

Topic:

GRAMMAR IMPROVEMENT THROUGH COMICS

**Research Project prior to obtaining the Title of Master on English Pedagogy as
a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES, TEACHING METHODS

Author: Juan José Ramos Paredes

Director: Wilson Fabián Criollo Erazo Mg.

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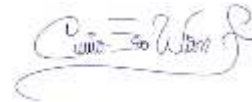
INNOVATIVE PEDAGOGIES, TEACHING METHODS

Author:

JUAN JOSÉ RAMOS PAREDES

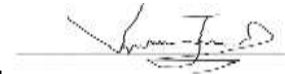
Wilson Fabián Criollo Erazo, Mg.
MEMBER

f.



Verónica Gissela Jarrin Escobar, Mg.
MEMBER

f.



Marco Danilo Núñez García, Mg.
MEMBER

f.



Juan Carlos Acosta Teneda, P. MSc.
POSTGRADUATE COORDINATOR

F.



Hugo Rogelio Altamirano Villaroel, Dr.
PUCESA REGISTRAR

f.



Ambato - Ecuador

December 2020

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CC. 1803109832

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I would like to express my gratitude to Pontifical Catholic University of Ambato for providing me knowledge to get this degree.

I wish to express my thanks to my director and professors who shared their knowledge and experience.

DEDICATION

Dedicated to God, my parents, my wife, and my children.

RESUMEN

El Idioma Inglés es considerado como el idioma universal el cual más personas están aprendiendo debido a sus múltiples beneficios. Cuando las personas aprenden Inglés, es necesario que se desarrollen las distintas destrezas y sub destrezas del idioma en el cual la gramática juega un rol muy importante. Para alcanzar este objetivo, los docentes utilizan diferentes recursos como videos, canciones, fotografías, dibujos, aplicaciones, entre otros; los cuales permiten mejorar el proceso de enseñanza aprendizaje. De allí, la importancia de utilizar cómics como un recurso que permita enseñar gramática de manera efectiva. Para realizar esta investigación, fue necesario utilizar el método cuantitativo y cualitativo, se aplicó una preprueba y posprueba para conocer el nivel gramatical y se utilizó una encuesta para conocer el punto de vista de los estudiantes para aprender gramática mediante cómics. Después de analizar la información, los resultados demostraron que los estudiantes aprendieron gramática utilizando cómics y de esta manera mejoraron sus calificaciones. Finalmente, los estudiantes consideran que los cómics deberían ser utilizadas como un nuevo recurso de aprendizaje en la enseñanza de gramática en idioma Inglés.

Palabras clave: cómics, gramática, recurso de aprendizaje, destrezas.

ABSTRACT

English is considered as the most important language around the world and more people are learning the language due to its several benefits. When people learn English, it is necessary to develop different skills and subskills related to the language where grammar plays an imperative role. To achieve that goal, professors use different resources such as videos, songs, pictures, flashcards, applications, and other resources to improve the process of learning grammar. Therefore, the purpose of this research is to use comics as a learning resource to teach grammar effectively. In order to do this research, it was required to use a qualitative and quantitative approach, a pretest and a posttest were applied to know the level of grammar, and a survey was applied to see the perspective of the students about the importance of learning grammar through comics. After collecting the information, the results show that the students learned grammar based on comics and they improved their grades. Finally, the students considered that comics should be used as a new learning resource to teach grammar in English.

Keywords: *comics, grammar, learning resource, skills.*

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INTRODUCTION

English is a worldwide language that is involved in different fields such as politics, business, technology, education, sports, and entertainment. Learning English has been implemented for Ecuadorian students in all education levels. Therefore, English is taught in most of the Ecuadorian Institutions. However, learning English might be seen as a problem for many students because in most cases, professors might not have appropriate techniques or methods to teach this language.

The Pontifical Catholic University of Ambato (PUCESA) is a distinguished educational institution located in the city of Ambato and its prestige comes from the high quality of knowledge and the values students receive during their stay in the institution. In addition, the PUCESA offers different courses of English to achieve a proficient level in this language. The level of English taught at PUCESA is recognized for many people in the city and one of the reasons for its success is because professors use different teaching techniques and methods.

This research has the purpose of evaluating the influence of comics in grammar improvement. To develop this study, a quantitative methodology would be implemented because it is necessary to obtain and process information. Moreover, action research would be applied and involved in different steps of the research. Field research would be carried out to get information from different sources such as books, students, and projects. Furthermore, surveys and interviews would be required to collect all the information in an appropriate way.

To design a guide for teaching grammar through comics might help professors and students due to many advantages. Professors would be able to have interesting and authentic material that may contribute in the process of teaching and learning grammar in English. Besides, students would feel motivated to learn grammar visually and funnily by using cartoons that are easy to understand.

Based on the study “English in Ecuador – An examination of policy, perceptions and influencing factors” carried out by the British Council in 2015, 63% of Ecuadoreans English learners have studied English at secondary school, 61% have studied at undergraduate level, and 43% have studied at primary school. It shows that Ecuadorian students have been learning English for some years during their studies. However, 52% of respondents have studied English because it was mandatory. It means students have just studied English without thinking about the advantages of learning a new language.

The results from a survey applied to 502 Ecuadorian learners who study English states that they presented poor/basic knowledge of English because 45% of students do not read, 51% do not write, and 46% do not speak English. It is required to consider that one of the strengths to learn English is based on vocabulary and grammar. Grammar makes learners self-confident when they apply it in the development of the four skills. Therefore, the process of learning English would be easier, funnier and practical.

There are a few books to teach English through comics, a few materials on the Internet about the use of comics have been found, and there are not guides to teach grammar based on comics. The contents in the books and web pages about comics present different problems such as lack of grammar explanations, unreal context, and inadequate vocabulary and grammar connection. When English students, especially English basic users look at pictures, they usually get motivated about what the picture can describe. Thus, comics could be used as a tool to teach not only grammar but also other English skills.

The guide would be designed for B1 students of English at Pontifical Catholic University of Ambato. The contents in the guide would be related to grammar topics such as tenses in present, past, and future forms because B1 students present different problems to recognize and use English tenses correctly. The use of the guide would be helpful because it involves the use of pictures, original stories, and messages at the end of each story. Therefore, the Problem Statement is: would the use of comics

affect positively in grammar improvement in the teaching learning process at PUCESA?

The General Objective establish in this research is:

- To evaluate the influence of comics in grammatical use of English Language Learning.

The Specific Objectives are the following ones:

- To diagnose the level of grammar knowledge of students
- To develop effective activities for teaching grammar through comics
- To design a didactic guide to teach grammar through comics

To determine the benefits of the use of comics in the process of learning grammar would be important to apply a pre-experimental investigation using a pretest and posttest in two groups of students to answer the question: What's the impact of the comics in learning English grammar in the students? To answer that question, it is necessary to set up the hypothesis: The use of comics in English classes would contribute to the process of learning grammar.

The research would be applied in 30 students of sixth level of English who study at Catholic University of Ambato – Ecuador. The group of students would be formed by male and female students between ages 17 and 20. To collect data, it would be required to apply a pretest and a posttest. The test would have 20 questions where students have to choose the correct alternative based on three options. The contents in the test would be related to 10 grammar topics and they would be divided as follows: Simple Present, Present Continuous, Present Perfect, Simple Past, Past Used to, Future Time Will, Future Time Going to, Modal Verbs, Infinitive of purpose to, and Frequency Adverbs.

The proposal for this research is justified by the following reasons:

- English is considered as a universal language; thus, students need to be involved with other strategies to learn the language effectively. When professors apply different strategies in class to teach English, the possibilities to learn the language may be higher because there are several activities where students can see how to use the language in different ways.
- Comics allow readers to get involved in the reading process enjoying different situations behind the stories. When students are exposed to interesting reading texts, they are able to get involved with the characters, the circumstances, and the message of the story.
- Comics could motivate students to learn English because they can associate the language with a series of pictures. Some students are visual learners therefore they might love looking at pictures in the learning process. Showing one picture can develop different skills and subskills such as speaking, writing, vocabulary, grammar, pronunciation, and more.
- Comics would support professors in the learning process of grammar as a teaching resource that can be used in different ways. Professors would have the possibility to present a new alternative for English students giving them the chance to participate and interact in the class.
- Comics might let professors and students get involved with familiar situations where they can analyze and generate their point of view. After reading a book, a novel, a comic, a poem, there is a message for the reader at the end of the story. Students would be able to internalize the message through their own criteria base on previous knowledge and experiences.

CHAPTER I: STATE OF ART AND PRACTICE

1.1 ENGLISH LANGUAGE

English is a universal language that is involved in many fields such as education, medicine, entertainment, business, economy, fashion, sports, politics, and more. Nearly 360 million people speak English around the world because it gives the possibility to get involved in different areas where communication is transmitted in English language. English may not be the most spoken language around the world, but it is the official language in a lot of countries. Thus, English is the dominant language in this world where globalization is presented (Rakhmawati, 2018).

The way of teaching English in our country has changed in the last years. Nowadays, professors try to use different teaching techniques and one of the best techniques is when they present the language in real contexts. Therefore, students do not just learn simple structures, they learn how to apply those structures in real situations. Students want to learn more English because they know they would be able to do different things such as traveling, studying, working, and many other activities due to the use of English in different contexts. Based on the research a New Curriculum in Ecuador, it states that Ecuador has a new curriculum for English as a Foreign Language (EFL) area with the difference that now the Ecuadorian educational model has given to English (Paredes, 2018).

Ecuadorian Learners have mainly three reasons to learn English: traveling overseas and learning about other cultures, getting a new job and improve their professional skills, and studying purposes such as pass a course or apply for a scholarship. Therefore, professors need to be ready for those challenges. They are required to have a B2 level to accomplish goals in the process of teaching English accurately and the curriculum aims to help Ecuadorian professors to take new techniques related to Content and Language Integrated Learning (CLIL) that is a process to know how to apply English in their day to day in order to pave the way to future processes of bilingualism in public and private education.

1.1.1 ENGLISH SKILLS

Learning a language involves the development of four skills: listening, speaking, reading and writing. When a baby learns a language, the baby usually listens to different words or sounds. Then, the baby speaks based on everything that was heard. After a few years, the child reads and then writes. A different process happens with teenagers and adults because they have previous knowledge of the language. However, when people learn a language, they need to develop the four skills. A lot of English courses try to integrate the four skills in the programs doing different tasks, reflecting that skills are best developed when they integrate themselves and not in isolation (Ching, 2019).

Listening is a receptive skill and it means receiving, interpreting and reacting to oral messages from a speaker. To develop this skill is required to hear, focus, interpret, analyze, evaluate, and respond to the information. Speaking is a productive skill and it involves producing speech sounds. To develop speaking is important to get involved in stress and intonation patterns, words and structures, organized thoughts in sequence, and speech. Reading is a receptive skill and it means to understand a written text. In order to develop this skill is essential to know vocabulary, sentences, and context. Furthermore, previous information related to experiences contribute to the reading process. Writing is a productive skill and it involves putting thoughts into words in a meaningful way. The writing process means the use of correct vocabulary, word order, correct constituents to transmit a clear message to the reader.

1.1.2 ENGLISH SUB SKILLS

Learning English is more than learning the four skills. It is necessary to develop other skills which are called sub skills and they are vocabulary, grammar, and pronunciation. Vocabulary is part of the language system (verbs, articles, adjectives, adverbs, conjunctions) and it is strongly associated with grammar while pronunciation is related to the way words are spoken and it is associated with sounds, rhythm, stress, spelling, intonation, and strong and weak forms.

1.1.2.1 GRAMMAR

Grammar is a group of words that help to communicate combining different aspects such as vocabulary, meanings, and more. Grammar is the central component of language because it is the connection between the sounds – Phonology, the written symbols – Orthography, and the system of meanings – Semantics. (Nelson, 2016). Grammar is the combination of Morphology – the form of the words –, Syntax – arrangement of words –, Phonology – sound system, stress, intonation –, and Lexicon – individual items of vocabulary such as idioms (Collins, 2017). When people learn a language, grammar is one of the most important components to be learned because the more grammar a learner knows the more opportunities to develop the four English skills.

In the past, the way of teaching grammar in Ecuador was very traditional. Professors only taught structures and students had to memorize those rules without thinking about the importance of what they were learning. Based on the study “English in Ecuador – An examination of policy, perceptions and influencing factors” carried out by the British Council in 2015, the period when students are exposed to learn English is during high school, university and school. However, many people have spent years at high school and university studying English and they do not know the language well. Moreover, people who have learned English usually attend private language schools and they have traveled abroad getting a positive experience from learning English before.

Additionally, the study states that the average score for Ecuadorian TOEFL examiners is 79 over 120 points. It shows the level of English in Ecuador is acceptable because it corresponds to a B2 level which can help learners to study in several foreign countries. However, it is necessary to consider that most of the students have previous preparation to take the TOEFL examination. The IELTS is another exam that is accepted around the world for university entrance. In this test, Ecuadorian people who took the IELTS in 2014 has the following scores over 9 points: reading 6.9, listening 6.5, speaking 6.5, and writing 6.0. Based on these results, it is established that one of the biggest problems is the writing skill that is based on grammar.

Most of the students, especially teenagers and adults like to learn grammar when they realize that they can transmit their thoughts into English. When they see that process, they become more interested in learning more and more grammar. They are motivated when they realize that learning grammar is not complicated. For that reason, professors should look for new learning resources to teach grammar in a didactic and interesting way.

1.1.2.2 GRAMMAR APPROACHES

There are two approaches to teach Grammar: the Deductive Approach and the inductive Approach.

The Deductive Approach also called top-down is a traditional approach. It is when the professor presents grammar rules and then students learn the rules and do exercises to reinforce what they have learned. The deductive learning is a process that begins with principles and then they are applied to examples (Nunan, 1999). Some books classified the Deductive Approach in three steps: present, practice, and produce. The main advantage of this process is that the professor saves time because students get the learning point quickly. However, teaching grammar based on this approach can be presented isolated and it can become a mechanical and boring process.

The Inductive Approach also called bottom-up shows discoveries. It is when the professor presents a situation or a problem. Then, students have to analyze it and they realize how to use the rules. It means, students get their conclusions by exploring the rules (Nunan, 1999). The inductive learning is a process where learners get principles by studying examples and they have the chance to notice the form of the sentences based on real situations and the possibility to interact and learn on their own. Nevertheless, one of the disadvantages of this approach is that professors need time to present the situation and students can deduce rules incorrectly if there is not a process of monitoring.

1.2 LANGUAGE LEARNING RESOURCES

There are materials that are used to teach English. The learning resources try to associate concepts with practice and students get involved emotionally in the learning process using their senses. The use of a different resource in the classroom has some advantages. For example, it causes motivation, provides clarification, saves time, makes an active classroom, and gives students a direct experience at the moment of learning English. The learning resources are divided into three groups: Visual Resources, Audio Resources, and Audio - Visual Resources.

- Visual Resources involve the sense of seeing and they are: blackboard, textbook, hand – made material, comics, maps, flashcards, pictures, posters.
- Audio Resources involve the sense of hearing and they are: radio, mp3, CDs.
- Audio and Visual Resources involve the senses of seeing and hearing and they are: movies, series, applications.

1.2.1 COMICS

Comics describe what actions are happening, the way people are feeling, and the reasons for those actions and feelings. Comics can be used in classrooms as a way to start communication and to develop a thinking process in any subject and at any age (Kirtley, 2020). Comics tell stories and it does not matter if the content is about superheroes, zombies, business, or history, the purpose is students get involved in these stories (Syma, 2013). In addition, comics are considered as sequential pictures that usually contain balloons that need to be read from left to right (Phoenix, 2020). Comics have many benefits in the process of learning English:

Comics develop a visual representation

When people read comics, they are exposed to associate pictures with words in order to remember information. It means, people connect what they have learned with any image. People live in a visual world where they cannot escape from visual influence

(Nacy Frey, 2008). Visual learners love to see written things, take notes in class, and value illustrated materials (Rosenberg, 2016). Furthermore, comics promote understanding of the English language. One of the biggest issues, when people learn English, is that they face new vocabulary words and sentences that it is difficult to understand. Looking at pictures gives learners the possibility to feel more comfortable with the information they read. Visual representation is a strategy that engages students in critical thinking (Shedletsky, 2014).

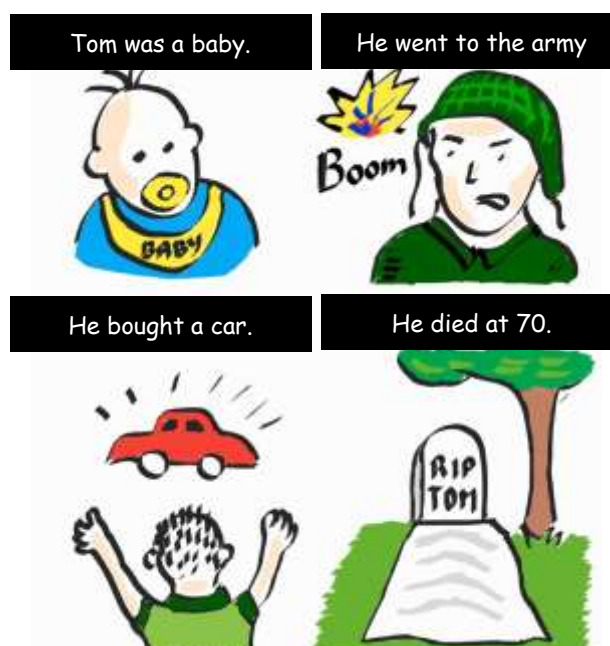


Figure 1: Comics develop a visual representation by Ramos, J. (2020)

Comics develop other skills and subskills

When people read comics, they have the chance to learn more vocabulary and develop different skills. Unknow vocabulary words causes readers problems in English students. When they do not know a word, they usually associate the word in the context of the sentence. However, when there are in a sentence three or more words that they do not know, they usually get confused and avoid reading the rest of the article. Associating words with pictures give the opportunity to learn more vocabulary. Additionally, other skills can be developed especially reading. There are some people who do not like to read. However, the use of images can motivate and engage readers

in the process of reading. Graphic novels and comics are amazing tools for children and young adults with poor reading skills (Gurian, 2008).

The toddler shakes the rattle



Figure 2: Comics develop other skills and subskills by Ramos, J. (2020)

Comics develop creative thinking

One image can express different thoughts. Comics give the opportunity to analyze a real or imaginary situation. Students can examine peoples' attitudes and they can check different forms of behavior. Then, students can express their point of view based on the comic strips. There is the possibility that students are more conscious about different situations and they make decisions based on problems.

Who did that? The baby or the cat?



Figure 3: Comics develop creative thinking by Ramos, J. (2020)

1.2.2 HISTORY OF COMICS

Ancient Egyptians were the first people who used pictures as a written system. That system was called hieroglyphs and it was done on walls and leaves. Hieroglyphs use pictures to represent words and they include pronounced and non-pronounced signs (Allen, 2016). The purpose of hieroglyphs was to transmit secrets and discoveries to future generations. Hieroglyphs were mainly based on pictures of animals, flowers, and snakes. Then, Egyptians and the Incas created tapestries as a single or a set of pictures. Tapestries have colors and they are usually made by hand. The use of tapestries was considered as a luxury style in the past to decor rich homes and civic buildings where they represented moments related to religion, beliefs, and fashion.

In 1895, the first comic strip called the Yellow Kid appeared in a Sunday newspaper in the United States. Its creator was Richard Outcault and his main purpose of this comic was to introduce topics related to politics. A particular fact about the Yellow Kid was that it used his t-shirt to transmit a message and not balloons as it is common now. In the early 1990's, people read comic trips because they were related to jokes (Smith, 2017). Comics appear in 1933 in the USA. Different comic strips appeared in newspapers as a way of entertainment because there was a crisis in the finances in the USA called the Great Depression. Newspaper companies tried to give readers the chance to forget economic problems.

In 1938, it was the Golden Age of comics and superheroes such as Superman, Batman, Wonder woman, and Captain America appeared. In the golden age of comics were about humor, romance, and detectives (Smith, 2017). However, superman changed everything. That was the period of the Second World War and comics tried to show an enemy who was Hitler. A few years later, horror comics also appeared. The most relevant horror comics were called the Vault of Horror. The Silver Age of comics appeared in 1956. Its main characteristic was the use of science fiction and the use of different personalities in the characters. It was the era where more superheroes appeared in comics such as Flash, Spiderman, Hulk, and the Fantastic Four.

In 1970, there was a new period of comics called the Underground comix that included topics related to drugs, violence, and sexuality without respecting the Comics Code Authority that regulated the contents of comics. In 1980, there was the Modern Age of Comic and superheroes returned to comics but redesigned. Writers tried to use more colors and special effects to commercialize comics in more quantities and television contributes to the comics business because people could watch comics on TV. In 1990, superheroes appeared in comics again, but most of the strips were related to the death of those heroes. Also, technology was more popular for readers giving the access to other ways of entertainment. Comics were success for many years. However, in 1990 people chose movies, television, and video games instead of comics (Smith, 2017).



Figure 4: History of Comics Source by Ramos, J. (2020)

1.2.3 COMICS IN LATIN AMERICA

There are some relevant comics in different countries of Latin America. In Mexico, there is a comic called Memín (comes from the shortening of Guillermo = Memo) in 1943 that shows the life of a poor boy and his mother. Chile is another country that has its own international comic called Condorito (comes from the word little condor) launched in 1949 and it shows embarrassing moments where humor ends each comic. In Argentina, there is a comic called Mafalda in 1964 and it shows the life of an innocent bad-tempered girl who is worried about social problems.



Figure 5: Comics in Latin America by Ramos, J. (2020)

1.2.4 TYPES OF COMICS

When people think about comics, they usually believe comics are associated with stories about superheroes such as batman, superman, or spiderman. However, comics can be represented by characters that seem like real people and they can be involved in other stories based on love, science fiction, horror, and more (Carlson, 2015). There are different types of comics according to the interest, likes, and personality of the readers.

Alternative comics

They describe realistic situations where readers have the opportunity to think about attitudes. Some of the alternative comics try to show educative situations while others show funny situations. The aim is to describe life situations where readers get involved with the stories because those situations can describe readers lives.

Manga

They are comics from Japan and they are usually translated into English. Manga has two characteristics: they are for any type of readers and they represent different types of stories. The characters in manga are often designed with weird hair styles, big eyes, and thin bodies that show part of the Japanese culture. Manga can teach interesting things about the Japanese economy, cooking, and even how to drink tea (Rothschild, 1995).

Science fiction Comics

They are comics related to futuristic events and they usually happen in the space. There is usually a confrontation where characters use weapons and special effects to fight for the peace of the universe. These comics always show a superhero who protects the universe at the end of the story.

Action Comics

They are comics that show normal people who become super heroes. Policemen and thieves are often involved in these stories that happen in big cities. In action comics, weapons and guns are used instead of special powers or science fiction effects.

Horror Comics

They are comics that are related to special characters such as monsters or zombies. A lot of readers enjoy reading this type of comics because people get involved with

emotions such as fear and nervousness. One characteristic of the horror comics is that at the end of the story the monsters or zombies survive.

Romance Comics

These comics are related to romantic stories where people show different relationships. They are usually represented by a few characters that appear in all the comics. Nowadays, romance comics are not very common because the attitude through love has changed over the time and readers have lost their interested to see actions like giving roses, giving serenatas, or dedicating songs.



Figure 6. Types of Comics by Ramos, J. (2020)

1.2.5 PARTS OF A COMIC

Comics have six important elements (McCloud, 2006) and they are:

Panel. - It is the image using any shape or size.

Word balloon.- It is a shape with a tail that comes from the speaker containing a dialogue.

Thought balloon.- it is the rounded shape that has the unspoken thoughts.

Caption.- It is a rectangular border that usually has expresses time expressions.

SFX (sound effects).- It is related to the sound effects.

Gutter.- It is the space between panels.

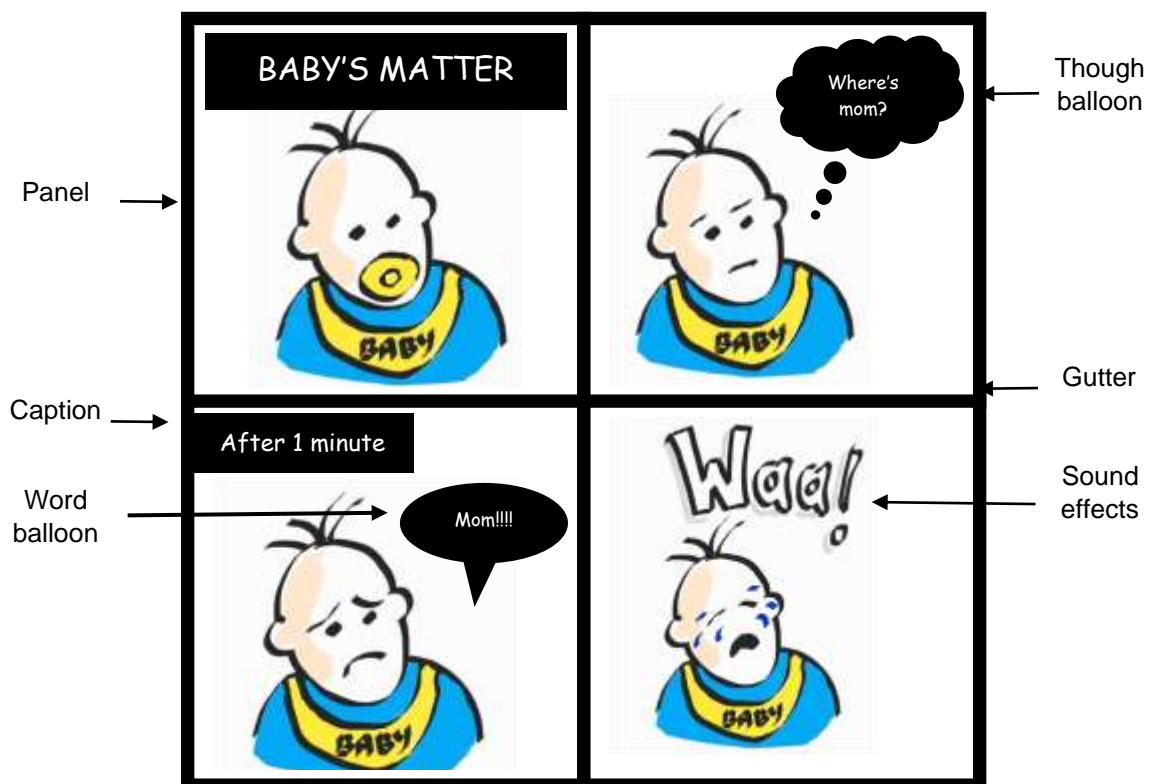


Figure 7: Parts of a comic by Ramos, J. (2020)

When drawing comics is needed to consider three aspects: body language, words, and sounds to transmit the message to the reader based on those aspects. It is imperative to apply all the aspects to make the comic realistic and successful.

1.2.6 BODY LANGUAGE

The body expresses an interaction with the physical world. There are different aspects that contribute to physical states such as sensations, gravity, and external sources. The body language is usually expressed by the movement of the head, hands and eyes (McCloud, 2006). Facial Expressions are relevant at the moment of showing emotions or reactions in comics because they show visual communication and they transmit messages easily without words. The goal of facial expressions is to provoke emotions in the reader. Based on the Evolution of Emotions by Darwin, there are six universal facial expressions that use different muscles in the face and they express anger, disgust, fear, happiness, sadness, and surprise.

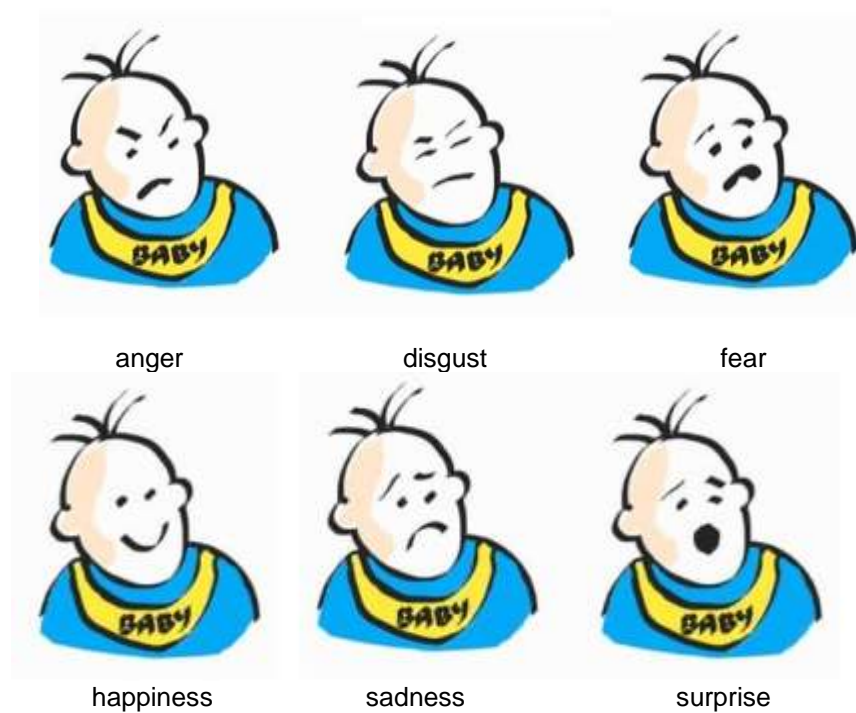


Figure 8: Body Language by Ramos, J. (2020)

1.2.7 WORDS IN COMICS

Pictures are very significant to transmit messages in comics. However, when pictures are combined with words the message is better. Readers have the chance to see combined messages based on pictures and words. There are seven ways to combine words and pictures: word specific is the combination of the words with the picture, picture-specific is when words describe the action of a picture, duo-specific is when pictures and words express the same, intersecting is when words and pictures work together but independently, interdependent is when words and pictures work alone, and parallel is when words work independently from pictures (McCloud, 2006).

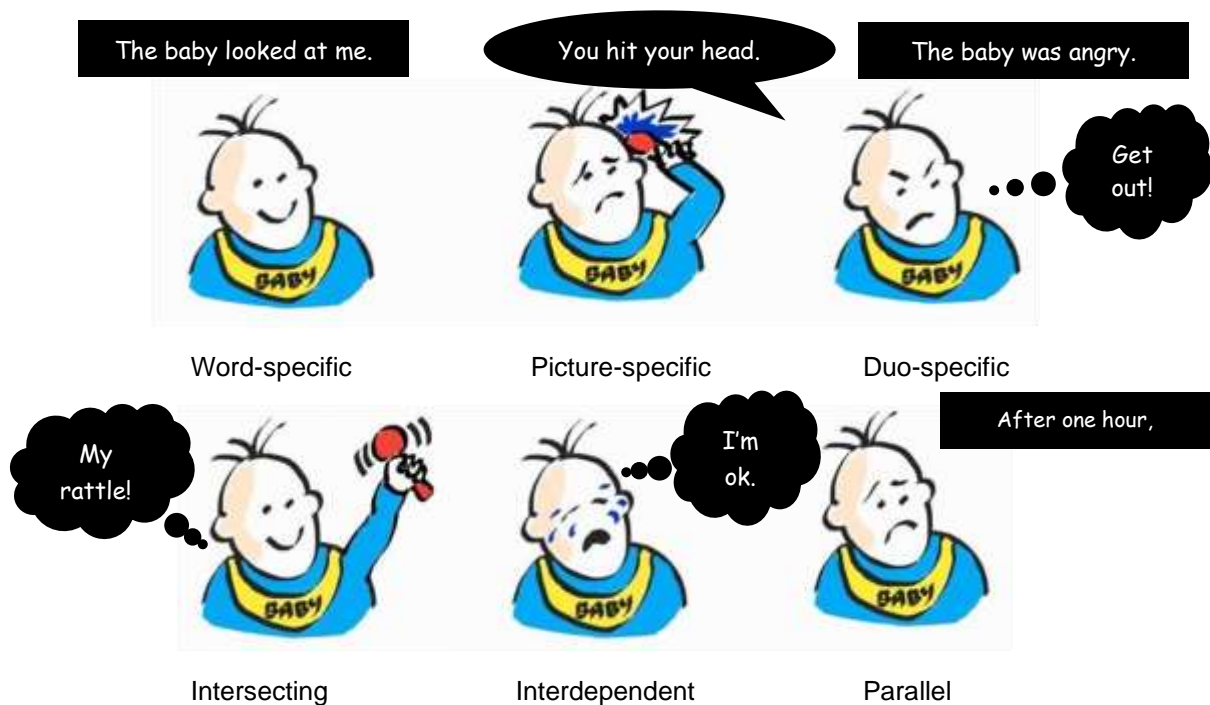


Figure 9: Words in Comics by Ramos, J. (2020)

1.2.8 SOUNDS IN COMICS

One of the limitations at the moment of using comics is that readers do not have the possibility to listen. However, there is a chance to represent sound in four ways. Sounds can be represented like: Loudness that expresses loud sound using

exclamation marks, Timbre that shows the quality of sounds, Association that is the combination of sounds with the objects that produce those sounds, and Graphic Integration that mixes sounds with actions (McCloud, 2006).

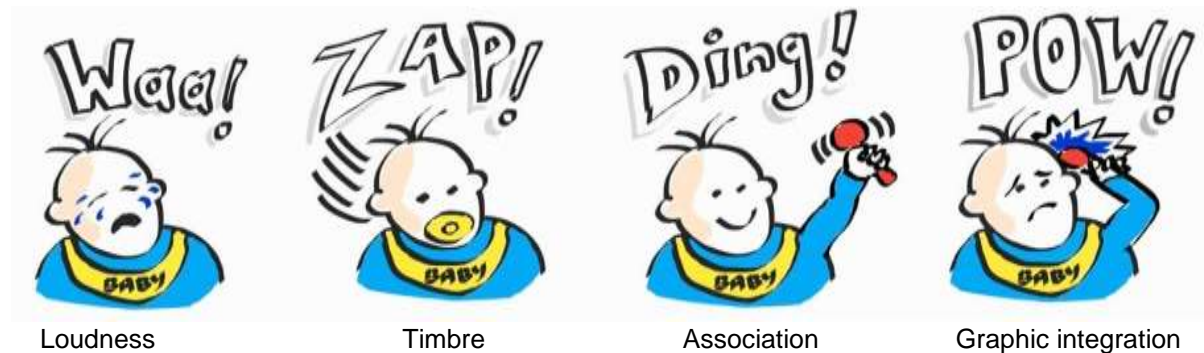


Figure 10: Sounds in Comics by Ramos, J. (2020)

1.2.9 HOW TO CREATE COMICS

When drawing a comic, it is necessary to consider some steps to save time and to make a creative comic. Thinking about the comic, creating the draft, and drawing the comic play an important role in this process.

Thinking about the comic

The idea

In the first step, it is important to think about the characters, the place, the problem, the tone, and the end of the comic. The characters are related to the people, animals, superheroes, or imaginary characters (zombies, aliens, monsters, robots) that perform in the comic and readers usually enjoy activities that characters do. There must be a place where the comics take place such as a park, a street, a school to involve the reader in a context. The problem means to describe the sequence of events that motivates readers to read the comic. The tone is based on the type of comic that it would be used such as a science fiction comic, romance comic, action comic, or manga. The end of the comic is related to message it would be transmitted.

The knowledge and experience

The second step is related to create comics based on something that the person already knows. If the person is a student, there will be a lot of possibilities to write about experiences in the classroom with classmates and teachers. If the person is a teenager, there will be relevant information to describe situations about love, hobbies, technology, and parents. If the person is a teacher, there will be a lot of experiences about the teaching process and students' attitudes. The more writer's experiences, the more possibilities to write interesting comics.

The format

When a person reads a comic, the first part is the visual aspect that the reader encounters. It is imperative to decide if the comic would be designed in a single frame, a strip, or a comic book. Single frames are represented by one frame that is usually found in newspapers to represent funny situations about politics, economy, and social problems. A strip is a sequence of three or four frames that represent a situation chronologically and they are usually found in magazines. Finally, the comic book is a group of strips that represent different situations and they are usually sold in magazine kiosks and book stores. Readers can find many issues about those comics because comics publishers expect readers to continue reading the comics.

Creating the draft

Write the script

What the reader feels is nothing compared to the joy that the writer feels when he puts together his world (Bendis, 2014). In this step, it is pertinent to choose one paper, to design some panels, and to write a script inside each panel without drawing anything because it would take too much time. In this step, the writer would analyze the written communication such as vocabulary words, sentences, idioms, and phrases that the comic would have. In this step, it is not important to use the most appropriate structures because the objective of comics is that illustrations transmit the message.

Sketch out the frames

Based on the previous written script, it is important to analyze how the comics would be represented in each panel. It means to represent the performance of the characters, the place where the comics take place, the representation of the problem, and the end of the comic. In this step, some frames can be added or deleted according to the comic strip. This process is like a puzzle that must be solved and sometimes it can be frustrating (Bendis, 2014).

Use word balloons

When creating comics, word balloons can be used to eliminate sentences and to cause an impact through the use of words. For instance, instead of writing *I have pain*, there is the possibility to write *ouch*. In addition, word balloons can represent sounds, captions, exclamations causing a better impact in the illustrations.

Drawing the comic

Create the frames

After creating the rough draft, the creation of frames is the first part. It is recommended to use from 6 to 8 frames in a piece of paper to avoid overloading the comic with pictures and information. The use of a ruler or a computer programs can help in this process to establish the right places for all the frames. In addition, creating frames means to guide the reader in sequence. It means, the reader would read the comics orderly if the frames are designed correctly.

Draw the pictures

Based on the script, it is time to represent the script in pictures and messages in word balloons or captions. In this step, fonts are important because they represent the way of words are written. There are some fonts that are included in different computer software or it can be designed according to the drawing skills.

1.2.10 HOW TO TEACH WITH COMICS

Comics are considered as a flexible learning resource that professors can use in several ways in the teaching and learning process of English. Learning to look at pictures, to read them chronologically, and to understand the message is to improve the reading process as critical thinkers as it is required in the twenty-first century (Bakis, 2012). The most common ways to use comics are:

Filling gaps with vocabulary

This is an activity where students fill gaps in order to learn vocabulary words. There are two possibilities to work with this activity. The first activity is appropriate for beginner learners and it consists in providing a bank of words so that students can fill gaps using those words. The second activity is more common to use with advanced learners and they need to fill gaps based on their previous vocabulary knowledge without using a bank of words. The best way for students to get familiar with a number of vocabulary words is giving them the possibility to fill gaps based on a list of words (Watson, 2010).

Filling gaps with sentences

In this activity, students need to fill gaps with sentences and it is recommended to practice grammar. The professor gives a sequency of panels and word balloons without information. Then, the students need to read all the panels to fill the missing information. This activity can be useful for beginners and intermediate learners because they can practice the different structure sentences especially verbs conjugation.

Ordering the panels

The professor gives students different panels to order them correctly. This activity is suitable for beginner learners because they need to read the information and they associate sentences with vocabulary words. Additionally, pictures play an important role because they can give extra information to order the different events properly. To

do this activity, the professor needs time to choose the most appropriate comics according to the topic that it would be taught, to cut the different panels, and to make some photocopies for all the students in the class who can work individually or in groups. When, students work in groups, they have the chance to share opinions and to present a solution as a group.

Predicting what will happen next

In this activity, the professor provides a sequence of panels and the last panel is going to have incomplete information. Therefore, students need to predict what would happen next. This type of activity is appropriate for intermediate and advanced learners because they can express their point of view and they can improve their level of speaking. In addition, when students make predictions there is the possibility to create other activities in class such as making debates, discussing topics, or giving arguments especially about controversial topics.

Adding text

This activity consists in adding information to blank balloons. The professor gives a comic with blank balloons and students need to fill those balloons with sentences or vocabulary words. They can develop critical thinking because they will try to transmit a message at the end of the comic. In this activity, the students need to be creative and original. This is a useful exercise for advanced learners because they have some previous knowledge about vocabulary and grammar, and they will not have difficulties to add text. Adding text help learners to add more grammatical phrases such as relative clauses and restatements (Chapelle, 2003).

1.3 LITERATURE REVIEW

Jenna Pollack publishes a thesis about *Using Graphic Novels to Teach English And American Culture in Japanese Middle Schools* in May 2020. The objectives in this research were to use graphic novels to teach English in Japanese schools. The methodology consisted of different teaching techniques based on visual aids and some

former experienced professors. Moreover, the author talked to Japanese students during breaks at the library to see their point of view about comics even though they did not speak fluent English. In the tests, the students had the opportunity to use comics throughout the year and there were some lessons based on comics to observe and discuss about the content of each comic. The results of data analysis concluded comics gave the chance to show Japanese culture to other people from around the world. The findings of this investigation could contribute to the present investigation because comics would be adapted to Ecuadorian culture to improve the grammar process.

Dian Rakhmawati published a thesis called *The Effectiveness of English Comic in Teaching Grammar (Present and Past Tense)* in 2018. This research had the objective to teach grammar structures. The applied methodology was based in one class where it was required to apply a pretest and a posttest. In addition, a descriptive analysis was carried out to see the difference between before and after the text. To analyze the test results a formula called Kolmogorov-Smirnov in SPSS 16.0 for windows was used. The results of data analysis concluded that students got better grades in the posttest and that was because of the use of comics in the class. Comics motivated students to learn grammar structures. The findings of this investigation might help the present investigation because it would be a pretest and a posttest to see if the investigation works.

Camila Arcila and Stepanie Chaves published a thesis called *The Implementation of Comic Books in a Foreign Language Environment Focusing on the Reading Skill in Primary School Students* in 2017. This investigation had the objective to improve reading skills through comic books. The methodology was developed using the Backward Design approach and the PPP methodology. The Backward Design was about establishing expectation about what it is going to happen before designing the materials. The PPT was a method to teach structures. The students had the opportunity to work with controlled tasks based on reading exercises and then they had to elaborate their own comics. Different instruments were applied such as journals,

worksheets, portfolios, and observation forms. The results of data analysis showed that it was necessary to create collaborative work in order to develop comics in class. The findings of this investigation could contribute to this research because additional material would be developed to teach grammar through comics.

Ali Merc published *The Effect of Comic Strips on EFL Reading Comprehension* in January 2013. This paper had the objective to identify effects of comic strips in the reading process in Turkish. The methodology consisted of a test applied at Anadolu University School where 167 students were tested by using a placement test to see their level of English. The students were tested in the four English skills and grammar to see if they belong to elementary, low intermediate, intermediate, upper- intermediate or advanced level. One of the tests had some comic strips. The results of data analysis showed that the students who used comic strips performed better than students who did not have a comic strip. Additionally, the comic strips were relevant for higher level and lower level of English. The findings of this investigation might be useful for this research due to the application of comic strips in the teaching process of grammar.

Meldor Yunus and Mohamed Amin Embi publish the *Effects of Using Digital Comics to Improve ESL Writing* in the Research Journal of Applied Sciences, Engineering and Technology in September 2012. The objective of this article was to determine the impact of digital comics in the process of writing in English. The methodology was based on observational questionnaire applied to 30 teachers in Malaysian State University to see: the perception of Information Communication Technology (ICT), advantages and limitations of digital comics, and perceptions about comics in the process of writing. The results of data analysis showed that Comics help and motivate low language learners to write. However, digital comics could be impractical and time-consuming because of technical issues such as access to labs and internet, and limitations of working with technology. The findings of this investigation could help to identify the use of traditional comics in class instead of digital comics.

CHAPTER II: METHODOLOGY

2.1 RESEARCH AND RESEARCH APPROACH

In the research, it was necessary to apply the use of qualitative and quantitative data. It means the combination of mixed approaches based on the topic, the purpose, and the objectives of the present research.

The research was based on qualitative research because it was important to analyze some texts and codes to interpret data about comics. In addition, it was imperative for field research. It means a case study, interviews, and observations. Quantitative research was applied because statistical analysis appears in tables, images, and figures. Seeking measurable and observable data on variables is applied. Moreover, it was relevant to predict, control, confirm, and test statistics to analyze the cause and effect.

It was obligatory to check information from different tests in order to see mistakes or missing information. Also, it was imperative to assign a code for the different alternatives of responses. Then, a pretest and a posttest were applied to get information from students. The results were tabulated in statistics charts base on different categories. Once the results are collected, it was relevant to analyze and represent the results in order to verify the hypothesis.

2.2 POPULATION AND SAMPLE

The research was carried out at the Pontifical Catholic University of Ambato. It is a recognized university in the city because of its high level of preparation. The university offers six careers such as Law, Administration, Systems Engineering, Psychology, Accounting, and Design. There is an English Department because all university students must approve six levels of English as a requirement for their graduation. Additionally, the English Department offers open courses to learn English and French and most of the students come from different high schools. Once students finish eight levels of English, they have the possibility to get an English Certificate that certifies a

B2 level of English. There are around four hundred students who study at different schedules in the English Department.

This research was carried out in two groups of fourteen and sixteen students and they belong to the sixth level of English. The first group of students has classes from 1pm to 2pm and the second group from 2pm to 3pm. The students are composed of male and female students and they are from 19 to 22 years old who have studied English in the previous English levels at the university.

Table 1

Population

Population	Course	Total
Sixth Level	1 pm	14
	2 pm	16
Total		30

Source: Ramos, J. (2020)

2.3 DATA COLLECTION

Collecting data was important in this research. To achieve that, it was necessary to use the Primary and Secondary research in order to use different techniques and instruments to do the research correctly. Secondary Research was used as a type of investigation because it was significant to look for existing data that has been done for other researches. As Investigation techniques, it was needed to apply the scientific reading to get information based on published journals and certified peer review. Additionally, the instruments to collect information were books, thesis, comics, and papers. Moreover, Primary research was applied in this investigation because it was self-conducted and it was relevant to look for different ways to collect information. Observation, interviews, and surveys were applied as investigation techniques that imply working with other people. The instruments used to collect information were a questionnaire and a pretest and posttest.

Table 2

Type of Data Collection

Types of Investigation	Investigation Techniques	Instruments to collect information
Secondary Research	Scientific Reading	Books, thesis, comics, and papers
Primary Research	Observation	Questionnaire Test
	Interview	
	Survey	

Source: Ramos, J. (2020)

2.4 PROCESSING AND ANALYSIS OF INFORMATION

To process and analyze the information in this research, it was imperative to follow the following steps:

Revision and Codification

To carry out this research, it was imperative to check the information in the test to identify mistakes or inappropriate data that did not contribute in the research process. Additionally, it was necessary to assign alternatives to the different questions in order to contribute to the response process.

Categorization and Tabulation

Each question was based on the research topic in order to get relevant information. It was relevant to see the frequency of the results to represent in figures. The tabulation was done manually so that the information required to be checked carefully.

Data Analysis

Once the information was collected and tabulated, it was mandatory to analyze the obtained results. The analysis was based on the given options where it was required to compare the different results which were interpreted later.

Data Interpretation

To interpret the information, it was necessary to see the different results. Once the information was compared, the analysis of the results was stated. The following results were obtained from a questionnaire applied to the students to determine the grammar perspective on students at PUCESA.

The first question was related to the importance of learning grammar. Based on Figure 11, the majority of the students (77%) considered that learning grammar was very important in the learning process of English. Most of the students had previous experience learning grammar that contributed to the learning process. However, a few students (23%) stated that learning grammar was not important.

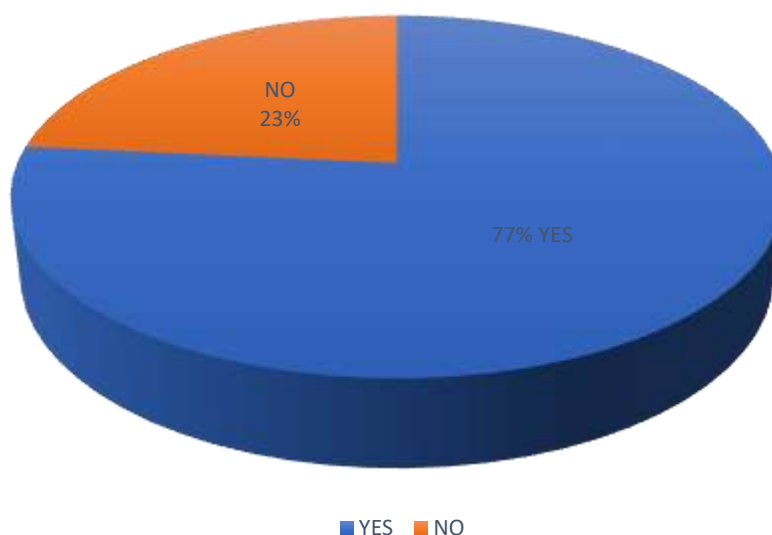


Figure 11. The Importance of Learning Grammar by Ramos, J. (2020)

Most of the students were conscious about the importance of learning Grammar. At this point, students learned grammar before and they developed the four English skills. Therefore, they knew that grammar is a subskill that needs to be reinforced to improve the knowledge of English.

Based on Figure 12, most of the students (50%) mentioned that they usually learned grammar during the week. Some students (27%) stated that they always studied

grammar. While another group of students (20%) remarked they hardly ever practiced grammar. Finally, only a few students (3%) commented they never learned grammar.

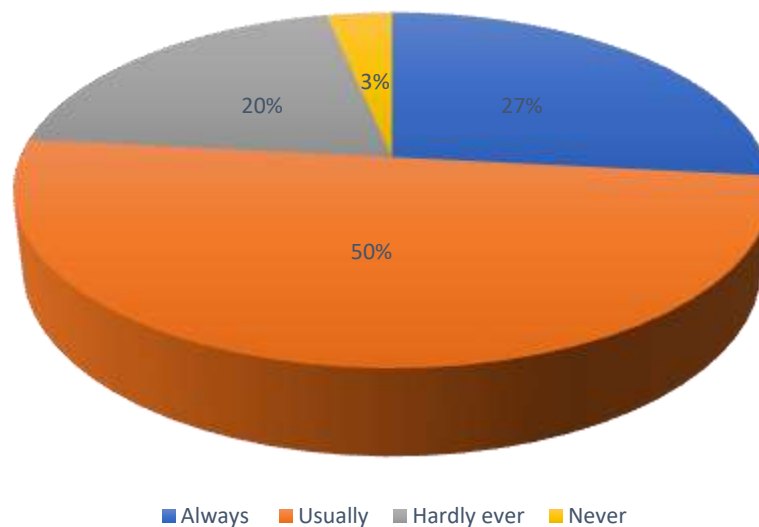


Figure 12. Frequency of learning Grammar Source by Ramos, J. (2020)

It shows, most of the students were usually involved with grammar topics on weekdays and grammar was presented by the professors very often in the teaching and learning process. In addition, there were few students who expressed that grammar was hardly ever taught in class.

There was another question about how students learn grammar. Based on Figure 13, most of the students (30%) mentioned that they learned grammar filling gaps. Several students stated that they chose the correct options (20%) and memorize structures (20%). Few students (17%) stated that they learn grammar through reading paragraphs. Finally, a few students (13%) considered they learned English looking at pictures.

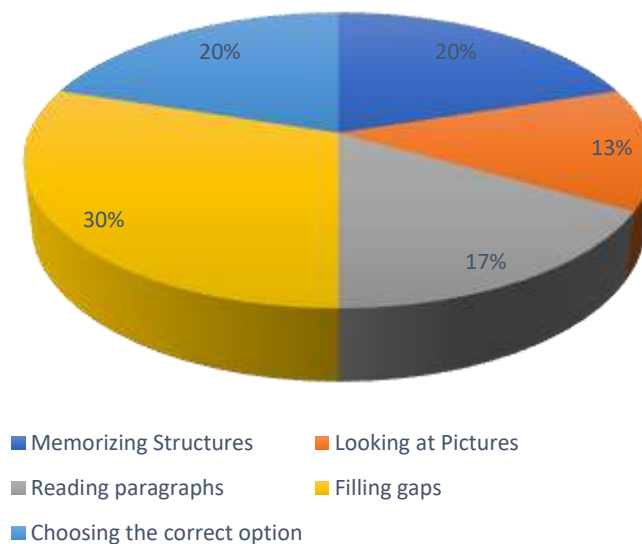


Figure 13. The way of learning Grammar by Ramos, J. (2020)

The picture shows that students were exposed to learn English in different ways. Filling gaps was the most common practice used by professors. Additionally, choosing the correct options and memorizing structures were other techniques that professors used in class as common options to learn English. Reading paragraphs was a technique that was sometimes used by professors. Finally, a few students stated that the use of pictures were rarely used by professors as a technique to learn grammar during classes.

Students expressed their opinion about their favorite way of learning English. Based on Figure 14. most of the students (34%) mentioned they would like to learn English looking at pictures. Then, some students (23%) stated that choosing the correct option and filling gaps (20%) were appropriate strategies to learn grammar. Few students (13%) thought that memorizing structures was a good strategy when they learned grammar. Finally, only a few students (10%) considered reading as a great strategy for grammar.

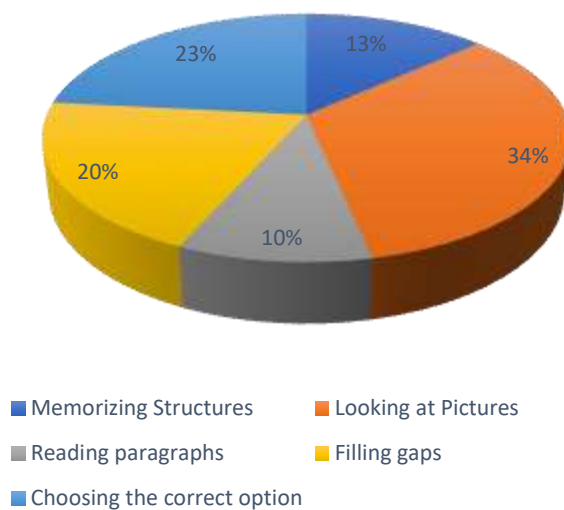


Figure 14. Favorite Way to learn Grammar by Ramos, R. (2020)

Most of the students thought that looking at pictures was a great technique to learn grammar. Then, students considered choosing the correct information as a good alternative in the process of learning grammar. Filling gaps was also considered as a favorite technique for grammar. Few students stated that memorizing structures helped to learn grammar. Finally, students did not consider reading paragraphs as a useful technique for grammar.

2.5 RESEARCH PROPOSAL

Guide to Teach Grammar Through Comics

Informative Data

Institution:	Pontifical Catholic University of Ambato
Province:	Tungurahua
City:	Ambato
Address:	Manuelita Saenz Avenue
Phone Number:	593-961515010
Department:	English Department – Sixth Level

Proposal Background

Grammar is involved in the teaching process every day. Professors look for different strategies to teach grammar properly while students hope to learn grammar in a clear and funny way. There are different resources to teach grammar such as situational context, texts, stories, songs, videos, applications, and more. However, the use of comics is a visual strategy that presents several advantages.

Based on a grammar test applied to the students at PUCESA, it is necessary to design a didactic guide to teach grammar through comics in order to improve the process of teaching and learning English. Professors would have a new alternative to teach grammar based on pictures and stories to present new vocabulary words and developing the reading skill.

Moreover, students would be motivated at the moment of learning grammar through reading, analyzing, and learning messages at the end of the comics. Comics is not a common alternative used by students when they learn; nevertheless, it would give the opportunity to get involve with a new strategy to learn English.

Justification

This proposal has the purpose to improve the process of teaching and learning grammar through comics at PUCESA. Professors would improve the process of teaching grammar based on different grammar topics. Moreover, students would have access to a comic guide where they can find pictures associated with sentences. Therefore, they would learn English in a didactic way.

General Objective

- To design a Didactic Guide to teach grammar through comics

Specific Objectives

- To create comics based on different grammar topics
- To propose a new strategy in the process of teaching and learning grammar
- To improve grammar knowledge

Proposal Feasibility

This proposal is appropriate due to three reasons:

PUCESA has prestige to promote an English program where students get a good level of English. One of the reasons is that professors use dynamic and new strategies. Therefore, comics would be able for professors and students in order to learn grammar in a different way.

Grammar is usually presented in the process of teaching and learning English. Teaching Books always present Grammar in their contents to learn different topics. The Didactic Guide would contribute to develop this subskill and other skills where professors and students might work together sharing different thoughts and opinions.

Due to the expansion of technology – especially cellphones and applications – students are more exposed to have a quick interaction where they learn graphically. Some students are usually visual learners and when they look at pictures, they get involved in the teaching process immediately.

Proposal Topics

Grammar is involved in the process of teaching and learning English. It is usually presented to develop other skills such as reading, writing, speaking, and listening. Therefore, the process must be developed correctly using different strategies where students have the chance to learn English in an inductive way. The Didactic Guide is divided in the following ten grammar topics: Simple Present, Present Continuous, Present Perfect, Simple Past, Past – used to, Future – will, Future – going to, Infinitive of Purpose – to, Modals, and Frequency Adverbs.

Proposal Character

Mr. Monkey is the name of the Comics and a monkey is the main character. He represents a middle-aged English teacher that describes different experiences based on his daily life where he talks about teaching, vacation, technology, love, and married life. In addition, the stories are according to Ecuadorian social contexts where students have the chance to get involved in those situations. At the end of each story, students have the chance to analyze the behavior of Mr. Monkey based on their own opinions.

Proposal Procedure

To apply the comics in class, it is necessary to consider the following steps:

1. Professor makes some questions related to the comic topic
2. Students read the comics individually
3. Professor and students both analyse the comic strip
4. Professor makes questions based on the comic and students give opinions

Step 1: The professor needs to read the title of the comic in order to give students a reference about what they are going to read. Questions are needed in this step because the student get engaged with the comic.

Step 2: Students have the possibility to read the comic by themselves. The aim is to give them the opportunity to identify the characters that are involved, the place where the comic takes places, and the situations that are happening.

Step 3: The professor and the students work together to analyze the comic strip. In this step, the professor has the chance to explain the grammar structure as well as the vocabulary words.

Step 4: The students develop critical thinking based on the professor's question. This is the step where the students can analyze the different attitudes and emotions according to each comic.

Other Proposal Procedures

There are different ways that the professor can use the comics to teach grammar. It would depend on what the professor wants to teach and the level of the students – elementary, advanced or intermediate learners. The comics can be used in the following ways:

Filling gaps with vocabulary

PREPARE – READ – SHOW



Filling gaps with sentences

SHOW IT IN CLASS – TEACH GRAMMAR – SHOW THE PRESENTATION



Ordering the panels



Predicting what will happen next



Adding text



Mr. Monkey Comics

GRAMMAR EDITION

MR. MONKEY COMICS

THE DATE

MARRIED LIFE

TECH ISSUES

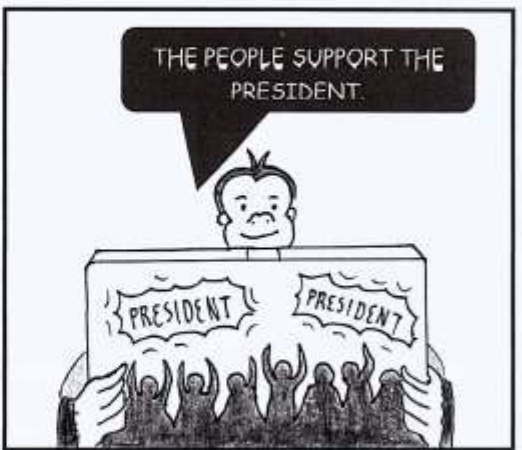
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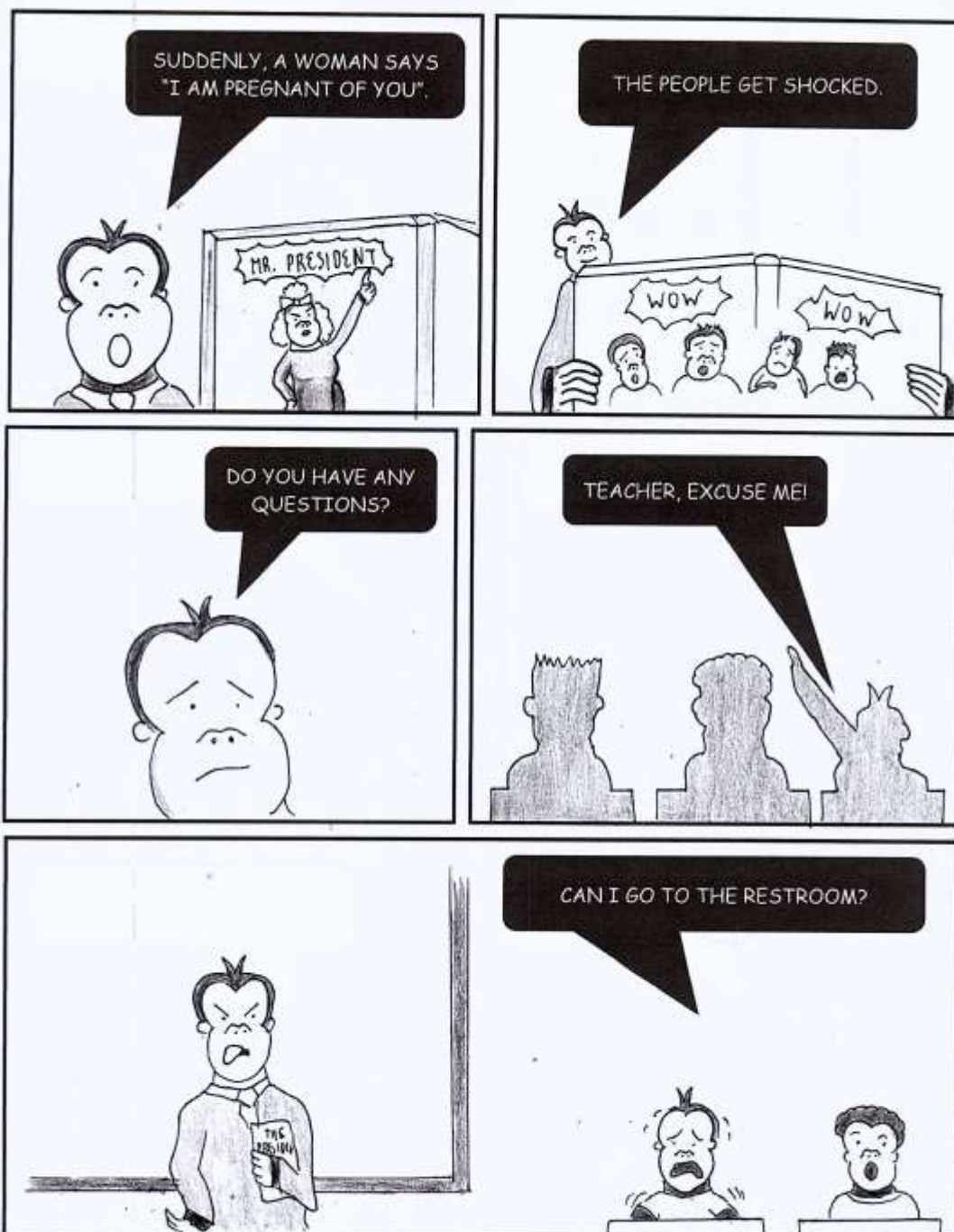
includes **COVIT TIMES**

MR. MONKEY CONTENTS

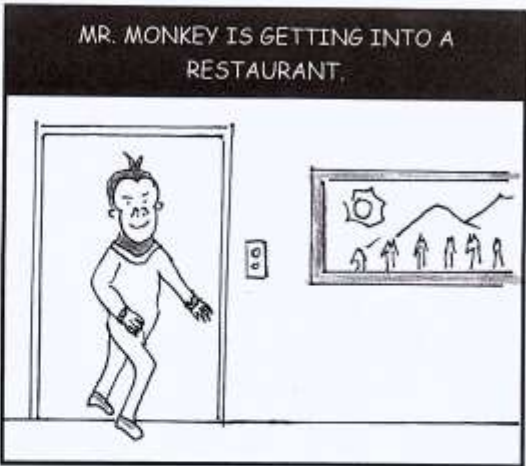
TOPIC	GRAMMAR	DESCRIPTION	PAGE
THE QUESTION	SIMPLE PRESENT	Mr. Monkey is teaching and an unexpected question appears during the class.	3
THE DATE	PRESENT CONTINUOUS	Mr. Monkey is dating a girl, but things are wrong if you are married.	5
TRADITIONAL GAMES	PRESENT PERFECT	Mr. Monkey remembers some traditional games.	7
COVIT TIMES	SIMPLE PAST	Mr. Monkey describes his fears about the coronavirus.	9
MARRIED LIFE	PAST USED TO	Mr. Monkey misses those times when he was single.	11
I WISH	FUTURE WILL	After quarantine, Mr. Monkey would like to go to the beach.	13
ON VACATION	FUTURE GOING TO	Mr. Monkey goes on vacation. However, it is a good idea to turn off the cellphone.	15
MY ROUTINE	MODAL VERBS	Mr. Monkey works a lot. What do his students say?	17
TECH ISSUES	INFINITIVE OF PURPOSE	Mr. Monkey can control everything except electricity.	19
WOMEN LIKE TO TALK	FREQUENCY ADVERBS	Mr. Monkey interrupts a women's conversation. Let's see what happens.	21

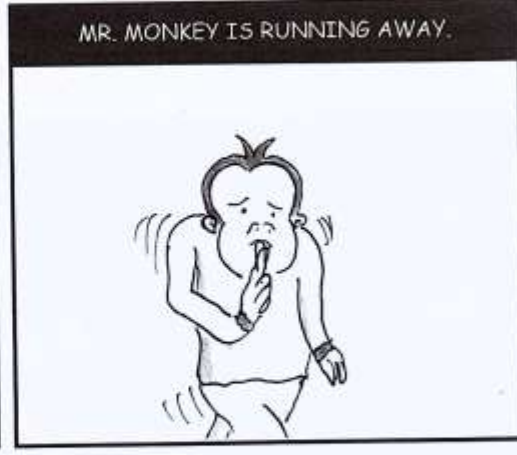
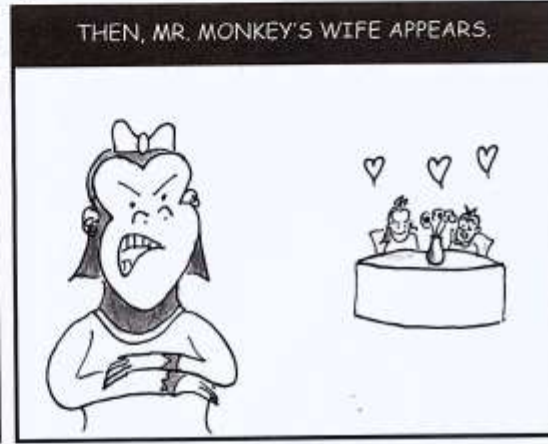
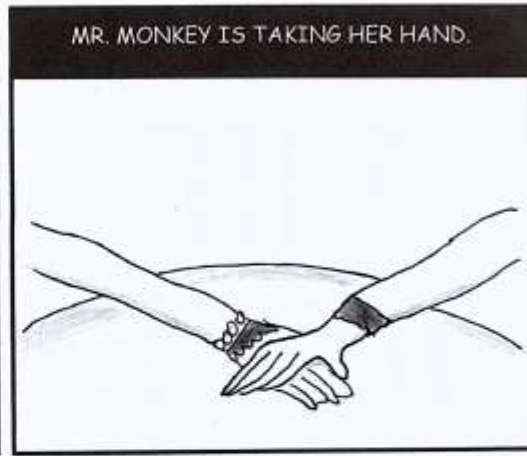
MR. MONKEY THE QUESTION



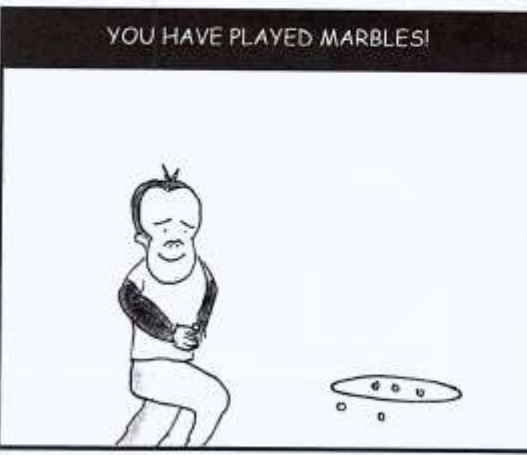


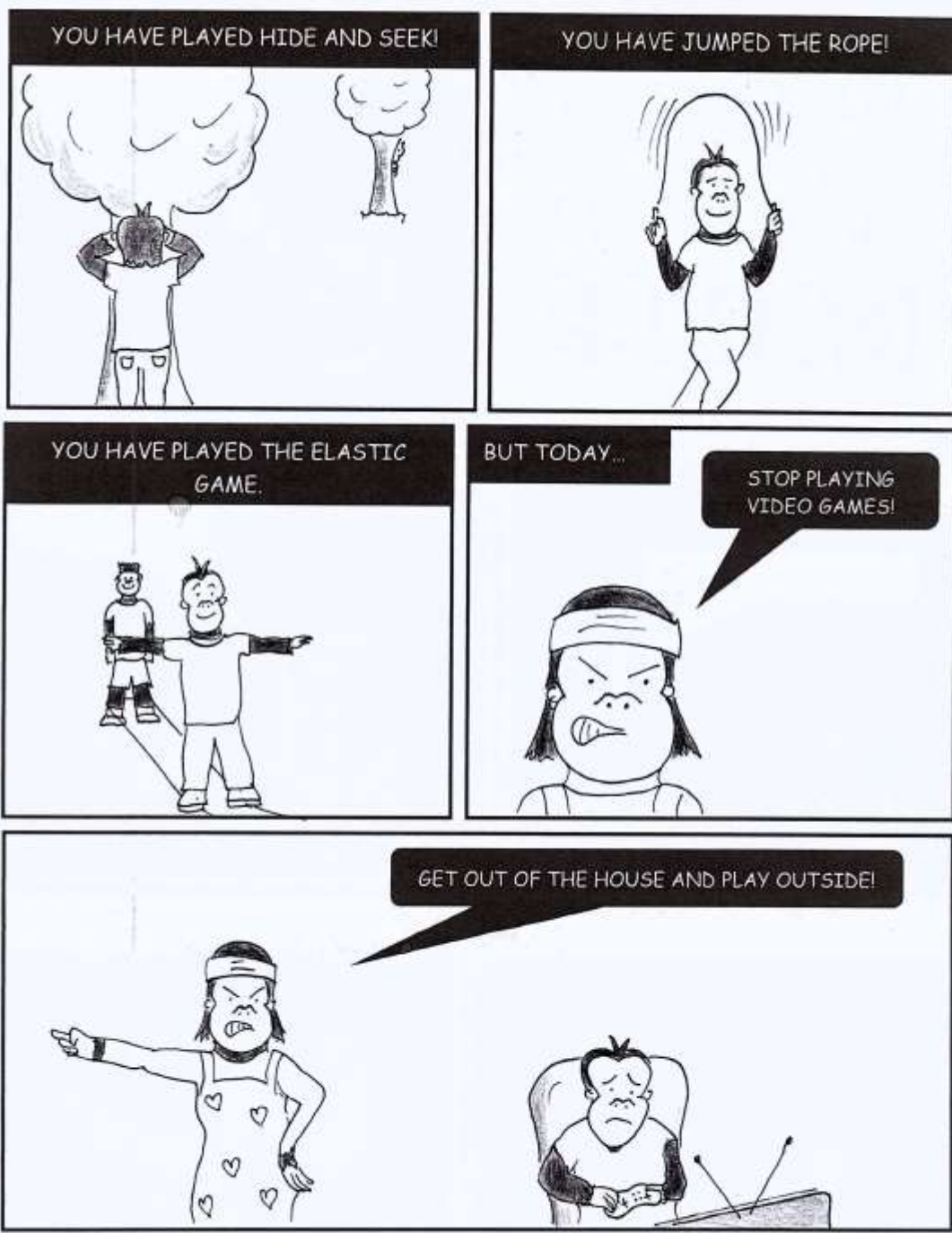
MR. MONKEY THE DATE



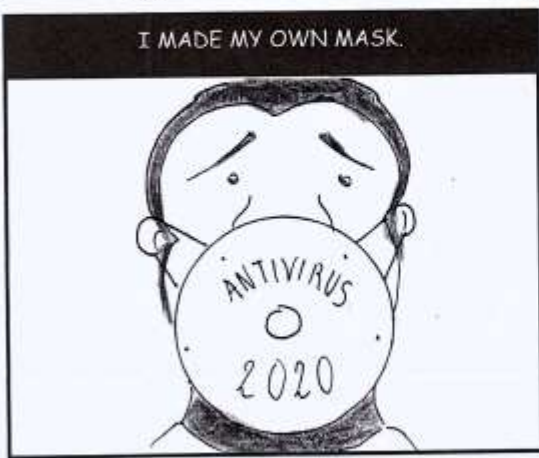
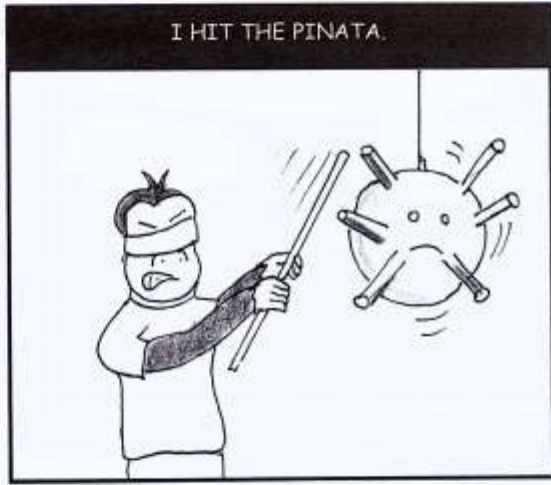
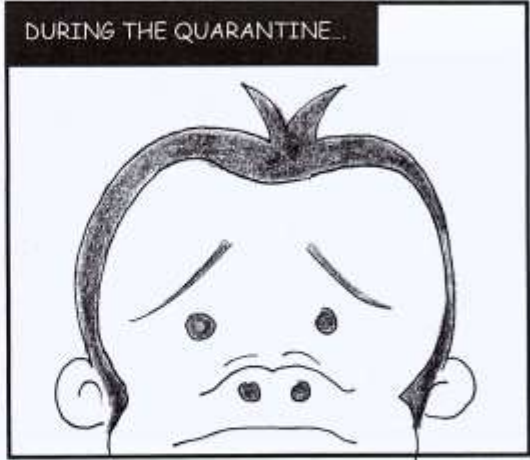


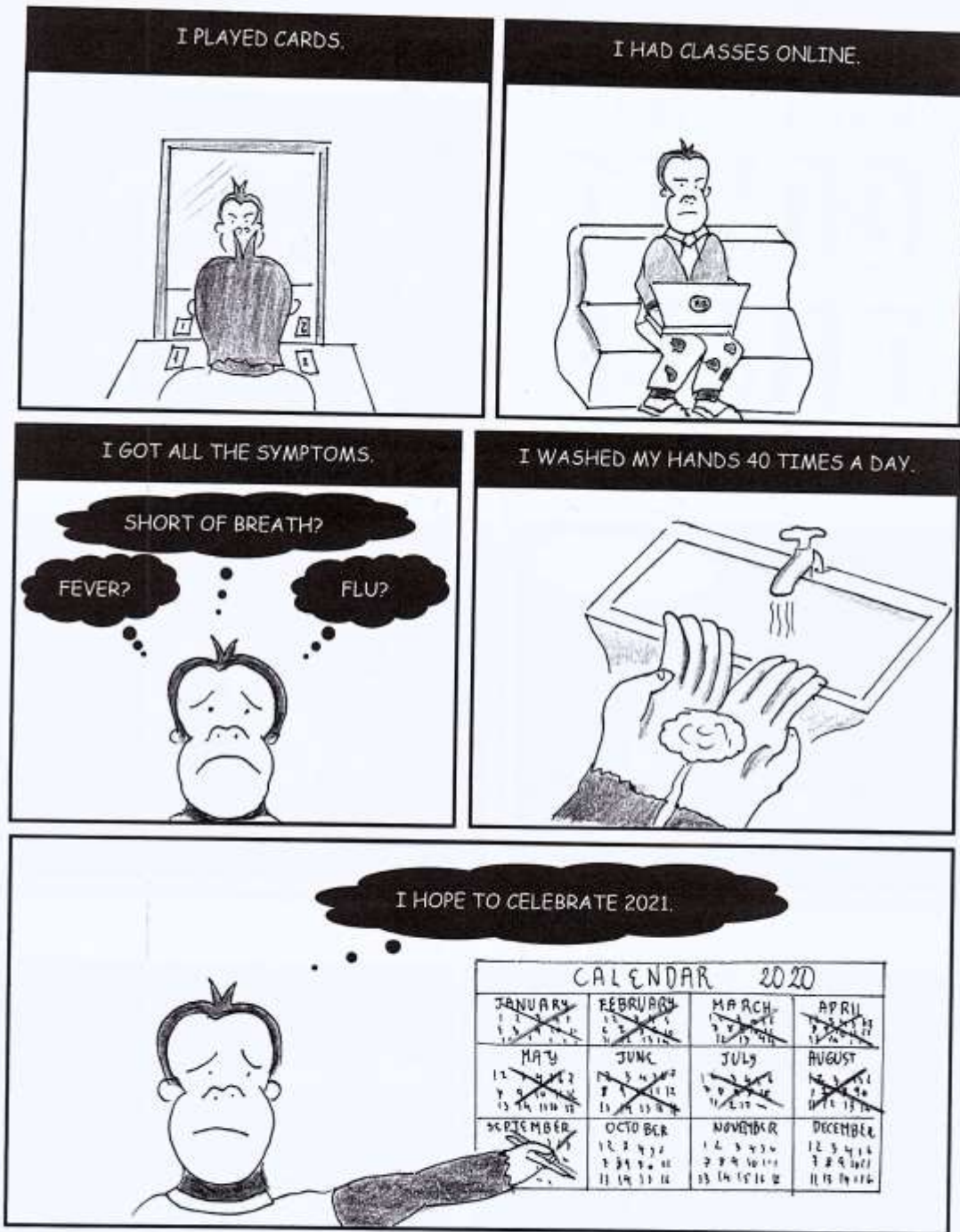
MR. MONKEY TRADITIONAL GAMES



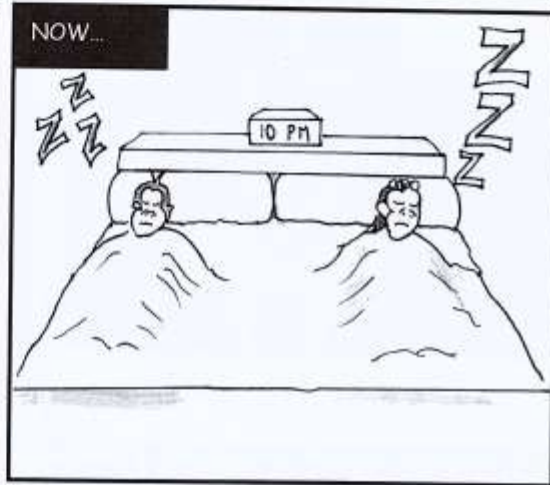
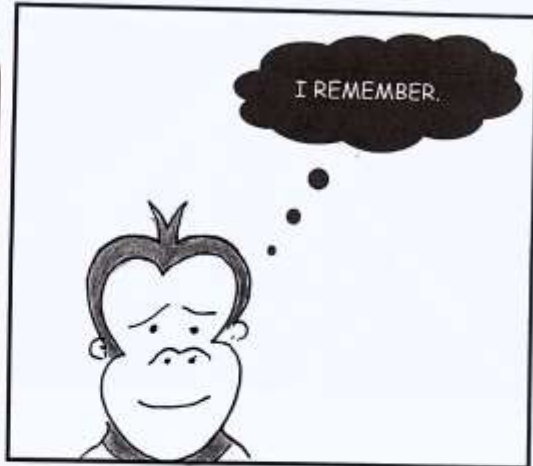


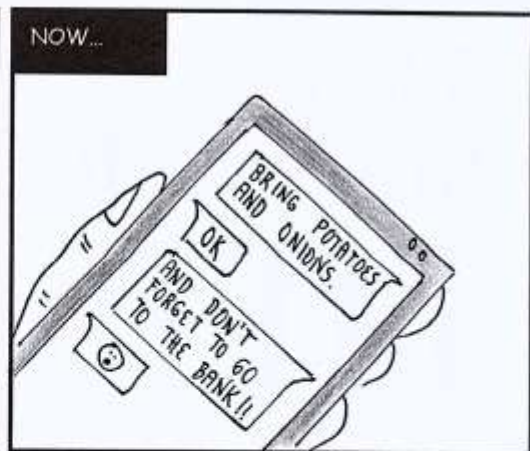
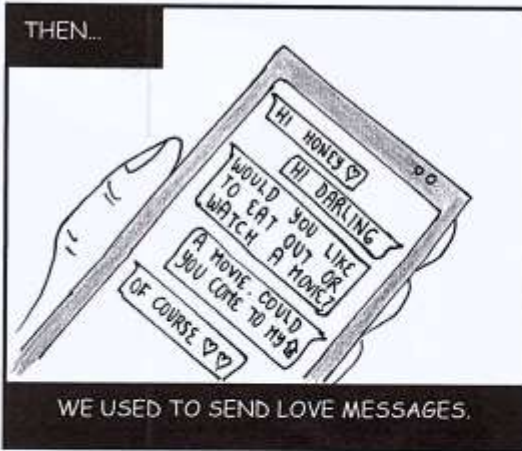
MR. MONKEY GOVIT TIMES



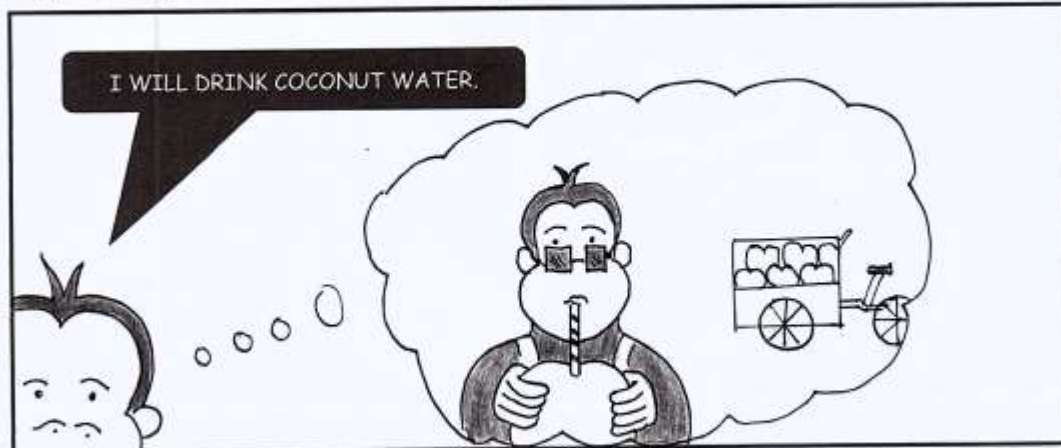


MR. MONKEY MARRIED LIFE



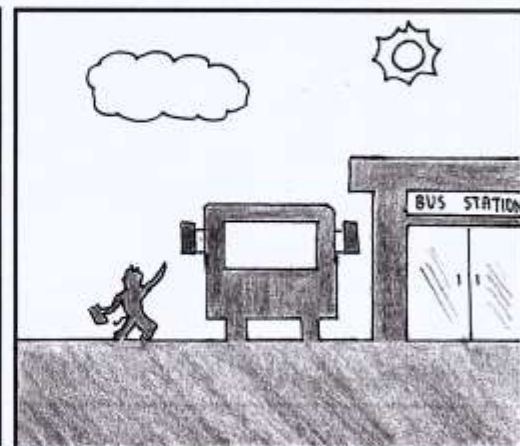


MR. MONKEY I WISH



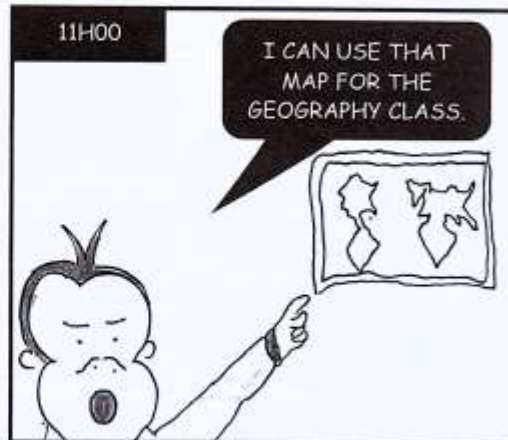
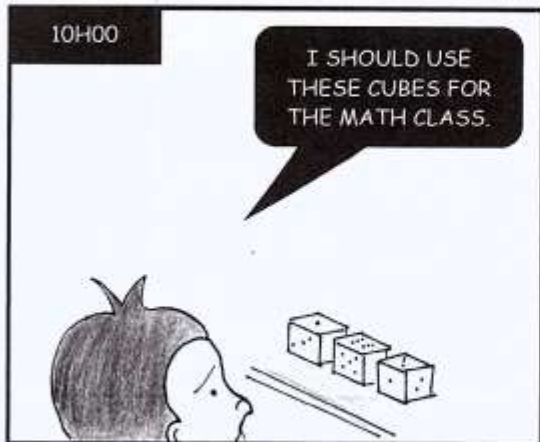
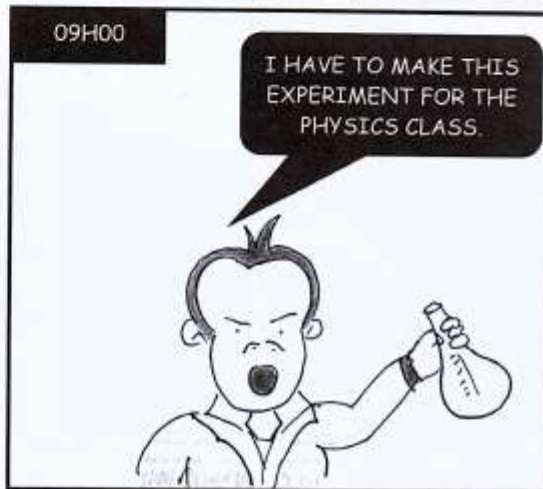


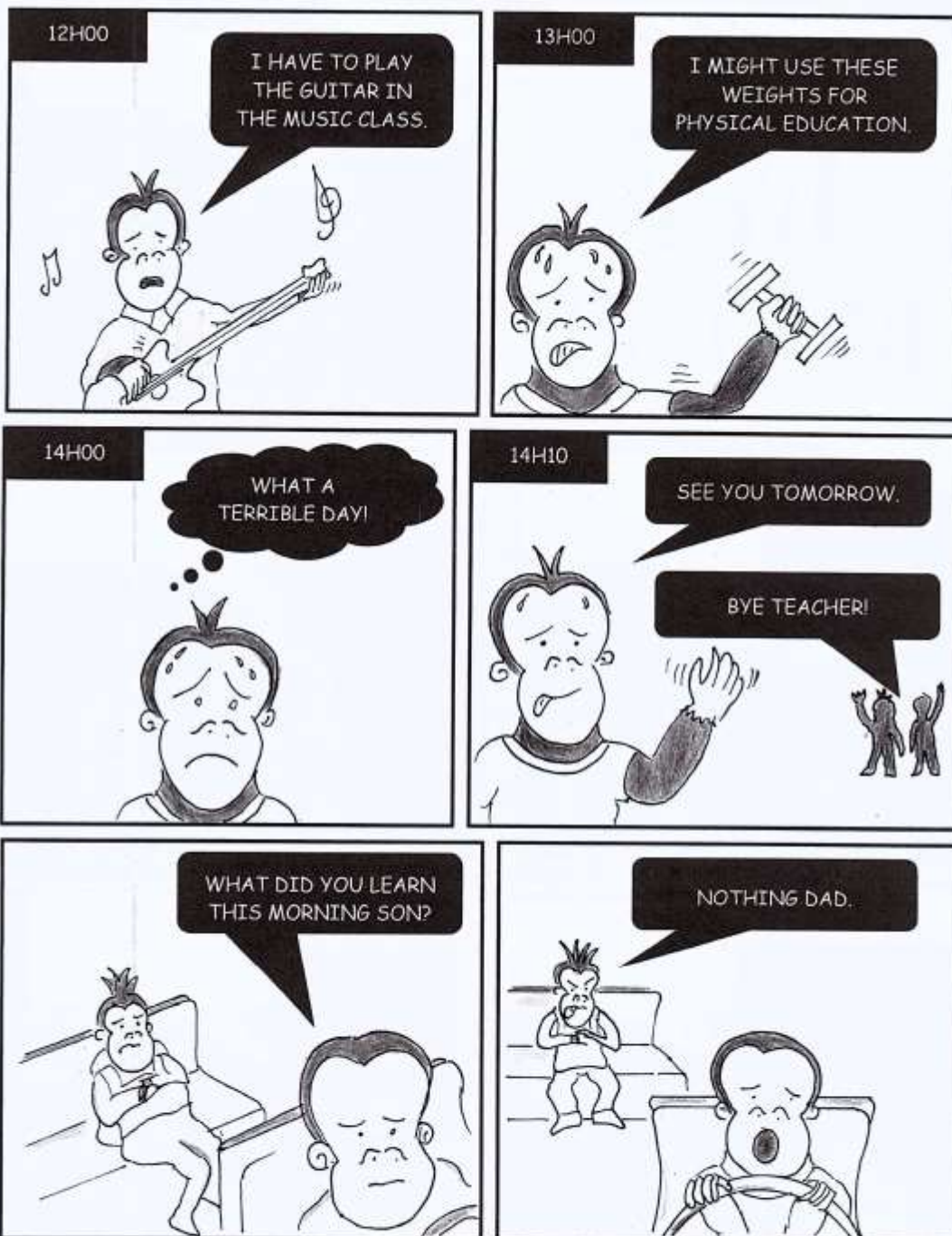
MR. MONKEY ON VACATION



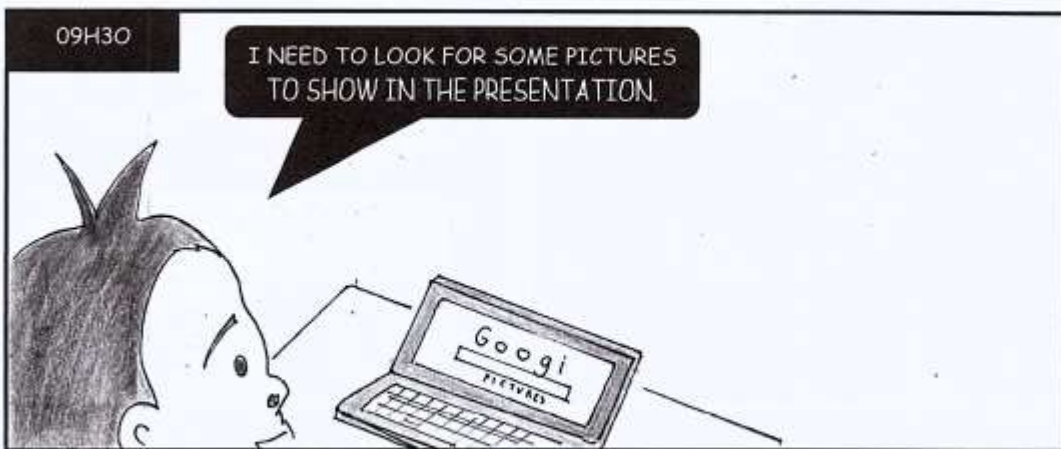
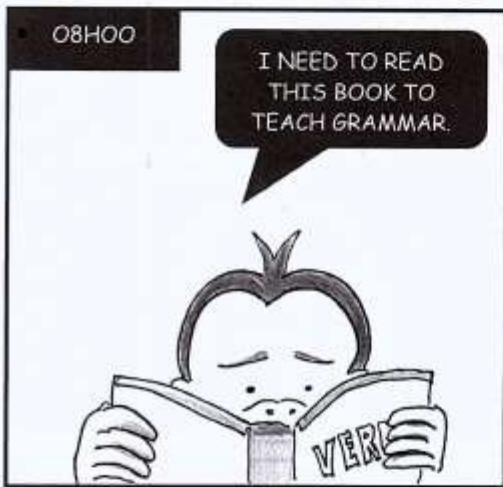


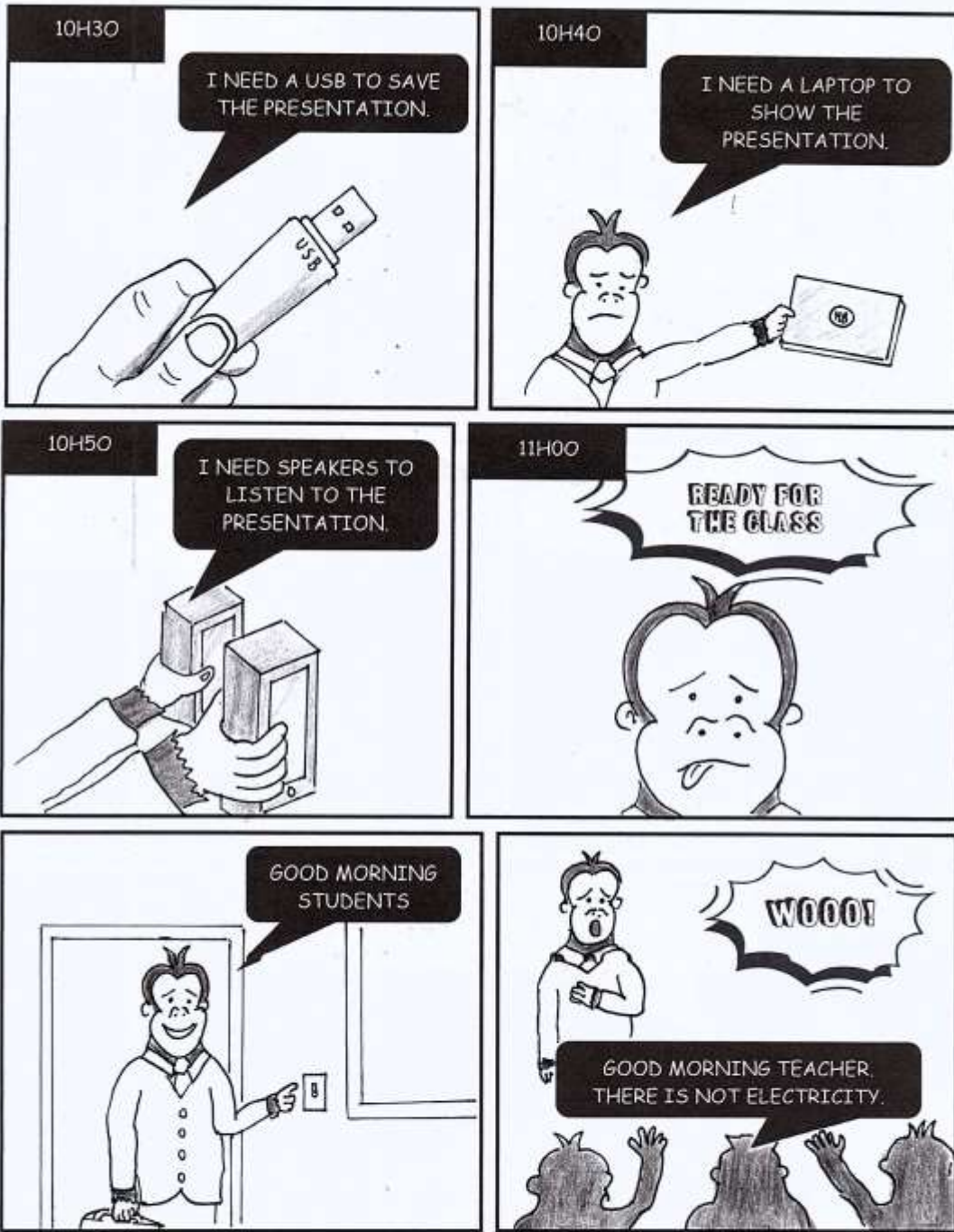
MR. MONKEY MY ROUTINE





MR. MONKEY TECH ISSUES





MR. MONKEY WOMEN LIKE TO TALK







CHAPTER III. ANALYSIS OF THE RESULTS

To apply the comics in class, it was necessary to use the following lesson plan as it is shown in Table 3. The first section – General Information – contains data about the level, the students' age, the unit, the class time, and the resource. The second section includes the objective of the lesson. The third section is chosen from the topic of the comic. Finally, the last section has information related to the stage, time, and procedure.

Table 3

Lesson Plan

General Information:

English Level: Sixth

Students Age: 18 to 20

Unit: Number One - Present Tenses Review

Time for the Activity: 15 minutes

Resource: Mr. Monkey Comics

Objective:

To learn the use of Simple Present

Topic:

The Question

Stage	Time	Procedure
Introduction	2 minutes	Professor makes some questions related to the comic topic
Main Activity	3 minutes	Students read the comics individually
Guide Practiced	5 minutes	Professor and students both analyse the comic strip
Closure	5 minutes	Professor makes questions based on comic Students express their opinion

Source: Taken from Lesson Plan for comics Ramos, J. (2020)

Introduction. - The comics were presented to the students using the platform Microsoft Teams due to the virtual classes. A Power Point Presentation was shown to the students including the ten grammar topics (Image 1).



Image 1. Presentation by Ramos, J. (2020)

There was a question about the topic of the comic. The purpose was to involve students with the information they were going to read (Image 2).



Image 2. Introduction Question by Ramos, J. (2020)

Main Activity. – In this step, the students had to read the comic for a few minutes individually (Image 3).

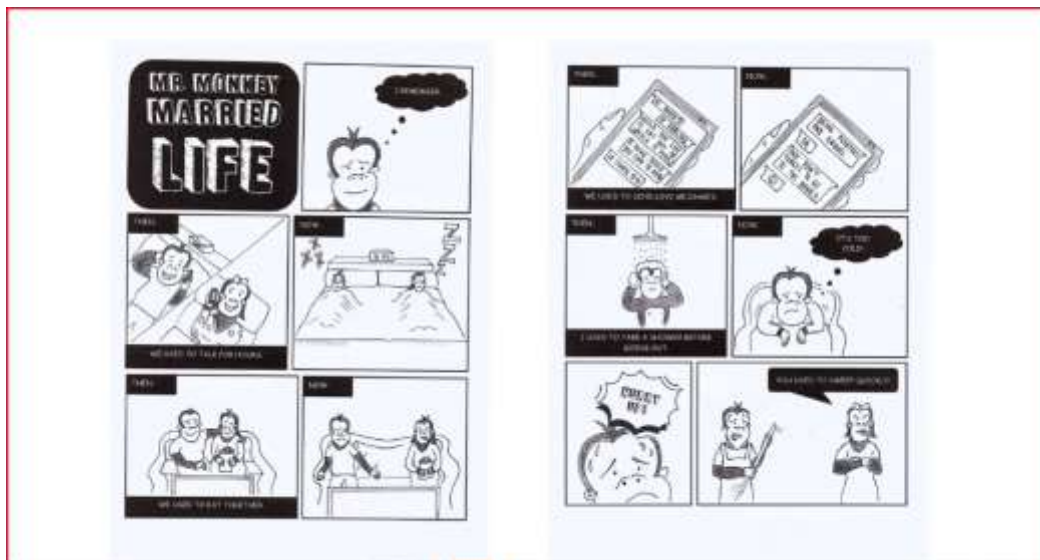


Image 3. Reading by Ramos, J. (2020)

Guide Practiced. – The students were asked to type the grammar topic that they considered it was included in the comic (Image 4).

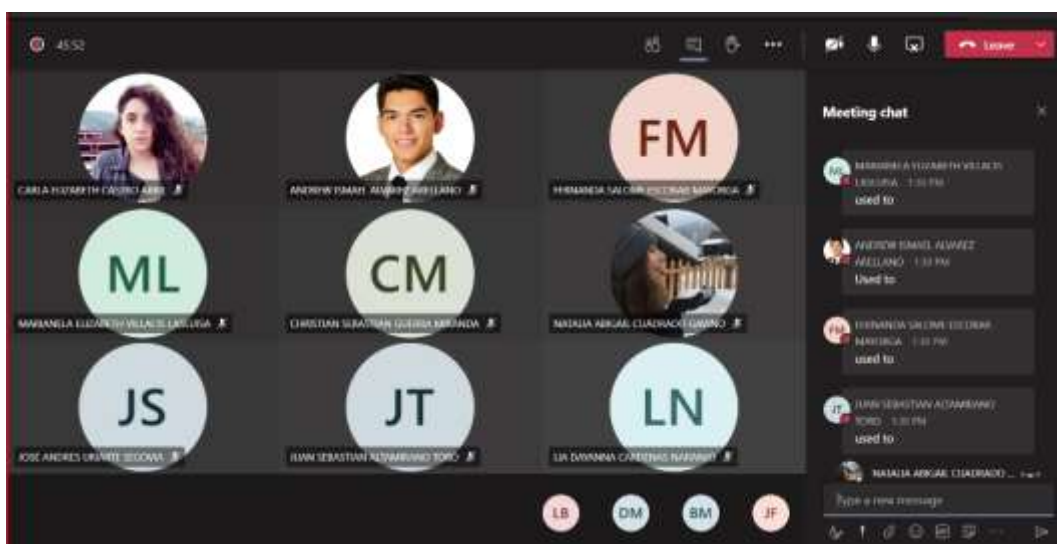


Image 4. Grammar Topic by Ramos, J. (2020)

Moreover, they were asked to write the grammar structure used in the comic (Image 5).

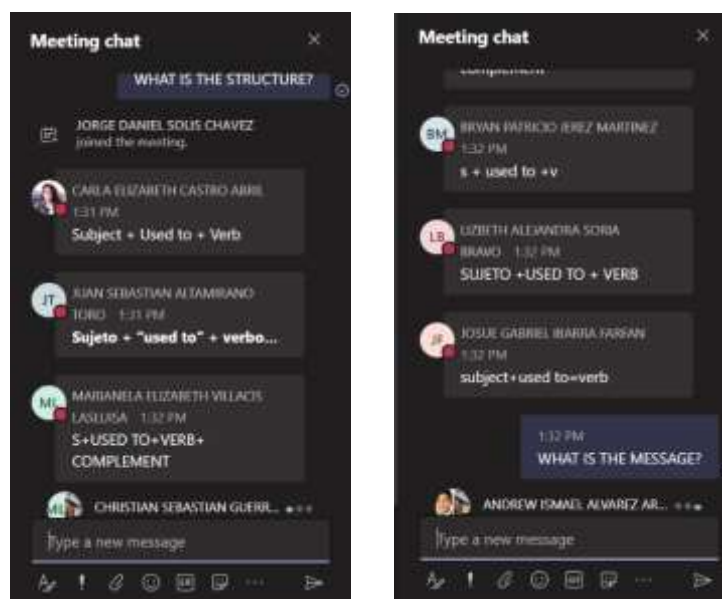


Image 5. Grammar Structure by Ramos, J. (2020)

Closure. – The students gave their opinion about the message of the comic (Image 6).

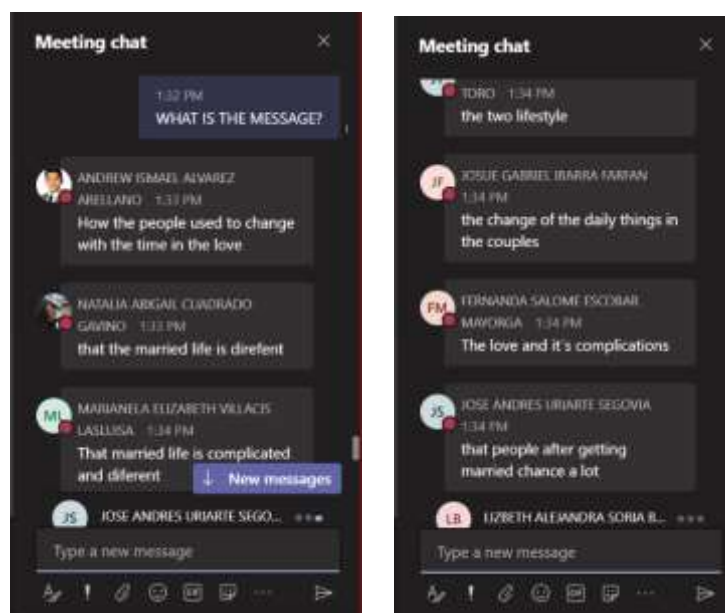


Image 6. Students' opinion about the message of the comic by Ramos, J. (2020)

Finally, they were asked to give their opinion about reading comics (Image 7) and to show the comics (Image 8).

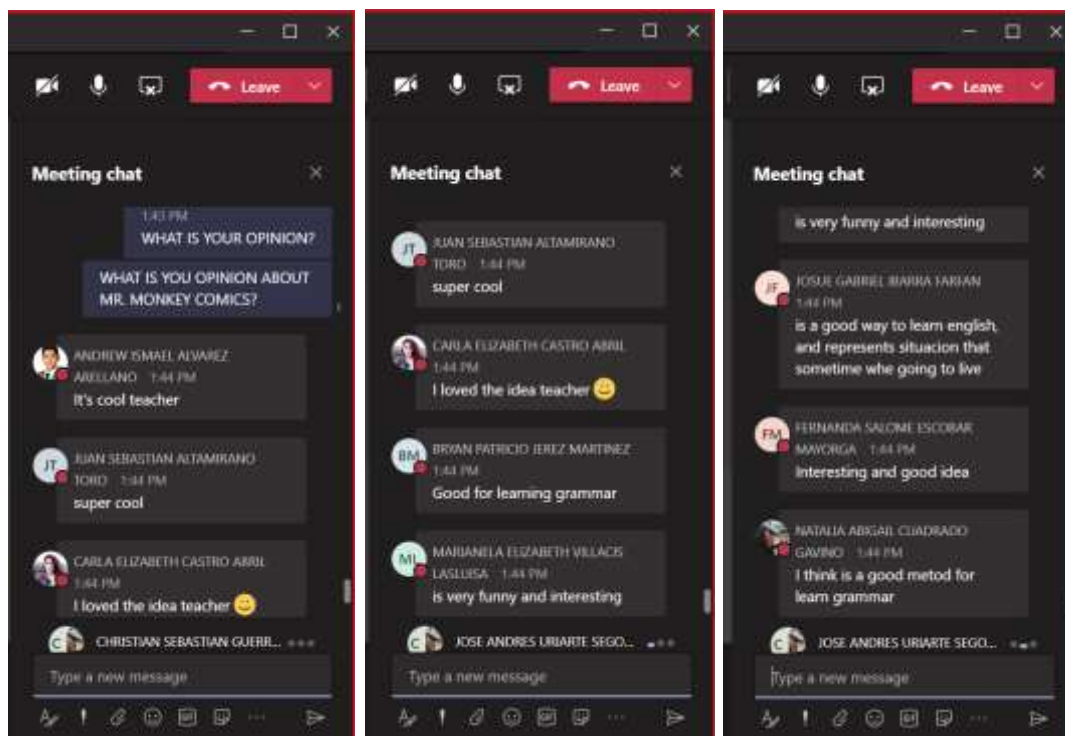


Image 7. Students' opinion about comics by Ramos, J. (2020)



Image 8. Students Reading Comics by Ramos, J. (2020)

After applying the lesson plan for comics to the students of sixth level of English at PUCESA, there was an improvement in the knowledge of the different grammar topics. Comics caused more impact in the following topics: Simple Present, Future Sentences *will* and the Infinitive of purpose *to* as it is shown in Figure 15. In the other hand, the topics that present less impact were: Present Continuous, Past – *used to* – and Frequency Adverbs. However, the comics improved significantly the process of learning English.

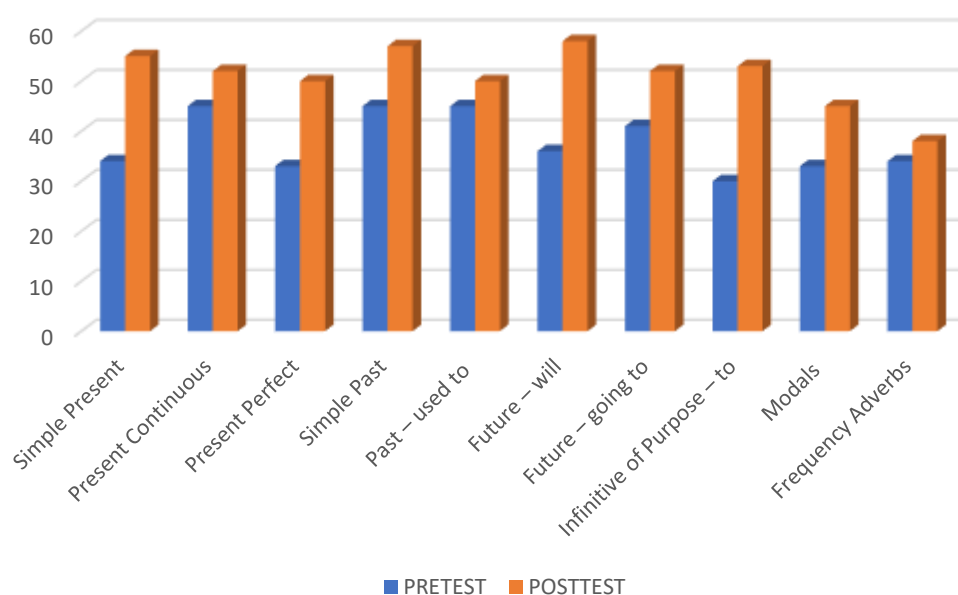


Figure 15. Grammar Topics Improvement by Ramos, J. (2020)

As a result of grammar improvement, the students' grades improved. Most of the students got better grades after applying the posttest and only one student got a lower score as it is presented in Figure 16. However, the impact of comics was relevant in the process of learning English as an effective language learning resource.

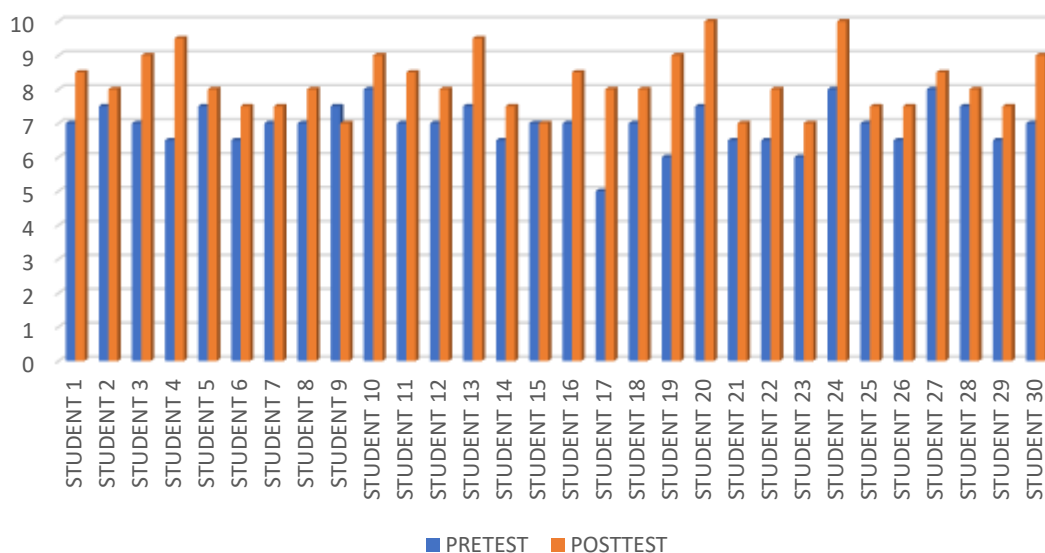


Figure 16. Students' Grades by Ramos, J. (2020)

In conclusion, the students increased their grades in grammar using comics as it is shown in Figure 17. Students got an average in grammar of 6.95 over 10 points in the pretest. After applying the comics, the students got an average of 8.2 over 10 points showing the effectiveness of comics in the process of learning grammar.

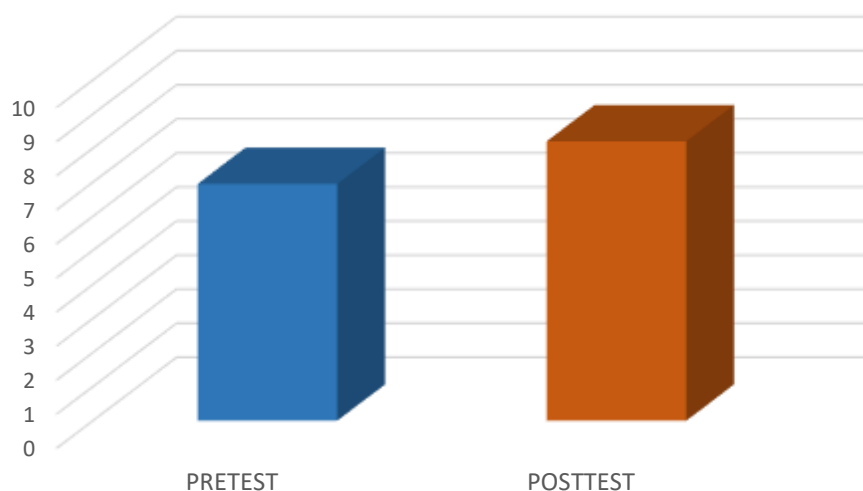


Figure 17. Grammar Improvement by Ramos, J. (2020)

After applying the pretest and the posttest, the students were asked to fill a survey based on the experience of learning grammar through comics as it is shown in Table 4. The questions were formulated considered five points: comics as a learning resource, the ease to read comics, the contents of comics, the possibility to learn other skills and subskills, and the knowledge of grammar through comics.

Table 4

Grammar Perspective Post-Survey Results

N	Question	Yes	%	No	%
1	Do you consider comics as a good learning resource to learn grammar?	30	100	0	0
2	Is it easy to read comics to learn grammar?	28	93.33	2	6.67
3	Are the comics contents interesting to read?	29	96.66	1	3.34
4	Do you consider comics as an appropriate learning resource to improve other skills and subskills?	30	100	0	0
5	Do you improve your knowledge of grammar after reading comics?	28	93.33	2	6.67

Source: Taken from Grammar Perspective Post-Survey Ramos, J. (2020)

Based on question number 1, all the students (100%) considerer comics as a good learning resource because they haven't had the opportunity to be used as a learning resource before. In question number 2, most of the students (93.33%) mentioned that was easy to read comics due to the use of pictures. They stated that they associated the pictures with vocabulary and sentences. Question number 3 was related to the contents of the comics and students (96.66%) remarket that they had the opportunity to connect the contents with situations that they have lived before. In question number 4, all the students (100%) expressed that when they read comics, they developed other skills and subskills such as reading, speaking, and vocabulary. Finally, most of the students (93.33%) mentioned that they improved their knowledge of grammar due to the reading of comics.

Additionally, there was a survey about Mr. Monkey comics as it is presented in Table 5. The survey consisted in three questions where students could express their opinion about Mr. Monkey comics in order to see the positive and negative points of the comic. Also, the survey helped to analyze what other skills or subskills students improved after reading the comics.

Table 5

Mr. Monkey Comics Survey

N	Question	Students	%
1	What do you like most about Mr. Monkey comics?		
	The characters	5	16.66
	The pictures	17	56.66
	The stories	8	26.66
2	What would you like to improve about Mr. Monkey comics?		
	To see colors	13	43.33
	To include more characters	10	33.33
	To see special effects	7	23.33
3	What other skills or subskill have you developed from Mr. Monkey comics?		
	Reading	15	50
	Speaking	6	20
	Vocabulary	9	30

Source: Mr. Monkey Comics Survey Ramos, J. (2020)

Most of the students (56.66%) considered that the pictures were very important in the comics showing the use of pictures as a good learning strategy, some students (26.66) stated that the stories were appropriate because they could associate those stories with personal experiences, and finally a few students (16.66%) expressed the characters were relevant because they stated that an animal could transmit messages properly.

The majority of students (43.33%) mentioned that they would like to see colors in the comics because they considered colors a positive factor when they read, some students (33.33%) stated that it would be appropriate to include more characters in the comics to see more interaction in the comics, and few students (23.33%) considered they would like to see some special effects in the comics because they contribute to imagination.

Finally, many students (50%) thought that they could develop the reading skill, some students (30%) considered that they could improve the level of vocabulary words, and a few students (20%) stated they could practice the speaking skill. Based on those numbers, students considered that comics contribute to develop other skills and subskills especially such as reading and vocabulary.

Based on those results, the conclusions are:

- The students improved their knowledge of grammar especially in contents related to Simple Present, Future – *Will*, and the Infinite of Purpose *to*.
- Most of the students got better scores after reading the comics showing the impact of comics in the teaching and learning process of English.
- The students got better grades because the average increased from 6.95 to 8.2 points after reading the comics.
- The final survey showed that students felt satisfied using comics as a resource to learn grammar due to the different benefits.

CONCLUSIONS

- Comics influence the process of learning grammar as an effective learning resource.
- Students present different grammar problems even though they are in the sixth level of English.
- Students consider that the pictures used in the comics have contributed to learn grammar.
- Comics can be used as an effective resource to develop other skills and subskills such as reading, vocabulary, and speaking.

RECOMMENDATIONS

- Comics should be implemented as a learning resource in the teaching and learning process of English due to its several benefits.
- Comics need to be presented in all the levels of English at PUCESA as a resource that contributes the development of English skills and subskills in the teaching and learning process.
- Based on students' opinions, pictures should be used as a resource to teach grammar.
- Professors should use comics in the classroom to develop different skills and subskills.

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ANNEXES

Annex 1. Grammar Perspective Pre-Survey

General Information

Date: _____

Level: _____6_____

Student: (Id number)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Gender: Male

Female

Objective

- To determine the grammar perspective on students at Pontifical Catholic University of Ambato

Instructions

- Please read carefully the questions and tick (√) the best response for you

1. Do you consider it is important to learn grammar?

Yes

No

2. How often do you learn grammar per week?

Always

Usually

Hardly ever

Never

3. How do you learn grammar in class?

Memorizing Structures

Looking at Pictures

Reading paragraphs

Filling gaps

Choosing the correct option

4. What skill do you develop most when you learn grammar?

Reading _____

Writing _____

Listening _____

Speaking _____

5. How would you like to learn grammar?

Memorizing Structures _____

Looking at Pictures _____

Reading paragraphs _____

Filling gaps _____

Choosing the correct option _____

6. Would you like to learn grammar through comics?

Yes _____

No _____

8. My friend _____ pizza yesterday.
a) eat b) eats c) ate
9. I _____ play soccer when I was a child
a) used to b) use to c) use
10. My dad _____ watch cartoons on TV.
a) use to b) used to c) is use to
11. Look an accident! I _____.
a) will help b) am going to help c) help
12. I don't know what to eat. I _____ for something in the refrigerator.
a) am going to look b) look c) will look
13. After university, I _____ in the USA.
a) am going to study b) will study c) study
14. I have a plan for my future. I _____ a big house.
a) buy b) will buy c) am going to buy
15. I got zero in a test. I _____ study or I will fail the level.
a) must b) must not c) must to
16. My best friend needs money. She _____ work.
a) should b) should to c) should not
17. I want to travel to the USA _____ study.
a) for b) to c) because
18. My mom wants to buy a new TV _____ watch movies.
a) to b) because c) for
19. I don't study at home. I _____ at the library.
a) usually study b) study usually c) am usually study
20. The woman _____ hamburgers because she is on a diet.
a) never eats b) never eat c) never is eating

Annex 3. Lesson Plan for Comics

English Level: Sixth

Students Age: 18 to 20

Unit: _____

Time for the Activity: 15 minutes

Resource: Mr. Monkey Comics

Objective:		
Topic:		
Stage	Time	Procedure
Introduction	2 minutes	Professor makes some questions related to the comic topic
Main Activity	3 minutes	Students read the comics individually
Guide Practiced	5 minutes	Professor and students both analyse the comic strip
Closure	5 minutes	Professor makes questions based on comic Students express their opinion

Annex 4. Grammar Perspective Post-Survey

General Information

Date: _____

Level: _____6_____

Student: (Id number)

--	--	--	--	--	--	--	--	--	--	--

Gender: Male

Female

Objective

- To determine the grammar perspective on students after applying comics.

Instructions

- Please read carefully the questions and tick (✓) the best response for you. Then, give a reason based on your answer.

1. Do you consider comics as a good learning resource to learn grammar? Why?

Yes _____

No _____

Reason: _____

2. Is it easy to read comics to learn grammar? Why?

Yes _____

No _____

Reason: _____

3. Are the comics contents interesting to read? Why?

Yes _____

No _____

Reason: _____

4. Do you consider comics as an appropriate learning resource to improve other skills and subskills? Why?

Yes _____

No _____

Reason: _____

5. Do you improve your knowledge of grammar after reading comics?

Yes _____

No _____

Annex 5. Mr. Monkey Comics Survey

General Information

Date: _____

Level: _____6_____

Student: (Id number)

--	--	--	--	--	--	--	--	--	--	--

Gender: Male

Female

Objective

- To evaluate Mr. Monkeys comics at Pontifical Catholic University of Ambato

Instructions

- Please read carefully the questions and circle the best response for you. Then, write your reason based on your response.

N	Question
1	What do you like most about Mr. Monkey comics? the characters the pictures the stories Why? _____
2	What would you like to improve about Mr. Monkey comics? to see colors to include more characters to see special effects Why? _____
3	What other skills or subskill have you developed from Mr. Monkey comics? Reading Speaking Vocabulary