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Faculty of Letters and Languages  
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# MASTER THESIS

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Submitted and Defended by:

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## ENHANCING VOCABULARY INSTRUCTION THROUGH USING COMIC BOOKS

Case Study of Third Year Pupils at Bendjaballah Omar Middle School in Bouchagroune , Biskra

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## **Declaration**

I, Ben Ali Habiba, do hereby solemnly declare that the work entitled 'ENHANCING VOCABULARY INSTRUCTION THROUGH USING COMIC BOOKS', is my own work, and all the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

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## ***Dedication***

*In the Name of Allah, the most Gracious, the most Merciful*

*With my love and respect I dedicate this work:*

- ♥ *To the source of love and wisdom, my beloved parents. May Allah reward them with happiness*
- ♥ *To my dear sisters: Faten and Amina*
- ♥ *To my precious brothers: Nabil, Ibrahim, Adel, Said, and Mahfoudh.*
- ♥ *To my grandmother Yemma Zohra, may Allah grant her long life.*
- ♥ *To all my dear friends: Rokaya, Rania, Rahma, Wassila, Wafa, and Iman.*
- ♥ *To all those who love me, I wish them success.*

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Also, special thanks go to, **Ms. KRID Assia**, Headmaster of Bendjaballah Omar Middle School **Mr. HAMRI Hamid**, the teacher **Mrs. HENANOU Souhila**, and her third year pupils.

## **Abstract**

Enhancing vocabulary knowledge is a crucial step for developing English proficiency. Hence, the present study aims at investigating the effect of using comic books on vocabulary instruction. It also highlights their importance and benefits in EFL classes. Therefore, the hypotheses set in this research are: comic books can play an important role in developing vocabulary knowledge because they help pupils to learn new lexis faster. Also, comics can present a significant support to teachers to deal with vocabulary through providing a better explanation of words in a short time. To conduct this study, mixed method approach is selected since it attempts to investigate the effect of two variables: comic books as the independent variable and vocabulary instructions as the dependent variable. Therefore, two instruments were used to gather more relevant and valid data. These instruments are the questionnaire which is designed and administered to ten teachers of middle schools, and quasi-experiment which is conducted with 16 pupils of third year at Bendjaballah Omar Middle School. The findings obtained in this study are analyzed quantitatively and qualitatively. Based on these findings, there are few teachers who use comics in teaching. However, the results of the test after the treatment proved that comic books are effective and can enhance learners' vocabulary. Therefore, they are supportive tools for teachers because they facilitate teaching vocabulary and catch learners' interest towards learning the language.

**Key words:** vocabulary, EFL, comic books.

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**VLS:** Vocabulary Learning Strategies

**N.A:**No answer

**Q:** Question

**P:** pupil

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### المخلص



# **GENERAL INTRODUCTION**

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## **Study Background**

Generally, vocabulary has been described as the core of a language and the cornerstone in the four skills namely; writing, reading, speaking, and listening. In that sense, learning vocabulary is an essential requirement to master English language as a foreign language (EFL). Wilkins (1972), Hornby (1995), and Thornbury (2002) emphasise on the importance of vocabulary; because by having a rich vocabulary, learning English will be easier. Consequently, EFL learners are supposed to be knowledgeable about the most common English lexical items for a successful advancement of their level.

However, learning vocabulary seems to be a challenging task for many EFL learners due to many difficulties. Some of these difficulties can be in terms of understanding meanings of new words, their spelling, and their pronunciation, but the most important one is how to recall these words when needed. As a matter of fact, many pupils forget what they have learnt easily because memorising a long list of words is not workable for all of them. Consequently, many of them fail in expressing their ideas correctly. For that reason, teachers are required to apply effective techniques to help learners overcome their difficulties. As we all know, teaching vocabulary has undergone alteration and improvement as the researchers are attempting to provide or to update techniques and strategies in order to ensure facilitation of vocabulary learning. The effective technique can be concretised in attracting learners, motivating them, and create a clear comprehension of what is learned and how can the learner use it in real context.

Using comic books to teach vocabulary is a technique that was suggested by many researchers such as Koenke, Krashen, and Horst . Comic books are defined as magazines or

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books that contain sequential art in the form of a narrative. For example, Batman, Mickey Mouse, or Japanese comics (also known as manga) like Detective Conan. Furthermore, they can be either printed or electronic books.

The use of comic books as a school material existed in the United States since 1920s (Wallner, 2017). Over a time, there have been many studies that show the usefulness of comic book in education. So, they became a part of many schools' curricula around the world; noticeably in Norway, United States, and Japan. Thus, the present study aims to shed the light on the use of comic books in the Algerian Middle Schools to teach English vocabulary. Our target learners are third year pupils of Bendjaballah Omar Middle school where many of them are still struggling with vocabulary learning.

### **1. Statement of the Problem**

Though mastery of vocabulary has been described by many researchers as vital in language learning and a key to understand any language, yet many novice learners who aim to improve their English may face difficulties. One of these difficulties is the understanding of new words or even the English explanation due to the limited vocabulary they have.

In the first semester of 2018 - 2019, the researcher attended several sessions of third year classes in two middle schools (Bendjaballah Omar in Bouchagroune, and Mohamed khider in Tolga). During these sessions, it is noticed that pupils rely heavily on their mother tongue to understand the meaning of words. Although, teachers' explanation is focused on providing English meaning, pupils forget it easily and ask for the Arabic meaning. In teaching English for novice learners, the use of mother tongue to explain English from time to time is needed. However, the overuse of it impedes learning progress. For that reason, pupils should be trained

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to use more often the English language than their first language for better achievement of accuracy and fluency.

Nowadays, using visuals or media in the classroom is recommended to improve learning English. These visuals can help learners to remember the new words and to know how to use them without any need to memorise a long list. Consequently, using effective tools to motivate and to facilitate learning English vocabulary is highly required. One these visuals is the comic books which can catch learners' interest toward learning English and to enrich their vocabulary. Pupils can learn better from comics through visualisation of a story in images and relate each words or expressions to their settings. In addition, they can play a useful role in helping them to remember words flexibly and quickly.

Stemming from this, our aim is to investigate how using comic books can enhance and enrich learning vocabulary for third year pupils of middle school. Generally, the use of comic books is not common in Algerian school's textbook, but pupils know at least what it stands for since it is mentioned in the first sequence of their textbook.

## **2. Related Literature Review**

A considerable amount of literature has been published on using comic books to improve learning vocabulary. These studies show that comics have influence on the learning process through helping the learners to achieve better understanding.

Khoiriyah (2011, cited in Gorjian and Branch, 2016), in his thesis, used comic stories to improve the students' level of vocabulary. He believes the students identify and study words from the context on the comic reading. Story from comics offers a whole imaginary world, created by a language which students can learn and enjoy;. Consequently, there will be

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an improvement in learning vocabulary. In addition, Koenke (1981) highlights the important role of comics in leading students towards the discipline of learning. This indicates that using comics is an attractive tool that makes learners interested and involved in learning the language. Milton (2009) mentioned, in his book, the study of Horst and Meara (1999) which was based on reading a comic book of Lucky Luke by a single learner in every single week. Their study aims to test how many words the learner can absorb. The result was that the learner's absorption of vocabulary has significantly increased from 83 to 224 definitely known words. The researchers' test confirms how learners can learn a large number of vocabulary through the comics. In the same vein, Vassilev (2009) asserted that "to augment your vocabulary, comic books are a best place to start". Comics are a source for learning a hundred words in a short time and they are beneficial for all learners at different ages.

Furthermore, the researcher Rysia (2016) investigated about the effect of English comics on the students' vocabulary achievement at second year students of SMP Negeri 10 Kendari. In her study, the researcher applied quasi-experiment to find whether there is any significant effect of comics on vocabulary achievement. The total number of sample was 56; 27 for control class and 29 for experimental class. For the instrument, she used the vocabulary test. She started with pre-test in order to collect data about student's ability. While in the treatment phase, the experimental class was given English comics. The result of this study showed that student's vocabulary achievement has been significantly increased. Similarly, Başal, Aytan, and Demir (2016) conducted a study about teaching vocabulary through Graphic novel, a book made up of comic content. Their study was specifically concerned teaching idiomatic expression via graphic novel. The researchers also adopted quasi-experiment which had been applied over four weeks in ELT department of a Turkish university. The study aimed to

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investigate the effectiveness of teaching idioms through graphic novels compared to teaching them through traditional activities. The result was surprisingly positive. The experimental group who learned idioms via graphic novel performed better on the post-test. This generally means that using comics has benefits in teaching English; specially during learning vocabulary such as learning adjectives, verbs, and nouns. Learners can remember better if they learned them via comics.

To sum up, the above literature review supports the usefulness and the effectiveness of using comic books to enrich learners' English vocabulary. Therefore, the present study opts for using comics as visual medium in teaching English vocabulary with third year pupils of middle school. Those pupils are expected to have at least the basics of English. Thus, this study attempts to help and support EFL learners with their different levels and aims to ensure that using comics can aid to smooth running of learning vocabulary process.

### **3. Research Questions**

The present research examine the two main following questions:

RQ1: What are the effects of comic books on developing vocabulary knowledge?

RQ2: How can comic books support teaching vocabulary for middle school learners?

### **4. Research Hypotheses**

Based on the above research questions, we propose the following research hypotheses:

RH1: we hypothesise that comic books can play an important role in developing vocabulary knowledge because they help pupils to learn new lexis faster.

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RH2: we do agree that comic can present a significant support to teachers to deal with vocabulary by providing a clear explanation of words in a short time.

### **5. Aims of the Study**

The major aim of this study is to shed some light on the use of comics to improve EFL learner's vocabulary.

More specifically, we aim to:

- Investigate the effect of using comic books on enhancing learners 'vocabulary.
- To see how comic books can be a supportive tool for teachers of middle schools.

### **6. Significance of the Study**

This study provides an exciting opportunity to advance our knowledge about the importance of using comics to master English vocabulary. The study is beneficial for both teachers and learners who should be aware of the importance vocabulary

As EFL learners' major goal is to be eloquent in English, this can be realized through solving difficulties in English learning such as lack vocabulary. Therefore, this study makes a major contribution to research on teaching and learning vocabulary by demonstrating the effectiveness of using comics in the classroom. This tool provides visual representations of conversations and a good classroom environment for learning English.

By using comic books in teaching, teachers can guide their pupils to grasp the meaning of words. If pupils are accustomed to comics, they will learn English faster; because they can recall the meaning of expressions through remembering their context i.e. comics.

## **7. Methodology**

### **7.1. Method**

The present work is an investigation about the use of comic books to enhance EFL learners' vocabulary of middle school classes. Mixed-method approach is used due to the nature of the study and its appropriateness for our investigation. The researcher has conducted quasi-experiment in order to get more relevant data and to study the effect of comics (the independent variable) on the vocabulary instruction (the dependent one).

### **7.2. Population and Sampling**

The study took place at Bendjaballah Omar Middle School in Bouchagroune, Biskra with third year pupils. We have chosen a sample from a third year class because they are expected to master at least some basics of English. At this level, there were about 86 pupils and they were divided into three groups. We chose 16 participants (8 boys and 8 girls) from the first group. This sample is selected because it suit the teacher's and pupils' timetable.

So, the major goal of this study is to contribute in improving vocabulary instruction and to provide both teachers and students with an effective technique which is the use of comic books to teach and learn vocabulary.

### **7.3. Instruments**

To conduct this study, we adopted quasi-experiment in which pre-post tests design is used. The purpose of using the test was to detect accurate results about any improvement in learning vocabulary. For the questionnaire, semi-structured questionnaire is designed and administered to teachers of middle schools to know teachers' opinion about using comics in



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teaching English vocabulary. This questionnaire included questions about the difficulties that teachers of middle schools encountered during the teaching process and their different techniques that they usually employ to solve them. Furthermore, it is a supportive tool for the findings.

#### **7.4. Procedures**

As an attempt to improve vocabulary learning through comic books, our plan has been designed as follows:

First of all, the researcher attended two sessions of two different classes of third year and observes teaching processes and how the pupils participate. For quasi-experiment, there was a pre-test about vocabulary. The activities were about matching synonyms, antonyms, and filling in the gaps. The purpose of the pre-test was to determine the present level of the pupils.

For the treatment, there were about four sessions in which the research used comics to teach pupils new words. Through using a comic, the researcher attempted to teach pupils vocabulary in sample and motivational way. The selection of words was based on their unfamiliarity among pupils. The researcher herself taught and explained the lexical items by providing their synonyms or antonyms. However, using full definitions was rarely used.

The selected comic book was called “Yotsuba &!”. It is a Japanese comic book by Azuma Kiyohiko and it is published in 2003. The genre of this comic is comedy, teenager, and slice of life. It talks generally about a daily life of the little girl Yotsuba who starts learning and discovering many things in her new town. Through this Japanese comic book, third year pupils learnt new lexical items.

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In the posttest, pupils were tested on vocabulary they have learnt from the comic of “Yotsuba &!”. Then, the researcher administered a questionnaire to teachers of middle schools. This questionnaire was helpful and supportive for the final results. Finally, we analysed the obtained data from the questionnaire and the quasi experiments.

### **8. Limitations of the Study**

The present study is about the comics and their effect on enhancing vocabulary instruction. During conducting this study, we encountered some obstacles concerned with the lack of time and the unavailability of sources. Albeit the study requires a long time, we could not start the experiment until the second semester and we got only one session per week. Another obstacle is the unavailability of sources about the history of comics in teaching. We could not reach most of the researchers’ books.

### **9. Structure of the Dissertation**

This work is divided into two parts: theoretical and practical part. The first part is concerned with representing the two variables; vocabulary instruction and comic books. For the first chapter, it is devoted to vocabulary instruction and it consists of the following elements: definition, types, aspects, and importance of vocabulary. In addition, it includes vocabulary learning strategies. While under the umbrella of teaching vocabulary, it tackled selecting vocabulary, Vocabulary teaching strategies, and vocabulary techniques. The second chapter is entitled “using comic books in teaching”. It involves definitions and brief history of comic book in teaching. It also represents Layout and elements of comics, their different types and genres. Besides, it shows the main differences between the American and Japanese comic books as most popular comics. Then, it ends up with providing the different uses of comics in

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teaching and their benefits. For The third chapter, it is concerned with analyzing and discussing gathered data obtained from the quasi-experiment and the teachers' questionnaire. Finally, presenting the general conclusion and summarizing the findings.

**CHAPTER ONE:**  
**VOCABUALRY INSTRUCTION**

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## **Introduction**

Teaching and learning vocabulary is very crucial in education. Erstwhile, it did not take much interest. According to Richard and Renandya (2002), teaching vocabulary was given just a little specification in the field of education. In modern era, it is fast becoming a key instrument in teaching and it is significantly mirrored by different views of scholars. Many of them confirm that vocabulary is a key for successful learning of any language. Learners would get proficiency in a foreign language, English in our case, if they master it. This chapter discusses the key points in teaching and learning vocabulary. It involves the definition of vocabulary, its different types, its aspects, and its importance. The chapter also tackles teaching vocabulary in terms of selecting vocabulary and teaching vocabulary strategies. In addition to the steps for teaching vocabulary and some techniques that can be used by the teacher for effective teaching process. The last point is learning vocabulary and it includes its strategies.

### **1. Definition of vocabulary**

The term vocabulary has been described in several ways

According to the Oxford Dictionary (2008, p.495), vocabulary is “all the words that a person knows or uses”. In addition, Neuman and Dwyer (2009, p. 385), vocabulary refers to “words we must know to communicate effectively”. Also, Hornby (1995, p.1331) described Vocabulary as:

- “The total number of the words which make up a language “
- “All the words known to a person or used in a particular book, subject, etc.”
- “A list of words with their meaning ”

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Similarly, Rohmatillah (2014, p.70) by quoting Hatch and Brown (1995), the term vocabulary refers to a list or set of words for particular language or list of words that individual speakers of language might use.

Hornby (1995), Neuman and Dwyer (2009), Hatch and Brown (1995) have shared the same idea which state vocabulary is set of words that are used by people to communicate effectively. Consequently, it is a fundamental component in language teaching and learning.

## **2.Types of vocabulary**

There are different views about the types of vocabulary. As cited in (Wafi, 2013), there are three classification of vocabulary: Classification of Milton (2009), classification of Doff (1988), and classification of Bang and Nguyen (2002)

### **2.1.Classification of Milton (2009)**

Milton (2009) classified vocabulary, in the field of semantics, into: Notional words and Functional words.

- Notional words: include different parts of speech such as nouns, pronouns, adjectives, numerals, verbs, adverbs; and they name objects, actions, and quality
- Functional words: they refer to articles, prepositions, conjunctions interjections, and so forth.

### **2.2.Classification of Doff (1988)**

Doff (1988) divided vocabulary, in the field of methodology, into two types: active vocabulary and passive vocabulary.

- Active vocabulary: refers to the words that learners have been taught and that they are expected to be able to use.
- Passive vocabulary: refers to the words that learners will recognize when they meet them, but they will probably not be able to pronounce them.



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### **2.3. Nguyen Bang and Nguyen Ba Ngoc (2002) ' classification**

Nguyen Bang and Nguyen Ba Ngoc (2002), in the field of communicative language teaching, state that there are two types of vocabulary which are receptive and productive vocabulary.

- The receptive vocabulary: refers to the situation when the learner hears or reads vocabulary and understands. It is about recognition of words while hearing, listening or reading.
- Receptive vocabulary: it is the understanding of words or phrases in spoken or written scenarios.

### **2.4. Classification of Martin Sims (1989):**

There are five types of vocabulary namely; listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

- Listening Vocabulary: learning any language starts with listening. Listening vocabulary refers to the words that we hear and understand.
- Speaking Vocabulary: while speaking, we use words. These words are known as speaking vocabulary.
- Reading Vocabulary: we determine words while reading. These words are introduced as reading vocabulary. People can read and understand many words even without using them in their speaking vocabulary
- Writing Vocabulary: in order to write, we retrieve words. These words are known as writing vocabulary
- Focal vocabulary: It refers to the specialised words which are considered highly important to a specific group; those who share a specific focus of experience and activities.

### 2.5. Other classifications

The following classification are developed by Ybarra (2014)

- **Academic Vocabulary:** they are words that show up in academic texts as skill word in learning objectives. They are neither related to any particular course nor taught explicitly. Teachers can teach academic vocabulary effectively through the context of a lesson.
- **Content Vocabulary:** they are words that belong to a particular subjects or domain and they show up explicitly in the standards content. Teacher presents the content vocabulary as concept words, as nouns, in learning objectives. Teacher should use clear definitions and provides examples for effective teaching.
- **Support Vocabulary:** it comprises the words that are needed to be known by the learner in order to understand in a sentence or phrase. Support vocabulary can appear in reading texts and they do not take much time to be explained.

### 3. Aspects of vocabulary

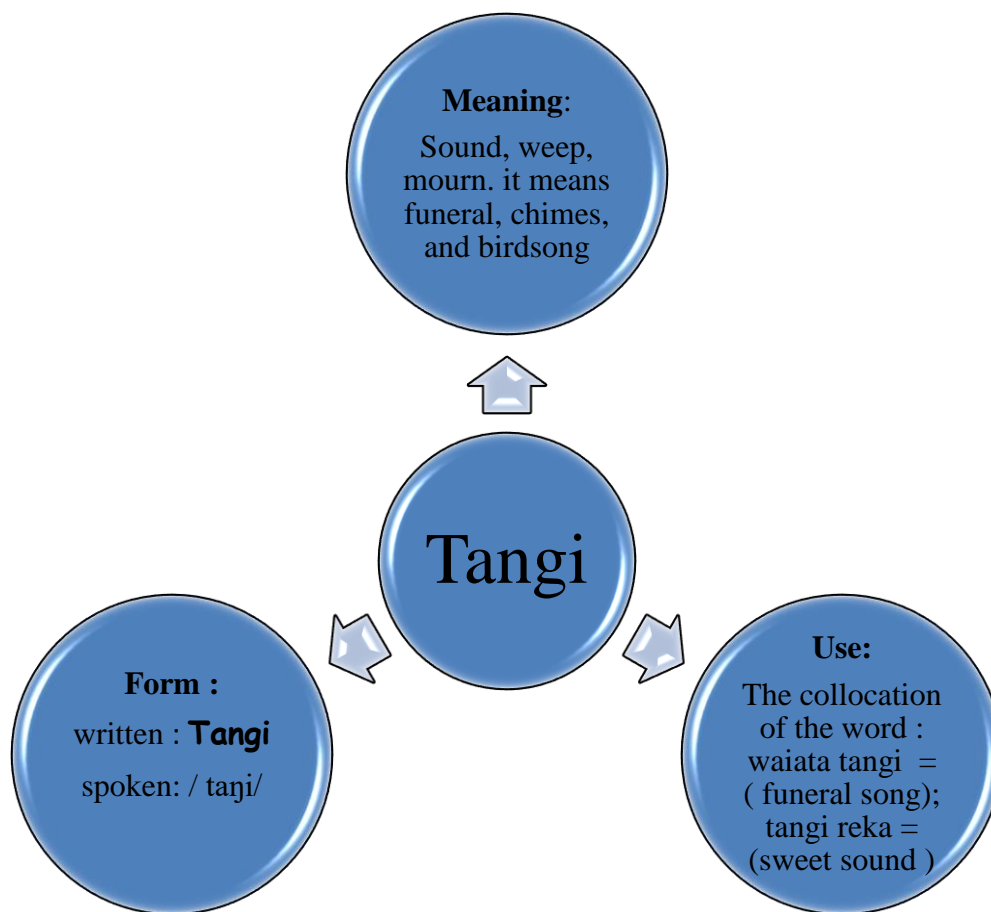
Vocabulary has several aspects that every learner should know to master it:

**4.1. Form:** it refers to pronunciation and spelling. Students should take into account that it is important to know the sounds of a word .i.e. its pronunciation, and what is its formula (its spelling).

**4.2. Meaning:** the meaning of a word is classified into two aspects: denotation and connotation. The denotation of a word or phrase is its explicit meaning. In other words, it is the associations that a word usually elicits for most speakers of a language, as distinguished from those elicited for any individual speaker because of personal experience. While, the connotation of a word or phrase is the associated or secondary meaning; it can be

something suggested or implied by a word or thing, rather than being explicitly named or described. (dictionary.com)

**4.3. Use:** it is concerned with knowledge of word collocations, idioms, metaphors, its style, and register (formality level). Learners have to take into consideration that the word may have any connotations and associations.



**Figure 1.1:** Aspects of a word

In the figure 1.1, the word ‘Tangi’ is a word from Moari language (language of New Zealand), and it is an example provided by Thornbury (2002). In this figure, we presented the three aspects of this word which are meaning, form, and use.

### **5. Importance of vocabulary**

Learning any foreign language always starts with its vocabulary. Undoubtedly, vocabulary is very essential and it is the basis of learning and developing language

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skills. It is said that one of the core elements of language proficiency is vocabulary because it provides much of the basis about how well learner perform in the four skills (Richard and Renandya, 2002). Moreover, according to Thornbury (2002, p.13), the linguist David Wilkins states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Consequently, for better understanding of others and expressing oneself, knowing vocabulary is absolutely necessary.

Neglecting vocabulary causes deficiencies in language mastery. Thus, it is primarily required and cannot be avoided. The importance of vocabulary has been supported strongly by many scholars. For instance, Schmitt (2010, p.4) points out that “learners carry around dictionaries and not grammar books”. Regardless grammar mistakes, having a range of vocabulary will facilitate communication and comprehension.

Similarly, Dellar and Hocking (In Thornbury (2002, p 13) assert

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!

It means that good improvement of English would result into learning various words for understanding or using them in communication. We can say that vocabulary is a vital organ in learning a language. Improving vocabulary is the first step for successful and effective use of English language. “Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system”. (Linse, 2005, p.121)

## **6. Learning vocabulary**

Learning vocabulary is essential process towards achieving success in learning foreign language. There are various strategies that learner's follow to learn vocabulary.

### **6.1.Learning vocabulary strategies**

Vocabulary learning strategies (VLS) have been defined by Cameron (2001.p.92) as “actions that learners take to help themselves understand and remember vocabulary items”. In addition, they are considered as a part of general language strategies (Nation, 2001, p.217)

Vocabulary learning strategies are classified by Schmitt (1997) into seven learning strategies:

#### **6.1.1. Discovery strategies:**

There are two sub-categories for discovery strategies which are: Determination strategies, Social strategies .Learner tries to discover the meaning of new words through guessing from their structural knowledge of the language and from the context. , these strategies are called Determination strategies. However, social strategies are strategies in which the learner attempts to discover the meaning of words through asking people. For example, learners may ask their teacher.

#### **6.1.2. Consolidation strategies**

Consolidation strategies are also divided into sub-categories as follows:

First, Social strategies are based on enhancing learners' retention of words through interacting with others such as classmates and teacher. While Memory strategies mean that the learner can retain words through relating them with previous learned knowledge. They can use either imagery or grouping. The third strategies are Cognitive strategies. They are considered similar to Memory strategies, but they do not focus on manipulative mental processing. In order to study vocabulary, Cognitive strategiesutilise mechanical

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means and repetition. While in Metacognitive strategies, learners apply these strategies to control and evaluate their own learning.

## 7. Teaching vocabulary

Teaching vocabulary is a process in which teachers attempt to develop vocabulary knowledge of their students.

### 7.1. Selecting Vocabulary

Selecting an appropriate instruction for teaching vocabulary requires taking into account understanding the nature of vocabulary

There are certain steps in order to plan a vocabulary instruction:

- **Select common or general and useful words:** teacher should select the words which are frequently repeated.
- **Rare used words should be avoided:** students need vocabulary that are daily used in communication and that helps them to develop the four skills. So, the priority and the focus must be on teaching common used words rather than rare words.
- **Identify words that are essential for understanding a reading selection.**

Teacher can ask their students whether they know the meaning of a specific word or not or if they understood the reading passage. In case the learner answer with “yes”, then that word is possibly not essential for understanding the key concept or ideas of selection.

- **Choose textbook vocabulary that involves essential concepts or ideas:**

Ellis and Farmer, 1996-2000 (as cited in Stowe, 2015), state “each chapter of a subject area text may include a list of 15-20 vocabulary words. Often, only four or five of these terms address critical concepts of the chapter”

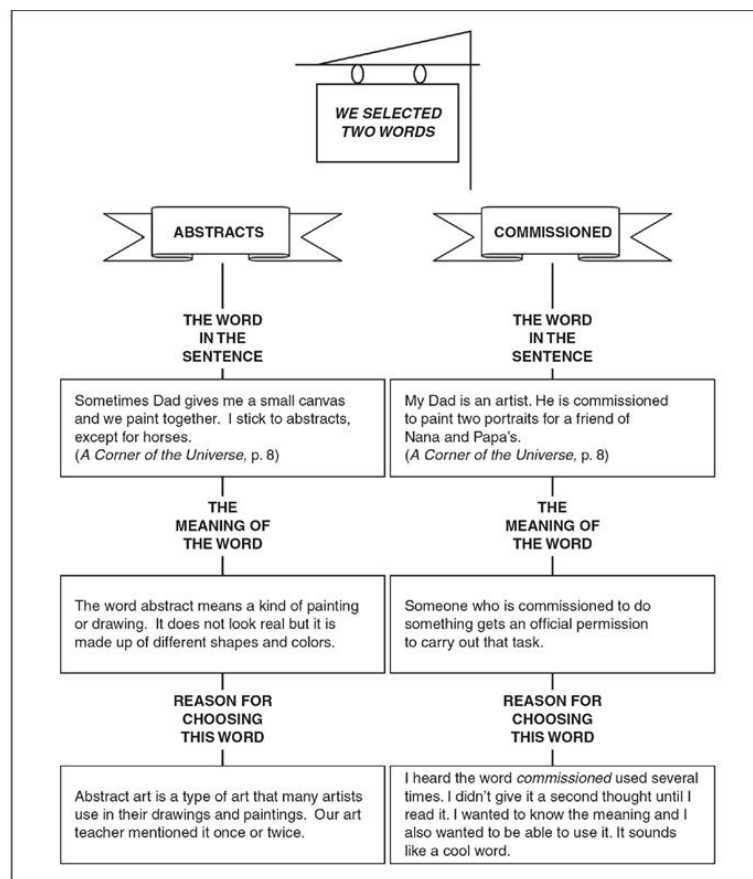
## **7.2 Vocabulary teaching strategies**

There are different strategies that any teacher can use to teach vocabulary.

### **7.2.1. Vocabulary Self-Collection Strategy**

It is defined as an interactive-learning instructional strategy which consolidates word awareness. It was first introduced in 1982 by Haggard. Over time, it was adapted in education context. Vocabulary Self-Collection strategies focus on the meaning of the word in specific context. This strategy has different steps that teachers should follow

1. They identify the goal of Vocabulary Self-Collection to their learners
2. They design how to select and designate important words from readings
3. They clarify using the context and other sources in order to learn words meaning
4. They have to write the word, the context; its meaning, and justifying the reasons of choosing the word
5. learners are engaged by the teachers in the process of this strategy
6. Teachers support the use of Vocabulary Self-Collection via providing a guided practice after their learners become familiar with this strategy
7. In small group, learners create a discussion about the word that they wish to name
8. Learners write two words on a chart



**Figure 1.2:** Vocabulary Self-Collection Strategy by Martin (2002).

Cited in O'Callaghan and Antonacci (2012, p.91)

This figure is simply about selecting words. In this example, there are two selected words. The learners put these words in a clear sentence. Then, they identify their meaning and justify the selection of these words; whether they read or heard them somewhere.

### 7.2.3. Word Mapping Strategy

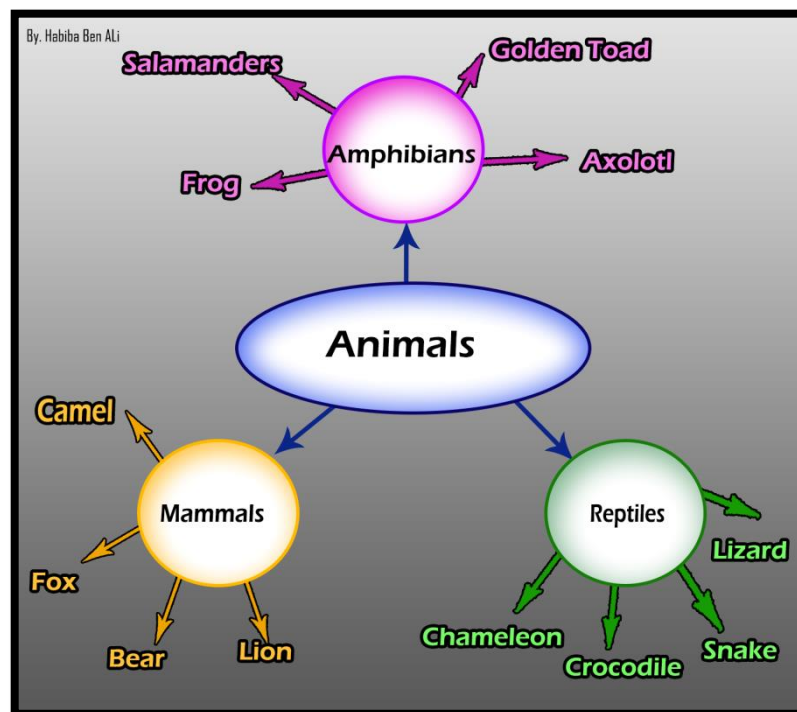
The use of Word Mapping strategy in teaching vocabulary is considered as one of the most helpful strategy because it helps learners to think about word relationships. It is also known as semantic mapping. Learners can learn via mapping the features of a word such as its concepts and its classification.

According to Graves (2005), there are 7 steps of word mapping strategy:

1. Selecting words for vocabulary instruction



2. Projecting a blank word map on the screen
3. Writing the key words on the word map
4. Using a think-aloud to model how to explore relationships between words
5. Recording ideas that have been used to explore the word meanings and relationships
6. In this strategy, learners are directed to use the word maps during and after reading to add information about the key words
7. Learners share their maps with others



**Figure1.3:** An example of word mapping strategy.

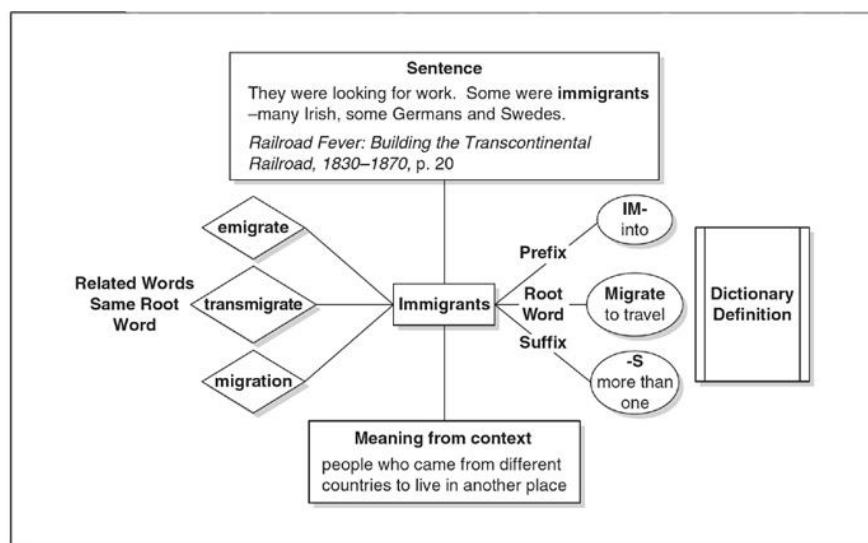
In the figure 1.3 which is personally illustrated, learners write firstly the general topic (Animals) as an example. Then, they mention some of their types (such as: Mammals, Reptiles, and Amphibians). Under each sub-topic, they provide different examples such as a “lion” which is a mammal animal.

### 7.2.4. The Graphic Morphemic Analysis strategy

It is defined as an approach in learning words. It analyzes the meaningful parts of word to understand its meaning. This strategy includes systematic approach through breaking down a word into its meaningful morphemes to find out the meaning of word via using a graphic.

There are 8 steps for felicitous use of this strategy:

1. For teaching the strategy, teacher selects a word from the assigned readings.
2. Teacher involves learners in a discussion on the goal of the strategy
3. Teachers uses a think-aloud to clarify how to classify a word into its parts
4. Teacher determines how to examine each word part for its meaning
5. Teacher guides learners through the process of using the graphic organizer to analyze a word and determine its meaning
6. Teacher writes the sentence that includes the target word in the appropriate box
7. Teacher shows learners how to find out the meaning of the word
8. Teacher checks the meaning of the word through the dictionary



**Figure1.4:** Graphic Morphemic Analysis of the Word “immigrants”

by O’Callaghan andAntonacci (2012, p.103).

In the figure 1.4, learners pick up a word from a sentence or text, in this case “immigrants”. Then, they try to figure out its meaning from context, its root and affixes if they have; from the example above: (prefix: “Im”), (root: “migrate”), and (suffix: “s”). In addition, they illustrate other words that have the same root. For example: “transmigrate”

### **7.2.5. The Interactive Word Wall strategy**

This strategy is simply about decorating walls with words which learners have learnt through interaction with their texts. So, interactivity is the key for successful application of this strategy. Hence, by applying this strategy, Learners can obtain significant benefits such as enhancing vocabulary knowledge. They can also improve learning high frequency words, academic words and so on. The use of wall word is usually used during reading period to help learners enrich their vocabulary.

According to Graves (2005), the Interactive Word Wall strategy has supportive steps:

1. Teachers set a purpose of using the word wall
2. They select words which are related to the instruction
3. They teach the words before reading
4. After reading, learners may add words to the word wall
5. Teachers initiate activity around the word wall.



**Figure1.5:** A sample of the Interactive Word Wall strategy. Retrieved from:

<https://www.pinterest.com/pin/129337820521460812/>

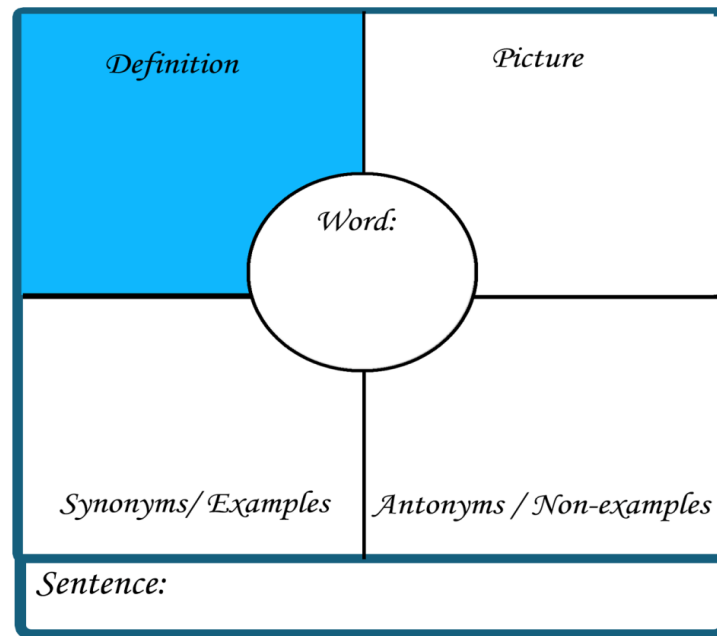
In the figure 1.5, the teacher decorated the class wall with alphabets as categories. Each time learners learn new vocabulary, they add it under the appropriate category depending on its first letter. For example, there are ‘Just’ and ‘Jump’ under the category of the letter J.

### 7.2.6. Vocabulary Journals

Vocabulary Journals is defined as a vocabulary notebook. It is a continuously personal collection of the important vocabulary terms that the teacher can pre-teach them or it is self-selected by students. In the vocabulary journal, learners add extra information such as examples, synonyms, and antonyms. Its use is flexible and effective. Moreover, it motivates them to be active during learning vocabulary. Grave (2005) suggests successful steps of using Vocabulary Journals to be used by teachers:

1. Introducing Vocabulary Journals to learners
2. Demonstrating how to choose words from a reading.
3. Using a think-aloud to design how to build meanings from words.
4. Ideas that have been used are recorded to discover the meaning of the word.

5. Learners' systematic use and sharing of Vocabulary Journals are encouraged.
6. Encouraging learners to use their Vocabulary Journals as a resource.



**Figure1.6:** A sample of journal vocabulary.

The sample is drawn personally and represents one of journal vocabulary forms. By using this sample, learners can write the word inside the circle. Then, they write definitions, synonyms, antonyms, and draw what the term represents. As an example, writing the word “dazzling». Learners start with defining this word and they draw the sun to remember its meaning. Then, they provide its synonyms (like: bright) with examples and antonyms (like: gloomy). Finally, they add a sentence to remember the appropriate context of the word.

### **8- Steps for teaching vocabulary**

According to Marzano (2004), there are six step processes for teaching vocabulary. In the first step, provide a learners-friendly description, explanation, or example of the

new term. Teacher can provide information about the new term to his/her learners through:

7. Telling a story using the term
8. Using video or computer images as a source of information
9. Using current events to connect the term to something familiar
10. Describing learners' mental pictures of the term
11. Finding or creating pictures that exemplify the term

In the second step, teacher can ask learners to restate the description, explanation, or example in their own words .It is very useful to have learners record their descriptions, explanations, and examples in a vocabulary notebook. For each term, the notebooks should provide a space for learners' descriptions (Step 2), learners' picture or representation of the term (Step 3), and room for additional information learners might add as a result of Steps 4, 5, and 6.

In the third step, teacher can ask learners to construct a picture, symbol, or graphic representation of the term. It forces them to think of the term in a different way. Written or oral descriptions require students to process information in linguistic ways. Pictures, symbols, and graphic representations require learners to process information in non-linguistic ways.

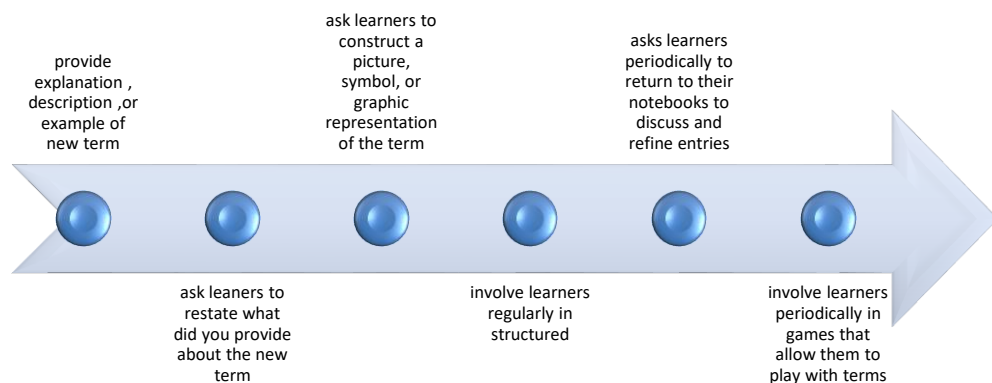
For the fourth step, the teacher involves learners regularly in structured. Vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks. The activities may contain compare and contrast terms, classify terms, identify antonyms and synonyms, and create analogies and metaphors using the terms. Therefore, learners should be provided with opportunities to add to or revise the entries in their vocabulary notebooks.

In the fifth step, teacher asks learners periodically to return to their notebooks to discuss and refine entries. For learners, they examine the entries in their vocabulary notebooks to make changes, deletions, and additions. Also, the teacher might ask learners to do this in pairs or small groups.

Learners may:

- Compare their descriptions of the term
- Describe their pictures to each other
- Explain to each other any new information they have learned or new thoughts they have had since the last time they reviewed

In the last step, learners should be involved periodically in games that allow them to play with terms. Many types of games can help teachers keep new terms in the forefront of students thinking and allow learners to re-examine their understanding of terms.



**Figure1.7:** Six steps to teaching vocabulary.

The figure1.7 sums up the steps which were suggested by Marzano (2004) for teaching vocabulary.

## **7. Teaching Vocabulary techniques**

Brewster, Ellis, and Girard (1992) suggest various techniques for teaching vocabulary effectively.

### **7.1. Using Objects**

Using objects such as visual aids, realia, and demonstration can help learners, especially young learners, for better understanding and memorizing new vocabulary successfully. Gairns & Redman (1986) assert that for novice or young learners, using real objects as a technique is the appropriate one during teaching concrete vocabulary. That is because visualization is definitely helpful in remembering any new lexis.

### **7.2. Drawing**

Teacher can draw on the board or on flashcard to help learners understanding the key points that they have learned in the lesson. S/he can use flashcards, for instance, several times according to any context.

### **7.2. Contrast**

Learning words through their opposite meaning is another technique for teaching vocabulary. As an example, the opposite of the word “new” is “old”. However, not all words can be contrasted such as words whose contrast is the gradable one. For example, the opposite of dark: light, modern: old-fashioned.

Other studies also show the effectiveness of learning vocabulary through synonyms. It is considered as a way to enlarge learners’ vocabulary.

### **7.3. Enumeration**

It is a cluster of items which is a complete, ordered listing of all of the items in that cluster. It is used to present meaning of words when they are difficult to be explained



visually. For instance, the word “classroom” can be explained through enumerating items that are related to the classroom. As an example; Tables, desk, chairs, students, teacher, board, and so on.

#### **7.4. Mime, Expressions and Gestures**

Mimes, making gestures, and facial expressions are useful to facilitate the explanation of new words. They help learners to concentrate with the teacher and to figure out the meaning of words. For example, when the teacher pronounces the word “smile” with the meme that shows happiness or when s/ he says “I am angry” with facial expression of angriness, learners immediately could understand what the adjective means.

#### **7.6. Guessing from Context**

Teachers can help learners to understand the meaning of terms if they put those terms in a real context. According to Nation (2001, p.234) claims that “learning by guessing from context is a cumulative procedure by which learners gradually develop their knowledge of words”.

#### **7.7. Eliciting**

Eliciting is a term which describes a variety of techniques which allow the teacher to prompt learners to provide information rather than giving it to them. It is helpful in developing a learner-centered classroom a motivating them.

#### **7.8. Translation**

Although translation cannot always be helpful, there are some situations in which the teacher uses this technique in order to check students’ comprehension or to show any similar / different points between the first and the target language.

### **7.9. Using Illustrations and Pictures**

Pictures can help learners through connecting their prior knowledge and learning new words. There are many vocabularies that can be identified through using pictures and illustrations. As pictures, the teacher can use posters, wall charts, magazine pictures, photographs, stick figures, and so on. Pictures consolidate learners' understanding and memorising the meaning of new terms. The teacher can also use comic book which is a series of images with dialogues. Thus, it can be a supportive and effective way in teaching vocabulary.

### **Conclusion**

In essence, one of the basic pillars to master English is vocabulary knowledge. Therefore, teachers understand how it is very important for learning progress because having rich vocabulary helps learners to practice grammar and the four skills effectively. However, presenting new lexical items, especially for novice learners, needs using different strategies and techniques that suit both teachers and learners and catch their interest. Along with this, researchers are doing their efforts to suggest effective strategies and techniques. In order to help novice learners improve their vocabulary, many researchers suggest using some useful mediums like comic books which is discussed in the second chapter.

**CHAPTER TWO:**  
**USING COMIC BOOKS IN TEACHING**

## CHAPTER II: USING COMIC BOOKS IN TEACHING

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## Introduction

In teaching a foreign language such as English, many teachers opt for using effective material that meets learners' needs and interests. Visual tools, for instance, are commonly used in the classroom due to their influence on the learning progress. One of these visual tools is "the comic books". Many people at different ages like reading them for entertainment, but many researchers believe in the benefits of using them to improve learning English language. Therefore, this chapter attempts to shed the light on the use of comics in education. First, we are going to see how researchers define the term "comic book". Then, the chapter gives a brief history of comics in education. Also, it is important to know the general elements and layout of a comic. Besides, pointing out their different types and genres. Furthermore, the chapter sets a clear comparison between American and Japanese comic books as the most popular comics. Finally, it illustrates the different use of comics in teaching and their benefits.

### 1. Definition of comics

Comic books, or comics, are defined in various ways. McCloud (1993, p. 9) defines comics as "Juxtaposed pictorial and other images in deliberate sequence intended to convey information and/or to produce aesthetic response in the viewer". In the same vein, Duncan and Smith (2009, p 3) say that "comic is a useful general term for designating the phenomenon of juxtaposing images in a sequence".

Elkind (2010) states that "comic refers to serials published monthly in "single-issue" or "single magazine" form, but they can also refer to anything published with pictures and dialogue boxes". In addition, Muzumdar (2016, p.1) states that "Comic books, often called "comics" for short, are diverse in content, genre, appearance, and the reading audience as any other type of medium. Although comics refer to the medium itself and not a specific object such as comic books or comic strips, the two words (i.e., comics and comic books) are used interchangeably by individuals".

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Based on the definition above, we can say that comic books can be defined as sequential art or juxtaposed pictures which are published in magazines, paperback, or newspaper. In addition, they are characterized of being varied in terms of genre and types and depending on the target audience.

## **2. Brief History of comics in education**

Historically, comics are seen as a tool for entertainment. Its emergence is traced back long time ago. Pitty (2006) claims that historians consider the ancient precursors of comic books are the European broadsheets of the sixteenth century or satirical magazines of 1780's. Although the number of comic readers was growing up since its spread, yet comic books were not seen as teaching tool until 1940's.

By the beginning of 1940's, many scholars in the United States started conducting various researches on using comic books in the classroom with the aim of revealing the usefulness of including comics in education. Among these researchers, Sones (1944) who conducted a study on using comic books in the education. His study ended up with the conclusion that comic books are useful in education. Moreover, Yang (2003) states that Robert Thorndike and George Hill worked on analysing the vocabulary of words which existed in comic books. These studies led to the emergence of comics-supported curriculum. Therefore, comics became a part of many schools' curricula to use it as an effective tool in teaching. Consequently, using comics had been effective for many teachers and learners due to the growth of comic reader among learners.

In April 1954, Wertham, in his book 'Seduction of innocent', argued that comics are not good for children because it causes Juvenile Delinquency. This led to a series of investigation, which lasted around two months and led by Senate of United States about whether comics really cause Juvenile Delinquency or not (Yang, 2016). However, Werthem's investigation ended up with a failure. During this period, comics were no longer used in teaching till the 1970's when some teachers turned back using of comics to the classroom.

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Over decades, using comics in education gained wide popularity around the world. Many researchers and teachers are designing new ways to use this medium in the classroom, albeit the use of comics in the classroom is still controversial.

### 3. Layout and elements of comics

Comics have special layout and elements that make them different from other books. First, any comic contains *caption* which is defined by Saraceni (2003, p.10) as a “separated box which may appear on the top of the panel, and sometimes at the bottom or on the left side”. For instance, we may find a *caption* in the beginning of a comic chapter as the opening of story. There are also the *panels* which are defined as “a visual or implied boundary and the contents within it that tell a piece of the story” (Monnin, 2010, p. 4). In other words, a *panel* is a square which contains the scene, characters, and their speech. In one page, we may find many *panels*. However, the space between two panels is called the *gutter*. There are two types of *gutters*, horizontal gutters and vertical gutters. The first type is characterized of being thicker than the second type.

Noticeably, inside every *panel*, the reader finds the background of story, characters, bleed, bubbles, and sound effect. The background of story means the setting where the characters (the main and characters) appear. For the term *bleed*, it is when the character appears not only inside the panel but it exceeds its borders. In order to show conversation between the characters, *bubbles* are used. They are text holders and they have different shape depending on their function. Therefore, there are three types of *bubbles* namely, *speech balloons*, *thought balloons*, and *sound effect balloons*. The third type of the *balloons* involves non- vocal sound images which are usually written in bold. These non-vocal sound images are called *sound effects* or *onomatopoeia*. For example, “Ding –Dong!” for ring bell, “woof –woof” or “bark-bark” for the barking of the dog. All of these components are the significant in any comic. The figure 2.1 is drawn personally and summaries the main elements and the layout that we mentioned before.



**Figure 2.1:** General elements and layout of a comic

Sometimes, comic artists create *panels* with different dimensions apart from the standard panel; that we have defined previously. These *panels* are usually found in graphic novels. For example, readers may notice that in one page there is a singular row of panels, this is called the *Tier*. If a singular row contains three panels, this means the whole number of panels in that page are four because the scene behind this singular row is counted too. When it comes to indentify the *Splash*, it denotes to a *panel* which takes a space in a whole page of a comic book. If a page contains one scene in two pages, which are next to each other; this is known as “*Spread*”. Hence, *Spread* is defined as an image that takes more than one page. The figure 2.2 provides examples of *Tier*, *Splash*, and *Spread*.





Figure 2.2: examples of *Tier*, *Splash*, and *Spread*

#### 4. Types of comics

There are various types of comics and they differ depending on their form or style and their origin. Here are some of these types:

##### 4.1. Comic strip:

According to Meskin (2007, p.1), David Kunzle states that comic strip contains “a sequence of separate images “with a preponderance of image over text “that appears in “mass medium” and tell “a story which is both moral and topical. Comic strip usually appears in newspapers.

##### 4.2. Graphic novel:

The term “graphic novel” is generally used to describe any book in a comic format that resembles a novel in a length and narrative development.” (Gownley, 2014, p.2). It is also characterized by having complex stories.

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### 4.3. Comic Album:

Comic album is similar to graphic novel but it spread mainly in Europe. It is characterised by having a collection of stories, some puzzles, and quizzes .For example “Spirou” a Comic Album by Dupuis (a Belgian publisher).

### 4.4. Manga:

It is a Japanese word that stands for comic books which are originally published in Japan. According to Murakami and Bryce (2009, p.59),” Manga are strongly hybrid narratives, which interdependently integrate verbal and visual texts to depict and interrogate diverse topics in our everyday lives”. Manga is considered similar to graphic novel.

### 4.5. Web comics:

They are also known as digital comics. They are published only via internet (they are available either on websites or in mobile apps). Web comics electronically published from different parts of the world. They can be Chinese, American, Japanese, or any other countries.

## 5. Genres of comic book

Comic books or comics are classified into different genres. Some of these are slice of life, humor, science fiction, sport, historical comic, and horror.

**5.1. Slice of life comics:** this genre of comics represents realistic stories. In other words, they show human everyday life or experience in the comics. For example, “The Miserable (2013), “Yotsuba &! (2003- Present)”

**5.2. Humor:** the main purpose of humor is to entertain the readers who are interested in reading humourous comics. Such as: “Mickey Mouse (1941- present)”

**5.3. Science fiction:** it is a popular genre which involves a view about current science and technology. Science fiction comics generally show a highly developed world i.e. a world with very high technology. For instance, the existence of: independent robots, traveling in the space, or fighting aliens. By way of illustration, The Last Man (1826) is an example.

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**5.4. Sport:** there are many comics that talk about a specific sport; football, basketball, tennis, and others. It aims to support readers to pursuit their dreams in any sport. For instance, “Slam Dunk (1990- 1996)” which is a popular manga about basketball.

**5.5. Historical comics:** historical comics attempt to narrate a historical event either this event is real or not. In other words, it is characterized by sitting a real time and place in the past. However, the characters may be real historical characters or fictional characters. For instance: “Sangokushi (1974)”.

**5.6. Horror:** horror comics focus on narrating scared fictional stories. Generally, it includes imagination and the existence of supernatural things in common setting. In addition, “using fantastic creatures like ghosts or monsters accomplishes this quite readily, especially when their depictions are taken to the extremes of eeriness or distortion.” Petersen (2001, p. 212). As an example of a horror comic, the Monster of Frankenstein ( 1973-1975)

**Table 2.1:** Other examples of comic book genres by Duncan and Smith (2009, p 215)

<b>OTHER EXAMPLES OF COMIC BOOK GENRES</b>		
<b>Genre</b>	<b>Characteristics</b>	<b>Example Titles</b>
Crime Comics	One of the most infamous comics genres because the depictions of crimes—some of them adaptations of real-life criminal activity—led to public outcry against their often all-too-graphic content.	<i>Crime Does Not Pay</i> , Lev Gleason (1942–1955) <i>Crime Suspenstories</i> , EC (1950–1955) <i>Mr. District Attorney</i> , DC (1950–1959)
Detective Comics	The first genre to have comics magazines expressly devoted to it. Hardboiled private eyes had their heyday in the 1930s but were largely supplanted by superheroes.	<i>Detective Comics</i> , DC (1937–present) <i>Dick Tracy</i> , Dell & Harvey (1948–1961) <i>Ms. Tree</i> , Eclipse & others (1981–1993)
Educational Comics	Comics have been used to train people on a variety of tasks, raise awareness of health and social issues, and adapt literature.	<i>Picture Stories from American History</i> , EC (1945–1947) <i>Classics Illustrated</i> , Gilberton (1947–1951) <i>Amazing Spider-Man Battles Ignorance</i> , Marvel (1992)
Jungle Comics	Inspired by Tarzan, white jungle kings and queens garbed in animal-print swimsuits protected the jungles and white prerogative.	<i>Jumbo Comics</i> , Fiction House (1938–1953) <i>Korak, Son of Tarzan</i> , Gold Key & DC (1964–1976) <i>Shanna the She-Devil</i> , Marvel (1972–1973)
Kid Comics	Innocent and funny, kid comics began in newspaper pages with Rudolph Dirks' <i>Katzenjammer Kids</i> . They and their imitators promoted imaginative interaction with the adult world around them.	<i>Little Lulu</i> , Dell & others (1948–1984) <i>Richie Rich</i> , Harvey (1960–1994) <i>Little Archie</i> , Archie (1957–present)

## **6. American comics vs. Japanese comics**

The American comics and manga (the Japanese comics) are the most popular comics in the world. Both of them are significantly different.

### **6.1. American comics**

American comics' evolution passes through different ages. The most prominent age is the "Golden Age" of comic books (from 1937 to 1955) where many comic characters, superheroes, appeared such as Superman and Batman. One of the major characteristics of American comic is the language which is in English. This means that panels and reading are from the left to the right. In addition, they are coloured comics. In terms of drawing and dialogue, they are characterized by having complicated drawings and many dialogues. American comic characters are characterized of being more realistic and having geometric face with triangle nose and chin. They are also accurate and sculpted. As for publication, American comics are usually published in paperback or hard cover, and the standard size of the paper is (25.7 x 16.8 cm). Furthermore, Superheroes comics are published under the name of their Hero and the authors of comics sometimes sell the name of their works to scriptwriters. The figure 2.3 is an example of an American comic which is Spider Man.



**Figure 2.3:** an American comic (Spider Man). Retrieved from

<https://getcomics.info/marvel/spider-man-deadpool-18-2017/>

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## 6.2. Japanese comics (manga)

Japanese comic book is also known as manga. According to Graillat (2006), the term manga was borrowed from the great artist Hokusai in the 19<sup>th</sup> century and its style is derived from historical Japanese art. One of the earliest manga artists is Toba Sojo the writer of a little kids book “the animal Frolic”. However, Osamu Tezuka, who was influenced by the works of Walt Disney, is considered the one who led to the popularity of manga after writing “Astro Boy” (Romano, 2016). Obviously, manga has certain features that distinguish it from the American comics. Firstly, the original language of mangas is Japanese. Therefore, reading manga and the panels are from the right to the left. They are usually printed in black and white colour. But, popular mangas gain the first pages with colours. In addition, they have simple drawings and they use fewer words. Unlike American comics, emotions of characters in manga “are over exaggerated for comedic purpose, like a vein popping out of a character’s forehead to show stress”. Moreover, “Most of characters have very large, almond-shaped eyes” (Wood, 2017). Another characteristic is that Mangas have long stories which are published either in magazine or in paperback, and the author has the decision to continue or to stop the series of his works which cannot be carried out by other authors.

As for the size of the paper, Okabayashi (2007) states that Manga artist uses smaller and thinner paper size which is B 6. That means each paper measures 180-x-270 mm. The figure 2.4 is an example of a Japanese comic.



Figure 2.4: Manga Detective Conan. Retrieved from:

<https://automanga.com/manga/detective-conan/981/9>



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## 7. Using comics in teaching and its benefits

Generally, comics are considered as the best source to enrich learners' knowledge about English. For instance, they help in mastering the four skills. Moreover, comics support learning grammar and building strong vocabulary.

Comics can be used to motivate learners because they can attract learners' attention. In addition, they simplify complex ideas through putting them in a clear and comprehensive context. In our context, many EFL learners do not like learning foreign languages and they get bored easily. Thus, comics can create a good classroom environment where learners entertain, interact with lessons, and participate more. That is to say, using comics can eliminate the feeling of boredom through varying the study routine. Furthermore, this medium is considered helpful in teaching grammar effectively. For instance, learners can learn how to formulate questions, learn different parts of speech, and so on. Using comics is not limited to motivation or learning grammar. They can be also used to teach literacy. Through reading comics, learners can develop reading skills and obtain a wide range of descriptive vocabulary that can be used to improve their writing skills. Also, teachers can ask learners to develop a story through using or creating a comic strip. Most importantly, using comic books in teaching English and its vocabulary is not new in the field of education. Many researchers prove that images of comics present significantly a clear comprehension for the meaning of sentences. For example, if the learners face new words or expression, they can understand or guess the meaning faster.

Thus, both teachers and learners can benefit from using comics in the classroom. In the first place, Sanders (2016) asserts that "comics should be used as bridge between what the learners already know and what they want to know". This means that comics' contents should not be totally ambiguous for learners. There should be a balance or a link between what is known and what is unknown. For instance, if the learners are going to read a scientific comic, they should know some scientific

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information or terms that are included to talk about a science topic. Therefore, the use of comics comes to expand their knowledge about what it is still unknown.

Teacher should always select a comic that suit pupils' age and set their objectives for using the comics. In other words, they can easily prepare a list of words that they want their pupils to learn since comics are good source to find all the part of speech (e.g. verbs, nouns, adjectives, and so on). As long as pupils learn from comics, this will help them to understand well and to develop their own sentences using the same words that they have learned. For example, knowing verbs through a comic will teach pupils when and how to use them in speaking or writing. According to Ujiie and Krashen (1993,p. 51 ) "comic books reading and other kinds of light reading may serve as an important bridge from every day "conversational" language to what Cummins(1991)terms 'academic language'. So, learners can benefit from comics through learning rare words and more academic expressions

In closing, the multiple uses of comics come due to its usefulness in presenting the key ideas in a clear visual representation. Whenever teachers use comics to teach any language skills, vocabulary is always existed. Thereupon, a comic is a source to expand learner's vocabulary knowledge because its content is easy to remember and to understand.

### **Conclusion**

Taking everything into account, comic books or comics are series of images that tell a story with few words. This tool is used to be just for entertainment before it becomes a recommended tool for effective teaching such as teaching vocabulary. EFL learners can read a comic and increase their vocabulary knowledge in a short time. That is what researchers proved through their multi-researches. Therefore, using comics creates the classroom more dynamic because it motivates learning English and catch learner's interest.

**CHAPTER THREE:**  
**RESEARCH RESULTS AND ANALYSIS**

## CHAPTER III: RESEARCH RESULTS AND ANALAYSIS

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## **Introduction**

The theoretical chapters were devoted to present the research variables (vocabulary instruction and comic books) and the different views of the researchers about them. We selected mixed method approach since it aims at investigating the effect of using comics as independent variable on vocabulary instruction as dependent one. This chapter is mainly devoted to data analysis and discussion of findings. It analyses the two gathering data tools: the teachers' questionnaire and the test.

### **1. Teachers' Questionnaire**

This questionnaire is administered to ten (10) teachers of English in three Middle Schools namely, Bendjaballah Omar and Houari Bomadien Middle Schools in Bouchagroune, and Ahmed Bentaleb Middle School in Ourlal. Administering the questionnaire to teachers of three middle schools was for collecting ten teachers at least. Also, it aims to gather relevant data because it provides the research with teachers' views about teaching vocabulary and using comics in the classroom as a medium for teaching. This questionnaire also provides a better understanding of the challenges that teachers may face when they explain new lexical items and the different ways they use to overcome these challenges. More specifically, it attempts to collect data about their use of comic books to enhance vocabulary. Since teachers are knowledgeable about the status of teaching vocabulary and pupils' abilities, their different views are helpful. Hence, the aim of this part is to present and analyse each question separately depending on the teachers' answers.

#### **1.2. Description of the Questionnaire**

The teacher's questionnaire is divided into three sections with a total number of seventeen (17) questions. It included both open-ended and close-ended questions. Open-ended questions require explanation, justification, or suggestion. As for close-ended questions, it require the participants to tick an option.

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**Section One:** General Information (Q1-Q3):

This section aims to demonstrate the background information of teachers: their qualification (Q1), their teaching experience (Q2) and their professional formal training (Q3)

**Section Two:** teaching vocabulary (Q4-Q10):

The questions of this section attempt to find out the challenges and difficulties that middle school' teachers and their pupils face in teaching / learning vocabulary and how they cope with vocabulary learning difficulties (their techniques and ideas to improve pupils' level).

**Section Three:** Using comic books in teaching (Q 11- Q 17):

The purpose of the questions in this section is to obtain information about teachers' knowledge about the use of comics as a teaching material. In case they are using the comics in classroom, we tried to find the frequency of using this material and in which language area they are using it for.

**1.3. Administration of the Questionnaire**

To pilot the questionnaire, it was firstly given to three middle schools' teachers. After receiving their feedback, we edited the questionnaire by adding definition of comic book and modifying some questions' options. Then, we administered it to the rest of teachers during February. Therefore, the overall number of teachers was 10 teachers.

**2. Analysis of the Teachers' Questionnaire****Section One: General Information.**

**Question (1):** What is your qualification?

a- License

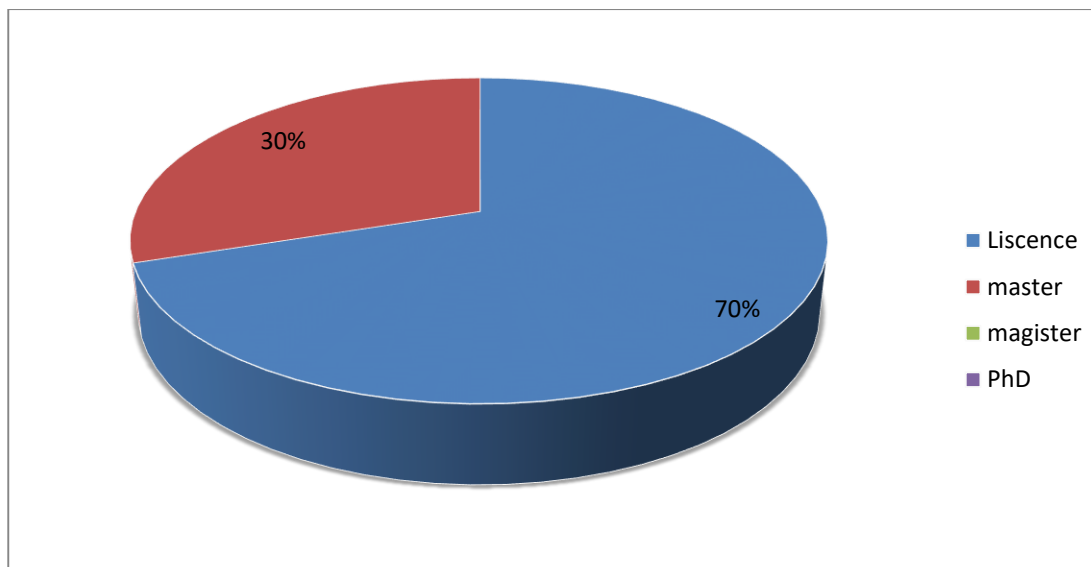
b- Master

c- Magister

d- PhD

**Table 3.1:** Teachers’ qualification

Responses	License	Master	Magister	PhD	Total
Participants (N)	7	3	0	0	10
Percentage (%)	70%	30%	0%	0%	100%



**Graph 3.1:** Teachers ‘qualification

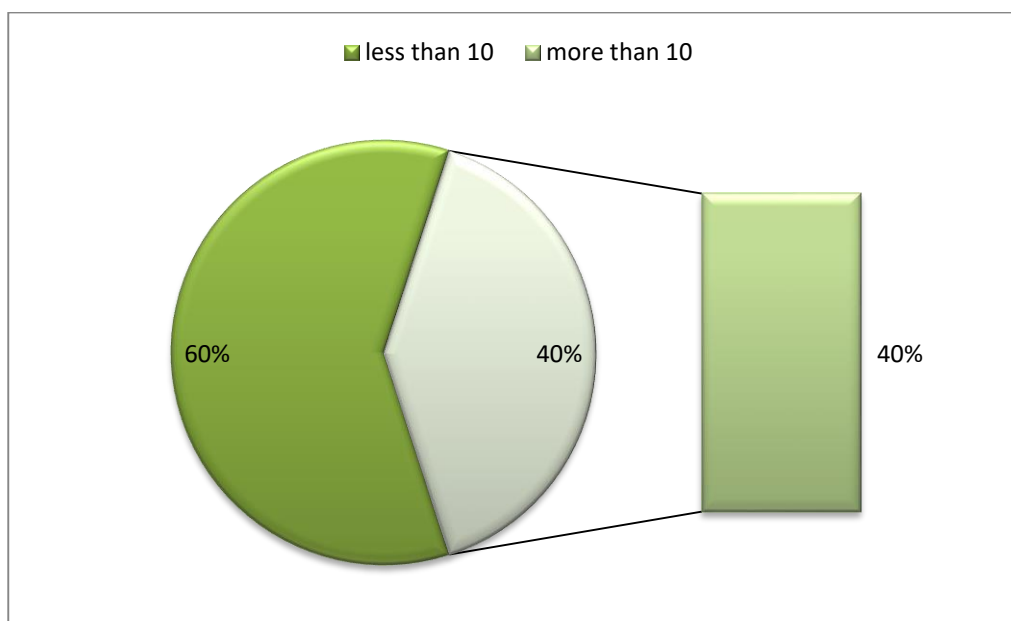
The first question aimed to elicit teachers’ qualification. According to table 3.1 and graph 3.1, teachers have either License or Master degree. More precisely, the majority of teachers (70%) have license degree and only few teachers (30%) have master degree.

We can say that teaching in middle schools requires, at least, license degree. For that reason, we found that it represents the highest percentage.

**Question (2):** How long have you been teaching English?

**Table 3.2:** Teachers' experience in teaching.

Responses	Less than 10	More than 10	Total
Participants (N)	6	4	10
Percentage (%)	60 %	40%	100%



**Graph 3.2:** Teachers' experience in teaching.

As for the question of experience in teaching, the year's categories were not provided but according to their responses, the answers are classified into two categories which are "less than 10 years" and "more than 10 years". Therefore, we notice from table 3.2 and graph 3.2 that teachers with less than 10 years of experience represent the highest percentage (60%). while only 40% of teachers who have more than 10 years of experience.



As a result, teachers with more than ten years of experience are expected to know many different techniques more than those with less than ten years of experience. That is because teachers can develop a variety of teaching ways; discover new techniques, and strategies throughout their experiences.

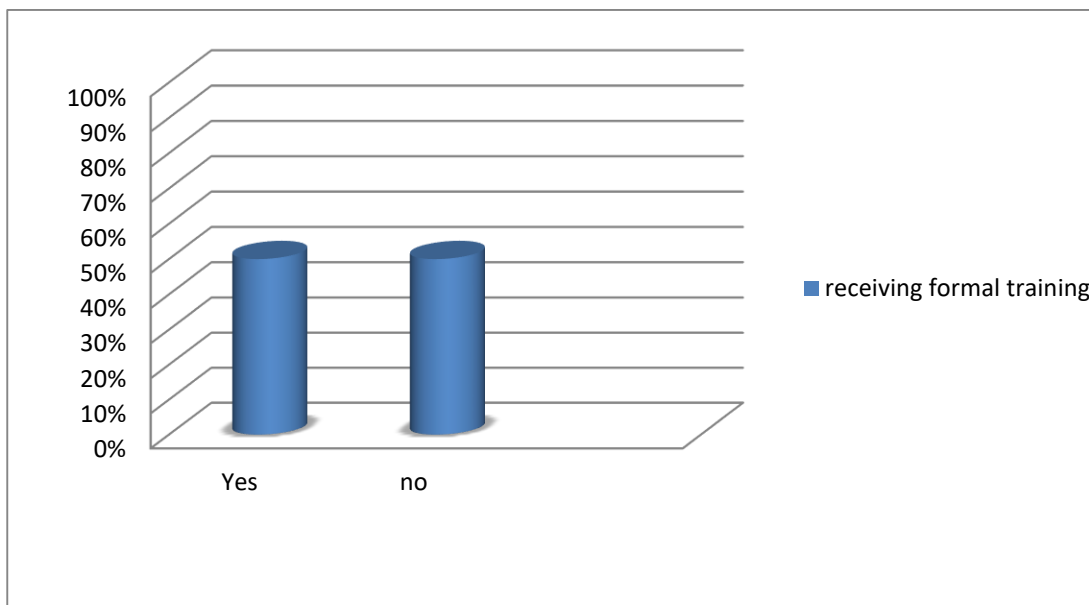
**Question (3):** Have you received any formal teacher training? If yes, for how long?

a- Yes

b- No

**Table 3.3:** Teachers’ formal training.

Responses	Yes	No	Total
Participants (N)	5	5	10
Percentage (%)	50%	50%	100%



**Graph 3.3:** Teachers’ formal training

Table 3.3 and graph 3.3 represent teachers' responses about their formal training. As we can see, they significantly show that there is an equal rate among teachers. In other words, half of the sample (50%) answered with "yes" and the other half responded with "no". For teachers who received formal training, two teachers said that they spent one year in the training and two others spent from one to three months. However, only one teacher did not answer the period of training.

From the obtained result, not all teachers have received formal training though it is considered as an initial and essential step which familiarizes novice teachers with the educational system and classroom pedagogical practices before starting teaching.

### Section Two: Teaching Vocabulary

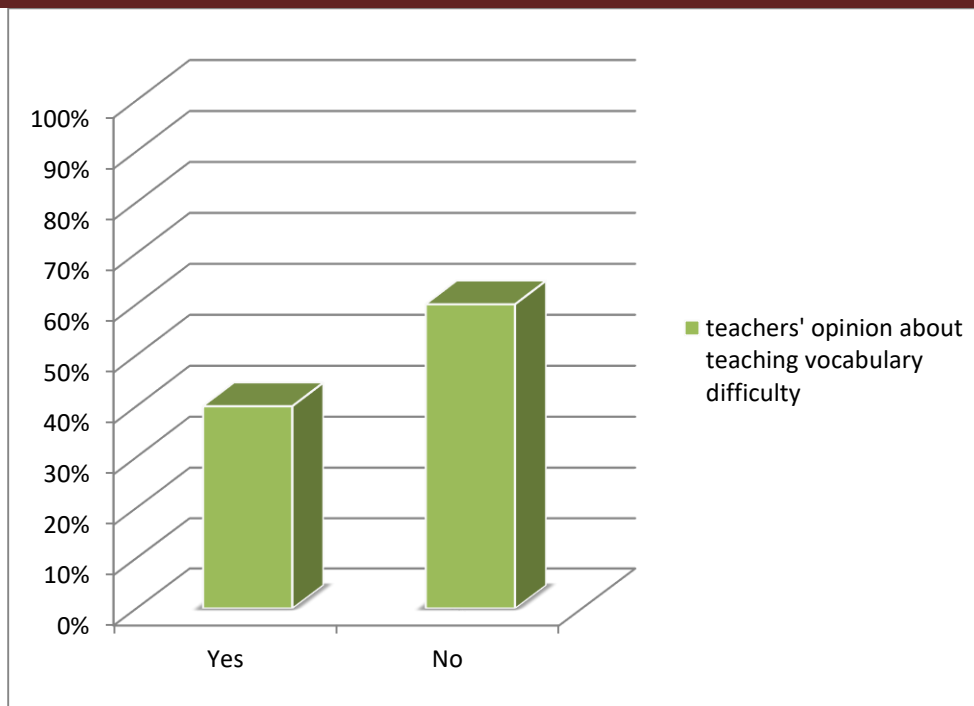
**Question four:** Do you think that teaching vocabulary is a difficult task?

a- Yes

b- No

**Table 3.4:** Teachers' opinion about the difficulties of teaching vocabulary

Responses	Yes	No	Total
Participants (N)	4	6	10
Percentage (%)	40%	60%	100%



**Graph 3.4:** Teachers’ opinion about the difficulty of teaching vocabulary

The fourth question sought to reveal any difficulties encounter teachers in teaching vocabulary. Table 3.4 and graph 3.4 denote that over half of teachers (60 %) see that teaching vocabulary is not difficult. Forty percent of teachers (40%) consider teaching vocabulary difficult.

As a result, we can say that there are two possibilities why most of them consider teaching vocabulary easy; it is either a matter of experience or underestimating of teaching it. By referring to experience, we mean that teachers have developed an effective method of teaching vocabulary over years. Therefore, it became an easy for them to explain and teach lexis. However, underestimation of teaching vocabulary is also another possibility. Some teachers think that vocabulary is just matter of direct translation of words into the mother tongue.

While those who consider teaching vocabulary difficult, they specify the difficulties that they encounter as follows:

- “Pupils forget the meaning of words easily”
- “Teaching vocabulary needs more time, more attention from learners and different techniques”

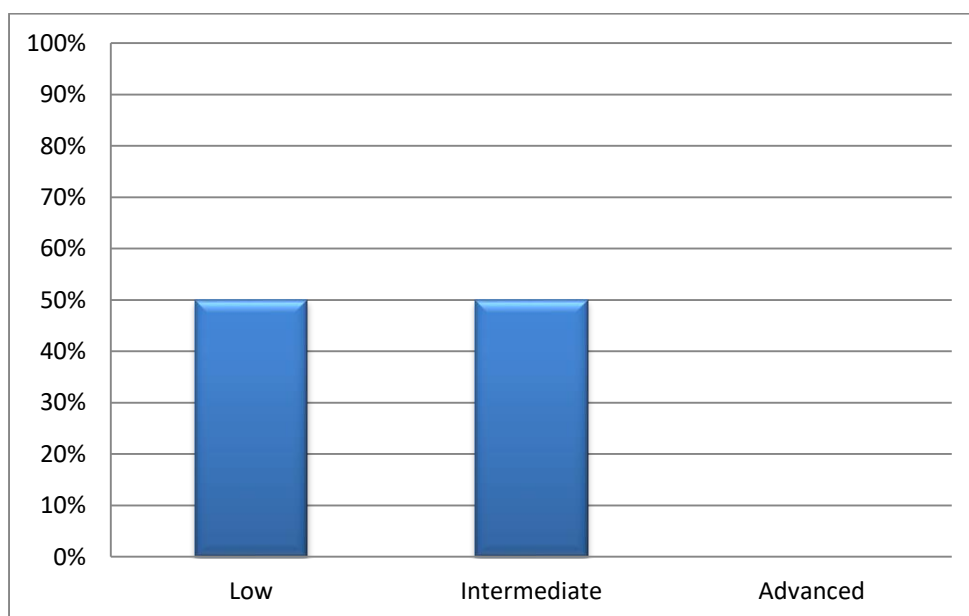
- “Learners face pronunciation problems”
- “Learners rely on the mother tongue”

**Question (5):** How do you evaluate pupils’ vocabulary level in English?

- a- Advanced
- b- Intermediate
- c- Low

**Table 3.5:** Teachers’ evaluation about their pupils’ vocabulary level.

Level	Number of teachers	Percentage
Advanced	0	0%
Intermediate	5	50%
Low	5	50%
Total	10	100%



**Graph 3.5:** Teachers’ evaluation about their pupils’ vocabulary level

In this question, teachers were asked, based on their experience, about pupil's vocabulary level in English. According to their responses, it is noticeable that their answers vary between intermediate and low level. Half of respondents (50%) answered that pupils' level is intermediate in English vocabulary, and the other half of teachers said that it low level.

As a result, intermediate level is the required level at middle schools. Consequently, it is very normal that there are no pupils with advanced level. However, teachers need more effort to help pupils with low level in developing their English vocabulary.

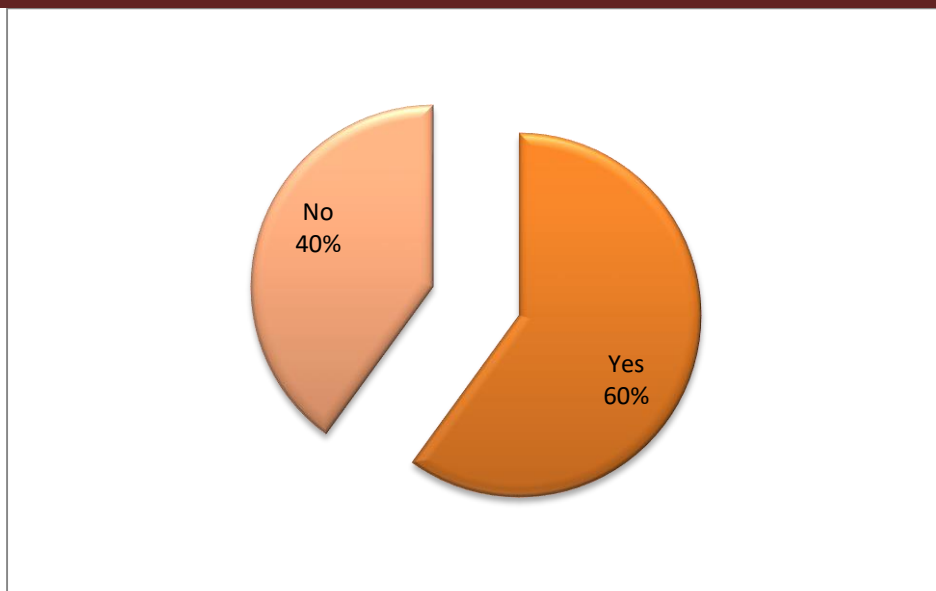
**Question (6):** Are pupils motivated to learn vocabulary?

a- Yes

b- No

**Table 3.6:** Pupils' motivation to learn vocabulary

Responses	Teachers	Percentage
Yes	6	60%
No	4	40%



**Graph 3.6:** Pupils' motivation to learn vocabulary

This question aimed to see whether pupils are motivated to learn English vocabulary. Table 3.6 and graph 3.6 denote most of teachers (60%) stated that pupils are motive to learn English vocabulary. However, few teachers (40%) stated that their pupils are unmotivated.

We can say that if pupils are motivated to learn English vocabulary, this is a good beginning for them to develop certain lexical proficiency. Therefore, teachers can find solutions / strategies to solve any difficulties which may encounter.

**Question (7):** What type of difficulty that pupils encounter when learning new word?

- a- Pronunciation
- b- Spelling
- c- Meaning

**Table 3.7:** Pupils' difficulties in learning a new word.

Responses	Pronunciation	Spelling	Meaning	Total
Participants (N)	4	2	4	10
Percentage (%)	40%	20%	40%	100%

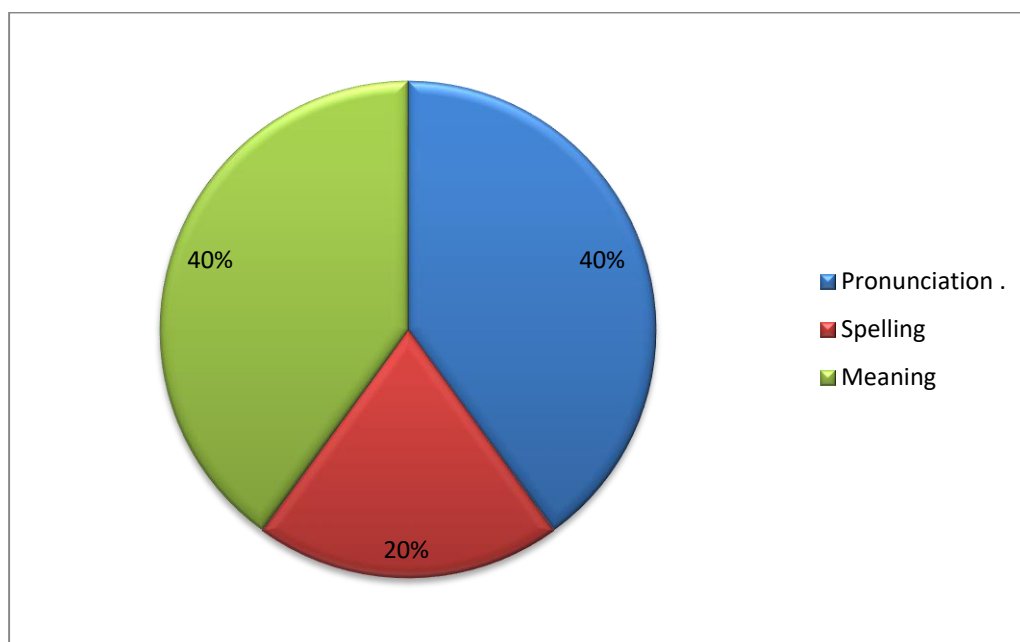
**Graph 3.7:** Pupils' difficulties in learning a new word.

Table 3.7 and graph 3.7 represent the difficulties that pupils encounter when learning a new word according to teachers' perspectives. As we can observe, the difficulties that are related to meaning and pronunciation show the highest percentage (40%). This means that many pupils find

hurdles in pronouncing new words or knowing their exact meaning. As for spelling difficulty, it is estimated for 20%.

Based on teachers' answers, pupils encounter difficulties in learning both meaning and pronunciation of a word more than spelling. Many novice learners always look for equivalent meaning of English words in their mother tongue. In addition, some learners have a problem in pronunciation i.e. they do not pronounce words correctly. For instance, some novice learners pronounce words with a French accent, the second language in our country. For the spelling, teachers think that it is not a big much obstacle in learning English vocabulary. Hence, we can say that teachers are in need for more practical techniques to deal with these difficulties.

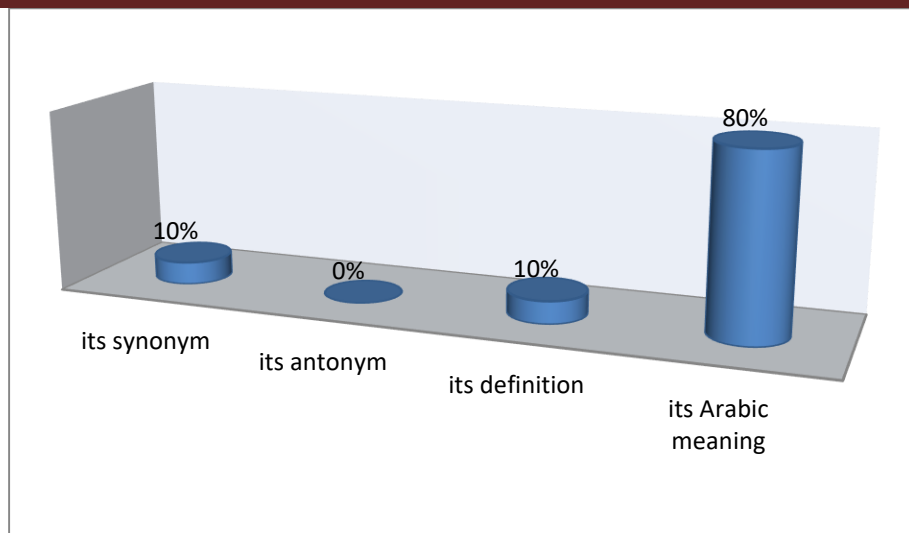
**Question (8):** When you ask pupils about the meaning of a word, do they provide you:

- a- Its synonym
- b- Its antonym
- c- Its definition
- d- Its Arabic meaning

**Table 3.8:** Pupils' method for explaining new words

Its synonym	Its antonym	Its definition	Its Arabic meaning	Total
1	0	1	8	10
10 %	0 %	10 %	80 %	100 %





**Graph 3.8:** Pupils' method of explaining new words

In this question, we asked teachers about the method of explaining meaning of new words that pupils use. According to their answers, table 3.8 and graph 3.8 display that the majority of pupils (80%) provide their teachers with the Arabic meaning. As for the synonym and the definition, each one of them obtained 10%. We also notice that no teacher said that pupils use antonyms to explain meaning of words.

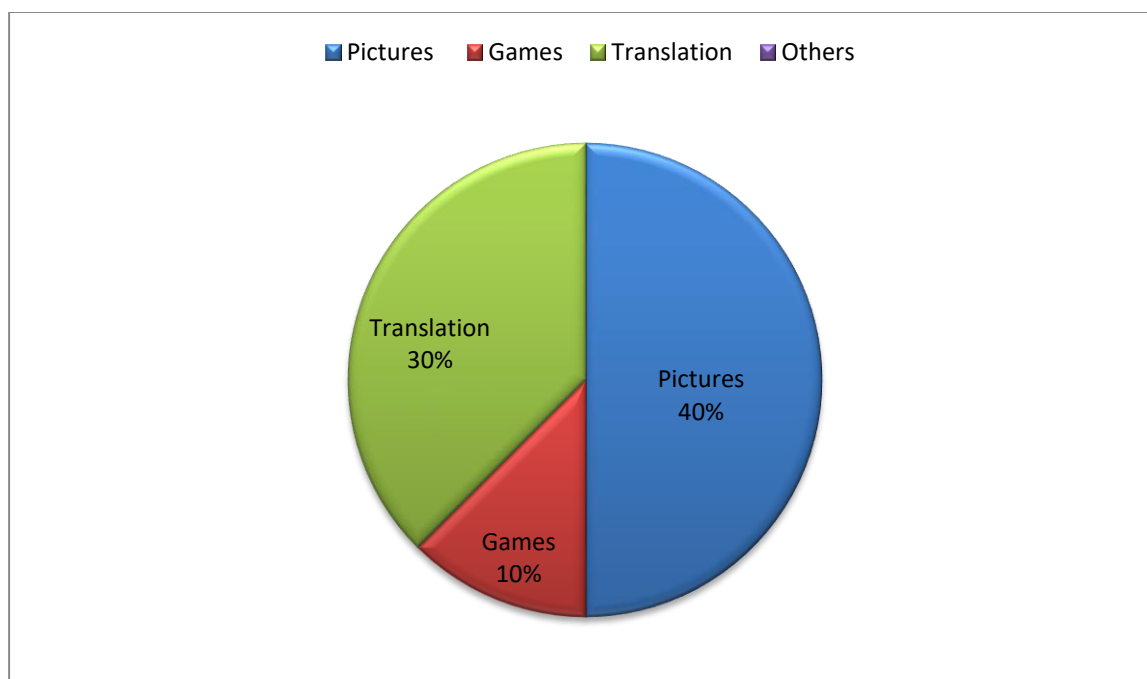
As for the obtained result, using Arabic by pupils to explain meaning of words indicates to the lack of vocabulary and it is considered as one of significant weakness of many novice EFL learners. This is probably be due to two reasons ; either the teachers' method in explaining words or the lack of practices among pupils because learning English vocabulary requires effective methods and more practice.

**Question (9):** What are the tools and techniques that you use to facilitate meaning of words?

- a- Pictures
- b- Games
- c- Translation
- d- Others

**Table 3.9:** Teachers' tools and technique for facilitating meaning of words.

Choices	Pictures	Games	Translation	Other	N.A (No answer)	Total
Participants (N)	4	1	3	0	1	100
Percentage (%)	40%	10%	30%	0%	10%	100%

**Graph 3.9:** Teachers' tools and technique to facilitate meaning of words.

This question sought to identify the different techniques that teachers use to simplify meaning of words. From the results of table 3.9 and graph 3.9, only 8 out of 10 teachers answered this question. Four teachers (40%) use pictures to facilitate meaning of words presents the highest rate. As for games, it represents only 10% among other techniques. However, three teachers (30%) use translation.

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According to the obtained results, many teachers prefer using pictures, which are considered as one of the effective visual tools in teaching, or they simply translate the new word into Arabic language (the mother tongue).

**Question (10):** in your opinion how can teachers develop the vocabulary knowledge of pupils?

In this question, only 8 out of 10 teachers proposed their tips about how we can develop the vocabulary knowledge of pupils. Teachers share some tips which can help pupils to develop their vocabulary knowledge as follows:

- “Practice for vocabulary mastery”
- “Using dictionaries”
- “Using simple material like pictures, drawing”
- “Reading stories”
- “Watching English cartoons”
- “Pupils can develop the pupils’ vocabulary knowledge by using discussion”
- “Using illustration through images and videos can facilitate teachers’ tasks but for abstract words like “wisdom” it needs more than illustration with pictures”
- “Using games”

Based on teachers’ answers, there are many suggestions for developing vocabulary knowledge that clearly denote to the importance of vocabulary in learning English.

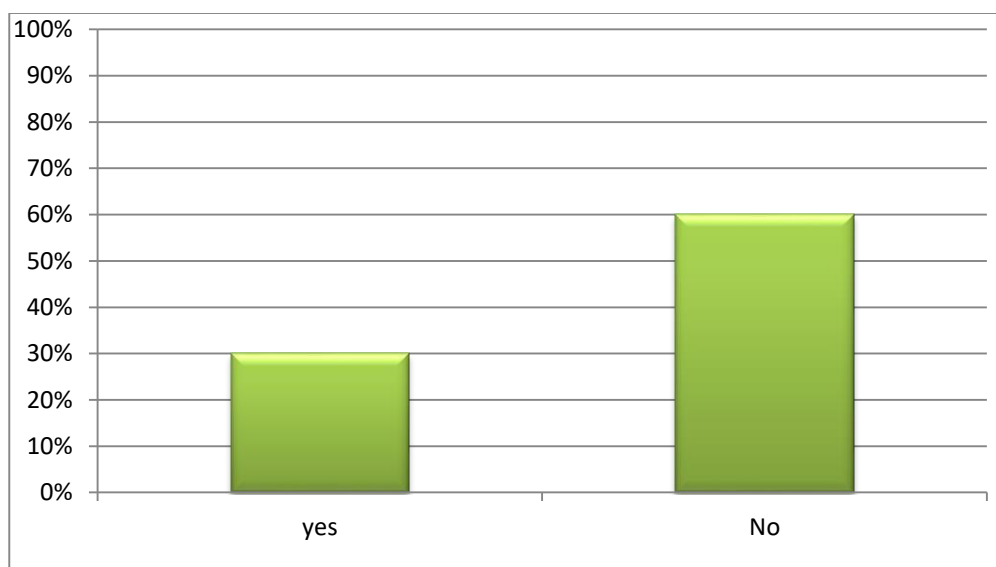
**Section Three:** Using comic books in teaching

**Question (11):** Are you familiar with comic books?

- a- Yes
- b- No

**Table 3.10:** Teachers' familiarity with comic books

Yes	No	N.A	Total
3	6	1	10
30 %	60 %	10%	100 %

**Graph 3.10:** Teachers' familiarity with comic books

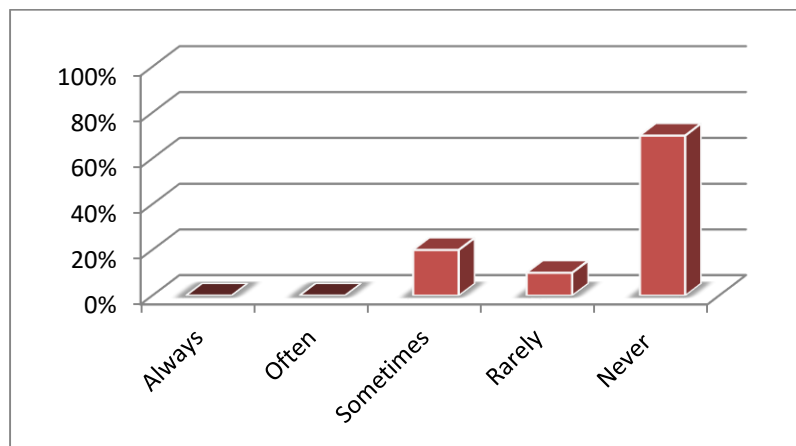
In this question, 9 out of 10 teachers answered whether they are familiar with comic books as teaching materials. Based on the results of table 3.10 and graph 3.10, the overwhelming majority of teachers (60%) are not familiar with comic books as a teaching material. Whereas only (30%) of teachers answered with 'yes'. From the result, we can understand that the reason behind the unfamiliarity of teachers with comic books is the absence of comics in the textbook. Another reason, some teachers focus more on the progress of the syllabus more than the way of facilitating and presenting the lesson. Additionally, the insufficient time consider a significant obstacle.

**Question (12):** How often do you use comics in your class?

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

**Table 3.11:** The frequency of using comics in the classroom

Response	Always	Often	Sometimes	Rarely	Never	Total
Participants (N)	0	0	2	1	7	10
Percentage (%)	0 %	0%	20%	10%	70%	100%



**Graph 3.11:** The frequency of using comics in the classroom

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In this question, teachers were asked to provide the frequency of using comics in the classroom. By referring to the previous question (Q: 11), we found only three teachers who use comic books. Therefore, based on their answers two teachers (20%) said that they sometimes use comics and one teacher (10%) rarely uses comics in the classroom. while (70%) is the rate of teachers who never use comic books in their classroom.

As a result, the high degree of teachers who never use comic scan be explained that comics are not common in pupils' textbook or culture.

**Question (13):** In case you use comic books, which one do you use? Why?

Among three teachers who use comics in their classroom, only two teachers answered this question, the first teacher stated that she uses her own comics i.e. she draws comics and presents them to her pupils and she justifies her answer by the unavailability of comic books and she has never thought about retrieving them from the internet. As for the second and the third teacher, one of them prefers using short comics with simple language like Mickey Mouse and Garfield. However, the other teacher left the question blank.

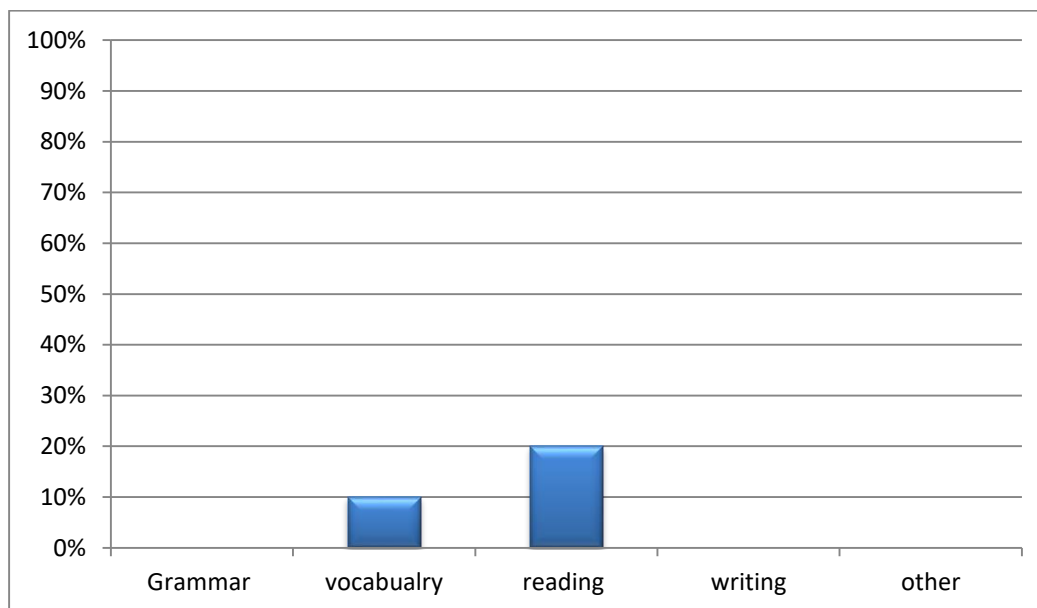
From the obtained result, the teachers, who use a comic, attempt to use simple and short one that help their learners for better understanding and memorising of new words.

**Question (14):** Do you use comic books to teach

- a- Grammar
- b- Vocabulary
- c- Reading
- d- Writing
- e- Other

**Table 3.12:** Skills and language areas taught via comics

Skills and language areas	Participants (N)	Percentage (%)
Grammar	0	0%
Vocabulary	1	10%
Reading	2	20%
Writing	0	0%
Other	0	0%
N.A	7	70%
Total	10	100%

**Graph 3.12:** Skills and language areas taught via comics

The aim behind this question is to know the different skill and language areas that are taught via comic books. Based on table 3.12 and graph 3.12, it is noticeable that there are two teachers (20%) who use comics to improve pupils' reading skills and only one teacher (10%) use comics to teach vocabulary.

As a result, we can say that teachers use comic to teach vocabulary and reading skills more than other subjects.

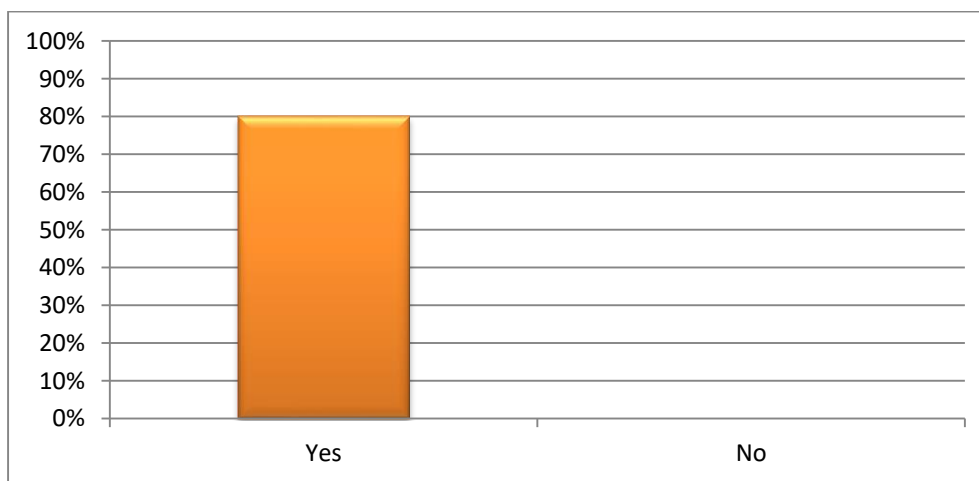
**Question (15):** If pupils are learning vocabulary through comics, will this improve their grades in the exam?

a- Yes

b- No

**Table 3.13:** Teachers ‘opinion about comic books and the improvement of pupils’ grades

Answers	Participants (N)	Percentage (%)
Yes	8	80%
No	0	0%
N.A	2	20%
Total	8	100%



**Graph 3.13:** Teachers ‘opinion about comic books and pupils’ Grades

The goal of this question is to see teachers ‘opinions about the effect of using comics to teach vocabulary on improvement of pupils’ grades. The results of table 3.13 and graph 3.13 indicate that



two teachers (20%) did not answer this question. However, the majority of teachers (80%) think that comics can improve learners' grades through providing the common explanations:

- Comics will motivate learners
- Learners need to match between the new word and the picture to identify its meaning
- Comics make vocabulary easier to memorize

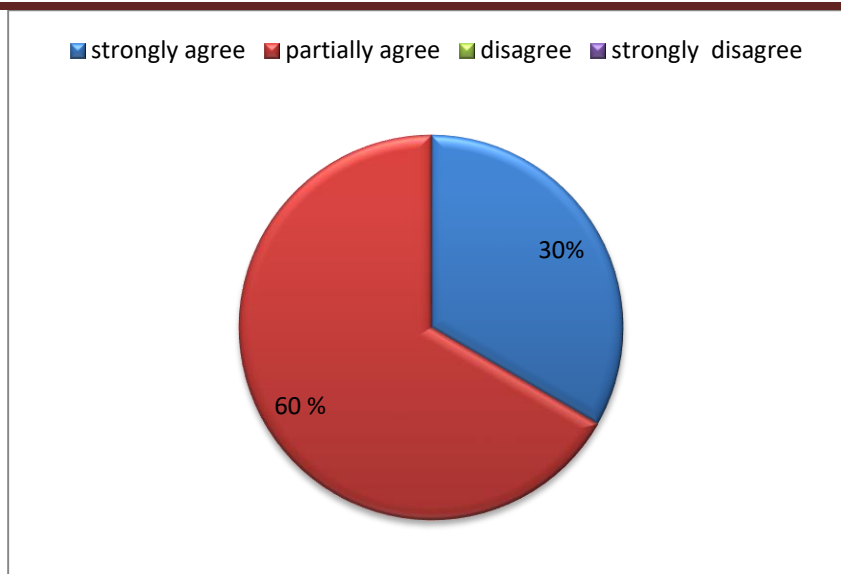
As For the obtained result, teachers believe in the usefulness of comics in motivating learners and how it creates learning vocabulary easier.

**Question (16):** In your view, can the use of comic books in teaching vocabulary motivate pupils towards English learning.

- a- Strongly agree
- b- Partially agree
- c- Disagree
- d- Strongly disagree

**Table 3.14:** Teachers' opinion about the effect of comic book on motivating pupils

Responses	Strongly agree	Agree	Disagree	Strongly disagree	N.A	Total
Participants (N)	3	6	0	0	1	9
Percentage (%)	30%	60%	0%	0%	10%	100%



**Graph 3.14:** Teachers' opinion about comic book's effect on motivating pupils.

In the question (16), we asked teachers about using comics to teach vocabulary as a motivational tool for pupils to learn English language. Almost of teachers (60%) partially agreed about using comic books in teaching vocabulary to motivate pupils for learning English. However, only 30% of teachers strongly agree about their effect and one teacher left the question.

As a result, most of teachers partially agreed about the effect of comic book on motivating learners because the majority of them never used this medium before. While, teachers who showed strong agreement, this is probably because they used to involve it in the classroom. Therefore, they have seen that comics can really motivate EFL learners.

### 3. Discussion of Teacher's Questionnaire Results

The aim of this questionnaire is to gather data from teachers about the use of comic books to enhance vocabulary instruction. The results reveal that many teachers are aware of the importance of vocabulary in achieving a good proficiency level, though they encounter many difficulties in teaching it. Firstly, many of them see time allotted in teaching English is not sufficient due to the loaded syllabus which must be accomplished in the due time. Additionally, teachers notice that many pupils

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use Arabic as a way to explain meaning of words because of their level which is varied between low and intermediate. Using mother tongue can be understood that pupils have lack of vocabulary and lack of practicing English. To solve this problem, teachers attempt to use materials in the classroom to simplify understanding learning new vocabulary. However and based on the results, many of them use the most common way which is the use of picture.

As for the comics, many teachers did not use them before. This can be due to their unavailability in the textbook. Only few teachers use sometimes this tool to teach different language areas including vocabulary and developing reading skills. Another reason is that reading comics is not widely spread in our society. The dominated idea among many people is that comics are read just for pleasure or they are even seen as useless stuff. Some teachers also have never thought that comics can be best tool for them in teaching English and its vocabulary.

To sum up, using comic books to teach vocabulary is noticeably neglected by the majority of teachers due to the reasons they mentioned before. Albeit, Teachers can benefit from comics better because their vocabulary does not take much time to be understood.

#### **4. Description of Quasi -Experiment**

##### **4.2. Aim of the experiment**

The aim of this experiment is to contribute in enhancing pupils' vocabulary knowledge through using comic books. Therefore, one group from third year classes was selected to be the sample of the experiment.

### **4.3. Population and sampling**

This study took place in Bendjaballah Omar Middle school in Bouchagroune, Biskra. The sample consists of sixteen (n= 16) pupils from the first class of third year. There were eight boys, eight girls, and their overall age range between thirteen and fourteen years.

A pre-test is used to evaluate pupils' current vocabulary knowledge. For the treatment, pupils have gone through a period of vocabulary instruction in which lexical items were basically retrieved from a comic book. This phase lasted for four sessions in the second semester (2019). For post-test, pupils were tested in vocabulary based on the comic books vocabulary items.

### **4.4. Experimental procedures**

In this experiment, there were three phases namely; pretest, treatment, and post-test.

#### **4.4.1. Pre-test:**

It was administered to the selected sample (n=16) on January 17<sup>th</sup>,2019 at 11:00 O'clock without previous announcement. The test took place in an ordinary class which consists of three rows. Pupils were given one hour for the test like their regular tests and they worked individually. The pre-test's questions varied between tasks for matching synonyms, matching the antonyms, and filling in the gaps with the appropriate words. In the third task, pupils were provided with sentences with gaps. The score of each task was as follows: the first task (5 points), the second task (5 points), and the third task (10 points). So, the overall score is twenty (20).

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#### 4.4.2. Treatment:

Sessions of treatment were weekly sessions and started from January 31<sup>th</sup>, 2019 to February 29<sup>th</sup>, 2019. In the beginning, the aim of the treatment, which is enhancing pupils' vocabulary through using comic books, was explained. In the first session, we asked pupils firstly whether they used to read comic books or not before revealing the selected comic. We noticed that no one has read comics before. However, they know some titles of Japanese comic books which are turned into cartoons. In the treatment, we used a Japanese comic book which entitled "Yotsuba &". The overall number of comic pages was 24 and they are characterized with simple words and attractive drawings. The researcher classified every session into three phases. The first phase was a warm-up activity. She started with writing the word "town" on the board. Then, pupils were asked to mention anything related to the town. Pupils provided many examples such as airport, supermarket, and tours. After that, manga of 'Yotsuba &' was introduced through presenting the main characters in separate papers (the father, the daughter, and the friend of the father). Pupils received copies of the comic pages to be read from the right to the left. The second phase was reading the comic, pupils were asked to read and reveal any difficult words that they have found. Then, we asked them to mention any difficult words to write them on the board. The last phase, the researcher started reading for them page by page and asking them to guess the synonyms or antonyms of words through the context. In this session, she also used a picture for extra explanation. As an example, the verb "lean out" from the sentence "*Don't lean out the window. It's dangerous!*". Pupils thought it is the same of the verb "to wave" because it appeared when the little girl was leaning out the window and waving at the same time. Therefore, this verb was more simplified by presenting a photograph of a pet which was leaning out the window. After explaining each two pages, the researcher asked two pupils to read them because reading makes them more active and more interested to know the words' meanings and how to pronounce them correctly. The same method was used in the third and the fourth session. However, we brought a real

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camera, which is similar to the existed on in the comic, instead of pictures to explain how it works as it described in the comic pages.

#### **4.4.3. Post-test:**

After accomplishing reading comic pages, pupils received a final test on March 4<sup>th</sup> , 2019 at 9 O'clock. This is called the post test and it involved three tasks. For the first task, it was about matching antonyms and it was over 4 points. In the second tasks, it was about selecting the right synonyms and it got (6 points). Finally, ten (10) points were given for the third task which was a short paragraph with gaps.

#### **4.5. Content of the Experiment**

The experiment contained four sessions prepared by the researcher herself to help pupils enhance their vocabulary knowledge. The objective of these lessons is to provide pupils with lexical items, their antonyms and their synonyms. Thus, increasing pupils' vocabulary knowledge

**Table 3.15:** Timetable and procedures of treatment sessions

Session N°1	Session N°2:
<p><b>Date:</b> 31/01/2019</p> <p><b>Time:</b> 11:00 to 12:00</p> <p><b>Title:</b> Moving with Yotsuba!</p> <p><b>Materials:</b> comic pages (A3 size), copies (A 4 size), pen, board, a picture.</p>	<p><b>Date:</b> 07/ 02/2019</p> <p><b>Time:</b> 11:00 to12:00</p> <p><b>Title:</b> Moving with Yotsuba! (Follow up)</p> <p><b>Material:</b> comic pages (A3 size), copies (A 4 size), pen, board.</p>
Session N°3:	Session N°4 :
<p><b>Date:</b> 14/02/2019</p> <p><b>Time:</b> 11:00 to 12:00</p> <p><b>Title :</b> “Yotsuba &amp; Camera!”</p> <p><b>Material:</b> comic pages (A3 size ), copies (A 4 size), camera, pen, board</p>	<p><b>Date:</b> 21/02/2019</p> <p><b>Time:</b> 11: 00 to 12: 00</p> <p><b>Title :</b> Yotsuba &amp; Camera! (Follow up)</p> <p><b>Material:</b> pages (A3 size ), copies (A 4 size), camera, pen, board</p>

## 5. Analysis and Interpretation of Scores

### 5.1. Statistical Consideration:

Descriptive statistics are computed through using SPSS package, this statistics involves calculating the Mean, Standard Deviation, the difference between the pretest and posttest,.

**Table 3.16:** The formula of the Mean and Standard Deviation

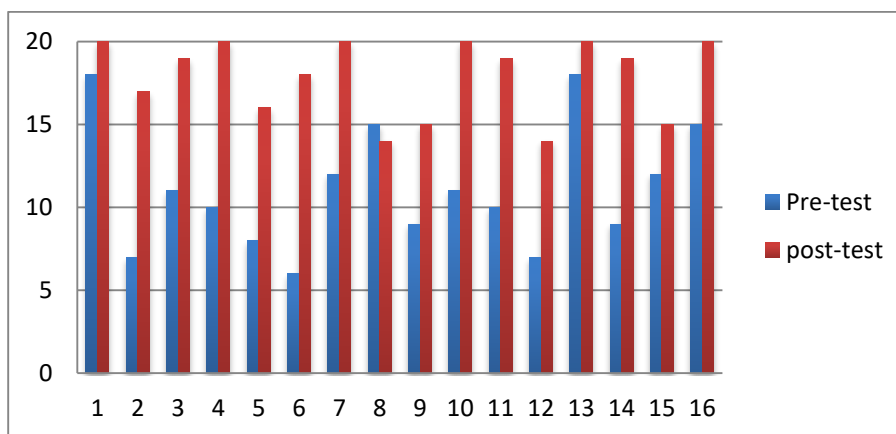
<b>Mean :</b>	
$\bar{X} = \frac{\sum x}{N}$	
$\sum x$ :sum of scores	<b>N:</b> number of scores
<b>Standard Deviation:</b>	
$S = \sqrt{\frac{Fx^2 - \bar{X}^2}{N}}$	
<b>Fx</b> : Score frequency	$\bar{X}$ = Mean
$\Sigma$ : The sum	<b>N:</b> number of scores

**5.2. Pre-test and post-test' results: Pupils' scores****Table 3.17:** Results of pre-test and post-test: Pupils' Scores

<b>N</b>	<b>Pupils</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>1</b>	P.1	18	20
<b>2</b>	P.2	7	17
<b>3</b>	P.3	11	19
<b>4</b>	P.4	10	20
<b>5</b>	P.5	8	16
<b>6</b>	P.6	6	18
<b>7</b>	P.7	12	20
<b>8</b>	P.8	15	14



9	P.9	9	15
10	P.10	11	20
11	P.11	10	19
12	P.12	7	14
13	P.13	18	20
14	P.14	9	19
15	P.15	12	15
16	P.16	15	20
<b>Sum of scores <math>\sum x</math></b>		178	286
<b>Mean of scores (<math>\bar{X}</math>)</b>		11,12	17,87



**Graph 3.15:** Results of pretest and posttest: Pupils' Scores

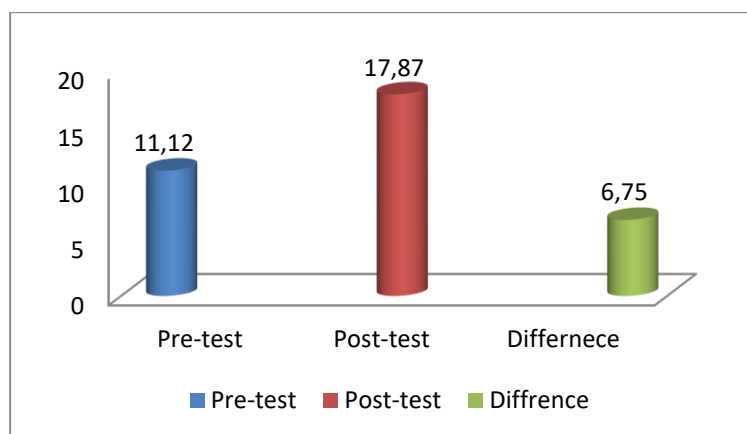
The table 3.17 and the graph 3.15 show the mean of pretest and posttest of sixteen (16) participants. We notice that the post-test results (**17.87**) are significantly higher than the pre-test (**11.12**). As for the result of each pupil in the pre-test, the score 18 represents the highest grade while the score 6 is the lowest one. More precisely, 5 pupils did not obtain the average ten (10). Additionally, 6 pupils scored between 10 to 12. But, only 4 pupils gained grades between 15 and 18.

For the post-test results, pupils' scores are noticeably soared. As we can see, there are some pupils who obtained the full mark (20) and the lower score is (14). In more detail, 4 pupils got from 14 to 15, and 12 pupils' obtained marks between 16 and 20.

The table 3.18 and the graph 3.16 represents comparison of the means scores of the participants in both tests and the difference between them.

**Table 3.18:** Pretest-posttest: Means of scores

Tests	Pre-test	Post-test	The difference in the means
Means	11,12	17,87	6,75



**Graph 3.16:** Pretest-posttest: Means of scores

According to the results represented in the table 3.18 and the graph 3.16, we notice there is progression in participants' scores which is highly increased from (11.12) in the pretest to (17.87) in the posttest. Moreover, the difference of participants' scores is expressed by the difference between the means of the tests (6.75). This obtained result denotes that comic books helped pupils effectively for better achievement of English vocabulary.

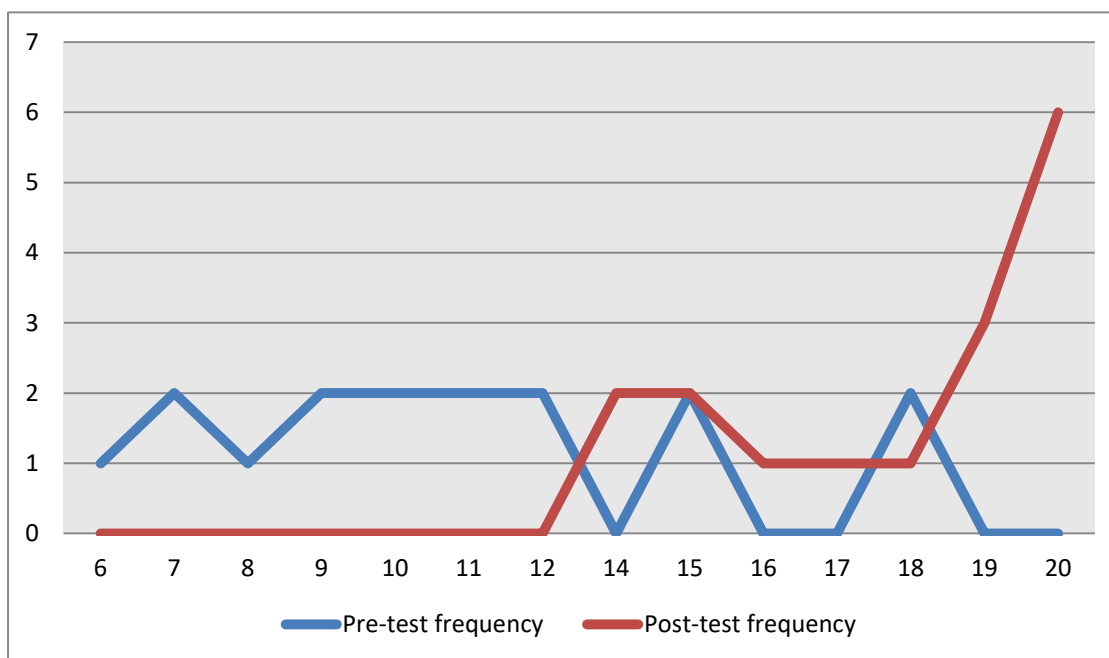
The high scores of posttest can be referred to the effectiveness of treatment sessions in which pupils are taught vocabulary via comic. Noticeably, the simple drawings and the characters' facial

expressions have greatly contributed in pupils’ best achievement in the test. . Therefore, using comics can enhance vocabulary learning and help learners for achieving better grades.

**Table 3.19:** Frequency of pre-test and post-test scores.

Pre-test	
Score of “X <sub>pre</sub> ”	Frequency “F”
6	1
7	2
8	1
9	2
10	2
11	2
12	2
15	2
18	2
<b>Sum of “F”</b>	16

Post –test	
Score of “X <sub>post</sub> ”	Frequency “F”
14	2
15	2
16	1
17	1
18	1
19	3
20	6
-	-
-	-
<b>Sum of “F”</b>	16



**Graph 3.17:** Frequency of pretest and posttest scores

From the table 3.19 and the graph 3.17, we can determine the range of scores value in the pretest and posttest; the highest and the lowest score.

For the pretest, we observe

- The score value in pretest range from 6 to 18 with balance of the frequencies between the scores
- 6 scores less than the average 10 and 10 scores more than the average 10.
- 7 scores frequented twice ( 7,9,10, 11,12,15,18 ) and two scores frequented just once (6 and 8)

As for the posttest, we notice the following

- The score value in posttest range from 14 to 20 with superiority of the score 20
- The highest score is 20 and the lowest score is 14
- The scores 19, 20 has the highest score frequency

In order to measure the degree of the differences and similarities in the pretest and posttest, it is required to calculate the Mean, the Frequency, and the Standard Deviation (*SD*).

**Table 3.20:** Frequency of Pretest Scores

Score of “ $X_{pre}$ ”	Frequency “F”	Frequency score $Fx$	Square of frequency score $Fx^2$
6	1	6	36
7	2	14	196
8	1	8	64
9	2	18	324
10	2	20	400
11	2	22	484
12	2	24	576
15	2	30	900
18	2	36	1296
<b>Sum of “F”</b>	<b>n=16</b>	<b><math>\sum Fx=178</math></b>	<b><math>\sum Fx^2=4276</math></b>

**Table 3.21:** Frequency of the Scores of the posttest

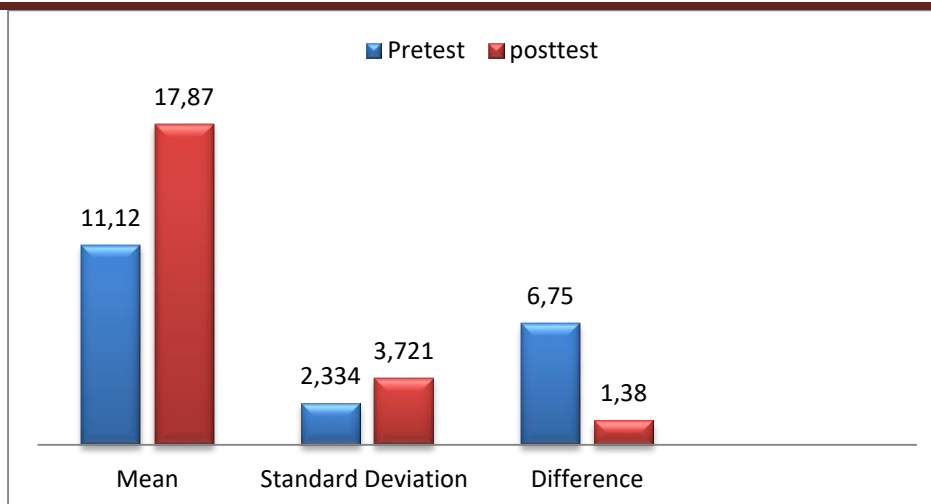
Score of "X <sub>post</sub> "	Frequency "F"	Frequency score $Fx$	Square of frequency score $Fx^2$
14	2	28	784
15	2	30	900
16	1	16	256
17	1	17	289
18	1	18	324
19	3	57	3249
20	6	120	14400
<b>Sum of "F"</b>	$n=16$	$\sum Fx=286$	$\sum Fx^2=20202$

The table 3.22 represents a comparison Means and Standard Deviation of pretest and posttest

**Table 3.22:** Comparison of posttest and pretest Mean and Standard Deviation

Description Statistics	Pre-test	Post-test	Difference
Mean	11.12	17.87	6.75
Standard Deviation	2.334	3.721	1.387

In the graph 3.18, a bar chart is used to show the difference in the Mean and Standard Deviation.



**Graph 3.18:** Comparison of posttest and pretest Mean and Standard Deviation

According to the results displayed in the table 3.22 and the graph 3.18, the comic book has extremely improved participants' scores in the posttest. For the difference in the means and Standard Deviation, they are conspicuously significant. Therefore, better performance of pupils confirms the effectiveness of the treatment (comic books) in learning vocabulary. To confirm statistically pupils 'progression, it is required to calculate t-test, another descriptive statistics that seeks to find out the difference between two compared means

### 5.3. T-test calculation

In order to compare between two means and confirm whether they are statistically difference, calculating t-test through using the following formula. As cited in Meddour (2014, p. 173), Cohen, Manion, and Morrison (2007) set the following formula t value

$$t = \frac{\text{sample(or test)one mean} - \text{sample ( or test)two mean}}{\text{standard error of the difference in means (SE)}}$$

• **Standard Error**

Standard Error (SE) is “the approximate standard deviation of statistical sample of population”

(Kenton, 2019). It can be calculated through using the following formula

$$SE = \frac{SD}{\sqrt{N}}$$

**SD** : Standard Deviation

**N** : the number of the sample, which is 16

The following statistics should also be taken into consideration

**Table 3.23:** The Mean and the Standard Deviation of pretest and posttest

	Posttest	Pretest
Mean	17.8750	11.1250
Standard Deviation	2.33452	3.72156

**Table 3.24:** Standard Error of Mean of Pretest and posttest

<b>Descriptive Statistics</b>				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pretest	16	11.1250	0.93039	3.72156
Posttest	16	17.8750	0.58363	2.33452

**Table 3.25:** The t-test and degree of freedom

Paired Samples Test						
		Paired Differences		t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Lower	Upper			
Pair 1	Pretest - Posttest	4.81891	8.68109	7.450	15	0.000

- **Degree of freedom**

In this study, the formula ( $df = N - 1$ ) is used because of its appropriateness in this t-test.

$$df = N - 1$$

$$= 16 - 1$$

$$df = 15$$

- **Alpha Decision Level**

In the present study, we decided to set alpha at  $\alpha < .05$ . This means that 05% is chance of error can be tolerated

- **Critical Value**

Critical value is very necessary to verify hypotheses. Since alpha set at  $\alpha < .05$ ,  $df$  and the corresponding critical value for “t” is **1.67**. Therefore, we obtain



$$t_{obs} > t_{crit} \quad ( 7.45 > 1.67)$$

$t_{obs}$ : Observed Statistics

$t_{crit}$ : Critical Statistics

- **Hypothesis testing**

**Table 3.26:** Hypothesis testing Rule

**Statistical hypotheses:**  $H_0: \bar{X}_{pre} = \bar{X}_{post}$

$$H_1: \bar{X}_{pre} > \bar{X}_{post}$$

- The null hypothesis ( $H_0$ ) means that there is no significant difference between mean of group in pretest and posttest.
- The alternative hypothesis ( $H_1$ ) indicates that there is significant difference between the mean of group in pretest and posttest.
- **Alpha level:**  $\alpha < .05$
- **Observed statistics:** 7.45
- **Degree of freedom:** 15

## 6. Discussion of Quasi - Experiment Results

The aim of this study is investigate the effect of using comic books on vocabulary instruction. It sought to develop learners' vocabulary knowledge through overcoming their learning difficulties and provide teachers with appropriate tool and solutions.

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Evidently, there was a substantial improvement of learners' grades after the treatment in which we used a comic as a medium to teach vocabulary. Learners performed better in the posttest because they were very interested to learn new lexis from the comic and enthusiastic to discover its story, pictures, and understand it as well.

The Means of pretest and posttest were significantly different ( $\bar{X}_{post} = 11.12$  and  $\bar{X}_{pre} = 17.87$ ). By using inferential data to confirm descriptive statistics, the t-test calculation result is one tailed-directional ( $t_{obs} (7.45) > t_{crit} (1.67)$ ). Therefore, alternative hypothesis is confirmed and null hypothesis is rejected.

To explain this result, there are many factors that led pupils to achieve high scores. First, it is the use of comic itself. The dialogues of the comic were short and its drawing style was attractive. For that reason, pupils were motivated and tried to understand every single word. In addition, they could remember the meanings of words because they were asked, in every session, to provide words that they have learnt from the comic. Pupils many words and showed that they can remember easily from learning via a comic.

Therefore, this medium is significantly helpful to remember and memorize words without taking much effort. It can enhance vocabulary instruction and can be supportive in teaching English.

## **Conclusion**

This chapter has dealt with analyzing and discussing the obtained data from teachers' questionnaire and the quasi experiment. The main concern was enhancing vocabulary instruction through using comic books. Though the results of the questionnaire indicate that there are few teachers who use comics in the classroom, the results of posttest revealed their effectiveness in learning vocabulary. Noticeably, third year pupils showed a positive attitude towards comics during the treatment. They were more interested and motivated to learn and understand lexical items via

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comics. This reflects positively on their performance in the posttest. Thus, using comics can enhance and develop vocabulary knowledge and can benefit both teachers and learners.

### **Suggestions and Recommendations**

- **Enhancing learners to acquire new lexis:**

Teachers should encourage their learners to practice English and develop their vocabulary knowledge through motivating them and guiding them to the successful and effective ways to realize that.

- **Teaching vocabulary using various materials:**

By using different materials, teaching vocabulary will be more effective and learners will be more interested in learning. Most importantly, using various materials helps learners overcome vocabulary learning difficulties.

- **Usefulness of comics in teaching vocabulary**

Teachers should be aware of using comic books to enhance vocabulary instructions and they should benefit from them in teaching. Using comics should be based on learners' age, level, and teacher's objectives. Moreover, it should be, at least, similar to their culture.

- **Integrating comics in middle schools**

Middle school period is the basic phase to develop English language proficiency. Therefore, using comics to teach different language areas at this level is surely beneficial and recommended.

- **Comics as a research**

The current study is a small area in the wide field of research. Using comics is not only limited to vocabulary instruction. Therefore, further research is needed and encouraged to be conducted about different uses of comics in teaching vocabulary and other language areas.

# **GENERAL CONCLUSION**

### **General Conclusion**

Overall, it can be said that vocabulary is very fundamental to develop English language. However, many learners still struggle with learning new lexis; whether understanding its meaning or memorizing it. Stemming from this, teachers are required to use more efficient tools that ensure successful learning of vocabulary such as using comic books. Thereby, the major aim of the present research is to prove that using comics enhance effectively vocabulary instructions. Our research took place at Bendjaballah Omar Middle School in the academic year 2018/2019. It dealt with one group of third year class among three groups and it included 16 pupils. As for the methodology, it was based on a mixed-method approach because it was suitable for our investigation. This study used semi-structured questionnaire which was administered to teachers and quasi-experiment to gather more relevant data and to test our hypotheses which claimed that comic books enables learners to learn new lexis faster .

The present dissertation includes three chapters. The first chapter highlighted the important of vocabulary for both teachers and learners with tracing adequate strategies for both of them. Also, it suggested techniques and process of selecting vocabulary. Similarly, the second chapter attempted to present a general view about a comic including its layout, its history, its types and genres. Moreover, it presented its different uses in teaching. For the third chapter, it was concerned with analyzing data obtained from the questionnaire and the quasi experiment.

As for Teachers' questionnaire, it revealed that teachers are quietly aware of the important of vocabulary in teaching English. However, many of them find difficulties in teaching novice learners. For that reason, they seek to use various techniques. On the subject of using comics

in teaching, there were only few teachers who sometimes used them. This clearly means that comics are not common among teachers. For quasi experiment, it presents significant results. During treatment sessions, learners showed more participation and better interest in learning new lexis. Thus, using comics reflects successfully their results in the posttest which surprisingly increased comparing to the pretest's scores. They are undoubtedly beneficial in teaching and learning vocabulary. In other words, they help to foster learners' vocabulary knowledge and motivate them to develop their language. To conclude, this study confirmed the effect and the advantages of using comics in teaching through presenting a hundred of words in few pages and in a comprehensive way.

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**Appendix 1:**  
**Questionnaire for Teachers**

Dear teachers,

You are kindly invited to fill-in this questionnaire which is a part of a master degree dissertation entitled:” Enhancing vocabulary instruction through using comic books”. It aims at finding out the effect of comic book as a visual technique to improve both teaching and learning English vocabulary at Middle School. Your contribution is highly appreciated.

Thank you very much

**Definition of comic book:**

Comic books, also called “comics”, are magazines that contain a set of stories told in pictures with a small amount of writing.

**Section One: General Information**

1. What is your qualification?

License

Master

Magister

PhD

2. How long have you been teaching English?

.....

3. Have you received any formal teacher training? If yes, for how long?

.....

**Section Two: Teaching vocabulary**

4. Do you think that teaching vocabulary is a difficult task?

a. Yes

b. No

If yes, what type of difficulty you often encounter?

.....

.....  
.....  
5. How do you evaluate pupils' vocabulary level in English?

a- Advanced

b- Intermediate

c- Low

6. Are pupils motivated to learn vocabulary?

a- Yes

b- No

7. What type of difficulty that pupils encounter when learning a new word?

a- Pronunciation

b- Spelling (form)

c- Meaning (use)

8. When you ask pupils about the meaning of a word, do they provide you:

a- Its synonym

b- Its antonym

c- Its definition

d- Its Arabic meaning

9. What are the tools and techniques that you use to facilitate meaning of words?

a- Pictures

b- Games

c- Translation

d- Others

.....

10. In your opinion, how can teachers develop the pupils 'vocabulary knowledge?

.....  
.....  
.....  
.....

**Section Three: Using comic books in teaching**

11. Are you familiar with comic book as teaching material?

a- Yes

b- No

12. How often do you use comics in your class?

a. Always

b- Often

b. Sometimes

c- Rarely

c. Never

13. In case you use comic books, which one do you use? Why?

.....  
.....

14. Do you use comic books to teach?

a- Grammar

b- Vocabulary

c- Reading

d- Writing

e- Others  please specify.



Explain why?

.....  
.....  
.....

15. If pupils are learning vocabulary through comics, will this improve their grades in exam?

a- Yes

b- No

Please, explain why?

.....  
.....

16. In your view, can the use of comic books in teaching vocabulary motivate pupils to learn English language?

a- Strongly agree

b- Partially agree

c- Disagree

d- Strongly disagree

17. Please, add any further comment/ suggestions

.....  
.....  
.....  
.....

*Thank you for your collaboration*

## Appendix 2:

### The Pretest

**Activity one:** Match each word with its synonym

Vacation	Reach
Festival	Think
Arrive	Holidays
Guess	Celebration
Rich	Poor

**Activity two:** Match each word with its opposite

Dangerous	Small
Big	Wrong
Correct	Safe
Remember	Old
New	Forget

**Activity three:** Fill in the gaps with the appropriate words

Remember - daddy - school- summer - car - dazzling - visiting -store - strange – playing

- 1- The sunlight is .....
- 2- My ..... have a .....
- 3- I like ..... my grandmother
- 4- Sara goes to the ..... To buy milk and coffee
- 5- Pupils learn English at .....
- 6- Do not talk with .....people
- 7- Every ....., I and my family go to the beach .
- 8- ..... to do your homework tonight !
- 9- I like .....football

### Appendix 3:

#### The Posttest

**Activity one:** Match each word with its opposite

Hold	Careless
Careful	Leave
Nope	Very easy
Hard	Yes

**Activity two:** fill in the gaps with the appropriate word.

**( smile , visited , Yo! , amazing , happy, vacation , camera, Wow , stores , waved , )**

Last ....., Omar ..... his grandmother. He found her waiting him next to the door with a ..... on her face. When she saw him, she .....to him with happiness.

In the house, the grandmother gave him a cake with an .....decoration. Omar always says: “ grandmother’s cakes are made with love because it makes everyone .....”. After a while, his uncle came and said: “.....”

Omar replied: “Hi, uncle!”

When the uncle saw the cake, he said with sparkling eyes: “.....! It looks delicious! ”

Omar smiled and said:” Indeed!”

In the afternoon, they visited the new amusement park where they took nice and funny pictures with Omar’s ..... .Then, they visited one of the best .....in the city in order to buy some gifts.

**Activity three:** Put a circle for the correct synonym

1. This is an amazing car ( **a bad** -- **an awesome** – **a strange**)
2. In the park , I saw many folks ( **games** – **people** – **animals**)
3. Eid Al-fiter is a celebration ( **a day** – **a festival** – **a vacation** )

4. That's cool! (**interesting!** – **boring!** – **big!**)
5. The exam was not hard (**very good** - **very easy** - **very difficult**)
6. The movie was impressive (**good-** **astonishing** – **horrible** )

## Appendix 4:

### Pretest and posttest Results

- Pupil N°1 :

#### Pre-test

Full name:

**Activity one:** Match each word with its synonym

Vacation	Reach	✓
Festival	Think	✓
Arrive	Holidays	✓
Guess	Celebration	✓
Rich	Poor	✓

(1)

6/20

**Activity two:** Match each word with its antonym

Dangerous	Small	✓
Big	Wrong	✓
Correct	Safe	✓
Remember	Old	✓
New	Forget	✓

(3)

**Activity three:** Fill in the gaps with the appropriate words

( Remember - daddy - school- summer - car - dazzling - visiting -store - strange - playing )

- 1- The sunlight is dazzling ✓
- 2- My car has a star ✓
- 3- I like dazzling my grandmother. ✓
- 4- Sara goes to the school To buy milk and coffee. ✓
- 5- Pupils learn English at summer ✓
- 6- Do not talk with visiting people ! ✓
- 7- Every daddy, I and my family go to the beach . ✓
- 8- Remember to do your homework ! ✓
- 9- I like playing football. ✓ (2)



4. That's cool! (~~interesting!~~ – boring! – big!)
5. The exam was not hard (~~very good~~ – ~~very easy~~ – very difficult) ✓
6. The movie was impressive (~~good~~ – astonishing – horrible ) ✓

**Good luck!**



- pupil N° 02:

## Pre-test

Full name:

**Activity one:** Match each word with its synonym

- |          |   |             |   |
|----------|---|-------------|---|
| Vacation | → | Reach       | ✗ |
| Festival | → | Think       | ✗ |
| Arrive   | → | Holidays    | ✓ |
| Guess    | → | Celebration | ✓ |
| Rich     | → | Poor        | ✗ |

12/20

2

**Activity two:** Match each word with its antonym

- |           |   |        |   |
|-----------|---|--------|---|
| Dangerous | → | Small  | ✓ |
| Big       | → | Wrong  | ✗ |
| Correct   | → | Safe   | ✓ |
| Remember  | → | Old    | ✓ |
| New       | → | Forget | ✗ |

3

**Activity three:** Fill in the gaps with the appropriate words

( Remember - daddy - school- summer - car - dazzling - visiting -store - strange - playing )

- 1- The sunlight is dazzling ✓
- 2- My daddy has a car ✓
- 3- I like strange my grandmother. ✓
- 4- Sara goes to the visiting To buy milk and coffee. ✗
- 5- Pupils learn English at school ✓
- 6- Do not talk with store people ! ✗
- 7- Every summer and my family go to the beach ✓
- 8- Remember do your homework ! ✓
- 9- I like playing football. ✓

7



**Post-test**

Full name..

15  
—  
20

**Activity one:** Match each word with its opposite

- Hold ~~————~~ Careless ✓  
Careful ~~————~~ Leave ✓  
Nope ~~————~~ Very easy ✓  
Hard ~~————~~ Yes ✓

**Activity two:** fill in the gaps with the appropriate word.

**( smile , visited , Yo! , amazing , happy, vacation , camera, Wow , stores , waved , )**

Last ~~Camereia~~, Omar ~~smile~~.. his grandmother. He found her waiting him next to the door with a ~~vacation~~ on her face. When she saw him, she ~~waved~~.....to him with happiness.

In the house, the grandmother gave him a cake with an ~~visited~~.....decoration. Omar always says: “ grandmother’s cakes are made with love because it makes everyone ~~happy~~....”. After a while, his uncle came and said: “ ~~Yo!~~ ✓

Omar replied: “Hi, uncle!”

When the uncle saw the cake, he said with sparkling eyes: “ ~~Wow!~~ It looks delicious! ”

Omar smiled and said:” Indeed!”

In the afternoon, they visited the new amusement park where they took nice and funny pictures with Omar’s ~~amazing~~. Then, they visited one of the best ~~stores~~.....in the city in order to buy some gifts.

**Activity three:** Put a circle for the correct synonym

1. This is an amazing car ( a bad — an awesome — a strange ) ✓
2. In the park , I saw many folks ( games — people — animals ) ✓
3. Eid Al-fiter is a celebration ( a day — a festival — a vacation ) ✓

4. That's cool! (interesting! - boring! - big!) ✗
5. The exam was not hard (very good - very easy - very difficult) ✓
6. The movie was impressive (good - astonishing - horrible) ✓

**Good luck!**



• Pupil N° 3

Pre-test

Full name: \_\_\_\_\_

15/20

**Activity one:** Match each word with its synonym

- |          |   |             |   |
|----------|---|-------------|---|
| Vacation | → | Reach       | ✗ |
| Festival | → | Think       | ✗ |
| Arrive   | → | Holidays    | ✓ |
| Guess    | → | Celebration | ✗ |
| Rich     | → | Poor        | ✓ |

2

**Activity two:** Match each word with its antonym

- |           |   |        |   |
|-----------|---|--------|---|
| Dangerous | → | Small  | ✓ |
| Big       | → | Wrong  | ✓ |
| Correct   | → | Safe   | ✓ |
| Remember  | → | Old    | ✓ |
| New       | → | Forget | ✓ |

3

**Activity three:** Fill in the gaps with the appropriate words

( Remember - daddy - school - summer - car - dazzling - visiting - store - strange - playing )

- 1- The sunlight is strange ✗
- 2- My daddy has a car.....
- 3- I like visiting my grandmother. ✓
- 4- Sara goes to the store. To buy milk and coffee. ✓
- 5- Pupils learn English at school. ✓
- 6- Do not talk with dazzling people ! ✗
- 7- Every summer, I and my family go to the beach. ✓
- 8- Remember to do your homework ! ✓
- 9- I like playing football. ✓

8

**Post-test**

Full name.

20  
—  
20

**Activity one:** Match each word with its opposite

- Hold → Careless ✓  
Careful → Leave ✓  
Nope → Very easy ✓  
Hard → Yes ✓

**Activity two:** fill in the gaps with the appropriate word.

( smile , visited , Yo! , amazing , happy, vacation , camera, Wow , stores , waved )

Last vacation Omar visited his grandmother. He found her waiting him next to the door with a smile on her face. When she saw him, she waved to him with happiness.

In the house, the grandmother gave him a cake with an amazing decoration. Omar always says: " grandmother's cakes are made with love because it makes everyone happy". After a while, his uncle came and said: "yo!"

Omar replied: "Hi, uncle!"

When the uncle saw the cake, he said with sparkling eyes: "Wow! It looks delicious! "

Omar smiled and said:" Indeed!"

In the afternoon, they visited the new amusement park where they took nice and funny pictures with Omar's camera. Then, they visited one of the best stores in the city in order to buy some gifts.

**Activity three:** Put a circle for the correct synonym

1. This is an amazing car ( a bad — an awesome — a strange ) ✓
2. In the park , I saw many folks ( games — people — animals ) ✓
3. Eid Al-fiter is a celebration ( a day — a festival — a vacation ) ✓

4. That's cool! (interesting! - boring! - big!) ✓
5. The exam was not hard (very good - very easy - very difficult) ✓
6. The movie was impressive (good-astonishing - horrible ) ✓

**Good luck!**



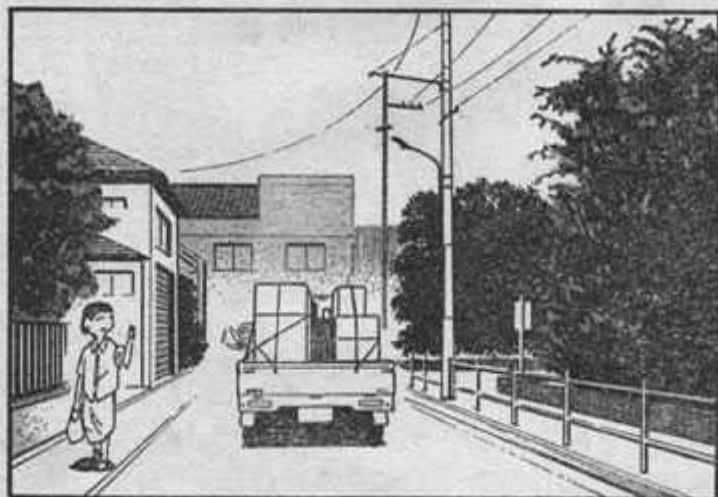
## Appendix 5

### Samples from Manga “Yotsuba&”

Manga (Yotsuba &!) is retrieved from : <https://mangakakalot.com/chapter/yotsubato>

#### 1. Samples from the first session : ( reading from the right to the left)

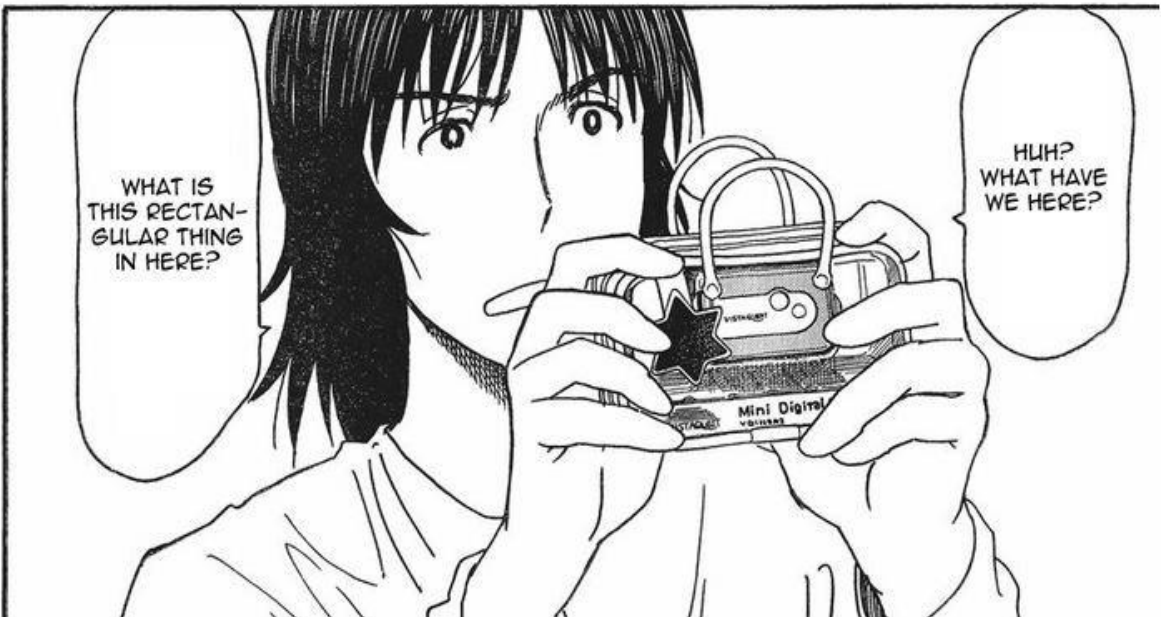




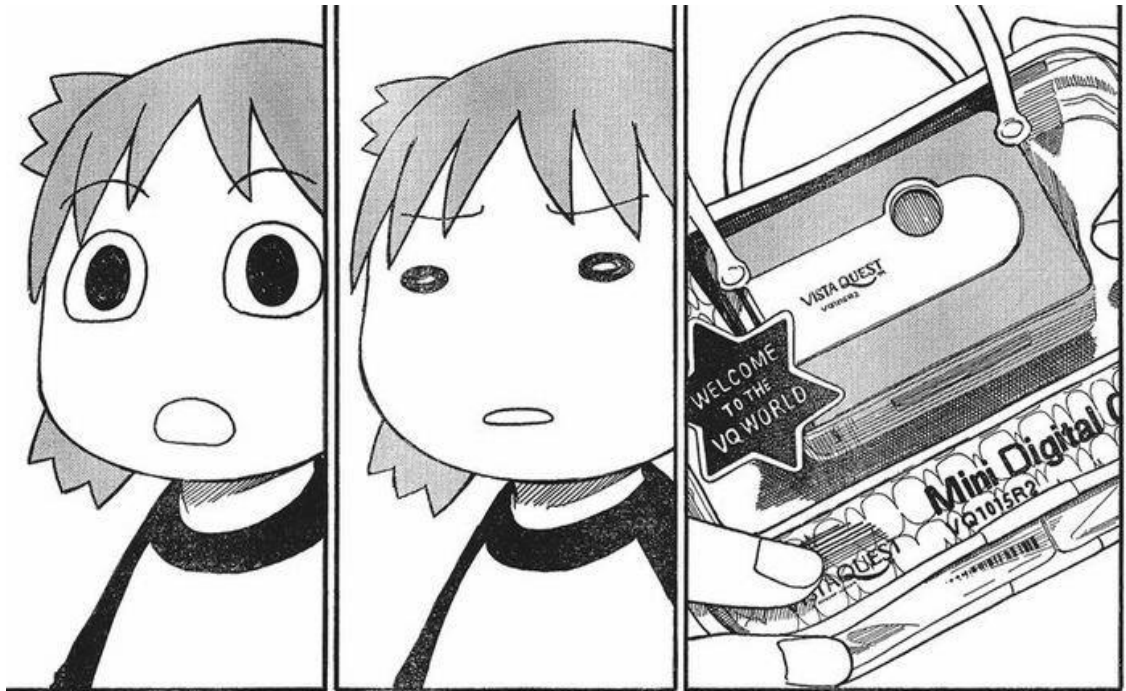
2. Samples from the second session

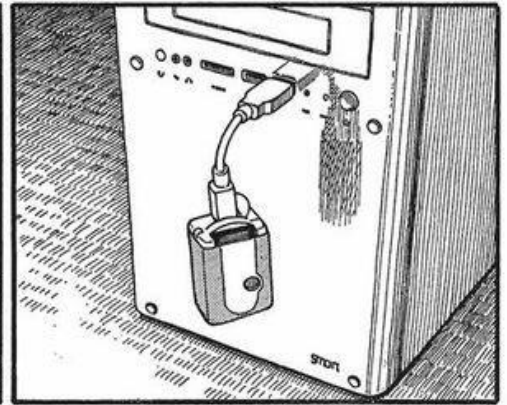
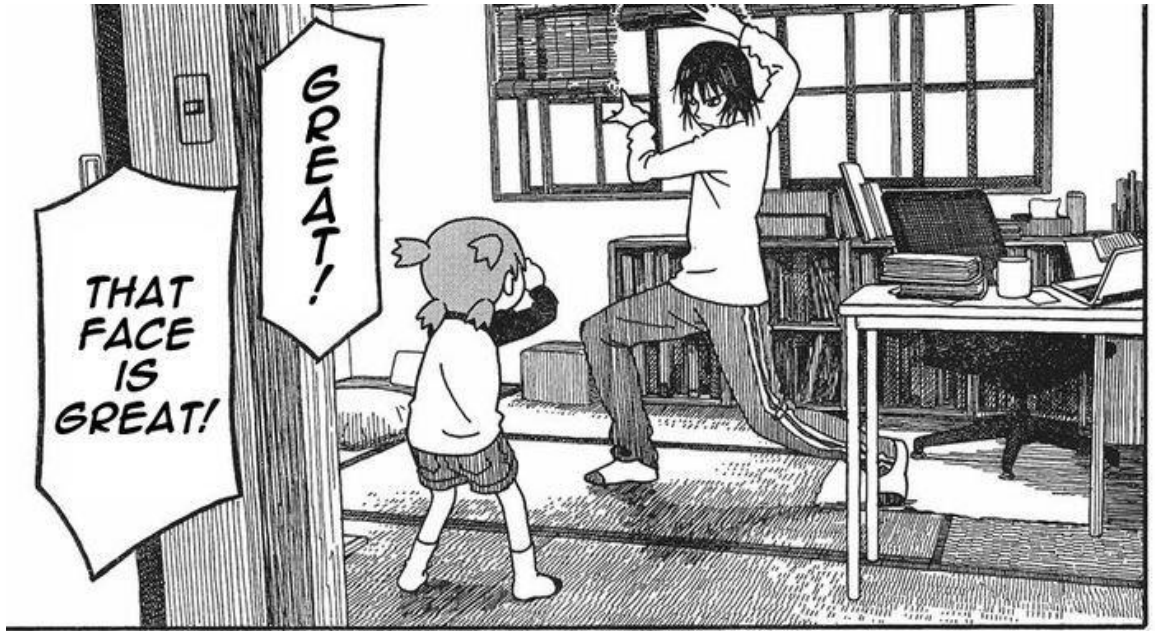






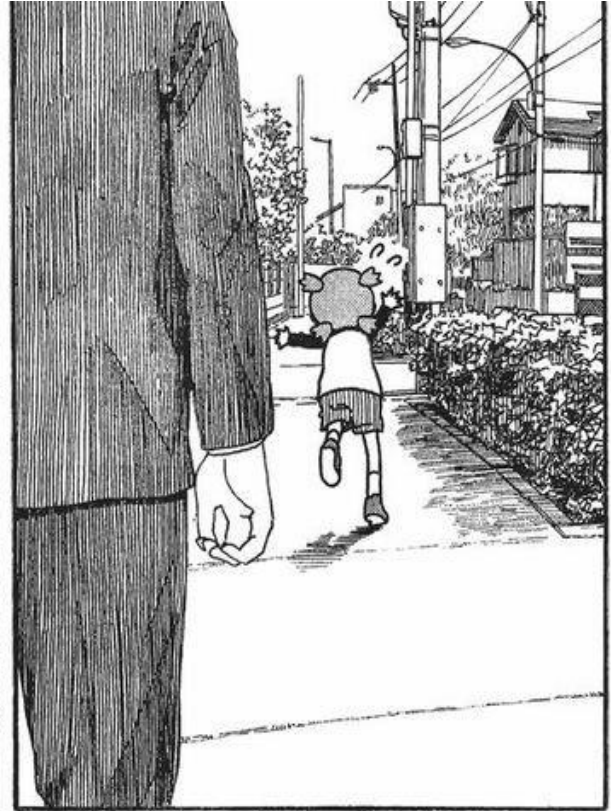
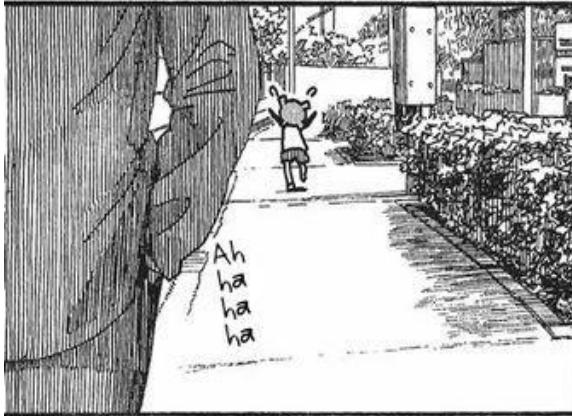
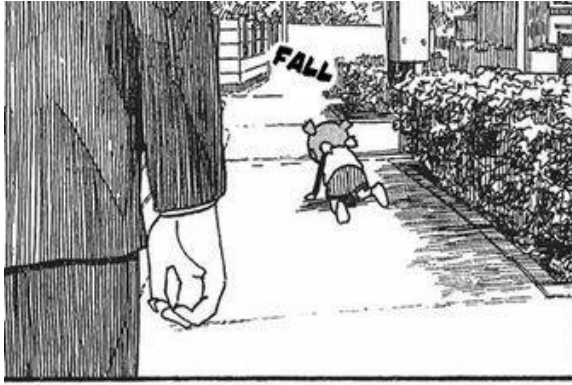
3. Samples from the third session





4. Samples from the session four





## المخلص

يعد تعزيز معرفة المفردات خطوة مهمة جدا من أجل تطوير الكفاءة في اللغة الإنجليزية. وهنا، تهدف هذه الدراسة إلى التحقيق في تأثير القصص المصورة على تدريس المفردات. كما تسلط الضوء أيضا على أهميتها إيجابياتها في أقسام اللغة الإنجليزية كلغة أجنبية. لذا، فالفرضيات المطروحة في هذا البحث هي: يمكن أن تلعب القصص المصورة دورا مهما في تطوير معرفة المفردات، لأنها تساعد التلاميذ على تعلم مصطلحات جديدة بشكل أسرع. وأيضا، يمكن أن تقدم القصص المصورة دعما ملحوظا للمدرسين من أجل التعامل مع المفردات من خلال تقديم شرح أفضل للكلمات في وقت قصير. لإجراء هذا البحث، تم اختيار منهج البحث المختلط بما أنه يسعى للتحقيق في تأثير متغيرين اثنين هما القصص المصورة كمتغير مستقل وتدريس المفردات كمتغير تابع. تم استعمال وسيلتين في هذه الدراسة لجمع معلومات ذات صلة و أكثر مصداقية. وهاتان الأدوات هما الاستبيان الذي صمم وقدم لعشرة أساتذة في التعليم المتوسط و المنهج شبه التجريبي الذي أجري مع 16 تلميذ من السنة الثالثة في متوسطة بن جاب الله عمر. تم تحليل النتائج المتحصل عليها في هذه الدراسة من الناحية الكمية والنوعية. وبناء على هذه النتائج، فإن هناك عدد قليل من الأساتذة الذين يستخدمون القصص المصورة في التدريس. و لكن نتائج التقويم بعد المعالجة، أثبتت أن القصص المصورة فعالة وبمقدورها تقوية مفردات المتعلم. وبالتالي ، فهي وسيلة داعمة للمدرسين لأنها تساهم في تسهيل تدريس المفردات الجديدة وجذب اهتمام المتعلم نحو تعلم اللغة.

**الكلمات المفتاحية:** مفردات ، القصص المصورة، اللغة الإنجليزية