



**UNIMINUTO**  
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**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO**  
**FACULTAD DE EDUCACIÓN**

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**LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS**

**MONOGRAPH**

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**GRAPHIC VISUAL NOVELS IMPACT ON STUDENTS' READING COMPREHENSION  
SKILLS**

**Author (s): Jesús David Páez Molina**

**Bogotá, June 2<sup>nd</sup> 2020**



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**Advisor (s): Sebastian Concha Vargas**

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*Dedicado a todas las personas que día tras día luchan por cumplir su sueño. Pues todo tiene su tiempo y su hora. Al final, el trabajo duro y la perseverancia siempre rinden buenos frutos.*

**Jesús David Páez Molina**

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## Content Table

|  |    |
|--|----|
| <b>Content:</b>  |    |
| <b>GRAPHIC/VISUAL NOVELS IMPACT ON 6<sup>TH</sup> GRADE STUDENTS AT JOHN DEWEY IN READING COMPREHENSION SKILLS. ...¡Error! Marcador no definido.</b>   |    |
| <b>Introduction</b> .....  | 9  |
| <b>Contextualization:</b> .....  | 10 |
| <b>Problem</b> .....   | 13 |
| <b>Description of the problem</b> .....  | 14 |
| <b>Statement of the problem</b> .....  | 16 |
| <b>Justification</b> .....   | 18 |
| <b>Research Question</b> .....   | 20 |
| <b>Objectives General:</b> .....   | 20 |
| <b>Specific:</b> .....   | 20 |
| <b>Literature review</b> .....   | 21 |
| <b>Videojuegos para apoyar el desarrollo de competencias TIC en la formación docente by Margarita Astete García (2014) (Video games to support the development of ICT skills in teacher training)</b> .....  | 21 |
| <b>Storyline-Based Videogames in the FL Classroom by Ricardo Casañ Pitarch (2017)</b> .....  | 23 |
| <b>Horizontes educativos delos videojuegos: propuestas y reflexiones de futuros maestros y educadores sociales by Ramon Ignacio Correa Garcia, Ana Duarte Hueros &amp; Guzman Franco Maria (2017) (Educational horizons of video games: proposals and reflections of future teachers and social educators)</b> ..... | 25 |
| <b>Improving Reading Comprehension Skills Trough Reading Strategies Used by A Group of Foreign Language Learners by Jhon Avila, Nancy Torres (2017)</b> .....  | 27 |
| <b>La novela gráfica como herramienta pedagógica para la enseñanza de la historia de la lengua española by Natalie Diaz (2017) (The graphic novel as a pedagogical tool for teaching the history of the Spanish language)</b> .....  | 28 |
| <b>Authorizing Students’ Perspectives: Toward Trust, Dialogue and Change in Education by Alison Cook-Sather (2017)</b> .....   | 29 |
| <b>CHAPTER III</b> .....   | 31 |
| <b>Theoretical framework</b> .....   | 31 |
| <b>Gamification</b> .....  | 32 |
| <b>Reading comprehension skills in EFL.</b> .....  | 37 |
| <b>Students’ perspectives</b> .....  | 42 |

|  |    |
|--|----|
| <b>Methodological Design</b> .....                                     | 47 |
| Type of study .....  | 47 |
| <b>CHAPTER IV</b> .....  | 49 |
| <b>Research Approach</b> .....   | 49 |
| Action research .....  | 49 |
| Research Design .....  | 51 |
| Vision of language .....   | 55 |
| Vision of learning .....   | 57 |
| Vision of classroom .....  | 59 |
| <b>Graphic Visual Novels Implemented:</b> .....                        | 65 |
| <b>Sleepless night:</b> .....  | 65 |
| Characteristics .....  | 67 |
| <b>Narcissu 1&amp;2nd</b> .....  | 67 |
| Characteristics .....  | 69 |
| <b>Danganronpa - Trigger Havoc</b> .....                               | 70 |
| Lesson Plans .....   | 72 |
| <b>Population:</b> .....   | 84 |
| <b>Setting:</b> .....  | 85 |
| <b>Sampling</b> .....  | 85 |
| <b>Research Ethics</b> .....   | 86 |
| <b>Researcher role</b> .....   | 87 |
| <b>Data Collection Instruments</b> .....                               | 88 |
| <b>Field notes:</b> .....  | 88 |
| <b>Artifacts:</b> .....  | 89 |
| <b>Questionnaires:</b> .....   | 89 |
| <b>Semi-structured interview:</b> .....                                | 90 |
| <b>CHAPTER VI</b> .....  | 90 |
| <b>Results</b> .....   | 90 |
| <b>Data Analysis</b> .....   | 91 |
| <b>Categories of the analysis</b> .....                                | 93 |
| <b>Category 1: My first experience reading skills in English</b> ..... | 94 |
| <b>Subcategory 1: My experience with reading</b> .....                 | 94 |

|  |     |
|--|-----|
| Subcategory 2: My point of view of reading.....                              | 97  |
| Subcategory 3: My process of reading at school .....                         | 100 |
| Category 2: Videogames to enhance reading comprehension skills.....          | 103 |
| Subcategory 1: Reading other kinds of texts .....                            | 104 |
| Subcategory 2: Outcomes: about graphic visual novels .....                   | 109 |
| Category 3: Using Reading Strategies in a different way .....                | 111 |
| Subcategory 1: Students' responses of videogames for academic purposes ..... | 112 |
| Discussion.....  | 116 |
| CHAPTER VII .....  | 123 |
| Conclusion .....   | 123 |
| Limitations.....   | 125 |
| CHAPTER VIII .....   | 126 |
| Further research .....   | 126 |
| References.....  | 127 |
| Annexes & Appendixes .....   | 131 |
| APPENDIX 1.....  | 133 |
| Type of Reading Exam .....   | 133 |
| ARTIFACTS.....   | 136 |
| FIELD NOTES 1.....   | 168 |
| FIELD NOTES 2.....   | 169 |
| FIELD NOTES 3.....   | 170 |
| FIELD NOTES 5.....   | 172 |
| FIELD NOTES 6.....   | 173 |
| Semi-structured interview .....  | 175 |

**FIGURES INDEX**

Figure 1.....51  
Figure 2.....53  
Figure 3.....94

**TABLE INDEX**

Table 1.....66  
Table 2.....69  
Table 3.....71  
Table 4.....84  
Table 5.....97



## Introduction

The following Research implies a proposal in which students can have an impact when they interact with a series of Graphic/Visual videogame in the classroom to practice their EFL reading comprehension skills (Purposeful Reading, Skimming, Scanning). The proposal of involving students with videogames is not new as several researchers have worked with videogames inside the EFL classroom. As a result, many of the projects have had positive responses in the EFL areas they have aimed to improve. For example, some of the researches that are described in the literature review have proved that students have increased their cognitive skills when learning new vocabulary such as videogames commands when playing. Other results have demonstrated how teachers have used these tools effectively as authentic material; defined as what teachers involves in the classroom that is appropriate and have quality in terms of the meaning of English learning communication (Rogers as cited in Kilickaya, 2004).

Videogames are a current tendency nowadays. There are millions of players around the world; and the highest percentage of them are high school students. However, several people believe that videogames are a waste of time and sedentary lifestyle; therefore, videogames are thought as a tool that can be anything but learning. Nevertheless, it is necessary to understand how students can work with videogames and use them as a potential learning tool, in this case to improve the students' EFL reading skills. One of the best options to handle the situation is to use videogames as an authentic material; it means to be the path in which students can be connected to the English content through videogame's readings. The project works with a specific genre of videogames; which is graphic visual novels. This genre of videogames was chosen

because they are connected to the narrative content and literature topics; and those are the closest games that simulate working with illustrated stories or books. Frey and Fisher (2008) explain that visual literacy belongs to the reading skill in English and “visualizing”, as they explain, is part of a reading strategy in order to indicate understanding.

From that point of view, this hypothesis is going to be verified with 6th grade students at John Dewey School in 2019. During the observations of 6 English classes when students were carrying out reading activities, it was noticed that students faced difficulties in terms of EFL reading comprehension as students could not understand most of the texts they read; they struggled extracting the main idea of a text or they could not relate the content of the reading to some comprehension questions (see appendix, field notes). It is important to mention that John Dewey is a bilingual school. This implies that there is a high requirement and demand to students to acquire the EFL communicative competences they need to pass the English subject and acquire the required language level.

### **Contextualization:**

The coming and evolution of videogames in the present have brought different points of view, opinions and beliefs from the people who consume, interact and work with these technologies. According to WePC (2019), that focuses on selling videogames merchandising through online payments, states that there are about 2.2 billion gamers or videogame players in the world according to their statistics, 21% of the video players are coursing primary and high school.

Large companies such as Sony and Sega have created a great number of videogames genres to satisfy players demands. This is, in large part, because it elicits more visual responses, feedback and active participation from players. One of those videogames genres is Graphic or Visual novel. These games are oriented to bring a narrative story in which players make decisions in specific moments according to the scenes, situation and context of the story. One of the visual novels that can bring an illustrative example of this type of videogames is The Walking Dead. This game places the player in a world of decisions for surviving against zombies. Its enterprise creator is TellTale Games. The genre's goal is that the player takes the role of the protagonist. The player must face some issues during the story bringing different types of decision-making statements. The player is given the intention of choosing only one statement according to what the player think is the best option. (The Walking Dead videogame, n.d.).



(The Walking Dead: Season 1 Game Review, glamorousgamergirls, 2014)

<https://goo.gl/V7RDBq>

Recently, videogames have grown in popularity among young and teen learners and the possibility of including them in the EFL teaching context has

been interesting and controversial at the same time. For instance, Wright (2018), a videogame historian researcher, concludes that videogames are for individuals' consumption due to the contemporary society's lifestyle as people interact with virtual environments. In other words, individuals are very drawn to videogames; and this belongs to something cultural created by tendencies of playing videogames. Therefore, this opens a long discussion about the time students are exposed to videogames. One example is how students spend a lot of time after school playing videogames just for fun which is a worldwide tendency in teenagers; and Colombia is not the exception. One example that can be given was provided by El Espectador News, in which they explained that 54% of Colombian teenagers have played videogames within 30 days. In addition, 64% of the people loves playing videogames for fun not to get bored. (Ojeda, 2018). Nevertheless, considering that videogames have become part of children and teenager's everyday life, educators can use them for academic purposes. Rios, S., Alvarez, M., Idarraga, S. (2017) support the idea that videogames can be considered dynamic in motivating students to develop a diversity of activities such as involving artificial worlds, monitoring systems, game group experience, working with an artificial work software, for example. Additionally, videogames, inside the classroom, involve the social, intellectual, spatio-temporal reflection and concentration (Wastiau, Kearney, Van den Berghe, 2009).

Felicia (2009), a game researcher mentioned in Rojas' (2015) study, states that videogames can be part of an educational purpose and its influences in the therapeutic and social fields are huge. Videogames provides a huge capacity for players to improve their cognition and motor skills. This is a fact supported in Griffith's (2002) study, in which

videogames have an impact in education, and that some evidence listed in researcher's study conclusions suggests that videogames reinforces students' skills through videogames. Therefore, student might develop deep thoughts, beliefs and perspectives with videogames. These thoughts may guide them to understand certain information and create relations with the real life and learn., Rios, Alvarez, Idagarra, (2017) mention that students create a social connection; increase their learning motivation, cognitive and motor skills while they play videogames in their daily lives.

Nowadays Videogames are changing entertainment, because people are adapting the electronic devices for their own use. Making their lives easier accordingly to the context they need them. Going deeply in videogames, the visual literacy that can be extracted from them might become a source to enhance different reading strategies that leads students to comprehend easily and understand better the written content, opting for adaptation of this kind of entertainment they are really used to play for academic reasons. Furthermore, the use of graphic/visual novel videogames may increase EFL students' motivation to participate in the activities as well as teacher may have the opportunity to assess students learning process according to the progress they have in the videogame.

## **Problem**

Seeing that the use of videogames is currently happening, the purpose of this study is to analyze Graphic/Visual novels impact based on 6th grade students' experiences when they interact with the videogames to practice their EFL reading comprehension skills at John Dewey School. The main problem is that 6th graders are not understanding and comprehending what they are reading in their EFL reading activities. In other words, they are presenting low reading comprehension, which involves

lack of reading comprehension. Concluding in different situations in which the official teacher has to handle in a harder way, causing that students might not reach the corresponding competences and of course getting low grades in their exams and activities.

### **Description of the problem**

To introduce problem, it is important to address first the research's population. The school is John Dewey; this is a bilingual and private school where the researcher has done his teaching practicum in 2018-2019. The class assigned to the researcher on August 2018 was 6th grade. The target population were 12 students, 7 girls and 5 boys. Their ages varied from 12-14. The participants, according to the school, were identified with an EFL level from A1 – A2. According to the Common European Framework of Reference for Languages, Students within A1-A2 levels in terms of reading present the following characteristics: For A1 students, they can understand short and simple texts and can identify names words simple sentences on notices and posters or in catalogues. For A2 students, they can read very short, simple texts. They can find specific and predictable information in simple everyday material, such as advertisements, prospectuses menus and timetables (Heyworth, 2016).

There are some possible risks that students may face in the English classroom if the problem not well addressed. Those consequences might be presented in their EFL reading performance and comprehension. As an example, their efficiency in final grades at reading activities might not be the ones expected by their level of English; and most importantly, this might become discouraging for students in reading practices to use books and short stories in the class If they do not know how to manage the information

given by the materials used at the EFL classes. Additionally, the official English teacher might face all these challenges when carrying out effective reading practices in the class.

In the EFL classes at John Dewey School with 6th graders, all teachers primarily utilize integrated activities to develop in students their four language skills: reading, listening, writing, speaking gathered in one session. During their EFL class, for example, students read children's tales as a group. They take turns to read a line or a paragraph and this involves that students listen to the teacher's and their classmates' voices. In here, they practice their pronunciation; and at the end of the activity, they write on the board or discuss the main idea, characters' characteristics and plot of the story. During the observation of this integrated activity, the researcher noticed how the English teacher performed this type of activity with filling the gap readings. Seven students participated in the activity; however, just two of them were aware of what they had to do while following the teacher's instruction using their own books and paper exams. The rest of the class was not paying attention and did not get the page where the English teacher was on. This led to a general misunderstanding having in mind that all students were supposed to be following the reading. Instead, it was noticeable how students completely got lost from the activity. Students, in some part of the activity, were not aware of which paragraph their classmate was reading. As a result, students did not understand the text at all, and they could not answer correctly the questions asked in the exams. (See appendix 1 and 2).

## Statement of the problem

The main reason in which this research is different from other studies is the fact that it is important to emphasize on the impact that Graphic visual novels would have on students' during their EFL reading practice. This study considered students' experiences as other research papers have focused on how the methodology to be implemented using the videogames or information and communication technologies (ICT) were feasible to solve the problem with students' performance. (These studies are going to be described ahead in the theoretical framework). Cooper & McIntyre (1996) argue that students and teachers are connected, everything that happens inside the classroom and behaviors about the teachers is reflected on the students. Conveying in patterns inside the process of learning that allows different perspectives emerge.

More than looking forward the solution of the problem with a pedagogical proposal, which is reading comprehension, it is very important to address students' records and process with reading before the implementation of the graphic/visual videogames in the classroom. Gee, J (2003) states that "learning involves "playing a character". (...) learning works best if students think, act and value like scientists" (pg.3). In here, the philosophy of the school would intervene and be related to the purpose of this study complementing the results because the intention is adding the model with the authentic material to highlight what students believe and think about the new changes. Valuating their own perspective about using graphic novels inside the classroom for learning reading skills. Eventually it is hoped that population will increase reading comprehension rates, which are encouraged by the perception they have when they are exposed to the language in



the visual novel videogame they can use. During the sessions the researcher is going to integrate cooperative learning with the reading comprehension activities that involve those visual novels.

Additionally, it is important to keep in mind that students have participation and the right to comment, talk, discuss about what they think in the classroom. That is why, Rozo (2016) states that the project of a videogame for learning English as a cognitive tool involving culture is necessary to enlarge opportunities to girls, boys and teenagers in XXI century. Students are participants in their process of educative reflection, because teachers provide tools and students interact with them, but it is meaningless if the strategies do not help them to reach the goal of learning “Motivation is the most important factor that drives learning” (Gee, 2003, pg.3).

The researcher observed during the reading shadowing activity with the book “Three Musketeers” that it was performed the cooperative learning methodology. The task could be followed by students easily; the instructions given by the teacher were clear and easy to follow; at the same time, the story was not complex in terminology and students were able to ask questions anytime. However, the activity did not work out as expected. Briefly, the hypothesis of the issue presented during the reading activity was how students interacted with the strategy and the reading activity and most importantly if students were completely motivated (before, during and after) to reach the goal of the activity. If they were not motivated, it was important to enquire about students’ thought about reading itself to improve the way they could start practicing reading comprehension skills.

In addition, it is important to highlight the definition that Nunan has about reading. “Reading is a process of combining information from a text and own background knowledge to build meaning” (Nunan, 2003, pg.69). Reading involves strategies that turn into skills to comprehend the information from the texts. It is important to have in mind these aspects of teaching reading when conducting an activity because it leads to different students’ meanings of understanding the information.

### **Justification**

Hence, one of the possible pedagogic uses of the graphic visual videogame could be related to foster EFL reading comprehension skills in teenagers. Diaz, Martin and Buitrago (2017) state that there is a whole language culture involved in the use of Graphic or Visual novels and it gives different experiences to its players. By “Language Culture” the authors explain that Visual/Graphic videogames present in terms of language, a whole involvement experience for players. As it was mentioned before, this genre is special because the game is oriented to bring a narrative story in which players make decisions in specific moments according to the scenes, situation and context of the story. In conclusion, there is an active participation during the process of reading. Likewise, Sampedro, Muñoz and Vega (2017) state that a relation between a videogame and a student can be interactive and experimental, which concludes that there is a significant experience that students individually present before, while and after playing a videogame.

Because of the previous statement, the researcher in this study has taken Graphic/Visual novels videogames as the most appropriate for involving students in reading comprehension. Graphic/Visual novels provide not only basic vocabulary that

most of videogames (any genre) have. In addition to that, involve students in huge language immersion and they are focused on drama and characterization of their characters by allowing players to take the role of the protagonist in the plot story of the videogame; then they can change the destiny of the story or plot by choosing decisions. This is important, since reading has an implication in the strategies or the tools that self-direct the developing of communicative ability and that students actively use. (Nunan, 2003) When the tool is active and used by students, it will become a habit, and the habits conduct to skills. "Skills are strategies that have become automatic and authentic in students use" (Nunan, 2003, pg.77)

Graphic/Visual videogames belongs to ICT tools as well, which might cause curiosity and motivation in students. That is why, it can become in an engaging tool that might become a motivation and an attraction to carry out academic tasks in a different way (Higgins & Scholer 2009., cited in Casañ, 2017). Most of students can be involved into the experience of the activity; most results can be understandable through different experiences and students' engagement with learning. (Gallego, Storre, and Llorens 2006., cited in Casañ, 2017). Furthermore, mostly all Graphic/Visual novels are in English as the default language to play, due to that, it is possible, as a hypothesis, to use the tool as an authentic material in the classroom in further studies apart from teaching reading skills. This tool is engaging for individual, as well as for group work. It may raise the interest and curiosity of students like when they are reading a book or watching a movie (Novak, Johnson, Tenenbaum & Shute, 2016; Robin & McNeil, 2012., cited in Casañ, 2017).

Finally, it is expected that through this qualitative research sixth grade students from John Dewey School, experience and respond to the different graphic visual novels proposed by the researcher and give their perceptions about them when using the skills. Additionally, understand the possible factors and possibilities of using videogames in the English language learning conducting a pedagogical reading skills proposal.

### **Research Question**

What is the impact of the use of graphic/visual novels videogames to enhance 6th grade students reading comprehension skills?

### **Objectives**

#### **General:**

To value 6th Grade students' perceptions at John Dewey School when using Graphic/Visual novel videogames to enhance their EFL reading comprehension skills during first semester 2019.

#### **Specific:**

- To inquiry about students' experiences and perspectives in relation to their current use of reading tools they interact in class and at home. (Pre-implementation Phase)
- To describe student's reading process through Graphic/Visual novels while using reading strategies based on bottom-up approach. (Post-Implementation Phase)
- To describe students' learning experiences & perspectives while using Graphic/Visual novel videogames to enhance their EFL reading comprehension skills.

## **Literature review**

The purpose of this chapter is to show the results that the following studies have had in the English as a Foreign Language (EFL) field, considering the topic of this research which is the pedagogical use of graphic/visual videogames to enhance reading comprehension skills. Moreover, this chapter will enrich this study's information about videogames and its use within EFL education highlighting the students' engagement and motivation when using them to learn English as a foreign language. To do so, this chapter classifies the studies into international and national studies according to the different criteria in the research, videogames, perspectives and reading strategies in education.

### **Videojuegos para apoyar el desarrollo de competencias TIC en la formación docente by Margarita Astete García (2014) (Video games to support the development of ICT skills in teacher training)**

The first international research presents an educational innovation in the development of ICT skills through videogames. It was applied as a digital educational resource that was developed using the different learning styles. The purpose of this study was to implement a teacher training course for math teachers in order to create digital resources through a videogame software. In this study, the author presented and created an educational project with help of some students and teachers from Serena University. The participants used KODU game lab - which is a free software to create videogames - and curricular planning (the main planning of the learning content that is going to be taught in the university) in order to generate immersive learning, in which the participants generate different exploitation of the videogame, learning by themselves by doing and

giving the possibility to produce a combination of their personal and interpersonal skills (Generating different information about experiences, comprehension and the use of logic to solve problems). In addition, students were able to analyze information, developing collaborative work and responsibility by sharing experiences through the project.

Basically, the study presented a qualitative research, in which the results, as well as, the experiences of the participants were individual in their learning style. It demonstrated the collaborative process and the different perspectives of students through data collection tools in the design of their own project. It is remarkable to say the students were able to participate actively and created a final product with a videogame resource help and instructions through KODU game lab. Astete, M (2014) states that there is a significant importance to identity and work on students' learning styles because it affects the way they work in class. Even, when the instructions and the materials are clear, students are developing the exercise of dialoguing, discussing with collaborative work and it elicits different dynamics of students' performance. Consequently, teachers can contribute to students' learning process before presenting the content that is going to be explored. Another aspect to have in mind is that students with less participative work were still interested in the project. Astete (2014) study concludes that the use of videogames produces an immersive experience and allows students to acquire knowledge about the design of storyboarding, programming and presenting their educative project including the development of students' autonomy, self-learning, creativity, and critical thinking as well in order to comprehend difficult situations using logic and the KODU software.

The contribution of this research was the implementation of an effective approach considering students' learning styles which are important in the implementation of an ICT

tool, whether the tool is implemented in the classroom is important that the teacher takes part in looking on what students show during their performance, this allows the teacher to interact and adapt to conduct the lesson avoiding problems that may appear.

### **Storyline-Based Videogames in the FL Classroom by Ricardo Casañ**

#### **Pitarch (2017)**

Keeping in mind the conclusions above, the implementation of videogames is a recognized technique in the educational field; and it has had positive results in students' participation and learning process. At the same time, it is controversial to select the most appropriate kinds of games that might be useful for educative purposes and its use in specific areas of education such as in the EFL teaching area. This is a point of discussion in this study and Ricardo Casañ's, (2017) explains it in detail.

In the research "Storyline-Based videogames in the EFL Classroom" carried out by Casañ (2017), he explores the use of story-game content in the ELT classrooms in order to enhance students' learning process and their communication outcomes with interactive engaging tasks to increase motivation. The author used digitalized workbooks, e-books, academic games (videogames that are used for teaching purposes) and entertainment games to classify and indicate the most useful tools when learning a foreign language. During his work, it is seen that teachers and editorials of teaching materials aim to engage students in their learning process by motivating them to raise their interest and to take the necessary efforts to study. Some conclusions through this study were that teachers in a foreign language can be innovative in the way that they implement ICT tools in the classroom. In addition, the author explains that there are educative games, known

as serious games, that can be an influence on students' participation not only in the classroom but further practice outside of the classroom.

According to this author, it seems that foreign language students are more interested in the immersion of the language outside the classroom, involving their personal time and own material to learn a language. The author states: "Students best learning is based on the experience" (Casañ, 2017, p.84). Casañ (2017) concludes that educative games are in fact videogames for educational purposes. In this study, it is possible to identify the kind of videogames that can be applied for the purpose of this research, because it supports the usage of visual and text responses in the classrooms. Backlund; Susi & Johhanesson (mentioned by Casañ, 2017) determine that educative games can be used for meaningful purposes beyond entertainment. Those educative games can be aimed at training, advertising, simulating, educational skills and problem solving and players' experiences.

Based on the afore conclusions, the use of educative games in the educational arena to teach a foreign language, highlights the possibility of fun interactions as an immersion tool in foreign language acquisition. In defense of this topic, Casañ argues: "the decision of using one or another genre depends on the teachers' and learners' demands, interests and needs; but they all should teach and provide fun" (Casañ, 2017, p.88-89).

As a conclusion, Casañ (2017) gives the opportunity of expanding the frontiers when using authentic materials. In one hand, his study approves the use of using storyline-based videogames in the FL classroom and the main characteristics that teachers must have in mind when selecting a videogame. This is what he concluded as



Serious-Games that represents the videogames that had been selected for educational purposes. His study results suggest that serious videogames involve students' language immersion and not only for entertainment and pleasure.

The contribution of this study is the possibility that videogames have now in the 21<sup>st</sup> century in the classroom. The author explains that serious games are videogames developed with educational purposes with a pedagogical goal. But also gives an important clue, when conducting a videogame and it is the criteria of the videogame and the purpose that the teacher must have when selecting that videogame. In this case where the visual novel videogame is going to be implemented, the criteria is going to be selected according to what Casañ argues videogames must have when played in the classroom.

**Horizontes educativos delos videojuegos: propuestas y reflexiones de futuros maestros y educadores sociales by Ramon Ignacio Correa Garcia, Ana Duarte Hueros & Guzman Franco Maria (2017) (Educational horizons of video games: proposals and reflections of future teachers and social educators)**

Regarding the controversy of using videogames, Correa García, R. I., Duarte Hueros, A., and Guzmán Franco, M. (2017) study aims to conduct a research based on a survey for future teachers concerning the topic of videogames in the classroom to understand their perception and opinion of the videogame's uses in the classroom. This survey also investigated the ways in which teachers can plan to integrate them in the educational setting and the perception of training in the critical and reflective use. This quantitative study was applied to 69 students (23% men, 77% women), who

were analyzed with polls and surveys to identify the variations in the culture of the population in the study.

The main conclusion drawn from this study is the personal experience of the participants regarding the use of videogames and how these games influence the informative and communicative skill of students since the project aimed to check all the experiences that participants created during the integration of those videogames in the educational setting, training and reflection of the videogame use. Regarding videogame implementation in the classroom the study shows that 55% of students affirm not to have the enough skills to integrate videogames in the classroom, 38% of the population admit having the enough skills to do so.

The controversy surrounding this topic seems to have expanded due to the results of the study because it clearly identifies that teachers lack experience in adapting innovative materials for the classroom and the fact that they had not use educative games in the study. In addition, the relation that this study has with this research proposal is how pre-service teachers should be aware of the importance when they implement an ICT tool and the training in the area before it is implemented. Specifically, when talking about videogames.

The main contribution of this study is how well-prepared must teachers be when conducting a lesson with an ICT tool. When conducting a lesson, the teacher must be aware of what the tool is going to be implemented. In the study according to the core of the investigation, the use of videogames must be clearly developed not only by the teacher, but also by students. As it is being said, there must be a training and an adaptation of the tools during the sessions.

### **Improving Reading Comprehension Skills Through Reading Strategies Used by A Group of Foreign Language Learners by Jhon Avila, Nancy Torres (2017)**

This study carried out by Torres and Avila (2017), called “Improving Reading Comprehension Skills Through Reading Strategies Used by Foreign Language Learners” discusses reading comprehension skills in EFL. The objective of this study was the implementation of Graphic Organizers, KWL, (Know-Want-Learn), Comparison-Contrast Charts Question Answer Relationship and Reciprocal Teaching reading strategies in two EFL courses at Universidad Pontificia Bolivariana to obtain better results in EFL reading comprehension in individual performance or when presenting international exams.

Avila, J., and Torres, N. G. (2017) study was a qualitative research with surveys, testing, interviews before and after the implemented strategies. The results were effective in students when evaluating EFL reading comprehension before, during and after reading. However, it was difficult to carry some reading strategies, such as, comparison contrast-chart and graphic organizers, in which result the participants did not perform accurately because participants were not training enough to carry out the goal of the activities with those strategies. There were also external distractions such as chatting and listening to music. Unquhart (mentioned by Avila, J., & Torres, N. G. 2017) points out that reading has to do with different processes and the standards that each student sets for themselves. Likewise, the perception and the individual process of students are reflected in their individual goals when reading. In other words, students may read better according to how much engaged and committed they are with the reading material.

Even though the implementation of some ICT materials, specifically Graphic and Visual Novels were not in this study, this study considered the methodological design, Question, Answer, Relationship and Reciprocal Teaching as the reading comprehension strategies to be developed with participants. Also, the study presents their own perception of the authors when defining the population's reading process in each session. Bormuth (as cited in Avila, J., & Torres, N. G. 2017) states that an increase in comprehension is a direct consequence of reading, concluding the effectiveness of these strategies in engaging students to read and create reading habits.

The main contribution is the way how the researcher conducted the different sessions and the tools they implemented to their students understand, comprehend and reflect on every reading strategy taught. One example of this is, how during the sessions the use of different competitive activities enhanced the creativity and motivation of the participants.

**La novela gráfica como herramienta pedagógica para la enseñanza de la historia de la lengua española by Natalie Diaz (2017) (The graphic novel as a pedagogical tool for teaching the history of the Spanish language)**

This is a study conducted by Díaz, Piña, and Buitrago (2017). The graphic novel as a narrative discontinued text designing. It was briefly proposed as a pedagogical resource to enhance learning in academic environments at Minuto de Dios University in Bogotá – specifically for Spanish Language Teaching. 280 students from the bachelor's degree in Spanish Language participated in this exploratory and qualitative investigation. The authors used Diagnosis polls and surveys, as well, as Pixton software to determine

whether students accepted and considered graphic novel as an ICT tool for learning the Spanish language history in the academic environment.

Through the Analysis presented by Díaz, N. et al. (2017), it is possible to adapt graphic novels in bachelor's degrees at the university. The information of narrative visualization through the technological evolution may be engaging for experienced and novice teachers to implement in the language teaching area. Marulanda, G and Rengifo, G., (mentioned in Díaz Betancur, N., et al 2017) indicate that the graphic and visual novel as a Ludic tool in reading comprehension of a narrative text can be used by teachers to motivate students in reading. The proposal in the study offers some insights in what this paper aims to do with students' EFL reading process through Graphic /Visual Novels videogames implementation inside the classroom.

The main contribution of this study is based on the planning and the process the researcher conducted when using the graphic visual novel during the different sessions she had with the participants. If one possibility of adapting these graphic visual novels to the EFL classroom is completely like this study, probably the results will depend on what participants respond to the use of the tool and if the purpose of the research is reached.

### **Authorizing Students' Perspectives: Toward Trust, Dialogue and Change in Education by Alison Cook-Sather (2017)**

This study was conducted by Alison Cook, she was investigating the value of the students' perspectives in education, she criticizes the power of adults when conducting and evaluating the administration of schools, classes, lessons, resources, ect. She also argues that education is premised on the notions of adults, in which teachers or

professors may have the assumption of knowing more than students. But in the 21<sup>st</sup> century there are several changes in education. Increasing diversion of people, the media, technology and the work of the people involved the schools in education in general.

She explains that the power of authority is positioned in the dynamics inside and outside the classroom. Redefining the meaning of what can be listened or not by the authorities and considered. She also mentions that perspectives of students are essential for the different ways in which the education can improve their practice and reform the way of the different practices. She said that the dialogue and the intervention of students nowadays is more open than before in education. The participation of students in the decisions allows students to convey into a sense of analysis and reflection of their own process of learning and the life they have inside school.

Alison concludes that Constructivism, Critical pedagogy and Postmodern and Post structuralism theories and pedagogies, as an example, are a reference of what attendance to listen students' voice are. Mentioning the position of students in what a real participation in the classroom would be as realistic scenario of dialogue and trust of the authority in the classroom. But not a legitimate reality in which they can change something more outside the classroom. Because, perceptions in this case, are what students are performing in the moment, and it means something to be said, so it has the same value as the point of view of any authority she argues.

The main contribution of this study is to open the discussion of how much participants, in this case, the students can perform during the sessions and how actively they can be when sharing everything they would like to say. At the same time, explains

how constructivism works, which is the philosophy of the school in this research, allowing the study to identify the links between the purposes of the study and methodologies implemented.

In summary, the previous studies encompass researches about graphic visual novels videogames, reading comprehension skills within the education area, specifically the ELT area as well as other topics that were worked to relate the experience of teachers, students with videogames in different subjects and skills. The purpose of this part of the chapter was to address potential step by step examples that studies showed to conduct the graphic/visual games during the different sessions during the implementation to practice reading comprehension skills and the different experiences that may convey through the population.

## **CHAPTER III**

### **Theoretical framework**

The main constructs in this study are Gamification and graphic/visual novels, and EFL reading comprehension skills and perceptions. In order to readers understand in a better way these terms, they are going to be contextualized by describing them and giving examples of each one and its participation in the EFL context in this project. One of the defined constructs is 'Gamification', which is important in order to understand how teachers can integrate videogames in Foreign Language Learning, so that students and teachers can use these innovative ICT tools for learning and experience purposes.

In addition, it is necessary to understand if there are requirements or guidelines in order to implement visual/graphic novels in the EFL classroom and how teachers and

students handle them inside and outside the classroom for an individual self-work. The second construct is related to rising problem of reading habits and comprehension skills in the EFL classrooms specifically in this research. To combat this, teachers should consider identifying factors that can affect students' reading comprehension and the way that reading strategies may influence students' EFL learning.

The third construct is Students perspectives, where the main focus is clarifying what can be considered as a perspective, point of view or an opinion that students mainly demonstrate during classes, or after classes and then how these perceptions can be integrated as an important part of the learning process of students during school time and EFL classes.

### **Gamification**

Videogames nowadays are taking too much fame. In the way that kids, teenagers and adults are enjoying with these technological environments in the last century. Technology and entertainment take advantage of this as it has been said in the beginning of this research project. Consequently, Education is also taking advantage of the new technological Era. As Kapp, (mentioned by Rojas, 2015) indicates that there are lots of reasons in which the games, gamifications and simulations are common in the educational context. In this stage the researcher describes that games are easier to build then before and that software programs help to build simply games faster concluding with a creation of videogames in different platforms such as cellphones, computer and consoles.

The idea of incorporating new methods in EFL education is by no means a new concept. This is argued by Roza, in her study 'Videojuegos: una Alternativa Innovadora



para el Aprendizaje del Inglés' (Videogames: An Innovative alternative for learning the English language) she states that "appropriating English methods opens students' expectative and vision. (...) bringing videogames as a strategy in English learning presents a pedagogical, social and interpersonal phenomenon" (Rozo, 2016, p.12). From this statement we can develop several ideas about videogames and their relationship with the ICT tools and EFL learning in the project. These ideas are: Integration of videogames in the EFL classroom, teacher's roles that can be adapted to improve language learning management with videogames, the challenging of using ICT tools. Take into account that teachers are also reaching a new stage when they are integrating technology in the classroom breaking teaching paradigms and old methodologies.

As a simple conclusion, "Gamification is turning something that is not a game into a game" (Werbach & Hunter, mentioned by Rojas, 2015, p.31). Where pedagogues and material designers work with different ideas for integrating entertainment inside the classroom with meaningful purposes. Gamification presents a new challenge or opportunity where teachers and learners can use videogames for building knowledge or reaching goals.

Seeing that videogames have created such an important role in the educational context thanks to gamification and the process of different material designers and teachers, the idea of integrating a videogame in the classroom is possible. Linking the objective of the project where 6<sup>th</sup> graders from John Dewey school can be interacting together and build knowledge. But, before integrating any activity with videogames it is important to adapt the material in which students can rely on the School's philosophy and continue learning in the process.

First, it is important to contextualize that the School's philosophy is taking an important role. John Dewey school implements Vygotsky's (1930s) Constructivism theory. That is why, it is important to introduce the theory. Vygotsky's Constructivism is built as soon as participants are involved in the development of learning experiences through socio cultural development (Jaramillo, 1996). It is important to consider the words "socio-cultural development". Because the theory is chosen according to the relation that John Dewey School has with the collaborative work praxis given by the Philosopher John Dewey. The socio-cultural development based on Vygotsky's Theory joins with the teachers' methodologies and students' social and interpersonal phenomenon. Jaramillo (1996) summarizes Vygotsky's theory as: "Vygotsky's version of constructivism, then, is a non-developmentary view of education whereby a child's intellectual personality and socio-moral knowledge is "constructed" by students internalizing concepts through self-discovery" (p.133).

As a result, students' experiences rely on in learning and self-discovering and teachers also create and take different roles during the classes in order to create a socio-cultural relation. Likewise, videogames are defined as a combination of the following attributes: game, play, interactivity and narrative (Esposito, N. 2005). This implies and agrees with the previous statement that players are, in fact, "social" while playing videogames because of the audiovisual responses are interpersonal. However, there is not connection with pedagogical application. Despite this, the implementation of videogames in second language acquisition may yield pedagogical connections with the proposed material. For this reason and regarding curricular content, students can use

videogames in their daily routines and experience different points of view outside of the classroom (Moral, Fernandez, 2015, cited in Sampedro, B., et al, 2017).

On the other hand, regarding educative tools, videogames are also ICT – which is a general category including different technologies and media. The conclusion about the importance of videogames in the educational area is presented by Candia, García, & Llull (as cited in Sampedro, B., et al, 2017) who explored videogames in all their varieties, (including technological), to assess its viability as a didactic principle and psycho-pedagogical. But not only that, remarked how videogames are organized in three knowledge fields. Knowledge of oneself, Knowledge of the environment, Language and communication belonging to ICT content (Sampedro, B., et al, 2017). To conclude the fact that Vygotsky's theory supports through social interactions, where students get associations and build connections with the experiences in the external social world instead of individual's life development (Jaramillo, 1996). Vygotsky's point of view is important because it supports the fact that learning is based on experiences and perspectives of the learners. In addition to that the researcher adopts the role of an interpreter, reviewing the lecture notes and observing the participants in order to interpret their experiences (Jaramillo 1996).

Third, it is important to explain that the history of written language developed different styles for presenting a written work in order to be read by any population. Sanz (as cited in Díaz Betancur, Natalie; Martín Piña, Alicia del Pilar; Buitrago Suárez, 2017) concluded that texts are no longer following a sequence and progression. There are now several possibilities in reading formats that through time and technology continue evolve. Not only that, reading texts and books means individual interpretations by readers'

perceptions. Guzman, M., Chalela, M., Gutierrez, A., (mentioned by Díaz, N., et al, 2017) states that the process of reading is not only to recognize letter neither its corresponding sound value (when it is there), because reading is clearly a complex process; Readings may also have: lists, charts, maps, graphics, diagrams, tables, and maps. This implies that the process of reading requires different factors, such as readers' interpretative abilities, background knowledge and that content is diverse and comprehensible by the reader. For this reason, Graphic/Visual Novels, the videogame chosen for this study, may be enriching to readers since its content is thoroughly about interpretative experience for the player.

However, the question that remains is, what kind of videogame Graphic Visual novels are? To answer the question, Benavides (as cited in Díaz, N., et al, 2017) explains that graphic narrative is an expressive method, which uses pictures, images and text in a simultaneous manner to tell a story or give a message. In other words, Graphic Visual novels are stories with a written plot that are illustrated with pictures.

In the same way, is also important to address the differences between illustrated books and comics. That is why a significant characteristic might be the use of functional devices where the player can experiment with the reading. Narrative novels use strategies to stimulate readers' imagination with a message through visual elements, making reading more attractive (Díaz, N., et al, 2017).

Nevertheless, the results in the implementation of Graphic and Visual novels may be functional or non-functional due to factors that are also in the process of playing and the reading process of students during the social interaction with this kind of game. Suárez (as cited in Díaz, N., et al, 2017) clarified that text is better understood when

accompanied by images, on the other hand, this is not a guaranteed method as, readers can be confused by the images. This is where graphic/visual novels may provide an opening to understand the readers' point of view group, their interpretation and the way they comprehend the content of the narrative story.

### **Reading comprehension skills in EFL.**

To begin with, it is important to introduce what skills are in the EFL Learning. Moreover, it is really important as the graphic/visual videogame the project intends to implement have a real connection to each other. What is reading? Anderson (2003) explains: "Reading is the fluent process of combining information from a text and their own background knowledge to build meaning" (p.68). The importance of reading in learning a different language is huge, that is why is considered an important skill in the four language skills.

Reading relies on the fluency of readers to understand and have an accurate meaning. At the same time, it is recommended to use some strategies to accomplish the purpose of reading (Anderson, 2003). The researcher explains that reading helps to strength learners to acquire progress and development to success in learning a language. The definition of reading is the function of reader, fluency, the text and the strategies this results in comprehension.

Reading involves different processes Anderson (2003) describes them as Bottom-up, Phonics Approach and Top-down models.

1. Bottom-up model: it consists in a lower-level reading process where learners start with basics of letters and sounds recognitions, which in turn allows for word recognition.

2. Phonics Approach: accompanies the bottom up model, where teachers and researchers suggest that readers must be able to break a word into its smallest parts the individual sounds, so that readers can move toward comprehension.
3. Top-down model: The most famous, where the reader uses their background knowledge, make predictions and search ahead in the text to check if it was correct or not. (p.70-71)

Taking into account the process of reading, given by the Researcher Neil Anderson, there is a starting point in which using a Top-down model the integration of the reading in the process of teaching reading inside the classroom may be giving more accurate results when teaching reading. At the same time, it recovers previous knowledge of students in order to work out with the content of the texts.

The next step is defining what strategies and skills are, to do so, Oxford (as mentioned in Anderson 2003) gives an accurate definition of strategy which is: the tool for active and self-involvement for developing communicative abilities. In other words, is a sequence of events that the reader uses a specific tool actively to reach their purpose of reading. Skills, on the other hand, are the automatic process of using unconsciously the strategy for reading. One example given by Neil Anderson is guessing the meaning of unknown vocabulary. Because it implies that the reader is using previous knowledge to guess the meaning is a strategy and only occurs during the practice, the skill takes place when the reader changes the strategy unconsciously.

Reading comprehension skills help to explore the definitions and concepts of the content in a text, of course using of strategies that may be implemented through research

in EFL. Ruddell and Unrau (as cited in Torres, 2009) explain that the process of reading is: readers' decoding and then, automatically comprehension of the group of words meaning as in the spoken language. Moreover, the main objective in reading is the comprehension of the message presented in the text. EFL teachers intend to use resources to teach reading in order to engage students and give them strategies for them to comprehend. Urquhart (as cited in Torres, 2009) mentions that "comprehension has to do with different products of the reading process and the results of standards that readers set for themselves (...) for the purpose of the reading and the nature of the text" (Cited in Torres, 2009, p.56).

The main goal in reading is that learners are given set of goals to be accomplished. To do so, Torres' study additionally argue that the implementation of some strategies would influence in readers' assimilation and comprehension. It means that everything depends on what teachers implement as a strategy and the goals that readers set to themselves. In order to keep reading comprehension in a possible stage of purposeful task where readers assimilation cannot be deflected. Nancy Torres suggests some useful assimilation and comprehension strategies which are: Brainstorming, Graphic Organizers, KWL (Know-Want-Learn), comparison Contrast, Charts, Question-Answer, Relationship and Reciprocal Teaching.

1. Brainstorming: It is a strategy in which participants come up with many ideas as possible concerning an issue in order to find a solution or to have a better understanding.

2. Comparison-Contrast Charts: They are useful for looking two points of view, where participants come up with similarities and differences depending on the criteria given in the purpose of the reading.
3. Graphic Organizers: these are conceived as concept maps, pictorial organizer. Where participants represent visual information, they display the information organized into topics, main ideas and details,
4. K-W-L: the strategy is a capture of before, during and after components of a reading text.
5. Question-Answer: It is how participants realize that the answers they think are related or can answer the question asked by the teacher. It allows participants to look for information deeply.
6. Reciprocal Teaching: It enhances and motivate participants to take the role of promoting comprehension and present their points of view (Torres, 2009).

Not less important, in the process of reading is how teachers manage students to be motivated in reading classes. To the importance is to keep learners' participation in mind during the use of these strategies. Joag-Dev (cited in Torres, 2009) stated that students come up with interesting and impressive ideas when these tools are used to explain a topic in the reading activities. In addition, Baker & Brown (as cited in Torres, 2009) states that reading rates and purposes in reading allows the creation of knowledge inclusion, in which the information relates to the old knowledge. The statement implies that students, after working with strategies may develop properly connections presented in the readings. With this connection, learners' performance in their L2 improve not only for exams and tests but for effective English Language use.



In order to integrate the classroom with 6th graders, it is important to understand that Reading is essential and the basis of instructions in all aspects of the language (Mikulecky, 2008). Being this said, when the instruction is given students will have the opportunity to put into practice the strategies in order to create and develop these skills and learn. As Mikulecky, B (2008) explains “researchers have applied an information processing system to understand how people think, learn and remember when they read, the systems are (...) top-down (...) bottom-up models” (p.1) The models become in reading comprehension whether one or the other is used.

The process indicated by the expert Beatrice Mikulecky (2008) in which teachers can teach reading effectively to students is explained in 10 steps:

1. Develop a schema of the reading process that includes the idea that reading is more than translating, reading is thinking.
2. Talk about their reading, and explain how they make sense of a text.
3. Read extensively for pleasure in English, and discuss their reading with someone who can model the literate behaviors expected in an English-language context.
4. Break the habit of reading every word by reading faster.
5. Learn to vary their reading rate to suit their purpose in reading.
6. Employ top-down processes effectively by learning to make connections between what they already know and what they are reading.

7. Learn reading and thinking skills that fluent readers of English employ, unconsciously to strengthen both top-down and bottom up processing abilities.
8. Enhance Bottom-up processing by acquiring the most useful vocabulary and by learning strategies for guessing meaning in context.
9. Master the basic 2000 words that constitute approximately 80 percent of texts in English.
10. Acquire specific reading comprehension skills they can apply strategically. (p.3)

To conclude, ICT has changed the way that teachers of the second language work with technology to implement strategies that can adapt ancient methodologies to create a specific area of learning involving technology of the 21<sup>st</sup> century and the interaction that students might have with these. Probably the use of ICT tools will continue rise, and teachers with students will become aware of the possibilities that new technologies like videogames bring to the education. Moreover, graphic/visual novel in relation with the comprehension strategies for reading that may be implemented in classrooms. Keeping in mind students' reading practices and the elements that may be developed in students with videogames.

### **Students' perspectives**

When students start discussing about anything about the English language as a subject, it is considered just their own points of view or opinions. Teachers even when they listen to what students say, it does not mean they will or have the duty to change

what they have prepared for the class. When students start complaining about using English in the classroom, most of the time it is true that many aspects can affect the performance they have in the second language. These situations lead to create paradigms among learning the English Language.

Gee, J. (2001) affirms: "Comprehension of written and verbal language is as much about experience with the worlds of home, school, and work as it is about words" (p.714). If we can say that perspectives are just points of view or only mere opinions, it is wrong. Experiences and also feelings are inside what we can listen or look from students' perspectives. The attitudes students take when they are in front of something different, something new that they meet for the first time.

Let's start explaining some of the definitions that students' perspectives about English are. First of all, it is important to take into account what James Gee previously mentioned. What do students think about English in this new digital-era? The present is built according to the technology that humans are creating. Technology has been changing the language pedagogy and the language use, in which people now create and participate in communities (Kern 2006). The relation between communities, societies and perspectives is by no means something connected. Gee, J. (2001) argues: "A perspective on reading is essential if we are to speak to issues of access and equity in schools and workplaces (...) using the language to think about and act on the world, on the other" (p.714). There is, where the paradigm in schools and students appear and the first perspective of a person takes the control of a whole community. A hypothetical example can be something as simple as air pollution spreads through the wind.

In Colombian education, the tendency of student for talking about English as a subject depends completely in teachers. Students may find difficult to understand and learn the language if the first impression is difficult. Being taught becomes something completely impossible for some students who give up when learning English if they are not well instructed and able to speak about what they think. Students will rely in the teacher if they build a good communication, giving the opportunity to let the learning process emerge.

As a result, the importance of the students' perspective increases. If those perspectives are social and not only self-contained, the awareness of the teachers should be active and prepared to listen. The influence of the opinions and more importantly the attitude towards the class is highly impacting. That is why Cook-Sahter, A. (2002) indicates that: "the work of authorizing student perspectives is essential because of the various ways that it can improve current educational practice, re-inform existing conversations about educational reform and point to the discussions and reform efforts to be undertaken" (p.2). Teachers must take advantage of these, even though teachers trust in their own abilities to handle out a perfect class, it is important to understand the dynamics that students (as people) have. Teachers do not completely understand how important or delicate listen to students is. Clark, Davies, Finders, Heshusius (mentioned in Cook-Sather, 2002) believe that authorizing students can improve the practice because teachers will share with students the way they see the world.

In the process to reach that goal Alison Cook-Sather, the author, argues that teachers must not create misunderstandings when they are dialoguing with students (Cook-Sather, 2002). Dialogues in this case, are the interactions that are out of the topic.

Teachers sometimes think that if a student is mad the reason can be directly related to the class or a situation outside the class but ahead from that they do not participate with students. It is not like teacher do not care about students, they do. But the relation between teachers and students are fragile and teachers respect those limits. The real meaning of the teachers' participation in some situations with students inside the classroom is how they can manage to reach the conversation.

Some important questions are given by Alison Cook-Sather; she explains that every participant in formal education needs to ask himself/herself when they have to rethink the challenges of understanding the perspective of students:

1. With whom do I speak about how education is working and how it might need to change?
2. Where does the impetus for changing a curriculum or a form of interaction school come from, and how can students be more central to that process?
3. What are some important barriers to pursuing this change in attitude and practice and how can we address them?
4. How might our school's or system's review and reward structures be revised so that attention to student perspectives are not only an integral part of the feedback elicited but so that those perspective are also legitimate source upon which to draw conceptualizing revisions of policy and practice? (Cook-Sather, 2002, p.23).

The questions are more related to the relation of the changes that students may present with the perceptions they have. In addition, the opinions they wanted to share and the changes they wanted to be implemented. Teachers can always wonder what to do as soon they understand and check all the possibilities to improve the rising issue that the classroom can have. A teacher who understands what students think are similar to doctors who find issues in their patients.

In terms of this research, allowing students to discover their own world through the uses of technology, taking advantage of the digital-era and using EFL reading skills, may be in fact a good opportunity as a pre-service teacher to improve in my own teaching abilities and comprehend how students sees the English language world. It will also contribute to the affirmation of the constructivism integration as students will construct their own understanding according to students' interests (Cook-Sather, 2002). The creation of knowledge must be natural and it must enhance cooperation between students and the teacher, moreover the feedback that might appear through students' attitudes and actions which will enrich the participants learning.

As a conclusion, perspectives are attitudes towards some situations, moments, topics, experiences, feelings. These points of view are everyday being experimented by students in the classroom; Some teachers are aware of this attitudes and work hardly to create good conversations and dialogues that open gates to understand the world every participant is seeing. Through understanding students' perspectives teachers can create a diagnosis in which they can improve, change or enhance specific issues that appear during the classes. By improving those problems, they can reach meaningful learning and comprehension.

## **Methodological Design**

The following part is going to explain the planning and steps to reach the real purpose of this qualitative research. It includes the approaches, in which the research is directed and aims to propose an interactive Gamification related to 6th grade students' issue with reading comprehension. Besides, this section includes the description of the methodology and its design in how the research addresses the problem and what facts are going to take into account. Not less important describing the phases of the investigation and the sampling of the participants as well as the instruments that were used in the research.

### **Type of study**

This is a qualitative research. The researcher emphasizes that the topics and the situations regarding the possible solution to John Dewey 6<sup>th</sup> graders with reading is completely related to the context of students and its own identity and own learning process, highlighting the school's philosophy in which every student create learning.

It is important to address first the definition of qualitative research as Hancock, Windridge, and Ockleford (2009) states:

“A qualitative research is concerned with developing explanations of social phenomena, helping us to understand the social world in which we live and why things are in the way they are. It is regarded with the social aspects of our world and strives to answer questions such as; people behavior, how opinions and attitudes are formed, how events that rounds people affect them and how and why cultures and practices have developed in the way they have”. (p.7)

The aim of this research paper is to understand the perspectives of students regarding their reading comprehension skills in English, in order to that, there are several aspects to take into account when conducting the research, in qualitative research Hancock, Windridge, and Ockleford (2009) resume these questions in the following:

1. Why do people behave the way they do?
2. How opinions and attitudes are formed?
3. How people are affected by the events that go on around them?
4. How and why cultures and practices have developed in the way they have? (p.7)

Considering these experts' pieces of advice, the main approach in the research relies in the constructivism, and the school philosophy. Providing to the researcher a starting point in which the results of the data collected will not change, adopt or influence the findings. Moreover, giving the most important features discovered during the process.

In addition, the research highly considers the perspectives as the main variable and qualitative research explain in details that the research involves the exploration of the concepts or views, the different participant opinions and experiences while conducting the intervention. The research depends on the real life context considering technology as a part of the new digital era, in which participation of the population during the different sessions will be essential. Hence, the researcher is going to develop explanations and understand the phenomenon around the problem. Regarding these aspects, the advantages for creating criteria to involve visual/graphic novels to enhance students reading problems might be possible.



Therefore, qualitative research will ensure this research by corresponding the needs in students' perspectives allowing the researcher not only to understand their attitudes, opinions, points of view from the different activities planned with graphic/visual novels but also for improving their own teaching practicum and opening the outlook of the process as a person.

## **CHAPTER IV**

### **Research Approach**

#### **Action research**

In this research, action research takes an important role in the practical way of implementing an engaging style and persuasive terms of the content and the structure (Keith, mentioned in Burns, 2009). Action Research or AR is the approach that helps the researcher to understand and value the teaching skills in order to improve our teaching process, learning and improving the classrooms and students (Burns, 2009). It is mainly related to take into account the reflection on the areas that researchers want to investigate. In other words, teachers become explorers of their environment in the search of looking to the problematic scene they are facing. Burns (2009) explains that rather than just looking to the problems, it means to take or cover areas to develop new ideas and alternatives. The research aims to understand the perspectives of students regarding their own reading comprehension skills, in terms of the problem, AR will exactly take and put every theory and methodology that the teacher handle, in order to intervene, make changes and create improvements in the practice (Burns, 2009).

Other researchers such as Carr, W., & Kemmis, S. (1986) defines AR like "the self-reflective enquiry. Allowing the participant to improve their rationality and justice of their

own social or educational practices” (p.220). These actions taken by AR allows the teacher to integrate the members of the community and follow every step by step of what they considered problematic situations or issues, to give as results the informed changes in the practice (Burns, 2009).

Edge (2001) explains that AR have different orientations and everything depends on how the researcher takes them to obtain meaningful details not only for understanding the problem but to take actions and improve, these are:

1. Means oriented: It is about how researchers can improve the methodologies or issues concerned into one topic specifically.
2. Ends oriented: It is about concerning the features that those issues are going to take place in the future.
3. Theory oriented: It is related to the issues that some institutions have with the theories they follow, the researchers aims to verify and criticize these theories.
4. Institution oriented: It is related to the aspects teachers need to cover according to the curriculum and the institution goals.
5. Society oriented: It is mainly focused on the population and how the issue affects the different areas population experience.
6. Teacher oriented: It is regarding the professional skills or the personal development that the researchers as teachers have. (Edge, 2001, p.5)

Considering what is being told according to the aim of this research paper, AR takes a fundamental role in which the process of the research relies in what the researcher experiment and observe during the process. In addition, the AR orientations gives the researcher opportunities to complement and connect every data collected and explain their significance, in this research the action taken by the researcher is “means oriented” where the topic, reading is a difficulty for 6<sup>th</sup> grade students, by improving and giving them the opportunity to take close to the graphic/visual novels the researcher aims to give a meaning in their experience.

AR follows some important steps, Burns (1999) gives clear definitions about them:

1. Planning: Where researchers identify the problem and develop a plan of action in order to get ideas on how to bring improvement in the specific area in the research context.
2. Action: The plan is put into action and the researcher, then, gets involved with the population
3. Observation: This phase involves the researcher to observe and systematically check and document everything in the context. Where actions and opinions of those involved are important to record.
4. Reflection: the researcher reflects and evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue. (Adapted from Burns, 2009, pp.8)

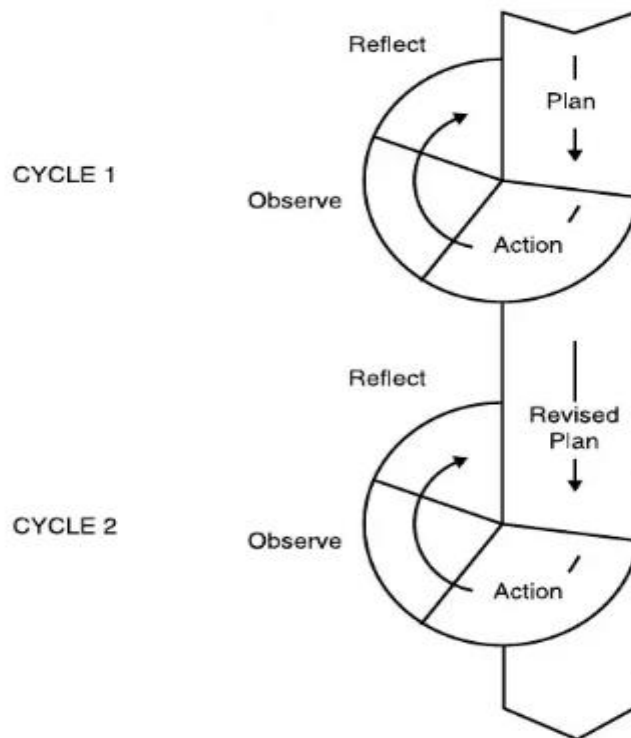


Figure 1. Action research cycles by Kemmis and McTaggart adapted from Burns (2009).

## Research Design

This action research study aims to analyze the graphic/visual novel impact on 6<sup>th</sup> grade students in the way to inquiry, describing and analyzing points of view of them as

soon as they have been using graphic/visual novels to enhance their EFL reading comprehension. In other words, this is a study where different 6<sup>th</sup> graders from John Dewey school are going to interact with a tool commonly used in these days, graphic/visual novels. Probably most of them are not going to know what a graphic/novel is, but all of them have played or have heard about videogames.

As it is mentioned in the problem section, the main issue to solve is lacking of reading comprehension skills in students at 6<sup>th</sup> grade. So, the researcher aims to get close to the different points of view that students have when reading. As an example given, exams that students had were not completely successful. It seems that students have difficulties for comprehend reading text as long as they are asked to do it so they have low grades because of it. Not only the weak points and the problem is being taken to understand the cause. But also the problem allows the researcher to implement a different didactic intervention in the classes in which students can get close to a different world of reading using something, that nowadays, children like to use technology and entertainment.

Being said this introduction, the research design in Action research will follow the structure of *Figure 1*. The cycles in action research will define the next step that the researcher will need to take to address the problem as soon as the different interventions are taking place. The processes of a flexible approach allow the researcher to be creative and spontaneous (...) which means that the actions should be adaptable according the interventions (McNiff mentioned by Burns, 2009). As a result, the researcher will be able to adapt the different findings to address the difficulties presented during the previous interventions. The objective of the qualitative Action-research in this study is to get closer

to the phenomenon that students face when having reading activities and how they perform through the different observations to reach a valuable point of view of students regarding their own practices in reading skills.

According to this study the *Figure 2* will explain in a visual general way how the process and the interventions to cover action research take place:

| INTERVENTION IN THE ACTION RESEARCH MODEL |   |
|---|---|
| Stage                                     | Activities  |
| <b>Identify the problem</b>               | <ul style="list-style-type: none"> <li>• Observation of students' Reading habits inside the classroom during the Reading activities.</li> </ul>   |
| <b>Planning</b>                           | <ul style="list-style-type: none"> <li>• First Graphic/Visual novel activity: Purposeful Reading Activity.</li> </ul>   |
| <b>Action</b>                             | <ul style="list-style-type: none"> <li>• Students participate and interact with the Graphic Visual Novel: Sleepless Night. They follow the activities proposed in the lesson plan.</li> </ul>   |
| <b>Observation</b>                        | <ul style="list-style-type: none"> <li>• Observation of feedback of activity: Purposeful Reading Activity.</li> </ul>   |
| <b>Reflection</b>                         | <ul style="list-style-type: none"> <li>• Based on feedback of activity 1: Analyze and Observe students perceptions, thoughts, beliefs.</li> <li>• Reflect for the second strategy activity, having in mind students' opinions.</li> </ul> |
| <b>Planning</b>                           | <ul style="list-style-type: none"> <li>• Second Graphic Visual Novel Activity: Scanning Reading activity.</li> </ul>  |
| <b>Action</b>                             | <ul style="list-style-type: none"> <li>• Students participate and interact with the Graphic Visual Novel: Narcissu. They follow the activities proposed in the lesson plan.</li> </ul>  |
| <b>Observation</b>                        | <ul style="list-style-type: none"> <li>• Observation of feedback of activity: scanning activity.</li> </ul>   |

*Figure 2. Intervention in the action research model.*

In a general description for explaining the *Figure 2*, the model is going to be implemented through different interventions where the English classes are taking place. First of all, it is important to describe each stage of the process, in other words, the

researcher is following Burns' action research steps. *Figure 2* is the process in which the researcher started to develop the plan action for the further implementations and process of research. In this model we can take a look to the development of each stage:

1. Identifying the problem: In this stage, due to the experience of the teacher being a tutor in John Dewey School for half a year, the researcher noticed the difficulties in reading skills. To identify the problem allows the researcher to focus on the objective in each intervention in order to reach a better understanding and guide the route of the class in terms of finding a solution.
2. Planning: In this stage, the researcher chooses the tool "Graphic/Visual novel" to get closer to students'. Technology seems to be something that students are really interested in. The researcher then, takes into action the different lesson plans in which the graphic/visual novels take place.
3. Action: The action part takes part inside the classroom, the researcher puts into action, the uses of different elements like computers, and posters inside, where students are going to interact with the different graphic/visual novels proposed by the researcher to foster the reading skills, with activities that will help students comprehension.
4. Reflection: After the researcher takes all the data during the intervention, the researcher is going to analyze and reflect on the activity proposed, if it worked or not (Including: setting, environment, activities, graphic/visual novel). The researcher is also going to review every piece of material collected that will help to study the objective of the research.

5. Planning: Furthermore, the use of the graphic/visual novels in the planning allow the researcher to understand what students' needs are according to the reading comprehension skills.

As a conclusion in the research design the integrates a process in which the researcher is going to operate through the interventions a pedagogical proposal. In which the graphic/visual novels become a tool that students can have access easily provided by the researcher. Moreover, in the use of these tools inside or outside the classroom, students may develop ESL skills to foster and improve their English proficiencies and which may result as a positive perspective from their own opinion. The main reason of this research is to look after students' opinions and points of view while interacting in a daily classroom with technological devices and apps they are probably close to them or that they will find interesting to learn and play with.

### **Vision of language**

In order to become this proposal or intervention about the use of graphic/visual novels to improve English skills in the classroom, it is important to understand what the vision of language in this research is. When the project is taking place, the intervention will turn into a language class, where it will take the role of becoming an objective that leads the purpose of the self-research and the class.

According to Tudor (2001) *Language as doing things: The functional perspective* implies a different way in which theory applies the language in terms of learning a communicative competence. Tudor (2001) mentions that "Language is situated in its social context as the medium by which members of a speech community express concepts, perceptions and values which have significance to them as members of this community" (p.57). Which

means basically, cooperative learning emphasized in the school's philosophy can also be integrated in the activity conducted by the researcher by using this functional perspective. The main goal is connecting students with the second language in the way that students can communicate and express everything they feel and think while experimenting with the graphic visual novels.

Following this purpose, it is expected that students can develop the communicative abilities that will make a difference in how they learn English as a second language. To do so, Tudor (2001) explains that Language must be in a position in which students are going to do something important with it. It is mentioned as if Language itself becomes a program that students are willing to study by themselves to reach a goal. Besides the researcher in this case need to adapt the content and select the relevant situations for the use.

In this research the principal objective of giving students the opportunity to give their own perspective is classified as a specific purpose. Tudor (2001) explains that is important to consider that learning in the functional purpose is related to the need of learn for an important purpose going beyond to the academic or professional life (p.58). In order to understand and also collect the information is it important the participation of the following analysis procedures:

1. Questionnaires and interviews.
2. Test.
3. Participatory needs analysis.
4. Observations.
5. Case Studies.



## 6. Authentic Data Collection (Robinson as mentioned in Tudor, 2001).

In order to understand that the vision of the language is taking place and working effectively, the analysis will need to include the definitions of the objectives and the reflection of students' performance that took place through the interventions and activities (Tudor, 2001). This functional perspective also takes an important part in this research because the adaptability that provides the number of functions that the author explains in the following:

- a. Creating a climate of confidence.
- b. Exploring different functions of the language including skills.
- c. Introduction and acceptance of objectives by students (O'Connor et al., as mentioned in Tudor, 2001).

When students understand the process of achieving objectives through the interventions and the activities proposed, the capability of producing language and skills consequently will allow the criteria and the self-expression of students emerge. Not only in the form and process they have while learning a second language, but also their experiences and opinions may influence and bloom to continue improving.

### **Vision of learning**

Another important aspect to consider after explained the vision of the language is the vision of learning. This vision selected is *Experiential learning*. Tudor (2001) indicates that "the authentic form of learning language can take many forms, depending on the context in which language is being learned and the purposes of learning" (p.78). Being said how the importance of the purposes are for students, when they accept and start working on them, the next step is the context of students and the special

connections they have with the purposes of learning during the process. Through the interventions with graphic/visual novels the experience they already have with videogames and the functional purpose of the classes will conduct to a new perspective of learning for them.

Tudor (2001) mentions that the learning process should foster the use of language as a means of communication. Implying that there is no need for exploring the language itself as a subject, but using the language in order to acquire that knowledge naturally. Unconsciously through the process of working with graphic/visual novels, the process of reading, might increase not only in rate but in quality; in terms of deep understanding and further reading skills practices. Besides the vision is based in five different principles:

1. "Focus on communications rather than learning about the language.
  2. A holistic practice which reflects the multidimensional nature of normal communication.
  3. The use of authentic material.
  4. The use of communication strategies.
  5. The use of collaborative learning where interaction raises the processes"
- (Contreras & Chapeton, 2016).

Thus, Tudor (2001) argues that "message focus can also involve the use of students' personal interests, their affective concerns, or creativity as a source of communicative involvement" (p.80). Not less important that the purpose of the functional perspective includes that the context must be connected to students' interest and

concerns. Indicating how something like videogames that students have a relation with, can complement the process of involvement. To do so, the researcher aims to use the graphic/visual novels as a bridge in which they can integrate everything that students have in the wake of improving reading skills.

Considering that the intervention proposal has the context and the purposes established, the vision of learning will take part in the influence of the activities and the experiential factors that students may have. Tudor (2001) explains that students are seen as “individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors” (p. 95). The vision of learning in the process will take into account that students are significantly related to the media and entertainment, these exposures from students may convey into meaningful experiences that will enhance or raise the rate in which students interact with the second language.

### **Vision of classroom**

The last aspect to be considering is the vision of classroom, which is *The classroom as a controlled learning environment*. Tudor (2001) argues that the classroom is seen as a place where learners “work on the language according to a carefully designed learning program under the supervision and guidance of a trained teacher” (p.105). In this aspect, it is important to take part inside the project not only as a researcher but a teacher that has the capability to lead the process in which students interact safely with the videogames and the context. The teacher must consider all the possible activities including the tool (graphic/visual novels), the guidelines and objectives. Besides the teacher is fundamental in order to follow the step by step

students need to develop skills; the teacher becomes a supervisor and an example for students.

From the previous point of view, the researcher must create a clear plan which leads to good results, not only for conducting the process or the intervention but taking into account all the advantages and disadvantages that students may have, before, while and after working with videogames inside the classroom. The researcher must take control of the context and possible inconveniences that may appear. The methodology must include a structured teaching materials and activities, the teacher, who is equipped with pedagogical skills, and the degree of students' participation (Tudor, 2001).

Whether the participation of the researcher or the teacher is highly demanded to be in charge of students, the vision of the classroom is not set aside the experiential learning from the students. In other words, Tudor (2001) explains that the main role for the teacher is "to set up the meaningful and the right conditions where the learning has a change of occurring" (p.109). During these process of adapting all the context for the students, the teacher must understand the present stage where the class is and decide which methodological reflection may be decided to follow, change or improve.

To conclude in the process of a pedagogical intervention, there is a lot of factors and key aspects to consider, in order to have a successful result. Ian Tudor proposes three visions in order to clarify and classify all the aspects properly according to the goal in the means of the project in his work the *Dynamics of the language classroom*. The vision of the language, the vision of learning and vision of classroom. These are the three points more important in conducting a successful project. Where it is mentioned



Piloting sessions:

| WHAT ARE 6TH GRADE STUDENTS' PERCEPTIONS AT JOHN DEWEY SCHOOL WHEN USING GRAPHIC/VISUAL NOVEL VIDEOGAMES TO ENHANCE THEIR EFL READING COMPREHENSION SKILLS? |   |
|---|---|
| Session and date  | Data to be collected  |
| Topic   | Description of activities   |
| Learning Objectives   |   |
| <p><b>Piloting - first sesión.</b><br/> <b>April 4th</b><br/> <b>Time:</b><br/> <b>120minutes</b></p>   | <p><b>Purposeful Reading Strategy - Visual novel videogames.</b></p> <p>Students will be able to use a reading strategy in which they are going to interact with a narrative graphic/visual novel video game called: <i>Sleepless night</i>. Students will be able to define what a visual/graphic videogame is. Students will be able to share about what they find in a specific information details.</p> <p>1. <b>Warm up:</b> The students and teacher are going to create a background knowledge about videogames and the importance of reading in videogames.<br/>                 2. <b>Guided practice:</b> Teacher is going to explain the strategy with an short story example.<br/>                 3. <b>Practice Activity :</b> The students are going to play the graphic/visual novel called <i>Sleepless night</i> and use the strategy proposed.<br/>                 4. <b>Closing:</b> The students are going to share their experiences, beliefs and thoughts about the videogame. (Teacher will ask pre-made questions).</p> <p>We are going to observe the background knowledge of the topics discussed, what students think about reading strategies and beliefs, their relationship between videogames and the strategy "purposeful reading".</p> |



The following part will describe the process of each session according and given in the previous chart. In that context the researcher will explain each column from left to right and the processes he had to fulfill.

First of all, the project was piloted taking into account the following situations which are relevant and important to mention due to the objectives of the research, because it will also explain the step by step that the research will take considering the possibilities that may appear during the process of Action Research:

1. The methodology implemented in each session was the same. In this case, before the piloting and after the piloting the project, the school's proposal has always been Vygotsky's constructivism, in the way that students will always work together to generate knowledge. Because of that, the researcher aimed to keep using the same methodology in each session, considering the possibility of integrating the activity and generate better results.
2. It was important to select the best process for teaching skills. Where the researcher used the following skills: *Purposeful reading*, *Scanning*, *Skimming*. The reason for using these skills belongs to the process that students have been studying within their English classes. It was also important to adapt Neil Anderson's (2003) theory models for teaching reading. The bottom-up approach through a task-based lesson to integrate the graphic visual novels to students.

It is also worth it to describe each of previous mentioned strategies; it means that for further understanding these were selected because these are considered the ones that most readers develop into skills. According to Anderson's (2003) *Purposeful reading* is put an objective or a purposeful when readers will read;

Scanning is reading quickly to search specific information & *Skimming* is reading quickly to get a general idea. All of these skills are followed by a series of different strategies that can be used in English classes. The lesson project followed some of these strategies in its plans and activities.

Besides, the importance of reading skills and strategies become the principal feature that will lead the process of action research, where the activities and the lessons plans will take action and changes according to students' use of the strategies and skills, through the evolution of these characteristics.

3. As it can be seen in the following chart where the project lesson plans are described, it is divided in 4 columns:

The first one: It has the date and the number of the session when it took place.

The second one: integrates the reading skills and lesson objectives; For these, the strategy and objectives are completely related to succeed in the task-based lesson and constructivism approach.

The third one: pedagogical activities; Includes all the activities and times that are proposed to students to understand and practice the strategy and skill in the lesson aiming to achieve the lesson objective.

The fourth: Instruments to collect the data of each session; every session the researcher aimed to collect as much as possible the details and the situations presented in each one for study and measure.

4. The graphic/visual novels used in each session were selected in based of the following criteria that Malone (mentioned by Casañ, 2017) explains in the features for using videogames in foreign Language:



- Clear meaningful goals for the students
- Students' feedback on progress through structured goals and scoring.
- Adjustable difficulty levels to learners' skills.
- Random elements of surprise.
- An emotionally appealing fantasy and metaphor that is related to game skills. (p.83-84).

### Graphic Visual Novels Implemented:

**Sleepless night:** Marcel Weyer's creator description: "is a horror/psycho sound novel. For the full game experience, you should play at night alone in your room and turn the volume up. There are no 18+ scenes in the game, I would recommend the game for 13+, but it is very scary and there are a lot of shockers in it, so be warned!".

(<https://cutt.ly/Yrd1VGi>)



(Sleepless Night, apkpure.com, 2014) taken from: <https://cutt.ly/jrd1JW0>

| Objectives  | Yes / No | Reasons.  |
|---|----------|---|
| Clear meaningful goals for the students.                                      | Yes      | The game consists in reach the best ending for the protagonist. 10 of 10 different possible endings foster students to reach all the 10 different plot twist the story in the game has.                     |
| Students' feedback on progress through structured goals and scoring.          | No       | The game can be saved and the progress through the story can be reach later if possible. Nevertheless, the game doesn't give a scoring system for players. It only has one goal.                            |
| Adjustable difficulty levels to learners' skills.                             | Yes      | Each different ending is a difficulty, because students must have reach other endings previously for understand which path in the way will guide them out to other possible ending.                         |
| Random elements of surprise.  | Yes      | The game is considered an <i>Indie horror</i> game, which means that it is developed to cause surprises along the way of playing experiences.   |
| An emotionally appealing fantasy and metaphor that is related to game skills. | Yes      | This belongs to the narrative of giving to players the possibility of choose the different paths and options meanwhile they explore the plot of the story and understand the decisions they have to choose. |

(Table #1, Criteria for *Sleepless Night*, selecting videogames to implement based in Casañ (2017) characteristics for selecting games)

It is worth to mention the possibility of acquire this game for free from the game developer's blog. The game will not last more than 15 minutes of gameplay considering one ending of all 10 endings. As far as students understand the basic concepts the game will be easier to explore if they had reach one or more endings. Also this game in particular was not developed by a recognizable gaming company, in other words, it was not known or familiar for students, which really created a surprise when playing this game. The possibility of installing was truly easy and not difficult since all modern computers can run this game effectively.

**Characteristics:**

The game has some features that considerably are good for being an interactive tool. First the possibility of introducing you own name and play as the main character. In which, the immersion of the gameplay moves around of your own decisions. However, it is not the best feature about the game. The most interesting thing in this visual novel is that each gameplay from beginning to the end lasts around 7-10 minutes. It is a short story developing different branches of endings depending on the choice of students.

Another important aspect is the vision of the game, whether the videogame can be scary or not, the main objective moves around taking decisions depending on your own opinion according to what the player read as a condition to accomplish. Not less important the way in which the visual novel is written, allows students to read simple texts in which the phrases are legible and readable; maintaining a conversation between the characters and the player in a realistic form.

**Challenges:** The main objective in this game is to reach all the different ending and find the original and correct one exploring all the different story branches and decisions.

**Narcissu 1&2nd:** Steams' Description: "This is a story of disease and suffering; of medication and adverse effects; of thoracotomy scars and cellular poisons; of the living who cannot help but to die and of the dying who cannot help but to live; of a resting place other than "on 7F" or "at home"". [shorturl.at/afrD2](https://cutt.ly/xrd19XY): Steams' Description: "". (<https://cutt.ly/xrd19XY>)



(Narcissu, Steam 2007) <https://cutt.ly/Grd0oky>

| Objectives  | Yes / No | Reasons.   |
|---|----------|--|
| Clear meaningful goals for the students.                                      | Yes      | The game follows a story of tragedy and hope, from an ill person point of view, the story is reach in language exploration. Both chapters will immerse players into the story easily.  |
| Students' feedback on progress through structured goals and scoring.          | No       | The same as the previous one, the game doesn't have a scoring system, but it allows players to save the progress they have made, and the possibility to access to special content like a glossary of words, and art features.  |
| Adjustable difficulty levels to learners' skills.                             | No       | It doesn't have an adjustment for making the game easier or harder. But the game consider using words in the story narration or characters' lines that aren't the most common, so a second language learner must check the meaning if they want to understand the story. |
| Random elements of surprise.  | Yes      | Yes, the game has a plot twist according to the different scenarios and decisions that the players have chosen. So the game may surprise whether the player decides a character's lines.   |
| An emotionally appealing fantasy and metaphor that is related to game skills. | Yes      | Possibly the most realistic game from the list chosen. The game follows a real world situation that people with deceases have. The   |

|  |  |  |
|--|--|--|
|  |  | game tell the story of some patients in a hospital and the plot of the story might catch players' attention. |
|--|--|--|

(Table #2, Criteria for *Narcissu 1<sup>st</sup> and 2<sup>nd</sup>*, selecting videogames to implement based in Casañ (2017) characteristics for selecting games)

The game involves an interesting landscape for a simple story; where the music and the ambience will lead the player to read carefully and try to tie all the plot in order to understand better the main problem and the difficulties that some patients have, as well as, their relationships. The option of using this game was considering the involvement of new vocabulary that appears through the story. Thus, the game is easy to install and port and their specifications allow the game to be installed in any almost any modern computer.

### **Characteristics:**

The game is completely different from the previous one "*sleepless night*" due to the gameplay; It is straight and doesn't have multiple endings nor decisions to take accordingly to the story that the player is being told. Nevertheless, its story is completely a new topic. Where the description of the characters and the plot of the story is rich in different meanings for the reader. The main objective is of the videogame is explore the world seen by the point of view of an ill person. How he interacts with other patients at the hospital and know about some experiences that patients have. As long as the protagonist travelling is shown to the players, the game also includes different landscapes and scenarios where the contexts can be identified with clarity, and includes importantly the option to listen to the characters' voice-lines. In terms of reading, the game provides a lot of different descriptions and perceptions from the protagonist, where the player can read their thoughts and understand "why" and "how" of the route the main protagonist is leading.

**Challenge:** Unfortunately, the game lasts too much time the two parts of the story covers about 3 hours of gameplay. Nevertheless, the process with the gameplay was to finish the story as soon as possible. The option of skipping was available and the difficulty of the text was not high so players can advance quickly by saving in the different chapters the game has.

**Danganronpa - Trigger Havoc:** Steams' Description: "Investigate murders, search for clues and talk to your classmates to prepare for trial. There, you'll engage in deadly wordplay, going back and forth with suspects. Dissect their statements and fire their words back at them to expose their lies! There's only one way to survive—pull the trigger". (<https://cutt.ly/Qrd15ga>)



(Danganronpa: Trigger Happy Havoc, Steam) <https://cutt.ly/Jrd0zWo>

| Objectives                               | Yes / No | Reasons.  |
|--|----------|---|
| Clear meaningful goals for the students. | Yes      | The videogame gives students a reason to continue finding clues and take the right decisions. The main character's life is in risk, |



|   |     |  |
|---|-----|--|
|   |     | so, the game involves players, in terms, of being to survive from a possible game over.  |
| Students' feedback on progress through structured goals and scoring.          | Yes | The game has a scoring system according to every clue called " <i>monokuma coins</i> " these coins can be exchange for items in the game's shop. The goal of the videogame is surviving a death game. The player need to find a serial killer hidden in their own circle of known. |
| Adjustable difficulty levels to learners' skills.                             | Yes | The game allows the player to choose a difficulty, where the different " <i>class trials</i> ", where the clues are exposed, are more difficult to explain or to argue against other characters.   |
| Random elements of surprise.  | Yes | The game provides an interesting view, game adaptability, and the performance of gaming will foster players to continue in the search of the killers.  |
| An emotionally appealing fantasy and metaphor that is related to game skills. | Yes | The gameplay is different from other visual novels; it includes during the process of class trials to use some of the options that other games only give as decisions. In this one every section of the story or plot has a different gameplay.                                    |

(Table #3, Criteria for *Danganronpa*, selecting videogames to implement based in Casañ (2017) characteristics for selecting games)

The game is very rich in story and gameplay, because it involves in a different way the possibility of the players not only to read, but to use the words they are reading and use them accordingly to the story in the "*class trials*". However, it is a really demanding game which not all computers can run effectively if the devices do not fulfill the minimum requirements and also the game lasts more than 10 hours of gameplay, which requires more attention and preparation for developing activities.

**Characteristics:** The gameplay is rich in different forms. It is similar to *Narcissu*, in which the game describes how the main protagonist survive and live with the other characters. However, there is a full of different activities and options to take like the previous one

“*Sleepless night*” in which decisions are considerably important in order to understand the complexity of the personalities that characters have. As it was mentioned before the game lasts more than 8 hours of gameplay. Because the game allows also players to explore the scenarios, find clues and coins, in order to complete the game. In its reading, it is a little bit more complex in difficulty because requires of paying attention to find the key clues, statements, objects to identify the murderer, but the game helps the player by giving them chances to get the right answer, and the important key words are highlighted in the text.

**Challenge:** Find who’s the first murderer in the first chapter of the videogame.

### Lesson Plans

| <b>Session and Date</b>                         | <b>Reading Skill &amp; Learning Objectives</b>  | <b>Pedagogical Activities</b>   | <b>Instruments:<br/>Data to be collected</b>   |
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| <b>Session 1</b><br><b>Friday</b><br>07/05/2019 | <b>Purposeful reading: Sleepless night</b><br><br>Plot: This is a short visual videogame about a student called Haru who has a project with other classmate, when suddenly something in the night feels strange.<br><br><b>Objectives:</b><br><br><ul style="list-style-type: none"> <li>• Students will be able to use a reading strategy, purposeful reading strategy, in which they are going</li> </ul> | <b>Before you read (pre)</b><br><br>Average time: 20 minutes.<br><ul style="list-style-type: none"> <li>• Teacher will start the videogames topic with a brainstorming activity.</li> <li>• Questions developed in this section are going to be about the use of videogames and how much they read and how they relate videogames with reading.</li> <li>• Teacher will explain what reading strategies are, to do so, Teacher is going to explain with the following example the strategy called: “Purposeful Reading”.</li> </ul> | <ul style="list-style-type: none"> <li>• Students’ Purposeful reading strategy.</li> <li>• Teachers’ journal.</li> <li>• Class observation.</li> </ul> (See Field Notes) |



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|  | <p>to interact with a narrative graphic/visual novel video game called: Sleepless night.</p> <ul style="list-style-type: none"> <li>• Students will be able to define what a visual/graphic videogame is.</li> <li>• Students will be able to share their experiences about how they find specific information.</li> </ul> | <ul style="list-style-type: none"> <li>• Present the reading videogame called Sleepless night and share with the students the “Purposeful strategy template.”</li> </ul> <p>To consider</p> <ul style="list-style-type: none"> <li>• Teacher will ask students to read the text and identify the main idea of the text and fill the questions during the practice of the videogame.</li> <li>• Teacher will emphasize that it is a silent reading.</li> <li>• Students must not talk or ask questions to their partners during the reading activity.</li> </ul> <p><b>While you read (during)</b></p> <p>Average Time: 1 hour<br/>10minutes</p> <ul style="list-style-type: none"> <li>• During the reading, Teacher will monitor students by passing and checking that they are truly reading and checking that they must not talk. Then, he’s going to assess students if they have a specific question or something. On the other hand, they should be answering the questions in the “Purposeful strategy template”.</li> </ul> <p><b>After you read (post)</b></p> |  |
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|  |   | <p><b>Average Time: 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Even though if students haven't finished the videogame completely because of time, Teacher will stop the activity and ask students to share what they have found before the class finishes.</li> <li>• Materials: 13 Tablets, TV, 13 templates, board, markers.</li> </ul>  |   |
| <p><b>Session 2</b><br/><b>Friday</b><br/>14/05/2019</p> | <p><b>Scanning Strategy: Game Narcissu</b><br/><b>Plot:</b> This is a short visual videogame about a student who has been diagnosed with a terminal illness. When suddenly he is going to find some important people he will meet in the hospital.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use a reading strategy, "Scanning strategy", in which they are going to interact with a narrative graphic/visual novel video game called: Narcissu.</li> <li>• Students will be able to interact with a</li> </ul> | <p><b>Before you read (pre)</b></p> <p><b>Average time: 20 minutes.</b></p> <ul style="list-style-type: none"> <li>• Teacher will start the videogames topic with a brainstorming activity. Students will remember their previous knowledge about what a Visual Novel is. Teacher is going to ask students what the main characteristics of a visual videogame are.</li> <li>• Questions developed in this section are going to be about the use of videogames and how much they read and how they relate videogames with reading. Furthermore, what is a graphic visual novel for them.</li> <li>• Teacher will explain what reading strategies are, to do so, Teacher is going to explain with the following</li> </ul> | <ul style="list-style-type: none"> <li>• Students' answers to questions.</li> <li>• Students scanning of the text.</li> <li>• Answer these questions:</li> <li>• What is the protagonist problem in the beginning of the videogame?</li> <li>• What part of the body did the protagonist feel pain?</li> <li>• Did the protagonist have to take medicines?</li> <li>• What floor in the hospital was the protagonist moved to?</li> </ul> |

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|  | <p>videogame in an easy way.</p> <ul style="list-style-type: none"> <li>• Students will be able to share their experiences about how they find specific information.</li> </ul> | <p>example the strategy called: "Scanning".</p> <ul style="list-style-type: none"> <li>• Teacher will ask students to read and identify the key words in the visual novel of the text and fill the questions during the practice of the videogame.</li> <li>• Teacher will emphasize that it is a silent reading.</li> <li>• Students must not talk or ask questions to their partners during the reading activity.</li> </ul> <p><b>While you read (during)</b></p> <p><b>Average Time: 1hour<br/>10minutes</b></p> <ul style="list-style-type: none"> <li>• During the reading, Teacher will monitor students by passing and checking that they are truly reading and checking that they must not talk. Then, he's going to assess students if they have a specific question or something. On the other hand, they should be taking notes in the scanning template all the information they need.</li> </ul> <p><b>After you read (post)</b></p> <p><b>Average Time: 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Even though if students haven't finished the videogame completely because of time, Teacher</li> </ul> | <ul style="list-style-type: none"> <li>• What does the protagonist mention that he received when he was admitted to the hospital?</li> <li>• What is the name of the person that the protagonist meets?</li> <li>• Where do the protagonist find that person?</li> <li>• What floor do the protagonist and the person he meets start talking?</li> <li>• Teacher journal</li> <li>• Class Observation.</li> </ul> |
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|   |  | <p>will stop the activity and ask students to share what they have found as conclusions. After students have discussed their points of view, teacher will conclude the class general conclusion:</p> <ul style="list-style-type: none"> <li>• What is the reading about?</li> <li>• Who is the main character? Does he/she have name?</li> <li>• What is the plot of the story?</li> <li>• What decisions were taken by the protagonist?</li> <li>• How do you imagine a possible ending for the story?</li> </ul>        |  |
| <p><b>Session 3<br/>Friday<br/>21/05/2019</b></p> | <p><b>Skimming Strategy:<br/>Narcissu 2<sup>nd</sup></b></p> <p><b>Plot:</b><br/>This is the sequel from the previous videogame short visual videogame about a student who has a terminal decease, then he gets to the hospital where he meets a mysterious girl.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use a reading strategy, Scanning, in which they are</li> </ul> | <p><b>Before you read (pre)</b></p> <p><b>Average time: 20 minutes.</b></p> <ul style="list-style-type: none"> <li>• Teacher will start discussing about the previous chapter of Narcissu. Students will remember about the previous chapter they played; and then teacher is going to summarize the information gotten from the presentation of students to reach a common storyline and reach the part students are missing in the videogame.</li> <li>• Questions developed in this section are going to be</li> </ul> | <ul style="list-style-type: none"> <li>• Students' answers to questions.</li> <li>• Students scanning of the text.</li> <li>• Answer these questions:</li> <li>• What is the protagonist problem in the beginning of the videogame?</li> <li>• What part of the body did the protagonist feel pain?</li> </ul> |

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|  | <p>going to interact with a narrative graphic/visual novel video game called: Narcissu 2nd part.</p> <ul style="list-style-type: none"> <li>• Students will be able to understand that the visual novel is about.</li> <li>• Students will be able to describe different aspects of the visual novel.</li> </ul> | <p>about the use of videogames and how much they read and how they relate videogames with reading. Furthermore, what is a graphic visual novel for them (With an experience already passed from the 1st Narcissu game).</p> <ul style="list-style-type: none"> <li>• Teacher will explain that they will use” Scanning” strategy, then Teacher will introduce that Scanning is looking for specific details of a reading itself.</li> <li>• Present the reading videogame called Narcissu 2nd and share with the students:</li> <li>• Teacher will emphasize that it is a silent reading and that they need to take notes to the information asked they need.</li> </ul> <p><b>While you read (during)</b></p> <p><b>Average Time: 1hour 10minutes</b></p> <ul style="list-style-type: none"> <li>• During the reading, Teacher will monitor students by passing and checking that they are truly reading and checking that they must not talk. Then, he’s going to assess students if they have a specific question or need some help with the videogame itself.</li> </ul> | <ul style="list-style-type: none"> <li>• Did the protagonist have to take medicines?</li> <li>• What floor in the hospital was the protagonist moved to?</li> <li>• What does the protagonist mention that he received when he was admitted to the hospital?</li> <li>• What is the name of the person that the protagonist meets?</li> <li>• Where do the protagonist find that person?</li> <li>• What floor do the protagonist and the person he meets start talking?</li> <li>• Teacher journal</li> <li>• Class Observation.</li> </ul> |
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|  |   | <p><b>After you read (post)</b></p> <p><b>Average Time: 20 minutes</b></p> <p>Even though if students haven't finished the videogame completely because of time, Teacher will stop the activity and ask students to share what they have found before the class finishes. After students have discussed their points of view, teacher will conclude the class general conclusion:</p> <ul style="list-style-type: none"> <li>• What happened at the beginning of the second part?</li> <li>• What are the new characters that appear?</li> <li>• What is the plot of the story in the second chapter?</li> <li>• How do you imagine a possible ending for the story?</li> </ul> |  |
| <p><b>Session 4</b><br/><b>Friday</b><br/>28/05/2019</p> | <p><b>Purposeful reading:</b><br/><b>Danganronpa</b><br/><b>Plot:</b><br/>This is a long visual videogame about a student who is caught with 16 classmates in a survival game. 1<sup>st</sup> round.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use a reading</li> </ul> | <p><b>Before you read (pre)</b></p> <p><b>Average time: 10 minutes.</b></p> <ul style="list-style-type: none"> <li>•Teacher is going to introduce the videogame in a few minutes about the plot of the videogame and the important facts of the current content that the videogame has. According to the information the teacher is going to give to each student</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher journal</li> <li>• Class Observation.</li> <li>•Teacher will ask students to discuss about what they felt, what they experienced by the instructions and the activity as well.</li> </ul> |

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|  | <p>strategy, purposeful reading, in which they are going to interact with a narrative graphic/visual novel video game called: Danganronpa.</p> <ul style="list-style-type: none"> <li>• Students will be able to put in practice a strategy to become a reading skill.</li> <li>• Students will be able to share their experiences about how they use videogame's information for connecting the events.</li> </ul> | <p>a piece of paper and present the following set of rules:</p> <ul style="list-style-type: none"> <li>•Students must play with the videogame and complete the "First Trial Class" (Section of the videogame in which the protagonist must find a murder).</li> <li>•They are going to form two groups and work cooperatively with the same number of participants.</li> <li>•Meanwhile they are playing, in the pieces of paper they will need to take important notes about what is happening in the story and write down the good decisions and bad decisions they will have found. Also they need to highlight special vocabulary that is required as clues for "Passing the Class Trial".</li> <li>•They should check for specific information such as actions, colors, clothes, items and weapons.</li> <li>•They will have 1h and 20 min to complete "The First Class Trial". And they will be timed.</li> <li>•As soon as the teacher stops the activity they will have to participate with the information they collected until that time.</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>•Teacher will answer possible questions that may appear during the activity.</li> <li>•Teacher will give to the groups the videogame.</li> <li>•Teacher will emphasize the use of the purposeful reading. (Creating a strategy to reach a common goal in reading).</li> </ul> <p><b>While you read (during)</b></p> <p><b>Average Time: 1hour<br/>10minutes</b></p> <p>During the reading,</p> <ul style="list-style-type: none"> <li>•Teacher is going to put some pictures in the classroom, these pictures are related to the “First Class Trial” because students will find different character of the story at the end of the videogame.</li> <li>•Teacher will monitor students by passing and checking that they are truly reading and checking that they must not talk. Then, he’s going to assess students if they have a specific question or something.</li> </ul> <p><b>After you read (post)</b></p> <p><b>Average Time: 30 minutes</b></p> <p>Activity: Organize in chronological Order:</p> |  |
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|  |  | <p>Each group will receive a paper bag with the character pictures, the students will have to know who's the murder and the victim, also check what weapons were used.</p> <p>Even though if students haven't finished the videogame completely because of time, Teacher will stop the activity and ask students to share what they have found before the class finishes.</p>   |   |
| <p><b>Session 5</b><br/><b>Friday</b><br/>09/08/2019</p> | <p><b>Scanning Strategy: Danganronpa</b></p> <p><b>Plot:</b> This is a long visual videogame about a student who is caught with 16 classmates in a survival game. 2<sup>nd</sup> round.</p> <ul style="list-style-type: none"> <li>•Students will be able to use a reading strategy, Skimming, in which they are going to interact with a narrative graphic/visual novel video game called: Danganronpa.</li> <li>•Students will be able put in practice Skimming and Scanning</li> <li>•Students will be able to share their</li> </ul> | <p><b>Before you read (pre)</b></p> <p><b>Average time: 20 minutes.</b></p> <ul style="list-style-type: none"> <li>•The teacher will present the videogame called Danganronpa again and the students have to continue with the process of completing the first class trial.</li> <li>•According to the assumptions or predictions of the previous class with the images, the teacher will be the judge of the two groups as soon as the students finish the first class trial.</li> <li>•They will be given the videogame and they will have to use the Scanning Strategy in which they will need to collect and make a list of all the possible</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher journal</li> <li>• Class Observation.</li> </ul> |

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|  | <p>experiences about how they find specific information.</p> | <p>weapons they find in the videogame.</p> <p><b>While you read (during)</b></p> <p><b>Average Time: 1hour 10minutes</b></p> <p>During the reading, Teacher will monitor students by passing and checking that they are truly reading and checking that they must not talk.</p> <p><b>After you read (post)</b></p> <p><b>Average Time: 20 minutes</b></p> <ul style="list-style-type: none"> <li>•Teacher will make a contest in which they will have to underline all the items they could cover during the sessions according to part of the first class trial.</li> <li>•In this contest the students will have to present their assumptions and also taking into account all the items, actions, colors, clothes, items and more they have successfully collected from the previous and present session make an argument of the culprit and the victim.</li> <li>•The winner will be chosen by the teacher according to the argument and the number of objects they described in the assumption of the murdering in the next session.</li> </ul> |  |
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| <p><b>Session 6</b><br/><b>Friday</b><br/>16/08/2019</p> | <p><b>Skimming Strategy: Danganronpa</b><br/><b>Plot:</b> This is a long visual videogame about a student who is caught with 16 classmates in a survival game. <b>3<sup>rd</sup> round.</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>•Students will be able to use a reading strategy, Skimming &amp; scanning, in which they are going to interact with a narrative graphic/visual novel video game called: Danganronpa.</li> <li>•Students will be able put in practice Skimming strategy</li> <li>•Students will be able to share their experiences about how they find general information about characters.</li> </ul> | <p><b>Before you read (pre)</b></p> <p><b>Average time: 20 minutes.</b></p> <ul style="list-style-type: none"> <li>•The teacher will present the videogame called Danganronpa again and the students have to continue with the process of completing the first class trial.</li> <li>•According to the assumptions or predictions of the previous class with the images, the teacher will be the judge of the two groups as soon as the students finish the first class trial.</li> <li>•They will be given the videogame and they will have to use the Scanning Strategy in which they will need to match the corresponding images with the descriptions of the characters and organize the ending of the “First Class Trial case”.</li> </ul> <p><b>While you read (during)</b></p> <p><b>Average Time: 1hour 10minutes</b></p> <p>During the reading, Teacher will monitor students by passing and checking that they are truly reading and checking that they must not talk. Then, he’s going to assess students if they have a specific question or need.</p> | <ul style="list-style-type: none"> <li>• Survey</li> <li>• Questionnaire</li> <li>• Group Interview</li> <li>• Teacher journal</li> <li>• Class Observation.</li> </ul> |
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|  |  | <p><b>After you read (post)</b></p> <p><b>Average Time: 20 minutes</b></p> <ul style="list-style-type: none"> <li>•Teacher will announce the winner of the contest, which means the group who could find the culprit in the “First Class Trial” with the information that they collected as soon as they organize the descriptions of the characters with the images brought.</li> </ul> |  |
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(Table #4, Lesson plans developed to be implemented during the interventional proposal)

### **Population:**

John Dewey school students are selected for being the population in the process of conducting perspectives among the use of graphic/visual novel videogames. The participants are 6<sup>th</sup> grade students, there are 12 students at the present time (2019) and in addition who agreed to be part in the study.

The participants according to the school are identified with an EFL level from A1 to A2 in relation with the Common European Framework of Reference for Languages (CEFRL). An important characteristic that describe this population in terms of reading is that students can understand short, simple texts and can identify names basic phrases one at time and rereading if it is possible and during their classes at John Dewey School they are asked to speak English in almost all subject classes.

**Setting:**

The place where the project was handled out was John Dewey School, all the process from piloting to the final session was carried out in 6<sup>th</sup> grade classroom. John Dewey School, which the researcher had told assigns the constructivism methodology to its process of teaching, is characterized adapting a hexagonal bee classroom as an innovation for flexible learning environments which facilitates teachers' and students' activities due to the comfortable big areas and the illumination provided by the four of six windows the classroom has. The classroom is located next to the lunch area and it has its own students' shelves, two boards, a teacher's table, and three tables for six students each.

**Sampling**

Convenience sampling was chosen due to the possibility and accessibility of the researcher with students as being their practicum teacher. It is also worth to mention that experiences of the participants, as they are particular & individuals, may result in different understandings described in the process. Dean and Lisa Whitehead (2016) explains that convenience sampling is the most common form of qualitative sampling. Where the people is asked to participate because they are available to reach the location, the time and the need of the study (p.112).

Thus, the advantages of convenience sampling will represent specific kinds of groups, as 6<sup>th</sup> grade students from John Dewey School are the representatives for this research, the opportunity for the researcher to understand the possibilities and generalize the results may be influenced because of this kind of sampling. In the other hand the

disadvantages are that the researcher cannot generalize about the population in matter, considering that students cannot represent other six graders perspectives or experiences.

### **Research Ethics**

It is highly important to mention that the process of this project was conducting taking into account the following aspects, principles and conducts:

Consents: Every participant in the project was given a consent, which contains the proposal of the study, stages and procedures. John Dewey School principal was also given a formal consent form. Principal's consent form is a formal permission that allow the pre-service teacher (researcher) to implement the research project during his practicum schedules. Participants were given a parental permission, in which, students asked their parents if they could participate. It was optional, the students were free to choose if they wanted to participate or not. (See appendixes: 1 and 2)

Security: The participants were always accompanied by the teacher (researcher) during the whole process of the research from beginning to end. The information given by the participants cannot be shared and their personal information is secured by the consent signed by the researcher and parents.

Conflicts or happenings during the research: The participants are free to leave if they do not want to participate, in that case, they are going to have an activity according to their school schedules. Nevertheless, the project does not contain any relevant or conflict topic, the researcher can ask other teachers or parents if necessary.

Safety Procedures: The research proposal was highly studied (including the videogames presented), then researcher has a project schedule with procedures to fulfill

all the class requirements transforming the project into a pedagogical proposal that includes a well design lesson plan. The activities during the project, in fact, are not rude nor violent. Students can intervene and tell the researcher if they dislike something.

### **Researcher role**

The researcher will take part in the project of the research. As it has been written previously and indicated in the methodology as a teacher role. Focus on the process for conducting correctly the project and taking into account the present role in John Dewey School regarding the professional practices, the pre-service teacher and researcher will participate in the process as an observer and activity designer.

The observer in the research project means that the researcher will take a passive role after explaining activities to students, giving the researcher the possibility to look after every action, behavior or event that may occur when students start working on the activities. Moreover, it does not mean the teacher is not going to get involved if students need assistance or ask questions, the participation of the researcher during the sessions is essential when students are interacting with Information and Communication Technologies.

The activity designer main role is to elaborate or create activities that lead students to reach specific objectives, this includes constantly checking results from previous activities and provide new options when considering changing an activity. It is related also to the process of the methodology, in which, the researcher need follow the action research cycle according to the necessities of the population for improving reading comprehension skills.

## Data Collection Instruments

Regarding the information to be collected in the way that the project can be conducted, Whitehead & Whitehead (2016) tell that Data can be classified from Direct-data (Recordable spoken or written words, also observable body language, actions, and interactions, including: thoughts, feelings, experiences, meaning of experiences, responses, within their social or cultural setting) and Indirect-data (reports or information given by a third person such as: documents, or photographs reporting an event, artistic experience or written/spoken artistic information) (p.127-128).

Considering that the aim of the research is the impact of Graphic/Visual novels impact, the process for collecting information will be according to Indirect-data. Furthermore, the process involves answers of students accordingly to the activities proposed during the sessions. That the main reason why, taking into account that participants will get involved in this study, the semi-structured interview to the English Teacher, field notes from the observer and the survey questionnaires are going to take part in the explanation for collecting information of the impact of the videogames.

**Field notes:** This instrument allows the researcher to describe and give from his own experience everything lived during the sessions. It is created by the researcher during the process of observation, it includes: behaviors, activities, events that the population register only during the sessions.

The field notes carried out by the researcher contains all the information that the teacher/researcher considered more relevant and that was gotten from each session. As Creswell (mentioned by Rojas, 2015) mentions, field notes are written in a descriptive and reflected way for the researcher to collect their personal thoughts, impressions, ideas



and themes during the observation. Through the process of observing the class, the researcher will document textual information of the situations presented. (See Field Notes)

**Artifacts:** The artifacts are things/objects that population make (handmade or manufactured). Objects or materials needed by the population to fulfill an activity work done (Saldana, J., & Omasta, M., 2017). The artifacts were created by the researcher in order to enhance reading and writing activities according to the process of practicing reading skills through graphic visual novels.

This process the researcher will follow is to use artifacts as an example of living experiences recordings that students have throughout the sessions. Additionally, the artifacts will give the researcher the opportunity to check and analyze what students do during the activities and the other instruments. Saldana, J., & Omasta, M (2017) mention that artifacts can suggest a variety of emotional and affective human meanings connected to the objects. (p.63)

**Questionnaires:** The questionnaires are a simply list of mimeographed or printed questions, that is complete filled by a respondent to give his opinion (Roopa, S., & Rani, M. S., 2012). The questionnaire will allow the researcher to collect and classify the information, in such a way that the answers from participants will be organized.

Additionally, the questionnaires have different designs. The most proper design for this project and the one that most fit the necessities from the researcher is the open-ended questionnaire. According to Roopa, S & Rani M (2012), open-ended questionnaires implies that the population who replies the answers need to reply in their

own words. Moreover, it includes a set of features in which the researcher can collect more accurate responses such as: unstructured, word associations, sentences completions, story completion, picture completions and Thematic Apperception Test. (p.274).

**Semi-structured interview:** The semi-structured interview according to Longhurst, R. (2003) explains that “is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions” (p.145). This kind of interview allow the interviewed to participate in a conversational manner.

Moreover, it fits and conveys the information related to the progress of students until the moment with the use of graphic/visual novels. The observer uses this kind of information collection tool to provide information about reading before the intervention and through the intervention.

## **CHAPTER VI**

### **Results**

This chapter involves the procedure and data obtained from the previous pedagogical intervention carried out. Through the process of observation and the reflection given by the patterns, feedback and information collected according to the planning and research approach in order to fulfill the objective in this project.

From the physical data obtained through the sessions, students gave different materials as a part of the activity during each intervention (artifacts) taken into account to analyze the reading progress and therefore the impact of the graphic/visual novel. On the

other hand, the researcher collected information related to the pre intervention and post intervention to carry out the data analysis ahead described.

To conclude with the analysis, the discussion is taking place with the position obtained from the data collection instruments and the theoretical framework that covered the key features that the researcher expected to recall when conducting the intervention project.

### **Data Analysis**

The first step the researcher took in order to achieve the results in the study of the data collection instruments is searching for information about Data Analysis in qualitative research. By using the process of gathering all the information collected throughout the intervention with the population, taking into account the problem, objectives, methodology and action research process already mentioned beforehand.

Within the following chapter, the researcher explains in detail how the different data collection instruments were studied and how it provides the corresponding information in order to answer the research question proposed. The importance of explaining the Data Analysis is for providing the audience the process of categorizing the data shown by the instruments, in the purpose of being not only as an evidence of the interventions that the researcher had with the students, but as an interpretative data that can be also applied for other kinds of research projects.

Therefore, considering the steps according Dudovskiy, J. (2016) for Qualitative Data Analysis the procedures the researcher took are the following:

1. Content Analysis: The process of categorizing the verbal or Behavioral Data.

2. Narrative Analysis: This method involves the reformulation of stories presented by respondents taking into account the context of each case and different experiences of each respondent.
3. Discourse Analysis: The method of naturally occurring talking and all types of written text.
4. Framework analysis: This consists of several stages such as familiarization, identifying a thematic framework, coding, carting, mapping and interpretation.
5. Grounded theory: This method starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory.

Thus, as it has been mentioned, the following process for explaining the analysis is the categorization of the Data as the *Content Analysis* requires it. The researcher considered the following aspects in order to start categorizing: The data collection instruments which includes: artifacts, questionnaires, field notes, and teacher interview from where the information is collected. Next, the researcher assumed the importance of videogames in the present life of the students (as digital natives), as well, as the theory of constructivism implemented with a task-based pedagogical intervention. The *Narrative Analysis* and the *Discourse Analysis* are presented within the field notes, where the researcher documented every session with the students and detailed the information that was more relevant.

To begin with the *Content Analysis*, it is required to understand that the main purpose of the study is to analyze the impact of Graphic/Visual Novels on 6<sup>th</sup> Students, at John Dewey School; when using graphic/visual novel videogames to enhance their EFL reading comprehension skills. Being said this, the Data Collection instruments, focused on the different observable information related to the progress and impact of videogame in students expressed during the pedagogical interventions while students interacted with graphic/visual novels. The tools allowed the teacher to have a close up with students' real situations regarding their ELF reading process. Additionally, the topics

allowed the researcher to classify the information in the way that the information could be familiarized or grouped for the *Framework Analysis*. To finish the Data Analysis, *The Grounded Theory* was carried out by the questionnaires where students explained their own reading performance and reading frequency.

Furthermore, the process of the Data Analysis was possible thanks to *Atlas.ti* (ver.7) software, which permitted the researcher to take notes, create the different codes, categorize and group all the information collected during the process of the data analysis.

The following result according to the information is the following in the *Figure.3* where the description and analysis of the following categories created allowed the researcher to answer the research question:

### **Categories of the analysis**

To begin with the categories analysis, it is important to mention that the previous definitions considered the possibilities to reach the goals of the study. These aspects were taken from the raw data (instruments) to become a specific key in order to understand and reach the objective and purpose of the study. Then, specific keys were taken that made the process of categorization easier. These keys are called codes; *Atlas.ti* provided the researcher the possibility of checking all the information and make the codification process a system of relevant information. The codes were grouped into the categories of the study.

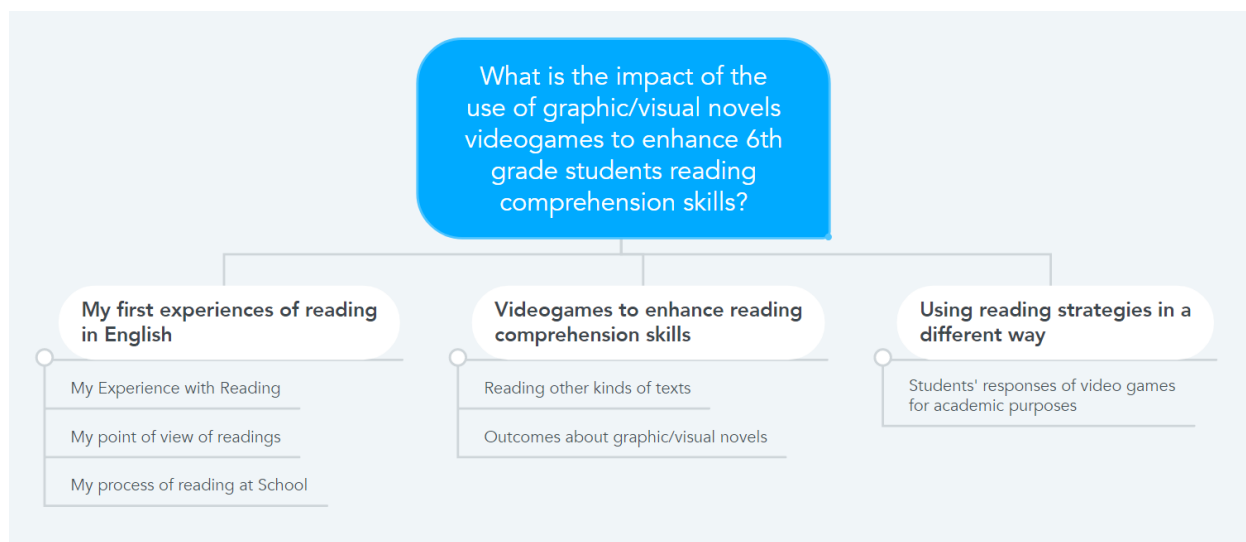


Figure 3. Atlas.ti Categories and sub categories for Data Analysis.

### **Category 1: My first experience reading skills in English**

This category implies the point of view and the experiences of students regarding their reading through their daily life and school life. In this particular category, the students carried out a questionnaire that allowed the process of getting this information more accurately regarding their personal likes when it is about the topic reading and their opinion about reading.

From the data the information regarding the following codes taken by the analysis: Reading Frequency, Students' favorite readings, Students' reading preferences, Students beliefs about reading procedures. The researcher will explain in detail each one of the codes and the information extracted that leads the research in how students' perspectives are regarding their reading process inside and outside the school.

#### **Subcategory 1: My experience with reading**

The questionnaires given by the researcher started with a standard question about the topic. ***Do students like reading?*** This question gave the opportunity to understand

students likes when referring to reading, as they had the option to expand the yes/no question with an argument that value their answers.

- S1: “Yes, because we learn more but there are some things that I hate to read like drama books.”
- S2: “Yes, because reading something is fun. Like Manga and Anime & japan things ... Also my dad is obsessed with reading.”
- S3: “I like reading something but I don’t like reading somethings”
- S4: “No because it’s so bored and eye-tired.”
- S5: “Yes I like the fantasy histories and some love histories.”
- S6: “Yes the form of the curiosity”
- S7: “Yes because is fun but I read that I like no I don’t like.”
- S8: “Yes, I like read some books (not all) I like the books that don’t have a lot of letters.”
- S9: “No, porque las palabras en inglés, porque en español no están las palabras en inglés.”

(Extracted from Questionnaires, applied on 28<sup>th</sup> June, 2019)

From the 9 students who applied to do this questionnaire, 7 students argued saying “Yes, or I like”. with the action of the readings mostly all students indicated that they like, or they are interested in readings. Some of their arguments suggest that everything is related to what they like to find in readings. Like Manga, Comics, Love Stories before mentioned.

However, there are two students that answered a negative question about reading, mentioning the reason that they considered didn't like in reading. In this case Student S4 and S8 explained that they do not like reading due to the process of reading long texts is tiring or due to the language of the text. From previous answers, it is also noticeable that students have some preferences according to their age, by selecting specific literature text such as comics, manga, love stories, news or forums they find.

On the second point, it is important to relate what are students' readings, the next question is related to the different reading text they usually read (including the ones they have at School and outside School, Students had to put a tick in the ones they have read.

| <i>Types of Readings</i>    | <i>Number of students that have read</i> |
|-----------------------------|--|
| Magazine:                   | 3  |
| Articles:                   | 1  |
| Stories:                    | 5  |
| Newspapers:                 | 1  |
| Books:                      | 7  |
| E-books (Electronic books): | 6  |
| Short stories:              | 5  |
| Comics:                     | 7  |
| Novels:                     | 2  |
| Picture books:              | 4  |



(Table #5 Extracted from Questionnaires, second question: *What do you usually read?* applied on 28<sup>th</sup> June, 2019)

Frist of all, the results, in the previous table, suggest that students are really interested in comics, books, e-books and short stories. For the total amount of 9 students who took the questionnaire, the total of 7 students have read books and comics, 6 have read electronic books, and 5 short stories by their personal choice or because they were interested.

### **Subcategory 2: My point of view of reading**

On the other hand, the researcher also asked students what stories, books, or favorite reading they do like their answers were the following:

- S1: "My favorite reading is "Sirenas" by Amanda Hawkings"
- S2: "Death Note and Pokemon Ruby and Zaphire Because, I love Manga (horror and action)."
- S3: "Comics because there is more fun of all"
- S4: "It's a book about dogs"
- S5: "Stories because you don't know what is going to happen."
- S6: "Action because active my cardiac pulse."
- S7: "(Eve)Wiggeta El Tesoro de Chocatuspalmas, because I like the history's adventures, books that is of adventures."
- S8: "Mouse, because is a story about the second war but in comic the book won a Pulitzer."
- S9: "Mi comic favorito es de spiderman numero 196."

(Extracted from Questionnaires; fourth question: *What is your favorite reading?* applied on 28<sup>th</sup> June, 2019)

Mostly all of the answers students gave were related to comic books or stories about adventure, action, and science fiction, even one related to the story of the 2nd world war. By reading students answers, the researcher took in consideration how media like popular books, comics, youtubers, manga, and videogames that students have seen or observed influenced the kind of readings they want to read.

This assumption is also supported by the answer that students gave about preferring fiction stories or nonfiction stories to read.

- S1: "I don't like neither of them"
- S2: "Fiction, because I love horror, so If it is real I will be really scared. But non-fiction is also cool."
- S3: "I like more fiction stories because there are more interesting."
- S4: "Fiction stories because are more funny."
- S5: "I like both."
- S6: "Yes, because for my need of activity."
- S7: "I like the fiction stories because, is fun and I like that type of stories."
- S8: "I prefer fiction because is more unreal."
- S9: "Me gustan las películas de ficción."

(Extracted from Questionnaires, sixth question: *Do you prefer fiction stories or nonfiction stories?* applied on 28<sup>th</sup> June, 2019)

These question suggest that students really enjoy to get involve with kinds of readings that proposes imaginary worlds, adventures and action. By choosing Fiction almost all students the conclusion about what students like to read is clear. They show how interested and funny can be those kinds of readings. In the following question: *Is there any important thing you would like to share about reading? How is your experience with reading?* The students were asked to give details about what they feel or think about reading:

- S1: “No, Beautiful.”
- S2: “I like readings because it’s fun and a good time-killer.”
- S3: “No, Fun, I like reading funny comics”
- S4: “Yes, I like a book and I have it with a friend.”
- S5: “good.”
- S6: “Horror, action, and inexplicable events.”
- S7: “Because I like and I want to other person to read the story.”
- S8: “Well, but sometimes the books (someones) are bored.”
- S9: “Me gusta los comics de spiderman.”

(Extracted from Questionnaires, applied on 16<sup>th</sup> august, 2019)

Regarding the arguments that students selected to inform how the experience of reading is. Mostly, they do not find relevant to share about reading. One assumption is that the reading process unconsciously is about enjoy what they read, Reading, in fact, is a personal process, Students have these different points of view about sharing experiences based on the feelings they have at the moment of reading. That is the reason

why some of students wanted to share mostly feelings and adjectives when remembering the readings, they liked the most. Some of the students highlighted what they liked about the readings they have read, such as: horror, action and funny topics is something common within their answers. Others suggest to share books with someone, or refute the questions denying how boring some books are.

### **Subcategory 3: My process of reading at school**

For understanding what it happens inside the school regarding the process of reading with students, the researcher applied questions to students and an interview to the current English teacher, in which the process of teaching reading is described.

To begin with by students' side, the following question proposed in the questionnaire is completely about the process of reading with students specifically the difficulties they fight when reading or the influence that probably students understand as a negative experience. These answers were the following to the question: *Is there any difficulty when trying to read for you?*

- S1: "Yes, is reading comprehension."
- S2: "Well, I can't read small things, so I read books that have a big calligraphy."
- S3: "If there is any loud voices I can't read because when I am trying to read But I can't understand with so much voices."
- S4: "Yes, I'm eye-tired and only sometimes I have silence and peace."
- S5: "No, because I read in Spanish."
- S6: "Fast reading, because the necessity of concentration."

- S7: “Nothing.”
- S8: “That they a lot of noise and in Bogota there no passive places.”
- S9: “No recuerdo nada.”

(Extracted from Questionnaires, applied on 28<sup>th</sup> June, 2019)

From the past answers we can infer the different difficulties and situations students have. Some of students identify difficulties in their process of reading like comprehension or sight difficulties because the letters' size on books/eBooks, even some students share that comprehension or memory is their difficulty. Other students indicate that most of the difficulties for reading is caused by external factor that distract them. Like noises and lacking of passive places to read. Other students point out the fact that the readings text they use are commonly in their mother tongue language assuming no difficulties.

It is now important to address how the current English teacher faces these difficulties and explains the reading process that is being applied at school. Teacher Carolina explains that students needed to accomplish many goals and the ones who join the curses also need to be prepared at the end of the semester and pass English exams. Through the interview that kindly the teacher Carolina allowed the researcher to do, she shared about the difficulties students handle with reading.

**Researcher:** *¿Cómo describes el proceso de lectura en inglés implementado dentro del colegio John Dewey?*

**Teacher:** *- ¿Cómo describo el proceso? El proceso es bueno, se utilizaban buenas estrategias. Pero la lectura es un hábito que debe establecerse desde la*

*infancia, y creo que muchos de los niños, no tuvieron ese hábito, entonces se reflejaban muchas dificultades en su desempeño.*

(Extracted from Interview, applied on 7<sup>th</sup> June, 2019).

Aside the process that teacher assumes that students have when reading. Another important aspect to check is the activities and the frequency that students have to practice the Reading skill. The teacher answered these characteristics in the following questions:

**Researcher:** *¿Cuántas veces a la semana se practica la comprensión lectora en inglés en los estudiantes de 6to grado?*

**Teacher:** *-Se realiza la comprensión lectora 2 veces a la semana, con actividades como: Choral Reading, Skimming and Scanning.*

**Researcher:** *¿Qué tipos de actividades de comprensión lectora y/o exámenes se realizan para los estudiantes de 6to grado?*

**Teacher:** *Se les realizan quizzes donde se les pide información literal y también de manera inductiva.*

**Researcher:** *¿Cómo se comportaban los estudiantes de grado 6to con dichas actividades y/o exámenes?*

**Teacher:** *-Cuando se realizan estos quizzes que se les pedía información de manera inductiva, se presentaba mucha dificultad ya que ellos buscaban las respuestas "literal" como decía en texto. Entonces es donde está el error ya que se supone que ellos interpretan la lectura, y ahí está la primera falencia.*

(Extracted from Interview, applied on 7<sup>th</sup> June, 2019).

Thanks to teacher Carolina it was possible to identify from her point of view the difficulty that students' may have when reading. She mentions that the reading strategies for reading at John Dewey School are the same that the researcher is going to implement with the graphic visual novels. However, the difficulties are when the activities ask students not to understand how to apply these strategies: Choral Reading, Scanning and Skimming. So as general answers they say, they took the literal information from texts. As a result, teacher Carolina explains:

**Researcher:** ¿Cuáles eran los resultados presentados después de dichas actividades y/o exámenes?

**Teacher:** -Los resultados no son muy alentadores, por lo que acabo de mencionar anteriormente. Los niños buscan las respuestas tal cual como se les pedía y no inferían la información de la lectura.

(Extracted from Interview, applied on 7<sup>th</sup> June, 2019).

By observing the answer that teacher explained, the researcher considered to apply inside the teaching proposal the way that through the same strategies, students could improve their reading skills, and be able to infer and make the process of comprehension about the information they are asked to answer.

### **Category 2: Videogames to enhance reading comprehension skills**

The 2<sup>nd</sup> category emerged by the way in which the researcher involved students with graphic/visual novels, whereas students started with a first impression during the intervention. Not only because videogames could create a different ambience of learning through the gamification, as the literature review chapter explains, but the process of

involving such an important aspect regarding the reading process in EFL, is what students considered as a difficult topic to treat.

In order to cover this category, the researcher first considered the possibility of checking the information of the three videogames: *Sleepless Night*, *Narcissu 1<sup>st</sup> & 2<sup>nd</sup>* and *Danganronpa*. Then, took the decision of choosing himself the videogames according to what Casañ (2017) argued important and gamification considered the videogames to have. Besides, through these videogames, the task-based intervention started using simple activities that will allow the students to interact not only with the videogames. But, also by participating giving answers to the questions in the workshop proposed with the strategies.

### **Subcategory 1: Reading other kinds of texts**

Through the intervention, the researcher opened to students' other way in which students can interact and work with videogames, in this section. Both videogames *Sleepless Night* and *Narcissu 1<sup>st</sup>/2<sup>nd</sup>* were shared to students and through the main activity, students were asked to answer the questions to the workshop using the strategy that the teacher presented at the beginning of the activity without telling students what were the videogames about.

To do this, First the videogame *Sleepless night*, a videogame that proposed an interactive interface where students can select different decisions and get different endings, proposed to use the reading strategy **Purposeful reading**, in which students give a purpose or put objectives to their own reading to complete the game. To give that



purpose, students had to answer according to the details, the main idea, and questions they propose to the videogame:

*Meaningful Details: Choose the details that impacted you the most:*

S1: "The man desaparece".

S2: "He disappeared, I committed suicide, there are a lot of endings,".

S3: "Purposeful".

S4: "He disappeared, I committed suicide there are a lot of endings."

S5: "When appear the shadow"

S6: "He disappeared and I can't find him, shadows, monster, box, vampires, Notes, Draws."

(Extracted from Artifact applied on 07/05/2019 Session 2)

*Main Idea - what is the story about?*

S1: "It is about a man that disappears and I die".

S2: "Horror a boy that enters my house and then some strange things occurred,".

S3: "Shadows, vampires, box, werewolves, notes and draw".

S4: "He disappeared, I committed suicide there are a lot of endings".

S5: "The story is about one girl goes her house with some boy of the school for the homework but in the night the boy turns into a monster"

S6: "It's about Harry that Kill a woman in his house".

(Extracted from Artifact applied on 07/05/2019 Session 2)

These answers suggest that students are capable of take into account important details they find through the story. However, there is still difficulties where students had to organize the information they find and also understanding their own purpose to reading. On the other hand, students also proposed an interesting way in which they can analyze the videogame by discussing and talking to their partners as it can be seen they shared answers both S2 and S4.

The second videogame was *Narcissu 1<sup>st</sup>/ 2<sup>nd</sup>* The activity proposed a series of questions related to find important clues and details through the story. *Narcissu* is considered one the visual/novels more similar to audio-books or Japanese animation where there are not decisions to make but adds more information in the plot of the story.

In this videogames students were asked to work with the reading strategy **Scanning**. In which students had to find specific pieces of information that the whole text in the videogame hid. To do this, students were asked not to read the videogame completely as the previous one carefully to see what happened in the story. In this videogame students were asked to use the videogame interface to read fast just looking for specific details:

*What part of the body did the protagonist feel pain?*

S1: "On his chest".

S2: "On his chest".

S3: "On his Chest".

S4: "The chest".

S5: "In the Chest"

S6: "Heart".

(Extracted from Artifact applied on 14/05/2019 Session 4)

In the previous answers Students answered correctly to the question. Considering that the story lasts more than 1hr, all students could manage to use the strategy correctly to find specific information hidden in the text by using the videogame mechanism in which they can skip the information giving clicks.

For the following videogame *Danganronpa*, the researcher applied a different activity and workshop in which students had to cooperate divided into two groups. The videogame lasts too much time. As a result, the difficulty was high in the last session in which the activity was applied. Nevertheless, the activity continued and students had enough time to suggest a possible murder. The Reading strategies proposed in the videogame were **Skimming & Scanning**. In order to apply both strategies, students had to check all the possible situations that the *First Trial* of the videogame gave.

**Descriptive Field Notes:** "According to what students previously assumed from what culprit and weapon they had, teacher developed a checklist board where the different assumptions from the two groups, what both groups decided".

(Extracted from Field Notes session 5, applied on 9<sup>th</sup> August, 2019)

Considering the previous videogames presented, this one interacts with the player in a different way, in which the students had into hand different choices of arguments

(*Bullets*) in the videogame and they had to use them to answer correctly according to what the *defense in the trial* presented as culprits. Students needed to organize the arguments and select the one that will lead to the culprit. The videogame allows players to correct the argument and clarify if it is wrong or not.

**Descriptive Field Notes:** “students explained with their own words the possibilities they found regarding their assumptions while discussing with their partners in English and Spanish languages”.

(Extracted from Field Notes session 5, applied on 9<sup>th</sup> August, 2019)

Students couldn't reach the goal of finishing the videogame, However the clues that they found through the *First Class Trial* gave them answer to finish the activity correctly indicating why they assumed one of the sixteen characters was the murderer and selected the right picture indicating him.



(Danganronpa Picture: Students selected the culprit from the First Class Trial Picture retrieved from: [shorturl.at/jvJY6](http://shorturl.at/jvJY6))

**Descriptive Field Notes:** “The teacher then gave to the groups two folders that contains a bunch of pictures and descriptions students needed to finish as a group to be winner”.

**Descriptive Field Notes:** “The teacher stopped the activity as soon as the time ran out. Besides, both groups finished the main activity”.

(Extracted from Field Notes session 6, applied on 9<sup>th</sup> August, 2019)

### **Subcategory 2: Outcomes: about graphic visual novels**

The activities of the videogames were effectively developed by the researcher, whom played the videogames previously and compared with the guidelines that serious games need to accomplish. Furthermore, the videogames were played through the interventions with students. All the activities with the three videogames took into account the reading skill and the context of the videogame.

There were some situations important to highlight through the process of implementing the videogames and it is about how the impact of these videogames on students happens. The following example of the workshop in the first videogame, invited students to fill information about the game *Sleepless Night* Using the purposeful reading strategy template (It consists about the use of goals to accomplish readings). The students had a question in which they had to answer: *what they thought about the videogame and the author's purpose of the videogame?* Thus, students answered from their own reading experience with the videogame:

S1: “It is a story about a man that disappear and I die”.

S2: "Don't let strangers in your house/ Don't jump off a window".

S3: "Break the doors, scream and go to the station".

S4: "Don't let strangers in your house.

(Extracted from Artifact applied on 07/05/2019 Session 1)

The possibilities of the videogames to give students different perspectives through the experimentation is rich in how students can identify with their own emotions and feelings the written text and what they found interesting with the videogame and the activity. From the other example regarding the first videogame *Sleepless Night* is the way that students started to question themselves about the situations presented in the context:

- S2: "Where is haru? What's in the box?"
- S3: "Always you die?"
- S6: "What is the final then? And Why the girl always dies? Are there more characters?"

(Extracted from Artifacts applied on 07/05/2019 Session 1)

From the following videogame called *Narcissu 1<sup>st</sup> and 2<sup>nd</sup>* the researcher took the 1<sup>st</sup> part of the videogame to practice the reading strategy of scanning. In these cases, both parts were also examined by the researcher who proposed in the first game a set of questions that students needed to answer regarding the scanning strategy. (It is about searching specific information required). In the second part of the videogame the students had the opportunity to talk and share about the videogame:

**Reflected Field Notes:** “After presenting the videogame, Narcissu 2nd. Most of the students were complaining about the game, mostly because the gameplay was exactly the same than the previous one”.

(Extracted from Field Notes session 3, applied on 21<sup>st</sup> June, 2019)

A pre-conception before the intervention presenting the second videogame was reflected on how students perceived as boring something that they had already experiment and used, in this case Narcissu 1<sup>st</sup> and 2<sup>nd</sup> are the same videogame but divided into two parts. Students highlight that the gameplay was the same and complained that they wanted action as the previous game *Sleepless night*. In which one of the situations that happened was:

**Reflected Field Notes:** “Most of the things were feelings they felt because of the videogame, were: fear and scaring moments lived while playing videogames”.

(Extracted from Field Notes session 1, applied on 7<sup>th</sup> June, 2019)

From the previous note, the reflective section showed how everything related to videogames is considered a point of interest from students that are closely related to them in how they interact with the tool, representing their opinion and point of view of the videogames presented.

### **Category 3: Using Reading Strategies in a different way**

This category is selected according to the evidence extracted from the field notes that the researcher, when took the role of observer, wrote during the 6<sup>th</sup> sessions. The importance of the field notes allowed the researcher to acknowledge the performance of

some students and also the possibility to identify some attitudes and responses while they were accomplishing the general and main reading activities through the different sessions.

The evidence to support the information related the responses of students with the strategies is checked in the reflected notes, in which the researcher added the most important situations and happenings during the intervention. These reflected notes allowed the researcher to focus into the specific actions and behaviors that students made during each session accompanied, defined and dissent by the perspective of the observer, which in case is, the researcher. The reflected notes are organized in a sequence timeline according to what activity was carried out by the researcher.

#### **Subcategory 1: Students' responses of videogames for academic purposes**

As a good explanation to the following procedure where the researcher went through are the impressions and first thoughts when conducting the classes. The researcher taught according to the schemata based on the lesson plans, as a result during the break after each session, the researcher added information about the most highlighting actions that happened through the sessions that apparently might have influenced the guidance of the following classes and the activities that were done by the group of students.

- Researcher: "The first impression that students gave was the expectation of playing videogames because they don't want to do a class and just get fun".
- Researcher: "Probably it is necessary to set some rules to prevent difficulties of behavior when class starts".



(Extracted from Field Notes session 1, applied on 7<sup>th</sup> June, 2019)

As a first reaction, when conducting the first of all sessions, the researcher started given activities according to the lesson plan, nevertheless it can be noticed that students did not behave accordingly to a formal English Class as expected, on the opposite, students first wanted to react according to the proposal of the researcher when invited them to participate with a videogame's activity.

Consequently, the researcher could manage to handle the class according to his own lesson plan and also allowing students participate with a set of rules in order to continue with the activities using the videogames by concluding correctly the same activities.

Not only that the influence of videogames is attached to students outside the classrooms. But, influenced students more than expected, as it is explained in the following notes:

- Researcher: "This time, students were more passive. They kept talking but it wasn't different from previous session, they looked somehow tired from breaking time. Nevertheless, as soon as they saw me, they asked me: "Are we going to play something again?"
- Researcher: "One of the students brought a drawn and colored comic by him. He seemed how excited, the student looked like he was enjoying playing a videogame again at home (...)"

(Extracted from Field Notes session 2, applied on 14<sup>th</sup> June, 2019)

On the second session, it was noticeable, how the class changed after setting rules for playing, as well as, the researcher gave instructions to accomplish the goal of the session using the videogame. Not forgetting the influence that students got from the pilot and the previous session, in which, students created different sketches and even their own drawings with storytelling.

By applying the intervention, the researcher understood the proactivity of students, where by giving different and complex questions, different videogames and group activities, he received some positive and negative responses from students:

- Researcher: “This second session, the videogame Narcissu took the attention of some of the students because the main issue they noticed was that the videogame didn’t have options or a different ending from the previous videogame they played”.

(Extracted from Field Notes session 2, applied on 14<sup>th</sup> June, 2019)

- Researcher: “Students felt deceived because they thought they had to do the same activity as the previous session we had”.
- Researcher: “However, they didn’t like the game due to the difficulty of the narrative”.

(Extracted from Field Notes session 3, applied on 21<sup>th</sup> June, 2019)

- Researcher: “Students were anxious at first, probably some issues presented with the teachers from previous classes”.
- Researcher: “Some of the experiences students explained: Excitement, Tension, Expectations, Fear, Horror. Amusing, Entertaining, Enjoyable”.

(Extracted from Field Notes session 4, applied on 28<sup>th</sup> June, 2019)

- Researcher: “But, today they seemed happy to start playing as they arrived from break time”.
- Researcher: “Teacher had to calm down students’ euphoria by confirming if those assumptions were correct or not, so students could take the groups checklist as a challenge for being the winner”.

(Extracted from Field Notes session 5, applied on 9<sup>th</sup> August, 2019)

- Researcher: “The first impression students had when the teacher arrived was that they were expecting to be told a clue about the winner group”.
- Researcher: “Students felt a bit depressed when explaining the reasons of being the last session”.
- Researcher: “When they were given the tablet and the game, some of students said: *Mister do you know about this game? Mister can you tell us games like this? Mister please don't leave*”.

(Extracted from Field Notes session 6, applied on 16<sup>th</sup> August, 2019)

As it was mentioned from the field notes above, it can be observable different points of view from the researcher about the students' performance and narrating what it was happening inside the classroom every session. As a result, positive responses such as: happiness and attitude, and motivation to do the activities was evidenced in how students cooperated and participated actively. Besides some situations led students to act and behave different, like external difficulties at the beginning of the class, possibly caused by other school classes they had, teachers and even partners.

In contrast, some difficulties were shown when negative responses appeared not only because students demonstrated to have difficulties outside the project, but also inside the project, some of the common difficulties during the sessions were the videogame selected and presented in each session. They gave some reaction against some of the videogames presented, the main reason and possibility is because they disliked the gameplay of each game, as an example *Narcissu 1<sup>st</sup> and 2<sup>nd</sup>* was not well received by students because it did not have choices to take as *Sleepless Night* had when they played before, also some difficulties with *Danganronpa* as they did not understand some of the interface buttons which leads that they couldn't complete the activity and turn the activity into giving assumptions of the possible culprit in the game.

## **Discussion**

In this section, the researcher is going to state the main findings in the study, the importance and the meaning of the findings, the limitations that took place during the research project, and the explain the differences with the other studies in the field according to the theoretical framework already mentioned.

To begin with the study, it is important to recall the objective and the problem being held in the study. 6<sup>th</sup> grade students at John Dewey School lack of reading comprehension and mostly have difficulties when conducting certain activities with books and literacy. This problem leads to the possibilities of failing exams and not improving as English language learners. The project brought some aspects and characteristics of both popular and literacy content that many students enjoy, videogames. Videogames in this project, were carefully selected and performed an important role during the interventional proposal with students. 6<sup>th</sup> grade students gave feedback to the possibility of using videogames as a tool for enhancing and improve reading comprehension skills.

Aside the use of videogames as a potential tool for introducing different ways for teaching reading comprehension skills at English classes, the study contributed to solve the problem by explaining how students worked with similar proposed activities, as they did with books and tales earlier, in order to check their performance for comprehension using the pedagogical model that John Dewey School promotes: constructivism and language skills teaching (Purposeful Reading, Scanning and Skimming).

The three main features that the study implies are: Gamification, in other words, how serious games are applied in the classroom to create a learning environment. Reading skills in EFL, procedures of teaching reading language skills in the classroom. Students' perspectives, mainly opinions and feedback students gave by doing the activities with the two topics before mentioned.

The researcher started working with Reading comprehension skills, in order to understand reading process, Anderson (2003) implemented 3 different processes by using reading skills, which are: Bottom-up, Phonics Approach and Top-down models.

Top-down model was chosen by the researcher and it consists in readers to make predictions to obtain comprehension as soon as they read the whole text. In the process of the activities, the routine taken by 6<sup>th</sup> graders were to make predictions, searching for answers and checking results during their gameplay. Using the strategy, given in each intervention class, students comprehended and answer correctly the questions given by the teacher.

By continuing with the argument Torres (2009) also explains why using strategies are a stabilizer when conducting reading routines, in which the assimilation cannot be deflected. Nevertheless, this assumption can be somewhat different if the reading process is not carried out by one person, but more than two. While the process of the intervention was carried out, 6<sup>th</sup> grade students use the same strategy and follow the instructions given in the paper, as well as the teacher was answering in-hand questions. However, results in different answers in the activities can be seen (See Artifacts). Above all little misunderstandings and differences between groups answers, the groups carried out instructions and comprehend most of the different topics correctly using the strategies proposed in each intervention: Scanning, Skimming and Purposeful reading strategy.

Others results during the literacy part of the study was to find out what students liked the most in terms of readings. Comics, manga, and other videogames are the most popular among the teenagers. To give an idea of how much the videogames influence the life of students it is also possible to check some of students' activities when they have break time at school like Drawings and acting, the most popular activity students do with their classmates.

Not less important in terms of reading, students shared with the researcher their preferences when reading, places, frequency and experiences of reading. Being able to trust information that allowed the teacher to understand the difficulties regarding with reading. Being noisy places and boring lectures the most notable opinions that students explained do not like when having readings. It is remarkable how Sanz (as cited in Díaz Betancur, Natalie; Martín Piña, Alicia del Pilar; Buitrago Suárez, 2017) indicated that texts have no longer sequences and progression and that there are now several possibilities in reading formats that through time and technology continue evolve. The conclusion is acceptable in terms of an individual reading process. 6<sup>th</sup> graders understood that literacy has plenty of formats and forms, not only books but also essays, news, comics, articles, etc. However, the main issue is that reading must have a purpose or objective. The results conclude that the graphic / visual novel that the researcher introduced to students faced students to get involved in a new possibility and format of reading.

This research worked with a 21<sup>st</sup> century tool which is videogames. It is in fact a controversial topic to discuss with teachers if videogames are considered as only entertainment like television and internet. Whereas others explained how as teachers we can use disadvantages as advantages. In terms of the researcher, working with videogames was satisfactory, there were goals, activities and final products regarding the lesson plans and preparation that as a teacher the researcher studied. Especially 6<sup>th</sup> graders were confident and enough responsible to accept learning in this different way getting really motivated to work with ICT. Notably what I before mentioned, Rozo (2016) in her study, states that students open expectative and visions while bringing videogames as a strategy in English learning. She concludes that presents a pedagogical, social and

interpersonal phenomenon. More accurately videogames, in this project, worked as an extension of the class objectives which was focused on the skills and strategies for reading comprehension. As a conclusion, Videogames did not take the main role during the classes, instead of that, it was a tool that fostered and motivated students to continue with the reading process.

Indeed, videogames specifically Graphic/visual Novels became an interesting artifact to use with students, in others words, students got accustomed to the programs and the way in which tales and stories are narrated with its own illustration and commands as the researcher introduced the new games, students did not get affected by the changes of the videogame features as those characteristics remained within all the games presented. Nunan (2003) explained that, as a tool is active and used by students constantly, it will become a habit, and the habits conduct to skills. "Skills are strategies that have become automatic and authentic in students use" (Pg. 77).

In addition, it is important to highlight how students performed while working with ICT tools, some common difficulties when handing computers or tables is the problems some students have while using them, because some of them do not know how to use those. In this instance, all students were capable of using the tables and it was not necessary to give any tutoring for the use. Nevertheless, the videogames as programs to be installed needed some assistance from the researcher to students understand the main aspects of Graphic / Visual novels.

As a plus in results of the study, Graphic / Visual videogames provides different options to the players in order to progress in the story. From the videogames selected in the study *Sleepless Night / Danganronpa* both explored possibilities that implied students



to get deep in the story and the plot of the games itself. Provoking in students a curiosity that became motivation to continue with the gameplay not only to fulfill the activity but became an impulse of students to uncover all the possibilities they had according to the story. As Novak et al., (cited in Casañ, 2017) concluded that this tool (graphic/visual novel) is engaging for individual, as well as for group work. It may raise the interest and curiosity of students like when they are reading a book or watching a movie, which is correct.

The last and most important feature to cover among the results is Students' perspectives. Being the main key in this study, the intervention allowed the researcher to understand students' points of view and specific feedback recovered from their work with different tools (the three graphic visual novels). Even when having the same type of paper activities as the ones presented for their exams and mid-term periods, students developed and worked effectively answering the majority of the questions presented in the reading templates (Seed Artifacts). Important findings regarding this changes in students is the liking they have to new experiences. Comparing with Rios, Alvarez, Idagarra, (2017) study, the diverse sceneries and environments presented by the teacher including videogames in the school stimulate students and allow them to express taking possibilities and decisions during the activities.

Regarding the opinions of 6<sup>th</sup> graders in the study, they were somehow limited by the environment they experience, in some examples students felt depressed or sad because difficulties outside the activity in general, or they thought they had to do similar activities with all games giving their partners different impression that the researcher wanted to do similar activities with all the videogames. However, when finishing the

activities, they were enjoying and having so much noticeable fun that class time ran out. In this situations James Gee (2001) study connects the meaningful perspective by arguing that *Action* is the most important word in terms of perspectives. Because the actions chain different moments and locations and create a domino effect. That's why after working with strategies and proposing different activities to students in each stage, students surpassed their own expectative, and the majority developed all the activities with effort and confidence.

To conclude with the discussion about the three main and key findings about implementing videogames with the researcher consider important to explain the importance and the difference between this study and other studies. First of all, 6<sup>th</sup> graders at John Dewey school, are students expected to start their next grade acquiring at least A2+ Level in English (CEFRL) The problem of reading comprehension may remain a big difficulty that students need to take care of, if considering that school expects them to improve to date according to the grade level they are coursing. Secondly, the proposal of implementing videogames if it is not new, it is an ICT tool that teachers are not considering implementing even when they are studies that supports the idea of integrating technology with students. In this study integrating videogames is a plus regarding the activities to target the population reading problem. The last point is the perspectives that students have after working with videogames. The main implications that makes this study differ with other studies is that students' opinions are an important step to solve a difficulty. Where mostly the different situations and actions presented in each intervention made students to be aware of the English Language and Reading Skills.

## CHAPTER VII

### Conclusion

Through the following chapter, the readers can find the summary of the findings in the study, as well as, the conclusion and limitations that the research project had. The following paragraphs try to culminate and judge the relevant findings to give answers to the research question and restate the thesis of students' perceptions when using Graphic/Visual Novel videogames to enhance their EFL reading comprehension skills.

The research project started by being in charge of a difficulty situation students had while presenting reading activities and exams, the researcher finished the procedure of involving students into a new different reading environment by giving them the chance to understand and explore the characteristics that graphic/visual novels had in difference with other kinds of reading. The classes and the intervention process were a success, as soon as, students could manage and work with the interface of graphic visual novels their horizons when reading changed completely.

Additionally, if it is true that implementing videogames, carefully designed in a lesson plan and giving purpose to the activities at class, is engaging to students, the possibilities with students' opinions and perspectives are much more impressive. Students' aspects and responses are effectively given in each session allowing the teacher to understand clearly that mostly the difficulties students have when handling reading exercises and activities is because their own feelings and actions are being changed by factors that teachers can take advantage of.

The activities presented by the researcher through the whole process of the project were challenging and engaging for students, even creating in students' more

affection to the English class. Activities were carried out by giving the opportunity to students to use some strategies and practice them in the future, to become into skills. Moreover, students by no means participated happily and emotionally to the project and whenever the difficulties presented, students were capable of solving situations logically using the tools they had in-hand and participating with their classmates.

The project was evidence and support to other projects that videogames enhances group participation, as an example the groups of students that worked individually shared experiences they had while playing the videogame, changing their classmates' opinions of choosing just one conclusion to their own game but, starting over again and find other *endings* in the videogames. Actions took place as soon as they had to interact with the tool and answer the questions in the main activity because the motivation took place as long as students had to compete or work together.

Aside from the use of videogames in the that working with, the strategies implemented were successfully understood by students. The ones that students worked with *Purposeful reading, Scanning, Skimming* were successfully learned by them. The majority of students could differentiate them and apply them in the videogames. Regarding the strategies and the tools, students could take advantage of the possibilities that Graphic / Visual Novel interface allow in terms of reading, and could answer the majority of the questions given in the activities.

Finally, the whole study suggests that 6<sup>th</sup> grade students at John Dewey School could enjoy of a new possibility in terms of reading. Their perspectives changed as the classes were taken, because the environment and the ambience that the tool gave to students was mostly satisfaction to read, play and learn using English reading strategies.

It is also worth it to mention that the classroom took an important role in the process that students could find a place where they can read in different ways and enjoy the process of learning.

### **Limitations**

This part of the chapter resumes the limitations of the study before, during and after the process of the intervention. Throughout the whole process of the research project. There were situations and difficulties that made the study a difficult task to achieve.

First of all, the dates were the intervention took place. As it is mentioned in the timetable was from June 7<sup>th</sup> to August 16<sup>th</sup>, Students had to deal with exams not only in English but other subjects too. The researcher had to deal and make appointments with the Principal to have one day available during weekdays and fulfill the task as soon as possible before the next term starts.

Secondly, Time was not enough for doing long sessions Students had to study and have break and lunch time. It means that, classes are around 1 hour and a half to 2 hours, in which the only schedule possible for the researcher was the first option and giving students the material, install the applications (Grahic/Visual videogames software), give students a tutoring and fulfill the activities.

In the third instance, students do not have a computer room at school. In that case, the school use tablets when it is informatics/technology class. Students had to deal with tablets, of course they knew how to use them because they have been working with those. However, the experience the researcher had with the use of the tablets was difficult

because some of them are glass broken in the edges. Also teacher had to adapt most of the activities consequently after the piloting session.

Finally, some difficulties that the researcher had to deal with is applying procedures using technology in class. If it is true that students could reach the goal of each class, the proposal through the sessions, as a researcher, there were situations in which teaching to 6<sup>th</sup> grade students were complicated. Without the enough experience implementing these English skills activities, time and the schedules the population had were not enough. Nevertheless, as the classes were taken place. Students could reach the goals and objectives in all activities, reassuring a stable development through language skills classes.

## **CHAPTER VIII**

### **Further research**

The study presents and support the field of gamification, while considering students' perspectives takes a significant role in which teachers have to adapt and integrate new information and communication technologies. However, this study could not afford a long term study to check if English reading skills remain in students after the process of working with their strategies and also if enhances the possibilities of working with other kind of readings.

Due to the previous statement, other studies could follow the same procedure and try to develop the four English language skills (Speaking, Reading, Listening, Writing) regarding the use of Graphic / Visual novels as a main tool to work with. Consequently, the idea of training speaking, listening and writing with graphic / visual

novels may become a good option if there is a chance of implementing their corresponding strategies in the class.

Finally, taking a step further the present population that this project took, it would be great if graphic / visual novels could take place in other students' grade levels. In order to understand the limits and the out comings that these videogame genres may offer to English language learners from beginners to advanced.

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## Annexes & Appendixes

Bogotá, Marzo 18, 2019

Señor:

Andrés Murillo Peña.

Asunto: Permiso para implementación de la tesis.

Reciba un cordial saludo de mi parte, la presente es con el fin de solicitar su aprobación para la implementación de mi proyecto de investigación en su institución. Dicho Proyecto se titula: **"6th grade students' perceptions regarding their reading comprehension skills, in their English as a foreign language learning, when using Graphic/Visual novel videogames"**. Este Proyecto está enfocado a recolectar las perspectivas y pensamientos de los estudiantes de 6to grado acerca del uso de novelas gráficas y/o visuales para el incremento de la comprensión lectora en el idioma inglés. Es de vital importancia para mi obtener suficiente información para el proyecto, por ese motivo necesitare entre 6 a 8 sesiones donde cada clase equivale a una sesión. Para cada sesión prepararé un plan de estudio en el cual estoy dispuesto a compartir con usted si así lo deseara. También aclarar que se manejará confidencialidad de los participantes y el proyecto no afectará tampoco su rendimiento académico.

He decidido llevar a cabo este proyecto en su institución debido a que confío en el nivel de la calidad educativa. Además, considero que es una gran oportunidad para obtener resultados positivos en el campo de investigación así mismo de las prácticas profesionales.

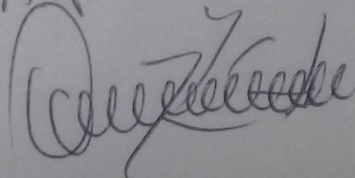
Agradezco su atención.

JESUS DAVID PAEZ MOLINA

Estudiante de octavo semestre de licenciatura en inglés, Uniminuto.

Celular: 3218093205

Email: [jesuspaez2010@hotmail.com](mailto:jesuspaez2010@hotmail.com)

Aceptado.  


Bogotá 18 de Marzo 2019

Estimados Padres de Familia,

Mi nombre es Jesús David Páez Molina, estudiante de Licenciatura en Idioma Extranjero Inglés de la universidad Minuto de Dios. Actualmente soy practicante como profesor de inglés en el Colegio John Dewey.

La presente es para informales acerca de un proyecto de investigación en el área de inglés que deseo realizar con los estudiantes llamado: **Perspectivas acerca del uso de Novelas visuales de los estudiantes de grado 6to, en la práctica de las habilidades lectoras en Inglés.** Deseo que ellos puedan participar en este proyecto, con el fin de que ellos puedan experimentar el idioma inglés en un contexto más cercano a ellos a través de estas herramientas Novelas visuales y/o gráficas.

El estudio busca evaluar los puntos de vista de cada uno de los participantes en cuanto al uso de la herramienta y compartir las experiencias durante las clases de inglés. Para ello los estudiantes que deseen participar deberán realizar unos cuestionarios y encuestas al principio y final de proyecto proporcionadas por el profesor. El proyecto durará 6 sesiones una vez a la semana, únicamente en la clase de inglés. La finalidad del mismo es incrementar el uso de herramientas narrativas y modernas para aprender el idioma inglés con habilidades de lectura.

La participación en este estudio es totalmente voluntaria. Si su hijo/a desea retirarse del proyecto en cualquier momento puede hacerlo sin ningún inconveniente, además que NO le generará ningún perjuicio ni afectará sus calificaciones en inglés.

Es importante también aclarar que la información recolectada por el investigador, Jesús David Páez Molina será confidencial y se usará únicamente con propósitos investigativos, es decir, NO se compartirá ninguna información personal como lo son: (nombres, direcciones, números de teléfono, etc.).

De tener alguna inquietud con respecto al estudio se puede comunicar con Jesús David Páez Molina al celular: 3218093205 o puede enviar un correo electrónico a [jesuspaez2010@hotmail.com](mailto:jesuspaez2010@hotmail.com).

---

Yo, \_\_\_\_\_ Identificado con el CC de ciudadanía No. \_\_\_\_\_

Autorizo a mi hijo/a: \_\_\_\_\_ a participar en el proyecto de investigación, dirigido por Jesús David Páez Molina, estudiante de Licenciatura en Inglés de la Universidad Minuto de Dios.

APPENDIX 1

Type of Reading Exam



DIAGNOSTIC ASSESSMENT  
2018-2019

AREA: Language

SUBJECT: ENGLISH

GRADE: Sixth grade

NAME:

DATE: 26/07/2018

AXIS 1. READING

**COMPETENCE(S).**

I can read and understand factual information about common everyday topics.

Score \_\_\_\_\_

INSTRUCTION (ACTIVITIES)

- Read the paragraph about "Pollution" and identify the main ideas.

*Pollution is the introduction of contaminants into the natural environment that cause adverse change.<sup>(1)</sup> Pollution can take the form of chemical substances or energy, such as noise, heat or light. Pollutants, the components of pollution, can be either foreign substances/energies or naturally occurring contaminants. Pollution is often classed as point source or nonpoint source pollution. In 2015, pollution killed 9 million people in the world.*

**MAIN IDEAS:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

AXIS 2. LISTENING

**COMPETENCE(S).**

I can understand the main points of clear standard speech on familiar matters regularly encountered in familiar environment.

Score \_\_\_\_\_



AREA: LANGUAGE SUBJECT: ENGLISH TERM: SECOND  
 NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: 6º

I can generally follow the main points of a reading.  
 I can generally follow the main points of extended discussion around me.  
 I can describe events, real or imagined.  
 I can write a description of an event, a recent trip – real or imagined.

#### FINAL EXAM-SIXTH GRADE

1. Read the following paragraph and fill in the gaps using past simple and past continuous tenses. Underline the past verbs with red color.

It \_\_\_\_\_ (is/was) just before midnight on October 31st last year. Susan Lee \_\_\_\_\_ (was driven/was driving) home after visiting her sister. The road was clear and she \_\_\_\_\_ (drove/was driving) carefully. Suddenly, out of nowhere, a young man \_\_\_\_\_ (was stepping/ stepped) out in front of her. He \_\_\_\_\_ (wore/ was wearing) a dark colored raincoat and carrying a backpack. Susan \_\_\_\_\_ (was stepping/ stepped) hard on the brake pedal but it was too late. She \_\_\_\_\_ (got/was getting) out of the car but, to her surprise, there \_\_\_\_\_ (was/were) nobody there. While she \_\_\_\_\_ (was looking /looked) under the car, she felt a cold wind on her face and a strange presence that \_\_\_\_\_ (was sending/ sent) shivers down her spine.



a) What is the story about?

▲

---



---



---



---

- ▲ 1.1. Choose 2 verbs from the reading and create 1 sentence per tense in affirmative, negative, and interrogative form.

| Past simple   | Past Continuous |
|---------------|-----------------|
| +             | +               |
| -             | -               |
| ?             | ?               |
| Short answer: | Short answer:   |

2. Complete the following sentences using the word in the box (negative prefixes).

impossible -unfriendly- impatient-malnourished- illegal

- ✚ Trafficking in drugs is \_\_\_\_\_
- ✚ An \_\_\_\_\_ person has few friends
- ✚ The child is dying of hunger. He is \_\_\_\_\_
- ✚ It is \_\_\_\_\_ for a bird to fly without wings



ARTIFACTS

Martha

6/3/1/5/8/7/9/

**PURPOSEFUL READING STRATEGY TEMPLATE:**

|   |  |
|---|--|
| 1* NAME OF THE READING<br>Reading Genre:<br>Kind of Videogame:                | Sleeples night<br>Visual novel   |
| Purposeful strategy:  | Comprehend and check what is happening with the protagonist and his friend during the night. |
| Meaningful Details:<br>Choose the details that impacted you the most.         | The man disappear  |
| Main idea:<br>What the story is about.  | about a man that disappear and I die   |
| Decisions you have made:  | Jump / on / live   |
| What is the videogame's author purpose?<br>Explain what you think.            | is to scary  |
| What Questions do you have?   | always you die?  |
| Vocabulary<br>Here write the words you don't know.<br>Example:<br>Bones, Fry. |  |



**PURPOSEFUL READING STRATEGY TEMPLATE:**

|   |   |
|---|---|
| <p>1<sup>st</sup> NAME OF THE READING<br/>Reading Genre:<br/>Kind of Videogame:</p>     | <p>Sleepless Night<br/>Horror</p>   |
| <p>Purposeful strategy:</p>   | <p>Comprehend and check what is happening with the protagonist and his friend during the night.</p> |
| <p>Meaningful Details:<br/>Choose the details that impacted you the most.</p>           | <p>He disapered<br/>I committed suicide<br/>There are a lot of endings</p>                          |
| <p>Main Idea:<br/>What the story is about.</p>  | <p>Horror, a boy that enters my house and then some strange things ocured</p>                       |
| <p>Decisions you have made:</p>   | <p>watch the movie<br/>jump off the window</p>  |
| <p>What is the videogame's author purpose?<br/>Explain what you think.</p>              | <p>Don't let strangers in your house / Don't jump off a window</p>                                  |
| <p>What Questions do you have?</p>  | <p>Where is Haru?<br/>What's in the box?</p>  |
| <p>Vocabulary<br/>Here write the words you don't know.<br/>Example:<br/>Bones, Fry.</p> |   |

Juan Felipe Cabas

**PURPOSEFUL READING STRATEGY TEMPLATE:**

|   |  |
|---|--|
| 1 <sup>st</sup> NAME OF THE READING<br>Reading Genre:<br>Kind of Videogame:   | Suspense, horror, gore and thriller  |
| Purposeful strategy:  | Comprehend and check what is happening with the protagonist and his friend during the night. |
| Meaningful Details:<br>Choose the details that impacted you the most.         | purposeful   |
| Main Idea:<br>What the story is about.  | shadows, vampires, box werewolf, notes and draw  |
| Decisions you have made:  | Haru has appeared vampire → kills.   |
| What is the videogame's author purpose?<br>Explain what you think.            | Open the door, scream<br>Go to station.  |
| What Questions do you have?   |  |
| Vocabulary<br>Here write the words you don't know.<br>Example:<br>Bones, Fry. |  |

Violeta Mendez

PURPOSEFUL READING STRATEGY TEMPLATE:

1/3/4/5/

|   |   |
|---|---|
| <p>1<sup>st</sup> NAME OF THE READING<br/>Reading Genre:<br/>Kind of Videogame:</p>     | <p>sleepless Night<br/>Horror</p>   |
| <p>Purposeful strategy:</p>   | <p>Comprehend and check what is happening with the protagonist and his friend during the night.</p> |
| <p>Meaningful Details:<br/>Choose the details that impacted you the most.</p>           | <p>He disappeared<br/>I committed suicide<br/>there a lot of endings.</p>                           |
| <p>Main Idea:<br/>What the story is about.</p>  | <p>Horror, A boy that enters my house and then some strange things ocured.</p>                      |
| <p>Decisions you have made:</p>   | <p>jump off the window</p>  |
| <p>What is the videogame's author purpose?<br/>Explain what you think.</p>              | <p>Don't let strangers in your house</p>  |
| <p>What Questions do you have?</p>  | <p>Here is haro?<br/>what's in the box?</p>   |
| <p>Vocabulary<br/>Here write the words you don't know.<br/>Example:<br/>Bones, Fry.</p> |   |



Set 910

**PURPOSEFUL READING STRATEGY TEMPLATE:**

|  |   |
|--|---|
| <p>1<sup>st</sup> NAME OF THE READING<br/>Reading Genre:<br/>Kind of Videogame:</p>            | <p>Suspense horror, Gore,<br/>Thriller</p>  |
| <p>Purposeful strategy:</p>  | <p>Comprehend and check what is happening with the protagonist and his friend during the night.</p> |
| <p>Meaningful Details:<br/><br/>Choose the details that impacted you the most.</p>             |   |
| <p>Main Idea:<br/><br/>What the story is about.</p>  |   |
| <p>Decisions you have made:</p>  |   |
| <p>What is the videogame's author purpose?<br/><br/><i>Explain what you think.</i></p>         |   |
| <p>What Questions do you have?</p>   |   |
| <p>Vocabulary<br/>Here write the words you don't know.<br/><i>Example:</i><br/>Bones, Fry.</p> |   |

**PURPOSEFUL READING STRATEGY TEMPLATE:**

|   |   |
|---|---|
| <p>1<sup>st</sup> NAME OF THE READING<br/>Reading Genre:<br/>Kind of Videogame:</p>     | <p>sleepless Night</p>  |
| <p>Purposeful strategy:</p>   | <p>Comprehend and check what is happening with the protagonist and his friend during the night.</p> |
| <p>Meaningful Details:<br/>Choose the details that impacted you the most.</p>           | <p>When appear the shadow</p>   |
| <p>Main Idea:<br/>What the story is about.</p>  | <p>Is about a Haru that kill a women in his house</p>   |
| <p>Decisions you have made:</p>   | <p>Broke the run keep running<br/>Break the door, scream, go to station.</p>                        |
| <p>What is the videogame's author purpose?<br/>Explain what you think.</p>              |   |
| <p>What Questions do you have?</p>  | <p>What is the final tier? and why the girl always die?<br/>Are there more characters?</p>          |
| <p>Vocabulary<br/>Here write the words you don't know.<br/>Example:<br/>Bones, Fry.</p> |   |

Martha sofia pinto6

Scanning Strategy: Look for the main idea or main plot. Search for important information and the meaningful details of the story.

1. You will start the game.
2. Read carefully the introduction.
3. As soon as the first chapter starts, Students will be timed, they'll have 1hr and 45 minutes to find the following requests.

Answer these questions:

- a. What is the protagonist problem in the beginning of the videogame?
- b. What part of the body did the protagonist feel pain?
- c. Did the protagonist have to take medicines?
- d. What floor in the hospital was the protagonist moved to?
- e. What does the protagonist mention that he received when he was admitted to the hospital?
- f. What is the name of the person that the protagonist meets?
- g. Where do the protagonist find that person?
- h. What floor do the protagonist and the person he meets start talking?

- a) he doesn't have real friends
- b) on his chest
- c) yes
- d) 7<sup>th</sup> floor
- e) the bracelet
- f) setsumi
- g) in the seventh floor
- h. in the seventh floor.

1/318/5/4/6/7 <sup>begin</sup> <sup>vampire attack</sup> <sup>Survival</sup> Juliana Olarte 6<sup>o</sup>

**PURPOSEFUL READING STRATEGY TEMPLATE:**

|   |   |
|---|---|
| <p>1<sup>st</sup> NAME OF THE READING<br/>Reading Genre:<br/>Kind of Videogame:</p>     | <p>Sleepless night<br/>Visual novel</p>   |
| <p>Purposeful strategy:</p>   | <p>Comprehend and check what is happening with the protagonist and his friend during the night.</p> |
| <p>Meaningful Details:<br/>Choose the details that impacted you the most.</p>           | <p>He disappeared and I can't find him, shadows, master, Box, vampires, Notes, Pieces</p>           |
| <p>Main Idea:<br/>What the story is about.</p>  | <p>Man disappears<br/>↓<br/>vampire — He kills</p>  |
| <p>Decisions you have made:</p>   | <p>Break the door, scream, go to station.</p>   |
| <p>What is the videogame's author purpose?<br/>Explain what you think.</p>              | <p>Make you afraid and convince you of don't letting strangers into your house.</p>                 |
| <p>What Questions do you have?</p>  | <p>In any of the <del>events</del> <sup>endings</sup> you live?</p>                                 |
| <p>Vocabulary<br/>Here write the words you don't know.<br/>Example:<br/>Bones, Fry.</p> |   |



Violeta Blendet

**Scanning Strategy:** Look for the main idea or main plot. Search for important information and the meaningful details of the story.

1. You will start the game.
2. Read carefully the introduction.
3. As soon as the first chapter starts, Students will be timed, they'll have 1hr and 45 minutes to find the following requests.

Answer these questions:

- a. What is the protagonist problem in the beginning of the videogame?
- b. What part of the body did the protagonist feel pain?
- c. Did the protagonist have to take medicines?
- d. What floor in the hospital was the protagonist moved to?
- e. What does the protagonist mention that he received when he was admitted to the hospital?
- f. What is the name of the person that the protagonist meets?
- g. Where do the protagonist find that person?
- h. What floor do the protagonist and the person he meets start talking?

A. he doesn't have real friends

B. on his chest

C. yes.

D. to the seventh floor

E. the bracelet

F. Setsomi

G. in the seventh floor

H. in the seventh floor



Manuela Ramirez

**Scanning Strategy:** Look for the main idea or main plot. Search for important information and the meaningful details of the story.

1. You will start the game.
2. Read carefully the introduction.
3. As soon as the first chapter starts, Students will be timed, they'll have 1hr and 45 minutes to find the following requests.

Answer these questions:

- a. What is the protagonist problem in the beginning of the videogame?
- b. What part of the body did the protagonist feel pain?
- c. Did the protagonist have to take medicines?
- d. What floor in the hospital was the protagonist moved to?
- e. What does the protagonist mention that he received when he was admitted to the hospital?
- f. What is the name of the person that the protagonist meets?
- g. Where do the protagonist find that person?
- h. What floor do the protagonist and the person he meets start talking?

- a. he doesn't have real friends
- b. on his chest
- c. yes
- d. to the seventh floor
- e. the bracelet
- f. setsumi
- g. in the seventh floor
- h. in the seventh floor

Samuel Galvis Peña y Santiago Calderón Ruiz

**Scanning Strategy:** Look for the main idea or main plot. Search for important information and the meaningful details of the story.

1. You will start the game.
2. Read carefully the introduction.
3. As soon as the first chapter starts, Students will be timed, they'll have 1hr and 45 minutes to find the following requests.

Answer these questions:

- a. What is the protagonist problem in the beginning of the videogame? *The girl*
- b. What part of the body did the protagonist feel pain?
- c. Did the protagonist have to take medicines?
- d. What floor in the hospital was the protagonist moved to? *7th*
- e. What does the protagonist mention that he received when he was admitted to the hospital?
- f. What is the name of the person that the protagonist meets?
- g. Where do the protagonist find that person?
- h. What floor do the protagonist and the person he meets start talking?

- a. The girl was very sick and they doed admitted in the hospital.
- b. The chest.
- c. Yes.
- d. 7th.
- e. She find a guy (and his name is?)
- f. His name is Himoko.
- g. In the hospital
- h. 10th

Vocabulary  
Here write the words you don't

Exploring

you are death maybe you are nicer to him.

Munise  
Kocab

**Scanning Strategy:** Look for the main idea or main plot. Search for important information and the meaningful details of the story.

1. You will start the game.
2. Read carefully the introduction.
3. As soon as the first chapter starts, Students will be timed, they'll have 1hr and 45 minutes to find the following requests.

Answer these questions:

- a. What is the protagonist problem in the beginning of the videogame?
- b. What part of the body did the protagonist feel pain?
- c. Did the protagonist have to take medicines?
- d. What floor in the hospital was the protagonist moved to?
- e. What does the protagonist mention that he received when he was admitted to the hospital?
- f. What is the name of the person that the protagonist meets?
- g. Where do the protagonist find that person?
- h. What floor do the protagonist and the person he meets start talking?

a. That she was never healthy and she doesn't  
has friends

b. In the chest

c. Yes she did

d. 7th

e. The bracelet for her to be in the 7th floor

f. Setsumi

g. On the floor 7th in hospital

h. 7th floor



Munise Koca 6°

**PURPOSEFUL READING STRATEGY TEMPLATE:**

|   |   |
|---|---|
| <p>1<sup>st</sup> NAME OF THE READING<br/>Reading Genre:<br/>Kind of Videogame:</p>     | <p>Sleepless <sup>night</sup> night.</p>  |
| <p>Purposeful strategy:</p>   | <p>Comprehend and check what is happening with the protagonist and his friend during the night.</p>                         |
| <p>Meaningful Details:<br/>Choose the details that impacted you the most.</p>           | <p>The sence that Haru going too fast in the dark.</p>  |
| <p>Main Idea:<br/>What the story is about.</p>  | <p>The story is about one girl goes her house with some boy of the school for the homework but in the night</p>             |
| <p>Decisions you have made:</p>   | <p>Thanks to a Haru for his kind words.<br/>Say that watch the movie.<br/>look for Haru.</p>                                |
| <p>What is the videogame's author purpose?<br/>Explain what you think.</p>              | <p>One horror game that everyone will love.</p>   |
| <p>What Questions do you have?</p>  | <p>If we are nice to him then why in the game says: Monster catch you you are death maybe you have to be niccer to him.</p> |
| <p>Vocabulary<br/>Here write the words you don't know.<br/>Example:<br/>Bones, Fry.</p> | <p>Exploring.</p>   |

the boy turns to a monster.

have to be niccer to him.

Juan Felipe Cabas

**Scanning Strategy:** Look for the main idea or main plot. Search for important information and the meaningful details of the story.

1. You will start the game.
2. Read carefully the introduction.
3. As soon as the first chapter starts, Students will be timed, they'll have 1hr and 45 minutes to find the following requests.

Answer these questions:

- a. What is the protagonist problem in the beginning of the videogame? *1st protagonist*
- b. What part of the body did the protagonist feel pain? *heart*
- c. Did the protagonist have to take medicines? *nan used medicina*
- d. What floor in the hospital was the protagonist moved to? *illustration*
- e. What does the protagonist mention that he received when he was admitted to the hospital? *for your illness*
- f. What is the name of the person that the protagonist meets? *Sebastian*
- g. Where do the protagonist find that person? *in the hospital*
- h. What floor do the protagonist and the person he meets start talking? *beach*

## QUESTIONNAIRES

Martha Sofia Pinto G / 6<sup>th</sup> Grade.

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes

No

Why?  
~~yes, because we learn more but there are some~~  
~~things that hate to read like Drama books.~~

2. What do you usually read? (Put a tick next to the ones you have read).

Magazine

Articles

Stories

Newspaper

Books

E-books

Short stories

Comics

Novels

Picture books

3. How often do you read?

every that I have homework;

4. What is your favorite reading? Why?

My favorite reading is "Sirens" by amanda  
 hudson

5. Where is your favorite place to read? (Describe your special reading place).

I like to read in my Room



6. Do you prefer fiction stories or non-fiction stories? How come?

I don't like neither of them.

7. Is there any important thing you would like to share about reading? How is your experience with reading?

No, beautiful

8. Is there any difficulty when trying to read for you? Explain them.

Yes, in reading comprehension

Manuela Romero

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes ✓

No

Why?

Because reading some things is fun. Like Manga and Anime & Japan things

Also my dad is obsessed with reading

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories
- Newspaper
- Books ✓
- E-books ✓
- Short stories ✓
- Comics ✓ (Mangas)
- Novels ✓
- Picture books

3. How often do you read?

I read when I don't have internet (like everyday after 9:00pm)

4. What is your favorite reading? Why?

Death Note and Pokemon Ruby and Sapphire

Because, I love Manga (horror and action)

5. Where is your favorite place to read? (Describe your special reading place).

My bed, because I read before sleeping.

I don't like reading in other places because I feel comfortable in my bed.



6. Do you prefer fiction stories or non-fiction stories? How come?

Fiction, because I love horror so if it is real I will be really scared. But non-fiction is also cool.

7. Is there any important thing you would like to share about reading? How is your experience with reading?

No.

I like reading because it's fun and a good time-killer

8. Is there any difficulty when trying to read for you? Explain them.

well, I can't read small things, so I read books that have a big calligraphy

Munise  
Koca 6°

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes

No

Why?  
I like reading something but I don't like reading  
some things.

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories ✓
- Newspaper
- Books ✓
- E-books ✓
- Short stories ✓
- Comics ✓
- Novels
- Picture books ✓

• 3. How often do you read?

I 5 or 3 times in the week

4. What is your favorite reading? Why?

Comics, because there are more fun of all.

• 5. Where is your favorite place to read? (Describe your special reading place).

In the Park, sitting on the grass.

6. Do you prefer fiction stories or non-fiction stories? How come?

I like more fiction stories, because there are more interesting

7. Is there any important thing you would like to share about reading? How is your experience with reading?

No, Fun, I like reading funny comics

8. Is there any difficulty when trying to read for you? Explain them.

If there is any loud voices I can't read, because when I am trying to read but I can't understand with so much voices



Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes

No

Why?

*Because its so bored and eye-tired.*

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories
- Newspaper
- Books
- E-books
- Short stories
- Comics
- Novels
- Picture books

3. How often do you read?

*Per month*

4. What is your favorite reading? Why?

*Its a book about dogs.*

5. Where is your favorite place to read? (Describe your special reading place).

*In my living room because I have silence and peace.*

6. Do you prefer fiction stories or non-fiction stories? How come?

*fiction stories because are more funny.*

7. Is there any important thing you would like to share about reading? How is your experience with reading?

*yes I like a book and I share it with a friend.*

8. Is there any difficulty when trying to read for you? Explain them.

*yes, I'm eye-tired and only sometimes I have silence and peace.*

Violeta Mendez R. 6<sup>o</sup> E.

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes

No

Why?

Because I like the fantasy histories and some love histories.

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories
- Newspaper
- Books
- E-books
- Short stories
- Comics
- Novels
- Picture books

3. How often do you read?

One time a week some times two.

4. What is your favorite reading? Why?

Stories. Because you don't know what is going to happen.

5. Where is your favorite place to read? (Describe your special reading place).

in my room on top of my fluffys.



6. Do you prefer fiction stories or non-fiction stories? How come?

I like both.

7. Is there any important thing you would like to share about reading? How is your experience with reading?

good

8. Is there any difficulty when trying to read for you? Explain them.

No. Because I read in Spanish.

Jonathan Cabal

28/05/19

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes  
No

Why?

~~The~~ form of the curriculum

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories
- Newspaper
- Books
- E-books
- Short stories
- Comics
- Novels
- Picture books

3. How often do you read?

nothing time another of time

4. What is your favorite reading? Why?

Action: Because active my cardiac pulse

5. Where is your favorite place to read? (Describe your special reading place).

Bathroom or Bedroom: Because is comfortable and have privacy



6. Do you prefer fiction stories or non-fiction stories? How come?

yes, because for my need of activity.

7. Is there any important thing you would like to share about reading? How is your experience with reading?

horror, action and inexplicable events.

8. Is there any difficulty when trying to read for you? Explain them.

Fast read: because the necessity or concentration.

SAMUEL GALVIS PEÑA

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes

No

Why? Because, is fun but I read that I like no I don't like.

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories
- Newspaper
- Books
- E-books
- Short stories
- Comics
- Novels
- Picture books

3. How often do you read?

Everyday my friend.

4. What is your favorite reading? Why?

(Eve) Wiggeta El Tesoro De Chocatuspalmas because I like the (history's adventures) books that is of adventures.

5. Where is your favorite place to read? (Describe your special reading place).

I like to read in my room.

6. Do you prefer fiction stories or non-fiction stories? How come?

I like the Fiction stories because is fun and I like that type of stories.

7. Is there any important thing you would like to share about reading? How is your experience with reading?

Because I like and I want to other person too read the story.

8. Is there any difficulty when trying to read for you? Explain them.

Nothing



Antoniago Laldoron Ruiz 6<sup>o</sup>

Questions Group Interview

Pre-reading Questions

1. Do you like reading?

Yes

No

Why?

I like read some books (not all)  
I like the books that don't have a lot  
of letters

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine ✓
- Articles
- Stories
- Newspaper
- Books ✓
- E-books ✓
- Short stories ✓
- Comics ✓
- Novels
- Picture books ✓

3. How often do you read?

one time or two two for week

4. What is your favorite reading? Why?

mouse , because is a strory about  
the second ward but in comic  
the book won a pulitzez

5. Where is your favorite place to read? (Describe your special reading place).

a park sunny with no valentina and  
no noise

6. Do you prefer fiction stories or non-fiction stories? How come?

because i prefer fiction because  
is more creative

7. Is there any important thing you would like to share about reading? How is your experience with reading?

well but sometimes the books  
(some ones) are bored

8. Is there any difficulty when trying to read for you? Explain them.

that they a lot of noise and  
~~of~~ in bogota there no pucive  
places

Questions Group Interview

Sergio

Pre-reading Questions

1. Do you like reading?

Yes

No ✓

Why?

porque las palabras en ingles <sup>están</sup>  
~~porque en español no está las palabras en ingles~~

2. What do you usually read? (Put a tick next to the ones you have read).

- Magazine
- Articles
- Stories
- Newspaper
- Books
- E-books
- Short stories
- Comics
- Novels
- Picture books

3. How often do you read?

Cada 5 días

4. What is your favorite reading? Why?

comic favorito es de Spiderman número 196

5. Where is your favorite place to read? (Describe your special reading place).

el lugar para leer es mi cuarto



6. Do you prefer fiction stories or non-fiction stories? How come?

me gusta las películas de ficción

7. Is there any important thing you would like to share about reading? How is your experience with reading?

me gusta los cómics de Spiderman

8. Is there any difficulty when trying to read for you? Explain them.

No recuerdo nada

**FIELD NOTES 1**

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| <b>SETTING:</b> Students' perspectives about graphic/visual novels to practice Reading comprehension skills. Session 1 (After session). 6 <sup>th</sup> grade classroom.  |   |
| <b>ROLE OF THE RESEARCHER:</b> Observer/Participant   |   |
| <b>DATE &amp; TIME:</b> 7 <sup>th</sup> June 2019, 10:30am 12:15am  |   |
| <b>DESCRIPTIVE FIELD NOTES</b>  | <b>REFLECTED FIELD NOTES</b>  |
| <p>The class started after students had a break time, they were talking aloud and discussing everything related to what they did in the break time, what they ate, what they watched on TV or <i>youtube</i> the previous day.</p> <p>After the class started and I calmed them down, they were asked by me, to switch on the tablets and they seemed to be happy for starting playing as fast as possible. I just gave them the instructions according to the lesson plan and we had a discussion about skills to remember what we learnt from the pilot session.</p> <p>The activity started, the videogame in this session was <i>Sleepless night</i>, they had about 15 minutes to get accustomed to the controls to play correctly. When the tutorials were completed, I proceeded to explain the main activity which involved the purposeful reading strategy example.</p> <p>After the activity finished and students reached all the endings the game has, the conclusion with the class were the questions about the story of the videogame which mostly all participants agreed happily to respond.</p> <p>Then, they moved to have lunch time.</p> | <p>-The first impression that students gave was the expectation of playing videogames because they don't want to do a class, and just get fun.</p> <p>-Probably, it is necessary to set some rules to prevent difficulties of behavior when class starts.</p> <p>-I thought I would have had more troubles when giving them instructions, however it was not the case, students paid attention more accurate, as more as I speak about the project and what we did in the pilot session.</p> <p>-The most noticeable fact that happens inside the classroom is the way that students discussed and talked about what they found in the videogame. By telling their classmates next to them, they introduced to his classmates many of the features they saw during the gameplay.</p> <p>-Most of the things were feelings they felt because of the videogame like: fear and scaring moments lived while playing videogames.</p> <p>-Through the questions, all of the students wanted to participate actively</p> |



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|  | and making of the questions like a competition. |
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## FIELD NOTES 2

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| <b>SETTING:</b> Students' perspectives about graphic/visual novels to practice Reading comprehension skills. Session 2 (After session). 6 <sup>th</sup> grade classroom.   |  |
| <b>ROLE OF THE RESEARCHER:</b> Observer/Participant  |  |
| <b>DATE &amp; TIME:</b> 14 <sup>th</sup> June 2019, 10:30am 12:15am  |  |
| <b>DESCRIPTIVE FIELD NOTES</b>   | <b>REFLECTED FIELD NOTES</b>   |
| <p>The session started and students were a bit difficult to calm. However, the economics and social teacher helped me to take control fast. One student was missing that day, and other one gave me a comic developed by himself, before I started the class and described everything it imagined.</p> <p>The class started with a simulation of the ways students read and the relation with videogames. I also asked what are videogames for them. I reminded students the differences between purposeful reading and scanning which was today's topic. Then, I asked them to open the new game they were going to explore, <i>Narcissu</i> and they had only 1hr and 45 minutes to find some questions I developed in a paper.</p> <p>At the end of the class, the class discussed all the answers they could find when the time ran out. Mostly all students were participating meanwhile other students kept playing and the I had to turn off the tablets.</p> | <p>-This time, students were more passive. They kept talking but it wasn't different from previous session, they looked somehow tired from breaking time. Nevertheless, as soon as they saw me, they asked me: "<i>Are we going to play something again?</i>"</p> <p>-One of the students brought a drawn and colored comic by him. He seemed how excited, the student looked like he was enjoying playing a videogame again at home and that he downloaded it to his computer, not only that student, but other 2 students checked the previous videogame and downloaded it to their computers at the end of the class.</p> <p>-This second session, the videogame <i>Narcissu</i> took the attention of some of the students because the main issue they noticed was that the videogame didn't have options or a different ending from the previous videogame they played. They seemed a bit disappointed and even asked me, what was happening with the videogame because it was different.</p> |

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| <p>I had to finish quickly the class conclusion reminded students what Scanning and Purposeful reading are due to the time limit passed and students had to lunch.</p> | <p>-However they managed to finish the whole activity without leaving and even tried again to be sure about the answers they had to fill in the worksheet.</p> |
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### FIELD NOTES 3

| <p><b>SETTING:</b> Students' perspectives about graphic/visual novels to practice Reading comprehension skills. Session 3 (After session). 6<sup>th</sup> grade classroom.</p>   |   |
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| <p><b>ROLE OF THE RESEARCHER:</b> Observer/Participant</p>   |   |
| <p><b>DATE &amp; TIME:</b> 21st June 2019, 10:30am 12:15am</p>   |   |
| <p><b>DESCRIPTIVE FIELD NOTES</b></p>  | <p><b>REFLECTED FIELD NOTES</b></p>   |
| <p>The class started and students were surprised I arrived, some of them hugged me and welcomed me. At the same time, they asked me what kind of videogame we were going to play.</p> <p>Before I gave students access to the videogame, I had to recall to their memory about the previous game they played and had the activity which was <i>Narcissu</i>. I also asked to answer if they understood what Scanning and Purposeful reading was, in order to introduce the next strategy skimming. The transition was that students were asked to switch on the tablets and start the game <i>Narcissu 2<sup>nd</sup></i>.</p> <p>The next step was the procedure of introducing the skimming strategy. Where in this case, students weren't given questions to answer, but they had the opportunity to follow and continue the videogame as they wanted. They had 1hr and 45 minutes to fulfill all the second story.</p> <p>Then, before they went to lunch time, the next activity was the conclusion</p> | <p>-The bond or recognition that students show when I arrive, it is felt in the classroom. Even though, I am not the teacher whom they have more class, they showed the feeling of acceptance. They started to question about "<i>what game are we going to play today?</i>"</p> <p>-After presenting the videogame, <i>Narcissu 2<sup>nd</sup></i>. Most of the students were complaining about the game, mostly because the gameplay was exactly the same than the previous one. Students felt deceived because they thought they had to do the same activity as the previous session we had.</p> <p>-When they understood the differences about the first and the second part of the game. However, they didn't like the game due to the difficulty of the narrative. Some students used the google translator webpage to check meanings of some of the words.</p> <p>-Other students decided just to keep going even if they didn't understand some words that were discussed at the end of the conclusion part where most of</p> |

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| <p>time where students discussed the stages of the second part of the videogame, narrating the story.</p> | <p>the students gave the resume and got the general idea of the videogame story.</p> |
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**FIELD NOTES 4**

**SETTING:** Students' perspectives about graphic/visual novels to practice Reading comprehension skills. Session 4 (After session). 6<sup>th</sup> grade classroom.

**ROLE OF THE RESEARCHER:** Observer/Participant

**DATE & TIME:** 28th June 2019, 10:30am 12:15am

| <p><b>DESCRIPTIVE FIELD NOTES</b></p>  | <p><b>REFLECTED FIELD NOTES</b></p>  |
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| <p>The class started with a brief explanation about what visual/graphic novels are, the reading skills and the activity proposals until the moment, after discussing the previous tasks the teacher started to introduce the new videogame that students are going to interact with, <i>Danganronpa</i>.</p> <p>The class formed groups after the explanation and the teacher configured the videogame to jump until the <i>First trial Class</i> Students had to fulfill a set of activities during the interaction with the videogame.</p> <p>The teacher posted some pictures on the wall, when students finished the first part activity They had to guess and described the characters posted in the classroom walls regarding the story of the videogame.</p> <p>Students formed two groups, each group had a folder with some weapons and pictures, they had to "guess" who was the murderer in the videogame and the weapon he/she used.</p> | <p>-Students were anxious at first, probably some issues presented with the teachers from previous classes. As soon as they saw me, they were asking me <i>What videogame are we going to play today mister?</i></p> <p>-From the process of brainstorming all the information we've been working with, students understand correctly what skills and strategies are. Besides the definitions of <i>Scanning, Skimming and purposeful reading</i>.</p> <p>-When the teacher introduced the game <i>Danganronpa</i>, most of students started arguing that the <i>videogame looked strange and Japanized as Narcissu</i>. They argued about that anime games complaining about the language and the art of the game before playing.</p> <p>-During the activity students found some game words that they didn't understand, teacher had to foster students to discover via dictionary or internet the words and write them down. On the other hand, they also had some difficulties with the game style of playing.</p> |

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| <p>The class finished with students sharing the experiences they had during the exercise mostly over timing lunch time.</p> | <p>-Some of the experiences students explained: Excitement, Tension, Expectations, Fear, Horror. Amusing, Entertaining, Enjoyable.</p> |
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**FIELD NOTES 5**

| <p><b>SETTING:</b> Students' perspectives about graphic/visual novels to practice Reading comprehension skills. Session 5 (After session). 6<sup>th</sup> grade classroom.</p>  |   |
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| <p><b>ROLE OF THE RESEARCHER:</b> Observer/Participant</p>  |   |
| <p><b>DATE &amp; TIME:</b> 9<sup>th</sup> August 2019, 10:30am 12:15am</p>  |   |
| <p><b>DESCRIPTIVE FIELD NOTES</b></p>   | <p><b>REFLECTED FIELD NOTES</b></p>   |
| <p>Teacher immediately gave students the tablets in order to begin as soon as possible to fulfill all the <i>first class trial</i> from <i>Danganronpa</i> Game. However, when giving the tablets and asking students to use scanning strategy from the beginning.</p> <p>According to what students previously assumed from what culprit and weapon they had, teacher developed a checklist board where the different assumptions from the two groups, what both groups decided. Then, teacher wrote down all the information they extracted out.</p> <p>Students continued playing and experimenting with the videogame, also asked the teacher if they had some difficulties with some puzzles the game presented. When the time was up, teacher stopped the activity.</p> <p>The debate took place where students explained with their own words the possibilities they found regarding their assumptions while discussing with their</p> | <p>-Mostly all students were waiting til the explanation that the teacher always does before playing. But, today they seemed happy to start playing as they arrived from break time.</p> <p>-Students started asking <i>If Scanning is about search specific words or understand the general story</i>. Which required that Teacher explained as soon as they started playing.</p> <p>-Students seemed a bit frustrated when they couldn't reach or solve a puzzle by themselves alone. They had to ask teacher and classmates to help themselves.</p> <p>-During the presentation and dictation of the words in the board, students created a debate about the words they found and the plot of the story, denying other's group assumptions. Teacher had to calm down students' euphoria by confirming if those assumptions were correct or not, so students could take the groups checklist as a challenge for being the winner.</p> |

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| <p>partners in English and Spanish languages.</p> |  |
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**FIELD NOTES 6**

| <p><b>SETTING:</b> Students' perspectives about graphic/visual novels to practice Reading comprehension skills. Session 6 (After session). 6<sup>th</sup> grade classroom.</p>   |   |
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| <p><b>ROLE OF THE RESEARCHER:</b> Observer/Participant</p>   |   |
| <p><b>DATE &amp; TIME:</b> 16th August 2019, 10:30am 12:15am</p>   |   |
| <p><b>DESCRIPTIVE FIELD NOTES</b></p>  | <p><b>REFLECTED FIELD NOTES</b></p>   |
| <p>Teacher started as soon as possible explaining that this was the last class, and also the last strategy and skill to be practiced. Students were given the tablets and teacher set the time up to stop playing and select if the winner group from the previous sessions.</p> <p>Students were given the tablet and had about 1 hour to finish the game. Meanwhile teacher asked students to work as a team and select the students that are advanced in the game progress and the others to work together and share information to finish the activity.</p> <p>The teacher then gave to the groups two folders that contains a bunch of pictures and descriptions students needed to finish as a group to be winner.</p> <p>The teacher stopped the activity as soon as the time ran out. Besides, both groups finished the main activity using <i>skimming</i>.</p> | <p>-The first impression students had when the teacher arrived was that they were expecting to be told a clue about the winner group.</p> <p>-Students felt a bit depressed when explaining the reasons of being the last session. However, the teacher emphasized thankful to students because of the participation.</p> <p>-When they were given the tablet and the game, some of students said: <i>Mister do you know about this game? Mister can you tell us games like this? Mister please don't leave.</i></p> <p>-Students were discussing about who is going to classify the pictures and who is going to continue with the videogame.</p> <p>- No student was able to fulfill the game, as the time ran out. Nevertheless, both groups shared the descriptions and matched the pictures effectively.</p> <p>- It seemed as students knew about the character's personalities and checked with the videogame itself as they played.</p> |

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| <p>After teacher revised and checked the activity, the winner was decided. And the teacher gave the questionnaires to students to fill and proceeded to give the rewards.</p> | <p>-Both groups did excellent jobs with the pictures, but one group advanced in the videogame so they were winners.<br/>-Sadly, the time wasn't enough to finish all the game experience.</p> |
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## Semi-structured interview

### ENTREVISTA 7 de junio 2019

Entrevistada: Profesora Carolina Cubillos. Profesora de Inglés grado primaria y primer grado de secundaria.

Entrevistador: Jesús David Páez Molina.

Preguntas:

1. ¿Cuál debe ser el nivel de inglés que los estudiantes de 6to deben manejar en el tema de lectura de acuerdo a los estándares del marco común europeo en el colegio?

**Respuesta:** -A la primera pregunta, el nivel que deben tener los estudiantes en A2, de acuerdo al marco común europeo. En el colegio John Dewey.

2. ¿Cómo describes el proceso de lectura en inglés implementado dentro del colegio John Dewey?

**Respuesta:** - ¿Cómo describo el proceso? El proceso es bueno, se utilizaban buenas estrategias. Pero la lectura es un hábito que debe establecerse desde la infancia, y creo que muchos de los niños, no tuvieron ese hábito, entonces se reflejaban muchas dificultades en su desempeño.

3. ¿Cuántas veces a la semana se practica la comprensión lectora en inglés en los estudiantes de 6to grado?

**Respuesta:** -Se realiza la comprensión lectora 2 veces a la semana, con actividades como: Choral Reading, Skimming and Scanning.

4. ¿Qué tipos de actividades de comprensión lectora y/o exámenes se realizan para los estudiantes de 6to grado?

**Respuesta:** Se les realizan quizzes donde se les pide información literal y también de manera inductiva.

5. ¿Cómo se comportaban los estudiantes de grado 6to con dichas actividades y/o exámenes?

**Respuesta:** -Cuando se realizan estos quizzes que se les pedía información de manera inductiva, se presentaba mucha dificultad ya que ellos buscaban las respuestas "literal" como decía en texto. Entonces es donde está el error ya que se supone que ellos interpretan la lectura, y ahí está la primera falencia.

6. ¿Cuáles eran los resultados presentados después de dichas actividades y/o exámenes?

**Respuesta:** -Los resultados no son muy alentadores, por lo que acabo de mencionar anteriormente. Los niños buscan las respuestas tal cual como se les pedía y no inferían la información de la lectura.