INCORPORATING COMIC-STRIPS TO DEVELOP ENGLISH READING COMPREHENSION SKILLS IN A PUBLIC SCHOOL IN BOGOTÁ

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BOGOTÁ, 2013
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Bogotá, February 1, 2013
DEDICATION

The present project is dedicated to John Ducuara M., my boyfriend, who supported me when I was in need. He was my best tutor throughout this process; he was up all night with me working in this project when it was required. Finally, he was the person who pushed me to finish the project when I wanted to drop out.

Thank you. – Jennifer Bernal

I would like to first thank God for helping me in this process. Second, I would like to thank my mom because without her efforts, I would not have been able to finish my University studies. Finally, I would like to thank my partner Jennifer, for supporting me in this long process.

Thank you. – Yenny Sánchez
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Special thanks to the people from the José Manuel Restrepo School, who participated in this study and helped carry out all the activities organized by us as teacher-researchers. This study would not have been completed without their participation.

We are also grateful to John Ducuara for assistance and support us during the whole research project. Also to our English assistants Berkley, Meredith and Eleanor, for helping us to improve our academic writing.
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Abstract

This research project explored the effect of using the comic-strips on students’ reading comprehension in Jose Manuel Restrepo School (JMRS) in the English classes in fourth grade. The teacher-researchers implemented the comic-strips lessons after their observations in their first semester of practicum. The aim of the project was to motivate the students to read in English, taking into account the school’s needs and goals. This school is part of the government’s program Bogotá Bilingüe. This program encourages students to finish high school with a B1 level in English as a second language.

The present study incorporated the mix-methods research adapting qualitative and quantitative instruments such as: pre and post exam, portfolios - folders to keep the activities with comics, self- evaluation, interviews, proformas, and surveys.

The outcomes of this project showed that comic-strips had a positive impact on students’ reading comprehension because the findings revealed that the use of comics helped students to expand their vocabulary and they improved their pronunciation. Even though, the students’ reading comprehension level had not a high improvement. Another positive effect was the students’ motivation to read in English it was significantly increased. Based on these results, “Comic-strips to Develop Reading” is significant because it promotes Bogotá Bilingüe within JMRS and La Salle University. Secondly, it benefits JMRS students to get involved and surrounded by an English culture. Finally, for the teacher-researchers the project was a chance to use innovative strategies for teaching reading and motivating tools such as comic-strips.
Resumen

Este proyecto de investigación explora los efectos del uso de Tiras Cómicas en la comprensión de lectura de los estudiantes del colegio José Manuel Restrepo en las clases de inglés del grado cuarto. Los investigadores implementaron las tiras cómicas después de las observaciones del primer semestre de práctica. La propuesta del proyecto fue motivar a los estudiantes a leer en inglés y fue basada en las necesidades y metas del colegio, este colegio hace parte del programa Bogotá bilingüe, este programa promueve que los estudiantes terminen sus estudios de bachillerato con un nivel B1 en inglés como segunda lengua.

El estudio incorpora los métodos mixtos de investigación adaptando instrumentos cualitativos y cuantitativos tales como: pre y post exámenes, portafolios para guardar las actividades con los comics, autoevaluación, entrevistas, proformas y encuestas.

Los resultados de este proyecto muestran que las tiras cómicas tuvieron un impacto positivo en la comprensión de lectura de los estudiantes, ya que los estudiantes expandieran su vocabulario y mejoraron su pronunciación. Sin embargo, el nivel de comprensión lectora de los estudiantes no tuvo una mejora muy alta. Otro efecto positivo fue la motivación de los estudiantes por leer en inglés que aumento de una manera significativa. Basados en los resultados el proyecto “Comic-strips to Develop Reading” es una aporte a el programa de Bogotá Bilingüe, el Colegio JMR y la Universidad de La Salle ya que estos buscan la difusión del inglés en el contexto colombiano. Segundo, para los estudiantes esto los beneficia porque los sumerge en una cultura Inglesa. Por último, para los profesores-investigadores, es la oportunidad de usar estrategias innovadoras para la lectura a través de las tiras cómicas.
CHAPTER ONE

Introduction

“A picture is worth a thousand words”
(Barnard, F. 1921. Paragraph. 1)

In the learning English process it is important to develop some skills, such as: writing, listening, speaking, and reading. In the present project the teacher-researchers just developed the reading skill because it was the skill where the students from JMRS had problems. Also, reading is a relevant concept, for that reason in this project it was understood from the point of view of Reading comprehension ability.

“Reading comprehension is a flexible and ongoing cognitive and constructive process”. Woolley (2011, P. 15). This concept is basic to the project because it was the concept worked during the implementation with comic-strips in the English classes. In his project was important that the teachers guided the students to develop their reading comprehension skills because nowadays, it is essential that people know how to read and how to understand the messages in the different kind of texts. The use of comics to improve reading comprehension offers an innovated tool to teach reading comprehension.

This research was conducted in the José Manuel Restrepo School (JMRS) by two teacher-researchers who worked in the English classes from fourth grade, these students were in the process of bilingualism, for that reason, they were immersed in content and integrate language learning (CLIL), this approach has different elements: the content, the communication, the cognition and the culture. British Council,(2006)

To identify the students and the school’s point of view about this project and the topics, for the lessons the teacher-researchers implemented different instruments: 1) a diagnostic exam,
2) interviews, and 3) surveys; according to the results obtained from the instruments, each lesson was planned according to the students and school’s needs focus on reading comprehension.

As was mention before, the present project came from another project carried out by the Colombian Government; this project looks for strengthening the English language in several aspects, including the academic, cultural, economic, and social. The project aims to improve Colombians’ levels of communicative competence in English to promote social growth with equal conditions for people and their lives. That is the reason why the Ministerio de Educación Nacional (MEN) is implementing the National Program of Bilingualism as a strategy to improve the quality of English teaching and to encourage the competitiveness of the citizens.

The program of bilingualism is based on some strategies: the definition of English language proficiency standards and the Common European Framework Reference (CEFR). The definition and the CEFR facilitate the government how to assess the students, teachers, and graduates’ skills in languages-programs. “The CEFR standard is the backbone of the bilingual program in Colombia because it presents the guidelines for programs to train teachers in language teaching methodologies linking new technologies and media”. Ministerio de Educación (n.d.)

The National Program of Bilingualism is applied in different ways, depending on the regional population. Also, the most important aspect is presented in the Law 115 from 1994, where it is explained that the educational institutions must offer their students a foreign language from a basic level. Therefore, the MEN defined a curriculum guideline based on CEFR to guide the process of teaching and learning for students in elementary and secondary education in the educational institutions in Colombia. This strategy of bilingualism started because most of the
students have a low English level, which is the result from low communicative competence in foreign language teaching at schools. Ministerio de Educación, (n.d)

In late 2004, the Ministry of Education supplied a common framework for learning, teaching, and assessment of languages by adopting the Common European Framework of Reference and its applicability to the education field. See Table 1.


### Table 1 English levels based on the CERF

<table>
<thead>
<tr>
<th>Grades</th>
<th>Level</th>
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<tbody>
<tr>
<td>Tenth to Eleventh</td>
<td>B1</td>
</tr>
<tr>
<td>eighth to ninth</td>
<td>B1.2 Pre intermediate 2</td>
</tr>
<tr>
<td></td>
<td>B1.1 Pre intermediate 1</td>
</tr>
<tr>
<td>Sixth to Seventh</td>
<td>A2</td>
</tr>
<tr>
<td>Fourth to Fifth</td>
<td>A2.2 Basic 2</td>
</tr>
<tr>
<td></td>
<td>A2.1 Basic 1</td>
</tr>
<tr>
<td>First to third</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>A1 Beginner</td>
</tr>
</tbody>
</table>

Locally, the National Bilingualism project is reflected through the strategy called Bogotá Bilingüe. Bogotá Bilingüe is the program that is being applied in the district of Bogotá to make students bilingual by 2019 with the aim that students will finish with a B1 level according to the CEFR, using public schools as testing places to pilot the program. As a result, seven different public schools were included in the testing process. To accomplish the Agreement 253 from 2006, six of them were focus on teaching English as a foreign language and one was use to teach French, thus the main objectives of the Agreement 253 from 2006 are: a) to create a competitive and attractive city for tourism and international investment, b) to lead a concerted strategy between the public and private sectors to achieve levels of English language proficiency in
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education, business, communication, and daily life, c) to ensure bilingual communicative competence of students and teachers in the city at all levels. Concejo de Bogotá, (2006) (Translated from Spanish).

Statement of the problem

The aim of this project was to promote and help students in fourth grade to read and comprehend comic strips in English, using an innovating tool at the JMRS, the tool was the comic-strips. It was proposed because the teacher-researchers could see in their previous observations in the classroom, that the methodology of the homeroom-teacher was based on the frequent use of pictures and posters in the English classes.

Those pictures produced more participation from students, contrasting with the classes with fewer illustrations. The researchers observed that the homeroom-teacher implemented different exercises with her students in the English classes, none of these activities were focused on reading exercises. As a result, students’ reading skills were not strong as the bilingual program aspires, taking into account the international standards (CEFR). For that reasons, the teacher-researchers saw that students learned more with images. Based on that, the teacher-researchers decided to focus their project on developing students’ reading comprehension skills through comics.

The observations were the first step of the process of the practicum established by La Salle University. The process of observations was guided by the thesis advisor who was in charge of the teacher-researchers work. For those observations the thesis advisor gave the researchers some worksheets to keep in mind the important aspects from the observations. These worksheets were: attending to the learners, learners as doer, and the learner level. (See appendices 1 to 3)
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The observations showed that the teachers from the JMRS are not well trained to teach English. As it was observed by the teacher-researchers the homeroom-teacher was always giving the instructions in Spanish, thus, students understood the instructions and did the activities for the English class. As was mention by the homeroom-teacher, she is not an English teacher “here at the school I have stayed exactly ten years, I can tell you, that the seven first years I was at the school teaching subjects different from English. I was teaching science and geography, this year I have to teach English in fourth grade”. (Teacher, Personal communication, August 2011) Also, the teacher tried to avoid the use of Spanish while she gives instructions, for example she used her body language to make her commands easier to understand, furthermore when it did not work the homeroom-teacher used images, flashcards, and she sometimes even draw to point out her ideas or explanations to her students because the school has been promoting the project of bilingualism with the support of the MEN and the teacher are still in the process of being trained to teach English, consequently, students did not have the appropriate role model to help them to develop a proficient English level.

**Role of the homeroom-teacher**

The role of the homeroom-teacher is to be a model for the students, using English constantly, as it was mentioned before, she tried to above the Spanish using other materials and strategies, but she finished explaining into Spanish; this translation affected the students’ performance because they did not understand the instructions in English and they just waited for the translation. Inside the current project, the homeroom-teacher helped the teacher-researchers giving information about the students and giving her point of view about the use of comics in the English classes; also she supported the teacher-researchers with the discipline during the classes.

**Role of the teacher-researchers**
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As the homeroom-teacher, the teacher-researchers were a model for the students, using English all the time inside of the school and they had to push students to use English in all situations, the problem was that the students did not feel comfortable using English out of the classroom and the teacher-researchers sometimes had to use Spanish inside and out of the classroom because the students did not understand and they did not do the activities or they did not pay attention to the teacher-researchers.

After the process of observation the teacher-researchers implemented the reading part from Cambridge Movers exam as a diagnostic test, to identify students’ reading comprehension level, (see appendix 4) this exam was chosen according with the CERF and the English Standards for Colombia. Finally, based on the information above and the exam results, (graph 2) the teacher-researchers stated the implementation taking into account the students’ reading comprehension level, due to this teacher-researchers came up with the next research question.

Research question

What is the effect of using comic-strips over students’ reading comprehension skills in fourth graders at Jose Manuel Restrepo?

Objectives

General objective

- To analyze the different effects that the use of comics have over the students’ reading comprehension.

Specific objectives

- To determine the effects of comic-strips over students’ reading comprehension skills in fourth graders at JMRS.
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- To determine the pros and cons of using comic-strips as a new tool to teach reading comprehension to students in fourth graders at the JMRS.

Justification

The teacher-researchers had been working with the students in fourth grade for one year and a half at the JMRS. During that time, the teacher-researchers noticed some factors change over time the impact that comics had over the students’ reading comprehension.

These factors had been observed by the teacher-researchers by analyzing the homeroom-teacher and students’ performance. The homeroom-teacher translated into Spanish the instructions and closed the reading activities just to the word repetition, also the school did not have a guide book to teach English, and the topic was worked for a long time. Finally, the students did not do grouping activities during the classes.

Besides this, some students’ interest decreased because they did not enjoy repeating the same topics for a long time and because they preferred to wait for the homeroom-teacher’s explanation in Spanish. Thus, students did not find a meaningful English learning according to the subject requirements.

Considering, these factors, the main aim of this project was to apply comic-strips in the classroom to see the impact on the students reading comprehension and if it is an innovating tool to help the students to read. Furthermore, this project is not just about the impact over students’ reading comprehension; it is a learning opportunity for teacher-researchers because through the use of comic-strips they can change the traditional point of view about how to teach reading compression. Also, it helped them to improve their teaching practices.

On the other hand, the project was important for the follow entities: La Salle University and the Jose Manuel Restrepo School. La Salle University requires that all students perform
research projects to obtain their certificate as a professional that reflects the university’s mission. The mission consists of giving tools to facilitate the communication between university students and the community by promoting essential elements in the integral development of professionals. As university students the researchers encouraged language learning skills as well as life skills. The project also helps to fulfill JMRS’ vision that its students will be able to interact in a successful way with other countries in ten years by improving the student’s English language skills.
CHAPTER TWO

Review of the literature

Related studies

To support the present project, the teacher-researchers presented some studies done in other countries, and Colombia that are related to the main themes of the current project: reading comprehension and comic-strips. This term of reading comprehension has been well documented, in other countries and in Colombia; but comic-strips as a tool to improve reading comprehension has not been well documented in Colombia, there are few foreign studies about it, such as: first, Piper & Korda (2010); second, Audrey and Jean (2009); third, Birisci, Metin, and Karakas. (2008); and finally, Wilson. (2009). All of these studies were selected as background research for the current project because they provided guidelines during the project implementation. These studies used comics as an instrument to improve the students’ skills in: reading, writing, speaking, listening, critical thinking, and handwriting.

Piper and Korda, (2010) carried out a research study in a school in Liberia in 2008. The study is about the implementation of the Early Grade Reading Assessment (EGRA) as a measurement tool, to change the teacher pedagogy, methods, and habits in order to catch students’ attention in the classes. EGRA looked for “increasing student reading achievement” (Piper & Korda, 2010, p.1). The EGRA project was focused on improving the quality of reading instruction in primary schools, over a time of 2 years. Piper and Korda used in their project two different groups that were chosen to random and another group which was the control group. The two groups which were intervened were provided with support and guidelines to improve the reading, giving material such as: books, activities, and lectures for the teacher. In this way and three times over those two years the intervention was assessed through examinations, showing
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the improvement of the reading achievement in these groups through the intervention. There were no exams for the control group.

EGRA was a functional project, because the teachers applied different kinds of activities, materials and strategies such as: teacher’s manual, students were assessed in a regular time, the teacher report to parents the students’ process thought letters: students had to read all the days, the teacher used word cards and the teacher used tracks of teaching to the group, and they spent significant amount of time preparing their material. As a result, the students improved their reading comprehension, their vocabulary, their fluency and others skills.

The previous study was related with the present project because the authors presented new strategies to help the students to develop reading skills, by using strategies the authors showed to the teachers that they can change their teaching strategies and methods to call the students’ attention. The current project suggests calling the students’ attention through an innovating tool, the comic-strips to help them to read; also, it shows to the homeroom-teacher a new strategy to teach.

Audrey and Jean (2009), carried out a study in the University of Northern Iowa, in which comics were used as an interesting way to motivate the students in learning course content. The researchers documented the process of graduate students through cartoons that portrayed content about principles of designing gifted education programs in high school. Seven graduate students participated in the project, which created their own humorous cartoons based on the background of sixteen scenes provided by the researchers. Students just added drawings of extra objects, figures, details, complete with talking balloons or other features. Then students returned the cartoons anonymously and then chose a top ten, taking into account the following criteria, 1) important content addressed; 2) effective puns and word plays; 3) effective analogies; 4) humor;
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5) effective, colorful, appealing visuals; and 6) emotional expressiveness of characters or wording. At the end of the project, the researchers reported that the study was functional because the students enjoyed making cartoons, viewing the cartoons of their partners, and during the process students improved their comprehension and writing. Comics are recommended to instructors who have the objective of motivating their students. This project was connected with the current project because both of them use comics as a tool to improve students’ reading and it is a tool to increase students’ motivation face to do activities with comic to learn.

(Birisci, Metin, and Karakas, 2008) implemented a project called: *Pre-service teachers’ views on concept cartoons*, which is another study carried out with 40 freshmen at a university located in northeastern Turkey. This project was carried out in 2008, over a period of six weeks; the proposal to use comics in this context was to make the lectures more interesting for students and to encourage them to participate by developing analytical thinking skills.

This tool tried to motivate students and make the lectures more dynamic and to have a positive influence over them. To collect the information necessary to the project the researchers used a mixed method, which means that they did surveys and interviews (quantitative and qualitative data). As a result this project presented a different way to do a lecture, to allow students to understand the knowledge in an easier way, giving them an active role. (Birisci et al., 2008)

The project above is related to the present project because they have a common method to collect information; it was the mixed method. The researchers incorporated comic-strips to develop reading and they realized that it could help the students´ knowledge; also it helped the teachers because the use of comics in class demands some skills that a teacher needs to improve
such as, giving instructions, the use of web tools to look for or to create the comic based on the topic to study, etc.

Wilson (2009) carried out a comparative study of students’ motivation after reading comics in the classroom. In the Missouri State University, (May 2009) with an urban Midwestern school. This project includes population from middle and lower economical background in order to identify changes in the students’ attitude to reading. The main objective of the project was to motivate students to read. This study used ten students; two women and eight men. These students received a comic or graphic novel during lunch time over four weeks. To identify the changes, the researcher applied a pre-survey and then a post-survey. From the data collected the researchers observed that the use of comics was not effective because the students did not present any kind of changes after they read the comics.

This final study had a relationship with the present project because it used comics as a tool to push students to read in English, supporting their lack of vocabulary with images. Another common aspect was the use of pre and post surveys to identify if there was any change after the use of comics in the classes, as we used pre and post surveys and pre and post exams to check changes after the comics’ in the beginning implementations.

As it was mentioned of this chapter another important concept is reading comprehension, there are some related studies from other countries and Colombia; these studies were selected because their main goal was to improve the students’ reading comprehension skills. These studies were: 1) Botero, (2009); 2) Quiroga, (2010); and 3) Zabala, (2002).

(Botero, Montes, and Pechthalt, 2009) carried out a project which analyzed how the reading comprehension abilities in the first language affect the reading comprehension abilities
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in the second language, this project was carried out with population from a private bilingual school in Bogotá and the range of ages are between 11 to 13 years old.

To collect the information for the project, the researchers use different instruments, such as: students’ grades for each semester in reading comprehension, they did an assessment with multiple choices about a passage in English and Spanish and then they compared the results, the researchers used surveys to collect the students’ perceptions about their reading behaviors, finally, they took videos about the classes.

To analyze this information the author compared the results given by the instrument and they found that the project showed that the first language has a powerful influence in the second language because the students transferred from their reading comprehension skills in their native language to the foreign language to have a better understanding.

The relation between this project and the project incorporated cartoon to develop reading is that both develop reading comprehension in a second language. And the information gathered by the instruments was compared among them to fine out conclusions, also, (Botero et al 2009) project had a similar population to the current project.

Quiroga, (2010) presented a project where the main goal was to develop students’ reading comprehension through five strategies: reading speed, not text information, word attack skills, text attack and discursive strategies. This project was carried out in a public school in Bogotá with students from tenth grade.

(Quiroga., 2010) Collected the information, by means of observations, journals, interviews and surveys, these kind of instruments give the researcher the possibility to understand better the students’ behavior and their opinions about reading comprehension, based on these results. The researcher found that students were more conscious about the importance of taking in to account
the title, the images and other information different from letters to understand the text, they learned how identify key words, and they expanded their vocabulary.

(Quiroga et al., 2010) project is related with the present research project because their worked over the students’ reading comprehension and they had similar instruments to collect the information such as: survey, interview and proformas.

Zabalá, (2002) carried out a project whose goal was to help students to improve their reading skills through reading strategies to make students felt more comfortable with reading in a second language. This project was carried out in a public school during the researcher’s pedagogical practicum, with students from tenth grade.

The researcher collected the information by means of questionnaires, field- notes, and video recordings; based on these results the researcher could find that the students were motivated to read when each new strategy was implemented, and he found that students had problems with implicit information and to identify the main idea.

This final study is linked with the present project because the main goal is to improve the students’ reading comprehension. This project used similar instruments to collect the information and they are associated because the context of the population is similar between them, and this project was implemented in public schools during the practicum time.

**Theoretical Framework**

In this part there are two important concepts that underpin the study, those are: comprehensive reading, and comic-strips. These concepts were keys to carry out the present project because the teacher-researchers suggested using comics to help students to improve their reading comprehension skills.

**Reading Comprehension**
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It is understood by Grellet as “understanding a written text means extracting the required information from it as efficiently as possible.” (2006, p.3). To teach how to join images with meaning (Fry., 2007) proposes six steps: first, to determine the student’s reading ability, through a test; second, to select the right material for the students to read; third, to have the student read aloud and silently with comprehension; fourth, to teach vocabulary; fifth, to develop phonics skills; and finally the writing process. (Rasinski, Brassell and Yopp, 2008, p. 16) define reading comprehension as “the construction of the meaning of a written communication thought a reciprocal, holistic interchange of ideas between the interpreter and the message. This definition also suggests that reading comprehension requires an action on the part of the reader.”

According to Harmer (2009), the process of reading comprehension can be seen from three different ways, such as: general understanding (skimming), reading for specific information (scanning), and reading for detail comprehension or inference, it is necessary that the teacher gives to students a guide about how to perform these kind of readings and it is necessary that the teacher provides an appropriated material in order to make the students able to read.

As the current project was about reading comprehension across comics, following there are some authors who recommended comics to teach reading. Bowkett and Hitchman (2012) suggested that an useful material to teach reading comprehension is the comics because they express intentions, the way how comics are organized and presented a sequential short story, it permits to introduce the students to reading, and train them to new reading levels. These authors show six statements that support the efficacy of comics in the reading process, this reasons are: 1) images contain great information, 2) visual material can be more interesting, 3) the students could understand it easily, 4) comics present in an easy way, an important aspect about grammar
specially to children with reading problems, 5) it was a bridge to show how to write short stories, and 6) comics teach how to organize texts.

Frey and Fisher (2008) share to Bowkett and Hitchman, (2012) that it is possible to involve students in reading using comics in the classes. (Frey & Fisher, 2008) pointed out that the use of comics, graphic novels, anime and cartoons in the classes for teaching reading is useful because this strategy permits that students make connections with words, and they can reach better understanding of the text; specially when students are in their first learning stages to read.

In this project, the teacher-researchers took the concept of comprehension reading as the possibility to understand a text with help of images that are related to the text. As Fry (2003) pointed out, reading comprehension is about how join the meanings from the word in the text with images. For the present project was used the Fry point of view about comprehension reading because the project suggest use comics to teach reading. Also, the teacher-researchers agree with (Bowkett &Hitchman, 2012) and (Frey & Fisher, 2008) because the main objective of the present project is to introduce reading to students; these authors pointed out that the use of comics or visual tools is a useful strategy to present reading. These authors support the current project which used comics to improve students’ reading comprehension.

Comics-Strips

Wolk (As cited in Kross, 2007). presented the comic books and graphic novels to achieve a greater literary prominence because students require a critical context that encompasses not simply writing and art as separate entities, but also the unique interaction between visual and textual elements which have specific aims: "to explore some of the ways it is possible to read comics, and to figure out where their power comes from." (As cited in Kross, 2007). In addition
Wolk points out that “comics have won the battle for respectability, and here he develops a structured method for readers and critics to evaluate and analyze them.” (As cited in Kross, 2007)

School districts in Maryland planned to use comics to encourage reading. For instance, the point of view of a teacher about comics from the university is: "You see kids reading comic books, buying comic books, and they seem totally engrossed," Gazzete, (2004 Parr. 1) also the State Superintendent of Schools Grasmick (2007 Parr. 6) gave a comment about comics: "comics could provide a huge motivation for some of our students." and mention: Comic books supplement the traditional material.

Zimmerman (2008) carried out a project which presents the comic-strips as an option to develop students’ imagination and he considers comics as a tool to help the students to learn and practice the language. Also, Zimmerman, points out that comic is a tool that educators could use to teach children about how to read and think imaginatively. He further mentions that comics’ characters can be presented as the students’ friends, making that the students open their minds to the reading.

In the current project, comic-strips to develop reading, the concept of comic-strips was understood as the opportunity that students has to read in a different and more dynamic way where they enjoy the reading. For that reason the teacher-researchers decided take as a base to this project the concept that (Zimmerman, 2008) presented, where comics is a tool to present students the reading friendlier and more imaginative.
CHAPTER THREE

Methodology

Type of research- Action Research

A very well-known research method in the education field is Action Research. It was the method that the teacher-researchers chose to carry out the current project. This methodology offers several uses and advantages. Such us: a) teaching methods in which a traditional method was changed through a discovery method, b) learning strategies, it is the adoption of a specific learning strategy to teach, c) evaluative procedures to improve the application of methods through a constant assessment, d) attitudes and values are encouraged to a more positive attitude to work, e) continuing professional development of teachers over the improvement of teaching skills, etc. Cohen, Manion, and Morrison (2007)

Frost argues that action research is understood as: “a process of systematic reflection; enquiry and action carried out by individuals about their own professional practice” (as cited in Patrick 2003, p. 25) Moreover, Hopkins points out that the “Educational research combines a substantive act with a research procedure; creating in the researcher a discipline through the investigation, making the researcher takes a personal attempt at understanding while engaged of the process to improvement and reform the research”(as cited in Patrick, 2003, p.42).

The final point of view about action research is presented by Cherry (1999), who presented the four stages to carry out an action research investigation: a) attending, noticing, diagnosing, focusing and refocusing; b) action planning; c) action and experience; d) observing, evaluating, and concluding. (See graph 1)

Graph 1. Shows the process of action research. Taken from: Cherry, N. (1999). Action Research A Pathway to Action, Knowledge and Learning. Australia. RMIT
COMIC STRIPS TO DEVELOP READING

The graph shows the stages of the action research and its importance for the current project because it worked as a guide for the teacher-researchers to implement the project. Teachers-researchers chose Action research, because it is used as an evaluation method, is sensitive to local, environmental and social contexts. It finds ways to involve and value the contributions of everybody who has played a role in the research; that is why Teacher researchers decided to work with it, since this method guide researchers to a complex but worthy steps to carry out an investigation, it permits to make changes during the application and also it allows to evaluate and create new action plans to have an effect over the population.

Graph 1 Action Research, A Pathway to Action
COMIC STRIPS TO DEVELOP READING

**Approach - Mixed Method**

This current project adopted mix-methods approach to analyze the information collected from the different instruments. It consists of the “collection of both quantitative and qualitative data sequentially” Creswell, (2009, P. 4) However, it is not just that, it also “involves the use of both approaches in tandem so that the overall strength of a study is greater than either quantitative or qualitative research” Creswell, (2009, P. 4) “The mixed approach aims to give a more complete explanation of a problem than the quantitative and qualitative approaches can provide in an isolated way”. (Ary, Cheser, Sorensen, & Razavieh, 2009, P. 23.) Moreover, (Ary et al., 2009) suggested an advantage of the mixed approach, which is that it reduces measurement errors in social researchers.

On the other hand (Creed, Freeman, Robinson, & Woodley, 2004) presented the mixed approach as a kind of integration between qualitative and quantitative methods; this approach refers to multi-strategies to research, the use of mixed methods offer more possibilities to comprehend and understand a research in order to find answers to research questions. Especially, when the information is not easy to understand or interpret with a single method. According to Johnson and Onwuegbuzie (2004, p. 17) to analyze information in the mixed method, it is important to take into account that “its logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one’s results).”

As was mentioned in the paragraph above this project analyze the information with a mixed approach, it was formed by the grounded theory and the quantitative approach. The grounded approach was used to analyzed the interviews, the proformas and the students’ self-evaluation, the quantitative approach to analyze the surveys, the comics’ activities (portfolios),
and the Cambridge mover exam, because the two kinds of information was considerably different and for that reason they needed specific processes in each case.

**Grounded approach**

It was used to analyze qualitative information; in this approach, it is necessary to organize the information according to themes and concepts. Furthermore, in this approach was important that the researchers let the categories emerged from the data. Also it must be taken into account the key words that are not in the categories, those are the outliers of the research. Finally the information is organized in a graph where the categories are presented and showed the connection among them. There are different forms to illustrate the relationship between categories for instance: a flow chat, a bubble diagram with arrows, an outline of headings, and matrix which shows how the categories intersect. This map is called a data display. Freedman (1988) others authors that explained the grounded approach were Glaser and Strauss (1967), they were the creators of this approach; they pointed out that grounded approach is a systematic process using inductive thinking, characterized for leading the researcher to find vital information to answer the research question instead of beginning with the hypothesis; doing abstraction of data, used deduction, searching for concepts that will explain people’s actions. The steps that were suggested by (Glaser & Strauss 1967) to apply this approach were: coding, grouping, naming and displaying.

**Quantitative approach**

“Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with large scale research, but it can also serve smaller scale investigations, for instance case studies, action research […]” (Cohen, Manion, & Morrison, 2007,p. 501) as in the current project.
Bogdan and Biklen (1998) pointed out that it is important that the information for a quantitative study has to give to the researchers the possibility to quantify, it means to generate numerical data, which represents the social environment as the information gather through surveys, and the quantitative information permits to know participants’ conceptions about a specific topic. Other authors that explained the quantitative approach were; Blaxter, Hughes and Tight “as the term suggests, concerned with the collection and analysis of data in a numeric form. It tends to emphasize relatively large-scale and representative sets of data, and it is often, falsely in our view, presented or perceived as being about the gathering of “facts” (Blaxter, Hughes & Tight, 1996, p. 61),. Also they say that the measurement of recurrences and the development of percentages to show differences and/or similarities, it can be said that it is description through statistics.

Based on the information above the researchers decided to use quantitative approach to analyze the data since in this project were used some tests to get a score that shows the effects or changes produced by the use of comics, and the best way to show that effect was through numbers

**Setting**

The Jose Manuel Restrepo School (JMRS), is a public school. It works with elementary students in the morning and high school students in the afternoon. This institution has been implementing teaching and learning strategies in order to improve the English language such as: “the use of routines with students, in which they always start a class by greeting and following simple commands (sit down, stand up, etc.), then students pray, and finally they describe the weather” (L. Diaz, personal communication, August 23, 2011). Moreover, the institution has been creating an English environment for students to be closer to the language. For instance, the school has special days to promote the use of the foreign language, such as the English Day.
Also, based on the Bogotá Bilingüe project, the school makes use of the Content and Language Integrated Learning (CLIL) (L. Diaz, personal communication, August 23, 2011) methodology to foster the use of English in different classes such as: Natural Science.

The two main principles of CLIL are: a) “Language is used to learn as well as to communicate,” and b) “It is the subject matter which determines the language needed to learn” British Council, (2006). In addition, a CLIL lesson must take into account the curriculum, combining different elements of it, such as:

- **Content** – “Progression in knowledge, skills, and understanding related to specific elements of a defined curriculum” British Council, (2006)
- **Communication** – “Using language to learn whilst learning to use language” British Council, (2006)
- **Cognition** – “Developing thinking skills which link concept formation (abstract and concrete), understanding and language” British Council, (2006)
- **Culture** – “Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self”. British Council, (2006)

Moreover, the four different skills (listening, reading, speaking, and writing) should be combined through the lesson activities. The mixture of the skills should be observed through the four stages that a CLIL lesson must have: processing the text; identification and organization of knowledge; language identification; and tasks for students. CLIL is always related to the context of the student. British Council, (2006)

As it was mentioned above, the JMRS is part of the Bogotá Bilingüe project, the school does not implement the bilingual program with the whole population; it means they work with few groups. For instance, the project of bilingualism has been tested just on students in preschool,
first and second grades, (L. Diaz, personal communication, August 23, 2011) it means first cycle. However, in the near future the program is going to be extended to the other groups. (L. Diaz, personal communication, August 23, 2011).

For this study, the main population comes from one of the groups of fourth grade of JMRS. These students have been working to learn vocabulary for diverse topics through the use of Content Based Instruction (CBI), that according to Strycker and Leaver (2007) the CBI is compared to learning to ride a bicycle, because the best way to learn these abilities is doing practice. According to British Council, (2003) CBI is based on the CLIL methodology because CLIL helps to CBI to select the appropriate content based on the curriculum. British Council, (2003).

In addition, students have been working through several exercises to develop language skills (reading, writing, speaking, listening, and grammar structure) the grammar is taught implicitly, it means that the students recognized and acquire grammar in an abstract way. Sargent, D. (n.d). Implicit grammar teaching activities. (Retrieved, April 23th 2012).

The information above was based on Lizeth Diaz who is the person from Secretaria de Educación, responsible to follow the bilingual program at the JMRS. (L. Diaz, personal communication, August 23, 2011)

**Population**

The population for the present project was compounded by students from JMRS in fourth grade; this population was assigned by the school. The school had divided the grades in courses, for that reason in this project the population was the students in the course 402, in this classroom there were a total of 32 students, 15 girls and 17 boys in a range of ages among 9 to 11 years old, from a social economical background level 3 or lower. These students were interested on
watching television, playing computer games or video games; and the majority of them were not interested in the classes at the school, due to the fact that they had to get up early every single day, this fact caused that students arrived with a lazy attitude to the classroom and in some cases they fall asleep during the class, it affected the class development because the student who fall asleep lost parts of the class and in some opportunities the others started to make comments about it and they did not pay attention to the teacher. Another important inconvenient in the class is the snack time because the students began to ask to go to the snack about 30 minutes before the appropriate time and again they did not pay attention. As in all the classrooms there were some undisciplined students who fight with others, who did not like working in the class, or who stand up and run around the classroom.

The homeroom-teacher was an active participant in the current project; because she gave the teacher-researchers some pieces of advice about how to do the classes, and she intervened when the students were undisciplined. To control the indiscipline the homeroom-teacher used some strategies, such as: routines (stand up, sit down, jump, raise your hands, and clap), she did that and they said a poem or sing.

About the methodological and pedagogical aspects students were immerge in an environment where the homeroom-teacher is the model to follow and the students did just what the homeroom-teacher says. She asks students’ repetitions about single words or students had to complete crosswords. On the other side, the students had a specific schedule about their classes, it means that they finished one class and they had to run and go to the other classroom, it make that students in some cases forget to copy their homework and it is reflected in their grades.

The course 402 had the English class on Tuesdays from 6:00 AM to 8:00 AM, but the students arrived late to class and it finished before 8:00 because they had to go to the bathroom
and they had to eat the snack. For those reasons, the time of the class in that schedule was reduced.

**Data Collection Instruments**

The teacher-researchers decided to use diverse types of data collection instruments to gather information that gives to the teacher-researchers possibilities to increase the reliability and credibility of the data and results, to avoid mistakes in the conclusions of the project. That is why the teacher-researchers will collect quantitative and qualitative information (mixed approach) to compare if the results in both types of date were supporting each other or if they were not consistent. In the quantitative data was used: the pre and post text (base line), the comics’ activities, and the surveys; in the qualitative date the teacher-researchers used: students and teacher’s interviews, proformas, and students’ self-evaluation.

Although, the teacher -researchers used the instruments in different ways. Some of them were initially implemented as a diagnostic, others were used to identify if the project satisfy the students and homeroom-teacher necessities (the project was appropriate and useful), and other instruments collected information during the implementation about the impact that comics had over the students’ reading comprehension.

**Instruments**

*Diagnostic instruments*

The instruments that were used in that part were the Cambridge movers exam, a survey and homeroom-teacher and students’ interviews; these instruments were diagnostic because with each of them the teacher-researchers could identify if the use of comics was pertinent (survey); according with the students’ level (Cambridge movers exam); and according to the population needs (interviews).
Cambridge mover exam (diagnostic)

The exam used by the teacher-researchers in the project was a reading proficiency test adopted from Cambridge movers test. The project works just with the reading part because the goal of this project is to improve students’ reading comprehension by using comic-strips.

The reading test was applied in two stages, first, as a diagnostic test. “A diagnostic test is used to diagnose specific aspect of a language to show specific information on what the students need work to in the future.” Brown, (2004. P. 46 – 47) in this case the test was used to diagnose students’ reading comprehension level. (See appendix 4) Also, this exam was taken as base line to identify if the implementation with comics had a positive effect on the students’ reading comprehension. (See appendix 5)

Semi-structured interviews

Cousin, (2009) stated that semi-structured interview let the researchers collect data about the lives and perspectives of each person; it is structured around a set of themes which are a guide for the interviewer to elicit more input from the interviewees. Also, semi-structured interviews work as helpers to adapt, modify, and add more questions if it is necessary.

Another author who talks about semi-structured interview is McTague, (2001) who points out that it is necessary to standardize the questions according to the interviewer’s interest. To standardize the questions is necessary that the interviewer creates between four to six questions according to the subjects, that permits guide the interview. According to McTague there are two ways to organize these questions: a) single part: it has less time, resources intensive, and one single interviewer. Another way is the multiple parts: it takes more time; it requires more administrative resources, and using multiple interviewers.
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This current project used the semi-structured interview with the teacher researchers and the students from fourth grade. The interviews gave information about the teacher and students’ perspectives about the students’ English level and their reading process. The interviews were applied in two stages: before and after the implementation of comic strips. The first interview was used to diagnose if comics were an appropriate tool according to the population’s interests. (See appendices 6 to 11)

Survey

(Groves, Fowler, Couper, Lepkowski, Siger, Tourangeau, 2009) argue that survey is a way to organize possibilities to let people choose their preferences, express opinions, likes, etc. about a specific topic, it is the most popular tool to collect information, due to the fact that it is easy and quick to apply. Furthermore, (Groves et al., 2009) considers survey as a solution to collect information about one topic. Kalton (2009) complement Groves et al, pointing out that the survey is a useful resource to provide statistical data on an extensive range.

For that reason, in the present project survey was used as a tool to collect information about the students’ opinions about if they like or not the activities with comics and how they feel when they had to perform the tasks. During the project the surveys were applied in two different moments: with the first comics’ activity and after all the implementation. The first survey was applied after the first comic-strip activity in August 2011, (See appendix 12) this survey was a support to the interviews because the students and the homeroom-teacher were face to the comics’ activities, in that moment they could change their opinions about comics.

Instruments used to gather data during the whole project

These were instruments used by the teacher-researchers to collect data during the whole time that the project took. The instruments provide information about the impact of the comics.
Proformas

Merrill and West (2009) pointed out that the proforma is a way to make teachers understand more easily the themes. It is as a diary where the researchers can record the experiences and integrate all aspects in one document. Taylor (2008) suggested that a proforma is a guide to the researcher to gather information in a clearer and understandable way.

The teacher-researchers used proformas to record and organize the information from the all English classes with or without the implementation of comic-strips. The proformas permit the researchers to recall the previous information, facilitating the analysis, in that way teacher-researchers will not miss important aspects. (See appendix 13)

Portfolio

Shores and Grace (1998) (Translated to English) suggest that portfolios help the teachers to understand the students’ development. This understanding makes teachers prepare in a more effective way the class activities. For example: workshops, presentations, articles, research, or books. For them, a portfolio needs to have the following things: drafts, projects, and opinions. The teacher-researchers use portfolio as a tool in this project to make the teacher and students follow the learning process.

Portfolios were used by the current project initially to keep the information given by the different comics’ activities that the students did during the implementation. Then, the portfolios were given back to the students after the comics’ activities were finished. When the students received the portfolios, they had to make a reflection about their own work with comics, assigning a score from 1.0 to 5.0, which had to be supported with a short justification about it. (See appendix 14)

Comics-strips.
COMIC STRIPS TO DEVELOP READING

This is the most important tool to collect the information because the comic-strips were the tool to carry out the current project. For that reason, in all the classes the students work with comic-strips, which consisted of four different components: a) vocabulary, b) reading comprehension, c) questions and d) rewrite the comic. Besides, each comic was created based on the context and necessities required by the school’s curriculum. Also, the progress of each student was recorded in a personal portfolio that allows the teacher-researchers to keep track of each activity that was done by students. The activities with comics were designed by the teacher–researchers in a website named “make beliefs comix” (See appendices 15 to 20).

Achievement instruments

To carry out the process with comic-strips activities, the teacher-researchers used some instruments to see if there were changes in the students’ reading comprehension skills after the use of the Comics activities. Some of these instruments were used as a diagnostic too, in the first stage of the project. The Cambridge mover exam, this exam evaluated the students’ reading comprehension level after the intervention; the interviews were used again to know if the use of comics in the classes was satisfactory from the homeroom-teacher and students’ point of view and if the project covered the population needs. (See appendices 21 to 24). The survey was used in this stage too; the second survey was applied after the last comic-strip’s activity in November 2011. (See appendix 25), it gave information about what was the students’ perspective after the use of comics.

Finally, the teacher-researchers asked to students to do a self-evaluation about their own work with comic-strips during the whole application. (See appendix 26) According to (Konselmann, Lehrer, & Bernhard, 2011) the self-evaluation understands as the “context where
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individuals or groups are encouraged to evaluate themselves for the purpose of getting clear about their goals, their motivations and possibilities of improving their performance.” (P. 1)

Data Collection - Procedures

For comic-strips to develop reading project, it was important to organize the stages to carry out the project, the most important thing for the project was to identify the weaknesses that the students had in reading comprehension, students and homeroom-teacher necessities and the JMRS approaches and goals. For the purpose of this study the teacher–researchers asked the students to work individually to abolish the possibility that some students work more than others, also there were activities guided by the teacher-researchers where the students share their opinions. Although it is important to take into account that the teachers were not the centre of the classes, they were just a guide and support to the students.

These are the stages that the teacher-researchers followed to reach their objective.

Stage 1: observing (First practicum semester)

In this stage the teacher-researchers identified the specific population and context where the project was carried out and they knew what the weaknesses were and the strengths that they had, based on that the teacher-researchers suggested their proposal.

Stage 2: Diagnosis: Cambridge movers exam (reading part), first interview (teacher and students), And first survey.

In order to apply the comics-strips to improve the students’ reading comprehension the teacher-researchers needed to find if the project was pertinent for that population, it was applied the Cambridge mover exam, it has 40 questions that include different kind of exercises about reading, the exam application took place during one class it lasted about 1 hour and a half; all the students took the exam. The survey took place in the first class with comic-strips, it had four
question with a scale; its duration was about 5 minutes. All the students answered the survey. Finally, for the interview the participants were selected randomly, they answered questions about what they think about comics. The number of the questions in the survey were 7, but this number was variable because in some cases the teacher-researchers had to do more questions to get clear information. In this interview participated 5 students and the homeroom-teacher; for her the interview had six questions. The information above was used in a needs analysis, it was important because the teacher–researchers could understand much better the context where the project was applied

**Stage 3: Develop a plan of action:**

This stage took 1 week. In that moment the teacher-researchers decided which would be the website to design the comics, and they received the syllabus from the school. Based on that, the teacher-researchers planned the first class with comic-strips. This process was done week by week because the homeroom-teacher asked to the teacher-researchers for some specific topics. For that reason the classes were planned one week before the class.

**Stage 4: implementing the plan and observing the impact of comics in students’ reading comprehension.**

The teacher-researchers applied the activities with comic-strips taking into account the specific topics that the homeroom-teacher suggested and the school objectives. They observed the impact of comic-strips in reading comprehension. During each class the lesson plan was applied; the two teacher-researchers were teaching in the same class, but they took turns to teach, in that moment the other had the role of observer, in that moment the researcher took notes in the proformas about the students’ behavior and attitudes towards the class, the activities, and the teacher.

**Stage 5: Evaluation: comic-strips’ impact.**
COMIC STRIPS TO DEVELOP READING

The teacher-researcher applied Cambridge movers exam (second application), the second survey and the second interview to gather data concerning the level of the students’ reading comprehension and the homeroom-teacher’s opinions about the use of comics in the classes.

**Stage 6: Data analysis:**

After data was collected, pre-service teachers systematized the data by taking the surveys, the exams and the score that students got in their portfolios; they added that information to an Excel file to generate graphs that represented that information, this was done with the quantitative data. On the other hand the qualitative data was systematized by pounding out the interview, the self-assessment, and the Proformas to a Word file. Finally teacher-researchers analyzed the data by comparing the graphs they got from the Excel file and the information they got from the interviews, Proformas and self-assessment getting categories that are supported among them.

**Ethical Concerns**

An important aspect that a researcher has to take into account is the Ethical concerns, especially in schools. Darlington and Scott (2002) pointed out that those ethical considerations have an important role in all research studies that involve human subjects; it is not just to carry out a research, it is necessary to have permission from the participants to develop the stages of a study.

In addition to the ethical concerns, it is important to show the participants a letter where the project is presented in which they are going to participate; the letter has to guarantee the ethical development of the investigation process. This letter (See Appendix 27) is the permission of the person who is going to participate in the project, in other words, the person allows recording videos, taking pictures, making surveys and interviews, etc. It also involves reaching agreements
about the uses of the data, and how its analysis will be reported and disseminated. Furthermore it is about keeping the agreements when they have been reached Bell, (2005).

The permission letters were important to comic-strips to develop reading because they were the support that the teacher-researchers had to show that all participants in the project agreed with the procedure of the project. For that reason, before starting the implementation with the movers test, the comics and the interviews, the teacher-researchers had to ask for teachers’ agreement and students’ parents permission to participate in the current project. Thus, the teacher-researchers sent with the students the permission letters to parents. After the students back the permission letters, the teacher-researchers began the implementation.
CHAPTER FOUR

Needs Analysis

To determine if the present project could implement the comics in the classroom the teacher-researchers carried out a needs analysis. According to Barbazette (2006, P. 5) a “needs analysis is the process of collecting information about an experience or implied organizational need that could be met by conducting training.” Based on this author a need analysis has three important stages: a) Gather information: to make appropriate decisions, b) analyze information; c) create a plan. Pérez (1994) pointed out that a needs analysis is a process to discover a problem inside of population to understand the problem to then solve it. This author suggests four stages: a) analysis the needs of the context and population, b) design a plan, c) implementation, and d) evaluation. (Translated to English)

In the present project, the researchers used interviews and surveys to identify if the project was feasible in that context according to the necessities and wants of the population and the context. To carry out the need analysis in this project the teacher-researchers followed the stages suggest by Pérez (1994).

a) The teacher- researchers identified the necessities, wants and the point of view about reading comprehension level and comics to improve reading from the students, and the homeroom- teacher. The interview was done to analyse if the use of comics in the English classes was viable, to know the teacher and students’ point of view about how reading skills were taught in the English classes. On the other hand, the survey was used to know if when the students and the homeroom-teacher were faced to the
activities with comics they agree or disagree with it; to know if it would be necessary to make changes in the proposal.

b) Based on the information given by the interviews and the survey the teacher-researchers designed the kind of activities that would be implemented during the project, these activities took into account the necessities and wants of the population, in this stage the Cambridge mover exam was chosen, it was according to the level required in a bilingual school allowed by the standard to teach English in Colombia, also the teacher-researchers applied just the reading part because this part was the weakest skill that the students had.

c) As it was mentioned in the process, the following stages: the implementation and the evaluation were done during the project, but the instrument in that moment gave information about the necessities and wants. Also these gave information about the impact of comics. Furthermore, the main necessity that the population had, it was the students’ low level in reading comprehension.
CHAPTER FIVE

Instructional Design

As it was mentioned in the process, the present project took specific moments to apply the instruments. In the following paragraphs will be shown the stages that the teacher-researcher followed during the project, and then it will be presented the instructional design where it is explained how comic-strips work.

Pre-stage:

This part of the project was developed during the months of August and September 2011, at that time the proformas were applied, these are journals where the teacher-researchers organized their information about their observations, the activities and their feelings about each class in the JMRS. The comic activities were implemented in August and September. Also, in the pre-stage, the mover Cambridge exam was applied as the base line test. The base line was applied to analyse what the students’ reading comprehension level was in order to design material according to the students’ level. Finally, in the pre-stage teacher-researchers carried out the first interviews with the teacher and some student of the fourth grade, who were chosen randomly.

While stage:

It was carried out on October, 2011. In this stage the teacher-researchers continued with the proformas and comics’ activities in the English classes, but in that moment the teacher-researchers add some extra activities, (crosswords and match activities) that were related to the topic of the comics; these activities were suggested by the homeroom-teacher, because she wanted that the students practice more vocabulary, during the classes with comics.
Post stage:

It was done on November, 2011. At this time was applied the base line again to compare the result of the second exam with the first exam, to see what happen during the implementation. At the same time the teacher-researchers did the second interview to the teacher and the students to identify the impact of the comics in the class and was applied the second survey. Also, during November the proformas and the activities with comics where kipped. Proformas and the comics’ activities where gathered at that time to analyse if there were some changes in the students’ reading comprehension. During the three stages the information compiled from the exams, surveys, interviews and activities with comics were analysed by the teacher-researchers.

After recalling in a briefly way the process of the project, it will be explained the instructional design, that is defined by Reigeluth (1999) as a theory that offers a guideline about how help others to learn and develop their knowledge in a better way, including: cognitive, emotional, social, physical, and spiritual aspects. All the instructional design has to take the following characteristics: a) A specific learning goal, b) ways to facilitate learning, c) this part is divided in more sub characteristics that are important to carry out a satisfactory instructional design. 1) identification of goals for the students, 2) monitoring goals, 3) give examples, 4) demonstrations, 5) join the new knowledge with the previous knowledge, and 6) give meanings to the new concepts; and it has to be achievable.

Reigeluth (1999) gave an example about instructional design that was carried out by Perkins who presents the following structure for an instructional design:

- Clear information: descriptions and examples of the goals
- Thoughtful practice: opportunity for learners to engage actively and reflectively whatever is to be learned.
• Informative feedback: help the students to carry out their process more effectively.

• Strong intrinsic or extrinsic motivation: activities that catch the students’ attention.

The teacher-researchers took in to account the definition of Reigeluth (1999) to design the instructional design to guarantee that students could understand the activities, it gives the teacher-researchers more probabilities to have a succeed implementation and results.

Taking into consideration the Regolith, (1999) instructional design characteristics teacher-researchers carefully planned each class which has different stages; such as: ) teacher explains the goals, b) teacher explains the new vocabulary and the activity with examples, and c) evaluate the activity with questions about the comics. In the paragraphs below, teacher-researchers explained and illustrated with some of the activities the application of this approach in the class. (See the complete and corresponding Lesson Plans in the Appendices 28 to 34).

Season 1
Standard: talk about scholar supplies and animals

Students’ work: individually

Activity: the teacher-researchers first asked to students to read the comics and underline the words that they did not know, and then the teacher-researchers explained that. The second step was to read the comic with more details; after, students rewrite the comic with their own words; finally, students answered the first survey applied by the teacher-researchers.

Season 2
Standard: talk about body parts and clothes

Students’ work: individually and in group

Activity: students and the teacher draw three pieces of clothes to review, and then the teacher did a list with the clothes, checked the vocabulary and added some pieces of clothes if it was
necessary. The next step was individual reading comic, based on that reading the teacher asked students some specific questions to guarantee the comprehension of the comic. In that class students did not rewrite the entire comic, they had to fill-in-the-blanks in the same comic, but with other words; in that part students worked in pairs to compare they answers, after that the answers were shared with the other students. Finally, the teacher assigned the homework and checked the class objective across some specific questions.

**Season 3**

Standard: talk about more pieces of clothing and match them with the seasons

Students’ work: individually and in group

Activity: students did a matching activity, match the kind of clothing to each season. The teacher explained the vocabulary from the comics and then students did the individual reading of it. As it was done in the previous class the teacher did some questions about the reading. In this class the student worked in pairs to rewrite the comic and they shared these with the whole class, all the class did an agreement about if the comics were coherent. Finally, the teacher assigned the homework and checked the class objectives.

**Season 4**

Standard: talk about October 12th is race day and clothes

Students’ work: individually and in group

Activity: teacher talked to students about the race day and the teacher did a list of typical clothes. As it was done in the previous classes the teacher explained the vocabulary, then students read the comics, then it was evaluated by the teacher with the specific questions. In pairs the student compared their individuals’ comics that were written by them, in that stage the students created
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their own character and in the comparison they guess the character race from their partners. As all the classes the teacher assigned the homework and checked the class objectives.

**Season 5**

Standard: talk about student favourite customers

Students’ work: individually and in group

Activity: the teacher wrote a list with the students’ favorite costumes, the teacher explained the unknown words to the students understand the whole comics when they read it. The reading was checking by the teacher across the key questions. Then students shared the comics that they wrote about their favorite customer, explaining why they liked that costume, in this class the teacher did an extra activity to evaluate the vocabulary, the activity consisted on describe the costume that a character had. After that, the teacher assigned the homework and checked the class objective.

**Season 6**

Standard: talk about Christmas food

Students’ work: individually and in group

Activity: it was the last activity with comics; in this the students followed the same process mentioned in the previous seasons. The teacher explained the vocabulary and they read the comics. The teacher checked the reading comprehension and then each student rewrite the comics with their favorite custom to Christmas and they explained why they liked that. Finally the students did a drawing about their favorite costume and wrote the ideas that were represented there. Teacher assigned the homework and evaluated the class objectives.

**Season 7**

Standard: talk about the use of comics in the English classes and do the second exam
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Students’ work: individually

Activity: The teacher asked to students to reflect about their job with comics. First, students received their portfolios, then they had to give a score and support it with arguments, based on the criteria that the teacher wrote on the whiteboard; 1) did I do all activities?, 2) did I do the activities as the teacher explained?, 3) Did I use the vocabulary learnt in the classes? And 4) Did I do the activities in the time that the teacher gave me? Then they share their opinions and did the exam.

The topics to make these sessions were chosen according to the school syllabus and the homeroom-teacher requirements, and the activates that were added was because the homeroom-teacher asked for them, in that moment the teacher-researchers had to do some changes in their plantation of the lesson plan to adapt the new activities to the main activity.
CHAPTER SIX

Data Analysis

Quantitative analysis

As it was mentioned in chapter 3, the teacher-researchers used the mixed method to analyze the information collected. In that method they used: a) the grounded approach that was used to analyze the qualitative data, and b) the qualitative approach to the quantitative data.

In the current project the teacher-researchers took into account the stages suggested by Glaser and Strauss (1967) to do the analysis of the qualitative data, based on that, the steps that the teacher-researchers followed with the proformas, the interviews and the students’ self-evaluation were; coding, grouping, naming and displaying.

To begin the analysis with the grounded approach, the teacher-researchers started with the data collection, and then they coded by color the ideas that had a relationship with the student’s reading comprehension in the Proformas, interviews and self-assessment. After that, those ideas were grouped and named the comic-strips impact itself and it usually included sources for example: the material was attractive. From that stage 19 different statements were found that later were grouped based on their nature and their similarities. The next step was grouped the responses according to the main notions of the core concepts. Finally, those groups acquired a name and they turned into categories, the organization of all that information can be seen in the following table:

Table 2 Categories from qualitative data
## CATEGORIES

<table>
<thead>
<tr>
<th>Categories</th>
<th>The teacher’s methodology</th>
<th>reading activities</th>
<th>Students’ behaviors</th>
<th>Comics impact</th>
<th>Expectations of comics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subcategories</td>
<td>Teacher explained all the activities in Spanish.</td>
<td>Reading all the classes</td>
<td>They are not interested in English reading</td>
<td>Motivate students to read</td>
<td>Reading is difficult</td>
</tr>
<tr>
<td>Subcategories</td>
<td>Topic repetition</td>
<td>Reading is important to learn new things</td>
<td>They wait for instruction in Spanish</td>
<td>Students enjoyed the activities</td>
<td>You could understand the text with the images</td>
</tr>
<tr>
<td>Subcategories</td>
<td>Images to teach vocabulary</td>
<td>Reading is repeat words</td>
<td>Help student in vocabulary acquisition and pronunciation</td>
<td>Students improved their word reading</td>
<td></td>
</tr>
<tr>
<td>Subcategories</td>
<td></td>
<td></td>
<td></td>
<td>Students share knowledge</td>
<td></td>
</tr>
<tr>
<td>Subcategories</td>
<td></td>
<td></td>
<td></td>
<td>They understand some instructions in English</td>
<td></td>
</tr>
<tr>
<td>Subcategories</td>
<td></td>
<td></td>
<td></td>
<td>Students inferred meaning from the images</td>
<td></td>
</tr>
</tbody>
</table>

**Outliers: Punctuality issues**

Then the teacher-researchers counted the responses and got a clear idea of the most common responses, in this way the teacher-researchers had a wide idea about the comic-strips impact over the students’ reading comprehension.

Based on the quantitative data the comic-strips had a positive impact over students’ reading comprehension because they improved their vocabulary, and their pronunciation and they felt motivated to read in English. Meanwhile, there were some issues that made difficult the implementation, it made that the goal to improve the students’ reading comprehension was not reach out completely because the improvement was minimum.
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**Quantitative data analysis**

On the other hand, the process that teacher-researchers followed with the surveys, the comics’ activities, and the exams were analyzed through the quantitative approach. The teacher-researchers began with the data collection, and then, they organized the information into graphs. The researchers inferred categories from the quantitative data. Finally, they analyzed what the impact was of comic according to this analysis. In the following paragraphs the analysis of each instrument is explained.

**Baseline Analysis**

The base line, (Cambridge Movers exam) was analyzed exercise by exercise, but was given a score to the whole exam. In this analysis was showed the relationship among the students and the number of correct answers that they had in each exercise.

15 girls and 17 boys took the test; all of them had 30 minutes to answer the 40 questions that the Cambridge mover exam had in the reading part. The exam was applied to diagnose the level of the students’ reading skills before the implementation with comics.

**Exam 1. Result of the movers test on reading comprehension. Application 1**

There are six exercises in the Cambridge movers exam, each exercise has 6~10 questions

Graph 2. Shows the students results in the first application of the Cambridge Movers exam. The graph showed that the highest score was 2.9, in this exam the homeroom-teacher helped the students and gave them more time to answer the questions. The result revealed that the students were not trained to understand and take exams in English, and they were not able to understand texts in English either.
Exam 2. Result of the movers test on reading comprehension. Application 2

As was mentioned in the first Cambridge Movers exam, it had six exercises in the reading part. In this second application, the exam had the same number of exercises and it was analyzed in the same way, according to the students’ scores. In that application the exam had the same level as the first movers exams used before, but the topics were different. The number of the students who presented that second exam was 32, 17 boys and 15 girls; all of them completed the whole exam in less than 30 minutes; it was the maximum time to answer the exam. The aim of Cambridge exam in that second application was to see if the use of comics in the English classes to teach reading had had an effect over students reading comprehension skills.

Graph 4. The following graph shows the overall results in the second application of Cambridge Movers exam, in that graph the highest score that the students had was 1.8. The cause of this low score was because in that moment the homeroom-teacher did not help the students to answer the questions, the students were thinking in their vacation time and they did not want to
do the exam and finally for those reasons they decided to hand in the exams incomplete to the teacher-researchers.

**Graph 3 Second Movers exam**

Graph 3. The following graph shows the comparison between the first and second exams, it was evident that students had better results in the first exam than in the second. These results showed that the use of comics in the English classes did not have a positive impact on students reading comprehension skills, however, from the test result, students improved their vocabulary, and their hand writing.

One of the causes that students decreased their reading performance in the second exam was that they did not want to repeat the same kind of test, also the test itself was chosen according to the level that students must had in fourth grade, based on the CEFR. But this exam was not pertinent to that specific population; in which the level of English was low. Since the exams were not pertinent, some facts derived and they could not be controlled by the researchers, such as: the help of the homeroom-teacher in the first exam, and the time was different in the two exams giving to the students an advantage in the first exam because they had more time to do it. Based on the results of the exams, the teacher-researchers could infer that
the use of comic-strips in the English classes did not help students improve reading comprehension.

**Graph 4 Comparison of the exam**

![Comparison of the exam graph]

**Analysis of the Portfolio (activities with comics)**

In this analysis presented the scores that fourth graders got in each of the activities where teacher-researchers implemented the comics. Those activities had as basis the reading of comics that were designed by the teacher-researchers; the students rewrite the comics with their own words, but the way as they used to do it changed. In some cases they filled-in-the-blanks, they had to draw and write the whole text, or they just wrote the text. In the last classes students had to do a complementary activity, such as: crosswords or match vocabulary activity. (see appendix 35) The activity that was done in all the classes was the questions made by the teacher to evaluate if the comic had been understood by the students (See appendices 28 to 34)

Graph 6. The graph below shows the scores that the students had in each comics’ activities, these activities were graded with the scale that is used in the colombian schools: 1 to
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1.9 is deficient, 2 to 2.9 insufficient, 3 to 3.9 acceptable, 4 to 4.9 is high and 5 is excellent. All the 32 students had a portfolio.

During the implementation, the teacher-researchers applied six activities with comics, but for the analysis they just took into account four of them because the other two were difficult to applied in a proper way, the teacher-researchers had to assigning the activities as homework, because students did not have classes or they had to do other activities.

As the graph number 6 shows the students had an improvement in their reading process during the time of the implementation because when the students did the first activity with comics the majority of them obtained a score among 2 to 3, and it was the range in the other activities, but in the fourth activity there were more students in a range of score between 4 to 5. Showing that the students improved their reading comprehension skills. These scores were given by the teacher-researchers, according to the score scale in which 5.0 is excellent and 1.0 is deficient.

Graph 5 Portfolios' grades in each activity
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Analysis of Surveys

The surveys were conducted in two stages during the implementation: a) in the beginning of implementation and b) at the end of the implementation. These surveys were analysed question by question. Then we comparing the results from the two surveys. The first survey was answered by a total of (32) students, this first survey was done in English. The survey had a scale that were represented by five faces, each of them represented a numerical scale from 1 is the minimum and 5 is the maximum. In this analysis the teacher-researchers organized the findings from each survey in a table.

Survey 1

Graph 6. The graph below shows the result of the first question of the first survey. In this question the majority of the students said that they like the comics, giving a score of 4, the reason was because students felt enthusiastic with the first comic used in the English classes.

Graph 6 Do you like comics?

Graph 7. In the second question of the survey students said that they could remember a good number of the vocabulary used in the comics, as shows the graph. It is because of the comic that was about a topic studied previously; the vocabulary that students had seen during their
classes, the comics were based on the school syllabus and on the homeroom-teacher requirements.

**Graph 7 Do you remember the vocabulary learnt in class?**

Graph 8. Most students chose number 3 and 4, which meant that they though the comic was easy to understand. They said that because they join the images in the comics with the text, these images caused that students understand more easily. Also, the homeroom-teacher translated the whole comics into Spanish, making that the students understand the text in their first language.

**Graph 8. Was the comic easy to understand?**
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Graph 9. In this question the majority of students give a score of 4, expressing that they wanted to continue reading comics in the classes. This enthusiasm to continue to work with comics was produced by the new experience that students had with the comics.

Graph 9. Would you like to continue reading comics?

![Graph showing student responses to the question: Would you like to continue reading comics?](chart)

In the first survey, the students were motivated and interested with the use of comics in the English classes, they enjoyed the activity, they understood and they wanted to keep reading comics in the English classes. This first survey gave the teacher-researchers a good start because the strategy they presented was accepted by the students of fourth grade.

Survey 2

The five following graphics show the result of the second survey that was carried out after the implementation with comics, each graph shows the result to each question, the faces that were in each graphic were the scale used by the students to assess the activities. As in the first survey, the faces had a numerical equivalent, 1 is the minimum and 5 is the maximum. At this time the survey was in Spanish because in the first survey the students were not able to understand the questions, so the teacher researchers had to explained the questions in Spanish.
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Graph 10. The graph below shows the result of the first question of the second survey. The majority of students still enjoyed the activities with comics, however, it can be seen that some students were starting to lose their interest in the English reading activities with comics, comparing it to the answer in the first survey, where almost all the students mentioned that they liked comics. Students started to feel less motivated about the comics because they worked topics that they already studied in previous classes, it did that comics were repetitive.

**Graph 10 Did you enjoy comics?**

Graph 11. The graph below shows the students’ point of view about students’ improving reading comprehension level with the comics. According to the students’ answers they said that they improved their reading level. Because they understood some words that were part of the previous vocabulary and they could follow the story across the pictures.
Graph 11. Did you improve your reading?

Graph 12. About the topics of the comics, the majority of students said that comics were worked with the topics learned in the classes. Also, three students said not, it happened because the students did not attend all the English classes.

Graph 12 Have the comics worked the topics studied in class?

Graph 13. In this question students had different points of view about the vocabulary because the majority of them said that the vocabulary was easy to understand, for that reason they chose 5. Students said that because they knew it, but seven (7) students said that the vocabulary was not easy to understand because they choose the two last faces. These seven
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students mention it because they did not pay attention in classes or because they did not go to the classes, for that reasons they did not remember the vocabulary. (See appendix 36) Also, the students did not work because the comics worked topics that they had been working during the other weeks.

Graph 13. Was the vocabulary easy to understand?

The majority of them said that they would like to work with comics in the future, but six students answered in a negative form, it showed how some students lost their interest about working with comics. The reason for that was that in all the activities with comics, students had to do the same kind of exercises. This repetition was produced by the homeroom-teacher, since she used to ask for the same kind of activities for her class, due to this, it caused some issues with the class, some parts of the class were not performed as they were in the lesson plan.
Graph 14. Would you like to work with comics in the future?

According to the graphs showed above about the surveys and the answers given by the students, the teacher-researchers could say that students enjoyed the activities with comics, and the students said that they improved their reading comprehension, but there were some students that did not agree with the use of comics for the future in the English classes, and some students did not enjoy the activities with the comics during the implementation. It is possible that the students’ attitude changed because the exercises with comic-strips were repetitive.

In addition, the teacher-researchers could conclude that the survey result was satisfactory because the majority of the students said that they improved their vocabulary, their reading, also they said that they enjoyed the activities. But, the students’ improvement in their reading comprehension was not as the researchers expected. In the following table is showed the surveys results after their comparison.

Table 3 Surveys' Findings

<table>
<thead>
<tr>
<th>Survey 1</th>
<th>Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enjoyed the comics activities</td>
<td>Students liked comics</td>
</tr>
<tr>
<td>Students remember the previous knowledge</td>
<td>The comics worked the class topics</td>
</tr>
<tr>
<td>The comic was easy to understand</td>
<td>The vocabulary was easy to understand</td>
</tr>
<tr>
<td>Students would like work with comics in the future</td>
<td>Students would like work with comics in the future</td>
</tr>
</tbody>
</table>
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The comic activities were repetitive

After the analysis of each instrument in the quantitative part, Cambridge movers exam, portfolios (activities with comics), and the surveys. Categories were deducted taking into account the repetitive issues and the positive things caused by the use of comics in the English classes.

In the following table is shown the categories from the quantitative data. Then this categories are going to be compared with the categories from the qualitative data to find if the two kind of data support each other.

Table 4 Categories from quantitative data

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>SUBCATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities repetition</td>
<td>The topic in the comics were the same that they already studied.</td>
</tr>
<tr>
<td></td>
<td>The way to develop the activities was the same in all the classes</td>
</tr>
<tr>
<td>The homeroom-teacher interventions</td>
<td>She always translated the information</td>
</tr>
<tr>
<td></td>
<td>Homeroom-teacher change the time to exam application</td>
</tr>
<tr>
<td>Insufficient time to implement</td>
<td>Other activities in some English classes</td>
</tr>
<tr>
<td></td>
<td>The students did not have classes</td>
</tr>
<tr>
<td>Comic-strips impact</td>
<td>In the exam was not satisfactory</td>
</tr>
<tr>
<td></td>
<td>In the portfolio they improved their reading</td>
</tr>
<tr>
<td></td>
<td>Base on surveys they improved their vocabulary</td>
</tr>
<tr>
<td>Decrease the motivation</td>
<td>Some students did not want to do the activities</td>
</tr>
<tr>
<td>Choice of material</td>
<td>The Cambridge exam was not appropriate</td>
</tr>
</tbody>
</table>

After the comparison among the three quantitative instruments there were found six categories, that were supported with subcategories. Based on that, the use of comic-strips in the English classes to improve students’ reading comprehension had a positive impact because of the majority of the students continued being motivated by the use of comics, they showed an improvement in the development of the comics’ activities across the time and they improved their vocabulary acquisition. Meanwhile, the interest of some students in comics was less. On the
other hand, there were problems with some of the material chosen by the teacher-researchers, because these were not appropriate for the population.

Triangulation

To triangulate the data collected by the teacher-researcher thought the quantitative and qualitative data, the researchers cross the categories found in each analysis to observe if the two methods supported each other to obtain more credible and reliable results. Based on that triangulation, the teacher-researchers found that there were similar categories between the two kinds of data, as it is shown in the following table.

Table 5. Categories from the triangulation between quantitative and qualitative categories.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>The teacher researchers’ methodology</th>
<th>reading activities</th>
<th>Students’ behaviors</th>
<th>Comics impact</th>
<th>The homeroom-teacher interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB CATEGORIES</strong></td>
<td>The way to develop the activities was the same in all the classes</td>
<td>Reading all the classes</td>
<td>They are not interested in English reading</td>
<td>Motivate students to read and they improved their word reading</td>
<td>She always translated the information in Spanish</td>
</tr>
<tr>
<td><strong>Images to teach vocabulary</strong></td>
<td>Reading is important to learn new things</td>
<td>They wait for instruction in Spanish</td>
<td>Help student in vocabulary acquisition and pronunciation and based on surveys they improved their vocabulary</td>
<td>Homeroom-teacher change the time to exam application</td>
<td></td>
</tr>
<tr>
<td><strong>SUB CATEGORIES</strong></td>
<td>Reading is to repeat words</td>
<td>Some students did not want to do the activities</td>
<td>In the portfolio they improved their reading</td>
<td>She gave the topics to the comics</td>
<td></td>
</tr>
<tr>
<td><strong>Reading is difficult</strong></td>
<td>Students enjoyed the activities</td>
<td>Students share knowledge</td>
<td>Topic repetition. the topic in the comics were the same that they already studied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>You could understand the text with the images</strong></td>
<td>Students inferred meaning from the images</td>
<td>They understand some instructions in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In the exam was not satisfactory.</strong></td>
<td></td>
<td></td>
<td>In the exam was not satisfactory.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following categories emerge from the triangulation of quantitative and qualitative categories that came from: surveys, Cambridge Movers exams, comics’ activities, portfolios, self-assessment and interviews.

The teacher researchers’ methodology
Taking into account the Proformas and the interviews was evident that the methodology used by the teacher-researchers to develop the classes was the same all the time, they used images to facilitate the understanding of the vocabulary and the class activities were always the same: check vocabulary, read the comics, and questions about the comics. Also, the topics to work in the comics were limited, because those were the same topics worked in the previous classes. Also, the majority of the students said that they enjoyed to work with comics and with the teacher-researchers’ activities as it was showed in the graph 14.

Reading activities
Based on the Proformas, interviews and in the students’ self-assessment, there were different points of view about the reading activities because from the students and the homeroom-teacher the reading activities were done in all the English classes, but based on the Proformas the reading activities were done just when the teacher-researchers were in-charge of the classes. On the other hand, based on the surveys students and the home teacher said that they improved their reading comprehension, even though the reading presented some difficulties to be understood.

Students’ behaviors
According to the Proformas that were collected during the whole process of the project, students always had been waiting for the instructions in Spanish to do the activities, this situation made that when the teacher-researchers explained in English some students decided not to do the
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activities. Meanwhile, students said that they enjoyed the comics’ activities as the graph 10 shows.

Comics’ impact

Taking in to account all the instruments used by the teacher-researchers to collect the information during the project the impact of the comics over the students reading comprehension was positive because the students feel motivated to read in English and could improve their vocabulary acquisition and their understanding of some instructions in English, but based on the Cambridge Movers exam the impact that the comics had over the students was not enough because the results in the first exam were better than in the second application of the exam as it is showed in graph number 4.

The homeroom- teacher interventions

The constant interruptions of the homeroom-teacher were a problem to the well development of the project because she always gave the instruction to students in Spanish and she was who decided the topics to work with comics, it caused that the topics were repetitive and that students did not feel comfortable working with that, another thing was that she organized the teacher-researchers class according to her own point of view, this interruption was evidenced in the proformas.
CHAPTER SEVEN

Conclusions and Pedagogical Implications

Conclusions

Based on the results given by the triangulation between qualitative and quantitative data, the project achieved its general objective that were determine the effect of comics over the students’ reading comprehension. Those effects are: the students’ reading comprehension improvement was not significant enough, but the results showed that the students could understand the comics in English much better along the implementation, (see the graph of portfolios), they learned and reviewed new vocabulary, they understood some instructions in English, and they learned to infer meanings from images as it was mentioned by one of the students “you can know what the text says with the picture” (M. Muñoz, personal interview, November 2011) as Fry (2007) pointed out that a learner could understand the meanings and complete text through the images. Those results were positive because it helped students in their knowledge. Another positive impact was that the students’ motivation increased when they work with comics, it is supported by the outcome of (Audrey & Jean’s 2009) project, in which they found students motivation was increased with the use of comics, other authors that mention comics to motivate students to read is a useful tool was Wilson’s (2009) and (Piper & Korda’s, 2010). Furthermore, the findings revealed that students’ motivation changed through the implementation in the following three stages: a) The students were motivated using comics because they could understand the reading through the pictures; b) after some activities with comics the students lost their interest in the comics because they felt bored about do the same kind of activities; c) in the last stage of the implementation, the majority of students were interested again in the comics, but they were not as enthusiastic as they were in the beginning of the implementation.
COMIC STRIPS TO DEVELOP READING

On the other hand, the present project had negative aspects that affect the project results. The students were always waiting for the translation into Spanish because the homeroom-teacher translated the instructions. An important issue in this project was the repetitive exercises during the implementation, it caused that students were bored and their motivation decreased; in that moment students did not want to work in the class and they did not pay attention to the instructions.

Finally this project achieved its objectives, the researchers could determine which were the effects of comics over students’ reading comprehension, they could analyzed the why of these effects and they could see which were the problems to implement strategies to improve the use of comics in the English classes. In this part of the project the goal was to achieve, but as it was mentioned before there were some problems that made difficult that the project had a significant positive impact over the students’ reading comprehension. Also, students improved other skills, for example: their vocabulary, according to the surveys answers, students said that they improved their vocabulary, they think that the use of comics helped them to learn to read in English but also to expand their vocabulary, for that reason the teacher-researcher could say that the present project had a positive impact over the students’ reading comprehension.

Pedagogical implications

The pedagogical implications are important because it permits the use of comic-strips in a different context in Colombia especially in EFL classes, where the teachers could use this tool to motivate the students to learn a foreign language or a specific topic taking into accounts the students’ interest and necessities.

Based on the results of the present project the teacher-researchers identified that when the students see an innovative material they feel motivated to work in the activities. The motivation
COMIC STRIPS TO DEVELOP READING

is the main aspect mentioned among the related studies to obtain the students’ attention. In the current project the comics were used with students of fourth grade, and they were supposed to have a level of A1 in English according to the CEFR. Also, the project could be applied in a short period of time, but it is necessary to have an important availability of time, since in this project one of the limitations was the time.

The use of comics in English classes indicates a flexibility to adapt this material in order to fit the institution proposals that will be applied to the project, using the comics as an instrument to teach students’ vocabulary acquisition, reading comprehension, and handwriting as it was used in the project.

As recommended to future teachers who will use comic-strips to improve reading comprehension in a classroom, it is important that they take into account that they could complement their comics’ activities with other kinds of activities to maintain the students’ attention. Also the comics could be used in different English levels and to teach various topics, for example in a B1 level you can use it to teach advanced grammar structures. Also, it is necessary to do the activities with comics frequently to get a deeper understanding about the students’ learning process with the comics, and to obtain a better result. Another recommendation is that the teachers could use the online pages available to create comic-strips.

Limitations

The current project could have better results. However, some factors hindered the smooth running of the project, which influenced the research outcome. First of all, the time in the English classes was not enough for the implementation, it means that the teacher-researchers did not have the entire two hours of the classes to apply their activities or the whole class was not done because the students had other activities; it turned out in the teacher-researchers changing
their activities during the class. The frequent interruptions from the homeroom-teacher represented another issue because she always tried to organized the teacher-researchers’ activities according to her own point of view. The students’ behaviors were a problem too because they were much undisciplined. Finally, the most prominent problem was the language used by the teacher-researchers because they explained in English all the activities as advised from the Secretaria de Educación assistant, who wanted the English classes to be 100% in English to improve the bilingualism, but then the teacher-researchers had to translate all the instructions into Spanish because the students had the custom that the homeroom-teacher translate all the instructions into Spanish. The difficulties mentioned before had as result some limitations for the project because all of them demanded changes in the implementation time and activities.
References


Cambridge STRIPS TO DEVELOP READING
COMIC STRIPS TO DEVELOP READING


COMIC STRIPS TO DEVELOP READING


Appendices

Appendix 1 worksheet: attending to the learner
Observation 1 Before the implementation

LA SALLE UNIVERSITY
JENNIFER BERNAL PLAZAS
PRACTICE
GROUP: 04
OBSERVATION REPORT

English class

There are 36 students; they do not pay attention enough and they prefer to learn with the images. I could see that this happened because when the teacher showed them some images about the alphabet they were interested in the activity.

About the students’ behavior, they speak too much and interacting between them; they are undisciplined.

The teacher uses to repeat frequently three words: “excellent”, “help me” and “good”. This happens when she wants the students to participate voluntarily and to motivate her students.

The teacher used different activities but these were not interesting for the students. She used a translation method because she explained the activities in English, and then she explained in Spanish, but the majority of the time she explained in Spanish.
FIELD NOTES

I felt really good when I arrived to the classroom, but before the class, the teacher told me that she did not like that other people criticize her work. When I went to sit down, the children said: “here teacher, here”, invited me to sit down beside each one of them. I sat on the last chair, where a student named Daniel lent me some books: one about English, named Leito, in this book there are a lot of vocabulary; the other book is about natural sciences in English. I felt helpful, because I could support the teacher in some things about pronunciation.

Finally when the class was over, the teacher thanked me, because she had felt comfortable with me.

Appendix 2 worksheet: learner as doer
Observation 2 before the implementation

LA SALLE UNIVERSITY
JENNIFER BERNAL PLAZAS 26072818
PRACTICE IN ENGLISH
SECOND OBSERVATION

The classes were similar to the previous classes. I was a bit bored because the two classes were monotonous. In English class, the teacher all the time talked about the alphabet, but when she put the alphabet song, the students pay attention and when they were painting some letters or singing this song they are happy. The science class was about the cell.

ABOUT THE LEARNERS AS DOER IN ENGLISH CLASS

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involved</th>
<th>Teacher’s purpose</th>
<th>comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay attention, participate in individual way</td>
<td>Consulting other students, reviewing their notebooks</td>
<td>the students’ memory skills</td>
<td>Visual processes</td>
</tr>
</tbody>
</table>

In this opportunity I felt a bit bored in the class, because the teacher continued talking about the same topics since previous classes and there was not progress.

Appendix 3 worksheet: students’ level
Observation 3 before the implementation

LA SALLE UNIVERSITY
JENNIFER BERNAL PLAZAS
GROUP:04
COMIC STRIPS TO DEVELOP READING

LEARNER LEVEL

<table>
<thead>
<tr>
<th>student</th>
<th>level</th>
<th>Signs of level</th>
<th>Teacher’s strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Fernanda Muñoz</td>
<td>3</td>
<td>uses L1 tries to answer</td>
<td>Repeats the lesson for the students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student takes time to answer</td>
<td></td>
</tr>
<tr>
<td>Sonny Lee</td>
<td>2</td>
<td>uses L1 Non comprehension</td>
<td>Gives the answers to the student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Villalobos</td>
<td>3</td>
<td>uses L1 Tries to answer</td>
<td>Tries to do that the all the students repeat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danna Valentina</td>
<td>3</td>
<td>uses L1 Tries to answer</td>
<td>Use a lot pictures and translate the information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I talked with the teacher in the anterior classes about the level of the students and she told me that the level of the students is really low, because they come from different cities and schools; for this reason they have different levels. After that she talked me about four cases: Maria Fernanda, who is a new student in the school; Sonny Lee, who has had his academic process in this school, but he does not advance in it; Daniel Villalobos, who is an alone child but he is really intelligent; finally Danna Valentina who is an undisciplined girl but she is intelligent. The other big problem is the low teachers’ level. For me, this last thing is the reason for which the students continue in the same level.

According to this and my observations, the majority of the students was in a level 2 or 3 and continues in the same level. This happens because the teacher does not motivate them to answer the questions or to participate in the class. She gives them the answers in English or translates them all the time. For this reason the students wait for the teacher’s answers in Spanish and they do not try to improve their level. Some children even have a better level because their parents help them to do their homework.
COMIC STRIPS TO DEVELOP READING

For the teacher, the most important challenge is that the students get a bilingual knowledge working together, and the teacher has some facilities for that: the television in the classroom, the National University and Secretaria de Educación support.

I think that the most important problem with the students’ level is that the teacher uses L1 to explain the activities and she spends a lot of classes teaching the same topic in the same way.
Appendix 4: Exam 1 format
Exam 1 it was applied before start with the comics implementations
Part 1
Look and read. Choose the correct words and write them on the line.

Example
This animal can fly and come out at night.

Questions
1. You can eat ice cream, and sometimes there are vegetables in it.
2. This is the biggest animal in the world. It lives in the sea.
3. This is part of your body. All your food and drink goes here first.
4. This big animal lives in hot countries and eats leaves and grass.
5. This is between your neck and your arm.
6. Make sure you drink a glass of milk.

Part 2
Look and read. Write YES or NO.

Examples
There are five white bears in the bathroom.

Questions
1. A big brown bear is taking a shower.
2. There are some glasses below the cabinet.
3. The yellow bear is faster than the blue bear.
4. There are four toys in the bath.
5. There are lots of houses in the cupboard.
6. The floor is wet and there is a toothbrush on it.
Part 3
- 4 questions -

Read the text and choose the best answer.

Jane is talking to her friend, Peter.

Example

Jane: Hello, Peter. Where are you?
Peter: A. I'm not very well.
      B. My father is sick.
      C. I'm going outside.

Questions

1. Jane: What's the matter? Have you got a headache?
   Peter: A. No, thank you. It's not very bad.
         B. No, I am not very well.
         C. No, I haven't.

2. Jane: Would you like to come to my house?
   Peter: A. Yes, I want to see you.
         B. No, I want to go home.
         C. Well, I'd like to have a rest.

3. Jane: Would you like some tea?
   Peter: A. Yes, I do.
         B. Oh, let's have something to eat.
         C. No, I haven't.

4. Jane: Do you want a drink of water?
   Peter: A. Yes, please.
         B. Yes, I do.
         C. No, I need it.

5. Jane: Shall I walk home with you?
   Peter: A. Yes, I can walk there.
         B. Yes, I can walk there.
         C. I can't walk with her this evening.

6. Jane: Is your main on a helmet?
   Peter: A. It's in a new home.
         B. In the bus station.
         C. Only one dealers have to use it.

Part 4
- 2 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 3 to 8. Here is one example.

My name is Daisy. I like cats, but I like books and ________ comic ________

best. I have stories about men on the moon and about
B) ________ who live in different countries.

I read a good story today. It's in the library. It's about
C) ________ a boy climbed
to the top of a building.
A) ________ At the top, there was a lot of snow. It was
B) ________ but the boy saw the sun in the sky.

You (C) ________ down on a mat to have a drink and to look
up at all the (A) ________

He then said (C) ________ something that he didn't understand
something very big and round. It quickly faded away.
A man was in the street and the cat didn't want to see it again. He
ran home to his village because he was very afraid.
I wasn't afraid. I enjoyed the story a lot!

0. Now choose the best name for the story.

Tick one box.

A) A boy that lives in space  ❌
B) A man that lives in space  ❌
C) A story that (is) Hard
COMIC STRIPS TO DEVELOP READING

PART 5

1. **Questions**

   **A Family Holiday**

   Holly Bear with her parents and two brothers, Sam and Paul, in the city. Last week, they had a holiday by the sea. One day, they went for a walk with Paul and his family. They went to the cinema on Wednesday because it seemed all day. They saw a film about sharks. The sharks had very long teeth. Paul didn't want to swim in the sea. He was scared of the sea.

   **Examples**

   Holly's family went on holiday but
   Holly's brother was ill and they didn't want to swim.

   **Questions**

   1. The family had a holiday by _____________.
   2. They went to the cinema on _____________.
   3. Paul didn't want to swim in the sea.

   **A Film**

   On Thursday, Paul thought about the film. He didn't want to swim in the sea. He was scared of the sea and didn't want to swim. Paul said, "I can't go for a swim." He didn't want to go in the sea.

   4. Sam and Holly _____________.
   5. Paul didn't want to swim in the sea.
   6. Dad wanted to go for a walk with Paul.

   **Friday**

   On Friday, the family went for a walk in the garden because it was very sunny but Paul didn't want to go. That day, they went to the beach. There was a beautiful beach where they had a lot of fun. They played with the sea and the children played with it. It was great and Paul stopped thinking about the sharks in the sea. That evening, all the family went to watch a film. This time the film was about a funny dolphin and they all enjoyed it.

   7. The family had breakfast in _____________.
   8. Paul was _____________.
   9. Paul's dad _____________.
   10. All the family _____________.

   **Read and Write**

   Holly had a holiday with her family. They went to the cinema on Wednesday. The film was about _____________. They all enjoyed it. They went to the beach on Thursday. They had a lot of fun. They played with the sea and the children played with it. It was great and Paul stopped thinking about the sharks in the sea. That evening, all the family went to watch a film. This film was about a funny dolphin and they all enjoyed it.
Part 6
5 questions

Read the text. Choose the right words and write them on the lines.

**Cats**

Example: Cat / Tiger / cue eyes. They can see very well at night. Cats drink milk and eat meat. They can move very quickly and catch animals. They hunt them. They have strong teeth.

1. __________ small cats and big cats have long

2. __________ cats can and big cats can hunt

3. __________ cats can and big cats can eat

4. __________ cats are pets. People __________ cats because they are beautiful.

<table>
<thead>
<tr>
<th>Sentence</th>
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<th>have</th>
<th>has</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All</td>
<td>Every</td>
<td>Any</td>
</tr>
<tr>
<td>2</td>
<td>are</td>
<td>are</td>
<td>is</td>
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<tr>
<td>3</td>
<td>at</td>
<td>on</td>
<td>in</td>
</tr>
<tr>
<td>4</td>
<td>your</td>
<td>their</td>
<td>our</td>
</tr>
<tr>
<td>5</td>
<td>like</td>
<td>liking</td>
<td>likes</td>
</tr>
</tbody>
</table>
Appendix 5: Exam 2 format
Exam 2 it was applied after the implementation with comics was finished
**COMIC STRIPS TO DEVELOP READING**

**Part 1**

*Questions*

1. There are always a lot of trees in the forest.

2. In a house, for example, you walk up or down these.

3. In the countryside, you can often see sheep or cows in these.

4. You open these to go in and out of houses.

5. This often goes to the mountains and goes down to the sea. Boys can sail on it.

6. You can go up to an amusement park. It is quick and easy.

**Part 2**

*Examples*

- A parent is sitting on an old chair.
- There is a toy phone in the box.

*Look and read. Write yes or no.*

**Part 3**

*Questions*

1. There is a toy car on its back in front of some books.

2. There is a big spider above the lamp.

3. The toy rabbit has only one eye.

4. There is a fan next to some green bottles.

5. The boy is sitting on the floor and reading a comic.

6. There are some shoes between the box and the bag.

**Examples**

- Sue: Hello, Jane. How are you?
- Jane: A. I'm going to the market.
-  B. I'm fine.
-  C. I'm Jane's sister.

*Sue: Is this your new dog?*

- Jane: A. Yes. It's my new pet.
-  B. Yes. It's my pet dog.
-  C. Yes. It's in a pet shop.
COMIC STRIPS TO DEVELOP READING

Part 4
7 questions

Read the story. Choose a word from the box. Write the correct word next to numbers 1-6. There is one example.

"Can we sleep outside tonight?" Alex and Sally asked their mother one evening when they were very tired. She said "No!" The girls put blankets on the bed, then got into bed.

(1) ______________ of water from the kitchen. They looked at the stars, talked, then went to sleep. But the night got colder and Alex woke up. A cat ______________ off the garden wall.

What was that? asked Alex. Are you awake, Sally?

Then a big, black (4) ______________ flew out from one of the trees.

I am outside," answered Sally. What was that?
The girls sat up. I don't like being outside at night, I'm (5) _______________ ," Sally said.

"No fool," said Alex. Let's go inside! The girls picked up their blankets and (6) _______________ the house. In the morning, their mother found them, not outside, but in their beds in their bedrooms.

Part 5
10 questions

Look at the pictures and read the story. Write words to complete the sentences about the story. You can use 1, 2 or 3 words.

David and his game of tennis

David is eleven, and he has two older brothers, Peter and Paul, who like tennis. "Come and have a game of tennis with us," they say every day. But David never goes because he doesn't enjoy playing tennis. He likes playing computer games better. He plays them all day. His mother often says to him, "David, don't sit in the house all day playing computer games! Go and play in the park with your brothers." But David doesn't want to.

Examples
David is only _______________ - he's the youngest child in the family.
David's brothers are called _______________ - Peter and Paul.

Questions
1. David's brothers enjoy playing _______________.
2. David enjoys playing games on his _______________.
3. David doesn't want to play in the _______________.
One weekend, David played on his computer all day Saturday, but on Sunday morning, he wanted to do something different. So, David showed his friend Nick and then went to his house on his bike. Nick had lots of good games in his bedroom. They played there all morning. Then they had a nice lunch - some cheese sandwiches and a drink of orange juice.

6. David phoned Nick on ____________________________
7. After that, David went on ________________________ to Nick's house.
8. The two friends played computer games in
   Nick's ____________________________
9. Nick and David ate ____________________________ for their lunch.

Part 6
- 5 questions -

Read the text. Choose the right words and write them on the lines.

Pandas

Pandas are beautiful animals and people love them. They have white bodies, black legs and shoulders, black ears and round, black eyes.

Example 1. They have white bodies, black legs, and shoulders, black ears and round, black eyes.

1. The panda's name is sometimes 'panda bear', but is it a bear?
   Bears have short legs, big feet, round ears, and smooth fur. They have a different kind of animal, some people.

2. Why? Because they eat meat, fish or fruit. Brown, black and white bears can eat these foods, but pandas eat only one kind of plant.

3. There aren't a lot of pandas in the world.

Example 1. How?

2. These? That? This.
Appendix 6: Interview 1 to teacher before the implementation

Interview 1 translated to English
Interviewer: Jennifer Bernal plazas
Interviewee: teacher Ninfa León

Interviewer: I would like know about your experience as teacher, how much time you are working in the Jose Manuel Restrepo School?

Interviewee: At the school I carry out exactly ten years working, I talk you that the seven first were teaching subjects different to English; I was teaching science, geography and in this year I had to teach English in fourth grade.

Interviewer: what is your experience in the English class?

Interviewee: For us as teachers the English class is super-funny. It is a subjects where you can play, do a lot activities, children can enjoy it. I feel that the most stressful thing is the management of noise, because children are really enthusiastic to learn and they generate a lot noise, all of them want to participate, all of them shout, and it for me is designating. But the class does to students participate, making that the activity will be more dynamic and easier. Also, I teaching Spanish and it is bored for the students and I thinks that English will be bored too for them because they do not understand and I saw whit a surprise that for them the English is totally different, although the Spanish is similar to English in the dynamics and pedagogy, about the activities, the games with words, the vocabulary, but they do not enjoy the Spanish like the English.

Interviewer: The abilities that you develop in the Reading activities are?

Interviewee: I say you that basically the ability is the vocabulary, that the students have a growth lexical. They share, because when one of them not understand, maybe another yes and they share knowledge, but is you let the reading without support, with to their level, the reading is fail, you have to develop it more, you have to do a Reading comprehension, explain the things that they does not understand, so in this way they will be open their minds, but if you let only that the kid understood the Reading have been not any application and how you do when develop the Reading across the comics and then they invent their own comics, this activity help them to take a guide to develop their creativity to create new things. But if you see the idea is that they have a guide, from this guide they create new things and you find that they do once things! That you say: my goodness! You cannot believe that they have these capacities.

Appendix 7: Interview 1 to students before the implementation

Translate to English
This interview was doing to five students of four grade, all the students answered the question in an individual way.

Interview to student 1
Interviewer: Yenny Marcela Sanchez
Interviewee: victor Arango

Interviewer: what is your name?
S1: Victor Manuel Arango Gallego

Interviewer: Victor, why you believe that the activities in English are important?
S1: because……

Interviewer: why you believe that the teacher does reading activities in the classes
S1: To learn

Interviewer: To learn, how many times you read in the English class?
S1: because you do not know the letters?

Interviewer: but you do a lot of activities of reading in English or not?
S1: a lot

Interview: a lot ? ¿a lot of reading activities?
S1: well, not a lot

Interview: will you like do Reading activities in the English class?
S1: yes

Interviewer: Why?
S1: because, to you learn more and you improve the Reading.

Interviewer: believe that you can learn English across to the Reading
S1: yes

Interviewer: why?
S1: to you learn more

Interviewer: but why, can you practice the things that you learnt in the class… or why?
S1: to when you do the evaluations have good results and do the best effort to you have a good results.

Interviewer: believe you that read comics in the English class could be help you to learn English?
S1: a little

Interviewer: a little? Why a little?
S1: because it gives difficulties

Interviewer: read is difficult to you?
S1: a little
COMIC STRIPS TO DEVELOP READING

Interviewer: ok Victor thank you for your help.

Appendix 8 interview 1
Translate to English
Interview to student 2
Interviewer: Yenny Marcela Sanchez
Interviewee: Maria Fernandada Muñoz
S2: My name is Maria Fernandada Muñoz

Interviewer: why is important do reading activities in the English class?
S2: because is good learn English

Interviewer: what is the frequency of the reading activities in the English classes?
S2: always, these activities are frequent; we have one almost all days.

Interviewer: would you like do reading activities in the English classes?
S2: yes, because you can learn

Interviewer: you could learn English across the comics?
S2: A lot

Interviewer: why?
S2: Because you can learn to read, I can learn from the reading and if someone asks you something in English you can answer.

Interviewer: read comics could help you in your learning?
S2: Yes

Interviewer: Why?
S2: because you can know what say the text with the picture
Interviewer: thanks a lot Maria Fernanda.

Appendix 9 interview 1
Interview 1 student 3
Translate to English
Interview to student 1
Interviewer: Yenny Marcela Sanchez
Interviewee: Sonny Lee Gonzales

Interviewer: what is your name?
S3: my name is Sonny Lee Gonzales

Interviewer: why you believe that is important do reading activities in the English classes?
S3: I think that is to learn and improve

Interviewer: what is the frequency of reading activities in the English classes?
COMIC STRIPS TO DEVELOP READING

S3: three, four times

Interviewer: in the same class?
S3: In the same class

Interviewer: do you like that there are reading activities in classes?
S3: Yes

Interviewer: Why?
S3: because you learn a lot of things.

Interviewer: What things? Pronunciation, new vocabulary, the things that you study in class
S3: Yes.

Interviewer: All these things you learn reading?
S3: Yes.

Interviewer: do you think that is possible learn English through comics?
S3: Yes

Interviewer: Why?
S3: because the reading teaching a lot and because there are books that teach English

Interviewer: Do you think that comics can you help you to learn English?
S3: Yes

Interviewer: Why?
S3: because you can learn

Interviewer: thank you

Appendix 10 interview 1

Interview 1 student 4
Translate to English
Interview to student 1
Interviewer: Yenny Marcela Sanchez
Interviewee: Daniel villalobos

Interviewer: what is your name?
S4: Daniel villalobos

Interviewer: what do you think is important do reading activities in the English classes?
S4: is important to children learn to read better, to understand, and to learn more, and to learn to write, orthography and grammar.

Interviewer: what is the frequency of the reading activity in the English classes?
COMIC STRIPS TO DEVELOP READING

S4: The reading activities are no frequent, the teacher gives us paper and then explains the activity, but I do not like it.

Interviewer: would you like to do reading activities in the English classes?
S4: yes, I would like.

Interviewer: why
S4: because in the reading you can learn things and you are not bored with the readings.

Interviewer: do you think that you could learn English with reading?
S4: if you practice with a book and doing repetition exercise

Interviewer: do you think that reading comics you can learn English?
S4: yes, it could be functional because is something that the students enjoy and it motivated them.

Interviewer: thanks Daniel

Appendix 11: Interview 1
translate to English student 5
Interviewer: Yenny Sanchez
Interviewee: Juan Pablo Cuervo Berna
Interviewer: How is your name?
S5: Juan Pablo Cuervo Bernal

Interviewer: what do you think about the reading activities in the English class?
S5: to learn

Interviewers: how are the frequencies are the reading activities in the English classes?
S5: more often

Interviewer: do you like the reading activities in the English classes?
S5: yes

Interviewer: Why?
S5: because we could learn a lot of new things

Interviewer: do you think that is possible learn English reading?
S5: yes

Interviewer: Why?
S5: because we can answer in English

Interviewer: do you think that is possible learn English reading comics?
S5: yes

Interviewer: Why
COMIC STRIPS TO DEVELOP READING

S5: because the teacher asks us about that.

Appendix 12: survey 1
Before the implementation

It was applied before of the implementation with the comics

Scale

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

1. Do you like the comic? 😊😊😊😊😊 
2. You remember the vocabulary about the material for the school, colors, number, animals, fruit and vegetables? 😊😊😊😊😊 
3. The comic was easy to understand? 😊😊😊😊😊 
4. Would you like to continue reading comics? 😊😊😊😊😊

Appendix 13: Proformas format, were taken during the whole implementation

<table>
<thead>
<tr>
<th>DATE</th>
<th>ISSUES/ QUESTION</th>
<th>ACTION</th>
<th>REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16th 2011</td>
<td>• The proficiency in students is low.</td>
<td>• Find an instrument or tool that motivates students to read and help</td>
<td>• Students were glad using comic strips in class. Is difficult to avoid Spanish in the classroom because the students waited for the translation.</td>
</tr>
<tr>
<td></td>
<td>• Home teacher constantly translate the instructions.</td>
<td>them to increase their proficiency level.</td>
<td>• The students were motivated using comics in class and did the activity proposed in the class.</td>
</tr>
<tr>
<td></td>
<td>• Students are not motivated to read in class.</td>
<td>• Try to avoid Spanish inside the classroom to make students understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>at least instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students feel comfortable working with images comic strips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>seems to be a good tool for teaching.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix: Student's portfolio example

Activity 1

[Comic strip with illustrations and text]

- "I'm going to see if there is a lot of fruit in the tree and try to check what is their food!"
- "If we find some, we can come back for more!"
- "Mmm, it looks delicious!"
- "I hope you like it too!"

[Signature: Natalia Catalina Romero P.V.

[Additional comic strip with illustrations and text]

- "Yes, thank you!"
- "Mmm, it's delicious!"
- "I'm learning a lot!"
COMIC STRIPS TO DEVELOP READING

Activity 2
Activity 3

Match the following pictures with the seasons:

1. Winter
2. Spring
3. Summer
4. Autumn or Fall
Activity 4

Hi my name is Jefferson and I'm really happy, because I'm going to prepare my costume.

I'm thinking in a vampire costume, let's go to buy the things!

Welcome to the costume store! Can I help you?

I want a vampire costume. It is the right place.

I have to option for you.

Can I see them?

Yes, sure! The first is with a square shorts and a waist.

It is nice, I like it but I want a cape.

The second option has one.

It has a point, a white shirt and the most important the cape.

Please, let me see.

It is perfect. I think a lot.

But I would like to see other costumes.

I have a clown, cocodile and rat costumes. The cocodile and rat have mask for your face. Let me show you the clown.

Oh, this is really funny.

It has makeup for your face, has a wig, big shoes, big bottoms and a beautiful hat.

Know let me show you the cocodile and rat costumes.

Let me see the outfit please.

This cocodile has a suit, a hat, walking stick and the mask of the cocodile.

It has a sport jacket, ear, T-shirt and jeans.

I prefer the vampire costume.

You are welcome!

Thank you for your time.
I want to use a *Leon* costume a long and white hat and hat dress. I'm going to go to the center.

Name: Natalia Catalina P.P.

Date: [Blank]

Costumes: [Images of costumes]

Cape: [Image of a cape]

Clown: [Image of a clown]

Square: [Image of a square]

Makeup: [Images of makeup items]

Walking stick: [Image of a walking stick]
Activity 5

Match the pictures with the word

Name: [Student's Name]

- Sleeve
- Lace
- Tighten
- Vest
- Ornament
Self-evaluation

Mis reconocimientos en la clase

2) Fue el que se me hizo más difícil, fue el de que tenías que marcar con una X la que era una respuesta correcta.

3) Pero todo me pareció muy divertido y muy especial.

Natalia Catalina Romero
Appendix 15: comic example season 1
Comics given by the teacher-researchers.

Name---------------------------------------------------------- Date------------------------

1. Read the comic and underline the unknown vocabulary.
2. Read the comic again.
3. Rewrite the comic with your own words.
COMIC STRIPS TO DEVELOP READING

Paper to students rewrites the comics

*These squares were given to the students in all the classes*
Appendix 16: comic example season 2

Name----------------------------------------------------------- Date------------------------

Read the comic and underline the unknown vocabulary.
2. Read the comic again.
3. Rewrite the comic with your own words.
COMIC STRIPS TO DEVELOP READING

Format to rewrite the comic in the season 2
Appendix 17: comic example season 3

Name: ___________________________ Date: ___________________________

Read the comic and underline the unknown vocabulary.
2. Read the comic again.
3. rewrite the comic with your own words.
Appendix 18: comic example season 4

Name----------------------------------------------- Date-----------------------------

1. Read the comic and underline the unknown vocabulary.
2. Read the comic again.
3. Rewrite the comic with your own words.

Hi my name is Jefferson and I’m really happy, because I’m going to prepare my costume.

I’m thinking in a vampire costume, let’s go to buy the things!

Welcome to the costume store! Can I help you?

I want a vampire costume. It is the right place!

I have to options for you.

Can I see them?

Yes sure! The first is with a square shorts and a vest.

It is nice, I like it but I want a cape.

The second option has one.

It has a pants, a white shirt and the most important the cape...

Please, let me see...

It is perfect I like a lot.

But I would like to see other costumes.

I have a clown, crocodile and rat costumes.

The crocodile has a suit, with a hat, walking stick and the mask of the crocodile.

It has a sport jacket worn, T-shirt and pants.

I prefer the vampire costume.

You are welcome.

Thank you for your time.
Appendix 19: comic example seazon 5

Read the comic and underline the unknown vocabulary.
2. Read the comic again.
3. rewrite the comic with your own words.
Appendix 20: comic example activity 6
Name----------------------------------------- Date------------------

Read the comic and underline the unknown vocabulary.
2. Read the comic again.
3. rewrite the comic with your own words.
Appendix 21: Interview 2 to teacher

Translate to English
Interviewer: Good morning teacher
Interviewee: Good morning

Interviewer: For you what is the best way to teach Reading to children?

Interviewer: I say that they need a base always, for this reason when you start a class; you start with the previous knowledge, if you going about specific topic you have to put them in context with the topic. In this case for example: across the comics the guide, the guide about the cloth, when they started to understood that the cartoons there were talking about the cloth, they felt happy and they start to understand and from there they started to generate, but if they have not bases, they does not generate nothing because they are in the total uncertainty.

Interviewer: ok, according to the activities that I did with the comics, what do you think, it was functional, no, or the students are in the same level?

Interviewee: I believe that the activities with the comics were functional, because first we saw motivation, in the first moment, I remember that they said:” we do not know do nothing” “I do not what to do”, but when they were advance they incremented vocabulary, they review the previous topics and they start to understand grammatical structures in English, so, it inspired motivation, growth lexical. They share knowledge with their partners and across reading they improve their writing because, when they have to write something they feel lost. So there is generated the two things: Reading and writing that are fundamental in Spanish and English and in all the subjects.

Interviewer: To finish this interview. What importance has that the students of La Salle University stay here in the school? What importance for you, the students and the school.

Interviewee: I believe that it is really important to us as teachers, as a way to dynamism, innovate to go with the rhythm of the world, face to the new tendencies and pedagogies strategies. To children because it is motivated, they are face to face to different methods, methodologies, strategies, and demands. The changes in methodologies prepare students to the secondary because in the secondary there are a lot of changes that they have to do about teachers and methodologies. Finally, to the school is important because it is a way to improve the English. Also, we can take advantages to this relationship, I think that the learning is mutual, because we learnt a lot of the University teachers and I guess that we could give some advises for them. So I believe that the knowledge is mutual and is for the children.

Interviewer: ok teacher thank you so much

Interviewee: you are welcome

Appendix 22: Interview 2 to students
After the implementation with the comic strips the interview was carried out in Spanish and then was translated to English.

Interviewer: Jennifer Bernal
Interviewee: Paula Michel Muñoz
S1: my name is Pula Michel Muñoz

Interviewer: How you felt with the activities that I did with the comics in this semester in the reading process?
S1: I liked it

Interviewer: what do you think, the use of comics help you to learn?
S1: yes
Interviewer: you improved your reading?
S1: I did not know how to read in English and with the activities that you did all Tuesdays we learnt more.

Interviewer: you believe that the last comics that we did was easier to understand for you or not?
S1: yes, I improved

Interviewer: why?
S1: because….

Interviewer: you believe that you could understand more the vocabulary or some words that we learnt in the English classes and for this reason was easier understood.
S1: yes

Interviewer: yes?
S1: yes

Interviewer: you believe that is important that the students of La Salle University help the school teachers in the English classes?
S1: yes

Interviewer: why?
S1: because they learn from you and you learn from them

Interviewer: ok, Michel thanks

Appendix 23: Interview 2

Translate to English
Interviewer: Jennifer Bernal
Interviewee: Maria Fernanda Peña
S2: My name is Maria Fernanda Peña

Interviewer: do you think that the activities that I did with comics help you?
COMIC STRIPS TO DEVELOP READING

S2: yes, it was useful for me a lot

Interviewer: Why
S2: because I did not know English and I could learn more

Interviewer: Why do you think that you learn more?
S2: because I knew new words and I could pronouns these more

Interviewer: do you enjoyed the activities
S2: yes, a lot

Interviewer: would you like work with comics in the future?
S2: yes

Interviewer: do you think that the help that the students of la Salle university gave to the school was important?
S2: yes

Interviewer: why?
S2: because the teacher can take a rest of the classes and you can help them

Interviewer: thanks a lot

Appendix 24: Interview 2

Translate to English
Interviewer: Jennifer Bernal
Interviewee: Juan Pablo Cuervo Bernal
S3: Juan Pablo Cuervo Bernal

Interviewer: do you think that the activities that I did with comics help you in your reading process?
S3: yes, a lot

Interviewer: Why
S3: because we learnt to read

Interviewer: did you enjoy the activities with comics?
S3: yes

Interviewer: would you like work with comics in the future?
S3: Yes

Interviewer: do you think that the present of the La Salle University students in the school was important?
S3: Yes
Interviewer: Why
S3: because you explain us how read and write

Interviewer: Thanks

Appendix 25: survey 2

it was applied before the implementation with comics

😊 5 😊 4 😊 3 😞 2 😞 1

1. ¿Disfrutas las actividades hechas con los comics?
2. ¿Qué tanto has mejorado tu comprensión cuando lees?
3. ¿Los comics han trabajado los temas vistos en clase?
4. ¿El vocabulario usado en los comics es fácil de entender?
5. ¿Te gustaría usar comics de manera más frecuente?
Appendix 26 Students self-evaluation

1. Mejore en vocabulario y en escritura con ella nos divertimos y aprendimos.
2. Con los talleres nos reímos más y me gusta divertirme y aprender.
3. Me gusta por que hay mucho Ingles, hay mucho Ingles.
4. Con ella también aprendimos más a describir, aprendemos a decir "Gracias"
5. Con ayuda de la profesora y la profesora aprendimos mucho.

GRACIAS
YENIFÉ Y
Bogotá, D.C.
30 de agosto de 2011
Señores

PADRE DE FAMILIA O ACUDIENTES

Estudiantes Curso 402
I. E. D. José Manuel Restrepo
La Ciudad
Respetados Padres de Familia o Acudientes:

Durante el periodo académico comprendido entre agosto y noviembre del presente año, los estudiantes de octavo semestre de la Licenciatura en Lengua Castellana, Inglés y Francés de la Universidad de La Salle realizarán un proyecto de investigación que consiste en mejorar el nivel de lectura en inglés de los niños de los grados 4° y 5° de la I. E. D. José Manuel Restrepo por medio de actividades académicas, por lo cual quiséramos contar con su aprobación para que sus hijos e hijas participen en este proyecto y les permita a estos investigadores recolectar toda la información necesaria para este proyecto.

Esta solicitud se solicita por cuanto es necesario entrevistar, fotografiar o grabar las sesiones de clase de inglés de sus hijos e hijas. Esta información será exclusivamente usada para demostrar los resultados de la implementación y los investigadores se comprometen a manejarla con total responsabilidad ética por lo que los nombres de los participantes nunca serán divulgados.

Su aceptación inicial de la participación en el proyecto no implica permanencia, por lo que tanto su hijo o hija son libres de retirarse de él en cualquier momento. Además, cabe señalar que el proyecto busca mejorar la habilidad de comunicación en inglés y sus procesos de aprendizaje en general y no tendrá ningún efecto negativo sobre sus notas.

Este proyecto de investigación cuenta con el aval de la I.E.D., así que, en caso de que requiera información adicional, no dude en comunicarse con la Coordinación.

Por favor guarde el texto de la carta para su información y regrese el desprendible al profesor
SÍ_____ NO_____ autorizo a mi hijo (a) ________________, para participar en el proyecto de lectura en inglés, organizado por la Universidad de La Salle.

En compensación por esta autorización, tengo derecho a:
Conocer el informe final y a estar presente en la presentación que de él se haga.
Retirar a mi hijo del proyecto si este afecta a mi hijo de manera negativa, en cuyo caso le informaré formalmente a la I.E.D. José Manuel Restrepo.

___________________________
Firma Padre/Madre o Acudiente                              Fecha
## Appendix 28 lesson plan 1

<table>
<thead>
<tr>
<th>DATE LESSON IS TAUGHT:</th>
<th>LOCATION OF LESSON: grad 402 classroom 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>6(^{th}) September</td>
<td></td>
</tr>
</tbody>
</table>

| TIME ALLOTTED: 6:30 – 8:00AM | LENGTH OF LESSON: 6:45 AM – 8:00 AM (1:15) | REASON FOR THE DIFFERENCE | The students arrive late |

| NUMBER OF STUDENTS: 15 girls – 19 boys | STUDENTS’ CEFR LEVEL: A1 |

### LESSON AIM
- Review the all topics that the students had seen in class: the part of the body, material for the school colours, numbers etc.
- Explain to the students that during the rest of the year we are going study all the topics with comics.

### GUIDING CONTENTS
- The lesson will revolve around: material for the school colours, numbers, animals fruit and vegetables

### LEARNING OBJECTIVE(S)
By the end of this lesson, the learners will be better able to:
- Remember vocabulary
- Learn about comic

### SEQUENCING
In the previous lesson the students read a history about dinosaur’s graveyard. Now in this class the students are going to continue to reading activity but with our implementation with comics, for this reason they are going to review some old topics. To then they match the old knowledge with the new knowledge

### ASSUMED KNOWLEDGE
Learners are already able to:
- remember the old knowledge
- understand the comic mean idea

### ANTICIPATED DIFFICULTIES
1. the students does not know how to read a comic

### ANTICIPATED SOLUTIONS
1. before the students start to read the teacher explain how is the sequence

### PROCEDURE

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Routing pray, day and weather</td>
<td></td>
<td>To obtain a routing</td>
<td>T→ S</td>
<td>5’</td>
</tr>
<tr>
<td>2. Warm up: present the objective and main character of the comic</td>
<td>Photocopies to the students write the character’s name and paint it.</td>
<td>To Know the comic</td>
<td>T← S</td>
<td>10’</td>
</tr>
<tr>
<td>3. Vocabulary: Now let’s see the previous vocabulary in the copy Students underline the vocabulary that they do not understand</td>
<td>Photocopies</td>
<td>The students can understand the text</td>
<td>S T← S</td>
<td>10’</td>
</tr>
<tr>
<td>4. Activity: let’s read the comic</td>
<td>Photocopies</td>
<td>To review the old knowledge</td>
<td>S</td>
<td>20’</td>
</tr>
</tbody>
</table>
COMIC STRIPS TO DEVELOP READING

5. Check the reading: students rewrite the comic with their own words. They going to receive other photocopy with the same comic but with empty ballrooms

| Photocopies with empty balloons | To check if the students understand the reading and if use the vocabulary that was worked in class. | S | 20’ |

6. Evaluate the activity: students write a reflection about the activity (survey with faces)

| Papers and pencils | Check if the students feel good with the activity | S | 10’ |

N.B.: Attach copies of the materials to be used in the lesson.

Appendix 29 Lesson plan 2

<table>
<thead>
<tr>
<th>DATE LESSON IS TAUGHT: September 20^{th} 2011</th>
<th>LOCATION OF LESSON: Grade 402 classroom 11 Jose Manuel Restrepo School</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME ALLOTTED: 6:30am – 8:00 am</td>
<td>LENGTH OF LESSON: 6:45 am – 8:00 am (1:15)</td>
</tr>
<tr>
<td>REASON FOR THE DIFFERENCE</td>
<td>The students arrive late at the classroom and they have to organize the classroom.</td>
</tr>
</tbody>
</table>

| NUMBER OF STUDENTS: 15 girls – 19 boys | STUDENTS’ CEF R LEVEL: A1 |

<table>
<thead>
<tr>
<th>LESSON AIM</th>
<th>To review the body parts and introduce the clothes as a new topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDING CONTENTS</td>
<td>The lesson will revolve around: the parts of the body and clothes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE(S)</th>
<th>By the end of this lesson, the learners will be better able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive or knowledge:</td>
<td>To recall the previous vocabulary</td>
</tr>
<tr>
<td>To match the previous vocabulary with the new</td>
<td></td>
</tr>
<tr>
<td>Comprehension:</td>
<td>To infer important information from the comic</td>
</tr>
<tr>
<td>To application:</td>
<td>To solve the missing words in the comics</td>
</tr>
<tr>
<td>Communicative:</td>
<td>To compare with a partner the answers</td>
</tr>
<tr>
<td>To reorganize the answers</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>To contrast the answers with the T answers</td>
</tr>
</tbody>
</table>

| SEQUENCING | Previous class: the students read a comic about school supplies Next class: the students are going continue to work with clothes |

<table>
<thead>
<tr>
<th>ASSUMED KNOWLEDGE</th>
<th>Learners are already able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To remember the previous vocabulary</td>
<td></td>
</tr>
<tr>
<td>To understand main information</td>
<td></td>
</tr>
<tr>
<td>To apply the new vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTICIPATED DIFFICULTIES</th>
<th>ANTICIPATED SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The Ss does not understand the T</td>
<td></td>
</tr>
<tr>
<td>3. The Ss does not understand the vocabulary</td>
<td></td>
</tr>
<tr>
<td>2. The T explain with graphics or imitation and the last option translate the information</td>
<td></td>
</tr>
<tr>
<td>3. The T explains the vocabulary before of the reading.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
</table>
7. Routine: pray, day and weather  
   The T guide to the Ss in the pray  
   The T asks to Ss for the day and the weather

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To redirect the Ss thought</td>
<td>T → Ss → T</td>
<td>5’</td>
</tr>
</tbody>
</table>

8. Warm up:  
   Show the objectives: T presents the objective of the class to the Ss  
   Draw clothes: Ss draw three pieces of clothes and the T does the same on the board and then T does a list on the whiteboard with the clothes.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poster with the objectives, Ss’ notebooks</td>
<td>Ss identify and list the objectives of the class</td>
<td>10’</td>
</tr>
</tbody>
</table>

Objectives: to review the parts of the body  
Learn some pieces of clothing

9. Check the vocabulary: T explains what the meaning the each word is in the clothes list and adds some if necessary.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photocopies of the comic</td>
<td>Ss identify and list the new vocabulary</td>
<td>10’</td>
</tr>
</tbody>
</table>

10. Read the comic: Ss read the comic

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photocopies of the comic</td>
<td>Ss recall and know the vocabulary</td>
<td>20’</td>
</tr>
</tbody>
</table>

11. Check the reading. T asks to the St about specific information from the comic
   - What happen during the comic?
   - What did you learn in the comic?
   - What did you review in the comic?
   - Tell me four pieces of clothing that you find in the comic

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photocopies of the comic</td>
<td>Ss comprehend the reading</td>
<td>5’</td>
</tr>
</tbody>
</table>

12. Practice: fill-in-the-blanks: Ss complete the comic with the new vocabulary

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photocopies to fill-in-the-blanks</td>
<td>Ss use the new vocabulary</td>
<td>5’</td>
</tr>
</tbody>
</table>

13. Evaluation the activity: the Ss compare the answers in pairs using the following guide
   a. Is the first word in the exercise........?  
   b. Yes it is / no, it is not  
   a. Is the second word in the exercise........?  
   b. Yes it is / no, it is not

Check the answers: T ask to the Ss for the correct word in each blank

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Photocopies</td>
<td>Analyze the answers and compare with the correct answers</td>
<td>10’</td>
</tr>
</tbody>
</table>

14. Homework: Ss draw the pieces of clothing that are in the clothes list.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>5’</td>
</tr>
</tbody>
</table>

15. Check the class objectives: T

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify if the class</td>
<td>T → St</td>
<td>5’</td>
</tr>
</tbody>
</table>
COMIC STRIPS TO DEVELOP READING

N.B.: Attach copies of the materials to be used in the lesson.

Appendix 30 Lesson plan 3

<table>
<thead>
<tr>
<th>DATE LESSON IS TAUGHT: September 27TH 2011</th>
<th>LOCATION OF LESSON: Grade 402 classroom 11 Jose Manuel Restrepo School</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME ALLOTTED: 6:30am – 8:00 am</td>
<td>LENGTH OF LESSON: 6:45 am – 8:00 am (1:15)</td>
</tr>
<tr>
<td>REASON FOR THE DIFFERENCE</td>
<td>The students arrive late at the classroom and they have to organize the classroom.</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS: 15 girls – 19 boys</td>
<td>STUDENTS’ CEFR LEVEL: A1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON AIM</th>
<th>Review the clothes and match it with the seasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDING CONTENTS</td>
<td>The lesson will revolve around: the clothes and the seasons</td>
</tr>
<tr>
<td>LEARNING OBJECTIVE(S)</td>
<td>By the end of this lesson, the learners will be better able to:</td>
</tr>
<tr>
<td></td>
<td>- Cognitive or knowledge:</td>
</tr>
<tr>
<td></td>
<td>To recall the previous vocabulary</td>
</tr>
<tr>
<td></td>
<td>To match the previous vocabulary with the new</td>
</tr>
<tr>
<td></td>
<td>- Comprehension:</td>
</tr>
<tr>
<td></td>
<td>To infer important information from the comic</td>
</tr>
<tr>
<td></td>
<td>To application:</td>
</tr>
<tr>
<td></td>
<td>To rewrite one of the sequences from the comic (in groups)</td>
</tr>
<tr>
<td></td>
<td>- Communicative:</td>
</tr>
<tr>
<td></td>
<td>To construct the comic with each part</td>
</tr>
<tr>
<td></td>
<td>- Evaluation</td>
</tr>
<tr>
<td></td>
<td>Conclude if the comic are organized in the right way</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEQUENCING</th>
<th>Previous class: the students read a comic about clothes and seasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Next class: the students are going continue to work with clothes and the race’s day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSUMED KNOWLEDGE</th>
<th>Learners are already able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- To remember the previous vocabulary</td>
</tr>
<tr>
<td></td>
<td>- To understand main information</td>
</tr>
<tr>
<td></td>
<td>- To apply the new vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTICIPATED DIFFICULTIES</th>
<th>ANTICIPATED SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The Ss does not understand the T</td>
<td>4. The T explain with graphics or imitation and the last option translate the information</td>
</tr>
<tr>
<td>5. The Ss does not understand the vocabulary</td>
<td>5. The T explains the vocabulary before of the reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Routine: pray, day and weather</td>
<td></td>
<td>To redirect the Ss thought</td>
<td>T→Ss T→</td>
<td>5’</td>
</tr>
<tr>
<td>The T guide to the Ss in the pray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The T asks to Ss for the day and the weather.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Warm up: Show the objectives: T presents the objective of the class to the Ss Match the season with the clothes and T correct it.</td>
<td>Poster with the objectives. Ss’ notebooks</td>
<td>Ss Know the objectives of the class and the topic</td>
<td>T→Ss Ss St</td>
<td>5’</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Objectives: Learn more pieces of clothing and associate with the seasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Check the vocabulary: T explains what the meaning each word and associate it with the season if is necessary</td>
<td>Ss identify a specific vocabulary</td>
<td>T→Ss</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>19. Read the comic: Ss read the comic</td>
<td>Photocopies of the comic</td>
<td>Ss recall and associate the vocabulary</td>
<td>Ss</td>
<td>15’</td>
</tr>
<tr>
<td>20. Check the reading. T asks to the St about specific information from the comic</td>
<td>Ss comprehend the reading</td>
<td>T→St St→T</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>• What happened during the comic? • What did you learn in the comic? • What did you review in the comic? • Tell me pieces of clothing that you find in the comic in each season</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Practice: in groups Ss rewrite one of the comic with their own vocabulary and for one season (different to summer) organized the story sticking it in the whiteboard</td>
<td>Photocopies of the blank sequences</td>
<td>Ss use the new vocabulary</td>
<td>Ss→Ss</td>
<td>15’</td>
</tr>
<tr>
<td>22. Evaluation the activity: T read the comic and concludes with the students if it is coherent.</td>
<td>Photocopies of the comic that the Ss did</td>
<td>Ss and T Conclude if the comic is coherent</td>
<td>T→Ss</td>
<td>10’</td>
</tr>
<tr>
<td>23. Homework: Ss do a clothes list with 5 pieces of clothes for each race</td>
<td>Ss take some ideas to the next topic</td>
<td>T→Ss</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>24. Check the class objectives: T asks to Ss about what happen in the class. What did we learn today? What is the homework? What did we review today?</td>
<td>Identify if the class objective was satisfactory</td>
<td>T→St St→T</td>
<td>5’</td>
<td></td>
</tr>
</tbody>
</table>

N.B.: Attach copies of the materials to be used in the lesson.

Appendix 31 Lesson plan 4

<table>
<thead>
<tr>
<th>DATE LESSON IS TAUGHT:</th>
<th>LOCATION OF LESSON: Grade 402 classroom 11 Jose Manuel Restrepo School</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18th 2011</td>
<td></td>
</tr>
<tr>
<td>TIME ALLOTTED:</td>
<td>LENGTH OF LESSON:</td>
</tr>
</tbody>
</table>
**COMIC STRIPS TO DEVELOP READING**

<table>
<thead>
<tr>
<th>TIME</th>
<th>CLASSROOM ACTIVITY</th>
<th>THE DIFFERENCE</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30am – 8:00am</td>
<td>Learn more pieces of clothing and associate with the races</td>
<td>classroom and they have to organize the classroom.</td>
<td></td>
</tr>
<tr>
<td>6:45 am – 8:00 am (1:15)</td>
<td>The lesson will revolve around: the clothes and the race’s day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NUMBER OF STUDENTS:** 15 girls – 19 boys  
**STUDENTS’ CEFR LEVEL:** A1

<table>
<thead>
<tr>
<th>LESSON AIM</th>
<th>LEARNING OBJECTIVE(S)</th>
</tr>
</thead>
</table>
| Learn more pieces of clothing and associate with the races | By the end of this lesson, the learners will be better able to:  
- Cognitive or knowledge:  
  To recall the previous vocabulary  
  To learn about the different races  
- Comprehension:  
  To infer important information from the comic  
- Application:  
  To rewrite the comic according one specific race (in pairs)  
- Communicative:  
  Explain why they chose this race  
- Evaluation:  
  Contrast the two races |

<table>
<thead>
<tr>
<th>GUIDING CONTENTS</th>
<th>SEQUENCING</th>
</tr>
</thead>
</table>
| The lesson will revolve around: the clothes and the race’s day | Previous class: the students read a comic about clothes and seasons  
Next class: the students are going continue to work with clothes and the Halloween |

<table>
<thead>
<tr>
<th>ASSUMED KNOWLEDGE</th>
<th>ANTIQUATED DIFFICULTIES</th>
<th>ANTIQUATED SOLUTIONS</th>
</tr>
</thead>
</table>
| Learners are already able to:  
- remember the previous vocabulary  
- identify the race according to the clothes  
- understand main information  
- apply the new vocabulary | 6. The Ss does not understand the T  
7. The Ss does not understand the vocabulary | 6. The T explain with graphics or imitation and the last option translate the information  
7. The T explains the vocabulary before the reading. |

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| Routine: prayer, day and weather  
T guide to the Ss in the prayer  
T asks to Ss to the day and the weather | Poster with the objectives. | To redirect the Ss thought | T → Ss → T | 5’ |
| Warm up:  
Show the objectives: T presents the objective of the class to the Ss  
First: T remembers to the students that October 12th is race day  
Second: Ss write on the whiteboard pieces of clothes according to the race  
Objectives: Learn typical pieces of clothing and associate with the races | Photocopies of the comic | Ss Know the objectives of the class and the topic | T → Ss  
Ss | 10’ |
| Check the vocabulary: T explains what the meaning each word in the cartoon | | Ss identify a specific vocabulary | T → Ss | 5’ |
| Read the comic: Ss read the cartoon | | Ss recall and associate the vocabulary | Ss | 15’ |
| Check the reading. T asks to the St about specific information | | Ss comprehend | T → St  
T → Ss | 5’ |
from the comic
- What happen during the comic?
- What did you learn in the comic?
- What did you review in the comic?
- Tell me pieces of clothing that you find in the cartoon

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Instructions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice: in piers Ss rewrite the comic with their own vocabulary for one specific race using the imagination from the Ss, they have to create the characters</td>
<td>Photocopies of the blank sequences</td>
<td>Ss use the new vocabulary</td>
<td>15’</td>
</tr>
<tr>
<td>Evaluation the activity: Ss draw one character of they own cartoon and the other Ss guess the race</td>
<td>Blog paper</td>
<td>Ss review the races</td>
<td>10’</td>
</tr>
<tr>
<td>Homework: what costume would you like to use on Halloween? Describe and draw it.</td>
<td></td>
<td>Ss take some ideas to the next topic</td>
<td>5’</td>
</tr>
<tr>
<td>Check the class objectives: T asks to Ss about what happen in the class.</td>
<td></td>
<td>Identify if the class objective was satisfactory</td>
<td>5’</td>
</tr>
</tbody>
</table>

N.B.: Attach copies of the materials to be used in the lesson.

Appendix 32 Lesson plan 5

| DATE LESSON IS TAUGHT: | October 25th 2011 |
| LOCATION OF LESSON: | Grade 402 classroom 11 Jose Manuel Restrepo School |
| TIME ALLOTTED: | 6:30am – 8:00 am |
| LENGTH OF LESSON: | 6:45 am – 8:00 am (1:15) |
| REASON FOR THE DIFFERENCE: | The students arrive late at the classroom and they have to organize the classroom. |
| NUMBER OF STUDENTS: | 15 girls – 19 boys |
| STUDENTS’ CEFR LEVEL: | A1 |

LESSON AIM
Review the clothes using the costumes

GUIDING CONTENTS
The lesson will revolve around: the clothes and the costumes

LEARNING OBJECTIVE(S)
By the end of this lesson, the learners will be better able to:
- Cognitive or knowledge:
  To recall the previous vocabulary
  To learn about the costumes vocabulary
- Comprehension:
  To infer important information from the comic
- To application:
  To rewrite the comic according to the costumes that the Ss wants (individual)
- Communicative:
  Explain why they chose this costumes with the students who has the same costume
## COMIC STRIPS TO DEVELOP READING

### SEQUENCING
- Evaluation
  Draw a Lion man with their costume

### ASSUMED KNOWLEDGE
- Previous class: the students read a comic about clothes the race’s day
- Next class: the students are going to work with Christmas

### ANTICIPATED DIFFICULTIES
1. The Ss does not understand the T
2. the Ss does not understand the vocabulary

### ANTICIPATED SOLUTIONS
1. The T explain with graphics or imitation and the last option translate the information
2. The T explains the vocabulary before of the reading

### PROCEDURE

<table>
<thead>
<tr>
<th></th>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
</table>
| 1. | Routine: pray, day and weather  
The T guide to the Ss in the pray  
The T asks to Ss for the day and the weather. | To redirect the Ss thought | T → Ss  T | 5' |
| 2. | Warm up:  
Show the objectives: T presents the objective of the class to the Ss  
Ss write a list with their favourite costumes  
Objectives: Learn pieces of clothing about costumes | Poster with the objectives. | Ss Know the objectives of the class and the topic | T → Ss  Ss | 10' |
| 3. | Check the vocabulary: T explains what the meaning the each word in the comic  
Ss do a word search | Photocopies of the word search | Ss identify a specific vocabulary | T → Ss | 10' |
| 4. | Read the comic: Ss read the comic | Photocopies of the comic | Ss practice the reading and learn new vocabulary | Ss | 10' |
| 5. | Check the reading. T asks to the St about specific information from the comic  
- What happen during the comic?  
- What did you learn in the comic?  
- What did you review in the comic?  
- Tell me pieces of clothing that you find in the comic | Photocopies of the blank sequences | Ss comprehend the reading | T → St  St → T | 5' |
| 6. | Practice: Ss rewrite the comic with their own costume  
Explain why they choose this race. Compare with the other students who have the same costume why they chose this. | Photocopies of the blank sequences | Ss use the new vocabulary | Ss → Ss | 15' |
## COMIC STRIPS TO DEVELOP READING

### 2. Evaluation the activity: Ss draw to Lion man with their own costume and write the vocabulary that they use

<table>
<thead>
<tr>
<th>Paper</th>
<th>Ss use the new vocabulary</th>
<th>Ss</th>
<th>10’</th>
</tr>
</thead>
</table>

### 1. Homework what is the thing most important for you in Christmas?

<table>
<thead>
<tr>
<th>Ss take some ideas to the next topic</th>
<th>T → Ss</th>
<th>5’</th>
</tr>
</thead>
</table>

### 3. Check the class objectives: T asks to Ss about what happen in the class.

- What did we learn today?
- What is the homework?
- What did we review today?

<table>
<thead>
<tr>
<th>Identify if the class objective was satisfactory</th>
<th>T → Ss</th>
<th>5’</th>
</tr>
</thead>
</table>

N.B.: Attach copies of the materials to be used in the lesson.

## Appendix 33 Lesson plan 6

<table>
<thead>
<tr>
<th>DATE LESSON IS TAUGHT:</th>
<th>LOCATION OF LESSON: Grade 402</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1st 2011</td>
<td>classroom 11</td>
</tr>
<tr>
<td></td>
<td>Jose Manuel Resterpo School</td>
</tr>
</tbody>
</table>

| TIME ALLOTTED: 6:30am – 8:00 am | LENGTH OF LESSON: 6:45 am – 8:00 am (1:15) | REASON FOR THE DIFFERENCE | The students arrive late at the classroom and they have to organize the classroom. |

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS: 15 girls – 19 boys</th>
<th>STUDENTS’ CEFR LEVEL: A1</th>
</tr>
</thead>
</table>

### LESSON AIM

- Learn new vocabulary about Christmas

### GUIDING CONTENTS

- The lesson will revolve around: Christmas costumes

### LEARNING OBJECTIVE(S)

- By the end of this lesson, the learners will be better able to:
  - **Cognitive or knowledge:**
    - To recall the previous vocabulary
    - To learn about the Christmas costumes vocabulary
  - **Comprehension:**
    - To infer important information from the comic
  - **Application:**
    - To rewrite the comic according to the customs that the Ss like (individual)
  - **Communicative:**
    - Explain why they chose this custom with the students who has the same custom
  - **Evaluation**
    - Draw a picture about the custom

### SEQUENCING

- Previous class: the students read a comic about costume
- Next class: the students are going to work in their own reflections about their work with comics, going to do the second survey and going to do the second exam

### ASSUMED KNOWLEDGE

- Learners are already able to:
  - To remember the previous vocabulary
  - To show their customs
  - To understand main information
  - To apply the new vocabulary

### ANTICIPATED DIFFICULTIES

3. The Ss does not understand the T
4. The Ss does not understand the vocabulary

### ANTICIPATED SOLUTIONS

3. The T explain with graphics or imitation and the last option translate the information
4. The T explains the vocabulary before of the reading.

### PROCEDURE

<table>
<thead>
<tr>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
</table>

120
### 6. Routine: pray, day and weather
The T guides to the Ss in the pray.
The T asks to Ss for the day and the weather.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>To redirect the Ss thought</td>
</tr>
<tr>
<td>T</td>
<td>Ss</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5’</td>
</tr>
</tbody>
</table>

### 7. Warm up:
Show the objectives: T presents the objective of the class to the Ss.
Ss write a list with their favourite customs in Christmas.

Objectives: Learn the name of some food

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Poster with the objectives.</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>10’</td>
</tr>
</tbody>
</table>

### 8. Check the vocabulary: T explains what the meaning the each word in the comic

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ss identify a specific vocabulary</td>
</tr>
<tr>
<td>T</td>
<td>Ss</td>
<td>10’</td>
</tr>
</tbody>
</table>

### 9. Read the comic: Ss read the comic

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ss practice the reading and learn new vocabulary</td>
</tr>
<tr>
<td>Ss</td>
<td></td>
<td>10’</td>
</tr>
</tbody>
</table>

### 10. Check the reading. T asks to the St about specific information from the comic
- What happen during the comic?
- What did you learn in the comic?
- What did you review in the comic?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ss comprehend the reading</td>
</tr>
<tr>
<td>T</td>
<td>St</td>
<td>5’</td>
</tr>
</tbody>
</table>

### 4. Practice: Ss rewrite the comic with their own custom. Explain why they choose this.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ss use the new vocabulary</td>
</tr>
<tr>
<td>Ss</td>
<td>Ss</td>
<td>15’</td>
</tr>
</tbody>
</table>

### 5. Evaluation the activity: Ss draw a picture about their favourite custom and write the vocabulary that they use

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss</td>
<td></td>
<td>10’</td>
</tr>
</tbody>
</table>

### 2. Homework thinks if the comics’ activities help you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ss take some ideas to the next topic</td>
</tr>
<tr>
<td>T</td>
<td>Ss</td>
<td>5’</td>
</tr>
</tbody>
</table>

### 6. Check the class objectives: T asks to Ss about what happen in the class.
- What did we learn today?
- What is the homework?
- What did we review today?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Identify if the class objective was satisfactory</td>
</tr>
<tr>
<td>T</td>
<td>St</td>
<td>5’</td>
</tr>
</tbody>
</table>

**N.B.:** Attach copies of the materials to be used in the lesson.

### Appendix 34 Lesson plan 7

<table>
<thead>
<tr>
<th>DATE LESSON IS TAUGHT: November 8th 2011</th>
<th>LOCATION OF LESSON: Grade 402 classroom 11 Jose Manuel Restrepo School</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME ALLOTTED: 6:30am – 8:00 am</td>
<td>LENGTH OF LESSON: 6:45 am – 8:00 am (1:15)</td>
</tr>
<tr>
<td></td>
<td>REASON FOR THE DIFFERENCE: The students arrive late at the classroom and they have to organize the classroom.</td>
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<tr>
<td>NUMBER OF STUDENTS: 15 girls – 19 boys</td>
<td>STUDENTS’ CEFR LEVEL: A1</td>
</tr>
<tr>
<td>LESSON AIM</td>
<td>Reflect about the process with comics and apply the exam</td>
</tr>
<tr>
<td>GUIDING CONTENTS</td>
<td>The lesson will revolve around: the portfolio to reflect and exam</td>
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<tr>
<td>LEARNING OBJECTIVE(S)</td>
<td>By the end of this lesson, the learners will be better able to:</td>
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<tr>
<td></td>
<td>- Cognitive or knowledge:</td>
</tr>
</tbody>
</table>
To reflect about the process in reading with comics
- Comprehension:
  Understand simple instructions
- Application:
  To write a reflection about their own process with the reading with comics (Spanish), do the movers exam
- Communicative:
  Explain their opinions about the activities with comics

**SEQUENCING**

| Previous class: the students read a comic about Christmas | Next class: |

**ASSUMED KNOWLEDGE**

| Learners are already able to: |
| - To express their opinions in a write and oral way |
| - Understand simple instructions |
| - Management the time |

**ANTICIPATED DIFFICULTIES**

| 5. The Ss does not understand the T |
| 6. the Ss does not understand the vocabulary |

**ANTICIPATED SOLUTIONS**

| 5. The T explain with graphics or imitation and the last option translate the information |
| 6. The T explains the vocabulary before of the reading. |

**PROCEDURE**

<table>
<thead>
<tr>
<th>MATERIALS REQUIRED</th>
<th>AIM</th>
<th>KIND OF INTERACTION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Routine: pray, day and weather</td>
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<tr>
<td>The T guide to the Ss in the pray</td>
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<tr>
<td>The T asks to Ss for the day and the weather.</td>
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<tr>
<td>To redirect the Ss thought</td>
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<tr>
<td>T → Ss → T</td>
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<tr>
<td>12. Warm up:</td>
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<tr>
<td>Show the objectives: T presents the objective of the class to the Ss</td>
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<tr>
<td>Objectives: reflect about the process with comics</td>
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<tr>
<td>Do an exam</td>
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<td>Poster with the objectives.</td>
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<tr>
<td>Ss Know the objectives</td>
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<td>T → Ss</td>
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<td>13. Ss check their portfolios</td>
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<tr>
<td>Portfolios</td>
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<td>Ss see their own activities</td>
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<tr>
<td>Ss</td>
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<tr>
<td>14. Ss write a reflection about their process according with the thing that they see in the portfolios.</td>
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<tr>
<td>Do you enjoy the activities with the comics?</td>
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<tr>
<td>Do you think that you improve your reading with the comics?</td>
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<tr>
<td>Is a good idea that you can see the different activities that you did in a specific moment?</td>
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<tr>
<td>Paper in blank to write</td>
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<tr>
<td>Ss evaluate their own process</td>
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<td>Ss</td>
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<td>● Ss share their opinion about the activities with comics</td>
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<td>Ss express opinions</td>
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<td>T → St</td>
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<td>7. Ss do the exam</td>
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<td>Photocopies of the exam</td>
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<td>Ss show their knowledge</td>
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<td>Ss</td>
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**N.B.:** Attach copies of the materials to be used in the lesson.
Appendix 35 complement activities

Name
Date

Find the words.

<table>
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Costumes  
Cape  
Clown  
Square  
Makeup  
Wig  
Walking stick
Match the pictures with the word

Name ____________________________________________________________

Sleeve

Lace

Tighten

Vest

ornament
Appendix 36 guide of one students who did not work