Improving Reading Comprehension Using Genre-Based Pedagogy while Reading

Manga

Research work

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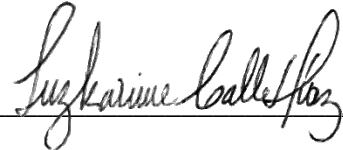**Tutor: M.A. Luis Alfredo Martínez**

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Jean Paul Oviedo Salgado

Abstract

This research maps the use of Genre-Based Pedagogy (GBP) and manga to picture possible changes and improvement in students reading comprehension abilities. An initial reflection within the action research design led to the understand students' needs and school educational system towards reading as an important skill. Analysis of the problem showed that the study of new emerging and popular trends, such as genre-based pedagogy, can be assertive tools in the learning of a L2. It was also found there are gaps in studies related to manga that could illustrate its use in education and EFL/ESL context. Because of its nature, this investigation is qualitative using action research design. An action plan using GBP, manga and multiple genres was carried out to improve reading comprehension levels. Results showed that there were multiple changes perceived by all actors of the study and that were substantiated by a series of instruments that revealed important data; improvement of students' reading comprehension levels, changes of class mechanics when reading.

Key words: Genre-based pedagogy, Manga, Reading comprehension levels, Alternative reading genres.

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Introduction

Teaching and learning foreign languages is challenging process. Therefore, the EFL context presents a number of difficult situations such as lack of resources, lack of contextualization with the target language, and in some cases poor English programs run by schools or governments that do not match their contexts; these problems need to be addressed in order to create meaningful teaching (Goldfus, 2012). The issues related to the EFL context may vary from one to another; there are some patterns that are similar, however, it would be difficult to put them all under the same lens of focus (Kumaravadivelu, 2003). Although some teaching situations in the world have similar resemblance to the context that can be found in Colombia only a few of them can be compared. The lack of students' contextualization in language and culture, the difference between the target language and the native one, and that most syllabus and curriculums in EFL contexts are government based and tend to focus on grammar, and preparation for standardize texts, are some of the issues (Almekhlafi, 2011; Salma, 2015)

In countries like Colombia where English takes an important part in the school curriculum, the National Ministry of Education (NME) has carried out several programs to promote English language learning among students and professionals. Some of the programs have been; Programa Nacional de Bilingüismo (PNB) 2004-2019, Programa para el Fortalecimiento de Lenguas Extranjeras (PFDCLE) 2010-2014, Ley 1651 de 2013 Ley de Bilingüismo, and currently, Programa Nacional de Inglés (PNI) 2015-2025. They all have as common objectives, develop English language skills (MEN, 2015). Even though these programs have common goals, they also differ from each other and present

different objectives apart from learning English as a foreign language (L2[1]). Some of these are personal, academic, and professional development. For example, the PNB wanted to create citizens able to communicate in English to promote universal communication, global economy, and open culture (UDEA, 2018). The PFDCLE had the goal to strengthen and to develop communicative competences in the English language for teachers and students to increase the quality of human life in a developing economy (UDEA, 2018). The law 1651 of 2013, often named the bilingualism law; presented official changes to our general law of education in order to open and grant a place for the learning of foreign languages in Colombia (UDEA, 2018). Lastly, the PNI which is the one that is active currently deals with the objective of turning Colombia into the most educated country in Latin America and the country, with the best English level by 2025 (UDEA, 2018). Therefore, Colombia educational system is focusing on English language learning and this needs to be reflected in every aspect of the teaching and learning process.

Furthermore, learning a foreign language brings benefits and it is a required skill for students in Colombia; specially for this generation that requires to become citizens of the world. This implies that pupils could travel, work, study abroad and take part in the global world (Nooriafshar, 2013). In the same way, they may have access to many academic resources offered by universities, opportunities such as scholarships and student interchanges that are only possible through the L2 acquisition and mastery (Nooriafshar, 2013). Like this, it is not only about the government implementing programs for the improvement of the academic field, economy, and culture, in fact there is also a necessity that current citizens, students and professionals of Colombia have in order to achieve personal and professional goals.

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[1] For this study, the term second language refers to an additional language from the mother tongue, which is Spanish, that students learn at school. In this case English as a foreign language.

In order to discuss about the region where this research takes place, which is Sucre, it is important to comment on the programs of bilingualism and how they have impacted the region. The PNB was properly implemented in most public schools of Sucre, augmenting the common 3 hours of English taught per week to a chosen amount decided by the school directives, teachers, and municipal secretaries of education, however it is argued that these spaces did not create a meaningful change in the state of English learning in Sucre (Grondona & Espinosa, 2014). Nevertheless, this could have led to a rise in the scores in Pruebas Saber 11 from 2010 until 2016. However, there was a huge gap between the number of students being proficient in the language and the number of students with low proficiency, this is called standard deviation, which is a term used to determine the number of students that are not reaching the level in comparison to the ones that are already there (ICFES, 2020). Differently, the PFDCLE and Law 1651 of 2013 worked as supporting mechanisms to the general PNB that was happening, however their outcomes have not been reported or seen in any regional context.

For several years, Sucre has been showing poor results in terms of English proficiency according to the last report from the test results that students take yearly from Prueba Saber 11 (ICFES, 2019). These results are commonly socialized and explained annually to have a clear idea of the aspects of English language education that were positive or negative in the current year. The results from 2019 showed that Prueba Saber 11 takers are in English levels according to their scores, in this way: –A level 59% of the examinees, A1 level 30% of the examinees, A2 level 9% of the examinees, B1 2% of the examinees and for B1+ less than 1% of the examinees (ICFES, 2019).

Taking this into consideration for our field of study, after observing the information provided in the previous paragraph, there are still issues that need to be

addressed in the classrooms so that students may improve and reach the required

English level; B1 (ICFES, 2019, 2020; MEN, 2015) Among the English language skills,

English reading comprehension is one of the most relevant of them all as it opens

several paths to academic success both nationally and internationally. Besides, it is a

fundamental skill to achieve a favorable outcome in the Pruebas Saber 11, taking into

account that English reading comprehension is necessary to answer, understand and

analyze all the parts of this test.

This test consists of 7 parts; each part aims to evaluate a specific language

component of the English language. In part 1 and 2 students must test their lexical and

pragmatic knowledge of the language by relating some words to their descriptions and

then recognizing some prompts that have a communicative purpose in a specific place,

location or situation; both parts involve reading comprehension for the students, as it

would be impossible to pass the text without understanding the descriptions or what is

said in the prompts. Part 3 has communication as is main purpose, students must pick

the correct answer in order to organize and put together a conversation between two or

more people; however, this part also requires understanding what is being said in a

written form in order to be completed. Part 4 is an incomplete text, which has grammar

in context as focus and part 5 is a reading comprehension in which questions are asked

about the text; both 4 and 5 require proficiency in reading. Part 6, which is a reading in

which the student must ponder inferential aspects, however, in this case students must

reflect on aspects that are beyond the text, and lastly, part 7 again an incomplete text in

which students must put into practice grammar and lexical knowledge by selecting the

correct words to complete the text by understanding the context implied in the text;

reading is crucial for succeeding in this part as well (ICFES, 2019).

Similar to the acquisition of English language, Pruebas Saber 11 are relevant considering they open different opportunities in the academic field which then lead to impact the future of every young student in the country, like access to university. Furthermore, taking the exam is mandatory to all students in the last year of high school. Then it is natural to see citizens of Colombia interested in learning the language as it can affect every single aspect of their lives, their academic learning, their future economy, professional relationships and the development of a career. It is frequent to find that many schools want to promote the use and integration of English language in order to achieve the personal objectives of students and the different plans proposed by the government. Following the previous idea that there is a social, economic, academic, and personal need to learn English, it is understandable that schools want to increase the use of English language in order to promote it for those different reasons.

In the context in which this study came to be, there is a lack of bilingual schools and even more so, private schools that promote English learning and acquisition. Therefore, the school takes up the mantle, and has a feeling of proudness and uniqueness in this sense. Then, after observing the results of English results in previous years and how they have been decreasing year after year, in terms of English. Administrators and teachers visualized that if the trend were to continue for other couple of years, the school was going to be surpassed by other local schools which do not have bilingual programs. After a long reflection, and a process of school improvement, there was a reached conclusion. Students were having poor reading skills and practices, especially in English. Thus, something had to be done about it.

Statement of the problem

In the context of this research, which is a private school in Sincelejo, there is an implementation of a long-term bilingualism program that has increased the use of English language in the institution in almost all the subjects. As a result of this, English reading comprehension became extremely important in the school as a result of the contents students read and learn have been switched from Spanish to English. In this school, after having analyzed reports of students' assessment in terms of reading comprehension in English language over the past years, and after conducting several diagnostic tools, it has been found that there are indeed issues in reading comprehension. For example, after a diagnostic test that is taken at the beginning of each year in the language arts subject in the 10th grade, and whose objective is to identify the level of this skill, it was found that only 22% in of students are in the minimum level required which is B1 (MEN, 2006) 21% in A2, 41% in A1 and a 5% in –A1. These statistics show that there are problems in Students' English skills and consequently in reading comprehension since this is the most used skill when taking these types of tests. Even though these tests are not official assessment exams to measure the level of students, they are useful to have an annual idea of the state of pupils at the beginning of the year in terms of language proficiency.

Observing the data previously presented and taking into consideration that this private school has a bilingualism program which represents a relevant number of hours, even other subjects like science and social studies are taught in English, and students have many learning resources for the English classes, there seems to be teaching issues related to the reading comprehension skill. As said by O'English et al (2006) in order to find the right educational means to make students interested, it is necessary to meet their levels of interest. It is necessary to find, analyze and select which of those can be the

most suitable approach to use. It is also contemplated by Armour (2011) that the study

of new emerging and popular trends can be assertive tools in the learning of a L2,

nevertheless, it has to be related to the learners' interests; otherwise, the teaching

becomes exclusive to the teacher, as it cannot reflect the real interests that can create

better learning opportunities for students.

Taking into account the observed behavior of a group of students of 10th grade in

this private school and their lack of proficiency in reading comprehension in English; a

small survey trying to find their interests was executed. In this survey a group of 20

students were asked to list their main interest outside of the classroom. After some

classification, 4 main categories were taken out in order to make this survey. The

categories were: Manga/Anime, Music, Games and YouTube videos and contained the

question "In which way would you like to learn English?". The results of the survey

showed that out of 22 students, 16 of them selected manga and anime whereas the rest

selected the others in this way: YouTube Videos (4), Games (2), Music (0).

As it was found, students in their majority picked manga and anime as a genre in

which they desire to learn how to read in English. Considering the information

presented previously, it is then fair to argue that students are interested in learning

English through manga and anime. The genre of manga and anime is a purposeful genre

that is being used substantially in the academic field. It helps to contextualize and to

create meaningful learning in students because of its format, stories and popularity; it

also intertwines different fields of learning such as arts, language and ethics. Taking

into account that this genre is the one to be used, a useful technique or theory that could

help in this context is necessary. An approach that has shown in several contexts to be

effective in these kinds of conditions is the Genre-Based pedagogy which can be used to

promote language proficiency, specifically in this case, reading comprehension.
(Rodríguez Sánchez, 2017).

After having presented the problem and its issues addressed in this study, it is
fair to point out the main question and sub questions that will lead the focus of this
investigation:

Main question

How does the use of Genre-Based Pedagogy while reading manga might promote the
development of literal, inferential and evaluative students' reading comprehension
levels?

Sub questions

- What changes in 10th grade students' reading comprehension levels might be
  observed while reading manga through Genre-based pedagogy?

- What changes in students' reading practices when approaching reading tasks
  may be observed through the implementation of multiple reading sessions using
  Genre-Based Pedagogy?

Purpose Statement

Reading is a necessary skill that helps to obtain knowledge, access information, and connect with a wide variety of texts with multiple objectives in life. It engages both teachers and consequently, learners to find teaching and learning ways that might help them to acquire this ability. Therefore, the main purpose of this research is to Observe what might be the changes in 10th grade students' reading comprehension levels while reading manga through Genre-based pedagogy (GBP). Furthermore, it is necessary to observe how does the use the manga through Genre-Based Pedagogy may promote the development of literal, inferential and evaluative students' reading comprehension levels. Finally, this research aims to observe what changed in students' reading practices when approaching reading tasks through the implementation of multiple reading sessions using Genre-Based Pedagogy. At the same time, the aspiration of this investigation is to contribute to the growing literature in this issue, and to become a stepping piece in which other authors might support their ideas, concepts, and their own research. Thus, developing a better practice and teaching of the English language in my region, country, and the world.

Theoretical Framework

This chapter will be divided into two sections which are named conceptual framework and literature review. Firstly, there will be a discussion of the concept of genre-based pedagogy, its origins and conceptualization in the current state of the art. As a Second item this paper deals with the notion of manga and what are the different connotations and associations that will be relevant for this study such as its use in everyday media, the academic side of it and how it is portrayed as a new literacy type of text with several productive uses and the relationship that bears with the concept of GBP and as a genre. Lastly, the segment discusses the concept of reading comprehension, its stages and what are the contents and the dynamics that conform this item and that will be portrayed in this paper going from defining reading comprehension as explored by other authors, what are reading comprehension levels and what are some strategies and difficult situations that might arise in this field of teaching/learning.

On the other hand, the literature review exposes the current state of the art and discusses research with similar purpose, structure or by the contrary expresses the lack of these ones. It shows how genre-based pedagogy has been explored before in our context specifically to observe and report changes in the reading comprehension ability after students get exposed to it, however research is scarce and there are only several items of this discussion. Similarly, the review considers the state of manga in education, as a genre, literary item, and what all this means for researchers and educators taking up the mantle in its use. Other parts of the literature review expose the lack of research related to manga and propose using this research as a step-stone to explore more about this field.

Conceptual Framework

Forthwith, there will be several discussions about the theories that revolve the idea of genre and the pedagogical concepts in which this research is based. Firstly, briefly going over the concepts of systemic functional linguistics as precursor of the pedagogy of genre. Second and last, a discussion of our ideas about what is genre pedagogy and why it is relevant for this study.

2.1.1 Genre-Based Pedagogy (GBP)

What it is known today as Systemic Functional Linguistics (SFL) is a series of grammatical theories written and proposed by Halliday & Matthiessen, (2013). The main point of the theory is the consideration of language as a social semiotic system, which is basically the idea that languages evolve and are formed through the use and functions that are given to them in a social context. Language is known to be communicated first, physically by sound waves, secondly it is processed biologically by whom hears it, thirdly, it is constructed by the social context and social structure in which it is happening and fourth it is accommodated in a semiotic way as a system that has meanings (Becerra et al., 2020).

A term mentioned in the previous paragraph was "function", which can be explained differently depending the author, however the general concept is that it focusses on the functions that language has in social contexts. Martin & Rose, (2003) comment that there are 3 types of social dimensions in any context. These are field, tenor and mode which together as variable of social contexts they are known as register. They function in the genres of social activities that occur every day in a culture, and a genre can be defined as the union of field, tenor and mode which often unravels in sequences or patterns that are predictable.

Another term to be discussed is "systemic". Language is systemic because it needs to be organized to create a system of resources in which there can be meaning making (Halliday & Matthiessen, 2013). Texts are conformed by multiple meanings resources that can be related one to the others. The relationship between systems and resources is often called instantiation which deals with the multiple meaning resources that a group or individual might have depending on their culture. The relationship between the meanings that might be in a culture and the ones that an individual might have and how these relate is called individuation (Rose, 2018).

This model of language helps us understand that language is not a static bubble, instead, it is a constant fluid of matter that can be systemized and organized to recognize patterns, meanings, and social functions. Functional linguistics opens several aspects that can be very interesting not only in linguistics, but also how can this be used to improve current social practices such as teaching and learning. In that sense, it is fair to mention how SLF leads the way of what we know now as genre-based pedagogy or genre-based approach in EFL education or in any another educational context.

Genre pedagogy origins can be discussed in 3 phases of research that have happened during different decades. The first one started in the 1980s in Australia as research initiated by the high demand created by the increased multicultural society that was being developed in that country at that moment. It was necessary to create proficiency in English to students that often came from families in which only a third of the members spoke proficient English (Hyon, 1996). The second phase of this theory came about in the 1990s in the same Australia, in this case the focus was a response to the rapid developing economy of the country and how this affected the educational system. The research related the connections between some genres of knowledge and the subjects given in school curriculums (Hyon, 1996) . The third phase of research was

started by Rose & Martin, (2012) in Australia as well, however it focused on improving writing and then further on the line reading of students of any multicultural background, particularly the ones of indigenous Australian communities, nevertheless, this phase grew so much that became a worldwide movement that was led to be applied in any context which requires a correct reading instruction and any level of schooling. There are many other countries, authors and theories that discuss the genre pedagogy as well, however this is the one that it is more relevant to our study (Rose, 2018).

Genre can be defined considering the aspects mentioned in the conceptualization of systemic functional linguistics. In this part the focus is on the definition of genre that is taken for this research, and how is conceived by the author chosen to formulate the idea. According to Martin & Rose, (2008, p.6) genre can be defined as 'staged, goal-oriented activities that we engage in as speakers of a language and as members of a culture'. Genre is an abstract representation of culture which it is expressed through concrete aspects of the context of a situation.

Genre can be defined as the explanation of the functions of those activities that are imbedded in culture that are expressed by using language means. This is to say, that the pieces of languages used have functions and those functions accomplish an objective in the society. For example, the reason to speak in a cinema booth to a vendor is to obtain a ticket, and then the function of that ticket is to tell us at what time and place our movie starts. Therefore, the language helps to do transactions to obtain something in any culture and then the object obtained helps to find guidance to the targeted activity.

According to Rose (2018) the genres people participate in can be related to different contexts such as Family and friends, schooling, public contexts, professional contexts, higher education and science and academia. These contexts can give us an

idea that genre can be found in many aspects of culture. Rose (2018) also mentions that those genres can be associated to a rhetorical function which refers to the point an action or object makes in a specific context or a public discourse exchange. Those rhetorical functions were classified in this way: Narration, description, report, explanations, evaluations, persuasion, call to action (Rose, 2018).

In general, the concept of genre is to reflect on those participations or representations to genres, to reflect on what social purpose they have and what is its objective. That purpose can be pragmatic, as it can be something said orally or in a written manner, it can also be something done. In the same way, it can be more interpersonal, as it might be something to stablish or maintain social relationships. In fact, it can be considered intrapersonal as well as it might help to empower or hinder our individual or social identity.

It is also fair to comment, that there is another genre-oriented focus that is often used as a center point for research, pedagogic inquiry and classroom use which is called Genre-Based Approach (GBA); it is an approach to teaching English language, that has been discussed and theorized for at least four decades now. It was proposed by different authors such as Callaghan & Rothery (1988). Nevertheless, it is based on SFL and the credit then it is usually given to Halliday which discussed this in the late 70´s and early 80´s. In this extent of research GBA will be discuss taking into consideration some specifics aspects many of them proposed by different authors. This approach in terms of pedagogy focuses on the analysis of texts whether they are written or spoken and in which way or situation are those texts used (Sagre & Herazo, 2015). This approach as to not confuse it with the one being used in this research; the two come from the field of linguistics and share commonalities, however the one which will be further explained next, it is the one used in this research.

In this instance the focus of the Genre pedagogy will be the teaching of the teaching to learn cycle which consists of a series of phases in which students develop a series of cognitive, attitudinal, and procedural skills in which they are be able to construct their own knowledge and language later (Rose & Martin, 2012). Consequently, this paper is highly influenced by the theories, proposals and procedures that correspond to this methodology as they represent the appropriate starting point for designing a genre-oriented reading course, addressed to face the specific context needs and situational constraints.
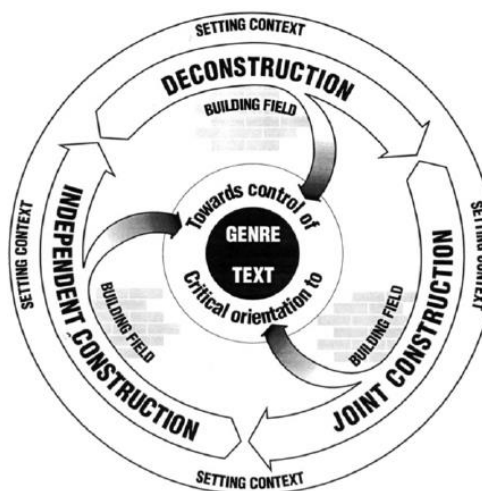
(J R Martin & Rose, 2007)

Figure 1 Learning cycle

The teaching to learn cycle is a revised cycle that proposes several stages of learning in order to promote students reading or writing depending on several stages which prepares them to either write or read specific genres. This process is composed of several stages such as setting the context, deconstruction, independent construction and finally joint construction. The purpose of those stages is to build the field towards the control and critical orientation of the genre (Martin & Rose, 2007). Whoever these

phases have whole text level support, paragraph level support and sentence making

level supports. So it can be said, that there sub-stages to the main phases of this cycle.

Stage one deals with setting the context or preparing to read which constructs a

basic knowledge of the different register variables students might find associated to the

genre they will be working with in terms of writing or reading, and thus prepares them.

The whole text support in this stage is constructed by the teacher eliciting shared

background knowledge or providing any new background knowledge to access the text.

There could be a step-by-step oral summary of the text in a way all students can

understand.

The second stage proposes the aspect of deconstruction or detailed reading in

which the stages of the text and linguistic traits that are characteristic of the type of text

or genre being worked on are identified by both students and teacher alike. The purpose

is for both parties to start using a metalanguage that can be used in other stages and

assessment itself. The teacher role is composed of several things, firstly the teacher

reads the whole text generally aloud, while students follow and maintain interaction. If

relevant concepts or key terms are highlighted by both teacher or students, these are

discussed. In terms of support of the paragraph level, the teacher might select a short

text from the reading text, and then guide students through the passage, sentence by

sentence which will help students to identify and highlight several groups of words, that

could become their metalanguage bank for later use. In this phase there is not sentence

making support.

The third stage deals with a joint construction, which employs through the

teacher and students a new example of the genre, although focused on other topic with

the teacher´s aide and interaction between students in a shared experience. In this phase

the teacher selects models of texts students need to write or read, then students are

guided to construct a text together with the educator and create a shared sense of

construction that allows students to feel accompanied in the process, this process is

closer to the whole text support. In this stage roles of the teacher are to guide the class

through the joint re-writing of the text, lending language and creating new passages or

content using the text. Students propose a discussion of key terms, which the teacher

can validate or suggest, this support can be allocated in the paragraph level support. In

terms of sentence making support the teacher might select one or more sentences and

create activities in which students can manipulate those sentences. On the other hand,

words that need to be revised in terms of pronunciation are often done in patterns, so

students can practice then turning them into sentences that they might use later.

Lastly, the fourth stage focuses on independent construction which is a new

production of the genre, however this time in charge of the students with a sense of

independence and critical thinking. The role of the teacher passes from being a guide, to

more of an observer, in this phase students have total control and independence, they

construct another text following previous models and activities done in the joint phase.

A product of total control of the genre and that has critical orientation of it, can be

expected.

As it has been suggested by Rodríguez Sánchez, (2017) that any genre-based

syllabus, classroom, or genre-oriented pedagogy can help students become better

readers and provides them with the appropriate tools to critically reflect any reading that

they might do. And thus, in connection makes students improve their critical thinking

which then goes on to make them even more proficient readers, thus starting a cycle that

leads to improvement.

In this case it is necessary to mention the Genre-based pedagogy because there is

strong connection between the issue, which is finding the right tools for the

improvement of reading comprehension and the approach of Genre-based pedagogy

which let use the concept of Manga as genre (Martin and Rose, 2008) to use a cycle that

might help students to improve their reading comprehension. In that sense, this

approach is relevant to this research and it was picked to be discussed in the next

paragraph in which it will be discussed how it came to be, what is consisted of and what

are the reasons why it would help our issue with reading comprehension and why it

might work with manga as a genre to deal with the rising issues of reading

comprehension in our context.

In this section, the discussion moved within the field of genre and where it

comes from which is coined or given to the systemic functional linguistics field of

language. However, it was also discussed why this is relevant and how it affects the

concept of genre that was used for this study, and how its school of origin might have

affected or defined what type of genre pedagogy is being used in this paper. Similarly,

the probable use that this field of study will have on this research was proposed, thus the

next section can start to discuss, manga. What it is, how is related to education and on

which type of genre could be classified.

Manga, comics strips and graphic novels as genre

The word manga comes from the Japanese language as their way to say Graphic

novels or Comic strips, which is a specific art style developed in the early 19th century.

Even though they are mainly written in Japanese, contemporarily there are hundreds of

translations of these pieces of literature that have become a new trend with young

people and adults in the western part of world, as in the eastern it is already an

established industry of entertainment and art (O'English et al., 2006). In that sense, the

English language has been the principal language of most translations and adaptations

of these works; mainly as a result of the rise in popularity of this medium was a result of

unofficial translations that then led companies and authors to produce and develop

official and proper English versions of these works, turning them into profitable

industries that are part of the general culture of today's society. Manga is not a new

genre or type of literature, in fact, it could be described as a sub-genre that can be

classified in the same line as graphic novels, comics, graphic stories which according to

Rose (2018): elements that contain an orientation, complication and resolution belong to

the narrative genre of stories as observed in figure 2. These elements are often defined

as written stories accompanied by a series of pictures, drawings, graphic imagery that

helps to augment the story providing more context that words alone cannot supply

(Griffith, 2010).

genres	purposes	subjects
stories	Narrating a series of events to engage or inform readers (may be fiction or fact)	English
text responses	Evaluating and interpreting a text (may be a literary, visual or musical text)	English
arguments	Arguing for a point of view, or discussing two or more points of view	Science, Maths, Technology / Society & Environment
reports	Classifying and describing things of the natural or social worlds	Science, Maths, Technology / Society & Environment
explanations	Explaining how and why events happen in the natural or social worlds	Science, Maths, Technology / Society & Environment
procedures	Instructing how to do an activity such as a science experiment, maths operation, or technology procedure	Science, Maths, Technology / Society & Environment

Figure 2 Classification of genres

Taken from (Rose & Acevedo, 2017)

For this research the definition of Lamanno & Schaefer, (2007) is closer to the

idea of what manga, graphic novel or comic could be defined as a genre, he mentions

that these formats increase the emotional context that its readers have in a text which

allows them to infer more meaning from context. In this sense is possible to argue that

readers might be able to detect context that goes beyond of what words are saying, facilitating their reading and understanding of a situation, culture and even language itself. Lamanno & Schaefer, (2007) mention as well that a critical review of this new genre is necessary to detect if the supplementary use of these text can be possible or not with struggling readers and with those with poor reading skills at any educational level.

In 2008, Rose classified the principal genres, its subgenres, purposes and stages. The focus of this study is the stories genre which according to Martin & Rose, (2008) is the most widely studied family of genres; mainly because stories are central to all cultures, and they belong to all social groups, ages and backgrounds and they are often in charge of explaining life chaos and rhythm in the same way that they educate and entertain.

In the genre stories there are several subgenres that have been categorized in different ways because each one has a different purpose. Initially, the literature focused on stories as narratives that had an orientation, complication, resolution, and coda. This initial idea changed exponentially by the years, and the different studies on narratives from different angles of society and the world as expressed by Martin & Rose, (2008). Currently, there are different types of classification in the genre of stories, these are sometimes called the "stories family" which proposed different subgenres with different purposes and stages on their construction. These subgenres are accompanied by an appraisal of their actions and how they evaluate, judge, or show their attitude towards them.

Firstly, recounts of personal experience which deal with a sequence of personal experiences that are often undisturbed. Secondly, anecdotes which present a disturbance that is not resolved or inconclusive. Thirdly, exemplums which involve a disruption that is interpreted and that can be either positive or negative. Fourthly, Observations which

deal with a depiction of a meaningful event and a commentary of it which can be positive or negative likewise. Lastly, the narrative sub-genre which as mentioned before deals with the resolution of a complication, the attitude taken by narratives can be variable. In this study the focus was the stories genre, but specifically the narrative sub-genre which has specific characteristics and follows obligatory stages in its construction. (Martin & Rose, 2008)

According to Martin & Rose (2008) a narrative is a story in which a disruptive event happens, which is evaluated and then resolved by the characters on the story, returning the narrative to its equilibrium. This subgenre follows a mandatory pattern that helps to identify and recognize the type of story that is being told. This pattern canonically is formed by an orientation, a complication, a resolution, and a coda. The orientation deals with setting the scene which is often the background for what is being told such as time, space, and the context in which the story is happening. Then this orientation is used to set the context in which a complication happens which is this disruptive event that shifts a point in the story, in this stage there is a lot of evaluation from the characters or protagonists of the story in which they judge and appraise their actions, feelings or situations to create an expectancy. Then, the resolution in which again a shift in the story or several of these can alter or change the rhythm of the narrative again creating situations in which the complications presented before are completely or partially resolved. Finally, the coda which deals with message, intention, or purpose that the story was trying to convey, teach, spread, or impart.

In concern with this study, the genre selected is the story family. Specifically, narratives which will be presented through graphic literature which often encompasses comics, graphic novels, manga and visual stories (Llorence, 2011). Nonetheless, to make comparison to the narrative genre there needs to be an identification of what

stages or narrative steps do graphical literature follow, and how these can be compared

or categorized in the same way as the steps that the sub-genre narratives tend to have

which are orientation, complication, resolution, and coda.

According to Llorence, (2011) graphical literature can be classified as any work

that, through a combination of art and narrative, conveys a message simpler than words

or tells some sort of story. Following this essence of what graphical literature is, it can

be argued that is a form of saying a story that combines a narrative and a form of art in

which both have a meaning that can be interpreted by the reader. Thus, creating the link

between the genre of stories and the major accolade that is graphical literature. It is true

that all graphical literature belongs to the genre of stories, however those commonly

used in classrooms where education has been opening spaces for the use of graphical

literature are often of the narrative nature.

In this study a relationship between manga and graphic novels has been

stablished, explained by Adams (1999) manga is just the Japanese expression for comic

that has an etymological origin in the woodblock drawings of several artists of the 19th

century which were used to convey everyday stories. Currently, both manga, comics

and graphic novels which is the term that encloses all the graphic-based literature;

follow a more unique meaning both explaining its narrative nature and how important it

is for current literature and genre.

As explained before, comic and manga are not distant from each other they are

terminologies used for the same type of graphical literature in different cultures. Even

though the themes may vary, and the sociocultural aspects might differ the general

purpose of a manga remains the same, to tell a story that can entertain or educate

(Adams, 1999). Similarly, the original nature that was given to the narratives in early

genre research as told by Martin & Rose (2008). Manga tries to present a story and their

characters, the problem that moves them, the reflections, thoughts feelings and shifts in these characters in a short, medium or extended period of time and what resolutions come about those changes and how affects the story, life and characters in a way that can give us meanings.

In general terms, manga is an extension of the accolade of stories that encompasses the term graphical literature. Its purpose is to tell stories of everyday life, stories to entertain or maybe to educate. Following the structure in which it is build, it can be ascertained that manga tells a narrative story which can be short, medium, or even extremely extensive. As a genre, it helps to tell a story in a multimodal manner giving meaning both to the writings and the art creating a special literature that can be analyzed and deconstructed (Burger, 2017).

Manga and comics to improve reading comprehension

Whether it is manga, comics, or graphic novels, they have been explored in one way or another as new emerging literacies, rising popular trends and new conceptual arts (Huang & Archer, 2012). Nevertheless, its use in the English classroom as "manga" itself has not been researched a lot, even more as an educational device for English language learning. However, as it was expressed in a previous section, manga itself is a sub-genre of a bigger genre called graphic novels which are often argued to not be equals; both academically and informally, but there is in fact a thematic relation between these two as it was expressed before (O´English 2006).

Considering the previous information, therefore, knowing that manga, comics and graphic novels are thematically linked we can argue that there is then, research that supports and shows results that this genre can actually generate changes in terms of reading comprehension. Lamanno & Schaefer (2007) said that there are various

strategies used to improve adolescent reading comprehension when using comics, graphic novels can be classified under one of the following six strategies: paraphrasing, visual imagery, multipass, interpreting visual aids, self-questioning, and vocabulary.

From another perspective O'English et al (2006) argues that the emotional connection that the readers can established with these types of text can actually affect the likeability to understand meaning from the context provided by the specific format in which these texts can be found, however he also mentions that these same formats can generate more frustration for those readers not familiarized with those types of texts specially at high school level.

As proposed by Gorlewski & Schmidt (2011) learned that in order to actually turn manga into a functional educational device that can be helpful academically is important to be open to new ideas, to have current communication with students and to actually given them choice in their learning. By doing these steps, the authors conclude that students became more involved in their learning, taking proactive steps to learn more and to be participative in their learning process. Even if this does not specifically can be applied to reading comprehension, it does in a general sense to the learning of reading itself. If students are more involved and interested in their own learning this can be beneficial to the process of learning how to read with that genre.

In another way Griffith (2010) explains from a librarian perspective that high school students who were identified as having learning disabilities self-reported that graphic novels motivated them to read and aided their comprehension. She also found that although graphic novels were a selected category of reading materials, students requested more manga texts for their library. Thus, it can be said that whether it is for learning purposes or leisure ones this genre has been creating change in terms of reading comprehension and interest in reading. In fact, Griffith, (2010) proposes further research

in this genre considering that there is a necessity of knowing if graphic novels, manga and comics can provide transition into more difficult materials to struggling readers. Furthermore, to determine if these materials can become supplementary literary work to the traditional ones or if these can provide help to language learners to gain literacy skills in the English language.

In general, it can be said that manga is a powerful emerging educational device that comes from the concept of comic or graphic novel. It is is a medium of entertainment, nevertheless, in the educational context can be multifaceted (O'English et al., 2006). This genre can be used to explore changes in students reading comprehension since it can be effective in multiple ways as it has been explained in previous paragraphs. In order to understand how can these entertaining texts be turned into an educational item that can help students with their struggles in reading comprehension and teachers, keeping their classes interesting and meaningful, it is necessary to understand, what is reading comprehension, what is manga, what is the genre-based pedagogy and how they may work together.

Reading comprehension

For many years, several theorists and researchers have analyzed and studied the phenomenon called reading and they have explored and found different ideas, approaches, and concepts regarding this important notion of learning. This part of the theoretical framework focuses on the different concepts of reading that have been said by other authors and our concept for this research. It is discussed what is reading comprehension is, what are some of the reasons there is a lack of this skill and what approaches help improve this ability.

To understand and propose a suitable approach that can improve the reading comprehension skills of the participants of this research at this specific private school, it is necessary to understand what is reading comprehension from the different points of views in the realm of education and research and define which one aligns more to this specific research.

One of the most common definitions in which many authors agree is the concept proposed by Alfassi (2004) which explains reading comprehension as the interaction between text, reader and the previous knowledge of that reader which then turns into a new meaning that is generated by that interaction. It could be said that by interpreting this concept, reading comprehension is an internal process activated by external means, which then allows for the generation of a new knowledge. However, this idea is supported and somewhat challenged by Benítez & Hernández, (2017) which expresses reading as a process in which learners combine the information that is being provided to them by text, with their previous knowledge in order to form new meanings, nonetheless, this view of reading is a traditional concept that takes the reader as a passive user that takes information and constructs meaning with what it is in the text (Benítez & Hernández, 2017).

In a similar way, Yepes Robles, (2016)) says that the concept of reading can be addressed as a mental mechanism in which our brain constructs those ideas that are being deciphered in a text, making our own interpretation. Correspondingly, this author claims that this process takes place when the information being read connects with a previous background knowledge we already had and that was previously retained by our brain. This procedure not only helps to the development of this skill, but it also serves as a tool to help students scrutinize and recognize more complex texts with the passage of time.

Taking then all these concepts into account it can be argued that reading is not final product in which students show the evidence of their readings. Instead, it can be argued that reading comprehension is a process that creates a powerful interaction between text, reader and previous knowledge. The outcome of this interaction defines if the reader is able or not comprehend the text. It also exposes if the reader is able to establish emotional connections or feelings to what the text is trying to transmit, this is discussed by Durkin, (1993) in something he calls "Essence of reading" which can be explained as the connection, comprehension and impact a reading can have if the process is well done.

Nonetheless, other authors have explored other concepts that are more in line to the idea of reading comprehension that most authors have today. On the one hand, Kim & Goetz (1995) propose that reading is not only about the text and what you need to understand, in fact the idea proposed by them is that reading is a notion that needs to consider the kind of readers, the context of the readers and the kind of text that is being read. He proposes that "reading is a complex cognitive process in which the reader, through interaction with the text, constructs meaning" (Kim & Goetz, 1995).

Taking all these concepts into hand, it has been decided that for this research the concept of reading comprehension is based on these aspects: First, to expect a correct reading comprehension, the students, needs, context and the texts have to be taken into account in order to create and achieve the complex cognitive process that is to comprehend a text. Second, Instruction needs to be clear, concise or specific depending on the situation, it needs to provide examples, demonstrations and students need to be able to imitate those. Lastly, scaffolding of texts is of great importance, teachers need to give the tools of their own learning to students little by little to turn them into autonomous learners eventually.

Approaches to teach reading comprehension

As explained in the previous section, reading is a cognitive process that is mainly interactive, it is a process that happens between a reader and a text. Alyousef, (2006) proposes that this interactive process leads to "automaticity" which could be explained as reading fluency, this happens as the reader interacts with the text actively as they try to infer meanings from several fields of knowledge.

To teach reading comprehension, one must understand that several cognitive tasks must happen in the brain before a student can properly comprehend a text. These tasks as it was also expressed by Alyousef, (2006) are often called bottom up and top-down processes which are cognitive data recognition processes that facilitate the comprehension of texts. Bottom-up deals with the recognition of novel vocabulary and how this one connects or not with the current content of any information that might be being read; contrary, Top-down processing reveals what information can be ambiguous and helps to select the relevant interpretation of the data being received.

Discussing different types of readings and how this help to contribute to the betterment of reading comprehension the discussion will move towards explaining what extensive and intensive reading is as proposed by Alyousef, (2006). Extensive reading refers to the amount of exposition to interesting and engaging L2 reading material which in time will produce effects beneficial for the reader. It is proposed that this approach to reading depends on many variables, and it is based on Krashen's comprehensible input hypothesis, however it has shown profoundly results and it became commonly used by many institutes and schools around the world for a time. Several studies state that conditions such as school resources, time limits and authenticity of materials reflect on the benefits this approach might have on learners.

Intensive reading in the other hand refers to the ability of students to comprehend meaning from a text, fragment or page and be fully acquainted with the writing mechanisms of this one. This approach happens through a series of activities which often refer to the content of the text or the thoughts of the reader. The texts for intensive reading are often conformed of lexical, syntactic or discoursal elements of the L2 which provides proper practice, completely different to the exposition or flooding of information that is crucial in extensive reading. Thus, considering this study and the approach to be used in this research. It is necessary to affirm that a combination of both is deemed necessary, in order to properly integrate both concepts in the current study.

Reading comprehension levels

As it has been previously stablished reading comprehension is an ability in which information that has been read is processed in order to understand its meaning. This process is usually complex and is layered by different stages that are built upon each other. In this paper the three layers that are going to be discussed in terms of reading comprehension levels are going to be the literal meaning, inferential meaning and the evaluative one.

Reading comprehension does not happen just by recognition and understanding of specific vocabulary or words in isolation, it is not sufficient to achieve comprehension since most words often depend on the context in which they appear. Not only that, in fact readers must in addition to this, learn higher-level processes such as semantic, syntactic, and referential relationships among the words to properly construct a meaning from the text (Basaraba et al., 2013).

Not only words, contents and context from the text take a part on their understanding of it, along with the understanding of a text, the background information

they might had already plays an important role on its comprehension. Lately, reading comprehension has been considered as a construction of lower-level and higher-level skills taking into consideration the varying levels of complexity in which reading comprehension is encompassed, and in which readers will have to interact with a text in different degrees. The different tasks that are necessary to understand a text such as recalling specific information read before, to try to interpret a piece of information that is implicit in the text or relating the information of the text to our previous experiences and things beyond the text, require different type of cognitive processes by the readers (Basaraba et al., 2013). These processes need to be considered, thus in this paper there will be a discussion of these important elements.

The concept of reading comprehension levels is based on the idea that readers must engage in different types of comprehension stages which require different levels of cognitive understanding; one cannot go onto another level without understanding a previous one first. Current literature mentions at least 3 comprehension levels, even though there are more proposed, in this text the focus will be with the ones previously mentioned: literal, inferential, and evaluative. It is imperative to also comment that such claims are mixed and are often more inclined to a guiding path for learners and teachers than a systematic structure that needs to be followed (Basaraba et al., 2013).

Literal comprehension refers to the understanding of information that has been explicitly mentioned in a text. The information can range between understanding the main idea of a text, stated facts, the order of events and the characters in a story. The idea of understanding at a literal level gives the foundation to go beyond and understand other levels that are more complex. The ability of a reader to understand at a literal level relies in their ability to identify individual words and the way they apprehend the meaning of these words when connected to other, thus forming prepositions and

sentences (Saadatnia et al., 2017). It can be concluded that the literal comprehension is the ability of readers to properly identify the exact meaning of the vocabulary utilized in the passage, their ability to read for information and their capability to summarize or paraphrase what was understood from the text.

In a higher level of comprehension, the inferential meaning can be found. It involves determining what the text means (often according to the author) and what goes beyond it. Usually, an inferential comprehension starts by understanding the stated information, then using it to subtract deeper meaning that is not explicitly stated; thus, it makes the reader reflect and to come up with a probable conclusion. In this process readers transcend that literal meaning to understand implications of the text by creating inference which in its very essence deals with analyzing aspects beyond the text (Saadatnia et al., 2017).

Whereas in literal meaning readers will often heavily rely on linguistic contents and stated facts, in inferential meaning readers use their mental and pragmatic competences which means that to be understand inferentially, it is necessary to confide less in the text and to commit more to mental processes. In the inferential meaning readers are asked to use the current information that they might have to propose, manipulate, and conclude ideas about the author´s meaning, to fill details that might be missing or are important and to elaborate and go further to what that reader might have read (Saadatnia et al., 2017).

Lastly, evaluative comprehension which is usually referred to the most complex one according to comprehension level theorists (Basaraba et al., 2013), requires to truly grasp the text meaning (literal level), infer the author´s meaning and the relationship between the elements of the text (inferential meaning) and then analyze or evaluate information gathered inside or outside the text to compare them to prior experience and

create new meanings. This complex process requires high cognitive skill processes such as divergent thinking, critical analysis, synthesis, and evaluation plus affective, emotional, and personal responses when necessary.

These processes are of great importance as they are often the measurement level of a student´s ability to truly comprehend a text, it is often the mark of multiple test and exams that evaluate student´s reading skill and it is of relevant importance for this paper as the place where this research took place, hold high regard and importance for the students ´capacity to truly comprehend texts as English language users.

Issues related to reading comprehension problems in English as a second and foreign language (ESL/EFL).

There are many reasons for which in a EFL/ESL context students find difficulties in their reading comprehension, whether the reasons are lack of motivation, teachers' input, inadequate curriculum among others, there is a clear objective for every educator that finds these types of issues and address them (Ruiz & Eligio, 2018).

To start the discussion, Iqbal et al. (2015) provide numerous examples after having discovered a series of problems in several high schools in their province. First, they comment that one of the most common reasons students do not comprehend texts is the poor mastery over vocabulary in which they tend to pile up as many words as possible, however not really understanding them, and this with the objective of succeeding in the skill, test or activity and not with the intent of learning. Secondly, there is usually a lack of interest in reading by students given the fact that they do not like to read newspapers, books, articles, or similar documents. Thirdly, common reasons for the lack of proficiency of reading in English in secondary schools is that students are not taught strategies such as the different types of reading, reading strategies and so on.

On the other hand, Benítez & Hernández (2017) argue that it is the teacher's responsibility to provide learning opportunities in terms of reading comprehension, understand why students' have issue with this skill in specific and to analyze the context to detect what are the ideas or concepts that might help students. They propose to check the stages of reading proposed by Tompkins (1998) in which students go through pre-reading, reading, responding, exploring and applying stages. Nevertheless, these are just some of the options they propose taking into consideration that each context is different. Therefore, it is necessary to figure out what idea can work in the context of this research taking into consideration our specific problem.

A different opinion from another author suggests that semantic problems are not the issue for which most students cannot comprehend texts, in fact, it is shown by Cain & Towse (2008) that in some cases the issue comes from the context of the text which is often difficult to get by just simple understanding of the grammatical components. He suggests that reading comprehension where context of situation is clearer, it can be very beneficial to students with reading difficulties.

One last pair of conditions that can affect or hinder students' reading comprehension skill is discussed by Tong et al. (2011) which mentions two ideas. First, students usually present late-emerging reading disabilities and those can affect the way students will read for the rest of their life and second, students who present issues in reading comprehension are closely linked to morphological awareness problems, which means students cannot manipulate words structures or understand them. For example, a student with such problems could not differentiate that there is a difference between "cats" and "cat" as the morpheme –s is something that he cannot reflect or never has had the opportunity to manipulate. These late-stage problems can be solved by different

strategies, more than ever it is necessary to contextualize students' texts and to give correct instructions, structures, and vocabulary lead.

After reading the different types of reasons for which someone might have issues in terms of reading comprehension at an early stage of life, infancy or adolescence which then worsen in an adult stage; it can be said that there are some common grounds in most of these defining concepts. (I) lack of reading comprehension can happen at a semantic and semiotic level, grammar, morphemes, and language in use are of extreme importance. (II) teacher instruction can be extremely important into creating a situation which then lead to poor reading skills. (III) student needs, context, type of text and motivation are necessary to promote good reading skills. (IV) students lack of practice and independent learning might hinder their ability to keep up the pace with the difficulty of the readings they will be encountering. Therefore, students need to be given a scaffolding process so they can learn independent reading. (V) there is not general situation or reason why all students have problems when reading. This is different in each context and place of the world. Considering these reasons the next section will discuss how to improve reading comprehension in a way that takes into account all these aspects.

An approach previously presented in the problem statement that has been showing progress and results to resolve issues related to reading comprehension is the genre-based pedagogy which focuses on different aspects that originate from the systemic functional linguistics fields and that has developed in its own pedagogy that deals with aspects of reading, writing and discourse. This pedagogy will be discussed to resolve our issue of reading comprehension in the next section.

Literature review

This literature review maps the studies that have been critically evaluated for this part of the research and it will picture the relations between them and what are the gaps that might exist in this type of studies to reflect and propose possible solutions to those gaps, and how they might influence the direction of this study. Initially the discussion will be related to GBP and how this genre has been used to improve reading comprehension in similar contexts as the one of this paper. Besides, there will be some studies that implicate the improvement of reading comprehension through GBP which are more focused from other points of view, nevertheless, they help to create an image of the current state in this issue. Later, there will be a discussion of manga and how this genre has been used in education in the west and east which will help portray the necessary context for which it is an important part of this paper. Lastly, the discussion will turn around the reasons for which literature is scarce on this issue and why this renders gaps to fill in our context and justifies the necessity of exploring this problem with these elements.

Genre Based Pedagogy in relation with the reading skill

The discussion related to GBP and reading comprehension and how those have dealt with the different type of situations and questions arisen in the following studies. Benítez & Hernández (2017) which used components of the genre pedagogy to create strategies to improve the reading in their students. This research focused on the autonomous part of learning in which students were given strategies through a genre-oriented class and then their changes were classified and analyzed. There was a positive outcome in this research, and it led to more opportunities of learning not only in the genre notion aspect, but in the learning of English language in general. Also, students showed an improvement in their performance at activities related with reading

comprehension. This research helps reflect what type of data can be gathered from the different instruments that will be used, and how those present data that might and might not be reflected to aspects of genre pedagogy.

In a similar context Ochoa & Pérez, (2017) proposed research that deal with the genre pedagogy to improve Reading comprehension on 8th graders. The research presented several direct evidence in which the genre pedagogy helped to create learning opportunities, teacher development and student academic growth in several aspects, but mainly it helped them to detect that it is possible to improve students reading comprehension levels if there is a correct use of the genre pedagogy. This research proved to have a solid methodology that can serve as a reflective mechanism to understand how it needs to be done in this research. Nevertheless, the genres were left behind to highlight the improvement of the reading skill. This is something that the current research will try to avoid, as understanding and reflecting about the genre is what makes the approach interesting both for students and teachers.

In the same geographic and academic context Royet Mozo (2020) researched to the extent the students in this school improved their reading comprehension skills with the specific narrative genre of short stories. The data recollection was compounded meaning that it was done throughout the whole research. The investigation yielded as results positive reflective effects on the students, as they became more aware of their own reading processes. Also, students started to be more involved and participative in the lessons regarding previous sessions, thus concluding that the application of a genre approach introduced elements that produced positive and measurably effective results in the students reading comprehension skill. The researcher suggests to keep implementing this type of approach to reading comprehension, similarly as proposed by Silvera & Villegas (2018) which challenged the traditional method of teaching reading in

preschool students by proposing a genre pedagogy approach in which students acquired

skills in reading and writing by a series of scaffolding steps in which they travel through

decoding skills, word identification and others until they acquire the necessary

comprehensive and written skills in English.

Another study that deals with reading comprehension plus the integration of

GBP it is the one proposed by Minaabad & Khoshkholgh, (2012). This study deals with

the acquisition of reading comprehension skills by students with English for specific

purpose classes in an engineering BA. The study takes a larger sample and separates

them by groups of high proficiency language users, and low proficiency ones. The

instructional process of the GBP went for 6 sessions before a final-test was

administered, and the results and further analysis showed that there was a clear effect of

the GBP on English for specific purpose students. This study has a useful intervention

plan that can be observed, and it gives some insights for our own study. It shows clear

analysis of the connections between reading comprehension improvement and GBP

instruction and how this might be done when dealing with this current study. N

Nonetheless, study has a larger sample, and focuses a lot on showing

connections and improvement on a larger scale, thus the data resembles more general

improvements for the 150 group of students, making it more a program-based

improvement, and not some much individual-class based which is one of the possible

aims of this study.

In a different study and a more current one that dealt with genre pedagogy,

intramodality, and multilingual re-installation is the one done by Kartika-Ningsih &

Rose (2021) this one focused on promoting English literacy in a biology lesson by using

an extended version of the Reading to learn cycle (R2L) and a focus on the joint

construction cycle. This study is innovative because it uses the native language of

students and the target language in materials and instruction. The study focuses closely on the phase known as joint construction, it studies several aspects of to interpret knowledge about its structuration, the intermodal sourcing of meaning and the relationships between students and teachers. The results suggested that an application of intermodally and multilingual re-installation are highly effective to promote autonomous science skills in L2 science writing. This study works as a reference as it shows that it is possible to focus on a specific aspect of the genre pedagogy to improve a specific skill for students, scholar and personal purposes. The author focused on joint construction, to promote better autonomous science writing skills when students had to produce their own writings. It is possible to consider that in the current study, a similar phase can be emphasized to promote and create a better skill learning and acquisition.

Another study by Menco-Haeckermann (2021) presents a critique and an observation into the current trend of adapting genre pedagogy into classrooms and adapting textbooks and activities to this model for the improvement of either writing or reading skills. This study based on Colombia does an analysis of a series of school and governmental policies and how these contrast with the Genre pedagogy, it bases his idea of genre pedagogy from a similar study done in the U.S in a Spanish as a second language class and contrast it with his English as second language class in Colombia. This study works to compare how to properly integrate GBP in the Colombian context and to make it work with our current needs and wants from school and governmental policies, it helps to avoid making current mistakes that have been observed by other peers in similar contexts to the one where this current research is taking place.

An important study that discusses the implications of genre pedagogy for reading comprehension and writing skill in L2 academics contexts is the one proposed by Negretti & Kuteeva (2011) in which it is discussed the use of metacognition and

genre pedagogy in a pre-service teacher program, specifically a course on reading and writing of academic papers. The results showed that a partial number of students were able to obtain what, and how metacognitive knowledge of genre-relevant academic texts, however only a small part of students was able to obtain when, and why knowledge of the genre in their analysis and readings. This study even though that it focuses on both writing and reading, shows a proper system of construction, interpretation, and analysis of the aspects to be of discerning importance in the reading part of the genre pedagogy and shows a correct methodology to follow and study to promote this skill in similar programs.

From another point of view, however focused on the same field, Morris (2016) discusses the difference between digital reading and physical reading while implementing a genre-based pedagogy in class. The focus of this paper is given to those teaching and reading practices that are starting to vary from physical media such as newspapers, texts and more are starting to become more widely available by digital means, and paperless. This author discusses how digital media brings problems of its own that are at fault with the format, and not with the genre, concluding that internet page formats, immediacy and efficiency of reading promoted by digital means are affecting the processes of reading specially focused from a genre perspective. This study it is quite meaningful because in the current study students will have the option to read their manga both digitally or physical, even though in terms of format, text and genre there are not notable differences, only a screen and paper; it can be implied that the processes of practice, analysis and deconstruction of the text can vary if done by physical means or by digital ones, creating another gap in the research that must be further studied.

Another condition of the genre pedagogy that has been studied in a similar context in which reading, or writing are being studied is the questionnaire type of activities that is often done in the deconstruction phase. Fenwick & Herrington, (2021) argue that a correct set of guidance when analyzing texts, language patterns in a biology class supported by genre pedagogy improved student participation and correct understanding of those common pattern in scientific texts. These study works correctly to approach the deconstruction phase in this current study, it shows how much understanding and correlation of patterns in language are done by students if there is a correct instruction in the deconstruction phase, it helps to have an idea of what needs to be done when approaching this stage in the intervention phase.

Another article that makes more effort and concentration on those changes showed in terms of cognitive levels on the reading comprehension levels after being exposed to a genre-based pedagogy is the one proposed by Sadeghi et al., (2013). This article focuses on a genre-based course for English for specific purposes (ESP) biology course, in a B.A class. The study shows the differences in terms of cognitive changes between a control group that followed the genre methodology and a group that followed the traditional means of teaching ESP. After instructions, students performed several post-tests that were focused on their reading comprehension skills, and further analysis of these tests showed that the group with GBP instruction showed significant increment in their reading comprehension ability compared with the group that followed traditional means.

This study helps to show how a control group and the one using genre can help to show significant results when comparing how both performed after an instruction with GBP and a traditional one. This can help the current study into pursuing or considering the use of a focus group to further observe results to have a more

considerable data to compare and analyze correctly those changes that might occur. In fact, in an akin investigation already presented also under the banner of English for specific purposes combined with the use of GBP (Minaabad & Khoshkholgh,2012); showed similar results and researchers concluded that in their context genre pedagogy has a high rate of positive effect in English for purpose classes, Thus, students were able to acquire better skills in reading and writing. Which led them to propose exploring similar contexts with different type of classes and students while integrating a similar methodological model.

A different portrayal of what a GBP study might bring to the class was the one done by Schall-Leckrone, (2017) which shows how pre-service teachers of a history class had to implement a genre based pedagogy methodology in their classroom in order to properly teach students how to identify vocabulary related to history, and how the teachers found themselves running into issues that stemmed from lack of understanding of the stages of the genre pedagogy and improper teaching of linguistic features based on content tasks and texts. The article states the assumption that there needs to be better teaching of the steps, better identification of the GBP process and the invitation to keep exploring this same type of research with other genres apart from the history one used in this research.

As observed in this section of this review literature there is a good number of studies that involve reading comprehension and genre pedagogy as items to explore, nevertheless it was of rather difficulty to find literature that involved the use these two items plus manga as well which is a gap this study is attempting to cover. Taking this into account the next section will revolver around manga being used for reading purposes in schools and to improve reading comprehension or literacy.

Manga in education

Even though manga is not new and its usefulness to learn ethics, history and even a second language has been researched locally in Japan (Armour, 2011). There is actually very little research done with manga itself in the western world. One of the initial records reported in the literature was the one done by Schwartz & Rubinstein-Ávila (2006) which explained the current rise of popularity of that literary item at that time, and that warned back then teachers to refrain using the element in class as it required a high level of understanding because of its multimodality elements, and lack of research at that time, however that same paper proposed some uses and situations in which teacher might have use such tool in their educative contexts. Nevertheless, currently there is a lot of research about manga use in the classroom for different uses and reasons in Asia and Oceania and even in the western world. This new emerging trend has been researched in such a numerous amount in Asia that there has been a lot of discussion about the overuse or overplay of this new developing trend in the classroom (Armour, 2011).

It is suggested by Armour, (2011) that using manga can be effective to learn a L2, in his case Japanese (he used manga to teach Japanese to English students), yet the discussion is driven to a point in which it can be concluded that its use in adapted languages can be equally useful. Therefore, it is certain that research exploring a specific part of language (such as reading) can be explored in a context where manga can be used as a literacy medium for students. This idea reveals a gap that was not covered in this research which is the interaction with this medium in a EFL context. The idea of using manga as supplement to traditional literature and as an assertive tool to include students likes into the educational system is supported by de Quay (2016) which

evaluated the current use of manga in the Netherlands and proposed several uses and contexts in which might be used in class.

From another context, there are other reasons to consider manga/graphic novels or even comic use in the classroom, on one hand, Williams (2008) which proposes 3 different reasons for which manga should be used in the classroom. First, there is an extensive amount of student interest in this new genre. Second, they are inexpensive to obtain; in fact, several publishers offer online visualization for free. Finally, the vocabulary used is this type of genre is often simple and easy to read accompanied of graphical context to expand meaning and understanding. Therefore, it can be said that this research shows the beneficial or helpful aspects that can be found in similar research of this topic. Nonetheless, it would be important to find out if there are some of these aspects mentioned before that could differ in the context of this research as it is possible that some of these aspects might differ from the ones reported by Williams (2008).

In this sense Lamanno & Schaefer, (2007) have a similar idea from Williams (2008) and they supported it by commenting that teachers often find themselves in difficult situations when they want their students to be interested in class. However, at the same time to provide meaningful learning that can help them to experience new worlds of literature and meaning; in that sense, he recommends the use of this type of genre as it can provide a good balance between meaningful teaching and interest for the students. Reflecting on this idea, it can be said that students' interests are highly important when giving meaningful instruction, so their knowledge becomes significant, and it can be used correctly as intended. In that same sense, our problem showed that students were highly interested in working with this format, and at the same time there were students who did not; creating a perfect balance between providing the means to

give relevant teaching to the students interested, and to provide new means of literacy

for those not acquainted with the genre.

Contributed also by Gorlewski & Schmidt (2011) in similar research in which

they gave the participants the option to choose between different types of texts with

different purposes found data that is meritorious to discuss. They argue that even though

participation of students at the time of choosing their genre of text to read is important

as well to make them evaluate previous learnings, in order to see if these new

approaches are more helpful or just a choice students make in relation with their

interests. It could be argued that is necessary to observe students' reactions, changes and

comparisons between this type of genre and others they have previously used. In our

research, one of our purposes is to detect changes students might have in regard to their

learning. Not only the reading comprehension aspect, but in the way the approach text

when caring out reading tasks.

Several specific types of educative institutions and fields have used manga as a

step-stone or an introductory reading element to involve their junior students or even

senior ones into reading more about their own fields. A case like this is the one

presented by Nagata (1999) in which he explored the teaching of biochemistry by using

several manga issues related to the topic, not only it helped to create more interesting

readings, in fact it improved overall lectures in general. Similarly, Spies (2003)

explored the use of manga, specifically the one created for girls (shoujo), to reflect the

role of feminism, interdisciplinary cultural studies, and the role of the women in

romance in different cultures. Apart from that, Kumasaki et al. (2018) discussed his use

of manga to teach safety procedures in the chemistry class to a group of young learners

in several countries. It can be said that Manga has been used in education, not only for

literary and reading comprehension purposes, in fact it has worked as an element that can be used in all fields of education, as its reach can be quite extensive.

It is worth mentioning that literature related to manga and genre, manga to improve reading comprehension or manga used in educational contexts was very limited or inexistent. The studies reviewed here shown proper scientific and procedural process and are close or relative to the purpose, items and topics of this current study. What this lack of literature tells is that there is a need for exploratory and in-depth research about this genre, item and type of literature in genre pedagogy and even English teaching education.

Considering the discussion and the review of the literature just presented; it is important to propose why this research is important in this field of literature. Firstly, the genre of manga has been unexplored in this context for a while, as an emerging new literacy that shows lots of interest and support from students, it becomes an ideal topic to research and to analyze. Secondly, it is important to discover and explore the gaps of the GBP within this context and analyze what can be improved or changed upon that. Thus, the objective is to detect changes in students reading skill through an unconventional item such as manga and to detect what aspects of these items are meaningful and worth to keep researching. Thirdly, is important because it might lead to the understanding of the needs and items that we might have to consider teaching the reading skill in our students, and it could create a starting point for similar investigations that might occur in the region, therefore creating better teacher practice, student learning and English proficiency.

Methods

In this chapter of the paper, there will be a discussion of the most important decisions and choices to answer the research questions; the research approach and how it works. In the same way, the type of design that best aligns with this investigation, and those techniques, tools and instruments of data collection and analysis. Equally, all the information that is necessary and concerned with the research about the participants of the study, both students and teacher. Lastly, it shows the complex process that the type of intervention/action plan proposed for this study deals with and the nature and use of the data that collected and how these will give pass to the analysis to report appropriate results.

Research approach and design

The nature of this current research is qualitative and focuses on description, interpretation, and analysis. It involves the collection of data in different forms to understand concepts, ideas, or opinions in order to gain new knowledge about a problem or to generate a new pathway for new researchers. The research is qualitative for different reasons; it is focused on multiple data sources, the researcher as a key instrument, the participants contributions, its theoretical lens, and holistic account that paints a complex picture of the issue on study (Creswell & Creswell, 2017). These key elements were important to identify a phenomenon, analyze its issues and propose a possible solution for them. Furthermore, this type of study aims to provide explicit data about a certain group in a specific context. Using this to reveal a clear concept of current practices of pedagogy on the context where is being done and to comprehend the topic that is being studied, its implications in the current pedagogy, how can be used effectively in class or not and it means for the existing literature and theories that support it.

It was decided that the method to be used in this current study was action research (AR). This research design was selected because of the understanding, the purposes and techniques that need to be used to gather relevant information, data and evidence that could lead to proper valid discussions and conclusions regarding this study. It was also selected considering the role of the researcher in this context in which he serves as the lead investigator analyzing, recollecting and perusing the data of the study while also acting as the lead educator proposing, teaching and doing the interventions of the methodology used in this investigation. Another reason, was the intention or purpose often common in AR which is to transform, improve or change a current social issue.

This duality of researcher and participant could be conflictive in most studies. Nevertheless, in AR its commendable that the research takes an active role in the study. Therefore, because this procedure uses this concept of action research in which the investigator takes an active part on his study, what allows him to intervene or take action in the activities proposed in the study (Halecker, 2015).

Moreover, it is important to discuss that this type of study has advantages over other types of study that could be meaningful for this specific research. Firstly, it lets the researcher to have a dual role in the study in which he is a supporting participant while remaining as the main researcher which will deal, recollect, analyze and interpret data. Secondly, it allows the practice of the theory proposed in a real context and in concurrent time, something that needs to happen in this specific research to observe if there are changes in what is trying to be observed. Finally, it determines a possible solution to the problem that is trying to be resolved while also providing conceptual results that can alter or modify previous hypothesis or assumptions already discussed in

the theoretical framework, so that it helps to study the problem and to solve it at the

same time (Miguel, 2000).

It is relevant to discuss that there are different dimensions to an action research

study that could be applied to this study when using AR. These dimensions are first

given mostly in educational contexts, and they are often discussed in this way:

individual action research, collaborative action research, school-wide action research

and finally, district-wide action research. They involve different contextual, social, and

organizational approaches to an AR in any context in which is given. They mainly differ

in the way the data is analyzed, recollected and how the action plan has is developed.

Besides, the identification of those changes after its implementation and the yielded

results (Newton & Burgess, 2016).

Between these dimensions of AR in educational contexts, individual action

research focuses on research done by a teacher or staff member, and it deals with the

analysis and discussion of a specific task and how the teacher may provide an

improvement or a solution to any issue found within this task. On the other hand, there

is collaborative action research which similarly to individual AR tries to study a task or

issue and provide a solution for it, however, differently from individual AR,

collaborative action research involves multiple persons dealing with this issue or topic

and typically a group of students, larger than just one class are observed, tested and later

analyzed. Another dimension of AR is the one of school wide research which is born

from the idea that there is a general problem within the entire school. These issues are

usually related to academic concerns of attitudinal or procedural nature, and often

involve the entire staff to be carried out. Finally, there is district wide AR which deals

with issues arising from an entire school district and it revolves around a community-

based type of study and addresses organizational problems within the whole district, in this type of research different schools collaborate for the success of the research.

Taking into account the previous descriptions of the different classes of education action research commented and in accordance to what was said by Newton & Burgess, (2016) it is fair to assume that in this specific study the use of individual action research is the most appropriated taking into account what is being researched, the group of participants, the context and the inherent need of finding a solution for a specific problem found within a class.

Bearing in mind what has been said, it could be stated that this research will be an individual action research since it deals with the study of an issue, the further develop of a series of interventions that tries to compromise this issue and provide an improvement and if possible, a solution for it. This will be done through a series of data analysis which will be collected and interpreted considering the context, participants and the proposed research questions previously proposed in a previous chapter.

Nonetheless, it is important to mention the specific stages in which action research unwinds methodologically in order to understand why its use is of uttermost importance in this research. AR unwinds in 5 stages: Initial reflection, planning, action, observation, and reflection (Adelman, 1993); these stages are a set of procedures that are still used today in research.

The concept of initial reflection appears with the idea that a practitioner of its field, find a situation, problem, dilemma, or ambiguity while they apply their skills or knowledge in their practice. These situations that arise could be a general concern, a necessity that might exist or a course-related problem. This concern needs to be made

concrete, specific and it must be susceptible to change or improvement to be part of an

AR.

After considering all the aspects that need to happen in order for the initial

reflection to occur, then you have the most important outcome of that reflection which

is the planning section of AR. This section deals with the detailed plan of action you

intend to make to observe, assess, calculate or simply evaluate the changes that might or

not happen. In this stage, there are many considerations to have into account, as

expressed before the planning must be detailed as maximum as possible. Covering the

who, what, where when and why it is just elemental.

The action phase comes after the chosen, revised, and concrete planning of what

you will be implementing. This phase is concerned with the execution of what had been

proposed in the planning phase. It is important to collect, observe and prepare previous

elements proposed in the planning phase to correctly undergo this phase. It is likely that

new insights and variables might deviate from initial preconceptions which is

commonly normal for AR. It is important to do the correct procedures in cycles in this

phase, as it is necessary to move to the next one.

In the observation phase you will do a detailed observation, a monitoring or an

examination of a recording that will let ascertain the extent or reach of the changes

proposed and how effective or not the proposed action was. There are many observation

techniques that can be used: It is also important to assume that sometimes the observer

can be the same implementer; thus, it can be a complex activity. However, AR approves

of this type of methodology in which the observer (researcher) has a more contributive

role as a practitioner (implementer of action phase).

Lastly, the reflection phase where there is a complex analysis of all the processes that have been executed and what can be their signification for the research. This phase is about gathering data that has been formed, collected, and noticed through the action and observation phases. At the end of an action cycle there is a need to reflect critically about the process that has been completed using the techniques or tools already proposed. As a result of this period of reflection and thinking it is important to decide if a second cycle is necessary; most action researchers do it as new evidence and ideas that could appear in the initial cycle. These are the stages in which action research must be carried out. Not all action research is similar and that some of them are experimental, but these are some of the general concepts and ideas that are still used nowadays when considering this research as the proper one for a study (Adelman, 1993).

Participants and context

The school where this study is conducted is a governmental accredited bilingual facility. However, it only has been certified for around a year, before that, it was considered to have a primary focus on English acquisition and learning, nevertheless it was not certified by governmental authorities. The school provides all educational services which are common in the context of the research (Colombia) kindergarten or pre-school education, primary and secondary. There are also clubs and extra-educational services for students which require it. The school is in a campus in the outskirts of the city in which is located and near several high economic neighborhoods.

The teachers at the school are well respected educators that often have a record of several years of experience in this educational context. Nevertheless, English teachers are usually young-novice educators recently graduated from their under-degree programs with exception of area leaders which are the ones that observe, command and lead in each one of their sections (pre-school, primary and secondary) these ones are

often the post-graduate professionals, who oversee the entire bilingual structure of the school.

The participants were selected from a group of Language arts class. Students come from a well-positioned socio-economic status which gives them the opportunity to travel and interact with the target language quite often. This also gives them different tools to approach and learn English that are usually not available for other social-economic groups, such as training courses outside of class in institutions, paid private tutors both natives and non-natives and finally, access to camps and interchanges based on the improvement of the target language.

In terms of their English language studies, students had a number of compulsory weekly hours which varied if the classes were in person or online based; because of the pandemic, the subject language arts which serves as their main English class had a specific and elongated compulsory time per week. However, students also take more than half of their curricula in English. Specific hours were reserved for the practice, learning and improvement of the English reading skill in which often students practiced with different type of readings, books and activities related to those readings.

Participants in the study range between the ages of 15 to 17. They were in their 5th year of secondary education in Colombia and the number of students in this classroom were of 33; 15 males and 17 females, however the focus group for this research are 8 of these students/participants, 2 males and 6 females which were recruited from the participants who wanted to take part in the study which means they volunteered. They were given a form in which they had to tick a box if they wanted to participate and a blank space to sign the consent form from their parents and themselves. Only 2 of the students from the focus group are interested in manga as an

entertainment item that they use outside of class, the rest of them are curious about the genre, however they have not interacted with that type of texts.

The educator in this study worked as the main teacher and the lead researcher using the concepts provided by the design type of an action research in which an educator can be both participant and research in his own study, to take a more active role in the investigation. The teacher has a foreign language teaching degree, at least one year of postgraduate degree education related to teaching, several inclusive education courses and currently study master's in teaching English in a public university of Colombia. He also has around 4 years of experience in teaching after graduating from his undergraduate degree and has been working in private educational bilingual schools for most of the time. Besides, in institutes that train people that requires or its in needs of learning English, these places often work with adults. At the moment of the intervention on this research, the teacher had been teaching this group of students for about 9 months.

The teacher can be described as a standard post-graduate student-teacher, his courses are Language arts which in this context is used to describe an English course in which students are proficient in the language, thus can be required to perform or achieve certain degree of proficiency that is not normal in a common ESL or EFL class. Another course he prepares is English Laboratory which encloses the practice of single-out skills such as reading, writing, speaking, vocabulary, grammar and listening, to prepare students to take an international exam such as Cambridge FCE, IELTS or Toefl.

In terms of methodology the teacher often focuses on dynamic classes for his language arts classes in which students learn the functions and real-life uses of the topics learned in class. He tries to use 50% of the time to teach dynamically with activities that are close to students' interests and needs, while he uses the other 50% to

propose strictly academic natured activities in which students usually follow pre-

stablished educational conventions proposed by the government and the CEFR.

Intervention/Action Plan

This table reflects the process of the action plan taken during the study. It shows

the event happening in the study, what it consists of and what represents to the

methodological design. A series of 6 interventions each one following the proper steps

of the action research cycle are shown. The dates, time and number of hours taken for

this intervention can be found with a short description of the event that took place. As in

appendix 1, it can be observed the planning proposed for these interventions, following

the template given by the school where the sessions took place.

Table 1

Description of the action plan

Event	Description	Stage of the AR cycle
Detection of the issue/inquiry about issue *Sometime before the start of the study.*	Observation of the issue in class leads to formulation of the problem. Needs and wants inquiry is done with students to come up with possible solutions.	Identification of the Issue
Reflection about the issue considering experience and studies *Before the written proposal of the study*	Reflection about the issue, and previous use of known approach leads to its selection and preparation for a year.	Initial reflection
Piloting of the study *Months before the start of the plan*	Planning of the study, conferring with peers and experts leads to a preparation of different data collection techniques and a	Planning

	series of interventions to be used.	
initial test done internally and an externally by an examiner.	initial-test done to determine previous state of students before the intervention.

Internal one weeks before the intervention | Action phase |
| Intervention 1
4 hours of classes + assignments and tutoring October 18 | Previous to the class technological elements were explained and tutorials were set in order for students to have access to their materials. Even though, technological issues are expected in the first session these will be resolved along the class itself.

Students will be set upon the context, taken by it with help of the teacher and individually performed the required tasks.

Students fill out their journals at the end of the day while reflecting on the session. | Action phase and reflection |
| Data collection 1 | Instruments are used to collect data and observe what changes could be done after the reflection | Observation and planning |
| | Students were prepared in terms of materials. The session went along perfectly. | |

Intervention 2 *4 hours of classes +* *assignments and tutoring* *October 28*	Students will keep working under the same context but taken by it with help of the teacher and individually will perform the required tasks both from class and the ones for homework. Students fill out their journals at the end of the day while reflecting on the session.	Action phase and reflection
Data collection 2	Instruments are used to collect data and observe what changes could be done after the reflection	Observation and planning
Intervention 3 *November 1* *4 hours of classes +* *assignments and tutoring*	Students will be set upon the context of a second topic and a second manga, taken by it with help of the teacher and individually perform the required tasks which will deepen in difficulty. Students fill out their journals at the end of the day while reflecting on the session.	Action phase and reflection
Data collection 3	Instruments are used to collect data and observe what changes could be done after the reflection	Observation and planning
Intervention 4 November 5	Students will keep working under the same context of the second manga but taken	Action phase and reflection

4 hours of classes + assignments and tutoring	by it with help of the teacher and individually will perform the required tasks both from class and the ones for homework. Students fill out their journals at the end of the day while reflecting on the session.	
Data collection 4	Instruments are used to collect data and observe what changes could be done after the reflection	Observation and planning
Intervention 5 November 11 *6 hours of classes + assignments and tutoring*	Students will be set upon the context of a third topic and a third manga, taken by it with help of the teacher and individually perform the required tasks which will deepen in difficulty and length Students fill out their journals at the end of the day while reflecting on the session.	Action phase and reflection
Data collection 5	Instruments are used to collect data and observe what changes could be done after the reflection	Observation and planning
Intervention 6 November 18 *4 hours of classes + assignments*	Students will keep working under the same context of the third manga but taken by it with help of the teacher and individually will perform the required tasks both from class and the ones for homework. Students fill out their journals at the end of the day while reflecting on the session.	Action phase and reflection

Data collection 6	Instruments are used to collect data and observe what changes could be done after the reflection	Observation and planning
Final-Test External and Internal	Internal one done on December 1	Action phase
	External one set to be done on January 31	
Data collection 7	Last set of data is taken, and further analysis is prepared for the conclusion of the study.	Observation

Data collection techniques and instruments

Taking into consideration the amount of data that a study such as action research yields, it is expected to undergo through a large quantity. It was decided that 2 techniques and 4 instruments were chosen to collect the data. First, a standardize test provided by the institution that measures the level of students' English skills as well as their levels of reading comprehension, this given by a school-based policy (document), it is relevant due to its extensive grading and analysis done by the whole English staff in the school. In a way, it could be argued that the testing itself is more self-evaluation based than certified based evaluation, nonetheless this text is provided by a recognized international test taking institution. Secondly, an audio recording series of interviews with the focus group will be listened and transcribed for further analysis. Thirdly, a teacher journal from the field teacher, which will be used to determine important moments in class, improvements, and meaningful comments after each session. Finally, a reflection journal with guiding phrases and questions to be filled in which was

provided to the participants and focus group of the study which contained a series of

questions that were aiming to retrieve relevant information about the study.

Document content analysis: Initial and Final standardized Test

The teachers from the school in which this study took place annually perform an

unofficial standardize test provided by the publisher which oversees the literature from

the school. This test is done at the beginning of the year and at the end in all the grades

and it is usually a quantitative and qualitative guide for the improvement, critique and

observation of the state of the English language in the school. It will be also the item to

analyze changes in the reading comprehension of students before and after the stage of

intervention using the qualitative data provided by the school in the results of this test.

In order to prove the validity, reliability and authenticity of this document it is fair to

mention that is one of the most common standardize tests used in schools to measure the

level of students and it is provided by Cambridge, it is unofficial because it is applied by

the school and its teachers and not official test examiners.

The standardize tests are provided by the school, however the English tutors are

the ones in charge of examining students. This test shows a range of information before

and after the study. In order to follow proper ethical concerns, there was required a

letter of permission to use this data from the school and students to be analyzed in a

study, after this process the procedure was able to continue (See appendix 5). These data

will help to identify the position in which students found themselves initially in terms of

reading comprehension, and how they will be after the implementation of reading

manga through GBP. This data will be categorized in a way that shows the difference

between students reading skill before and after the intervention. The document provided

by the school will give data concerned to the level of the reading skill of the students as

well as comments done by the tutor in charge of the examination. This will help us

gather information related to the reading comprehension changes presented in the

students both qualitative data and quantitative data that might or might not be used. (See

appendix 4)

For the initial test, it was used a series of recommended materials provided by

the editorial in charge of the curriculum in the school in which this research happened.

For this specific test, it was used a reading comprehension based one that focused on

determining which current level of the CEFR students could be located. This test

however, also contained descriptors and scoped questions focusing on reading

comprehension levels. This became one of the main reasons to use the data that will be

provided by this instrument in order to analyze initial state of students reading

comprehension levels. The test was composed of 3 phases, each one targeting an

specific reading comprehension level which contained multiple questions, cloze,

completing and fill in the blanks exercises.

Nevertheless, the final test was more of an adaptation of what was already

provided by such editorial. In general terms, as more aspects were introduced in the

intervention phase, it was noticeable that a simple general examination with similar

texts as the ones students were accustomed to before the intervention could have been

problematic and inconsequent. Thus, several texts of these materials were gathered and

composed into one while adding questions, problems and segments that were more

closely related to the ones students did while going through the phases of the genre

pedagogy. Even multimodal texts were used by this final exam, and different types of

reading comprehension activities were adapted to give students an appropriated

assessment.

Interviews: Semi-structured audiotaped interview

It was decided as the study was on-going that the use of a series of interviews would provide valuable data, considering opinions of experts in qualitative research that a semi-structured interview which could be audio taped and then transcribed; generally, yields data relevant to the study made the decision to use a series of these audio recordings necessary for this study. Not only this, but the voices of the focus group could be properly portrayed by asking them to validate their commentaries when the data was transcribed.

Semi-structured interviews hold several advantages that are often necessary in a study of this type, for example they are exceptionally helpful to gather the thoughts, opinions and perceptions of participants in regard to topics that can be sensitive or complex. Also, they allow for probing of answers in order to verify that the comments are correct and well clarified (Barriball & While 1994). In terms of validity and reliability using a similar line of questioning helps to maintain a common vocabulary between the participants.

Then, the answers can go through probing which in itself provides reliability as it allows the clarification of interesting issues raised by participants, provides opportunities to explore sensitive issues, allows clear and complete information, allows the interviewer to validate and clarify inconsistencies with the respondent's accounts and can help respondents to recall information that requires the use of memory (Barriball & While 1994). This type of interview technique aligns itself very well with the type of study and the role of researcher/teacher that the interviewer has in this study. *(An example can be observed in appendix 2)*

The guiding questions were proposed after recommendations provided by several tutors and after observing that results from a pilot interview done before the start of the project had not given the data that could be necessary for this instrument to be reliable or valid. It was noticed that having a structured interview was going to be harmful to students' voices and could lead the conversation in the desired direction of the interviewer (teacher-researcher). Although, initially the concern related to students being guided to a discussion, also turned around as observed that the discussion could be led to a tangent if there was no clear direction. Therefore, a semi-structured interview in which several, stages were going to be covered.

The guiding questions went from: ***contextualizing***, (did you heard about manga before? Did you work like this before? What do you think of the normal texts we use in class?) ***inquiring***, (How is manga compared against the normal texts, what was like to do the kind of activities we did, what did you like about the class?) ***analyzing***, (what did you think about replacing text with manga, what changed) and ***criticizing*** (what was good or bad about the class, did this process actually help you or not? What can be improved for the next time?). These questions guided the students to say what they wanted; thus, their voices could be heard. Providing a framework, although leaving space for an open discussion and flow of real voices and ideas.

Document: Students' journals

A journal is an important data collection item that can help to connect data and meaningful moments of class from the perspective of an individual and what he felt that was important to write at that moment. It is valid as it helps to correlate coda and to

create a series of connections between different types of data that usually validate each other (Chapelle & Duff, 2003).

The journal will be used as a document that will provide the thoughts and meaningful moments of the sessions in which the participants will post their thoughts, reflections and concerns after each session of the intervention on GBP. The idea of having this type of data is to present further evidence of possible changes of students' improvement on the skill and to gather important contributions from the teacher perspective which would add another level of authenticity to the study, making relation between the comments provided in the journal that might hint and create logical and interpretative connections that can be used as evidence. This would help to easily identify those noticeable changes in students' skills while comparing them to those that other data will provide.

Bearing in mind that the conditions of the international health emergency of covid-19 did not allow students to bring school items, only their personal items. It was decided then that this journal was going to be digitalized. The decision to use google forms, as a method to guarantee that students thoughts and ideas were saved, came about the concept of data reception and the facility to later download and organize the large amounts of data that these journals will provide. Students could log in and write their logs of the day with ease, only requiring a link and their tablets or cellphones, which were available to them as personal items.

The diaries contained a series of guiding statements, not questions in which students were going to write and comment about the session of manga that day going through relevant information they could provide such as: importance of the class, was the manga useful in this session, talk about the activities of this session, comment about what you liked or not about the class, comment about the genre explored in class today,

what aspects of the class need improvement or not, was the text and its activities helpful to your comprehension, make a general comment about the class in its totality. As observed each of the guiding statements wanted in a way to direct students into providing useful information while still respecting their voices in this investigation.

Document: *Teacher Reflective Diary*

The term diary and the term journal are often used interchangeably to refer to these personal records. The term log – as in logbook – connotes a more systematic type of diary, where highly specific data are input alongside specific questions or criteria (Curdt-Christiansen, 2019). Then, a diary can be considered an object or item in which there is daily record of events, and a journal a more personal artifact in which reflections can be made. In practice these terms can be confused specially because linguistically and in terms of meaning they are synonyms, however for this paper it will be stablished that a diary is a reflective account written with the objective of creating a series of records with the purpose of being used later for research.

The benefits of using diaries as a field note instrument to research applied linguistics have been explored and they have yielded results. Bolger, Davis, & Rafaeli (2003) state that diaries and journals as "self-report" instruments which are used frequently to explore and examine ongoing experiences offer the opportunity to explore an amplitude of mental processes occurring in everyday life. These explorations are time sensitive and often are required to be reflected over just upon completing the task/activity or experience that is going to be recorded, this type of instrument provides a look into life just as it is captured in the moment, something that might not be possible with more retrospective account such as interviews.

Taking all this information into account the reflective journals to be prepared for analysis focused on thoughts about the change that is occurring to the fieldworker. What was relevant at the moment and commentaries about it. Also, positive, and negative aspects that were observed and then reflected and how those issues were addressed in a later session or space.

The teacher reflective diaries were a template created by the teacher researcher taking into account the number of sessions, the time and schedule in which he had to recollect data while he was still teaching. These diaries were separated by stages of the class, and then by sessions. This will become helpful when organizing the data to be analyzed. The diaries contained a space in which the teacher summary what had happened in the class, and other space to make a reflection about his practice and process.

Ethical concerns

The lead researcher made sure to follow the necessary fundamental steps to ensure that ethical concerns were properly dealt with in the study. Initially, the participants will be anonymously presented, and any type of information regarding their identity will be dismissed. They will be disclosed by random initials when discussing them in the data analysis and finding section and any information given about them were disclosed respecting the barriers of anonymity. Their ages, sex and education were only used as means of contextualization; however, they will not provide in depth information about their identities.

In terms of reliability, the standardize test is approved by international pairs and is one of the major English-language tests in the world; thus, it can be said that results

are reliable. The test is provided by a in house publisher in the school and it works as one of the major developers of English as a foreign and second language in the world. It is fair to point out that the appliance of the test is informal and not official as it is applied by the school and tutors from this same one, and not outside examiners. However, the results, comments and data provided are analyzed by different teachers in order to avoid biases when correcting students that those teachers might know. The data has validity as it will help us to identify qualitative information about the progress and the level of the English reading skill in which students find themselves after doing their tests.

Lastly, even though participants were underage they were made to sign consent forms themselves and were allowed to be willing participants of the focus group or if they wanted to, they could opt out. Also, their parents were informed about the study, and were asked to allow or deny their children the opportunity to be part of it *(see appendix 5)*. After having a considerable number of willing students with their parents' permissions, a consent form was developed and signed by both parents and students. It was also important to inform the school of the use of their facilities, documents and students' information for the analysis and production of this study. Finally, after having the willing participants, parents, and school; the focus group was randomly selected from those willing to participate in depth.

Data Analysis

This part of the study will discuss the procedures taken towards the organization, preparation and classification of the data obtained to be analyzed. Firstly, it will discuss the procedure to analyze the document: teacher journal, which contains a series of thoughts and reflections pre-post and while the sessions were happening as discuss in the previous chapter. Secondly, it will discuss the nature of the second technique used, interviews which were a semi-structured recorded series of interviews with the focus group that happened after the interventions were over. Thirdly, the preparation of the data obtained by the series of student journals, and how both the data of the participants and the focus group were organized. Lastly, the discernment of the useful data provided by the initial, and final tests done by the participants by the collection and classification of a series of comments, and qualitative analysis.

Technique: Content analysis on reflective Teacher Diary

The reflective teacher diary which consisted of a written digital diary separated into the 3 stages of each session in which the teacher/researcher documented after a time of reflection the things that happened in the class and what he thought was more interesting, worth noting and commenting, also while reflecting on his practice and aspects that needed to be changed session to session. These diaries were done digitally after the sessions or interventions were over and stored both online and locally for data safety procedures.

These diaries were separated into files determined by the number of the intervention, an example of the process of organization is this one: ***LOG_S1_A-B-C***. The diaries were conformed of 3 phases noted in the interventions. The initial first two

hours marked by stage **A**, the last two marked by stage **B**, and stage **C** which was office hours and tutor time for assignments which was often, however not always, done online.

The diaries were separated in this way after a long reflection post piloting of the study, in which several stages were noted while doing the pilot, usually stage A was reserved to pre-reading activities and setting the context, also the while-reading activities together with the joint/individual reading sections of the GBP cycle. Next, B stage was reserved for joint/individual construction and post-reading activities, and stage C was left for control of the genre and the critical reflection part, and activities in which students put into practice their reading comprehension. All these consisted of 6 hours for each session.

The aim of using this type of instrument relied on attaining a series of steps that could prove extremely useful for the data needed in order to answer the questions of the study. It is important to mention that for this study a diary is a form of reflective log in which often a set of personal records that reflect highly specific data alongside relevant questions or comments is used to determine or to find a series of specific information (Curdt-Christiansen, 2019).

After several faulty processes, it was decided that a series of data designs could be used to completely approach a reliable, valid and ethic study. Firstly, there was a ATLAS.ti coding which was performed by transcribing the journals into the previous proposed stages and sessions in this way: **Stag_A_Session_1,** an example of this can be observed in a**ppendix A.** Secondly, a thematic analysis of the codes and nodes by using ATLAS.ti as a Computer-Assisted qualitative data analysis software (CAQDAS) this was done mainly to manage the amounts of data provided by this qualitative study and to easily repose them in one single file repository as proposed by Baralt (2012).

The decision of using thematic analysis for this project comes from the idea proposed by Braun and Clarke (2006) which presents the approach as a method of analysis essential for novice researchers such as the teacher/researcher of this study and also that it provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data.

For this initial stage of the data analysis process and for the purpose of providing useful and meaningful data to read in this paper, it was decided that only journals from the 3 first sessions were going to be analyzed. Mainly, taking into account the extent of the data, this would have proven hard to accomplish in the allotted time, however the analysis through the ATLAS.ti tool provided interesting preliminary results.

Technique: Content analysis on a student journal

Reflective journal writing has been a widely used instrument both in qualitative and mixed methods research. It presents an opportunity that other instruments tend to not portray, and that is direct commentary without intrusion from the participants of the study. Not only that, but in the ESL context, they have been extremely useful to develop both written skills of participants and to have a clear conceptualization of their thoughts about a certain subject (Farrah, 2012).

For this study, it was rather difficul due to the complications and protocols given by the authorities due to the covid-19 pandemic to provide with physical journals to students in which they could gather and provide their thoughts in a more concise and private way. Therefore, digital means were used in order to comply with both the necessities of the school and government and the access to the information and data of important relevance for this study.

In order to obtain similar thoughts to the ones that could be provided in a student journal which contained guiding questions and statements that help or procured a good self-reflection about the sessions. Then, a google questionnaire was created in which a series of reflections based on the sessions and classes could be provided by students. These questions or statements did not direct or created bias towards the student, as they only provided a space to comment about the processes after the sessions were over.

For example: ***State moments of the class that you liked or disliked, would you change anything from the class (topic, teacher, material or activities)***. The questions, and statements provided with a guide of what to write, not a direction that the student could follow, this was noted and changed after the first reflection in which students did not write a lot due to lacking the content, guide and maybe eloquence to write about all aspects of the class. After a short reflection in the planning-act-reflect process, it was decided that these spreadsheets were going to contain directing statements or questions, so students could gather and provide better reflections and thoughts.

As stated before, this was done through a google docs questionnaire. They were several pertinent reasons to choose this type of journal writing, instead of the common one that uses a notebook or a proper physical journal. The context in which this study happened, was still not completely recovered from the covid-19 emergency, thus it did not allow any class item to be passed between teachers and students. Each student had their tablets or cellphones available, making the use of electronic mediums necessary and almost mandatory. Considering the options, using google forms was the soundest option taking into account the data that was going to be acquired. This data was only downloaded in an .xlsx format to be properly observed and analyzed while maintaining a correct order of comments, thoughts, and participants thanks to the use of this format. The data of the focus group (FG) were catalogued with a nickname; after which session

they provided those reflections, such as follows: **Cat-S1, Emi-S1, Fiona, S1.** Inside

each document, it can be found the statement or question they were answering plus their

thoughts and reflections about it.

This data was analyzed further with the help of a thematic analysis done through

ATLAS.ti which could help to identify important codes and nodes that can become

further thematical structures that can be discussed later in the data analysis and findings

section. Using this type of technique can yield purposeful information and data that can

serve to answer the questions this paper is trying to answer.

Considering the social, economic, and public issues that the students, teachers, and

society in general were going through at the moment of the application of this research,

it became extremely difficult to break the public health rules proposed by the local

government. Even though students were attending to walking in sessions of class, they

could not share class items or use any object that might spread the covid-19 virus, thus

it was decided that the journals were going to be done online with the help of Google

forms and phones, and laptops which were allowed in class due to their private and

personal use nature.

This also proposed an advantage in the collection and organization of the data,

the journals consisted of a google forms link provided by the teacher each session which

directed them to a forms questionnaire that let them talk about the session, class,

activities, and teacher. The students needed to log in with their google accounts which

helped to organize the information of each of the participants, thus providing a more

accurate description of the events, comments and opinions.

The data that resulted from these journals was six files from each participant,

taking into account that the information of the whole classroom was collected. It is then

fair to clarify that only the data from the focus groups is the one that has been selected, organized, and prepared to be analyzed. Thus, folders with the names of the participants Emi-*J, Lana-J, Rhian-J, Fiona-J, Cat-J , Leah-J* were created and in each one of them there was the .csv file with their journal and after what session it was done. Meaning that if I were to find the information about what *Leah* said after the last session, I had to direct to ***Leah-J > Session 6 > leah-j6.cvs***

This provided the required organization to have the data ready to be analyzed thematically later, and also it made sense taking into account the large amount of information available.

Technique: Interview, Semi-structured audio recorded interview.

The aim of using semi-structured interviews was to let the conversation unfold in a way that it could offer important and relevant data to the study. This would also let participants explore aspects that were important for them in the study, with a focus group these discussions tend to become informal with a facilitator that keeps the conversation moving, however not directing it (Longhurst, 2003).

For this discussion, the researcher-teacher met with the focus group students through a video-conference app in a time of their convenience due to the complications related with the covid-19 pandemic. These sessions happened 3 times in which the research-teacher met with 2 participants each time to have a 30-minute discussion about the whole process that happened with the sessions implemented. Students answered some of the semi-structured questions, but from there the conversation moved alone. An in-site extension of the same video conference application was able to get all the conversation, thus facilitating the first transcription and collection of what was said. A second review was done a couple of weeks later by the researcher-teacher to detect that

nothing was missing. This data was stored as follows: **Emi-Lana-Int1, Rhian-Fiona-Int1, Cat-Lea-Int1.** These denominations corresponded to the persons that were in that interview session, in order to identify and properly code and stage their comments for further use later in the data analysis section taking into account several factors such as the researcher being a junior investigator, the type and amount of data and what was going to be the possible outcome, it was decided that a thematic analysis could be fortuitous for this instrument.

Taking into consideration that walking in sessions were shorter and that the amount of time students were present in the school was scarce and used wisely. Then these interviews were conducted through the google meets app which students were more familiar with and the one that provided the best and more reliable in app-built transcription system in order to capture all the data provided by this method.

The interviews were done after the application of the action plan and after students were done with the term in which this happened. Students met with the teacher in an afternoon session, some questions were prepared which will be observed in the Appendix #3. However, the objective was to ask one or some of them and let the conversation run its course with the points that could come up during the talk. These interviews were done in pairs however the last pair had connection issues and ended up with individual conversations for each one of them. Thus, the talks happened this way **Emi-Lana-, Rhian-Fiona-, Cat, and** finally **Lea.** Even though these students are well versed on speaking English, the interviews were conducted in their L1, in order to better capture the essence and meaning they could provide with their comments.

Using the in-built system that transcribes or automatically creates subtitles of what is said in a meeting on google meets, the information of what was talked and said in those interviews was collected. This then was copied and translated into English to a

file in text form, thus preparing the information for analysis. The final Files could be found like this **Emi-Lana-Int1, Rhian-Fiona-Int1, Cat-Int1** and **Leah-Int1**. The interviews that were performed in pairs lasted for about 30 minutes each, however the ones done individually lasted no longer than 15 minutes.

Technique: Document / initial-final Tests

The data for the initial and final tests were staged and prepared taking into consideration that the only data that was relevant for this study was the qualitative one, thus the scoring and mathematical comparisons, were classified and organized but not with a quantitative objective.

For each participant a series of commentaries, changes, and the level of reading comprehension from pre-interventions and post-interventions were organized in a series of documents. This data can be access with easy when the phase of data analysis starts giving a chance to easily retrieve any information of the cognitive and procedural process of one of the participants before and after the sessions.

The files were organized in two ways, one that contained the information of pre-intervention of a participant and another one with the contrary. Next, an example: **Emi-Pre-1** and **Emi-Post-1.** This allowed quick and reliable access to the information of each participant if necessary and could let the archives be categorized efficiently in an external analysis tool such as Atlas.ti.

As explained before as part of their curricula students need to be evaluated in a similar manner as how they would be evaluated in common English proficiency international exams. These exams, especially the ones provided by the publisher the school is subscribed or in relations with tends to evaluate the reading comprehension part in

terms not only of grammar, vocabulary and other aspects, but mainly in reading comprehension levels, to actually detect issues with this part.

The test often consists of 3 readings, each one with at least 1 set of activities and questions that evaluated the students' level of comprehension. Thus, the first reading with a small level of complexity will often evaluate the literal level, the second text a more complex one often carries the most questions, focuses on the inferential part. However, the last which is a longer text, has only few questions but mainly focuses on the critical part which often involves student direct intervention apart from just marking an answer, however this is not always.

The results provided by the distributor vary, mainly the quantitative ones are the ones that are given to students, and parents, however in order to have better learning outcomes, to approach differently these issues in class, teachers have access to a different assessment that can be identified depending on the score and how many answers students got well in that part of the exam. It is fair to argue also that this exam approaches reading comprehension levels on a scaffolding manner, this meaning that it believes students cannot achieve a higher comprehension level, if they have failed a previous one. Thus, many times students with high scores in inferential and critical are deemed only literal understanders because they fail at that first level of comprehension.

For the preparation of these documents, students' results were organized in a folder with each one of their names, a table was created in a document that showed what was the result in the initial testing and the one obtained in the final testing. Also, the scoring chart based on the reading levels, was copied, and pasted in the same file for easy access and understanding if necessary. Thus, we have files depending in the participant's name: ***Rhian-preandpost-1.*** This once again, allowed for easier access and better preparation for the analysis.

Validity and reliability of the data

In order to promote a more valid and reliable process while using Atlas.ti these were the steps taken to properly analyze the data. First, all the possible codes that could have been created for the interviews, journals and diary. Secondly, the codes were revised, and it was made sure that they connected and related with their correct citation in order to prevent the link with the citation from being removed, were a code to be eliminated. Thirdly, after making sure that no code could be eliminated anymore, the processes of creating family of codes, which in itself is a long process to then create thematic families. In this process it was observed that a code could belong to several thematic families which then will relate with their correct citations. Fourthly, thematic families were revised in order to check that no code in each family might have been incorrectly cited, linked or connected to something it shouldn´t have been. Fifthly after families of codes and themes have been creating, the software can already provide their visualizations (mind maps) in order for the researcher to finally create an argumentative explanation of the relation in the themes and codes, the topics seen in the interviews will start to connect, and the information observed in diaries and journals will start to make a narrative connection between them.

As observed, the process of creating and using Atlas.ti followed the correct structure, verification and diligence that using a software analysis for research purposes should have. It was important, as well to comment that this process had the verification of several tutors and double review of the main researcher of this project. The purpose of this was to correctly determine that most of the codes, themes and specially use of the software was being correctly implemented.

Findings

This section discusses the findings obtained through the thematic analysis of the

data mentioned in the previous chapter, except for the initial and final tests which used a

content analysis based on the data collected. This analysis was done using a computer-

assisted qualitative data analysis software (CAQDAS) named ATLAS.ti which provided

the necessary tools to manage the amount of data required to do the data analysis of this

research. The number of words analyzed were 10273, the word or phrase mentioned the

most in this 3 first sets of data was "different" with 11 entries closely followed by

"easy" with 8. In the next Image 3 there is a word frequency map of the concepts that

have been put into nodes at the moment provided by the software.

Figure 3 *:*

Wordcloud taken from ATLAS.ti Software

The section will be organized as it follows. Firstly, the main and initial question

will be answered using analysis of the different type of data gathered with the

instruments. The starter question to answer is: How does the use of Genre-Based

Pedagogy while reading manga might promote the development of literal, inferential and evaluative students' reading comprehension levels? – This section will start discussing what recurring themes were found by extracting, picturing, and summarizing the findings that were of importance and relevance in the thematic analysis. For this question the data from instruments of the initial and final testing are used. However, all the other data sets such as student, teacher journals and the interview transcripts analysis will be used to depict a better picture of the findings.

The second part of this section will discuss the two sub questions of this research: What changes in 10th grade students' reading comprehension levels might be observed while reading manga through Genre-based pedagogy? And what changes in students' reading practices when approaching reading tasks may be observed through the implementation of multiple reading sessions using Genre-Based Pedagogy? – In order to present the findings of these two aspects, all the data sets will be again used. This on account of them being helpful to characterize the findings from the voices of all the participants and the teacher researcher.

How does the use of Genre-Based Pedagogy while reading manga might promote the development of literal, inferential and evaluative students' reading comprehension levels?

To answer this question is necessary to bring about the voice of students and to represent their ideas and what they thought through their comments, diaries and annotations was significant in their process of attaining a better comprehension of texts. It also important to mention that the participants had no notion of what reading comprehension levels were, thus their voices will be interpreted through the lenses of

the researcher to achieve a better level understanding and to properly portray what was found.

Reading Ease

This theme appeared throughout the whole analysis as something that was fundamental or at least a pillar of what the process of genre pedagogy through manga had accomplished. Whereas in many cases the participants did not have the words or technicality to comment on their reading comprehension levels, they were ready and eager to comment in what ways this new approach had help them to improve. For this theme 3 aspects were found. Firstly, how the images, pictures or graphics complemented the readings. Secondly, how fun to read these mangas were according to students. Thirdly, how less time consuming the process of reading, analyzing, and performing tasks was then in comparison with the traditional method.

Starting with the illustrational aspect of this research, the graphic aspect of the manga was not one that initially was accounted for, at its best was just something extra, different that gave manga a sense of uniqueness. However, according to the participants this specific aspect helped them to overcome and to achieve better results and comprehension. When analyzing the data, it was found that between the data journals and the interviews students mentioned the word image, pictures, graphics or synonyms of these ones around 200 times. Initially this helped to contribute the codes that created this theme; however, it is still an important aspect that needs to be discussed; some of the students stated:

"Honestly, I think is better because is easier to read and more fun" – ***Emi***

"Yes, because it complements itself with images" – ***Rhian***

"The images give you like another point of view to understand that same information you read, like when a character says they are fine, but you see their face and obviously they are sad or something, so you understand better or at least more." – *Cat*

"It is easy to get lost in the conversations, but as easy to understand by just looking at the pictures" - **Leah**

As observed students were aware that the images, pictures, or visualizers were helping them in their comprehension of the texts. As expressed by their voices this can be extremely impactful in several senses. In the literal comprehension level, it helps students with a lower proficiency to understand words and situations in which they lack the language control to easily read what is being said. For higher skilled students the images become a second level of interpretation to the text.

Therefore, it helps them to go beyond it, maybe to infer what is happening or what is about to happen, as a contextual feature like an image offers more than a piece of reading to understand what is beyond the text. Images, drawings, or pictures are multimodal tools that can help to improve the reading comprehension levels specially when exposed to a genre pedagogy through manga (**See appendix 6).** Furthermore, results presented previously from the initial and final tests also confirm improvement in students reading comprehension levels.

It was as well in fact the use of the genre pedagogy which provided the opportunities for improvement in terms of reading comprehension levels. As shown in the methods section, it was fairly easy to accommodate the genre pedagogy to the needs and requirements of students, the phases of reading comprehension and the activities proposed in order to improve these skills. It can be argued from the point of view of this

research that genre at least in this context can be effectively combined with reading comprehension strategies in order to improve this skill.

In terms of setting the context, it was fairly easy to accommodate this category to the activities often done in the pre-reading phase of reading executed with any genre. This combined with the planning presented in this action phase portrayed a very solid setting the context and pre-reading phase in each session for the students, as shown next.

Mention things you liked or dislike about the class.

"I really liked the activities we did at the beginning like the video about terraforming, and the game about space and planets, like a I had no idea that something like that could happen, I learned a lot about space in those minutes" – Leah, journal #3

This was not the only stage in which the genre pedagogy showed that it was able to promote changes in students reading comprehension or better reading ease. In fact, similar cases throughout the phases of the genre pedagogy phase can be found. The data for these next examples was extracted from the 3 instruments and they represent the thoughts and opinions of the actors in this research.

Deconstruction or modelling phase: *"it was easy to understand because of the images, often I have to pay a lot of attention to the teacher, but the images made the text easier"*- Rhian

"Students *do not need my explanations to know what they must find in the text in order to better understand it. For example, they find the who, where, when and why of the manga texts, very easily" Teacher*-researcher

Joint and independent construction: "*I recommend to keep doing the activities like the one in which we finished the manga story by drawing something different, and then we wrote a different ending and the whole class presented their own ending, really funny activity, the teacher´s first ending, the one to practice was the craziest one"* – *Fiona*

It can be argued that genre pedagogy in equals ground with the combination of all the aspects in this research provided the tools, moments and spaces for students to flourish in terms of reading comprehension levels. However, there is still more to keep arguing and processing in this aspect. What changed in students or at least what observable changes were recorded and analyzed. Nevertheless, it can be said that there was a perceived change in the reading comprehension levels of students both recorded by journals and interviews, as well as the own admission of changes by the teacher-researcher.

This of course helps to answer our main question and provides meaningful insight into answering how the use of genre pedagogy promoted the students improvement of their reading comprehension levels, both from a systematic change in the way they approach their classes and their daily reading easiness which in a context such as the one in which this investigation happens could prove extremely meaningful and even socially impactful for the actors of this study.

What changes in 10th grade students' reading comprehension levels might be observed while reading manga through Genre-based pedagogy?

To start understanding what results and what changes or not came about the application, instruction and process students went through in the six class sessions of six hours each. It is important to understand at least to a point how students were before the action plan was carried out and how those reading comprehension levels might have changed or not by the introduction of a genre pedagogy through a narrative instrument such as manga.

The initial test of reading comprehension based on a well-known standardize test from the publisher that is stablished in the school in which this research took place is composed by a series of 3 parts one for each comprehension level and that varies in the number of questions each exam. For the first test students performed, the one in which the problem of this study was based. The scores, data and numbers were the next ones, an example of the test can be observed in ***appendix #4.*** Firstly, let us observe the number of right answers for each comprehension level and the aggregate score which puts students under a certain level of the European common framework of reference for languages.

Table 2 initial-test and final-test results

Participant	Literal L.	Inferential L.	Critical L.	Reading L.
Emi	3 of 7 – 42%	4 of 8 – 50%	1 of 5 – 20%	A2+
Lana	7 of 7 – 100%	3 of 8 – 37.5%	0 of 5 – 0%	A2+
Rhian	6 of 7 – 85%	4 of 8 – 50%	1 of 5 – 20%	B1-
Fiona	2 of 7 – 28%	1 of 8 – 12.5%	1 of 5 – 20%	A1+
Cat	3 of 7 - 42%	2 of 8 – 25%	1 of 5 – 20%	A2-

| **Leah** | 4 of 7 – 57% | 4 of 8 – 50% | 2 of 5 – 40% | B1- |

As it follows these are the observed changes in students reading comprehension levels before the action plan using manga through genre pedagogy. Regarding the thorough analysis effected in the CAQDAS; these are the thematic pillars encountered which pointed the data to a specific direction. Firstly, the discussion will take place in the *feeling of change* both perceived by the teacher-researcher and students. Secondly, the inquiry will move towards the sense of *reading ease* encountered. Thirdly, how, and what *class mechanics* changed due to the introduction of this new methodology. Lastly, a recurrent theme in the data was also, *negative feedback* that came about with the new methodology and narrative texts being used.

Feeling of change

As it will be observed in this section of the findings, it was noticeable after the thematic analysis that several codes and themes were directing this research to a recognition from all participants that there was indeed a feeling of change. In fact, this was presented in several ways such as: students' approach to the classes, the way they read which as configured by themselves like a "new way of reading" and the feeling that the teacher´s methodology and materials were different.

Starting with the way students approached classes. It was observed that students identified a switch as commented in their journals *(see appendix 5)*, right from start as early as session 1. However, this sensation of change becomes more apparent for them between sessions 3 and 4 which were around the middle point of the intervention.

Table 3

feelings of change

Participant	# of session	**Semi-structured guiding question:** Anything that caught your attention about the class?
		Comments
Emi	1	I felt more comfortable reading because of the manga, it was easier. It made the *class* less heavy.
Lana	1	Sometimes I don't pay attention and I have to read again, but these last *classes* with the text I didn't.
Rhian	1	The methodology that the teacher used, weird to have a *class* with him like this.
Fiona	3	Very efficient way of reading, in the school they have never used something like this in any *class*. Images are so helpful; I had all the time to finish my activities.
Leah	3	The way the teacher started the *class* and when it ends, everything makes sense
Cat	4	I wouldn't change this type of *classes* for the normal ones, no way. This session was not the best of them all, and still, I prefer this to the normal ones.

This table contains evidence provided by the data acquired from the thematic analysis done previously. It aims to exemplify those findings related to "feelings of change" as previously introduced. The reflections displayed here are translations of the word's students put into their journals, they have as much fidelity as the original description intended.

This theme started from the mark in which the analysis software detected that at least in the 6 journal entries recollected, there was an elevated number of the word "class" or its variations. Coding these artifacts, helped to make the realization that most of the discussion was gearing towards the apprehensive awareness of students realizing that the classes at least to a point, were different. Now, whether these changes were tailored in a positive or negative way, became the focus of deeper analysis of this specific thematic pillar.

Nor did only the students' journals showed that a sense of changing was occurring in this class after the sessions started to be implemented. In fact, changes were akin to the teacher researcher in his journals as well *(see appendix 1)*.

"I don´t know if these are things of mine, but I think that the class is more organized specially in the middle point, like it flows more. So, that they read and then do processes of those readings is always super awkward, however right now with the mangas and the type of activities that focus in improving their reading comprehension, maybe I can say that the class feels more efficient or at least more organized". – Teacher journal, session 3.

As observed in this extract, the feeling of shift in class conditions is also understood and felt by the teacher. Even though, his feeling goes more towards the easiness in which classes progress and how those end up affecting the students, there is still a feeling of change that is recorded in writing. Furthermore, this sense of change was continuous throughout the sessions and ends up being relevant up until the last intervention. In the next examples there is a showcase of this being recorded in written form (*see appendix 1)*

Session 4

"They felt a little bit uncomfortable when I started the class different from when I was doing it in these sessions, but as soon as they noticed that we were going to keep working with the manga and the structure I usually follow of the genre pedagogy cycle, they felt in place again and they are working normally again. It is pretty positive to me that they know what what is they have to do in this little time of doing the classes like this."

Session 5

"For example, the session today was separated in several hours with spaces between them and because the phases or class structure was already organized or known to them, I did not have to tell them anything. They already had an idea of what they had to do which is pretty good."

Session 6

"When I was in my office after the class was over, some students arrived to bring me an activity that they had to hand me out, and just by a chance they asked if the next year we would continue to work with manga, to which I answered positively."

As observed in the previous extracts it can be said that the feeling of change was not only observable through students' lens, conjointly with the teacher researcher this sense of new founding class archetype had left a sense of change in the lessons to improve their reading comprehension. The overarching discussion was that classes had changed somehow, however this changed was not evaluated until final sessions by any student or the teacher researcher himself as positive or negative. However, there were positive incarnations or comments about these changes in the overall discussion of the whole process once the interventions were over. Students reflected this on a semi

structured interview which was then transcribed and analyzed through the analysis tool

being used in this research. From this analysis it was also possible to determine themes

related to the feeling of change in these final interviews. In fact, it was more assertive

and clearer as students were openly asked what they thought about the whole process.

Answers ranged between the positive and a sense of alternative. These are some of

those positive comments that were found in these series of interviews and that were

thematized as a sense of change.

Table 4

students' interviews

Participant	Question	Translated answer
Emi		*The activities are ok, they are not complex nor long. Also, I think this type of texts and the manga is a very striking way because we learn so much more that we did not know before. It is very good.*
	What did you think of the activities, genre and type of texts seen in class?	
Cat		*It was a very creative class, everything looked to me to be very good, and I felt in this way is different, better, and so much more dynamic and fun.*
Leah		*It was adequate with what the class, the readings and what the teacher tried to teach us, really cool that we don´t stay with only one type of reading, structure or knowledge. It´s better this way, like something approachable to us, then academics and full preparation for exams. As it should be.*
	How did you felt about analyzing different type of texts apart from the manga?	
Fiona		

Honestly, the reading, analysis of texts and comprehension of them, it is easier and more fun.

As observed students noticed small changes that were positive for them and that were important to highlight in the final interviews. It is important to notice that this specific group of students consider classes being more dynamic, different to the usual, creative and that in a way catches their attention to be a driving focus to perform better in such topic, activity or language they are learning at that moment. Therefore, a lesson following the genre approach in combination with the manga is one that covers those aspects for them, thus making the classes better in their own perspective.

In their own experiences students commented and supported this idea of classes feeling different, in fact "**Leah**" one of the focus group students commented on a positive note something that encompasses the feeling or perception that was commented by most of the group in the interviews *"I sincerely believe that the classes before you used that dynamic were like "what are we going to do today in class?" "what is the teacher going to make us do?" "what boring thing is he going to make us read this time?" the first thing you think of is how overwhelming it is to know and yet not know what the teacher is going to do. many times, they are boring things and now "today is class with Jeanpi, everything is cool" "let's tell him to do something fun today." we all had more fun in class."*

As mentioned before, a class that is fun for students in this context could be considered as something positive and that is enriching in their learning and understanding. Nevertheless, this was not the only case or notion in which a student commented on a high note the positive aspects of the interventions. In the next extract,

student **Cat**, is commenting about what is her perception of manga, and if its something she would like to keep using in class: ***In fact, yes.. like for example with the manga that you used.. the one that was about bullying and all that.. that one is related with ethics and not only that there are words.. that well … we learn the meaning in English ... new vocabulary… and yes, yes it is very useful so, I would use it again for sure.***

As portrayed before, using manga as a genre in a narrative form was a medium to keep using a format of genre pedagogy in class, however students noticed that in itself, manga is a proper alternative to the common texts they usually are accustomed. Additionally, this small extract reveals that in fact, for her this alternative tool in class was useful, it was even more revealing in the sense that she implies that there were language elements that were improved for her. Pondering the question or at least it arrives to the point where there needs to be a clarification, did these students improve in their reading comprehension levels post interventions?

In the next visualizer there will be an observation of what were the results of the initial test applied to students, once again based on an international exam provided by a renowned publisher that is related to a school (***see appendix 4)*** and next to them a comparison of the results after the interventions were over, and thus a final test was applied. IT refers to initial test and FT refers to final test.

Table 5

scores in terms of reading comprehension levels

Participant	Literal L.	Inferential L.	Critical L.
Emi	3 of 7 – 42% IT	4 of 8 – 50% IT	1 of 5 – 20% IT

	6 of 7 – 85% FT	5 of 8 - 62.5% FT	2 of 5 - 40% FT
Lana	7 of 7 – 100% IT	3 of 8 – 37.5% IT	0 of 5 – 0% IT
	7 of 7 – 100% FT	5 of 8 – 62.5 FT	2 of 5 – 40% FT
Rhian	6 of 7 – 85% IT	4 of 8 – 50% IT	1 of 5 – 20% IT
	7 of 7 – 100% FT	4 of 8 – 50% FT	0 of 5 – 0% FT
Fiona	2 of 7 – 28% IT	1 of 8 – 12.5% IT	1 of 5 – 20% IT
	3 of 7 - 42% FT	3 of 8 – 37.5% FT	1 of 5 – 20% FT
Cat	3 of 7 - 42% IT	2 of 8 – 25% IT	1 of 5 – 20% IT
	7 of 7 – 100% FT	6 of 8 – 75% FT	3 of 5 – 60 % FT
Leah	4 of 7 – 57% IT	4 of 8 – 50% IT	2 of 5 – 40% IT
	7 of 7 – 100% FT	6 of 8 – 75% FT	2 of 5 – 40% FT

Taking into account the previous table, there are some aspects that can be highlighted to comment on this process of change. In terms of the literal comprehension

level which as observed is the one that went through most changes in this process, of the 6 students of evaluated of this focus group, only one scored the same as before the previous intervention whereas the rest slightly improved their scores. There are many conjectures to why this happened, however as expressed before students were having an easier time understanding the text, due to the images, visual cues or simply by language simplification.

In fact, one of the guiding questions in their student journals was if they had understood better the text or not. The 6 students agreed that they had an easier time understanding the text, in fact *"Leah and Emi, commented that the images themselves were big helpers, and Cat argued that most people are visual learners, thus this was an easier way for them to achieve comprehension".* So, was the literal level of reading comprehension improved after being exposed to a series of interventions of genre pedagogy through manga? At least to the sense of students, teacher comments, discussions of the process and a initial-final testing that clarifies this, it can be said that this group of 6 students improved in the literal level, at least to a slight margin.

On the other hand, the inferential reading comprehension level had mixed results, these varied in several ways. Firstly, even though 5 out of the 6 participants improved their level, acquiring a higher score. It could be considered that some of these scores are still quite low, taking into account what is required from students in this type of text. At least a third of the participants (2) still scored averagely and low according to the scoring rubric of this exam. From these two, one of them improved, the other remained the same.

However, these mixed results are also accompanied of a majority of students that in fact improved and scored higher and in a good margin. Generally, the process was effective as it actually helped and did not delay any students, however the results could

still improve more for this specific reading comprehension level. In their student journals students had a space to talk about their analysis of text and ability to make inferences. Out of the 36 entries for this focus group that discussed this specific part, 94.44% of the entries had positive comments discussing this specific aspect, comments such as:

*"It was marvelous!!! It felt like we were preparing for some international tests, or even the ICFES or SAT. I went like you must pay attention to this because I might need these skills later" – **Leah***

*"Honestly, I consider that I can understand most of this texts that the teacher presents me now, I can analyze other types of text just not manga and go beyond of what is written, like the one in which the student was getting bullied and only if you read the text very well you could understand what was behind words" – **Lana***

As read before, the argument that the different use of texts that shared the space of the interventions with the manga helped students to be introduced to other genres, however it was also a tool to help them analyze better the text and go beyond of what is written in literal words, which is the change that was being looked in the inferential reading comprehension level. Thus, it can be argued that for this specific reading comprehension level, the process was somewhat effective, what is left to observe to determine if this type of intervention can properly create changes in a group of students of similar context is to extend the number of interventions. So, students of lower linguistic skill can achieve a better level up to a point as interventions are more extensive.

Therefore, can it be said that the inferential level of reading comprehension improved after being exposed to a series of interventions of genre pedagogy through

manga? It did, however there are some limitations that need to be discussed and studied for further discussion and to properly claim that indeed this process was effective in the same way as the literal level improved. However, the data analyzed and reported here, shows that this sensation of change, was not in vain and that students improved in several senses not only in the cognitive sense.

Finally, the critical reading comprehension level. From the teacher journals a similar revelation was promptly assumed by the teacher-researcher as he explored in his comments and reflections, how difficult is to progress or teach this level, no matter what type of methodology is being used. *"I did some activities that were trying to improve or redirect students more towards the critical comprehension level, however this is truly difficult. After all this level is usually the most difficult to attained, it feels like it does not really depend on what materials is being used, it will be difficult nonetheless".*

This extract or this difficulty was exposed in the results, even though students were more confident on their ability to properly evaluate readings and to show comprehensive judgement at the end of the interventions; this was not reflected in the results of the final-test. However, is of due argument to discuss this feeling of change students had over this reading comprehension skill.

*Well.. I feel good, the one It was difficult.. eh it was.. in the question of.. it was something of completing... filling... we had to make up something according to the text and things like that... because I was in the air... like really hard... however I was able to do ... because I read again and I kind found what I needed to do that last one.. I feel good. **Cat – Commenting about her ability to do critical reading comprehension tasks.***

Similar to other students, **Cat** had trouble when she remembers trying to do the type of tasks that were usually directed towards her critical comprehension level,

however she felt confident that she had performed well. This feeling of "it is difficult, nevertheless I can do it" was the mantle most of the group participants took with this skill and it reflects, once again that there were feelings of change, both on their process to perform on these tasks that would have been extremely difficult for them earlier.

Nevertheless, this aspect or feeling of change was not properly shown or at least represented in the scores students got in the post-intervention for this specific skill. From the 6 students only 3 improved, however they scored still quite low taking into consideration that answering this type of question is required to achieve a higher proficiency level in reading according to the exam standers and the CEFR which is what is based on. Apart from these 2 students remained with similar scoring after the interventions in this specific reading comprehension level, cognitively or at least down to an academic level, there was no change for these two students. Lastly, one of the students underperformed in comparison with the pre-intervention, there are many aspects that could have affected this scoring however, these one will be discussed in the limitations section of this study.

Taking into account the scoring for this specific reading comprehension level it can be said that the interventions were somewhat effective, however the results were not as promising as they could have been or were expected both by the participants and the teacher as exposed by the next extract from the journal of the teacher-researcher. *"I know teaching the critical comprehension level is difficult however, for this session, which is the one before the last one, I have noticed that the students are becoming better at the type of tasks that revolve around this specific level which comforts me because I was thinking this skill was the one that is going to be the less developed because once again it tends to be the harder one"*

The critical comprehension level itself could have been researched further, and in itself at least half of the focus group showed positive improvements that could have been even better with more work and time in this specific skill. The use of manga created a sense of change and a switch of methodology next to the genre pedagogy. However, this skill tends to be difficult as it needs to be complemented with lots of other resources whether these are textual, visual or of any genre, this skill requires a lot more work to be improved upon even further. For this reason, can it be said that for this study the critical level of reading comprehension improved after being exposed to a series of interventions of genre pedagogy through manga?

The answer at least for this study is inconclusive. Even though the data shows improvement in at least 50% of the focus group, it also shows contradictory elements with the rest of the participants at least in the academic terms. Still the feeling of change was present for this skill as well, there were also pieces or arguments that can be proposed as to why the feeling of change could have not been all positive for this specific reading comprehension skill both from the participants and the teacher-researcher, although this feeling of change is present at least to a perceptional sense or personal feeling, it was not represented in the scoring for the post-intervention test.

Finally, another feeling of change that is important to mention in relation with the pre and post intervention tests is the final CEFR level in which the group of students were appointed after the process. The scores provided here are only for the reading comprehension skill, as it is the one that concerns this study. In the next table it will be found both the scores students achieved pre-intervention and post-intervention according to the scoring chart that the test makers provide for teachers to classify their students.

Table 6

levels according to scores and the CEFR

Participant	initial test	final test
Emi	A2+	B1+
Lana	A2+	B2
Rhian	B1-	B1
Fiona	A1+	A2+
Cat	A2-	C1
Leah	B1-	B2+

There are several aspects to consider from this information. Firstly, in a sense these results also show a change which is visible and obtainable, yet it also helps to picture the sense of change those students and the teacher felt during the whole process. In fact, students were given their scoring levels during the interviews, the sense of change was visible and in general all students took it extremely well, as they had accomplished something that was once hard. Student participant **Cat** mentioned this when hearing her score of C1:

Teacher: *well yeah.. you accomplish the objective to improve, you got a C1 on that one… I know those readings… maybe you were familiar with… we saw that vocabulary in class… but you still got a good score.*

Cat: *For real? Wow that is nice. I am glad I improved honestly I thought I was not going to do it, because the whole thing was easy, but very difficult… well not difficult, like different, you know and…. Well I was not expecting this. Because you know.. ajá…*

Taking into account the findings found in the literal, inferential and critical reading comprehension levels, can it be said that there were observable changes? The answer is yes, mostly positive changes, but also one of them that needs more exploring

before reaching proper conclusions. However, in the general terms and what the initial question was looking for, it can be said that there were indeed changes and as observed and portrayed, students properly went through changes in their reading comprehension levels when exposed to a genre pedagogy through the narrative tool of manga.

What changes in students' reading practices when approaching reading tasks may be observed through the implementation of multiple reading sessions using Genre-Based Pedagogy?

In order to answer this question several pieces of information that were already analyzed will be brought forward. Initially, the themes for this sub question were categorized as mechanisms of reading or way students read. Yet, the overarching thematic pillar that was constructed after careful analysis and coding came about to be something more related to the practices students portrayed more and more after each session of this project. Thus, this part of the findings will be focused on those changes that were found in students´ reading practices when approaching the readings tasks, they had to perform for the sessions of this intervention. The findings that will be discussed are as follows. Firstly, timesaving and the encompassing perception of it. Secondly, class stages in the GBP and student independence and how closely together these are. Lastly, manga as an "fun" alternative.

Timesaving

Properly analysis of the data provided by the different instruments rendered findings of significant importance. The codes consistently managed to find a path conducted towards this specific thematic pillar. Whether it was referenced in a phrase,

directly mentioned or strictly answered when questioned, all data suggested that the process had rendered this important reading practice in students. For example, in many instances in the student journals, even as earlier as session #1 there was a consistent voice from students to portray how useful was this process for their time saving.

Leah: I felt good with the class, more comfortable with the manga and I had leftover time to complete everything.

Fiona: It´s a little bit harder in this way, however at least like this I had time to do everything.

However, it is also worth mentioning that not all participants agreed with this connotation. In fact, there was a challenge to this claim that time was more than enough with this type of text:

Rhian: I have to learn more English or something, because my classmates finished early and had time off. Because of the format of the manga I found it more difficult to read and it took a lot of time.

In a way these conflicting results shows us that the process was not impregnable, especially with students that were not familiar with the type of text being used. In a sense this shows that the process requires further improvement, especially in initial stages. However, the comment also shows that this timesaving aspect was happening in the classroom. In fact, it presents itself as something of value that the student aims to acquire if he achieves similar proficiency to his classmates.

The product of timesaving as expressed by students is not one of luxury or of easy access. Classes tend to be shorter and fast-paced which gives the sense that students are always on a rush, in this context. However, this model of genre pedagogy through manga answered positively in their ability to do tasks, perform well under the

allowed time or to simply to be able to properly manage their time under a time-consuming class such as these reading sessions tend to be.

In fact, as observed in the interview all students talked positively about the ability to use time well when doing the sessions *(See appendix 3).* So, in a sense it can be argued that one of the changes observed about students reading practices when being exposed to a genre pedagogy through manga is the ability to save, manage and use time well.

Class stages and student independence

Rarely, reading sessions tend to be more freely independent as the way these ones were. In fact, due to the context in which classes happened, even though there were plenty of hours to develop a full session of reading a manga, plus tasks and all the stages in which the process of reading happens, more often than ever these sessions had to be divided. The number of hours in which these sessions happened was usually of 4, but they were separated in two blocks of two hours. Hours that were often separated by the break or lunch time. Therefore, these sessions had to be separated by stages which often followed a rhythm that combined the genre pedagogy structure, the parts of a reading session such a pre-reading, while reading, etc and the development of their reading comprehension levels with scaffolded and complex tasks.

Due to these aspects students were already accustomed in session 3 onwards to what was going to be done next, which in an academic sense gave them a sense of independency and separated the class in stages they were already expecting, thus preparing. As commented by students in several on their student journals, the process and classes were becoming more methodological in a positive manner. In fact, when asked to write what they would change about the class methodology, no student of the

focus group mentioned anything negative or that the classes should be changed in some way or somehow.

Students also commented about the sense of independence and how the type of methodology being used was the cause of this. When asked about what their thoughts about the methodology these were some of the comments extracted from students' interviews (*see appendix 3):*

"I liked the methodology the teacher uses, that the classes are connected" – Rhian

"The methodology used in session #2 was great, the video then a manga to read which is similar to the video and its super fun overall" – Fiona

These comments are brought to coalition to understand the voice of students, these ones are the ones that observed a positive change in their independency when carrying out reading tasks, specially connected to the class and the process happening in it. As mentioned by *Cat* in one of her journal entries for session #4:

*"I liked the class because usually when we read in other subjects, the teachers just let us read and then we don´t do anything else. The class passes and I get distracted because I am not doing any other thing about the reading, here with teacher **** we didn´t have that because I was always doing something by myself"*

This extract is a perfect example of how students were, in one way or another portraying a sense of independence when doing tasks related to improving their reading comprehension skills, serves as comparison to notice what happens in other classes in which reading has to be done, in comparison to these ones affected by the interventions. Students had to be wary and preventive to be on the tracks of what was being done in class which gave them control or autonomy.

Similarly, to what students notice as observed in appendix 1, there was also a sense of class staged by the teacher researcher. To a sense this was even encompassed in the way the teacher journals were created and was expected to happen this way due to the class conditions observed in early piloting of the interventions. As observed similarly in appendix 1, it was observed that students were being more independent as early as session #2.

Then, it can be argued that the link in students' independency and the staging of the class is not one directly observed or that can be concluded as to be completely accurate. Further research should be done to determine if a preparing a genre pedagogy class to improve reading comprehension can somewhat change students' autonomy. However, for this research and this group of students, the change in their reading practices was noticeable and argued both by themselves and the teacher researcher. Thus, it can be said that student's autonomy and independence was a change brought over in their reading tasks performance thanks to the intervention of a genre pedagogy through manga.

Fun or "dynamism" in class

This thematic pillar concerns the class dynamics when performing reading tasks, as analyzed through the data recollected by the different instruments, this theme appears as recurrent mention in students' observations and comments about the class. However, it also draws from the conclusions observed by the teacher-researcher and the general discussion that happened post-intervention with the interviews.

The data supports the idea that the changes in class dynamics led students to create a sense of dynamism or fun as they recalled it. This idea is supported by the constant mention of "fun", "interactive", "dynamic" or "creative" which tends to be a

simplification for the number of tasks, different type of activities directed to their

reading comprehension levels, and use of different technological and physical tools

when compared to their traditional system of learning for reading comprehension.

According to the student journal entries, there was at least one mention of the

previous mention terms in each entry for each participant of the focus group. The data

directed this important finding towards a sense of contribution to students reading

practices. The definition of "fun" created by students in this research supports the idea

that this "fun" was properly aiding students when resolving their reading tasks, thus

improving their reading comprehension levels in general as all the tasks were directed

towards this goal.

Fiona: I don't consider these activities bad or good, just creative and different. –
Session 1

Well, for me this way that the teacher uses is a very entertaining way to learn

about what the teacher is teaching – **Session 6**

Cat: I loved the technique which the teacher used; he gave us some time to make

up a point and then we socialized it immediately. I consider that despite I got many

points wrong, I enjoyed getting them wrong, its more the feeling of realizing how easy

they were and all the sense that they make; having understood everything it's fun

though. *(Close translation to a series of written thoughts)*

Leah: I think this is a more creative and easier, I learn better this way because I

understand better.

Rhian: These types of activities are more interactive which is better for our

cognitive development.

As observed students voiced were pretty similar in the description of this process. In addition to students also commented on how this helped them to achieve better understanding, comprehension or simply to improve. Thus, it can be argued that the "fun" or dynamism contextualized in the session of this research, achieved or help students in their own voice to acquire better understanding or to improve in their task resolving.

Nevertheless, it is important to notice that not all sessions, and not all students found all the activities equally fun. It would have been quite difficult to create a planning that could have covered students' sense of "fun" or dynamism completely. For example, for session #5 which revolved a lot in student interaction and participation in the pre-reading stages, these were some of the comments:

Emi: I didn't like that we are using this whole new strategy to learn the English language. However, I see it as a transitory way to learn, I am hoping we can go back to learn a bit more traditionally or like in previous sessions, today was not for me.

In this sense similar comments, annotations and remarks were found and put under scrutiny. This does not mean that the overarching lessons were not "fun" or did not provide any significant change in students skills. It appears to be isolated cases in which specific sessions were not of the liking to some or individual students, apparently for the type of activities used in that session.

Even so, it can be said that there were changes in students reading practices throughout the interventions, as observed, and presented before. Students went through several changes; however, it is also important to mention that not all students perceived and passed through these changes at the same time, or even went through all the changes. However, according to the analysis was possible to determine that this focus

group of students had changes in their reading practices in order to perform better at their reading tasks.

The voice of the students themselves supports this notion, even so the results of an already presented final test also present a more hard-data source that can argue these changes in this group. It is also worth mentioning, that further research is necessary to observe these changes in more detail. To detect other themes that were not completely solidified, however they could have been also part of students' changes in terms of their reading practices. Therefore, it can be said that there were multiple changes in students reading practices such as timesaving, work independency and dynamism after being exposed to genre pedagogy through manga over a series of reading sessions.

Discussion

A narrative genre based on manga that aims to improve students reading comprehension levels was not exactly a specific niche that had been explored before in ESL/EFL research. However, many genre pedagogy researchers based on the same context of this research, and similar ones had been exploring with research of similar importance, relevance and characteristics. In the same way this research shares similar findings and limitations that help to contribute, and attest the field, however at the same time it also has its own elaborations and provides a path for more extensive research, as it will be discuss next.

One of the first insights that can be attained from the findings is the fact that this research followed a similar path to the exemplary ones mentioned in our literature. Similar to Alvarino Ochoa & Fontalvo Pérez, (2017); and Benítez & Hernández, (2017) this research followed similar findings when contemplating students reading comprehension improvement and the overarching importance that the tasks or activities had in the process. In fact, similarly to those studies, the one in question proposes that in a context such as the one of this research is possible to acquire positive advancements in students reading comprehension abilities. This comes at not surprise as, it has been done in genre pedagogy since its early conceptions; nevertheless, the implications are not the same.

How important was the GBP cycles in this process, and it became meaningful and lasting for students? Did their practices changed, and did those new practices help them improve? Do texts of similar nature to the manga, such as comics and graphic novels provide similar results? And did the proficiency of students contribute to the improvement of their skills, whether they had been exposed or not these sessions? something that will be commented further in the limitation section and implications. It

is important to highlight that the study provides a complex and hard realization, and it provides more questions that need to be asked.

First, the context and type of participants of the study could have affected the findings. It was clear that genre pedagogy is functional and provides multiple solutions to contexts of similar such as the one proposed by Menco-Haeckermann, (2021) which reflected how genre pedagogy paints different results when properly administer in contexts of high-English proficiency and better socio-academic conditions versus a typical Colombian context.

Therefore, this is brough forward to reflect if the same process could have yielded similar findings in a different context in which students proficiency level is not as good and students do not have every tool at their disposition. This comes from the observation of the data and the findings, and how evident is that for the students participating in this study, genre pedagogy and manga as a medium to improve their reading comprehension, is an alternative to their current studies. However, the questions remain, could this be in another context a solution to a problem, just not an alternative?

Studies previously shown in the literature for this paper such as the one of Minaabad & Khoshkholgh, (2012) portrays the idea that high proficiency students and low proficiency ones can generate different type of results, both will improve, although at a much different pace and both with different meaningfulness. Therefore, the claim this part tries to make, is to further expand this study into a different context, is important to observe if the study is replicable, however it is also of equal importance to see what enhancements or diminishments this type of research can provide in multiple and different contexts.

In a different light, another aspect was noticed in the study, and it was students´ independency, even more so, their autonomy. As previously observed in Alvarino Ochoa & Fontalvo Pérez, (2017); and Kartika-Ningsih & Rose, (2021) this seems to be a natural result for any prospect classroom that revolves around genre pedagogy to improve or fix any issue set around the improvement of reading or writing English. It is possible to argue that this research supported this claim and extends an invitation to more complex and complete research that can solely focus on this sense of independency and autonomy that seems to be common in studies of this nature.

Therefore, the field of genre pedagogy could help and identify a new line of inquiry in which students benefit personally and academically thanks to the introduction of a genre pedagogy in their classes. It is possible to argue as well that further research in an extensive level is necessary to determine if these conjectures could be real and thus provide a deeper insight towards this sense of autonomy described by participants, researchers and that seems to be equally found in studies of similar essence.

Now, the state of the field is effectively growing and there many aspects that can be covered to fill gaps that other investigations have not covered, or that might open the pathway to further research of similar nature, even a contrarian one. Nevertheless, the qualitative nature of this study was selected as the data was mostly focused on personal experiences and the voice of its participants, it could be of great importance to establish similar research focused on a different nature and that could combine both qualitative and quantitative aspects to provide a more complex report, analysis and conclusions. This does not hinder the study in question, instead opens a door to possible in-depth research that can enact a bigger view to the issue in question in this research.

Another point that is worth discussing is the use of manga as a narrative genre in this study and how this one can lead many important paths to create new knowledge,

meaning and techniques to improve more than reading comprehension, furthermore they can be explored to improve any aspect English language, and specially used to improve content based learning as explored by several authors in this study such as Kartika-Ningsih & Rose, (2021); Minaabad & Khoshkholgh, (2012); Sadeghi et al., (2013); Schall-Leckrone, (2017) this studies pointed out how relevant for those specific content based programs, studies or classes the use of genre was, however in the same line it is important to explore, if this effect works similarly using the genre of manga, which as observed in this same study can cover multiple type of genres, not only the narrative one. It can explore multiple type of texts, arguments and ideas while still conveying a sense of leniency by providing visualization and contextualization to what is being read.

Along with the idea of using manga based on content for programs, it is important and as showed in this study that manga can be used to introduce new genres of texts and can help students and teachers explore new ways of teaching a class through the genre pedagogy as similarly expressed by Nagata (1999) which in itself did not use genre pedagogy, nonetheless it helped his class to understand a type of literature that had been of difficulty and of hard access to become more entertaining and meaningful. It implies that lessons, and introductions to new genres do not have or need to be academically inquisitive and strict. In fact, they should create a sense of naturality in the students; similarly, to what it did to the participants of this study.

Furthermore, manga should be also explored in realms outside of language learning and teaching. In fact, as provided by the multiplicity of topics deal the use of manga in this study that range from science, art and school bullying to survivalism, chemistry, and mathematics. Manga should be explored in all fields of educations concerned with surrogates to the classic literature, activities and lectures that often remain staples in basic courses, should pay attention to the use in manga in their class.

Even though it works as a substitute or second item to use in class as explored by

Kumasaki et al., (2018); Spies, (2003), there is still a necessity to explore further

changes in our context, genres and fields of education. Specially in western culture, in

which manga or any graphic type of literature is still barely being used in the classroom.

Although, manga, as an item in this research was a tool that helped us explore

the multiple changes in students reading comprehension levels when being exposed to

itself, nevertheless, it also became a central point of the research that participants

themselves highlighted. The current state of manga as an educational item, at least in the

west, it is almost non-existing. Still even so more, when EFL/ESL is brought to the

discussion. Such a tool that resonates with students, even teachers at some cases must

be researched further in our context in order to provide enough solid groundwork, so it

can be expanded through other theories, methods and techniques that can also augment

its use as an educational tool.

Yet, it is important to not take for granted that its original purpose was to

entertain and that it might become more depending on how it is used as proposed by

Armour, (2011). Thus, this research evokes the sense that manga must be further

explored in other aspects, as its mechanism of reading, motivation and diversification of

content can provide amazing alternatives to traditional reading as mentioned several

times in the findings of this study.

Conclusions

This research provided enough evidence and solid qualitative data to determine that genre pedagogy can be implemented through manga in order to improve reading comprehension. It aimed to observe if changes were possible, due to the conditions, context, and situation in which the research took place, most of the data was composed of a combination of primary, secondary and tertiary sources. However, despite this the original meaning of such recollected data remained, and it showed how positive some of the changes were, and how others contributed to several important aspects of the participants academic and social attributes.

The study implies that manga can become an excellent narrative genre that could balance and become an alternative tool to the current mainstream texts that can be found to teach English and any other important content. It exposes the easiness or sense of facility in which readers can comprehend texts, and then provide enough understanding through a series of tasks that can attest to this understanding. It also claims that there is a motivational aspect that stimulates readers to keep reading, understanding, and analyzing the texts and information found in manga.

Even though, the study implicates that manga can be diverse, alternative, and different to traditional methods, it does not prove or claims to be better than a usual text to improve or learn to read. Nevertheless, it does approach this gap with a question and a necessity to explore how this type of alternative text can improve academic or any other type of aspects of its readers. As shown by this small sample, it does create a positive sense of change and alternative.

Except, when it does not, which is a limitation that needs to be accepted. Most readers, students and people interested in improving their reading comprehension tend

to not be familiarized with the type of text which can be an issue that drives them apart or completely out of reading a manga. Thus, it is important to notice that not everyone will find this type of text amusing, positive or even different to a traditional text.

This research also admits and understands that the conditions in which this research occurred, it is the optimum context in which this research could have taken place. Students' proficiency in the English language is high for the standards of the country of the research in question. The students are familiar with teachers and staff doing research; thus, they tend to over behave and provide the best possible conditions for the study. The socio-economic conditions around the school and students provided time, materials, and proper circumstances to have sessions without interruptions and to the best of its possible academic momentum. Then, it is necessary to understand that the outcomes and implications exposed here, are done so through lens that could be very different in other contexts.

In that sense, the study proposes additional and supplementary paths that can be observed through the lenses of other researchers, contexts, and situations and that can shed light to different understandings, meanings and voices, so a more complex understanding can be done of the different issues at hand. Such the importance of manga in combination with genre pedagogy, how does genre pedagogy provide the conditions for students to find their own autonomy in the process, tasks and readings or how does manga can become an interesting alternative for the different type of texts that are used to improve or achieve better reading comprehension.

This study presents solid groundwork for those interested in continuing exploring the subject in advance, and provides enough data, evidence and use of an alternative tool in combination with a known methodology of teaching in order to paint a small stroke that could start the beginning of a bigger painting.

Another significant factor that belongs in this chapter are the further lines of research that can be spawned from this study. Firstly, as implied previously in the literature, Morris, (2016) explored the idea of how different it would be, if genre practice, analysis and deconstruction is done through digital vs written physical means, elaborating the convenience and multimodality that can be found in the digital media vs the written one. As explored in this research, the context in which this study happened provided the conditions to conduct it with all the necessary materials digital or physical. Thus, this gap is present in this study, as the results could have varied in different ways if the school would not had access to the resources to complete the phases of this study.

Secondly, as proposed by Armour, (2011) earlier in this paper. It is of great, urgent and necessary importance to start looking for alternatives in the classroom in which manga can be used. Even though it was suggested by this author that manga opens up the doors for more interesting language learning choices, and as observed throughout all the findings of this paper; manga does propose a different, although still left to prove "better" alternative. It is of importance to reflect and ponder questions that could lead to several or similar research in which manga is taken on its own and can be introduced as an alternative to language learning, not only for reading comprehension purposes.

It was proposed by de Quay (2016) that manga in education will open up barriers that were closed before, it would help construct better pillars that were there before or that simply in some cases it will be just a different view of the landscape that has always been available to teachers, however never used. Having a series of investigations that cover the implications of using manga in language learning could work start creating a similar proposal and practical guide specific for language teaching, as it was proposed by this same author.

Thirdly, another powerful implication is the level of interest portrayed by students when dealing with this type of text, and how this can be an effective tool to acquire authentic, cheap and meaningful vocabulary without having to spend extensive number of resources (Williams, 2008) . This could be of relevant importance in zones with little technological access in terms of tools and internet connection. Most mangas are distributed for free online, and they can be either visualized or downloaded in a large quantity of ways which would give students the chance to access this type of texts that could help them benefit in a plenty of different manners.

As observed all these findings, can be meaningful considering the fact that the context in which they happened leaves gaps that must be covered to observe: firstly, if the battle between physical reading against digital one can shed light into different outcomes in the changes of students reading comprehension and practice as it will be extremely different to do this type of research in a school with the resources into one which does not. Secondly, the search for alternatives to help students improve in their language learning will always be a welcome initiative, as presented in this paper, manga can indeed become one of them. Nevertheless, further research about its use in class still needs to happen specially in schools in contexts similar to the one of the current research. Lastly, it is important to determine the usefulness of manga as an alternative when compared against other mediums of reading comprehension considering its accessible nature, and the low-cost efficiency that could improve students' acquisition and learning of languages.

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Appendixes

Appendix 1 – Teacher Journal Template

Date: October 29-2021	Topic = Terraformation of mars
Summary of the class	
The class had a rough start in a way. Even though students were advised and told several times to prepare the materials necessary for this lesson, came to class without their electronic device or the app installed in their ED. Some 10-15 minutes were taking trying to solve the issues with the materials and properly setting up their devices. Students were sent videos, and a self-made tutorial on how to use these apps, however many of them dismissed the information and came unprepared. Anyhow, after solving their issues the class started. It was an interesting beginning; I think students were eager to see what I had come up with this time. They tend to be prepared for me to do something different. I started the lesson and between the pre-reading activities and the while reading ones, students were actively participating. It was quite a sight as is often not the case. It could be also that the ones face-to-face were the focus of the class entirely. The rest were watching the same lesson, but pre-recorded. So, in a way students face-to-face had a better process I think.	
Stage reflection	
Class started well, I began with the video and several students decided to participate and contribute with my questions. The topic was weird for them, but it was directly correlated with the vocabulary they had to learn. The students had some issues with the right to left reading from the manga, but quickly overcame it. The deconstruction stage and while reading phases were tough. Some students were dispersed in the class and they started to talk or move while their classmates were working. Nevertheless, all of the pre-reading and while reading activities were completed.	

Appendix 2 – Lesson Plans Template (school based)

LESSON PLAN FORM N°1

Name of the teacher: Jean Paul Oviedo

Grade: 10th grade

Number of students: 31 students

Average ages of students: 15-17

Level of students: A2, B1, B2

Unit number: 9

Allotted time: 10 hs

Topic: (Space and beyond)

Goal: Development of reading comprehension

Standard: I read and understand narrative and descriptive texts or narrations and descriptions about different sources that are familiar to me, and I understand short andsimple argumentative texts.

Basic Learning Right: It recognizes specific information in oral and written short textsabout topics of general interest.

General Objective: By the end of this lesson 10^h grade students will be able to go beyond the literal meaning of the text to make inferences and critiques about the work they are reading.

By the end of the lesson students will be able to…

- Comprehend that a narrative text follows a simple structure of orientation, complication and resolution even in a manga.
- Identify the structure of a narrative text
- Record information related to circumstances, location, and time from a narrative text of interest.
- Distinguish the types of vocabulary related to the current topic.
- Share information with a peer about main events of a story and how they can be related to real life events.
- Work collaboratively to improve their reading comprehension.
- Express changes in learning after reading process.

Assumed Knowledge: Space, universe and futuristic vocabulary

Description of language skill: Listening, reading, speaking and writing.

Reading strategies: highlighting, predicting from the text, identifying main ideas/events.

Language elements:

Lexical items related to the topic: reported speech and connectors. Episodic time and setting in time. dates or expressions

Language Features: structure of reported speech with present, past and future, processes: material, mental, relational

Resources and Materials: Digital board, projector, tablets, worksheets and handouts.

Class stages	Text stages	Text deconstruction	Teacher role
Contextualization: introduction of the topic and warm-up and pre-reading	Pre-text Pre-reading phase	**To introduce the new topic (space and beyond)** The teacher will explain the students what they are going to do, and what they will learn in this class. Purpose of the reading: The text is about a group of misfits that are sent to mars in order to terraform the planet, as slowly but surely earth is dying. When they arrive there, they find multiple challenges and a new species that they must survive and report back the threat to earth. Through this text, students will start to infer information and create a critical level of reading, as they explore the different activities and the text.	**Field** What do you think is the topic for this unit? What do you guys need to understand this type of texts? **Tenor** Who is this manga directed to, people who like what? Can we observe any cultural values in this text? What is the relationship between the participants? **Mode** What is the language used?

	Pre-orientation	**Contextualization** Students watch a small YouTube clip which shows possible situations and probable outcomes of the "terraforming" of mars. The teacher asks questions such as: Do you know what is "terraform"? What did you think of the video? Is it possible to terraform a planet in real life? You think that it will be possible someday? Have you heard before about this scientific approach?	
Building up subject matter knowledge.		In order to create a clear link between the video that they watched and what they are going to read, students are presented with the file containing the manga cover and follows with the next: Teacher presents a manga called "***TERRAFORMARS Vol.1***"	The teacher makes sure that most students know the type of text that is going to be read, which is manga. It follows a different type of reading than normal texts. From right to left, instead of the contrary.

		What do you think of the cover? *What type of story are we going to read?* *Do you think those are the main characters?* Students are shown a couple of images and are asked about the possible story plot. **What can we infer from these pictures?** **Do you think this story is realistic, sci-fi or what?** **What can we expect from these characters and what we can gather from the cover?**	
Deconstruction	While reading	Students are given a handout with several activities that will be perform before reading, while and after. Students do a guided reading, which is done easily as the written text covered is not much. Teacher reads back again and gives support when students seem lost, or he deems necessary. Teacher leads students over elements of importance in the text that students might have inquiries about.	Teacher reads with them until a certain event in the story. While reading teacher asks students to check the words in italics, and to make a bank of them. As they could be important. **Structure of the text** Narrative text- Manga Students identify the structures of the narrative text and observe if they happen with this chapter of manga.

		Detailed reading	
	After reading	After the reading, students are asked about contents explained in the text such as "overpopulation, terraforming, etc." The teacher asks students to observe the images and extract meaning from that. They write the possible meaning in the worksheet given before under activity #2 Then he does a small linking activity in the interactive board with real images that reference the terms. Students write their own idea of the meaning after checking with the teacher in activity #3 in the worksheet. As done before the teacher ask students to find the where, when, what, why, and who of the story and report it in the space on their worksheets. Later, students are asked to infer in the worksheet the probable reason of why the author wrote this story and they justify their answer. Targeting the social purpose, the text must have. Lastly, the teacher shows students an adapted reading of the manga, which contains a question of inference. This one connects both processes of reading comprehension and genre pedagogy.	They use the space on their hand out called activity #1 to re-write what happens in the orientation, complication and resolution. Students identify lexis that shows: Reporting verbs Space Technology Terraformation And thus, they select relevant information. Identify, underline and mark title, main ideas, secondary ideas, dates, key words, explanations, etc.
Joint Construction	Sentence making		

		Students use words from the unknown word-bank to create with the teacher sentences. They learn the meaning of the words, and how to use them. The teacher presents images from an upcoming chapter of the same manga. Students are asked to use the learnt words to write possible passages to those images.	The teacher is a guiding role, and lets students build their own knowledge.
Independent Construction	Paragraph Discourse level	Students are shown a text in relation with the topic from the manga. They will select one of the author's arguments and write a small response for or against it using previous learned vocabulary. Examples are provided for a guided practice.	The teacher provides instruction in the guided practice, but then lets students be independent in their projection of the text.

Appendix 3 – Interview Transcript templates

Transcription of audio recording for post-intervention reviews

Conventions for this interview transcription

(?) talk too obscure to transcribe.

LOUD sounds

? rising intonation

Hhhhh audible out-breath

(left hand on neck) body conduct

.hhh in-breath

[notes, comments]

[overlapping talk begins

] overlapping talk ends

(.) silence, less than half a second

(..) silence, less than one second

(2.8) silence measured in 10^{ths} of a second

:::: lengthening of a sound

Becau- cut off, interruption of a sound

he says. Emphasis

= no silence at all between sounds

Session: Post-action plan	Participant: Cat
Date: 25/11/2021	Length: 16 minutes
T: refers to the teacher **P + #:** refers to the participant (s)	

T: Okay, well… Cat. The idea is that I am not going to ask you for anything specific. I want to talk about the last period… [

P1: Aja…]   *[Regional muttering to confirm understanding]*

T: you know… when we started the things with the manga until we finished with the last test that we did… the one that you did in the English classroom. [

P1: Aja…]   *[Regional muttering to confirm understanding]*

T: I will ask you questions related to that and the idea is that you tell me your opinions, thoughts with complete honesty and no filter, so don't worry about that... all right?

P1: Aja…

T: Ready, then? Well my first question is…

Before my class or before all my teachings or lessons … ahhh .. What was it like… what did you know or were you aware of manga?

P1: Eh… I already knew it before, mostly because I like those topics [student refers to the narratives often found in manga such as comedy, action, etc] and because I am also related with the topic of kpop and all that.. I like the Asian culture, then I decided to investigate in general.. not only korea, but Japan, china and all that.. then I already had knowledge about the manga, anime and things like that…

T: I understand.. And:::: now talking about something different from this… you know that … it could be uncommon that a teacher arrives with a manga and says, hey let´s read this story, different if I arrived with the iliada or this other book [

P1: Ujum..]

T: Then, my question is…

How did you see that… how did you fare that I brought or use that… [the manga] we used a text like that in class?

P1: Well it was pretty cool, dynamic as well because .. it is not always .. the same dynamic that .. of the same book .. that also has to be with the culture from here .. same books, same texts, something different .. to you know.. to climatize, it is cooler to know … a little bit of everything.

T: yeah, yeah sure. Hey, in reference to what you mention with the books, or type of texts that we usually use, you know like when I make you guys practice a reading from TOEFL, Aptis or IELTS and I bring you that super academic text… [

P1: Ujum..]

T: How.. how do you see it usually? What do you think of-

P1: Eh:::.. not a fan of that .. because I like when things are more dynamic, I learn faster , but when you have to, you have to. [She laughs]

T: Well.. ahh.. yes true my idea is that you compare this process of manga, and all those tasks that we did, because I didn´t bring only manga, I also brough manga plus a text of that type [

P1: Yeah.. Uhumm]

T: That combination of that object with the manga plus the tasks and all that.. what do you think of it? How was that process and how did you feel?

P1: Well, to be honest, I thought they were well. I liked them.

T: Well and now, talking about the manga, do you found it positive, negative or something that can be used in class? I mean not only in English class, like teacher William [Arts and Crafts teacher] can come with manga to class, and explore the art of manga or maybe in the ethics you guys.. have to read a more complex manga that makes you reflect moral topics, do you think this could be an educative tool?

P1: In fact, yes.. like for example with the manga that you used.. the one that was about bullying and all that.. that one is related with ethics and not only that there are words.. that well … we learn the meaning in English .. new vocabulary… and yes, yes it is very useful.

T: oh so you think it helps with English, that is functional?

P1: Yeah, yeah.

T: Now talking about you, like for example next year.. you would recommend this manga sessions to your peers ?

P1: yeah of course, like obvious I would.

T: I think you have said a lot of positives, however I ask you. Did you find anything negative? Something you did not like, something that was extra or some process that was not well or it was missing? What could it be that?

P1: honestly, your classes I have no complaints, to be honest those were the ones that I enjoyed the most. Especially last with the manga because those are topics that I love and I am very interested in them.. honestly I love those classes because they were dynamic.

T: Well now.. talking with the lessons, with all that happen with those final ones, you did not find anything like was… oh teacher remember we do not liked this.. or that..

I don´t know… something like that… try to remember this last term… those readings sessions, maybe there was something "out"

P1: Well, no.. the activities.. that were according to this topics… oh well.. how do I make myself understood… ehhh … they were well, they were not like.. oh such a tedious thing.. you get me? … it was something simple…

T: Sure..

P1: but because .. you know it was last term.. maybe everyone just wanted to finish the year and they were … being lazy .. and then..

T: I understand.. well when you were going through this process how did you feel with your process of reading? Were you more what? Something changed ? worse or better?

P1: better.. I mean like I tell you. When I was doing the last exam, the last one that you did, I also learned a lot of things about the things that were in the manga and then in the reading, I learned new vocabulary which I usually don't read .. and like that… yeah better.

T: Yeah well, we did not go out our way to .. see other topics that were not from the book. We read manga and things from the same topics from the book, space, science and class environment right?

P1: yeah exactly..

T: yeah that last one, the bullying one.. right?

P1: Yeah, yeah..

T: class environment and issues ..

P1: yeah and not only the readings, and I wanted to comment you about that, but also the vocabulary of the crimes [a manga had a lot of vocabulary about crimes] because I started to watch a series about that and if you had not explained or we had not read that before .. I assure you that I would have been blank, I would have been.. like what is that or what is the meaning of this.. and thanks to that I could understand the series much better and it was really cool.

T: Well .. the idea is that you guys apply all those knowledge and it is functional… well talking about that same thing..

Talking about reading, and your process.. I don't know.. eh.. you think this type of process and tasks.. next year with other classes maybe from the start of the year.. or with other teachers that use this.. you think this could improve your level of reading or make it worse.. I don´t know.. maybe it would be the same? Or just an alternative.. to the normal readings we have..

P1: that depends on the level each one of us.. have like for me… it would be normal … it would be the same because.. I am good at English.. however it also depends on the topic, somethings are just new to me.. so it depends of the topics.. like for example if is a topic like politic or of social studies… that would help me because I am bad at those, I would be learning … knowing more of that topic.

T: So it is more like a "depends" right?

What about the classes in itself? What do you make of them? What could you recommend for those sessions to be better?

P1: Well I liked when you … do more activies of.. you know videos that you put videos with subtitles.. wait a moment .. (5.) Videos related to you know … the topics and what we are reading.. with that..

T: Okay, okay..

P1: Maybe eh.. you could like present the vocabulary that is new, use videos and put context of them, things like that..

T: Remember that last topic, time was not enough, but I used some videos remember?

P1: yeah a movie..

T: exactly.. the idea is that .. is not only academic readings, or you know academic stuff, but things or other alternatives..

Well.. now talking about you level of reading in that last exam that we did…

I made you read a C1 reading right?

P1: Ujum..]

T: I think you had the skill to do it, with the same type of readings, questions and activities we were doing in class. My question is .. how did you feel.. because you passed the exam .. the C1 one.. you made only two mistakes.. how was it?

P1: Well.. I feel good, the one It was difficult.. eh it was.. in the question of.. it was something of completing… filling… we had to make up something according to the text and things like that… because I was in the air… like really hard… however I was able to do … because I read again and I kind found what I needed to do that last one.. I feel good..

T: well yeah.. you accomplish the objective to improve, you got a C1 on that one…

I know those readings… maybe you were familiar with… we saw that vocabulary in class… but you still got a good score… it was all science..

I am glad you improve.. your previous scores were b2 right?

P1: yeah.. yeah..

T: better than previous terms… well know talking about reading comprehension… it a teacher or me started to use this mangas or this methods earlier.. this type of texts when you had to infer what the author said or maybe do something critical with the text.. if we started when you guys were in 6th grade or maybe primary… this could improve or worsen your levels with time?

P1: I think that the idea is to start little by little… I don´t think this will help improve immediately .. I think this is helpful if we change things little by little .. eh… soft.. small

… like you did with us.. same text… same topics… fragments … and then you start to level up .. make it more difficult…

T: Yeah… I mean … right… what I mean is like what if I had started to do this with you guys when you were in 6th grade? Like with the same type of methods… how would you be know that you are in 11th ? could you have improved, gotten worse or the same? … I don't know…

P1: Like for myself.. I would be the same.. honestly its just an alternative.. but I think for everyone else.. honestly they could have improve more with this.. because they liked manga a lot and also … is a fact that there are kids that learn English with manga because they love the topics… and aja .. you know all that..

I think we could improve.. yeah..

T: Well to finish… thanks … I don´t wanna bother much.. I really appreciate… all you said here Cat…

Session: Post-action plan	Participant: Leah
Date: 25/11/2021	Length: 16 minutes
T: refers to the teacher **P + #:** refers to the participant (s)	

T: Hello Leah, How are you?

P: Good and you?

T: excellent! Uhhm… Give me a minute, ok? I need to do something in meet.

 (external sound)

(..)

T: Sarah, basically, what I am going to ask you are questions related about our process. The one we had last term with reading, manga and all those sessions we had in which we did nothing but reading. I've already interviewed everybody so I've had some great data, some great information, so I want to know what your perspective is from the point of view of all that you did, okay?

P: Okay, okay.

T: Okay, the first thing I'm going to ask you is: before the class, did you already know about manga?

P: I had heard about manga mostly because my classmates are quite into manga and anime, so I knew it existed but I didn't really know what it was about or related aspects. Although, I knew that manga exists, I had only seen it in Spanish, not in English.

T: Okay, I understand. Yeah, yeah. Usually the contact we have with it is in Spanish but this time it was entirely in English. And okay, in comparison taking into account the way we did it in class what are your thoughts about the texts we usually read? The ones I give you for practicing the international test. What is your view of these texts?

P: uhmm… I find the texts interesting as they are not related, so to speak, with the class, that is to say, they do have to do with the class, but they are very general topics. basically we can learn about a very interesting topic and at the same time learn it in English with certain words that we are working on in the subject. I think it's cool!

T: then, how is that comparison between what I did…

(.)

T: sorry, I heard something but I can't see it. It's not mine the cellphone.

Okay, how is the comparison?

I integrated the manga and the texts that you used and all that methodology. How do you see the comparison of this type of classes to the normal classes we used to do before?

P: I sincerely believe that the classes before you used that dynamic were like "what are we going to do today in class?" "what is the teacher going to make us do?" "what boring thing is he going to make us read this time?" the first thing you think of is how overwhelming it is to know and yet not know what the teacher is going to do. many times they are boring things and now "today is class with Jeanpi, everything is cool" "let's tell him to do something fun today." we all had more fun in class.

T: I got it. interesting what you said and well the activities that we did in this last period, remember that we did an analysis of those mangas. We also put some things on the board as vocabulary, we even made a little comic of how you thought the story was going to end. What did you think of these activities? in comparison with the ones we did the rest of the year such as "let's do this point on the workbook" and similar activities.

P: the activities themselves were more interesting but also influenced by the presence in class vs virtual class because even if you gave us the same virtual activity we would find it boring even if it was more didactic. we knew it wasn't really boring, but we had to do it. on the other hand, in the classroom the text that was always interesting, we found it more enjoyable. Basically, those of us who were able to attend classes in person were the ones who enjoyed these activities to the fullest. And those who were in virtual classes don't know what they missed by not taking them. I feel that the classes were better but it was also influenced by the face-to-face classes.

T: okay, I got it. and talking about the object itself of manga as literature like a book, a text, ehh... do you think that this type of text would be functional not only as entertainment but also as a pedagogical object? for example one of these days professor William comes and says "let's explore the art of manga and why is it done this way?" or suddenly the ethics teacher Jose says "okay, let's explore this manga that is a little strong and has moral dilemmas" do you think there is a possibility of using that as a pedagogical element?

P: yes, and this would be positive because everyone has their own preferences and there will be some who are interested in anime and others who are not so interested but nevertheless find something that appeals to them. Everyone has their own preferences and there will be some who are interested in anime and others who are not so interested but nevertheless find something that appeals to them but they also don't give themselves the task of looking for it, so coming to a class with this kind of material forces them to try to expand their minds and to understand that manga has a beautiful side, thus leading them to be more free in terms of expressing their opinions and ideas. for example, the shyest people in the class talked to you about how they understood that manga, and that united us as a class.

T: of course! we have students... I don't want to say names but a student that you know loves that and never says anything in my class but in these ones he does participate a lot.

P: uhum, a lot.

T: and okay talking about the usefulness of that tool. Do you think it would help you learn English better?

P: I think that everything could be useful if you find a way because each person is different and there will always be that opportunity or path to learn. Even if you think you can't get the good out of something, there will always be someone who likes it and who likes to learn from it. So I think that if each teacher looked for the interests of each type of student, it would be possible to have a better class environment and better learning because each one is more interested.

T: okay and now talking about the class and the activities in that last period. Would you give me any recommendation or suggestion?

P: what we did seemed excellent to me but personally I would like the reading aloud that you listen to us reading long paragraphs and that you correct the pronunciation part as well as the intonation

T: okay, basically a public reading process.

P: yeah, because there are people who have good pronunciation but when they read in front of the whole class they make mistakes like me for example. I think that should improve.

T: of course!

P: that's my recommendation.

T: any negative aspect in the process?

P: the truth no negative aspect. sincerely this period taking into account the interest in class I can say that it increased. before it was boring like "we have 3 English classes today" but now it's different since there will always be something interesting to talk about both with our classmates and with the teacher. Everything was good.

T: excellent! Thanks. How did you feel in your reading process? Be honest. Has it improved or are you at the same level as always?

P: I felt that my level remained the same but that my interest increased also I gave all of myself in the classes. However, I know that I could have done better with regard to reading.

T: that is to say, if there was a requirement in the class, you would have given your best.

P: Of course! push myself to move forward.

T: I got it! This is another more specific question. If you had read one manga per year at least, do you think your level of English would have improved? Starting in sixth grade for example.

P: Personally, I think it would improve because if I had the habit of reading manga and the teacher includes this in the classes, basically I would do my homework for pleasure, not because I have to. that is to say, combining what is taught in classes plus what I am reading.

Also, that reading a manga makes me feel the need to want to learn more. as I said before I demand more of myself.

T: okay, I liked your answer. The last question. What would you think if ICFES gave you a point relating to manga? How would you feel?

P: first he would remind me of his classes and his teaching method and also I would ask you for help or recommendations to know more about that aspect and obviously to get a better score on the exam.

T: i.e. to have a different perspective of the class. go faster to the targets. you are left with that innate idea since we did a lot of analysis on manga.

P: Yes, exactly. we would already have that involuntary help.

T: sure! this would be born from the idea of one day including it in your classes or curriculum, who knows. perhaps.

proud to have been your teacher and thank you for everything. you have a good level of English I know you will have a 100 in the ICFES. I'm sure. I thank you for everything Sarah, see you next year!

P: thank you for your patience, teacher.

T: your welcome, see you! Bye.

P: bye!

Appendix 4 – Initial and final test

Initial-Test

The following test is an example of the section's students need to resolve. Usually, they are composed of 3 sections, each one of them targeting specific reading comprehension levels. However, these tests were adapted as it was possible to include content that could be considered similar to what students practiced with manga.

SUSAN'S PARTY

I received an email. 'Susan?' I whispered. We hadn't communicated since her birthday party. I'd sent her several messages, but she hadn't replied to any of them. She'd completely disappeared from my life. I had almost forgotten about her, so I was actually thrilled to finally get an email. Then I started to read it properly. At first, I was surprised that it began with a formal 'Dear Emma, I apologise for not writing earlier …'. As it continued, I vividly remember not understanding what I was reading. Even now, I don't think I've ever been so upset by something as much as that email.

By the end of the email, Susan's party, six months earlier, was fresh in my mind. She had been planning it for weeks, because she'd wanted it to be a special celebration. About 50 people had been invited, and we'd all been given instructions about what clothes to wear, what presents she'd like, and so on. In one email, she asked me to sing at her party. She knew that I
line 9 practised in a choir, and she thought that it might be nice for me to perform something for the guests. I remember I gasped when I read that. Even though I can actually sing, I'm really not used to doing it solo in front of other people, especially not as part of some kind of party entertainment. If only I hadn't said 'yes'.

'Hello Emma,' Susan said to me, flatly, when I arrived at the party. She looked at my clothes and wrinkled her nose. 'I hope you're ready for the performance,' she said without even looking at me. I had hardly had time to produce a mumbled reply before Susan said, 'I wish you'd worn something nicer,' and went over to greet someone else. I felt my face burning.

I was just about to go over to Susan and tell her I was leaving when her brother, Leo, appeared. 'Don't mind my sister!' he laughed. 'She hasn't slept for days, she's a bit stressed!' I checked the dress I was wearing; I felt I'd made much more of an effort than some of the other girls. I tried to calm myself down.

Looking around, I started to feel a huge sense of dread. Would I have to perform in front of all these people? The last thing I wanted to do was eat or drink. My stomach was doing somersaults. Everyone looked like they were enjoying themselves except me. Some people even came up to me and asked what was wrong. My nerves must have been plain to see on my face, and yet I smiled and said I was OK, hiding my feelings just like always, even when perhaps I shouldn't. Suddenly, Susan clapped her hands. 'OK everyone, a special treat now. Emma's going to sing.' Everyone looked at me. I was terrified.

After I'd sung, everyone cheered, and I grinned for the first time since arriving. People came up to me and said I was fantastic. Leo told me I was amazing. Interestingly, Susan didn't say anything to me. She had her back to me, talking to other people. It probably wasn't nice that she was the only person who didn't talk to me after my performance. Maybe my singing wasn't that important for her. I didn't think much of it except to say that I wish I'd gone over to say 'happy birthday' to her properly. The thing was, I had so many people coming up to talk to me that I had no time. I did manage to say goodbye to Susan before leaving. It was very quick, and Susan still wasn't very friendly. I had no idea why, but thought that perhaps she was exhausted by that point. In all, I felt I'd had a good time, and I'd met lots of nice new people so I didn't think too much about her behaviour.

Susan's email six months later was a shock. She said she hadn't written earlier because she'd been angry after I'd ruined her big day. Apparently, it had looked like I didn't really want to be there. With my bad mood, I'd spoiled it for everyone. To make matters worse, I hadn't even wished Susan a happy birthday. My hands were shaking. Everything I thought had happened during the party was turned upside down. Reading Susan's email, I started to put myself in her shoes. Maybe I had seemed that way. I immediately texted Leo to see what he thought.

31 How did Emma feel when she was reading Susan's message?
   A She wanted to know who Susan was.
   B She was disappointed that Susan hadn't written for a long time.
   C She was hurt and confused.
   D She was worried about what had happened to Susan.

32 When Emma 'gasped' in line 9, it showed that she felt …
   A sorry because she didn't say 'yes'.
   B worried about performing.
   C disappointed because she couldn't sing.
   D happy, because she had sung a lot in the past.

33 How did Emma react to Susan's comment about her clothes?
   A She decided Susan said it because she was tired.
   B She realised she hadn't chosen the best thing to wear.
   C Despite feeling bad, she chose to ignore it.
   D She wanted to tell Susan that other people were wearing worse clothes.

34 What do we learn about Emma in the fifth paragraph?
   A She couldn't wait to eat something.
   B She was starting to have fun.
   C She secretly hoped she wouldn't have to perform.
   D This wasn't the first time she hadn't told people what was wrong.

35 In the sixth paragraph, what do we learn about how Emma feels?
   A She's sure that Susan was jealous.
   B She's sad that Susan hadn't said 'thank you'.
   C She feels guilty about not wishing Susan a happy birthday.
   D She is sorry she left the party.

36 At the end of the passage, how does Emma try to cope with the email?
   A She speaks to Susan's brother.
   B She tells herself that she'd been a good guest.
   C She tells herself that Susan was lying.
   D She tries to imagine how Susan was feeling.

STORY TIME FOR DOGS

Children are helping dogs by reading to them and encouraging them to feel better around humans.

Every year, many dogs end up in shelters. They might have been rescued after being lost on the streets, or they were perhaps abandoned by previous owners. In these shelters, they wait until somebody wants to adopt them and take them to a new home to be loved. Even though these animals are well looked after in shelters, they are often lonely, shy, or anxious around people, not having had much affection from humans.

However, a brilliant new scheme is taking place in Missouri in the USA. 37 [ ] It might sound like an odd idea, but it's one which seems to have had a great deal of success for all involved.

The children are well-prepared, of course. 38 [ ] This enables them to understand things like how the dog feels by paying attention to its body language – whether it's shy, nervous or stressed. The dogs are in cages, but the children are able to sit comfortably outside on cushions and talk clearly to the animals.

So far, the project seems to be working, especially for the dogs. What's interesting is that the animals really do seem to be paying attention to the stories. 39 [ ] In fact, the dogs often seem to like looking at the picture books that the children read from and willingly get closer to the children in order to be able to do this. This, along with the gentle sound of the children's voices, really helps the less confident dogs to feel more relaxed around people. 40 [ ]

The children also get a lot out of this project. 41 [ ] Perhaps more important, however, is the feeling of empathy that the young volunteers gain by helping an animal. It might be the first time that many of these children have read for a purpose. As they do so, they learn to develop the ability to understand things from the dogs' perspective.

It is hoped that the dogs, after having had this extra contact with the children, will be able to be housed more easily. When a potential owner comes to the shelter looking for a dog to adopt, the dogs hopefully won't be hiding at the back of their cages, feeling frightened. Nor will they be aggressive and bark. Instead, the dogs will have learned to trust humans and feel safe around them. 42 [ ]

A   They are given several hours of training before being able to start.
B   Even the noisier, wilder ones seem to calm down.
C   Kids up to the age of 15 are being trained to read stories to dogs.
D   Of course, there is the extra reading practice they get.
E   In this way, the children who come to read may be helping each dog find a happy home in the future.
F   It not only helps animals, it helps children too.
G   The dogs tend to become quieter and act as if they're listening to the young volunteers.

READING AND USE OF ENGLISH – PART 7

You are going to read about four teenagers who learned to do different things during their holiday. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Which teenager …

43   was pleased to do something without anyone's help? [ ]
44   quickly knew how to do something? [ ]
45   did something because of someone else's advice? [ ]
46   was happier with the location than they expected? [ ]
47   shared what they had learned with someone else? [ ]
48   learned to appreciate something about their everyday life? [ ]
49   thought of a new way of doing something? [ ]
50   regrets not doing something earlier? [ ]
51   didn't want to hurry? [ ]
52   did something that made them popular? [ ]

A Kate

We went camping for two weeks. Before I went, I wasn't looking forward to it, especially with it being in the middle of the mountains without electricity. In the end, it was a really good experience, even though the weather was bad for the first few days and we couldn't see the mountains at all behind the clouds. In the mornings, it was usually damp and miserable, and it was my job to get up early and start a fire to make coffee. Horrible! It took ages, but I was everyone's favourite person by the time they woke up! When the sun finally came out and we could go hiking or cycling, it was amazing. I'd never seen such beautiful scenery. One of the other people had a small solar panel that I borrowed to power my smartphone as well as a little lamp that we used in the evening inside the tent. It took all day to charge them up. That really taught me how we take so many things for granted, like electricity or heating, when we can get what we want at home just by pressing a switch.

B Martin

I spent the holiday with my grandparents in Italy. My father is Italian, and he suggested that spending time with my relatives would be a great chance for me to practise my Italian language skills. Unfortunately, I'm really shy and I'm not the type of person to just join in conversations in a foreign language. The first few days were the toughest. I didn't say a word, even though I more or less understood what people were saying. I was worried that it would all be a waste of time and my grandparents wouldn't like me, but they were really kind and patient. They got me to do things like help them at the market and cook at home. It made me feel part of the family. My grandfather even took me to a couple of football matches. In the end, I was really enjoying myself and forgot I was in a foreign country. I started having fun speaking to my relatives and other people, despite making lots of mistakes. I think it helped my confidence a lot, and I just wish I'd felt like that at the start.

C Olivia

We spent our holiday near the beach. It sounds nice, except that the weather was terrible and we spent most of our time indoors, watching TV or playing games. My dad got out an old chess set, which I thought would be really boring. He showed me what all the pieces were and how they moved, and in just a few minutes, I understood how the game works. Dad complimented me on how soon I'd picked up the rules. Then, we started to play against each other. Of course, he won every single game, but I really started to get into it. I was fascinated at the idea of planning my next moves, trying to anticipate what my dad would do next and what might get him into trouble. Actually, one day the sun came out and I didn't want to go out at all. I wanted to stay inside playing chess. So, I had the idea of drawing a big board in the sand on the beach, and using different stones and shells for all the pieces!

D Paul

I went on a big cycling trip with my parents and my brother. It was 150 kilometres in total, which sounds a lot, but we did it over several days. I was usually the slowest, because I'm the youngest, and I was behind everyone else. Also, I had a new camera and I wanted to teach myself how to use it. There were so many things on the way that I couldn't help taking lots of photos. Once, I saw a beautiful bird just standing in a tree near the road, and I stopped and waited until I could take the shot I wanted. My parents were more interested in going as quickly as possible, so they were annoyed with me for stopping. However, I showed the photo of the bird to my brother and he got really excited. He wanted to take photos, too, so I taught him how the camera worked. After the trip, we had lots of photos of all the places we'd been to. I was really happy with them, and my parents were really surprised to see how good they were!

Final-Test

(Other data removed in order to respect school, and students' anonymity)

1. According to the next images what is the story probably going to be about?
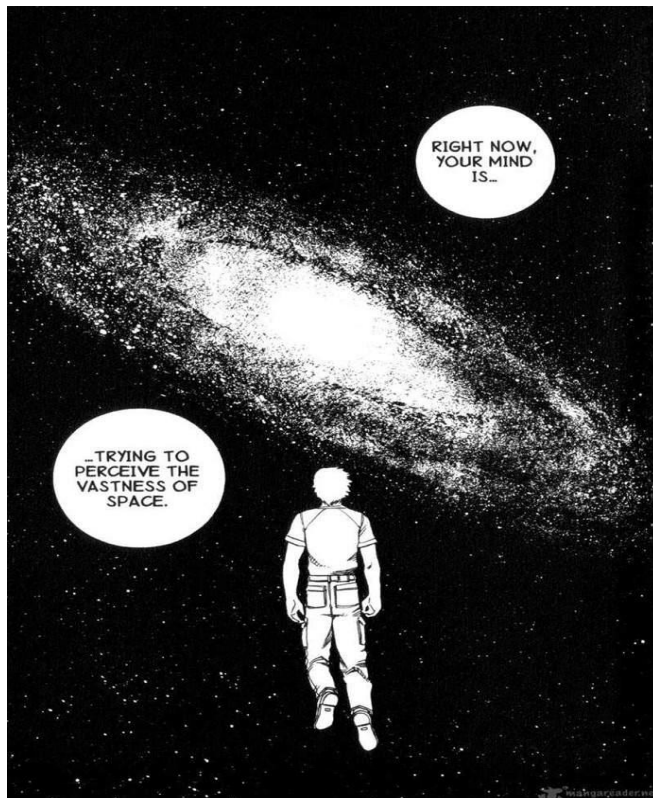
A)   The philosophy of space traveling and its effects on human mind.

B)   How to get away with traveling stress free and without worries.

C)   The need of humankind to keep looking for places to find and where to be, especially in the space.

D)   The immensity of the universe, galaxies and starts.

2. *The controversial concept of terraforming or changing a planet's atmosphere to make it more habitable for humans, is still no more than a theoretical debate. However, the most recent data from two American Mars Rovers suggest that the terraforming of Mars may be more feasible than previously thought. The rovers found evidence of stratification patterns and cross bedding (indicating a history of sediment deposited by water) in rocks on the edges of craters, as well as chlorine and bromine, suggestive of a large body of salt water. If Mars once held water, it is possible that its atmosphere was at one time somewhat similar to Earth's. Even if this theory were true, however, scientists would have to prevent a recurrence of the desiccation of the Martian atmosphere once it is made habitable, as well as endeavor to preserve any extant life. Of course, until a reliable method of transporting humans to Mars is developed, any possibility of terraforming is mere conjecture.*

It can be inferred from the passage that the author would be most likely to agree with which of the following statements?

A. whether conditions on Mars are conducive to human habitation is not the only issue that limits realistic consideration of terraforming

B. If we terraform Mars, it will be important to think about the long-term effects of changing a planet's climate.

C. it is highly likely, according to recent data, that there is, or was at one time, life on Mars.

3. Based on this picture what do you think is going to happen next in the story?
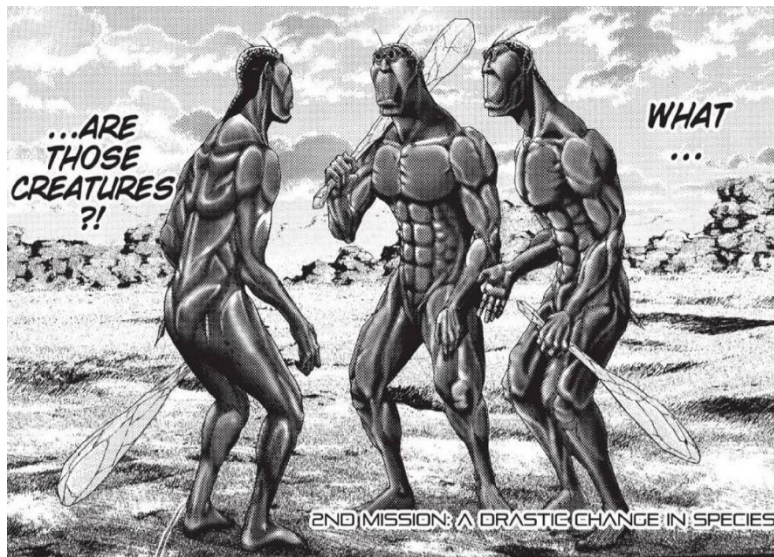
- A) They are aliens that came from outer space to kill the earthlings

- B) The beings are native from mars, probably hostile of new people.

- C) Humans have something to do with those "entities" being there, maybe they will reveal more as the story unfolds.

4. It is possible that if we insert another species in a planet in order to help up the process of terraformation in a near future, we could be playing to be gods, as humans usually do. What if these species adapt too well to their new environment. These species might become apex predators in their natural systems which will make them adapt, overcome and of course eventually with time evolve even more quickly.

It would be funny if we start let´s say we wanted to move to kepler-452b, but first we send robots and probes with all sorts of plants, seeds and of course animals. Let´s say we send bunnies, right? Because they reproduce so much and require low amounts of food to live. Then 1 or 2 thousand years later when we decided to move, we find out that those bunnies are now cavebunnies, they have learnt how to use tools, they have evolved, they are now the apex predator.

------- **By PHD. NAJE LUAP ODEIVO**

Based on this information what can we infer?

A) Left to their own, other species will become equally powerful as humans.

B) Humans make life for other beings more difficult because they are the apex predator.

C) It is possible for other life forms to evolve equally as humanity did.

5. READ THE FRAGMENT AND ANSWER WITH A JUSTIFICATION

A: Mr. deGrasse Tyson do you like anime?

B: A little bit, but I am late to the party, there is one I like a lot. I think is called terraformars**.**

A: Wao, you know about terraformars? What do you think of its premise? Very science like, right?

B: Science? Hahahahaha. You are funny man, there is no science in that story. There is politics, though.

A: What do you mean? It is about space, aliens and sci-fi stuff----- science, right?

B: Sure, and Star Wars is about magic and not « rebellion » or mad max is about crazy people and not « environmentalism »

A: Damn, you are kind of right.

Why do you think Mr. Degrasse thinks terraformars is not very science like ?

What do you think the author is trying to convey with this story appart from telling a sci-fi narrative ?

Explain why this message that the author is trying to tell might be wrong or good.

Section #2
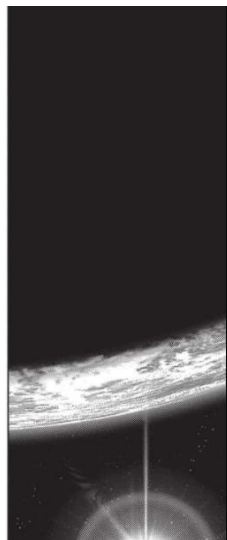
1. What do you think the story is about?

A) future of a new world

B) the earth going back to its roots.

C) Humanity disappearing, animals take control.

2. From the next fragment infer some information about what the author is trying to say

Imagine a meteorite strikes us, or even more realist a big earthquake separates the continents again. Well damn, even if we go more realistic, what about atomic bombs. Let´s say that for any reason a group of people hide in a bunker or in some special place, and they survive for thousands of years.

When they decide to go up there and see the earth, how much is the chance of survival that they will have? 10%, 15% or simply 000000.1%? Humanity can stand in its own nowadays because we have advanced so far, science has not let us down. If we go back to the stone age, we wouldn´t be able to recover.

3. What can be inferred?

   A) The author believes humanity could survive a second stone age
   B) The author believes there are many possible apocalyptic scenarios
   C) The author strongly believes in science and its use today

4. What can be also inferred?

   •   A) the author does not believe humanity has a chance of surviving an apocalyptic event

   •   B) The author does not believe humanity is strong enough to survive a second stone-age

   •   C) The author thinks that no matter what happens in an apocalyptic event, we will survive it, but not its aftermath.

   •   D) Both A and C are ok

   •   E) Both B and C are ok
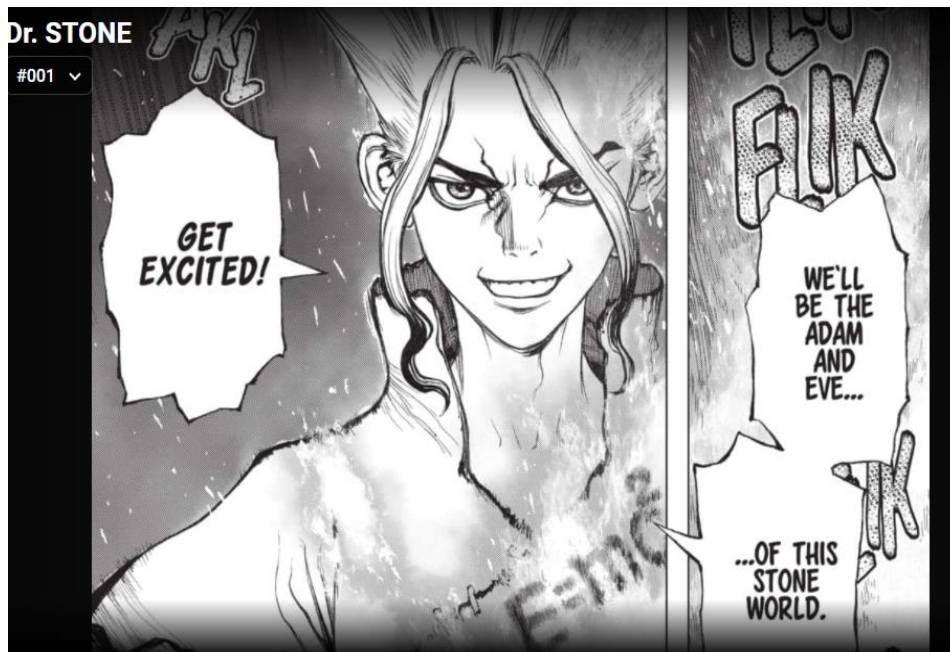
5. Write a possible continuation to this story. Consider what is presented in the image.

_____
_____
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How can we observe the "common" dichotomy between characters and ideas that can be both found in classical literature and manga such as the one found in the popular manga *Dr. Stone.* Well, it is necessary to understand that a dichotomy in literature is what we call an oxymoron, a figure of speech, nevertheless this type of literature item is

only used in the linguistic terms to refer to terms or words that are used in the same conjunction but that they are contrary such as: "The darkest day" "Living dead" "Pretty Ugly" "Small crowd" etc. A dichotomy is more complex than that, it refers to the contrast not only of words that are together, but the contrast that characters, locations, elements, and storylines might have such is the dichotomy of Senku and Taiju two best friends with a difficult goal in their destiny. In one side, senku is a calculator, a human science machine that follows logic, rationality, and humanism. In the other, Taiju a human shield as he calls himself, drove by strength, passion, and feelings a complete opposite. What brings these two together are not simple-minded things such as survival or necessity, but a clear dichotomy that brings out to life the fact that they complement each other.

6. According to the text in relation with the example from the book, a dichotomy is NOT:

    A) When characters have different personalities, but still work together

    B) When linguistic terms are used in conjunction, but they are antonyms.

    C) When a cave is dark, but is called the shining cove by the characters

    D) When nouns have to work together even in contrariety, like "Icy hot"

7. What can be implied from the author according to this extract "How can we observe the "common" dichotomy between characters and ideas that can be both found in classical literature and manga such as the one found in the popular manga ***Dr. Stone"***

    A) The author believes the manga Dr. Stone is the most popular.
    B) The author believes both manga and classical literature have common language features
    C) The author believes manga to be equal or superior to classical literature
    D) The author implies that manga dichotomy is not common as he used quotation marks to enclose this word.

Appendix 5 – Letter of concern and participation

Post covid-19

Petición para uso de datos

Teniendo en cuenta los protocolos de bioseguridad actuales por la emergencia del COVID-19, se envía este link a los tutores, padres de familia y personas correspondientes a cargo de los participantes de este estudio. Teniendo en cuenta que son menores de edad y que su participación depende totalmente de que como encargado se de permiso para usar los datos adquiridos en este estudio para el manejo de ellos y posterior publicación relacionada con la enseñanza de la lengua extranjera Inglés. Es clave recordar que su información privada como nombres, clase, personalidad y escuela quedaran completamente excluidos del proyecto entendiendo el respeto por la privacidad que sujetos menores de edad deben tener. Para este estudio solo se necesitan los datos y sus identidades quedaran en el anonimato.

Nombre del participante y de su acudiente

Tu respuesta

Acepta usted como acudiente, encargado o familiar del participante, que sus datos sean utilizados para este estudio?

○ Si

○ No

Pre Covid-19

Octubre 20 de 2021

Asunto: Permiso – Proyecto investigativo

En el área de Language Arts de 10B se estará realizando un proyecto investigativo en relación con la habilidad de comprensión lectora en inglés tomando en uso algunos

géneros narrativos, este proyecto tiene como objetivo mejorar y apoyar las habilidades lectoras de los alumnos de este curso y contribuir al campo científico de este mismo. Los resultados y datos obtenidos de este proyecto serán completamente anónimos.

Teniendo en cuenta la responsabilidad y el buen desempeño extendemos la invitación a que su hijo/a sea uno de los participantes de este estudio por lo cual le pedimos su permiso en esta carta. -

El señor (a)_____ en calidad de padre, madre o acudiente del (la) estudiante _____ del grado _____ aprueba la participación del estudiante en el proyecto.

Cordialmente

_____
Jean Paul Oviedo Salgado
Docente

Appendix – 6

Activities and material used to go along with the manga reading

ACCORDING TO THESE IMAGES WHAT DO YOU THINK THE STORY IS ABOUT ?

THE TERRA-FORMING OF MARS IS IN ITS FINAL STAGES.

KRAKOOM

- The controversial concept of terraforming, or changing a planet's atmosphere to make it more habitable for humans, is still no more than a theoretical debate. However, the most recent data from two American Mars Rovers suggest that the terraforming of Mars may be more feasible than previously thought. The rovers found evidence of stratification patterns and cross bedding (indicating a history of sediment deposited by water) in rocks on the edges of craters, as well as chlorine and bromine, suggestive of a large body of salt water. If Mars once held water, it is possible that its atmosphere was at one time somewhat similar to Earth's. Even if this theory were true, however, scientists would have to prevent a recurrence of the desiccation of the Martian atmosphere once it is made habitable, as well as endeavor to preserve any extant life. Of course, until a reliable method of transporting humans to Mars is developed, any possibility of terraforming is mere conjecture.

IT CAN BE INFERRED FROM THE PASSAGE THAT THE AUTHOR WOULD BE MOST LIKELY TO AGREE WITH WHICH OF THE FOLLOWING STATEMENTS?

A. whether conditions on Mars are conducive to human habitation is not the only issue that limits realistic consideration of terraforming

B. If we terraform Mars, it will be important to think about the long-term effects of changing a planet's climate.

C. it is highly likely, according to recent data, that there is, or was at one time, life on Mars.

BY: SENILE YOUNGSTER (POET)

Have I ever tell you how you make the world hate you ?

It is not by looking under the girls skirts, stealing money from your classmates

Or by simply bullying a person until they have to leave the school

You make the world hate you, by just laughing

When they punch someone in the face, when they talk bad about girls, when they come for you help.

It is by just laughing that you find yourself at the end of the joke

The punch-line you have become, not only metaphorically, but physically

The ones you laughed at came back, and this time you are the one laughed at

But it does not hurt, as you should know because if you abet

Karma will surely find the way to make you a laughing advocate

Name: _____ Grade: _____ Score: (_____)

1. Read the text and answer the questions.

How can we observe the "common" dichotomy between characters and ideas that can be both found in classical literature and manga such as the one found in the popular manga *Dr. Stone.* Well, it is necessary to understand that a dichotomy in literature is what we call an oxymoron, a figure of speech, nevertheless this type of literature item is only used in the linguistic terms to refer to terms or words that are used in the same conjunction but that they are contrary such as: "The darkest day" "Living dead" "Pretty Ugly" "Small crowd" etc. A dichotomy is more complex than that, it refers to the contrast not only of words that are together, but the contrast that characters, locations, elements and storylines might have such is the dichotomy of Senku and Taiju two best friends with a difficult goal in their destiny. In one side, senku is a calculator, a human science machine that follows logic, rationality, and humanism. In the other, Taiju a human shield as he calls himself, drove by strength, passion, and feelings a complete opposite. What brings these two together are not simple-minded things such as survival or necessity, but a clear dichotomy that brings out to life the fact that they complement each other.

According to the text in relation with the example from the book, a dichotomy is NOT:

E) When characters have different personalities, but still work together

F) When linguistic terms are used in conjunction, but they are antonyms.

G) When a cave is dark, but is called the shining cove by the characters

H) When nouns have to work together even in contrariety, like "Icy hot"

What can be implied from the author according to this extract "How can we observe the "common" dichotomy between characters and ideas that can be both found in classical literature and manga such as the one found in the popular manga ***Dr. Stone"***

- E) The author believes the manga Dr. Stone is the most popular.
- F) The author believes both manga and classical literature have common language features
- G) The author believes manga to be equal or superior to classical literature
- H) The author implies that manga dichotomy is not common as he used quotation marks to enclose this word.

If the senku and taiju were coming today, and you had to prepare a small presentation about them, how would you describe each one of them?

_____

_____

4. Classify the most important terms in the text in word categories, I´ll give you an example and you´ll do the rest.

	Survival		
	Surrender: Something that taiju says, to not lose consciousness.		

5. Create a small panel of story in which you use the terms that you put before, bear in mind that you the story must make sense to you and however is reading. Be sure to use the new terms learned. The story must be related to something that you think it might happen in a future as the one showed in the manga, it is ok to create your own characters or to use the ones from the manga.

Name: _____ Grade: _____ Score: (_____)

2. Read the text and answer the questions.

How can we observe the "common" dichotomy between characters and ideas that can be both found in classical literature and manga such as the one found in the popular manga **Dr. Stone.** Well, it is necessary to understand that a dichotomy in literature is

what we call an oxymoron, a figure of speech, nevertheless this type of literature item is only used in the linguistic terms to refer to terms or words that are used in the same conjunction but that they are contrary such as: "The darkest day" "Living dead" "Pretty Ugly" "Small crowd" etc. A dichotomy is more complex than that, it refers to the contrast not only of words that are together, but the contrast that characters, locations, elements and storylines might have such is the dichotomy of Senku and Taiju two best friends with a difficult goal in their destiny. In one side, senku is a calculator, a human science machine that follows logic, rationality, and humanism. In the other, Taiju a human shield as he calls himself, drove by strength, passion, and feelings a complete opposite. What brings these two together are not simple-minded things such as survival or necessity, but a clear dichotomy that brings out to life the fact that they complement each other.

According to the text in relation with the example from the book, a dichotomy is NOT:

I)   When characters have different personalities, but still work together

J)   When linguistic terms are used in conjunction, but they are antonyms.

K)   When a cave is dark, but is called the shining cove by the characters

L)   When nouns have to work together even in contrariety, like "Icy hot"

What can be implied from the author according to this extract "How can we observe the "common" dichotomy between characters and ideas that can be both found in classical literature and manga such as the one found in the popular manga **Dr. Stone"**

I)   The author believes the manga Dr. Stone is the most popular.
J)   The author believes both manga and classical literature have common language features
K)   The author believes manga to be equal or superior to classical literature
L)   The author implies that manga dichotomy is not common as he used quotation marks to enclose this word.

If the senku and taiju were coming today, and you had to prepare a small presentation about them, how would you describe each one of them?

_____
_____
_____
_____

4 – Create a category of words, and write the words and situations from the story in them. I will leave an example.

	Mental health		
	Depression: the protagonist suffers		

	from depression because of his attitude.		

5 – Write a small argumentative text describing what would you have done differently in the situation in which the protagonists from "a silent voice" or koe no katachi found themselves in. Would you get into the bullying because of social pressure, how would you deal with depression? Pick one of the topics and argue with a small text and a drawing.

_____
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6. Make an argument against or in support of using bullying in life. Use situations from the manga and combine them with your own experiences.

_____
_____
_____
_____
_____
_____
_____

WHAT CAN BE IMPLIED BY THIS FRAGMENT?

HAVE I EVER TELL YOU HOW YOU MAKE THE WORLD HATE YOU ?
IT IS NOT BY LOOKING UNDER THE GIRLS SKIRTS, STEALING MONEY FROM YOUR CLASSMATES
OR BY SIMPLY BULLYING A PERSON UNTIL THEY HAVE TO LEAVE THE SCHOOL

- A) The author has participated and done all these horrible activities

- B) The author has laughed in all these situations while participating in them

- C) The author has not participated in all these situations, but he has been complicit.

- D) The author has neither participated or being complicit, in fact he is complaining about these situations.

LET´S HAVE A BRAINSTORMING

- Let´s think of difficult situations that present themselves in class and in the school in general

Bank of words		
Identity	Bullying	School drama
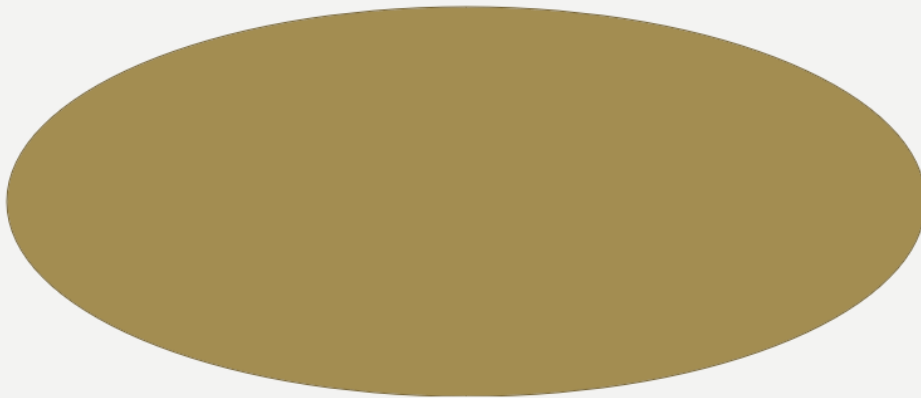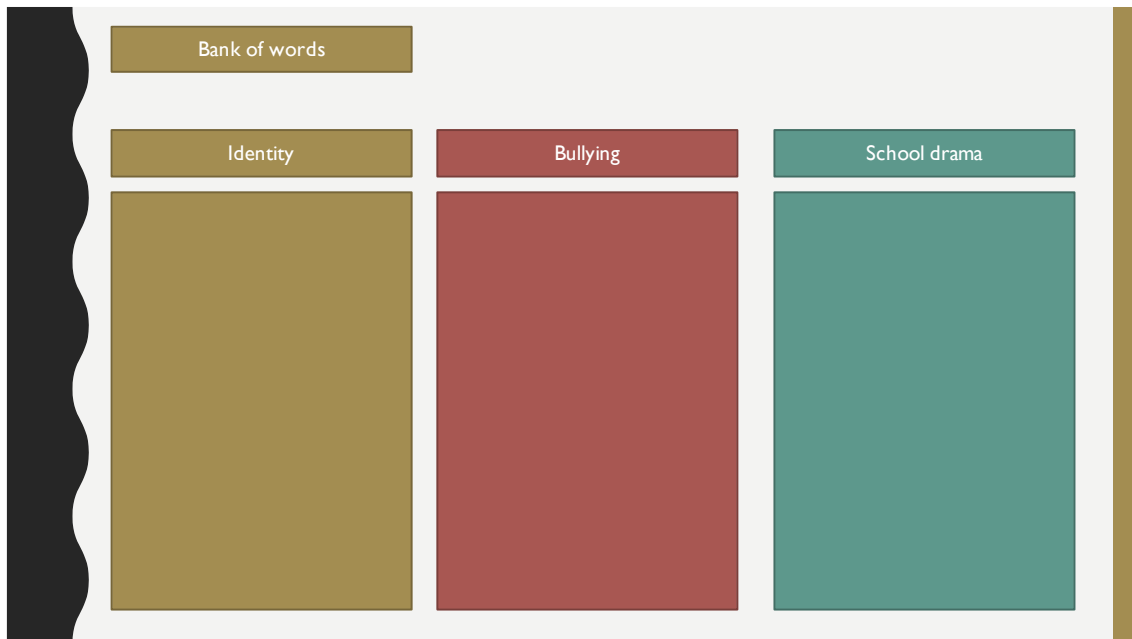
DID YOU READ? HOW WAS IT?

- Did you find anything interesting in the chapter?
- What is something you didn't like about the story, characters,etc?
- It was relatable to you or not at all?

WHAT CAN BE IMPLIED ABOUT THE MAIN
PROTAGONIST IN THE STORY?

- A) he has issues with authority, empathy and emotional depth.

- B) he has issues with authority, academy and friendships.

- C) he has issues with emotions, boredom and morals.

- D) he has issues with impulsive behavior, authority and academy.
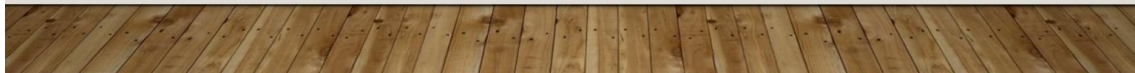
What do you think is going to
keep happening in the story
according to this image?

A) Ishida will start to understand
his classmate and become
friends.

B) Ishida will keep bothering her,
but eventually he starts to
understand her.

C) Ishida will get into more
trouble, and keep annoying her.

D) Ishida will do whatever he
wants, causing more trouble.