

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA



Departamento de educación y humanidades

GRADUATION SEMINAR

**Submitted to the National Autonomous University of Nicaragua as a requirement for
Bachelor's Degree in English teaching**

General topic:

Instructional strategies for TELF achievement in secondary and primary education in
Matagalpa, II semester 2022

Specific topic:

Use of comic books as a resource to extend reading comprehension in 9th graders at
Enmanuel Mongalo y Rubio School during the second semester, 2022.

Authors:

- Snr. Alvaro Edilson Castro
- Snr. Isaac Fabricio Vidaurre Ortiz
- Snr. Hazell Judith Ubeda Castellón

Tutor:

MSc. César Enrique López Soza

Matagalpa Nicaragua, December 2022

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FAREM-MATAGALPA



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ENDORSEMENT LETTER



2022: “VAMOS POR MAS VICTORIAS EDUCATIVAS”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres **Hazel Judith Úbeda Castellón. carnet número 16061490, Isaac Fabricio Vidaurre Ortiz. carnet número 1606 6506, y Álvaro Edilson Castro. Carnet número 16066627,** para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **“Using comic books as strategy to extend reading comprehension in the classroom with 9th graders at Enmanuel Mongalo y Rubio School in the second semester 2022”** responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza
Tutor
UNAN – FAREM Matagalpa

ABSTRACT

The habit of reading has many benefits, since it allows the reader to acquire a variety of vocabulary as well as the mastery of grammatical structures necessary to achieve reading comprehension of a second language. It is for that reason that the present research work focuses on the use of comic books as an instructional resource for teaching English as a second language and its influence on the development of English reading comprehension with ninth graders. The objective of this research is to analyze the benefits of the use of comic books to improve reading comprehension of students; that is why this research is very important, because it describes and explains the way in which comic books can contribute to the development of reading skills, when it is used didactically in the classroom. The approach of this investigation is qualitative and a sample of 37 students of ninth grade was taken, to whom surveys were applied, in addition ,an interview was aimed to the teacher; this instruments along with the theoretical framework were served to give answer to the proposed objective and conclude that comic books used as a teaching resource can provide multiple benefits for the development of reading comprehension and that comics are materials with which students feel more identified and motivated to learn, however, teachers continue using traditional materials, leaving aside resources with better teaching potential.

Keywords: Reading comprehension, Resources, Comic books

I. INTRODUCTION

What would you think if I told you that you can learn English through following the stories of Batman or Hulk? Wouldn't it be great to improve your reading skills through your favorite characters? It sounds too good to be true, however, it is possible. Using one of the most popular means of entertainment: Comic Books. This is where the importance and strength of Comic Books lies. Where it can be made the most of it didactically and be used as a main resource to hone the reading skills of any student, whether child or adult.

Comic books have specific characters that enhance their readability for students. They are different from traditional textbooks since they can look dull, boring and overwhelming for most of the students. Some of the most important characteristics of comic books are, to mention a few, possessing strips of colorful images, containing mainstream and popular stories and content to tell, and the fact that you can read them online for free.

This research was focused on raising awareness about using important tools as comic books that have been disregarded somehow, showing several benefits and advantages of it over other didactical instruments. In turn, it was expected to provide a new angle in teachers of what students could be really interested in, so that Comic Books gain the importance label they deserve under an educational context.

Even though Comic Books as an educational resource in classroom have been studied in detail abroad, they have been investigated in a different social, cultural and educational context. Therefore, there is not enough research to provide further insight from appropriate settings in this country, which sadly, shows inattention of this important tool, which, it is necessary to start using and integrating Comic Books in the way that "reading comprehension" is being developed by teachers.

The goal of this research is to analyze the benefits of using comic books as an educational resource in students for 9th grade at Emmanuel Mongalo y Rubio, Matagalpa, during second semester of 2022.

Similarly, the specific objectives of this research were focused on, describe the use of comic books as an educational resource to develop reading comprehension, explain how comic books can contribute to extend reading comprehension, identify the benefits of using comic books as an educational resource to develop reading comprehension.

In order to carry out this study, was used the qualitative method with quantitative incidences. The philosophy of the research is Post-positivist, it's research design is narrative and type study is cross-sectional, since it was carried out in a short period of time to accomplish the study in the second half of 2022. Literature Review was implemented as a method to get information from existing literature about the particular topic to become familiar with it and also, an Empirical method to acquire the new knowledge through observation.

Students of 9th grade C of Enmanuel Mongalo y Rubio school was taken as population and sample with a total of 37 to which a survey was applied to obtain quantitative data regarding Comic Books. In addition, an interview was applied to the teacher to gather data about the research variables.

II. JUSTIFICATION

The following research it is focused on comic books as an educational resource since they possess a great potential to develop Reading comprehension. Currently comic book has been set aside and not being taken into account to expand the ways it is being taught the correspondent competence. Comic books have the cultural importance and provide a good level in literature performance with the “graphic novel”, a very respected kind of comic books.

The investigation could provide a new tool regarding the improvement of the aforementioned competence in the educational field. For that reason, teachers and students may take advantage of the results. The proper implementation of this tool in the classroom might provide an easier way to carry out the teaching of new vocabulary, reading skills, improvement of analysis, among others. It is characterized, for being a non-tedious way to strengthen the competence. It is expected to have a major repercussion regarding the way the competence has been instructed.

The research would permit a new perspective in teachers of what students can be really interested in. One real problem is just teaching what students do not like, and not taking into account their preferences. Besides, it is foreseen to give right importance to the culture of the country where resides the language that it is being learned, therefore, strengthen the custom of how we learn a language in general terms.

III. OBJECTIVES

Aim

Analyze the benefits of using comic books to extend reading comprehension in 9th grades at Enmanuel Mongalo School, during the second semester, 2022

Objectives

- Describe the use of comic books as an educational resource to develop reading comprehension in 9th graders at Enmanuel Mongalo y Rubio School, during the second semester, 2022
- Explain how comic books can contribute to extend reading comprehension in 9th graders at Enmanuel Mongalo y Rubio school, during the second semester, 2022
- Identify the benefits of using comic books as an educational resource to enhance reading comprehension in 9th graders at Enmanuel Mongalo y Rubio school, during the second semester, 2022.

IV. THEORETICAL FRAMEWORK

4.1 Comic books

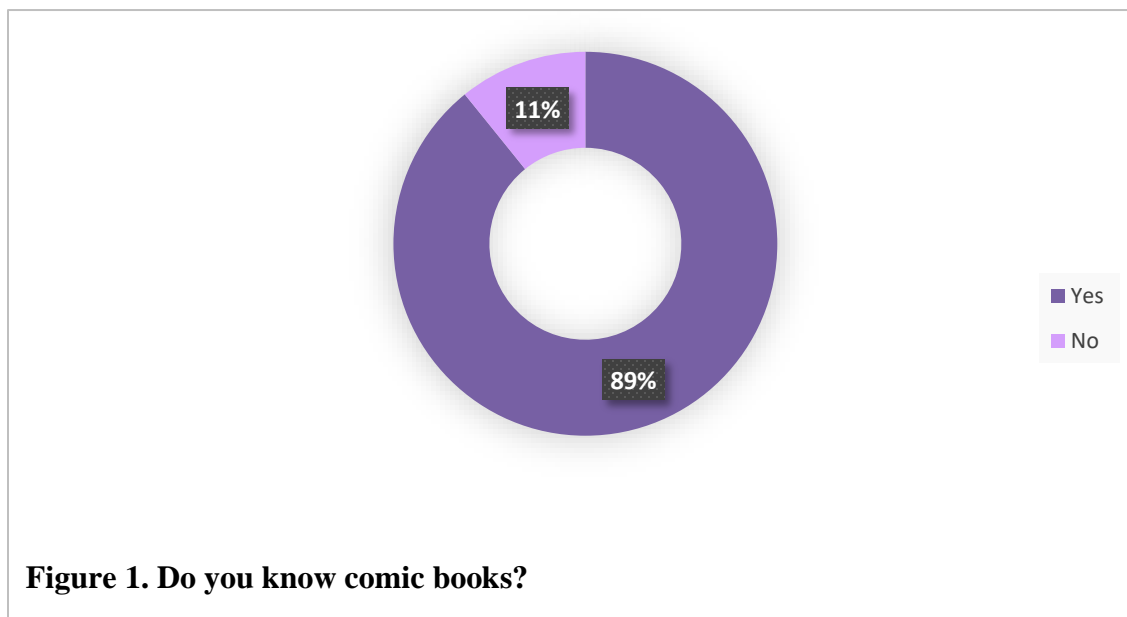
Tipton, Chris, & Scott (2009)

Define a comic book as “a magazine containing sequences of comic strips”. In its simplest comparative definition, “a graphic novel” is a ‘book containing sequences of comic strips’. However, at times, the term “graphic novel” may also be used to imply more sophisticated and higher-quality material than what’s offered in a comic book.

A comic book is a book that uses images to relate a story o situation in tandem with written sequences. In addition, graphic novel is the same but with a high-end story for relating.

Comic books are attractive by using images and illustrations, it could be easier to acquire vocabulary or follow a story if it is read in a second language.

See the figure below (figure 1)



The figure number one shows that 89% of the students know comic books, 11% of them are not aware about what comic books are. Even though a small percentage does not know about comic books, it is still a very popular reading material.

When the teacher was asked about the advantages of Comics in the classroom, they said that they can bring about a lot of leg up, given that it is about learning a new language using a graphic medium to comprehend complex context and ideas, and even memorize in that second language. In addition, most of the comic books are from English speaking countries which makes easier acquiring the culture of the language.

4.1.1 Genre

4.1.1.1 Science fiction

“The oxford dictionary defines science fiction as ‘imaginative fiction based on postulated scientific discoveries or spectacular environmental changes, frequently set in the future or other planets and involving space or time travel’. (Oxford, 2013)

Science fiction genre frequently is shown with fictional science improvements, and develop the stories in those settings.

It is a very popular genre because of its imaginative attractive, that’s why it may be a great genre to learn a language with. In addition, promotes the imagination and culture of the student.

4.1.1.2 Superheroes

Booker (2010) defined superheroes Comics as

The most identifiable element of the genre is that the protagonist has superpowers—extraordinary abilities, advanced technology, or highly developed physical and/or mental skills (including mystical abilities). Second, the superhero has a selfless, pro-social mission, which means that his fight against evil must fit in with the existing, professed mores of society and must not be intended to benefit or further himself. (...) Finally, the protagonist has a specific superhero identity, which is embodied in a codename and iconic costume, which typically express the superhero's biography, inner character, powers, or origin—the transformation from ordinary person to superhero. Often superheroes have dual identities, the ordinary one of which is usually a closely guarded secret. (p. 607)

Comics of superheroes is the most popular genre of comic books, and a genre that remain popular and undiminished until today. These characters use a costume and fight against injustice with zany stories in the background.

The most of the superhero characters are famous and popular among children, youngsters and adults. This is absolutely a plus when you are learning a second language reading about the adventures of your favorite character.

See figure 2. Regarding the preferences of comic books to learn english.

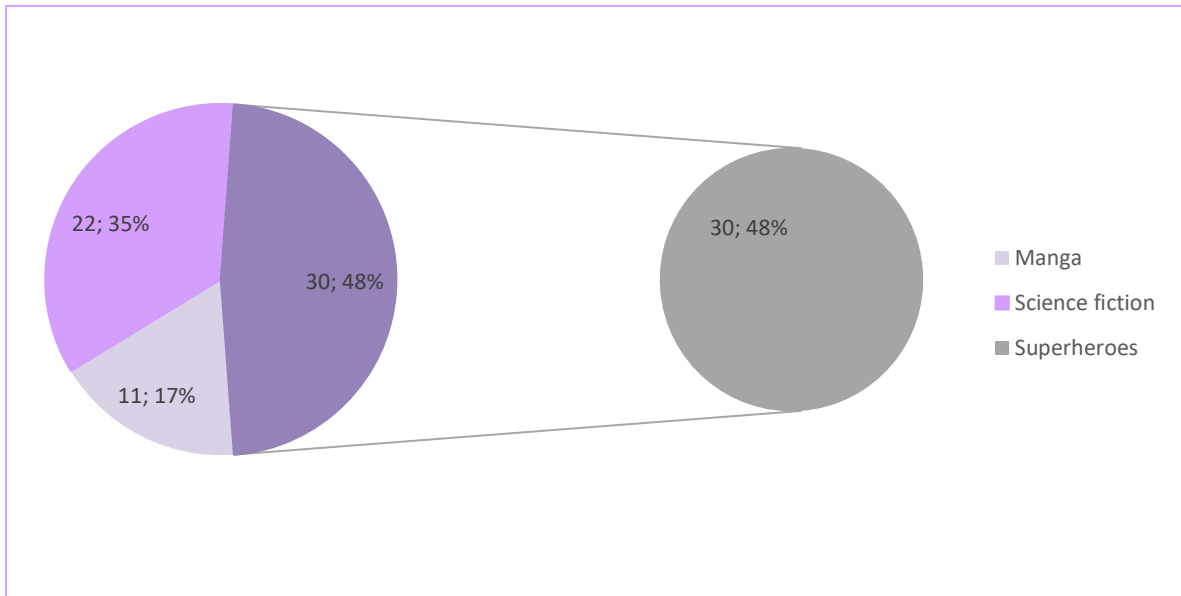


Figure 2. Which of the following kind of comics do you consider more attractive to learn English?

The figure number 2 reveal the preferences of students regarding comic books genre. It shows that 11.17% of the time, students prefer Manga, 22.35% prefers science fiction and 30.48% prefers Superheroes comics, being the most popular choice among students to learn english.

4.1.2 Comics in education

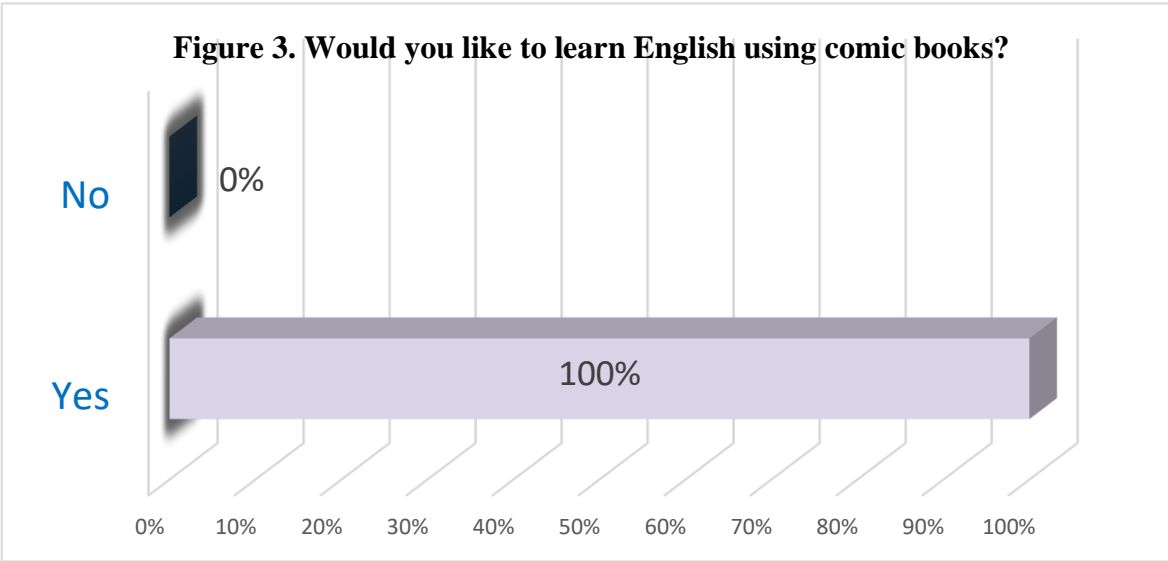
In the late 1940s, Katharine Hutchinson, a Pittsburgh teacher, led a national study of the use of Puck Magazine, a comic and humor magazine, in primary and secondary schools. Her findings suggested the positive use of the comics for vocabulary growth, the development of inferential skills, sources for interpretative writing and storytelling, as well as supplemental materials for remedial readers (Hutchinson 1949).” (p. 15)

Comic Books were from being a mere mean to entertain to a tool in the classroom, because they already have been used for that purpose, educate. They have been used in the

classroom as well to learn a specific topic and enhance other areas of literacy and related skills. Although comic books were not welcome in the education at first glance, the educational scene realized about their natural potential in the classroom which helped to see them from a different angle.

A teacher could use any kind of comics and make them educational, using them hand by hand with predetermined strategies in the classroom. Also, there are comics originally aimed at teaching not only English but any kind of topics, such as: history, philosophy, politics and so on, which it makes a lot of easier teaching certain subjects that with traditional textbooks they can be way boring and tiring due to the large amount of information and theory they could naturally content.

See the figure below about the preferences of learning with comic books.



The figure number 3 presents the percentage of students who would like to learn english using comic books, which it is the hundred percent.

When asked about the implementation of comics in the classroom, the interviewed teacher said that even though she has not work with comics in the classroom, it would be a great addition to it and that she is aware that, used in a strategic way, could encourage students the reading, help the students in the reading process, making it interesting, and in the development of creativity.

4.1.3 Importance of comics in Reading Comprehension

Vecchiarelli (2018) states that:

The sequential artwork in comic books lays the foundation for building reading comprehension skills. (...) By interacting with both the text and images, the reader can easily comprehend and visualize the story. The more they do this, the easier and quicker they can build their reading comprehension skills.

In comic books, readers are exposed to a great deal of dialogue. This especially is valuable for English language learners. Not only is the text short and simplified, but the images display various expressions during these dialogues. For someone who may not know English very well, it helps to read the text and see the expressions on the characters' faces to draw real meaning from the dialogue.

As mentioned above, comic books provide a baseline for learning vocabulary. Characters in comics are very unique, but are also built around various nouns, verbs, and adjectives. Readers can learn new terms through word usage in addition to illustrative support.

It can be said that comic books have many beneficial characteristics for readers, since it allows them to enjoy a complete book without having to deal with the task of reading books with overflowing texts, in turns, to learn vocabulary and master some important grammar structures, what it is a more effective way to develop reading skill.

Due to all these characteristics mentioned above, the use of comics books in the classroom is recommended, since it prepares the student for reading, giving them the opportunity to enjoy interesting content through reading and process that information more easily with the help of images, in the same way, prepares the student to read materials with more text and less images like textbooks or any others books.

Through the interview the teacher shared their opinion regarding the benefits, which affirms that comic books are better to understand, with the strips full of images, it helps to

comprehend better the story and at the same time it is easier to get and memorize new information, in addition it is one of the best tools to hone literacy skills and in turn comic books arouses the interest of the students not only for the already said artistic graphics it could contain but also for attractive genres it has, such as superhero or science fiction.

4.2 Educational Resources

As Usman stated:

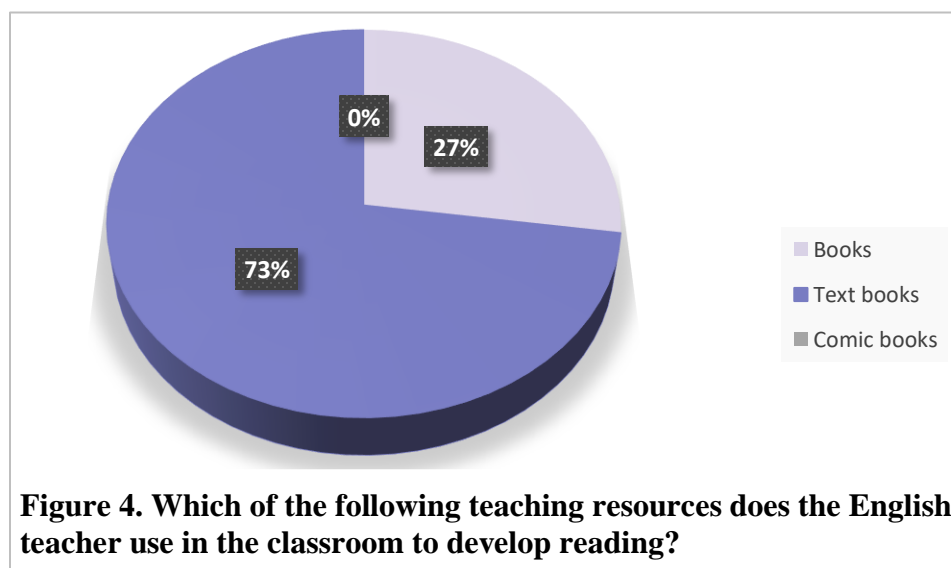
Education resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. (...) Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process. (p. 30)

Educational resources are all those tools that a teacher can use to facilitate the teaching-learning process, the resources can range from a material support, such as books, to a technological one, such as computers or speakers. Any kind of material that can be adapted and employed in the classroom to boost and facilitate the teaching learning process, can be considered as an educational resource.

Comic books can be considered as an educational resource and used as a strategy, since its format is not very different from a regular book or a tale book. Comic books can be implemented in the classroom as a reading strategy that, for its cultural content, illustrations, stories and the current impact that has among children, teenagers and young adults, can engage their imagination and interest, and thus they would be more willing to make the effort to read and participate in the corresponding reading activities.

Regarding to the question asked in the interview: how would you use comics as an educational resource to extend reading comprehension? she said that comic books could be used in various activities in the classroom, such as: vocabulary exercises, prediction and production of texts, which contribute with the development of student's reading comprehension.

The following figure shows which teaching resource is the most used by the teacher in the classroom.



Graph number 4. Reflects that 0% of the reading resources are comic books, 97% of the resources used by the teacher are the traditional text books to develop the reading skill, and the other 33% are books to exercise this ability.

4.3 Reading comprehension

4.3.1 Pre-reading

According to (Toprak & Almacioğlu, 2009)

Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge (...) Previewing a text with students should arouse their interest and help them approach the text in a

more meaningful and purposeful manner as the discussion compels them to think about the situation or points rose in a text.

Pre-reading is a stage of the reading comprehension process, in which the purpose is to prepare the student before the actual reading and thus increase their capacity to understand it through exercises, such as predicting or previewing.

Many pre-reading activities can be done using comic books. Teachers can take advantage of its unique and attractive illustrations to arouse students' interest and do activities before reading as previewing. In this activity students express their ideas and activate their imagination by letting them gather some clues from the books cover, illustrations, and title, and then try to figure out what the book or the story is about or what might happen in it.

4.3.2 While Reading

“While-reading” (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies” (Toprak &Almacioglu, 2009).

It can be said that while Reading is an essential stage of the reading process since it is the stage in which the reader carries out a series of steps with which he builds the meaning of the entire reading, this allows the reader to read in a systematic way, which contributes to a better reading comprehension, therefore, makes the reading process more effective.

In this stage of reading, the teacher must apply a series of strategies to enhance this ability, these strategies can be: Title, Guessing, Silent Reading among others, which are designed with the objective of carrying out a logical order of reading, which allow the student to learn to follow the necessary steps to overcome reading comprehension difficulties and, in turn,

learn to apply these steps in all the texts that she wishes to read in order to achieve effectiveness in the process.

4.3.3 Post reading

Toprak & Almacioglu (2009) said that

Post-reading (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows,(...) foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types.

This stage is very important since it is the stage where the reader understands the text, locating relevant information about what he reads, which allows him to infer and present his point of view about what the writer wanted to convey in the text. It should be noted that to reach this stage, the reader had to correctly apply the reading stages mentioned above (pre and while Reading).

In this reading stage, the teacher must foster an environment that allows students to be critical and reflective about what they read, for this, it is important that they put into practice various strategies that can be applied using comic books such as: discussion, debate, among others, for this, students must make use of all the knowledge acquired during all the reading stages including their prior knowledge.

When asked about the importance of following the reading stages; the teacher stated that she considers very important to take into account the Reading stages in the Reading process, since they allow the reading process to be done systematically and, therefore, more effectively.

In addition, regarding the question about how the teacher thinks that comic books could help the students to extend reading comprehension, it was expressed that for its visual content and attractiveness, comics could draw their attention of students into reading, engaging them in the process, therefore, it might help them to develop or improve abilities concerning reading as recalling, comprehension and decoding through images.

V ANALYSIS AND INTERPRETATION OF RESULTS

After analyzing the results obtained, this research concluded that:

In regard to the specific objective 1, describe the use of comic books as an educational resource to develop Reading comprehension in 9th graders at Enmanuel Mongalo y Rubio school, in the second semester, 2022. To respond to this objective question number 9 of the interview to the teacher, “How would you use comic books as an educational resource to extend reading comprehension in your students?” was take into account. She stated that, comic books could be used in various activities in the classroom, such as: vocabulary exercises, prediction and production of texts, which contribute with the development of student’s reading comprehension. According to the result obtained, it can be argued that comic books are a multifaceted tool with reading comprehension activities that can be carried out in a more didactic, varied, creative and attractive way for students.

Therefore, this data is consistent with the theory of Vecchiarely (2018) who stated that: “The sequential artwork in comic books lays the foundation for building reading comprehension skills. You don’t exactly get every detail of the story the way you do while reading a novel. Reading comic books requires a person to read between the lines, draw interpretations, and synthesize the information. By interacting with both the text and images, the reader can easily comprehend and visualize the story. The more they do this, the easier and quicker they can build their reading comprehension skills.” Taking heed of the experience as a researcher as well as the results obtained, it was possible to verify that comic books offer to teachers the possibility of developing very varied and effective reading activities in the classroom, in this way is possible to describe how we can use comic books for the development of students’ reading comprehension therefore the specific objective 2 have been fulfilled.

Concerning to the specific objective 2, explain how comic books can contribute to extend reading comprehension in 9th graders at Enmanuel Mongalo y Rubio school, in the second semester, 2022. To meet this objective, the question 3 of the survey “would you like to learn english by using comic books?” and question 8 from the teacher’s interview “how do you think comic books could help the students to extend reading comprehension?” were considered. The data obtained in graph (4) indicates that a hundred percent of the sample population show interest in learning english using comic books, likewise, the teacher opines that comics can be a great tool to incorporate in the classroom. These results suggest that, comics generate great interest as a resource for learning, and for its visual content, could be a great addition to the class since it might help the students to decode through the images, and comprehend the text; keeping the student focus on the reading and facilitate the ability to retain and recall the meaning of the vocabulary used.

These data are in accordance with the following theory of Mendez Leon & Cardenas Castañeda (2018) who affirmed “when students are approaching the story through 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 longer attention span to look at the details and interpret each one of the panels”. Thus, it can be seen how popular comic books are and the interest it generates in students for its reading style, their design, colors, fonts, drawings and storyline; it causes curiosity even in those who do not have the habit of reading. Therefore, educators could take into advantage of this interest and turn it into a didactic resource to improve reading skills and apply different techniques to achieve different goals. Hence, it can be said that, the second objective have been fulfilled by explaining the way in which comics can extend reading, for its characteristics and the attractiveness of this reading material.

In respect to the specific objective 3, identify the benefits of using comic books as an educational resource to develop reading comprehension in 9th graders at Enmanuel Mongalo y Rubio school, in the second semester, 2022. To answer this objective, question 5 “what kind of benefits do you think you could get by reading comic books?” and question 6 “what

kind of advantages do you think comic books could bring about as a strategy?” from the teacher questionnaire, were selected. The data obtained from these questions shows that comic books could provide a great deal of help at the time of teaching reading skills. The results might show that, actually there are a lot of benefits that comic books could bring out, they can be related to the educational field or just related to hone reading skills. For instance, it helps to achieve a better comprehension regarding reading, a better understanding and learning of new information in a second language, a better acquisition of new vocabulary and ways to express yourself due to the huge information they have, in addition, it is interesting for the students because of their popularity and artistic value.

These data are in accordance with the theory of Hutchinson (1949) cited by Carry (2013) that asserted: “In the late 1940’s Katherine Hutchinson, a Pittsburg teacher, led a national study of the use of puck magazine, a comic and humor magazine, in primary and secondary schools. Her findings suggested the positive use of the comics for vocabulary growth, the development of inferential skills, sources for interpretative writing and storytelling, as well as supplemental material for remedial readers.” In spite of all the good comments and remarks about comic books, it is still being ruled out when it comes to strategy in real life, maybe it has to do with comfort zone or lack of commitment on looking for new resources, or it could be a cultural matter that has not let comic books get in the business yet. However, the benefits exist and the evidence backs it up for comic books to be one of the best resources to develop reading skill. Hence, the objective has been fulfilled by showing that there are actual benefits to provide regarding to develop reading skill.

5.1. Conclusion

This work analyzed the benefits of using comic books as an educational resource to extend reading comprehension.

Literature review was used to carry out this research, which served as a scientific basis to support the findings found through the instruments applied, one of which was the interview applied to the teacher, which gave us data provided from their experience, under the social and educational context in which the research is developed, in addition to surveys applied to students who provided us with data from their perspective about the comic books, which served to conclude that:

- Teachers continue using traditional materials, leaving aside those that have a greater didactic potential.
- Comic books, used as a didactic strategy, can provide multiple benefits for the development of Reading comprehension.
- Comic books are a resource with which students can feel identified and motivated to learn due to their characteristics.

5.2. RECOMMENDATION

In this study, the researcher would like to offer some important recommendations in order to reach improvement.

1) For the teacher:

Creativity is paramount when it comes to teach any skill, but Reading skill usually could be considered bored by students if the class is always taught traditionally and without any kind of intended creativity. That's why Teachers is expected to go beyond at the moment to pick the didactic material in order to catch the attention of students.

2) For the students:

Reading comic books in their target language can boost their learning process whether it is in the classroom or not. Using them for entertainment and at the same time read them actively is a great option to improve reading skill among other important benefits.

3) For the next researchers:

Next researchers can consider this investigation as a reference to assist further researches expecting improvements and new angles if it is possible.

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Appendix

Appendix 1. Operationalization of variables

Variable	Sub variable	Concept	Indicator	Questions	Scale	Technique	Addressed to
Comic books		We define a comic book as “a magazine containing sequences of comic strips”. In its simplest comparative definition, “a graphic novel” is a ‘book containing sequences of comic strips’. (Tipton, 2009)		What do you know about comic books?	Open question	Interview	Teacher
				Have you ever read a comic book in English? What is your opinion about it?	Open question	Interview	Teacher
				Have you ever read a comic book in English?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Survey	Students
				Do you know comic books?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Survey	Students

	Comics in education			Have you ever implemented Comics books in the classroom? if you have, tell us about your experience.	Open question	Interview	Teacher
				If you haven't, would you like to utilize them? Why?	Open question	Interview	Teacher
	Genre		Superhero, science fiction.	Which of the following reading resources do you consider more attractive to learn English?	<input type="checkbox"/> Superheroes <input type="checkbox"/> Science Fiction <input type="checkbox"/> Mangas	Survey	Students

Educational resource				What kind of advantages do you think comic books could bring about as a strategy?	Open question	Interview	Teacher
				How would you use comic books as an educational resource to extend reading comprehension in your students?	Open question	Interview	Teacher
				What reading comprehension strategies does the teacher implement?		Observation sheet	

				What kind of strategies or techniques are you currently using to teach reading comprehension?	Open question	Interview	Teacher
Reading comprehension		<p>“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 obtaining meaning from isolated words or sentences.” (Wolley, 2011)</p>		What kind of reading resources does the teacher use?	Observation sheet		
				Has the teacher ever used comic books to practice reading in the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No	survey	students
				Which of the following teaching resources does the teacher use in the classroom to develop reading?	<input type="checkbox"/> Books <input type="checkbox"/> Comics <input type="checkbox"/> Text books <input type="checkbox"/> Others	Survey	Student

				How do you think comic books could help the students to extend reading comprehension?	Open question	Interview	Teacher
	Importance of comics in reading comprehension			How important do you consider reading comprehension is?	Open question	Interview	Teacher
	Stages		Pre-reading, While-reading, Post-reading	How important do you think is to follow the stages in the reading process?	Open question	Interview	Teacher
				Does the teacher implement the stages of reading?		Observation sheet	

Appendix 2. Interview to the teacher

Universidad Nacional Autónoma de Nicaragua – Managua

Facultad Regional Multidisciplinaria – Matagalpa



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MANAGUA
UNAN-MANAGUA

Interview aimed at teachers of English

Dear teacher, we request that you allow us to conduct an interview with the objective of obtaining information about learning the subject of English and the use of comic books.

1. What do you know about comic books?
2. Have you ever read a comic book in english? What is your opinion about it?
3. Have you implemented the comic book in the classroom? If you have, tell us about it.

4. If you haven't would you like to utilize them? Why?
5. What kind of benefits do you think you could get by reading comic books?
6. What kind of advantages do you think comic books could bring about as a strategy?
7. How important do you consider comics could be in reading comprehension?
8. How do you think comic books could help the students to extend reading comprehension?
9. As a teacher, how would you use comic books as an educational resource to extend reading comprehension in your students?
10. What kind of strategies or techniques are you currently using to teach reading comprehension?
11. How important do you think is to follow the stages in the reading process? (pre, while and post reading)

Appendix 3. Survey to students

Universidad Nacional Autónoma de Nicaragua – Managua

Facultad regional Multidisciplinaria – Matagalpa



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Survey aimed at 9th graders

Dear student, we request your help in answering the following survey in order to obtain information about your preferences.

1. Do you know comic books?

- Yes
- No

2. Have you ever read a comic book in English?

- Yes
- No

3. Would you like to learn English by using Comic books?

- Yes

No

4. Which of the following kind of comics do you consider more attractive to learn English?

- Superheroes
- Science fiction
- Manga

5. Which of the following teaching resources does the English teacher use in the classroom to develop reading?

- Books
- Comic books
- Text book
- Others

**6. Which one of these skills do you think you could improve by reading comic books?
(You could mark more than one?)**

- Vocabulary
- Grammar
- Fluency
- Spelling

Appendix 4. Analysis and interpretation of results table

	Objective 1	Objective 2	Objective 3
Specific Objective	To describe the use of comic books as a strategy to develop reading comprehension in 9 th graders at Enmanuel Mongalo y Rubio School, in the second semester, 2022	To explain how comic books can contribute to extend reading comprehension in 9 th graders at Enmanuel Mongalo y Rubio school, in the second semester, 2022	To identify the benefits of using comic books as a strategy to develop reading comprehension in 9 th graders at Enmanuel Mongalo y Rubio school, in the second semester, 2022
<p>Questions/Results summary.</p> <p>Add questions that correspond to the objective.</p> <p>Paraphrase the results that you have after the data processing.</p>	Question number 9 of the teacher’s interview “How would you use comic books as a strategy to develop reading comprehension in your students?”. As can be seen in her response, she stated that comic books could be used in various activities in the classroom such as: vocabulary exercises, predictions and production of texts, which contribute with the development of students’ reading comprehension.	Question 3 of the survey “would you like to learn english by using comic books?”. Question 8 from the teacher’s interview “How do you think comic books could help the students to extend reading comprehension?”. The data obtained in graph () indicate that a hundred percent of the sample population show interest in learning english using comic books, likewise, the teacher	Question 4 “What kind of benefits do you think you could get by reading comic books?” and question 5 “What kind of advantages do you think comic books could bring about as a strategy?” from the teacher’s interview. The data obtained from these questions shows that comic books could provide a great deal of help at the time of teaching reading skills.

		<p>opines that comics can be a great tool to incorporate in the classroom.</p>	
<p>Interpretation of results.</p>	<p>According to the results obtained, it can be argued that comic books are a multifaceted tool with which reading comprehension activities can be carried out in a more didactic, varied, creative and attractive way for students.</p>	<p>The results gathered through the interview along with the results of the survey, suggests that comics generate great interest as a resource for learning english and for its visual content, could be a great addition to the class since it may help the students to decode through the images, and comprehend the text; keeping the student focus on the reading and facilitate the ability to retain and recall the meaning of the vocabulary used.</p>	<p>The results might show that, actually there are a lot of benefits that comic books bring out, they can be related to the educational field or just related to hone reading skills. For instance, it helps to achieve a better comprehension regarding reading, and a better understanding and learning of new information in a second language, a better acquisition of new vocabulary and ways to express yourself due to the huge cultural information they have. In addition, it is interesting for the students because of their popularity and artistic value. For those evident benefits it is the best tool to develop reading skills.</p>

<p>Theory and literature review/Implications.</p> <p>Same theory regarding the questions in the theoretical Framework, if there is not theory related search another one.</p>	<p>(Vecchiarely,2018) states: the sequential artwork in comic books lays the foundation for building reading comprehension skills. You don't exactly get every detail of the story the way you do while reading a novel. Reading comic books requires a person to read between the lines, draw interpretations, and synthesize the information. By interacting with both the text and images, the reader can easily comprehend and visualize the story. The more they do this, the easier and quicker they can build their reading comprehension skills"</p>	<p>(Mendez Leon & Cardenas Castañeda, 2018) stated: "When students are approaching the story trough 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".</p>	<p>"In the late 1940's, Katharine Hutchinson, a Pittsburg teacher, led a national study of the use of Puck Magazine, a comic and humor magazine, in primary and secondary schools. Her findings suggested the positive use of the comics for vocabulary growth, the development of inferential skills, sources for interpretive writing and storytelling, as well as supplemental materials for remedial readers (Hutchinson 1949)"</p>
<p>Reflective analysis</p> <p>Based on interpretation. From a personal point of view and experience as researcher and educator.</p>	<p>Taking into account my experience as a researcher as well as the results obtained, it was possible to verify that comic books offer the teachers the possibility of developing very varied and effective reading activities in the classroom, in this way it is possible to describe how</p>	<p>Based on interaction with students and along with the survey's outcome, it can be seen how popular comic books are and the interest it generates in students, for its reading style, their design, colors, fonts, drawings and storyline generate</p>	<p>It is interesting that in spite of all the good comments and remarks about comic books, it is still being ruled out when it comes to strategy in real life, maybe it has to do with comfort zone or lack of commitment on looking for new resources, or it could be a cultural</p>

we can use comic books for the development of students' reading comprehension.

special interest even in those who do not have the habit of reading. Therefore, educators could take advantage of this interest and turn it into a didactic resource to improve reading skills and apply different techniques to achieve different goals. Thus, we can say that the second objective has been fulfilled by explaining the way in which comics extend reading, for its characteristics and the attractiveness of this reading material.

matter that has not let comic books get in the business yet. However, the benefits exist and the evidence backs it up for comic books to be one of the best resources to develop reading skill, hence, the objective has been fulfilled by showing that there are actual benefits to provide regarding reading skills.