



Universidad Internacional de La Rioja  
Faculty of Education

Primary Teacher Degree

The use of comics for the improvement of  
oral and written expression in a second  
language.

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## Abstract

This work aims to improve fluency in both oral expressions and writing in children. For this purpose, comics will be used as the main didactic resource to put into practice the contents seen after each unit and check their understanding.

One of the main objectives to be worked on in Primary Education is written expression, what children write needs to have coherence and cohesion. In addition, oral expression is the importance of being able to communicate with others to transmit any message correctly. For this reason, this didactic proposal of intervention determines a series of activities based on the comic after acquiring the contents and in this way being able to put them into practice using contents and simulating real situations in the environment of the students, being also a motivating, fun and attractive tool for the little ones.

**Keywords:**

Comic, writing, visual language, expression skills, didactic resources

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## 1. Introduction

The reason for choosing to write this dissertation is closely linked to personal and professional experience during years of study and work. In the last few years, after being involved in English language teaching, both in schools as an internship and English academies as a private teacher, the conclusions drawn from these experiences have been the same, the need presented in the students to somehow encourage their oral and written expression in the English language.

When pupils reach the sixth year of primary school, they begin to fear ridicule or being criticized by their peers, and the fear of speaking in public becomes more noticeable. For this reason, this work aims to create a didactic unit that allows a closer relationship with the English language, facilitates its oral and written expression, and seeks to promote its acquisition in a satisfactory and meaningful way.

For this purpose, comics are used as a means of expression, together with a cooperative learning methodology and carrying out their study in a playful way through the use of Information and Communication Technologies (ICT), since they enable greater motivation, and encourage participation in students, as well as the use of drawing since it is a pleasurable activity and help to foster creativity in students.

As Mitchel Resnick (2008) stated we are now living in a society of creativity. Success is not only based on what you know or how much you know but, on your ability, to think and act creatively (p. 1).

The subject of English has been chosen in this proposal because it is considered of great importance. One of the most important economic activities in our country is tourism, so students should study, use, and know a second language. Speaking English gives people access to a wider range of information, a more diverse network, and more job opportunities than ever before.

On the one hand, through the writing of a comic book, this work will try to make pupils capable of expressing themselves in writing first what they do not express orally due to a lack of confidence. Students find it easier to write than to express themselves orally. If they write it in the comic first, it will be easier for them to express it orally later.

On the other hand, although individualized work will be important to know the level of each student, we will also work through a cooperative learning methodology, which aims to get the students to take an active role and develop their skills. Students will take the leading role and the teacher's role will be merely that of a guide in their learning. In this way, in addition to learning, their autonomy is reinforced, and they learn to assume responsibilities.

To carry out this didactic unit in a more visually attractive and motivating way, drawing is used as a means of expression and pleasurable activity. In addition, ICT resources are used, such as *Pixton*, an online tool for the creation of creative characters and comics, which will be used to reinforce the contents studied in the unit.

The objectives foreseen for this project are specified below, the different legal references to carry it out are explained in the theoretical framework and academic references that support its correct execution are also included. Next, the context of the educational center is presented, and the intervention project is explained, detailing the objectives, competencies, activities, and their timing, among others. Finally, the conclusions and bibliography are detailed, and the necessary annexes are attached.

## 2. Objectives of the work

### 2.1. General objective

To design a Didactic Unit in the area of English language in the fourth year of Primary school to improve students' written and oral capacity in a foreign language through the use of comics.

### 2.2. Specific objectives

- To promote oral interaction between teacher-student and student-student in a second language.
- To introduce students to real-life English language practice situations.
- To do a bibliographic revision about artistic expression misconceptions.
- To investigate how to improve expression skills in another language.



- To investigate how comics, drawing, and technology can motivate students to improve their expression in another language.

### 3. Theoretical Framework

This section provides information based on and contrasted with expert authors in the field. To obtain all the information, bibliographic research on these authors and relevant aspects related to the subject of the project has been carried out.

To begin with, the first point refers to legislation in force, then the second point refers to the development of language skills for production and comprehension in a foreign language, there will appear some important theories and authors related to the acquisition and learning of a second language and the main skills that must be acquired; to continue with, the next point refers to the misconceptions of drawing as something not being related to intellectual capacities. Besides, some aspects of creativity will be mentioned in this part. Then, the last point refers to the use of visual language while learning a language and some of the benefits that comics can bring when teaching a language. Some real experiences in schools in France will be mentioned as an example of the great advantages of using comics in Primary classrooms.

#### 3.1. Legislation in force

The legislative basis that supports this educational project at the state level is the Royal Decree 126/2014, of 28 February, which establishes the basic curriculum of Primary Education, which provides the basic competencies at the state level to be acquired by pupils in Primary Education and the Royal Decree 157/2022, of March 1, which establishes the organization and minimum teachings of Primary Education. These laws will be used for taking the basis for setting the objectives, competencies, and contents, as well as the methodology, standards, and evaluation criteria. On the other hand, at the regional level, the laws that will govern this programming will be those of the community of Andalucía such as Decree 97/2015, of 3 March, which establishes the organization and curriculum of Primary Education in the Autonomous Community of Andalucía, as well as Finally, the Organic Law 3/2020 (LOMLOE)

of 29 December amending Organic Law 2/2006 on Education, which will be applied shortly, has been consulted.

### 3.2. Development of language skills for production and comprehension in a foreign language.

During the Second World War, the importance of communication and the need to communicate with other troops was realized. It was important to speak the same language to understand each other. At the end of the 40s, universities in the United States began to develop effective methods for learning second languages.

The teaching of second languages has been boosted by the increase in mobility and the phenomenon of immigration. We live in a multilingual society in which knowledge of a second language has become a requirement.

According to Susana Pastor Cesteros (2004), in the learning of a second language, Krashen (1976) is well known for his monitor theory, in which he drew a distinction between Chomsky's innatist theory, in which we do not need an explicit way to learn to speak, but as it is something we do naturally or by acquisition. On the contrary, the behaviorist theory posits language learning through imitation and reinforcement or learning. However, Krashen found that both processes are dependent on each other. In other words, Krashen refers to when learning a language, the factor of learning a language naturally works together with learning through example and imitation (p. 112).

The monitor theory by Krashen suggests that we should both strive to increase our second language inputs (like viewing videos, television, and going through books for reading) and make sure we receive proper error correction in one form or another.

Another hypothesis developed by the same author was the affective filter, according to which the learner's attitude, together with his or her feelings, state of mind, self-confidence, motivation, and other emotional factors have a positive or negative influence on the acquisition and learning processes. Learners with a low affective filter distinguish themselves from those with a high affective filter by showing greater confidence when interacting, being more receptive and less anxious, and seeking and receiving more input. A poor affective disposition can create a blockage, so the author stated that a positive affective disposition is necessary for second language acquisition (p. 116).

In her book, Susana Pastor Cesteros (2004) defends the idea that the classroom should be oriented more towards communication and less towards formal rules and error correction (p.117).

### **The role of developing language skills in the acquisition of a second language**

By language skills we mean the different ways in which we use the basic skills of a language, such as speaking, listening, reading, and writing.

Susana Pastor Cesteros (2004) classifies these skills as receptive, which are those more focused on comprehension (listening and reading), and productive, which are those more focused on expression (speaking and writing). This author supports the idea that for the correct functioning of oral expression, interaction between learners is necessary. To achieve this, some of the skills that will need to be worked on would include grammar, pronunciation, intonation, initiating and maintaining a conversation, or providing feedback.

In the traditional method, reading and writing skills were the most focused on, while in the audiolingual method, more attention was paid to listening and speaking.

Some difficulties that may arise are affective factors: for learners, expressing themselves in a language that he or she does not master may generate a feeling of embarrassment or ridicule. To counteract some of these shortcomings, classroom activities must resemble as closely as possible the learner's real-life communication situations.

Therefore, those communicative issues must be meaningful, it is meant that they must have real meaning. They should be open-ended and deal with topics that are close to the learners' reality.

Susana Pastor Cesteros (2004) states that writing is an activity that requires training and effort, so the teacher's indications and the way he or she guides it didactically will be very important.

On the other hand, following Ana María Saorín Iborra (2004), Nunan (1991) stated that written language is considered more complex than spoken language. Writing requires more attention from the sender, more time, and is often more formal. Due to all the effort, written expression proves to be unpleasant for the learner (p. 112). Therefore, the teacher's role should be to motivate students to write and to introduce motivating writing teaching methodologies into the classroom.

### 3.3. The misconception of drawing as not being related to intellectuals.

María Acaso (2009) shared the change in her way of understanding education, thinking that one does not learn what one teaches (p. 183). This author pointed out that no one watches the same movie, reads the same novel, or listens to the same melody. For this term, she based herself on Elizabeth Ellsworth's theory (2005) on why do all students have to understand things in the same way? The reading that students do goes through uncontrollable materials such as desire, fear, horror, pleasure, anxiety, fantasy, and the unthinkable (p. 55-56).

Ellsworth (2005) asked herself if teaching is impossible as it has been done up to now, to learn exactly what teachers expose to them. Learning in this way is impossible because every student will make a different interpretation of the contents, and each will make a different interpretation of the contents at each moment and in each place (p. 64-65). For teaching to be possible, it is necessary to accept that what the teacher teaches is never what the student learns, because education is a communication between the teacher, students, and her/his unconsciousness (p.72).

All information is finished by the receiver. Therefore, it is essential to train good receivers who end up being the constructors of the message.

According to Bahovec (1994), we have reached an "internal crack", the impossibility of fitting together what the teacher or the curriculum intends and what the student achieves; what a teacher knows and what he or she teaches (p.171).

Following once again María Acaso (2004) she established the importance of studying art education in the same way as other subjects, such as Maths, for instance. Even if only a few people will become mathematicians, everyone without exception will use mathematics in their lives. The same thing happens with visual language, because only a few will become artists or publicists among other things, but almost everyone will take photos, videos, or drawings, and absolutely everyone will be the consumer of developments created from visual language (p. 127).

She also stated that for some people drawing and producing images, in general, has nothing to do with the acquisition of knowledge, it is more related to a pastime.

As an example of this, Acaso presents the story of little Nicolas written by René Goscinny and the chapter of "The apple" in which students attend a drawing class and all have to represent

the same apple, but it ends up being punished because each one draws what interests him or her. In this story, stereotypes about the subject of plastic arts should be differentiated, such as that there is no need to study because it is not an intellectual process, there is no homework, and you can talk because you do not have to pay attention to the teacher among others (p. 85).

The idea of creative self-expression is to see art as a way of personal and individual expression and for this, the student only needs to let his or her imagination in total freedom. The educational activities revolve around production as means of liberating feelings.

One of the main figures of this educational model is Viktor Lowenfeld (1974), who studied the way children express themselves, to develop their creativity. His educational proposal considers art as a means of expression through which children's mental development can be achieved, as it is a form of personal expression that occurs naturally in children, through which children express their knowledge of their environment, their thoughts, and feelings. As children express themselves independently, it will be of great help in getting to know them better, as well as allowing them to develop their sensory experiences, their perceptive capacity, self-expression, and, as a consequence, to develop their creativity.

According to this author, a student who draws is developing his creativity through the liberation of his expression, which translates into him becoming more creative and resolute in every other facet as a human being (p. 100).

### **3.3.1 Fostering creativity through drawings**

Robinson (2009) stated three main strategies to foster creativity in education. The starting point is that everyone is creative. All human beings are born with immense creative capacities; the problem is how to develop them. But these extraordinary capacities tend to atrophy as children get older if they are not cultivated. The second point is that creativity is not just about the arts. You can be creative at anything that involves intelligence. Third, it is a misconception that you cannot teach people to be creative; there is a lot we can do to develop people's creative capacities.

This author also defined creativity as a process of generating original ideas that have value. It is about coming up with fresh thinking. It does not have to be new to the entire planet, but it certainly has to be new to you. But it is hard to have fresh ideas if you grow up in an education

culture that is obsessed with standardization. All great schools in Britain are great because they are customized to their children, their circumstances, their teachers, and their community (p. 1-2).

Afan (2010) in her article established that exploring creative paths resulted to be the ability to differentiate between good and bad ideas is all a part of the skill of being creative.

“Being successful in any creative field involves not just having ideas but having some critical antennae around them so you can sort out the good from the bad, the worthwhile from the less worthwhile” (p. 2).

Afan also mentions what Robinson (2010) shared about having the tools, of course, does not guarantee ultimate creative output – but it helps.

*“A camera is just a piece of equipment, but in the hands of an artist, it can produce the most wonderful thing”* (p. 1).

Robinson and Aronica (2015) in their book believe that the purpose of education is to empower students to understand the world around them and to learn about their natural talents to become active and compassionate citizens (p. 6).

They also stated in the chapter “The art of teaching” that good teachers will be those who perform four main functions: the first function is to motivate students; good teachers achieve results by bringing out the best in each of their students. Secondly, to facilitate their learning; expert teachers have diverse skills and techniques and know-how and when to use the right technique, constantly adapting their strategies to the needs and opportunities of the moment. Another function is to have expectations of them; teachers’ expectations influence student performance. If teachers convey to students that they expect them to do well, they are much more likely to do well. On the contrary, if they believe they will do poorly, the latter is also very likely to be the case. The last function is to enable them to believe in themselves; the best teachers are mentors and guides who must earn students’ trust, help them find a direction in life, and enable them to believe in themselves (p. 87-91).

According to the work of these authors, there are two other concepts that we must keep in mind when we talk about creativity: imagination and innovation. Imagination is the engine of creativity. It allows us to think about things that we do not perceive through the senses.

Creativity is putting imagination to work, and innovation consists of putting new ideas into practice (p. 96)

There are false myths about creativity such as that people who consider themselves special are creative, that it is only limited to the arts, that it cannot be taught or that it is not only possible if one expresses oneself without inhibitions (p. 97).

### 3.4. Benefits in the use of comics

Young children love to draw. From their first scribbles and shapes, they move rapidly to expressing ideas through simple pictures. As children grow, their drawings often develop a strong narrative element; their picture sequences tell a simple story that is easily recognizable by others, or that they can understand and explain.

In other words, creating comics aims to show children how their ability to draw simple pictures combined with an understanding of how comics work, will equip them with a powerful set of thinking tools for improving their writing – and hopefully motivate them to read more too.

The creation of a comic book is generally a playful activity, which students usually enjoy, and which brings great benefits to the reading process of students. On the one hand, according to Arriagada, Faz y Sepúlveda (2020) comics serve as an incentive for reading and the formation of competent readers since it favors the literacy process, encourage the pleasure of reading, and improve students' writing skills. In addition, comics favor the formation of readers in primary education, since from the early years' children are immersed in an audiovisual environment where they become familiar with the images of their environment (p. 384-385).

Cardeñoso (2014), like McCloud, gives vital importance to the relationship between words and images, which leads him to define the comic as “a literary genre in which as important as the words, are the images” (p. 191).

Art is perhaps the most sublime way of expressing feelings, which is why the language of art is a dialogue and direct and profound communication between all, even if different languages are spoken.

Comic books are an ideal choice at this stage, as they allow activities to work on reading comprehension and creative expression, as well as encourage children's motivation for reading and their reading habits. Ibarra and Ballester (2015) point out that it is a “powerful

instrument for the acquisition and development of reading and literary skills, the formation of the reading habit, and the renewal of the school canon” (p.3).

On the other hand, Paré and Soto-Pallarés (2017) determine that vignettes make a comic attractive to read. Comic books are a motivational resource as they are related to other film products, so many of their characters are part of children’s lives, which is important to bear in mind as it is essential to take into account the interests of the youngest children (p. 135).

Sohet (2010) explained that comics should be seen as an art to be created rather than an art to be used. He considered tasks such as sorting out vignette puzzles or filling in empty bubbles as creative tasks. Besides, the author spoke of its didactic use which serves as a springboard for the acquisition of contents of some subjects (p. 137). Demers and Jalette (2006) corroborate that in French schools, comics are used as a source of motivation in plastic art projects or language classes and as a source of creation. We live in a world in which images play a leading role, children are exposed to numerous images.

Demougin (2012) analyses the use of comics as an ideal teaching resource because of their playful nature and the pleasure that comes from reading comic adventures, as well as being a transmitter of language and culture (p. 106).

Marsh (1978) describes 4 major purposes for which different comics were found useful: vocabulary and expressions; grammar; conversations and composition; culture; also pronunciation, intonation, and listening comprehension (p. 778).

## 4. Contextualization

The school Juan XXIII is in Estepona. Estepona is a municipality in the province of Málaga, about 82km far from it. It is located in the Autonomous Community of Andalucía and placed in the southwestern part of the province and integrated into the region of Costa del Sol Occidental, located next to the Mediterranean Sea. It is characterized by being a tourist city and has a population of approximately 72.000 inhabitants, the 28.36% of the total population being people who have emigrated to Estepona from other countries. The main economic activity is tourism.



The socioeconomic data of families attending the center is among the upper-middle class, with a low unemployment rate among families, and they are middle age, commonly parents are between 30-45 years old.

#### 4.1. Features of the surroundings

Estepona has an area of 137 km<sup>2</sup> with a mountainous area that reaches 1.449m called Sierra Bermeja. The town is located 82 km from Málaga.

The area where the school is located was isolated some years ago. Nowadays, they are starting to build houses around this area, as well as supermarkets and stores.

Surrounding the school can be found areas such as a golf field with villas for sale. In addition to these villas what can be seen around the area are homes under construction due to the increase in the purchase of homes in Costa del sol, much of it has to do with the increase of foreigners wanting to buy either their first living home or a second living as a vacation home. Apart from these houses, we can find several supermarkets and stores such as restaurants, gas stations, bazaars, a newly built hospital, and a place where children can enjoy a soccer field or pieces of land with tables for picnics surrounded by nature.

#### 4.2. Description of the center

The school Juan XXIII is a charter school, and it teaches from kindergarten through high school, with a total of approximately 800 students.

It has quality facilities, although the technology could be much improved. The classrooms have Internet, a projector, a computer, and a chrome book art for primary and secondary students to use.

Outside, the school has four main courtyards. One of the playgrounds will be enjoyed by the kindergarten students. The other three are enjoyed by elementary and middle school students at different times.

Kindergarten and the first cycle of primary school playgrounds will have artificial grass.

In addition to this, in one of the playgrounds, we can find a swimming pool and a space dedicated to the care of the environment and it is a piece of land that has not been reformed, this area is where is located a vegetable garden where young children do some gardening tasks.

Inside, there is a chapel where meetings and communions are held. It also has a sports pavilion with all the necessary resources for the safety of the little ones. It also has a heated swimming pool, 3 dining rooms, an auditorium, a psychomotor room and spacious rooms for summer camps that are held at the school during the summer months, and several staff rooms with all the materials that teachers may need.

### 4.3. Characteristics of the students

This didactic project is aimed at students in the 4<sup>th</sup> grade of primary education at Juan XXIII school. The group is composed of 24 students, 9 girls, and 15 boys.

All of them have completed their previous studies at the center. In the group, there are two students diagnosed with difficulties. One student has specific language difficulties, so communicating is a challenge for him. Another student is diagnosed with attention deficit disorder, so the teacher has to try to keep his attention and concentration.

The 4<sup>th</sup>-grade group is very heterogeneous, students who have a very varied learning pace, students of other nationalities, students with high sensitivity and everything affects them more, and students with disruptive behaviors.

## 5. Project of Intervention

### 5.1. Introduction

The following proposal for a Didactic Unit is entitled “*Comic Town*”. The name indicated that it is a Didactic Unit focused on the area of teaching the first foreign language following the established parameters, addressing different content blocks such as oral expression, oral interaction, and written expression, in English in this case.

English is present in people’s daily lives; we live in a country where one of the most important economic activities is tourism. For this reason, this project has been designed to improve the oral and written expression of the students, to improve their fluency and expression through the use of imagination, to be the protagonist of their learning, and to imagine themselves in everyday situations that they may encounter in their day-to-day lives.

To develop the project, several aspects of the bibliographical research previously mentioned in the section on the theoretical framework have been considered, in which various factors such as creativity, the evolution of speaking a second language, the great importance of visual language, and the use of comics as a motivational resource among others are discussed.

## 5.2. Justification

This project was born out of observation during the internships and experience while teaching children a second language, the difficulties in acquiring fluency in speaking and writing in English. Some schools still use traditional teaching methods where pupils are the receivers, and teachers are the transmitters. It is, therefore, more difficult for students to acquire these language skills in the classroom.

Being in Andalucía, the legislation is based on Decree 97/2015, 3 of March, which establishes the organization and curriculum of Primary Education in the Autonomous Community of Andalucía.

As shown above, the didactic unit is based on learning grammatical content as well as vocabulary and putting it into practice in situations as real as possible for students, through the teaching of this content and subsequent putting into practice in the creation of a comic using the corresponding contents given by the teacher.

The activities that pupils will have to carry out in the classroom are planned to work on the different competencies proposed according to the autonomous community and to achieve these competencies established for primary education.

Each session will work on vocabulary, grammar, oral and written comprehension, and expression. In addition, each activity will provide them with opportunities to strengthen certain skills and abilities that will be useful in their adult life.

## 5.3. Legal references

To develop this Didactic Unit, a review has been made of the Royal Decree 126/2014, of 28 February, which establishes the basic curriculum of Primary Education, which provides the basic competencies at the state level to be acquired by pupils in Primary Education. On the other hand, the Decree 97/2015, of 3 March, which establishes the organization and curriculum of Primary Education in the Autonomous Community of Andalucía, has been

consulted. As well as the Royal Decree 157/2022, of March 1, which establishes the organization and minimum teachings of Primary Education. Finally, the Organic Law 3/2020 (LOMLOE) of 29 December amending Organic Law 2/2006 on Education, which will be applied shortly, has been consulted.

## 5.4. Objectives of the project and relation to competencies

### 5.4.1. Competencies

The following table lists the basic competencies that students should acquire by the end of primary school. Based on the Royal Decree 157/2022, of March 1, which establishes the organization and minimum teachings of Primary Education. This adaptation responds to the need to link these competencies with the challenges of the 21<sup>st</sup> century.

The achievement of the competencies and objectives foreseen in the LOMLOE for the different educational stages are linked to the acquisition and development of the following key competencies:

**Table 1.** *Key competencies*

Key competencies	Upon completion of primary education
<b>C1. Competence in linguistic communication</b>	<ul style="list-style-type: none"> <li>- Express facts, concepts, thoughts, opinions, or feelings orally or in writing in everyday contexts of their environment.</li> <li>- Participates in communicative interactions with respect.</li> <li>- Understand, interpret, and evaluate oral and written texts.</li> </ul>
<b>C2. Multilingual competence</b>	<ul style="list-style-type: none"> <li>- Uses at least one language, in addition to the native language, to respond to simple communicative needs appropriately in everyday contexts.</li> <li>- Recognizes the diversity of linguistic profiles and experiments with strategies that allow him/her to make simple transfers between languages to communicate.</li> <li>- Know and respects linguistic and cultural diversity and its value.</li> </ul>
<b>C3. Mathematical competence and competence in science, technology, and engineering.</b>	<ul style="list-style-type: none"> <li>- Uses scientific thinking to understand situations that occur around them.</li> <li>- Participates in actions to promote health and preserve the environment, as well as responsible consumption.</li> </ul>
<b>C4. Digital competence</b>	<ul style="list-style-type: none"> <li>- Perform guided searches on the Internet.</li> <li>- Creates, integrates, and reworks digital content in different formats.</li> </ul>

	<ul style="list-style-type: none"> <li>- Participates in activities using virtual tools to work cooperatively and communicate.</li> <li>- Knows the risks and adopts preventive measures when using digital technologies.</li> </ul>
<b>C5. Personal, social, and learning to learn competence</b>	<ul style="list-style-type: none"> <li>- Is aware of one's own emotions, ideas, and personal behaviors and employs strategies to manage them in stressful situations.</li> <li>- Recognizes and respects the emotions and experiences of others, participates actively in group work, and assumes responsibilities.</li> <li>- Recognizes the value of effort and personal dedication to improving their learning.</li> <li>- Uses self-regulated learning strategies, recognizing their limitations and knowing how to seek help.</li> </ul>
<b>C6. Citizenship competence</b>	<ul style="list-style-type: none"> <li>- Participates in decision-making and conflict resolution in a dialogic and respectful manner.</li> <li>- Reflects and dialogues about values and ethical issues, understanding the need to respect different cultures or to take care of the environment.</li> <li>- Understands the relationships between human actions and the environment.</li> </ul>
<b>C7. Entrepreneurial competence</b>	<ul style="list-style-type: none"> <li>- Develops original ideas using creative skills.</li> <li>- Creates original ideas and solutions, cooperates with others in teams, valuing the process carried out and the result obtained.</li> </ul>
<b>C8. Competence in cultural awareness and expression.</b>	<ul style="list-style-type: none"> <li>- Expresses ideas, opinions, feelings, and emotions creatively using different artistic languages.</li> <li>- Experiments creatively with different media and supports and diverse plastic and visual techniques.</li> </ul>

Source: Own elaboration.

#### 5.4.2. Objectives

##### General objective

**GO 1.** The general objective of the unit is to acquire the curricular contents presented in the project, through the creation of a comic, which allows them to learn playfully and get involved in their learning process in an active, participative, and responsible way.

##### Specific objectives

- **SO 1.** To participate in the activities and show an active and autonomous learning attitude.
- **SO 2.** To acquire and understand the grammar and vocabulary of the topic.
- **SO 3.** To express the contents learned orally and in writing.

- **SO 4.** To develop digital competence, experience new ways of learning by ICT and use it correctly.
- **SO 5.** To apply the contents studied to different situations related to daily life.
- **SO 6.** To participate in group activities or pairs, adopting constructive, responsible, and supportive behavior, valuing their own and other people's contributions.
- **SO 7.** To respect the established rules of the class and games.

The following table shows the relationship between the objectives and the competencies to be acquired:

**Table 2.** *Relation between objectives and competencies*

Objectives	Competencies							
	C1	C2	C3	C4	C5	C6	C7	C8
<b>GO 1</b>		X					X	X
<b>SO 1</b>	X				X	X		
<b>SO 2</b>	X	X						
<b>SO 3</b>	X	X						
<b>SO 4</b>			X	X				
<b>SO 5</b>	X	X			X	X		
<b>SO 6</b>	X		X	X	X	X	X	X
<b>SO 7</b>	X				X	X		

Source: Own elaboration.

## 5.5. Contents

Below, the different contents of the didactic unit are shown, classified according to the 4 blocks present in the Royal Decree 126/2014, of February 28, which establishes the basic curriculum for Primary Education.

Within the 4 blocks of contents oral comprehension, oral expression, written comprehension, and written expression, the following contents will be worked on:

**Conceptual contents:**

- Places in town vocabulary (cinema, bakery, shoe shop, butcher's shop, fish market, ice cream shop, restaurant, bank, bus stop, fire station, hospital, library, museum, sports center, police office, and post office).
- Objects that can be found in town vocabulary (traffic light, car, crosswalk).
- Grammar use (Future tense).
- Prepositions of place (on, in, under, in front of, between, behind, and opposite).

**Procedural contents:**

- Elaboration of stories based on the vocabulary and grammar studied in the unit.
- Description of different places in town and what people can do there.
- Construction of a conversation and understanding others when asking for and giving directions.

**Attitudinal contents:**

- Following rules to live in society.
- Respecting each other's turn of speech.
- Being able to work in teams and cooperate.

## 5.6. Methodology

The methodology proposed for this proposal will be active and participatory, considering students as the main protagonist at all times of their learning, it also will be significant. For meaningful learning to take place, learners must acquire a participatory role and the knowledge acquired by the students will be based on previous understandings and will form a connection between both to achieve significant learning.

The role of the teacher will be that of a facilitator of learning, the person who guides, directs, orders, and relates the different contents so that the pupil acquires them. The teacher's tasks include promoting knowledge, teaching how to learn, creating responsibility in the students, teaching how to make decisions, listening and making people talk, proposing objectives and

planning activities with the group, working with the group or stimulating, guiding, and reassuring, among others.

This method will be based mainly on the didactic principle of creativity, to provide them with the ability to find solutions to problems, which prepares them to live in a changing world. We all have the potential to be creative, and the didactic unit aims to encourage it.

The pedagogical possibilities offered by comics encourage collaborative work, a work in which intergroup learning is facilitated and, consequently, the teaching-learning process is optimized thanks to the positive interdependence among students. This methodology is interesting because it promotes the creation of positive interpersonal relationships and creates group cohesion that fosters a friendly working environment.

The material used to carry out the different activities will be related to technology, such as chrome books, projectors, and computers that favor and motivate learning, and artistic expressions, such as pencils or colored markers and white paper. The main application will be Pixton, as well as flashcards to work on the contents.

The classroom has a total of 24 students, we will work individually in some moments, in pairs in some of the activities, and in the final sessions, we will work in groups of 4.

The first four sessions will be focused on the explanation and review of the contents to be studied; the following six sessions will be focused on the implementation of the contents seen in class and a final session to assess the acquisition of the contents.

The Didactic Unit consists of learning a specific topic and making a comic with its scripts and dialogues so that the students become familiar with those contents and put them into practice.

The aim is to encourage and improve the creativity and imagination of the students, and by making the backgrounds of the stories themselves, they could work in a transversal way with the subject of plastic arts.



## 5.7. Activities

**Table 3. Session scheduling**

Sessions	Activities								
	A C 1	A C 2	A C 3	A C 4	A C 5	A C 6	A C 7	A C 8	A C 9
Session 1. Vocabulary	X								
Session 2. Future Tense		X							
Session 3. Prepositions			X						
Session 4. Review vocabulary				X					
Session 5. Backgrounds					X				
Session 6. Backgrounds					X				
Session 7. Characters						X			
Session 8. Scripts							X		
Session 9. Scripts							X		
Session 10. Presentation								X	
Session 11. Presentation								X	
Session 12. Final task									X

Source: Own elaboration

**Table 4. Activities**

Activity 1. Which places do we know?	
Competences (see table 1)	Objectives
C1, C2, C8	<ul style="list-style-type: none"> <li>- To acquire and understand the vocabulary of the topic.</li> <li>- To relate the contents studied to different situations related to daily life.</li> <li>- To participate in group activities by adopting supportive behavior.</li> </ul>
Description of the activity	
<p><b>Task 1.</b> Mind map on the whiteboard. We will bring into class a brainstorming to check the previous knowledge that students may have acquired. On the whiteboard, the word "CITY" will be written. Students will have to tell the vocabulary about places in the city they already know, and the teacher will write them down.</p>	

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**Task 2.** Videos will be displayed in the classroom. The videos that are going to be watched have a short duration and it is a way to introduce the topic. The main aim is to present new vocabulary about the city and to show students how we can use them in a phrase by giving them examples.

Link to the videos:

Part 1. <https://www.youtube.com/watch?v=c7JXvwmHUhY>

(*Town and City Vocabulary and Phrases for ESL and EFL Kids*, 2014).

Part 2. <https://www.youtube.com/watch?v=yzfMUrpN-Go&t=52s>

(*My Town Phrases (#2) - City Vocabulary - Places for Kids - Know Your City*, 2014).

**Task 3.** Pictionary. The teacher will give students a worksheet with draws of places in the city and their names. Students will have time in the classroom to cut them and paste them into their notebooks, when they have done it, they can decorate their Pictionary (see annex 1).

**Task 4.** Memory game. Students will be grouped in groups of four, so there will be a total of 6 groups. They will join the tables and play between their group a memory game about places in the city (see annex 2).

Materials	Timing	Grouping	Space	Participants
<ul style="list-style-type: none"> <li>- Markers and whiteboard</li> <li>- Projector, computer, and the Internet.</li> <li>- Pencil, colored pencils, scissors, and glue.</li> <li>- Laminated pictures.</li> </ul>	Task 1: 5 minutes Task 2: 10 minutes Task 3: 25 minutes Task 4: 20 minutes	Tasks 1, 2, and 3: Individual Task 4: 6 groups of 4	The classroom	<ul style="list-style-type: none"> <li>- 24 students</li> <li>- Teacher</li> </ul>
<b>Assessment criteria (see table 8)</b>  1, 3, 5, 6, 10		<b>Standards</b> <ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Make short descriptions using simple structures previously prepared and rehearsed to express clearly everyday topics and topics of interest.</li> <li>- Write briefly and simply in which the student talks about the immediate environment.</li> </ul>		
<b>Attention to diversity</b> <ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				

Activity 2. Guess the future				
Competencies (see table 1)		Objectives		
C1, C2, C4		<ul style="list-style-type: none"> <li>- To acquire and understand the grammar of the unit.</li> <li>- To show adequate technological proficiency.</li> <li>- To apply the contents studied to different situations related to daily life.</li> </ul>		
Description of the activity				
<p><b>Task 1.</b> The teacher will explain the "Future tense". After this, the teacher will ask students to copy on their notebooks two different tables with the forms (affirmative, negative, and interrogative).</p> <p>In one column they will have to write the subject, in the second we write the auxiliary, in the third, the verb is in the infinitive and in the fourth column the examples (see annex 3).</p> <p><b>Task 2.</b> Students have to complete a worksheet to practice the use of the future tense, when they finish it, we will correct the sentences together, so they can check their understanding (see annex 4).</p> <p><b>Task 3.</b> Using the chrome books, we will play a "Wordwall" game, students must unjumble the sentences and write in the correct order the different words to make sentences have a sense (see annex 5).</p> <p>Link to the game: <a href="https://wordwall.net/es/resource/4551789/unjumble-future-will">https://wordwall.net/es/resource/4551789/unjumble-future-will</a> ("Unjumble: Future will", 2022).</p>				
Materials	Timing	Grouping	Space	Participants
<ul style="list-style-type: none"> <li>- Markers and a whiteboard</li> <li>- Notebooks, pens, and pencils</li> <li>- Chrome books and the Internet</li> </ul>	Task 1: 20 minutes Task 2: 25 minutes Task 3: 15 minutes	Individual	The classroom	<ul style="list-style-type: none"> <li>- 24 students</li> <li>- Teacher</li> </ul>
Assessment criteria (See table 8)		Standards		
1, 3, 5, 6, 7, 8, 9, 10		<ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Make descriptions using simple structures.</li> <li>- Write briefly and simply about the immediate environment.</li> </ul>		
Attention to diversity				
<ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				

Activity 3. Do not be lost!				
Competences (see table 1)		Objectives		
C1, C2, C5, C6		<ul style="list-style-type: none"> <li>- To participate in the activities and show an active and autonomous learning attitude.</li> <li>- To respect the established rules of the class and game.</li> <li>- To acquire and understand the grammar and vocabulary of the topic.</li> <li>- To participate in pairs, valuing their own and others' contributions.</li> </ul>		
Description of the activity				
<p><b>Task 1.</b> This session will start with a review of prepositions and an initial evaluation. The teacher will draw a picture frame on the board and will label the picture frame with the prepositions of place and explain the meanings of the prepositions.</p> <p><b>Task 2.</b> In pairs, students take turns asking their partners about the location of the missing shops on their worksheet, for instance, "where is the restaurant? Their partner then uses prepositions of place to describe the location of the shop and the student marks the location described on their map. When the students have finished, they describe the five named shops to their partners using prepositions of place (see annex 6).</p> <p><b>Task 3.</b> Students will keep working in pairs as in the previous task. One worksheet will be given to each pair. Pupils will see a map at the top of the worksheet, they have to match with arrows the questions with the answers following the map, when they finish, they can practice and ask questions to the partner (see annex 7).</p> <p><b>Task 4.</b> Interactive map listening. To finish, students will see a map on the projector, and a couple of minutes will be given for taking a look at it. Once they feel ready, the listening will be played twice. They must write on their notebooks the name of the place where the person is giving the direction (see annex 8).</p>				
Materials	Timing	Grouping	Space	Participants
<ul style="list-style-type: none"> <li>- Worksheets</li> <li>- Markers and a whiteboard.</li> <li>- Pencils, and rubbers</li> <li>- Projector, computer, and Internet</li> <li>- Notebook</li> </ul>	Task 1: 10 minutes Task 2: 20 minutes Task 3: 20 minutes Task 4: 10 minutes	Tasks 1, 4, and 5: Individual Tasks 2 and 3: Work in pairs	The classroom	- 24 students - Teacher
Assessment criteria (see table 8)		Standards		
1, 2, 3, 5, 6, 7, 8		<ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Participates in face-to-face and technical conversations.</li> </ul>		

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		<ul style="list-style-type: none"> <li>- Can cope in everyday situations.</li> <li>- Understand written sentences.</li> </ul>		
<b>Attention to diversity</b>				
<ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				
<b>Activity 4. Get to know your city</b>				
<b>Competences (see table 1)</b>		<b>Objectives</b>		
C1, C3, C4, C6		<ul style="list-style-type: none"> <li>- To participate in the activities and show an active and autonomous learning attitude.</li> <li>- To develop digital competence, experience new ways of learning by ICT and use it correctly.</li> <li>- To participate in groups, valuing their own and others' contributions.</li> </ul>		
<b>Description of the activity</b>				
<p><b>Task 1.</b> A brief review of the vocabulary of the city.</p> <p><b>Task 2.</b> Students are divided into groups; the teacher will give them a map of the city of Estepona in A3 (see annex 9). The students will have to use the chrome books to search in the city for each of the places seen in the vocabulary list of the unit. The students must point out the location of at least one of each of the places on the map. For instance, a sports center, a restaurant, a shoe shop...</p> <p><b>Task 3.</b> The activity continues with an exchange of opinions and impressions of the work done by the students, we will discuss the different places they have found and what we can do in those places.</p> <p><b>Task 4.</b> The session ends with an individual self-evaluation target by the students of their learning, which will help the teacher to adapt the level of the following activities and to analyze the methodology used and make the appropriate changes. Individual students will have to fill in the data requested according to the level they consider themselves to be at (see annex 10).</p>				
<b>Materials</b>	<b>Timing</b>	<b>Grouping</b>	<b>Space</b>	<b>Participants</b>
<ul style="list-style-type: none"> <li>- A map of the city in A3</li> <li>- Pencils, colored pencils, and rubbers</li> <li>- Chrome books, and the Internet</li> <li>- Self-evaluation dartboard</li> </ul>	<ul style="list-style-type: none"> <li>Task 1: 5 minutes</li> <li>Task 2: 30 minutes</li> <li>Task 3: 10 minutes</li> <li>Task 4: 15 minutes</li> </ul>	6 groups of 4	The classroom	<ul style="list-style-type: none"> <li>- 24 students</li> <li>- Teacher</li> </ul>

<b>Assessment criteria (see table 8)</b> 1, 2, 3, 4, 5, 6	<b>Standards</b> - Understand the essential information in short and simple conversations. - Make short descriptions using simple structures.
<b>Attention to diversity</b>	
<p>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</p> <p>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</p>	
<b>Activity 5. Drawing the backgrounds</b>	
<b>Competences (see table 1)</b>	<b>Objectives</b>
C5, C6, C7, C8	<ul style="list-style-type: none"> <li>- To participate in the activities and show an active and autonomous learning attitude.</li> <li>- To participate in group activities, adopting constructive, responsible, and supportive behavior, valuing their own and other people's contributions.</li> </ul>
<b>Description of the activity</b>	
<p><b>Session 1</b></p> <p><b>Task 1.</b> The students will be grouped into groups of 4. The teacher will present a story called <i>"My lost ring"</i> to the students through the projector where only the backgrounds will appear, without characters or dialogues.  <a href="#">See figure 10.</a></p> <p>The teacher will ask the students what could be happening in the story just by looking at the sequence of images. Each group will think and share ideas among all the groups and compare the different answers.</p> <p><b>Task 2.</b> The following task will be addressed for the elaboration of the backgrounds, each group will be given a draft to think about their story, and they can write on that draft what the background of each vignette will look like (see annex 12).</p> <p><b>Task 3.</b> When everyone agrees, the teacher will tell the students that they can start elaborating on the backgrounds for their stories and they have to make drawings of the different backgrounds.</p> <p><b>Session 2</b></p> <p><b>Task 4.</b> Students keep working on their drawings. At the end of the session, they will have to give them to the teacher. The teacher will scan the backgrounds, so we will have them uploaded to our computer to use in the next sessions.</p>	

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Materials	Timing	Grouping	Space	Participants
<ul style="list-style-type: none"> <li>- Templates for drafts</li> <li>- Whitepapers</li> <li>- Colored pencils, pencils, rubbers, and markers.</li> <li>- Computer, projector, the Internet and scanner.</li> </ul>	Task 1: 15 minutes Task 2: 20 minutes Task 3: 25 minutes Task 4: 60 minutes	6 groups of 4	The classroom	<ul style="list-style-type: none"> <li>- 24 students</li> <li>- Teacher</li> </ul>
<b>Assessment criteria (see table 8)</b> 1, 5, 6, 9, 10, 11		<b>Standards</b> <ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Make short descriptions and presentations using simple structures.</li> <li>- Writes briefly and simply about daily activities.</li> </ul>		
<b>Attention to diversity</b> <ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				
<b>Activity 6. Creating characters</b>				
<b>Competences (see table 8)</b>		<b>Objectives</b>		
C1, C2, C3, C5, C6, C7		<ul style="list-style-type: none"> <li>- To acquire the curricular contents through the creation of a comic.</li> <li>- To participate in group activities, adopting constructive, responsible, and supportive behavior, valuing their own and other people's contributions.</li> <li>- To express the contents learned orally and in writing.</li> <li>- To apply the contents studied to different situations related to daily life.</li> </ul>		
<b>Description of the activity</b>				
<p><b>Task 1.</b> The teacher will introduce the characters from the story <i>"My lost ring"</i>. The characters will be in black and white. The students will be asked how they imagine the characters, their eye color, hair color, etc. <a href="#">See figure 12.</a></p> <p>Later, they will check if they have come close to what they thought or if it was different from what they imagined. <a href="#">See figure 13.</a></p> <p><b>Task 2. Pixton storyboard.</b> The first thing students have to do is to create their avatars. Once they all have created them, they can click on make a comic. They can begin making the comic by uploading the backgrounds they already</p>				

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did by themselves. Once they have uploaded the images, they can join the avatar from the components of the group to the backgrounds.				
Materials	Timing	Grouping	Space	Participants
- Projector, computer, and the Internet. - Chrome books	Task 1: 15 minutes Task 2: 45 minutes	Grouping	The classroom	- 24 students - Teacher
<b>Assessment criteria (see table 8)</b> 1, 2, 3, 4, 5, 6		<b>Standards</b> - Understand the essential information in short and simple conversations. - Make short descriptions and presentations using simple structures.		
<b>Attention to diversity</b>				
- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking. - Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.				
<b>Activity 7. Elaboration of the comic</b>				
Competences (see table 1)	Objectives			
C1, C2, C3, C4, C5, C6, C7, C8	- To acquire the curricular contents through the creation of a comic. - To participate in group activities, adopting constructive, responsible, and supportive behavior, valuing their own and other people's contributions. - To express the contents learned orally and in writing. - To apply the contents studied to different situations related to daily life.			
<b>Description of the activity</b>				
<b>Session 1</b>				
<b>Task 1.</b> We will continue with the story <b>"My lost ring"</b> . This time, the teacher will show the students on the projector the story with the backgrounds and the characters with different actions, gestures, and movements. Before showing the students the dialogue between the characters, she will ask them what could be happening. <a href="#">See figure 14.</a>  Once they have made their inferences, they will be shown the full comic so they can check if they have come close to what happens in the story. <a href="#">See figure 15.</a>				



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<p><b>Task 2.</b> Students in groups should continue working with the <i>“Pixton”</i> application in their story, this time they should add dialogues and the script to their backgrounds and characters. They can add speech bubbles to each character, and change the expression on the faces, the pose, or their movements to make it even more realistic.</p> <p><b>Session 2</b></p> <p><b>Task 3.</b> The students continue elaborating on their scripts. Once they have finished, they can press the done button and the comic can be shared, printed, or downloaded.</p> <p>While students are working, the teacher can click on their students to see the comics they are creating and give them feedback on their process.</p>				
Materials	Timing	Grouping	Space	Participants
- Chrome books and the Internet.	Task 1: 15 minutes Task 2: 45 minutes Task 3: 60 minutes	6 groups of 4	The classroom	- 24 students - Teacher
<p><b>Assessment criteria (see table 8)</b></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>		<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Make short descriptions and presentations using simple structures.</li> <li>- Participates in face-to-face or technical conversations.</li> <li>- Understand the gist of short, well-structured stories.</li> <li>- Writes briefly and simply about daily activities.</li> </ul>		
<p><b>Attention to diversity</b></p> <ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				
<p><b>Activity 8. Presentation of the comic</b></p>				
Competences (see table 1)	Objectives			
C1, C2, C5	<ul style="list-style-type: none"> <li>- To acquire the curricular contents through the creation of a comic.</li> <li>- To participate in group activities, adopting constructive, responsible, and supportive behavior, valuing their own and other people’s contributions.</li> </ul>			

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	<ul style="list-style-type: none"> <li>- To express the contents learned orally and in writing.</li> <li>- To apply the contents studied to different situations related to daily life.</li> </ul>			
<b>Description of the activity</b>				
<p><b>Task 1.</b> The different stories will appear on the screen of the projector. Each group will read the story by taking turns and reading the part that the character tells in the story. While a group is presenting the story, the rest must pay attention because they will label each one of the stories.</p> <p>Immediately, after a story has been read, a hetero assessment between students will be carried out in class. The rest of the groups will assess each story by using assessment palettes (see annex 15).</p> <p>For the presentation of the comic, it will be necessary 2 sessions.</p>				
<b>Materials</b>	<b>Timing</b>	<b>Grouping</b>	<b>Space</b>	<b>Participants</b>
<ul style="list-style-type: none"> <li>- Computer, projector, and the Internet.</li> <li>- Assessment palettes.</li> </ul>	Task 1: 60 minutes	6 groups of 4	The classroom	<ul style="list-style-type: none"> <li>- 24 students</li> <li>- Teacher</li> </ul>
<b>Assessment criteria (see table 8)</b>		<b>Standards</b>		
1, 2, 3, 4, 5, 6, 7, 8		<ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Make short descriptions and presentations using simple structures.</li> <li>- Participates in face-to-face or technical conversations.</li> <li>- It is used in everyday life situations.</li> <li>- Understand the gist of short, well-structured stories.</li> </ul>		
<b>Attention to diversity</b>				
<ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				

Activity 9. Final task				
Competences (see table 1)		Objectives		
C1, C2, C4, C6		<ul style="list-style-type: none"> <li>- To participate in group activities, adopting constructive, responsible, and supportive behavior, valuing their own and other people's contributions.</li> <li>- To express the contents learned orally and in writing.</li> <li>- To apply the contents studied to different situations related to daily life.</li> </ul>		
Description of the activity				
<p><b>Task 1.</b> The teacher will review the contents that the students have doubts about.</p> <p><b>Task 2.</b> Students individually will carry out a final test to check their understanding. The evaluation will consist of 8 different questions with multiple choices about all the contents studied. Students have to cut a piece of paper into 4 pieces and write A, B, C, and D. The teacher will display the question on the projector, and the students have to raise the card with the answer they think is the correct one (see annex 16).</p> <p><b>Task 3.</b> The teacher will display a map on the projector, students must work in pairs and practice how to give and ask for directions. While they are practicing, the teacher will call them one by one and ask them how to get to any place (see annex 17).</p>				
Materials	Timing	Grouping	Space	Participants
- Computer, projector, and the Internet.	Task 1: 10 minutes Task 2: 20 minutes Task 3: 30 minutes	Tasks 1 and 2: Individually Task 3: Work in pairs	The classroom	- 24 students - Teacher
Assessment criteria (see table 8)		Standards		
1, 2, 3, 4, 5, 6		<ul style="list-style-type: none"> <li>- Understand the essential information in short and simple conversations.</li> <li>- Participates in face-to-face conversations.</li> <li>- Can cope with everyday situations.</li> </ul>		
Attention to diversity				
<ul style="list-style-type: none"> <li>- Student with specific language disorder: Give clear and simple explanations, gesture correctly, speak more slowly and allow more time for thinking and talking.</li> <li>- Student with ADHD: He is going to be placed on a site close to the teacher, in class we must avoid objects that may distract him and structure his task so that he does not lose his concentration.</li> </ul>				

Source: Own elaboration

## 5.8. Timing and Schedule

The intervention proposal is designed to be developed during the third trimester, just after the return from the Easter holidays. The nine activities consist of one session, except for activities five, seven, and eight, related to comics, which will require more time. The specific days for the realization of the Didactic Unit will be Tuesdays, Wednesdays, and Thursdays.

It consists of nine activities divided into twelve sessions, so its duration will be four weeks.

It is necessary to bear in mind that any educational process must be planned, but at the same time it has to be flexible for unforeseen events, adaptations... and if necessary, another hour per week could be used or another of the subjects could be used, such as artistic expression, drawings could be made in those hours if necessary.

**Table 5. Timing**

	Session	Month	Week	Day
Act. 1	1	April	3	18
Act. 2	1	April	3	20
Act. 3	1	April	3	21
Act. 4	1	April	4	25
Act. 5	1	April	4	27
	2	April	4	28
Act. 6	1	March	1	4
Act. 7	1	March	1	5
	2	March	2	9
Act. 8	1	March	2	11
	2	March	2	12
Act. 9	1	March	3	16

Source: Own elaboration

### 5.9. Attention to Diversity

The class group of 24 students in 5<sup>th</sup> grade of Primary has one student diagnosed with a specific language disorder and one with ADHD.

To facilitate the learning process for the pupil with language disorder, some of the measures that are going to be implemented are: maintaining eye contact with the student, using simple and clear language, making use of language facilitators such as imitation or answering without error, gesturing correctly, speaking more slowly, giving orders one at a time or not doing two tests on the same day and at the first hour.

For the student with ADHD, they should be placed close to the teacher, avoid objects that may distract the student, divide the exercises and tests so that the student can do them little by little, and give them responsibilities to rest their concentration.

### 5.10. Assessment system

The evaluation is included in Royal Decree 126/2014, of February 28, and serves as an element to check the achievement in the acquisition of competencies and objectives set in the stage.

The following table presents the evaluation criteria within the different blocs of content, the learning standards, the grading criteria, and their relationship with the key competencies.

**Table 6.** *Evaluation system*

Blocks of contents	Assessment criteria	Learning outcome	Grading criteria	Key competencies
<b>Block 1.</b> Comprehension of oral texts.	1. Identify the general meaning and essential information in short and simple oral texts.	- Understand the essential information in short and simple conversations.		C1, C2, C3

## The use of comics for the improvement of oral and written expression in a second language.

<p><b>Block 2.</b> Production of oral texts: expression and interaction</p>	<p><b>2.</b> Maintain a simple and brief conversation about daily use using a common vocabulary.</p> <p><b>3.</b> Know and know how to apply basic strategies to produce short and simple oral texts using memorized language and expressions.</p> <p><b>4.</b> Know and use a limited repertoire of high-frequency oral vocabulary related to everyday situations and concrete common topics related to one's interests, experiences, and needs.</p> <p><b>5.</b> Express themselves in short and simple interventions using syntactic structures and basic connectors, using a specific vocabulary to exchange information.</p> <p><b>6.</b> Interact in a very basic way, using very simple linguistic or non-verbal techniques to initiate, maintain or conclude a brief conversation.</p>	<p>- Make short presentations and descriptions, using simple structures previously prepared and rehearsed, to express clearly everyday topics and topics of interest.</p> <p>- Participates in face-to-face or technical conversations in which social contact is established.</p> <p>- Can cope in everyday situations.</p> <p>- It is used in everyday life situations.</p>	<p>50% objective tests of content and knowledge.</p> <p>20% daily work of the activities carried out in class.</p> <p>20% attitude towards the activities and the material, demonstrating effort, attention, participation in class, and compliance with classroom rules.</p> <p>10% order and cleanliness in the work.</p>	<p>C1, C2, C5, C6, C7, and C8</p>
<p><b>Block 3.</b> Comprehension of written texts</p>	<p><b>7.</b> Identify the topic and specific information.</p> <p><b>8.</b> Know and know how to apply the most appropriate basic strategies for understanding the general meaning.</p>	<p>-Understand the gist of short, well-structured stories.</p>	<p>10% order and cleanliness in the work.</p>	<p>C1, C2, C4</p>
<p><b>Block 4.</b> Production of written texts: expression and interaction</p>	<p><b>9.</b> Construct, on paper or electronically, short and simple texts, composed of simple sentences in an informal register, to talk about their immediate environment.</p> <p><b>10.</b> Know and apply the basic strategies to produce very short and simple written texts.</p> <p><b>11.</b> Write short messages on common topics, using basic syntactic structures</p>	<p>- Writes briefly and simply in which he/she talks about him/herself, his/her immediate environment, or daily activities and asks</p>		<p>C1, C2, C3, C4, and C8</p>

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	and basic discourse patterns using a limited and known vocabulary adapted to the context.	questions related to these topics.		
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Source: Own elaboration

Evaluation will be present throughout the whole teaching-learning process, which will allow the teacher to receive the necessary feedback to readjust the programs and reorient them if necessary. It will be divided into three different stages:

1. Initial evaluation: the aim is to find out what prior knowledge the pupils may have. This will allow us to obtain concrete information for the development and modification of the programming. It is carried out at the beginning. In this proposal, the teacher will carry out a brainstorming at the beginning of the unit to find out what knowledge the students already have acquired.
2. Continuous evaluation: the purpose of this evaluation is to make any modifications, the students will perform an auto evaluation of their learning, and the teacher will fulfill an observation list using the observation.
3. Final evaluation: The goal is to find out what learning has taken place in the pupils. Students will carry out a heteroassessment using palettes, and at the end of the last session, students will realize an interactive multiple choices activity and an oral test all of these using a rubric.

#### 5.10.1. Assessment criteria

The evaluation criteria are the specific reference for evaluating students learning. They describe what is to be assessed and what the student must achieve in terms of knowledge and skills and respond to the objectives to be achieved.

**Table 7. Assessment criteria**

ASSESSMENT CRITERIA	Objective	Key competence	Activity
Criterion 1	GO1, SO2, SO 5	C1, C2, C3	All
Criterion 2	SO3, SO5, SO6	C1, C2, C5, C6	3, 4, 7, 8, 9
Criterion 3	SO2, SO3, SO5, SO6	C1, C2, C8	1, 2, 3, 4, 7, 8, 9
Criterion 4	SO2, SO3, SO5	C1, C2	4, 7, 8, 9
Criterion 5	GO1, SO1, SO2, SO3, SO5, SO6	C1, C2, C5, C8	All
Criterion 6	SO1, SO6, SO7	C1, C2, C5, C6	All
Criterion 7	SO2, SO3, SO4, SO5, SO6, SO7	C1, C2, C4	2, 3, 7
Criterion 8	SO2, SO3, SO 5	C1, C2, C4	2, 3, 7
Criterion 9	GO1, SO1, SO2, SO3, SO4, SO5, SO6	C1, C4	2, 5, 7
Criterion 10	SO1, SO2, SO3, SO4,	C1, C3, C4	1, 2, 5, 7
Criterion 11	GO1, SO2, SO3, SO4, SO5	C1, C3, C4, C7, C8	5, 7
Attention to Diversity			
<b><i>The same evaluation criteria are used</i></b>			

Source: Own elaboration

### 5.10.2. Assessment tools

The evaluation instruments are the tools that provide the teacher with information on how the teaching-learning process is developing and, depending on the results, the pertinent decisions will be made regarding the adaptation and improvement of the process.

The tools to be used to evaluate the learning process of the students and the teacher's practice of this proposal will be the activities themselves since they will be ordered from the simplest to the most complex. Pupils will be part of **self-evaluation**, as they will correct and evaluate their own activities performed in class. In addition, students will have to fill in an evaluation



dartboard at the end of the first four activities to check their comprehension and understanding.

Furthermore, a **heteroassessment** will be developed in class, through direct observation by the teacher to obtain evidence about how the teaching and learning process of the students is being developed and if they are adapted to the student's levels. This evaluation will be done in an individualized way within the group class through observation sheets (*see annex 12*)

To evaluate classmates, we are going to use **co-assessment** during activity 8, while students present their comics, pupils will be the ones who evaluate stories using tools palettes with emojis, showing 4 different levels depending on what they thought after listening and watching the story (*see annex 13*).

Finally, the final test is a set of questions with multiple choices. Students have to say the correct answer.

## 6. Conclusions

This intervention proposal deals with the use of comics as a didactic tool that can help teachers to improve students' written and oral expression. Throughout this work, a series of objectives have been set out and we believe that, although they have not been put into practice, they could be achieved in the classroom.

The main objective of this proposal has been "to design a didactic unit to improve students' written and oral competence in a foreign language by making use of artistic expression and using technology". For its realization, a series of specific objectives were proposed. The first one is "to promote oral interaction between teacher-student and student-student in a second language", so we will facilitate this interaction through group work to facilitate communication among classmates, and the role of the teacher in guiding students and interacting with them by giving advice oadvisingies they are doing.

The second objective is "to introduce students to a language that they can put into practice in their real-life in English". In this case, the theme chosen was "the town" because it is important to know the places that can be found. They will use it when they have to travel or when they

have to communicate with a tourist. Our country is a place where tourism is very common, so tourists may ask them about areas of interest or ask them how to get to an address.

Another objective of this work is “to make a bibliographic review about plastic expression and its misconceptions” since it is considered mostly a secondary subject, merely pleasant, which does not provide us with intellectual knowledge. Sometimes we forget that plastic expression is to let free our imagination and feed our creativity, something much more important than the mere acquisition of content.

The last objective is “to investigate how comics, drawing, and technology can motivate students to improve their expression in another language”. Since the comic is a tool that promotes the pleasure of reading and writing, due to it gives equal importance to drawing and writing. According to the benefits of drawings, most children draw daily, and it is an activity that is pleasant and even relaxing. Finally, technology is a motivating tool that we must include in our daily life with an educational purpose.

After the realization of this work, we have been able to confirm that the comic is a very useful means of communication, and the realization of it helps us to be creative, entertains, and amuses us while learning. For the above, we see it as a tool that can be used in the classroom, as it is easy to read and perform and can be used on a variety of topics.

So, the comic apart from being fun will help students to acquire vocabulary more easily, comprehension, and imagination, and will help both written and oral expression.

The activities proposed in this intervention are based on the purpose of the realization of the comic, but first achieving the acquisition of the basic contents on which we will base our story. A very positive point regarding the use of comics is that it can be used with all the other units that students have to study and at the end of the academic year, pupils can have their own comic stories. In this regard, if students complete 9 didactic units, their stories can have 9 chapters, each one having to do with the theme of the unit.

Bringing to reality what is proposed in this proposal will require great effort, work, and commitment from everyone, but we believe that the results could very positive and rewarding, which will make all that work worthwhile.

## 7. Final considerations

The duration of the four years of my university studies, the months that I have done my internship, and the short experience that I have dedicated to education led me to think about the importance of the role we play in the life of children and families.

During these years, the university has marked in my life a starting line, my purpose is not to reach the finish line, but it is not other than to enjoy the race, to run alongside other people with the same goal, the goal of getting a better education.

The realization of this proposal and all the work done during these years has planted the seed of curiosity in my desire to know and learn much more about the complex world of education.

I have always been a person with insecurity and fear. Nowadays, I realize how much progress I have done, and it has made me feel more secure about myself. In my personal experience, although I have not had the chance to put into practice this proposal, I will keep it for its future implementation.

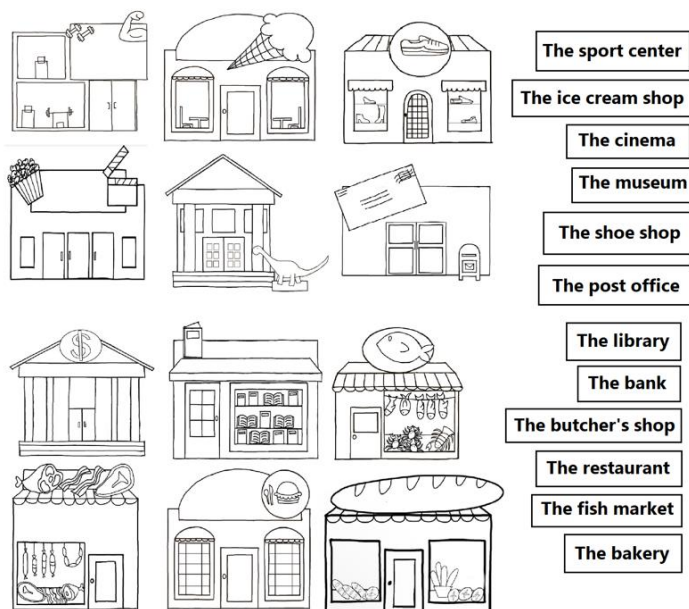
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## 9. Annexes

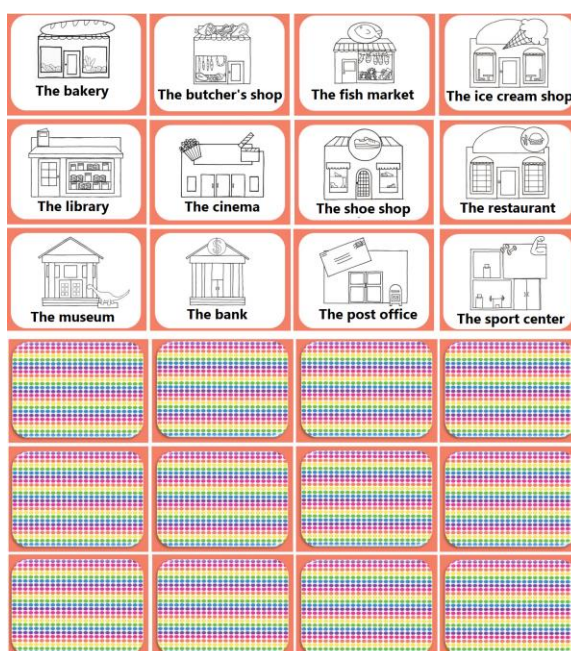
### 9.1. Annex 1



**Figure 1. Pictionary**

Source: Own elaboration

### 9.2. Annex 2



**Figure 2. Memory game**

Source: Own elaboration

## 9.3. Annex 3

**Table 8.** *The future tense in affirmative and negative*

Subject	Auxiliary	Verb (infinitive form)	Example
She	will	go	She will (she'll) go to the movie theater.
She	won't	go	She won't go to the movie theater.

Source: Own elaboration.

**Table 9.** *The future tense in interrogative form*

Auxiliary	Subject	Verb (infinitive form)	Example
Will	She	go	Will she go to the movie theater?

Source: Own elaboration.

## 9.4. Annex 4

### Future simple tense

Write the sentences in affirmative, negative, or interrogative correctly.

Affirmative: I will go the post office tomorrow to send a package.  
 Negative: \_\_\_\_\_  
 Interrogative: \_\_\_\_\_

Affirmative: \_\_\_\_\_  
 Negative: Lucia won't be at the restaurant in 30 minutes.  
 Interrogative: \_\_\_\_\_

Affirmative: Luis will visit the museum of his aunt next week.  
 Negative: \_\_\_\_\_  
 Interrogative: \_\_\_\_\_

Affirmative: \_\_\_\_\_  
 Negative: My friends won't meet me at the cinema tonight.  
 Interrogative: \_\_\_\_\_

Affirmative: \_\_\_\_\_  
 Negative: \_\_\_\_\_  
 Interrogative: Will they eat ice cream at the ice cream shop tonight?

**Figure 3.** *Future tense worksheet.*

Source: Own elaboration

### 9.5. Annex 5

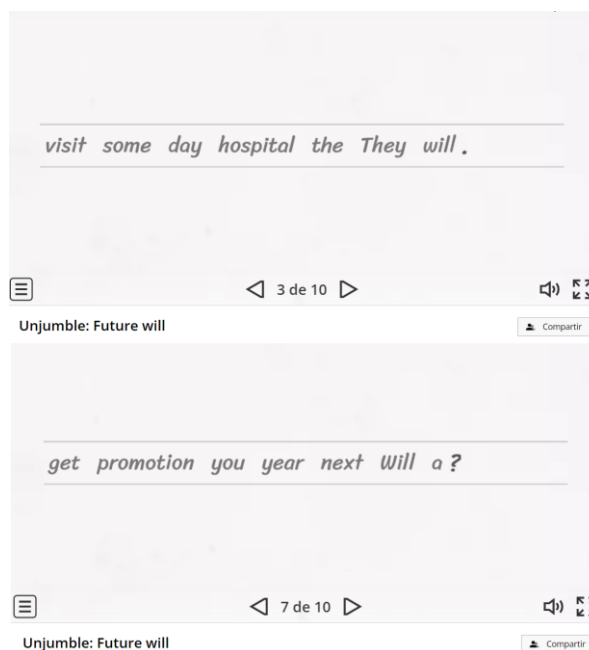


Figure 4. Wordwall game.

Source: <https://wordwall.net/es/resource/4551789/unjumble-future-will>

### 9.6. Annex 6

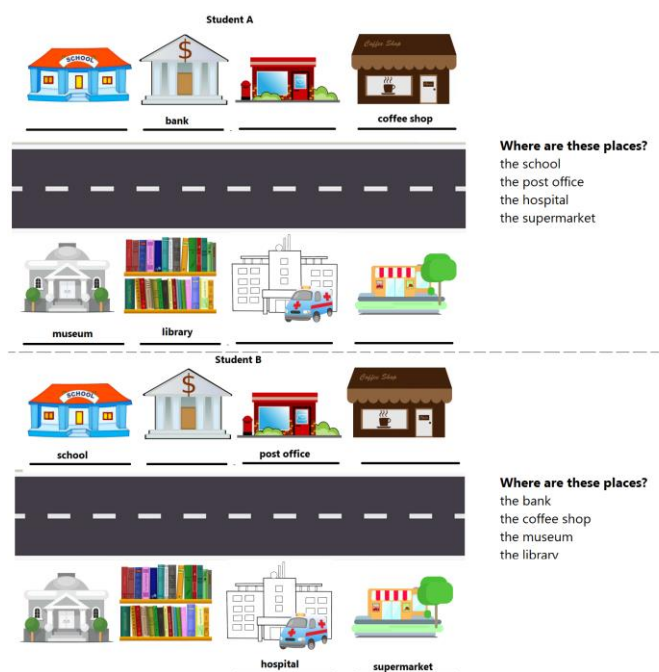


Figure 5. Activity 3. Task 2.

Source: Own elaboration



9.7. Annex 7

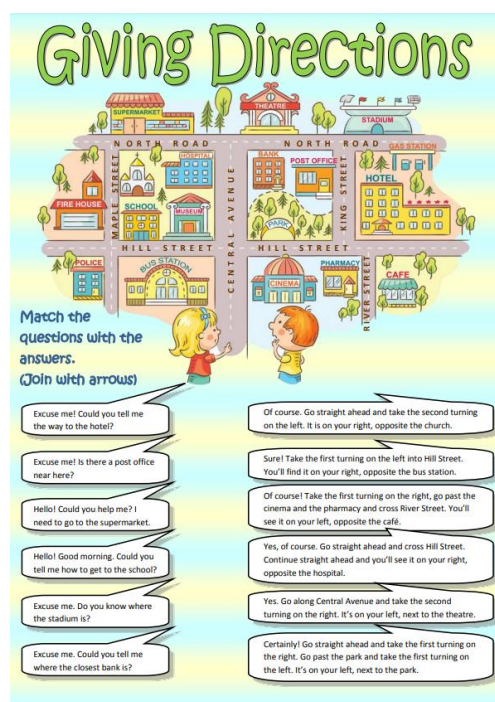


Figure 6. Giving directions.

Source:

[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_%28ESL%29/Giving\\_directions/Giving\\_Directions\\_kt551m](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Giving_directions/Giving_Directions_kt551m)

9.8. Annex 8



Figure 7. Listening directions.

Source:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Giving\\_directions/Giving\\_Directions\\_kt551m](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Giving_directions/Giving_Directions_kt551m)

9.9. Annex 9



Figure 8. A3 Estepona map.

Source: <https://www.guiaestepona.com/mapa-callejero-de-estepona.html>

9.10. Annex 10

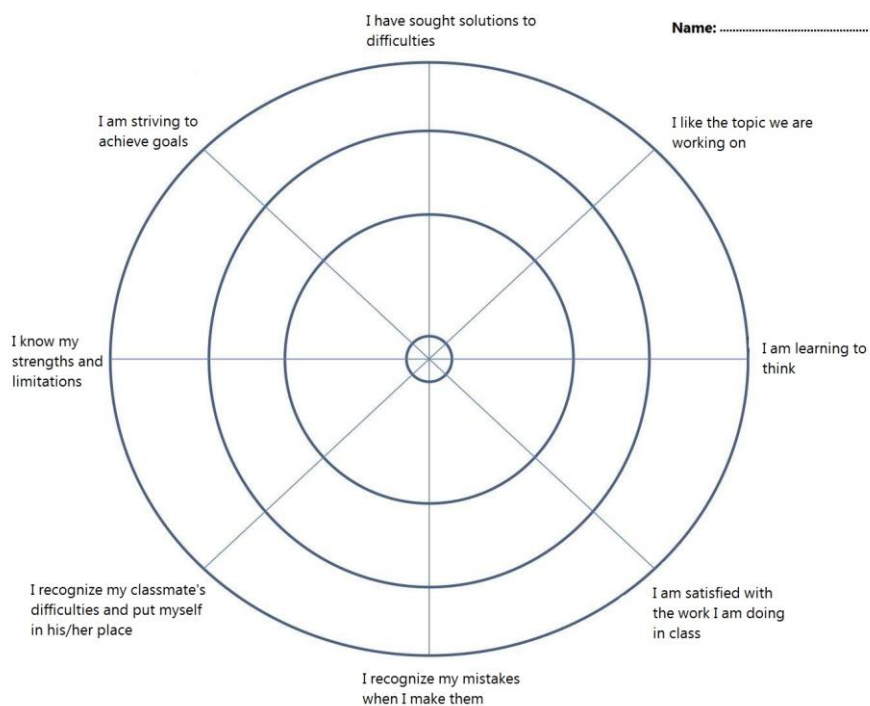


Figure 9. Self-evaluation dartboard.

Source: Own elaboration

### 9.11. Annex 11

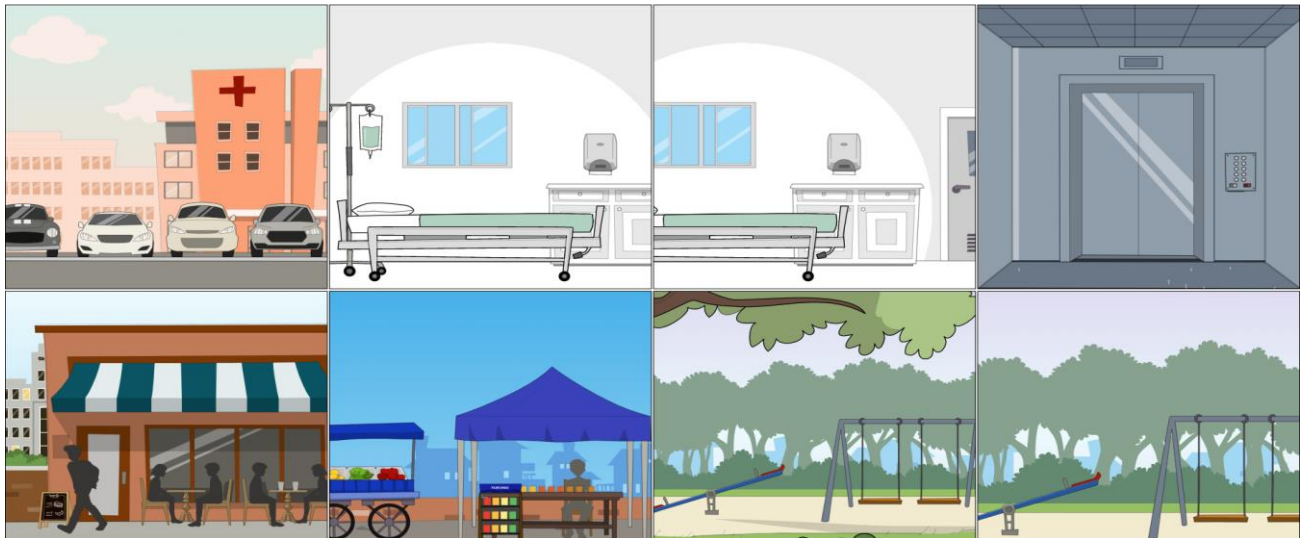


Figure 10. "My lost ring". Backgrounds.

Source: Own elaboration

### 9.12. Annex 12

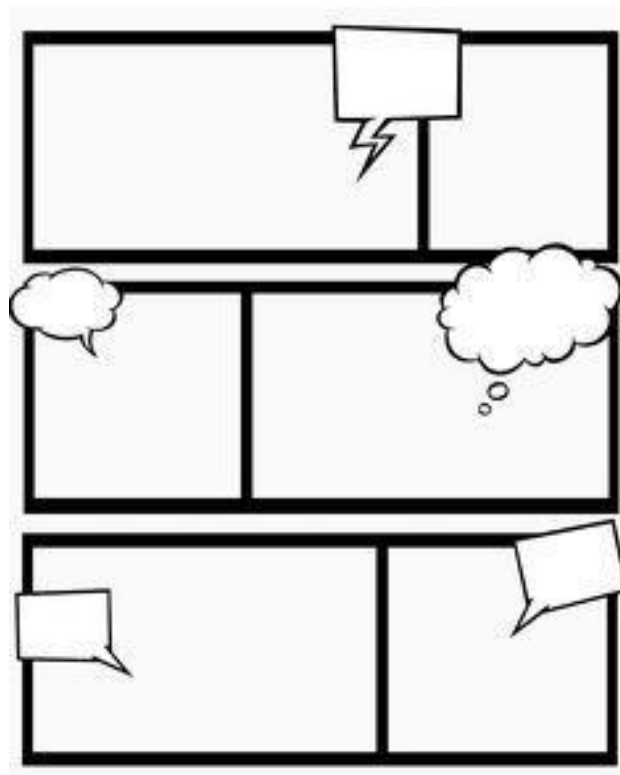
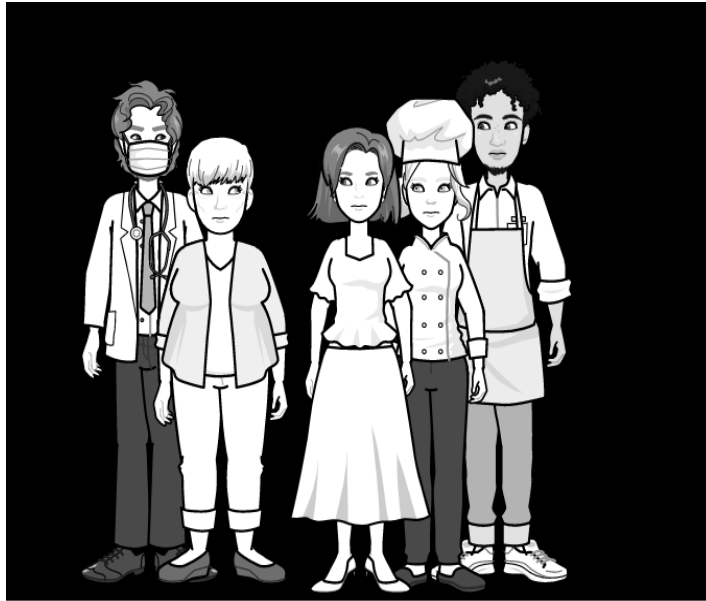


Figure 11. Draft for the comic.

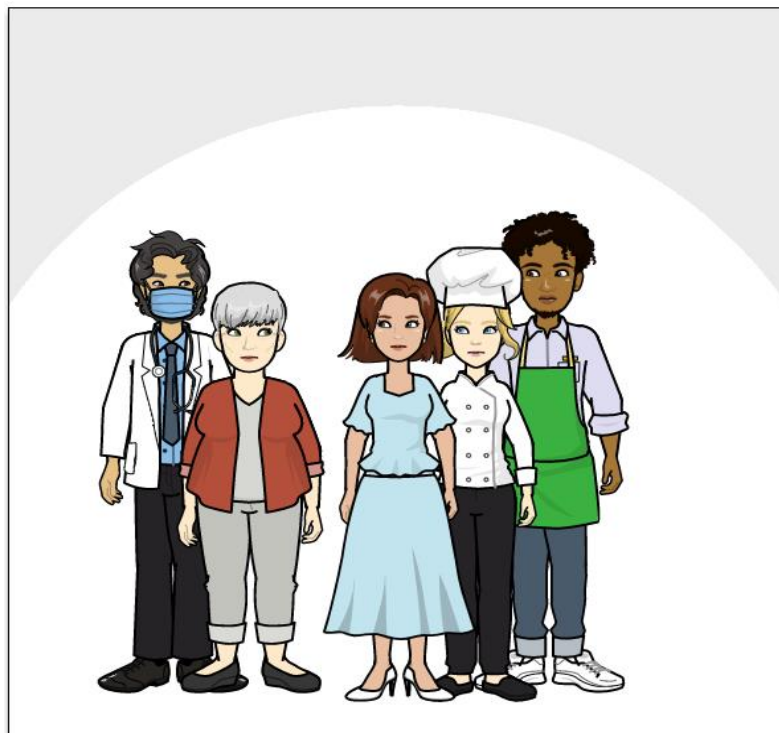
Source: Pinterest. <https://i.pinimg.com/736x/f6/14/3a/f6143a0d38b9e6ea3fb8e5f2a27dc8c7--story-structure-hot-mess.jpg>

### 9.13. Annex 13



**Figure 12.** "My lost ring". Characters in black and white.

Source: Own elaboration



**Figure 13.** "My lost ring". Characters in color.

Source: Own elaboration

9.14. Annex 14

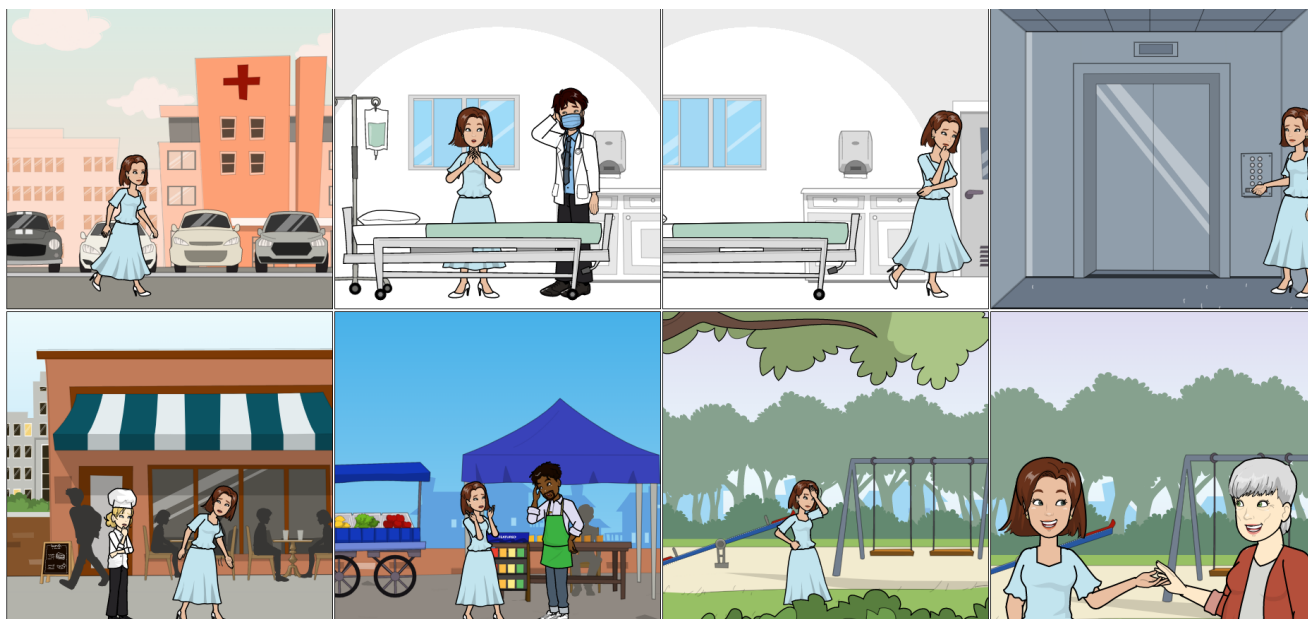


Figure 14. "My lost ring". Background and characters.

Source: Own elaboration

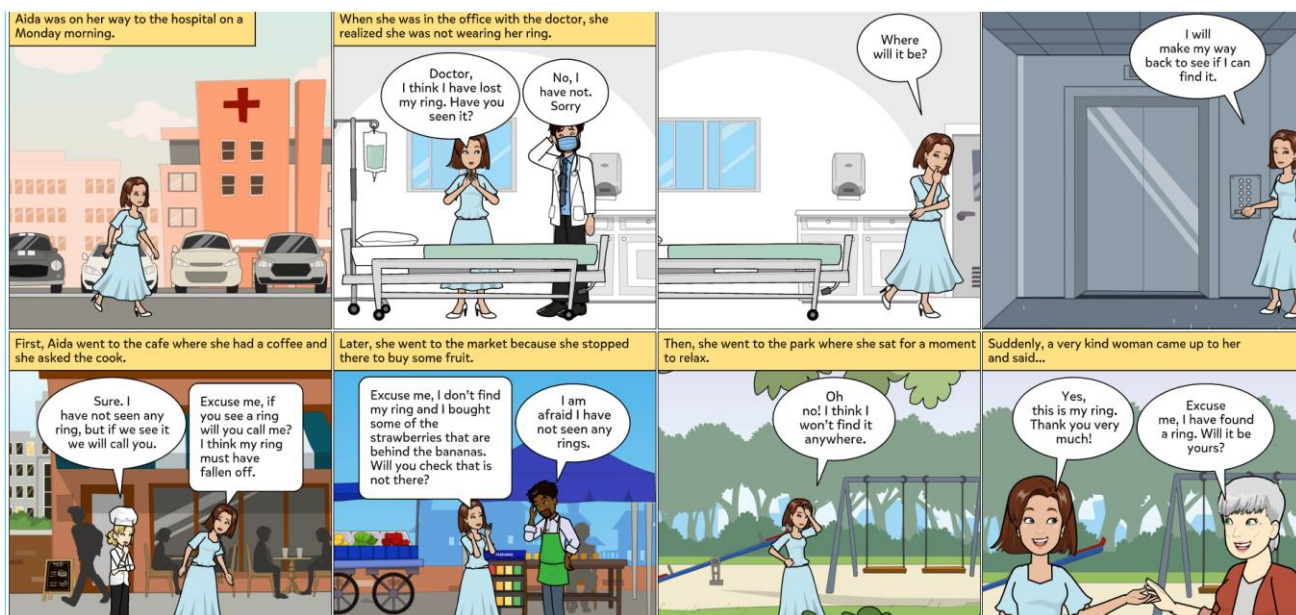
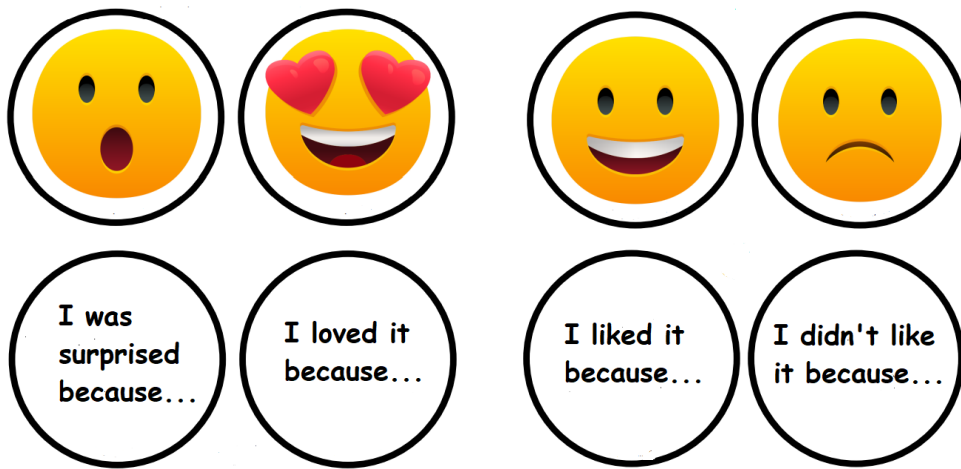


Figure 15. "My lost ring" Full comic.

Source: Own elaboration

### 9.15. Annex 15



**Figure 16.** *Emoji palettes.*

Source: Own elaboration

9.16. Annex 16







<p>Place where you can read and borrow books</p>  <p>A Market                      B Library C Art gallery                  D Cinema</p>	<p>Place where you stay when you travel to somewhere</p>  <p>A Airport                      B Football stadium C Hotel                         D University</p>
<p>Place where you can play ice hockey</p>  <p>A Ice rink                      B Adventure playground C Bowling alley              D Shopping centre</p>	<p>Complete de sentence:</p> <p>- Mary and Susan _____ to the shopping centre tomorrow (go).</p> <p>A go                              B will go C won't go                      D goes</p>
 <p>A Right                         B Left C Back                         D Front</p>	<p>Where is the supermarket?</p>  <p>A Next to the book shop.     B Between the book shop and the police station. C Behind the book shop.     D Next to the museum.</p>
<p>How can I get to the bus station?</p>  <p>A At the round about, turn right.     B At the round about, turn left. C At the traffic light, turn right.     D At the traffic light, turn left.</p>	<p>Complete de sentence:</p> <p>- They _____ at the airport next week (not be)</p> <p>A aren't                         B won't be C will be                         D isn't</p>

Figure 17. Final test.

Source: Own elaboration

9.17. Annex 17



Figure 18. Oral map test.

Source: <https://www.baamboozle.com/game/718973>



## 9.18. Annex 18

**Table 5.** *Observation sheet*

	1	2	3	4	5
Participates actively in class					
Takes initiative in completing homework assignments					
Makes use of the contents seen in class					
Recognizes and understands what he/she hears					
Works cooperatively					
Respects the opinions of classmates					
Expresses his/her ideas clearly					
Work is orderly and organized					
Shows interest in learning					
Applies what has been learned					

1: Never, 2: hardly ever, 3: sometimes, 4: usually, 5: always

Source: Own elaboration