher order thinking skills

Four essential skills in the 21st century, among others: critical thinking and problem-solving, effective communication, collaborating, and creativity and innovation (Ichsan et al., 2019; Partnership for 21st Century Skills, 2020).

The learning environment must make a change in the 21st century for the good of the students to help them to develop thinking skills, and this process is necessary to be trained early to give favorable changes to the global environment. By applying HOTS, students will improve their understanding of concepts, study better and see the world of knowledge as something broad and feel curious to know more with this. Students can understand, make new ideas, order, hypotheses for problem-solving with these students may have right or wrong views. Still, they will reach a reasonable conclusion based on understanding and analysis of information (Setyowati, R., Sarwanto, S., & Muzzazinah, M. 2020).

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

The methodology used for the study of Implementation of comic strips to encourage and improve the reading skills in 9 years old students at Fundación Amor y Verdad Extensión Icp534 will be essential to collect data based on the method to be used in the students to encourage the reading ability, which will be of great importance for the realization of this project since various factors will provide information about this topic, since several elements will influence the correct completion of the method, such as making a precise and concrete study that will benefit the students to see the teaching of the English language not as something impossible, but on the contrary, to see it with interest in learning a new language and a new culture. To propose a good study plan so that the students see the teaching of the English language not as something impossible but on the contrary that they see it with interest to learn a new language, that is why the methodology plays an essential role in this study to make learning a new way to teach in a different way applying the Thinking Based Learning method.

Quantitative method

The quantitative method is related to the moment of doing research of which this has an essential role since it is related between the problem statement from which an investigation starts with the scope that is wanted to obtain from this research process, of which using this method it is possible to collect data and analyze these results employing techniques that are used for the collection of information that is wanted to obtain. Therefore, the quantitative approach has two variables that are of importance for the research which are method and technique in which they have different meanings as the method which is the process to plan both theoretical and methodological in which involves a series of ideas that are related to processing, collection and analysis of data and finally there is the technique that is the use of instruments for data collection.

The use of the quantitative method is to obtain definitive, limited, and clear information that provides precise details about the research that is being carried out in which the data show with percentages depending on the statistics that are obtained; in addition, the questions for the people who need to get information are specific, and the answers show in numerical samples from which the researcher receives results can be generalized in the population that did the research.

In the quantitative method, the data are related to validity, research, and experimental design. Finally, the analysis of the analytical data is related to hypothesis testing, assumptions, and data presentation (Disman, D., Ali, M., & Barliana, M. S. 2017).

A quantitative research technique is surveyed in which information can be obtained directly from people who require specific data based on the research process where the questions should be organized, clear and concise to get better information resulting in perceptions, opinions, and behaviors of people who have been investigated, according to this through the questions and ideas that are provided to answer the questions, at the end with the information obtained comparisons with other details are observed as the population will give different points of view about the research being done (Queirós, A., Faria, D., & Almeida, F. 2017).

Type of research

This project will have the type of descriptive research, which is based on the creation of questions and data analysis that depends on the topic to be investigated is essential to note that before doing a survey, it should define the objectives and design to obtain specific data to help the research process. In this research process, it is vital to ask closed questions so that the people who help with the desired information have defined answers and obtain defined results.

Instruments

Questionnaire

The questionnaire is an instrument of data collection in which are conformed by several questions where the population that in this case are the teachers of the students of nine years have the same questions, but they are going to observe different opinions that will allow gathering information

Techniques

Survey

Surveys are used to obtain factual information based on a series of questions; in this case, 10 of which are applied to discover a solution to the problem to identify and interpret the data and arrive at a basis of information that benefits the research process. This survey was carried out with teachers to seek information about the methodology and resources they use with students in the process of learning the English language concerning the ability to read that students have and the reading comprehension that they can obtain through images that benefit the educational environment, which is why with the surveys more methodical information is received with quantitative results.

Population

The population of this research is made up of teachers of nine-year-old students of the Fundación Amor y Verdad Salinas-Muey.

Table 1

Population

Description	Quantity	%
Teachers	6	100%
Total	6	100%

Author. Erika Buenaño Sisa

Variables Operationalization

Independent variable: Thinking Based Learning helps to improve reading comprehension.

Table 2

Independent variable

CONCEPTULIZATION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The use of comic strips as a teaching method to encourage students to read.	Reading comprehension	Innovation	Will the teaching method achieve good results?	Exercises Survey
		Creativity		
	Vocabulary improvement	Motivation	Students can use creativity in the teaching process	

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Dependent Variable: Comic strips as a resource for learning vocabulary and improving reading skill in nine-years-old students.

Table 3

Dependent Variable

CONCEPTULIZATION	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The use of comic strips helps learn vocabulary and improve reading skills in the English language in 9-year-old students of the Love and Truth Foundation.	Web sites	Reading	<ul style="list-style-type: none"> Students will improve their vocabulary? 	Exercises
	Worksheets	Vocabulary		
	Online exercises	Writing	<ul style="list-style-type: none"> Can comic strips be used online? 	Understand the text

Author. Erika Buenaño Sisa

ANALYSIS OF DATA

Diagnostic Test Results

The instruments used for this research are the survey in which questions were designed for the teachers of the nine-year-old students of the Fundación Amor y Verdad to obtain results that benefit my research project of the implementation of comic strips.

Interpretation of Results.

Based on the data analysis from the teachers of the nine-years-old students of the Fundación Amor y Verdad, they interpret that encouraging students to read is essential and that images can be very influential in encouraging students to read.

Survey to the teachers

Question 1: How often do you practice reading skills with their students?

Table 4

Teachers usually practice the reading skills with students

Alternatives	Frequency	Percentage
Usually	4	67%
Often	2	33%
Sometimes	0	0%
Seldom	0	0%
Total	6	100%

Note. 67% of teachers say they usually practice reading skills with students. In comparison, 33% of teachers say they often practice reading with their students, further 0% of teachers sometimes practice reading with students finally 0% of teachers practice reading with students seldom.

Question 2: What method do you find most feasible for teaching English? Choose at least one

Table 5

Method feasible

Alternatives	Frequency	Percentage
Direct Method	0	0%
Audio- Lingual Method	6	100%
Suggestopedia	0	0%
Thinking Based Learning	0	0%
Total	6	100%

Note. 0% of the teachers say that it is not feasible to use the Direct Method with students. In comparison, 100% of the teachers prefer to use the Audio-Lingual Method with students because it is more feasible, 0% of the teachers prefer not to use Suggestopedia, and 0% do not see the Thinking-Based Method Learning Method as feasible.

Question 3: What type of resource do you use the most? Choose at least one

Table 6

Type of resource

Alternatives	Frequency	Percentage
Informative	1	16%
Illustrative	3	50%
Experimental	1	17%
Technological	1	17%
Total	6	100%

Note. 16% of teachers use informative resources with students for English Language Teaching while 50% of teachers use illustrative resources, 17% of teachers use experimental resources, and 17% they use technological resources.

Question 4: How often do you use technological resources in your classes?

Table 7

Technological Resource

Alternatives	Frequency	Percentage
Usually	5	83%
Often	1	17%
Sometimes	0	0%
Seldom	0	0%
Total	6	100%

Note. 83% of teachers usually use technological resources with students in class, 17% of teachers often use technological resources, while 0% of teachers sometimes use technological resources, and 0% of teachers rarely use technological resources.

Question 5: How do you see interactive activities in English class?

Table 8

Interactive activities in English class

Alternatives	Frequency	Percentage
Important	5	83%
Neutral	1	17%
Unimportant	0	0%
Irrelevant	0	0%
Total	6	100%

Note. 83% of teachers see interactive activities as important for English classes, 17% of teachers say that interactive activities in classes are neutral, 0% of teachers say that interactive activities in English classes are unimportant, and 0% of teachers say that interactive activities in English classes are irrelevant.

Question 6: What activity do you think your students enjoy the most?

Table 9

Activities in class

Alternatives	Frequency	Percentage
Reading books	0	0%
Listen to music	0	0%
Watch videos	4	67%
Ludic activities	2	33%
Total	6	100%

Note. 0% of teachers say that reading books are not enjoy for students in English classes, 0% of teachers say that listening to music is not enjoy for students while 67% of teachers say that watching videos are enjoy for students and 33% of teachers say that ludic activities are fun for students.

Question 7: How often do you speak English in class?

Table 10

Teacher speaks English in class

Alternatives	Frequency	Percentage
Usually	0	0%
Often	1	17%
Sometimes	5	83%
Seldom	0	0%
Total	6	100%

Note. 0% of teachers say they usually speak English in class, 17% of teachers say they often speak English in class while 83% of teachers sometimes speak English and 0% of teachers seldom speak English in class.

Question 8: What do you think about encouraging reading skills in children?

Table 11

To encourage reading skills in children

Alternatives	Frequency	Percentage
Important	6	100%
Neutral	0	0%
Unimportant	0	0%
Irrelevant	0	0%
Total	6	100%

Note. 100% of teachers say it is important to encourage children's reading skills in English, 0% of teachers say it is neutral to encourage reading skills, while 0% of teachers say it is unimportant to encourage reading skills and 0% of teachers say it is neutral to encourage reading skills, and 0% of teachers say it is irrelevant to encourage reading skills.

Question 9: Which of the following formats do you use to evaluate your students?

Table 12

To evaluate the students in class.

Alternatives	Frequency	Percentage
Assignments	0	0%
Activities in class	5	83%
Worksheets	0	0%
Expositions	1	17%
Total	6	100%

Note. 0% of the teachers say that the format they use to evaluate students are assignments, 83% of the teachers use activities in class to evaluate students while 05% of the teachers use worksheets to evaluate students and 17% of the teachers use expositions to evaluate students.

Question 10: How much do you think images can influence the reading?

Table 13

The influence of images in the reading

Alternatives	Frequency	Percentage
Very influential	6	100%
Medium influential	0	0%
Not very influential	0	0%
Nothing influential	0	0%
Total	6	100%

Note. 100% of teachers say they are very influential in reading, 0% of teachers say they are medium influential while 0% of teachers say they are not very influential and 0% of teachers say they are nothing influential in reading.

CHAPTER IV

THE PROPOSAL

Title

GUIDE OF COMIC STRIPS AND ACTIVITIES ACCORDING TO ENCOURAGE AND IMPROVE THE READING SKILLS IN 9 YEARS OLD STUDENTS AT FUNDACIÓN AMOR Y VERDAD, EXTENSIÓN ICP 534.

Informative data

Institution: Fundación Amor y Verdad, Extensión Icp 534

Country: Ecuador

Province: Santa Elena

City: Salinas

Beneficiaries: Students of nine years old

Author: Erika Buenaño

Advisor: Msc. Italo Carabajo

Proposal Background

The information obtained through the study has allowed the researcher to identify several problems that affect the comprehension of students when reading. Many of them do not find reading exciting, and this is worsened by the lack of resources that encourage reading. Because of this situation, the project aims to use the Thinking Based Learning method in the creation of didactic designs are obtained with different activities that improve reading comprehension starting with reading small stories and in turn introduce in their learning vocabulary that over the years the students can be able to go to the reading comprehension. Therefore, project-based on the Thinking Based Learning method, didactic designs are obtained with different activities that improve reading comprehension, starting with reading small stories and at the same time introducing vocabulary in their learning, so that as the years go by, students can understand more readings with vocabulary bases that accompany the development of thinking.

In addition, this didactic design benefits teachers and students for the implementation of new resources at the time of encouraging the ability to read since through these activities, students will have fun watching the pictures, trying to relate dialogues between the characters, and then know what they say in the conversations implying that students will not only read but also to develop thinking and have a critical opinion based on their ideologies this starts from the moment the class begins using these resources of great benefit to the educational population.

Finally, students will have a significant benefit in the educational field. This didactic design will lead to the incentive to read develop reading comprehension and vocabulary improvement, leading to students improving English language.

Justification

This proposal for the didactic design of the implementation of comic strips for 9 year old children have been designed to improve the ability to read in students in which children can develop their reading comprehension through short stories that lead to the learning of vocabulary and, in turn, to develop critical thinking through the observation of pictures relating to short stories that carry these designs, through the Thinking Based Learning method, students and teachers can perform different activities that children feel comfortable identifying themselves with each dialogue or image that they observe, thus leading to the improvement and incentive for the ability to read.

Research objectives

General Objectives

To teach basic vocabulary motivating reading in students of 9 years old through Thinking Based Learning.

Specific Objectives

- To contribute with comic strips to encourage and improve reading skills.
- To facilitate vocabulary in learning resources for reading improvement.

- To create vocabulary and reading-based activities for the learning process

Proposal description

Proposal

These didactic resources will be used for nine-year-old children in which the curiosity of the text will be stimulated to read and understand what is said there while learning vocabulary that will benefit the students.

Design of the Proposal

COMIC 1

PROFESSIONS

OBJECTIVE: To learn vocabulary of the professions.

SKILLS: Reading and Writing.

MATERIALS:
Laptop, Worksheet and Dictionary.

TIME:
40 min

PRE- TASK

The teacher shows to students a comic strip, they imagine each character saying, after they read aloud.

TASK

STAGE ONE: Students should search the alphabet soup for the capitalized words that are in the comic.

STAGE TWO: Students must look at the dictionary each word and find the meaning.

POST- TASK

Students will review the meaning with the teacher.

FEEDBACK

The teacher will take a lesson.



Source.Pixton.com

TASK 1 Alphabet Soup

Professions

To find four words

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

Source. Educima.com

Task 2

- **Look at the dictionary and write the meaning.**

Word Profession	Meaning

Elaborate by. Erika Buenaño Sisa

Lesson

- Select the correct picture.

1. Doctor



2. Soccer Player



3. Astronaut



4. Police



Source. El Menuts.com

COMIC 2

SPORTS

OBJECTIVE: To learn vocabulary of Sports and analyze the context

SKILLS: Reading and Writing.

MATERIALS:
Worksheet, Laptop

PRE- TASK

The teacher shows the students a comic strip and says them to think about what sports they are practicing in the pictures.

TASK

STAGE ONE: The students will write in a worksheet the sports that they think.

STAGE TWO: The students read the comic strip and identify the correct sports and add in their worksheet.

STAGE THREE: The teacher helps them with the meaning and they should complete the chart.

POST- TASK

The teacher ask them of the reading and the vocabulary.



Source. Pixton.com

TASK 1**SPORTS THAT THE STUDENTS THINK**

TASK 2**CORRECT SPORTS WITH MEANING**

CORRECT SPORTS

MEANING

CORRECT SPORTS	MEANING

Elaborate by. Erika Buenaño Sisa

LESSON

1. Which sport was mentioned first in the comic strip?

a) Soccer b) Athletics c) Basketball

2. Which sport was mentioned fourth in the comic strip?

a) Athletics b) Gymnastics c) Soccer

3. Which sport was mentioned second in the comic strip?

a) Basketball b) Athletics c) Gymnastics

4. Which sport was mentioned sixth in the comic strip?

a) Swimming b) Volleyball c) Soccer

5. Which sport was mentioned seventh in the comic strip?

b) Climbing b) Gymnastics c) Swimming

Elaborate by. Erika Buenaño Sisa

COMIC 3

OBJECTIVE: To learn vocabulary and analyze the context.

SKILLS: Reading, writing and speaking

MATERIALS:
Worksheet and Laptop.

TIME:
40 min

ANIMALS

PRE- TASK

The teacher shows the students a comic strip and they should read.

TASK

STAGE ONE: The students should remember which animals were in the comic strip and say in class.

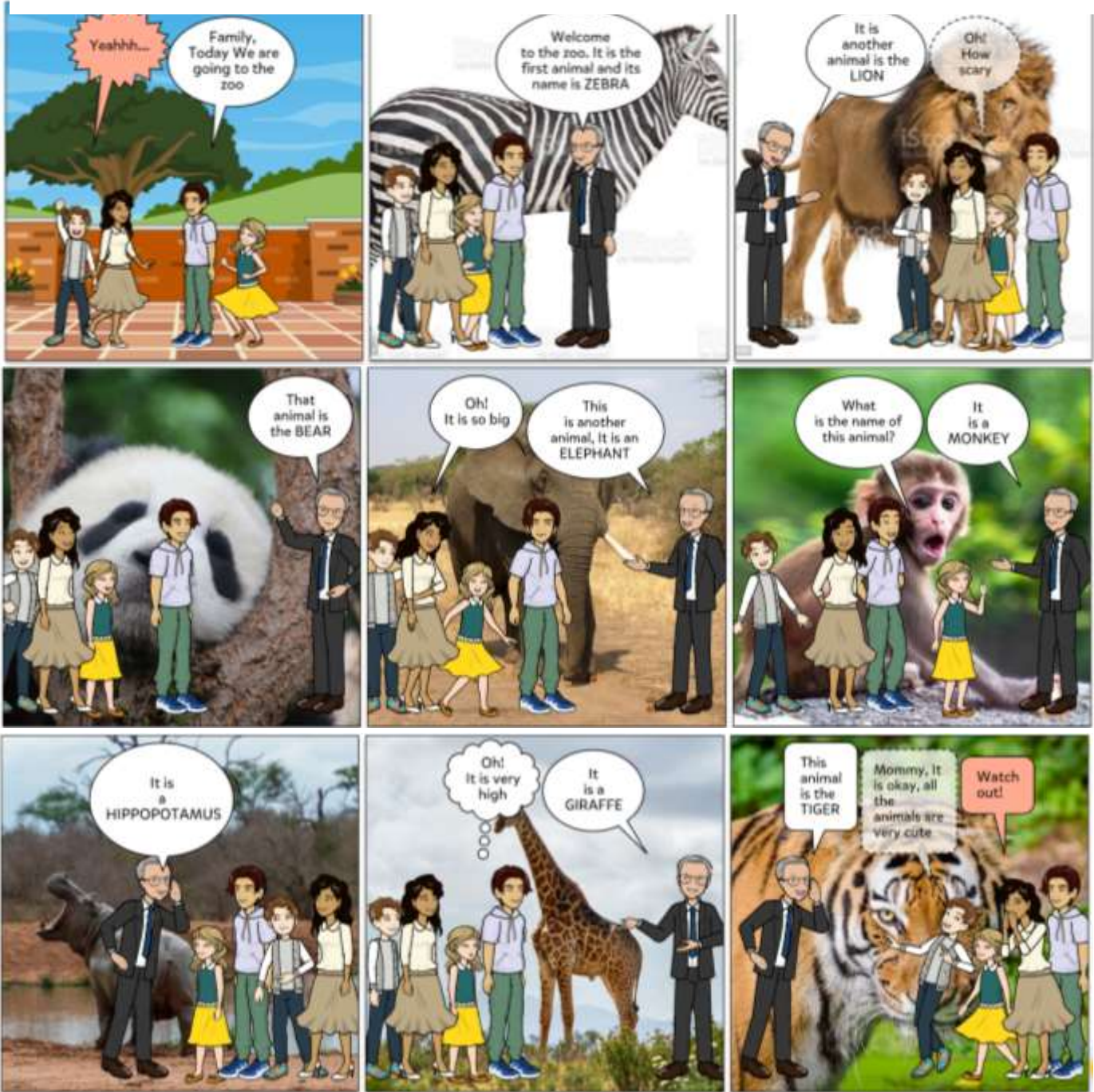
STAGE TWO: The students should enclose and paint the animals they find.

POST- TASK

The teacher asks the students what they think each word means and they correct themselves.

FEEDBACK

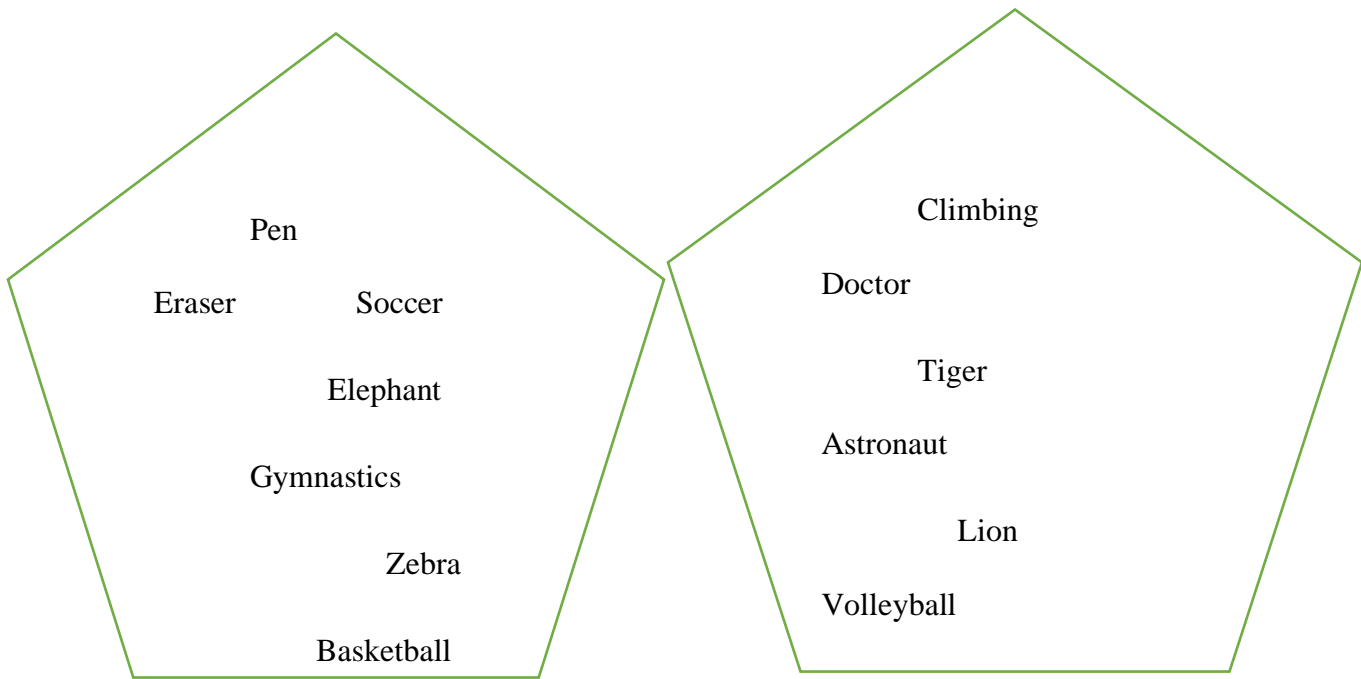
The teacher takes a lesson.



Source. Pixton.com

TASK

- **Enclose and Paint the animals.**



Elaborate by. Erika Buenaño Sisa

LESSON

1. Which is the lion?



2. Which is the hippopotamus?



3. Which is the elephant?



4. Which is the giraffe?



COMIC 4

MY HOUSE

OBJECTIVE: To read the short story and learn the vocabulary.

SKILLS: Reading

MATERIALS:
Worksheet and Laptop

TIME:

40 min

PRE- TASK

The teacher shows the students the comic strip and they should to read.

TASK

STAGE ONE: The students should relate each word to the picture and context, finally they should interpret what they understood.

STAGE TWO: The students should do the activity the vocabulary.

POST- TASK

The teacher will help students with the meaning.



Source. Pixton.com

TASK

Match the word with the correct picture.

a) Bedroom

b) Dinning Room

c) Bathroom

d) Laundry Room

e) Living Room



Source. Pixabay.com

TEST

- **Corresponding to the comic book read the sentences and select if true or false.**

SENTENCE	TRUE	FALSE
Lulu shows the study place.		
Josh shows his bedroom.		
Lulu and Josh show the kitchen.		
Lulu shows the living room.		
Lulu and Josh show the laundry room.		

Elaborate by. Erika Buenaño

COMIC 5

THE VERBS

OBJECTIVE: To explain the different verbs

SKILLS: Reading, Writing, Listening, Speaking

MATERIALS:
Worksheet and Laptop

TIME:
40 min

PRE- TASK

The teacher shows to students to the comic strip and says them to read.

TASK

STAGE ONE: Students will read the short story and the teacher will give them the meaning of the story.

STAGE TWO: The teacher takes away the comic strip and now the students should to complete the sentences with verbs that they hear when the teacher reads the comic strip.

POST- TASK

They verify whether the verbs were well written.

FEEDBACK

The teacher will take them a lesson.



Source. Pixton.com

TASK

- **Complete the sentences with the verbs.**

Hello We _____ with the
balls.

Do you _____ to _____?

What do you _____ in your
free time?

She _____ pets

They _____ to _____
vegetables.

She _____ very well.

TEST

- Write 5 verbs that you remember from the comic strip.



Source. Canva.com

COMIC 6

MONTHS OF THE YEAR

OBJECTIVE:

To identify and learn the months of the year.

SKILLS: Reading,
Writing

MATERIALS:

Worksheet and laptop

TIME:

40 min

PRE- TASK

The teacher shows to students to the comic strip and says them to read.

TASK

STAGE ONE: To analyze the short story by identifying the vocabulary

STAGE TWO: Students will relate the ideas in the comic to the questions they have to answer.

POST- TASK

To exchange ideas among classmates

FEEDBACK

The teacher will take them a lesson.



Source. Pixton.com

TASK

- **Answer the questions.**
- What month is your birthday?

- What month is your mother's birthday?

- What month is your father's birthday?

- What month is your brother's birthday?

- What month is your sister's birthday?

Elaborate by. Erika Buenaño Sisa

TEST

1. Answer the questions concerning the months of the year.

2							
1							
3							
		4					
5							

Horizontal

1. What is the first month?
3. What month is Children's day?
5. What month is Teacher's day?

Vertical

2. What is the eleventh month?
4. What is the third month?

Elaborate by. Erika Buenaño Sisa

COMIC 7

THE FAMILY

OBJECTIVE: To identify the family members

SKILLS: Reading and Writing

MATERIALS: Worksheet and Laptop

TIME: 40 min

PRE- TASK

The teacher asked students to have family photos ready for class.

TASK

STAGE ONE:

The students will find the vocabulary in the alphabet soup

STAGE TWO: The students will write the words below the chart

POST- TASK

The students will identify the meaning with the teacher.

FEEDBACK

The teacher will take them a lesson



Source. Pixton

TASK

My family

To find eight words

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

Write the words

1.

5.

2.

6.

3.

7.

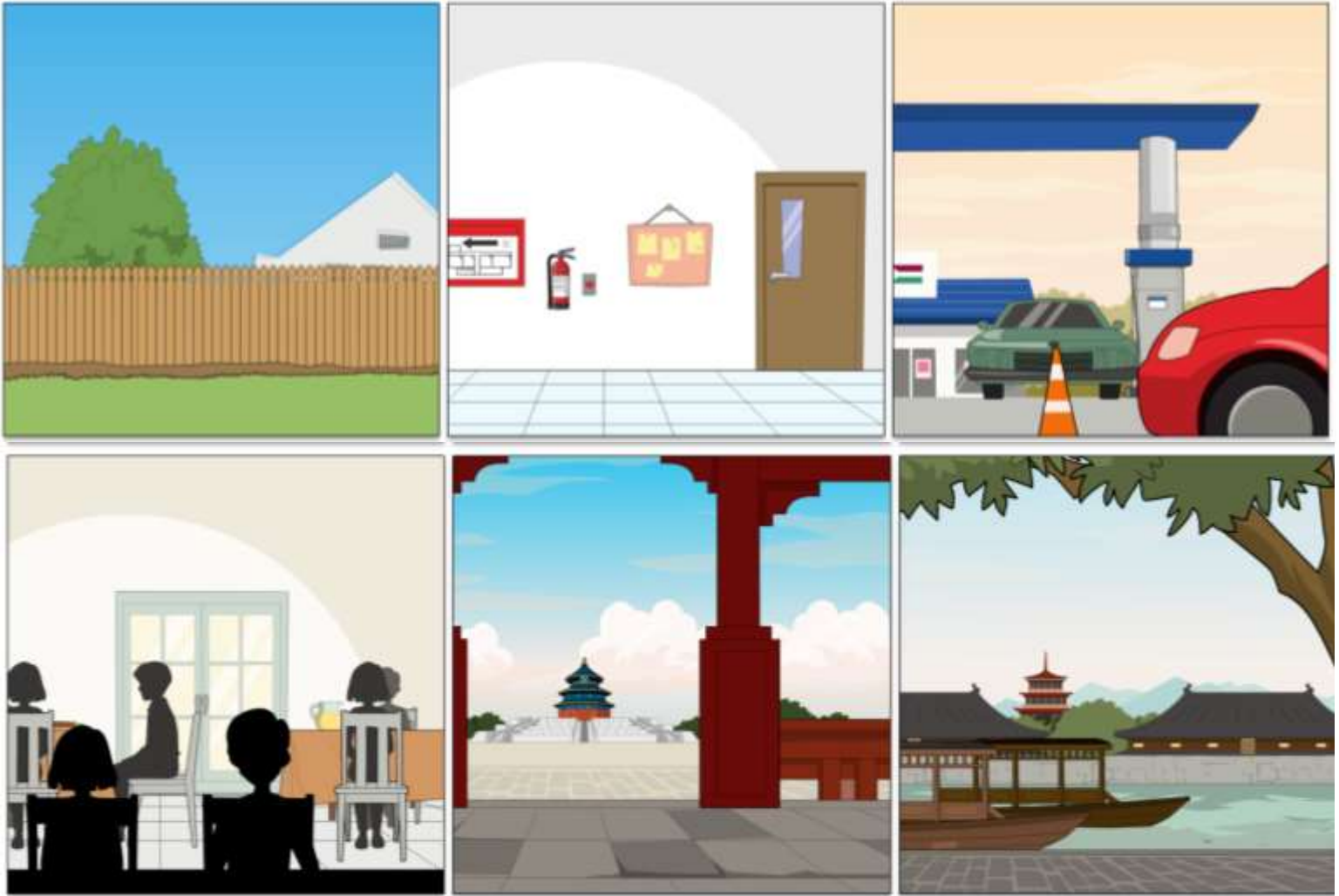
4.

8.

Source. Educima.com

TEST

- Create your comic strip with photos of your family.



Source. Pixton.com

COMIC 8

FRUITS

OBJECTIVE: To teach vocabulary of Fruits.

SKILLS: Reading, Writing and Speaking

MATERIALS:
Worksheets and Laptop

TIME:
40 min

PRE- TASK

The teacher shows the comic book and asks them to imagine a story.

TASK

STAGE ONE: Students have to infer what the characters are saying.

STAGE TWO: Students should order the words as appropriate to the vocabulary.

POST- TASK

The teacher will help students with the meaning and correct dialogue interpreted in the short story.

FEEDBACK

The teacher will take a lesson.




Source. Pixton.com

TASK

- **Order the words of vocabulary.**



PLSEA=?



ASNBAA=?



GNAERSO=?



EASRP=?



ARSEGP=?



PARSEG=?

TEST

Identify the fruits and write the names.



Source. Pixabay.com

COMIC 9

THE COLORS

OBJECTIVE: To teach the vocabulary and the students can identify each one.

SKILLS: Reading and Writing.

MATERIALS:
Worksheet and laptop

TIME:
40 min

PRE- TASK

The teacher shows the students the comic strip and ask them to read.

TASK

STAGE ONE: Students will look up the meaning and write it on their worksheet.

STAGE TWO: Students will answer some sentences if it is true or false.

POST- TASK

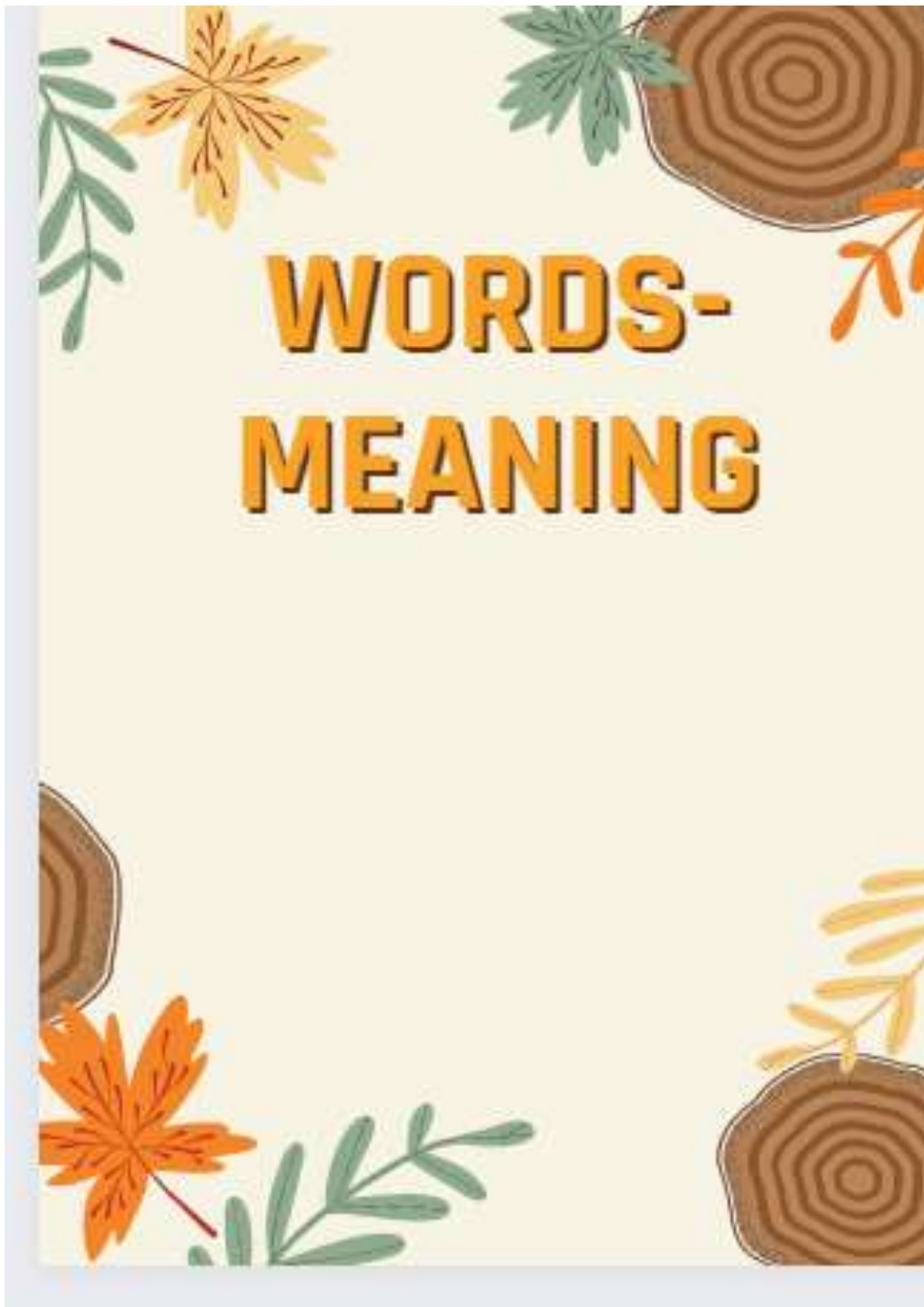
The teacher and students will verify the meaning and context of the short story.

FEEDBACK

The teacher will take a lesson.



Source. Pixton.com



Source.Canva.com

LESSON

	SENTENCE	True	False
1	The kite is orange.		
2	The bike is red.		
3	The tie is black.		

Elaborate by. Erika Buenaño Sisa

COMIC 10

CLOTHES

OBJECTIVE: To teach the vocabulary of clothes

SKILLS:
Reading and Writing

MATERIALS:
Worksheet, laptop and dictionary

TIME:
40 min

PRE- TASK

The teacher asks how to say in English any clothing then shows them the comic strips

TASK

STAGE ONE: Students will look up the meaning in the dictionary

STAGE TWO: Students will join corresponding lines

POST- TASK

Teachers and students will review the meanings.

FEEDBACK

The teacher will take a lesson.



Source. Pixton.com

Source. Pixabay.com

TASK

Answer the question of the comic strip.



Source. Canva.com

TEST

To join with lines correctly.



SOCKS

CAP

SHIRT

T-SHIRT

DRESS



Source. Pixavay.com

CONCLUSIONS

Due to the importance that should be taken at the time of teaching students, it is worth mentioning that the Thinking Based Learning method helps to improve the ability to read as this provides that students can think and reason when performing any activity either as in this case children must improve reading and therefore understand the text for the realization of other activities that will lead to other aspects such as learning vocabulary, This is another resource that comes along with reading because if children read, therefore, they will find new words that at that time they will not know the meaning but with the help of the context or the images that are in these resources will promote better understanding, it is also important to mention that through the project research has achieved results that through the pictures can be performed several aspects such as promoting the development of thinking and this benefits the understanding of reading in the learning of the English language.

- Concerning the objectives set out in the research project and the analysis carried out, the best resource for students to be motivated by reading realizes small stories with several images that lead to a context in which students feel fun and learn to develop critical thinking.
- Based on the creation of vocabulary to attract the attention of students, it is essential to do it with basic vocabulary according to their age, since the more they feel identified with the environment around them, the more fun they will have and the more they will indirectly learn the ability to read and increase their vocabulary.
- The application of these resources is necessary to use it with the correct teaching methodology, which is Thinking Based Learning, since this helps students in problem-solving when obtaining various questions, as in this case, based on a reading, there will be questions related to the text, and this helps children to understand what is to be interpreted quickly.

RECOMMENDATION

- The use of the teaching methodology in children who are starting to learn a new language is essential to let them flow with the imagination that through the resources raised to let them reason, we must not limit the thinking of a child as they take an essential role in the change that can be made in the future.
- The motivation for the ability to read should not be forced with long texts and force the children to understand them, but on the contrary, start with small things that will result in significant learning for the students.
- The ability to read does not only entail the action of reading but carries many aspects; that is why including vocabulary and allowing children to relate to other words is good for them to improve the development of thinking with new learning.
- The induction of vocabulary in the learning resources is vital that they are related to the images since the first activity the children will do is observe and analyze the text.
- It is essential that after providing students with the teaching resources, they are introduced to activities that lead to practice, as this is one of the actions that lead to learning more.
- To provide students with confidence at the beginning of the class, since creating a good learning environment results in an interaction between teachers and students, benefiting the teaching you want to provide.

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ANNEXES

Fundación Amor y Verdad, Extensión Icp 534



Survey

1. How often do you practice reading skills with their students?

- a) Usually
- b) Often
- c) Sometimes
- d) Seldom

2. What method do you find most feasible for teaching English? Choose at least one

- a) Direct Method
- b) Audio- Lingual Method
- c) Suggestopedia
- d) Thinking Based Learning

3. What type of resource do you use the most ? Choose at least one

- a) Informative
- b) Illustrative
- c) Experimental
- d) Technological

4. How often do you use technological resources in your classes?

- a) Usually
- b) Often
- c) Sometimes
- d) Seldom

5. How do you see interactive activities in English class?

- a) Important
- b) Neutral
- c) Unimportant
- d) Irrelevant

6. What activity do you think your students enjoy the most ?

- a) Reading books
- b) Listen to music
- c) Watch videos
- d) Ludic activities

7. How often do you speak English in class?

- a) Usually
- b) Often
- c) Sometimes
- d) Seldom

8. What do you think about encouraging reading skills in children?

- a) Important
- b) Neutral
- c) Unimportant
- d) Irrelevant

9. Which of the following formats do you use to evaluate your students?

- a) Assignments
- b) Activities in class
- c) Worksheets
- d) Expositions

10. How much do you think images can influence the reading?

- a) Very influential
- b) Medium influential
- c) Not very influential
- d) Nothing influential



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CERTIFICADO ANTIPLAGIO

La Libertad, 15 de Mayo del 2023

En calidad de tutor del trabajo de titulación Curricular denominado **“IMPLEMENTATION OF COMICS STRIPS TO ENCOURAGE AND IMPROVE THE READING SKILLS IN 9 YEARS OLD STUDENTS AT FUNDACIÓN AMOR Y VERDAD, EXTENSIÓN ICP534”**, elaborado por el estudiante **Erika Estefania Buenaño Sisa**, egresada 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**, previo a la obtención del título de Licenciatura en Inglés, 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.

Adjunto reporte de similitud.

Atentamente,

Italo Carabajo Romero

C.I.: 0920688876

Msc. Italo Carabajo Romero

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4