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**Comics and their influence on Basic English language reading skill in the
10th year students of Basic Education at “Lic. Carlos Vélez Verduga”
Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.**

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El Carmen – Manabí

2017

TUTOR'S CERTIFICATION

The undersigned, a tutor, assigned by the Universidad Laica "Eloy Alfaro" de Manabí, El Carmen extension.

CERTIFIES:

That this research work: Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period”, found himself ready as prepared by **Leandra Miguel Vera Bravo** has been duly supervised based on laid down rules and hereby deemed fit for presentation and subsequent defense.

November 2017, El Carmen,

Lic. Okafor Christopher Chukwugozie Mg.

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AUTHOR'S DECLARATION

I, VERA BRAVO LEANDRA MIGUEL with identity card No. 131096241-8, hereby declare my responsibility for the ideas, presentations and findings in this investigative work; and that the intellectual heritage of same work belongs Universidad Laica “Eloy Alfaro” de Manabí, El Carmen extension.

November 2017, El Carmen,

Vera Bravo Leandra Miguel

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ, EL CARMEN

EXTENSION

RESEARCH WORK APPROVAL

Members of the examining court approve the investigation report, about the topic: **“Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit, El Carmen, Manabí province, 2016 – 2017 academic period”** of her author **Leandra Miguel Vera Bravo**, pre graduated student of Science Education Career, Specialized English.

November 2017, El Carmen

PRSEIDENT OF TRIBUNAL

TUTOR

MEMBER OF TRIBUNAL

MEMBER OF TRIBUNAL

DEDICATION

To God for allowing me to achieve another dream.

To my family for guiding me with their example and supporting me every day to be better.

In addition, my colleagues, for all these wonderful years, all pleasant and bad.

To you all, I am grateful.

Leandra Miguel Vera Bravo

APPRECIATION

To God for giving me the opportunity to meet this goal so desired, for giving me the strength to always move forward and never relents. To my mom and my grandmother for being the women in my life, always present for what I need, supporting me and always trusting in me.

To my dear Universidad Laica "Eloy Alfaro" de Manabí, El Carmen extension for giving me the opportunity to be prepared in its prestigious extension in El Carmen, thus become a great professional.

To my dear teachers and tutor, for giving their knowledge throughout this arduous journey which today, after much struggle, came to an end.

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Thank you so much!

Leandra Miguel Vera Bravo

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ABSTRACT

This research has as its theme: Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period; The general objective: To investigate the effects of comics on basic English Language reading skills, using deductive and scientific method in order to propose an alternative solution to the students problem. This research work is define inside the qualitative focus and it's oriented since field research and experimental approaches, the information obtained was a contribution of the students of the tenth year of basic "Lic. Carlos Veléz Verduga" Educational Unit.

It was designed a comic book for the students of tenth year of basic "Lic. Carlos Vélez Verduga" Educational Unit through the analysis results and theoretical investigations; to promote and improve their ability to read in English. Futher, for use it as a support tool for the teachers and also as a motivator tool to get the students' interest in the reading.

Students who take advantage of this type of reading can produce an excellent academic development and a good reading habit, for this reason through it reading comic this will greatly strengthen the quality in the Education and contribute to the cultural and academic development of our country.

INTRODUCTION

Worldwide, learning new languages have become a major requirement, to grow professionally and learn new customs and ideologies. Thus English has become a language of excellence that opens new doors, as there are many factors that have come to position itself as a universal language, for that reason must be known at an early age. Educate children and adolescents on this language are a challenge, although it is true there are different ways to convey this language.

During the development of the classes it is important that the teacher keep in mind several techniques and teaching strategies to achieve meaningful learning, especially in English classes, in order to arouse interest and keep the focus on students during language learning. In the initial phase of the class first thing to do is capture the attention teacher of students with the use and application of various strategies to work in a pleasant and entertaining matter; comics have been and are a source of entertainment that may very well be used as a strategy for furthering students in classes of any subject and in this case especially English.

It seems incredible that over 100 years ago, such simple drawings printed on the pages of newspapers today to become a valuable medium like comics. These have taken a huge leap, because since its inception have touched all genres, from mood to drama, from politics to religion, and if that were not enough, include educational and informative field.

For this reason the subject of research is appointed: “Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period” for this is significant research topic before mentioned since this is generated by seek knowledge and useful learning in the educational process in students the tenth year of this institution. This paper

is determined under the line of cultural development of adolescents 14-15 years, and developing the ability to read English.

The problem of the research is: Little domain on Basic English Language reading skills in the 10th year students of basic education at "Lic. Carlos Veléz Verduga " Educational Unit, El Carmen, Manabi province, period 2016 – 2017.

The general objective of the research is: To investigate the incidence of comics on basic English language reading skills, using deductive and scientific method to proposing alternative solution to the problem in the 10th year students of basic education at “Lic. Carlos Veléz Verduga” Educational Unit, El Carmen, Manabí Province, 2016-2017 Academic Period.

The specific objectives are: Determine the type of method used for teaching basic English language reading skills; To diagnose methods used for teaching basic English language reading skills; Examine the method used for teaching basic English language reading skills; Check how the teacher applies the basic English language reading skills; Examine the relationship between comics with basic English language reading skills; Offer an alternative solution to solve the problem

Independent variable: Comics.

Dependent variable: Basic English language reading skills.

To check the specific objectives proceeded to conduct field research, using research, analytical and experimental method by means of which the study of the problem of inadequate skills in the ability of basic readings were performed, whereby for better structuring process followed the following steps: observation, experimentation, making reviews, comparison and abstraction.

Research techniques that were performed are as follows: Direct observation of students in order of how developed have the ability to read English, the survey students to know the opinion of each and interview applied to the teaching of English and director of the institution.

This research has three chapters: the first theoretical framework is developed for its realization resorted to reading books and texts by author's connoisseurs of the subject, in order to obtain relevant information.

In the second chapter the results of field research developed is described by the survey and interviews with students, faculty and rector of the institution, which are expressed with their corresponding percentage boxes and scientific and critical analysis. And finally in the third chapter it's designed the proposal; it will have an educational contribution that will benefit both teachers of English as area students.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Comic definition

Comic is a medium used to express ideas by images, often combined with text or other visual information. Comics frequently take the form of juxtaposed sequences of panels of images. Often textual devices such as speech balloons, captions, and onomatopoeia indicate dialogue, narration, sound effects, or other information. Size and arrangement of panels contribute to narrative pacing.

Comic over the years has established some concepts and features, including the contribution of comic it and theoretical comic McCloud (1995) "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer"(p. 9).

Comic has grown to become a great means of expression, in which your main goal is to keep the reader with full attention while reading, literally trying to introduce him to the fictional world. The comics' medium takes many forms. A comic book might be one story from cover to cover or it might include a series of shorter stories. There might not be any story at all. It might be a web comic, a poster, a series of trading cards, or a fire exit sign. It might be a comic strip in a newspaper, or it might be a single-panel political cartoon. It might be a do-it-yourself zine, or it might be a multi-billion dollar industry.

1.1.1. Brief History of Comics

The early known comic has recently become an exciting, brand new field of research in the comic industry. Up until as recent as a years ago it was generally believed that the first comic book was a reprint collection of the first comic strip, best known as the Yellow Kid.

There have been recent discoveries proving that comic books were around long before the Yellow Kid. This new age of comics is being called the "Victorian Age" for now.

Rodolphe Topffer was a teacher, but he also developed several comic strips which were published in 1827 in a variety of places. These were all drawn carefully by hand. He is considered to be the creator of the comic strip, or strip of pictures used to tell a story. Topffer wrote in horizontal blocks in his own handwriting. This became the standard.

Comic strips became popular in France. Here, artists adopted the technique of using travel in their comics as well as caricatures, which were always popular. The French also took part in strip comics, while there were still others who stuck to single comics that were going down the page in the book-instead of horizontal.

Comics really took off in the 20th century because they could be printed in large numbers. Comic strip artists have often used art to "make fun" of very serious subjects. Even when they were not "making fun," they used the comics and the characters to tackle serious topics. Many comic strips are about good versus evil. Comic writers have also used their art to tackle subjects such as genocide and segregation.

Comic books continue to be popular, but over time, many of their characters have also been pictured in television shows and in movies.

1.1.2. Comic education

Comic impact on students and causes them to develop critical and analytical skills, invites you to seek information on their own, that is, allows them to become self-learners, including contributes to formation of values. Of course you should also consider management to be given

to the comic and its contents because, if not adequate, there is a danger of encouraging students in wrong practices.

(Bejar, 2011) it states that "(...) the usefulness of comics as a teaching resource represents an active methodology for improving reading comprehension and written expression (...) and also as a means for learning" (p.34). Since it is using its structure and content to give meaning to student learning combining images and text.

Thus, using comic students will develop a logical and creative thinking, since the images will be a key to motivate their interest and thus may acquire new knowledge element, and obtain meaningful learning and very beneficial for development .

(Guzman, 2011) mentions "Reading images and in this case, sequenced images on the dynamics generated comics and comics production scripts and offer a motivating resource to be interested in the various materials of any training plan" (p.128). The language that handle comics is simple but not that the quality and clarity that exists in your content demerit.

(Guzman, 2011) also clarifies that "Creating comics in the classroom promotes research, providing strong motivation, involving the teaching process in meaningful learning (...)"(p.129). In this way students can develop different skills such as information gathering, organization and construction of their own learning.

In many places like schools it has been seen that children feel more attracted for animated figures that they find in their books. For this reason will be very important use comics in the education, specially to read. So, they will discover a way fun to reading while learn a new information.

1.1.2.1.The benefits of Comics in Education

Comics provide narrative experiences for students just beginning to read and for students acquiring a new language. Students follow story beginnings and endings, plot, characters, time and setting, sequencing without needing sophisticated word decoding skills. Images support the text and give students significant contextual clues to word meaning. Comics act as a scaffold to student understanding.

According to (Cary, 2003) a second language learner specialist says: “Comics provide authentic language learning opportunities for all students... The dramatically reduced text of many comics make them manageable and language profitable for even beginning level readers.” (p.19).

Comics motivate reluctant readers. They engage students in a literary format which is their own. Comics speak to students in a way they understand and identify with. Even after students learn to be strong readers comics give students the opportunity to read material which combines images with text to express satire, symbolism, point of view, drama, puns and humor in ways not possible with text alone. (Cary, 2003)

Image-based storytelling is a powerful educational tool. Comics are probably more able to combine story and information simultaneously, more effectively and seamlessly, than almost any other medium. Just look at how easily we superhero fans memorize our favorite character’s power levels, sound effects, costumes and history.

When comics are used as teaching methods they provide narrative experiences to students as soon as they begin to read as well as acquiring a new language. Students follow beginning and end of story, plot, characters, time and environment, sequence and no need for sophisticated words: decoding skills. Images support the text and give students context clues for the meaning of words (Azpilcueta, 2015).

The child creates an interest in reading, relating what he sees in the drawings with the contents that the school offers, and is a source of exercises that stimulate methods of analysis and synthesis and develop the student's logical thinking in the Constant interaction with comics (Carabelli, 2010)

1.1.2.2. Comic as educational support material

When students are learning to read follow the sequence of the story through the images samples, these drawings have significant value as support. Also while reading fun, they developed inventiveness, they learn to express themselves and have a longer attention span to look at the details of each item that is already presented interpret images. "Through this experience the infant to notice that there is also interest in knowing the text that happens to the characters, knowing what really counts in comic wakes up; that turns out to be a crucial intervention as a catalyst adult reading time" (Guillén, 2007)

At the end, so that the message of the comic is efficient and clear to the reader, its content must be suitable for it and in turn should encourage, inform and express different emotions so that sparks the interest of whomever reads.

Images are perceived instantly and may be experienced at once. Reading requires time since prose must be read in a linear, time-based sequence. In cinema and television, where the motion of images is now seen simultaneously with the sound of the accompanying texts, the two narrational elements, through the use of sight and sound, may attain a synchronicity of comprehension not available to the medium of comics (Guzmán, 2011).

The comics can support understanding through the effective use of images. Further, through the use of narrative, humour, images and characterisation, comics can offer empathy and companionship. For this reason the comics have been very supportive and highly qualified in education materials, it's

very important all the advantages it possesses, as it is a means of communication intensive consideration.

(Chamorro and Martinez, 2006) They also state that "comics are important in education, especially for children resource, because they are easy to interpret because they combine verbal signs with nonverbal signs (figures and symbols), which also makes them appealing to them"(p.20). In this way, comics are widely disseminated in the media and arouse curiosity in children and youth.

If the students who are struggling, and also promote literacy, we must use comics and graphic novels in the curriculum. We must teach students that learning is equivalent to the maximum adventure and they have a chance to be heroes. This not only allows learners to express their knowledge through alternative means. (Manno, 2014)

1.1.3. Comic in English language learning

Romanticize a language is one of the best conditions that can be taken to learn it, because then the study becomes a pleasurable experience in itself and not just a justification to an end. When comics are used as teaching methods narratives provide students just start reading experiences and acquiring a new language.(Azpilcueta, 2015)

Undoubtedly the use of comics in the classroom is an excellent way to reach students and make their education more entertaining. This is a good resource that can be used for learning English because the visual memory is always higher than auditory memory. By studies in psychology from the basic processes it is known that our memory is selective and we remember those concepts much better than we can imagine something abstract. (Martí, 2007)

This mixture makes it easier to understand a story is not entirely knows the language in which it is written. If you take a story in English hands, an audiovisual trip, which is exploited to the maximum reading ability and you can imagine the sounds onomatopoeia is raised.

1.2. The Basic English language Reading skill

Reading is a human activity that seeks to acquire knowledge and learn some information, and thanks to their use and implementation, to interpret a poem, a story, a novel, etc. It also enables the possibility of giving or receiving instruction, as it is strongly linked to the learning process.

Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. It's essential for everyone success because reading is fundamental to functioning in today's society and develops the mind. Also for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning. (Chartier, 2002, p.87).

Thus it is understood that reading is the most important part of learning process, whose activity gives us countless knowledge, so this skill facilitates the acquisition of alphabets and letter recognition, which its interpretation gives all kinds of information.

Reading is a complex and multifaceted activity, requiring continuous use and integration of multiple operations, thus, is a deep reading skill, ranging from a mechanical function to sophisticated conceptual manipulations, as inferred interrelate and conclude. (Koda, 2004)

Reading can become a completely mechanical act, as does the newsreader, even one involving many levels of interpretation of a text. But beyond this, the understanding of meaning through reading can also be applied to a wide range of phenomena, including barometers reading of tea leaves and facial expressions, among others. (Barton, 2007)

1.2.1. Reading and it's importance

As mentioned (Avellaneda, 2015) "If you don't read, nothing happens, but we don't know new worlds, we don't learn about another style of life, we don't discover fantastic universes or inspiring people. Life doesn't happen. Nothing happen to us" (p.14). It's essential to have a habit reader to ensure we have fresh knowledge, updated as this work and makes us more efficient and academically competent in the workplace or academic.

Have a fluid reading comprehension, reading habits have today, it's more than just having a worthy pastime worthy, and it's to ensure the future of the generations that are currently being formed in the classrooms. (Gasol & Aránega, 2000)

Further (Gasol & Aránega, 2000) They indicate that the reason why you should opt for a serious and creative project reader, is because reading helps the development and refinement of language, improve oral and written expression and makes the speaker fluent and language, increases vocabulary and improves the wording and spelling.

In a globalized world, increasingly developed in science and technology, reading should be a primary choice as a human activity, because through it the world's information around it is acquired. Its practice constantly updated their knowledge and increasing the ability to think.

The reading is key to knowledge and a bridge to reach the highest levels of information across various sectors, so open up new avenues of knowledge, and help to make research and curiosity a habit from the early ages. (Gutierrez , 2005, p.93).

Reading is an exceptional tool that opens the reader's mind, educating and giving it great knowledge. By reading vocabulary, thereby providing language development, oral and written expression is enriched. That is why reading is an essential value in the integral formation of people, making them more tolerant, less prejudiced and freer.

According to (Leyva, 2011) "Is the reader who constructs knowledge; and responsible for making reading a productive activity which can have effects on your life "(p.11). Since this increases the neuronal activity in order to obtain good intellectual curiosity, expanding the imagination, waking up new hobbies and interests in the reader, and thus making more educated people.

1.2.2. Reading ability

Reading skills in language acquisition is one of the most important processes, because reading brings learning new information and language skills. On the one hand, reading offers we learn new information about unfamiliar topics and secondly, when you read, you learn also about the language as vocabulary and / or new grammatical structures. Furthermore they mention that reading is enriching input in language acquisition. (Pulido & Rott, 2001)

English learners who had no previous knowledge of the future simple in Spanish acquired some knowledge of their morphology through reading. It is curious to note that in all these investigations learning certain linguistic aspects occurred accidentally, ie, there was never explicit instruction forms learned. The reader just learned these forms through textual comprehension. (Lee & Vanpattern, 2003)

Reading skills do not guarantee success for anyone, but success is more elusive but it is a good reader. This is why the skill of reading is a basic tool of communication and of great importance to interaction in society and achieving goals. (Grabe, 2009)

Based on the principles of constructivist structure, reading is now recognized as an interactive process between thought and language, [...] from this perspective, several

authors have focused their interest in the analysis of reading as a global process whose objective is understanding (Gomez Palacio, 2005, p.19).

Therefore it means that every time a reading is performed, the main objective is to understand what has been read, in what the individual gets an interpretation of the text and thus obtains knowledge.

1.2.2.1. Reading comprehension

It is the ability you have to understand written language, from decoding the text to enter into a dialogue which presents the author and the prior knowledge of the reader, generating knowledge through the exchange (and not just information) and through the use of inferences and other reading strategies.

Reading is an activity comprising a set of higher-order cognitive processes; they must learn to develop people when they begin to read. However, for several decades, there is a view that is not only related to the decoding graph, but goes much further and includes more complex processes, for example processes evaluation and analysis of texts, which means extract the overall meaning of it and place it in the sociocultural context in which it was written, to understand properly (Cassany, 2004).

Read doesn't consist solely in deciphering a signs code, but also and primarily involves understanding the meaning or message what tries to transmit the text. Recognition of the enormous complexity of the process of reading comprehension makes it a challenge for the study from various disciplines such as psycholinguistics, cognitive psychology and artificial intelligence (Alonso & Mateo, 2001).

Thus reading comprehension is the skill acquired after a long process of reading, which information is acquired, and therefore comes to understand what has been read.

To help students understand properly the texts they read, it requires teachers to support them attending dimensions of reading competence as specific strategies for understanding, consistent with the content, the used vocabulary, fluency in decoding and reading motivation. When cognitive strategies are taught to students, they show an increase in their understanding (Gomez Palacio, 2005).

1.2.3. Reading in English language

The importance of reading in a foreign language continues to increase and particularly reading literacy in English, in a context in which most societies and the world countries are multilingual, and where it is claimed that educated people have a good performance in more than one language. These scholars note that this competition will continue with high demand to the extent that English continues to expand, not only as a global language but also as the language of science, technology and advanced research. (Grabe, 2009)

In addition, learning a foreign language (in this case English) includes reading such language as one of the necessary learning skills to achieve this. The skill of reading is a basic tool of communication and of great importance to interaction in society and achieving goals.

In addition to this (Grabe, 2009) He mentions "reading is central, in fact, is one of the key factors when it comes to being able to learn English properly or to develop the language widely and diverse" (p.34).

As previously mentioned, by reading countless information is acquired, it is why, when learning English, reading turns out to be an important factor for acquiring a new language,

because through this vocabulary is acquired, it is possible to identify grammatical structures and better writing when writing is obtained.

The comic as mentioned (Guzman, 2011) "...potential as a communication vehicle, as a cultural product, a reflection of society and Hispanic values..." (p. 83). In fact it is highlighted that is an authentic material from the point of view of experts in teaching a foreign language is valuable. In addition, it facilitates associating the graphics with text for better understanding in a fun and humorous. This research contributes in identifying how important the comic as an educational resource in the classroom; well as activities, applications and uses that can be adapted to teach English.

1.3. The effects of Comics on the English language Reading skill

The features of comic strips that make them an ideal medium for reading and English courses. In their paper, the researchers analyzed the readability (interest, availability, suitability, comprehensibility, and flexibility) of comic strips for teachers and students based on the relevant literature. The authors suggested that comic strips can be used effectively to build reading skills in a three-step model in the language classrooms. (Chamorro y Martínez, 2006)

The use comics, the reading will result in better comprehension, learning and communication. That teacher can promote literacy, higher level thinking, and writing skills by encouraging students to combine words and pictures to create comic strip.

Reading is one of the main means for learning a language, although other support resources such as videos and flashcards, reading is the most economical way to access a foreign language giving us an additional benefit, it allows the reader a the objectively and effectively expand your vocabulary. (Azpilcueta, 2015)

When it comes to English nothing changes, is still a new language that we are not used to talking and do not use daily in our lives, but if we can include in our routine. Reading must be a pleasure and encourage reading to our environment: friends, children, family because it is the best source when it comes to enriching our vocabulary (Barton, 2007)

Using comic strips in second language classrooms can guide students to hypothesize about the cartoons' language, to raise awareness of pragmatics, and to emphasize language's underlying regularity. Further the Comics also can be used to facilitate vocabulary teaching.

Comics have the ability to cause very active reader participation. Contributions from readers take precedence over it delivered by text. The reader will "fill" those elements your imagination fill in the details not present, encourages still images, make noises and sounds missing, hear the words written.(Cencillo, 2003)

As mentioned (Martí, 2007) "Through comic books, stories and his own writings are not only motivated to read, but also learn to enjoy a more exciting and attractive world to develop their imagination and creativity" (p. 32) Thus clarifies that bring together the best comic illustration and text. This mixture makes it easier to understand a story is not entirely knows the language in which it is written.

Combining comic reading is effective to arouse student interest method, its countless images called not only attention but facilitates the understanding of what is read, by the same way, read English by comics is a highly guaranteed to acquire precisely this language method. The comics have several advantages, among which is the fact that if students comprehend a genuine text successfully, that can motivate them and build their confidence. And with their help new grammatical points can be introduced and practiced, and since these grammar points are embedded in a story with a logical structure, students will be able to better recall them later.

CHAPTER II

2. DATA ANALYSIS PRESENTATION AND INTERPRETATION

2.1. Results of questionnaire administered on the 10th year students at "Lic. Carlos Veléz Verduga" Educational Unit.

Table 1

1. How important it is for you to learn English?

Alternative	Frequency	%
It's very important	12	52.17
It is important	11	47.83
It's not important	0	0
Total	23	100

Source: 10th year students

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According to Table No. 1, and in relation to the question, the following result was obtained: 12 students (52.17%), noted that it is very important to learn English, while 11 of them (47.83%) indicated that no student is important and believes that it is not important. Which indicates that students are aware of the importance that requires acquiring a new language as the English.

As stated in (Carabelli, 2010) currently, access to information and knowledge has been transformed to become key in almost every aspect of life. Therefore, education must seek ways to access them. English classes favor the inclusion of access to information as a reflection of the

diversity and cultural interaction. Thus the classroom use of materials from different places facilitates the learning of the language from multiple cultures using English.

In a globalized world, learning English is more important than it seems, this language transcends boundaries as it opens doors in markets and international levels. Today learning English is essential, it is for this reason that from an early age must be provided by education, which is part of the classroom, so that will be enriched with this language that accesses more and better information.

Table 2

2. Do you devote time to reading in English language classes?

Alternative	Frequency	%
Always	7	30.43
Almost always	2	8.70
Sometimes	14	60.87
Never	0	0
Total	23	100

Source: 10th year students

Author: Leandra Miguel Vera Bravo

According to Table No. 2, and in relation to the question, the following result was obtained: seven students (30.43%) they mentioned that they always dedicate time reading in English classes, two of them (8.70%) indicated that almost always, while 14 students (60.87%) said they sometimes read, highlighting that reading is not a priority in English classes.

Reading has always been a unique form of learning as mentioned (Avellaneda, 2015) "When I hear that a man has the habit of reading, I am inclined to think well of him" (p.14).

Delving reading is to enter a magical world where the protagonist is the own reader, where in addition to live this wonderful experience, you learn and vocabulary, a good social relationship, writing and oral language, and understand better how develops the world around us.

Table 3

3. Does the English language teacher use didactic materials during classes?

Alternative	Frequency	%
Always	6	26.09
Almost always	1	4.35
Sometimes	14	60.87
Never	2	8.70
Total	23	100

Source: 10th year students

Author: Leandra Miguel Vera Bravo

According to Table No. 3, and in relation to the question, the following result was obtained: 14 students (60.87%), mentioned that sometimes six students (26.09%) reported always two student (8,70) said a student (4.35%) never said that almost always.

Resources and materials are all set elements, tools or strategies that the teacher uses, or can be used as support or help supplement their teaching. (Lucea, 2006)

Use teaching resources in transmitting a class, arouses the interest of the student, if these materials are enough teaching to carry out a fun and interesting class, the student will be attracted to learn and demonstrate important when purchasing new knowledge.

Table 4

4. Would you like to know a fun and entertaining way to learn to read English?

Alternative	Frequency	%
Yes	20	86.96
No	3	13.04
Total	23	100

Source: 10th year students

Author: Leandra Miguel Vera Bravo

According to Table No. 4, and in relation to the question, the following result was obtained: 20 students (86.96%) stated that yes, while three students (13.04%) indicated that no.

(Bejar, 2011) Argues that to take advantage of the students' curiosity, imagination, spontaneity and playfulness with language is very important to use rhymes, chants, songs and games in the classroom, but he especially this commitment comics, for the fomentation of reading in English.

Learn English in a fun way is a big factor for teachers to use in their classroom hours, depending on which end you want to reach, in this case you want the student to increase their ability to read English, is why no better resource utilization comics.

Table 5

5. Do you understand written texts when you read them?

Alternative	Frequency	%
Yes	4	17.39
Not much	3	13.04
No	16	69.57
Total	23	100

Source: 10th year students

Author: Leandra Miguel Vera Bravo

According to Table No. 5 and in relation to the question, says the following result was obtained: 16 students (69.57%) indicated that no, four students (17.39%) said yes, while 3 of them (13.04%) stated that more or less.

(Cencillo, 2003) States that understand a language in general produces certain stimuli in the brain that helps improve skills in other areas such as creative problem solving, reasoning or mental ability. And so as also it clarifies the importance of reading in English to develop different language skills.

Table 6

6. Do you consider the English language classes and learning process interesting?

Alternative	Frequency	%
Yes	19	82.61
More or less	3	13.04
Do not	1	4.35
Total	23	100

Source: 10th year students

Author: Leandra Miguel Vera Bravo

According to Table No. 6, and in relation to the question, the following result was obtained: 19 students (82.61%) stated that yes, 3 students (13.04%) mentioned that more or less, while a student (4.35%) said no.

(Gomez Palacio, 2005) He mentioned that for the interest in English class, you must use resources that are interesting for the kids, that's when he bets for reading in English with comics, because reading helps students have more knowledge, learn about a new culture, enhance the attention and observation in the classroom.

2.2. Result of the interview with the rector at "Lic. Carlos Veléz Verduga" Educational Unit, El Carmen, Manabí province.

In an interview with Lic. Leonor Vera Alava Msc, director of the Education Unit "Lic. Carlos Veléz Verduga" answered the following questions:

1. What do you think are the main reasons why many students do not like to read?

Lic. Leonor Vera said that "this habit is not inculcated from an early age; since very extensive reading and attractive little used".

2. What importance does the English language have in basic education?

Lic. Leonor Vera said it is "very important; She believes that teaching materials should be used according to the environment and level to draw the attention of the students".

3. What do you think about using comics as a tool to motivate students to read?

Lic. Leonor Vera said it is "very good idea because this way facilitates learning and arouses the interest of the students."

4. How important it is for students to learn a foreign language during their overall training?

Lic. Leonor Vera said that "it is important considering it is a universal language and you have to prepare kids for the future."

2.3. Outcome of the interview with the English, language teacher at "Lic. Carlos Veléz Verduga" Educational Unit, El Carmen, Manabí province.

In an interview with Lic. Viviana Vélez Alcívar English teacher Educational Unit "Lic. Carlos Veléz Verduga" answered the following questions:

1. What resources account for the teaching of English? (TC1)

Lic. Viviana Vélez said he has "adapted computer lab English classes to practice on a platform and listen to audios".

2. Do you think students will become more motivated when learning English while working with comics for the ability to read?

Lic. Viviana Vélez said "yes motivate them a little more, because students like to hear stories."

3. What methods do you apply to encourage reading in English language and awaken students interests? (TC2)

Lic. Viviana Vélez said that they should "read more about places they would like to visit in the world, and to have enjoyment and knowledge."

4. What relationship do you think exist and between the ability to read? (TC5)

Lic. Viviana Vélez said "that allows them to relate learning new vocabulary and learn stories they like".

5. Do you use comics to develop the English language reading skill in your students? Why?

Lic. Viviana Vélez said "Yes, because they are important because after reading also can draw and expose short words that they understood."

6. Do you think that students need to be motivated and entertaining while learning English language? Why?

Lic. Viviana Vélez said: "Yes, it is important because this way you can motivate them in ways that pleases them and learn more vocabulary."

CHAPTER III

3. PROPOSAL

3.1. Title of proposal

Guide comics with grammatical structures and activities to develop the ability to read English language students in the tenth year of basic education "Lic. Carlos Veléz Verduga" Educational Unit, El Carmen, Manabí province.

3.2. Informative data

3.2.1. Name of the institution:

"Lic. Carlos Vélez Verduga" Educational Unit.

3.2.2. Province:

Manabí

3.2.3. Town:

El Carmen

3.2.4. Location:

November 12th neighborhood - June 5th Street.

3.2.5. Number of students:

1600 students

3.2.6. Number of teachers:

63 Teachers.

3.2.7. Principal's name:

Lic. Leonor Vera

3.3. JUSTIFICATION

Reading in English is not a remedy which is widely taken into account by teachers in this area, rather often used not so nice and somewhat monotonous resources to transmit to students. And so as these they are not very attracted to the English language, as when learning do not have teaching resources.

It is considered that reading is one of the essential means to learn a new language, plus it is the most economical way for learning a language, as is also in English, the most important universal language. Therefore it is very important and feasible to develop the basic skills of reading in English classes to familiarize themselves and achieve effectively understand what you read.

The design of this proposed work is based on a comic strip with their respective activities which each story carries a different grammatical structure, so that the student to read to learn a little more proper way to carry grammar in English.

The use of comics in English helps promote reading as well which is of great interest from students, with these them feel motivated and attracted to learn English, it is therefore proposed to use these to time to learn this language.

Scott McCloud said comics help discover reading and love, as its appearance attracts positively, leading it to take a lot of importance to its great content and this is how their particular language and characteristics as a means can be widely exploited in Classroom.

3.4. OBJECTIVES

3.4.1. General objective

Facilitate the teaching of English area-based guidance comics with their respective grammatical structures to develop the ability to read English language students in the tenth year of the "Lic. Carlos Vélez Verduga" Educational Unit.

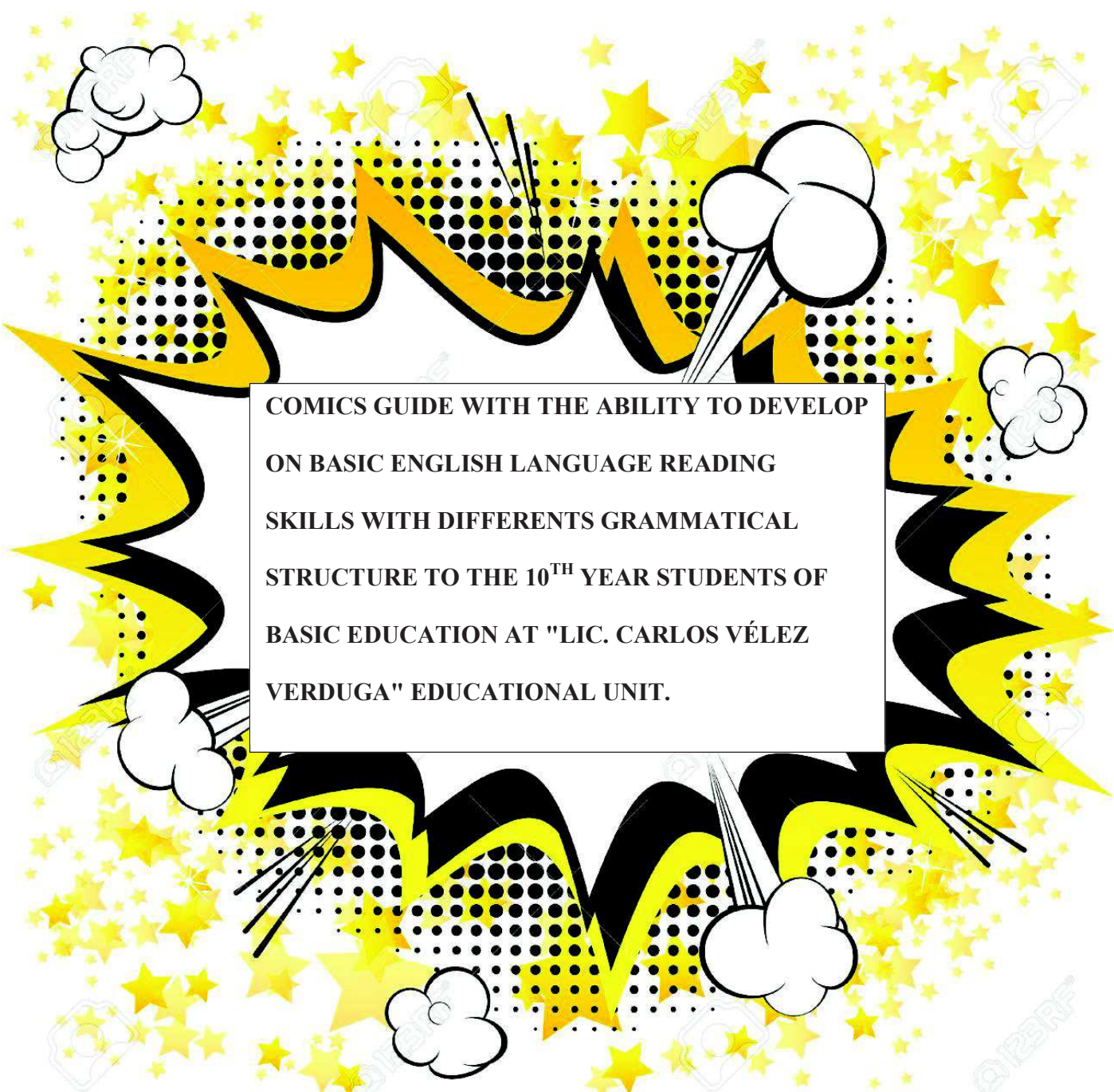
3.4.2. Specific objectives

- Motivate students through comics for their ability to read English better.
- Encourage the use of comics in student's not only English lessons, also in their daily lives.
- Enrich the vocabulary of English students.

3.5. DESCRIPTION OF THE PROPOSAL

The proposal is a Comics guide with the ability to develop on Basic English language reading skills; each comic strip has a history which is in talks with a different grammatical structure. Through the proposal wish to make that the students feel attracted to reading and above all can have fun and learn from it.

3.6. COMICS GUIDE WITH THE ABILITY TO DEVELOP ON BASIC ENGLISH LANGUAGE READING SKILLS WITH DIFFERENTS GRAMMATICAL STRUCTURE TO THE 10TH YEAR STUDENTS OF BASIC EDUCATION AT "LIC. CARLOS VÉLEZ VERDUGA" EDUCATIONAL UNIT.



COMICS GUIDE WITH THE ABILITY TO DEVELOP ON BASIC ENGLISH LANGUAGE READING SKILLS WITH DIFFERENTS GRAMMATICAL STRUCTURE TO THE 10TH YEAR STUDENTS OF BASIC EDUCATION AT "LIC. CARLOS VÉLEZ VERDUGA" EDUCATIONAL UNIT.

INTRODUCTION

This guide work is aimed at teachers of English department in order to improve the ability to read in English and get the interest from students, since one of the problems that today there is low interest in reading. It is therefore important that teachers use to teach classes introduction strategies for reading. Comic from its beginnings was born in order to transmit news and inform policy corresponding readers in entertaining events.

Therefore the use of comics will facilitate writing since the student has clear ideas related to their experiences which will be evidenced in the aforementioned comic book, it will feature various illustrations of emotional character showing different grammatical structures of English, and this way the student will not only read, also will learn the correct way to use grammar in English.

The purpose of this guide is to support material for the proper use of comics and facilitate the work of teachers when transmitting the language, and thus benefit students in a fun way.

This proposal will have an educational contribution that will benefit both teachers of English as area students. The teacher may use the materials contained in this guide to expand them according to their reality and meet the educational needs that arise.

ACTIVITY No. 1

DEMONSTRATIVE PRONOUNS

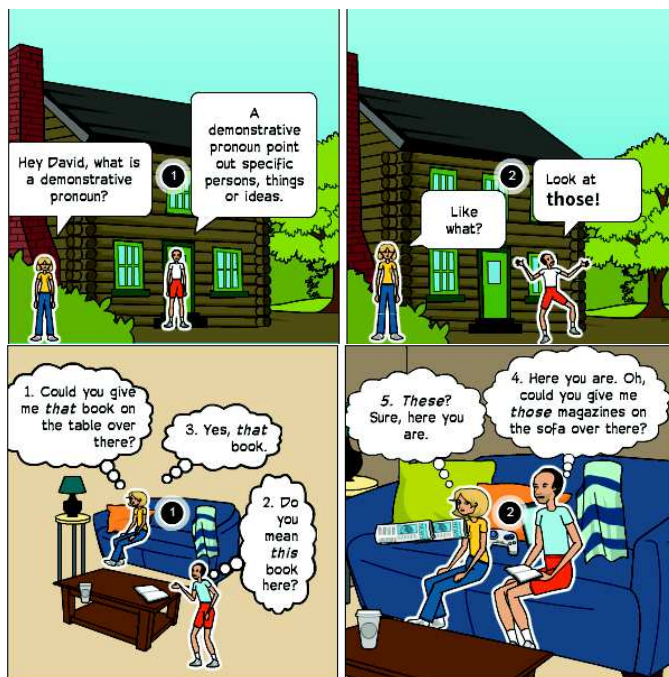
OBJECTIVE: Develop in students the use of demonstrative pronouns.

WEATHER: 20 minutes.

MATERIALS: Comic.

ABILITY PERFORMED: Read and write.

PROCESS: The teacher must provide the student with the respective comic about the pronouns demonstrative, then the student must read, analyze and answer the respective questions.



<https://www.pixton.com/schools/create/comic-strip/wb1sbg2i>

1. What is a demonstrative pronoun?

2. Which are the demonstrative pronouns?

ACTIVITY No. 2

RELATIVE PRONOUNS

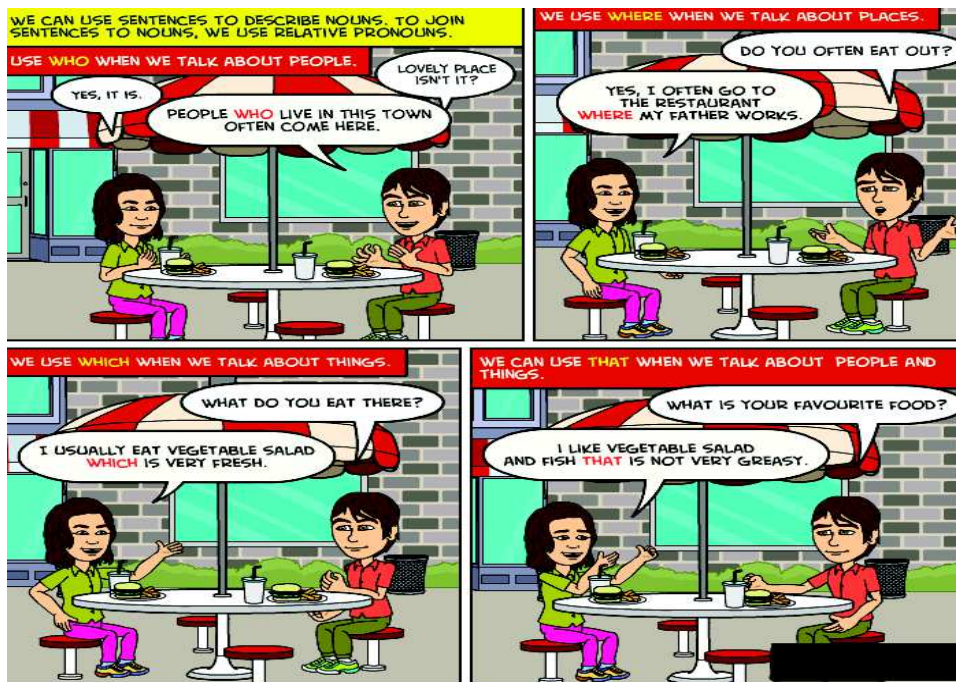
OBJECTIVE: Develop in students the use of relative pronouns.

WEATHER: 30 minutes.

MATERIALS: Comic.

ABILITY PERFORMED: Read and write.

PROCESS: The teacher must provide the student with the respective comic about the relative pronouns, and then the student must read, analyze and answer the respective questions.



<http://www.learnwithcomics.com/2014/10/relative-pronouns.html>

1. Which are the relative pronouns?

2. When the relative pronouns are used?

ACTIVITY No. 3

COMPARATIVES - ORDERED THE STORY

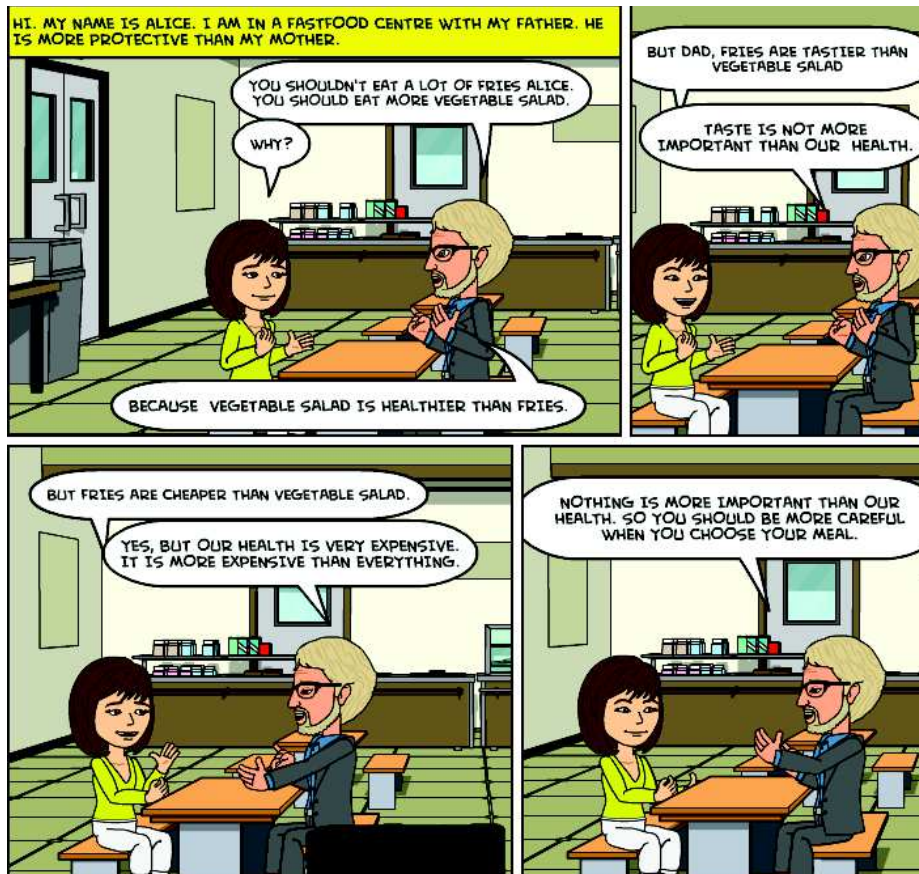
OBJECTIVE: Develop in students the use of Comparatives and test their concentration.

WEATHER: 40 minutes.

MATERIALS: Comic.

ABILITY PERFORMED: Read and write.

PROCESS: The teacher must provide adequate comic about Comparatives, the student must read, analyze and focus on order history correctly, placing the boxes blank numbers 1 to 5.



<http://www.learnwithcomics.com/2014/09/comparative-story.html>

Order the story

Nothing is more important than our health

Taste is not more than our health Important

You should not eat a lot of fries Alice

Because vegetables salad is healthier than fries

But fries are cheaper than vegetable salad

ACTIVITY No. 4

THERE IS / THERE ARE

OBJECTIVE: Develop in students the use of Comparatives and test their concentration.

WEATHER: 30 minutes.

MATERIALS: Comic.

ABILITY PERFORMED: Read and write.

PROCESS: The teacher must provide the student with the respective comic on there is / there are, then the student must read, analyze and answer the respective questions.



<http://www.learnwithcomics.com/2014/09/there-is-there-are.html>

1. When we use there is?

2. When we use are there?

ACTIVITY No. 5

Quantifiers SOME, MANY, MUCH, ANY

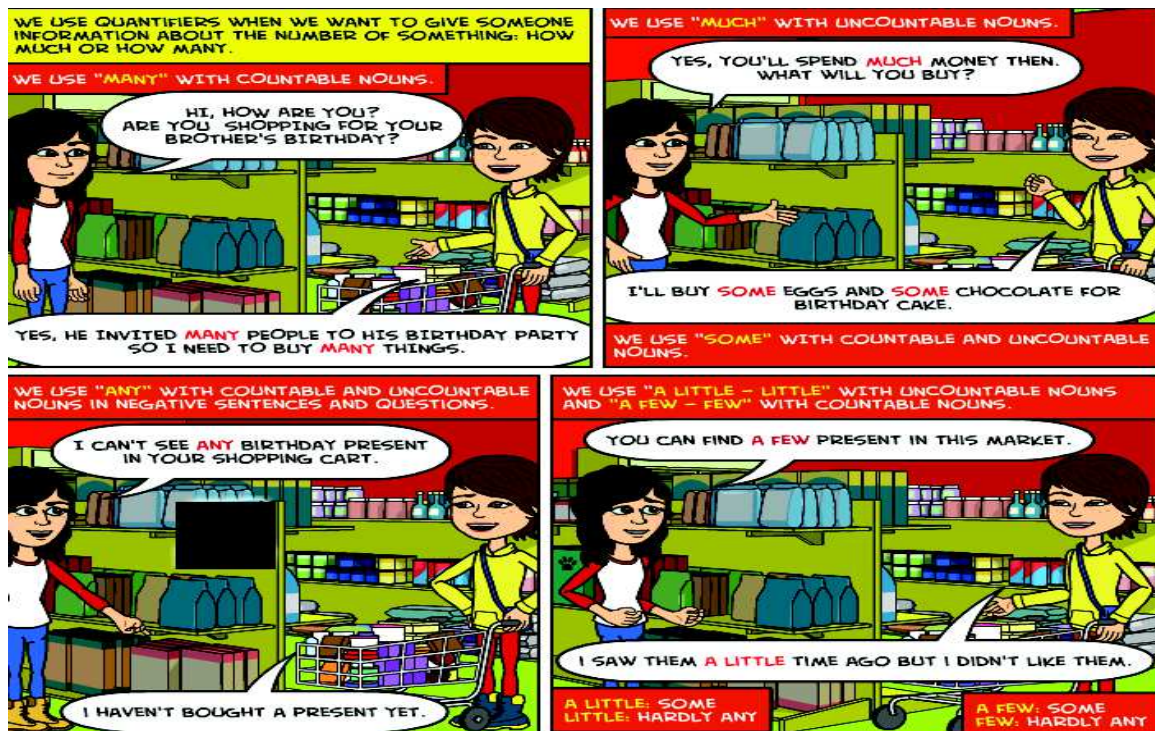
OBJECTIVE: Develop in students the proper use of quantifiers.

WEATHER: 30 minutes.

MATERIALS: Comic.

ABILITY PERFORMED: Read and write.

PROCESS: The teacher must provide the student with the respective comic on quantifiers, then the student must read, analyze and answer the respective questions.



<http://www.learnwithcomics.com/2014/10/quantifiers-much-many-some-any.html>

1. Which are the quantifiers?

2. When do we use the quantifiers?

ACTIVITY No. 6

PRESENT PERFECT TENSE

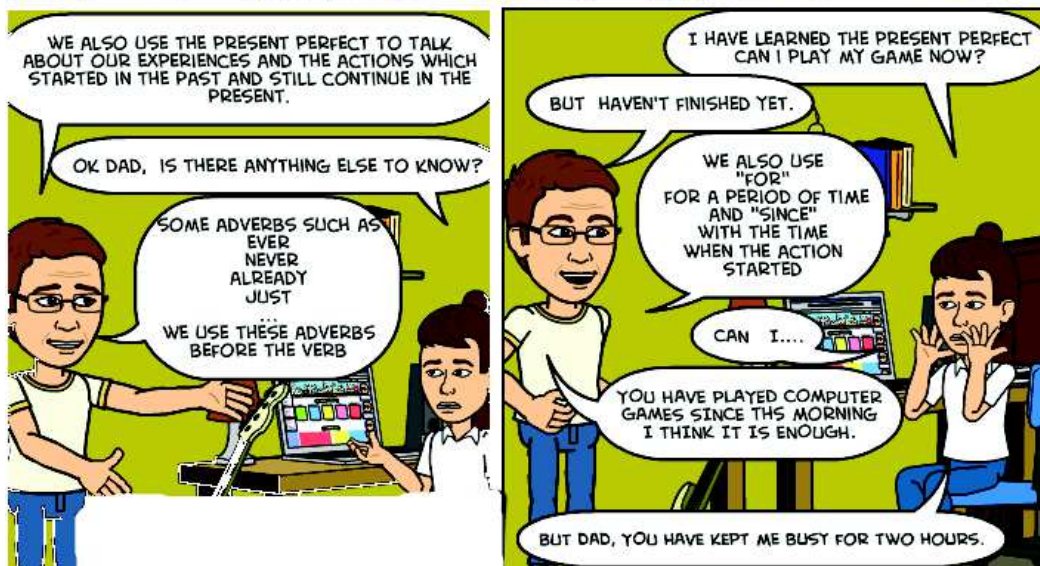
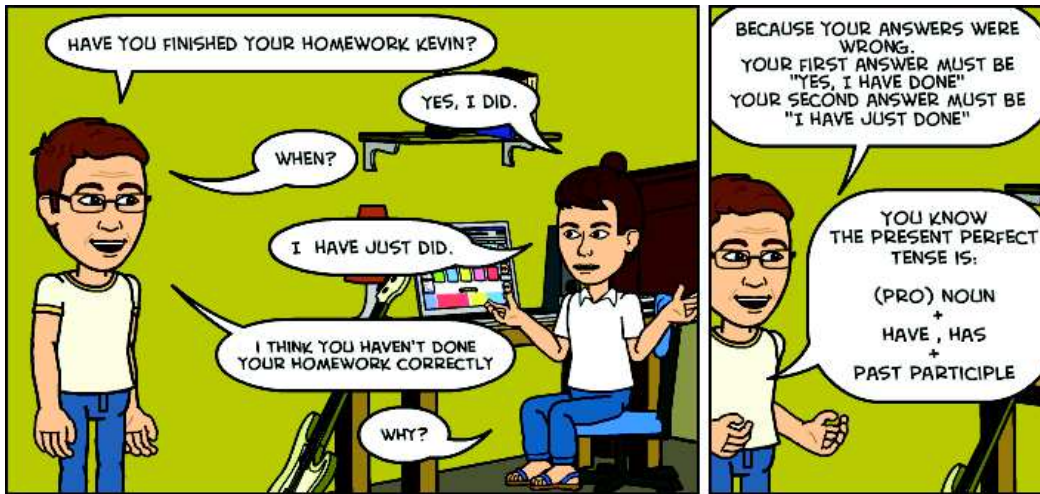
OBJECTIVE: Develop in students the proper use of quantifiers.

WEATHER: 45 minutes.

MATERIALS: Comic.

ABILITY PERFORMED: Read and write.

PROCESS: The teacher must provide the student with the respective comic about the present perfect tense, and then the student must read, analyze and answer the respective question and concentrate on identifying the correct sentences in present perfect, so mark with an x.



<http://www.learnwithcomics.com/2014/09/the-present-perfect-tense.html>

Answer and order

1. Write three sentences in present perfect tense of the comic

..... ..

..... ..

..... ..

2. Mark with an x the correct sentences in present perfect tense:

You have played computer games

I have done my homework

I am learning the present perfect tense

I like to write sentences With the present perfect tense

Brought You have a new comic

CONCLUSIONS

- The use of comics as support for basic reading skills helps develop reading skills in English faster in students.
- There is little use of comics as a strategy for basic reading skills English; although there is the inclination to use this resource by area teachers in their future classes.
- Note that this resource has produced a positive performance in students who themselves have had the opportunity to read at some point in their lives, the result in most is reading comprehension, learning a new vocabulary and to remember stories easier.
- Spend time reading hours in English, it is an extremely important factor when learning with it different skills develop.

RECOMMENDATIONS

- It is suggested to the rector and English teacher institution, including the use of comics in the institution, especially in English hours.
- Talk with students about the importance of learning English and its various advantages this gives us today so that born interest in wanting to learn.
- Encourage reading in English through comics, because there is no more attractive to learn how to read English.
- The teacher is organized in its class to take into account the proposal of this research, and thus carry out efficient results for the students.

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incidental vocabulary acquisition. Illinois.
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ANNEXES

UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ,
EXTENSIÓN EN EL CARMEN
LICENCIATURA EN IDIOMAS MENCIÓN INGLÉS



INTERVIEW CONDUCTED WITH THE ENGLISH TEACHER AT

“LIC. CARLOS VÉLEZ VERDUGA” EDUCATIONAL UNIT.

THEME: Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.

OBJECTIVE: To investigate the effects of comics on basic English Language reading skills, using deductive and scientific method in order to propose an alternative solution to the students problem of the 10th Basic Education at "Lic. Carlos Velez Verduga" Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.

INTERVIEWEE (A): _____

ROLE: _____

DATE: RESEARCHER: Leandra Miguel Vera Bravo

INSTRUCTIONS:

ANSWER THE FOLLOWING QUESTIONS

1. **What resources account for the teaching of English?**

2. **Do you think students will become more motivated when learning English while working with comics for the ability to read?**

3. What methods do you apply to encourage reading in English language and awaken students' interests?

4. What relationship do you think exist and the ability to read?

5. Do you use comics to develop the English language reading skill in your students? Why?

6. Do you think that students need to be motivated and entertaining while learning English language? Why?

Teacher's signature



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

EXTENSIÓN EN EL CARMEN

LICENCIATURA EN IDIOMAS MENCIÓN INGLÉS



INTERVIEW CONDUCTED WITH THE RECTOR AT “LIC. CARLOS VÉLEZ VERDUGA” EDUCATIONAL UNIT.

THEME: Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.

OBJECTIVE: To investigate the effects of comics on basic English Language reading skills, using deductive and scientific method in order to propose an alternative solution to the students problem of the 10th Basic Education at "Lic. Carlos Velez Verduga" Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.

INTERVIEWEE (A): _____

DATE: RESEARCHER: Leandra Miguel Vera Bravo

INSTRUCTIONS:

ANSWER THE FOLLOWING QUESTIONS

1. What do you think are the main reasons why many students do not like to read?

2. What importance does the English language have in basic education?

3. What do you think about using comics as a tool to motivate students to read?

4. How important it is for students to learn a foreign language during their overall training?

Rector's signature



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

EXTENSIÓN EN EL CARMEN

LICENCIATURA EN IDIOMAS MENCIÓN INGLÉS



QUESTIONNAIRE ADMINISTERED ON 10TH YEAR STUDENTS OF

BASIC EDUCATION AT “LIC. CARLOS VÉLEZ VERDUGA” EDUCATIONAL UNIT.

THEME: Comics and their influence on Basic English language reading skills in the 10th year students of Basic Education at “Lic. Carlos Vélez Verduga” Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.

OBJECTIVE: To investigate the effects of comics on basic English Language reading skills, using deductive and scientific method in order to propose an alternative solution to the students problem of the 10th Basic Education at "Lic. Carlos Velez Verduga" Educational Unit El Carmen, Manabí province, 2016 – 2017 academic period.

INSTRUCTIONS:

Answer each of the following questions marked (X) in the box that you consider relevant (one box for each question)

1. How important it is for you to learn English?

It's very important () It's important () It's not important ()

2. Do you devote time to reading in English language classes?

Always () Almost Always () Sometimes () Never ()

3. Does the English language teacher use didactic materials during classes?

Always () Almost Always () Sometimes () Never ()

4. Would you like to know a fun and entertaining way to learn to read English?

Yes () No ()

5. Do you understand written texts when you read them?

Yes () Not much () No ()

6. Do you consider the English language classes and learning process interesting?

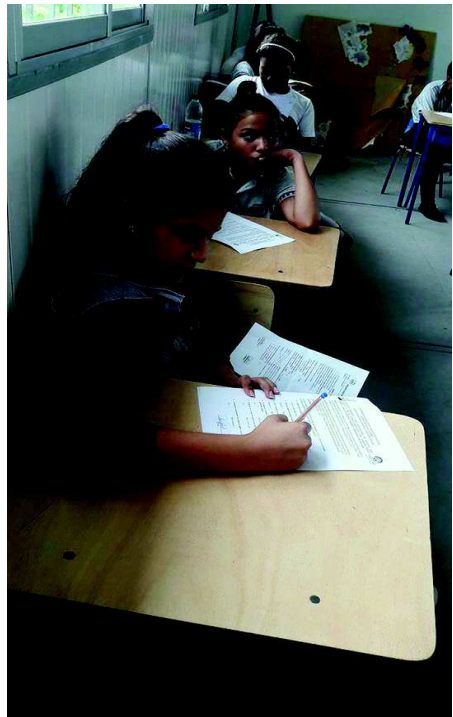
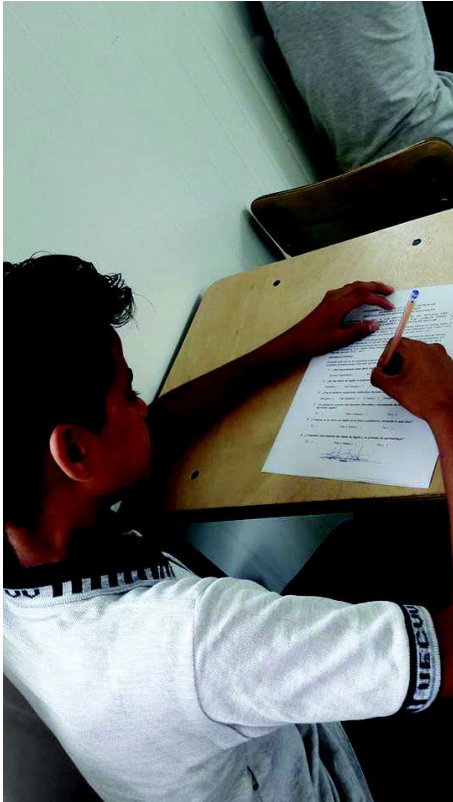
Yes () Not much () No ()

Student's signature



Interview applied to the rector Lic. Leonor Vera of at "Lic. Carlos Vélez Verduga"





Survey of students in the tenth year of at "Lic. Carlos Velez Verduga" Educational Unit.

Photos by: Leandra Miguel Vera Bravo.



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
EXTENSIÓN EN EL CARMEN
LICENCIATURA EN IDIOMAS MENCIÓN INGLÉS



FICHA DE ENTREVISTA DIRIGIDA A LA DIRECTORA DE LA UNIDAD EDUCATIVA "LIC. CARLOS VELÉZ VERDUGA" DEL CANTÓN EL CARMEN - PROVINCIA DE MANABÍ

TEMA: Historietas y su incidencia en la habilidad de lecturas básicas del Idioma Inglés en los estudiantes del Décimo Año de Básico "A" de la Unidad Educativa "Lic. Carlos Véliz Verduga" en el Cantón El Carmen, provincia de Manabí, periodo 2016 - 2017.

OBJETIVO: Investigar la incidencia de las historietas en la habilidad de lecturas básicas del Idioma Inglés, empleando el método deductivo y científico con el fin de proponer una alternativa de solución al problema en los estudiantes del Décimo Año Básico "A" de la Unidad Educativa "Lic. Carlos Véliz Verduga" en el Cantón El Carmen, provincia de Manabí, periodo 2016 - 2017.

ENTREVISTADO (A): Lic. Leonor Vera Bravo. Mg. C.

FECHA: 08/03/2017 **INVESTIGADORA:** Leandra Miguel Vera Bravo

INSTRUCCIONES:

CONTESTE LAS SIGUIENTES PREGUNTAS

1. ¿Para usted cuales son las principales razones de por qué a muchos estudiantes no les gusta leer?

No se inculca este hábito desde muy pequeños;
se utilizan lecturas muy extensas y pocas atractivas.

2. ¿Qué importancia le da al idioma inglés dentro de la enseñanza obligatoria?

De mucha importancia; creo que se deberían utilizar
materiales didácticos de acuerdo al medio y nivel o
de llamar la atención de los estudiantes.

3. ¿Qué opina sobre utilizar las historietas como una herramienta para motivar a los estudiantes a leer?

Muy buena idea de esta manera facilita el aprendizaje y despierta el interés de los chicos.

4. ¿Qué importancia tiene para usted la adquisición del manejo del idioma extranjero por parte de los estudiantes de cara a su formación global?

Es importante considerando que es un idioma universal y hay que preparar a los chicos para el futuro.



Firma

Interview applied to the rector Lic. Leonor Vera of at "Lic. Carlos Vélez Verduga" Educational Unit.