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Pedagogía en Inglés**

**DEVELOPING READING COMPREHENSION
USING COMIC BOOKS AS A MULTIMODAL RESOURCE**

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Abstract

This study investigated the effectiveness of comic books as multimodal resources in enhancing reading comprehension among Chilean high school students learning English as a Foreign Language (EFL). Using an action research methodology, the intervention focused on integrating explicit reading strategies, such as skimming, scanning, and visualization, within the context of reading *The Wonderful Wizard of Oz* graphic novel. Over four instructional sessions, participants were exposed to multimodal texts and guided to apply reading strategies. Pre and Post intervention assessments revealed significant improvements in students' reading comprehension levels, with the majority advancing to higher proficiency bands of the CEFR scale. The findings underscore the potential of comic books to foster engagement and comprehension through the integration of textual and visual elements. However, limitations such as the short intervention period and reliance on a single multimodal text highlight areas for future research. Recommendations include expanding the duration of interventions and incorporating diverse multimodal material to cater to varied learner needs.

Introduction

Reading and writing are fundamental skills which many aspects of modern society are built on. One cannot live without a basic knowledge of these skills. From talking to a family member to seeking directions in a city, you are using one of these skills. “Being able to read and write allows us to learn more about the world around us and to interact effectively with others,” Silva (2024) states. Today, reading and writing are fundamental forms of communication, particularly with the increasing rise of social media and online platforms for entertainment, shopping, work, and especially education. The abilities are essential for everyday life.

Reading is especially important. As a skill, reading allows us to have a deeper understanding of topics, encourages the development of imagination and creativity, and is a gateway to many other skills and abilities. As Silva (2024) puts it:

“Reading allows people to find new hobbies, discover different interests, and learn more about topics they’re passionate about. It encourages them to stay curious and motivates them to constantly work on broadening their horizons, especially when presented with varied opinions and viewpoints”.

Reading allows us to know about the past, to learn about foreign cultures, and to learn about places and animals, reading leads to understanding. It is no surprise that reading is one of the most focused skills to teach. However, reading loses its value if we overlook its true purpose: understanding. After all, the final goal of reading is not just to recognize words but to grasp their meaning.

Reading and understanding are closely related, but they are not quite the same thing. In order to read effectively, some level of understanding is required, as the process involves multiple steps. When reading, we identify, process, and understand individual pieces of information within a written text. However, this act alone does not guarantee that the reader will comprehend and understand all the information contained in the entire text. That is where we introduce the concept of reading comprehension, which is a more advanced and complex skill. For clarity, we will use the definition of reading comprehension provided by Guillen and Maldonado (2019) in their work “Development of cognitive strategies to improve English reading comprehension” translated from Spanish:

Reading comprehension is a skill that we essentially use to interpret written texts. It involves several processes, such as understanding the main idea, identifying key details, making inferences, and connecting

information within the text. Reading comprehension enables students to extract meaning from written material, ranging from simple sentences to complex passages or articles. Therefore, we could say that having effective reading comprehension determines success in the process of learning foreign languages, as it contributes to vocabulary growth, facilitates the identification of grammatical structures, allows readers to understand different realities, and, depending on the context of the reading, may even provide the opportunity to acquire scientific and cultural knowledge.

Reading is more than just recognizing words on a page; it's about making sense of what it's read and using that knowledge in meaningful ways. Since effective reading comprehension helps us learn, think critically, and engage with new ideas, finding effective ways to develop this skill is essential. With the right tools and approaches, reading can be made an accessible and enriching experience for learners of all levels.

Chapter One: School Context

1.1 School Context

Liceo Bicentenario Los Ángeles, Chile, is a public high school named after a program initiated during the first government of Sebastián Piñera. This program aims to support educational establishments in achieving, recovering, and/or maintaining quality standards, with the goal of providing better tools and opportunities to thousands of young people throughout Chile (Mineduc, 2010). This High School, as its name indicates, is of academic excellence with municipal subsidy and has an 80% vulnerability rate according to the IVE (school vulnerability index) report of 2023. In the year 2022, this high school had a total of 1083 active enrolments for secondary education and 480 active enrolments in primary education, with a diverse student composition. The classification of the courses begins from letter A to letter F at all levels, starting from 7th grade to 12th year of high school, ranging in age from 10 to 19 years old, and operates on a full-time schedule, starting at 08:10 am and ending at 17:20 pm. Located at 0320 Ricardo Vicuña Avenue, the school is situated in a central neighborhood of the city, with the base hospital and the University of Concepción nearby, both renowned institutions. Infrastructure-wise, the establishment is quite old, with a certain number of classrooms being

more recent, particularly those accommodating elementary school students. Additionally, there are facilities such as a music room, arts room, computer room, and PIE (Special Education Integration Program) room.

1.1.2 Classrooms

Classrooms are equipped with chairs and desks for each student. The classrooms are large enough to accommodate the 43 students who usually attend classes daily. These classrooms have a whiteboard for writing with markers, and they also have a smart screen that allows students and teachers to have internet access and other tools like Word, Excel, PowerPoint, among others. These tools are used by teachers and students in most subjects to conduct classes and activities related to each course. The rooms also have central heating, which keeps the temperature around 20 degrees C° in winter.

1.1.3 Students' Characteristics

This class is composed of 43 students in total, of which 25 are girls and 18 boys. Among the students, two belong to the Mapuche ethnicity, and one student is of Venezuelan nationality. These three students are well received by their classmates, who show no signs of discrimination. The

class environment is inclusive and welcoming, reflecting the school's commitment to diversity and respect for all cultural backgrounds.

In addition to this, the class includes a student diagnosed with Tourette Syndrome. This student receives ongoing support from specialists to ensure their needs are met and they can participate fully in classroom activities. The other students and teachers are understanding and accommodating, fostering a supportive atmosphere for this child.

1.1.4 English Class

English is part of the curriculum for every year at this high school, following the National Curriculum guidelines. From 7th grade through 12th grade, students take English classes, but the weekly hours vary by grade level. In 7th and 8th grades, students have 3 hours of English per week, which increases to 4 hours per week in 9th and 10th grades. However, the hours decrease in the upper grades, with students receiving only 2 hours of English per week in 12th grade. As a supplement for the formal curriculum, this high school offers 12th graders an English workshop, giving them the opportunity to take the TOEFL Junior test completely free of charge. This TOEFL Junior test measures their proficiency in the language and evaluates their writing and reading skills,

giving the students an internationally recognized certification of their English competency.

1.2 Research Problem

During the practicum experience (2022-2024) in a post-COVID context, it was observed that students' enthusiasm remained low regarding mandatory English classes. As a foreign language, English is seen as unnecessary or useless by the students as they do not feel the necessity to learn it (Guerrero, 2024). During the final practicum process in the first semester of 2024, one of the student-researchers was informed by their guide teacher that tenth grade students in class A at the Liceo Bicentenario Los Ángeles have shown a deficiency in the English subject, with the teacher highlighting reading skills and comprehension as particularly undeveloped. With that in mind, we began to research the school performance in English with topics regarding reading comprehension as a central focus.

While still in the practicum process, we were informed of the existence of the TOEFL Junior Program in the school. The TOEFL Junior is a test that the high school offers to 12th graders as part of an English workshop. This test measures their proficiency in the language and evaluates their writing

and reading skills, giving the students an internationally recognized certification of their English competency. It is administered in the school to students who are part of a special workshop class for those interested in further progressing their English level beyond what the school curriculum regularly provides. We asked for and received the results of the two previously conducted tests, "TOEFL Junior 2022" and "TOEFL Junior 2023".

Figure 1

TOEFL Junior 2022 Test Results

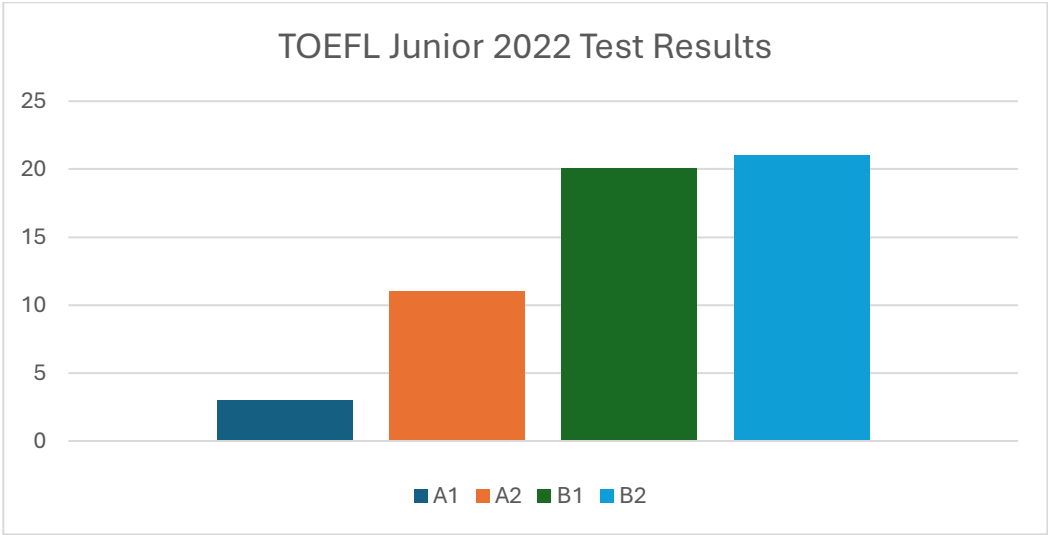
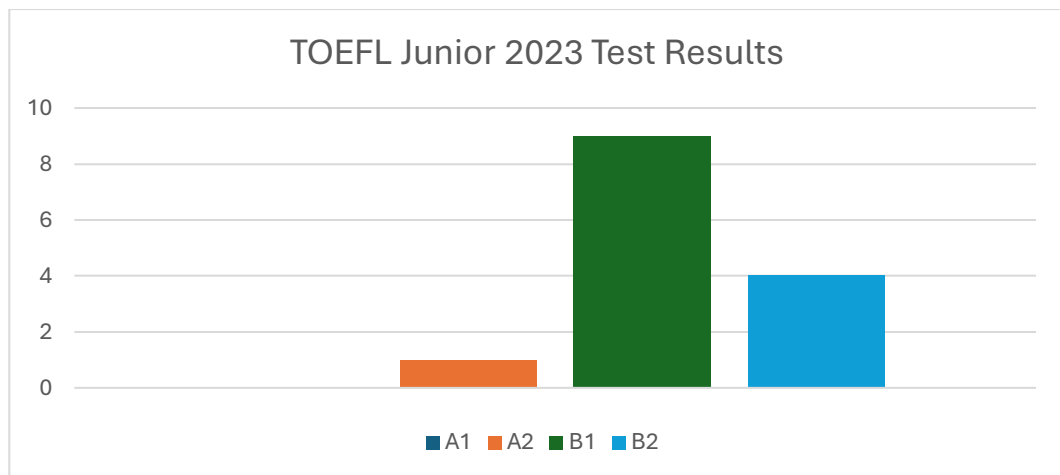


Figure 2

TOEFL Junior 2023 Test Results



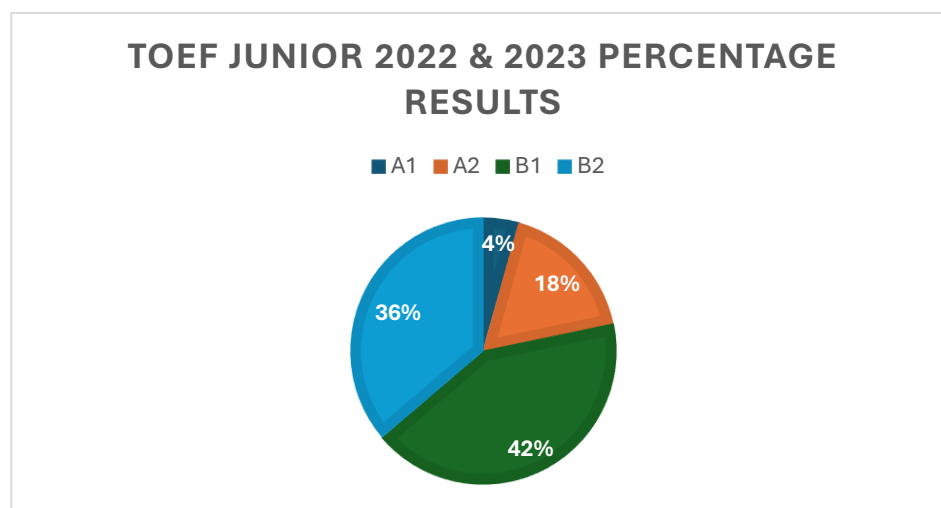
The results showed that in 2022, three students (5.45%) scored below level A2, which is likely equivalent to level A1, 11 students (20.00%) presented level A2, 20 students (36.36%) reached level B1, and 21 students (38.18%) scored level B2, with no students reaching levels C1 or C2. In 2023, no students scored below level A2, 1 student presented at level A2, 9 students at level B1, and 4 students at level B2, with no students reaching levels C1 or C2 of reading comprehension proficiency.

These results (see Figure 3) showed that a majority of specialized students (29 or 42.03%) appear to reach level B1 in reading ability both years that the test was taken, but they also reveal a worrying trend. In 2022, 55 students were part of this program, but in 2023, the number dropped to

less than half, with a total of only 14 students showing a decrease in participation of 74.55%.

Figure 3

TOEFL Junior 2022 & 2023 Percentage Results



The decline in participation may be due to various factors, such as a decrease in student engagement with English or a change in the prerequisites for workshop participation and subsequent testing. While the exact cause is uncertain, the significant 74.55% decrease in participation is noteworthy. Nevertheless, this data is valuable as it highlights the current levels of English proficiency, particularly in reading comprehension among more advanced students in the school. This information is relevant to the research problem of low reading performance among high school EFL students in Chile, and it allows for

a comparison between the 'best scores' that the school can present and those of the tenth-grade students in class 'A.'

Reading comprehension is a crucial skill that enables individuals to read, interpret, and make sense of written text. It consists of two key components: the ability to recognize words and the ability to understand their meaning within sentences. Developing strong reading comprehension skills is essential for effective learning and communication. This skill is highly important to be taught correctly to students, as Oxford Owl (n.d.) puts it, "When we make sense of a text... we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole...".

In view of the chosen problem to tackle and after thorough consideration, the chosen methodology is Action-Research. Action research, as stated by Burns (2015), is a combination and interaction of 2 different types of activity: "action" and "research". The action part happens within ongoing social processes, like classrooms, schools, or organizations. It usually involves making changes or improvements to these processes. The research part involves carefully observing and analyzing these changes to

understand why they happen. Based on what's learned, more changes can be made if needed.

Action research usually involves 4 steps: Planning, acting, observing, and reflecting (Burns, 2015):

- Planning: is developing a plan of critically informed action to improve what is already happening.
- Acting: is taking action to implement the plan
- Observing: observing the effects of the informed action in the context in which it occurs.
- Reflecting: considering the effects as the basis for further planning, subsequent critically informed action, repeating the cycle.

Burns (2015) mentions that Action Research is highly adopted in second language teaching formation programs pointing out that in these programs the most frequent use of AR is “required [...] in formal undergraduate or postgraduate courses”. This is rationalized by the author as a necessity to provide future teachers with life-long learning, awareness, and a problem-solving mentality. “The driving purpose for the AR process is to bridge the gap between the ideal (the most effective ways of doing things) and

the real (the actual ways of doing things) in the social situation". (Burns, 2015)

1.2.1 Reading Comprehension

Reading comprehension is defined as "the ability to read text, process it, and understand its meaning". It goes beyond merely understanding the individual words in a text. Reading comprehension requires the reader to perceive every word as part of an interconnected web and to structure them in a way that conveys meaning. To read and comprehend effectively, a reader needs foundational knowledge. This means that to assign meaning to a sentence, the reader must first understand the meaning of each individual word. In an article by Li and Clariana (about L1 and L2 reading comprehension, they identify that there are three variables that are responsible for this ability (e.g. word-to-text integration, language proficiency, and working memory). One of the primary factors they highlight is the reader's working memory/prior knowledge. They emphasize that the extent of this prior knowledge is directly related to reading experience. As new knowledge is acquired, the reader becomes capable of understanding more text. The term "knowledge structure" used by the authors refers to a measure of changes in memory and understanding before and after reading.

The main aim of formal education, in any of its levels or forms, is to provide the students a foundation as first step to continue learning throughout the years of education and so on, and as Escudero and León (2017) say education is to provide students with high-quality conceptual background knowledge that they are able to apply, both inside and outside the academic situation in which they acquired it. The benefit of having such knowledge lies in its utility for handling everyday circumstances. Most of the conceptual knowledge students are provided during their studying process comes from texts in many forms, such as books, articles, newspapers, research, etc. that people can find physically or digitally through some multimodal devices, and not just in their studying process but in everyday life. Even Though people are able to memorize different kinds of information in such texts by reading, meaningful learning requires a deep level of comprehension (Escudero & León, 2017).

Some authors and their research define "Learn" and "Comprehension" differently from the previously mentioned meanings. As Kintsch (1980) stated, "Comprehension" is the process of continuous modification of knowledge structures" and "Learning" is the transformation of knowledge structures, notwithstanding, some authors use the words "learn" and "comprehension" interchangeably.

While proficiency in one's native language may not guarantee success in learning a second language, mastering L1 also requires motivation. Motivation, categorized as intrinsic or extrinsic, is crucial in driving a learner's efforts. Liu et al. (2023) emphasize the significant role of motivation in influencing students' reading comprehension in both L1 and L2. They suggest that self-efficacy, intrinsic motivation, and extrinsic motivation play crucial roles in bilingual reading comprehension.

The reader bears complete responsibility for their reading comprehension proficiency. According to Joh and Plakans (2017), the reader's motivation, prior knowledge, and level of engagement with the material are considered the primary predictors of reading comprehension success. In their study centered on working memory, which is defined as the retention of a small amount of information in a readily accessible form for use in cognitive tasks, they claim that possessing sufficient working memory related to the target language (L2) and the topic provides greater assurance of success in reading comprehension. Joh and Plakans (2017) concluded that, "enough topic knowledge as well as sufficient L2 knowledge are necessary conditions for an L2 reader to utilize his or her WM capacity for efficient processing of L2 texts" (p. 114). They further found that lower working memory concerning these topics leads to decreased reading

comprehension results. This suggests that unsuccessful performance in L2 reading tasks by certain learners may be attributable to a reduced working memory capacity (Joh & Plakans, 2017). Therefore, the authors recommend that teachers enhance topic knowledge and modify teaching materials to support those with lower working memory.

Related to the above paragraph, it is important to note that a student can be "eased" into the text. For someone to understand or learn something about a new topic, an individual with prior knowledge or knowledge related to or adjacent to the topic will have an easier time learning or understanding and retaining new information about the topic. In their work, Guillen and Maldonado (2019) explore the importance of cognitive strategies in the development of reading comprehension skills in the English language. They highlight the role of these strategies in enhancing students' learning processes. Cognitive strategies, as understood in the text, are "intentional, deliberate, and purposeful procedures that individuals use to control, regulate, or evaluate activities in order to achieve effective reading comprehension" (p. 3). Strategies such as inference, paraphrasing, making connections, and utilizing prior knowledge can significantly improve reading comprehension when successfully employed. "It is essential to create awareness among teachers

so that they encourage their students to use cognitive strategies" (Guillen & Maldonado, 2019 p. 5).

The prior topics are widely agreed upon as the most important predictors of reading comprehension in L1 and L2 by the academic community. This is supported by the previously cited authors, including Li and Clariana (2019), Escudero and León (2017), Kintsch (1980), Liu et al. (2023), and Guillen and Maldonado (2019), suggesting that reading comprehension can be improved and guided. This was explored in the study by Yılmaz (2016), who, in their cited sources, highlighted factors such as vocabulary knowledge, topic familiarity, interest, and reading strategies as determinants of good reading comprehension in L2. However, the results of the study were inconclusive as they found no correlation between these topics and reading comprehension in L2 due to various factors. In their work, they acknowledge that despite numerous research efforts, not every situation will unfold as “predicted” and that there are factors that can interfere with the results, such as varying degrees of skill being present in a group.

One way to address varying degrees of skills within a group, such as lower vocabulary knowledge and subpar reading skills in a classroom is by teaching students to "read better". While this might sound straightforward,

improving reading comprehension can be achieved through teaching students to utilize specific sub-skills of reading. These skills can act as a sort of clutch for students. AlKilabi (2015) conducted a study that demonstrated the effectiveness of using various reading sub-skills. These skills include contributing to the text's main idea, scanning and skimming, understanding word meaning from context, using a dictionary to look up definitions, and recognizing prefixes, antonyms, and synonyms. The study concluded that "Proficient readers are found to perform well on the reading sub-skills" (AlKilabi, 2015). Therefore, this study supports the idea that teachers of L2 should teach and reinforce these skills. These skills often tend to be ignored or assumed as given, so teachers need to be vigilant and proactive in teaching them.

1.2.2 Reading Strategies

A person isn't born knowing how to tie their shoes or the purpose of a phone. These now essential skills come from experience and observation, highlighting that learning is a journey we all undertake. As Foer (2011) puts it, "Students need to learn how to learn. First you teach them how to learn, then you teach them what to learn". In the previous paragraph, the importance of teachers being proactive and vigilant about what their students do not know was highlighted. More specifically,

AlKilabi (2015) emphasized the importance of teaching students reading strategies to improve their reading abilities. Mekuria et al. (2024) builds on this idea, exploring the impact of explicit reading strategy training on Ethiopian university students majoring in English as a Foreign Language (EFL). After a pre-test assessed their initial reading levels, an experimental group of 45 Ethiopian EFL students enrolled in a reading skills course received 12 weeks of explicit instruction on reading strategies (cognitive, metacognitive, affective, memory, compensation, and social) and techniques (skimming, scanning, summarizing, questioning, and inferring). Their study concluded that explicit focus on training in these strategies and techniques significantly enhanced the students' ability to use them, improving significantly their critical reading skills compared to their control group, which received regular instruction without the explicit focus that the experimental group received, despite both groups being in the same reading skills course.

The effectiveness of explicit instruction in reading strategies to enhance reading comprehension skills is demonstrated in a study by Yapp et al. (2021). In this study, Dutch university students from various disciplines, including Law, Communications, and Economics, were assessed on their reading comprehension skills at three points: 10 weeks before the

intervention and immediately before the intervention to measure if a natural growth occurred, finally as a post-test after the intervention. The aforementioned intervention consisted of direct, explicit instruction in seven distinct reading strategies (connecting new knowledge to prior knowledge, asking oneself questions while reading, making predictions, visualizing, paying attention to structure and signal words, skimming, and scanning), with each strategy being the focus of one week. Students were taught what the strategies are, how, when, and why to apply each strategy, after that students were highly encouraged to put in effect the abilities taught in class. The results revealed significant improvements in reading comprehension of students (calling attention to those initially categorized as weaker readers) across all three assessments, with the most substantial progress being noted to have occurred after the explicit instruction intervention.

The effectiveness of this teaching strategy does not appear to be exclusive. A study by Tiruneh (2014) took a similar approach by introducing the REAP system to Ethiopian eighth-grade students. REAP is a reading comprehension strategy designed to actively engage students while they read, improving their understanding by breaking the process into four stages, represented by the acronym: Read: The student quickly skims the

text to grasp the main idea, Encode: The student rewrites the main ideas of the text in their own words, Annotate: The student creates a summary or annotation capturing the main points to share with others, Ponder: The student reflects on the text, relates it to prior knowledge, and engages in active discussions with peers. The study found that just a few weeks after starting the intervention using the REAP system, the experimental group (which had no prior knowledge of specific reading strategies) showed significant improvement in reading abilities compared to the control group, and the degree that the teacher's involvement in the reading process was reduced significantly compared to beginning of the study. The system's effectiveness stems from the engagement and active collaboration it fosters among students.

1.2.3 Multimodality

Multimodality as a concept was coined in the mid to late 1990s. It revolves around the various “modes” through which information can be conveyed, hence the name. These modes are used to express meaning within a particular context. Understanding that modes refer to means of communication, each serves different purposes and functions in distinct ways. Multimodality can then be understood as the use of multiple modes of communication accompanying a text to help make meaning. "The

concept of multimodality describes how each mode contributes to the overall meaning of a multimodal text" (Oxford University Press ELT, 2023). These modes, also known as different mediums, can include language, written texts, images, sounds, gestures, and other nonverbal cues. In essence, multimodality involves integrating different forms of communication to enhance understanding, engagement, and expression for the reader, as its various modes can reinforce the information available in the text. Multimodality can be viewed as the measure for strengthening the information that has to be communicated to the audience. The delivery of information can take different forms, such as written and spoken texts, images, sounds, etc. (Darginavičienė, 2019). A multimodal text then is one where the information is accompanied by one or more modes. For example, a comic book strip is a multimodal medium that makes use of linguistic and visual resources. Similarly, a fairytale that illustrates one of the actions of a character is a text using multimodality to reinforce something mentioned in the text in the reader's mind.

Multimodality enhances the effectiveness of teaching by utilizing semiotic resources. These resources encompass a variety of signs, symbols, and modes of communication that convey meaning through different forms of representation, including language, images, and gestures. According to

Kulikov (2023), the use of these resources "transforms" reading from a passive act into one of observation and interaction, making reading more engaging for learners. The author further states, "Through the use of multimodal reading practices, students become active listeners and participants in the educational process, rather than just passive recipients of information" (Kulikov, 2023).

Multimodality can be beneficial for teaching L2 learners. Specifically, when students are taught using methods that differ from those commonly used in the classroom. This approach provides learners with multiple avenues to develop their comprehension skills. Not only do the various ways information is presented offer these multiple possibilities, but the interaction between these modalities can also facilitate the comprehension of information. Having multiple streams of information allows students to choose the one that best suits them. With this kind of motivation, they can continuously engage with the material to improve their comprehension. Guichon and McLornan (2008) found in their study that comprehension of material is "easier" when multimodality is employed. They also discovered that when dealing with L2 material, any flow of information (in their case subtitles) is far more effective when presented in the L2. "Associating images in L2 with text in L2 is an effective way of enhancing

L2 learners' comprehension of authentic texts" (Guichon & McLornan, 2008 p. 91).

However, the multiple ways the same information is presented can lead to redundancy, where a learner might overlook one method assuming they are receiving the same information in another way. A study by Pellicer-Sánchez et al. (2020) using eye-tracking technology revealed that learners pay more attention when information is presented through semiotic resources compared to text alone. Their research further demonstrated that when information is presented through audio and photography, learners focus more on the images, benefiting from the audio which does the 'heavy lifting' for them. This allows them more cognitive space to gather information from the images. Similarly, when text is accompanied by relevant images, the reader does not need to create mental images themselves if the images depict the visual information present in the text. The study also indicated that complementary text and images do not cause interference. Even when a question about the text directly relates to an image, learners tended to answer the question based on the text. However, the authors noted that higher levels of 'attention' to the text could correlate with the presence of a subsequent test. Nonetheless, this does not necessarily disprove the benefits of multimodality.

Multimodality facilitates easier comprehension of information, as discussed in the previous paragraphs. Not only does it clarify information presented in one semiotic resource, but it also becomes easier to digest when displayed alongside a complementary type of semiotic media that 'illustrates' or elaborately describes the information, depending on the medium used. Multimodality can be observed in early childhood illustrated books that depict character actions. Moreover, a study by Bao (2017) revealed that multimodality can enhance reading abilities in English majors (i.e., college students). Beyond merely improving grades, the implementation of multimodal media has shown broader positive effects. According to the findings of this study, multimodality not only improved the classroom atmosphere but also boosted students' confidence in their reading skills. This seemed to inspire students to engage in reading even outside of academic settings, transforming reading from a mandatory task into an enjoyable activity.

Multimodal resources seem to work based on the information that is readily available within the reader's mind. Reading comprehension skills may be less effective if the reader lacks the necessary vocabulary. This "gap" is what multimodality aims to "bridge", whether through audio, visual (images or video), or other modes, facilitating understanding for

learners. According to research by Nahid et al. (2019) exploring the impact of multimodal texts on reading comprehension and vocabulary retention in EFL learners, their findings align with the notion that integrating multimodal texts into language instruction enhances learning outcomes and student engagement. They propose that one reason multimodal texts, particularly those incorporating visual elements like images, are effective is because images are more memorable than vocabulary alone. Consequently, as words linger in working memory, they have a greater chance of remaining in long-term memory. Visual aids also help learners in grasping the meanings of key terms within texts. Foreign language vocabulary, though conveying the same meanings as the words in one's native language, can remain complex if learners struggle to associate different words with similar meanings. The study suggests that visually supported texts are particularly beneficial for beginner and intermediate EFL learners, as language instruction becomes more intricate, and images may no longer be of help. Additionally, the authors conclude that any form of multimodal support has a more positive influence than text consisting only of words. This claim is supported by the fact that learners have shown a preference for multimodal texts over traditional ones

Cromley et al. (2021) pointed out in their research that learners benefit and retain more information by acquiring information from multiple (different) sources and modalities. This method works according to them because learners understand textual/narrated represented information parts and visual representation parts separately at first within each stimulus which then allows the students to combine them to enhance their comprehension of the topic. This, however, must be guided by the teachers, who need to give the students sources that do not cause redundancy, so the students read/consume them all (i.e. give them the sources and explain that each source contains a bit of new information) and provide them with goal to gather information in the first place.

1.2.4 Comic books

Student motivation often depends on their day-to-day situation regarding materials and homework assignments and how they are presented. Students do not always connect with the materials provided by teachers, as these can sometimes be overly complex, unengaging, or visually unappealing, which may negatively impact their enthusiasm for learning. These are the opposite results that are expected from the use of teaching materials. The use of teaching materials is supposed to encourage motivation and enhance comprehension and retention of information

(SupplyDesk.co.uk, n.d.), but the overexposure to the same kind of materials can dull the enthusiasm of students in the same way a class without any kind of "assisting tool" would. The introduction of new types of materials could be a solution. Materials should not only be designed to help students comprehend the information presented (because regular materials already do this) but also present the information in ways that students find curious or novel. Materials that may seem unrelated to the classroom can be used to increase student motivation. This is demonstrated in the example provided by Nafisah and Pratama (2020), where they used comic strips as a teaching tool. Their study's results demonstrated that the use of comic strips led to improvements in students' motivation levels and reading comprehension skills. English was the targeted language for learning. They explained that using comic strips representing actions, emotions, and expressions, combined with text, students were able to more easily comprehend emotions and intentions. The use of a multimodal resource led to many students reporting that learning English through comic strips made them more interested and helped them increase their motivation compared to their old teaching materials, as it felt more relevant. "The main factor was their motivation in English learning by comic strip for Senior High School and the

relevancy between their daily lives in activity [sic]” (Nafisah & Pratama, 2020 p. 416).

The use of comic books as teaching material, (Comic Books being defined as publications consisting of comics: a medium used to express ideas with images, often combined with text or other visual information) has been explored as a tool to improve reading comprehension skills in English as a Foreign Language (EFL). In a study by Kamil et al. (2015), the researchers investigated whether comics could enhance reading comprehension among 8th-grade Indonesian junior high school students (aged 13-14). The results of their study indicated that the groups using comics as teaching materials showed a significant improvement in test results compared to their control group. Additionally, the students were able to infer more information due to the various modes employed by comics. The study also revealed that 8th-grade students found the learning process more enjoyable and interesting when comic books were used. However, the researchers pointed out that not all comic books may be suitable for this purpose, noting that comics are a medium and not a genre of publication. Some comics may contain adult language and graphic violence, limiting the selection of materials that can be used. Furthermore, the study highlighted that while many students showed improvement, not

all students were active participants; some simply refused to participate, leading to no improvement in their reading comprehension skills.

The study conducted by Mero et al. (2021) focuses on utilizing comics as tools for teaching reading comprehension to children, highlighting several important findings. Firstly, their results align with previous research, indicating that the use of comics can indeed enhance reading comprehension through increased motivation. They argue that comics serve a dual purpose not solely for entertainment but also as effective aids for literacy development in elementary school children. The findings demonstrate the efficacy of this method, showing that consistent exposure to comics encourages children to engage with reading material actively. Secondly, in their introduction, the authors discuss why multimodal and semiotic resources, such as comics, are effective in capturing readers' attention. They highlight the role of illustrations in facilitating understanding and emphasize how the sequential nature of comic panels encourages readers to infer and imagine the "in-between" actions. Regarding reading comprehension, the authors stress the importance of understanding word meanings as a prerequisite for comprehending texts. Additionally, they highlight two key points: firstly, that reading comprehension is an essential skill for everyday life, and secondly, that it

is a skill that continues to develop throughout one's life, although the extent is entirely dependent on the type of reading material encountered and their complexity. Mero et al. (2021) state:

“They are not just for fun but to help kids learn to read in elementary school, which has been proven effective. The results show that this method works, and when teachers keep using comics, it makes kids want to read. So, not only is it a cool way to learn, but it also helps kids get better at reading”.

Another study highlighting the use of comic books as a teaching tool to increase reading comprehension is the research conducted by Apriani et al. (2014). In their study, they investigated whether the use of comic books could enhance reading comprehension among seventh-grade students (13-year-olds). Their experimental group, which incorporated comic books into their learning, demonstrated a significant improvement in reading comprehension compared to their control group. Their findings, following the trend, suggest that incorporating diverse reading materials, such as comic books, can positively impact students' reading proficiency and interest in reading. They emphasized several reasons for this development and the effectiveness of comic books. Firstly, comic books are considered "realia", that is, authentic material in the target language. Additionally,

they noted that comic books contain more unusual vocabulary, which tends to enrich students' vocabulary pool, therefore facilitating easier self-expression later. According to them, comic books and other forms of light reading are highly beneficial as they motivate young children to read, which is the primary objective. Finally, the authors underscored that teachers should strive to be creative in the selection of materials they use, aiming not only to enhance reading ability but also to cultivate a genuine interest in reading among students.

Chapter Two: Action Research Development

2.1.- Objectives

2.1.1.- General Objective

Explore how the multimodal format of comic books affects Chilean high school students' reading comprehension abilities in English as a Foreign Language.

2.1.2.- Specific Objectives

- Assess the reading comprehension level of Chilean tenth grade EFL students.
- Determine if there are differences in the participants' performance in reading comprehension level before and after their participation in a teaching intervention.

2.2 Research Question:

Are comic books a useful tool to improve reading comprehension in Chilean EFL students?

2.3 Type of Research

To address the identified classroom need, this project employs Action Research as its methodology. Burns (2015) describes Action Research as a dynamic process that integrates two essential components: "action" and "research." The "action" aspect involves making purposeful changes within social contexts like classrooms, schools, or organizations to drive improvement. Meanwhile, the "research" aspect entails systematically observing and analyzing these changes to assess their impact, enabling further refinement based on the findings. The primary aim of Action Research is to close the gap between theoretical best practices and real-world applications. It operates through a continuous cycle of planning, implementing, observing, and reflecting, fostering ongoing enhancement based on gathered insights.

2.4 Participants

The participants of this Action Research project are the tenth-grade students of Class A at Liceo Bicentenario Los Ángeles. This group consists of 43 students who come from a variety of nationalities,

ethnicities, and socioeconomic backgrounds. Among them, one student has Tourette syndrome, while several others are enrolled in the Programa de Integración Escolar (PIE), receiving additional support during classes to accommodate their individual learning needs.

2.5 Instruments

2.5.1 Placement Test: Oxford Online English “English Reading Level Test”

Oxford Online English provides various English language learning resources, including video lessons, interactive exercises, quizzes, and study materials that cover grammar, vocabulary, pronunciation, and speaking skills. While the platform is not affiliated with the University of Oxford or its language departments, it offers tools designed to assess and support English proficiency development.

One of the main instruments to be utilized during this research will be their "English Reading Level Test," a test comprising 20 randomly ordered questions based on a six-paragraph text. The questions vary in difficulty and aren't tied to specific textual information contained in the text. Upon completion of the test, participants receive an approximate English proficiency level ranging from A1 to C2. The primary goal of this test on the website is to guide participants to suitable programs based on

identified areas of need after assessing their proficiency level. This test will serve the function of evaluating the initial reading comprehension proficiency of participating students before implementation of the reading comprehension-focused interventions of this research. Administering this test aims to provide researchers with an approximate baseline of students' English reading comprehension proficiency, enabling them to take record of the student's proficiency level before the intervention (for the research purposes) but also serving to tailor and commence teaching interventions according to the students perceived level.

2.5.2 English Reading Level Test

The closing instrument of this intervention is the “English Reading Level Test”, a custom-made test that contains 20 questions assessing reading comprehension of the graphic novel "The Wonderful Wizard of Oz" (2009) by Eric Shanower, adapted from L. Frank Baum's original novel. The questions vary in difficulty and are not arranged chronologically. The test aims to evaluate English reading comprehension proficiency in accordance with the Common European Framework of Reference for Languages (CEFR). Students' proficiency levels are determined by their total achieved scores. Each question carries a specific CEFR level and

corresponding point value, reflecting its complexity. The maximum possible score for the test is 63 points.

The point allocation for each CEFR level is as follows: A1 corresponds to 1 point, A2 to 2 points, B1 to 3 points, B2 to 4 points, C1 to 5 points, and C2 to 6 points.

Students' proficiency levels are categorized as follows based on their total scores: A1 proficiency ranges from 1 to 8 points, A2 from 9 to 16 points, B1 from 17 to 28 points, B2 from 29 to 43 points, C1 from 44 to 55 points, and 56 from to 63 points.

2.5.2.1 English Reading Level Test “strategies”

The intervention process aims to integrate the multimodal nature of comic books with direct instruction in reading comprehension strategies. Over several sessions, students will focus on general reading techniques such as skimming and scanning, as well as targeted strategies like notetaking and visualization, specifically applied to comic books. The primary assessment tool includes a supplementary test containing the same questions where students indicate which reading strategy they believe helped them answer the questions in the main test. The options provided include skimming, scanning, note-taking, visualization, a combination of

notetaking and visualization, or any other strategy they believe they used. Students will be required to write down their selected strategies. The purpose of this instrument is to collect detailed data on the strategies students perceive as most effective in answering the questions on the main instrument

2.5.3 Perception Survey

As part of the final intervention, the students need to complete an online survey from the Google Forms online platform. This perception survey consists of 6 main questions divided into three dimensions: affective, pedagogical, and linguistic, with an additional item focused on student opinion. The main purpose of the survey is to evaluate and understand the students' experiences and overall views regarding the use of multimodality and comics in the intervention sessions to enhance their reading comprehension. The survey was intentionally designed in Spanish rather than English to ensure that the students fully understand its content, thus fostering a greater sense of comfort and ease in their responses, encouraging more truthful answers.

2.6 Materials

2.6.1 The Wonderful Wizard of Oz (2009) by Eric Shanower

The Wonderful Wizard of Oz is a graphical adaptation (graphic novel) by Eric Shanower of L. Frank Baum's 1900 children's novel, "The Wonderful Wizard of Oz," features writing by Eric Shanower and illustrations by Skottie Young. Published by Marvel Illustrated, this series ran from February 2009 to September 2009, spanning eight issues. The story follows Dorothy, a Kansas farm girl who, along with her dog Toto, is transported to the magical Land of Oz by a cyclone. This adaptation garnered significant acclaim, winning Eisner Awards in 2010 for Best Limited Series or Story Arc and Best Publication for Kids (Grand Comics Database, n.d.). This graphic novel not only captures the original story's events and lessons but also revitalizes them with a modern comic book format and distinctive artistic style, making it appealing to a new generation of readers.

2.7 Characterization of the classroom project

The research process involved several structured steps. First the Oxford Online English "English Reading Level Test" was administered to assess the students' initial reading comprehension level. This initial assessment

allowed for comparison and adaptation of the subsequent teaching materials and lesson plans to the students' perceived proficiency level.

The process consisted of 5 instructional sessions. These sessions covered topics such as the definition of comic books, their components, how to read them, and how to interpret the information they present. Additionally, explicit instruction on reading strategies—such as skimming, scanning, predicting, using prior knowledge, and visualization—was provided. These strategies were applied to the reading of the comic book *The Wonderful Wizard of Oz* by Eric Shanower and Skottie Young, a visual adaptation of L. Frank Baum's classic novel. Students read this comic book in its entirety as part of the intervention process.

To conclude the procedure, participants completed an evaluation instrument based on the comic book to assess whether they were able to effectively applied the taught reading strategies and whether their reading comprehension improved. They also identified which strategies they found helpful in answering the questions and completed a perception survey to provide feedback on the process.

Chapter Three: Intervention Results

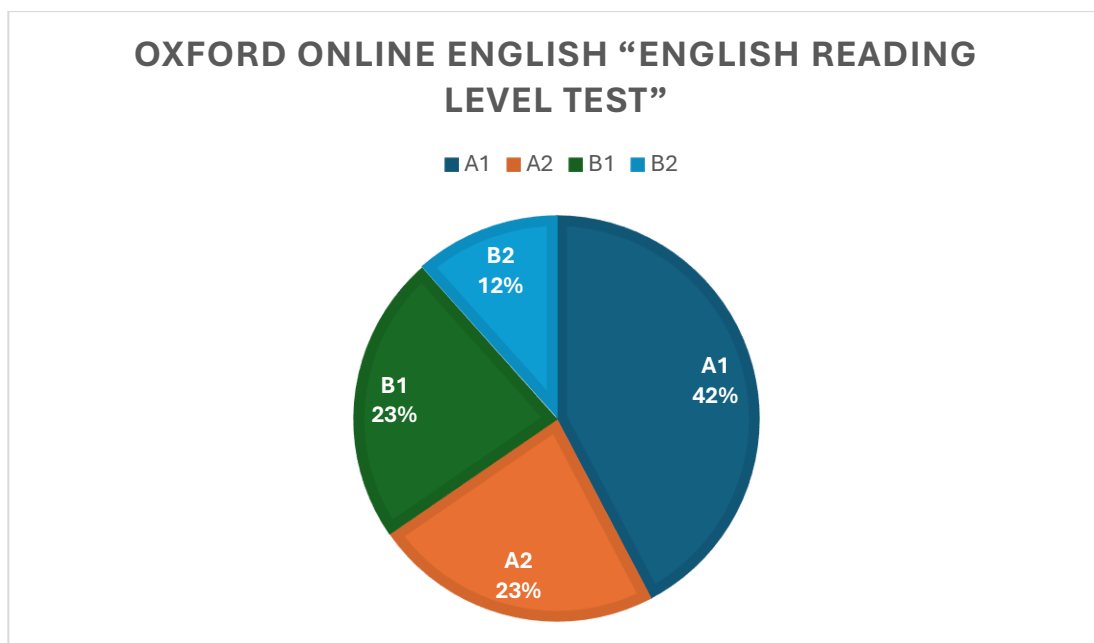
The intervention process was originally designed for all 43 students in the class. However, due to external conditions, like extreme weather among others, the semester ended sooner, impacting student participation. As a result, only 32 students were able to take the Placement Test, and while 32 students also completed the final test, only 26 completed both. The results presented will focus on these 26 students, though the discussion will also highlight the total number of students who engaged with the intervention tools.

3.1 Placement Test: Oxford Online English “English Reading Level Test”

Out of the 43 participants in this study, 32 students took the placement test. The test took place in the school’s computer room, where students completed 20 questions based on a six-paragraph text. After finishing, each student received a CEFR level based on their number of correct answers. This test was conducted to determine their initial reading comprehension level.

Figure 4

Oxford Online English “English Reading Level Test”



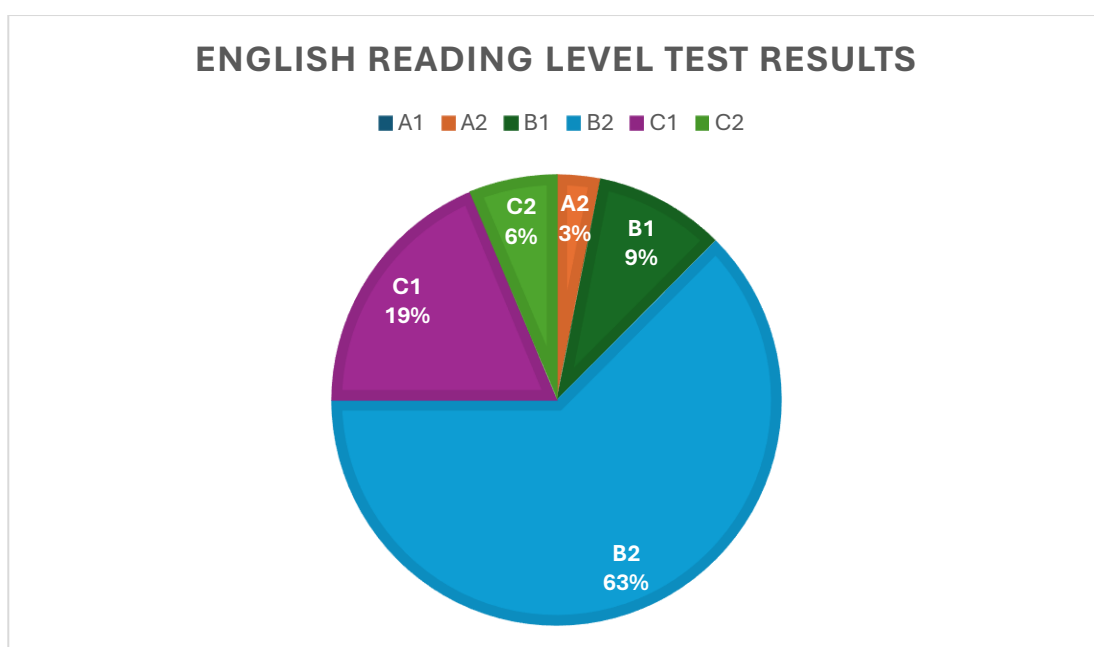
The placement test results (figure 4), indicate that of the 26 students, 11 students (42%) obtained level A1, 6 students obtained level A2, 6 students (23%) obtained Level B1, and 4 (12%) students obtained level B2. No students scored beyond Level B2. In this group, 17 students are at the beginner level (A1 and A2), while 9 students are at the intermediate level (B1 and B2). None of the students reached an advanced level.

3.2 English Reading Level Test

Out of a total of 43 students, 32 participated in the final instrument application, which consisted of 20 reading comprehension questions covering all levels from A1 to C2. These questions were based on the graphic novel *The Wonderful Wizard of Oz* by Eric Shanower. The test was administered as a pen and paper test; students were given 30 minutes to complete it. The objective was to assess whether students could better retain information using multimodal texts and effectively apply reading comprehension strategies.

Figure 5

English Reading Level Test



Out of the 32 students who completed the final test, only 26 had previously taken the Placement Test.

Figure 5 indicates that most of the students obtained results that placed them at level B2, with 16 students (62%). Following this, 4 students (15%) were placed at level C1, 3 students (11%) at level B1, 2 students (8%) at level C2, and only 1 student (4%) achieved a score for level A2. No students were placed at level A1. In this group, only 1 student is at the beginner level (A2), while 19 students are at the intermediate level (B1 and B2) and 6 of the students reached advanced level proficiency (C1 and C2).

3.2.1 General Analysis

The aim of the first intervention tool “English Reading Level Test” from the Oxford Online English platform is to assess the initial proficiency level in reading comprehension in English among the 10th-grade “A” students at Liceo Bicentenario Los Ángeles.

The purpose of the final evaluation tool, also titled "English Reading Level Test," is to measure the students' reading comprehension after the intervention process, which involved teaching reading strategies and the reading of multimodal resources like comic books. The aim of obtaining

these results is to compare them to the initial assessment results in order to evaluate whether the intervention and the use of multimodal resources like comic books are effective tools for improving reading comprehension in Chilean EFL students.

From this point onward until the start of chapter 4, the tool “English Reading Level Test” from Oxford Online English will be referred to as “Initial Test” for ease of understanding. In a similar vein, the custom-made test “English Reading Level Test” will be referred to as “Final Test”.

Table 1

Initial Test and Final Test Results Comparison

Proficiency Levels	Initial Test	Final Test
A1	11 (42%)	0 (0%)
A2	6 (23%)	1 (4%)
B1	6 (23%)	3 (11%)
B2	4 (12%)	15 (62%)
C1	0 (0%)	4 (15%)
C2	0 (0%)	2 (8%)

Figure 6

Initial Test and Final Test Proficiency Level Comparison

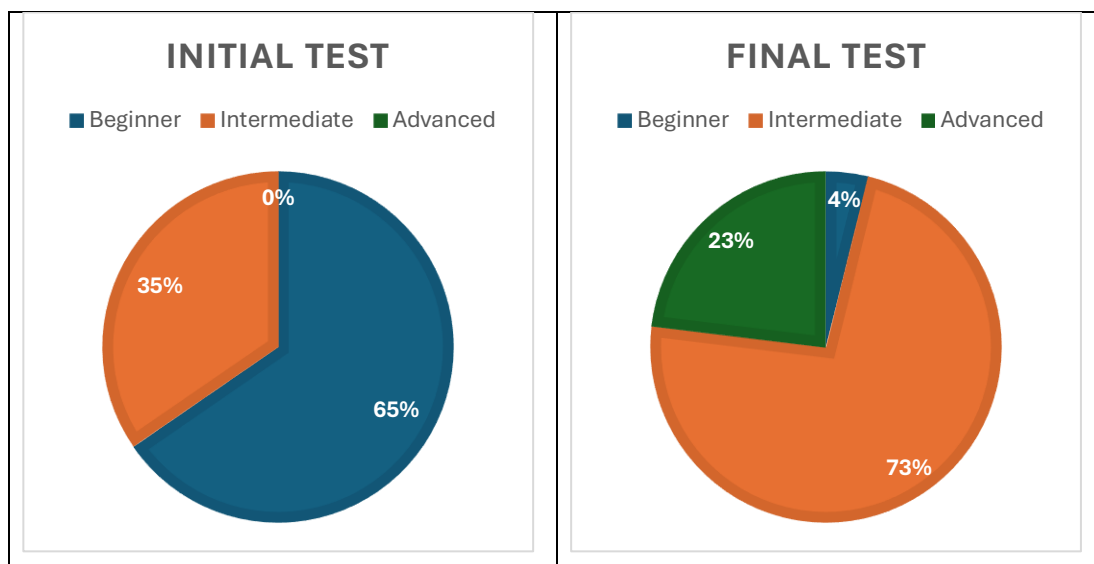


Table 2

Initial Test and Final Test Proficiency Level Comparison

Proficiency Levels	Initial Test	Final Test
Beginner	17 (65%)	1 (4%)
Intermediate	9 (35%)	19 (73%)
Advanced	0 (0%)	6 (23%)

As can be seen in Table 1 and in Table 2, in both the individual and group levels of comparison, the results demonstrate a significant shift. Many students advanced from levels A1 and A2 to higher levels, with the number of students at level B2 increasing significantly from 3 (12%) to

16 (62%). As observed in Table 2 at the group level, beginner-level students decreased sharply only maintaining 1 student (4%), while intermediate and advanced-level students increased. The largest gains were seen at level B2, and several students also reached advanced levels (C1 and C2) in the Final Test, seemingly demonstrating the effectiveness of the intervention process.

3.2.2 TOEFL Jr and Intervention Results Comparison

At the beginning of this research process, the results of the TOEFL Jr Test were highlighted as a way to quantify the current reading proficiency of more advanced students in the school, and to serve as a point of comparison with the result of the intervention process.

Table 3

TOEFL Jr 2022 and TOEFL Jr 2023 Comparison

Proficiency Levels	TOEFL 2022	TOEFL 2023
Beginner	14 (25%)	1 (7%)
Intermediate	41 (75%)	13 (93%)
Advanced	0 (0%)	0 (0%)

Table 4*TOEFL Jr and Final Test Comparison*

Proficiency Levels	TOEFL Jr	Final Test
Beginner	15 (22%)	1 (4%)
Intermediate	54 (78%)	19 (73%)
Advanced	0 (0%)	6 (23%)

As can be seen in Table 3, the TOEFL Jr results from 2022 and 2023 test reflect that the student body mainly achieved intermediate proficiency (levels B1 and B2), with neither group achieving advanced proficiency levels. By contrast, as seen in Table 4, the results obtained in the Final Test from the intervention process demonstrate a significant increase in proficiency levels, with the majority of students gathering in level B2 and up, including a 23% of students that reached advanced levels (C1 and C2). This comparison shows that the effectiveness of the intervention process appears to achieve better outcomes when compared to the TOEFL Jr Workshop class of earlier years.

3.2.3 English Reading Level Test “strategies”

In addition to the main evaluation instrument, students were asked to complete a supplementary tool in which they identified the reading

strategies (discussed and suggested in class) that they believed helped them answer the questions. This supplementary tool contained the same questions as the main instrument but provided the strategies as response alternatives, allowing students to explicitly connect their answers to specific approaches. Of the 26 students, 22 completed this supplementary tool. Not all students were able to complete it on time, as they prioritized the main instrument and postponed the supplementary tool until later. Among the 22 students who responded to this supplementary tool, we obtained the results in Table 5.

Table 5

English Reading Level Test strategies,

Questions	Answers
1. Why does the Scarecrow believe he needs a brain from the Wizard of Oz?	Skimming: 9% , Scanning: 45.5% Note-taking: 0% , Visualization: 31.8% Visualization/Note-taking Mix: 14%
2. What natural event transports Dorothy to the Land of Oz?	Skimming: 0% , Scanning: 32% Note-taking: 9% , Visualization: 45% Visualization/Note-taking Mix: 14%
3. Why does the Good Witch of the North give Dorothy a kiss?	Skimming: 14% , Scanning: 32% Note-taking: 14% , Visualization: 23 %

	Visualization/Note-taking Mix: 18%
4. What danger do Dorothy and her friends face in the poppy field that threatens their lives?	Skimming: 9% , Scanning: 59 % Note-taking: 5% , Visualization: 14 % Visualization/Note-taking Mix: 14%
5. What does the yellow brick road in Dorothy's journey represent?	Skimming: 50% , Scanning: 4,5% Note-taking: 4,5% , Visualization: 22% Visualization/Note-taking Mix: 18%
6. What is the color of the road Dorothy and her friends follow?	Skimming: 9% , Scanning: 9% Note-taking: 13,6% , Visualization: 54,5% Visualization/Note-taking Mix: 13,6%
7. Why does the Tin Woodman desire a heart from the Wizard of Oz?	Skimming: 9% , Scanning: 31,8% Note-taking: 22,7% , Visualization: 18% Visualization/Note-taking Mix: 18%
8. Why are the Munchkins grateful to Dorothy?	Skimming: 22,7% , Scanning: 31,8% Note-taking: 4,5% , Visualization: 33,7% Visualization/Note-taking Mix: 18%
9. Good Witch of the North represent?	Skimming: 27,3% , Scanning: 27,3% Note-taking: 9% , Visualization: 27,6% Visualization/Note-taking Mix: 13,6%
10. How do Dorothy and her friends reach the Emerald City?	Skimming: 13,6% , Scanning: 13,6%

	Note-taking: 9% , Visualization: 45,5%
	Visualization/Note-taking Mix: 18%
11. Which enchanted item does Dorothy employ to command the Winged Monkeys, a powerful force that aids her in critical moments on her journey through Oz?"	Skimming: 13,6% , Scanning: 31,8%
	Note-taking: 9% , Visualization: 27,3%
	Visualization/Note-taking Mix: 18%
12. Why does the Cowardly Lion want to obtain courage from the Wizard of Oz?	Skimming: 13,6% , Scanning: 36,4%
	Note-taking: 9% , Visualization: 27%
	Visualization/Note-taking Mix: 13,6%
13. What color are the shoes that Dorothy receives in Oz?	Skimming: 22,7% , Scanning: 18%
	Note-taking: 9% , Visualization: 27%
	Visualization/Note-taking Mix: 27,7 %
14. What is the purpose of the emerald glasses worn in Emerald City?	Skimming: 40,9% , Scanning: 13,6%
	Note-taking: 4,5% , Visualization: 31,8%
	Visualization/Note-taking Mix: 9%
15. Why does Dorothy wear the silver shoes	Skimming: 27,7% , Scanning: 18%
	Note-taking: 13,6% , Visualization: 31,8%
	Visualization/Note-taking Mix: 13,6%
16. What do Dorothy's interactions with the Scarecrow, the Tin Woodman, and the Cowardly Lion reveal about her?	Skimming: 13,6% , Scanning: 31,8%
	Note-taking: 18% , Visualization: 18%
	Visualization/Note-taking Mix: 18%

17. How does Dorothy protect herself from the Wicked Witch of the West?

Skimming: 27,7% , Scanning: 31,8%

Note-taking: 13,6% , Visualization: 13,6%

Visualization/Note-taking Mix: 18%

18. Who is the ruler of the Emerald City?

Skimming: 27% , Scanning: 31,8 %

Note-taking: 4,5% , Visualization: 22,7%

Visualization/Note-taking Mix: 13,6%

19. What advice does the Good Witch of the North give to Dorothy about the journey ahead?

Skimming: 9% , Scanning: 36%

Note-taking: 13,6% , Visualization: 22,7%

Visualization/Note-taking Mix: 18%

20. What advice does the Good Witch of the North give to Dorothy about the journey ahead?

Skimming: 27% , Scanning: 18%

Note-taking: 4,5% , Visualization: 31,8%

Visualization/Note-taking Mix: 18%

According to the results obtained from the English Reading Level Test (Strategies) as observed in Figure 7, Scanning and Visualization are the most frequently employed techniques. Both Scanning and Visualization accounted for 27.73% of the total responses, with 122 instances recorded for each. These results highlight the preference for strategies that allow students to quickly identify specific details and create mental images to enhance comprehension.

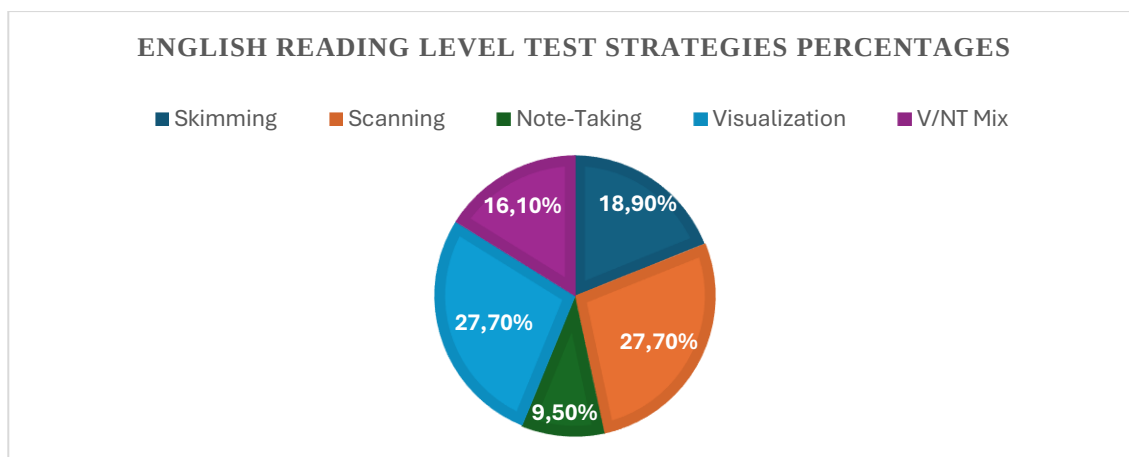
Following these, Skimming was the third most used strategy, representing 18.86% of the total, with 83 instances recorded. This suggests that many students opted for a broader reading approach to grasp the overall meaning or structure of the text.

The next strategy, a combination of Visualization and Note-taking, accounted for 16.14% of the responses, with 71 students selecting this option. This approach indicates a more integrative reading method, where students not only visualized the content but also actively engaged with the material by jotting down important information.

Finally, the least used strategy was Note-taking on its own, representing 9.55% of the total with only 42 entries. This suggests that while some students found value in writing down key points, it was not as commonly relied upon compared to the other strategies.

Figure 7

“English Reading Level Test” Strategies Percentages



3.3 Perception Survey

The final intervention required students to complete an online perception survey. This survey consisted of six primary questions divided across three dimensions: affective, pedagogical, and linguistic. Additionally, an open-ended question was included to gather students' opinions about the overall intervention process and any suggestions for improvement. To reduce potential misunderstandings, the survey was conducted in Spanish. The questions were presented using a Likert scale ranging from 1 to 5, where 1 indicated "Totally disagree," 2 corresponded to "Disagree," 3 represented "Neutral," 4 signified "Agree," and 5 denoted "Totally agree".

A total of 34 students completed the survey. Although not all students were present during the final evaluation, they had attended the lessons delivered by the teachers. It was not possible to distinguish the responses of those who participated in both the intervention and the final evaluation. The survey was conducted one week after the administration of the English reading level evaluation tool, allowing participants sufficient time to reflect on the entire intervention process before providing feedback.

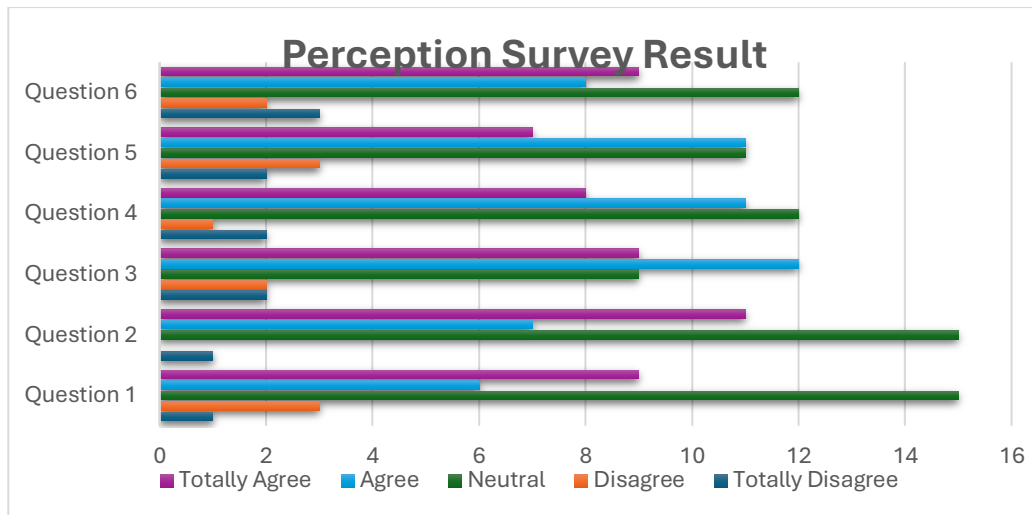
Table 6

Perception Survey Results

Questions	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
Confidence in reading skills	1 (2.9%)	3 (8.8%)	15 (44.1%)	6 (17.6%)	9 (26.5%)
Interest/enjoyment in English Reading	1 (3.0%)	0 (0.0%)	15 (44.1%)	7 (21.0%)	11 (32.0%)
Strategies facilitated understanding	2 (5.9%)	2 (5.9%)	9 (26.5%)	12 (35.3%)	9 (26.5%)
Applied reading strategies	2 (5.9%)	1 (2.9%)	12 (35.3%)	11 (32.4%)	8 (23.5%)
Improved reading comprehension	2 (5.9%)	3 (8.8%)	11 (32.4%)	11 (32.4%)	7 (20.6%)
Comics and identifying ideas	3 (8.8%)	2 (5.9%)	12 (35.3%)	8 (23.5%)	9 (26.5%)

Figure 8

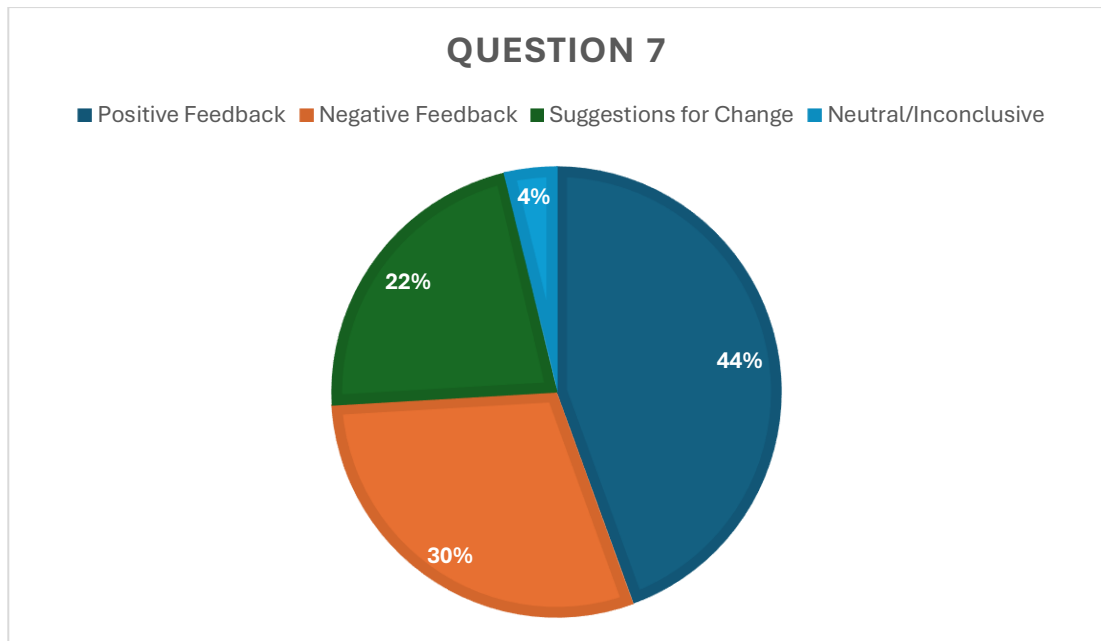
Perception Survey Answers



Questions 1 and 2 pertain to the affective dimension, while Questions 3 and 4 focus on the pedagogical dimension. Questions 5 and 6 are categorized under the linguistic dimension, specifically addressing reading comprehension. For a detailed view of the questions and how they were presented to the students, please refer to Appendix 7.

Figure 9

Perception Survey: Question n°7 Answers



Question 7 was an open-ended question that asked students: "*Queremos conocer tu opinión personal sobre tu experiencia en las clases de comprensión lectora con cómics. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?*", the question was meant to gather the students opinion more in depth, the responses provided by the students present in Figure 9, were categorized into four distinct groups.

Positive Feedback:

There are 12 responses that clearly express positive sentiments.

Examples:

"Los comics ayudan a comprender mejor por las acciones".

"Me gusto que incluyeran el uso de comics porque hace las clases más interesantes y más interactivas".

Areas for Improvement (Negative Feedback):

There are 8 responses highlighting aspects that could be improved.

Examples:

"Lo que no me gustó es que iban demasiado rápido como si uno comprendiera a la primera".

"Yo siento que esta pregunta es relativa ya que no a todos les gustan los cómics".

Suggestions for Changes:

There are **6 responses** that suggest changes or new approaches.

Examples:

"Hubieran más actividades que emocionan a los estudiantes como un Kahoot".

"Sería mejor el uso de más habilidades de lectura".

Neutral or Inconclusive:

There is 1 response that does not provide actionable feedback.

For a complete list of all student responses, see Appendix 4.

As observed in Table 6, Figure 8 and Figure 9 the survey responses suggest that the intervention was generally well-received, with many students expressing enjoyment and recognizing the effectiveness of the strategies taught. The use of comics was a highlight, engaging students and aiding comprehension for a significant portion of participants. However, the high proportion of neutral responses, combined with occasional negative feedback, suggests that the impact was not universally felt. This could indicate that some students either did not engage deeply with the intervention or simply defaulted to neutral responses without much reflection. This uncertainty is coupled with occasional negative feedback about the pace and variety of activities. Overall, the results highlight a positive trend but also underscore opportunities for refinement and broader engagement.

Chapter Four: Discussion

4.1 Discussion

Using multimodal resources like comic books in the classroom seem to have been well-received by the tenth grade “A” students at Liceo Bicentenario Los Ángeles. From the moment the research was introduced, students showed genuine interest in the possibility of moving away from traditional teaching methods, indicating their openness to different approaches.

This action research process provided clear answers to the research question and met the general and specific objectives of the study. Comparing the results from the pre-intervention and post-intervention assessments showed a significant improvement in students' CEFR levels. Specifically, there was a significant decrease in beginner-level students and a marked increase in higher proficiency levels, including advanced levels that hadn't been achieved in the initial assessment.

The results support the idea that comic books can be effective teaching tools. This aligns with findings from Mero et al. (2021), who pointed out that comic books help develop reading comprehension skills and boost student motivation. Similarly, the outcomes observed in this study,

including the positive results from the *English Level Reading Test* and the students' feedback in the Perception Survey, reflect these benefits. Our approach also relates to the ideas of Guichon and McLornan (2008), who emphasized how combining visual and written modes help students process and retain information. By using *The Wonderful Wizard of Oz* comic in its original English format, we aimed to maximize the potential of authentic materials, which these authors mentioned yields better results.

The results of the second assessment tool further emphasized the importance of teaching explicit reading strategies to enhance comprehension. This ties in with Guillen and Maldonado (2019), who highlighted how teachers can improve reading comprehension by encouraging students to actively use strategies. In our case, the *English Reading Level Test (Strategies)* showed that students were indeed engaging with the strategies during the intervention process, which contributed to their progress.

4.2 Limitations

During the course of this research, several challenges arose that affected critical aspects of the process. These limitations should be considered

when analyzing both the results and the overall implementation of the intervention.

One significant limitation is that the research focused entirely on a single piece of media: the comic book *The Wonderful Wizard of Oz* by Eric Shanower. While this material was chosen for its cultural relevance and recognition, including its Eisner Award as “Best Publication for Kids,” its vocabulary closely mirrors the original 1900 novel. This older vocabulary style might have posed additional challenges for students, who were not only unfamiliar with such language but also working in a non-native tongue. The results, therefore, reflect reading comprehension within the specific context of this comic. To assess broader reading proficiency, it would be more effective to use an additional official standardized tool that evaluates skills across diverse texts and contexts.

Another limitation was the restricted number of sessions dedicated to the intervention. External factors beyond the researchers’ control significantly reduced the time available for students to engage with the reading strategies, which were limited to just four sessions. This is in stark contrast to similar studies, such as Yapp et al. (2021), which employed a 10-week intervention, and AlKilabi (2015), which extended to 12 weeks. The brevity of the intervention likely limited the students' potential to fully

internalize and apply these reading strategies. Feedback given by the students in the Perception Survey supports this, as some students commented on the fast pace at which strategies were introduced and dealt with in class.

The research also faced methodological limitations, as it relied on a single group of students for data collection. Unlike studies employing both experimental and control groups, the setup employed does not allow for a comparative analysis that could strengthen the validity of the findings.

Additionally, conducting the intervention alongside regular school sessions and overlapping with other tests created divided focus for the students. While the deviation from the standard syllabus may have been engaging, it could also have led some students to prioritize subjects directly tied to grades over the research activities. This may have impacted their commitment to the reading strategies introduced during the intervention and the reading process of the comic book.

4.3 Considerations for Future Research

Based on the limitations of this research, the following recommendations are proposed to enhance the effectiveness and reliability of future studies: Future research should include a larger and more diverse sample size to

ensure the findings are representative. Incorporating a control group alongside the experimental group will allow for comparative analysis and would align with more traditional research methods.

Extending the number of sessions devoted to the intervention would allow students more time to engage with and practice reading strategies and the tools employed in the research. A longer intervention period, such as 8–12 weeks, would better align with similar studies and could lead to more meaningful improvements.

While culturally significant materials like *The Wonderful Wizard of Oz* have merit, future studies might consider adapting such texts to suit the reading level of the students. Alternatively, selecting more contemporary materials with more appropriate language could reduce barriers and improve comprehension outcomes.

Aligning the intervention with the regular curriculum and scheduling it during less academically intensive periods could help minimize conflicts with the students' other academic priorities. This would likely lead to better focus and engagement with the research activities.

By addressing these limitations and incorporating these recommendations, future research can build upon the findings of this study to further explore

the effectiveness of comic books and other multimodal resources in improving EFL reading comprehension.

Chapter Five: Conclusions

This research highlights the effectiveness of comic books as powerful multimodal tools for enhancing reading comprehension in EFL classrooms. By integrating explicit reading strategies—such as skimming, scanning, and visualization—with the rich interplay of visuals and text in *The Wonderful Wizard of Oz* graphic novel, students demonstrated considerable improvements in their reading comprehension abilities. The intervention not only helped many participants move to higher CEFR proficiency levels but also addressed common challenges in EFL education, particularly in making reading more accessible and engaging for students.

Beyond measurable improvements, the research process revealed an important shift in student motivation and engagement. The use of comics transformed reading from a passive task into an interactive experience, sparking curiosity and fostering a more positive attitude toward learning in English. This suggests that incorporating multimodal resources can bridge gaps in traditional approaches, making reading comprehension a more dynamic and student-centered process.

However, certain limitations must be acknowledged. The relatively short intervention period may have restricted students' ability to fully internalize and apply reading strategies over time. Additionally, relying on a single comic book limited the study's scope, highlighting the need for a more diverse selection of texts in future research. Expanding the duration of similar interventions and incorporating a variety of multimodal resources would provide a clearer understanding of their long-term impact.

In conclusion, comic books offer more than just an alternative to traditional reading materials, they serve as innovative teaching tools that blend cognitive and creative engagement, making language learning more effective, immersive, and enjoyable. As education evolves, embracing multimodal approaches like comics can open new pathways for language acquisition, empowering students to develop deeper reading comprehension skills while cultivating a genuine appreciation for reading.

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APPENDICES

This section includes the tools and materials utilized during the intervention process, responses that could not be included in the main body of the research, and the Gantt chart illustrating the project timeline.

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Appendix 1. Oxford Online “English Reading Level Test”

LOG IN



HomeOur TeachersMembersLevel TestFree LessonsBook ClassesResourcesHelp

ENGLISH READING LEVEL TEST

About The Reading Test

- Read the text, then try to answer the questions.
- There are 20 questions, and you see one at a time in a random order. The answers are not in the same order as the text.
- Some questions are easier; some are more difficult. Don't worry if you don't know the answer!
- Try not to use a dictionary – the idea is to find your natural level.

Sarah's Life in Canada

Sarah is 36 years old, and she lives in Canada. She has two young daughters. She works two days a week as a teacher. Her husband's name is Nathan, and he's a sales manager. Nathan's job is very busy, so he often comes home late. At weekends, they often go driving or walking in the countryside.

Nathan was born in Canada, but Sarah wasn't. She was born in Argentina, and she moved to Canada when she was 26. When she was growing up, she was really interested in English. At first, she thought it was difficult, but when she finished school, she could already speak quite fluently and understand almost everything she heard or read. She spent a lot of time listening to songs and watching TV shows and films in English.

After she graduated from university, she decided to train as an English teacher. The certificate she needed was quite expensive, and competition for places was intense, but she was determined to do it – she simply couldn't imagine doing anything else. She finished the course with a distinction, which was the highest grade possible. Soon, she found work as a teaching assistant in a local primary school. She enjoyed the work, although it was often challenging – the children were not always well-disciplined, and she didn't think that the classroom teacher had enough understanding of teaching methods.

When she first went to Canada, she never would have imagined that she would end up staying there. It was supposed to be a short-term placement in a high school. She thought that she would be able to see a different part of the world and gain some useful experience, which could help her to find a better teaching position when she came back to Argentina. At first, she found living overseas much more difficult than she had expected. She felt homesick, and she had problems getting used to everything which was different in Canada – the interpersonal culture, the climate, the food... For the first three months she was there, she spent most of her free time in her room, dreaming of going back to Argentina and seeing her family again.

Over time, she adjusted to life in Canada, and even started to enjoy herself a bit more. One day, she met Nathan at a party. She liked his sense of humour, and how kind he was, but she was reluctant to get involved, knowing that she was planning to leave in the near future. When her placement finished, he convinced her to apply for a permanent job in another school. She told herself that she would give it one more year and see how things went.

Now, Sarah is settled, although she still misses Argentina. She tries to make it back at least yearly, and she is bringing up her daughters to be bilingual, so that they can talk to their Argentinian relatives in Spanish. When she thinks back to her first few months in Canada, she can scarcely recognise herself. In some ways, she wishes she weren't so far away from her family, but at the same time, she feels that she's learned many things which she never would have experienced had she stayed in Argentina. She wants to give her daughters the chance to travel and experience life in other countries as soon as she can, although of course she hopes they don't move too far away!

Question 1 of 20

Which sentence best describes Sarah's attitude now towards her decision to stay in Canada?

☐ She wouldn't change her decision, although she still finds it hard to be so far from her family.

☐ She regrets her decision, because she feels homesick and misses her family all the time.

☐ She isn't sure. She thinks that it's impossible to say whether it was the right choice for her or not.

☐ She wishes she had come to Canada earlier, because she doesn't feel that there was anything for her in Argentina.

Next



6.2K shares

Question 2 of 20

Sarah and Nathan have _____.

- ☐ no children
- ☐ two boys
- ☐ two girls
- ☐ one boy and one girl

Back

Next

Question 3 of 20

Nathan is _____.

- ☐ Sarah's boyfriend
- ☐ Sarah's father
- ☐ Sarah's manager
- ☐ Sarah's husband

Back

Next

Question 4 of 20

Sarah has lived in Canada _____.

- ☐ since she was 36
- ☐ for ten years
- ☐ for one year
- ☐ since she was born

Back

Next

Question 5 of 20

Because of Nathan, Sarah initially decided to stay in Canada _____.

- ☐ until Nathan asked her to marry him
- ☐ forever
- ☐ for a few more months
- ☐ for another year

Back

Next

Question 6 of 20

The children in Sarah's first job _____.

- ☐ didn't learn anything
- ☐ didn't always behave well in class
- ☐ didn't understand what she was saying
- ☐ were often rude to her

Back

Next

Question 7 of 20

Sarah thinks that she has _____ since coming to Canada.

- ☐ not changed very much
- ☐ learned to speak English better
- ☐ lost touch with her own country
- ☐ changed a lot

Back

Next

Question 8 of 20

Nathan works _____.

- ☐ in a factory
- ☐ in a school
- ☐ at home
- ☐ long hours

Back

Next

Question 9 of 20

Sarah's feelings about her first job were _____.

- ☐ positive
- ☐ negative
- ☐ unclear
- ☐ mixed

Back

Next

Question 10 of 20

Sarah decided to train as an English teacher because _____.

- ☐ she wanted to travel
- ☐ it was the only thing she was really interested in
- ☐ she didn't know what else to do
- ☐ she thought she could get a good job

Back

Next

Question 11 of 20

In her first job, she _____.

- ☐ worked with another teacher to teach young children
- ☐ worked with another teacher to teach older children
- ☐ taught older children by herself
- ☐ taught young children by herself

Back

Next

Question 12 of 20

Nathan and Sarah _____.

- ☐ were born in different countries
- ☐ were born in different years
- ☐ were born in the same country
- ☐ were born in the same year

Back

Next

Question 13 of 20

Sarah thought that living in Canada _____.

- ☐ would be very different to living in Argentina
- ☐ would make her feel homesick
- ☐ would be easier than it was
- ☐ would be more difficult than it was

Back

Next

Question 14 of 20

When Sarah was at school, she _____ learning English.

☐ didn't mind

☐ liked

☐ hated

☐ didn't like

Back

Next

Question 15 of 20

At weekends, Sarah and Nathan often _____.

☐ stay in the city

☐ work long hours

☐ go to a village

☐ get out of the city

Back

Next

Question 16 of 20

When Sarah went to Canada, she thought _____.

☐ she would enjoy living in Canada

☐ she would come back to Argentina again after a short stay

☐ she would stay in Canada for a long time

☐ she would find a job as a high school teacher

Back

Next

Question 17 of 20

When Sarah met Nathan for the first time, _____.

☐ she decided to stay another year

☐ she didn't like him very much

☐ she told him that she was planning to leave

☐ she liked him, but she didn't want to have a relationship with him

Back

Next

Question 18 of 20

It took Sarah _____ to get used to living in Canada.

- ☐ a few weeks
- ☐ several years
- ☐ about one month
- ☐ several months

Back

Next

Question 19 of 20

When she left school, her English was _____.

- ☐ perfect
- ☐ very bad
- ☐ very good
- ☐ not very good

Back

Next

Question 20 of 20

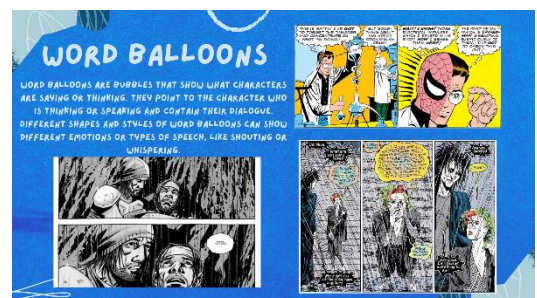
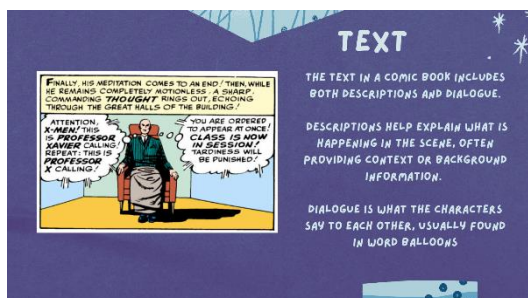
During her first few months in Canada, Sarah _____.

- ☐ didn't socialise much
- ☐ made lots of new friends
- ☐ met Nathan
- ☐ had to work very hard

Back

Finish Quiz

Appendix 2. Power Point Presentation 1



SOUND EFFECTS

SOUND EFFECTS ARE WORDS THAT REPRESENT SOUNDS WITHIN THE STORY, SUCH AS "BANG," "CRASH," OR "WHIZZ." THEY ARE USUALLY STYLIZED AND INTEGRATED INTO THE ARTWORK, ADDING A DYNAMIC AND IMMERSIVE ELEMENT TO THE READING EXPERIENCE.

HOW TO READ COMICS...

READING ORDER

USUALLY WHEN READING A COMIC BOOK, FOLLOW THE PANELS FROM LEFT TO RIGHT AND TOP TO BOTTOM, JUST LIKE READING A REGULAR BOOK. START WITH THE TOP-LEFT PANEL AND MOVE TO THE RIGHT. ONCE YOU FINISH THE TOP ROW, MOVE DOWN TO THE NEXT ROW AND REPEAT. THIS SEQUENCE HELPS YOU FOLLOW THE STORY IN THE CORRECT ORDER.

WHEN IT COMES TO MANGA AND OTHER ASIAN PUBLICATIONS THE READING ORDER CHANGES FROM TOPS RIGHT TO LEFT.

PANEL SEQUENCE

IN A COMIC BOOK, THE STORY UNFOLDS IN A SEQUENTIAL ORDER THROUGH THE PANELS. EACH PANEL REPRESENTS A SPECIFIC MOMENT OR SCENE, AND YOU READ THEM ONE AFTER THE OTHER, FROM LEFT TO RIGHT (OR RIGHT TO LEFT IN MANGA) AND TOP TO BOTTOM.

THE ACTION BETWEEN THE PANELS IS OFTEN IMPLIED, MEANING THAT THE READER FILLS IN THE GAPS USING THEIR IMAGINATION.

WHY READ COMICS?

1. The Cyclone

Directly below is the risk of the great Kansas prairie, with Uncle Henry, who was a farmer, and Aunt Jane, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room, and this room contained a stove looking redwooden, a cupboard for the dishes, a table, three or four chairs, and the beds. Uncle Henry and Aunt Jane had a big bed in one corner, and Dorothy a little bed in another corner. There was no grass at all, and no color—except a small strip of the greenest of grass in the center, where the family could go in case one of those great whirlwinds arose, mighty enough to crush any building in its path. It was reached by a trap door in the middle of the floor, from which a ladder led down into the small, dark hole.

When Dorothy awoke in the morning and looked around, she could see nothing, but the great gray prairie on every side. Now a new way a house broke the broad sweep of the country that stretched to the edge of the sky in all directions. The sun had found the ground and into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades, and they were of some gray color as to some everywhere. Once the house had been painted, but the sun had faded the paint and the colors washed it away, and now the house was as dull and gray as everything else.

COMICS ARE A FUN AND ENGAGING WAY TO READ BECAUSE THEY COMBINE VISUALS ELEMENTS WITH TEXT, MAKING STORIES EXCITING AND EASY TO FOLLOW.

YOU KNOW WHAT'S HAPPENING IN THE COMIC BECAUSE THE DRAWINGS GO IN AN ORDER MEANT TO GUIDE THE READERS EYE, SHOWING YOU WHAT COMES NEXT IN THE STORY.

READING COMPREHENSION

READING COMPREHENSION IS THE ABILITY TO UNDERSTAND AND MAKE SENSE OF WHAT YOU READ.

IT INVOLVES UNDERSTANDING THE WORDS, FINDING THE MAIN IDEAS, AND CONNECTING THE TEXT TO WHAT YOU ALREADY KNOW.

HOW DO WE INTERPRET INFORMATION ON A COMIC BOOK PANEL?

WHAT CAN YOU INTERPRET FROM THESE IMAGES?

Appendix 3. Power Point Presentation 2

READING COMPREHENSION STRATEGIES

For comicbooks and else...

READING COMPREHENSION



Reading comprehension is the ability to understand and make sense of what you read. To achieve full comprehension, we need to use various strategies. Some are simple, like understanding individual words, while others are more complex, such as identifying main ideas and connecting the text to what you already know. We will explore some of these strategies today.

BEFORE WE START

What reading strategies do you remember?

GENERAL STRATEGIES

- SKIMMING
- SCANNING

SPECIFIC STRATEGIES

- PREDICTING/PREVIOUS KNOWLEDGE
- VISUALIZING
- NOTE TAKING

SKIMMING



Skimming is one of the tools you can use to read more in less time.

Skimming refers to looking only for the general or main ideas, and works best with non-fiction material.

- Read the Title, Headings, and Subheadings: These provide a sense of the topic and structure.
- Focus on the First and Last Sentences of Paragraphs: These often contain the main idea or summary of the content.
- Look for Key Words or Phrases: Pay attention to bold or italicized text, bullet points, or repeated terms.
- Scan for Topic Sentences: These are usually found at the beginning of paragraphs and offer the main point.
- Ignore Details: Avoid reading everything. Skip over examples, supporting details, and lengthy descriptions.

The Benefits of Regular Exercise

Engaging in regular exercise is one of the most beneficial habits for improving overall health and well-being. Not only does it strengthen your physical health, but it also has numerous mental and emotional benefits.

Physical Health: Regular exercise is the best way to improve your cardiovascular health, build muscle, and maintain a healthy weight. It also helps reduce the risk of chronic diseases such as heart disease, diabetes, and certain cancers.

Mental Health: Exercise is a natural mood booster. It releases endorphins, which are often referred to as "feel-good" chemicals, helping to reduce stress, anxiety, and depression. Regular physical activity also improves cognitive function and can help with sleep.

Social Interaction: Many people enjoy exercising with friends or in group settings. This provides an opportunity to build strong relationships and feel a sense of community. It can also be a great way to stay motivated and accountable.

Productivity: Regular exercise often leads to increased energy levels throughout the day. This can help you be more productive and focused in your work and personal life.

SCANNING



Scanning is a reading technique used to quickly locate specific information within a text, such as names, dates, facts, or keywords.

Unlike skimming, scanning involves searching the text for particular details or answers without reading everything.

- Identify what you're looking for: Have a clear idea of the specific information you need, such as a name, number, or key term.
- Use clues from the text: Focus on headings, bold or italicised words, bullet points, or numbers to quickly find the relevant section.
- Move your eyes quickly: Let your eyes move quickly down the page, skipping over large chunks of text, until you see the keyword or phrase you are looking for.
- Stop and read the relevant section: Once you find the section that contains the information you need, slow down and read carefully.

Question

What is the smallest planet in the solar system?

The solar system consists of the Sun and everything that orbits it, including eight planets, their moons, dwarf planets, and numerous asteroids and comets. The planets in order from the Sun are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. The largest planet is Jupiter, and the smallest planet is Mercury.

Conclusion

If you're scanning for the smallest planet, you would:

- Focus on words like "small" or "planet."
- Quickly move through the text looking for those words.
- Spot the phrase: "The smallest planet is Mercury."

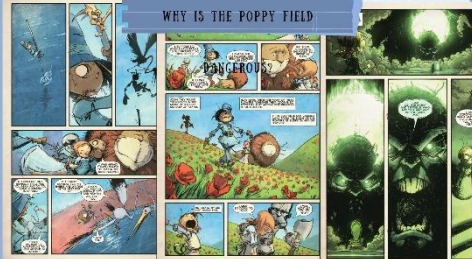
WHAT STRANGEST TRANSPORTS BOUNTIES TO THEE?



WHY ARE THE WORMS SO GRATEFUL?



WHY IS THE POPPY FIELD



PREDICTING



It's a reading strategy in which the reader makes educated guesses about what will happen next in the text or what information might be presented. It keeps readers engaged, helps activate prior knowledge, and encourages active thinking about the material.

When readers make predictions, they guess what might happen next or what information will come. This keeps them interested and encourages active reading.

• Engages the reader: Predicting helps readers stay focused and think ahead, making them more involved with the text.

• Creates a purpose for reading: Readers are motivated to continue to see if their guesses are right.

• Improves retention: Predicting helps readers remember better because they are actively thinking and updating their guesses as they read.

Activating prior knowledge means drawing upon what you already know about a topic before and during reading. This strategy helps readers relate new information to existing knowledge.



PREVIOUS KNOWLEDGE

Prior knowledge serves as a foundation, allowing readers to grasp more complex ideas because they can anchor new concepts to familiar ones. Readers tend to become more invested when they can relate the text to their experiences, leading to deeper comprehension.

VISUALIZATION

Visualization occurs when mental images are formed in the mind; readers visualize by creating mental images based on the text.

This strategy helps readers better connect to the material, leading to a deeper understanding.



NOTE TAKING

Enhances reading comprehension by encouraging active engagement with the text.

By writing down key ideas, questions, vocabulary and summaries, students reinforce their understanding and retain information more effectively.

This process helps learners organize thoughts, make connections, and identify important themes.



NOTE TAKING



SUGGESTED TECHNIQUE



When reading a comic, which is already visual, traditional visualization techniques may seem less necessary. However, combining both of these techniques can be helpful.

Taking notes through drawings can improve understanding. By sketching and organizing key scenes from the comic, you can better remember and grasp the information.

EXAMPLE



DO YOU THINK YOU CAN READ BETTER NOW?



Appendix 4. English Reading Level Test



ENGLISH READING LEVEL TEST

Name: _____ Grade: _____ Score: ____/63

This 20-question test on the graphic novel *The Wonderful Wizard of Oz* (2009) by Eric Shanower assesses English proficiency based on the Common European Framework of Reference for Languages. This test is part of a final degree project of Francisco León and Brando Salcedo.

- 1) **Why does the Scarecrow believe he needs a brain from the Wizard of Oz?**
 - a) He wants to be able to think and make decisions
 - b) He wants to feel emotions like a human
 - c) He wants to impress Dorothy and the others
 - d) He believes having a brain will make him brave
- 2) **What natural event transports Dorothy to the Land of Oz?**
 - a) Earthquake
 - b) Cyclone
 - c) Waterspout
 - d) Flood
- 3) **Why does the Good Witch of the North give Dorothy a kiss?**
 - a) To protect Dorothy from harm in her journey
 - b) To mark Dorothy as royalty
 - c) To make her part of the people of Oz
 - d) To guide her in her journey to the wizard
- 4) **What danger do Dorothy and her friends face in the poppy field that threatens their lives?**
 - a) Falling asleep forever
 - b) Getting lost forever
 - c) Attacks from wild animals
- 5) **What does the yellow brick road in Dorothy's journey represent?**
 - a) It represents her financial wealth
 - b) It signifies the obstacles she must overcome
 - c) It symbolizes hope and guidance
 - d) It denotes her physical strength

- 6) What is the color of the road Dorothy and her friends follow?**
- a) Red
 - b) Green
 - c) Blue
 - d) Yellow
- 7) Why does the Tin Woodman desire a heart from the Wizard of Oz?**
- a) He believes a heart will allow him to feel emotions
 - b) He thinks having a heart will make him physically stronger
 - c) He wants a heart to become the ruler of the Emerald City
 - d) He believes a heart will grant him magical powers
- 8) Why are the Munchkins grateful to Dorothy?**
- a) She saved them from a fire
 - b) She defeated the Wicked Witch of the East
 - c) She gave them food
 - d) She repaired their houses
- 9) What does Dorothy's first meeting with the Good Witch of the North represent?**
- a) The introduction of the main antagonist
 - b) It creates a sense of mystery and challenge
 - c) It eases Dorothy and gives her a goal
 - d) It serves no purpose in the story
- 10) How do Dorothy and her friends reach the Emerald City?**
- a) By following the yellow brick road
 - b) By flying on a magic carpet
 - c) By riding horses
 - d) By crossing a river

11) Which enchanted item does Dorothy employ to command the Winged Monkeys, a powerful force that aids her in critical moments on her journey through Oz?!

- a) A special whistle
- b) A magical ring
- c) A golden cap
- d) A silver bell

12) Why does the Cowardly Lion want to obtain courage from the Wizard of Oz?

- a) It represents his internal conflict between perceived cowardice and true bravery
- b) He wants to feel accepted by others
- c) It's a quest for destiny and fame
- d) He wants to fulfill a prophecy to become king

13) What color are the shoes that Dorothy receives in Oz?

- a) Red
- b) Silver
- c) Gold
- d) Blue

14) What is the purpose of the emerald glasses worn in Emerald City?

- a) They protect the vision of the wearer
- b) They grant magical abilities
- c) They go with the city aesthetic
- d) They create the illusion of the city's color

15) Why does Dorothy wear the silver shoes?

- a) They are her favorite color
- b) They make her run faster
- c) They will last the whole journey
- d) They belonged to her grandmother

16) What do Dorothy's interactions with the Scarecrow, the Tin Woodman, and the Cowardly Lion reveal about her?

- a) They show her to be selfish and unkind
- b) They highlight her leadership and compassion
- c) They demonstrate her fear and uncertainty
- d) They indicate her lack of interest in other

17) How does Dorothy protect herself from the Wicked Witch of the West?

- a) By using magic
- b) By wearing the silver shoes
- c) By throwing water on her
- d) By hiding

18) Why does the silver shoes' magic remain unknown to Dorothy at first?

- a) They can summon rain
- b) They allow her to fly
- c) They protect her from harm
- d) They have magical powers unknown to her

19) Who is the ruler of the Emerald City?

- a) The Good Witch
- b) The Wizard of Oz
- c) The Wicked Witch
- d) The Scarecrow

20) What advice does the Good Witch of the North give to Dorothy about the journey ahead?

- a) Stay on the yellow brick road
- b) Avoid the forests
- c) Trust no one
- d) Use the silver shoes

Appendix 5. English Reading Level Test “strategies”

English Reading Level Test (strategies)

Name: _____ Grade: _____

In this supplementary test, you are required to indicate which reading strategy you believe helped you answer the questions in the main test. Options include skimming, scanning, note-taking, visualization, a combination of note-taking and visualization, or any other strategy you used. If the latter is the case then please write down your response.

1. Why does the Scarecrow believe he needs a brain from the Wizard of Oz? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	2. What natural event transports Dorothy to the Land of Oz? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
3. Why does the Good Witch of the North give Dorothy a kiss? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	4. What danger do Dorothy and her friends face in the poppy field that threatens their lives? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
5. What does the yellow brick road in Dorothy's journey represent? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	6. What is the color of the road Dorothy and her friends follow? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
7. Why does the Tin Woodman desire a heart from the Wizard of Oz? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	8. Why are the Munchkins grateful to Dorothy? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
9. What does Dorothy's first meeting with the Good Witch of the North represent? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix	10. How do Dorothy and her friends reach the Emerald City? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix

_____ (Other)	_____ (Other)
11. Which enchanted item does Dorothy employ to command the Winged Monkeys, a powerful force that aids her in critical moments on her journey through Oz?" a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	12. Why does the Cowardly Lion want to obtain courage from the Wizard of Oz? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
13. What color are the shoes that Dorothy receives in Oz? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	14. What is the purpose of the emerald glasses worn in Emerald City? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
15. Why does Dorothy wear the silver shoes? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	16. What do Dorothy's interactions with the Scarecrow, the Tin Woodman, and the Cowardly Lion reveal about her? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
17. How does Dorothy protect herself from the Wicked Witch of the West? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	18. Why does the silver shoes' magic remain unknown to Dorothy at first? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)
19. Who is the ruler of the Emerald City? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)	20. What advice does the Good Witch of the North give to Dorothy about the journey ahead? a) Skimming b) Scanning c) Note-taking d) Visualization e) Visualization/Note-taking mix _____ (Other)

Appendix 6. Perception Survey

Encuesta de Satisfacción

Hola,

Esperamos que te hayan gustado nuestras intervenciones.

Como parte de nuestro trabajo de titulación, necesitamos que respondas a estas 7 preguntas sobre tu experiencia en este proceso de intervención. Las preguntas se deben responder seleccionando una de las 5 opciones, ordenadas del 1 al 5:

1. Totalmente en desacuerdo
2. En desacuerdo
3. Neutral
4. De acuerdo
5. Totalmente de acuerdo

Por favor, considera cuidadosamente cada pregunta. Te agradecemos por tu participación y por tu tiempo.

panchox234gameplays@gmail.com [Cambiar de cuenta](#)

No compartido

Estas clases han aumentado mi confianza en mis habilidades de comprensión lectora en inglés.

1 2 3 4 5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

Estas clases han fomentado mi interés y gusto por la lectura en el idioma Inglés.

1 2 3 4 5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

La forma en que las estrategias fueron enseñadas en estas clases facilitó mi aprendizaje y comprensión de textos en inglés.

1 2 3 4 5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

He podido aplicar con éxito las estrategias de lectura adquiridas durante estas clase.

1 2 3 4 5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

Mi comprensión lectora ha mejorado desde el inicio de estas clases.

1 2 3 4 5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

El uso de cómics me ha ayudado a identificar ideas generales y específicas en lectura en inglés.

1 2 3 4 5

Totalmente en desacuerdo ☐ ☐ ☐ ☐ ☐ Totalmente de acuerdo

Queremos conocer tu opinión personal sobre tu experiencia en las clases de comprensión lectora con cómics. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?

Tu respuesta

Enviar

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Appendix 7. Survey Question n°7 Answers

Queremos conocer tu opinión personal sobre tu experiencia en las clases de comprensión lectora con cómics. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?

27 respuestas

Nada, el profe trabaja muy bien y hace muy bien su trabajo

Nada

Los comics ayudan a comprender mejor por las acciones

Si me gustó ya que pudimos aprender observando imágenes y eso fomenta mi ganas de aprender el ingles de una manera mas entretenida

Me gustó que fue una forma entretenida de aprendizaje y eso generó más interés en el inglés.

me gusto que incluyeran el uso de comics porque hace las clases mas interesantes y mas interactivas

Me gusto mucho las clases, también como estaban explicando y que siempre estuvieran dispuestos a ayudar a lo que sea.

me gusto que la clase en si fue practica, a cada uno de los estudiantes podían participar, el comic también fue de buen gusto. En si cada una de las clases me gusto ya sea por la forma de explicar. Cambiaría que

Queremos conocer tu opinión personal sobre tu experiencia en las clases de comprensión lectora con cómics. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?

27 respuestas

me gusto que la clase en si fue practica, a cada uno de los estudiantes podían participar, el comic también fue de buen gusto. En si cada una de las clases me gusto ya sea por la forma de explicar. Cambiaría que hubieran mas actividades que emocionan a los estudiantes y los motivan como por ejemplo un kahoot, algo en el que todos juguemos juntos y podamos opinar entre nosotros para fundamentar los conceptos.

Si me gusto la temática es muy entretenida la clase

Me gustó porque fue una forma entretenida de aprendizaje, lo cual hizo más interesante el Inglés.

opino que me ayudo a comprender mejor el ingles

Me gusto todo very good

me gusto que se pueda leer un cómic ya que me gustan los cómics

Opino que me ayudo a comprender y a entender mejor el ingles y a poder desenvolverme mejor en el sentido de los textos en ingles

Queremos conocer tu opinión personal sobre tu experiencia en las clases de comprensión lectora con cómics. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?

27 respuestas

Me gusto el uso de cómic para fomentar la compresión lectora, Me gusto ninguna queja, no creo que sea necesario cambiar alguna cosa

me gustaron pero creo que debieron de buscar otras alternativas de enseñanza para los alumnos , como cosas mas entretenidas y un poco de mas carácter para los alumnos .

Lo que no me gusto es que iban demasiado rápido como si uno comprendiera a la primera, haciendo que varios de nosotros se pierdan en el proceso, también que repitieran mas de una vez lo que se aprendió, ya que muchos o comprenden a la primera, como yo en este caso. Lo que cambiaría es que fueran mas lento, esto ayudaría mucho en el proceso

Si me gusto porque los dibujos y las explicaciones que dieron los profesores eran muy bien entendidas y nos enseñaron habilidades para poder comprender mejor cada comic. No le cambiaría nada

Me gustó el hecho de usar textos mas didácticos y no los clásicos textos "aburridos" donde no hay imágenes de referencia, lo que no me gustó fue el uso repetitivo de la misma habilidad lectora, no cambiaría mucho de esta clase, sería el uso de más habilidades de lectura.

shidin

Queremos conocer tu opinión personal sobre tu experiencia en las clases de comprensión lectora con cómics. ¿Qué te gustó? ¿Qué no te gustó? ¿Qué cambiarías?

27 respuestas

imágenes de referencia, lo que no me gustó fue el uso repetitivo de la misma habilidad lectora, no cambiaría mucho de esta clase, sería el uso de más habilidades de lectura.

sbidip

me gusto todo

Yo siento que esta pregunta es relativa ya que no a todos le gustan los comics, en general a mi no me gustan pero aun asi fue facil entenderlo gracias a las habilidades que nos enseñaron.

Me gustó absolutamente todo, no cambiaría nada

me gusto que ocuparan los comics como forma de enseñanza para hacer mas entretenidas las clases, le cambiaría un poco mas las interacciones con los estudiantes para hacerlo mas divertido para los demas

bien, cambiara el uso del vocabulario ya que hay veces que no se entiende mucho en ingles

La verdad es que no me ayudaron para nada los comics y creo que serian mejores los cuentos

Appendix 8. Intervention Sessions

Session n°1

Date: October 10

Activity: Proficiency Assessment

Students participated in a reading proficiency assessment using the Oxford English Online Reading Level Test. Teachers prepared the computer lab and introduced the project's objectives. The 20-question test assessed reading comprehension levels based on CEFR standards. Students worked independently with minimal guidance, though some rushed or were noisy. Results were recorded to establish a baseline for future comparisons and to adapt materials for upcoming sessions.

Session n°2

Date: October 25

Activity: Explicit Reading Strategies and Introduction to Comic Books

Students were explicitly taught 5 reading comprehension strategies and how to read comic books. The materials and worksheets given to the students to reinforce the contents were adapted to suit the students perceived proficiency level. The class was interactive, with students responding actively to questions. Toward the end, they began reading *The*

Wonderful Wizard of Oz and were assigned the first three issues as homework. Due to rescheduling, students were later asked to read all eight issues to prepare for a reflective discussion and comprehension questions.

Session n°3

Date: November 5

Activity: Review of Reading Strategies, Comic Read-Along, and Knowledge Check

After a gap between sessions, students reviewed previously taught reading strategies like "scanning" and "note-taking". Examples were demonstrated using the comic, including vocabulary-focused notes and visual story representation. The session also featured a comic read-along with questions about key scenes. Despite being shortened due to an external activity, the session engaged students effectively and prepared them for the upcoming test. (The techniques were reinforced between sessions during regular school classes by one of the pre service teachers)

Session n° 4

Date: November 7

Activity: Final Reading Comprehension Test

Students completed a custom test with 20 questions evaluating comprehension of *The Wonderful Wizard of Oz*. Before the test, they reviewed the teacher's visual note-taking example. The test, aligned with CEFR standards, was completed within 30 minutes. Teachers observed thoughtful responses from most students, though some appeared to guess.

Session n° 5

Date: November 21

Activity: Perception Survey Application

Students completed a perception survey about the intervention process during regular class hours. They had 15 minutes to complete the survey and after completion, were thanked profusely for their participation in this process

Appendix 9. Gantt Chart

