Teaching vocabulary through comics to foster attention, memory and self-control in AD/HD students

An elective workshop for in-service EFL elementary teachers

TRABAJO DE TITULACIÓN

Para optar al título de profesor de Inglés y al grado de licenciado en educación.

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Primer Semestre 2015
Acknowledgements

First of all I want to thank God for everything. He has always given me the best and I am deeply grateful. Even though this was not an easy journey, I wouldn’t have been able to come to the end of it without Him by my side.

Secondly, I want to express my special thanks to everyone that is, was and will be beside me no matter what; to my mommy, my daddy and my siblings who helped me even when I was a disaster and even when they were tired; and my dear friends, my oldest friends as well as the new ones I met this year while working on this project including, obviously, my mentor teacher, Miss Mónica Cárdenas-Claros.

Thank you all for your support and constant encouragement over the years.

I will never forget it.
Abstract

Teaching vocabulary to children with Attention Deficit Disorder (ADD) is challenging as their limited attention span along with their behavior interferes with learning. Potentially, using comic strips offer a great opportunity to address this issue as comics can enhance and increase motivation, attention and self-control and help improve the student’s impulsiveness by reflecting in the morals of the stories.

This graduation project seeks to train in-service elementary school teachers of English to teach vocabulary to Attention Deficit Disorder students with or without Hyperactivity (AD/HD) through the use of comic strips in the classroom.

Key words: Attention deficit disorder, Comic strips, Elementary students, EFL, vocabulary, attention, memory, behavior.
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**Introduction**

Every day, teachers have the important mission of integrating students with different needs in the classroom. However, to be prepared to fulfill every need is not an easy task.

In Chile, AD/HD, auditory disability, dyslexia, autism, aphasia/dyspraxia, developmental delays, and mental and motor disability have been identified for the MINEDUC (2009) as the most common special needs in the Chilean context, for this reason, teachers need to know all the different strategies to help everyone to learn.

In this graduation project, I will focus on Attention Deficit/Hyperactivity Disorder (AD/HD), which is defined by the America Psychiatric Association (2013) as a neurodevelopmental disorder with “a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development” (p.59), and the teaching with comics for the solution of the previously mentioned characteristics.

Since inattention, hyperactivity and impulsivity are problems that teachers could encounter in a regular class, to make a mistake when quickly diagnosing a student can be frequent. That’s why, MINEDUC (2009) also presents the surveys and questionnaires which parents, teachers and children themselves, need to fill out in order to have a proper diagnose and treatment.

One of the most common treatments to control AD/HD is to use drugs such as Amphetamine and Ritalin. These drugs cease the symptoms from six for up to eight hours, but cause severe side effects in case there is either drug abuse or a misdiagnose (Silver, n.d.; Robinson, Smith, Segal, & Ramsey, 2015). However, with the proper medication, students can behave well, be focused in class, and remember the instructions and what they have learned.

The main problems this situation trigger are that; first, the medication just last a few hour so students will not be able to pay attention, be calm or remember all the contents after the pill’s effect is over; second, AD/HD students strive to learn the L2 due to their poor memory and attention deficit; and third, students lose their ability to work on their own. That is, to become autonomous learners since they depend on a third party to have higher
grades and to achieve the general objectives of the class. In addition, weaknesses and strengths are not taken into consideration or not noticed at all because of the misconception of AD/HD students in the classroom (Céspedes, 2012). Hence, to be engaged with the content of the lesson is complicated for both, the students and the teacher.

On top of that, some teachers are not fully prepared to face and solve this situation since Special Needs education and planning modification are just seen as an elective subject in most of the programs of education, so teachers may not be ready to make the necessary changes by themselves. Furthermore, the curriculum established by the MINEDUC does not state the explicit activities to be developed and applied by teachers to cover the needs of the students with this—or another—type of learning disorder.

To address this issue regarding AD/HD students, several authors (Hubbard, 1988; Beltrán, 1998; Portellano, 2005) have suggested a few ways to improve students’ memory, attention and self-control. Hubbard (1988) specifically, claims that to enhance a better long-term memory, vocabulary needs to be presented in a meaningful way. That is, relating new words with previous experiences and images to make sense of them. In this regard, comics will be the perfect vehicle to facilitate language acquisition in AD/HD students since the verbal and non-verbal codes are together (Ippolito, 2012) and the process of learning is inductive (Jacob, 2007).

This graduation project seeks to train in-service elementary EFL teachers of English to use comics to teach vocabulary to AD/HD students, so they would be able comprehend written and oral texts as well as improving their attention, memory and finally, because of a reflection and discussion of the morals learned from comic strips, their behavior (Ippolito, 2012).

This workshop is structured in two main sections. The first one presents a literature review, providing relevant information about ADD/ADHD students, the recommendations for teachers, and then the benefits of teaching vocabulary through comics. The second section presents a pedagogical proposal that shows how the underlying theories are put into practice, promoting comics as a useful and effective way to teach vocabulary while enhancing motivation, memory, attention and behavior.
Literature review

This section is structured into four main strands of research: (1) The main characteristics of Attention Deficit Disorder children; (2) How to teach Vocabulary; (3) The relevance and importance of using comics to teach vocabulary to AD/HD elementary students; and (4) the desired outcomes of the pedagogical proposal.

Attention Deficit Disorder (ADD)

The Marco de la Buena Enseñanza (MINEDUC, 2008) defines in its C domain that teaching should be for the learning of all students, that's why instructions and class materials should be correctly presented and adapted for the learning of all the members of the learning community. In this way, Special Needs students should not be left behind.

Among all the Special Needs that could be found in a classroom setting, attention deficit disorder is one of the main and most common ones. It has been catalogued as a temporary special need by the MINEDUC (2009). This means that the special need students require help in their learning development just for a certain period in their lives. It also means that it could diminish or disappear with time, but there are cases in which the disorder does not disappear and leads into adulthood. Additionally, MINEDUC (2009) regulates the grant and the type of specialists in inclusive schools, so that the students with a learning, cognitive, physical or linguistic disorder are being educated in the best possible way.

However, there is a theory that claims that ADD is an invention. Dr. Richard Saul (2014), a well-known psychologist, wrote a controversial book called *ADHD Does Not Exist*, nevertheless; Dr. Richard did not take into consideration the different tests that have to be conducted in order to make a proper diagnosis. He just delimited the characteristics of AD/HD people to the general. Although this may be true for him, Céspedes (2012) claimed that the cases of AD/HD in the world have increased just because of wrong diagnosis. In general words, it has not always followed all the steps teachers and parents' must follow. Moreover, she also explained that there are many different and external situations in a student that could lead to a misdiagnosis; for instance, students who have problems at home and express their frustration at school.
However, for a correct diagnosis it is not enough just to look for those three main characteristics since students could frequently show those signs either after having a stressful day at home, or after being playing videogames all night long (Céspedes, 2012). Hence, it is important to know if the students are having the signs of ADD/ADHD in two different places and in repeated occasions. In order to tell the difference between the real from the false cases, four tests are the most commonly used in the Chilean context.

The first one, the “Anamnesis” seeks to detect any Special Need pre, during, post pregnancy problem and also the present context of the students in order to know any disruptive situation that could have influenced in the students’ physical and psychological development; the second one, the Teacher Observation of Classroom Adaptation Revised (TOCA-R) aims to describe the attitude of the students in their classroom environment so that it could be compared with the attitudes at home; the third one, the Pediatric Symptom Checklist (PSC) aims to describe the attitude of the student as perceived by the parents so that it can be compared to the TOCA-R to tell the students' behavior in more than one place; the forth one, the Conners 3™ aims to detect the presence of AD/HD in students and gather information about students' self-control in the classroom as well as in the school and others co-morbid disorders such as depression, anxiety, bipolar disorder, learning disorder, among others (Conners, n.d.; Austin, Staats & Burgdorf, 2007); the fifth one, less common than the previous ones, the Test for Variables of Attention (TOVA), a visual and auditory online test that seeks to find attention deficit disorders and other traumatic brain injuries (Greenberg, n.d.).

In the above tests, responses are required not only from student, but also from parents, teachers and caregivers to ensure that the signs of ADD/ADHD are correct and not just as a consequence of the circumstances (MINEDUC, 2009).

After the diagnose is done, the treatment varies depending on the doctors’ and parents’ choice, there could go from the use of no traditional medicines (not based on scientific evidence) such as Reiki, Bach flowers, meditation and yoga to the common drug treatment with stimulants such as Ritalin, Daytrana, Focalin, among others (Merrill, 2013).
Implications in the classroom

In addition to the main characteristics of AD/HD, cognitively, this disorder is also characterized by the disruption in the executive functioning regarding organization and planning, goals identification, problem solving and working memory, among others (Cruger, n.d). For this reason, students that depend on drugs to fulfill the class’ objectives cannot fully do it without them, so what happens in regular schools when the drugs’ effects are over?

The auditory and verbal retention of the students are diminished, their attention span is also reduced and they cannot make a clear selection and organization of the information provided (Prieto, 1989). In addition, Greenberg, (n.d.) noted the side effects of psychoestimulants in children and stated:

> The side effects are somewhat different for children than for teenagers and adults. Children can experience irritability, crying, headaches, loss of appetite, stomach-aches, and "rebound" [increased irritability and hyperactivity as the medicine is wearing off]. Their ADHD symptoms might get worse, especially with too much medication. (para. 78)

Given that, students are not able to become autonomous learners since their learning relies on the doctors and parents who provide the drug, and in the drug itself. Additionally, students who have trouble with their working memory and attention, may also have trouble with the self-control of their impulses since they have problems to think before they act and hence, they will misbehave (Greenberg, n.d.). Teachers commonly associate this type of behavior to talkative, irresponsible or troublemaker students.

Vocabulary

Wilkins (1972) stated "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). Thus, vocabulary is a wide concept that makes direct reference to the selection of words we constantly and commonly use to communicate whether orally or written (Hanson & Padua, 2011). In order to learn vocabulary the steps to do it is firstly through words and then to phrases (Ager, 2015), so it has to be a systematic process. Moreover, McCloud (1993) stated that “it’s considered normal in this society: or
children to combine words and pictures, so long as they grow out of it,” (p.139) so words and images are together throughout our lives and we make sense of them since early childhood.

**Teaching vocabulary**

According to Graves (2006) (as cited in Hanson & Padua, 2011) there are some important steps to follow in order to acquire vocabulary; (1) Providing rich and varied language experiences (2) Teaching individual words explicitly (3) Teaching word-learning strategies; and (4) Fostering word consciousness. Given that, teaching vocabulary is a complex work in which teachers have to follow the steps provided and where students do not only learn isolated words, but make sense of them to acquire them. For this reason, Thornbury (2002) stated that one of the main ways to involve learners is to present the meaning of a word and then asking the learners to supply the form. This could be also easily achieved by asking about the actions happening in images or comics strips.

**Teaching vocabulary to children.**

Scott and Ytreberg (1990) described the characteristics of children from eight to ten years old and stated that they are able to tell the difference between fact and fiction, they can convey and understand meaning, and they have definite views about what they like and do not like doing. Given that, Scott and Ytreberg also stated that to fully understand a text, words are not enough, so it is needed to appeal to the senses. A good way of doing this is with the implementations of objects and pictures. To reinforce this statement, Thornbury (2002) highlights the importance of mnemonics as a mean of relating a certain word with a visual element for a better retention in of that word in the working memory.

Furthermore, to teach vocabulary to AD/HD students is not an easy task since it needs certain steps to be followed by teachers. For instance, they have to keep instructions simple and structured, use visual aids, allow students to have breaks, and occasionally keep the AD/HD students with activities that involve a physical response (Segal & Smith, 2015).

In addition, Hughes (1998) described visual literacy across the curriculum as (1) Reading images in the world around us; (2) Reading pictures in books; (3) Using visual images to support reading of simple texts; (4) Reading symbols and pictures in the school/classroom
environment to promote literacy; (5) Creating meaningful visual images to record understanding of tasks; (6) Using pictures in non-fiction texts to support learning of subject knowledge; (7) Using pictures in fictional texts to support learning of subject knowledge; (8) Reading the page referring to the different interpretations of a picture. All this, was to show the importance of the images in learning and understanding different tasks as a prior skill than actually reading.

Comics

Comics have always existed, from just images in cave paintings and ancient Egypt, going through their transformation in words and then mixing text and images in German comics in 1400’s until present times (McCloud, 1993). The importance of comics has always been there and, as Sabin (2005) (as cited in Tiemensma, 2009) stated, it has evolved to a “graphically sophisticated and culturally revealing medium” (p.4) since comics strips are able to show the specific characteristics of a society.

Main characteristics of comics

McCloud (1993) simply stated that "comics are sequential art" (p.9). In other words, when images are seen in a specific order, it gives a time-passing sensation. These ideas are stored in panels separated by a gutter and where characters speak through speech balloons and the narrator voice is stated in the captions to tell a story. Figure 1 defines each of the components of comic strips.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel</td>
<td>Rectangle frames that contains a segment of the action</td>
</tr>
<tr>
<td>Gutter</td>
<td>Blank space between panels</td>
</tr>
<tr>
<td>Caption boxes</td>
<td>Give the narrator’s voice.</td>
</tr>
<tr>
<td>Speech bubbles</td>
<td>Give the characters’ voice.</td>
</tr>
<tr>
<td>Closure</td>
<td>Action performed by the reader by using background knowledge to understand the relation between panels.</td>
</tr>
</tbody>
</table>

Figure 1: Components of comic strips
Comic strips have been used for language learning for a long time and make the job of learning a language an enjoyable experience.

**Benefits of using comic strips with AD/HD students**

Now, why teaching vocabulary with comics?

As AD/HD students have limited attention span, the bright colors of comic strips and also their small size and short sentences make them the perfect vehicle for learning a new language without overwhelming the students.

In this way, it could be concluded that one of the main characteristics of comic strips is that they get the students—of all ages—engaged. In addition, it requires less effort to read and some of the meanings of the words can be guessed from the context or the images that are with them. Regarding this, Jacobs (2007) stated "We are better able to “hear” the narrator’s voice because we can see what words are emphasized by the bold lettering" (p.23), so the emphasis of the words depend on the highlighting of the specific words we want our students to learn.

**Benefits of working with comics**

Miller (2005) described the curriculum connections with comics and concluded that it is connected to all content areas, engages students in challenging curriculum concepts, gives students a chance to explore visual literacy, it is suitable for all skills levels and helps learners to develop critical thinking skills. Along with Miller (2005), Lawrence, Segal, and Smith (2015) noted that effective treatment for AD/HD also includes education, behavior therapy, support at home and school, exercise, and proper nutrition.

**General recommendations**

Several authors have suggested a series of recommendations for the three main components that I will address in this pedagogical proposal: memory, attention and behavior.

**Development of memory**

In order to develop memory, it is advisable to make a clear relation of the contents and the image, so the comic strip should be clear enough to be self-explanatory at the beginning. In
this regard, students construct the meaning of the images and relate it to words with previous experiences (Beltrán, 2003).

Additionally, the source of input has to be for long periods of time so it will be remembered for longer (Portellano, 2005).

**Development of attention**

For the development of attention in the classroom, it is advisable to give short and precise instructions in the target language and make sure that every student understood what they have to do along with underlining or highlighting the key concepts (Beltrán, 2003).

Furthermore, the format of the comic strip can enhance the students’ attention for longer periods than a plain text and could lead to interpretation of the meaning of the story without the stress of learning a word by heart. Also, the creativity of the comics will help them to stay on task and be focused (Lawrence, Segal & Smith, 2015).

It is recommended for AD/HD students to relate content with previous experiences, hence; comics will be the perfect opportunity to do so by using ones with common activities and daily situations such as going shopping with their parents, performing usual activities, hobbies, and so on, considering the students’ meaningful elements (Segal & Smith, 2015b).

**Development of behavior**

To improve behavior, it is important to set clear rules at the beginning of the class. In addition, it is also needed to make sure that the students comprehend the rule and the consequences of disobeying that rule, for instance, a personal spare time to reflect on their attitudes (Segal & Smith, 2015b). These rules could be embedded in a comic strip so students will be able to reflect on the consequences of bad behavior as outsiders.

In the development of a lesson, include visual, auditory and kinesthetic facets and it is recommended to make students work cooperatively, individually and with the whole group (ADDitude Editors, n.d.).
In addition, it is recommended to give clear yet simple directions to the activities in the lesson (Segal & Smith, 2015b) so students don’t get confused or lose the focus of the learning activities.

To sum up, there are several benefits in teaching vocabulary with comics to AD/HD students as it draws their attention and as they have to think and relate content with the images. It also fosters the students’ autonomous learning since the exposure to L2 is more incidental but explicit at the same time while they are having fun looking at the images when the rhetorical and the graphical devices are together (Ippolito, 2012), so students learn vocabulary and become aware of grammar just by looking at it. In addition, the learner’s disposition toward class is more positive to learning (MINEDUC, 2008) because looking at bright colored pictures when learning and relating a new concept to that picture is more motivating than looking at a plain text, so AD/HD students’ reduced attention span will be enhanced and their hyperactivity and/or impulsiveness reduced.
References


Pedagogical proposal

Course syllabus

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Vocabulary through comics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong></td>
<td>At the end of the course, in-service elementary school teachers will be able to develop attention, memory and behavior in AD/HD students by teaching vocabulary through comics.</td>
</tr>
<tr>
<td><strong>Type:</strong></td>
<td>Elective course.</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td>In-service elementary EFL school teachers with ADD/ADHD students.</td>
</tr>
<tr>
<td><strong>Class Duration:</strong></td>
<td>12 sessions</td>
</tr>
<tr>
<td><strong>Class Hours:</strong></td>
<td>90 minutes</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>Natalia Aguila Morales</td>
</tr>
<tr>
<td><strong>Email address:</strong></td>
<td><a href="mailto:ntygluglu@gmail.com">ntygluglu@gmail.com</a></td>
</tr>
<tr>
<td><strong>Grade level:</strong></td>
<td>Fifth grade of elementary public schools</td>
</tr>
</tbody>
</table>

Course description

This 18-hour theoretical-practical elective workshop aims training in-service teachers currently working with elementary students in public schools, who have or might have attention deficit disorder with or without hyperactivity (AD/HD) to use comic strips. The workshop helps teachers to learn how to develop memory, attention and self-control in AD/HD students while teaching vocabulary through comics.

This course is structured on the basis of a task-based syllabus (Ellis, 2009) since it aims to use tasks as the main unit of instruction, it emphasizes the meaning, it engage cognitive process, it has a clearly defined outcome and it is intrinsically motivating for students.

The course is needed, as a result of the Needs Analysis (see appendix B: Needs Analysis Results), to give elementary teachers the tools to help not only students with AD/HD, but also the whole class to foster and develop attention, memory and self-control (behavior) with the learning of vocabulary through the use of comics. The Needs Analysis conducted with in-service elementary teachers informed three main situations:

1. There are a high percentage of AD/HD students in the classrooms.
2. Teachers don't know how to properly deal with ADHD students.

3. In-service teachers are willing to use comics in their classrooms as the majority of them agreed that it could be helpful to develop behavior, attention and memory.

Course Organization

This course is organized into five units. Units 1 and 2 serve as the theoretical framework for teachers to define and discuss the key features of AD/HD and the different uses of comics inside the classroom setting. Units 3, 4 and 5 are for the in-service teachers' practical use in the classroom. They aim to provide the tools to teachers to work in the classroom as those units are aligned to the guidelines for 5th graders put forward by the MINEDUC.

Objectives

General Objectives

By the end of the course, in-service teachers will be able to help students improve and develop L2 vocabulary through focused exercises presented in comics strips.

Specific Objectives

In-service teachers will be able to:

1. Identify AD/HD students in the classroom
2. Create panels with short stories.
3. Create their own comic strip based on personal experiences.
4. Reflect about their own experience.
5. Relate stories in comics with life experiences
<table>
<thead>
<tr>
<th>Unit</th>
<th>Objectives</th>
<th>Contents</th>
</tr>
</thead>
</table>
| I    | 1. Identify and describe the characteristics of ADD/ADHD students.  
2. Get acquainted with the test and different ways of diagnosing a student with AD/HD.  
3. Analyze real and fake cases of AD/HD in children.  
4. Identify possible students with AD/HD in their classroom.  
5. Reflect about their own experience.  
6. Prepare a reflection each class.  
7. Analyze a case study and show their findings. | AD/HD students’ characteristics. Tests |
| II   | 1. Identify and then describe the characteristics of comics  
2. Create their own comic with different vocabulary learning goals.  
3. Assess the usefulness of comics in the classroom with AD/HD students.  
4. Compare the different types of comics and their endings.  
5. Reflect on their learning. | Plot, panels, the gutter, frames, speech bubbles and the use of movement. |
| III  | 1. Identify, organize and name vocabulary in context through attention activities.  
2. Distinguish between different images  
3. Recognize key elements in comics | Objects of the classroom and shapes. |
| IV   | 1. Identify and recognize specific information  
2. Identify common expressions  
3. Relate images and the actions performed  
4. Reflect and self-analysis. | Parts of the body.  
Physical description.  
Emotions and illnesses |
| V    | 1. Identify the morals of comics.  
2. Recognize the implications for the actions in the story.  
3. Relate stories in comics with life experiences and reflect on them.  
Assessment

Throughout the course students will be assessed in four different ways:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Units presented</th>
<th>%</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections for in-service teachers</td>
<td>1 and 2</td>
<td>30</td>
<td>In -service teachers will write a short reflection (150-200 words) after each class with the main characteristics of the lesson and their personal outcomes.</td>
</tr>
<tr>
<td>A study of a case (Oral presentation)</td>
<td>1 and 2</td>
<td>30</td>
<td>In -service teachers will have to get together in groups and discuss and later on present the study of a case based on the contents. (In -service teachers will apply contents learned.)</td>
</tr>
<tr>
<td>Summative test</td>
<td>3, 4 and 5</td>
<td>25</td>
<td>Students will take a final check test in which they will test the concepts learned</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>All the units</td>
<td>15</td>
<td>Students will assess their participation, and new abilities and vocabulary learned in each lesson.</td>
</tr>
</tbody>
</table>

Checklists Evaluation:

<table>
<thead>
<tr>
<th>REFLECTION</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the reflection was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the reflection was about.</td>
<td>The reflection seemed to be a collection of unrelated sentences. It was very difficult to figure out what the reflection was about.</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>The reflection contains at least 5 accurate facts about the topic.</td>
<td>The reflection contains 3-4 accurate facts about the topic.</td>
<td>The reflection contains 1-2 accurate facts about the topic.</td>
<td>The reflection contains no accurate facts about the topic.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Collaboration with Peers</td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td>Time-Limit</td>
<td>Presentation is 10 -9 minutes long.</td>
<td>Presentation is 8 minutes long.</td>
<td>Presentation is 5 minutes long.</td>
<td>Presentation is less than 3 minutes OR more than 10 minutes.</td>
</tr>
</tbody>
</table>
Lesson 1: Objects in my classroom

In this lesson you will:
- **Identify, organize and name** the objects of the classroom
- **Distinguish** between different objects.

1. Highlight all the name of the objects you see in the comic.

2. What objects do you use every day to go to school?

3. Discuss with your classmates and teacher.
WHAT'S IN THE BAG? FOLLOW THE LINES AND COMPLETE THE NAME THE OBJECTS THAT APPEARED IN THE COMIC.

HOW MANY OBJECTS CAN YOU NAME?

NAME:
1. G__E
2. B__K__C_
3. C__Y__S
4. P__N
5. R__ER
6. S__S__S
7. M__K__R
8. N0__B0__
9. P__C__L
10. P__CI__ C__SE

CIRCLE THE NAME OF THE CLASSROOM OBJECTS. THEN LOOK FOR THEM IN THE WORD SEARCH.

HELP ME OUT, I'M GOING TO SCHOOL AND MY BACKPACK IS FULL! DO YOU WANT TO KNOW WHAT I HAVE HERE?
Activity 6

OBJECTS SOUP! CUT THE OBJECTS AND PASTE THEM INTO THE FOLLOWING CATEGORIES. (APPENDIX C)

WHAT ARE YOU DOING, MIMI?

I AM ORGANIZING MY OBJECTS, CAN YOU HELP ME?

CUT AND PASTE THE OBJECTS IN THE CORRESPONDING PLACE...

MIMI FELL! HELP HER TO RECOGNIZE THE OBJECTS! ASK YOUR CLASSMATE "WHAT DO YOU SEE?" WAIT FOR HIM TO ANSWER AND THEN, CHANGE ROLES.

A: WHAT DO YOU SEE?

B: I SEE A LOCKER!

OH NO!!!
Help Mimi to remember! Write the name of the objects in the comic.

When I fell, I bumped my head, so I can’t remember the names of the objects. Could you tell me?

This is a _______

This is a _______

This is a _______

This is a _______

This is a _______

This is a _______

This is a _______

This is a pair of _______

This is a _______

This is a _______

This is a _______

Thank you! Now I remember!
Activity 9

Playing Bingo!

Whole Class Activity! Bingo

- All classmates should have a small chart with some names of objects on it (Appendix D)
- Wait for the teacher to draw an object on the board
- Look for the word in English in your chart.
- Mark the word the teacher drew.
- The first to mark five in a row, wins!

In this lesson I learned:

Paint: The answer that best describe you.

Time to think:

- Organize the objects by their use
- Read and understand a comic strip
- Identify the name of all the objects
- Identify the name of some objects
Do you notice the shape of the objects around you every day?

I see a lot of shapes every day.

That is a triangle.

Look! That is a triangle!

This is a circle!

Look here, that clock is a circle too!

This is a square.

Those notes are like a square.

This is a rectangle.

Your whiteboard is a rectangle.

What other shapes do you see every day?

Activity 1

Discuss with your classmates and teacher.
**Activity 2**

**Listen** to the song, **Dance** with your teacher mimicking the shapes!

**Activity 3**

**Match the words in the corresponding place.**

- Rectangle
- Square
- Circle
- Triangle

---

Watch Video Clip #1
I Am a Shape - Mister Maker
(Appendix H)
Activity 4

Unscramble the letters to form the names of the shapes

I am a circle

I am a square

I am a triangle

I am a rectangle

Activity 5

Read the following comic with your teacher.

'Meet the shapes'

Hi! We are the shapes! Nice to meet you!

We are all different, but we are friends

I am triangle. I have three sides.

I am circle. I don’t have any side.

I am square. I have four perfect sides.

I am rectangle. I have four sides, but two are different.

We like playing sometimes

Activity 6

In pairs discuss the questions, then, share with the class

1. What shape has three sides?

2. What shape has four perfect sides?

3. What shape has four sides but two different?

4. How many sides has the circle?

5. What did they form in the last panel?
Activity 7

CONFUSING SHAPES! HELP MIMI TO COUNT THE FIGURES!

GOING TO THE ART GALLERY

I'M NERVOUS AND EXCITED.
TO SEE THE PAINTINGS!

ART GALLERY IN SANTIAGO

SOME PAINTINGS ARE REALLY MESSY!

I CAN'T UNDERSTAND THEM

MIMI IS CONFUSED... HELP HER TO COUNT THE SHAPES IN THE PAINTING

I SEE...[____] CIRCLES
I SEE...[____] SQUARES
I SEE...[____] TRIANGLES
I SEE...[____] RECTANGLES

Activity 8

LISTEN TO WHAT MIMI HAS TO SAY TO YOU AND THEN COMPLETE THE MISSING SPACES (AUDIO #1)

LOOK!
MY _______ ARE LIKE A TRIANGLE!
AND MY _______ _______ ARE LIKE A RECTANGLE
AND MY _______ _______ IS LIKE A CIRCLE
After this lesson I can:  
(Paint the thermometer if you agree)

- Describe the characteristics of shapes
- Be focused until I finish an activity
- Identify the characteristics of shapes
- Identify shapes around me
- Read and understand a comic strip

Unit final check!

1. **Look** at the list of materials below and then **draw** them.

   Dad, I need school materials:
   - 2 markers
   - 1 pencil case
   - 3 glues
   Thanks Dad! I love you!

2. **Think of and draw** two other objects with different shapes.

3. **Draw** the shapes mentioned. Pay attention to how your teacher will read the comic.

   All the shapes lost their bodies! **Draw** them!

   Hi! I am Trini, I have three sides.

   Hi! I am Steve, all my four sides are the same!

   Hi! I am Reggi, I look like Steve, but I am taller.

   I am Siri! I don’t have sides or corners.

<table>
<thead>
<tr>
<th>Trini is a _______</th>
<th>Reggie is a _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve is a _______</td>
<td>Siri is a _______</td>
</tr>
</tbody>
</table>
4. **DRAW THE OBJECTS MENTIONED IN THE SAME ORDER IN THE BLANK SPACE.**

WHAT AM I?
DRAW ME!

THINK (√) THE CORRESPONDING STAR ACCORDING TO YOUR PERFORMANCE

**THANK YOU! I AM A ______!**

---

**Unit self-check!**

**Now I can:**

<table>
<thead>
<tr>
<th>LISTEN TO AND UNDERSTAND COMIC STRIPS</th>
<th>★</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ AND UNDERSTAND COMIC STRIPS</td>
<td></td>
</tr>
<tr>
<td>WRITE THE NAMES OF THE SHAPES</td>
<td></td>
</tr>
<tr>
<td>IDENTIFY AND NAME THE CLASSROOM OBJECTS</td>
<td></td>
</tr>
<tr>
<td>READ AND SAY A POEM</td>
<td></td>
</tr>
<tr>
<td>IDENTIFY THE SHAPES IN ENGLISH</td>
<td></td>
</tr>
<tr>
<td>DESCRIBE THE SHAPES OF THE OBJECTS OF THE CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>SING AND DANCE THE SHAPE’S SONG.</td>
<td></td>
</tr>
<tr>
<td>DESCRIBE THE CHARACTERISTICS OF THE SHAPES</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Myself; Who am I? (memory)

Lesson 1: How am I?

Activity 1
READ THE COMIC AND HIGHLIGHT THE PARTS OF THE BODY

In this lesson you will:
✓ Identify the parts of the body
✓ Name the parts of the body
✓ Relate the parts of the body with their specific action.

Activity 2
Discuss the last question with your class.
Activity 3

MATCH the part of the body with the action it does.

A) I can eat delicious food
B) I can listen to music
C) I can see everything
D) I can smell beautiful flowers

Activity 4

THINK, PAIR, SHARE: What else can you do with your body?

I can sing with my mouth.
I can ..................................................................
I can ..................................................................
I can ..................................................................

Activity 5

LISTEN to the song, DANCE with your teacher

WATCH VIDEO CLIP #2
“Head, shoulders, knees and toes” (APPENDIX G)

Activity 6

1) THINK of the song. Do you LIKE the song? Did you KNOW the parts of the body?
2) IN PAIRS: Write a list of all the parts of the body you can remember from the song
3) SHARE your answers with the class.

Activity 7

COMPLETE with what you remember from the song

E_E_  E_R_  M_T_  N_E_
Activity 8

Can you remember? Write the corresponding names.

Knees * Toes * Shoulders * Head

Activity 9

Pair work! Listen to the song again. Put the images in the correct order.

Pair activity! Memory game!

✓ Cut the cards with the parts of the body (Appendix E)
✓ Put them all facing down
✓ In turns take two cards, if they match you have another turn, if they don’t is your partner’s turn.
✓ The student with more pairs wins!
After this lesson I can:

PAINT THE THERMOMETER IF YOU AGREE

GIVE EXAMPLES OF ACTIONS DONE BY MY BODY
ENUMERATE THE PARTS OF A SONG
NAME THE PARTS OF THE BODY
REMEMBER THE NAMES OF THE PARTS OF THE BODY
IDENTIFY THE PARTS OF THE BODY

Lesson 2: How do I feel?

Activity 1

READ THE COMIC AND HIGHLIGHT ALL THE FEELINGS YOU SEE.

In this lesson you will:

igmoid feelings
* recognize the effect of the actions in the emotions and feelings
* relate feelings and actions.

Morning in the School

Mimi, how are you?

I am tired. I did not sleep well last night.

And I am angry because I had too much homework.

I want to have homework. I am bored sometimes.

But I am sad to hear that.

Thanks, how are you?

I am so happy to hear that.

I am wonderful!

Activity 2

Discuss with your classmates

1. Why is it important to know how people feel?
2. What makes you happy? What makes you sad?
**Activity 3**

**CAN YOU DRAW THE MEANING OF THE FEELINGS HIGHLIGHTED?**

<table>
<thead>
<tr>
<th>FEELING</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Activity 4**

**CUT AND MATCH THE CORRESPONDING EMOTION WITH ITS NAME (APPENDIX F)**

1. [Image of a character expressing an emotion]
2. [Image of a character expressing an emotion]
3. [Image of a character expressing an emotion]
4. [Image of a character expressing an emotion]
5. [Image of a character expressing an emotion]
6. [Image of a character expressing an emotion]

**Activity 5**

**WRITE THE NAME OF THE EMOTION YOU THINK CORRESPOND. DRAW A CHARACTER WITH THAT FEELING.**

- angry
- happy
- wonderful
- sad
- bored
- tired

1. **WHEN I DON’T SLEEP WELL** I AM ________
2. **WHEN I DON’T DO MY HOMEWORK** THE TEACHER IS ________
3. **WHEN I HAVE A HIGH MARK** I AM ________
4. **WHEN I DON’T HAVE ANYTHING TO DO** I AM ________
5. **WHEN EVERYTHING IS EXCELLENT** I AM ________
6. **WHEN I HAVE A LOW MARK** I AM ________

**Activity 6**

**DISCUSS WITH YOUR PARTNER...**

1. **WHAT MAKES YOU FEEL ANGRY?** ________________________________
2. **WHAT MAKES YOU FEEL TIRED?** ________________________________
3. **WHAT MAKES YOU FEEL WONDERFUL?** __________________________
READ THE POEM ALL TOGETHER MIMICKING MIMI.

Sometimes on my face, you'll see,
How I feel inside of me.
A smile means happy.

A frown means sad.
And gritting teeth, means I'm mad.
When I'm proud, I beam and glow.
But when I'm shy, my head hangs low.

ANSWER the following questions then share:
1. What does a smile mean?
2. What does gritting teeth mean?
3. Can you guess the meaning of shy?
4. Do you know a word similar to mad?

After this lesson I can:
Paint the thermometer if you agree.

NAME ALL THE FEELINGS
Relate feelings and actions
Read and understand a poem
Read and understand a comic
Identify the different feelings and emotions
Lesson 3: People around me

WHAT’S THE MATTER? I AM ILL.

Think, Pair, Share: In no more than 10 minutes...

Individually: What do you think is Mimi’s problem?

In pairs: Comment your answers.

As a class: Discuss all the possible problems.

Activity 2

What do you think these sentences mean? Discuss with your partner.

<table>
<thead>
<tr>
<th>I Feel Terrible!</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the matter?</td>
</tr>
<tr>
<td>You Need to see a doctor!</td>
</tr>
</tbody>
</table>

Activity 3

Draw the illnesses Mimi has. Guess from context.

Fever

Stomachache

Headache
Activity 4
Read the continuation of the story. Highlight all the illnesses that appear there.

Activity 5
Discuss with your classmates! What is an IV? Draw it.

Activity 6
Pay attention to the pronunciation of the words in the video clip.

Watch video clip #4 "Learn health vocabulary" (Part 2). (Appendix H)
Activity 7

WHAT ILLNESSES WHERE MENTIONED? WRITE THE NAME OF THE ILLNESSES BELOW THEIR IMAGES

Sunburn * stomachache * Sneezing * Toothache * throw up

Activity 8

Watch the video again and number the illnesses as they appear in the song in the circles. Compare your answers with your partner.

Activity 9

Whole class activity! Mimicking!

1. Form 4 groups
2. Stand up and play “I am ill”
3. The class asks “How do you feel?”
4. The student from one group takes a card with the illness and mimics it (Appendix G).
5. If the group guesses, they earn one point
6. If the 30-seconds-time limit is over, the point goes to the group that guesses first.
7. The group with more points wins!
After this lesson I can: ('Paint the thermometer if you agree')

- Mimic an illness
- Perform from a comic strip
- Guess a word from context
- Pronounce better the names of the illnesses
- Recognize illnesses

Unit final check!

1. Put in the correct order the panels of the comic so it makes sense

   I feel terrible! I have a headache and a stomachache!

   Mum, what's the matter? You look terrible!

   You need to see a doctor!

   I might have a fever too...

2. How do I feel?

   Fill in how I feel in the next panel.

   Am I sad? Am I happy? Am I angry?

   I feel .................
3. Acting out! **Perform a comic in threesomes**

Choose a **doctor**, an **ill person** and a **friend**

**Perform the comics seen in this lesson**

---

**Unit self-check!** ✴✴✴✴✴

Now I can:

- Recognize illnesses
- Guess a word from context
- Perform from a comic strip and a poem
- Identify feelings
- Recognize the effect of the actions in the emotions and feelings
Appendix A: Needs Analysis survey

Survey to Pontificia Universidad Católica de Valparaíso
ILCL
Pedagogía en Inglés
Trabajo de Titulación
Natalia Aguila Morales

In-service teachers

**Objective:** This survey aims to identify the special needs of students as perceived by in-service teachers

**Instructions:** Answer the following questions about you and your classes

**PERSONAL INFORMATION**

Currently place(s) of work: __________________________________

In what type of school are you currently working?

- Private
- Semi-private
- Public

Number of elementary classes you currently have: ________________

**CLASSROOM AND STUDENTS**

Do some of your students have some problems to focus?

- Yes
- No
- I don’t know
- I haven’t noticed it

How many of the students in your classes get easily distracted?

- Zero
- One
- 2 - 4
- 5 or more

Do the students who get easily distracted have bad or low grades?

- Yes, most of the time
- Usually
- Hardly ever
- Never

Do those students have problems to remain sitting down?

- Yes, all of them
- Some of them
- No, none of them
- I haven’t noticed

Do those students have arguments or fights with some other(s) classmate(s)?

- Frequently
- Usually
- Not very often
- Hardly ever

Are those students mainly men?

- Yes, all of them
- Some of them
- No, none of them
- I haven’t noticed it

Do you have any student that has been diagnosed with Attention Deficit Disorder in the classroom?

- Yes, less than two
- Yes, more than two (up to five)
- No
- I don’t know

**SPECIAL NEEDS STUDENTS**

Mark with an X your level of knowledge regarding the following special needs.

<table>
<thead>
<tr>
<th>Special Need</th>
<th>I know a lot about it</th>
<th>I know something about it</th>
<th>I’ve heard about it</th>
<th>I don’t know anything about it</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD</td>
<td></td>
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</tr>
<tr>
<td>ADHD</td>
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<tr>
<td>Autism</td>
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<tr>
<td>Developmental disability</td>
<td></td>
<td></td>
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<tr>
<td>Mental Retardation</td>
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</tr>
<tr>
<td>Visual deficiency</td>
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<tr>
<td>Asperger</td>
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<tr>
<td>Aural deficiency</td>
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<tr>
<td>Dyslexia</td>
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<tr>
<td>Tourette syndrome</td>
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</tbody>
</table>
Do you know any strategy of classroom management for ADHD/ADD students in the classroom?
   a) Yes  b) I don’t have it clear  c) No, I don’t

If the previous question was affirmative. Which one(s)?

If the previous question was negative. Why?

Do you know something about the following Questionnaires that measure ADHD/ADD?
   Yes  Just heard of it  No

<table>
<thead>
<tr>
<th>Questionnaires</th>
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</thead>
<tbody>
<tr>
<td>CONNERS</td>
<td></td>
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<tr>
<td>TOCA - RR</td>
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<tr>
<td>TOVA</td>
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<td></td>
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<tr>
<td>PSC</td>
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</tbody>
</table>

TEACHERS NEEDS IN THE CLASSROOM
Please, select with an X the options you need to work the most in your classes.
In my classes I need to help...

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>students improve their attention in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students to improve their behavior</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>students to interact with the class materials</td>
<td></td>
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</tr>
<tr>
<td>students to be focused in one or more activity(ies)</td>
<td></td>
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<tr>
<td>students to become autonomous learners</td>
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<tr>
<td>students’ self-respect and to others.</td>
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</tbody>
</table>

Please, select with an X an appropriate answer according to your experience.
(IDK: I don’t know.)

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Is teaching vocabulary difficult for you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is learning vocabulary difficult for your students?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do students learn all the vocabulary by heart?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do lists of words help students to remember vocabulary?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Would contextualized vocabulary be more effective to learn vocabulary?</td>
<td></td>
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</tr>
<tr>
<td>Do comics help to make sense of the vocabulary?</td>
<td></td>
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</tr>
<tr>
<td>Would comics be helpful to develop attention?</td>
<td></td>
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</tr>
<tr>
<td>Would relating vocabulary with previous experiences improve attention?</td>
<td></td>
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</tr>
<tr>
<td>Do those students misbehave in the classroom?</td>
<td></td>
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</tr>
<tr>
<td>Do those students get easily frustrated?</td>
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<tr>
<td>Would it be necessary to teach the rules of the class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would students remember the rules better with the comic?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Would the morals of the comics be help to develop behavoir?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should the rules in the comic be discussed by the students?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use of comics and drawings in the classroom.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Would you like to use comics in your classroom?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would comics improve your students writing skill?</td>
<td></td>
<td></td>
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<tr>
<td>Would students be encouraged to read more with comics?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do reading comics would help students to learn vocabulary?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Would you like to use drawings in your lessons?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Would teaching vocabulary be easier with comics?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would learning vocabulary be faster with drawings?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix B: Results of Needs Analysis

Needs Analysis

In order to design an appropriate syllabus for in-service teachers, eleven teachers teaching different levels of elementary education answered an online survey (See appendix A: Needs Analysis). The requirement to participate in the survey was to be an in-service teacher working with elementary students and answer the questions according to their experience and observations in the classroom.

The survey

This was a 19-statement survey that aimed to identify the special needs of students as perceived by in-service teachers and it was divided into five sections; the first one for personal information of the teachers regarding the school they were working; the second one for the characteristics of the students as perceived by teachers in the classroom; the third one regarding the knowledge teachers have regarding the general aspects of special needs they could have in the classroom; the forth one regarding the specific needs of the teacher in the classroom; and finally, the fifth one regarding AD/HD students and the improvement of the intake of vocabulary through the use of comics.

Results

According to respondents:

The majority of them is currently working in semi-private schools (see graphic 1) and has a total average of five elementary classes they are currently working.

<table>
<thead>
<tr>
<th>In what type of school are you currently working?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
</tr>
<tr>
<td>Semi-private (subsidized)</td>
</tr>
<tr>
<td>Public</td>
</tr>
<tr>
<td>Private 2 18.2%</td>
</tr>
<tr>
<td>Semi-private (subsidized) 6 54.5%</td>
</tr>
<tr>
<td>Public 4 36.4%</td>
</tr>
</tbody>
</table>

Graphic 1

A 100% of them have students with problems to focus in their classes and a 73% of teachers declared that they have students diagnosed with ADD in the classroom, but just a 23% declared competent regarding the disorder (see graphic 2)
From the total of the respondents, the 55% stated that they don’t have clear the classroom management strategies for AD/HD students (see graphic 3), their responses to that were mainly that they were not specifically trained at college to deal with special needs students, but to deal with student’s bad behavior and also, as they were not specifically trained, there were special people in charge so that they don’t have to worry at all.

Regarding the questionnaires that measure AD/HD, teachers were just acquainted with CONNERS scale whereas none of them declared to know something about the other type of tests required to properly diagnose a student. (see graphic 4)

All of the teachers agreed that contextualized vocabulary is more effective to learn vocabulary (see graphic 8) and that comic will be a perfect vehicle to do it (see graphic 9).
The 81% of the respondents assures that comics will also develop attention (see graphic 10).

The 64% of respondents also agreed that the discussion of the comics would develop a better behavior (see graphic 11).

The 91% of teachers are willing to use comics in their classrooms (see graphic 12).

Would contextualized vocabulary be more effective to learn vocabulary? [Select according to your experience]

- Yes: 11 (100%)
- No: 0 (0%)
- I don't know: 0 (0%)

Could comics help students to remember vocabulary? [Select according to your experience]

- Yes: 11 (100%)
- No: 0 (0%)
- I don't know: 0 (0%)

Would comics be helpful to develop attention in the classroom? [Select according to your experience]

- Yes: 9 (81.8%)
- No: 0 (0%)
- I don't know: 2 (18.2%)

Would the morals of the comics be helpful to develop a better behavior? [Select according to your experience]

- Yes: 7 (63.6%)
- No: 1 (9.1%)
- I don't know: 3 (27.3%)

Would you like to use comics in your classroom? [Use of comics in the classroom]

- Yes: 10 (90.9%)
- I am not sure: 1 (9.1%)
- No: 0 (0%)
Teachers all agreed that they need students to become autonomous learners (72%) develop attention (45%), behavior (54%), self-respect and to others (54%) (See graphic 13)

![Graphic 10](image)

**Conclusions:**

Finally, the general results of the survey reflect that:

1. Teachers have more than two students diagnosed with ADD and don’t know strategies to manage the classroom
2. Teachers are not acquainted with the diagnosis of ADD students,
3. Comics will be a perfect vehicle to learn vocabulary by association
4. Teachers believe that comics would help to develop attention, memory and self-respect and to others.

Then, teachers need a theoretical-practical course to guide their AD/HD students’ in the classroom so that they include them in the learning process. Firstly, they will be able to study the characteristics of AD/HD students so they will be able to identify them in the classroom and the correct implementation of the corresponding tests to have a correct diagnose. Secondly, they will know why comics are necessary, its characteristics, how to implementing comics in the contents to improve vocabulary. Finally, teachers will learn how to develop students’ attention, memory and behavior of their students.
Appendix C: Objects.

Appendix D: Bingo card sample

<table>
<thead>
<tr>
<th>Scissors</th>
<th>Whiteboard</th>
<th>Pen</th>
<th>Crayon</th>
<th>Sharpener</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharpener</td>
<td>Scissors</td>
<td>Pen</td>
<td>Glue</td>
<td>Locker</td>
</tr>
<tr>
<td>Classroom</td>
<td>Locker</td>
<td></td>
<td>Backpack</td>
<td>School</td>
</tr>
<tr>
<td>Notebook</td>
<td>Backpack</td>
<td>Pencil case</td>
<td>School</td>
<td>Pencil case</td>
</tr>
<tr>
<td>Pencil</td>
<td>Notebook</td>
<td>Whiteboard</td>
<td>Marker</td>
<td>Glue</td>
</tr>
</tbody>
</table>

Appendix E: Memory Game

- Mouth
- Shoulders
- Eyes
- Toes
Appendix F: Name of the emotions.

<table>
<thead>
<tr>
<th>SAD</th>
<th>HAPPY</th>
<th>BORED</th>
<th>WONDERFUL</th>
<th>ANGRY</th>
<th>TIRED</th>
</tr>
</thead>
</table>

Appendix G: How do you feel?

Appendix H: Video clips

**VIDEO #1 I AM A SHAPE**
https://www.youtube.com/watch?v=upHUJKmtCKs

**VIDEO #2 HEAD, SHOULDERS, KNEES AND TOES**
https://www.youtube.com/watch?v=gXPH000wTBo

**VIDEO #3 LEARN HEALTH VOCABULARY (PART 2)**
http://youtube.com/watch?v=d04MmBvRJ08