

**Using Comic Strips Adapted from Fables to Enhance Reading Comprehension and
Vocabulary in Context**

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A research study presented as a requirement to obtain the bachelor's degree in Spanish and
English

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NOTA DE ACEPTACIÓN

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ABSTRACT

This research aimed to enhance reading comprehension and vocabulary in context using comic strips adapted from fables in sixth graders at Liceo Femenino Mercedes Nariño school. The study is qualitative research under the principles of action research. Data collected was analyzed under the method of triangulation that emerged from field notes, artifacts and a questionnaire and the study was divided into three cycles. The results revealed improvements in reading comprehension and vocabulary.

Keywords: Comic strips, fables, reading comprehension, vocabulary in context, visual literacy.

RESUMEN

Esta investigación tuvo como objetivo mejorar la comprensión lectora y el vocabulario en contexto mediante el uso de tiras cómicas adaptadas a fábulas en alumnas de sexto grado del Liceo Femenino Mercedes Nariño. El estudio es una investigación cualitativa basada en los principios de la investigación-acción. Los datos recopilados se analizan mediante el método de triangulación que surgió de las notas de campo, los artefactos y un cuestionario, y el estudio se dividió en tres ciclos. Los resultados revelaron mejoras en la comprensión lectora y el vocabulario.

Palabras clave: Tiras cómicas, fábulas, comprensión lectora, vocabulario en contexto, alfabetización visual.

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Chapter I: Context and statement of the problem

Context

This project was conducted at the public school Liceo Femenino Mercedes Nariño located in Rafael Uribe neighborhood in Bogotá. In terms of location, it is important to mention that the school is placed near the Carlos E. Restrepo public library, and close to a *Centro Local de Atención a Víctimas del conflicto armado* (CLAV) and a big Christian church. In terms of the structure of the school, there is a big green zone between the buildings, a big church and big volleyball and basketball courts, also, a running and skating track. However, it is relevant to mention that the classrooms on the first floor are small, which in some cases represents a lack of space for students, considering that in some cases there are more than 30.

Moreover, Liceo Mercedes Nariño is an all-girls school that offers its educational services in three shifts: morning, afternoon, and evening. The institutions have all levels of basic education: (kindergarten, primary school, secondary, and high school) and it is categorized as calendar A. According to the official website of the school, the mission of Liceo Femenino Mercedes Nariño is to provide students with comprehensive education that fosters values such as respect, honesty, identity, solidarity, and autonomy, enabling them to build their life projects, transform their social context, and receive the necessary tools and high-quality preparation for their future. According to the official website of Liceo Femenino Mercedes Nariño, its main goal is to be internationally recognized by 2025 for the quality of its education, the excellence of its graduates in mastering the knowledge

required for professional development, their proficiency foreign languages like English and French, as well as in basic sciences, arts, information and communication, fostering a society where values and respect for others are pivotal.

The principles that underpin the school's actions are, first, the epistemological principle, which is related to knowledge and implies recognizing that the human being is an active agent whose actions depend largely on the representations or internal processes developed as a result of previous interactions within their physical and social environment; Pedagogical in nature that is related to doing which means that the pedagogical act aims to exercise freedom, equity, justice, respect and solidarity. Each pedagogical space must promote the development of culture, respect for life, non-violence and the recognition and exercise of otherness; finally, Philosophical which refers to being which suggests that the human being reflects what he thinks and what he knows through his actions, and it is in a continuous process of change. The institutional educational project based on creating a Collective Construction, product of the active participation of the Liceísta Educational Community (principal's office, coordination, counselors, teachers, students, parents and educational community in general.) "Being liceísta Student is a Lifestyle", According to the official website of the Liceo Femenino Mercedes Nariño.

Characterization of the participants

This project was developed with a group of sixth graders who are between 8 to 11 years old. According to the observations and characterization, most of their families are basically composed of their parents, siblings, and grandparents. Most of them live in the neighborhoods of San José, Lomas, Pijaos, Molinos II, Kennedy and Olivares just to

mention a few, so their social stratum is between 1 and 2. With respect to their free-time activity preferences, they usually spend their free time playing games, listening to music, reading, dancing and spending time with their families.

It is important to highlight that the classes during this project were developed on Saturdays as a program of the Liceo to reinforce the language English and French, which means that they are not the regular English classes. Students are from various sixth graders groups of the Liceo Femenino morning and afternoon shifts and it was not mandatory to take the classes, they went because they wanted to improve their English skills. At the beginning of 2025 the class started with 19 students and at the end there were 12 students.

In terms of English language skills and English use, most of them are familiarized with Duolingo as the main tool to practice and learn. In the characterization questionnaire, students expressed their interest in learning through activities such as videos, games, and word search activities. Also, they mentioned that they felt better when working in groups or couples because they felt others could support them, for example one of the students answered that they preferred to work in a group: “Because we can help each other more”. In addition, students seemed to relate English learning to more opportunities in their future and better quality of life. Besides, only one student mentioned not having access to the Internet in her house. Most of them watched series and movies with captions as another strategy to improve their listening and reading skills in English. It is interesting that students enjoy listening to music in English, this could be another chance to enhance their listening. One important tool for them in the English class is the dictionary, according to the format of characterization, students need the dictionary not only to increase their

vocabulary but also their spelling. It is their main tool in the classroom to acquire new vocabulary; they constantly want to translate what they want to express.

Statement of the problem

Considering the results of the diagnosis conducted through a questionnaire and classroom observations, it was evident that sixth-grade students faced certain difficulties when it came to using English as a means of communication. However, the most remarkable difficulty seems to be the lack of vocabulary to express their ideas as well as the absence of a reading plan in English which might help address both issues: vocabulary learning and reading comprehension development. In some cases, students could not express their ideas and requested the help of the teacher.

According to *Estándares Básicos de Aprendizaje* (2006) sixth grade students must be able to locate places, characters, and understand specific moments in which actions happen in a text. Moreover, they are supposed to read and understand authentic and simple texts about concrete facts related to cultural traditions and celebrations. Nevertheless, based on the observations, it was possible to state that students were not achieving the goals stated in the standards because they were not able to read and understand simple sentences. In relation to this, students did not follow a reading plan in English, and reading was not one of the activities that seemed to be important in class, considering that most of the activities were based on grammar according to the first observations of the researcher. Most of the activities to learn English were based on structures and vocabulary, and few of them were related with reading, and none of them to literature like fables for example.

Once challenges were identified, specifically the lack of vocabulary and the absence of a plan for reading comprehension, it was necessary to create a strategy that combined both. In this case, fables adapted from comic strips are the ideal literary genre for sixth graders, because these short stories are rich in vocabulary, with easy structures to comprehend and moral thoughts that students can relate with their own context.

On the other hand, the standards say that sixth graders must be able to recognize and use vocabulary related to family and friends, school and studies, daily routines, food and meals, body and health, personal descriptions and objects, the environment, free time activities, transportation and common expressions. However, the observations showed that they did not recognize the amount of vocabulary they were supposed to know and use. Most of the classes took place in Spanish which might become one of the reasons for students not to be able to learn and remember the vocabulary. All in all, it is necessary to think of an alternative that combines reading and vocabulary learning in class.

Rationale

Nowadays English is the lingua franca in academic and professional environments as well as for intercultural relations in the entire world. Besides, bilingualism has become a mandatory request to increase opportunities in professional profiles which means that to be competitive, it is necessary to learn a second language. According to Grosjean (2010) states, being bilingual nowadays is considered an advantage not only in economic terms, but also in social and cognitive terms. This supports the idea that bilingualism is an opportunity not only for communication but also to increase better opportunities in life.

On the other hand, reading becomes essential when it comes to learning a foreign language. Krashen (1989) argues that reading provides the most effective form of comprehensible input, allowing language learners to naturally acquire grammar and vocabulary. That is why it is necessary to continue proposing new didactic alternatives to engage young learners in reading as an enjoyable process. Considering this, it is important to mention that vocabulary learning is crucial for understanding and expressing ideas. It is necessary to understand that vocabulary plays a crucial role when attempting to develop a meaningful reading process and is pivotal to reading comprehension. As Anderson and Freebody (1981) pointed out, the best predictor of reading comprehension is vocabulary knowledge. Children acquire most word meanings indirectly through daily interactions with spoken and written language, while other vocabulary is gained through purposeful, structured instruction. Other words are learned through carefully designed instruction. Therefore, fostering vocabulary through both natural exposure and explicit instruction is essential for improving students' reading comprehension.

All in all, this project might be beneficial for both reading comprehension and vocabulary learning since it aims to use comics adapted from fables as a booster of reading comprehension, taking advantage of images and a reduced number of words which may help students understand the fables better and reflect upon their context. In addition, the comics became the excuse and the context at the same time to review and learn meaningful vocabulary that students can remember in the long term. It means that comics motivate and justify the activity promoting the participation of students to learn new vocabulary, and it is the context because words are related to the characters, actions and dialogue. This helps students to practice and expand their vocabulary.

Research Question

What is the impact of using comic strips adapted from fables to enhance reading comprehension, vocabulary skills and promote values on sixth graders at Liceo Femenino Mercedes Nariño?

Objectives

General Objective

To analyze the impact of using comic strips adapted from fables to enhance reading comprehension as well as vocabulary related to social values in their learning context among sixth graders at Liceo Femenino Mercedes Nariño.

Specific objectives

- To determine the effectiveness of fables adapted to comic strips as a tool to engage students in reading and enhance their ability to interpret texts.
- To determine the role of fables adapted to comic strips to enhance reading comprehension skills and vocabulary learning.
- To promote values and reflection on morals teachings from the fables adapted to comic strips in students.

Chapter II: Theoretical framework

This chapter focuses on the theoretical framework that supports this study. Firstly, the state of the arts introduces a critical review of some national and international research projects related to the objectives of this study. Secondly, the theoretical constructs will be defined and characterized.

State of the arts

The first study considered relevant is *Illustrated fables a meaningful resource to approach VYLS to EFL*. In this study Orozco (2020) developed an action research project to analyze the first-grade students' responses to the use of illustrated fables as a resource to approach EFL and to describe the effect of using illustrated fables on the development of foreign language skills of first graders from Prado Veraniego School. The collection of data then was analyzed under the Triangulation method.

The researcher concluded that there are three types of responses towards the illustrated fables, the initial finding, recalling, indicated that students were able to retell the stories in their own words. The second type of response, interpretation, showed that students could establish both a personal and a global relationship with the text. The third type, artistic responses, demonstrated benefits in their fine motor skills. This means that students could first recognize vocabulary related to their own reality, then interpret the fables in their own way, and finally express their comprehension through artistic creations such as drawings. Based on these findings, it is possible to answer the first research question: How do students of the first grade (101) from the Prado Veraniego school

respond to illustrated fables in EFL learning? The conclusions revealed that the three level-reading sequence promotes the abilities of recognition, retention and vocabulary recall.

This research is significant due to its use of illustrated fables and its emphasis on the role of values in students' learning. However, it differs from the current study because it employs fables in a traditional format, whereas the present project focuses on comic strips, integrating visual and narrative elements to convey moral lessons and enhance vocabulary acquisition and reading comprehension in a more dynamic manner.

The second article was developed by Ibarra, Ospina and Buitrago under the title *Teaching vocabulary with fables reading with primary learners in complejo La Julita from Pereira* (2017), it is a qualitative study that explores how fables can be used as content in English classes to teach vocabulary along with morals, aiming to support children's learning and development. The results of the project previously mentioned were divided between what went well and what did not. For example, a positive aspect was that the children showed enthusiasm for the vocabulary during the lessons. They completed the assigned tasks enthusiastically, without needing encouragement, and asked questions about the new words they encountered. Some even took the initiative to look up word translations in their dictionaries. In addition, students expressed their own opinions referring to the fables and it is something in common with the current project, which seeks to encourage students to relate fables to their context. In contrast, one thing that didn't go well was that some students got easily distracted and started doing other things some minutes after the activity began.

This study is relevant to the current research because it focuses on reading and vocabulary from fables combining the promotion of learning vocabulary with moral values;

however, this study uses comic strips focusing on visual content which might engage students due to the fact it presented the stories in a familiar and simple format.

In addition, the third study which was reviewed is titled *Improving the speaking skills through the use of fables in third grade students from Liceo Femenino Mercedes Nariño (2016)*. In this study Vargas and Zamora, the researchers, aimed to assess the effect of using fables on the EFL speaking skills of students in third graders at Liceo Femenino Mercedes Nariño. This action research employed a series of lesson plans to support the development and achievement of the objectives set for each class.

The conclusions stated that the use of fables engaged students with English, and they felt confident when they needed to express themselves using the foreign language. This was a great advancement, as they had previously felt anxious when expressing their ideas in English. According to the author, fables increased not only the students' motivation but also the understanding of the stories because they were familiar to them. The objectives of this research are similar to the objectives of the current one, since both attempted to improve EFL skills in sixth graders using fables. Nevertheless, the first study focused on speaking skills and this research project focuses on reading skills. Moreover, the use of fables and the promotion of values was an additional objective in both cases. Likewise, both studies emphasize the importance of fostering participation with engaging material, aiming at reducing anxiety and creating a more effective and enjoyable process.

Another research was done in 2020 by Gelvez, and it is called *The implementation of fables as a strategy to foster reading comprehension through workshops: Classroom action research at the eighth-grade students of Águeda Gallardo de Villamizar high school*. The purpose of the research was to foster eighth-grade students' reading comprehension

through the use of fables. The research design followed the qualitative approach and an action research methodology because the objectives were not only related to describing a phenomenon but also proposing a specific alternative to an established problem. The strategy implemented workshops considering pre-reading, while-reading, post-reading and reflective journals to register thoughts, experiences and ideas from teachers to improve their pedagogical strategies. The results of the study showed that students enhanced their reading comprehension with each fable and it was evidenced in their answers because they were accurate which showed that they clearly understood the moral taught. Besides, the participants demonstrated a significant progress expressing their own ideas. This is highly relevant to this project because it shows that by using fables as a pedagogical tool it is possible that students improve their reading comprehension as well as they might enhance their confidence when it comes to English speaking.

The sixth research was conducted in 2019 by Bernal, called *Implementing the use of short fables to foster reading skills and vocabulary acquisition in sixth grade students at Instituto Tecnico Agricola Carcasi*. The objective of this study was to foster reading abilities and vocabulary acquisition throughout the use of fables. Implementing action research and the teaching method named “teaching with style” proposed by Grasha (1996) who divided teaching into three: direct instructions, inquiry-based learning, and cooperative teaching. The research was developed in four stages, in the first one the pre-service teacher presented the project using slides and the main objective. In the second stage, the teacher applied a survey to know which popular fables are known by students. Later, students wrote their opinions on the board about the fable and the teacher introduced unknown vocabulary in the fable. Finally, the teacher applied a workshop to evaluate the vocabulary learned. The

results showed that students unconsciously improved their vocabulary and, according to their opinions, this improvement occurred because they learned words useful for their academic life. This project is appropriate because it presents not only the advantages of using fables to increase the vocabulary in young learners, but also disadvantages that can be considered, for example, that some fables might not be attractive for several reasons such as difficult contents or the length of the comics which might become frustrating for students when they are complex to understand. Considering this, the current study uses a set of fables adapted to a comic strip format in order to make the fables easier to understand and more enjoyable to read thanks to the images.

Theoretical framework

Visual Literacy

The first person who referred to the concept of 'visual literacy' was Debes (1969). He explains it as a collection of vision skills that individuals can develop through observation. These skills are inherent to the learning process and later developed. They allow visually literate individuals to detect and understand visible behaviors, artifacts, and symbolic elements, both natural and man-made, within their environment. Thus, the theoretical constructs that are considered in this study are, firstly comic strips, which explains the format used in this project to present the fables, the second one is reading comprehension, in order to comprehend its definition and the importance of improving this skill. Thirdly, fables as a literary resource that can help students improving reading comprehension and acquisition of vocabulary The next theoretical construct is values, including their definition, the relationship between values and fables, and the importance of

promoting them among students. And finally, EFL vocabulary learning to highlight the significance to expand the vocabulary in English.

Considering that communication is a process of sending and receiving messages using images, Giorgis, Johnson, Bonomo, Colbert & al, (1999) state that visual literacy can be defined as the skill to derive meaning from images. To interpret images, the viewer engages in critical skills such as exploration, analysis, and reflection. In this study, visual literacy is essential because the primary instructional resource consists of fables adapted into comic strips, where the images play a key role in conveying the fables' messages.

In addition, Broden and Hortin (1982) produced a shorter definition of Visual Literacy, which is the capacity to interpret and use images encompassing the ability to think, learn and communicate through visual means. In this case individuals not only interpreted images but they could also produce meanings with images. Visual literacy related with the comics according to McCloud (1993) stated that in comics images placed side by side in a purposeful sequence, designed to communicate information or evoke an aesthetic reaction in the viewer, in this way students can follow the sequence of the fables adapted to comic strips fables in order to get an easier message to be interpreted by themselves.

This project focuses on using comic strips of fables to enhance reading comprehension and vocabulary. The Visual literacy is crucial due to the fact it helps students to decode and interpret images of narrative fables, critical thinking analyzing visual elements, interpreting emotions in characters, reading the image clues to understand the whole idea of the fable, or making inferences in the story and the combination of text and images helping students acquire vocabulary more easily.

Comic strips

Kunzle (2024) defines a comic strip, as a sequence of adjacent images which are normally organized in a horizontal way and are thought to be read as a narrative or a chronological sequence. In most of the cases, the stories shown in a comic strip are original and the author also mentions that words may be introduced within or near each image, but that the image is what predominates, so that the number of words is not very large. The text in the comics is written in balloons and introduced as short dialogues. In this project, the comics will be based on fables and used as a pedagogical tool. Although the text is not original, the stories are. It means that the comics are adapted by the teacher to reduce the number of words and make them easy to be read and understood.

Comics require that readers interpret both written language and visual images, according to Eisner (1985). Comics and sequential art aim students at inferring meanings, recognizing contexts and reading fluently. Visual content is a language to be read, as McCloud (1993) mentioned that comics function as a visual language, and similar to any language, their elements and structure can be learned and comprehended. The visual content complements the narrative stories, allowing students to better understand the complete story and improve their reading comprehension.

In addition, Cary (2004) highlighted Comic strips can offer contextual assistance for language learning, vocabulary development, and reading comprehension, particularly for learners of a second language. Comic strips are the ideal format to motivate students to improve their vocabulary and reading comprehension. And finally, according to Gravett (2005) Comics combine text and visual elements to construct meaning, and this interaction

makes them an effective resource for fostering literacy skills and critical thinking in young learners. The use of fables adapted to comic strips is a great opportunity to foster critical thinking in sixth graders because they can reflect and discuss the moral lessons taking into account their lives. This project aims to encourage students to analyze the comics alongside the written language in order to obtain a comprehensive understanding of the fables and create their own conclusions and interpretations.

Reading comprehension

According to Zimmerman and Hutchins (2003) Authentic reading involves engaging the mind in thinking, learning, and broadening one's understanding. It requires building on prior knowledge, acquiring new information, and connecting with the perspectives of people beyond one's own experience. In relation to this, Oakhill, Cain and Elbro (2014) define reading comprehension not only as the ability to read the explicit words of the text but also to process the information that is presented and comprehend the meaning of the text. The authors also say that when we understand a text, we do not remember the exact words that the text contains but that we create a mental model of the meaning of the text in the same way we do it with a movie.

Additionally, as Kintsch mentioned (1998) Reading comprehension entails forming a clear and organized mental understanding of the text. It is important to support students to create a coherent mental representation of texts and in this project, fables are a good strategy to foster their reading comprehension as Duke & Pearson (2002) suggest, if the goal is for children to develop reading comprehension, they must be explicitly instructed in how to achieve it, since comprehension is a skill that needs to be taught rather than

acquired spontaneously. The role of teaching involves helping students improve reading comprehension as a skill in their academic life.

In addition, Kendeou and Spanoudis (2015) claim that reading comprehension is fundamental for achieving success in society, and that the main goal of reading is to understand the message of a text, which involves various cognitive processes. In this project, developing reading skills is very important because it is considered a fundamental process that helps students to learn not only English but to acquire knowledge about other subjects and topics. In addition, reading comprehension goes beyond and involves critical thinking, not only understanding the reading but also comprehending the main message in a text and how it affects us in relation to our context and society.

Fables

According to Nodelman (1992) A fable is a short story where human behaviors are represented to teach a moral lesson or social norms in a comprehensive way to children. Considering the previous definition, we can say that children not only can modify their behaviors but also reinforce their reading comprehension. In addition, Fry (1957) classifies fables as a mythical narrative to provide ethical or philosophical lessons using metaphorical tales. Considering these definitions, this project will be focused on fables that can teach memorable lessons to students regarding their current context. As was mentioned before, fables will be adapted to the comic strip format for easier understanding of the contents.

In this project, fables are used as a literary resource to help students improve their vocabulary and reading comprehension. Zipes (1999) explains the role of traditional tales in education, he states that fables, like fairy tales engage readers not only emotionally but also culturally, they are an effective tool to promote literacy development and moral education.

Moreover, Lazar (1993) describes literature and language teaching, highlighting those fables are ideal for reading comprehension and discussion activities due to the introduction of cultural insights, figurative language and critical thinking. Considering this point of Lazar, fables are appropriate to generate the EFL environment that this project wants to promote with students using fables.

Values

Values can be defined as beliefs about goals that transcend specific situations and differ in significance, acting as fundamental guiding principles in a person's life. According to Schwartz (1992). In relation to this, Inglehart (1997) also discusses values, describing them as enduring attitudes toward life and society that provide a framework for individuals to interpret their experiences. One advantage of teaching English through fables is that they allow students not only to practice the language but also to reflect on the moral values and life lessons embedded in each story. Bruner (1986) emphasizes that stories, even fables, help students make sense of the world with embedding moral values through engaging narratives. In addition, Krashen (1982) points out that stories with moral values are rich in terms of meaningful language input and are very helpful to language acquisition and ethical learning, in this case values.

Integrating values into English as a Foreign Language (EFL) enriches not only language development but also ethical awareness in students. According to Kiefer (2007), Fables assist children in identifying and assessing values by illustrating moral dilemmas and their outcomes within captivating stories. It serves as a meaningful vehicle to discuss respect, empathy, responsibility, and honesty within culturally diverse contexts. This dual

focus supports both communicative ability and character education, creating a better and more holistic learning environment.

EFL vocabulary learning

The importance of vocabulary in the process of second language learning is highly relevant as Schmitt (2008) mentioned while vocabulary knowledge was previously underestimated in second language acquisition, it is currently recognized as a crucial element for effective language learning. By increasing vocabulary, learners will be able to express better in the second language, for this reason it is central to promote activities where students can increase their vocabulary. According to Cameron (2001) children acquiring a foreign language should develop a practical vocabulary foundation as early as possible to facilitate their overall language development. The sooner young learners acquire rich vocabulary the better they will speak in a second language.

Besides, it is important to include relevant vocabulary for young learners in the fables adapted to comic strips as Michael Graves (2006) mentioned that effective vocabulary teaching starts by choosing words that are significant, practical, and challenging for learners. Useful vocabulary aims to help students communicate in their own words and it is easier for them, as David Wilkins (1972) pointed that grammar allows for some communication, but without vocabulary, no meaning can be conveyed. And this project also aims to promote confidence in sixth graders when they speak in English and one alternative is increasing their vocabulary using fables adapted to comic strips.

Additionally, enriching vocabulary helps students to acquire other skills more easily as Nation (2001) pointed that vocabulary is a means rather than a goal; having a strong

vocabulary facilitates the development of listening, speaking, reading, and writing skills.

EFL learning vocabulary requires that students are constantly reading new words and expressions, and that is the intention in the project, that sixth graders using fables they were exposed to learn vocabulary, for example describing animals presented by the fables.

Considering this, EFL learning vocabulary is central in the development of this project because it is also one of the objectives to achieve using fables adapted to comic strips.

Chapter III: Methodology

This chapter of the study presents the key elements of the methodological framework, beginning with the research paradigm and type of study. It also outlines the data collection instruments, detailing their purpose and characteristics, followed by a justification for their use and their relevance in addressing the research questions. The section concludes with the ethical considerations.

Research Paradigm

Considering the characteristics of the current project, it can be classified as qualitative research. Qualitative, its most widespread and accepted meaning, refers to those research procedures that provide descriptive data. In this case, the main objective of the project is to describe the impact of using comics adapted from fables to enhance reading comprehension as well as vocabulary in our learning context.

According to Creswell (2002); Pope & Mays (1995); and Denzin & Lincoln (1994), the purpose of qualitative research is to explore in depth an issue with the aim of understanding and interpreting specific social phenomena within a natural setting. In this project, the natural setting is a sixth-grade classroom at a public institution. It is relevant to mention that a qualitative methodology tries to describe key incidents, contextualizing them in the social sphere where they naturally occur.

Type of research

As was mentioned before, this research project is qualitative in nature and according to its specific characteristics and objectives, it is action research. Elliot (1992)

defines action research as “the study of a social situation with a view to improving the quality of action within it” (p.69) In this regard, this project has as the main objective, to present a pedagogical and didactic alternative to help students improve their reading comprehension skills as well as their vocabulary learning process Moreover, action research is viewed as a dynamic process in which teachers continually seek opportunities to enhance their teaching practices. Through this approach, educators gain a deeper understanding of students’ needs by engaging in interaction, reflection, and professional growth. It also empowers teachers to address challenges such as access, enrollment, retention, and learning, while supporting the achievement of national educational objectives. A key strength of action research is its potential to foster transformative improvements in both teacher quality and the overall teaching-learning process within the educational system. Teachers who adopt a systematic and orderly way to observe, explore and define courses of action for real school or classroom situations, could be entitled as reflective practitioners (Johnson, 2012).

All in all, the project presents the characteristics of action research to provide an alternative pedagogical solution to enhance students reading comprehension and vocabulary acquisition. As is supported by Burns, A. (2010) action research allows teachers to examine and reflect on their teaching practices in a structured and methodical manner, according to this author, the current research pretends to explore a pedagogical reflection on teaching English using fables adapted to comic strips.

Data Collection Instruments

To guarantee the validity and reliability of the data collected, different data collection instruments were used for this project. Thus, the data collection instruments were analyzed

under the method of triangulation to assure the reliability of the project, according to Patton (1999) that triangulation involves a variety of data sources, methods and to find a complete understanding of phenomena.

Field notes.

In field notes, researchers record their methodological choices, personal reflections, connections to the theoretical framework, and both descriptive and inferential observations according to Taylor (1986). In the field notes, it is possible to register natural performance of students in EFL classroom, their strengths and weaknesses, their attitudes with English and how they feel speaking it. In this project, field notes were taken first, to characterize the participants and the setting and second, in every session of intervention to register the important situations that happened during the implementation of the proposal. During the first semester of 2025 these field notes were registered in order to take evidences of the implementation of the project in the classroom and the interaction of students with the project, among the students and with the researcher. (See annex 3.)

Artifacts.

Hendricks (2013) defines artifacts as different kinds of work and products created by the participants of the study. In this case, sixth graders products. Examples of artifacts are assignments, projects, tests, or other products as study data. In this project, students' written productions and workshops based on the fables were considered as artifacts. They were developed between the second semester of 2024 and the first semester of 2025. (See annex 1). The artifacts were created by students; it means that the evidence and support provided is reliable information to analyze their progress. In this study, the artifacts

provided insight into the participants' ongoing process, as they revealed not only their reading comprehension improvement but also the acquisition of new vocabulary.

Questionnaire.

The questionnaire was designed with eleven open questions to inquire students about their opinions about their improvement in reading comprehension and vocabulary acquisition regarding the project. The questionnaire was defined as a research instrument that should maintain a balance of clarity, impartiality, and engagement to ensure the collection of valid and reliable data, according to Oppenheim, (1992). A questionnaire also was defined in the words of Gillham (2008) as an organized series of questions designed to collect consistent and comparable information from respondents.

It was a written questionnaire with open answers, where students could express their opinions about the project and how this helped them improve their EFL skills. This questionnaire was applied on May 24th, 2025 with the purpose of obtaining information directly from the participants of the project. It was designed to collect relevant data on the impact of this project on students. (See annex 1).

Ethical considerations

Participants in this study are sixth-grade students from the Liceo Femenino Mercedes Nariño. This means that they are minors, and parental or legal guardian consent is required to collect the necessary data for the current project. Moreover, the consent specifies that Universidad Pedagógica Nacional could use the data of the performances from students in the sessions. According to Kimmel (1988) "Consent becomes truly ethical

only when participants are aware of their rights, the potential risks, and understand the purpose and nature of the study.” Moreover, the personal information about students was protected, their names were not mentioned.

Chapter IV: Pedagogical intervention

This chapter will outline the pedagogical intervention by first presenting the vision of the curriculum, followed by the vision of language and the vision of learning. Finally, with a description of the pedagogical intervention divided into cycles that explain how students can improve their reading comprehension using comics adapted from fables.

Vision of curriculum

The current project focuses on engaging students with an emancipatory curriculum that helps them to be critical but at the same time enhances their reading comprehension. Therefore, according to Grundy, “At the level of practice, the emancipatory curriculum will involve the participants in the educational encounter, both teachers and learners, an action that seeks to change the structures in which learning occurs and which limits freedom in often unknown ways.” (Grundy, 1991, p. 134). Hence, this project goes beyond only reading fables, providing students with the opportunity to engage in reflection with the teacher and classmates to understand how to apply the fable teaching in their daily lives.

In addition, the fables are selected with the purpose that students can develop values to growth as critical citizens. Supporting the previous idea, Stenhouse (1975) states that a curriculum represents an effort to convey the core principles and key elements of an educational plan in a way that allows for critical evaluation and practical implementation. Moreover, the importance of contextualizing fables according to the real world of students can help them to face challenges not only in their academic life but within their own reality.

Vision of language

The vision of language in this project is grounded in the social conception of Halliday (1978, p. 9), in which it is conceived as a cultural code and "In the development of the child as a social being, language has the central role". Language is the primary medium through which ways of living are passed on to the individual, enabling them to learn how to function as part of a society and embrace its culture, it means that the purpose of this project is the communicative approach of English as a foreign language.

This fable project aims to encourage students to reflect on behaviors and the way they interact with others, fostering the development of values, but at the same time students can improve their communicative English skills among them and others.

Vision of learning

In the present project, learning is understood as a process where students can acquire knowledge while they enjoy the process being active reading fables to enhance their reading comprehension. According to Thorndike (1928), learning involves a lasting change in behavior resulting from experience, encompassing both observable and internal actions, as well as the various ways individuals perceive, understand, and interpret the world around them. Based on the definition by Thorndike, this project aims at changing the behavior of students during the classes with the use of fables to improve their reading comprehension.

Instructional design

The objective of this study is to analyze the impact of using comic strips adapted from fables to enhance reading comprehension as well as vocabulary related to social values in their learning context among sixth graders at Liceo Femenino Mercedes Nariño to answer the question: *What is the impact of using comic strips adapted from fables to enhance reading comprehension, vocabulary skills and promote values on sixth graders at Liceo Femenino Mercedes Nariño?* Consequently, six lesson plans were implemented using five fables adapted to comic strips with the purpose to achieve the main objective and answer the main question of the study.

The intervention was divided into three cycles, the first one is introduction to fables describing me and values, including two lesson plans based on the fables “Uncle tiger and uncle rabbit” and “The lion and the mouse”. The second cycle is confidence, also divided into two lesson plans using the fables “Thirsty crow and the fox and the grapes.” And finally, the third cycle is stop bullying based on the fables “The tortoise and the hare”, and “The fox and the crow”. Each lesson plan was developed for each session class, and each session class had a length of two hours.

Teacher’s role.

In this project the teacher has a fundamental role as a facilitator, creating a bridge between fables and modern comics to engage students with English as a foreign language and reading comprehension. Vygotsky (1934) remarks that the teacher’s role should be that of a facilitator who guides learning, rather than simply delivering content. Therefore, the

role of the teacher as a facilitator is important in this research to help students understand the message in the of fables.

Student's role.

Students are the center of this project considering that they play a fundamental role as readers and analyzers, they create together conclusions based on the comics adapted from fables. According to Freire "The students - no longer docile listeners - are now critical co-investigators in dialogue with the teacher.". (Freire, 1970, p. 81), this project wants students to be critical thinkers because students can discuss about dilemmas in their context and about values, they dialogue with the teacher about different scenarios where they can apply different values to be not only good students in their academic life, but also good future citizens with integrity that promotes the creation of a better society. In this project fables adapted to comic strips are a powerful tool because they not only develop academic skills but also promote moral reflection among students.

Resources

The material in this research is mainly the comics adapted from fables, the selection of the fables considers the context of the students, their main necessities, Rogers (1988) stated that authentic materials should be selected based on the learning objectives, the needs of the students, and the nature of meaningful communication. Providing a real context to students helps them to apply what they learn in their daily life. The resource as Richard and Rogers (2001) mentioned that content decisions are guided by selection principles that determine both the syllabus of a course and the instructional materials employed and

integrated as was mentioned before. The material was contextualized according to the environment of the students and the challenges in their daily lives.

Activities

Regarding the activities, they have a communicative purpose and are designed to enhance the reading comprehension of students but at the same time social interaction. According to Nunan (1989) Authentic tasks grounded in real-world contexts can foster civic engagement and support the development of values that reflect responsible citizenship. This way, the activities in this project help students reinforce their values. In addition, activities in this project are focused to promote self-confidence among students, according to Brown (2001), who highlighted the importance of providing students the opportunity to practice the language in meaningful contexts and at the same time improve confidence and motivation.

Timetable: Cycles of study.



CYCLE	LESSON	FABLE	OBJECTIVE AND CONTENT
1st Introduction to fables, describing me and values.	Qualities to describe myself and others.	Uncle tiger and uncle Rabbit	Objective: I can recognize the importance of expressing qualities to describe myself. Vocabulary: Animals' names and qualities: smart, funny, social, creative, respectful.
	The importance of values and respect to others.	The lion and the mouse	Objective: I can understand the importance of respect and kindness. Vocabulary Values, Respect, kindness, helpful.
2nd Confidence	Using creativity to solve problems	Thirsty crow	Objective: I can learn new vocabulary and use it to express my own ideas. Vocabulary Thirsty, crow, jug, clever, pebbles.

	Perseverance as a key to achieve goals	The fox and the grapes	Objective: I can learn and describe the importance of having good habits and being perseverant. Vocabulary Perseverance, goals, constancy, habits.
3rd Stop Bullying	How to stop bullying.	The tortoise and the hare	Objective: I can learn and express the consequences of bullying and not be a Buller. Vocabulary Bullying, respect, Buller, anxiety.
	Respect others with their differences.	The fox and the crow	Objective: I can recognize and express vocabulary to stop bullying and avoid being a bully or a victim. Vocabulary Respect difference, honesty, sincerity, avoid teasing, rude, ignore, flatterer.

CYCLE 1. Introduction to fables, describing me and values.

The first cycle is designed to introduce fables and increase the vocabulary of students to describe themselves and recognize the importance of values. The cycle consisted of two lesson plans, each lesson plan per session, and students learned about qualities to describe themselves, values, and the importance of respecting others.

LESSON PLAN NUMBER: 2			
COURSE/GRADE: Sixth grade	DATE: March 15th	NUMBER OF STUDENTS: 14-16	NAME OF THE TEACHER: Jhon Gordo
OBJECTIVES			
COMMUNICATION: I can understand the importance of respect and kindness.			
LANGUAGE: Values, Respect, kindness, helpful.			
PEDAGOGICAL INNOVATION OBJECTIVE: Students can reflect about their own experiences about respect and kindness in their daily interaction with others through a fable.			

PENDING HOMEWORK OR ANNOUNCEMENTS:			
PROCEDURE:	T.O.I	TIME	MATERIALS
<p>ACTIVITY STAGE: Warm up:</p> <p>Steps:</p> <p>T. ask the students questions like:</p> <ul style="list-style-type: none"> • "Have you ever helped someone, or has someone ever helped you?" <p>Do you help your mother to cook?</p>  <ul style="list-style-type: none"> • Do you help your mother to wash the dishes? • Do you help your mother to cook? • Do you help your mother to clean the bathroom? • Do you help your mother to organize your own bedroom?  <ul style="list-style-type: none"> • "Why is it important to respect others, even if they seem different from us?" <p>T. explain that today's lesson will be about a story where a tiny mouse helps a powerful lion, showing that everyone deserves respect.</p>	T-S	15'	<p>Copies of the fable "The Lion and the Mouse"</p> <p>Chart paper or whiteboard</p> <p>Markers</p> <p>Worksheets with comprehension questions</p> <p>Coloring materials (optional for drawing activity)</p>

The Lion and the Mouse

This famous Aesop fable tells of the importance of kindness.

1. What unexpected acts of kindness did the lion and the mouse each do?

2. How did acts of kindness change both their lives?

ACTIVITY STAGE: Reading

Steps:

- T. distribute copies of "The Lion and the Mouse" to each student.

T.O.I

T-S

TIME

20'


MATERIALS

Print fable.

- T. read the fable or volunteers can read.
- T. encourage them to pay attention to how the lion and the mouse interact.













TRANSITION: To color the images of the fable.


ACTIVITY STAGE: Comprehension activity

a b c 

1. What's the word?
Write the word under the pictures.

lion	asleep	sun	mouse	neck	back
mouth	laugh	king	tree	rope	friend

					
	lion				
					

1 2 3 

2. What's the order?
Watch the story and put the sentences in order.

<input type="checkbox"/>	The little mouse ran up the lion's neck.
<input type="checkbox"/>	He saw the king of the jungle tied to a tree.
1	A lion was asleep in the sun one day.
<input type="checkbox"/>	'You were right, little mouse - thank you, I'm free.'
<input type="checkbox"/>	'Be kind to me and one day I'll help you.'
<input type="checkbox"/>	The mouse worked quickly and chewed through the rope.
<input type="checkbox"/>	The lion caught him with a great big smack!
<input type="checkbox"/>	The mouse was out walking the very next day.

T.O.I

T-S

TIME

25'

MATERIALS

Boardmarkets.

3. Answer the questions!



Watch the story. Write answers to the questions.

a. What animal does the lion catch?

A mouse.

b. What does the lion want to do with the mouse?

c. What does the mouse promise the lion?

d. Does the lion think the mouse can help him?

e. What happens to the lion the next day?

f. How does the mouse help the lion?

4. Choose the answer!



What do you think is the moral of the story? Circle the best answer.

a. Don't go to sleep in the sun or you will get caught.

b. Remember that everyone has different talents and abilities.

c. Everyone will help you even if you are not nice.

Steps:

- T. Ask the students a simple question about the fable and contextualize the topic help, such as:
 - How did the mouse help the lion in the end?"
 - How do you help your classmates at school?
 - How do you help your family at home?
 - How do you help your friends in your neighborhood?



- S. write answer at the end of the printed sheet.
- T. Emphasize the moral: "Respect others, no matter how different they may seem, because everyone can make a difference."

HOMEWORK/ASSIGNMENT: Search for local news about respect.

Adapted from the British council.org <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/lion-mouse>

CYCLE 2: Confidence.

Moving on to the second cycle, it had the purpose of fostering confidence in students to solve problems and achieve goals. Divided into two lesson plans focused on creativity and perseverance as key elements to promote confidence. Additionally, this cycle intends to teach students the importance of having good habits and avoiding bad ones.

LESSON PLAN NUMBER: 4			
COURSE/GRADE: Sixth grade	DATE: April 5th	NUMBER OF STUDENTS: 18-23	NAME OF THE TEACHER: Jhon Gordo
<p>OBJECTIVES</p> <p>COMMUNICATION: I can learn and describe the importance of having good habits and being perseverant.</p> <p>LANGUAGE: Perseverance, goals, constancy, habits.</p> <p>PEDAGOGICAL INNOVATION OBJECTIVE: The use of a comic strip adapted from a fable to enhance vocabulary and exemplify how to be perseverant to achieve goals and cultivate good habits.</p>			
PROCEDURE:		T.O.I	TIME
<p>ACTIVITY STAGE: Warm up</p> <ul style="list-style-type: none"> The teacher will introduce the concept of Good habits to students and then they are going to select in the next picture what are good or bad habits. Now students need to write a short sentence according to one of the habits in the picture. <p>Eg. It is a good habit to take a shower every day.</p>		T-S	10-15 min
			Worksheet

It is a bad habit to eat only fast food.

NAME: _____ CLASS: _____ DATE: _____

IS IT A GOOD HABIT?

Color Yes and No Block.

		
YES NO	YES NO	YES NO
		
YES NO	YES NO	YES NO
		
YES NO	YES NO	YES NO

ACTIVITY STAGE:

Fable The fox and the grapes.

- Now teacher and students will describe the fable from the comic strip.

T.O.I

T-STS

TIME

20 min

MATERIALS

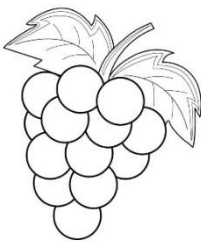
Work sheet

The Fox and the Grapes, Aesop, 600 BCE.



Steps:

- Complete the fable with the correct words according to the images:



Once, there was a hungry _____ that saw some _____ in a _____, but the fox gave up after some attempts.

Now select the correct answer:

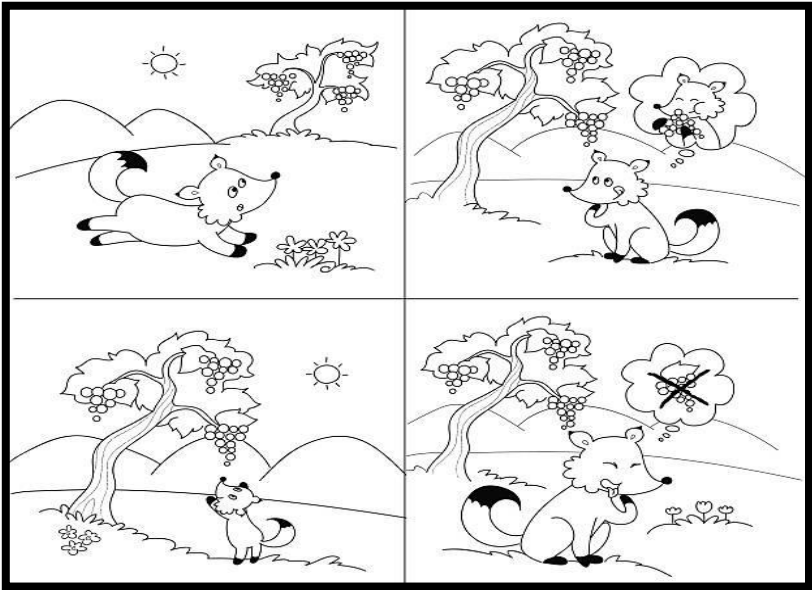
1. Why the fox wanted to reach the grapes:

- The fox was hungry.
- The fox was sad
- The fox was boring.

2. What is the moral of the fable:

<ul style="list-style-type: none"> ○ Forget your responsibilities. ○ Be perseverant to achieve your goals. ○ Being responsible is boring. <p>3. What should the fox do to achieve the grapes?</p> <p>4.</p> <ul style="list-style-type: none"> ○ Pay a giraffe to achieve the grapes. ○ The fox gave up because it was not easy to achieve the grapes. ○ Try many times until you achieve the grapes. 			
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TRANSITION: Coloring activity (15 min)



<p>ACTIVITY STAGE: COMPLETE</p> <ul style="list-style-type: none"> • Now teacher will provide the following worksheet to students and they will resolve it in groups of four: 	<p>T.O.I</p> <p>T-STS</p>	<p>TIME</p> <p>25min</p>	<p>MATERIALS</p> <p>Work sheet</p>
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The Fox and the Grapes

Once upon a time, a hot tired fox stopped to rest in a beautiful garden. Above his head, he saw some grapes that grew on a branch. "Those grapes look delicious," he said. The fox wanted to eat them. The fox tried to reach to grapes, but they were very high. The fox jumped high into the air, but he could not jump high enough. He tried again and again until he was too tired to jump any more. The grapes were too high, and the fox could not reach them, The angry fox left the garden saying, "I am sure those grapes are sour."



2. Tick ✓ True or False

	True	False
1. The grapes grew in a beautiful garden.		
2. The fox went into a garden.		
3. The fox reached the grapes.		
4. The fox jumped very high.		
5. The fox was very happy.		
6. The fox was hot and tired.		
7. The grapes were sour.		



3. Put the words in the correct order.

- wanted/ The fox/ the grapes/ to eat. _____
- jumped/ high / The fox/ into the air _____
- left/ angry fox/ The /the garden _____
- the grapes /Are /sour? _____

T-
STS




20 min

Worksheet

HOMEWORK/ASSIGNMENT: Search one fable to share with the class.

CYCLE 3. Stop bullying. In this cycle the project focuses on supporting students to face bullying, giving them strategies to avoid being bullied and victims. In addition, students recognize the importance of respecting the difference with their peers. The vocabulary is related to bullying and students can practice it working in groups or with the class.

LESSON PLAN NUMBER: 5

COURSE/GRADE: Sixth grade	DATE: Mary 3rd	NUMBER OF STUDENT S: 14-16	NAME OF THE TEACHER: Jhon Gordo
OBJECTIVES			
<p>COMMUNICATION: I can recognize and express how to stop bullying, using the accurate vocabulary.</p> <p>LANGUAGE: Bully, victim, harassment, dialogue, tease.</p> <p>PEDAGOGICAL INNOVATION OBJECTIVE: The use of a comic strip adapted from a fable to enhance the vocabulary and to exemplify how to stop the bullying.</p>			
PROCEDURE:	T.O.I	TIME	MATERIALS
<p>ACTIVITY STAGE: Warm up</p> <ul style="list-style-type: none"> S. resolve the following worksheet provided by the T. <p>Match with a line the words with the images, and complete the sentences using the words.</p> <p>Bully</p>  <p>Victim</p>  <p>Harassment</p>  <p>Dialogue</p>	T-S	10-15 min	Worksheet



I don't want to be a _____.

I can support the _____ of bullying.

I can _____ with the bully to stop the bullying.

The _____ is one of the characteristics of bullying.

ASSESSMENT:

TRANSITION:

ACTIVITY STAGE: Listening.

- T. and S read the fable .

T.O.I

TIME

MATERIALS

T-STs

20 min

Work sheet



<ul style="list-style-type: none"> • T. asks to S. how The Hare can express bullying to the Tortoise and S. need answer the following questions in a worksheet: <ol style="list-style-type: none"> 1. Is the hare kind or unkind? Why? 2. Does the tortoise get angry? What does he do? 3. What lesson can we learn about bullying from this story? 4. What should you do if someone teases you? 			
--	--	--	--

ASSESSMENT:

TRANSITION: Coloring activity (15 min)



<p>ACTIVITY STAGE:</p> <ul style="list-style-type: none"> • S. need to match in a worksheet the following exercise: 	<p>T.O.I</p> <p>T-STs</p>	<p>TIME</p> <p>25min</p>	<p>MATERIALS</p> <p>Work sheet</p> <p>Link of the video the Tortoise and the hare:</p>
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<p>Vocabulary Match</p> <p>Match the word to the correct meaning:</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Meaning</th> </tr> </thead> <tbody> <tr> <td>1. Bully</td> <td>To believe in yourself</td> </tr> <tr> <td>2. Tease</td> <td>To make fun of someone</td> </tr> <tr> <td>3. Kind</td> <td>To not pay attention</td> </tr> <tr> <td>4. Ignore</td> <td>Being nice and respectful</td> </tr> <tr> <td>5. Confident</td> <td>A person who is unkind others</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • What does the tortoise teach us? • How does we should act when someone is unkind? • S. need to complete the sentence using the words: kindness, effort, confidence, and respect or another according with the bullying vocabulary taught. <p>"I am like the tortoise because..."</p> <p>Example: <i>I am like the tortoise because I don't tease others. I like to help my friends and stay calm. I think being kind is more important than being the best.</i></p>	Word	Meaning	1. Bully	To believe in yourself	2. Tease	To make fun of someone	3. Kind	To not pay attention	4. Ignore	Being nice and respectful	5. Confident	A person who is unkind others			<p>https://www.youtube.com/watch?v=QzoQcIYhnqc</p>
Word	Meaning														
1. Bully	To believe in yourself														
2. Tease	To make fun of someone														
3. Kind	To not pay attention														
4. Ignore	Being nice and respectful														
5. Confident	A person who is unkind others														
<p>HOMEWORK/ASSIGNMENT:</p>															

Class structure.

In this research project, the classes focus on engaging students with fables adapted into comic strips and on creating an environment where students can enjoy the learning process. Language acquisition does not depend on the intensive use of explicit grammar rules or repetitive drills. According to Krashen (2004), language learning occurs through meaningful interaction in the target language, where learners focus on conveying and understanding messages rather than on the accuracy of their expressions.

Usually, the classes start with a warm-up where students can learn briefly about vocabulary that they are going to use during class. These activities are usually games because they help students to be dynamic during the rest of the class.

Now, during the first part of the class, students received a worksheet containing the fables adapted into comic strips, teacher usually read the fable, or asked students to read louder and it was a good opportunity to give advice to students about pronunciation, and finally sometimes the fable was reproduced in a cellphone using a speaker. After reading the fable there were activities related to enhancing the reading comprehension and new vocabulary for students promoting values and allowing them to think of how they can apply the moral teachings or values in their daily-lives contexts. Students can participate and create sentences explaining how to apply what they learned in their social context and as Meek M. (1988) said, stories like fables are designed to lead readers toward specific interpretations, frequently prompting them to reflect on social norms, values, and behaviors in ways that are familiar and meaningful. After this part, there is a final activity with the worksheet of the fable and students can do relaxing activities like drawing or resolving crosswords.

Finally, at the end of the class, there was a brief time to play. One of the activities that students enjoyed was to play “chairs and music”, in this activity teacher played music while students walked or danced around chairs and when the teacher stopped the music, they needed to sit down, but one of them should still stand up because there were not enough chairs, now the student that lost, had to explain one of the new words or meanings learned during the class. According to Vygotsky (1978), when playing, a child often acts beyond their typical age level and everyday behavior, as if they were a step ahead of their usual self.

Chapter V: Data analysis and findings

This chapter focuses on the analysis of data collected throughout the implementation of the pedagogical intervention in the current project which aimed to enhance reading comprehension and vocabulary from fables adapted to comic strips in context among sixth grade students at Liceo Femenino Mercedes Nariño. The analysis focuses on how students not only improved their reading comprehension in English with this innovative adaptation of fables but also their vocabulary and interpretations of texts with the visual narrative support. The findings are presented considering instruments such as field notes, student artifacts, and a final survey to answer the research question and the objectives at the beginning of the research.

Procedures for Data Analysis

This project is framed within the qualitative research paradigm Grounded theory as its methodological foundation Grounded theory allows findings from the data, from the classroom-base where behaviors and learning processes are dynamic in a context-dependent manner, and as in words from Glaser & Strauss (1967) explains, grounded theory is a research methodology that is developed directly from systematically collected and analyzed data. As this project explores how sixth-grade students interact with visual narratives and

vocabulary from fables adapted to comic strips, Grounded theory helps the identification of patterns, categories and emerging concepts considering the experiences of learners. This approach is focused on obtaining results from comparison and inductive reasoning, not by predetermined assumptions, capturing students' advances and language progress.

Categories of the Analysis

The structure of this chapter is organized according to the triangulation of the data source; it means that there are three main categories to examine. The first category is the students' engagement with the comic strips and their responses to visual literacy elements. The second category explores reading comprehension improvement based on classroom observations and students' production. Finally, reading comprehension improvement, their ability to infer and relate the moral of the fables to their own lives. These findings are supported with qualitative evidence and discussed in connection with the theoretical framework presented in previous chapters.

Table 2. Visual representation of the categories resulting from the analysis

Research question		
What is the impact of using comic strips adapted from fables to enhance reading comprehension, vocabulary skills and promote values on sixth graders at Liceo Femenino Mercedes Nariño?		
Research objective # 1	Research objective # 2	Research objective # 3

<p>To determine the effectiveness of illustrated narratives from fables when they are used as a tool to engage students in reading and enhance their ability to interpret texts.</p>	<p>To determine the role of comic strips adapted from fables to enhance reading comprehension skills and vocabulary learning.</p>	<p>To promote values and reflection on moral teachings from the fables adapted to comic strips in a student's context.</p>
<p>Category # 1</p>	<p>Category # 2</p>	<p>Category # 3</p>
<p>Students' Engagement with Comic Strips and responses to visual literacy</p>	<p>Improving EFL skills through fables</p>	<p>Recognizing moral teachings and values from fables comic strips</p>
<p></p>	<p>Subcategory # 1.</p>	<p></p>
	<p>Reading Comprehension improvement</p>	
	<p>Subcategory # 2.</p>	
	<p>Vocabulary acquisition in context.</p>	

Category # 1 Students' Engagement with the fables adapted to Comic Strips and responses to Visual Literacy Elements

In this category, the observation of the classroom and the analysis of students' reactions when they interacted with the images of the fables adapted to comic strips are the main focus to support the importance of visual literacy in this project. Supported with artifacts, field notes and the final questionnaire, this section of the project analyzes the six

graders' engagement with the fables adapted to comic strips and their responses to visual elements, such as illustrations with sequences. Regarding the previous idea, Debes (1969) pointed that visual literacy refers to the skill of interpreting and using images, as well as thinking, learning, and communicating through visual forms. According to this author, sixth graders of Liceo Femenino do not only read the text but also visual reading content, the images complement the text to provide better understanding of the fables. It is important to consider that engagement and motivation are different, because students can be motivated but not engaged with their learning process, in other words engagement goes beyond the final purpose of students, it is related with enjoying the process.

Most students expressed enjoying reading and interpreting the fables visually, as shown in the following samples from the final questionnaire; this finding aligns with the principles of visual literacy in the theoretical framework. Connecting the narrative with their ability to decode images helped them significantly to their engagement, creating a learning process environment that is more dynamic and creative.

1. ¿Crees que te has motivado a aprender inglés con las fábulas adaptadas al cómic implementadas en la clase?

Si
 No

¿Por qué?
Es mucho más divertido aprender así

[Questionnaire, May 24th, 2025. Student #1]

In the first question of the final questionnaire, a student expressed enjoyment in learning with the fables adapted into comic strips, indicating that students find the comic format

enjoyable while also enhancing their learning. It is important to highlight that the comic's structure is meaningful to engage students and at the same time their characteristics challenge students to read in a different way, because they need to interpret drawings, sequences and visual literacy, in this way students enjoy the learning process and it is supported by Moula (2011), Frey & Fisher (2008), Cohn (2020) who say that comics, as multimodal texts, require readers to not only understand the written words but also analyze images, layout, and the sequence of events, thereby fostering both visual literacy and critical thinking skills. As a consequence, students answered in the final questionnaire that they learn more as they enjoy the learning process.

6. ¿Crees que el uso de fábulas adaptadas al cómic motivó tu interés por la lectura de textos en inglés?
 Sí
 No
¿Por qué?
Me ayuda a mejorar la lectura en inglés y con los comics
me divierte mas

[Questionnaire, May 24th, 2025. Student #1.]

In the previous sample of the final questionnaire, student # 1 expressed that the fables adapted to comics helped her improve the reading while she enjoyed the comics, this answer provides further evidence of students' engagement with the fables adapted into comic strips, as they recognize that their learning improves. In addition, one of the common answers in the first question of the final questionnaire, was that students enjoyed reading comics, they learn and improve skills but engaged with the comics and is mentioned by Moula (2011) Comics, as instructional tools, can combine entertainment and education, engaging students while enhancing their ability to interpret both visual and textual

information simultaneously. During the classes students also enjoyed participating actively and made comments about the visual literacy information in the fables adapted to comic strips. The next sample shows how students recognize emotions and expressions of the fox in the fable, and it is in coherent with the state of Gunther Kress & Theo van Leeuwen (2006) visual literacy enables learners to interpret and derive meaning from images, improving not only their understanding but also their enjoyment and active participation in learning.



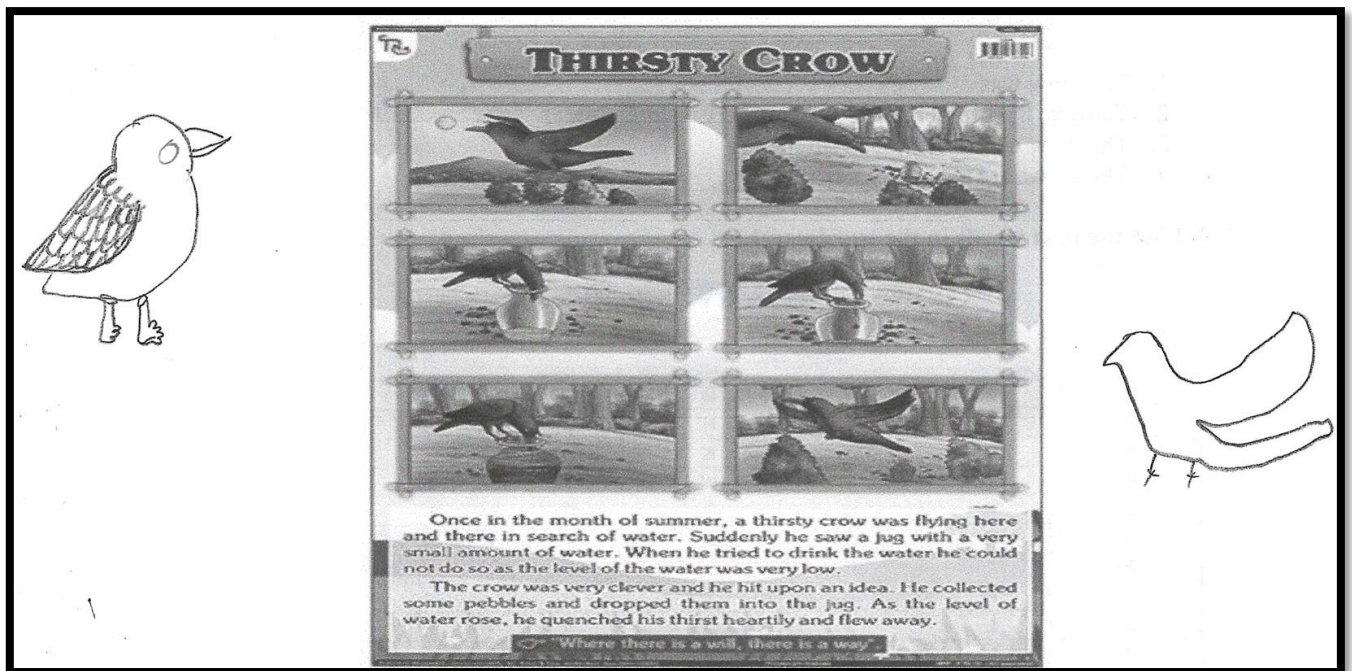
[Artifact, April 5th 2025.]

5. Now, the trainee teacher (T.) asked all students (S.) to describe what happened in the comic fable titled *“The Fox and the Grapes.”* Students were actively participating in the description of the fable. Student # 1 said: *“Teacher, the fox is in love”*, and some of them said *“The fox is angry or tired,”* and *“Teacher, the fox is like: I don't need it anyway.”*

[Field note, April 5th, 2025]

The previous data, the artifact that shows the illustrated fable described in the note field sample shows how students can read the information from the images, interpreting the emotions of the characters in the fable, it is information not provided in the narrative text. It is relevant because the active participation of students reveals that they are engaged with the reading of fables adapted to comic strips. It is also something that Lopez (2022) explained that the combination of images and character dialogues in comics assisted participants in understanding both the main ideas and specific details of the stories more efficiently and accurately.

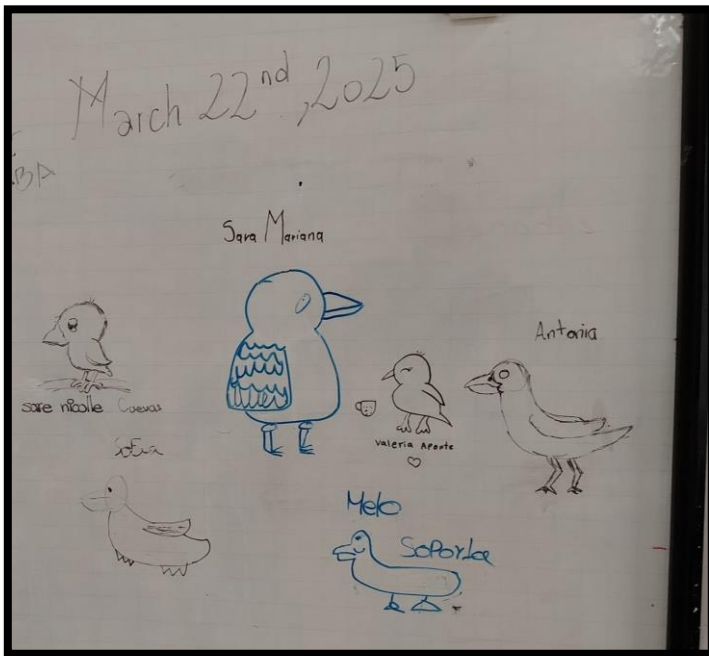
Now, artifact completed by different students evidenced engagement with the fables adapted to comic strips through their drawings, they did not only appreciate the visual material, but also created their own drawings.



[Artifact, March 22nd 2025]

One interesting finding in this study was that students enjoyed drawings and the use of comics format fostered drawings related to the fables. In this particular session with the fable *Thirsty crow*, students drew crows and they even showed drawing skills. According to Huynh et al. (2020) when visual narratives are combined with drawing, it increases the enjoyment and participation of students, even in complex learning situations.

During the session on March 22nd, students wanted to share their drawings of the crow from the fable *Thirsty Crow* on the board, and I allowed them to do it and the results were interesting because they showed drawing skills as is evident in the next artifact.



[Artifact on the board, March 22nd 2025. Sixth graders.]

The next sample reinforces the previous idea about enjoying the fables adapted to comic strips, but at the same time students can improve their English skills.

6. ¿Crees que el uso de fábulas adaptadas al cómic motivó tu interés por la lectura de textos en inglés?
 Sí
 No
¿Por qué?
Sí porque la lectura con el profesor me ayuda con la
lectura y ya soy mejor en la lectura

[Questionnaire, May 24th, 2025. Student #6]

In the sixth question of the questionnaire, the student in the previous sample expressed improvement in her reading in EFL due to the support of the fables adapted to comics and the researcher, students involve emotionally when they have visual content while they read, most of them expressed, as in this sample, that they enjoyed more their readings. Moreover, this answer of the student is also related with the fact that in this project the trainee teacher usually asked students about the visual content, giving them the opportunity to participate and read also the visual elements of the fables adapted to comics strips, as Lopatovska et al. (2016) stated that when young children are prompted to describe what they observe in paintings, including aspects like color, shape, and line, they tend to become more emotionally engaged, curious, and attentive, with discussions about art fostering active involvement.

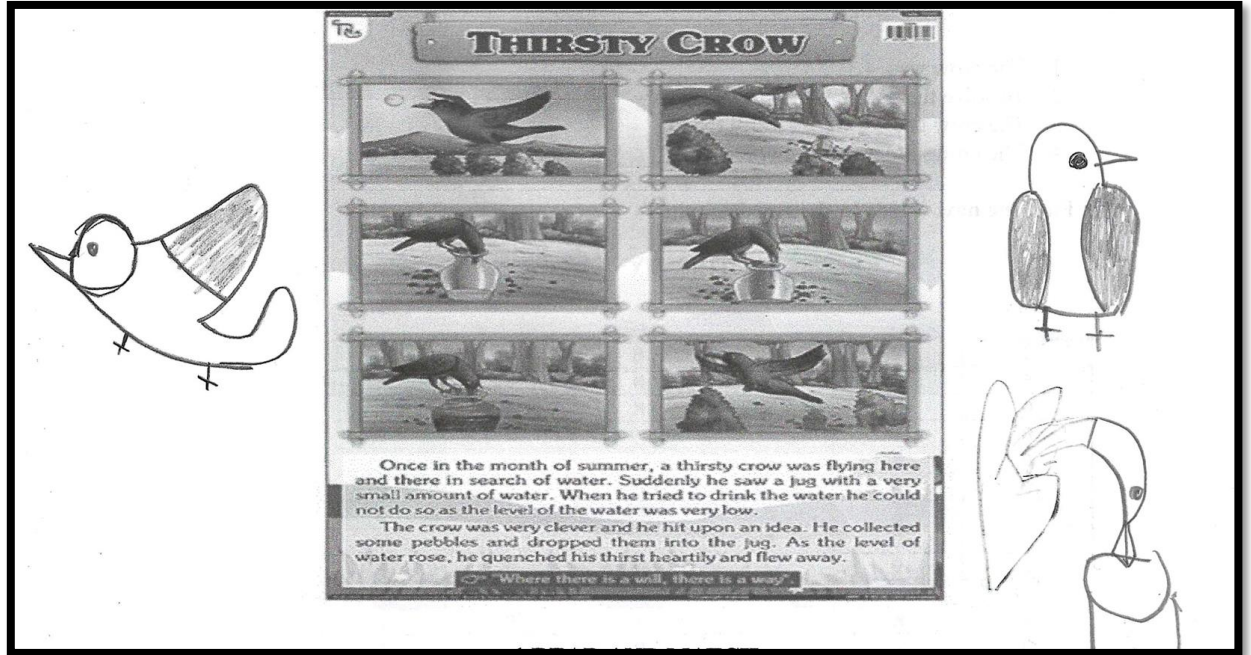
Now, the next sample from the field notes shows how the visual literacy information increased the active participation of students as a complement to the written information.

5. The trainee teacher first asked students to describe the images from the fable and the students participated actively, student #6 participated and described what happened in the fable using only the visual information, after this trainee teacher read the fable aloud together as a class, or let students take turns reading different parts.

[Field note, March 22nd, 2025]

To continue, in the above sample, it is evident that students responded positively to the images and visual literacy, their active participation to describe the fable is a proof of it. In addition, it is important to remember that in this project the complement of both visual literacy with the written information are key to enhance English skills in students. Supporting the previous statement Theron Lund & Rob Poole (2008) stated that visual literacy involves students' ability to both interpret and produce visual language. This means that learners develop skills to analyze and understand visual information while also creating their own meaningful visual communications.

To continue, in the next sample student # 6 drew crows according to the fable Thirsty crow, she even tries to recreate the scene of the fable.



[Artifact, March 22nd 2025. Student #6]

According to Eisner (2002) drawings can help students to imagine and process what they are learning with creativity. Something similar happened with the sixth graders taking into account the previous statement, they went beyond the fables adapted to comic strips and created their own drawings as a result of their engagement with the visual elements.

Category # 2 Improving EFL skills through fables

The second category is divided into the two skills that are the focus of the current study, reading comprehension and acquisition of vocabulary in context. The category emerged from the data and evidenced an improvement in both skills. According to Kameli & Baki (2011) EFL learners' comprehension of written texts is correlated to vocabulary growth, and the more the lexical knowledge is, the better the reading performance.

Subcategory 1 Reading Comprehension

This subcategory shows that reading comprehension using fables adapted to comic strips was useful not only because students understood the fables morals but also, they could relate these ideas with real scenarios. In addition, vocabulary activities developed were useful to create meaningful opportunities for the acquisition of new words and expressions for students. These activities were created to enable students to infer the meaning of new words that they could use in their academic learning process and real-life. In the next excerpt from the questionnaire, the student # 4 answered that she noticed some improvement in her reading comprehension due to the use of fables easy to read and the short dialogues helped her to improve this EFL skill.

4. ¿Notaste mejoría en tu comprensión de lectura con el proyecto de las fábulas adaptadas al cómic implementado por el profesor Jhon?

Si
 No

¿Por qué?

si porque nos ayuda mucho leer fabulas faciles de comprender con dialogos cortos

[Questionnaire, May 24th, 2025. Student #7]

Student # 7 expressed that they preferred short dialogues to read, it motivated them to enjoy reading. The fables adapted to comic strips are a meaningful tool to foster reading and as Muñoz San Martín & Vergara Delgado (2024) pointed, the findings emphasize that comic strips can support vocabulary instruction by motivating students to learn new words, thereby enhancing their interest and engagement. The motivation to read increases when

students can read something that they enjoy. The simplicity of short stories improved their reading comprehension.

According to the answers of sixth graders in the questionnaire, fables adapted to comic strips enhanced their reading comprehension because they were short and easy to read. Characteristics of fables adapted to comic strips are helpful to sixth graders, as Temple, Charles et al. (2011) stated, fables are effective in reading comprehension because their structure is concise and students are able to identify themes, infer predictions and draw conclusions. Now, regarding the first question related to the improvement in reading comprehension, the student # 2 answered: that at first, she didn't understand, but then she began to understand better.

2. ¿Notaste mejoría en la comprensión de lectura desde que iniciaste el proyecto de fábulas adaptada al cómic?

Sí
 No

¿Por qué?
Al principio no entendía pero después empezó a comprender mejor.

[Questionnaire, May 24th, 2025. Student #2.]

In this previous sample the student expressed that she improved her reading comprehension with fables adapted to comic strips. According to Chaikovska (2018) Comic strips are effective tools for helping students grasp vocabulary, as the combination of images and dialogues reinforces the characters' expressions and meanings. The data revealed that

students are engaged with the comic strips and open to learn because they do not only need to read texts, but they also enjoy reading pictures and images.

In the next artifact student # 7 answered various question regarding the fable adapted to the comic “The lion and the mouse”, and the correct answers revealed that the student comprehended the fable.

3. Answer the questions!
Watch the story. Write answers to the questions.

a. What animal does the lion catch?
A mouse.

b. What does the lion want to do with the mouse?
eat

c. What does the mouse promise the lion?
to help the lion in future

d. Does the lion think the mouse can help him?
No

e. What happens to the lion the next day?
the lion was hunted

f. How does the mouse help the lion?
the mouse chew the rope

4. Choose the answer!
What do you think is the moral of the story? Circle the best answer.

a. Don't go to sleep in the sun or you will get caught.

b. Remember that everyone has different talents and abilities.

c. Everyone will help you even if you are not nice.


[Artifact, March 15th, 2025 Student #7]

In the previous artifact the answers of the student demonstrate a clear understanding of the main events of the story identifying the characters, their actions, and the sequence of events (the lion catches the mouse, lets it go, and is later helped by the

mouse). According to P. David Pearson & Gallagher (1983) reading is the opposite to a passive process, it is an active learning process engaging the reader to construct meaning. Reading comprehension is not limited to literal reading; it involves constructing meaning from the fables adapted into comics, which students can apply in their lives.

To continue, in the following sample artifact from student # 2 regarding the fable “The hare and the tortoise”, the student also demonstrated that her answers were correct, indicating that she understood the fable.

STOP THE BULLYING



1. Is the hare kind or unkind? Why?
Because the hare was unrespect

2. Does the tortoise get angry? What does he do?
No, the tortoise did not get angry. The tortoise accepted the challenge

3. What lesson can we learn about bullying from this story?
We must be kind with others

4. What should you do if someone teases you?
Ignore them

[Artifact, May 10th, 2025 Student #2]

During the classes, sixth graders provided good answers, as shown in the previous sample, when completing the exercises in the worksheets. This demonstrates that

their reading comprehension improved, including their understanding of new vocabulary. Although they made some minor grammar and spelling mistakes, these did not affect communication. As mentioned above, the structure and characteristics of fables adapted into comic strips are highly beneficial for students, as they enjoyed not only the images and stories but also were able to understand them. In this regard, Galda, Sipe, Liang & Cullinan (2013) state that Fables improve reading comprehension by guiding readers to recognize main ideas, interpret figurative language, and make inferences grounded in moral reasoning. The next excerpt from the field notes, shows student # 7 answering four questions regarding the fable “The hare and the tortoise” and she showed excellent results, as she answered all four questions correctly, demonstrating her improvement in reading comprehension

4. Trainer teacher asked to student # 7, to share her answers to the questions in the worksheet regarding the fable “The tortoise and the hare”.

Trainee teacher: First question: ¿the hare is kind or unkind in the fable? and ¿why?
Student # 7: Teacher, unkind because the hare was disrespectful with the tortoise.
Trainee teacher: ¿Does the tortoise get angry? ¿What does he do?
Student # 7 : No teacher, the tortoise did not get angry, the tortoise accepted the challenge of the hare.
Train teacher: ¡Good answers! Now, ¿ What lesson can we learn about bullying from this story?
Student # 7: ¿We must be kind with others?
Trainee teacher: Yes, that's right. Finally, ¡What should you do if someone teases you?
Student # 7: Teacher, I am going to ignore them.

[Field note, May 10th, 2025]

In the previous sample from the field notes, student #7 demonstrated strong reading comprehension, as she answered not only correctly but also with appropriate argumentation. For instance, in the first question, she answered regarding the question if the hare was kind or not, she answered that the hare was unkind, and complemented answering

why, and she answered that the hare was unkind due to was disrespectful with the tortoise. And it is the same with the other three questions, for example in the second one, the student answered that the tortoise did not get angry, because it accepted the challenge. It reveals as was mentioned before that the reading comprehension involves also good argumentation.

6. Now trainee teacher asked to student #2 three questions of the worksheet regarding the fable "The lion and the mouse"

Trainee teacher: Please, ¿What animal does the lion catch?

Student #2: Teacher, a mouse.

Trainee teacher: Correct, and now ¿What does the lion want to do with the mouse?

Student # 2: Teacher the Lion wanted to eat it because was hungry.

Trainee teacher: Ok, and the last question ¿what does the lion promise to the lion?

Student # 2 : Teacher, to help the lion in the future.

[Field note, March 15th, 2025, student # 2]

Now, in this previous sample also from the field note the performance of student # 2, also demonstrates that the answers of the students provide arguments to support them. For example, in this case the student justifies that the lion wanted to eat the mouse because it was hungry. To conclude, according to Kuhn, D. (1991), argumentation is essential to reading comprehension as it helps students examine texts critically, assess the validity of ideas and develop well-reasoned understandings.

Subcategory 2 Progress vocabulary acquisition in context.

During the development of the study another skill that was improved among sixth graders using fables adapted to comic strips was the acquisition of vocabulary in context. In this category the focal point of the analysis is how the use of fables adapted to comics promotes enriching the English vocabulary in sixth graders at Liceo Femenino Mercedes

Nariño. Considering the statement of Alqahtani (2015) who says that teachers need to recognize that teaching new vocabulary involves introducing words that are unfamiliar and distinct from students’ native language. The next samples, taken from the field notes and an artifact with the respective analysis will support the current subcategory in order to better comprehend the impact of fables adapted into comic strips in the acquisition of new vocabulary in sixth graders. In the following sample from the questionnaire, student #8 answered that she noticed an improvement in her vocabulary with the current study because it was enjoyable

3. ¿Notaste mejoría en tu adquisición de vocabulario en inglés con las fábulas adaptadas al cómic implementadas en la clase?

Si
 No

¿Por qué?
Sí, mucho

5. ¿Notaste mejoría en tu vocabulario en inglés desde que iniciaste clases con el proyecto de las fábulas adaptadas al cómic implementado por el profesor Jhon?

Si
 No

¿Por qué?
Sí porque es divertido

[Questionnaire May 24th ,2025 student # 8]

The aforementioned sample with the answers of the student from the questionnaire are supported not only with her opinion, but also with evidence from artifacts and field notes to have complete evidence of it. In the second answer the student expressed that she improved her vocabulary and she wrote: “Sí, mucho” and it is because fables adapted to

comics are structured to connect words with specific situations, making vocabulary more memorable for students and easier to use in their contexts.

To continue, the following samples of the student # 5 regarding her improvement of acquisition of vocabulary reinforce the answer of student #8 because both agreed and pointed that they enrich their vocabulary with the fables adapted to comics.

5. ¿Notaste mejoría en tu vocabulario en inglés desde que iniciaste clases con el proyecto de las fábulas adaptadas al cómic implementado por el profesor Jhon?

Si
 No

¿Por qué?
si porque el profe jho me enseño palabras que yo no sabia
y me ayuda para mejorar en mis clases

3. ¿Notaste mejoría en tu adquisición de vocabulario en inglés con las fábulas adaptadas al cómic implementadas en la clase?

Si
 No

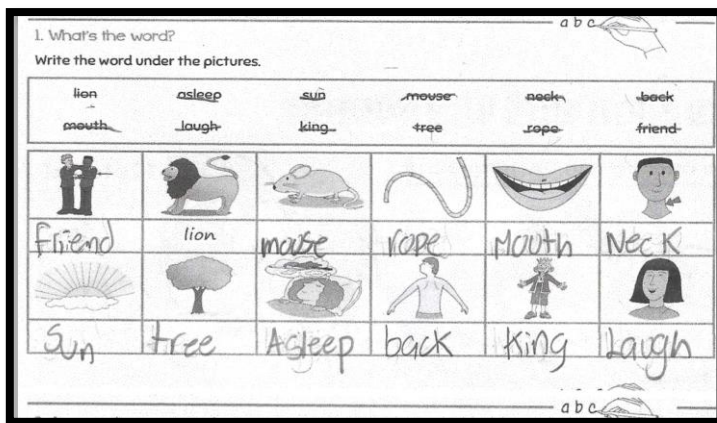
¿Por qué?
yo emejorado en mi vocabulario

[Questionnaire May 24th, 2025 student # 5]

In the answer of the question 5 from the questionnaire the student answered that she noticed some improvement in her vocabulary because the researcher taught her new words that she did not know, which helped her improve her performance in class. In addition, in

the answer of the question 3 the student wrote “I have improved my vocabulary”. Fables adapted to comics became an effective tool for building vocabulary naturally and fostering the use of these words in different contexts.

The data collected during the intervention also supported the improvement of vocabulary among sixth graders. The next excerpt of an exercise in a session shows how a student, as she mentioned in the questionnaire, improved her vocabulary, in this case with words from the fable “The lion and the mouse”.




[Artifact March 15th, 2025 student # 5]

In the previous sample students needed to write the correct word under the corresponding picture, in this case the student wrote the correct words according to each image and in general terms sixth graders were able to recognize the vocabulary to match it properly. Words are necessary to create good communication and according to McCarthy (1990) communication cannot occur without words, no matter how accurate grammar and pronunciation may be. With a length vocabulary individuals can use more precise words to express their opinions, and it is evident that with these new words sixth graders can express better their thoughts or opinions. This data collected demonstrates also that sixth graders

are interested not only in acquiring new vocabulary, they also understood the meaning of it, because they related it with images as it is presented in the artifact samples.

● Complete the fable with the correct words according to the images:



Once, there was a hungry Fox that saw some grapes in a branch, but the fox gave up after some attempts.

[Artifact May 24th, 2025 student # 8]

In the previous artifact student # 8 completed the sentence with the correct words according to the fable “The fox and the grapes”, and she solved the exercise with positive results, demonstrating that she correctly learned new vocabulary from the fable. Through characters, settings and morals presented in fables, learners encountered situations that made their meanings easier to remember.

In the classroom there were various situations where students also increased their vocabulary reading fables adapted to comics, and now it will be developed an analysis of those particular cases that with the previous samples and analysis provide evidence of the fables as a useful tool to build vocabulary.

6. Teacher trainee provides the worksheet to Students. In the first activity students needed to write the correct word from a list in the correct image, some of the students expressed that rope and back are new words in their vocabulary.

Trainee teacher asked to student # 4 Which is the correct word in the first image and student # 4 answered: Teacher is friend. Trainee teacher corrected the student because she said friend pronouncing the i, and the student repeated the word with the correct pronunciation. Now teacher asked to student number # 4 which is the word in the fourth image and the student answered: teacher is rope. And the teacher asked her: ¿and, is there a rope in the fable? Student # 4 answered: Teacher, in the fable is used to hunt the lion and the mouse chews the rope to help the lion. |

[Field note, March 15th, 2025]

In the aforementioned sample from the field notes, during a session at Liceo Femenino with sixth grader the trainee teacher asked student # 4 which was the correct word in some images in the worksheet according to the fable “The lion and the mouse”, the student not only recognized for example the image of the rope, she also made a relationship with the story because she answered: “Teacher, in the fable is used to hunt the lion and the mouse chews the rope to help the lion”. Is evident that the relation between the images and words is key, creating a strong memory in students to retain the vocabulary. The data demonstrates that for sixth grader images and pictures help them remember words and their meaning, and they even can remember complete scenes from the fables.

7. Then S. must complete a sentence with three correct words of the three images, according to the fable The fox and the grapes. Trainee teacher asked a student to please read the complete sentence filling the blanks with the correct words.

Student: Once, there was a hungry fox that saw some grapes in a branch , but the fox gave up after some attempts.

Trainee teacher: Thanks, that's right.

[Field note, March 15th, 2025, student # 8]

The previous data from the field notes presents another example where a student answered correctly to the trainee teacher using key words from the fable “The fox and the grapes”, she completed the sentence with the words: fox, grapes and branch, because she could make the relation with the images in the exercise (see artifact May 24th ,2025 student # 8). The data demonstrate that both words and images communicate powerfully for learners than either alone. The aforementioned data supported the answer of the student # 8 in the questionnaire, she answered that she learned “much” and more than just her affirmation the registered field note supported her claim.

Category # 3 Recognizing moral teachings and values from fables comic strips

Fables provide moral teachings that are inferred by students enhancing their reading comprehension. Sixth graders could relate the moral teachings with their real context, to comprehend the advantages of those moral teachings in their daily lives. The findings support the idea that they not only need a literal understanding, but also interpretations and critical thinking, because it allows students to recognize the values and their importance in the fables and their lives. The importance of moral teaching in context for sixth graders is highlighted by Lukens (2006), the concise structure and clear moral lessons of fables offer

children a framework to explore and discuss ethical behaviors and their consequences, providing students with behaviors that are usually related to a result or consequences, good or bad. Engaging students with fables adapted to comic strips in a meaningful way, they not only improve their reading comprehension, but also moral teachings.

In the next excerpts, it is analyzed the impact of moral teachings in students through the use of fables adapted to comic strips, in the sample's students identify the main teaching in fables "The tortoise and the hare" and "The fox and the grapes."

2. What is the moral of the fable:

- Forget your responsibilities.
- Be perseverant to achieve your goals.
- Being responsible is boring.

3. What should do the fox to achieve the grapes:

- Pay a giraffe to achieve the grapes.
- I Gave up because it was not easy to achieve the grapes.
- Try many times until achieve the grapes.

[Artifact April 5th ,2025 student # 10]

The previous artifact highlights the moral of the fable The fox and the grapes, and the student selected the correct one, "Be perseverant to achieve your goals". Teaching morals through fables is a powerful way to guide young learners in understanding values such as honesty, kindness and perseverance. Fables use simple narratives with characters that help transform abstract moral ideas into concepts that children can easily understand.

3. What lesson can we learn about bullying from this story?

We must be kind with others

[Artifact April 5th, 2025 student # 9]

In this previous sample the student recognized the moral teaching in the fable “The hare and the tortoise”, she answered: “we must be kind with others”, it means that is not just a conclusion from the fable is also a teaching that she can practice with her relatives or in any context with any person. As Noddings (2005) pointed, it is necessary to establish learning environments where students can engage in moral reasoning and observe the outcomes of their choices. The influence of this information can affect the way students think and behave, for this reason fables are a powerful tool in order to teach moral lessons, even the students can reflect also about the consequences of negative behaviors with others.

Field notes also support the previous information about recognition of moral teachings from fables adapted to comic strips, because during the classes students could express verbally how to apply moral teachings in their context, interacting with their classmates, teachers, relatives, at school or home.

7. Trainee teacher asked a student how she can apply the moral teaching of the fable The fox and the grapes in school.

Student: “Teacher for example when I need to pass an exam in English, I need to study everyday.”

[Field note, April 5th, 2025 student # 8]

In the previous sample the student provides an example in real context of the moral teaching from the fable “The fox and the grapes”. Fables adapted to comic strips provide an effective medium to help students identify values in their real-life contexts. Students can learn how values such as honesty, respect, responsibility, and kindness are applied or violated in various situations. Nowadays students face many situations where their values can be evaluated, and it is important to remember that they can learn how to apply values while they learn English. Moreover, fables assist children in identifying and assessing values by illustrating moral dilemmas and their outcomes within compelling stories according to Kiefer B. (2007).

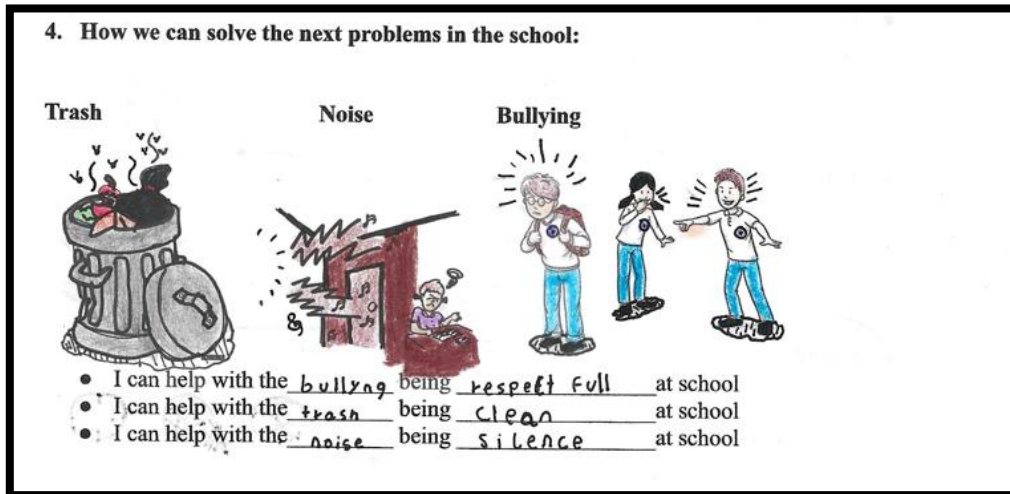
7. Trainee teacher now asked students to provide an example about how she can be kind with others, regarding the moral teaching in the fable “The hare and the tortoise”.

One student raises her hand and answered: “Teacher I think that being respectful with my sister and my parents in my house”

[Field note, May 10th, 2025 student # 8]

In the aforementioned data, the student expressed how to be kind in her house with her family, this shows the students' reflections on how to apply what they have learned to their own contexts. When students recognize the importance of moral teachings not only in the text but also in their context, they learn beyond just reading because they are simultaneously learning how to be ethical individuals and show kindness to others. Fables adapted to comic strips are a powerful tool to teach English and give students moral teachings that they can apply or relate to their daily lives, and fables provide educational stories

designed to teach readers appropriate behaviors using symbolic elements and brief, focused narratives according to Zipes (2012).



[Artifact March 22nd ,2025 student # 7]

The previous data revealed that students are aware of the importance of values, and they recognize moral teachings in the fables that were used in the project. It is significant to talk about values with the students and it was meaningful because they learned about them with engaging fables adapted to comic strips, a different way to learn from the traditional education in values. Moreover, when students reflect on the behaviors of characters in fables, they can consider how those actions affect others and how they can apply similar positive behaviors in their own lives.

Chapter VI: Conclusions, limitations and implications

This chapter presents the final conclusions based on the objectives and the data analyzed in the previous chapter. It focuses on how the fables adapted into comic strips helped improve reading comprehension and vocabulary in sixth graders from Liceo Femenino de Cundinamarca. In addition, it discusses the main implications and limitations of the project and gives suggestions for future research.

Conclusions

The current project raises the research question: What is the impact of using comic strips adapted from fables to enhance reading comprehension, vocabulary skills and promote values on sixth graders at Liceo Femenino Mercedes Nariño? The collected data revealed various findings around this question to be discussed.

Firstly, data collected evidenced that the majority of sixth graders engaged with this alternative resource due the fact it is different than the traditional literature tools that they usually use to learn English. Regarding enhancing their reading comprehension, the data collected evidenced that most of them increased this skill, in the work sheets developed by sixth graders, they answered correctly when they developed the corresponding exercise prepared to evaluate them. According to the first specific objective: To determine the effectiveness of fables adapted to comic strips as a tool to engage students in reading and enhance their ability to interpret texts, based on the performance of students that was positive, the effectiveness of this innovating resource was appropriate not only to engage sixth graders, but also because it helped them improve their English skills. Using

fables adapted into comic strips with sixth graders fosters greater student engagement and encourages active participation and motivation throughout the classroom sessions.

Now, according to the second specific objective: To determine the role of fables adapted to comic strips to enhance reading comprehension skills and vocabulary learning, the finding in data collected revealed that sixth graders effectively enhanced their reading comprehension. The comic strip format allowed them to understand the fables better, and their vocabulary expanded with new words and expressions. Although sometimes students presented difficulties to comprehend the meaning of some words and how to pronounce them, they expressed in the final questionnaire that teacher helped them to clarify their doubts about it, and it was significant to enhance their vocabulary.

To continue, the third specific objective concerns promoting values and encouraging reflection on the moral lessons from the fables adapted into comic strips for students. The analysis of data collected showed that moral teachings and values present in fables are highly promoted among students, they discussed and expressed their personal opinions and even exemplified with possible real scenarios how to be responsible, respectful or emphatic with others. The recurring information about values presented in the fables is a positive influence for young learners to think and reflect about the importance of ethical behaviors in their lives.

All in all, fables adapted to comic strips are a meaningful resource to implement with young learners because there are various benefits as was mentioned before, enhancing reading comprehension, acquisition of vocabulary and promotion of values. Students were open to this material; they enjoyed learning with images that they could also read and interpret. In general terms the objectives of the project were reached. To conclude, fables

adapted to comic strips are an effective strategy to engage students with English as a second language.

Implications

There are several important implications to consider. First, implementing a project based on fables adapted into comic strips requires adjusting to new approaches that introduce literary genres to young learners and enhance their reading comprehension. Unlike traditional methods of teaching literature, fables in comic strip format offer an innovative and engaging resource that captures students' interest while supporting their learning.

Furthermore, another important implication to be considered is that reading can be promoted with more alternative strategies, the current project demonstrated that different results can be achieved to improve English skills in young learners using innovating combinations such as this case, fables with comic strips, teachers can create more alternatives to foster reading among students. It is important to consider the advantages of short stories to engage students when reading literature.

To continue, the current project implies material and creative resources to develop the sessions, it is important to foster the investigation for didactic materials that engage students with their learning process, new ways to align the objectives of the curriculum with the interests and motivation of students to create dynamic academic scenarios that motivate students to learn English.

Limitations

There are various challenges and limitations that affected the current project, and it is important to mention some of them to consider in future opportunities to develop a didactic pedagogical implementation like this one.

One of the study's limitations was the restricted availability of fables adapted into comic strip format. The materials primarily featured a limited set of well-known fables, which constrained the diversity of themes and moral reflections explored in class. Expanding the selection to include a wider range of fables with varied topics and ethical perspectives could provide richer opportunities for discussion and critical reflection among students.

The second limitation was that some students initially refused to work in groups or pairs, expressing their preference to work alone. However, as time passed, some of them began to learn how to collaborate, although it was quite challenging at the beginning.

Further research

It is essential to continue conducting research aimed at developing new pedagogical innovations that both engage students and motivate them to learn English. Although the focus of this project was on reading comprehension, vocabulary acquisition, and the promotion of values, other areas such as drawing proved to be highly enjoyable for students and can be integrated to foster creativity while supporting language learning. Designing new formats that combine literature with creative expression, such as comics, can offer attractive and effective resources to capture young learners' interest and enhance their English learning experience.

In addition, it would be interesting to consider the presentation of fables using technological resources like videos, using gamification or music, where students can develop skills like listening or speaking.

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Annexes

Annex I Questionnaire

[TÍTULO ACORTADO HASTA 50 CARACTERES]

UNIVERSIDAD PEDAGOGICA NACIONAL

2

Implementación proyecto educativo

Grade: 6^o4 Date: Saturday 29th 2023

1. ¿Crees que te has motivado a aprender inglés con las fábulas adaptadas al cómic implementadas en la clase?

Si
 No

¿Por qué?
Es mucho más divertido aprender así

2. ¿Notaste mejoría en la comprensión de lectura desde que iniciaste el proyecto de fábulas adaptada al cómic?

Si
 No

¿Por qué?
Me ayudan a comprender lo que no entendía

3. ¿Notaste mejoría en tu adquisición de vocabulario en inglés con las fábulas adaptadas al cómic implementadas en la clase?

Si
 No

¿Por qué?
El profesor cuando pronunciaba mal una palabra él me corregía y me ayudo a mejorar

4. ¿Notaste mejoría en tu comprensión de lectura con el proyecto de las fábulas adaptadas al cómic implementado por el profesor Jhon?

Si
 No

¿Por qué?
Nos ponía a leer a todas y si decíamos mal la palabra nos ayudaba a corregir y lo volvíamos a repetir mejor

5. ¿Notaste mejoría en tu vocabulario en inglés desde que iniciaste clases con el proyecto de las fábulas adaptadas al cómic implementado por el profesor Jhon?

Si
 No

¿Por qué?

Si nota mejoría porque al principio era buena pero con el profesor mejoré más

6. ¿Crees que el uso de fábulas adaptadas al cómic motivó tu interés por la lectura de textos en inglés?

Sí

No

¿Por qué?

Me ayudó a mejorar la lectura en inglés y con los cómics me divertía más

7. ¿Qué tipo de actividades te gustaron más en estas clases de inglés?

Todas

8. ¿Qué actividades no te gustaron en estas clases de inglés?

Me gustaron todas

9. ¿Crees que tu nivel de inglés mejoró en las clases?

Sí

No

¿Por qué?

Con la lectura y escuchar música y escribir

10. ¿Cuál crees que es la habilidad que más mejoraste durante las clases con el profesor Jhon?

Puedes seleccionar más de una en caso de que sea necesario.

Habla/Pronunciación

Escucha

Lectura

Escritura

Gramática

Vocabulario

¿Por qué?

Me corrigió en el vocabulario escrito en Lectura y pronunciación y con las actividades que tenía la escucha y la gramática

11. ¿Consideras que la ayuda visual como el cómic te ayuda a comprender mejor los textos en inglés?

Sí

No

¿Por qué?

Es más divertido

Annex 2 Field Note #1 (2025-1)

Date: March 8th 2025	Subject: English
Start time: 07:00 am End time: 09:00 am	Class theme: Qualities
School: Liceo Femenino Mercedes Nariño	Class equipment: Board, markets, worksheet.
Teacher: Clara Díaz	Number of students: 18
Grade: 6th	Trainee teacher: Jhon Gordo
Description:	Analysis:
<ol style="list-style-type: none"> 1. The class started at 7:05 am while some of the students arrive to the class. 2. T. asked the date to S. and wrote it on the board. 3. Now the trainee teacher requested all students to do a brief presentation of them, saying their name, age and something that they liked. 4. The trainee teacher started the warm up. 5. S. got an animal flash card and a ball that they started to pass one by one. 6. T. started to repeat: “said mini mani mou”. 7. When the teacher stopped, the student with the ball must mention the name of the animal in the flash card, in this 	<ol style="list-style-type: none"> 1. S. arrives at the class with a good disposition because most of them are very active and want to participate. 2. Students did the warm up with shyness to speak in English, but with teacher trainee support they can complete the answers. 3. Finally the warm up is completed but it is clear that S. need to improve their pronunciation specially, in terms of vocabulary they are good in general. 4. In most of the cases S. wants to catch the attention of the teacher showing their colors or some toys, in this case is a good opportunity to help them to describe their objects in English.

<p>case it was a dog, and the trainee teacher asked S. to describe the animal.</p> <p>8. S. started saying that the animal has two eyes, a tail with help of the teacher, long ears and a black noise.</p> <p>9. The exercise was repeated twice and two S. more described a snake and a bird.</p> <p>10. The trainee teacher gave the worksheets to students.</p> <p>11. The trainee teacher asked some students to read the fable titled “Uncle tiger and uncle rabbit”, and while they read the fable the trainee teacher corrected them the pronunciation of some words.</p> <p>12. Then S. started to answer true or false sentences according to the fable and the trainee teacher helped them with their doubts about vocabulary. Trainee teacher socialized the correct answers with S.</p> <p>13. S. continue with the next activity in the worksheet, they must complete six sentences with six words in a box. The teacher trainee again helped them with their questions and doubts.</p> <p>14. In the final activity S. must draw the favorite character in the fable and write the qualities of this character.</p>	<p>5. With the reading of the fable, again S. needed the support of trainee teacher to pronounce some words, for instance: Delicious.</p> <p>6. In the first exercise of the worksheet, they answer the true or false exercise, with good results and a few mistakes, it is a good signal that they understood the fable.</p> <p>7. With the second one, S. completed it without difficulties, some of them had doubts but in general terms with good results.</p> <p>8. and finally S. showed good skills and interest in drawing, they enjoyed this activity and were very creative in creating their drawings.</p> <p>9. Finally, the trainee teacher requested S. to organize the classroom and left it clean to go to the break.</p>
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