

IMPROVING READING COMPREHENSION THROUGH
COMICS AS A NARRATIVE TEXT

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Abstract

This research study aimed to improve reading comprehension through the use of comics as a narrative text. The main objective was to evaluate the impact of using comics to reinforce reading comprehension of tenth grade students from Corazón de María Technical Industrial School. In this project, the authors carried out a diagnostic test with a book called *The Tempest* by William Shakespeare with the objective of measuring the initial results with the ones obtained after the implementation which was made up of five sessions using as a tool “Macbeth” a comic book. When the students finished reading the chapters, the authors gave worksheets made by themselves to students in order to measure their understanding from each one of the readings. They consisted of false or true questions, multiple selection, definition, infer the question among others, based on the narrative text. These tests were used to collect data that allowed the authors to compare if there was improvement in reading comprehension.

Table of content

CHAPTER I	7
Introduction	7
Research problem	10
Justification	12
Research question	15
Research Objectives	15
General objective	15
Specific objectives	15
CHAPTER II	16
Literature review	16
Theoretical framework	23
Reading comprehension skill	27
Teaching Reading	29
Reading Comprehension performance	36
Reading competences	37
Narratives	40
Comics	44
Project Based Learning	49
CHAPTER 3	55
Research Design	55
Research paradigm	56
Method	58
Setting	60
Participants	61
Instruments	61
CHAPTER 4	65
Vision of classroom	65
Vision of language	66
Design of the implementation	68
Lesson plans schedule	70
CHAPTER 5	80
Analysis	80

Enumeration	93
Diagnostic	93
Implementation sessions	95
Findings	95
Category 1: Comic as an educational resource that improves reading comprehension skills	98
Category 2: Comic as material that facilitates learning	118
CHAPTER 6	128
Conclusions	128
Implications	131
Limitations	131
Further research	132
References	133
Appendices	139

Table of Figures

<i>Figure 1.</i> Classroom Reading Performance.....	36
<i>Figure 2.</i> Ministerio Nacional de Educación (2006) translated by Brayan Castañeda and Angela Mendez.....	69
Figure 3 Lesson plan schedule.....	70
<i>Figure 4.</i> Lesson Plan description 1.....	71
<i>Figure 5.</i> Lesson Plan description 2.....	72
<i>Figure 6.</i> Lesson Plan description 3.....	73
<i>Figure 7.</i> Lesson Plan description 4.....	74
<i>Figure 8.</i> Lesson Plan description 5.....	75
<i>Figure 9.</i> Lesson Plan description 6.....	76
<i>Figure 10.</i> Lesson Plan description 7.....	77
<i>Figure 11.</i> Lesson Plan description 8.....	78
<i>Figure 12.</i> Phrases and key words from journals.....	81
<i>Figure 13</i> Quantitative results of questionnaires.....	83
<i>Figure 14.</i> Key phrases taken by the percentages of the survey.....	85

<i>Figure 15.</i> Students enjoyment of using comics as a narrative text.....	86
<i>Figure 16.</i> Comics' helpfulness on reading comprehension.....	87
<i>Figure 17.</i> Comics as elicitation of reading habits.....	87
<i>Figure 18.</i> Unappealing aspects from comics as a narrative text.....	88
<i>Figure 19.</i> Frequent use of comics in classes.....	88
<i>Figure 20.</i> Comics as a tool of reading aspects.....	89
<i>Figure 21.</i> Comics as a tool for inferring vocabulary meaning.....	89
<i>Figure 22.</i> Key phrases for categorization.....	91
<i>Figure 23.</i> Categories and subcategories of analysis.....	97
<i>Figure 24.</i> Correctness ranges set to measure from the diagnostic test.....	104
<i>Figure 25.</i> Classification of participants within the ranges according to the diagnostic test.....	104
<i>Figure 26.</i> Classification of participants within the ranges according to their results in the implementation #4.....	105
<i>Figure 27.</i> Classification of participants within the ranges according to their results in the implementation #8.....	106
<i>Figure 28.</i> Understanding vocabulary line graph through all sessions.....	107
<i>Figure 29.</i> Classification of participants within the ranges according to their results in the diagnostic test.....	114
<i>Figure 30.</i> Classification of participants within the ranges according to their results in the implementation #4.....	116
<i>Figure 31.</i> Aggrupation of participants within the ranges according to their results in the implementation #8.....	117
<i>Figure 32.</i> Understanding vocabulary line graph	118

CHAPTER I

Introduction

In the classroom, students have drawbacks when they are reading texts in English. Most of the times, students tend to translate word by word and in some situations, the lack of a great and varied lexicon does not allow them to advance while they are reading. As teachers, it is necessary to find ways to overcome this problem in our classes. Therefore, this research has as a main goal, the implementation of comics as a narrative text and at the same time, as a reading comprehension tool in order to find methods to enhance students' reading skills in an engaging way.

The project was led keeping this in mind and on account of the fact that a university colleague had the opportunity to know what the role of the comic as a narrative text in reading comprehension skill would be for tenth graders in their English classes and how it influenced them. Those students were from Colegio Técnico Industrial Corazón de María who let us start and carry out this project.

The aforesaid brings up the question of whether or not comics could really have a positive impact on the improvement of reading comprehension abilities. It was found that authors tried to implement comics in order to appraise how this kind of narratives might contribute in the reading comprehension process. Before reaching that stage, it is relevant to define two significant concepts: Reading comprehension and comics. According to Samuels (2002) "reading comprehension is a process in which the reader constructs meaning using, as the building materials, the information on the printed page and the knowledge stored in the reader's head" (p. 169).

On the other hand, McCloud (1993) has an important statement for this investigation which says that "comics are juxtaposed pictorial and other images in deliberate sequence, intended to

convey information and/or to produce an aesthetic response in the viewer” (p.9). Comic books are a kind of text which is characterized by illustrations that place the reader into different situations shown by the text. If both definitions are looked at, reading comprehension skills can be reinforced through the different narrative sequence in which comics are presented, both text and image give the reader a better understanding from the text without translating each single word as many students do, and this one can be seen as a tool in as much as this showed an alternative way of narrative text, reading teaching and reading learning, showing different results in class.

The content of the comics was literature, hence, important subjects as history and social studies were involved in this project. In the classroom, students focused their attention on each sequential chart of the comic book, even students who do not like reading and do not understand texts completely, had the chance to understand some ideas from the narrative text thanks to the connections between images and words in English which were not easy to understand, this will be developed in the reading plan.

The reading plan is a set of worksheets that were created by the authors in order to have students reading comprehension diagnosed and also to evaluate the process they will face. One of the most striking features found was that while in Elementary schools, students are supposed to have a higher reading comprehension because of the kind of readings they are exposed to; since most readings have images and pictures which support students’ ideas and help them to understand the texts in a better way. In High schools, readings given by teachers contain deeper content and are more difficult to understand because of the technical vocabulary and some kind of ideology, history and cultural background, which cause low performance in reading skills.

Comic strips make an attractive component of visuals to complement reading materials for students, it is a well-known fact that most course books to teach English contain visual materials so as to help English learners to connect their attention to reading passages. In related manner, we must not forget that comics work not just as a stimulus for learners in their second language learning process but they are also a reinforcement of thinking skills including reasoning, thinking creatively, learn, making decisions and solving problems. Therefore, it is reasonable to consider Shakespeare's writings in this matter, since his extraordinary storylines and plots filled of emotion, stunning quotes and powerful characters which inspire students to gain knowledge about English culture and history also enhancing their imagination. On the other hand, the comic book created by National Geographic illustrates in a colorful and creative way William Shakespeare's story.

As a narrative, comics portray texts into panels, each one has descriptive background and dialogues that supports students when trying to understand the main idea. English texts are difficult to understand because of their dissimilarity in the Spanish structure, as a result, students get confused and they sometimes miss the main idea and comprehend the reading in different ways. As they are going to read each panel, they are going to analyze the scene, after that, they will conclude what is happening in each one of the frames and understand the main ideas expressed in the comic book.

This research took place at Colegio Técnico Industrial Corazón de María, located in Funza near Bogota (Colombia). It is important to mention that this is not bilingual school. The population involved in this research is made up of 34 students from tenth grade, whose age ranges are from 16 to 18 years old. Tenth graders in that school were selected for this research project because they presented low proficiency when they performed reading comprehension tests, according to

what could be perceived from this group by teacher Angela Mendez. Coupled with these findings, it could be seen the need to identify the drawbacks that tenth graders have when reading, and implement comics as a new tool, in order to improve the students' reading skills.

The research project "Improving reading comprehension through comics" seeks to help students achieve higher reading comprehension through a suitable tool that will be the comics. Eventually, students will improve their reading skills while they interact, comprehend and learn in a more meaningful and engaging way, achieving the development of the reading comprehension in that population.

Research problem

Colombian educators are aware of the significance that English has in students' lives since they live in a world that every day requires them to communicate more in this language, to interact with citizens from other countries and to access knowledge in this language. English proficiency will allow them to have access to varied information, greater mobility and better job opportunities, including in Colombia. Unfortunately, according to the Education Level Index (2015) of English First (EF), which analyzed 70 countries, Colombia is ranked 57. In the classification, it obtained a score of 46.54, which, according to the report, results to be very low. Apart from this, the Colombian average student does not remain a culture for reading, neither for personal growth and development or for pleasure; this fact linked with the low proficiency levels in a second language, leads us to believe that it needs sufficient and efficient resources in the reading comprehension process English teachers are carrying out in the classrooms.

What we are mainly concerned with is that here this population gets to college and even gets to professional or work world with low proficiency in reading understanding of the English

language. We also found that the kind of reading usually given to students in classes are academic, which means it contains technical vocabulary, slangs, idioms, and expressions that demand a cultural background and awareness for its apprehension. Usually, the texts have a classic and ordinary structure of a narrative so students cannot identify main ideas nor even particular details.

In this research, we want to determine how comics as a narrative text influence in reading skills on the tenth graders. To check if the students comprehend readings, their head teacher who is also one of the authors from this study, collected information before the implementation taken from mock exams applied in class (See App.#1). The results taken from those test showed low scores in their performance on those reading comprehension activities, those test were multiple choice and they did not get the right answers even reading again. In addition, it became clear the low interest scholars have on reading in English due to the deficiency they have in reading understanding and the vocabulary gaps. One example of this is when they expressed that translating the text to their mother tongue would make answering the test more possible, otherwise the task was unachievable for them.

Taken the aforementioned into account, in this research, the creators wanted to work on providing the same information that students would normally search in academic books from subjects such as history, social studies, science or biology, but this time with this new proposal of comics being that tool and that narrative source with the plus of visual aids (illustrations).

Once the comic strips were conferred, students enhance their capability to get the storyline, in order to comprehend the main ideas, thus facilitating the global understanding of the text. This was possible since the information was presented with images to guide learners in a different type of narrative text. After they were exposed to that reading material, it was conceivable to check how the comic influences reading comprehension on the students.

Most students could not understand what they read because they did not connect ideas when looking for specific facts and information, some of them merely centered on the question of the applied tests, then they moved backward and try to find the specific answer on the text, this strategy is quite basic and does not generate a meaningful understanding of the test. As a result, they could not reach deeper thinking skills, for instance, those questions that required some inferring of the author's thinking were not understood successfully; students felt overloaded with the information presented and blocked themselves out of participating.

The research project "Improving reading comprehension through comics as a narrative text" seeks to help students achieve higher reading comprehension skills through a reading tool that is using comic strips. In this way, students can improve their reading skills while they interact, comprehend and learn in a more suitable and creative way.

Justification

The main purpose of this study is to improve reading comprehension in tenth graders from Colegio Técnico Industrial Corazón de María through comic books characterized by having a history background and using images, in order to make the vocabulary and the text itself easier to understand, and at the same time to motivate learners to read the content which is normally found in different literature books.

Due to the lack of reading comprehension competence that these tenth graders presented, it is essential to analyze what drawbacks students have when approaching a narrative text, also to get to know the influence over the students when they interact with this type of narrative and if it catches their attention to motivate them to keep reading something by their own interests and maintain students focused on narratives.

Regarding the aspects mentioned before about how much effectiveness and applicability comics can have on academic purposes such as improving secondary students' ability to comprehend a narrative, Tilley cited by Thames (2013) states:

If reading is to lead to any meaningful knowledge or comprehension, readers must approach a text with understanding of the relevant social, linguistic and cultural conventions. And if you really consider how the pictures and words work together in consonance to tell a story, you can make the case that comics are just as complex as any other kind of literature. (p. 1)

This author supports the idea of comics' usefulness and mentioned two aspects which suits with the main purpose of this project. Firstly, words and pictures are linked together to make the information shared understandable (transmitter to the receiver). Secondly, comics are considered as a "kind of literature" as well as novels, fiction, and reality; therefrom the importance of comics lies as the main source, it contributes to the understanding of literature books.

Moreover, one significant upside of comics is that their format is original, different from what students are used to because the visual aids take learners' attention to the image and that helps to connect students with the idea that the comic is carrying out in each frame, inferring vocabulary meaning and context that illustration gives in the comic book which is a positive aspect from this narrative text.

We are promoting the comic as a reading tool, due to the multiple elements this tool offers which likewise fit with the mechanisms for reading comprehension development. For instance, a comic tackles tough topics (which help learners to understand the context and background of the stories); comics teach students to infer, also boosts exposure to diverse characters, and settings; using comics in class can help students to analyze the content of the text, even if they do not understand all the vocabulary or if they have total control of the grammar. In circumstances like

these, students will be able to identify relevant and non-relevant information and try not to translate word-by-word for comprehension. Bearing this in mind, this project can help students to overcome or lower their misunderstandings when reading.

This study benefited three different populations. Firstly, a group of tenth graders from Colegio Tecnico Industrial Corazon de Maria, given that this is the group which was directly involved in the project. Therefore, the problem, the results and the conclusion among other features which are part of the first group and the usefulness of comics to improve the reading comprehension will be shown at the end of the project.

Another fostered population were the teachers since they took a remarkable role in the class due to their commitment they possess inside and outside the classroom, they are the guide, who are in charge of giving students enough tools to prepare them to face the real world, and as a guide they aim to teach them one of the main learning processes which is reading. Also, they teach them through the different narrative methods how to overcome the lack of reading comprehension. All of this provided the teachers of materials and experience on generating strategies to overcome low proficiency in understanding English.

And finally, the school was also benefited, because one of the decisive institution's interests it is to look out the problems emerging during the learning process, that is to say, the low proficiency in reading comprehension, hence, it is an appealing proposal to give the option to develop a study that cannot just help tenth graders from that institution, but to different levels from other educational institutions. In fact, there are grounds to believe that the idea of using comics as a narrative text to improve reading comprehension can be implemented to any type of population, including children, young adults, adults, and even the teaching field.

After showing the reasons why of this research are, it is necessary to say that this project might motivate teachers and students and will contribute directly to students and the school in which it is going to be implemented. Also, it will encourage ESLT (English Second Language Teachers) to make their reading comprehension classes in another way and try new material that could benefit and interest students. Besides, we want to show all the agents involved in the English learning process that the use of comics as a narrative tool can actually enhance reading comprehension and the others benefits comics offer such as the development of cognitive skills to be able to succeed in school or work in a future, the strengthening of their emotional intelligence for speaking up in public and the upbringing of cultural awareness.

Research question

- How does the implementation of comics as a narrative text develop reading comprehension in tenth graders from Colegio Técnico Industrial Corazón de María?

Research Objectives

General objective

- To examine the effects of using comics as a tool for English reading comprehension in tenth graders from *Colegio Técnico Industrial Corazón de María*.

Specific objectives

- To diagnose the reading comprehension level that tenth graders from *Colegio Técnico Industrial Corazón de María* have before pedagogical implementations.
- To determine what the contributions of reading comics are to tenth graders' performance in reading comprehension.

CHAPTER II

In this chapter, the reader will find two important components of the research. To begin with, the literature review is a discussion of previous research in which comics were employed as a tool to improve and foster reading comprehension in the English teaching field. In this section of the research, the authors want to present relevant aspects of those works and how these facts influenced the decisions that were taken in the research. After that, the reader will find the theoretical framework, in this section, the constructs that support the development of this research will be presented and discussed.

Literature review

As a way of introduction, it is pertinent to give a narrative-type conception to comics. They are a type of narrative that should be considered as a tool taken by the teacher not only as a text to develop reading comprehension, but also to create activities to improve writing, visual comprehension among other cognitive and interpersonal skills.

Marulanda & Reginfo (2007) developed in Colombia a study that examines how learners from a school in Medellin city could improve their reading comprehension using comics. According to them, images has always been linked to the written word creating what they called a visual language, and at the same time they recognized its importance in school environments. They emphasized the fact that teachers' job is not replacing the text with the image or vice versa but

combine them and complement them in a balanced to promote reading comprehension and the students' ability to analyze narratives.

Marulanda and Reginfo found five important items in the process of reading narratives. They are 1) Main idea, 2) Characters, 3) Story-writer, 4) Time and 5) Space. Once those aspects were established to measure the reading understanding, researchers designed a pre-test and a post-test to contrast how this reading tool influenced the reading comprehension skills. The results were significant because the performance was enhanced in the majority of the students in the post-test in all the aspects previously mentioned; they improved up to 50% their reading skills.

This study showed us the previous aspects of comics as a narrative text. Furthermore, it hinted what is the influence and all the elements that comics have at the moment of being used as a tool for developing the reading comprehension skill, and it is clear that they help both, teachers (because it is a mean in which he or she could carry the activity depending on his goals, proficiency, and objectives to achieve in class and even outside the class) and the students (since it is going to be a role at their time at school to improve their reading comprehension and even more because comics cover more than the reading skill and students can use them not just inside classes, but also outside in their daily life).

The similarities encountered in the previous study are the use of action research method, the objectives, the instruments to collect data, those aspects are linked with our project because they have as the main purpose to improve reading comprehension in learners through the use of comics in the class.

Alonso (2010) pointed out the usefulness of the comics as a tool to enhance reading comprehension. It is valuable because it helped us to understand how to develop activities using comics with different language proficiency levels, from young learners, teenagers, and adults.

Something that needs to be highlighted is that Alonso's contribution to ESL and EFL learners and teachers benefits the implementation and design of activities and new materials for teaching foreign languages. For instance, one pre-reading technique that matches precisely with the use of comics is the so-called reading-inferred through picture clues. Since pictures can be decoded more quickly and can be accessible to all kind of readers, those students who struggle with the text simplify the main idea and infer a better view of what is going on in the story-line. As some activities that the teacher can carry out with the use of comics as a pedagogical tool we can find the following:

1. False or true statement.
2. Multiple choice questions.
3. Organizing chronologically the most relevant events in the story.

It is essential to take into account some of the aspects from the previous study because this clarifies from scholar environment the use of comics in reading comprehension skill. The use of comics motivates students to keep reading in class and even outside the classroom, this encourages the learners to work in an autonomous way. The implementation of comics in an English class has many positive aspects, but one specifically is the use of specific codes such as visual and written ones for students to be able to analyze illustration and make representation of the scenario (image) about what the comic is representing.

Another useful research was the one carried out by Apriani, Vianty & Loeneto (2014). In this work, the authors also relied on the use of English comic books as a tool to enhance reading comprehension skills in the class. This project was developed with a population of seventh-grade students in Malaysia with 170 participants. In order to carry out this research, there were 2 groups that went through a pre-test control and a post-test control. The researchers basically designed two

different reading plans for each group, using comics in just one of them. The data analyzed from both groups were significant; they showed that students who were using the English comics got a higher score by contrast with the students who had no comics as a reading tool during the class.

This project contributes to this research because it helped the authors to set out the method and filter the information given by the students at the moment to participate in the research. Furthermore, it showed the advantages that the use of comics has into the educational field to improve reading skills such as visual alphabetization and creativity in students to express their ideas, one fact to highlight is the self-reading encouraging students when they read the content of an academic book in a shape of comic during the class and after the session to do reading in an intensive way.

In another research, Merç (2013) talked about the performance from lower-intermediate to upper-intermediate levels with the use and not use of comics as a narrative tool, they were divided into four groups. The first group which is low-level but text only, the second group has low-level but contains text with comic strips, the third group has high-level text only, and fourth high-level text with comic strips. The way the test was developed in this research consisted in having students who read the texts given and wrote what they remembered about the text on a separate answer sheet. As a result of the qualitative data analysis, the conclusion was that students who had visual aids (comics) gave more details about the text.

The comics or illustrations as a tool to strengthen reading comprehension is used more often than it is thought, the advantages of using a graphic medium to achieve conceiving ideas and concepts, or to learn, understand and even memorize are not only used in teaching a second language, but also in other areas such as history, biology, social science among others. Comics can actually help students to improve reading comprehension skills which is a major problem when

learning a new language, the goal is that comics, as a learning and motivating tool, strengthen reading comprehension and allow a better approaching of educational books.

A research done by Garcia (2013), shows that the comics increase the development of many skills, in which new vocabulary is learned, where images and texts attract students' attention, encourage creativity, and are a source of exercises that stimulate methods of analysis, synthesis, and development of logical thinking.

The above mentioned case provides us with valuable information to this project due to a survey that they applied in 80 foreigner teachers in three languages (English, French and Spanish) in which it can be seen what percentage of teachers use comics as a tool to work in class to improve reading comprehension, how often they use comics in class and the influence that comics have in classes, even being positive or negative. Garcia (2013) gave the teachers a facilitator role when she stated that English teacher's function is to motivate and facilitate tools to elicit dialogue and a pleasant, interesting and practical work.

The participation of the head-teacher was significant for this project, she stated that “comics need to be realistic so students can connect them with their own context and get a better understanding of the message and what the project did was to use a specific comic that came out from an educational book”. Literature books can be turned into comics according to the needs of the students at the moment to achieve the goals of their academic curriculum, books such as biology and history books, among others (Interdisciplinarity) are easily turned into comics due to the real context this represents in an academic environment.

Another factor is that comics as an innovative resource in class motivate students to keep reading in many different situations, one of the aspects that the comics offer is that the content has

different language levels and as consequence students will know more linguistic expressions which will increase vocabulary.

Comics encourage learners to work in an autonomous way. The implementation of comics in an English class has many positive aspects, but the most meaningful is the use of specific codes (visual and written) where students will be able to analyze and make representations to become immersed into scenario (image) and have clear concept about what is being referred by the comic (words).

Additionally, comics need to be opened to discussion and have arguable topics to catch the attention of the reader; comics that are lifeless and lacked excitement will not motivate students to participate, comics often appeal to readers who find other material challenging and uninteresting. That is why catching topics, plot and characters with intense visuals make the experience of reading for them more engaging than other literature, such as novels or short stories.

Another research was made by Gómez, Gómez & Arango (2009) showed that comics can be a good teaching tool in the process used for teaching social communication to young people with difficulties in reading and writing. Comics were exclusively used because of the familiarity that is presented to young people. In this project, an exploratory research is carried out since the study that was generated is a subject that has not been raised previously or that has been little studied. The research mainly began being of a quantitative type, however, as this study was developed it had a change to qualitative type

Also, Vásquez F (2003) mentioned the parallel between media with mediation in his text “Faces and masks of communication”, in which he states that it is important not to confuse the media with mediation, because the medium is the tool, and mediation is the result obtained with the medium. He adds that:

It is important is to know what medium to use for generating what kind of mediation, if what I want is to affect emotions, feelings, affections, I can use orality or the image, but if I want to appeal the intellect or reasoning I use the writing. (Vásquez, 2003, p.38).

That fragment was taken from the study in order to highlight the role of the teacher when approaching a narrative text, which is to make information from the author which is called “media”, accessible for students, sometimes the narrative text does not have enough influence (mediation) in the reader, it is in that point where teachers should be adjustable at the moment of creating that link between the reader and the text that is why the use of a narrative text like the comics match accurately, because of its narrative flexibility and easy accessibility.

The reason to study the comics in the field of higher education is to value it as didactic mediation, as it was already said and ratified in the analysis and interpretation of the data, this medium is usually considered only suitable for didactic interventions in elementary levels of education. However, the reader will find that much of the content of this work can also be applied to other educational levels, especially if it’s taken into account the current characteristics of higher education. (Vásquez, 2003, p. 38)

The previous statement helps us to understand and have clear that comic works as a didactic learning tool, primary, secondary and university students that is why this study is titled *El cómic es cosa seria, El cómic como mediación para la enseñanza en la educación superior* [the comic is a serious thing, the comic as mediation for teaching in high school], teachers of high school can find, in the comic, an effective mediation for teaching, which should be supported by university institutions.

To conclude, comics, as mass communication media, can be used as an interactive mediation. It is an innovative tool that has proved its appropriateness and applicability not only to

get to students' motivation and create a positive atmosphere in the English class, but also to help people develop the reading skills required to comprehend texts with higher levels of difficulty, in this case in a second language. Nevertheless, to achieve this, it is necessary to know the population to which the pedagogic mediation will be directed.

Comic books, as any means of communication, can present limitations in terms of the population concerned, the theme to be developed and its level of complexity. This research demonstrates the benefits of the comics as a tool and its use as a pedagogical aid in the different areas of teaching, not only in the early ages but also in university students.

Theoretical framework

It is universally acknowledged that reading is an important skill for education, and comics appear to be an effective narrative resource to improve reading comprehension in students. Prior to start with the conceptualizing, it is indispensable to mention that although there is some similarity between picture books and comics, given that they both share the fact that they use illustrations and words to tell the story, they differ from each other on complexity and size, that is to say that picture books tend to be longer and with more challenging to understand by contrast with the comic book that is a short story. Regarding the illustration usage, Kellogg (1979) states that:

A word has to evoke a representation of the moment things are not perceived; therefore, picture books are so important for students. Those constitute a bridge to the ability to form abstract representations, without this skill, it is not possible to read; however, students must be able to concentrate on one thing, as a written text is subject to strict laws. (p.308)

The aforementioned author believes that comics may help students to understand the main idea, points of view, and opinions involved in a text. This is valuable because in an exam, those asked features of the story can be easily perceived in the illustrations, pictures, and cartoons that a comic book offers. Mitchell (2003) talks about those mentioned features, stating that:

“A narrative text usually has a description of features and rhetorical steps :(1) Plot. The plot answers the questions “What is happening in the story?” and “What is the sequence of events?” (2) Characters. Characterization addresses the questions “Who are these people?” and “Are they believable?” (3) Setting. Setting informs the reader where the story is taking place. It answers the questions “Where am I?” and “What will I see if I walk around here?” (p.4).

When students are approaching the story through the illustrations, those drawings have fundamental values as support, an issue that makes reading in English more efficient. Also, while they enjoy the reading, they develop inventiveness, they learn to express themselves and have a longer attention span to look at the details and interpret each one of the panels, as Gonzalez (2007) affirmed:

Through this experience the student notices that there is also interest in knowing the text that happens to the characters, knowing what really counts in cartoon wakes up; that turns out to be a crucial intervention as a catalyst adult reading. (p.3)

A number of key issues arise from the fact that cartoons have been a means of communication and material used in the support of teaching a second language. The first point is that it is a mass media, an artistic and literary form as Orihuela (2002) states, that "it is an indisputable form of expression that has reached or has its place in popular culture of this century" (p.30), since comics can be considered as a popular cultural component, learners are involved

having some contact with them, in an indirect or a direct way, so the comics reflect themes that students are related to, that is called cultural background.

Readers of comics must process visual, spatial, and textual components of what they are reading and integrate these components to understand the story, this process makes them more creative and skillful thinkers. Orihuela (2002) also believes that comic “encourages creativity, fosters learning, reading improves, reading comprehension of the second language, developing the capacity for synthesis, developing expression and helping to keep more complex words of second language reading self-paced student” (p.30)

Among the authors who defend the idea of using cartoons to foster reading comprehension, Cencillo (1973) explains that cartoons (comics illustration) create a strong stimulation to reader’s imagination which highlights narrative elements that the text shows eliciting internal connections with the second language. He stated the following:

Using stories as the basis of its development, cartoon delivers a stimulus that goes beyond cognitive information, it represents a very strong stimulation in the reader's imagination; each reader builds the image with living history, with elements of the text and with input from their own repertoire of internal images by an internal connection with the second language (p. 42).

Similarly, Chute affirmed (2008):

Comics might be defined as a hybrid word-and-image form in which two narrative tracks, one verbal and one visual, register temporality spatially. Comic moves forward in time through the space of the page, through its progressive counterpoint of presence and absence: packed panels (also called frames) alternating with gutters (p.452).

The comics as narrative texts have two tracks of narration, one is the visual aids and the other is the short text located in vignettes. Comics are equipped with logical and chronological events that as a result give to the reader the beginning of the story, plot and the end of a real contextualized event since comics have been seen as an element used just for children, but notably to clarify that this project is promoting comics as a reading comprehension tool on young adults, which is necessary the use of an academic book (which contains real context).

Gandía (2012) believed in the vast potential of the comic as a pedagogical resource, and he introduced the following advantages:

- It is a brief material, rich linguistically, with simple syntax and very accessible for any type of reader.
- It has a graphic support, which allows the reading of the message, gesture, movement, image, etc.
- It facilitates the development of diverse capacities: understanding, interpretation, synthesis, temporal and spatial sense, inquiry, etc.
- It provides the kind of a pleasant environment.
- It motivates students for their easy reading and humor.

Conclusively as shown by these reasons, it can be inferred that comics are an excellent tool for promoting reading. They foster learning of a foreign language because the comic has shown a diversity of abilities that readers developed during reading process such as the motivation that this gives to reader, the double code (images, and reading) which gives the reader two channels of understanding and as a result the easily understanding about it in several contexts (inside and outside the classroom), and as it is as a narrative text (that is not often used by adults) it gives reading a pleasant environment.

Reading comprehension skills

In this section, the reader will be able to know in which definitions we based on and the authors that supported this research about reading comprehension skills.

Reading comprehension, according to Harris and Hodges (1995) cited by McLaughlin (2012), is:

The construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter...that the content of the meaning is influenced by that person's prior knowledge and experience (p. 432).

As it was said before, the author craves to share his/her ideas about an issue in order to make the reader use their perspective to rethink, that process is named critical thinking, this happens often when the themes in the text are controversial and questionable intended by the writer.

On the other hand, Dubois (1987) definition covers three conceptions about what happens during reading comprehension, she asserts that:

When reading studies that have been published in the last fifty years are observed, we can realize that there are three theoretical conceptions about the process of reading. The first, which prevailed until the sixties about conceiving reading as a skill set or as a mere transfer of information. The second believes that reading is the product of the interaction between thought and language. The third reading conceived as a transaction process between the reader and the text (p. 137).

If it is observed carefully, the aspects that are found in these last two definitions of reading comprehension, reading process makes the person to identify main information, think and analyze it according to his critical thinking based on experience or knowledge acquire before. Another contribution to this conception is made by Dubois (1987) which says:

The reader understands a text when he is able precisely to extract the meaning that the same text offers him. This implies recognizing that the meaning of the text is in the words and sentences that compose it and that the role of the reader consists in discovering it (p. 140).

Although reading comprehension is not seen as an individual area in education in most schools, it is essential and necessary for students' cognitive skills development. Formerly, we found that if students do not have good reading comprehension, it will affect the production of the development of students' understanding and mostly, the importance of this ability is not regarded as it should be. For this reason, we can begin defining reading comprehension to recognize the benefits obtained from this skill. "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences" (Just, Carpenter, and Woolley, 2011, p. 228).

As the authors mentioned in the last paragraph, it is significant that the reader stretches out the idea of the writer making sense through the words, but having a global understanding of the text rather than a simple understanding of single words. The elements in which the reading comprehension can be conveyed can be perceived as taking the text as whole, and other elements that the reader catches from the reading (illustration), those elements are part of a global literate concept that is named as narrative, and according to Van Dijk (1975) narratives can be defined:

As special kinds of action descriptions following some specific rules and constraints. It should be pointed out from the outset that the terms "narrative discourse" or "narrative" do not exclusively refer to literary kinds of narrative, such as manifested in short stories, novels, or the like, nor to such narratives as myths, folktales, epics, and so on (p. 274).

The previous statement is connected to our research because it gives comics a different image, due to the belief that the structure of the narrative has always been seen as novels, short stories, fairy tales, fables legends and myths, which is an idea that needs to be switched since it has caused confusion, misunderstanding at the moment of using comic on people who do not believe in comic as part of the narrative context with academic purposes. Since comics are considered as narratives, they report a sequence of events which are connected to transmit a story.

Teaching Reading

It is necessary to mention the main idea of this research which is developing, through the use of comics as a narrative text, a relevant improvement of reading comprehension in 10th graders from Colegio Técnico Industrial Corazon De Maria.

Giving students an assortment of tools and techniques to comprehend accurately a narrative text, it is significant not only for the previously mentioned benefits for them but also for the project team since we hold the responsibility of being future educators and therefore, being immersed in an educational field where academic research is essential. Furthermore, it is of our interest to encourage other teachers to promote comics as a reading tool in the class.

By teaching reading comprehension, learners enhance their symbolic thinking, in which symbols or internal images are employed to represent objects, people, and events that are not physically present. By reading and writing parts of the speech such as verbs, nouns, adjectives, among others, students are unconsciously building a grammatical basis to express ideas in a second

language, giving these components (words) a wider and more meaningful view. As a matter of fact, some students have even stated that “reading is a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching” (Brown, 2000, p, 298).

This undivided vision of the narratives was carried out meticulously on the project, the author who was selected, was foreigner and consequently his stories were full of cultural connotation and values that readers often find confusing. Forasmuch as the previously mention, it was necessary to give students the input such as ideas, biography, cultural aspects, background about the author and the history that surrounded this character. For this research, we decided to work with William Shakespeare considering his worldwide known contributions to English language history and culture

Added to that, there are methodologies to work reading comprehension on students, Gough (1972) promoted the bottom-up and top-down processing, which has become an effective reading methodology for years, according to this author it has been established to help readers to identify certain aspects of narrative texts (p. 299).

To give a deeper conception about how button–up and top-down processing intermediates with comics as a narrative text it is imperative to understand how it works. According to the British Council (2018), “top-down processing of language (mother tongue or target language) occurs when a person uses background information to predict the meaning of words, sounds, and images, rather than focusing firstly on their real meaning”. In other words, when asking learners to predict what a story might be about just by showing them the book cover first will prompt them to use top-down processing on the reading. As opposed to top-down, bottom-up happens when the reader

goes from the very simplest parts of a text (words, sounds) to try to understand the whole meaning of the author's message.

Bearing this in mind, we could easily apply both processes in a comics reading section because comics have too many linguistic signals in which readers can use his or her data processing mechanisms (knowledge) to set an order about what the reading is referring, either by appealing to their preconceptions of a topic or referring to each word in the dialogue bubbles.

Readers also use information from multiple sources to build a coherent model of a little known historical events (Britt, Perfetti, Sandak, & Rouet, 1999; Catrambone, 2002; Wiley & Voss, 1999). The reader can use tools to organize the knowledge acquired from the text, readers frequently search instruments, in this case, the illustration, the phrases that the framed comic gives, the colors of the illustration, among other parts of speech to create a bridge to that knowledge that is hard to understand, that is why he uses top down- and bottom up during the reading.

Another approach to teach reading is schemata theory which states that “reading is only incidentally visual” (Kolers, 1969 cited in Yusuf, 2011, p.70). More information is provided by the reader than by the print on the page. Readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership in an appropriate group of concepts already stored in their memories. (Kolers, 1969 cited in Yusuf, 2005, p. 70).

The reader has some knowledge about the text because he or she had some information collected in his or her memories through the experience, but sometimes the reader is not able to recognize ideas because he/she is a foreigner and it is hard to understand some opinions because of the different cultures of both the author and the reader have lived in different parts of the world, that is the reason why the reader uses different resources to get the ideas from the author using not

just the words given in the book but also what the page can offer in terms of illustration, and comics give readers other elements to identify the view from the author.

The previous concept has shown that reading is incidentally visual, the reader gets more information than the provided by words, what induces more attention about that statement is that readers take more stimulus beyond a graphic; the comic, novel, tales and legends will not work out at all if the reader has not enough contact with the real world that surrounds them (general information) and the text has to be related with the culture, religion, and historical events that the reader has been living with, or at least has witnessed . This is related to “schemata” approach which consists on “including what we know about people, world, culture, and universe (schemata content)” (Brown, 2000, p, 300).

Culture becomes a catching factor for learners, due to the complex compilation of features that make it up, which are the history, circumstances, people, ways of thinking among others. Readers read foreign literature books as an attempt to understand how a particular society could live or deal with their realities, and comics, tales, myths, legend, among others narrative texts give an attractive view of it.

On the other hand, there is another manner to teach reading named The Power of Extensive Reading. For Krashen (1993) “free voluntary reading is a key to students gain reading ability, linguistic competence, vocabulary, spelling and writing” (p.80). Comics contain some characteristics that match with the previous statements because as it has been mentioned in the literature review, comics motivate learners to read outside the classroom, which become in an intensive reading, they will freely take initiative to read and to bring in their academic life the benefits that entail the readers. Green and Oxford (1995) established that “reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall

language proficiency” (p. 270). The authors express that readers who enjoy intensive reading tend to be better in language proficiency (vocabulary, spelling, linguistic and competence).

Summing-up, extensive reading can be done through the use of comics as a great reading methodology to teach reading to learners, and make them understand that reading in an autonomous way has its own benefits in foreign language learning.

The comic as a narrative text is addressed to different publics such as children, teenagers, and adults. For adults, there is a specific approach named “ In adult training”, this approach is proposed by Brown (200. p.301) and it allows teachers and learners to continue in the path of learning a second language, which means that through the use of comic some factors can be analyzed in the academic process, factors like the level, that helps to determine and rank where to continue from teacher’s work, make tests to allow teachers to choose the performance of the class (topics, materials, activities, etc.). and show the learner what is going to be the dynamic of the class. Bell and Burnaby (1984) and Haverson & Haynes (1982) both cited by Brown (2000) explained that there are 5 issues that concern in the adult literacy training which are:

1. The role of cognition in reading
2. The role automaticity in word recognition
3. The role of conscious strategies in learning to read a second language
4. Effective techniques for activating schemata
5. Relationships of reading to writing (p. 300).

If we take a look and analyze the issues, the comic as a pedagogical tool is suitable due to those five aspects, since cognition is the process to acquire knowledge, adults can acquire that knowledge from comics depending on what they desire to learn (English for a specific purpose). Whilst they read and comprehend, they acquire what they need to put that into practice, and the

more they read the more they apply it unconsciously making it a habit; The use of strategies during a narrative text (comic, novels, stories among others) allows learners to get information that is needed in the middle of a text, but the main idea is that they use strategies to acquire the knowledge and this can apply in the reading process of a second language or a foreign language.

To make learners succeed in their reading comprehension skills, it is necessary to give students tools to overcome problems and understand the reading, and those tools are named reading strategies, which learners can apply during their reading activity to achieve their goals. Those strategies are the following ones:

1. Identify the purpose in reading: consist of clearly identifying the purpose in reading something.
2. Use graphics rules and patterns to aid in bottom-up decoding (especially for beginning levels learners): students may need hints and explanations about certain English orthographic rules and peculiarities
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim and scan the text for the main ideas: according Brown (2000) who says “Skimming consist of quickly running one’s eyed across a whole text (such as essay, article, or chapter) for its gist, skimming gives readers the advantages of being able to predict the purposes of the message, the main topic, or message, and possibly some of the developing or supporting ideas”. The previous statement refers to how to get clever information reading quickly, the paragraphs from a text comic are short, which allow the reader to not get stuck about an

idea from the text, and the same time the illustration shows information that the reader will need to conclude what will happen during the text by his own perspective.

Scanning is a quickly searching for some particular piece or pieces of information in a text, the purpose of scanning is to extract specific information without reading through the whole text as it has been mentioned, the scanning strategy helps readers to get detail information from the text, most of the texts have specific information in specific parts of the narrative text, what readers do is to search where that information is located, and extract what they need without reading the whole text. Brown (2000).

5. Use of semantic mapping or clustering: Brown (2000) stated that “The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos”. The structure of the comics is normal as any narrative text (start, plot, end) but sometimes the use of technical vocabulary, vocabulary from the culture creates a disorder and make reading process a “chaos” but thanks to this tool, readers will make a map, a graphic, group of facts that will help them to comprehend the order of the events from the reading.

6. Analyze vocabulary: From the unknown vocabulary there are several techniques readers can apply to overcome that aspect, those are :1) looking for prefixes (co, inter, un, dis, etc), 2) looking for suffixes (tion, tive, ally, etc), 3) Looking for grammatical context that may signal information, 4) looking for the semantic context (topic) for clues, and 5) Capitalize on discourse markers to process relationship: Many discourses makers in English signal relationship among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learners’ reading efficiency (Brown, 2000, p. 300).

Reading Comprehension performance

Following the topic of teaching reading, it is important to discuss the kind of text used during the class.

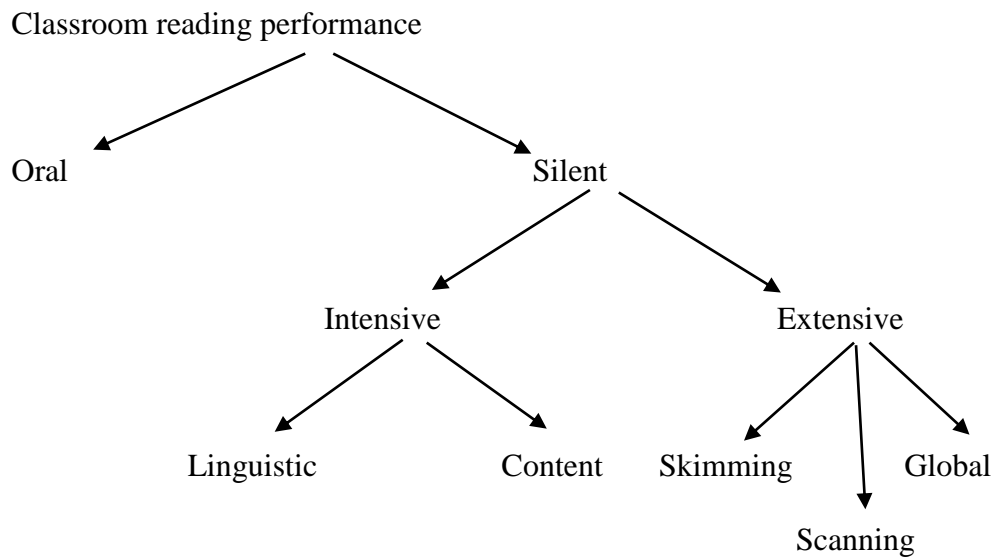


Figure 1. Brown (2000). Classroom Reading Performance.

The oral reading:

1. Serves as a test with bottom-up processing skills.
 - double as a pronunciation check.
2. Serves to add some extra student participation if you want to highlight a certain short segment of a reading passage.

The silent reading elicits intensive and extensive reading:

3. Intensive reading call students' attention to grammatical forms, discuss markets, and another surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships.

4. Extensive reading is carried out to achieve a general understanding of a usually someone longer text (book, long article, or essay, etc.). Most extensive reading is performed outside the class time.

In conclusion, teaching reading takes areas from different skills from the students, for example, cognition (physiological), in the writing area also, in previous knowledge from the students (schemata) and so on. Teaching reading to students gives them essential tools to understand what surrounds them and to know how to communicate.

Reading competences

After providing the different definitions and perceptions from different authors about how to teach reading, we will address different communicative goals, that the learner will achieve, according to the different activities, strategies and procedures developed by the teacher in the classes.

Pisa (2009) has defined reading competences as the process of “understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society”. If we take a look on the previous statement, the idea of the reading competences is that the person can extract from the written text the tools to develop knowledge and participate in a community in an active way.

The reading competence is essential to access knowledge. It is, therefore, a basic and essential competence, not only to function in an academic context but also to develop any personal, working or social activity (Zayas, 2012, p. 19). Zayas agrees with PISA’s definition because both point out the significant role that reading has when developing in a person a sense of coupling to culture, and how this uses the knowledge acquired properly in an effective and productive communication in a society.

On the other hand, Groeben & Hurrelmann (2004) give another definition of reading competences, which stated that is the ability to get from written texts some personal knowledge and skills to participate in cultural and social life.

These authors highlighted the importance of reading competence to improve cognitive, personal and social skills, and at the same time, to use a written text to extract, in all the ways, knowledge, cultural awareness.

Another factor they mentioned is that the reading competences should be a “prerequisite” in social life, as a result of this, the person who does not have developed reading competences will have issues at the moment of participating in social activities because reading is an activity that people use to communicate each other in a day to day basis, and if this person has not progressed in this field of communication, it will be hard to get paired with other people.

A different perception comes from Carr and Levy (1990) who said that “reading is a constellation of particular competences, and a product of complex informational-systemic systems that contain a constellation of tightly related mental operations that can be theoretically and empirically investigated, on an individual basis or in relation to others” (p.47). This statement is more complex than the definitions already mentioned. If we explain the concept of these authors, we can state that reading competences are mental operations interconnected with our general background. If we are not capable of being part of a community, our communication system will not work, we would not be competent participants.

Continuing with the explanation, Solé (2012) states that "whenever we read, we think and so we tune our criteria, we contrast our ideas, we question them, we still learn without intending it" (p.50). This author meant that every time a person is practicing reading, is improving in many important aspects, as readers progress in their reading competences, they get better patterns to

question prejudices and preconceptions they used to hold before. This author commented that “reading competence changes, as do the texts, the supports, the type of information, the type of reader, etc.". This supposes "a wide, multidimensional learning, which requires the mobilization of cognitive, affective and insertion of social abilities"(Solé, 2011, p.59).

This assumption is remarkable because reading competences and communicative competencies are correlated to the ability to get to know a culture and be part of it, that is the reason why it is linked with “insertion of social abilities”. This is connected to the sociolinguistic competence. According to the ministry of education of Colombia (*Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006*), the sociolinguistic competence “refers to the knowledge of the social and cultural conditions that are implicit in the use of the language”. For example, it is used to handle courtesy norms and other rules that order relationships between generations, genders, classes and social groups. It is also handled when coming into contact with expressions of popular wisdom or with differences in register, dialect, and accent.

Regarding the sociolinguistic competence, we found that there are different components of it, which are 1) the knowledge of the social-cultural aspects (religion, politics, laws) each community is governed by this kind of aspects, 2) the use of language depending on the person who is going to refer (talking a polite way in front of a doctor, talking kindly to the mother) 3) the different accent from different location of the country.

From these two components, we can take the second one as communicative competences, according to the Ministry of Education 2006) people have communicative skills when they have the ability to comprehend, to produce useful messages applying that language system that the community uses, i.e. “The linguistic competence refers to the knowledge of the formal resources of the language as a system and the capacity to use them in the formulation of well-formed and

meaningful messages. It includes knowledge and lexical, phonological, syntactic and orthographic skills, among others" (p.11).

Something that must be highlighted is that the language system is built by many components previously mentioned such as lexical, phonological, syntactic and orthographic, among others. These, as a result, are related to competences that focus on the ability to notice how good the person is when using the different components to create sentences, which is considered the ability to construct discourses which are cataloged as a pragmatic competence; this is the ability linked with the functional use of linguistic resources and includes, first of all, a discursive competence that refers to the ability to organize sentences in sequences to produce textual fragments. Secondly, it implies a functional competence to know, both the linguistic forms and their functions, and the way in which reading competences and communicative competences are correlated because both take a place in the process of acquiring the linguistic system to get knowledge and produce discourse to share information and express ideas to participate actively in the society.

Narratives

The word “narrative” has its roots in Latin and it means relate or tell. In general sense, the narrative may be defined as “telling someone else that something happened” (Arroio, 2011, p. 94). Narratives create a desire in readers and listeners to know what will happen. If we take a look at the previous statement and we connect each other, it can be said that narrative is a tool to tell someone else, generation by generation, how the events of the history had been carried out, and how this can be purchased in videos, audio recordings, and books which the media has been used by centuries to tell what happened.

Following Peter Brooks (1984) cited by Ryan (2007) the term narratives “has been trivialized through overuse, I believe the overuse responds to a recognition that narrative is one of the principal ways we organize our experience of the world” (p. 22). According to him, the term “narrative” has its own definition in politics, science studies, law, medicine, and last, but not least, cognitive science. In this way, it could be said that narrative can cover different fields and situations.

Anderson and Anderson (2003, cited by teaching English 4 All, 2010) explain that:

A narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

What they said is that connected with the features, comics contain the basis of the narratives. Hayman and Pratt (2005) cited by Meskin (2007) defend that comic is a “pictorial narrative” because the comic has a beginning, has a plot (the problems shows up) and the end which is when the problem is solved, and the biggest characteristic that comic has is the use of illustration, cartoons (pictorial narrative) (p. 369).

But what is the definition of pictorial narrative? This term comes from the word “picture” and narrative comes from the Latin word *pictorius* “of a painter” Narrative, which means to engage in the act of narration. (Pimenta and Poovaiah, 2010, p. 26). On the other hand, we could find narrative definition from other authors like Genette (1982, cited by Pimenta and Poovaiah, 2010), who defines narrative with the following words “One will define narrative without difficulty as the representation of an event or of a sequence of events” (p. 26) as the author has said, narrative is a sequence of acts that have happened in a sequential time.

By contrast, Prince (1999) cited by Koek (2013) asserted that narrative is “The representation of one or more real or fictive events communicated by one, two or several narrators to one, two or several narrates” (p. 19). This author gave more details in his definition because the narrative text can be representative for fictitious or real acts by one or even more narrators. Lastly, Abbott (2002) cited by Ryan (2007) believes that “Narrative is the representation of events, consisting of the story and narrative discourse, a story is an event or sequence of events (the action), and narrative discourse is those events as represented” (p.23).

If we take a look about the previous definitions of narratives, we can conclude that all the authors have a similar definition of “event”. Ryan (2007) implies that “events contain transformation and “action” that involves agents; if these agents decide to take actions, they must have motivations, and they must be trying to solve problems” (p. 24). At this point, it can be concluded that the main purpose of a narrative text is to describe events from the past (history), perhaps comics are trying to make to the reader to rethink, to get involved with the problem and also in his /her own idea to solve it, at some point, the problem which is named as critical thinking.

All in all, the narrative has the function to express stories, historical events that have left a mark, a before and an after, and those events are turning into tales, fables, myths, news, chronicles, encyclopedias, books even comics. The components of a narrative text are:

Setting: The setting is the location where the action in a story takes place.

Theme: The theme is the basic idea of the story. Very often the theme will deal with a topic that is common in life or human nature, such as independence, envy, courage, failure, and success.

Mood: The mood is the feeling or atmosphere that the writer creates for the story. It could be happy, hopeful, suspenseful, or scary. Both the setting and descriptive vocabulary create the mood in a narrative.

Characters: The characters are the people in the story. They are affected by the mood of the story, and they react to the events in which they are involved. The plot is what happens in the story, that is, the sequence of events. The plot often includes a climax or turning point at which the characters or events change. (National Geographic).

We have to point out that all narrative texts have similarities but also have different structure from others, the elements that compose a myth is different from a story as Bronckart, (1979), Van Dijk (1983) cited by Rodriguez et al., (2001) who asserted that “Different expectations that different texts awaken in the reader. When one speaks of "types" of text or "superstructures" it is suggested that they act as schemas to which the written discourse is adapted.” (p. 24). As it was mentioned before, the narratives are sequenced actions presented by a narrator who spreads information about someone or something, the mechanisms in which the person (the author) takes into account to share himself or his knowledge about a topic or a relevant situation is through tools that narrative can offer him or her to transmit the idea to the reader.

Narratives are considered to be long written text and so comics are not an illustrated version of standard literature, and while some critics argue that they are a hybrid form of art and literature, others contend comics are a new and separate art; an integrated whole of words and images where the pictures do not just depict the story, but they are part of the telling (Arroio, 2011, p. 94).

From what the author has mentioned, there are two points of view about the meaning of comics which are: how comics came from art, how they fraternize with literature and, the other view of how comic book shows illustrations that will help the reader in the improvement of reading comprehension, because it is part of the story-telling.

Comics

David Kunz (1973) cited by Meskin (2007) conceives that “a comic strip consists of a sequence of separate images with a preponderance of image over text that appears (and was originally intended to appear) in a mass media and tells a story which is both moral and topical” (p. 369). For instance, comics are most of the times broadcast through massive media such as magazines, teaching books, among others. As a result, the comics can be used during class, and students might use them outside.

On the other hand, according to Eisner’s words (2000) cited by Meskin (2007), comics are "sequential art by which he means to pick out a distinctive "form of art, or method of expression” (p. 370).

Hayman and Pratt (2005) cited by Meskin (2007) believe that any compilation of images can be named as a comic "if (this) is a sequence of discrete, juxtaposed pictures that comprise a narrative, either in their own right or when combined with text” (p. 370). Dondis (1992) in his book "El sintaxis de la imagen, introducción al alfabetismo" mentioned the elements visual aids have which are “balance, tension, leveling and sharpening, preference for the lower left corner, attraction and grouping, positive and negative visual stimulations" but what he asserted is that all these elements "juxtaposed express the interaction of visual stimulations situated at least two codes together (image and text)” (p.5). Dondis (1992), Hayman and Pratt's (2005) cited by Meskin (2007) definitions have similarities, they claim the correlation of two components, the visual aids, which is the first code and the second one is the phrase or word that accompany the image (dual code theory).

The comic has been seen as a tool to entertain children, and even though adults may not be able to perceive some elements in stories as easily as children, there are contexts that can be

projected through comics that children cannot get, breaking the paradigm that comics are child-like texts.

Added to that, it is undeniable that comics set a powerful narrative just as stories, tales, novels among others. Putting this into context, Hayman and Pratt (2005) cited by Meskin (2007), agree “that narrative is an essential component of comics” (p. 371), Moles (1991) cited by Palacios and De Dios Jimenez (2002) states that:

It seems sufficiently contrasted that the mode of processing the information contained in the images represents certain advantages over reading of texts, since it allows a surface reading, is say, it is not limited by the characteristic sequential reading of verbal language (p. 371).

According to Dieguez (1977) “If another means of communication have not been used in education today for a long time, it would be impossible to think of the transmission of certain contents without the help of the image” (p. 34). For beginners is challenging to understand a text in the target language, the ideas from the author seem incomprehensible because the text has words and expressions that solely a specific community can understand, that is why the use of illustration to assert the idea of the author remains such necessary.

The image can construct a perfectly univocal message by the interaction of its various components and by the sequence presented. The verbal message, with a clear tendency to monosomy, didactically reinforce the meaning by the life of a redundancy that guarantees the decoding (Dieguez, 1977, p. 34).

He states some aspects at the moment of distinguishing the role of visual aids, in one side the illustration can create a meaning by itself and the verbal message gives the reader a sense of how the text is following a path.

The comics present certain characteristics about its composition such as the illustration (image), the use of colors, the topic, the kind of comics, that also differ depending on the type of comics (manga comics, adult comics, political comics, funny animal comic, alternative comic, superhero, artistic and so forth). One important characteristic of the comic is the use of vignettes, the path that the story is going through and the idea. Dieguez, (1977) mentioned that the comic will carry the verbal message and as a consequence, it will continue with the flow of the comic, as a result, the comic has these two elements that reader will take into account at the moment to understand the meaning of the author through the comic.

Kintsch (1998) cited by Kristi, Santi, Reed (2015) defined reading comprehension as “the product of the process that operates during reading to create a mental representation of the situation described by the text, referred to as a situation model” (p. 2). He established that reading activity must be based on real situations and real contexts. On the other hand, it sometimes is tricky to use comics in adults because some comics are addressed to children, because of their content they composed of fantasy stories or tales. That is why in this matter, we wanted to work with young people and not children, due to those comics have more realistic content which young people feel related to and identified; content that arouses their interest, entertain them and call their attention.

The Common European Framework of Reference (CEFR) (2002) for languages includes the "funniest" within the types of text that users or learners receive, produce or exchange. Similarly, the Curricular Plan of the Cervantes Institute offers the inventory of speech genres and textual products, which provides comic books and comic strips as transmission genres written for levels B1, B2, C1 and C2 (p. 93).

The CEFR (2002) states about the different resources to improve reading comprehension and the necessity to link imagination and the artistic to the educational field, this brings up to the

fact that imaginative and artistic uses of the language are important both in the educational field as in the artistic field. Aesthetic activities can be of expression, of understanding, interactive or mediation and may be oral or written. These include activities such as (p. 93):

- Singing (children's songs, popular songs, pop songs, etc.).
- Retelling and writing stories, etc.
- Listen, read, count and write imaginative texts (stories, songs, etc.) including audiovisual texts, comic books, stories with images, etc.
- Represent plays with or without a script, etc.”

As it has been mentioned, the comic is an activity in which the students can understand, interact, mediate, work on oral or written proficiency. We can affirm that the comic is interdisciplinary because besides focusing on improving reading comprehension skills, it covers other skills such as creativity, cultural literacy and problem-solving that students will reinforce indirectly.

As Rollán and Sastre (1986, cited by Garcia, 2013) said “The comic is a teaching vehicle advantageously situated between purely verbalistic teaching fortunately overcome, and the iconic exclusively with shortcomings difficult to overcome, taking both his expressive virtues for a balanced synthesis” (p. 10). They point out the value of the versatility of its components because, as discussed above, the comics have the characteristics of other fields that create a good element together from the use of verbalistic and synthesis. Garcia (2013) believes in the great potential of this educational resource, and has the following advantages (p. 13):

- It constitutes a rich linguistic tool, with simple and very accessible to any reader syntax brief material.

- About current issues and others are not, but keep including some effect and are easily in the scholarly environment.
- Poses graphics support, which allows gestural message reading, motion, image, etc.
- Facilitates the development of various skills: comprehension, interpretation, synthesis, temporal and spatial sense and inquiry.
- Endows the kind of a pleasant atmosphere. (Which is to put the reader into the context).
- Motivates students for easy reading and humor. (Certainly, the illustration are designed in a pedagogical way).

To add, Manuel Barrero (2002) believes that comics can be useful for (p. 13):

- Build the capacity of abstraction and imagination. (Once the reader is hooked by the text, they will imagine the situation presented in the comic).
- Generate reading habits following the Western order. (comics as narrative text will be an encourage item to read frequently for readers)
- Encourage compositional ability. (contribute reader to encourage creative thinking)
- Encourage abstract imagination. (reader create in his/her mind the situation comic present)
- Promotion of reading, not anteroom or replacement of literature.
- Understand different narrative models. (narrative features, adjectives, verbs etc)
- Difference audiovisual narrative visual graph.
- These advantages and virtues of the use of comics in the classroom would add the following:
- They can work on different content: phonetic-phonological, linguistic or grammatical, lexical-semantic, functional and communicative, cultural or strategic.

- It is possible to work the five skills: listening comprehension, reading comprehension, oral interaction, speaking, and writing.
- It is a dynamic, communicative and family resource for students.
- It promotes cooperative work.
- It is attractive for young students.

Moreover, the comic, which features iconic elements and verbal elements, can be used as a resource to acquire lexicon inductively, as learners have in each vignette a situation located in a space and at a precise time, which facilitates understanding.

Meanwhile, Villarrubia (2009, cited by Garcia, 2013) states that "in many cases, the students refer to comics in their home countries and that in them is transmitted from their culture, which the student takes the role of intercultural mediator" (p. 15), which favors intercultural competence of students.

"This resource encourages meaningful learning, as their visual character categories facilitate compliance with the revised taxonomy: Remember, Understand, apply, analyze, and create evaluate" (Anderson and Krathwohl, 2001 cited by Garcia, 2013). According to previous contributions, despite the suitability of comics as an educational resource, teachers must meet the needs of its students and teaching context, set objectives, and appropriate content, as well as a methodology that is conducive to learning and assessment in line with the dynamics of the classroom.

Project Based Learning

According to a historical survey of project- and problem-based learning undertaken by Knoll at the University of Bayreuth in Germany (Knoll, 2006), project methodology in American education can be traced to an early 20th century description offered by William H. Kilpatrick

(1918), which referred to the Project Method as “a hearty, purposeful act, generally a project or pursuit, undertaken by the child, which has four distinct, student-centered phases: purposing, planning, executing and judging. Ideas such as these, combined with the model for scientific inquiry, have contributed to a variety of student-centered methods such as problem-based, case-based, discovery learning, and expeditionary learning. (Knoll, 1997; Thomas, 2000; Prince & Felder, 2007, cited by Holm, 2011, p.1-2).

Due to the lack of activities developed in class for teachers, students have generalized English classes are monotonous because the method of the class is mechanical and repeated and at the same time it can be predictable what will happen in the next class: same dynamic (photocopies from the same narrative genre, learn a song, worksheets) and setting apart their reading comprehension skill among the others. This can change using comic as a narrative text because using new material with images, even if the learners do not comprehend a word he or she can infer about what the image is telling and he can like the image with the context from the text, but to use comic in class depends on the comics (whether is a long book or short), the level of the students that this book is addressed for, and to use correctly the comic take learners for each session to act from the book. Also, it takes time for the teacher to develop the material on the next class to continue with the activity. That is why, the use of project has been selected because it gives enough time to make a project in the class which both, teacher and learner based on the comic can work with enough time to develop the different activities. Project based constructed inquiry this research because:

“Project-based learning, a teaching methodology that utilizes student-centered projects to facilitate student learning” (Mergendoller, 2006) “Is thought as superior to traditional teaching methods when improving problem-solving and thinking skills, and engaging

students in their learning”. (Berends, Boersma & Weggemann, 2003; Scarborough, Bresnen, Edelman, Laurent, Newell & Swann, 2004; Tsang, 1997, cited by Holm, 2011, p. 2).

During a period of time, students will use comics, they will always be limited by the time because project-based offer students a term in which facilitate the learning process, and at the time, during this period of time learners enhance solving problem and critical thinking skills.

Project-based has been seen as a fundamental methodology applied in different professional fields from other careers “Popular in pre-professional training in medicine, science, technology, engineering and mathematics careers since the 1970’s, momentum has more recently developed to extend these practices to elementary and secondary classrooms” (Buck Institute, 2005; Knoll, 1997, cited by Holm, 2011, p. 1). We believe that teachers are constant innovators due to they are mostly looking for alternative approaches, methodologies, activities, strategies and techniques they use in their classes to make students have a meaningful and efficient learning process, and at the same time as Knoll (1997, cited by Holm, 2011) mentioned , primary and secondary classroom use project-based this is something that it is going to be established during this project and motive the authors to find out what elements and conclusions that can be established from this research (p. 1).

Also, Holm (2011) states:

Asserted project based is learning can be described as student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge (p. 1).

As it has been mentioned, one of the main characteristics from project-based is the time given by the teacher to students (time change depending on the projected, the objectives and results belonged by the level of the students' project).

Another aspect from project-based learning is that students during this process can give the answer to real-world questions, that is the reason why different activities should be based on real problems or drawbacks to reinforce them into the class and putting outside the classroom.

Thomas (2000, cited by Holm, 2011) identified five distinguishing features of project-based learning (p. 2): we are focusing on the use of projects that concentrates on content that is central to the curriculum. These projects become the primary vehicle for content learning, and often, assessment.

Projects are based on questions of importance or driving questions (Blumenfeld et al., 1991). Driving questions must be germane to the content, and crafted both to engender optimal student engagement and foster the active intellectual pursuit of solutions.

Projects involve students in ways that require them to identify problems, develop and design solutions, and create an end product such as a presentation, report, invention, or model.

Projects are student-centered to the greatest extent possible. Teachers serve as resources, facilitators and guides, but it is the students who define, choose and carry out their projects. Projects are developed from reality-based ideas and problems rather than on academic exercises and pursuits. The projects represent authentic efforts in solving or investigating real-world dilemmas. Both Thomas (2000) and Kilpatrick (1918) emphasize the depth of learning and intrinsic motivation as key benefits of this methodology, as well as a target on student-centered, systematic inquiry.

From the five aspects given before, project-based is focusing on the curriculum, in the activities related to the content of learning and how these are assessed by the teacher. Project-based apply on search an answer for an intellectual question that need and can get the result to give solution and at the same time encourage learners to foster activities to persuade in an answer.

Project-based is connected with the creation of this project because this follows the same path at the moment of studying which is to identify the problem, identify possible solutions and create the way to show people the conclusion. This research will show us the different uses of comics in English class to benefit the learning process in learners, and will give learners the opportunity to have an alternative way at the moment of answering questions, and how this project can take some aspects such as the specific problem, the tools, the method, among others, and all the aspects are covered by a linear factor called: Time: The time that project-based and any research need to.

Continuing with the project-based path, the role of the teacher is to be a mediator who has to give learners sources, advice, steps, tips to make students do the best methodology and arrive to their final conclusions from a real situation. There are many educators and researchers who had selected project-based because it offers teacher methodologies that adapted with the purpose of the class (Knoll, 1997; Prince & Felder, 2006, cited by Holm, 2011, p. 2).

The main idea of the project based methodologies is to offer students solutions and at the same time to have students more focused, inquiry bases and active learning methods. This is to make students be self-directed and independent learners who can apply higher-order thinking skills. The afore mentioned is supported by Kirschner, Sweller & Clark (2006) cited by Holm (2011), they asserted that:

The ideals of constructivist, project-based learning may miss the mark by leaving too much at the discretion of novice learners. They suggested that leaving students to self-direct can result in sustained misconceptions and multiple “false starts”. Accordingly, adherence to a highly student-centered approach that does not promote strategic teacher intervention and guidance may prove inefficient and/or ineffective (p.2).

According to what the authors mentioned, they believe that constructivist is connected with project-based but it is not a good mix because students will self-direct, and they will probably give the wrong perception by cause of the teacher who is in charge of guiding students and orienting them about what is going to be the next step, or what they have been missing during the process, that will lose credibility on the answer given by learners.

The previous statement goes linked with what Moursund (1999) cited by Thomas (2000) he proposed that project-based learning “includes authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals” (p, 1). The definition given by him is simpler, but it does not mean that have the same incidence, From what he said, it has common factors in the definition with other authors, but he mentioned that teacher does not have direction on the project, in this case, learners are in charge of creating their own path. On the other hand, project-based learning (PBL) is defined as a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in designing, problem-solving, decision making, or investigative activities. Moreover, it give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations. (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999, cited by Thomas, 2000, p, 1).

This definition explains the wide performance of the learners and the role they have during the project, which as an investigator are taking decisions, making activities and autonomous ways based on the real situation that put them into environment lived in a real context.

Definitions of "project-based instruction" include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994 cited by Thomas, 2000, p. 1) the previous statement that project based involves has 3 factors which are the “authentic questions” that is the problem, the community where the problems are being presented and the use of cognitive tools that are the resources teacher need to overcome that problem, which is, in this case, the implementation of comics to enhance reading comprehension in tenth grader students.

CHAPTER 3

Research Design

This chapter points out the methodological procedures that this research followed to achieve the objectives stated and the implementation of comic as a reading comprehension tool in English language teaching. In this study, there are five aspects about research design that will be discussed; the first aspect is the research paradigm, this describes how researchers established the paradigm and the benefits the paradigm contributes. The second is the method, on this aspect it

can be identify the role of the authors on the learning field on this research, followed by third one that are the settings which is a detailed description of the context and the participants who took part in this study continue by the fifth aspect that are the instruments and the technic use by the researchers on the data collection instruments.

Research paradigm

It is necessary to analyze what will be the role of this study in the educational field that is the problem presented, moreover, how this study will be applied, for these reasons mixed paradigm fits in a good way in this research, because it allows the researchers to identify what are the drawbacks and the lacks that the specific population is dealing with, using different tools such as observation, analyzing the academic environment, journals which are some elements that the qualitative paradigm offers. On the other hand, it can be found which aspects from the quantitative paradigm contributes to this study with the numerical data analysis to be more precise, with graphics, among other tools. In this case, tenth graders from Colegio Técnico Industrial Corazón De María. According to the different tools mixed paradigm can give on this the researchers will carry out the data collection from the first implementation to the last one.

Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

According to the perception of Denzin and Lincoln, through the use of qualitative research, we could comprehend beliefs from people, religion, behaviors, and the ability to understand what aspects can be study and explained to other societies.

Besides, quantitative research can help us determinate how with specific numbers, ranges, graphics, and statistical analysis we can establish different ways to study from the text, exercise and actives the perception that people from different communities have.

Since this study is developed with an amount of less than one hundred people, the observers are able to make a deeper understanding of an aspect of reality; taking into account that this grade is the only one on the school, making it the universe of this research.

Another aspect of quantitative research is to measure from the beginning data collected, researchers need to tabulate, have a representation such as the graphics, diagrams, charts which are themes that are studied in this research, for example: what was the level of the students from the diagnose, during the implementations and the posttest .On the following part 2 list will be found, the idea is to show some of the advantages that qualitative and quantitative research were taken on this research, and what are the contributions for this investigation.

Qualitative research:

- 1) Smaller and not randomly selected
- 2) Qualitative data such as open- ended response, interviews participant observation, field notes and reflections
- 3) Particular or specialized findings that is less generalizable

Quantitative Research:

1) Quantitative data based on precise measurements using structured & validated data-collection instruments.

2) Statistical report with correlations, comparisons of means, & statistical significance of findings.

3) Numbers and statistics.

Taking into account the previous advantages, the authors could combine the different aspects of those paradigms, to find specific ways about how to gather the results from the instruments and technic implemented to do a correct data analysis process, which results can be evidence on the chapter 6.

Method

The method selected by the researchers was taking with the purpose of helping the population with their difficulties on the learning process. That is the reason why researchers have selected action research as the method since the aim of the authors is to collaborate on how of comics as a narrative text impact on the development of reading comprehension in tenth graders taking into account the issues, tools, strategies to assist learners in their reading comprehension skill.

Corey (1953) states that “action research is the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and

actions” (p. 20). In addition, Carl Glickman (1992) cited by Griffiee (2012) says that “action research in education is the study conducted by colleagues in a school setting of the results of their activities to improve instruction” (p. 50).

From what the authors mentioned about the definition of “action research”, it is important to highlight what the three perspectives have in common and it is an intervention after the collection of data, observers join the group of teaching (school, teachers, and principal) to work in the implementation of decisions that might enhance low proficiency in a skill.

What has been told previously contributed to this study in order to understand the role of action research as the method, where the observers have already identified the problem, which is the low reading comprehension in students from Colegio Técnico Industrial Corazon de Maria, and how the main drawback can be developed by the comic as a narrative text from the learners.

Consequently, action research provides the teachers and the observers involved the opportunity to examine and improve their own practice on the learning and teaching field with a different narrative text, this gives them a chance to work together (teachers and learners) on common issues or everyday concerns, learning the process in the classroom, this allows the researchers to identify the drawbacks students have. For that reason, action research is focusing on the learning process of the students presenting a different narrative text, strategies that could be ideal in the language aspect they have been failing.

Lewin (1946) thought that action research is a spiraling process involving three phases: 1. planning, including the mapping out of the situation; 2. decision-making, and 3. fact-finding about the results of the action. Regarding this action plan, the research team distributed the investigation into major phases, the first step was to check the drawback that students were manifesting, in this case, which the low proficiency in reading comprehension skill was, the second one was, after

recognizing the issue, how creators could cause a significant improvement in students regarding their reading comprehension through the use of comics as a narrative text, and the third aspect, after analyzing the data, it could be evidenced how the comic as a narrative text influenced on reading comprehension skill in the learners.

Setting

The study was carried out at Colegio Técnico Industrial Corazón de María, there are several cross-curricular projects that engage students to use the language; these projects are English day, Business Fair, Short conversations problems, vocabulary and some expressions learned at the beginning of each lesson from different subjects that students review. This school has approximately four hundred and fifty students and works with preschool, primary, and secondary education. It is located in Funza (Cundinamarca) to the east of Bogota. The institution promotes the use of English in daily life situations. It offers English Club Conversations on Saturdays for those students who do not have a good level or for students who want to learn English even on holiday period in December, it also offers a short course in which students can reinforce all the knowledge learned through the year and if a new student wants to get enrolled in this school, should take it. There are 4 English teachers who are in charge of four grades as maximum, each teacher has a tape recorder, and English books, they have access to the laboratory twice a week and also they can book an audiovisual room. Teachers follow the syllabus proposed in the books for teaching English.

Participants

The participants of this study are tenth graders (10 A), there are thirty-four students, the classroom is made up by seventeen girls and seventeen boys, the average age on that grade is around fifteen to seventeen years old. The students' social stratum is between two and three levels. They take courses with SENA and they make emphasis on accounting, a famous institution that has technical and technological careers. Most of the students have the same English level (B1, according to the English book they have been working for that year) and they would rather do different activities for reading comprehension.

Instruments

The reader will be able to see which instruments were selected from the qualitative and quantitative research, in order to gather information to proceed to do the data analysis on the chapter 5, the instruments used by the authors are journals, and the questionnaires, however, it is essential to mention that a test technique was used to gather information from the quantitative information.

1) **Journals:** The journal is a description written by the researchers about observations related to the development of the sessions, any circumstance to take into account at the moment of the data analysis. This instrument is provided by the qualitative research. The researcher Angela Mendez was a teacher of Colegio Técnico Industrial Corazon de Maria, she could realize through the observation the low proficiency of reading comprehension in learners from tenth grade during the classes. As a matter of fact, observation is an invaluable instrument to support any assertions and hypotheses that lead the research to valid conclusions; Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79).

This instrument has been characterized as “the art of journal writing and subsequent interpretations of journal writing produce meaning and understanding which are shaped by genre, the narrative form used, and personal cultural and paradigmatic conventions of the writer who is either the researcher, participant, and or co-researcher.” Progoff (1992, p.35). This helped authors to support and understand this tool, not just from a role of investigators and observers, moreover, how to be assertive with the possible solution to the population’s drawbacks which are presented from the experience they have had on the environment and field

2) Questionnaires: The use of questionnaires is vital in this study because it contributes from a qualitative and quantitative research data collection. From the qualitative research, it can be found close questions, with the use of close questions, the authors could be aware about how many students with a “yes and no” as answers for the 10 aspects, could express if they agree or disagree about the implementation of this study. From the qualitative research, the authors could know what are the points of view of the learners with the open questions with that information. It is essential to mention that from the 34 students, 10 of them were chosen randomly in order to do the questionnaires because the authors could carry out a better data analysis as Burke, J & Christensen L. (2012) mentioned that “researchers use questionnaires to obtain information, feelings, attitudes, beliefs, values, perceptions, personality and behavioral intentions of research participants. In other words, researchers attempt to measure many different kinds of characteristics using questionnaires”.

The process of the data analysis using questionnaires must be a decoding process because it is the way in which the researchers point out key phrases, key words, provided by the population giving essential information about the different themes that the study covered; “During the thematic content analysis, the researcher uncovers common themes within the data through an

inductive analysis of the data itself (Denzin and Lincoln, 2000; Patton, 2002), the students post views and beliefs that can be reflected on the answer of the questionnaires, then authors present to decode it in and from that, they can synthesize some categories related to the appropriateness of using comics as a narrative text to enhance reading comprehension in a second language.

In order to explain the development of this study, it is important to mention that there were five checkpoints; the first one was to establish the level of the students' reading comprehension skills based on the application of a pre-test technique. This is the start point that researchers could contrast the results along the implementations till the last one (See appendix 1). This allowed researchers to establish the materials that were going to be implemented, among some concepts, the central idea, characters, narrator, time, space, etc.

The second check point. Is the composition of the implementation, this can be broken down in the following phases: the choice of literary texts that were going to be part of the investigation taking from the diagnostic to the last session, the preparation of such questionnaires: multiple choice questions, selecting false or true statements, short resuming, among others; these are to measure the level of understanding of the elements of reading literacy interpretative and condensate results of the pre-test.

The third checkpoint, consisted in the selection of the comic book, the authors have parameters which were: The book should be from a literally exponent writer, the narrative is shaped into comic, the comic book should be directed, based on the students' level and from the same editorial house to their principal English book. The book is a literary play by William Shakespeare which was the author chosen for this research. The book selected was Macbeth, furthermore, the content about the history and social science that can be appreciate on this book,

contribute not only as a narrative tool to achieve greater reading comprehension of narrative texts in English but also, to enhance students' intercultural competence.

The fourth checkpoint one was constituted by five workshops, which were based the book named before, to determine the level of understanding, reading skills in was necessary in order to implement the post-test assessment . And the fifth check point was focused on the subsequent analysis which compared the results obtained in the pre-test and post-test to verify the influence of the comic book as a reading tool to improve reading comprehension of students in the English language.

Technique

Pre-testing and post-testing: This instrument gave us the idea about what the level of the students in reading comprehension skill was before the implementation of this tool, as the definition proposed by Australian Bureau of Statistics Perspective whose refers (2001, p.2) "Pre-testing, or pre-field testing, techniques aim to identify non-sample errors and to suggest ways to improve or minimize the occurrence of these errors." Pre-test helps researchers to recognize the major interest and, from that, minimize the issue presented in the population, in this case, the low proficiency in reading comprehension skills.

To highlight the suitability of using tests for this research (Burke, J, Christensen L.,2012, p,197) states that "tests are commonly used in quantitative research to measure attitudes, personality, self-perception, aptitude and performance of research participants". The different tests used are aimed to check the linguistic competences, pragmatic competences, and sociolinguistic competences, through techniques such as selecting the true or false statement, multiple choice questions, and fill-the-gap activities.

On the other hand, post-test is in charge of contrasting the results given by the students after the implementation, showing the impact of the comics as a narrative text in the second-language acquisition. Regarding this, Heiman (1999) affirms that “posttest-only design is to compare results between pre-test and posttest scores of each group – the comparison group and the treatment group (p.15) Post-test works hand in hand with pre-test, functioning as a complement since it allows the authors to determine the evolution in the performance of reading comprehension skills of students.

CHAPTER 4

Vision of classroom

Before starting with the justification for the reasons why the vision of the classroom is selected and suitable for this research. It is important to highlight the definition of the word “classroom”, a classroom is a space where the researchers who are in charge of developing the syllabus, activities, the materials, among others; it is also the place where students will achieve a goal or a set of objectives, etc. Therefore, the idea of this classroom is to give students sources that they will use in the future on different situations they might face. The vision of the classroom chosen in this research, it is the classroom as a controlled learning environment because first there is a clear plan development in pedagogical terms connected with nature of learning. The second plan is clearly structured in teaching materials and learning activities and the third one, teacher is in charge of making the plan based in pedagogical skills from an expert manipulation of

methodological procedures in the presentation of TL and the organization of the participation of students (Tudor, 2001, p.105).

According to the previous article, the author is in charge of the creation of the lesson plans and materials, the material should be related with pedagogical goals created in the classes under conditions for the teaching of language TL (teaching language). The authors developed the test, the sessions and the main goal which are the tools to improve reading comprehension skill in tenth graders, this is the reason why classroom as a controlled learning environment was selected to be the vision of classroom.

Vision of language

This study is related to the communicative approach which gives a practical meaning to language regarding the things a person can do using language as their main tool. The communicative language teaching (CTL) addresses the communicative competences, in this matter, we take a deeper look on reading comprehension with communicative purposes and how through the use of comic learners can foster their reading comprehension skill.

Communicative competences allow students, who are part of a community, to understand language, and to produce language from the sociological and sociocultural framework as a result of this, he or she is able to share and receive ideas, notions, and think about ways that could be effective communicative being.

This is why it is crucial that students enhance linguistic competences, pragmatic competence and sociolinguistic competence. On the other hand, this study inclines toward the students to be proficient in specific reading comprehension tasks that is reason why language for

specific purposes (LSP) plays an important role in it. According to Robinson (1991, p, 2-4), who identifies two characteristics about LSP, first is that LSP is goal-directed, which means that students are learning a language because they need it for one or another pragmatic purpose, related in general to their academic or professional life”. As a second aspect, it is said that “LSP is based on needs analysis, which has the goal of specifying as accurately as possible what students have to do in language. This is only logical: if a course has the goal of preparing students for a number of specific pragmatic tasks”

Robinson (1991 p.12-15) made a list of 7 task needs analysis. The ones used in this study were:

- Questionnaires and interviews: this elicit information directly from learners
- Test: These provide information on learners’ general abilities in the TL as well as on their relative abilities with respect to their intended uses of the language.
- Observation: Information can clearly be elicited by means of observation of the behavior of proficient native speakers in this situation.
- Authentic data collection: This involves the gathering and analysis of data from the target situations, by means of audio or video recordings of interactive exchanges or the collection of written materials that learners need to consult or generate.

Those techniques functioned to analyze needs and drawbacks, which are, in this case, the low proficiency in reading comprehension skill, as well as to find tools and methods to enhance these skills in the tenth graders in that order they could practice what they have learnt on the future.

Design of the implementation

As part of the implementation, a diagnostic test was carried out to get to know, firstly, the level of the students for that reason was implemented the use pre-test and post-test. Second, with the use of comics as a narrative tool to determine the influence in reading comprehension on the students, and third, to compare the level from the beginning with the results collected at the end of the process.

As a result, the diagnostic test was designed based upon a short comic book named “The Tempest” by William Shakespeare adapted as a comic book in 2001. This book was selected because it has literature intended to teenagers and adults and it is short enough to use it in the session to devote the diagnosis. Besides, the implementation was lined up with the same author, William Shakespeare, and his book “Macbeth” was used for the implementation along session 4 to session 8.

About the diagnostic test, a lesson plan was outlined with different kinds of activities, giving an example true/false statements and multiple choice. In order to check the fundamentals that students had gotten on the previous English level (Ninth grade) in reading comprehension.

On the other hand, the implementation with the book Macbeth used the program, but the variety of activities was modified to be directly proportional to the level that students should be.

Examples of those activities were the multiple choice questions, false or true statements, gap-filling among others. That let students structure and infer the text in different ways.

During these 8-lesson-plan implementation, the design of the tests was based on “Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés”; this guide was created by the “Ministerio Colombiano de Educación Nacional”. There, English standards are organized according to the competences that students must demonstrate according to their level. The diagram below shows what is the level according the grade that students are, for each level, it has to be represented the knowledge, competences the learners should learn acquiring the target language (this diagram is lined up with the Common European Framework Of Reference) the grades first and third, should have A1 level. From fourth to seven, should have A2, and from eight to eleven, the students should have B1 level.

GROUPS OF GRADES	CEFR LEVELS		
Tenth to Eleventh	B1	A1	B 1.2 Pre-intermediate 2
Eighth to Ninth			B 1.1 Pre-intermediate 1
Sixth to Seventh	A2	A1	A 2.2 Basic 2
Fourth to Fifth			A 2.1 Basic 1
First to Third	A1		Beginner

Figure 2. Ministerio Nacional de Educación (2006), translated by Brayan Castañeda and Angela Mendez (2018)

All 8 implementations were aligned to the competences associated to each one of the five levels of proficiency. The fixed programmed of the implementations, along with the diagnostic outline and the six lesson plans are featured below:

Lesson plans schedule

N° OF SESSION	DATE	LESSON PLAN
1	SEPTEMBER 26 TH	DIAGNOSTIC TEST
2	OCTOBER 19 TH	WILLIAM SHAKESPEARE'S LIFE PART I
3	OCTOBER 24 TH	WILLIAM SHAKESPEARE'S LIFE PART II
4	OCTOBER 26 TH	INTRODUCTION TO MACBETH AND CHAPTER I
5	OCTOBER 31 ST	MACBETH CHAPTER II
6	NOVEMBER 2 ND	MACBETH CHAPTER III
7	NOVEMBER 7 TH	MACBETH CHAPTER IV
8	NOVEMBER 9 TH	MACBETH CHAPTER V AND CLOSING

Figure 3. Lesson Plan Schedule.

Lesson plans description diagnostic

LESSON 1	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
DIAGNOSTIC	"THE TEMPEST"	Students will be able to understand the main ideas and events of the book.	<ol style="list-style-type: none"> 1. Students were given the text "The tempest" by William Shakespeare which they should read in order to develop the diagnostic worksheet. 2. Before reading, teacher asked students to look at the book cover and asked them what they thought the book was going to be about. Along with the teacher, students brainstorm some ideas about the word TEMPEST and tried to guess some facts that could happen in the story. 3. Then, students started to read. 4. After reading the text, they were given a worksheet that should be developed according to what they read. 3. To conclude, students and teacher both feedback the text and the right answers. 	<p>Students will work on reading concentration in order to improve their reading skill.</p> <p>In this session, students were active when the teacher asked them for participating in the brainstorming before reading, the output they presented based on the book cover, was the one the teachers expected according to their level. Students were motivated when they have the main idea about the book and its characters. Also, it was interesting for them to try to predict was going to happen at the end of the book. Once they got the setting of the story, they started to say vocabulary as much as they could and created some possible situations based on the vocabulary given by them. However, the students seemed really confused and most of them were checking the meaning of multiple words in the dictionary or they asked us for the meaning. They also said it was advanced vocabulary for them.</p> <p>Students also had a lot of difficulties understanding most of the important details in the storyline. When we asked them questions about the topic and the sequences of the story, students seemed lost and they could not express the most important events.</p> <p>Students also had a lot of difficulties understanding most of the important details in the storyline. When we asked them questions about the topic and the sequences of the story, students seemed lost and they could not express the most important events.</p> <p>4 students did not come to this class</p>

Figure 4. Lesson Plan description 1.

LESSON 2	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
INTRODUCTION I	WILLIAM SHAKESPEAR E'S LIFE PART I	Students will be able to understand the main ideas and events of William Shakespeare's life in order to have a context for their future lessons.	<ol style="list-style-type: none"> 1. Before reading, students were asked about true facts about William Shakespeare's life. All those facts were brainstorm on the board and then organized into chronological order. 2. Students were given a comic made by the creators about William Shakespeare, his life and a script about his hometown therefore students have a background about the author and his plays. 3. After students read the material, they both, students and teacher provide feedback. 	<p>In this session, students already had an idea about William Shakespeare's life and they started showing the main life events about his life and no more than 4 students showed interest about expressing their ideas after reading and writing about him. Consequently, they were given the first comic designed by the creators and students read about Shakespeare's life and his birthplace. After reading, students along with the teacher did a timeline on the board about Shakespeare's life and they organized the main events chronologically. The interaction after this reading was higher than the last session and the opening of this session, students felt more confident of talking about the author's life and they could distinguish easily his life stages better than what they did with their homework.</p> <p>6 students did not come to class.</p>

Figure 5. Lesson Plan description 2.

LESSON 3	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
INTRODUCTION II	WILLIAM SHAKESPEARE'S LIFE PART II	Students will be able to understand the main ideas and events of William Shakespeare's life in order to have a context for their future lessons.	<p>1. In this session, students read about Stratford-Upon-Avon (William's birthplace), and they expressed their ideas about what they read.</p> <p>2. Teacher asked some questions while they were reading. Finally, they were given a worksheet about William Shakespeare's life and birthplace.</p>	<p>Students calculated and analyzed possible ways to arrive to Stratford-Upon-Avon and they discussed about author's life and they state the facts they did not know before. On the other hand, the worksheet showed students William's birthplace so they had the opportunity to interact and to know more about his cultural background (Stratford-upon-Avon, its location and some other facts) and this also helped them to relate the information they acquired in the last and this session in a more appropriate way. In this session, students could understand the meaning of words even when they did not understand what the meaning of the word was. When I approached them, I heard many of them saying that the images gave them a better idea of the meaning of specific words. So in this case, the pictures contributed to inference.</p> <p>6 students did not come to class.</p>

Figure 6. Lesson Plan description 3.

LESSON 4	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
MACBETH	ACT I	Students will be able to understand the main ideas and events of the book. Moreover, they will identify each one of the characters and their role in the act.	<ol style="list-style-type: none"> 1. Students were given the text “Macbeth” by William Shakespeare which they should read along six sessions. 2. Before reading, students were introduced to historical background of this book which is related to English history (Saxons and Vikings). Also, teacher drew on the board a map to explain them a little bit about this topic and tell them that the story was going to be based on it. 3. Flashcards with characters’ faces were stuck on the board so as to they did not get confused when reading because the text contained plenty of characters. 4. After reading, they were given the worksheet to test their comprehension in some way. 5. Finally, feedback was provided to check their understanding. 	<p>Students apprehended the social and cultural background of the book Macbeth. In this session, students were introduced to the book with a video about the Saxons and Vikings, just to know the book’s background. Teacher drew on the board the map and showed students how the country was divided to provide a context for them. Characters from Act I were presented before reading too, it was with the purpose of guiding students because there are around 30 characters and they might be confused. After reading, students developed a worksheet and after they checked along with the teacher the correct answers. Most of students participated and they felt encouraged because they could associate what happened with each one of the characters and they could recognize them without any trouble during reading the act.</p> <p>8 students did not come to class.</p>

Figure 7. Lesson Plan description 4.

LESSON 5	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
MACBETH	ACT II	Students will be able to understand the main ideas and events of the book. Also, they will connect the events happened in the last act with the present one.	<ol style="list-style-type: none"> 1. Before reading, teacher asked students to refresh their memory and talk about what happened in Act I. 2. Once they did it, some new characters were introduced. 3. Students started to read the text "Macbeth". 4. After reading, teacher gave them the worksheet to test comprehension. 5. At the end, feedback was provided as usual to check what they understood. 	<p>On this stage, worksheets are more complex and students are asked to infer in some facts about the reading. Students show interest on reading the comic book and they asked between them about some facts. Apart from reading and understanding the text by themselves, students talked to each other to confirm if what they read was correct and if the other students understood the same they got. They felt more comfortable when supporting their ideas in English in comparison to previous sessions that most students did it in Spanish. In this session, we developed the vocabulary activities to work on adjectives from the comic. The vocabulary was more advanced in comparison to their current level but students had the opportunity to relate the words with the written vocabulary that appeared on the comic, and then by means of the picture, they could find the meaning at ease.</p> <p>9 students did not come to class.</p>

Figure 8. Lesson Plan description 5.

LESSON 6	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
MACBETH	ACT III	Students will be able to understand the main ideas and events of the book. Also, they will connect the events happened in the last act with the present one.	<ol style="list-style-type: none"> 1. Before reading, teacher asked students to refresh their memory and talk About what happened in Act II? 2. Once they did it, characters that were part of this act, were introduced. 3. Students started to read the text “Macbeth”. 4, After reading, teacher gave them the worksheet to test. 	<p>Students have learnt different vocabulary through inferring the meaning of words according to the context. Furthermore, they have shown it when talking about the summaries and the use of language learnt increase little by little. Summarizing and reviewing what they read last lessons were good strategies because students when talking, unconsciously, used new vocabulary presented in each one of the acts. Besides, they invigorate what they already knew about the story and it creates a connection between last chapters and the one they have to read. Also, they talked about the context and how it influenced on the characters and the story. They felt motivated to read more about the story and at the end of the class two students tell a possible prediction for the next chapter.</p> <p>5 students did not come to class.</p>

Figure 9. Lesson Plan description 6.

LESSON 7	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
MACBETH	ACT IV	<p>Students will be able to understand the main ideas and events of the book. Also, they will connect the events happened in the last act with the present one.</p>	<ol style="list-style-type: none"> 1. Before reading, teacher asked students to refresh their memory and talk about what happened in Act III. 2. Once they did it, some new characters were introduced. 3. Students started to read the text "Macbeth". 4. After reading, teacher gave them the worksheet to test 	<p>Students will be focused on reading concentration in order to improve their reading skill. On this stage, worksheets are more complex and students are asked to infer in some facts about the reading. Students show interest on reading the comic book and they asked between them about some facts. Apart from reading and understanding the text by themselves, students talked to each other to confirm if what they read was correct and if the other students understood the same they got. They felt more comfortable when supporting their ideas in English in comparison to previous sessions that most students did it in Spanish. In this session, we developed the vocabulary activities to work on adjectives from the comic. The vocabulary was more advanced in comparison to their current level but students had the opportunity to relate the words with the written vocabulary that appeared on the comic, and then by means of the picture, they could find the meaning at ease.</p> <p>All the students came to this class.</p>

Figure 10. Lesson Plan description 7.

Session 8:

LESSON 8	TOPIC	LEARNING OBJECTIVE	STEPS FOLLOWED	POSITIVE DISCIPLINE STRATEGIES
MACBETH	ACT V	<p>Students will be able to understand the main ideas and events of the book. Also, they will connect the events happened in the last act with the present one.</p>	<ol style="list-style-type: none"> 1. Before reading, teacher asked students to refresh their memory and talk about what happened in Act IV. 2. Once they did it, some new characters were introduced. 3. Students started to read the text "Macbeth". 4. After reading, teacher gave them the worksheet to test 	<p>Students will be focused on reading concentration in order to improve their reading skill. As another aspect, this last worksheet is the most difficult because worksheets have to be completed with verbs in different tenses (past, present or future). There was an activity in which students told the teachers about the book summary and feedback the activities created and proposed by them. At the end of the class, five students told a summary of each one of the acts and the rest of students have to organize which one of the summaries corresponded to each one of the acts.</p> <p>5 students did not come to class.</p>

Figure 11. Lesson Plan description 8.

Through these lesson plans, we emphasized important aspects that make up a narrative which are the main ideas, characters, the relationship between the story, the writer, time and space. Before students started to be involved with the book, the author's life was introduced, therefore, students were able to deduct the story's background. Time and space gave students the means to identify the story and historical aspects which are part of the comic book, that is explained from the perspective from the author and it is not shown as in history books. as the time and space were shown, Vikings and Saxons war also appeared and on the other part, a small fraction about English language spread, that students, based on history, followed and conveyed how both parts fought for their purposes.

Strategies used over the implementation proved to be successful to understand narratives: First, the flashcards with characters' faces stuck on the board helped students to make connections and relationships between characters, students analyze how characters are affected by the story's mood and other events. Second, the mental mapping helped them not to get confused. And third, skimming and scanning were also used by students when they needed to complete the worksheets and they wanted to look for specific details and main ideas. Students inferred vocabulary in a different way thanks to the graphics and images shown in each one of the panels from the comic book.

CHAPTER 5

In this section, the qualitative and quantitative analysis of this study is presented. At first, the findings obtained first, from the journals, second, from the questionnaires, and third from the tests given in the implementation sessions and the pre-test. Thereafter, after the data collected from the instruments and technique are shown, the reader will be able to see the process of data analysis with the use of the triangulation on the categories and subcategories sections that will give an answer to the research question. At the end of this chapter a series of qualitative and quantitative conclusions are drawn and discussed.

Analysis

This section presents the process by which the data were analyzed during the implementation sessions. The information presented in the following lines was gathered through the use of 2 instruments (journals and questionnaires) and the technique (test) employed in the classes after using comics as a narrative text to promote reading comprehension. Throughout these sessions, 34 students participated in a series of classes led by authors using two comic books, the first one was the tempest that was use on the first session, and the second comic book Macbeth written by William Shakespeare that was implemented from the session 3 to the session 8.

The first instrument implemented to collect data from the population were journals. Through the use of journals, authors could extract, key phrases and keywords that are crucial to segment what students wrote and to decode the qualitative data. The researchers extracted from the written description some of the aspects that determined how the comic book influenced in their reading comprehension skill.

On the following section, the reader will be able to see the key words and phrases extracted from the each of the journals that will have an essential role on the findings.

<i>Session</i>	<i>Key phrases:</i>
Diagnostic test	Students were active, Students were motivated, they have the main idea about the book and its characters, predict, they started to say vocabulary as much as they could, created some possible, they asked us for the meaning.
William Shakespeare's life part 1	They started showing the main life events, expressing their ideas after reading, interaction after this reading was higher than the last session, students felt more confident of talking, and they could distinguish easily his life stages.
William Shakespeare's life part 2	Students calculated and analyzed possible ways to arrive to Stratford, they discussed, they state the facts they did not know before, students could understand the meaning of words, many of them saying that the images gave them a better idea of the meaning
Introduction to Macbeth and chapter I	Most of students participated, they felt encouraged, they could associate what happened, they could recognize them without any trouble during reading the act.
Macbeth chapter II	Students show interest on reading, they asked between them about some facts, students talked to each other to confirm if what they read was correct, They felt more comfortable when supporting their ideas in English, they could find the meaning at ease.
Macbeth chapter III	The use of language learnt increase little by little, used new vocabulary, They felt motivated to read more, and students tell a possible prediction.
Macbeth chapter IV	Students show interest on reading the comic book, students talked to each other to confirm if what they read was correct, They felt more comfortable.
Macbeth chapter V and closing	students told the teachers about the book summary

Figure # 12. Phrases and key words from journals.

From the previous chart, it can be found that how from the first to the last implementation, they were motivated and exited use the comic book, as a narrative tool, furthermore, how from each session, there were new things, new behaviors, progression from the students about teamwork, socialization among other factors that are crucial on the findings.

The second instrument implemented was the questionnaire as a tool to collect data, these helped authors understand the different ideas and viewpoints of the students. To collect data from it, was essential to create mix design questionnaires, the students had to answer close and open questions yes or no questions in the last session. The authors gave 34 questionnaires, in the last session, due 5 students did not come to class.

From the 34 questionnaires, the authors chose 10 questionnaires, because during the 8 implementation some students did not attended to class, this could affect on the data analysis, authors could identify that a group of students came to all the session and the questionnaires were selected were 10.

It is valuable to mention systematic sampling as Burke, J & Christensen L. stated (2012) “is defined as a sample that is obtained by determining the sample interval (i.e., the population size divided by the desire sample size, N/n which is symbolize by K ”. What can be said from the previous statement, is that the population should be divided into the intervals, which are the 7 question of the questionnaires, $N/k = ?$ ($34/5 = 4$) 4 students are sample form this operation, however, the authors use 10 questionnaires because they considered that is a significant sample that represents a wide data analysis. Some of the students did not come to class, the people selected were ten students the (See appendix 2).

The authors took the information supplied by the close questions of the questionnaire, (Appendix 3 mixed questionnaire) on this part, it can be shown the use of the quantitative process called quantizing that contributes to measure and presented in percentage of the students who were agree or disagree with the development of the study. Johnson, B., Christensen L. (2012) who defined “Quantitazing scales can be converted to categories based on the numeric scores”. The scales are two “yes and no” and how these are transformed in categories based on how many students were agree or disagree on the 7 question. Here there are 3 examples of the answers given by the students.

Questions	Yes	No
1 Durante el proceso de implementación le gustó el uso del cómic como texto narrativo?	8	2
2 ¿Cree usted que el cómic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	7	3
3 ¿Cree usted que el cómic como texto narrativo fomenta el hábito de lectura?	9	1
4 ¿Encontró aspectos que no le gustaron del cómic como texto narrativo para el desarrollo de comprensión lectora? Cuales?	3	7
5 ¿Cree usted que el cómic debería implementarse en clase de manera más frecuente?	9	1
6 ¿Considera usted que el cómic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	9	1
7 ¿Cree usted que el cómic le ayuda a inferir el significado de una palabra desconocida?	6	4

Figure 13. Quantitative results of questionnaires

From the previous chart, we can appreciate that from the first question the 80% of the students were agree they enjoy the comic as narrative tool, meanwhile the 20% manifested that they did not.

On the second question the 70 % of the students showed that comic as a narrative text helped them to improve their reading comprehension, otherwise, the 30% established that comic did not. In the third question 90% were agree that comic encourage reading comprehension, moreover, the 10% did not.

On question number 4 the 30% found negative aspects that comic as a narrative text does not help them to improve reading comprehension skill, besides, the 70% did not find negative aspects that will not help them to improve the reading skill. The 90% of the students from the question 5, manifested that comic should be implemented in class, on the other hand, the 10% determined that should not be implemented on class.

On question number 6, 90 % of the students agreed that comic helped them to identify aspects that compose the text, meanwhile, the 10 percent stablish that the tool did not help. 40% of the students manifested that the comic book does not help to infer the meaning of the word through the images, besides, the 60% were agree that comic help to infer meaning. What can be determined is that for each session, the majority of the students agreed that comic help them to infer meaning, to understand aspect of the text, (beginning, plot, end) they were agree that comic should be more implemented in classes.

The percentages that were taken out of these ten-people surveys are featured below:

<i>ASPECTOS A EVALUAR</i>	<i>key phrases:</i>
1. ¿Durante el proceso de implementación ¿Le gustó el uso del cómic como texto narrativo?	Images make the reading comprehension easier. Didactic to comprehend. Images and vignettes make reading more entertaining. It is something innovative. It is a funny way to learn. It generates more attention when reading.
2) ¿Cree usted que el cómic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	Images and short readings foster the reading. It's easier to read and understand. Comprehension of the text from an interactive way. Images and texts matched to make reading comprehension easier. More impressive. Get teenagers' attention. Easier understanding.
3) ¿Cree usted que el cómic como texto narrativo fomenta el hábito de lectura?	It increases the reading habit. Short readings foster to read long narratives in the future. It encourages to read long texts. Better understanding. An interactive way of learning. It is innovative. It makes narratives more attractive.
4) ¿Encontró aspectos que no le gustaron del cómic como texto narrativo para el desarrollo de comprensión lectora? Cuales?	Unknown vocabulary. Some words should have been clearer. The text should be longer and deeper.
5) ¿Cree usted que el cómic debería implementarse en clase de manera más frecuente?	It creates a more didactic class. It incentivizes and motivates the imagination and ways of teaching. It increases reading habits. It fosters reading comprehension from an interactive way. Some guys like the art of writing a whole page. It is more creative. People learn more easily. Different ways to learn. It catches more the reader's attention. It makes the reading less boring. It generates enthusiasm because of the different activities.

6) ¿Considera usted que el cómic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	Images give a better idea. More and better understanding. Those aspects are evidenced easily.
7) ¿Cree usted que el cómic le ayuda a inferir el significado de una palabra desconocida?	Historical context provides some new words. From images, the meaning can be deducted. It explains more. It is easier to appreciate things that probably we did not understand.

Figure # 14. Key phrases taken by the percentages of the survey.

1. During the implementation process, did you enjoy using comics as a narrative?



Figure # 15. Students' enjoyment of using comics as a narrative text.

2. Do you think that the comics as a narrative helped your reading comprehension?

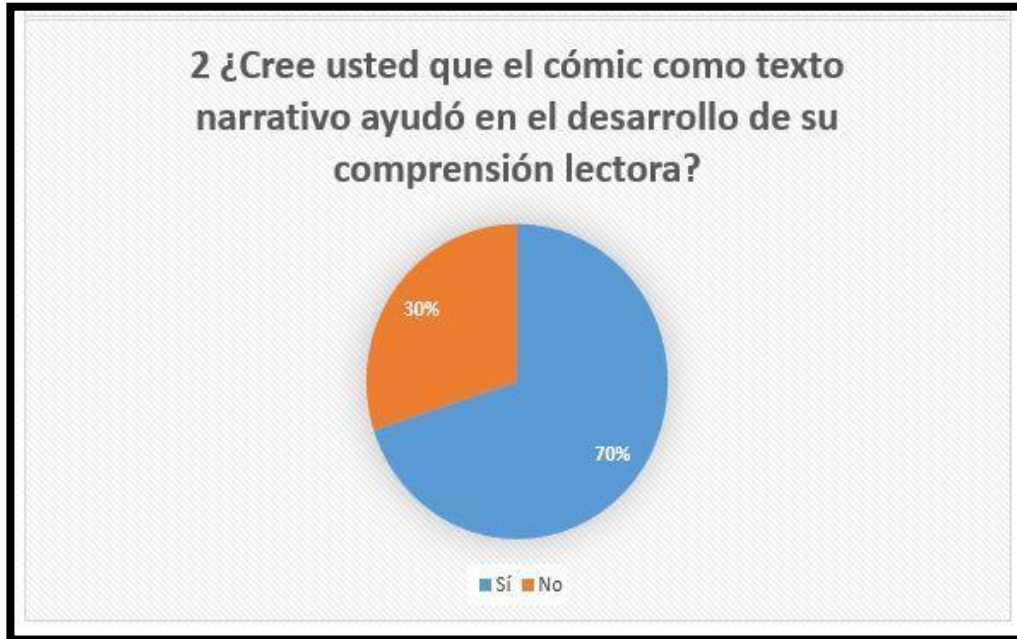


Figure # 16. Comics' helpfulness on reading comprehension.

3. Do you believe that comics as narratives elicit reading habits?

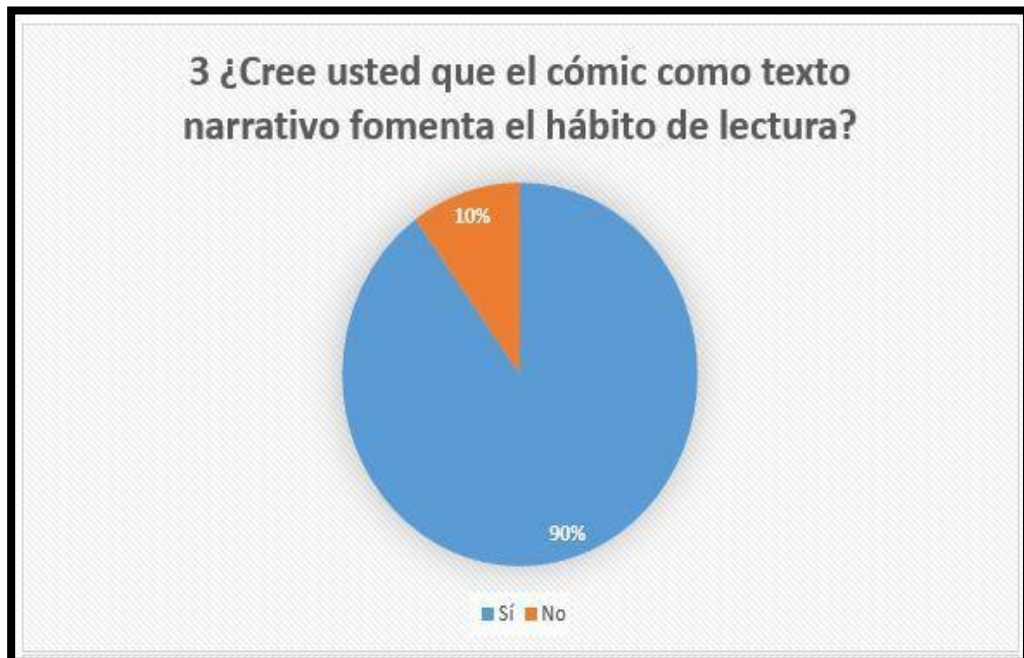


Figure # 17. Comics as elicitation of reading habits.

4. Did you find features on the comic as a narrative you didn't like for you reading comprehension development?

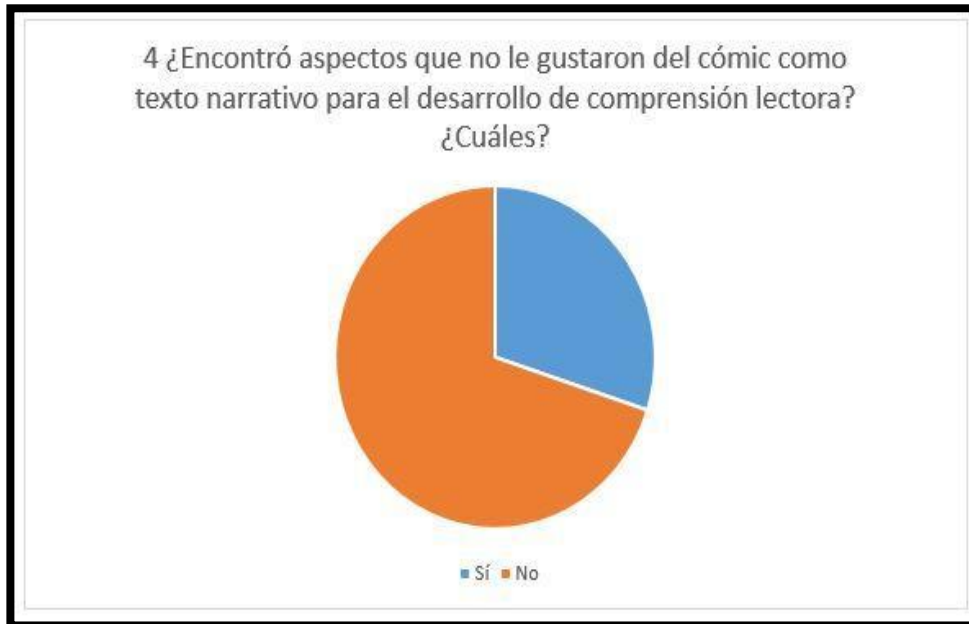


Figure # 18. Unappealing aspects from comics as a narrative text.

5. Do you believe that comics should be implemented in class more often?

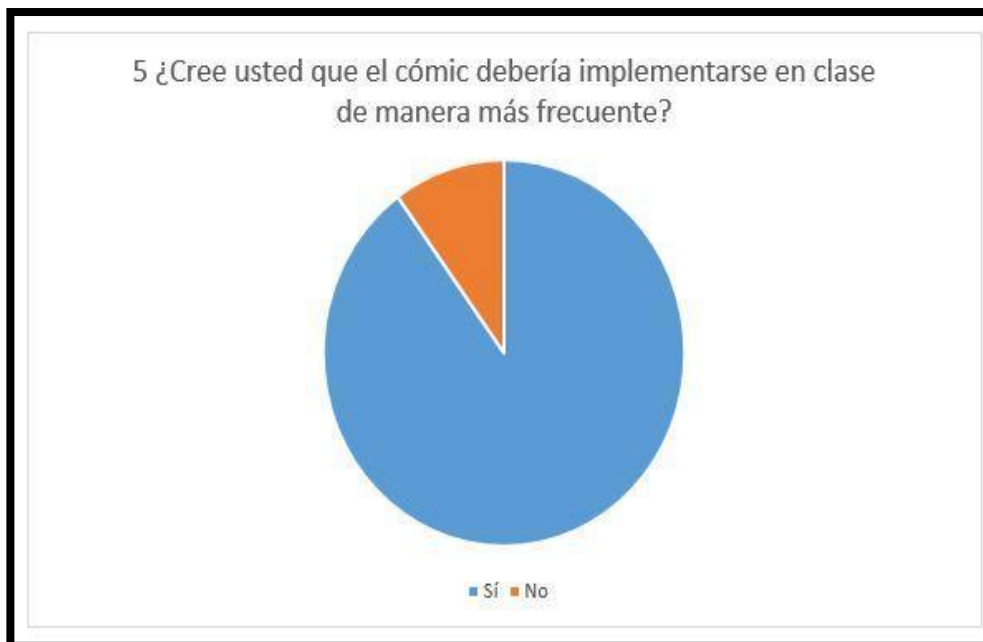


Figure # 19. Frequent use of comics in classes.

6. Do you consider comics as a tool that helps to understand better aspects as beginning, conflict, setting, characters, etc?

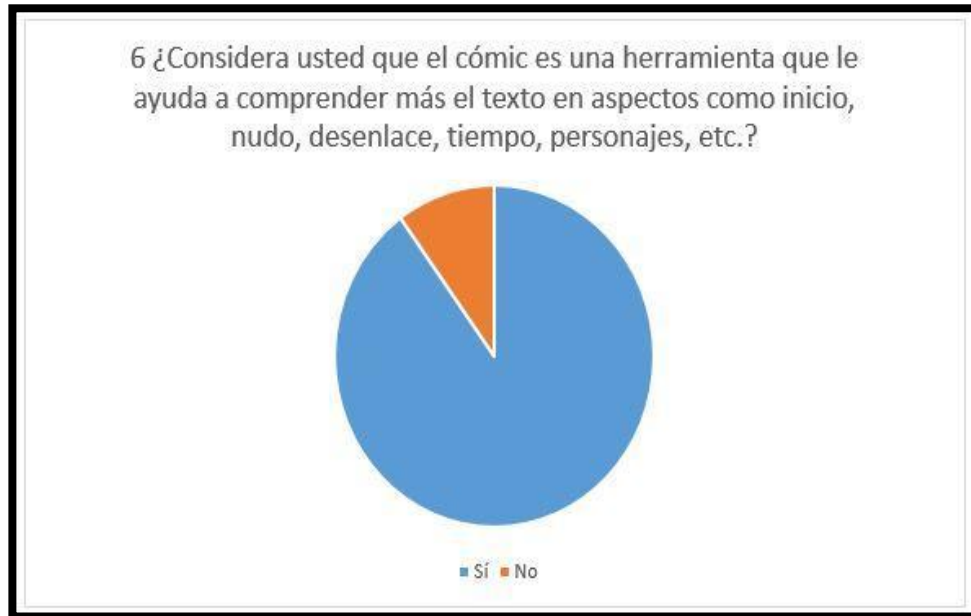


Figure # 20. Comics as a tool of reading aspects.

7. Do you think that comics help you to infer the meaning of unknown words?

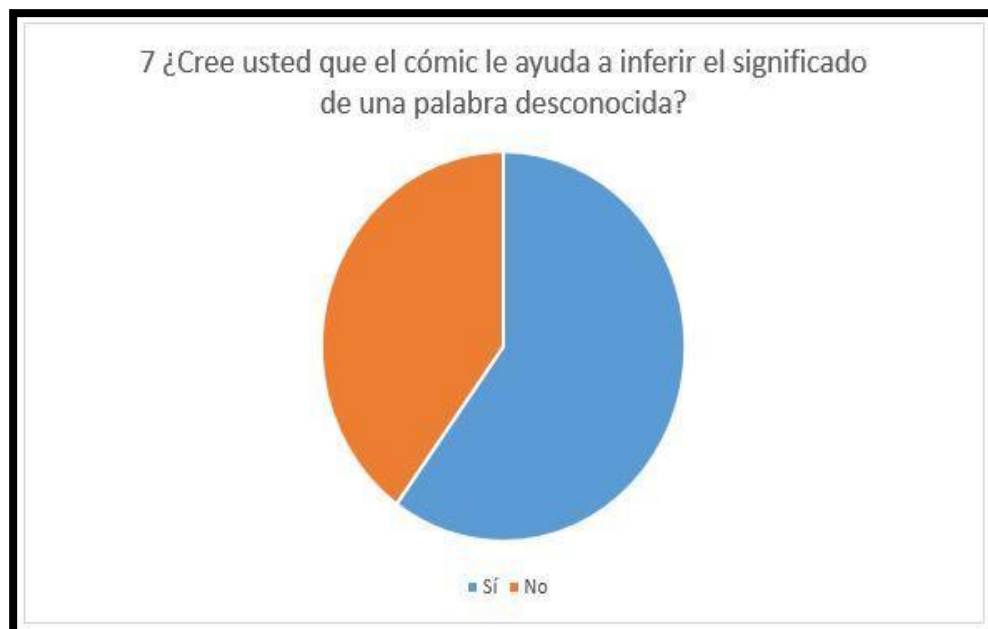


Figure # 21. Comics as a tool for inferring vocabulary meaning.

Moreover, a qualitative part of the survey was carried out in order to collect open answers that subsequently were synthesized into key phrases and keywords to take into account at the moment of the categorization.

ASPECTOS A EVALUAR	key phrases:
1. ¿Durante el proceso de implementación ¿Le gustó el uso del cómic como texto narrativo?	Images make the reading comprehension easier. Didactic to comprehend. Images and vignettes make reading more entertaining. It is something innovative. It is a funny way to learn. It generates more attention when reading.
2) ¿Cree usted que el cómic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	Images and short readings foster the reading. It's easier to read and understand. Comprehension of the text from an interactive way. Images and texts matched to make reading comprehension easier. More impressive. Get teenagers' attention. Easier understanding.
3) ¿Cree usted que el cómic como texto narrativo fomenta el hábito de lectura?	It increases the reading habit. Short readings foster to read long narratives in the future. It encourages to read long texts. Better understanding. An interactive way of learning. It is innovative. It makes narratives more attractive.
4) ¿Encontró aspectos que no le gustaron del cómic como texto narrativo para el desarrollo de comprensión lectora? Cuales?	Unknown vocabulary. Some words should have been clearer. The text should be longer and deeper.

<p>5) ¿Cree usted que el cómic debería implementarse en clase de manera más frecuente?</p>	<p>It creates a more didactic class. It incentives and motivates the imagination and ways of teaching. It increases reading habits. It fosters reading comprehension from an interactive way. Some guys like the art of writing a whole page. It is more creative. People learn more easily. Different ways to learn. It catches more the reader's attention. It makes the reading less boring. It generates enthusiasm because of the different activities.</p>
<p>6) ¿Considera usted que el cómic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?</p>	<p>Images give a better idea. More and better understanding. Those aspects are evidenced easily.</p>
<p>7) ¿Cree usted que el cómic le ayuda a inferir el significado de una palabra desconocida?</p>	<p>Historical context provides some new words. From images, the meaning can be deducted. It explains more. It is easier to appreciate things that probably we did not understand.</p>

Figure # 22. Key phrases for categorization.

The reason why a mixed questionnaire was applied is because authors wanted to understand, from a quantitative and a qualitative view, the perception of the students in order to make statistical analysis to put in numbers, percentages among other numeric data. The quantitative perception can be measured in numbers through the use of quantizing, which a process that contributes to shaping into numerical procedure the perceptions, thoughts, and opinions from the population that authors worked on. These are shaped into numbers in a quantitative representation to make a palpable analysis and, at the same time, to place the reader in a better understanding of the findings (Some answers of the students from the previously mixed questionnaire can be seen in the Appendix 2)

The data-collecting technique implemented was the use of the pre-test, and the post-test. The pre-test was executed with the book “The Tempest” which was A2 English level. The idea was to know what was the level of reading comprehension in the different competences such as linguistic competence, pragmatic competence, and sociolinguistic competence, also the different standards students dominated before the employment of the comic in the following 8 sessions with the improvement of their reading comprehension skill which must have been (B1).

In session number 2, the text implemented was the bibliography of William Shakespeare, adapted in comic in order to introduce the author's life, some of the greatest writing works he did. On the third session, the students used Macbeth, a novel which was shaped in a comic and with the last session, the chapter five, was implemented a post-test to check how with the use of the comic as a narrative tool, the learners improve their reading comprehension skills.

As it was earlier mentioned, the first test was designed to draw conclusions associated with the reading comprehension skills that students had before the implementations for that reason, the first part of the analysis discusses the results obtained by the participants in that test. After analyzing those results, the reader will find the data collected during the implementation sessions. That data comes from the tests that were designed to conclude whether the use of comics had repercussions on reading comprehension in each class. During the presentation of that data, the reader will also find a comparison of the results obtained in each session with the results obtained in the diagnostic session and the following implementation sessions in order to conclude the possible impact of comics as a reading source.

Enumeration

In this section, the authors will be focusing on the number of words that are commonly said or expressed by the students who made the questionnaires. This inquiry our investigation as Weber cited by Johnson, B., Christensen L. (2012) who mentioned that this exercise helped the researchers to determine the essential words and ideas, furthermore, to make a list about the most frequencies of words to identify prominent themes and data as it has been mentioned, this process will help the authors to quantify data, in other words, how from qualitative research, results can be transformed into numeric data.

In the following part, the reader will find the different stages of the test, from the pre- to the post-test, in this one can be evidenced, session by session, the different results that involve reading comprehension skill such as: linguistic competence, pragmatic competence and sociolinguistic competence, which were the competences that learners should improve on classroom. On the other hand, the scores obtained by the test, will be shown in graphics, and how the results of these tests are combined with the qualitative findings.

Diagnostic

The results of the diagnostic were obtained following the participants answers on an exam related to "The Tempest". In this session (Check appendix 4. Lesson plan 2), the students read an adapted version of that literary work and at the end, they took a test designed to measure their reading comprehension The level set for the reading was A2 since the researchers wanted to test if they had reached the level for the previous course 9th grade.

In order to present the results of this diagnostic test, the authors computed the amount of correct and incorrect answers of each participant in order to obtain the percentage of correctness. Then, these percentages were grouped from the lowest to the highest through a statistical procedure known as ranging, also each one of the levels was stated into 3 levels: A1.1, A1.2, A2.1. According to the levels proposed by Ministerio Nacional de Educacion, this will be explained on the diagnostic section. There are three competences for reading comprehension that are going to be estimated:

- Recognizing short words and phrases in English in books.
- Being able to predict a story from the title, the illustrations, and keywords.
- Using diagrams to organize the information of short stories read in class.

On the basis of that event, it could be said that the following results were evaluated in a qualitative and a quantitative way. Later on, the classification of the quantitative results is shown the categories and subcategories section, the qualitative part would be analyzed thoroughly.

After classifying the students in the diagnostic test it can be concluded that 38% of the participants obtained a very low or low result. The second amount of participant was classified in the medium range with 26%. Only 24% of students obtained a high or very high percentage of correctness in the pre-test and 12% of students did not participate in this session. The scale of the classification performance can be found on the implementation sessions, categories and subcategories section

Implementation sessions

In the following paragraphs, the results obtained after the implementation of the comic as a narrative text in each class will be shown. The way the results are explained and presented is similar to the one in the diagnostic. The participants were grouped in the categories no attendance low (students who had A2.1 level), medium (students who had A2.2 level) and high (students who had B1.1 level) according to the score they got in each test. Throughout categories and subcategories sections, it will be appreciated in the analysis of the authors, furthermore will be contrasted the evolution of the reading comprehension of the participants in order to establish commonalities and conclusions. Additionally, every result will be compared with the diagnostic test results.

There were 8 implementation sessions. In the first session, the students worked with a comic related to William Shakespeare's life (appendix 5). After that, the upcoming sessions were focused on specific acts of Macbeth (appendixes 6 to 12). In each class, students had a series of comic corresponding to one chapter as the main reading topic. At the end of each session, students had a test that aimed to measure reading comprehension. It is important that these tests increased in difficulty as the sessions went by. The results obtained by the students will be shown chronologically according to the implementation dates.

Findings

The authors required to analyze the needs of students, collect information and design a narrative tool to implement, that is to say, that this study, essentially, aimed to implement a pilot study; and as a pilot study, it is universally acknowledged that data collection can be a challenging task, that is why triangulation was a relevant feature in the investigation. Through the use of

triangulation, the authors are allowed to unify the instruments to collect different results and get wider conclusions. By triangulation, we mean the process of using more than one system to collect data on the same issue so as to assure the validity of this research as Johnson, B., Christensen L. (2012, p.439) have described it: “researchers seek a converge and corroboration of results from different methods studying the phenomenon. Triangulation can substantially increase the credibility or trustworthiness of a research finding”.

Olsen (2004) stated that “the mixing of data types known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies, e.g. mixing the use of survey data with interviews is a more profound form of triangulation" (p.3).

The following is an elaboration of a diagram that summarizes the categories and subcategories which give answer to the research question; the authors of this study relied on a triangulation of data collected through three instruments. First, the findings obtained from the info collected from the tools and technique. Secondly, the analysis from the journals about what the authors could analyze from the different events reactions, and behaviors of the students during the sessions. And thirdly, the tests presented from the beginning to the end.

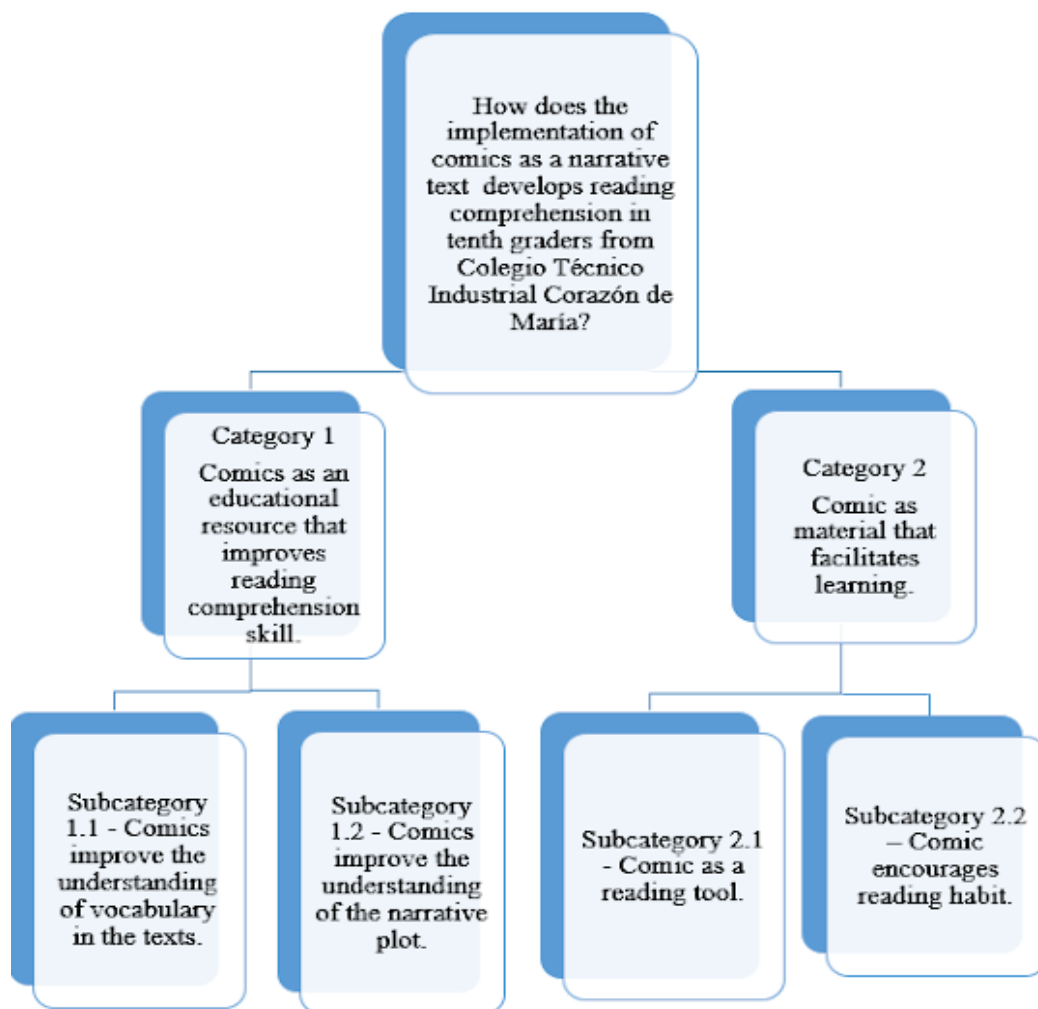


Figure 23. Categories and subcategories of analysis.

The first one is the comic as an educational resource that improves reading comprehension skill, whose subcategories are: Subcategory 1.1 - Comics improve the understanding of vocabulary in the texts, Subcategory 1.2 - Comics improve the understanding of the narrative plot. The second category is the comic as material that facilitates learning, whose subcategories are: Subcategory 2.1 –the comic as a reading tool 2.2 – comics encourage reading habits.

Category 1: Comic as an educational resource that improves reading comprehension skills

In this category, the main finding is that students improved their reading comprehension along the implementation sessions. The specific factors that improved and the evidence that supports the findings are presented in the following lines as subcategories. The data that support this category come from the tests that measured the reading comprehension and the teacher who wrote the journals describing the improvements that students had throughout the 8 sessions.

Subcategory 1.1 - Comics improve the understanding of vocabulary in the texts

After implementing comics as a reading resource, it was found that it improved the understanding of vocabulary. The instruments that displayed the results are the journals, and questionnaires with the test technique. In the following lines, the evidence that supports this affirmation is shown. First of all, the design of the questionnaires was mixed because this allows the researchers to know from a quantitative and qualitative perspective the different opinions of the learners who participated in this research answering open and closed questions, the tests were designed to measure the comprehension of specific expressions or vocabulary. In these questions, there were different types of activities such as finding synonyms, filling gaps, and assigning words to images. The results showed that some students improved significantly when comparing the pre-test results and the subsequent scores obtained. In fact, the tendency of the results obtained in the vocabulary questions in the pre-test showed low scores and difficulties. This can be evidenced in one of the entries of the observers.

Comments session 1 (Journal):

Journal #1. Observator 1 September 16th 2017

In order to support the changes in students' performance, the results of one of the students will be presented as evidence. In the following figure, the results obtained in the vocabulary pre-test are shown:

VOCABULARY

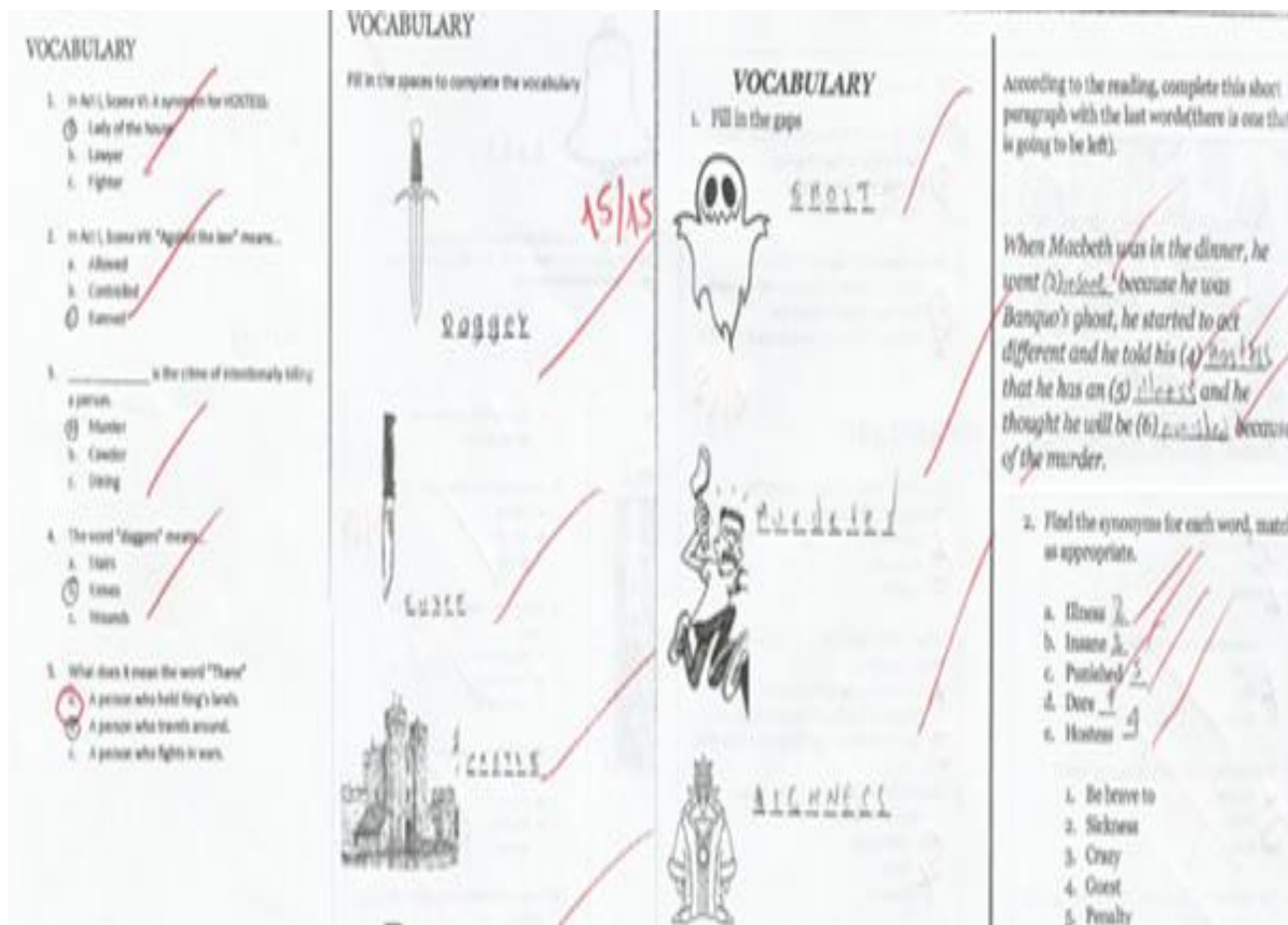
Match the following vocabulary to their appropriate meaning, write the letter.

1. <u>a</u> wife	7/16	A. to move behind someone or something and go where he, she, or it goes.
2. <u>b</u> look after		B. the woman that you are married to.
3. <u>c</u> life		C. a weapon with a long, sharp metal blade and a handle, used especially in the past.
4. <u>d</u> sword		D. to care for or be in charge of someone or something.
5. <u>H</u> alive		E. living, not dead.
6. <u>e</u> alone		F. the period between birth and death, or the experience or state of being alive.
7. <u>F</u> follow		
8. <u>g</u> chains		

Test 1, diagnostic session 0, student 4 September 26th/2018

In this test, the learners had to match the meaning of those words according to the definitions in the column. In this session, comics were not employed and the traditional reading materials were not enough for this student to decipher or infer the meaning of the words. The results obtained showed that this student is not familiarized with words that an English learner must know on a B1 level of proficiency, unfortunately for the rest of students, the results were alike.

During the implementation sections of the second book (Macbeth) with comics, other vocabulary tests were given and the results were the following:



Test 3 and 4, session 4 and 5, student 4 September 26th/2018.

In view of the evidence, we can assert that after the student's interaction with the comics in further sessions, he obtained much better grades in the vocabulary section. This particular student had a significant improvement in the vocabulary section of the exam as the implementations went by. The same effect was perceived in most of them and as a result, there is reason to consider that comics had a positive influence in the accuracy these students had when solving the questions regarding the vocabulary. Besides, in the observers' journals, there are several entries that display evidence of a better assimilation of vocabulary:

Comment session 2 (Journal):

In this session, students could understand the meaning of words even when they did not understand what the meaning of the word was. When I approached them, I heard many of them saying that the images gave them a better idea of the meaning of specific words. So in this case, the pictures contributed to inference.

Comments session 4 (Journal):

In this session, we developed the vocabulary activities to work on adjectives from the comic. The vocabulary was more advanced in comparison to their current level but students had the opportunity to relate the words with the written vocabulary that appeared on the comic, and then by means of the picture, they could find the meaning at ease.

Journal #2 and 4. Observator 1 October 24th, October 31th2017

The comic proved to be a very dynamic resource because it allowed students to infer and acquire new words without students appealing to a dictionary or asking questions to the teacher. In order to support this, Cencillo (1973) explained that cartoons that in this case the ones that comics show create a strong stimulation to reader's imagination which highlights narrative elements in the text. Shows that have internal connections with the second language learning. He argues the following:

Using stories as the basis of its development, cartoon delivers a stimulus that goes beyond cognitive information, it represents a very strong stimulation in the reader's imagination; each reader builds the image with living history, with elements of the text and with input from their own repertoire of internal images by an internal connection with the second language. (p. 42)

The advantages of the cartoons are useful because the pictures offer a context and a visual aid for the learner as it can be evidenced with the next segments from the different answers of the following question of the questionnaire.

7) Cree usted que el comic le ayuda a inferir el significado de una palabra desconocida?	X	Si mediante los dibujos se pueden apreciar cosas que probablemente no entenderias.
7) Cree usted que el comic le ayuda a inferir el significado de una palabra desconocida?	X	usando como ayuda las imagenes del mismo
7) Cree usted que el comic le ayuda a inferir el significado de una palabra desconocida?	X	Porque el mismo contexto de la historietta te provee la posibilidad de entender (las palabras)

Questionnaire, Session 8, question 7, student 9, 8 and 1, November 29th

Added to that, analyzing the results from the answers it could be said that there was also an improvement according to the performance of the whole group. Below are some graphics that show the improvement of vocabulary according to some pre-test session in which students demonstrated their preconceptions of vocabulary on reading comprehension, then implementation #4 which is the middle point of the implementation where some progress can be evidenced and the implementation #8 is the final stage of the implementation

Through the use of graphics, charts, diagrams, and visual aids, the authors made the information easier to understand the author. In order to show categories based on statistical process, the authors used quantization process because this is related to the identification of the ranges according to the score of accuracy of vocabulary from students obtained after presenting the test in this session, according to Johnson B., Christensen L. (2012, p.441) “quantitative scales

can be converted to categories based on numeric scores” The following chart displays these ranges and they will be the same ranges for all 8 sessions:

Groups according to the percentage of accuracy of vocabulary	Score range of correct answers
Low	0,1 – 2,9
Medium	3,0 – 3,9
High	4,0 – 5,0

Figure # 24. Correctness ranges set to measure the results.

After obtaining these groups, the authors counted the participants that classified in each category in order to determine their reading comprehension results on the vocabulary part. The following diagram displays that classification.

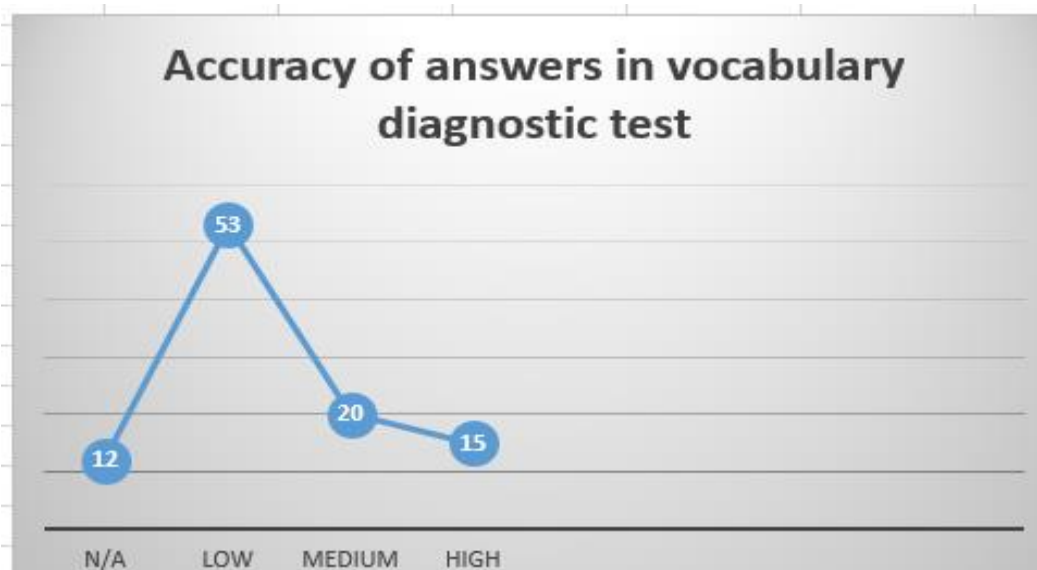


Figure #25. Classification of participants within the ranges according to their results from the diagnostic test.

In the following paragraphs, the results obtained in the pre-test session will be shown. The way the results are explained and presented is similar to the one in the diagnostic. The participants have been grouped into the same categories: Low (students who had A2.1 level), medium (students who had A2.2 level) and high (students who had B1.1 level). According to the score they got in each test. Throughout this section of the analysis, the authors will compare the evolution of the vocabulary comprehension of the participants in order to establish commonalities and conclusions. Additionally, every result will be compared with the diagnostic test results.

There were 8 implementation sessions. In the first session, the students worked with a comic story related to William Shakespeare's life (Check appendix 5). After that, the upcoming sessions focused on specific acts of Macbeth (Check appendixes 6 to 11). In each class, students had a series of comic corresponding to one chapter (act) of that literary work as the main reading topic. At the end of each session, students had a test whose objective was to measure reading comprehension. It is important to mention that these tests increased in difficulty as the sessions went by. To summarize the data and to do it more comprehensible, it is important to emphasize that there were chosen three sessions in order to standardize the results. In the following lines, the results obtained by the students will be shown and these are organized chronologically according to the implementation dates.

Implementation #4: Macbeth act III

As it was previously said, the first procedure is related to the identification of the ranges according to the percentage of correctness that students obtained after presenting the test in this session (Check Figure #16). Correctness ranges set to measure the results).

After obtaining these groups, the authors counted the participants that classified in each category according to the correct answers obtained in the tests in order to determine their

vocabulary comprehension results during the fourth implementation. The following graph displays that classification.

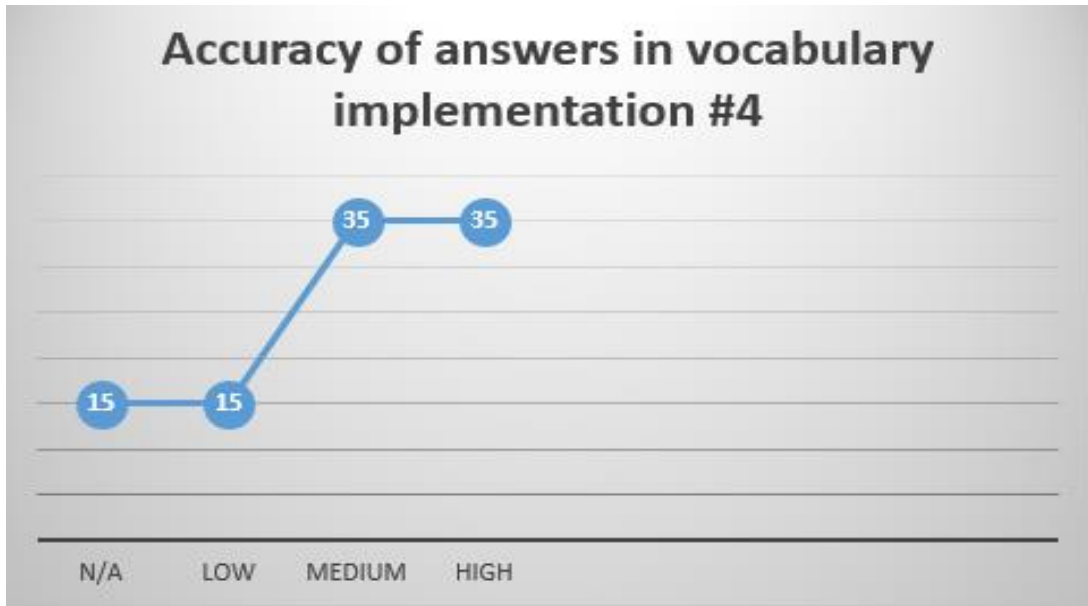


Figure #26 Classification of participants within the ranges according to their results in the implementation #4

The results obtained in this implementation display an increase on the percentage of participants in high range; it increased from 15% to 35% which means that there was a 20% of improvement. It is remarkable that the students in the medium range increased to 35% when compared to the last implementation by reaching 17% which doubled the last results. The number of students with low range decreased from 53% to 15% when contrasted to the previous implementation, there was a reduction of 38%. Similarly, there was an increase of 9% in the medium range.

After classifying the students in the diagnostic test, it can be concluded that 15% of participants obtained a low result. The greatest amount of participants was classified in the high

and medium range with 35% in each one of them which means that more than 50% of the participants could understand the story-line.

Implementation #6, Macbeth act V

In this session, the level of complexity of the test and the material increased widely because students had to try to understand and infer new complex vocabulary to complete the worksheets. It means that this last implementation has a very high level of complexity compared to the other sessions. Following the processes above, the first task has to be with the identification of the correctness ranges (Check Figure 16).

Compared with the diagnostic test, in this part of the test different competences are evaluated, the level of difficulty has increased so the reading comprehension competences should be higher, for instance, identifying key words within the text that let to understand its general meaning. and making inferences from the information in a text.

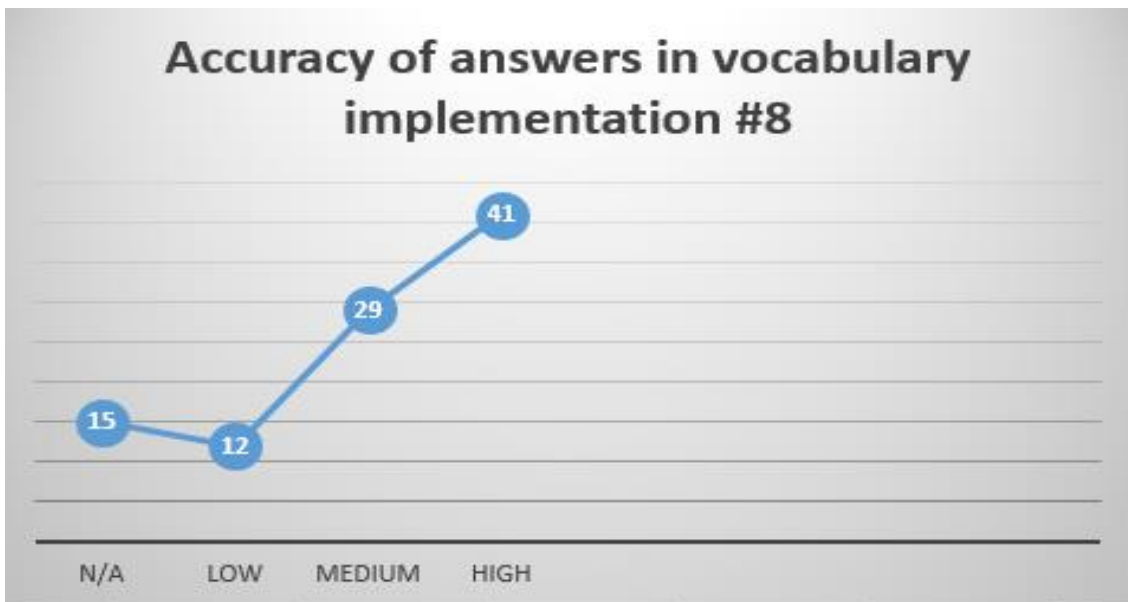


Figure #27. Classification of participants within the ranges according to their results in the implementation #8

When comparing the information collected in this implementation and the previous one, all the ranges suffered a great change according to the percentages. In the low percentages, there was a decrease of 12%. The medium range also decreases from 35% to 29% and the high range had an increase of 18%. In terms of the contrast between the diagnostic results and the performance in this last session, there are three important facts to discuss. The first one has to do with the low range, which decreased from 53% to 3% which is a notable change. The medium range increased by 15% as much as it reached 29% in the last implementation which means that there are plenty of students who can partially understand the reading. At the same time, the high range suffered an increase of 130%, by going from the 15% (in the diagnostic test) to 35% (in implementation #4), subsequently from 35% (in implementation #4) to 53% (in the last implementation).

In the following chart, results obtained through each one of the sessions are displayed in order to illustrate the information gathered from first to last session.

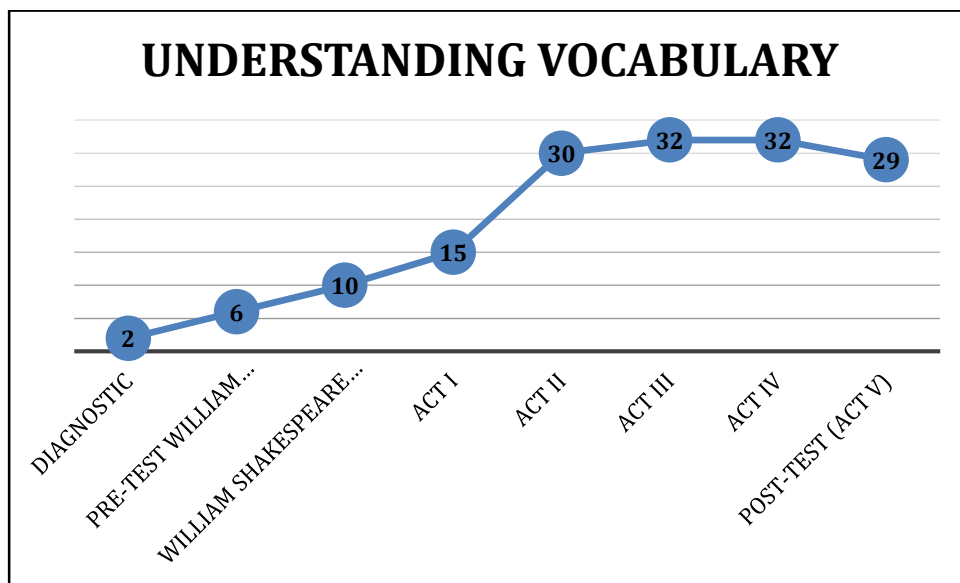


Figure #28. Understanding vocabulary line graph through all sessions.

The graph illustrates how many students obtained high and medium range according to their understanding of the plot, in each circle is shown the number of students and below them the lesson they belong to. Overall, the number of cases of students with the best scores increased over the periods "pre-test" and "act II". After these periods, there is a notable decrease which is due to the level of the tests was increased in order to make students scaffold and to integrate other use of language as grammar use in different tenses.

Subcategory 1.2 - Comics improve the understanding of the narrative plot

After implementing comics as a reading resource, it was also found that it improved the understanding of the main plot. The instruments that displayed these results are the tests and the teaching journals. First of all, the tests were designed to measure the comprehension of specific details of the plot presented in the comics. In these questions, there were different types of questions such as filling the gaps and multiple choice questions. The results show that a group of students improved significantly when comparing the pre-test results and the subsequent grades obtained.

Pre-test comments (JOURNAL):

Students also had a lot of difficulties understanding most of the important details in the storyline. When we asked the questions about the topic and the sequences of the story, students seemed lost and they could not express the most important events.


Journal #1. Observator 1 September 16th 2017

As it is mentioned in the journal entry, the teachers noticed a problem when students had to talk about the main events in the storyline. If we take a look at the texts that usually are

employed in the English class, the reading materials are traditional and do not provide students with the visual and contextual clues that comics do, which is a disadvantage because they help them to assimilate the text in a better way. So we can associate the problem observed with this fact.

This is also displayed in the results obtained in the initial tests. There was a tendency to have problems when understanding these questions that are shown in Figure 23, the students showed complications on identifying the characters and the meaning of some verbs and due to that, they got confused when answering the questions.

"THE TEMPEST" by William Shakespeare.



Answer the following questions according to the reading.

- Prospero and Miranda are on the island because...
 - A. They wanted to change their life style.
 - B. They escaped from Milan after Antonio ordered Prospero's death.
- Who lived on the island before they arrived?
 - A. Antonio
 - B. Caliban
 - C. Gonzalo
- Caliban _____ for Prospero.
 - A. Works
 - B. Helps
 - C. Negotiate
- Antonio arrives on the island...
 - A. To ask his brother Prospero for forgiveness
 - B. After Prospero caused a storm and wrecked Antonio's ship
- _____ must land alone to Prospero's place
 - A. Gonzalo
 - B. Ferdinand
 - C. Miranda
- Miranda and Ferdinand
 - A. Fell in love
 - B. Argue each other
- Caliban persuades the two Antonio's servers to...
 - A. To help him escape from the island.
 - B. To help him murder his brother.
- When Prospero meets his brother Antonio...
 - A. He forgives him.
 - B. He kills him.

"THE TEMPEST" by William Shakespeare.



Answer the following questions according to the reading.

1. Prospero and Miranda are on the island because...
A. They wanted to change their life style.
 B. They escaped from Milan after Antonio ordered Prospero's death.
2. Who lived on the island before they arrived?
A. Antonio
B. Caliban
 C. Gonzalo
3. Caliban _____ for Prospero.
 A. Works
B. Helps
C. Negotiate

4. Antonio arrives on the island...
A. To ask his brother Prospero for forgiveness
 B. After Prospero caused a storm and wrecked Antonio's ship
5. _____ must land alone to Prospero's place
A. Gonzalo
 B. Ferdinand
C. Miranda
6. Miranda and Ferdinand
 A. Fell in love
B. Argue each other
7. Caliban persuades the two Antonio's servers to...
 A. To help him escape from the island.
 B. To help him murder his brother.
8. When Prospero meets his brother Antonio...
 A. He forgives him.
 B. He kills him.


Test 1, diagnostic session 0, student 4 and 7 September 26th/2018

These exams from two participants were performed when making the diagnosis; as they were not provided with any image or any type of context, it can be seen that they struggled to understand important events or facts from the readings. However, this pattern improved after students were exposed to comics. The following test displays a significant improvement in the

understanding of the plot in further comprehension tests

"MACBETH" (ACT I) by William Shakespeare


Answer the questions according to the reading.



- Where would the three witches meet again?
 - In the pouring rain
 - When one side's won and the other's lost
 - To meet Macbeth
- In Act I, Scene II: BRAVE is a person who...
 - Likes to be hit
 - Shows no fear of dangerous or difficult things.
 - Is bleeding all the time
- In page 10, the expression "they were fighting like fighting machines" means:
 - They needed gas to work
 - They fought without stopping and with all their forces
 - They moved like robots when fighting
- What did the three witches predicted for Macbeth?
 - He would have three children
 - He would get taller
 - His sons will be kings
- The king sent two men to...
 - Take Macbeth to him
 - Give him money
 - To apologize for his mistakes
- What did the king do while Macbeth was leaving the castle?
 - He took care of his son
 - He sent a letter to Macbeth
 - He told Banquo to follow Macbeth

"MACBETH" (ACT II) by William Shakespeare


Answer the questions according to the reading.



- Who could not rest after the meal?
 - Macbeth
 - Lady Macbeth
 - Banquo and his son
- What was given to Lady Macbeth by the King?
 - An emerald
 - A diamond
 - A crown
- What did Banquo and Macbeth talk about?
 - The king welcome
 - The three witches
 - Lady Macbeth's attitude
- What happened to Macbeth after meeting Banquo?
 - He met the three witches.
 - He imagined a dagger.
 - He felt asleep.
- What did Lady Macbeth make Macbeth do?
 - To kill the king
 - To pray to God
 - To ring the bell
- What did Lady Macbeth when Macbeth talked to her?
 - She hugged him.

"MACBETH" (ACT III) by William Shakespeare

Answer the questions according to the reading.



- Who became king of Scotland now?
 - Duncan
 - Lenox
 - Macbeth
- Who suspected that Macbeth did something bad?
 - Rosse
 - Banquo
 - Seyton
- Why was Macbeth worried about?
 - Because the witches told Banquo that he would be father of a line of kings.
 - Because Lady Macbeth wanted to marry another man.
 - Because Seyton was trying to kill him.
- First murderer and second murderer are paid by Macbeth to...
 - Build a new castle
 - Organize a massacre in his new government.
 - Kill Banquo and his son
- Who has escaped from the murderers?
 - Fleance
 - Banquo
 - Macduff

Test 1, 2 and 3, session 3, 4 and 5, student 7.

There was a tendency to obtain better grades in the comprehension of the plot after comics were used as a narrative text. Not only the tests reflect this improvement, but also, in the teaching journals, there are entries that support the increase of the reading comprehension. The following evidence supports that.

Session 2: After reading, students along with the teacher did a timeline on the board about Shakespeare's life and they organized the main events chronologically.

Journal #2.

Session 3: Moreover, they calculated and analyzed possible ways to arrive to Stanford-upon-Avon and they discussed about the author's life and they stated the facts they did not know before.

Journal #3.

Session 4: Most of students participated and they felt encouraged because they could associate what happened with each one of the characters and they could recognize them without any trouble during the act-reading.

Journal #4.

Session 5: Then, students said step by step along what happened in act II and two more tried to predict what could happen in the next act.

Journal #5.

Session 7: A part from reading and understanding the text by themselves, students talked to each other to confirm if what they read was correct and if the other students understood the same they got.

Journal #7

Session 8: Students show interest on reading the comic book, students talked to each other to confirm if what they read was correct, they felt more comfortable.

Journal #8

The researchers noticed an improvement in the comprehension of the plot and the recognition of important events in the storylines at different moments on the implementations. This means that comics had a positive impact on the reading skills of students. Garcia (2012) had already listed some of the possible advantages of using comics as a narrative text. Among these advantages it can be mentioned that it contains simple syntax and very accessible for any type of

reader and due to its graphics support, it facilitates the development of diverse capacities: understanding, interpretation, synthesis, temporal and spatial sense inquiry. (p.13) as it can be evidenced with the following segments from the different answer of the following questionnaire:

6) ¿Considera usted que el comic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	X	Porque al tener una imagen, nos damos una mejor idea de lo que hay en cada parte del texto y como se desarrolla
6) ¿Considera usted que el comic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	X	Creo que si da que da un mayor entendimiento tener una imagen de apoyo que demuestre las acciones o lo que esta sucediendo
6) ¿Considera usted que el comic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	X	Estos textos manejan una historia en la que es posible evidenciar los diferentes personajes, tiempos y espacio.

Questionnaire, Session 8, question 6, student 1, 9 and 10.

To support the information shown before, the data were analyzed in a quantitative way in order to get to know the results in a general way about the whole group of participants. Below are the results of three sessions: Diagnostic section, in which students show their understanding of vocabulary on reading comprehension. Then the implementation #4, which is the middle point of the implementation where some progress can be evidenced and finally, the implementation #8, which is the final stage of the implementation.

In order to present the results of the tests, the authors computed the amount of correct and incorrect answers of each participant to obtain a correctness percentage. The following are the competences that are going to be evaluated in this part according to the document made by Ministerio Nacional de Educación, in this part, there are three competences that are:

- Recognizing short words and phrases in English in books.
- Being able to predict a story from the title, the illustrations, and keywords.
- Using diagrams to organize the information of short stories read in class.

It is important to clarify that not all the 34 participants took the diagnostic tests. Only 30 students went to class that day. The identification of the ranges according to the score of correctness that students obtained after presenting the test in this section are displayed and they will be the same ranges for all seven sessions.

After obtaining these groups, the authors counted the participants that classified in each category in order to determine their reading comprehension results. The following chart displays that classification.

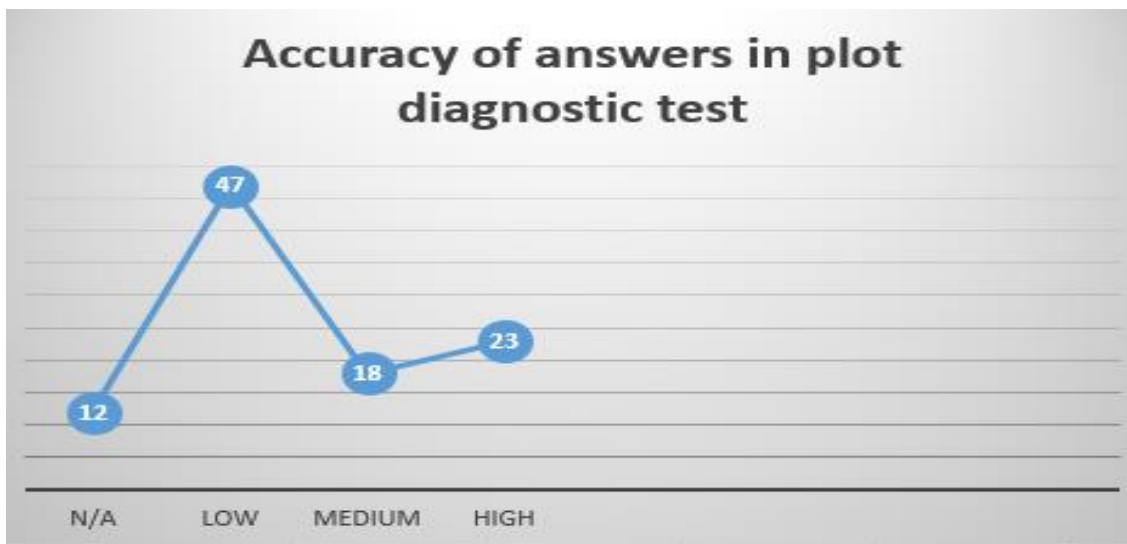


Figure #29. Classification of participants within the ranges according to their results in the diagnostic test.

After classifying the students in the diagnostic test, it can be concluded that 47% of participants obtained a low result. The second amount of participant was classified in the medium

range with 18%. Only 23% of students obtained a high or very high percentage of correctness in the pre-test and 12% of students did not participate in this session.

Implementation sessions

In the following paragraphs, the results obtained after the implementation in each class will be shown. The way the results are explained and presented is similar to the one in the diagnostic. The participants have been grouped in the next categories: No attendance (students that for some reasons did not attend the session); Low (students who had A2.1 level). Medium (students who had A2.2 level) and High level (students who had B1.1 level) according to the score they got in each test.

Implementation #4, Macbeth act III

In this session, the level of complexity of the test and the material increased so as to have students upgrade their proficiency in reading in every section. In the previous parts, students just chose the correct answer from (a, b, c or d) and match vocabulary according to their meaning. In this session, students must use new vocabulary to fit it in some sentences (nouns and action verbs). Following the processes above, the first task has to do with the identification of the correctness ranges (Check Figure 12. Correctness ranges set to measure the results). In the following graph, the reader can examine the results scored from the participants in the fourth implementation.

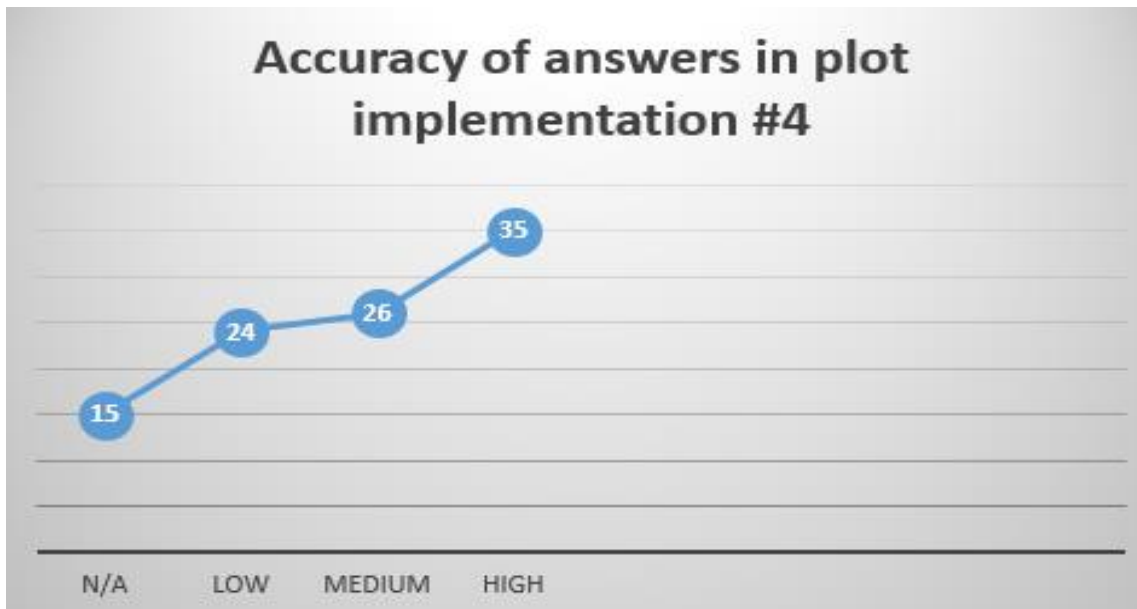


Figure #30. Classification of participants within the ranges according to their results in the implementation #4

The results obtained in this implementation displayed an advance in the percentage of participants in high range; it increased from 23% to 35%. It is remarkable that the students in the medium range increased 8% when compared to the last implementation by reaching just 18%. The number of students with low range decreased almost to the half part when contrasted to the diagnostic test. Whilst in the last one, this range had 47%, in this session, that percentage just was set in a 24%. When comparing these results with the diagnostic test, in terms of the high range of correctness, there was an increase of 10%. Similarly, there was an increase of 8% in the medium range. Finally, there was a decrease of 23% in the percentage for a low range is a positive aspect.

Implementation #8, Macbeth act V

In this session, the level of complexity of the test and the material increased widely because students have more complex vocabulary contrasted with the other sessions. Following the processes above, the first task has to do with the identification of the correctness ranges (Check Figure 12. Correctness ranges set to measure the results).

Compared with the diagnostic test, in this part of the test, different competences are evaluated, and the level of difficulty has increased; students had to have reached better reading comprehension competences to develop the activity, such as:

- Analyzing descriptive, narrative and argumentative texts in order to understand the main and specific ideas.

- Making inferences from the information in a text.

- Organizing the sequence of events.

- Identifying the characters and their role in the story.

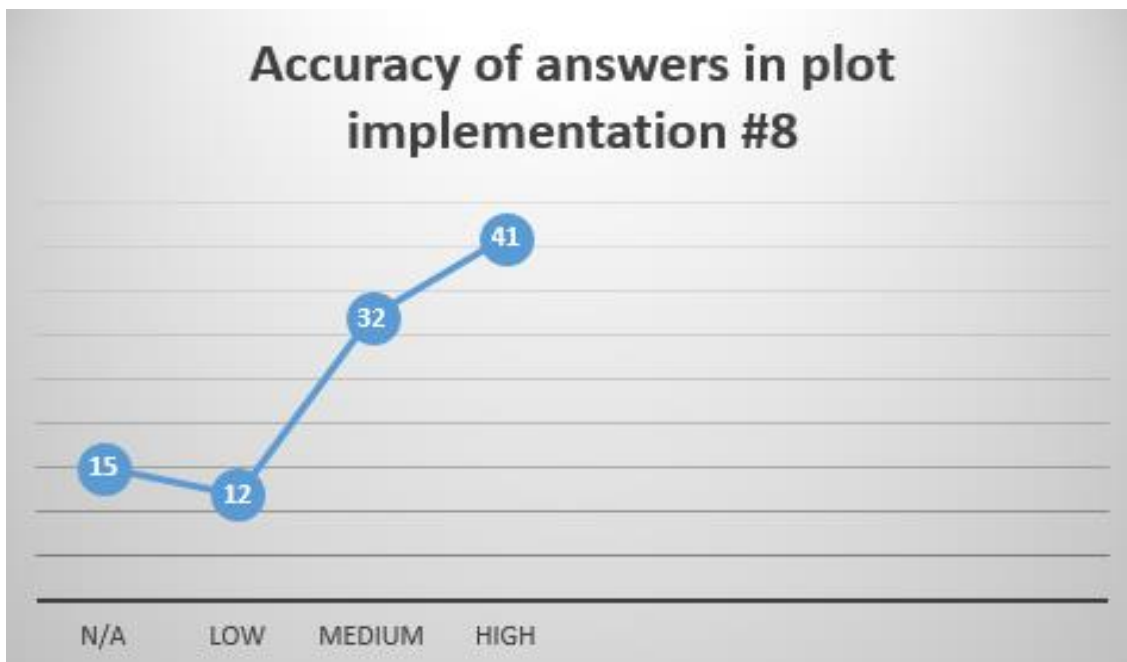


Figure #22. Aggrupation of participants within the ranges according to their results in the implementation #8

When comparing the information collected in this implementation and the previous one, all the ranges suffered a great change according to the percentages. In the low percentages, there was an increase

of 6%. The medium range went up in 6%, as well as it was in the high range. In terms of the contrast between the diagnostic results and the performance in this last session, there are three important facts to discuss. The first one has to be with a low range, which decreased by 35% since they reached just 12% in the last session. The medium range also increased 14% reaching the 32% of the population. At the same time, the high ranges suffered an increase of 18%, by going up to 41% in the last implementation.

In the following chart, results obtained through each one of the sessions are displayed in order to illustrate the information gathered from first to last session.

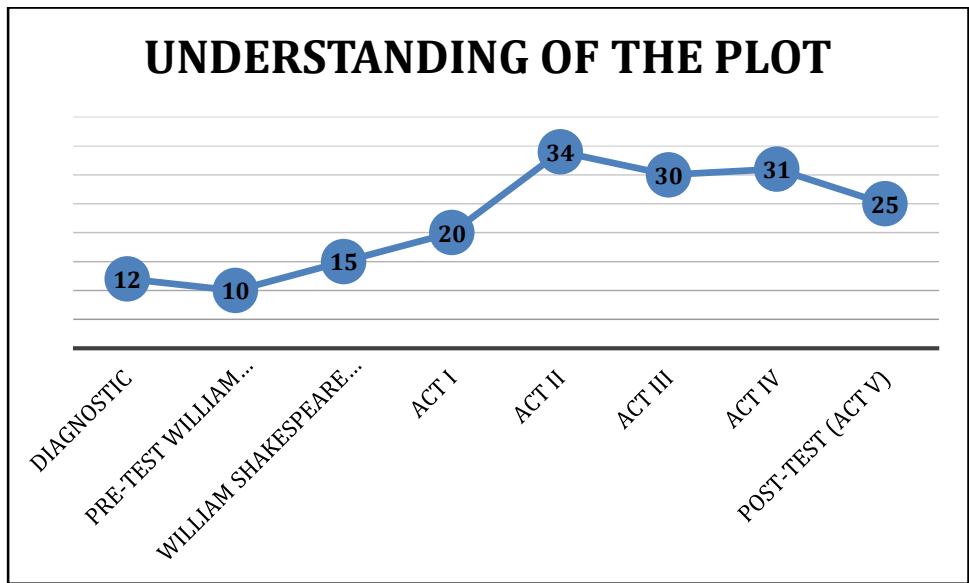


Figure #32. Understanding vocabulary line graph through all sessions

The graph illustrates how many students obtained high and medium range according to their understanding of the vocabulary and it can be evidenced the number of students who understood the plot completely and partially inside each one of the circles. Mainly, the number of cases of students with the best scores increased over the periods "pre-test" and "act III". After these periods, there is not a decrease or an increase which is favorable because level of complexity increased. Most students were able to understand unknown vocabulary and they were able to use it in different situations integrated in the worksheets.

It can be said that through the analysis of these three lessons, there was a noticeable increase during the sessions using the comics as a reading comprehension tool in terms of the plot, main ideas, and specific events. Students understood easily and their comprehension went up according to the results of each one of the implementations.

Category 2: Comic as material that facilitates learning

In this category, the main finding is that using comics in the classroom improved significantly the affective aspects towards learning, the learners manifested that comic “is a new tool” because this has not been seen regularly used in the classroom, as a result, the participation from the students was dramatically improved and enriched through the use of comics during the sessions. The data show feasible evidence of different aspects from the applied tests, teaching journals and questionnaires that contain evidence collected from the researchers during the implementations.

Subcategory 2.1 – Comic as a reading tool

In the following lines, the reader will be able to evidence from this subcategory how the comic can be seen as a reading tool that addresses students to acquire, from different elements such: images, vignettes, setting, time-sequence among other elements, progressing reading skills.

Chute (2008) said it when he defined comics as a hybrid word-and image form in which two narrative tracks, one verbal and one visual, register temporality spatially. According to Chute, comics move forward in time through the space of the page, through "its progressive counterpoint of presence and absence" (p.452).

From this new perspective that is more centered in reading itself, the reader will observe what the reviewers could seek from the extraction of research instruments where the circumstances, materials, and effects upon reading are documented.

It is necessary to mention which instruments gathered this information, these were journals and questionnaires that are reflected from quantitative and qualitative opinions made by the observers and the students.

To start with, some extracts of journals that contributed to the collection of data will be shown, to demonstrate the authors' conclusions regarding comics as a reading tool.

Regarding the second instrument, the use of questionnaires can be evidenced from quantitative and qualitative view the responses uttered by the students that support this subcategory.

Journal entries:

William Shakespeare's life part 1:

In this session, students already had an idea about William Shakespeare's life and they started showing the main life events in his life and no more than four students showed interest about expressing their ideas.

Journal #0. October 24th

William Shakespeare's life part 2:

On the other hand, the worksheet showed students William's birthplace so they had the opportunity to interact and to know more about his cultural background.

Journal #1 October 27th

Introduction to Macbeth and chapter 1:

Most of the students participated and they felt encouraged because they could associate what happened with each one of the characters and they could recognize them without any trouble during reading the act.

Journal #2 October 26th

Diagnostic test:

Students were motivated when they have the main idea about the book and its characters. also, it was interesting for them to try to predict was going to happen at the end of the book. Once they got the setting of the story, they started to say new vocabulary as much as they could and created some possible situations based on the vocabulary given by them.

Journal # 3. October 31th

Macbeth chapter 2:

They used the comic to conclude information and told a summary about Act I and Act II and two more tried to predict what would happen in the next act.

Journal # 4. November 2nd

Macbeth chapter 3:

When talking unconsciously they used new vocabulary presented in each one of the acts. Also, they talked about the context and how it influenced on the characters and the story.

Journal #5. November 7th

Session 5:

Students have learned different vocabulary and they have shown it when talking about the summaries.

They felt motivated to read more about the story at the end of the class two students told a prediction for the next chapter.

Journal #6. November 7th

Macbeth chapter 4:

Students had the opportunity to relate the words with the written vocabulary that appeared on the comic, and then by means of the picture, they could find the meaning at ease.

Journal #7. November 7th

Evidence of comic as a reading tool

From the previous statements extracted by the journals, the authors exposed clear signs of language development through the use of comics. It is precisely due to the different elements that comics contribute to students, that we can see them as a reading tool. Comics elicit students to infer detail information, to make future predictions, to acquire new vocabulary, to improve concentration, memory, and communication, to make them smarter people. Krasen (2004) sustains us in this matter when he said that “the person while is reading, unconsciously acquire certain aspects that text gives like grammar, while the person is reading acquires new vocabulary, readers enhance the knowledge of the foreign language and he can use more elements to express what he needs, among other benefits (p.1).

On the other hand, the following data have been determined as quantitative because along the explanation of the data analysis has been demonstrated that the main use of the quantizing process is to convert qualitative data into quantitative data, this is supported by Johnson B., Christensen L. (2012, p.441) who settled that “quantizing data involves converting qualitative data into numerical codes and he using statistical analysis technique. This typically involves some form of counting or numerical representation” Using this definition the investigators operated this process to convert the open and close question of the questionnaire, to a numeric score.

Questions	Yes	No
1 Durante el proceso de implementación Le gustó el uso del comic como texto narrativo?	8	2
2 ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	7	3

Questionnaire, Session 8, question 1 and 2, 10 students interviewed, November 29th 2017.

The previous chart shows that most of the students see the comic as a narrative text that helped them in the reading comprehension skill. In the following fragment, it is confirmed that most of the students interviewed believed that comic as a narrative text helped them in the development of reading skill, and they explained why they liked them. Here are some examples explaining from their own words the positive response:

ASPECTOS A EVALUAR	Si	No	Por qué?
1) Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?	X		Porque, en cuanto a la parte de entender el texto es mucho más fácil con imágenes y viñetas.
2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	X		Porque las imágenes y el texto estaban acordes, así que fue fácil la comprensión de lectura.
1) Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?	X		Si, porque el comic es algo más didáctico para aprender.
2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	X		Porque al ser textos cortos animan a que seamos más activos con la lectura y poder entender más fácil.
1) Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?	X		Ya que es una forma divertida de leer.
2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	X		Al tener imágenes que apoyan el texto se hace más fácil el entendimiento.

Questionnaire, Session 8, question 1 and 2, student 6, 1 and 9, November 29th 2017.

Students could analyze the different characteristics given from the comics to get a better understanding, a better learning of the text, in the following fragment, these answers are unified to summarize the perception of the students according to what are the aspects students took to see comics as a reading tool:

<p>1. ¿Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?</p>	<p>Images make easier the reading comprehension, didactic to comprehend, the text is easier with images and vignettes, is more entertainment, it is something innovate, it is a funny way to learn, generates more attention for this kind of text.</p>
<p>2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?</p>	<p>Comprehend through images, short readings foster the lecture, easier to read and understand the text, comprehension of the text from an interactive way, images and text matched to make easier reading comprehension, more impressive, call attention to teenagers, easier understanding.</p>

Chart 2, key phrases and keywords, 10 students interviewed, November 29th 2017.

At this point, the researchers used a process called “enumeration” Weber cited by Burke, J, Christensen L.(2012) defined this process assuming that it “helps qualitative researcher communicate concepts such as “amount” or “frequency when writing up the results" (p.528).

Authors took a look at the words that are more repeated in the students. Two words had the same amount of repetition which were “easier” and “comprehension” with a frequency amount of 5 times each word, the second most repeated word was “comprehend” and the third one was the word “image”. On account of these findings, we can decode the main conception English learners have: Using images to comprehend a narrative, makes comprehension process easier.

Subcategory 2.2- Comic encourages reading habit

During this process, there was something that caught the attention of the authors, it was how during the development of the implementation, through the use of comic, the learners paid more attention on the reading, and how this, at the same time had influence in the participation and performance during the class, this has to be pointed out and can be evidenced in the journal instrument.

Session 0: Students were motivated when they have the main idea about the book and its characters.

Journal # 0. September 26th

Session 1: The interaction after this reading was higher than the last session and the opening of this session.

Journal #1. October 19th

Session 3: Most of the students participated and they felt encouraged because they could associate what happened with each character.

Journal #3. October 26th

Session 5: They felt motivated to read more about the story and at the end of the class two students tell a possible prediction for the next chapter.

Journal #5. November 2nd

From the previous excerpts of the journal, it can be proved how the performance increased in a positive way in class, creating a better interaction between the reader and the comic, how aspects such as characters, time, ideas, etc., helped learners to encourage them reading, this can be supported by Manuel Barrero (2002, cited by Garcia, 2013) that believes that comics can be useful

to “generate reading habits following the Western order, encourage compositional ability, encourage abstract imaginations” (p. 13).

On the other hand, from the information provided by the second instrument, we could obtain the following information from the questionnaires based in this subcategory.

First, we will talk about how many students from those who were interviewed, believed that comic as a narrative text encourage reading habit, furthermore, we will be showing some answers given by the students about how the comic as a narrative text encourage reading habit, and at last, the enumeration process, that helped authors to determine this subcategory, will be presented.

Questions	Yes	No
3 ¿Cree usted que el cómic como texto narrativo fomenta el hábito de lectura?	9	1

Chart 3, approval of comic as a text that foster reading habit, 10 students interviewed, November 29th 2017.

Barrero (2002) cited by Garcia (2013) believes that comics can be useful to “generate the reading habit following the Western order (p.13); regarding this, 90% of the interviewed students manifested that during the implementation of this study the comic encouraged them to read, while the 10% remaining said that the comic did not foster them to read more.

In the following lines, the reader will be able to find the information taken from the qualitative part of the questionnaires which are the open questions. Below are some answers of the students who were interviewed about how the comic as a narrative text foster the reading habit. Here is an excerpt of the replies:

ASPECTOS A EVALUAR	Si	No	Por qué?
3) ¿Cree usted que el comic como texto narrativo fomenta el hábito de lectura?	X		Si, porque al empezar con textos pequeños y más adelante es más fácil leer textos largos.
3) ¿Cree usted que el comic como texto narrativo fomenta el hábito de lectura?	✓		Para utilizar primero este tipo de "texto" corto y fomentar o animar a leer textos más largos.
3) ¿Cree usted que el comic como texto narrativo fomenta el hábito de lectura?	X		Si, pues algunas personas les ayuda a incrementar la lectura, pues les parece más interesante.

Questionnaire, Session 8, question 3, student 1, 3 and 6, November 29th 2017.

As it can be understood, the results of a sample from 3 students expressed how positive the comic as a narrative text is, they described with their own words what was the influence to read the text fostering reading habits. The reader will be able to evidence in the following chart the representative words described by the students that were interviewed. It is about how the comic as a narrative text fosters reading habit:

3) ¿Cree usted que el cómic como texto narrativo fomenta el hábito de lectura?	Increase the lecture, short readings foster in the future long readings, encourage to read long text, understand better, interactive way of learning, increase lecture, is innovative, feel more attraction.
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Chart 4, key phrases and keywords, 10 students interviewed, November 29th 2017.

The previous chart showed the diverse definitions of the students, showing the advantages that comic gives to foster reading habits, some students manifested that a reading habit suggests learning. The students learn in an implicit or explicit way according to DeKeyser, (2003) who defined implicit and explicit learning: "Conscious processing of a linguistic feature

is termed explicit learning and unconscious processing is termed implicit learning” (p. 63).

Taking this definition into account learners learn from explicit reading inside the classroom, and they can reinforce and look for information from their own interest outside of it.

Thanks to the enumeration process that “helps qualitative researcher communicate concepts such as “amount” or “frequency when writing up the results (Weber cited by Burke & Christensen, 2012, p.528). As it can be perceived from what the data showed by the instruments, comics fostered students to read and learn in an autonomous way, giving their own opinions.

The teacher is in charge to give learners authentic materials aiming for students to apply what they have learned and in real life, as Moursund (1999, cited by Thomas, 2000) said: “include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals” (p, 1).

CHAPTER 6

Conclusions

To give answer to the research question regarding the performance of comics as a narrative text on the development of reading comprehension in tenth graders from Colegio Técnico Industrial Corazón de María, we can take the diagnostic test results as well as the results of each test performed on the implementation sessions as a point of reference.

After diagnosing, analyzing and determining effects on the performance of students during the implementation of comics as a way to improve reading comprehension, we concluded that it undoubtedly benefited students' performance in English. They improved the vocabulary and the understanding of the narrative plots.

To understand the results obtained throughout the sessions the researchers examined the improvement in the performance of the understanding of the storyline in the text within 3 sections: Diagnosis results, Session 4's results and session 7's results.

First, we worked on the diagnosis of student's reading comprehension level in English as it was indicated in the specific objectives. For this diagnostic test, it was taken into account that students were supposed to have an A2 level according to the standards proposed by Colombian education ministry. The results showed a very low performance, 53 percent of the students classified in a low reading comprehension, that is over half of them; the remaining 47 percent is split into a medium range with 20 percent, and only 15 percent of the students were considered within the high range. This is a very dissatisfying finding, bearing in mind that according to the curricula proposed by the government, students are expected to have an A2 level of proficiency in the foreign language.

After that stage, our material and resources, as well as techniques such as comics, flashcards, description of setting and characters, etc., were applied in each session, and as long as the project advanced so did the level of complexity and the reply from students was quite positive. In the session N° four, the comics Macbeth chapter 2 were applied; at this point, which is the middle of the implementation, data showed a notable growth of students' comprehension; now, the percentage of students ranked as low reading comprehension was 15%. Compared to the previous assessment, the number of students with low performance sunk by over 71.6%. That fact shows that comics along with the researcher's management made an enormous assertive impact on students' comprehension.

Finally, the real impact was witnessed at the end of the implementation on the last session. Chapter five of Macbeth was worked this time; measuring the results and categorizing students, it

is shown that the decrement was significant with only 3% of the population getting low performance in the session.

Moreover, talking about improvement, the analysis showed that 53% of the students were able to reach a high score, the number of high scorers grew by 71.6% to be precise. Additionally, 29 percent of the scholars got a medium score, having an increase of 31%.

As it is noted in the general objective, the researchers assessed the pertinence of comics' influence in tenth graders' reading skills in English. It could be claimed that comics can be considered a useful narrative tool to improve significantly students' performance.

Regarding the specific objective that is to determine what the contributions of reading comics are in the chosen population, we can say that it can be supported that comics are an educational resource since it let students to infer and acquire new vocabulary without appealing much to a dictionary or asking questions to the teacher plenty of times; making comics a big contribution when approaching a narrative. Also, students claimed that the comprehension of the plot and important events through the story was easier. This, due to the simple syntax these comics held and the visual aids which gave wider context to the story.

Furthermore, by reading comics in English, students were exposed to a narrative tool that contributes to the widening of their communicative skills because the more they read, the more likely they are to talk and understand what is being said. That could be seen in students' contributions to the class, their desire to participate and their interest in the story made them feel the need to communicate, hence, they used new words and described the events with more complexity, they interpreted better, they expressed their opinions, and made predictions.

Another contribution that reading comics has is that they make readers show more familiarity with how things work in other culture. It enhances vocabulary and language development.

What is more, as these comics create an attractive environment, they make reading engaging and that contributes to students' concentration capacity, by sitting still and reading, students are training their minds to stay focused. Added to that, they start getting used to reading, which generates reading habits.

Implications

This research proved to be a potential contribution to English teaching at school and also it is an invitation for teachers to innovate and take alternative methods on reading comprehension.

As it was discussed throughout this research, reading comprehension can be brought to the classroom not only with the traditional narrative text, there are other sources of reading to explore. In this research, comics were used as a material that facilitate learning as well as a way to improve students' reading competences by using illustrations.

Teachers must explore more types of materials and ways to encourage learners to read. Comics are not the only options to do so, there are other important and relevant sources such as movies, memes, music and multimedia files among others. This may establish a much more solid connection with students and at the same time, propitiate a much better instrument to help with reading comprehension.

Limitations

The biggest limitation we had was the lack of time and cooperation from the school, in some moments, in the implementation sessions. Due to special dates celebrations at school, the

classes were not given. Additionally, some sessions were not carried out with the 34 participants; some students had extracurricular responsibilities and they could not participate in all the sessions. Besides, another problem had to do with the attitude of students, some specific students did not show interest at all in the classes and they used to be distracted and reluctant to cooperate. Fortunately, that attitude changed gradually during the implementation of the sessions. Another limitation had to do with the uneven level of proficiency in the classrooms. For some of them, it was easier to understand the texts that appeared on the comics, but for others, it was almost unachievable due to the lack of vocabulary they had. Although the researchers tried to sort out these situations, it is clear that some students did not reach the same progression.

Further research

This research addressed the reading comprehension as a measurable result based on tests and in questionnaires. It was considered how comics influenced and challenged students when developing reading comprehension activities in the classroom. Although there are different facts that can change in a meaningful way the results, those are based on how much students understood and comprehended a text according to their English level and how much they get from the context where the story is developed. They were measured by some worksheets created by the authors and they were synthesized on a list in order to show the results in a more concrete and understandable system.

Also it can be valuable to measure the implementation of comics, not only as a way to improve reading comprehension but also as a way to encourage other skills such as writing skills. There is no doubt that this resource can be exploited in many ways for the sake of English teaching.

Another possible research could take a smaller population of participants in order to measure the progression of reading comprehension in a more detailed way.

After developing this research, some assumptions on improving reading comprehension could be made. Nevertheless, we do not close the door to future modifications to be part of later implementations or normal classes to help other teachers. For example, the way comics were introduced could help other teachers to implement it in a different way to improve students' performance. The comics were chosen according to the level of the students and taking into account the historical background of the comic book that was used and the importance of giving students some historical facts and information that can contribute to their knowledge.

Reading comprehension cannot be measured at all just by a worksheet, students might find it monotonous and it could be another reason why students decrease their level. New ways to measure reading can emerge from students' perspectives and through plenty of sessions.

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Appendices

Appendix #1 Mock exam 1

PARTE 4

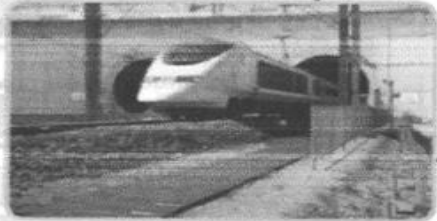
RESPONDA LAS PREGUNTAS 19 A 25 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y luego responda las preguntas.

En las preguntas 19 – 25, marque **A, B o C** en su hoja de respuestas.

PREGUNTA 4.

THE EUROTUNNEL



In 1957, an engineering company started studying the possibility to join Britain and France through a tunnel under the sea. It would have two trains for passengers as well as a small service train. In 1973 the ideas went into action and the hard work began. A short time later, they were stopped because there wasn't enough money to complete the project.

In 1984, several companies showed their ideas to re-start the project: two variations of railway, a road and a big bridge over the English Channel. The chosen project was the railway solution that was very similar to the one presented back in 1973. This time with help from both the British and French, a private company began the construction.

On January 20th 1986, the company TransMancheLink (TML) said that a long tunnel would be constructed. They chose a route from Folkestone in England to Calais in France. This wasn't the shortest possible way and the company needed to work harder than 13 years before.

It took seven years to complete the Eurotunnel and about 13,000 people worked on it.

The two ends of the smallest platform met on December 1st 1990 and lots of journalists and photographers went to the opening ceremony. Later, in 1991 the two long trains met. The hard work continued and three years later the project was completed.

Evidence of Reading comprehension performance of the students.

Ejemplo:

0. The Eurotunnel was built to

A. travel between two countries.
B. solve economic problems.
C. receive help from countries.

Respuesta: 0 A B C

19. They first started to build the Eurotunnel in

A. 1957.
B. 1973.
C. 1984.

20. Some time after starting the construction, the company building Eurotunnel

A. finished the tunnels.
B. had problems with time.
C. couldn't continue.

21. What did companies want to do in 1984?

A. build more tunnels
B. continue building the project
C. change the project

22. The way in which the company built the tunnel was

A. a long one.
B. completed in 13 years.
C. impossible to build.

23. Compared to what the first company did, TLM's work was

A. easier.
B. shorter.
C. more difficult.

24. There was a ceremony when the

A. smallest platform was completed.
B. travelers' train met.
C. project was completed.

25. When was the Eurotunnel project finished?

A. in 1990
B. in 1994
C. in 1991

Evidence of Reading comprehension performance of the students.

Appendix #1 Mock exam 2

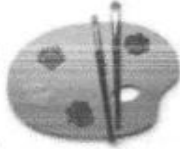
PARTE 5

RESPONDA LAS PREGUNTAS 115 A 119 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y luego responda las preguntas.
En las preguntas 115 - 119, marque **A**, **B** o **C** en su hoja de respuestas.

My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

Ejemplo:

0. When she was seven, she slept

A. for some hours.
B. very well.
C. a lot.

Respuesta: **0.** **A** **B** **C**

115. Where was the painter from?

A. Ireland
 B. Spain
 C. France

116. She was mostly excited by the

A. painter's ability.
 B. painter's voice.
 C. painter's show.

117. How often did she watch the show?

A. three times a week
 B. once a week
 C. twice a week

118. She could not get oil paints because she

A. didn't speak Spanish.
 B. was too young.
 C. always watched TV.

119. Stopping painting was

A. the painter's idea.
 B. her mother's order.
 C. her own decision.

Evidence

of Reading comprehension performance of the students

Appendix #2. Questionnaire replied 1

CUESTIONARIO PARA CONOCIMIENTO DE LA INFLUENCIA DEL COMIC COMO TEXTO NARRATIVO PARA ESTUDIANTES DE DÉCIMO GRADO DEL COLEGIO TÉCNICO INDUSTRIAL CORAZÓN DE MARÍA			
(Conteste "sí" o "no" a las siguientes preguntas con relación a la implementación del comic en clase.)			
ASPECTOS A EVALUAR	Sí	No	Por qué?
1) Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?	X		Sí, porque el comic es algo más didáctico para aprender
2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	X		Porque al ser textos cortos animan a que seamos más activos con la lectura y poder entender más fácil
3) ¿Cree usted que el comic como texto narrativo fomenta el hábito de lectura?	X		Sí, porque así empezamos con textos pequeños y más adelante es más fácil leer textos largos
4) ¿Encontró aspectos que no le gustaron del comic como texto narrativo para el desarrollo de comprensión lectora? Cuales?	X		Aspectos como palabras que no conocía y eso me lo dificultó un poco
5) ¿Cree usted que el comic debería implementarse en clase de manera más frecuente?	X		Porque crea una clase más didáctica
6) ¿Considera usted que el comic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	X		Porque al tener una imagen, nos damos una mejor idea de lo que hay en cada parte del texto y como se desarrolla
7) Cree usted que el comic le ayuda a inferir el significado de una palabra desconocida?	X		Porque el mismo contexto de la historieta te provee la posibilidad de entender esas palabras

Appendix #2, questionnaire replied 2

CUESTIONARIO PARA CONOCIMIENTO DE LA INFLUENCIA DEL COMIC COMO TEXTO NARRATIVO PARA ESTUDIANTES DE DÉCIMO GRADO DEL COLEGIO TÉCNICO INDUSTRIAL CORAZÓN DE MARÍA			
(Conteste "sí" o "no" a las siguientes preguntas con relación a la implementación del comic en clase.)			
ASPECTOS A EVALUAR	Sí	No	Por qué?
1) Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?	X		Ya que es una forma divertida de leer. ✓
2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?	X		Al tener imágenes que apoyan el texto se hace más fácil el entendimiento. ✓
3) ¿Cree usted que el comic como texto narrativo fomenta el hábito de lectura?	X		El comic es una forma literaria que permite a las personas sentir más atracción.
4) ¿Encontró aspectos que no le gustaron del comic como texto narrativo para el desarrollo de comprensión lectora? Cuales?		X	Me parece que al tener imagen y texto hacen más fácil la lectura. X
5) ¿Cree usted que el comic debería implementarse en clase de manera más frecuente?	X		Sí ya que de esta forma se llama la atención del espectador y hace menos aburrido el leer sin dibujos. ✓
6) ¿Considera usted que el comic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	X		Creo que sí ya que da un mayor entendimiento tener una imagen de apoyo que demuestre las acciones a lo que está sucediendo. ✓
7) Cree usted que el comic le ayuda a inferir el significado de una palabra desconocida?	X		Si mediante los dibujos se pueden apreciar cosas que probablemente no entenderías. ✓

Appendix #2, questionnaire replied 3


CUESTIONARIO PARA CONOCIMIENTO DE LA INFLUENCIA DEL COMIC COMO TEXTO NARRATIVO PARA ESTUDIANTES DE DÉCIMO GRADO DEL COLEGIO TÉCNICO INDUSTRIAL CORAZÓN DE MARÍA			
(Conteste "sí" o "no" a las siguientes preguntas con relación a la implementación del comic en clase.)			
ASPECTOS A EVALUAR	Sí	No	Por qué?
1) Durante el proceso de implementación ¿Le gustó el uso del comic como texto narrativo?	X		Por que es algo novedoso y no muy visto
2) ¿Cree usted que el comic como texto narrativo ayudó en el desarrollo de su comprensión lectora?		X	no mucho por que hace falta información
3) ¿Cree usted que el comic como texto narrativo fomenta el hábito de lectura?	X		por que es una manera de llamar la atención a los adolescentes
4) ¿Encontró aspectos que no le gustaron del comic como texto narrativo para el desarrollo de comprensión lectora? Cuales?		X	
5) ¿Cree usted que el comic debería implementarse en clase de manera más frecuente?	X		es una forma diferente de aprender algo nuevo
6) ¿Considera usted que el comic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?	X		por sus personajes y la historia que maneja
7) Cree usted que el comic le ayuda a inferir el significado de una palabra desconocida?	X		usando como ayuda las imagenes del mismo

Appendix #3. Questionnaire

CUESTIONARIO PARA CONOCIMIENTO DE LA INFLUENCIA DEL CÓMIC COMO TEXTO NARRATIVO PARA ESTUDIANTES DE DÉCIMO GRADO DEL COLEGIO TÉCNICO INDUSTRIAL CORAZÓN DE MARÍA			
(Conteste "sí" o "no" a las siguientes preguntas con relación a la implementación del cómic en clase.)			
ASPECTOS A EVALUAR	Sí	No	¿Por qué?
1) ¿Durante el proceso de implementación ¿Le gustó el uso del cómic como texto narrativo?			
2) ¿Cree usted que el cómic como texto narrativo ayudó en el desarrollo de su comprensión lectora?			
3) ¿Cree usted que el cómic como texto narrativo fomenta el hábito de lectura?			
4) ¿Encontró aspectos que no le gustaron del cómic como texto narrativo para el desarrollo de comprensión lectora? Cuales?			
5) ¿Cree usted que el cómic debería implementarse en clase de manera más frecuente?			
6) ¿Considera usted que el cómic es una herramienta que le ayuda a comprender más el texto en aspectos como inicio, nudo, desenlace, tiempo, personajes, etc.?			
7) ¿Cree usted que el cómic le ayuda a inferir el significado de una palabra desconocida?			


Mixed questionnaire

Appendix #4. Lesson plan 2



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Licenciatura en Idioma Extranjero – Inglés



Lesson Plan

Teacher's name		Class length	Date	Nr of session
Brayan Alexander Castañeda Cardenas Angela Patricia Mendez Leon		70 minutes	October 19 ^a	2
Grade	Class Level	Topic		Language Skills
Tenth grade	B1	"Life of William Shakespeare I"		Reading
Previous lesson summary		Next lesson topic		
"The tempest"		"Introduction to Macbeth: Chapter I"		

Learning objective	Personal aim
1. Students will be able to recognize the main events of William Shakespeare's life according to what they read before and after the comic.	1. I will create a comic about William Shakespeare's life to make reading understanding easier.

Materials and Resources¹	Bibliography
<ul style="list-style-type: none"> Board Markets Worksheet Short text about William Shakespeare 	<ul style="list-style-type: none"> Biography information taken and adapted from https://www.biography.com/people/william-shakespeare-9480323 BBC Teaching English http://www.teachingenglish.org.uk/teaching-teens/uk-culture/shakespeare https://www.shakespearelives.org/programme/

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might have problems understanding some words from William Shakespeare's life. Students will have some problems understanding main life events. 	<ol style="list-style-type: none"> Teacher left as homework a short biography about William Shakespeare's life, so students will have the opportunity to look for the words they don't understand and to get familiar with William's main life events. Teacher will implement an activity in which they will have the opportunity to match together William's main life events to their appropriate dates.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> Sentences in past tense. Some specific information and important dates about William Shakespeare's life 	<ul style="list-style-type: none"> Comprehension of the structure of past tense. Reading comprehension (Vocabulary and main events).

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³	Advisor's comments
Opening	10 min	T-Ss	<ol style="list-style-type: none"> This lesson plan will be divided into two sessions. Teacher and students will review the homework left last class about William Shakespeare's life and they will brainstorm the main events on his life on the board. MATERIAL: WILLIAM SHAKESPEARE AND ARROWS. (FIRST SESSION) 	

Presentation⁴


Pre-skill⁵

- Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.
- Set the time in not more than 10 minutes for each activity, not for the whole stage.
- Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.
- For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

	15 min	T-Ss	1. Students will highlight the main events they think are the most important in William Shakespeare's life. Teacher will introduce the place "Stratford-upon-Avon", she will give students the guide "LET'S TRAVEL AROUND THE WORLD!!!" in which students will know more about William's Shakespeare's birthplace and they will look at the map and discuss if they had heard about this place before. (FIRST SESSION)	
5 For a skill lesson, please use pre, while, and post staging.				
Guided practice	25 min	T-Ss	1. Then, teacher will give students a comic about William Shakespeare's life, students will read it and they will compare	


Appendix #5. William Shakespeare's Life Comic and evaluation.


WILLIAM SHAKESPEARE



Playwright, Poet (1564–1616)


Though no birth records exist, church records indicate that a William Shakespeare was baptized at Holy Trinity Church in Stratford-upon-Avon on April 26, 1564.

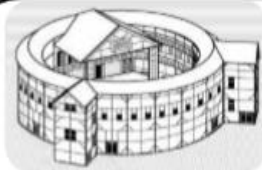




William was the third child of John Shakespeare, a leather merchant, and Mary Arden, a local landed heiress. William had two older sisters, and three younger brothers.


Scholars have surmised that he most likely attended the King's New School, in Stratford, which taught reading, writing and the classics.





By 1599, William Shakespeare and his business partners built their own theatre on the south bank of the Thames River, which they called the Globe.

While it's difficult to determine the exact number of his plays, over the course of two decades (1590 /1613) , he wrote a total of 37 plays such as "Romeo and Juliet", "Hamlet", "A Midnight's Summer Dream and some others".



William Shakespeare, also known as the "Bard of Avon," is often called England's national poet and considered the greatest dramatist of all time. Shakespeare's works are known throughout the world, but his personal life is shrouded in mystery. William Shakespeare married Anne Hathaway on November 28, 1582, in Worcester, in Canterbury Province. Hathaway was from Shottery, a small village a mile west of Stratford. William was 18 and Anne was 26, and, as it turns out, pregnant. Their first child, a daughter they named Susanna, was born on May 26, 1583. Two years later, on February 2, 1585, twins Hamnet and Judith were born. Hamnet later died of unknown causes at age 11. By 1592, there is evidence William Shakespeare earned a living as an actor and a playwright in London and possibly had several plays produced.

Created by Angela Mendez and Brayan Castañeda. Biography information taken and adapted from <https://www.biography.com/people/william-shakespeare-9480323>

WILLIAM SHAKESPEARE'S LIFE



According to the William's Shakespeare Biography circle the correct answer.

1. William Shakespeare _____ at Holy Trinity Church in Stratford-upon-Avon on April 26, 1564.
 - a. was baptized
 - b. was born
 - c. started his studies
2. How many siblings did William Shakespeare have?
 - a. Three sisters and two brothers.
 - b. Three brothers and two sisters.
 - c. Two brothers and two sisters.
3. How many plays did William Shakespeare write?
 - a. 57
 - b. 37
 - c. 47
4. William Shakespeare, also known as the
 - a. "Poet of Avon"
 - b. "Knight of Avon"
 - c. "Bard of Avon"
5. William Shakespeare and his business partners built their own theater on the south bank of the Thames River, which they called the Globe in
 - a. 1596
 - b. 1599
 - c. 1594

Created by Brayan Castañeda and Angela Mendez. Information taken and adapted from
<https://en.wikipedia.org/wiki/Stratford-upon-Avon> <https://www.biography.com/people/william-shakespeare-9480323>

Appendix #6. Implementation session #1

LET'S TRAVEL AROUND THE WORLD!!!

WHAT IS STRATFORD-UPON-AVON?



It is a market town and civil parish in Warwickshire, England, on the River Avon, 101 miles (163 km) north west of London, 22 miles (35 km) south east of Birmingham, and 8 miles (13 km) south west of Warwick.^[1] The estimated population in 2007 was 25,505,^[2] increasing to 27,445 at the 2011 Census. The town is a popular tourist destination owing to its status as birthplace of English playwright and poet William Shakespeare, and receives approximately 2.5 million visitors a year.^[3] The Royal Shakespeare Company resides in Stratford's Royal Shakespeare Theatre. The distance from Bogotá, Colombia to that city is around 80501 kilometres, a non-stop flight would last around 10 hours and 36 minutes although it is not possible to travel there in a non-stop flight. The zone difference is 6 hours between these places.

WHERE IS STRATFORD-UPON-AVON?



Created by Bryan Castañeda and Ángela Méndez. Information taken and adapted from <https://en.wikipedia.org/wiki/Stratford-upon-Avon> <https://www.biography.com/people/william-shakespeare-9680323>

Appendix #7. Implementation session #3 (Lesson Plan 3)



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Lesson Plan

Teacher's name Brayan Alexander Castañeda Cardenas Angela Patricia Mendez Leon		Class length 40 minutes	Date October 24 th	Nr of session 3
Grade Tenth grade	Class Level B1	Topic "Introduction to Macbeth: Chapter I"		Language Skills Reading
Previous lesson summary "Life of William Shakespeare I"		Next lesson topic "Introduction to Macbeth: Chapter II"		

Learning objective	Personal aim
1. Students will be able to recognize the main events of the first chapter of Macbeth, their main characters and to get the main idea and the main events in this chapter.	1. I will give clear instructions for students to understand the dynamic of this session.

Materials and Resources ¹	Bibliography
<ul style="list-style-type: none"> • Board • Markets • Worksheet • COMIC BOOK: Macbeth 	<ul style="list-style-type: none"> • Macbeth THE GRAPHIC NOVEL by William Shakespeare and adapted by Brigit Viney (National Geographic learning) • BBC Teaching English http://www.teachingenglish.org.uk/teaching-teens/uk-culture/shakespeare • https://www.shakespearelives.org/programme/

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> 1. Students might have problems understanding some words from the comic book 2. Students will have some problems understanding main events. 	<ol style="list-style-type: none"> 1. Teacher will ask students to understand the unknown words according to the context and to infer them by the images shown. 2. Teacher will implement an activity in which they will have the opportunity to share the main events of this chapter.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> • Sentences in past tense. • Specific events in chapter 1 	<ul style="list-style-type: none"> • Comprehension of the structure of past tense. • Reading comprehension (Vocabulary and main events).

Stage	Time ²	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³	Advisor's comments
Opening	10 min	T-Ss	1. Teacher will introduce the chapter showing to the students a video about the Saxons and the Vikings. Students will know that the book "Macbeth is based on English history" and they will talk about that.	
Presentation ⁴ Pre-(skill) ⁵	15 min	T-Ss	1. Students will be given the comic (Chapter I) and they will have 25 minutes to read it.	



Guided practice While-(skill)	5 min	T-Ss	1. Teacher will give students the worksheet about this chapter and then they will develop it according what they read.	
Communicative Practice Post-(skill)	5 min	T-Ss	1. Teacher and students will review the right answers.	
Assessment and Closing	5 min	T-Ss	1. Students will write down the unknown words and tell the other students if the meaning and if the meaning they imagined for that word was the same when they read or if it was different.	

Appendix #7.1. Worksheet 1

“MACBETH” (ACT I) by William Shakespeare

Answer the questions according to the reading.



- Where would the three witches meet again?
 - In the pouring rain
 - When one side's won and the other's lost
 - To meet Macbeth
- In Act I, Scene II: BRAVE is a person who...
 - Likes to be hit
 - Shows no fear of dangerous or difficult things.
 - Is bleeding all the time
- In page 10, the expression *“they were fighting like fighting machines”* means:
 - They needed gas to work
 - They fought without stopping and with all their forces
 - They moved like robots when fighting
- What did the three witches predicted to Macbeth?
 - He would have three children
 - He would get taller
 - His sons will be kings
- The king sent two men to...
 - Take Macbeth to him
 - Give him money
 - To apologize for his mistakes
- What did the king do while Macbeth was leaving the castle?
 - He took care of his son
 - He sent a letter to Macbeth
 - He told Banquo to follow Macbeth

- Lady Macbeth received news about...
 - Her husband and the king
 - Her husband and the messenger
 - Her husband and Duncan
- How is the environment at Macbeth's castle
 - Enjoyable
 - Awful
 - Warm

VOCABULARY

- In Act I, Scene VI: A synonym for HOSTESS:
 - Lady of the house
 - Lawyer
 - Fighter
- In Act I, Scene VII: “Against the law” means...
 - Allowed
 - Controlled
 - Banned
- _____ is the crime of intentionally killing a person.
 - Murder
 - Cawdor
 - Dining
- The word “daggers” means...
 - Stairs
 - Knives
 - Wounds
- What does it mean the word “Thane”
 - A person who held King's lands.
 - A person who travels around.
 - A person who fights in wars.

Created by Angela Patricia Mendez Leon and Brayan Alexander Castañeda Cardenas based on the book “Macbeth” adapted by Brigit Viney Editorial National Geographic.

Appendix #8. Implementation session #4 (Lesson Plan 4)



Lesson Plan

Teacher's name Brayan Alexander Castañeda Cardenas Angela Patricia Mendez Leon		Class length 40 minutes	Date October 24 th	Nr of session 4
Grade Tenth grade	Class Level B1	Topic "Introduction to Macbeth: Chapter II"		Language Skills Reading
Previous lesson summary "Introduction to Macbeth: Chapter I"		Next lesson topic "Introduction to Macbeth: Chapter III"		

Learning objective 1. Students will be able to recognize the main events of the first chapter of Macbeth, their main characters and to get the main idea and the main events in this chapter.	Personal aim 1. I will give clear instructions for students to understand the dynamic of this session.
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Materials and Resources¹ <ul style="list-style-type: none"> Board Markets Worksheet COMIC BOOK: Macbeth 	Bibliography <ul style="list-style-type: none"> Macbeth THE GRAPHIC NOVEL by William Shakespeare and adapted by Brigit Viney (National Geographic learning) BBC Teaching English http://www.teachingenglish.org.uk/teaching-teens/uk-culture/shakespeare https://www.shakespearelives.org/programme/
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Anticipated problems (linguistic, behavioural, situational) <ol style="list-style-type: none"> Students might have problems understanding some words from the comic book Students will have some problems understanding main events. 	Planned Solutions <ol style="list-style-type: none"> Teacher will ask students to understand the unknown words according to the context and to infer them by the images shown. Teacher will implement an activity in which they will have the opportunity to share the main events of this chapter.
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Learner's expected output <ul style="list-style-type: none"> Sentences in past tense. Specific events in chapter 1 	Learner's expected comprehensible input <ul style="list-style-type: none"> Comprehension of the structure of past tense. Reading comprehension (Vocabulary and main events).
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Stage	² Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³	Advisor's comments
Opening	10 min	T-Ss	1. Teacher will review the chapter read last class by the students and they will remember main events and features of that event.	
Presentation ⁴ Pre-(skill) ⁵	15 min	T-Ss	1. Students will be given the comic (Chapter II) and they will have 25 minutes to read it.	
Guided	5 min	T-Ss	1. Teacher will give students the worksheet about this chapter	

¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.



⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

⁵ For a skill lesson, please use pre, while, and post staging.



practice While-(skill)			and then they will develop it according what they read.	
Communicative Practice Post-(skill)	5 min	T-Ss	1. Teacher and students will review the right answers.	
Assessment and Closing	5 min	T-Ss	1. Students will write down the unknown words and tell the other students if the meaning and if the meaning they imagined for that word was the same when they read or if it was different.	

Appendix #9. Implementation session #5 (Lesson plan 5)

 UNIMINUTO Corporación Universitaria Minuto de Dios		Corporación Universitaria Minuto de Dios Licenciatura en Idioma Extranjero – Inglés			
Lesson Plan					
Teacher's name		Class length	Date	Nr of session	
Brayan Alexander Castañeda Cardenas Angela Patricia Mendez Leon		40 minutes	October 24 ^a	5	
Grade	Class Level	Topic		Language Skills	
Tenth grade	B1	"Introduction to Macbeth: Chapter III"		Reading	
Previous lesson summary			Next lesson topic		
"Introduction to Macbeth: Chapter II"			"Introduction to Macbeth: Chapter IV"		
Learning objective			Personal aim		
1. Students will be able to recognize the main events of the first chapter of Macbeth, their main characters and to get the main idea and the main events in this chapter.			1. I will give clear instructions for students to understand the dynamic of this session.		
Materials and Resources¹			Bibliography		
<ul style="list-style-type: none"> Board Markets Worksheet COMIC BOOK: Macbeth 			<ul style="list-style-type: none"> Macbeth THE GRAPHIC NOVEL by William Shakespeare and adapted by Brigit Viney (National Geographic learning) BBC Teaching English http://www.teachingenglish.org.uk/teaching-teens/uk-culture/shakespeare https://www.shakespearelives.org/programme/ 		
Anticipated problems (linguistic, behavioural, situational)			Planned Solutions		
<ol style="list-style-type: none"> Students might have problems understanding some words from the comic book Students will have some problems understanding main events. 			<ol style="list-style-type: none"> Teacher will ask students to understand the unknown words according to the context and to infer them by the images shown. Teacher will implement an activity in which they will have the opportunity to share the main events of this chapter. 		
Learner's expected output			Learner's expected comprehensible input		
<ul style="list-style-type: none"> Sentences in past tense. Specific events in chapter 1 			<ul style="list-style-type: none"> Comprehension of the structure of past tense. Reading comprehension (Vocabulary and main events). 		
Stage	Time ²	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script³		Advisor's comments
Opening	10 min	T-Ss	1. Teacher will review the chapter read last class by the students and they will remember main events and features of that event.		
Presentation ⁴ Pre-(skill) ⁵	15 min	T-Ss	1. Students will be given the comic (Chapter II) and they will have 25 minutes to read it.		
Guided	5 min	T-Ss	1. Teacher will give students the worksheet about this chapter		
¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc. ² Set the time in not more than 10 minutes for each activity, not for the whole stage. ³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly. ⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging. ⁵ For a skill lesson, please use pre, while, and post staging.					



practice While-(skill)			and then they will develop it according what they read.	
Communicative Practice Post-(skill)	5 min	T-Ss	1. Teacher and students will review the right answers.	
Assessment and Closing	5 min	T-Ss	1. Students will write down the unknown words and tell the other students if the meaning and if the meaning they imagined for that word was the same when they read or if it was different.	

Appendix #9.1 Worksheet 3

"MACBETH" (ACT II) by William Shakespeare

Answer the questions according to the reading.



1. Who could not rest after the meal?
 - a. Macbeth
 - b. Lady Macbeth
 - c. Banquo and his son
2. What was given to Lady Macbeth by the King?
 - a. An emerald
 - b. A diamond
 - c. A crown
3. What did Banquo and Macbeth talk about?
 - a. The king welcome
 - b. The three witches
 - c. Lady Macbeth's attitude
4. What happened to Macbeth after meeting Banquo?
 - a. He met the three witches.
 - b. He imagined a dagger.
 - c. He felt asleep.
5. What did Lady Macbeth make Macbeth do?
 - a. To kill the king
 - b. To pray to God
 - c. To ring the bell
6. What did Lady Macbeth when Macbeth talked to her?
 - a. She hugged him.

- b. She took him to the bedroom.
 - c. She slapped him.
7. Who wanted to be called early?
 - a. The king
 - b. Macbeth
 - c. Duncan
 8. When Macbeth said "It as a rough night", it means
 - a. It was normal
 - b. It was irregular
 - c. It was perfect
 9. Who was the first man who noticed the king was killed
 - a. Banquo
 - b. Macduff
 - c. Macbeth
 10. People in the castle thought that the King was killed by...
 - a. The prince
 - b. The guards
 - c. The leader's of King's army

VOCABULARY

Fill in the spaces to complete the vocabulary











Created by Angela Patricia Mendez Leon and Brayan Alexander
Castañeda Cardenas based on the book "Macbeth" adapted by Brigit
Viney Editorial National Geographic.

Appendix #10. Implementation session #6 (Lesson Plan 6)



Lesson Plan

Teacher's name Brayan Alexander Castañeda Cardenas Angela Patricia Mendez Leon		Class length 40 minutes	Date October 24 ^a	Nr of session 6
Grade Tenth grade	Class Level B1	Topic "Introduction to Macbeth: Chapter IV"		Language Skills Reading
Previous lesson summary "Introduction to Macbeth: Chapter III"		Next lesson topic "Introduction to Macbeth: Chapter V"		

Learning objective 1. Students will be able to recognize the main events of the first chapter of Macbeth, their main characters and to get the main idea and the main events in this chapter.	Personal aim 1. I will give clear instructions for students to understand the dynamic of this session.
---	--

Materials and Resources¹ <ul style="list-style-type: none"> Board Markets Worksheet COMIC BOOK: Macbeth 	Bibliography <ul style="list-style-type: none"> Macbeth THE GRAPHIC NOVEL by William Shakespeare and adapted by Brigit Viney (National Geographic learning) BBC Teaching English http://www.teachingenglish.org.uk/teaching-teens/uk-culture/shakespeare https://www.shakespearelives.org/programme/
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Anticipated problems (linguistic, behavioural, situational) <ol style="list-style-type: none"> Students might have problems understanding some words from the comic book Students will have some problems understanding main events. 	Planned Solutions <ol style="list-style-type: none"> Teacher will ask students to understand the unknown words according to the context and to infer them by the images shown. Teacher will implement an activity in which they will have the opportunity to share the main events of this chapter.
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Learner's expected output <ul style="list-style-type: none"> Sentences in past tense. Specific events in chapter 1 	Learner's expected comprehensible input <ul style="list-style-type: none"> Comprehension of the structure of past tense. Reading comprehension (Vocabulary and main events).
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Stage	Time ²	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³	Advisor's comments
Opening	10 min	T-Ss	1. Teacher will review the chapter read last class by the students and they will remember main events and features of that event.	
Presentation ⁴ Pre-(skill) ⁵	15 min	T-Ss	1. Students will be given the comic (Chapter II) and they will have 25 minutes to read it.	
Guided	5 min	T-Ss	1. Teacher will give students the worksheet about this chapter	

¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

⁵ For a skill lesson, please use pre, while, and post staging.



practice While-(skill)			and then they will develop it according what they read.	
Communicative Practice Post-(skill)	5 min	T-Ss	1. Teacher and students will review the right answers.	
Assessment and Closing	5 min	T-Ss	1. Students will write down the unknown words and tell the other students if the meaning and if the meaning they imagined for that word was the same when they read or if it was different.	

Appendix

WORKSHEET

ANSWER KEY:

1. FALSE
2. TRUE
3. FALSE
4. FALSE
5. NO INFORMATION

VOCABULARY:

1. A
2. B
3. B

Appendix #11. Implementation session #7 (Lesson Plan 7)



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Lesson Plan

Teacher's name Brayan Alexander Castañeda Cardenas Angela Patricia Mendez Leon		Class length 40 minutes	Date October 24 ^a	Nr of session 7
Grade Tenth grade	Class Level B1	Topic "Introduction to Macbeth: Chapter V"		Language Skills Reading
Previous lesson summary "Introduction to Macbeth: Chapter I"		Next lesson topic "Closing"		

Learning objective 1. Students will be able to recognize the main events of the first chapter of Macbeth, their main characters and to get the main idea and the main events in this chapter.	Personal aim 1. I will give clear instructions for students to understand the dynamic of this session.
---	--

Materials and Resources¹ <ul style="list-style-type: none"> Board Markets Worksheet COMIC BOOK: Macbeth 	Bibliography <ul style="list-style-type: none"> Macbeth THE GRAPHIC NOVEL by William Shakespeare and adapted by Brigit Viney (National Geographic learning) BBC Teaching English http://www.teachingenglish.org.uk/teaching-teens/uk-culture/shakespeare https://www.shakespearelives.org/programme/
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Anticipated problems (linguistic, behavioural, situational) <ol style="list-style-type: none"> Students might have problems understanding some words from the comic book Students will have some problems understanding main events. 	Planned Solutions <ol style="list-style-type: none"> Teacher will ask students to understand the unknown words according to the context and to infer them by the images shown. Teacher will implement an activity in which they will have the opportunity to share the main events of this chapter.
---	--

Learner's expected output <ul style="list-style-type: none"> Sentences in past tense. Specific events in chapter 1 	Learner's expected comprehensible input <ul style="list-style-type: none"> Comprehension of the structure of past tense. Reading comprehension (Vocabulary and main events).
---	---

Stage	Time ²	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script ³	Advisor's comments
Opening	10 min	T-Ss	1. Teacher will review the chapter read last class by the students and they will remember main events and features of that event.	
Presentation ⁴ Pre-(skill) ⁵	15 min	T-Ss	1. Students will be given the comic (Chapter II) and they will have 25 minutes to read it.	
Guided	5 min	T-Ss	1. Teacher will give students the worksheet about this chapter	

1 Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

2 Set the time in not more than 10 minutes for each activity, not for the whole stage.

3 Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

4 For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

5 For a skill lesson, please use pre, while, and post staging.



practice While-(skill)			and then they will develop it according what they read.	
Communicative Practice Post-(skill)	5 min	T-Ss	1. Teacher and students will review the right answers.	
Assessment and Closing	5 min	T-Ss	1. Students will write down the unknown words and tell the other students if the meaning and if the meaning they imagined for that word was the same when they read or if it was different.	

Appendix

WORKSHEET

ANSWER KEY:

1. C
2. B
3. B
4. A
5. C
6. A
7. B

VOCABULARY:

1. DAGGER
2. KNIFE
3. CASTLE

Appendix #11.1 Worksheet 5

“MACBETH” (ACT III) by William Shakespeare

Answer the questions according to the reading.



1. Who became king of Scotland now?
 - a. Duncan
 - b. Lenox
 - c. Macbeth
2. Who suspected that Macbeth did something bad?
 - a. Rosse
 - b. Banquo
 - c. Seyton
3. Why was Macbeth worried about?
 - a. Because the witches told Banquo that he would be father of a line of kings.
 - b. Because Lady Macbeth wanted to marry another man.
 - c. Because Seyton was trying to kill him.
4. First murderer and second murderer are paid by Macbeth to...
 - a. Build a new castle
 - b. Organize a massacre in his new government.
 - c. Kill Banquo and his son
5. Who has scaped from the murderers?
 - a. Fleance
 - b. Banquo
 - c. Macduff
6. How is the relationship between Macbeth and his wife?
 - a. Quietly
 - b. Happily
 - c. Badly
7. Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)
 - a. Duncan was gonna ride far _____
 - b. Macbeth became thane _____
 - c. Witches told Banquo he will be Lady Macbeth's husband _____
 - d. Lady Macbeth hates Macbeth _____
 - e. Macbeth did not lose the peace of his mind _____
 - f. Lady Macbeth really wanted to Spend time with her husband _____
8. Lady Macbeth said "Only a ____ man could look at something so terrible"
 - a. Big
 - b. Brave
 - c. Weird
9. Macbeth started to act in a strange way because
 - a. He was thinking about the snakes
 - b. He saw Banquo's ghost
 - c. His wife was angry with him
10. When Lady Macbeth said "Shame on you", she means
 - a. She felt embarrassed
 - b. She felt proud
 - c. She felt worried
11. Who refused to come to the dinner?
 - a. Macduff
 - b. Malcom
 - c. Macqueen

VOCABULARY

1. Fill in the gaps







2. Find the synonyms for each word, match as appropriate.

- a. Illness ___
- b. Insane ___
- c. Punished ___
- d. Dare ___
- e. Hostess

- 1. Be brave to
- 2. Sickness
- 3. Crazy
- 4. Guest
- 5. Penalty

According to the reading, complete this short paragraph with the last words (there is one that is going to be left).

When Macbeth was in the dinner, he went (3) _____ because he was Banquo's ghost, he started to act different and he told his (4) _____ that he has an (5) _____ and he thought he will be (6) _____ because of the murder.

3. Complete the sentences according to the reading

- a. Yes, my lord. They're at the palace _____.
- b. Before night _____, something will happen.
- c. You've ruined everything with your _____.
- d. Blood will have _____, they say.

Created by Angela Patricia Mendez Leon and Brayan Alexander Castañeda Cardenas based on the book "Macbeth" adapted by Brigit Viney Editorial National Geographic.

Appendix #11.2. Worksheet 6

"MACBETH" (ACT IV) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

1. The witches went to visit to Macbeth _____
2. Macbeth saw spirits when he was with the witches _____
3. Macbeth could talk with the ghost he saw _____
4. Macduff was planning to kill Macbeth _____
5. Macduff left the castle because he thought he would stay alive more time _____

Choose the correct answer

1. When Scene III finishes, who appeared?
 - a. Hecate, The "Queen" witch
 - b. Boy, son of Macduff
 - c. Fleance, son of Banquo
2. What are the three witches told to do?
 - a. To trick Macbeth with their magic and bring him to the cave.
 - b. To meet Macbeth in the morning and bring what they need for the mixture
 - c. To tell Macbeth he should tell the truth about the things he made.
3. When Macbeth was with the witches on the cave and he asked to talk to the masters, the witches said
 - a. You cannot drink the beverage
 - b. You cannot leave the cave soon
 - c. You cannot talk to them
4. Who has gone to England?
 - a. Macbeth
 - b. Macduff

c. Macking

5. What Lady Macduff thought about her husband
 - a. She thought he was travelling
 - b. She thought he was dead
 - c. She thought he was having a meeting
6. What happened to Macduff's family?
 - a. They were taken to England with Macbeth
 - b. They were killed by some men
 - c. They were helped to move to another castle

VOCABULARY

1. In scene I, when the witches name the word "Hedgehod", they refer to
 - a. A person
 - b. An animal
 - c. A spirit
2. When Hecate said "Cool it with a monkey's blood", it refers to
 - a. She thought the mix was great
 - b. Monkey's blood is mandatory for the mix
 - c. She wants the mix get the temperature down
3. In scene II, one of the spirits told Macbeth to be lion-hearted, it means
 - a. Courageous
 - b. Noble
 - c. Innocent
4. In scene II, when Lady Macduff talked about a traitor, it means
 - a. A businessman
 - b. A liar
 - c. A server
5. In scene three, the word "defeat" means
 - a. Lose
 - b. Win
 - c. Compose
6. In scene three, the word "gathering" means
 - a. Support
 - b. Collect
 - c. Save
7. The expression "Oh heaven, have pity on us" said by Malcom means
 - a. God help us
 - b. God have consideration with us
 - c. God save us

Appendix 11.3 Worksheet 7

“MACBETH” (ACT V) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

1. Lady Macbeth is always awake _____
2. Lady Macbeth said she would tell the truth about the things they did _____
3. The doctor said what he thinks about Lady Macbeth _____
4. Macbeth's men are leaving him _____
5. At the end, Macbeth finally surrender _____

Choose the correct answer

1. What did the Scottish doctor and Lady's Macbeth about Lady Macbeth?
 - a. She got insane
 - b. She had seen horrible things
 - c. She really missed the king
2. Macbeth's title is
 - a. Important
 - b. Useless
 - c. Recognized
3. In scene I, Lady Macbeth was
 - a. Awake
 - b. Asleep
 - c. Abandoned
4. The English men were led by
 - a. Malcom
 - b. Macbeth
 - c. Macduff

5. Who wanted to take revenge?
 - a. Malcom, his uncle and Macduff
 - b. Macbeth, his doctor and Macduff
 - c. Lady Macbeth, her server and the doctor

GRAMMAR

Complete the sentences with the appropriate grammar (past, future).

1. He _____ (bring) an end to our country's troubles.
2. I don't care about Malcom because he _____ (be) born of a woman.
3. I _____ (fight) to the death.
4. Macbeth _____ (stay) in Dunsane
5. I _____ (look) towards Birnam, and suddenly the forest _____ (begin) to move.

VOCABULARY

1. The word "armor" means
 - a. Hard combat gear
 - b. Braveness to do something
 - c. Blanket to cover horsemen
2. A synonym for "horsemen" would be
 - a. Trainer for horseriders
 - b. Soldiers who help horseriders
 - c. Skilled horserider
3. In the statement "tell every soldier to cut down a branch", the word *BRANCH* means
 - a. A tree part
 - b. An army part
 - c. A country part
4. A synonym for "battlefield"
 - a. Scene for playing to the battles game
 - b. Scene of military combat
 - c. Scene for military people put up their tents

Created by Angela Patricia Mendez Leon and Braylan Alexander Castañeda Cardenas based on the book "Macbeth" adapted by Brigit Viney Editorial National Geographic.

Appendix 12. Worksheet 8

"THE TEMPEST" by William Shakespeare.



Answer the following questions according to the reading.

- Prospero and Miranda are on the island because...
 - They wanted to change their life style.
 - They escaped from Milan after Antonio ordered Prospero's death.
- Who lived on the island before they arrived?
 - Antonio
 - Caliban
 - Gonzalo
- Caliban _____ for Prospero.
 - Works
 - Helps
 - Negotiate
- Antonio arrives on the island...
 - To ask his brother Prospero for forgiveness
 - After Prospero caused a storm and wrecked Antonio's ship
- _____ must land alone to Prospero's place
 - Gonzalo
 - Ferdinand
 - Miranda
- Miranda and Ferdinand
 - Fell in love
 - Argue each other
- Caliban persuades the two Antonio's servers to...
 - To help him escape from the island.
 - To help him murder his brother.
- When Prospero meets his brother Antonio...
 - He forgives him.
 - He kills him.

VOCABULARY

Match the following vocabulary to their appropriate meaning, write the letter.

- ___ wife
 - ___ look after
 - ___ life
 - ___ sword
 - ___ alive
 - ___ alone
 - ___ follow
 - ___ chains
- to move behind someone or something and go where he, she, or it goes.
 - the woman that you are married to.
 - a weapon with a long, sharp metal blade and a handle, used especially in the past.
 - to care for or be in charge of someone or something.
 - living, not dead.
 - the period between birth and death, or the experience or state of being alive.
 - without other people.
 - rings usually made of metal that are connected together and used for fastening, pulling, supporting, or limiting freedom, or as jewellery.

Created and adapted from Future Learn by Angela Patricia Mendez Leon and Brayan Alexander Castañeda Cardenas.

Appendix #13. Evidence: Progress of the students

"THE TEMPEST" by William Shakespeare.



Answer the following questions according to the reading.

1. Prospero and Miranda are on the island because...
 - A. They wanted to change their life style.
 - B. They escaped from Milan after Antonio ordered Prospero's death.
2. Who lived on the island before they arrived?
 - A. Antonio
 - B. Caliban
 - C. Gonzalo
3. Caliban _____ for Prospero.
 - A. Works
 - B. Helps
 - C. Negotiate
4. Antonio arrives on the island...
 - A. To ask his brother Prospero for forgiveness
 - B. After Prospero caused a storm and wrecked Antonio's ship
5. _____ must land alone to Prospero's place
 - A. Gonzalo
 - B. Ferdinand
 - C. Miranda
6. Miranda and Ferdinand
 - A. Fell in love
 - B. Argue each other

7. Caliban persuades the two Antonio's servers to...
 - A. To help him escape from the island.
 - B. To help him murder his brother.
8. When Prospero meets his brother Antonio...
 - A. He forgives him.
 - B. He kills him.

VOCABULARY

Match the following vocabulary to their appropriate meaning, write the letter.

1. B wife
2. D look after
3. F ~~at~~
4. C sword
5. E alive
6. G alone
7. A follow
8. H chains

14/16

- A. to move behind someone or something and go where he, she, or it goes.
- B. the woman that you are married to.
- C. a weapon with a long, sharp metal blade and a handle, used especially in the past.
- D. to care for or be in charge of someone or something.
- E. living, not dead.
- F. the period between birth and death, or the experience or state of being alive.
- G. without other people.
- H. rings usually made of metal that are connected together and used for fastening, pulling, supporting, or limiting freedom, or as jewellery.

Created and adapted from Future Learn by Angela Patricia Mendez Leon and Brayan Alexander Castañeda Cardenas.

WILLIAM SHAKESPEARE'S LIFE



According to the William's Shakespeare Biography circle the correct answer.

1. William Shakespeare _____ at Holy Trinity Church in Stratford-upon-Avon on April 26, 1564.
 a. was baptized
 b. was born
 c. started his studies
2. How many siblings did William Shakespeare have?
 a. Three sisters and two brothers.
 b. Three brothers and two sisters.
 c. Two brothers and two sisters.
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 a. 57
 b. 37
 c. 47
4. William Shakespeare, also known as the
 a. "Poet of Avon"
 b. "Knight of Avon"
 c. "Bard of Avon"
5. William Shakespeare and his business partners built their own theater on the south bank of the Thames River, which they called the Globe in
 a. 1596
 b. 1599
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9/10

Created by Brayan Castañeda and Angela Mendez. Information taken and adapted from
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6. William Shakespeare married
- a. Anne Stratford
 - b. Anne Hathaway
 - c. Anne Maryland
7. How many kilometres are there from Colombia to Stratford-upon-avon?
- a. 8501 km
 - b. 8901 km
 - c. 8601 km
8. How long does it take from Bogotá, Colombia to Stratford-upon-avon?
- a. 12 hours 15 minutes
 - b. 10 hours, 36 minutes
 - c. 11 hours, 45 minutes
9. How many hours is the time difference between Colombia and Inglaterra?
- a. 7 hours
 - b. 9 hours
 - c. 6 hours
10. Is it possible to fly to Inglaterra in a direct flight?
- a. True
 - b. False

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"MACBETH" (ACT I) by William Shakespeare

Answer the questions according to the reading.



- Where would the three witches meet again?
 - In the pouring rain
 - When one side's won and the other's lost
 - To meet Macbeth
- In Act I, Scene II: BRAVE is a person who...
 - Likes to be hit
 - Shows no fear of dangerous or difficult things.
 - Is bleeding all the time
- In page 10, the expression "they were fighting like fighting machines" means:
 - They needed gas to work
 - They fought without stopping and with all their forces
 - They moved like robots when fighting
- What did the three witches predicted to Macbeth?
 - He would have three children
 - He would get taller
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- The king sent two men to...
 - Take Macbeth to him
 - Give him money
 - To apologize for his mistakes
- What did the king do while Macbeth was leaving the castle?
 - He took care of his son
 - He sent a letter to Macbeth
 - He told Banquo to follow Macbeth

- Lady Macbeth received news about...
 - Her husband and the king
 - Her husband and the messenger
 - Her husband and Duncan
- How is the environment at Macbeth's castle?
 - Enjoyable
 - Awful
 - Warm

11/13

VOCABULARY

- In Act I, Scene VI: A synonym for HOSTESS:
 - Lady of the house
 - Lawyer
 - Fighter
- In Act I, Scene VII: "Against the law" means...
 - Allowed
 - Controlled
 - Banned
- _____ is the crime of intentionally killing a person.
 - Murder
 - Cawdor
 - Dining
- The word "daggers" means...
 - Stairs
 - Knives
 - Wounds
- What does it mean the word "Thane"
 - A person who held King's lands.
 - A person who travels around.
 - A person who fights in wars.

Created by Angélica Patricia Méndez León and Brayan Alexander Castañeda Cardenas based on the book "Macbeth" adapted by Brigit Viney Editorial National Geographic.

"MACBETH" (ACT III) by William Shakespeare

Answer the questions according to the reading.



1. Who became king of Scotland now?
 - a. Duncan
 - b. Lenox
 - c. Macbeth
2. Who suspected that Macbeth did something bad?
 - a. Rosse
 - b. Banquo
 - c. Seyton
3. Why was Macbeth worried about?
 - a. Because the witches told Banquo that he would be father of a line of kings.
 - b. Because Lady Macbeth wanted to marry another man.
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4. First murderer and second murderer are paid by Macbeth to...
 - a. Build a new castle
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5. Who has scaped from the murderers?
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6. How is the relationship between Macbeth and his wife?

- a. Quietly
- b. Happily
- c. Badly

7. Answer the questions according to this chapter:
T (TRUE), F (FALSE) or NI (NO INFORMATION)

- a. Duncan was gonna ride far T
- b. Macbeth became thane F
- c. Witches told Banquo he will be Lady Macbeth's husband F
- d. Lady Macbeth hates Macbeth NI
- e. Macbeth did not lose the peace of his mind F
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8. Lady Macbeth said "Only a ___ man could look at something so terrible"

- a. Big
- b. Brave
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9. Macbeth started to act in a strange way because

- a. He was thinking about the snakes
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10. When Lady Macbeth said "Shame on you", she means

- a. She felt embarrassed
- b. She felt proud
- c. She felt worried

11. Who refused to come to the dinner?

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- b. Malcom
- c. Macqueen

(12/110)
12/14

VOCABULARY

1. Fill in the gaps



G H O S T



M U R D E R E R



H I G H N E S S

2. Find the synonyms for each word, match as appropriate.

- a. Illness 2
b. Insane 1 3
c. Punished 3 5
d. Dare 4
e. Hostess 4

1. Be brave to
2. Sickness
3. Crazy
4. Guest
5. Penalty

According to the reading, complete this short paragraph with the last words (there is one that is going to be left).

When Macbeth was in the dinner, he went (3) Insane because he was Banquo's ghost, he started to act different and he told his (4) Punished that he has an (5) Hostess and he thought he will be (6) Illness because of the murder.

3. Complete the sentences according to the reading

- a. Yes, my lord. They're at the palace _____.
b. Before night _____, something will happen.
c. You've ruined everything with your _____.
d. Blood will have _____, they say.

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"MACBETH" (ACT V) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

- Lady Macbeth is always awake TF
- Lady Macbeth said she would tell the truth about the things they did TF
- The doctor said what he thinks about Lady Macbeth TF
- Macbeth's men are leaving him T
- At the end, Macbeth finally surrender F

Choose the correct answer

- What did the Scottish doctor and Lady's Macbeth about Lady Macbeth?
 - She got insane
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- Macbeth's title is
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- In scene I, Lady Macbeth was
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 - Abandoned
- The English men were led by
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 - Macbeth
 - Macduff

- Who wanted to take revenge?
 - Malcom, his uncle and Macduff
 - Macbeth, his doctor and Macduff
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Complete the sentences with the appropriate grammar (past, future).

- He ~~bring~~ (bring) an end to our country's troubles.
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- I ~~will look~~ (look) towards Birnam, and suddenly the forest ~~began~~ (begin) to move.

VOCABULARY

- The word "armor" means
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12/19

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WILLIAM SHAKESPEARE'S LIFE



10/10

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"MACBETH" (ACT I) by William Shakespeare

Answer the questions according to the reading.



- Where would the three witches meet again?
 - In the pouring rain
 - When one side's won and the other's lost
 - To meet Macbeth
- In Act I, Scene ii: BRAVE is a person who...
 - Likes to be hit
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- In page 10, the expression "they were fighting like fighting machines" means:
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 - Give him money
 - To apologize for his mistakes
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 - He took care of his son
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 - He told Banquo to follow Macbeth

- Lady Macbeth received news about...
 - Her husband and the king
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 - Her husband and Duncan
- How is the environment at Macbeth's castle
 - Enjoyable
 - Brutal
 - Warm

M/13

VOCABULARY

- In Act I, Scene VI: A synonym for HOSTESS:
 - Lady of the house
 - Lawyer
 - Fighter
- In Act I, Scene VII: "Against the law" means...
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 - Controlled
 - Banned
- _____ is the crime of intentionally killing _____ person.
 - Murder
 - Cawdor
 - Dining
- The word "daggers" means...
 - Stairs
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- What does it mean the word "Thane"
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 - A person who travels around.
 - A person who fights in wars.

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"MACBETH" (ACT II) by William Shakespeare

Answer the questions according to the reading.



- Who could not rest after the meal?
a. Macbeth
b. Lady Macbeth
 c. Banquo and his son
- What was given to Lady Macbeth by the King?
a. An emerald
 b. A diamond
c. A crown
- What did Banquo and Macbeth talk about?
a. The king welcome
 b. The three witches
c. Lady Macbeth's attitude
- What happened to Macbeth after meeting Banquo?
 a. He met the three witches.
b. He imagined a dagger.
c. He felt asleep.
- What did Lady Macbeth make Macbeth do?
a. To kill the king
b. To pray to God
 c. To ring the bell
- What did Lady Macbeth do when Macbeth talked to her?
 a. She hugged him.

- She took him to the bedroom.
c. She slapped him.

- Who wanted to be called early?
 a. The king
 b. Macbeth
c. Duncan
- When Macbeth said "It as a rough night", it means
a. It was normal
 b. It was irregular
c. It was perfect
- Who was the first man who noticed the king was killed
 a. Banquo
b. Macduff
c. Macbeth
- People in the castle thought that the King was killed by...
a. The prince
 b. The guards
c. The leader's of King's army

VOCABULARY

Fill in the spaces to complete the vocabulary



D A G G E R

13/15



KNIFE



CASTLE



DIAMOND



BELL

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Castañeda Cardenas based on the book "Macbeth" adapted by Brigit
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"MACBETH" (ACT III) by William Shakespeare

Answer the questions according to the reading.



1. Who became king of Scotland now?
 - a. Duncan
 - b. Lenox
 - c. Macbeth

2. Who suspected that Macbeth did something bad?
 - a. Rosse
 - b. Banquo
 - c. Seyton

3. Why was Macbeth worried about?
 - a. Because the witches told Banquo that he would be father of a line of kings.
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4. First murderer and second murderer are paid by Macbeth to...
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5. Who has scaped from the murderers?
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 - b. Banquo
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6. How is the relationship between Macbeth and his wife?
 - a. Quietly
 - b. Happily
 - c. Badly

14/14

7. Answer the questions according to this chapter:
T (TRUE), F (FALSE) or NI (NO INFORMATION)

- a. Duncan was gonna ride far T
- b. Macbeth became thane F
- c. Witches told Banquo he will be Lady Macbeth's husband F
- d. Lady Macbeth hates Macbeth NI
- e. Macbeth did not lose the peace of his mind F
- f. Lady Macbeth really wanted to spend time with her husband F

8. Lady Macbeth said "Only a ____ man could look at something so terrible"

- a. Big
- b. Brave
- c. Weird

9. Macbeth started to act in a strange way because

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- a. She felt embarrassed
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11. Who refused to come to the dinner?

- a. Macduff
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VOCABULARY

1. Fill in the gaps



6 H O S T



M U R D E R E R



H O S T E S S

2. Find the synonyms for each word, match as appropriate.

- a. Illness 2
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- d. Dare 1
- e. Hostess 4

- 1. Be brave to
- 2. Sickness
- 3. Crazy
- 4. Guest
- 5. Penalty

According to the reading, complete this short paragraph with the last words (there is one that is going to be left).

When Macbeth was in the dinner, he went (3) INSANE because he was Banquo's ghost, he started to act different and he told his (4) HOSTESS that he has an (5) ILLNESS and he thought he will be (6) PUNISHED because of the murder.

3. Complete the sentences according to the reading

- a. Yes, my lord. They're at the palace GATE.
- b. Before night FALLS something will happen.
- c. You've ruined everything with your INSANITY.
- d. Blood will have BLOOD, they say.

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"MACBETH" (ACT IV) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

1. The witches went to visit to Macbeth F
2. Macbeth saw spirits when he was with the witches T
3. Macbeth could talk with the ghost he saw F
4. Macduff was planning to kill Macbeth F
5. Macduff left the castle because he thought he would stay alive more time NI

Choose the correct answer

1. When Scene III finishes, who appeared?
 a. Hecate, The "Queen" witch
 b. Boy, son of Macduff
 c. Fleance, son of Banquo
2. What are the three witches told to do?
 a. To trick Macbeth with their magic and bring him to the cave.
 b. To meet Macbeth in the morning and bring what they need for the mixture
 c. To tell Macbeth he should tell the truth about the things he made.
3. When Macbeth was with the witches on the cave and he asked to talk to the masters, the witches said
 a. You cannot drink the beverage
 b. You cannot leave the cave soon
 c. You cannot talk to them
4. Who has gone to England?
 a. Macbeth
 b. Macduff

c. Macking

5. What Lady Macduff thought about her husband
 a. She thought he was travelling
 b. She thought he was dead
 c. She thought he was having a meeting
6. What happened to Macduff's family?
 a. They were taken to England with Macbeth
 b. They were killed by some men
 c. They were helped to move to another castle

VOCABULARY

1. In scene I, when the witches name the word "Hedgehog", they refer to
 a. A person
 b. An animal
 c. A spirit
2. When Hecate said "Cool it with a monkey's blood", it refers to
 a. She thought the mix was great
 b. Monkey's blood is mandatory for the mix
 c. She wants the mix get the temperature down
3. In scene II, one of the spirits told Macbeth to be lion-hearted, it means
 a. Courageous
 b. Noble
 c. Innocent
4. In scene II, when Lady Macduff talked about a traitor, it means
 a. A businessman
 b. A liar
 c. A server
5. In scene three, the word "defeat" means
 a. Lose
 b. Win
 c. Compose
6. In scene three, the word "gathering" means
 a. Support
 b. Collect
 c. Save
7. The expression "Oh heaven, have pity on us" said by Malcom means
 a. God help us
 b. God have consideration with us
 c. God save us

14/18

"MACBETH" (ACT V) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

1. Lady Macbeth is always awake T
2. Lady Macbeth said she would tell the truth about the things they did F
3. The doctor said what he thinks about Lady Macbeth NI
4. Macbeth's men are leaving him T
5. At the end, Macbeth finally surrender F

Choose the correct answer

1. What did the Scottish doctor and Lady's Macbeth about Lady Macbeth?
a. She got insane
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c. She really missed the king
2. Macbeth's title is
a. Important
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3. In scene I, Lady Macbeth was
a. Awake
b. Asleep
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4. The English men were led by
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b. Macbeth
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5. Who wanted to take revenge?
a. Malcom, his uncle and Macduff
b. Macbeth, his doctor and Macduff
c. Lady Macbeth, her server and the doctor

GRAMMAR

Complete the sentences with the appropriate grammar (past, future).

1. He WILL (bring) an end to our country's troubles.
2. I don't care about Malcom because he WAS (be) born of a woman.
3. I WILL FIGHT (fight) to the death.
4. Macbeth STAYED (stay) in Dunsane.
5. I LOOKED (look) towards Birnam, and suddenly the forest BEGAN (begin) to move.

VOCABULARY

1. The word "armor" means
a. Hard combat gear
b. Braveness to do something
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16/19

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- Prospero and Miranda are on the island because...
 - They wanted to change their life style.
 - They escaped from Milan after Antonio ordered Prospero's death.
- Who lived on the island before they arrived?
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7/16

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Created and adapted from Future Learn by Angela Patricia Mendez Leon and Bryan Alexander Castañeda Cardenas.

WILLIAM SHAKESPEARE'S LIFE



According to the William's Shakespeare Biography circle the correct answer.

1. William Shakespeare _____ at Holy Trinity Church in Stratford-upon-Avon on April 26, 1564.
 - a. was baptized
 - b. was born
 - c. started his studies
2. How many siblings did William Shakespeare have?
 - a. Three sisters and two brothers.
 - b. Three brothers and two sisters.
 - c. Two brothers and two sisters.
3. How many plays did William Shakespeare write?
 - a. 57
 - b. 37
 - c. 47
4. William Shakespeare, also known as the
 - a. "Poet of Avon"
 - b. "Knight of Avon"
 - c. "Bard of Avon"
5. William Shakespeare and his business partners built their own theater on the south bank of the Thames River, which they called the Globe in
 - a. 1596
 - b. 1599
 - c. 1594

10/10

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<https://en.wikipedia.org/wiki/Stratford-upon-Avon> <https://www.biography.com/people/william-shakespeare-9480923>

6. William Shakespeare married
- a. Anne Stratford
 - b. Anne Hathaway
 - c. Anne Maryland
7. How many kilometres are there from Colombia to Stratford-upon-avon?
- a. 8501 km
 - b. 8901 km
 - c. 8601 km
8. How long does it take from Bogotá, Colombia to Stratford-upon-avon?
- a. 12 hours 15 minutes
 - b. 10 hours, 36 minutes
 - c. 11 hours, 45 minutes
9. How many hours is the time difference between Colombia and Inglaterra?
- a. 7 hours
 - b. 9 hours
 - c. 6 hours
10. Is it possible to fly to Inglaterra in a direct flight?
- a. True
 - b. False

10/10

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"MACBETH" (ACT I) by William Shakespeare

Answer the questions according to the reading.



- Where would the three witches meet again?
 - In the pouring rain
 - When one side's won and the other's lost
 - To meet Macbeth
- In Act I, Scene II: BRAVE is a person who...
 - Likes to be hit
 - Shows no fear of dangerous or difficult things.
 - Is bleeding all the time
- In page 10, the expression "they were fighting like fighting machines" means:
 - They needed gas to work
 - They fought without stopping and with all their forces
 - They moved like robots when fighting
- What did the three witches predicted to Macbeth?
 - He would have three children
 - He would get taller
 - His sons will be kings
- The king sent two men to...
 - Take Macbeth to him
 - Give him money
 - To apologize for his mistakes
- What did the king do while Macbeth was leaving the castle?
 - He took care of his son
 - He sent a letter to Macbeth
 - He told Banquo to follow Macbeth

- Lady Macbeth received news about...
 - Her husband and the king
 - Her husband and the messenger
 - Her husband and Duncan
- How is the environment at Macbeth's castle?
 - Enjoyable
 - Awful
 - Warm

12/13

VOCABULARY

- In Act I, Scene VI: A synonym for HOSTESS:
 - Lady of the house
 - Lawyer
 - Fighter
- In Act I, Scene VII: "Against the law" means...
 - Allowed
 - Controlled
 - Banned
- _____ is the crime of intentionally killing a person.
 - Murder
 - Cawdor
 - Dining
- The word "daggers" means...
 - Stairs
 - Knives
 - Wounds
- What does it mean the word "Thane"
 - A person who held King's lands.
 - A person who travels around.
 - A person who fights in wars.

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"MACBETH" (ACT II) by William Shakespeare

Answer the questions according to the reading.



- Who could not rest after the meal?
a. Macbeth
b. Lady Macbeth
c. Benquo and his son
- What was given to Lady Macbeth by the King?
a. An emerald
b. A diamond
c. A crown
- What did Banquo and Macbeth talk about?
a. The king welcome
b. The three witches
c. Lady Macbeth's attitude
- What happened to Macbeth after meeting Banquo?
a. He met the three witches.
b. He imagined a dagger.
c. He felt asleep.
- What did Lady Macbeth make Macbeth do?
a. To kill the king
b. To pray to God
c. To ring the bell
- What did Lady Macbeth when Macbeth talked to her?
a. She hugged him.

- es
no →
- She took him to the bedroom.
c. She slapped him.

- Who wanted to be called early?
a. The king
b. Macbeth
c. Duncan
- When Macbeth said "It as a rough night", it means
a. It was normal
b. It was irregular
c. It was perfect
- Who was the first man who noticed the king was killed
a. Banquo
b. Macduff
c. Macbeth
- People in the castle thought that the King was killed by...
a. The prince
b. The guards
c. The leader's of King's army

VOCABULARY

Fill in the spaces to complete the vocabulary



dagger

15/15



knife



castle



diamond



Bell

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"MACBETH" (ACT III) by William Shakespeare

Answer the questions according to the reading.



1. Who became king of Scotland now?
 - a. Duncan
 - b. Lenox
 - c. Macbeth
2. Who suspected that Macbeth did something bad?
 - a. Rosse
 - b. Banquo
 - c. Seyton
3. Why was Macbeth worried about?
 - a. Because the witches told Banquo that he would be father of a line of kings.
 - b. Because Lady Macbeth wanted to marry another man.
 - c. Because Seyton was trying to kill him.
4. First murderer and second murderer are paid by Macbeth to...
 - a. Build a new castle
 - b. Organize a massacre in his new government.
 - c. Kill Banquo and his son
5. Who has scaped from the murderers?
 - a. Fleance
 - b. Banquo
 - c. Macduff

6. How is the relationship between Macbeth and his wife?
 - a. Quietly
 - b. Happily
 - c. Badly

7. Answer the questions according to this chapter:
T (TRUE), F (FALSE) or NI (NO INFORMATION)

- a. Duncan was gonna ride far F
- b. Macbeth became thane T
- c. Witches told Banquo he will be Lady Macbeth's husband T
- d. Lady Macbeth hates Macbeth F
- e. Macbeth did not lose the peace of his mind NI
- f. Lady Macbeth really wanted to spend time with her husband NI

8. Lady Macbeth said "Only a ____ man could look at something so terrible"

- a. Big
- b. Brave
- c. Weird

9. Macbeth started to act in a strange way because

- a. He was thinking about the snakes
- b. He saw Banquo's ghost
- c. His wife was angry with him

10. When Lady Macbeth said "Shame on you", she means

- a. She felt embarrassed
- b. She felt proud
- c. She felt worried

11. Who refused to come to the dinner?

- a. Macduff
- b. Malcolm
- c. Macqueen

9/14

VOCABULARY

1. Fill in the gaps



2. Find the synonyms for each word, match as appropriate.

- a. Illness
- b. Insane
- c. Punished
- d. Dare
- e. Hostess

- 1. Be brave to
- 2. Sickness
- 3. Crazy
- 4. Guest
- 5. Penalty

According to the reading, complete this short paragraph with the last words (there is one that is going to be left).

When Macbeth was in the dinner, he went (3) _____ because he was Banquo's ghost, he started to act different and he told his (4) _____ that he has an (5) _____ and he thought he will be (6) _____ because of the murder.

3. Complete the sentences according to the reading

- a. Yes, my lord. They're at the palace _____.
- b. Before night _____, something will happen.
- c. You've ruined everything with your _____.
- d. Blood will have _____, they say.

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"MACBETH" (ACT IV) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

- The witches went to visit to Macbeth T
- Macbeth saw spirits when he was with the witches F
- Macbeth could talk with the ghost he saw F
- Macduff was planning to kill Macbeth T
- Macduff left the castle because he thought he would stay alive more time F

Choose the correct answer

- When Scene III finishes, who appeared?
 - a. Hecate, The "Queen" witch
 - b. Boy, son of Macduff
 - c. Fleance, son of Banquo
- What are the three witches told to do?
 - a. To trick Macbeth with their magic and bring him to the cave.
 - b. To meet Macbeth in the morning and bring what they need for the mixture
 - c. To tell Macbeth he should tell the truth about the things he made.
- When Macbeth was with the witches on the cave and he asked to talk to the masters, the witches said
 - a. You cannot drink the beverage
 - b. You cannot leave the cave soon
 - c. You cannot talk to them
- Who has gone to England?
 - a. Macbeth
 - b. Macduff

- c. Macking
- What Lady Macduff thought about her husband
 - a. She thought he was travelling
 - b. She thought he was dead
 - c. She thought he was having a meeting
 - What happened to Macduff's family?
 - a. They were taken to England with Macbeth
 - b. They were killed by some men
 - c. They were helped to move to another castle

VOCABULARY

- In scene I, when the witches name the word "Hedgehog", they refer to
 - a. A person
 - b. An animal
 - c. A spirit
- When Hecate said "Cool it with a monkey's blood", it refers to
 - a. She thought the mix was great
 - b. Monkey's blood is mandatory for the mix
 - c. She wants the mix get the temperature down
- In scene II, one of the spirits told Macbeth to be lion-hearted, it means
 - a. Courageous
 - b. Noble
 - c. Innocent
- In scene II, when Lady Macduff talked about a traitor, it means
 - a. A businessman
 - b. A liar
 - c. A server
- In scene three, the word "defeat" means
 - a. Lose
 - b. Win
 - c. Compose
- In scene three, the word "gathering" means
 - a. Support
 - b. Collect
 - c. Save
- The expression "Oh heaven, have pity on us" said by Malcom means
 - a. God help us
 - b. God have consideration with us
 - c. God save us

A 128

"MACBETH" (ACT V) by William Shakespeare



Answer the questions according to this chapter: T (TRUE), F (FALSE) or NI (NO INFORMATION)

1. Lady Macbeth is always awake TF
2. Lady Macbeth said she would tell the truth about the things they did F
3. The doctor said what he thinks about Lady Macbeth TF
4. Macbeth's men are leaving him T
5. At the end, Macbeth finally surrender F

Choose the correct answer

1. What did the Scottish doctor and Lady's Macbeth about Lady Macbeth?
 a. She got insane
 b. She had seen horrible things
 c. She really missed the king
2. Macbeth's title is
 a. Important
 b. Useless
 c. Recognized
3. In scene I, Lady Macbeth was
 a. Awake
 b. Asleep
 c. Abandoned
4. The English men were led by
 a. Malcom
 b. Macbeth
 c. Macduff

5. Who wanted to take revenge?
 a. Malcom, his uncle and Macduff
 b. Macbeth, his doctor and Macduff
 c. Lady Macbeth, her server and the doctor

GRAMMAR

Complete the sentences with the appropriate grammar (past, future).

1. He ~~bring~~ (bring) an end to our country's troubles.
2. I don't care about Malcom because he ~~was~~ (be) born of a woman.
3. I ~~fight~~ (fight) to the death.
4. Macbeth stayed (stay) in Dunsane
5. I ~~look~~ (look) towards Birnam, and suddenly the forest ~~begin~~ (begin) to move.

VOCABULARY

1. The word "armor" means
 a. Hard combat gear
 b. Braveness to do something
 c. Blanket to cover horsemen
2. A synonym for "horsemen" would be
 a. Trainer for horseriders
 b. Soldiers who help horseriders
 c. Skilled horserider
3. In the statement "tell every soldier to cut down a branch", the word *BRANCH* means
 a. A tree part
 b. An army part
 c. A country part
4. A synonym for "battlefield"
 a. Scene for playing to the battles game
 b. Scene of military combat
 c. Scene for military people put up their tents

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9/19