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INTEGRATING COMICS INTO ENGLISH LESSONS

THESIS BY
Ece Sevil OKTAY

SUPERVISOR
Assist. Prof. Dr. Hlyya YUMRU

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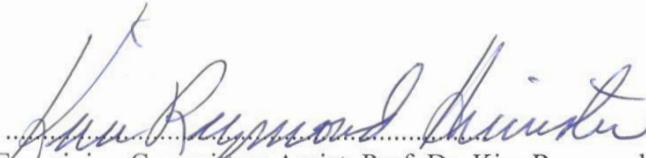
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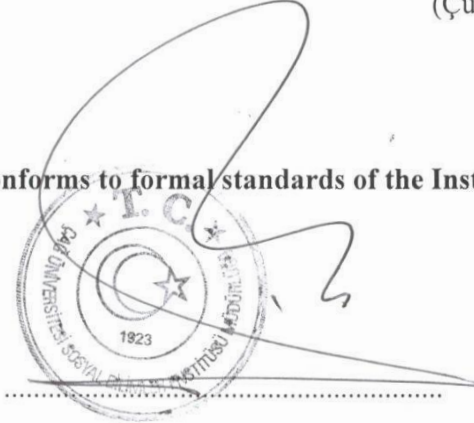


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Ece Sevil OKTAY

ÖZET

KARİKATÜRLERİ İNGİLİZCE DERSLERİNE DAHİL ETME

Ece Sevil OKTAY

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Hülya YUMRU

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Görsellerin birçok açıdan öğrencilerin öğrenme sürecini zenginleştirmede etkili olduğu yaygın bir görüştür. Karikatürlerin anlamlı bir bütün oluşturan birbiriyle ilişkili görseller serisini içerdiğini göz önünde bulundurduğumuzda, karikatürleri dil derslerine dahil etmek çok avantajlı olabilir. Bu bağlamda, bu çalışmanın amacı karikatürleri kullanarak nasıl İngilizce dersi düzenleyip yürüteceğimizi bildirmek ve İngilizce derslerinde karikatür kullanımına karşı öğrenci tutumlarını anlamaktır. Bunu gerçekleştirmek için, dersin amaçlarına uygun olarak hazırlanmış karikatürler ve aktiviteleri sağlamak için 7 haftalık ders planı hazırlanmıştır. Bu çalışma İstanbul'da Gazipaşa İlkokulu'nda 36 tane dördüncü sınıf öğrencisi ile eylem araştırması olarak yürütülmüştür. Temel amaç, (1) genç öğrencilere İngilizce öğretmek için karikatürlerden nasıl yararlanılabilir? ve (2) öğrencilerin yabancı dil olarak İngilizce öğretilen sınıflarda karikatür kullanılmasına karşı tutumları nelerdir? sorularına cevap bulmaktır. Bu sorular dikkate alınarak iki farklı veri toplama aracı kullanılmıştır. Böylelikle, öğretmen 7 hafta boyunca her İngilizce dersinin sonunda günlük tutmuştur. Bunlara ek olarak, daha fazla veri elde etmek için, 12 öğrenciyle her dersin sonunda görüşme yapılmıştır. Bu nitel bir çalışma olduğundan, veri toplama materyalleri kullanarak elde edilen bulgular tümevarımsal analiz yöntemi ile analiz edilmiştir. Bulgular, ders amaçlarına ve öğrencilerin ihtiyaçlarına, dil yeterlilik düzeylerine göre düzenlenen karikatür ve aktivitelerin öğrencilerin okuduğunu anlamasını ve motivasyonunu arttırma, kelime bilgilerini ve genel kültürlerini geliştirme, ve öğrencilerin iletişimsel becerilerini arttırma bakımından etkili olduğunu göstermiştir.

Anahtar Kelimeler: Karikatürler, İletişim Becerileri, Motivasyon, Okuduğunu Anlama

ABSTRACT
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Ece Sevil OKTAY

Master of Arts, Department of English Language Education

Supervisor: Assist. Prof. Dr. Hülya YUMRU

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It is a common view that visuals are effective in enhancing the students' learning process from several aspects. Considering that comics include a series of visuals correlating with each other, which constitute a meaningful whole, it can be quite advantageous to incorporate comics in the language lessons. In this respect, the scope of this study is to present how to design and conduct an English lesson through the use of comic strips and to find out the students' attitudes toward the use of comics in English lessons. To achieve this, a 7-week lesson plan was designed to provide comics and activities, which were prepared according to the objectives of the lesson. This study was hold with 36 fourth grade students at Gazipaşa Primary School in İstanbul, Turkey as an action research. The key aim is to find the answers for the research questions, which are (1) how can I use comic strips in teaching English to young learners? and (2) what are the students' attitudes toward the use of comic strips in the EFL classrooms? Regarding these questions, two different data tools were used. Thus, the teacher kept diaries right after each English lesson throughout 7 weeks. In addition, at the end of each lesson, an interview was conducted with 12 students to acquire more data. As it was a qualitative study, the findings from the data collecting tools were analyzed by inductive data analysis. The findings indicated that comics and the activities, which were arranged according to the objectives of the lesson, the language proficiency level of the students and their needs, were quite effective in terms of increasing the students' reading comprehension and motivation, improving their general and vocabulary knowledge, and increasing the students' communicative competence.

Key Words: Comics, Communicative Competence, Motivation, Reading Comprehension

ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

L2 : Second Language



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CHAPTER I

1. INTRODUCTION

This chapter aims to present an overview of the current study *Integrating Comics Into English Lessons*. This chapter discusses the background of the study, the importance of the study, the research questions and the definitions.

1.1. Background

Our world is constantly changing and it is important to keep abreast of the latest developments in today's world. Therefore, instructors should keep pace with the changing world while determining their teaching methods and materials they utilise in the classrooms and help students meet the necessities of this change. Students should be given the opportunity to acquire communicative and inventive thinking skills. In order to realise these, students need to engage in meaningful classroom activities that involve real communication, which foster problem solving skills, critical and analytical thinking, and communicative skills (Richards, 2006).

Comic strips are one of the media that help students acquire these skills and activate their higher level thinking abilities. Comic strips can enable students to learn how the language can be used in different situations in order to express emotions and opinions. Comic strips also visualize the context the interaction takes place and provide a great range of contexts in which the authentic and daily language is used (Butler, 2008).

Students are not merely exposed to the grammar rules and vocabulary while reading or creating comic strips. On the contrary, comics provide students opportunities for improving themselves from several aspects. Comics can enable students to develop the communicative competence in the second language (Combs, 2003). According to Krashen's (1982) Input hypothesis, second language learners need to be exposed to 'comprehensible input' that includes the introduction of context, visuals as facilitators of meaning constitution, and explanation of ambiguous parts as well as our linguistic competence. Only linguistic competence is not sufficient to understand the target language. We need to develop not only linguistic competence but also "communicative competence" to understand the target language directed at us (Hymes, 1972).

Moreover, authentic, extraordinary and new materials can be brought into the language class in order to encourage students to take part in the learning process and reduce anxiety and stress. For these objectives, comic strips can be efficiently utilised. According to McVicker (2007), the visual representation of a text in comic strips reduces the burden of learning and fosters the students' self-confidence. By means of effective integration of comic strips into

the process of language teaching, practising language and communicative skills in the language classrooms in a fun and creative manner can be achieved. Comic strips are not only motivating and funny but also comprehensible and coherent resources if used properly. As Dony (2009) pointed out, comic strips can provide a wide range of topics, form the beginning point of a class discussion or debate, lead to beneficial grammar and vocabulary exercises, give students a chance to develop their reading and writing skills and be exposed to authentic language, culture-social commentary, human idiosyncrasies, stereotypes, life conflicts, etc., enable character and plot analysis, and spur students on to participate in story writing exercises.

Comic strips can also facilitate reading comprehension. Visuals enhance the reader's ability to make connections with the written word and its meaning (Smith, 2006). According to McVicker (2007), the events are in accordance with each other in comics and they promote students to figure out cause and effect relations and have the function of bridge between concrete concepts and abstract thoughts.

Provided that the benefits of visuals and authentic materials to the enhancement of learning environment and the changes in students' attitudes toward the language learning process are taken into account, the main purposes of this study are to learn how to design and conduct an English lesson through the use of comic strips and to find out the students' attitudes toward the use of comic strips in English lessons.

1.2. Importance of the Study

The results of this study may provide the syllabus writers and coursebook writers feedback in order to make further improvements in the attempt to design the coursebooks taking into consideration the necessity of presenting various meaningful contexts in accordance with each other to language learners instead of exposing students to artificial reading texts without any meaning associations among them and giving students opportunity to acquire communicative and inventive thinking skills. In addition, the study might provide qualitative assessments, which indicate the level of interest students have in the comic strip format. Finally, it might motivate other researchers in order to conduct further studies in the integration of comic strips in the ELT coursebooks.

1.3. Research questions

This study had two purposes. The first purpose was to learn how to conduct an English lesson through the use of comic strips. The second purpose was to find out the students' attitudes toward the use of comic strips in English lessons. The following research questions guided the study to achieve the aims stated above:

- 1) How can I use comic strips in teaching English to young learners?
- 2) What are the students' attitudes toward the use of comic strips in the EFL classrooms?

1.4. Definition of Terms

Comic Strip: "A comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions" ("Comic Strips," 2016, para. 1).

Comprehensible Input Hypothesis: According to Krashen's (1982) Comprehensible Input Hypothesis, English language learners acquire language by hearing and understanding messages that are one step beyond their current English language level. We can regard the input as comprehensible if it provides relevant background knowledge, accurate content, instruction that draws on the experiences of their students, the use of consistent language, frequent use of visuals, and frequent opportunities for students to express their ideas.

Communicative competence: It is the ability of using the language correctly and appropriately in order to accomplish communication goals. It consists of four competence areas: linguistic, sociolinguistic, discourse, and strategic. Linguistic competence means the knowledge of the use of syntax, vocabulary, and language conventions such as grammar, punctuation and spelling. Sociolinguistic competence represents being aware of social rules of language, the meanings of nonverbal behaviours and using and responding to the language appropriately in accordance with the setting, the topic, and the relationships among the people interacting. Discourse competence indicates being able to understand how ideas are connected through patterns of organization and cohesive and transitional devices. Strategic competence represents being able to plan and assess the effectiveness of communication, repair communication failures, to overcome language gaps, and to achieve conversational fluency, modify text for the audience and purpose (Hymes, 1972).

Young Learners: Philips (1993) regards young learners as "children from the first year of formal schooling (five or six years old) to eleven or twelve years of age" (p.3).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter presents the theoretical basis of the study. It begins with the characteristics of young language learners and the implications of these characteristics in language teaching. Then, it defines comics revealing its basic elements. Finally, it presents the benefits of comics as an educational tool for English language learners.

2.2. Characteristics of Young Language Learners

Young language learners' characteristics, instincts, and skills are generally considered to be worth taking into consideration while organizing and carrying out English lessons in accordance with the lesson objectives and making young language learners involved in the learning process. According to Brown (2001), it is significant to take into consideration the difference between proper skills and intuitions presupposed to teach English to young learners and those required to teach English to adults. Brown (2001) proposes five categories that provide some practical ways of teaching young learners in accordance with their characteristics. It is possible to summarise these categories and show some arguments in the literature that support Brown (2001)'s ideas as in the following:

a) Intellectual Development

Brown (2001) suggests that children have trouble in understanding rules, explanations, and abstract talks about languages and emphasizes that children are more concerned with the meaning and purpose of an utterance than with the grammatical form of an utterance. Halliwell (1992) emphasizes that children are capable of perceiving the overall meaning of the things said to them even if they don't know each individual words and they have the ability of getting the meaning of the unknown words and phrases out of intonations, gestures, facial expressions, actions, and circumstances. Phillips (1993) supports the claim that children grasp and respond to the overall meaning of utterances rather than being concerned with individual words and sentences and making the analytical links. Brown (2001) underlines that grammatical concepts, patterns, and rules indicated in abstract terms should not be incorporated in the process of children's language acquisition. It is also stated in Halliwell's (1992) study that children have a natural aptitude for learning languages indirectly and they do not need a direct explanation to understand the intended meaning. Furthermore, children are not competent to use the metalanguage to explain linguistic concepts (Brown, 2001). Cameron (2001) also supports the view that children are not capable of using language to talk about language. On the other hand, Halliwell (1992) mentions that children are capable of

creating new concepts, words, and grammatical functions by using their limited language in order to convey their intended messages.

b) Attention Span

Halliwell (1992) states that children have a sense of fun and play and they delight in finding amusing aspects of the activities they do and making fun. According to Brown (2001), teaching materials and activities that cannot arouse interest and enthusiasm in children distract the attention of children from the lesson. Children are likely to lose their attention if language lessons are tedious, monotonous, difficult, and lack of fun. Halliwell (1992) states that children have the instinct for interaction and talk and they enjoy talking and communicating. Therefore, it is significant to organise a various and intelligently chosen spread of intriguing, comprehensible communicative activities that make students both laugh and learn (Brown, 2001). Brewster, Ellis & Girard (2002) claim that children have a tendency to respond too readily to something new or stimulating and children focus on a subject for a long time only if it is attractive. A teacher could evoke sympathy to the subject of the lesson if s/he faces the ongoing subject matter with a lot of enthusiasm and excitement.

c) Sensory Input

According to Brown (2001), it is significant to integrate all five senses of children into the process of foreign language learning. He claims that sensory inputs help children internalize the target language and linguistic concepts and phrases become more meaningful to children by means of sensory inputs. Therefore, it is important to integrate physical activities such as role-plays, games, and hands-on activities and projects into the lesson in order to help children learn words and structures and practice meaningful language (Brown, 2001). Additionally, Brown (2001) states that a teacher's nonverbal language such as gestures, mimics, and touching has great impact on children's perceiving the intended message and correlate the words with their meanings. Harmer (2007) agrees that young learners are open to all the stimuli around them and they learn from everything around them instead of only direct explanations. He also states that children perceive the foreign language context through their senses including touch, sound, and sight and interaction.

d) Affective Factors

Brown (2001) points out that children are extremely sensitive and need to be appreciated especially by their peers and teachers. Brown also states that children's egos continue being formed and children are prone to be discouraged even by the slightest criticism and therefore, teachers need to help children overcome psychological barriers to learning. Harmer (2007) develops the claim that children need to be approved and encouraged by the

teacher. According to Brown (2001), English teachers should not only instill in children's minds to tolerate each other's mistakes and not to offend their friends because of their mistakes but also be patient and supportive to make children believe in their capabilities, qualifications, in other words, themselves. Brown (2001) adds that a teacher should provide several appropriate occasions for students to express their opinions and feelings and to actively engage in the activities. Phillips (1993) supports this argument by stating that the tasks that an English teacher brings to the classroom need to be comprehensible, stimulating, and appropriate to children's needs and abilities in order to make children pleased with their work.

e) Authentic, Meaningful Language

Brown (2001) points out that children do not accept learning a language that is artificial, abstract, isolated, and meaningless to them and therefore the language used in the classroom should be comprehensible, meaningful and related to children's real lives and needs. Brewster, Ellis & Girard (2002) state that children are apt to put themselves at the top of their list of priorities and they are mainly concerned with their own world. Harmer (2007) supports this opinion and suggests that children are open to learning when the main topics in the classroom are related to them and their lives. Therefore, it is noteworthy to create the 'real' social situations in which the students will have to use their new linguistic skills, in various settings (Brown, 2001).

On the other hand, McKay (2006) divides the characteristics of children that separate them from older learners into three fundamental categories: growth, literacy and vulnerability. She explains 'growth' as an ongoing mental, physical, social and spiritual development of children and states that having a short concentration span; being apt to be discouraged and to give up the task in case of any problem; having difficulty in tackling a task from different aspects, forming judgments logically, thinking objectively, and using metalanguage at the early ages of schooling; being inexperienced in solving problems; acquiring language with the help of visuals and objects; being still in the process of understanding the relation of cause and effect between events and circumstances; making progress in using their native language to clarify thinking and learning; progressing towards more abstract thinking; having the ability to organize information in the course of time; and being unable to analyse something in detail or to describe a language rule exemplify the characteristics of children as regards their mental growth. McKay (2006) regards young learners as physically energetic, self-oriented children who are gaining self-consciousness and need affection, security, recognition and belonging in terms of children's spiritual growth. McKay (2006) also examines the

characteristics of children in terms of their physical and social growth and states that developing the ability to take part in small group tasks; defining themselves in terms of their physical characteristics and their likes and dislikes; being apt to be easily stimulated or demotivated by peer groups or the teacher; taking pleasure in team games; being in need of help to learn appropriate social skills in a second language context; being often enthusiastic and lively; having enthusiasm from playing, engaging in fantasy and fun; getting tired easily and recovering quickly; increasing the gross and fine-motor skills; and developing hand-eye coordination constitute the main characteristics of children as regards their physical and social growth. Moreover, McKay (2006) states that children are still developing literacy skills and understandings as they are learning the target language. She adds that children are highly sensitive to praise, criticism and approval and their self-esteem is strongly influenced by their experiences at school.

Scott and Ytreberg (1990) further claim that elementary school students of the third to fifth grade are capable of distinguishing reality from fantasy; making decisions about their own learning; expressing their definite opinions about their likes and dislikes; using not only utterances but also the physical world and their senses as clues to meaning; working with others and learning from them; being competent to use their native language; questioning the teacher's decisions in terms of fairness and equality; being aware of different languages; and dealing with basic concepts about the world. They also state that children at these ages are considerably curious about the world around them and they always have several questions to respond.

2.3. Comics

Comics are a genre of popular literature. McCloud (1993) defines "comics" as "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer" (p. 9). From McCloud's (1993) point of view, comics do not need to include texts to convey meaning. He states that comics contain a series of images interrelating with each other that constitute a meaningful whole. On the other hand, Harvey (2001) regards "pictorial narratives or expositions in which words (often lettered into the picture area within speech balloons) usually contribute to the meaning of the pictures and vice versa" (p.76). Harvey (1994) claims that the "essential characteristic of comics is the incorporation of verbal content" (p. 25). According to Combs (2003), "comics is a medium that integrates spatial and linguistic abilities which creates a reader effect that is unique to the possibilities of this integration" (p.12).

There are essential constituents of every comic book or comic strip such as panels, bubbles, pictures, gutters, and captions. Panels can be defined as spaces in sequential frames in comics. Panels include pictures, bubbles, and sometimes captions. The spatial arrangement of panels provides the flow of the story and an immediate juxtaposition of the present and the past. The space between the panels is called 'gutter'. Each picture in comics expresses a single moment of the story. Each panel contains pictorial images of some sort, including but not limited to drawings, paintings, and photographs. Balloons are bordered spaces attached to the pictures in panels. The utterances of characters; in other words, their direct speech generally appear in 'dialogue balloons'. Dialogue balloons indicate the speakers of the discourse through their tails or tags, called 'pointers'. Thought balloons include subjective opinions of the characters, which are not verbally expressed. Thought Balloons point to their character with little round circles called 'bubbles'. Onomatopoeia, which is any word that represents a real sound, may either appear in a balloon with the pointer pointed to the character or fill up an entire panel. Emanata are symbols that show what's going on in the character's head and they generally appear in word balloons. Loud sounds, screaming or shouting are expressed through 'sound bubbles' and they are framed with serrated line, in large letters. The broadcast bubbles, commonly squared and framed with serrated line, include the speech coming out of radio, television, computer, or the speech of a robot. The words in the broadcast bubbles are in italics. Whisper bubbles, which are framed with dotted outline, show that the speech is being whispered. Texts that appear in a square block in the panel that talks directly to the reader are usually called 'captions' or 'narrative blocks'. These texts give the readers opinions about the ongoing events in comics ("Panels Gutters and Balloons," n.d.).

2.4. The Positive Effects of Comics On The Language Learning Environment

The consensus view seems to be that comics have the ability to motivate students as an educational tool. The study of Baker (2011) indicates that comics can be effectively utilized to encourage reluctant students to commence or continue reading. Comics catch students' attention and arouse students' interest with bright colours, less text, and popular characters (Baker, 2011). Smith (2006) propounds the view that comics arouse many students' interest in reading and learning and states that comics combine words and illustrations, which can attract the attention of the students who have short concentration spans or the students who attend to information most effectively when they see. According to Recine (2013), comics provide a less stressful environment and decrease fear of not being able to understand the given message in the text and these qualities of comics reduce the

affective filter and promote student participation in lessons. The findings of the study of Jones (2010) indicates that comic book style graded readers have a positive impact on the participants' motivation to read English and provide lots of entertainment for the participants. The result of a study conducted by Graham (2011) shows that gap-fill comics give young language learners a chance to read English while having fun and students get encouraged to participate in the following writing activities after reading the comics. Krashen (2004) points out that comic books help students take pleasure in reading in general and feel more assured and confident about reading and learning new things. As a result of the case study on the effects of utilizing authentic comics in language teaching, Cimermanová (2014) supports the view that comics encourage students to read and help students understand the textual context enhanced by visuals and the meaning of words. Horn (1976) states that comics within pedagogical contexts can attract the readers' attention by arousing enthusiasm and activating the readers' imagination.

The researches in the use of comics in education indicate that comics involving not only verbal but also visual literacy provides several advantages for students. Smith (2006) states that the illustrations in comics corroborate the text and provide clues about the message of the text. The result of the research conducted by Jones (2010) show that illustrations in comics are beneficial for activating the language learners' schemata and the students deduce meaning for the unknown vocabulary from the illustrations. The students do not need to completely rely on dictionaries with the help of visuals in comics. The data gathered in the study of Baker (2011) suggests that comics can promote critical thinking by means of involving texts and visuals correlated with each other. Combs (2003) puts forward the view that creating comics help students make visual-verbal connections. It is possible to summarise Combs's (2003) views about the benefits of these visual-verbal connections in comics on students' development as in the following:

1. The association between the visual and verbal elements in comics gives visual learners chance to develop their writings in conjunction with their strengths.
2. Visual-verbal connections in comics promote visual thinking and reasoning.
3. Students become more creative and artistic in their self-expression and the representation of what they have learned while constructing comics.
4. Students improve composition techniques through visual-verbal connections. They become more proficient at planning, designing, associating and arranging the visual and verbal elements.

Krashen (2004) points out that comic books provide rich sources of new and sophisticated vocabulary and a vast range of language. William (1995) states that comic books represent real spoken English in written forms and provide several instances of ungrammatical expressions such as loose reference ("that's it"), ellipsis ("What's it look like I'm doing?" for "What does it look like I'm doing?"), and blends ("Gotcha!" "I dunno"), words such as general lexis ("let/get/make/turn/do/ be/have"), vague lexis ("....or something"), and empty lexis ("How about..?") and nonwords which convey messages through intonations ("Oh no! It's ROSALYN!"), contrastive stress ("Oh Geez, RUN!") and sounds ("Aaaaugh", "uh-huh"). These native speech patterns hardly take part in traditional second language textbooks (Williams, 1995). Suter (1987) draws attention to the use of comics to teach writing and presents the various aspects of the issue of the advantages of comics in language teaching. Suter (1987) states that children can realise the correlation between subjects and verbs; infinitives and the use of them in a sentence; contradictions; punctuations used to notate direct address; alliteration; four types of sentence structures such as simple, compound, complex, and compound-complex sentences; and different types of humour such as slapstick, wit, irony, satire, sight jokes, puns with the help of comics. In addition, children can also have a chance to correct misspelled words which are in large quantities in comics; to notice numerous fragments of a sentence and compound parts of speech; to identify and to imitate declarative, imperative, interrogative, and exclamatory sentences; to learn sequence which is an important writing and reading skill to have opinion about the flow of the events; to find generalizations and specifics; to note realistic interaction between the characters; and to practice title writing by means of comics (Sutler, 1987).

Combs (2003) supports the view that creating comics not only encourages reluctant students to read and write but also helps them develop several skills of students such as communication skill, problem solving skills, and reflective thinking skills and narrative techniques. In their research, Morrison, Bryan and Chilcoat (2002) deliberate over the use of comic books in the classroom and students' comic-book construction and presentation. In the light of Morrison, Bryan and Chilcoat's (2002) research, some advantages of reading and writing comic books can be summarised as in the following:

1. Creating a comic book develops students' comprehension strategies. Students need to grasp the essentials from their readings, to rewrite them briefly and clearly, and to rationally organize them in a comic book format while creating a comic book.

2. Creating a comic book encourages creativity of students in the presentation of their writing.
3. Comics provide an opportunity for students to get more information about the spoken discourse, nonverbal interaction, and the use of brief, clear and impressive words.
4. Comic book design develops middle school students' research skills and helps students make complex issues definite and clear, put these issues into logical order and visualize the issues.

Afrilyasanti and Basthomi (2011) point out in their research that cartoons and comics can be utilized as a good media for classroom teaching to help students acquire 21st century skills, which means creatively and analytically thinking and improving communicative skills. According to Wright and Sherman (1999), combining words and pictures while designing comic strips not only enhances students' higher order thinking skills but also gives students opportunity to develop their writing skills and literacy skills. Smith (2006) also states that comics stimulate and develop students' imagination.

Finally, Williams (1995) gives the description of the use of comic books as instructional materials in an intensive English-as-a-Second-Language (ESL) course and explains the rationale and reasons for using comics. He regards comics as a "permanent, visual component" (p. 2), which is one of his several reasons for using comic books in his ESL class. Movies and comics have the quality of involving plenty of visuals in common, but movies are opposite in permanency to comics. The scenes are constantly changing simultaneously as the language and actions in movies. On the other hand, dialogues in the traditional texts are "permanent", but they lack visuals.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter aims to describe the research design of the study including information about the participants and the setting. It also presents the data collection instruments and methods for data analysis.

3.2. Research Design

This study had two purposes. The first purpose was to learn how to use comic strips in English lessons. The second purpose was to find out the students' attitudes toward the use of comic strips in English lessons. This research was designed as an action research study. According to Carr & Kemmis (1986), action research is a process that entails the participants' asking self-reflective questions in order to comprehend their own practices and to develop their own practices and the contexts of these practices. Burns (2010) also states that while conducting an action research, the participants should determine an area that they believe they could improve, examine the area in detail and pursue the goals of being critical and developing new ideas and alternatives. In this present study, we employed the qualitative method of data collection. Patton and Cochran (2002) state that only measurable data is being collected and analyzed in quantitative research while verbal data is acquired and analysed in an elucidative manner in qualitative research. According to Maykut and Morehouse (1994), the main objectives of the qualitative methods are to gain insights and familiarity with a subject area, to gain an understanding of underlying reasons of a phenomenon, to generate ideas or hypotheses from the data collection and to understand human behaviour and reasons that govern such behaviour while the fundamental goals of the quantitative methods are to collect and to analyse numerical data, to apply statistical tests in order to test or confirm a hypothesis, and to generalize results from the specific data.

3.3. The Setting and The Participants

The research was conducted at Gazipaşa Primary School in İstanbul, Turkey in 2015/2016 academic year. Gazipaşa Primary School is a public secondary school in İstanbul. The research population consisted of 36 fourth grade students studying in the same classroom at Gazipaşa Primary School. The students take 2 hours of English lessons each week and they learn English as a foreign language. The students' age ranges from nine to ten. The

participants' level of English proficiency ranges from beginner to false beginner. The study was conducted with this age group because it was considered that these students find visuals appealing and engaging and they are open to innovations and volunteer to participate in the study. When selecting the participants, I used the convenience sampling strategy, as they were the only fourth grade class I gave lessons in the school. Ross (2005) defines convenience samples as “samples in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher” (p.7).

3.4. Data Collection Instruments

The concerns of the study and the research context were taken into consideration while choosing data collection instruments. The data was collected through two main qualitative research instruments. These were the teacher diary and the follow-up semi structured interviews conducted with the students at the end of each week. While carrying out the action plan, the researcher observed the process to make necessary arrangements and changes to improve any problematic areas. The researcher noted in the teacher diary her reflections on the strengths and the weaknesses of the use of the comic strips and the activities used together with the comic strips and to indicate the possible arrangements that could be made to improve the problematic areas. The interviews were held with the students and these interviews reflected the students' attitudes towards the use of comic strips in English lessons. The interview questions were administered in Turkish so the participants could completely understand the questions and be expansive in their responses. The responses were translated into English for the purpose of data analysis.

3.4.1. Teacher Diary

The first data collection tool was the teacher diary, which was kept by the researcher following each two-hour English lesson. The researcher summarized the details of her lesson and her reflections on the use of comic strips and the employment of the activities in the lesson. The researcher gave information about the students' observable reactions toward the use of the comic strips and evaluated the effectiveness of the comic strips and the activities employed throughout the lessons. The teacher diary was beneficial in determining whether or not the lesson plans were conducted as planned. The problematic points of the activities and the possible solutions for them were also noted in the teacher diary. The researcher had the chance of questioning her experiences interpreting the findings by means of the teacher diary. According to Griffe (2012), ‘a teacher diary functions as a source for descriptive data, and as

a source for teacher reflective data' (p.190). In other words, Griffe (2012) states that what is significant in a teacher diary are not only to describe the details of the events occurred throughout the teaching and learning processes but also to reflect on the teaching and learning processes and develop them. The following questions framed the researcher's reflection on action:

1. Did the students enjoy the comic strips and the activities done with the comic strips?
2. What kinds of materials and activities worked?
3. What kinds of materials and activities didn't work?
4. Which materials and activities were problematic?
5. What could I have done to overcome or prevent these problems?

3.4.2. Follow-up Semi Structured Student Interviews

The follow-up semi structured interviews were used to elicit the students' attitudes toward the use of comic strips in English lessons. The rationale for these interviews as a data gathering tool is that the researcher can acquire qualitative data by setting up a situation that provides the respondents necessary time and scope to talk about their opinions on the particular subject and by asking open-ended questions. According to Barriball and While (1994), semi-structured interviews are appropriate tools to explore the perceptions and opinions of respondents about complicated issues and enable probing for more information and clarification of answers.

In this study, each interview with the 12 fourth grade students was conducted in the students' mother tongue, Turkish, to facilitate communication and to promote richness of response and access to data in a less threatening medium. Some questions were reworded when the interviewees did not understand the questions exactly. The following questions framed the follow-up semi-structured student interviews:

- Please tell the activities you liked and disliked and the reasons of your like and dislike.
- Did you enjoy reading the comic strips?
- What difficulties did you face while doing the activities?
- How did the comic strip contribute to the lesson?

The interviews with students were conducted in an empty classroom to provide a quiet and peaceful atmosphere where there is no outside intervention. All interviews were recorded by the researcher's cell phone. Since they took a long time, relying on recall was not preferred. The recorder was regularly checked during the interviews in order to prevent any

probable problems. The responses were translated into English for the purpose of data analysis.

3.5. The Procedure

The course in which the comic strips were used as teaching materials was conducted in 2015-2016 academic year. A seven-week plan was prepared, but the course lasted eight weeks. The students took 2 hours of English lessons each week. The following sub-sections explain the purpose, the materials used and the procedures employed in each week in detail.

3.5.1. Week 1

Aim: Presenting and practicing the phrases used for asking for permission, making requests and telling people what to do

Materials:

1. A video from YouTube <https://www.youtube.com/watch?v=NVGMLMRuGs8> was used to help the students identify the phrases used for asking for permission.
2. A video from British Council website <http://learnenglishkids.britishcouncil.org/en/songs/quiet-please> was used to help the students identify the phrases used for making requests and telling people what to do.
3. A comic strip prepared by means of Pixton was used to help the students understand in which situations a person can use the phrases used for asking for permission, making requests and telling people what to do in daily life (see Appendix 1).
4. Comic strips with blank speech bubbles were used to practice the phrases used for asking for permission and making requests.

Procedures:

The videos were used at the pre-reading stage to prepare the students for the comic strip to be used. The students were required to accompany the songs in the videos, which engaged the students to the lesson. The teacher read the comic strip loudly by changing her voice in accordance with the characters in the comic strip and what the characters in the comic strip ask for and response. The students were expected to listen to the teacher and to follow the panels and the speech bubbles and to underline the phrases used for asking for permission, making requests and telling people what to do with different colors. Next, the teacher divided the students into six groups and handed out the comic strips with blank speech bubbles. After that, the teacher asked the students to fill in the blanks in accordance with the context given in the comic strips. Then, each group chose two of their group members to

perform the roles of the characters in the comic strip and they performed it in front of the classroom.

3.5.2. Week 2

Aim:

Identifying countries and nationalities, being aware of different languages spoken in different countries.

Materials:

1. A comic strip prepared by the researcher was used to help the students identify countries and nationalities in a meaningful context (see Appendix 2).
2. A video from YouTube https://www.youtube.com/watch?v=2nYjGy_ZUG8 was used to help the students be aware of the different languages spoken in different countries.

Procedures:

First the students watched the video that enlightened them about the different languages spoken in different countries and accompanied the song. Then, the teacher read the comic strip for the students by changing her voice, using various gestures in accordance with the emotion, gender, nationality of the character. The students listened to the teacher and followed the panels. This activity attracted the learners' attention to the lesson and acted as an engaging activity for role-playing. Finally, the teacher divided the classroom into three groups and required the students to perform one of the characters in the comic strip.

3.5.3. Week 3

Aim:

Identifying continents and the animals living in these continents.

Materials:

1. A comic strip prepared by the researcher was used to help students identify continents and the animals living in these continents in a meaningful context (see Appendix 3).
2. Handouts which are blank world maps, a huge world map and animal cards were used to establish the background knowledge in the students before they read the comic strip.
3. Animal cards were used to help the students practice what they had learned.

Procedures:

First, the teacher distributed the handouts. The teacher hung a huge world map on the whiteboard and stuck the names of the continents on the map. While hanging the papers, the teacher said the names of the continents loudly and the students coloured the continent the teacher said and wrote the name of the continent. Then, the teacher stuck the animal cards to

the appropriate continents on the map and told in which continents they lived. The students wrote the names of the animals on small pieces of papers and stuck the animal cards to the appropriate continents on their maps. Then, the teacher read the comic strip for the students and the students listened to their teacher. The teacher asked questions about the places the animals in the comic strips live and the students answered the questions. After that, the teacher divided the students into eight groups and gave each group an animal card. Each group wrote the name, the colour of the animal and the continent it lives in. In addition, each group member wrote the name of his/her favourite animal at the bottom of the paper. Finally, the groups changed the papers and wrote the continents the favourite animals of other group members commonly live.

3.5.4. Week 4

Aim:

Identifying free time activities and expressing likes and dislikes

Materials:

1. A poster and flashcards were used to activate students' background knowledge about free time activities.
2. A comic strip prepared by the researcher was used to help the students understand how a person can express his/her likes and dislikes (see Appendix 4).
3. Comic strips with blank speech bubbles were used to make the students complete the comic strips with words and sentences appropriate to onomatopoeic words and pictures.

Procedures:

At the beginning of the lesson, the teacher showed the poster displaying some leisure time activities and the students made contributions by telling their own free time activities or the free time activities they had already known. Then, the teacher divided the class into six groups and split the flashcards into six groups. Each group chose one of the group members to make gestures to show the leisure time activities on the flashcards. The other members of each group would guess the free time activities on the cards. Each group had 6 cards and 2 minutes to find the leisure time activities on the flashcards. The groups took it in turn to do this activity and at the end of each 3 minutes' duration, the groups showed their flashcards to the classroom and the whole class told the free time activities on the flash cards together.

After that, the students read the comic strip silently. Next, the teacher required the students to divide into six groups and handed out comic strips with blank speech bubbles to them.

Finally, the teacher asked the students to fill in the blanks in accordance with the context given in the comic strips.

3.5.5. Week 5

Aim:

Expressing ability and disability

Materials:

1. A comic strip prepared by the researcher was used to help students infer that can/can't modals can be used to express ability and disability. It was also used as a sample to prepare the students for the role-play activities (see Appendix 5).
2. A microphone made out of paper and role-play cards were used to help students to perform a role-play. A camera was used to record the role-play.
3. A video from YouTube (<https://www.youtube.com/watch?v=a91oTyA0Oq8>)

Procedures:

At the beginning of the lesson, the video was used to motivate the students and make the students be comfortable with what they need to do before the role-play activities. The students read the comic strip that provided the language necessary for the role-play situations. The students could learn how to use the vocabulary; sentences and dialogues prior to doing the role-play activities by means of the comic strips. The teacher divided the classroom into six groups. Three members of each group were chosen as the jury while the others were contestants. The teacher distributed the role cards. The teacher allowed them a few minutes to study the role cards. When the students were confident enough to perform in front of the class, the teacher asked them to do so for their classmates. The teacher recorded the role-plays and the students watched the videos. These videos were useful tools for giving feedback.

3.5.6. Week 6 and 7

Aim:

Giving personal information on the daily activities they do at different times of the day and telling the time in English

Materials:

1. A comic strip prepared by the researcher was used to help the students have a clear understanding of the daily activities and time before beginning the pair work (see Appendix 6).

2. A video from YouTube (<https://www.youtube.com/watch?v=ZKWBbuJWEtI>) was used to motivate the students.

Procedures:

At the beginning of the lesson, the teacher drew a clock face on the board to demonstrate times such as 8:00 and 12:00 and wrote times on the board next to the clock faces. The teacher demonstrated that the short hand indicates the hour and the long hand indicates the minute. The teacher asked the students to come to the board to write and draw the times that she had given to them. The students also watched a video related to the subject. Then the teacher moved on to the topic: minutes. She showed that there are sixty minutes in an hour and that the long hand indicates minutes, which should be said and written after the hour. She demonstrated times such as 6:10 and 3:45 just as she did for hours in the previous step. She asked students the time after drawing the new clock faces on the board. She required the students to draw clock faces on the board and asked the students to tell what time it was. Once her students had a basic grasp on telling the time, she introduced vocabulary related to time such as a quarter past, half past, a quarter to and taught the students the use of these words in a sentence. After that, the students read the comic strips silently. Following this activity, the teacher required the students to work together in pairs and gave the students two papers containing blank clocks and daily activities. The students wrote their own name on one paper and their partners' name on the other paper. They indicated when they do each activity by drawing in the hands of the clocks below the daily activities. One of the students talked about his/her daily activities and the other student drew the time on the clocks according to her/his friend's talk. After completing the task, the students compared their papers and checked whether their partners drew the time on the clocks according to their talks. At the end of the lesson, the teacher divided the classroom into six groups and gave each group a paper full of pictures that demonstrate the whole day of a cartoon character in order of time. Each group wrote down the daily routine of the cartoon character in full sentences. They also used the clocks to indicate the time. After they finished, the groups changed the papers and they corrected the other group's mistakes according to the pictures.

3.6. Data Analysis

In the present study, the data were collected through semi-structured follow-up interviews and the teacher diary. The semi-structured interviews were audio taped and transcribed verbatim and coded when listening by the researcher. Due to confidentiality considerations, the participants were assigned pseudo-names such as Student 1, Student 2.

Inductive data analysis was used to evaluate and interpret the data gathered. According to Thomas (2006), the purposes of the inductive data analysis are to summarize the textual data, correlate the research objectives with the summary findings derived from the data; and to develop a framework of the underlying structure of processes that are evident in the data.



CHAPTER IV

4. FINDINGS

4.1. Introduction

This study had two main purposes. The first one was to learn how to use comic strips in English lessons. The second one was to find out the students' attitudes toward the use of comic strips in English lessons. This chapter presents the findings of the study. First, the teacher's classroom observations were analysed to acquire information about the effectiveness of the use of comic strips in ELT classes. Next, the student interviews were analysed to identify their attitudes toward the use of comic strips in English lessons.

4.2. Findings from the study

The findings of the study are presented in two sections. First, the findings from the teacher observations regarding how to use comic strips in English language teaching are presented (Section 4.2.1.). Then, the findings from the student interviews are demonstrated (Section 4.2.2.).

4.2.1. Findings From The Teacher Observations Regarding How To Use Comic Strips in English Language Teaching

The objective of the first week was to help the students learn how to ask for permission, make requests and tell people what to do. Regarding the objectives of the first week, I used some materials including two videos, a comic strip and comic strips with blank speech bubbles. I started the lesson by showing the students two videos in order to engage them to the lesson and to help them have an opinion about the focus of the lesson. The students liked watching the first video. I showed the video two times at the request of most students and they sang the song in the video of their own accord, without any force. However, the second video didn't catch the students' attention and they found it boring. Then I distributed the comic strips. I read the comic strip loudly by changing my voice in accordance with the characters in the comic strip and what the characters in the comic strip ask for and response. The students found it entertaining and they listened to me carefully. I read the comic strip again and required them to follow the panels and speech bubbles and underline the phrases used for asking for permission, making requests and telling people what to do with different colours. I could receive simultaneous feedbacks throughout my reading. Finally, the students, divided into six groups, filled in the blank speech bubbles in the comic strips. I also hung the visuals about the onomatopoeic words. The students didn't have difficulty in filling in the blanks with

sentences and onomatopoeic words in accordance with the context given in the comic strips. Then, some group members played the roles of the characters in the comic strips they had prepared and they enjoyed this activity. However, the students that couldn't have chance to speak lost their attention after a while and showed unwillingness to continue listening to their friends.

On reflection, I might conclude that the objectives of the lesson were achieved. On observing the students, I found out that my students acquired the phrases used for asking for permission, making requests and telling people what to do with different colours. To illustrate, they tried to use these phrases to express their needs and requests outside the classroom. Almost all the students enjoyed reading the comic strip and they were also eager to fill in the speech bubbles. On the other hand, the second video failed in increasing student motivation and I realized that I needed to choose more appealing materials.

The first objective of the second week was to make the students be aware of different languages spoken in different countries and I used a video to achieve this objective and established background knowledge about the topic. The students enjoyed the video and watched it carefully. The second objective was to help the students identify countries and nationalities. I used the comic strips to achieve this objective. The comic strip attracted the students' attention and they asked several questions about the countries in the comic strips. Pictures in the comic strip helped the students to understand the meanings of the new terms. They also asked the meanings of the words from different languages in the comic strip and enjoyed the humour in the comic strip. However, the students hastened to proceed to the role-play activity and to play with the masks that I had prepared for the role-play activity. Sharing the roles led to some confusion and this caused a loss of time. As a result of this, only two out of three groups could have an opportunity to perform the role-play. They also had difficulty in changing from the singular form of the third person to the singular form of the first person as they were acting their roles.

After analysing the findings of the second week, I may conclude that the pictures in the comic strip helped the students associate the written words and phrases with their meanings. The comic strip also increased the students' motivation. The role-play activity and the materials I had used for this activity highly motivated the students to engage in the lesson. Nevertheless, the time limit didn't let all the students get involved in the role-play activity. I noticed that applying another activity could have been better with respect to the duration of the lesson, the number of the students, and the students' age. I could have brought eight huge

world maps, several word cards on which the names of countries and nationalities were written and the pictures of cartoon characters from different countries and nationalities and divided the classroom into eight groups. Then, I could have distributed the maps, the word cards and the pictures of cartoon characters to each group and required them to stick the names of countries written on the words cards and then the pictures of cartoon characters and the word cards including the nationalities. After that I could have hung the maps on the board and the students could have mentioned their favourite cartoon characters and their countries and nationalities.

The objective of the third week was to help the students identify continents and the animals living in these continents. At the beginning of the lesson, the students prepared their own world maps and stuck the animal cards to the appropriate continents on their maps under my guidance. The students found preparing their own maps entertaining and they were motivated for the forthcoming activities. The students followed the panels of the comic strip when I read it. The popular cartoon characters in the comic strip aroused their interest and they were glad to read the comic strip. When I asked questions about the places the animals in the comic strip, the students responded the questions without any difficulty. However, some phrases in the comic strip were challenging for them and they needed some explanations. At the end of the lesson, I divided the students into eight groups and gave each group an animal card. Each group wrote the name and the colour of the animal and the continent it lives in. In addition, each group member wrote the name of his/her favourite animal at the bottom of the paper. After that, the groups changed the papers and wrote the continents the other group's favourite animals commonly live. The students participated in the activity willingly and they worked collaboratively.

It can be deduced from the observations that the comic strip and the other activities worked a lot in terms of increasing student motivation, cooperation and retaining the newly acquired information. On the other hand, we spent two weeks doing the activities because of the time limit, some external factors such as the celebration for the national festival at school and the length of the comic strip. In fact, I had prepared one-week lesson plan for these activities. Bearing the time limit in my mind, I realized that I needed to keep my comic strips shorter.

The objective of the fourth week was to help the students identify free time activities and express their likes and dislikes. At the beginning of the lesson, I showed the poster displaying some leisure time activities and the students made contributions by telling their own free time activities or the free time activities they had already known. Then, I divided the

class into six groups and each group played charades. The game on free time activities thoroughly entertained the students. All the students participated in the game willingly. Then, the students read the comic strip and they found the comic strip obvious. They also showed great interest in the cartoon characters in the comic strip. After that, I divided the class into six groups and handed out the comic strips with blank speech bubbles. The students filled in the blanks in accordance with the context given in the comic strips. The students had no trouble filling in the blank speech bubbles with appropriate onomatopoeia and sentences because the comic strip the students had barely read provided samples for forming sentences. It can be inferred from my reflections that the game, the comic strip and the group activity were considerably effective in encouraging the students to participate in the lesson, express their likes and dislikes of leisure time activities. The students particularly found the game and the comic strip interesting.

The objective of the fifth week was to express ability and disability. I used a video and the comic strips to motivate and make the students ready for the forthcoming role-play activity. The video was quite effective in terms of increasing the students' motivation and helping them acquire the language in the context. The students didn't flounder in the role-play activity by means of the comic strip. The comic strips incorporated the major parts of the role-play and the vocabulary and the phrases involved. After the comic strip and the video, the students felt comfortable with what they needed to perform in their play. I divided the classroom into six groups. Three members of each group were chosen as the jury while the others were contestants. I distributed the role cards and gave a few minutes to the students to study the role cards. Each group performed their play in front of the class. The students all seemed very active and excited. This group work promoted student learning and achievement. The students had the opportunity to learn from each other. The role-play activity allowed the students to be creative and stimulated a conversation situation. The students used their gestures, the expressions of ability and disability, onomatopoeia they had known, and the commonly used expressions to gather information about a person during the activity. The students were actively involved in their own learning. I recorded the plays and at the end of the lesson, the students watched the videos of their performance. The role-plays gave the students the chance to evaluate their learning progress. It can be inferred from the findings of the fifth week that all of the materials aroused interest in the class and encouraged the students to get involved in the lesson. The comic strips and the video provided them with a lot of useful information. Most of the students were impatient to perform their plays. Some students asked to be on stage once more, but this couldn't happen because of the time limit.

The objectives of sixth and seventh weeks were to help the students to be able to give personal information on the daily routines they do at different times of the day and to tell the time in English. At the beginning of the lesson, I introduced the time and time related vocabulary such as quarter past, half past and quarter to. Some students struggled because they had not learned to tell the time in their native language. We overcame this difficulty. However, I couldn't prevent some students getting bored because of the considerable amount of time we spent for this subject. On the other hand, most students liked the video they watched. Then, the students read the comic strip. The comic strip caught the students' attention and made the students have fun. The students had a chance for peer correction. The students reviewed the key points of the target structure again and had a clear understanding of the subject before beginning the pair work with the help of the comic strip. After that, the students worked in pairs and this activity gave the individual students a lot of speaking time. They were quite motivated. At the end of the lesson, I divided the classroom into six groups and gave each group a paper full of pictures that demonstrate the whole day of a cartoon character in order of time. Each group wrote down the daily routine of the cartoon character in full sentences. They also used the clocks to indicate the time. After they finished, the groups changed the papers and they corrected the other group's mistakes according to the pictures. Most students were active in this activity, but there were some students who were reluctant to participate in the activity. They only preferred to watch what was going on. However, there were some lower achieving students whose understanding of the activity was reinforced by means of working collaboratively with the higher achieving students. It can be concluded from the findings stated above that I managed to achieve my objectives by means of the materials I used in the lesson. In fact, the reading material itself was motivating, entertaining, and comprehensible. Therefore, we didn't need to use another material to make it enjoyable and understandable. On the other hand, it took two weeks to do the activities and this situation caused some confusion. I realized that I needed to prepare two separate plans and two shorter comic strips for two weeks instead of one plan for two weeks.

4.2.2. Findings from the follow-up semi-structured student interviews

This section presents the findings gathered through the student interviews to find out the students' attitudes toward the use of comic strips in ELT and the activities done together with the comic strips. Data about the students' attitudes toward the use of the comic strip in English lessons and the activities related to the comic strip were provided by means of the interviews with 12 students and the following questions were asked to them:

1. Please tell the activities and materials you liked and disliked and the reasons of your like and dislike.
2. Did you enjoy reading the comic strips? Why?
3. What difficulties did you face while doing the activities?
4. How did the comic strip contribute to the lesson?

The main objective of the first week was to help the students learn the phrases used for asking for permission, making requests and telling people what to do in daily life. To achieve the objective of the first week, several materials such as a video from a website called YouTube <https://www.youtube.com/watch?v=NVGMLMRuGs8>, a video from British Council website <http://learnenglishkids.britishcouncil.org/en/songs/quiet-please>, a comic strip, and comic strips with blank speech bubbles were used.

The first question "Please tell the activities and materials you liked and disliked and the reasons of your like and dislike" aimed to gather information about the students' opinions and feelings about the activities and the teaching materials. The majority of the students stated that they liked the activities and the materials used for the lesson. They said that they found most of the materials informative and amusing:

Student 7: I liked the first video because it was rhythmic, understandable and funny. I also enjoyed the joke in the comic strip. I encountered new phrases and words, but I didn't have difficulty in understanding the sentences.

One of the students stated that she delighted in the teacher's nonverbal language such as her gestures and mimics and her voice that she changed according to the characters, which she vocalized, and the circumstances of the characters:

Student 9: I liked especially the teacher's reading the comic strip for us. She changed her voice and used mimics while reading it and it was really engaging.

In addition, most of the students expressed that they found the group work encouraging and motivating while some of them reflected that they preferred to be passive during the activity:

Student 5: I enjoyed filling the blank speech bubbles in the comic strips with my friends. I liked working together. We helped each other and this encouraged me to participate in the activity.

Student 3: I liked the activities. I found the videos and the comic strip interesting and informative. But I was not interested in completing the blank speech bubbles in the

comic strips. Other members of my group were more eager to fill in the blanks. Thus, I preferred to observe what they did.

Student 12: At first, I was not volunteer to perform the dialogue we prepared together. However, after I watched my friends' performances, I got motivated and I became eager to take part in the role play activity.

Student 2: I loved working with my friends. The comic strip we had read helped us find the appropriate phrases and sentences for the blank speech bubbles. I had a chance to play a role of the character in the comic strip. It was exciting for me.

Some students pointed out that they found the second video understandable but boring.

Student 10: I think that we do not need any videos to understand the comic strip. However, while the first video was enjoyable, the second video was a bit boring. It did not attract my attention.

Student 1: The second video was not so interesting. I think we don't need to watch it.

The second question "Did you enjoy reading the comic strips? Why?" aimed to learn how the students felt about the comic strip. All the students stated that they enjoyed the comic strip. The students expressed that they found the comic strip useful and meaningful because it contributed their comprehension of the use of the phrases for asking for permission, making requests and telling people what to do in daily life in various situations and eased the learning process:

Student 4: I liked the comic strip. It was very informative. The comic strip facilitated my learning. The comic strip showed the use of the phrases in different circumstances. The visuals in the comic strip helped me understand the meanings of the sentences in the speech bubbles.

Student 8: I learned new words and phrases and how to use them by means of the comic strip. The comic strip we read was like a sample for the other activity. Without it, I wouldn't have understood the lesson.

In addition, there was a common belief that the comic strip was attractive and motivating:

Student 12: I really enjoyed the comic strip. It provided new words and phrases for us. I couldn't pronounce new words at first but I could understand their meaning by means of the pictures in the comic strip. The comic strip was also appealing.

Student 7: The comic strip caught my attention. I hadn't read a comic strip in English before. At first, I considered that I wouldn't understand. But it was not too hard to understand. I was encouraged to read.

One more student stated that she found the comic strip authentic:

Student 10: *I found the comic strip attractive. The character in the comic strip resembles me. I agree that people are always giving orders.*

The third question, "What difficulties did you face while doing the activities?" aimed to identify the difficulties the students faced while doing the activities. Most of the students stated that they didn't have difficulty in doing the activities. They said that the comic strip was understandable and it also acted as a facilitator of the group work and the role-play activities. However, some students revealed that they didn't have the opportunity to perform a play because of the time limit:

Student 11: *I watched my group members' and other groups' performances and I wanted to recite a dialogue in the comic strip. But, I could not have chance to perform because the lesson ended.*

Student 10: *I would be glad if I could play a role. We completed the blank speech bubbles together and I wanted to get involved in the role-play, too.*

Drawing on the student responses to the last question "How did the comic strip contribute to the lesson?" we arrived at two findings. The first finding was related to the comic strips' being motivating and encouraging. Almost all of the students found the comic strips used for the reading section, the group work and role-play activities a motivating tool to comprehend the objectives identified for the week:

Student 4: *Creating our own comic strips extremely motivated me. We wrote appropriate onomatopoeia as well as the sentences in the speech bubbles. When we performed them, we had great fun.*

Student 9: *The comic strip encouraged me to read in English. It was not only funny but also understandable.*

Student 2: *I filled in the blank speech bubbles in the comic with my friends. I realised that I could prepare my own comic strip in the future. Writing in English does not frighten me anymore.*

The second finding was related to the comic strips' being informative and including various examples of the use of the phrases, onomatopoeia and daily expressions in different circumstances. The student answers clearly supported the finding:

Student 10: *The comic strip was very informative because I learned new words, phrases and daily expressions. The comic strip we read also helped us fill in the blank speech bubbles in the comic strips.*

Student 5: *The comic strip provided various examples of the phrases that were used for asking for permission and telling people what to do in daily life.*

The main objectives of the second week were to make the students be aware of different languages spoken in different countries and to help the students identify countries and nationalities in a meaningful context. A video from the website (YouTube) https://www.youtube.com/watch?v=2nYjGy_ZUG8, a comic strip and the masks of the countries' flags were used to accomplish the objectives of the second week.

For the first question, "Please tell the activities and materials you liked and disliked and the reasons of your like and dislike", all of the students said that they liked all the materials used in the lesson. They pointed out that they found the video, the comic strip and the masks interesting and attractive. However, the students stated that they would prefer doing different activities using these materials:

Student 1: It was very enjoyable to watch the video. We learned to say 'hello' in different languages. The video includes a song, its lyrics and the visuals related to its lyrics. Thus, I could understand the video even if I could not sing the song by heart.

Student 3: I liked the comic strip. At first, I couldn't understand the joke thoroughly. I asked our teacher and she explained it. I really loved the masks our teacher prepared for us. However, I did not enjoy the role-play. In addition, I could not take the mask I wanted.

Student 5: I enjoyed the video and the comic strip. They were attractive and informative. But, we had difficulty in the role-play because we could not change the third person 'he/she' to the first person 'I' while we were acting our roles. I wish we had prepared our own masks. Then we could have put on a mask and said our country and nationality.

The second question "Did you enjoy reading the comic strips? Why?" aimed to learn how the students felt about the comic strip. A large majority of the students seemed to enjoy the comic strip. The students pointed out that they found the comic strip not only motivating but also attractive:

Student 12: The visuals in the comic strip caught my attention. The visuals themselves revealed the things that were written in the speech bubbles.

Student 8: I liked the comic strip. It was very motivating because I know the cartoon characters in the comic strip.

Furthermore, some students stated that the comic strips contributed to their general knowledge of the world:

Student 7: *I learned many things about different countries by means of the comic strip.*

Student 11: *I enjoyed the comic strip. I learned most of things from the comic strip. There were pictures of the symbols of the countries in the comic strip. We talked about the cuisine, traditional wears, historical buildings and folk dancing of the countries in the comic strip. They were very interesting for me.*

The third question "What difficulties did you face while doing the activities?" was designed to elicit information about the difficulties the students faced while doing the activities. Some of the students expressed their dissatisfaction about the role-play activity:

Student 10: *During the role play activity, there was a chaotic atmosphere. I can admit that we could not share the masks and we did not watch each other's performances.*

Student 4: *I had fun when I vocalized the utterances of the cartoon character in the comic strip. We played our roles with the help of our teacher. But there was a noise in the classroom. Other group members were talking with each other. This circumstance frustrated me.*

Student 2: *I could not change from the third person to the first person during the role-play activity.*

The objective of the last question "How did the comic strip contribute to the lesson?" was to understand the students' opinions about the contributions of the comic strip to the lesson. The majority of the students stated that the comic strip provided lots of visuals about the countries. They also added that the comic strip was not only informative but also entertaining:

Student 6: *I think the comic strip informed us about the countries and nationalities. I learned the flags of the countries.*

Student 4: *The comic strip was very effective to learn new information. I learned how to introduce a person by mentioning their countries and nationalities.*

Student 1: *I really liked the characters in the comic strip. Their appearances were amusing. This motivated me to read the comic strip.*

The objective of the third week was to help the students identify the continents and the animals living in these continents. In week three, I used several materials such as a comic strip, a huge world map, blank world maps, and animal cards. My aim in using these materials was to establish background knowledge in the students before reading the comic strip and to give the students chance to create their own learning materials. When responding to the first question "Please tell the activities and materials you liked and disliked and the reasons of your

like and dislike," all of the students stated that they liked the activities and the materials used for the lesson. It can be inferred from the students' responses to the interview question that they took great pleasure in being physically active, coloring and making their own maps, taking part in the group work. They also pointed out that they found the enaction of the comic strip by the teacher amusing.

Student 5: *I enjoyed creating my own map. We colored them, wrote the continents on them, and stuck the pictures of animals on them. Our teacher showed how to do them. Thus, I did not have difficulty in doing the activity.*

Student 9: *Our teacher read the comic strip for us. She changed her voice, mimics and gestures in accordance with the cartoon characters in the comic strip and this was considerably appealing.*

Student 11: *I liked the group work most. The group work motivated me because we learned a lot from each other. We shared our knowledge and helped each other.*

The second question "Did you enjoy reading the comic strips? Why?" was asked to collect data about the students' feelings about the comic strip. One of the students emphasized that they felt more confident about reading in English by virtue of the comic strips and the other students agreed with this opinion.

Student 2: *After reading the comic strips, I believed that I could manage to read in English. There were some words whose meanings I didn't know but I could understand the overall meaning in the comic strip.*

Furthermore, another student pointed out that she felt comfortable and motivated when the teacher read the comic strip for them.

Student 7: *I would prefer to watch a cartoon of the comic strip but our teacher read the comic strip for us and she required us to imagine that we were audiences in a TV show presented by Bugs Bunny and Tweety. She changed her voice and gestures according to the characters in the comic strip. I became keener to listen to my teacher. Furthermore, I did not feel tense because I could understand the comic strip easily.*

The aim of the third question "What difficulties did you face while doing the activities?" was to learn the difficulties the students faced while doing the activities. The general opinion of the students was that they didn't encounter any difficulties while doing the activities:

Student 3: *I did not have any difficulty in doing the activities. On the contrary, they motivated me to participate in the lesson. I especially liked making our own world maps.*

Student 4: *The activities were easy to handle. Our teacher did not let us flounder in any difficulty and she guided us.*

Student 8: *I did not know the meanings of some phrases in the comic strip at first. But, our teacher explained them and the problem was solved. This was the only problem I dealt with.*

The last question "How did the comic strip contribute to the lesson?" aimed to learn the students' opinions about the contributions of the comic strip to the lesson. The students stated that the comic strip helped them learn new vocabulary items, phrases and expressions as well as the targeted words.

Student 8: *We learned the names of continents and some animals in this lesson. But we learned some expressions and phrases by virtue of the comic strip.*

Student 2: *The comic strip provided lots of new words and expressions for us. I noticed that I could keep some of them in my mind at the end of the lesson. The comic strip was beneficial for us.*

Most of the students also stated that they didn't get bored while they were reading the comic strip. They said that the comic strip was entertaining and motivating:

Student 10: *The comic strip aroused the interest in the class. It was amusing and the comic strip included two cartoons that we like. The comic strip was also a written source for us. It shows how we can introduce an animal by saying its habitat and the continent that animal lives.*

Student 5: *I had fun when learning new things by means of the comic strip.*

The objectives of the fourth week were to help the students identify free time activities and to show them how to express their likes and dislikes. At first, a poster and flashcards were used to activate the students' background knowledge about free time activities by means of a game called charades. A comic strip was used to help the students learn how to express their likes and dislikes. Lastly, comic strips with blank speech bubbles were used to make the students use what they had learned in order to complete the comic strips with words and sentences appropriate to onomatopoeic words and pictures.

The data about the students' opinions and feelings about the activities and teaching materials was gathered with the first question "Please tell the activities and materials you liked and disliked and the reasons of your like and dislike". All of the students agreed that they especially liked the game and found it effective to revise the newly learned vocabulary of free time activities.

Student 10: *I felt quiet contented because I got involved in the game at the beginning of the lesson. The game was extremely exciting and we had great fun.*

Student 4: *I was actually pleased about the game. We acted out the free time activities we learned before and this really motivated me.*

In addition, some students pointed out what they liked about the comic strip and the group work as stated in the following:

Student 6: *The comic strip was funny and easy to understand. I like the Smurfs and Bugs Bunny and I always watch them on TV. It was nice to see them in the comic strip. Moreover, we did not have difficulty in filling the blank speech bubbles.*

Student 3: *I liked the comic strip because I learned how to ask a question about someone's like and dislike and how to express my like and dislike with the help of the comic strip.*

The second question "Did you enjoy reading the comic strips? Why?" aimed to elicit the feelings of the students about the comic strip. Most of the students expressed that they enjoyed the comic strip because they found the comic strip stimulating, instructive, and pleasant:

Student 10: *I got accustomed to read different comic strip each week and I expect a new comic strip and new adventures every week. I also enjoyed the comic strip of this week. We had already learned how to express like and dislike in English.*

Student 9: *The comic strip was easy to understand. I learned to ask someone's feelings about free time activities. It is motivating and enjoyable to learn new things through games and comic strips.*

The aim of the third question "What difficulties did you face while doing the activities?" was to learn the difficulties the students faced while doing the activities. It can be concluded from the findings that the majority of the students didn't have any difficulties while doing the activities.

Student 11: *I didn't know all the free time activities by heart but I learned a lot from the game while having great fun. Moreover, I did not have trouble in understanding the comic strip and completing the blank speech bubbles.*

Student 1: *I was satisfied with the activities we did in the classroom. Our group managed to guessed several words while playing charades and this really motivated us. I did not struggle over any problem.*

The goal of the last question "How did the comic strip contribute to the lesson?" was to acquire information about the students' opinions about the contributions of the comic strip to

the lesson. Most of the students stated that the comic strip helped them learn new phrases by having great time.

Student 6: *We had already learned to use 'like, don't like, hate' to express our like and dislike. But we learned 'like+doing' phrase by means of the comic strip. We learned how to express our like and dislike when it comes to free time activities. Additionally, I did not get bored while reading the comic strip.*

Student 8: *I was glad to read the comic strip because it was not only informative but also funny.*

In addition, one of the student quotations from the interview showed that the comic strip changed the students' perception on reading in English:

Student 9: *I realized that I could understand what I read in English. The pictures of the comic strip helped me to understand the meanings of what I read.*

The main objective of the fifth week was to help the students express their abilities and disabilities. A video from a website called YouTube (<https://www.youtube.com/watch?v=a91oTyA0Oq8>) and the comic strip were used to motivate the students, to make them ready for the forthcoming role play activity, and to show the students how to express their abilities and disabilities. A microphone made out of paper, role-play cards and a camera were used for the role-play activity.

The aim of the first question "Please tell the activities and materials you liked and disliked and the reasons of your like and dislike" was to have information about the students' opinions and feelings about the activities and the teaching materials. All of the students stated that they liked the activities and the materials and said that the subject and the context of the lesson were familiar to them and captured their imagination and interest.

Student 1: *I took great pleasure in the video we watched. The talent show of the pumpkins in the video was very funny. I also liked the comic strip we read. In addition, the context of the comic strip was familiar to me because it is the usual to come across a talent show on TV each day.*

Student 8: *I loved all the materials and the activities. I especially liked the role-play activity. We had great fun together. It really encouraged me to participate in the activity.*

Student 6: *I really enjoyed the role play. I imagined that I was a contestant and I acted as if I were a superhero and I talked about my super power. I took great delight in this activity.*

The second question "Did you enjoy reading the comic strips? Why?" was asked to have information about the students' feelings about the comic strip. The large majority of the students expressed that they enjoyed the comic strip and that it raised their confidence in reading comprehension as shown in the following quotations:

Student 10: *I liked reading the comic strip. I noticed that I could understand everything in the comic strip and I felt confident.*

Student 3: *The comic strip was amusing and understandable. It was nice to learn new things without getting bored.*

The responses to the third question "What difficulties did you face while doing the activities?" indicated that the students didn't encounter any difficulty while doing the activities:

Student 11: *I did not come across any difficulties while doing the activities. The video and the comic strip were easy to understand. I also had great fun during the role play. It was nice to be on stage. I imagined that I was in a talent show and I got very excited.*

Student 10: *At first, I was a bit nervous. It was hard for me to speak in front of the class. But our teacher encouraged me to act and speak. We jumped, danced and gave points with my group and we had great fun.*

The aim of the last question "How did the comic strip contribute to the lesson?" was to acquire information about the students' opinions about the contributions of the comic strip to the lesson. The students pointed out that they didn't need any additional materials to understand the context of the comic strip, the meaning of the new words. Furthermore, most of them agreed that the comic strip was informative:

Student 5: *The comic strip provided the language necessary for the role play. I learned how to make a dialogue before the role play. For example, I learned how a person introduces himself/herself and to ask someone about her/his abilities.*

Student 7: *The comic strip was a written source for me to revise the things I had learned. With the help of the comic strips, I did not forget things, which I learned.*

Student 12: *The visuals in the comic strip were explanatory enough for me to understand the things written in the speech bubbles. Thus, I didn't need any additional material to understand it.*

The main objective of the sixth and seventh weeks was to show the students how to give personal information on the daily activities they do at different times of the day and to

tell the time in English. To achieve the objective of the first week, several materials such as a comic strip, two papers containing blank clocks and daily activities for each student and a video from YouTube (<https://www.youtube.com/watch?v=ZKWBbuJWEtI>) were used.

The goal of the first question "Please tell the activities and materials you liked and disliked and the reasons of your like and dislike" was to gather information about the students' opinions and feelings about the activities and teaching materials. The majority of the students stated their pleasure of doing the activities while some of them expressed their dissatisfaction about some activities. Some of the students expressed their negative attitudes towards the length of the introduction of time and time related vocabulary, however, most of the students found the comic strip and the other activities motivating and enjoyable:

Student 10: It was hard for me to tell time in English. I particularly had difficulty to understand 'quarter to'. Our teacher explained them again and again. At the end, I could understand, but I got bored. On the other hand, I liked the video and the comic strip. They were comprehensible and funny. I especially loved the daily routines of Garfield.

Student 5: I liked the comic strip and it motivated me to get involved in the lesson. I could understand the comic strip easily and I didn't need any extra explanation.

In addition, some students mentioned that pair and group work activities coupled with the comic strip helped them to practice English without any fear. It also became clear that peer cooperation in groups helped to increase student confidence in using the target language:

Student 7: The pair-work gave me the opportunity to speak in English. I liked working together with my friend. I noticed that I could make sentences in English. Thus, I felt confident. We made mistakes but we helped each other and overcame every difficulty.

Student 1: At the beginning of the lesson, the introduction of time and time related vocabulary lasted long. But I liked the other activities. With the help of the comic strip and the pair work and the group work we did not have difficulty.

The students' responses to the second question "Did you enjoy reading the comic strips? Why?" gave information about the students' feelings about the comic strip. The large majority of the students agreed that the comic strip was not only entertaining but also comprehensible:

Student 3: I really enjoyed the comic strip because Garfield's mischief was very amusing and it made me laugh. It was nice to see the cartoon character I liked the comic strip.

Student 12: *I liked the comic strip because it was absolutely humorous and understandable. The funny visuals in the comic strip helped me comprehend the written things.*

The responses given to the third question, "What difficulties did you face while doing the activities?" revealed that some students had difficulty in using time related vocabulary at the beginning of the lesson. However, they stated that this circumstance didn't prevent their understanding of the comic strip and doing the pair-work and group work activities.

Student 6: *I had had trouble with telling time in my native language. Our teacher explained it in detail and she encouraged us to ask questions about what we couldn't understand. The video 'Mr. Wolf' was considerably motivating and enjoyable. We also dealt with the subject step by step. Thus, I started to grasp it. I did not have difficulty in understanding the comic strip and doing other activities.*

Student 11: *I didn't have difficulty in doing the activities. The comic strip facilitated making sentences in English. We also wrote down the daily routine of a cartoon character as a group. I felt that I got rid of all the burdens on my shoulders while working with my friends because we helped each other.*

However, one of the student quotations from the interview showed that some students were unwilling to participate in the pair work and that circumstance discouraged their partners to work together:

Student 8: *I liked the comic strip. It was both amusing and informative. However, I did not enjoy the pair work. My partner was reluctant to work together. She said she couldn't make sentences. This situation discouraged me. I just filled in the blank clock faces in my worksheet according to my daily activities.*

The last question "How did the comic strip contribute to the lesson?" was asked to elicit information about the contributions of the comic strip to the lesson. The students stated that the visuals and facial expressions of the cartoon characters in the comic strip helped them grasp the meanings of newly learned words, onomatopoeia and phrases.

Student 4: *The comic strip was very informative for me. I learned new words related to daily activities and some conjunctions by virtue of the comic strip.*

Student 2: *The comic strip was very useful for me to understand the use of time expressions in a sentence and the description of one's daily routine from his/her own words.*

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter presents an overview of the study at first. Then, it discusses the conclusions of the study. The chapter concludes with the limitations of the study and the pedagogical implications.

5.2. Overview of the Study

The main goal of this study was to design and conduct English lessons through the use of comic strips. This study included 36 fourth grade students at Gazipaşa Primary School, İstanbul, Turkey. Convenience sampling strategy was used while selecting the participants. A 7-week lesson plan was designed to integrate the comic strips into English lessons. The following research questions framed the study:

- 1) How can I use comic strips in teaching English to young learners?
- 2) What are the students' attitudes toward the use of comic strips in the EFL classrooms?

Qualitative research methods were used to collect and analyze the data. Student interviews and teacher diary were the instruments to collect data. An action research was conducted to learn the students' observable attitudes toward the use of the comic strips and to assess the effectiveness of the comic strips and the activities employed throughout the lessons. The teacher recorded her observations in the teacher diary. Semi-structured interviews were conducted with 12 students at the end of each week in order to learn their attitudes toward the use of comic strips in the EFL classrooms. The data gathered from these tools were subjected to inductive data analysis.

5.3. Conclusions

The purpose of this study was two-fold. The first was to learn how to use comic strips in English lessons. The other was to find out the students' attitudes toward the use of comic strips in English lessons.

In this paragraph, an answer was sought to the question "How can I use comic strips in teaching English to young learners?" On the basis of the findings, which were acquired from the teacher diary and the student interviews, it seems fair to argue that the comic strips and other materials were in line with the separate objectives of each week's lesson. Comics were successful in terms of accomplishing the lesson objectives of each week and the flow of the

stories in the comics of each week contributed to the meaning unity of the task of each week. Based on the findings and the interpretation of the study, it can be concluded that the use of comic strips and the activities related to the tasks of the comic strips was worth doing. It can be realised from the findings that comics can be used as a facilitator in guiding the ongoing and forthcoming activities, a spur to read and write English, a guideline for the use of the spoken discourse and the practice of verbal and nonverbal interaction, and a source for the students to learn new words, phrases and expressions. On the other hand, the density of the curriculum, vast numbers of students, and the exiguous amount of time for English lessons were the challenges of the study. It can be inferred from the teacher diary and the student interviews that some students couldn't have a chance to complete some activities because of the time limit. Moreover, the subjects in the curriculum were not interrelated with each other and the teacher had to prepare separate comics according to the subjects and objectives determined in the curriculum. Comics could have been more authentic and effective if they had been arranged as the life story of a character from his/her childhood to his/her graduation from the university and from the false beginning level to the advanced level. It can be also stated that it was not possible for the teacher to find comics in accordance with the language proficiency level of the students and the lesson objectives and thus, the teacher prepared her own comic strips even though she had not had such an experience and a course of education on this subject before. It can be also added that universities and in-service training programmes have not given a place to the use of comic strips in EFL classrooms in the teacher training programmes.

It is possible to analyse the students' attitudes toward the use of comic strips in the EFL classrooms in three sections.

To start with, it can be inferred from the findings from the student interviews that the comic strips were considerably effective in encouraging the students to participate in the lesson. The striking point in the findings acquired from the student interviews and the teacher diary was that the comic strips attracted the students' attention and motivated them to get involved in the language learning process. It can be also said that the students felt more confident about reading in English by virtue of the comic strips. The findings from the student interviews showed that the comic strip changed the students' perception on reading in English in a positive way. The findings of Mei-Ju, Yung-Hung & Ching-Chi's (2015) study on the influences of Aesthetics English comic books on EFL junior high school students' vocabulary acquisition, reading comprehension, and English learning motivation lend support the claim that comics increase students' English learning motivation. Moreover, Hartley's

(2013) views are substantially grounded on the assumption that comics can contribute to remove the psychological barriers to language learning and can encourage the student to gain confidence in themselves and to participate in language lessons.

Second, it can be concluded from the findings from the student interviews that visuals in the comic strips not only attracted the students' attention but also made the phrases and different kinds of words easy to learn for the students by means of their correlation with the words in the comic strips. It can be suggested that the visuals in the comic strips helped the students associate the written words and phrases with their meanings. Along similar lines, Jones (2010) argues that visuals in the comic strips can help the students understand the overall meaning in the comic strips even though they did not know the meaning of each word and phrase. Liu (2004) supports the view that the combination of images and words effectively in comic strips provides meaning construction and knowledge transmission. Liu (2004) develops the claim by saying that visuals in comics can facilitate the comprehension of the texts if visuals correspond to the text's linguistic complexity and help the reader process the linguistic input and retrieve the necessary information for output. Recine (2013) also states that "comics that visually represent information in a humorous, novel, or expressive way are more likely to stick out in the minds of students, mnemonically associating the lesson's target language with memorable imagery" (pp. 130).

Finally, it can be inferred from the teacher's reflections and the student interviews that the comic strips provided the students with a wide range of language including new vocabulary items and phrases, onomatopoeia, nonwords and expressions as well as the targeted words and phrases by virtue of the comic strips. The results of this study suggest that comic strips were considerably effective in revising the newly learned vocabulary. Moreover, it is stated in the teacher diary that if comics are chosen in accordance with the lesson objectives, the language proficiency level of the students, the students' interests and learning styles, the number of the students and their language learning needs, comics and activities compatible with comics can give the students the opportunity of practicing real spoken English and encountering a wide range of instances of verbal and nonverbal language and expressions which are crucial for interaction. Overall, the pattern of results in the study is consistent with the views of William (1995) who emphasizes that comic books represent real spoken English in written forms and provide several instances of ungrammatical expressions, nonwords, and sounds.

5.4. Pedagogical Implications of The Study

It can be concluded from the results of the study that comics are quite effective in teaching English to young learners from several aspects. Bearing these results in mind, we can recommend ESL and EFL teachers to endeavour to use comics in English lessons regarding the objectives of the lessons, their students' language proficiency levels, age, characteristics, and needs. ESL and EFL teachers can use comics for several reasons such as giving students several examples of spoken language in different settings, which will enable the language learners to communicate their thoughts and feelings in actual contexts after they have left the language classroom; encouraging students to read and write English; and guiding the ongoing and forthcoming activities.

Furthermore, coursebook writers need to take the positive effects of the use of comics on young language learners into account while writing coursebooks. Coursebook writers can carry out studies relevant to the use of comics for educational and interactional purposes in English lessons and work with English teachers and cartoonists in order to prepare comics, which are substantial in sense of humour and in accordance with the goals of the lesson and the students' ages and language proficiency levels.

5.5. Limitations of the Study

The first limitation of the study was the small number of the students who participated in the study. The study was limited to the data collected from 36 fourth grade students studying at Gazipaşa Primary School. The incorporation of the small number of students in the study impeded the generalization of the findings in different groups of students in other educational settings.

The other limitation of the study was that the objectives of the lessons were previously stated in the curriculum and the teacher was required to arrange her lessons and prepare the education tools in accordance with these objectives. Therefore, the teacher prepared different comic strips and materials to achieve the objectives of each week. However, comic strips can be effectively utilized to attain numerous language learning goals and develop a range of general and communicative language competences.

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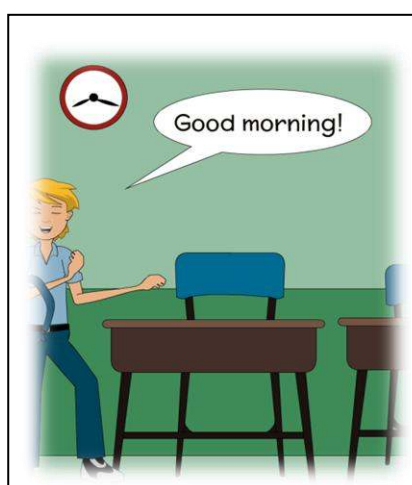
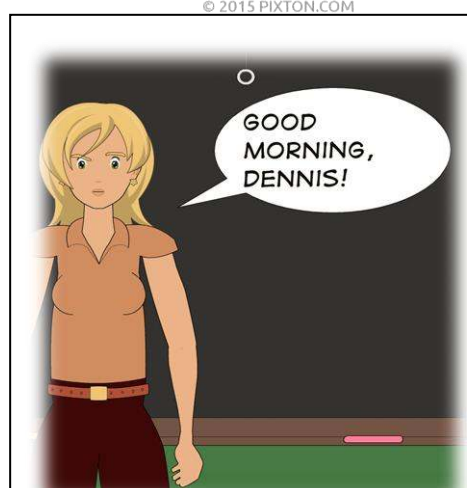
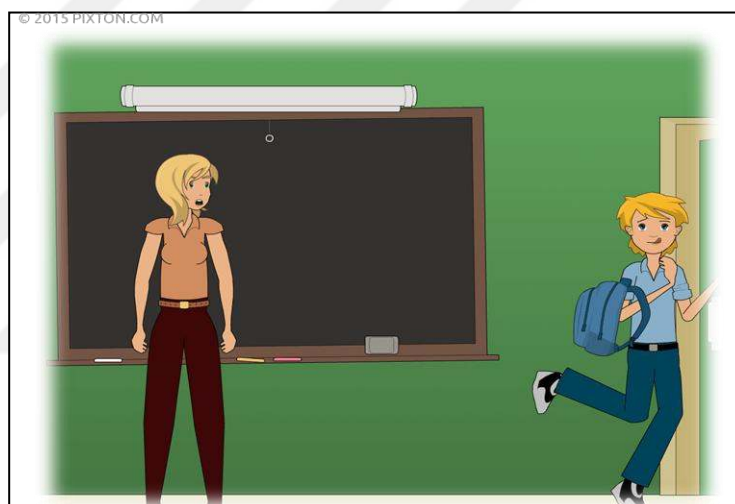
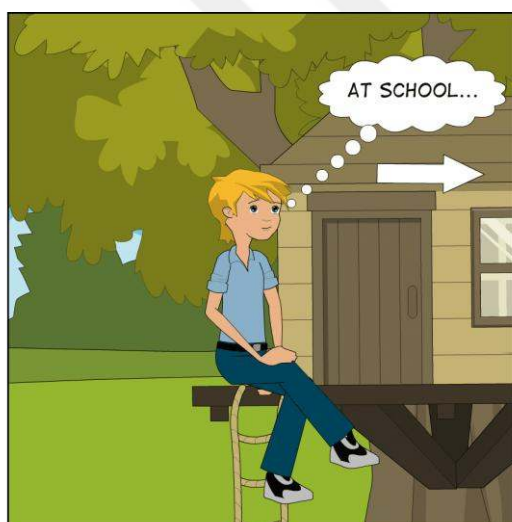
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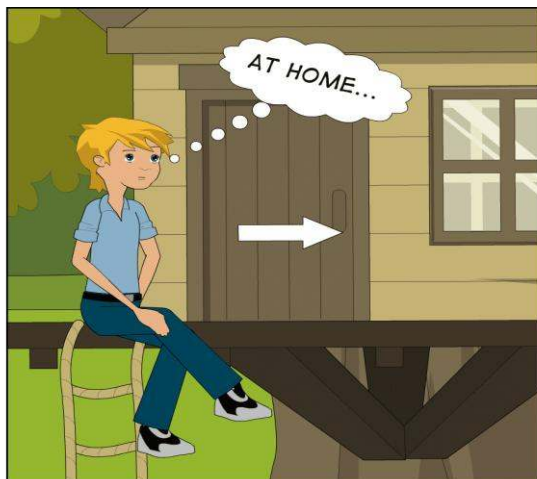
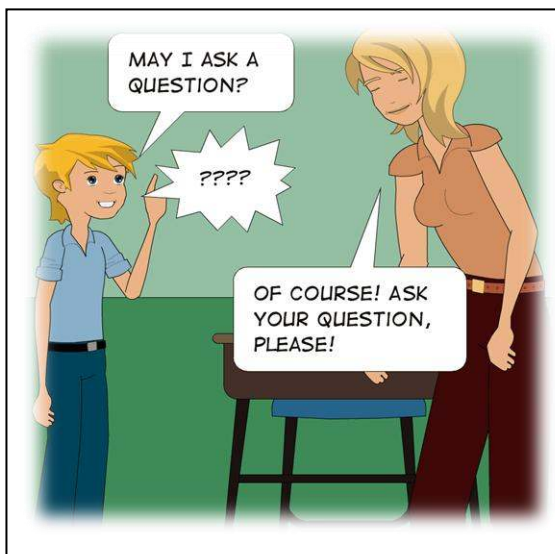
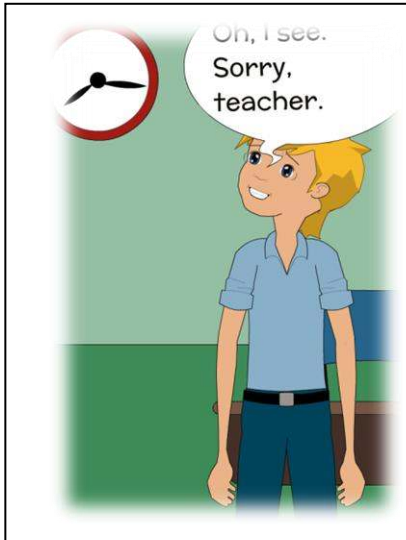
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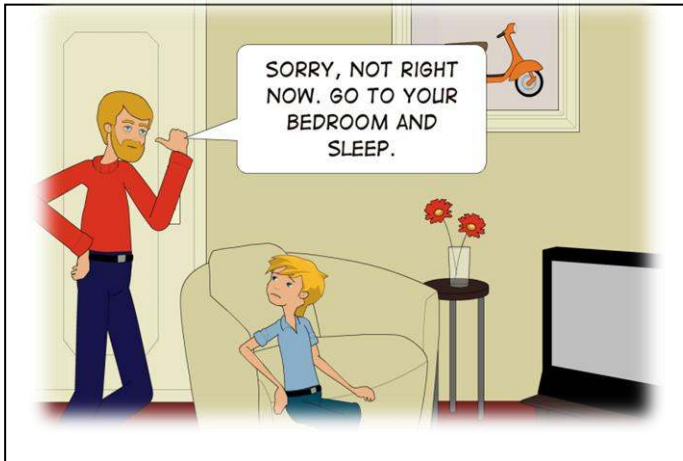
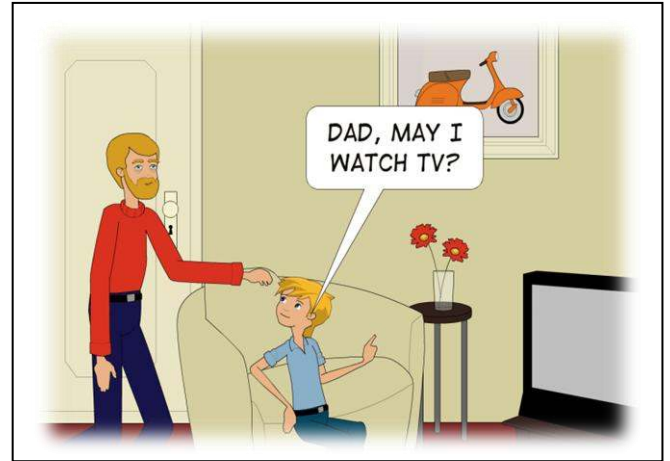
7. APPENDICES

7.1. APPENDIX 1: THE COMIC STRIPS OF WEEK 1



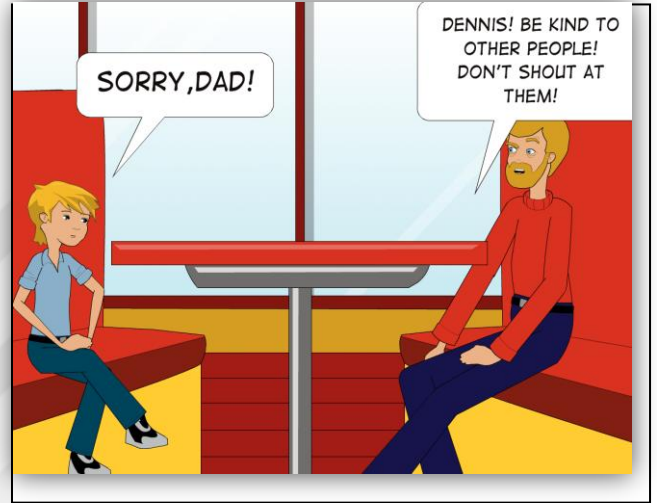
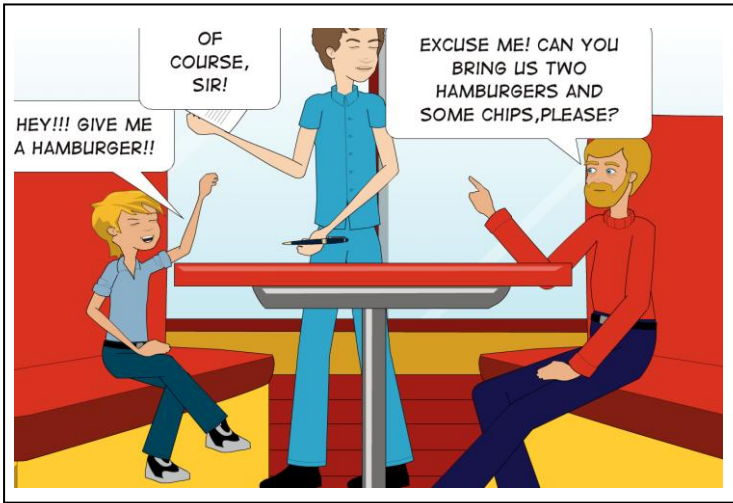
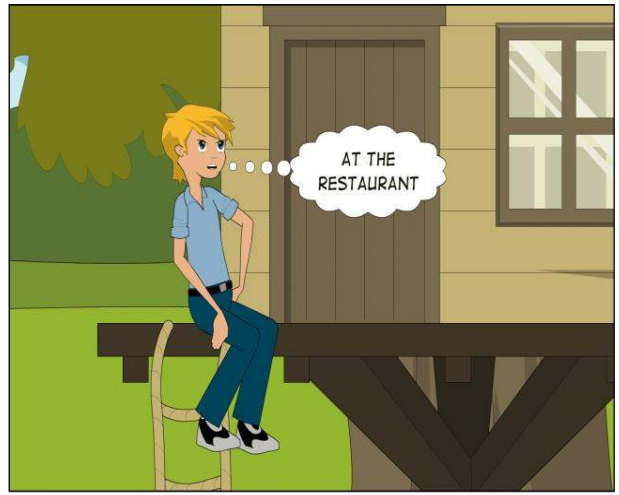
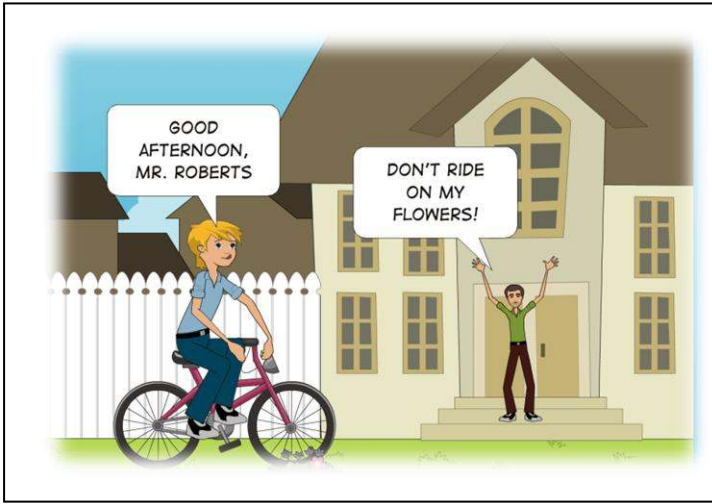


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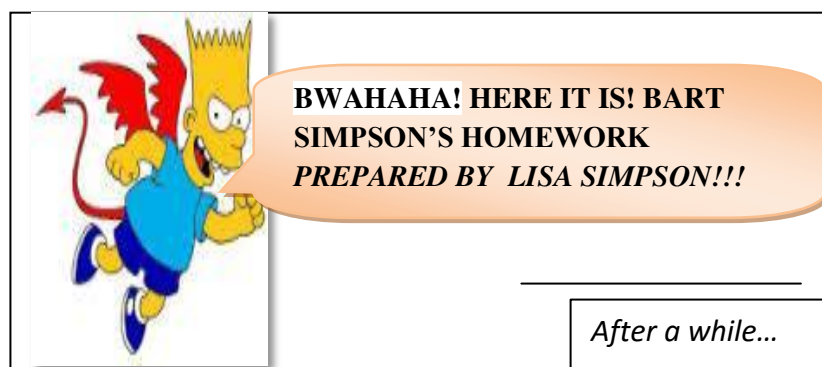
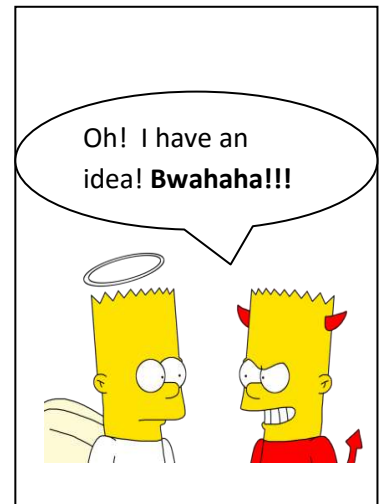
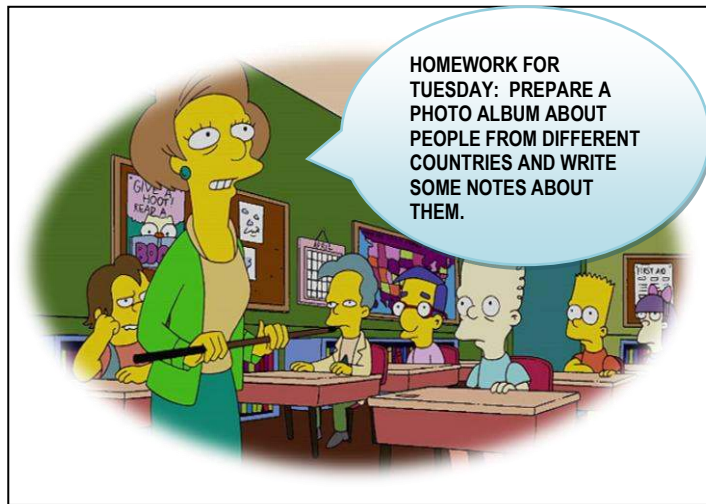


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7.2. APPENDIX 2: THE COMIC STRIPS OF WEEK 2



After a while...



This is LUIGI.
He is a cook.



He is Italian.



He is from Italy.



He is AIKO. He is
Japanese.



He is from Japan.



She is KAMALA.
She is Indian.



She loves Amar.



She is from India.



This is Pepe Bouvier. He is French.



He is from France.



He is İdris. He is a Turkish sailor



He is from Turkey.

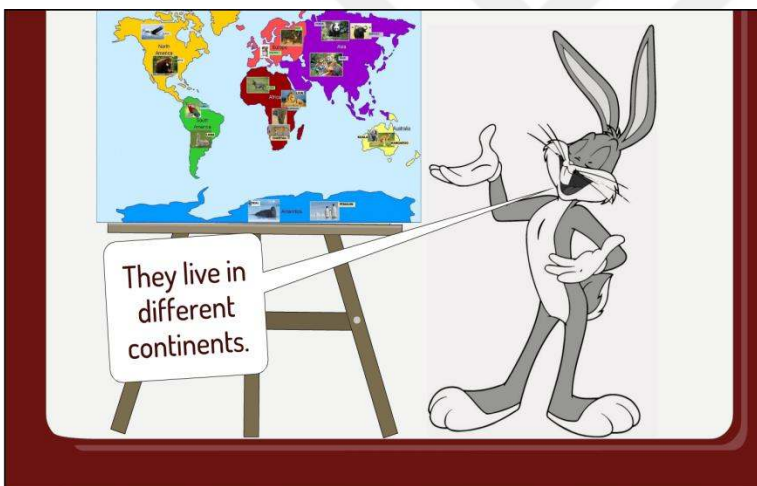
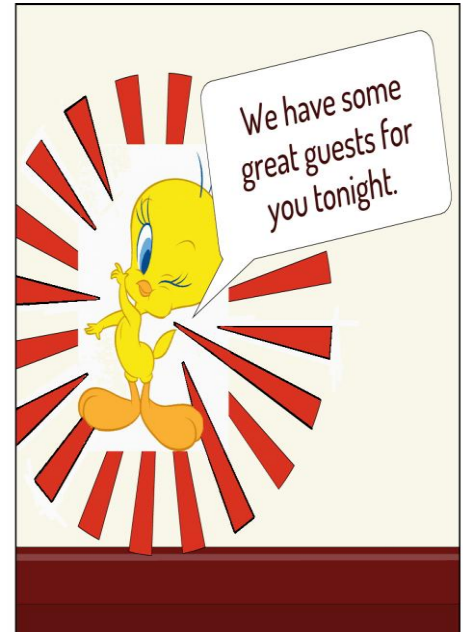


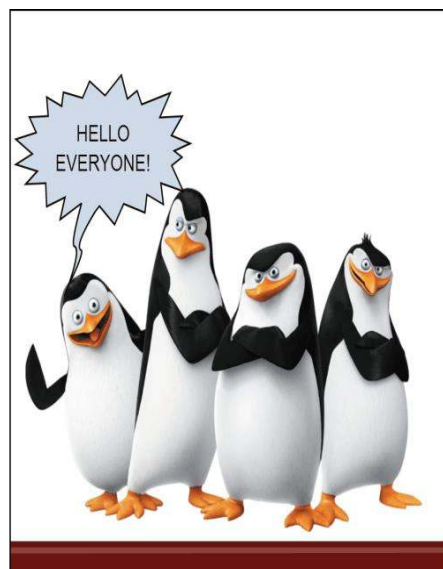
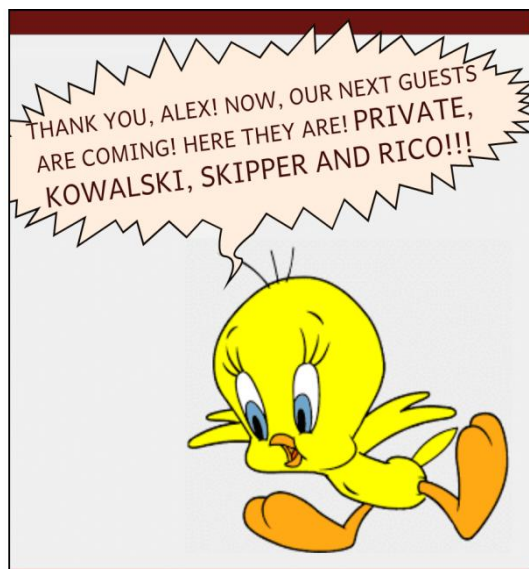
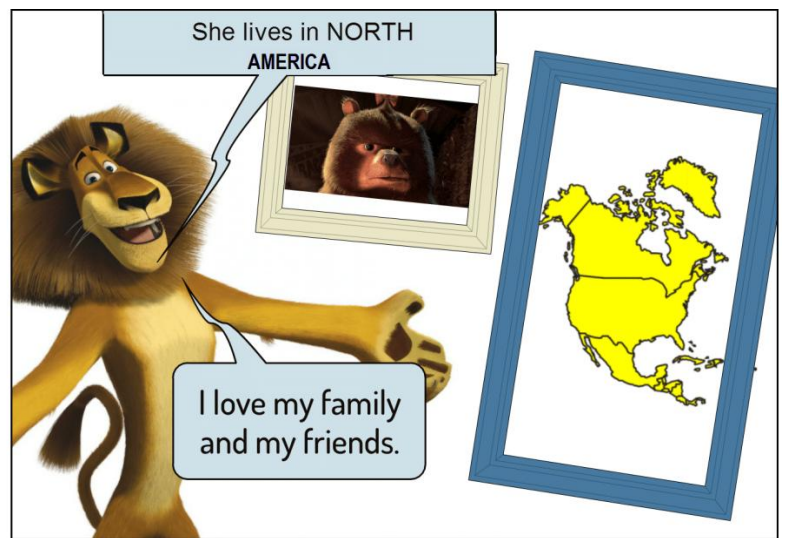
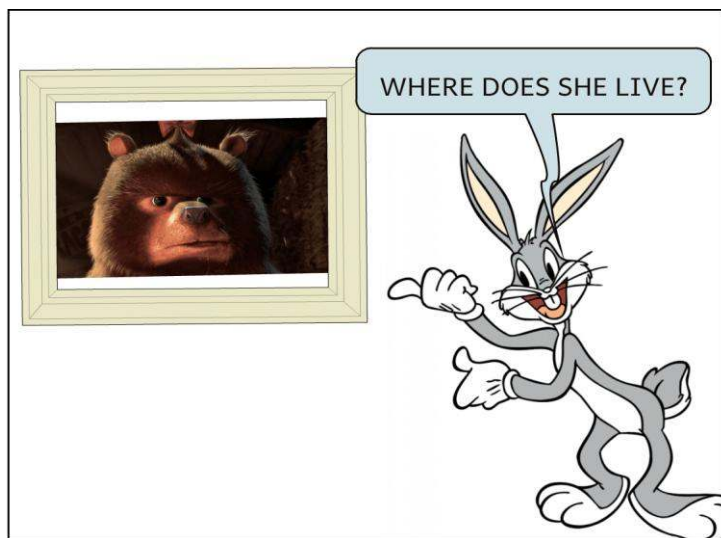
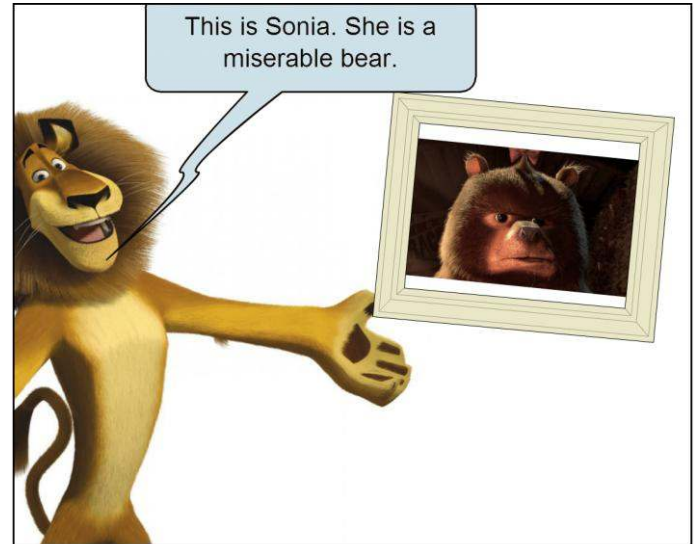
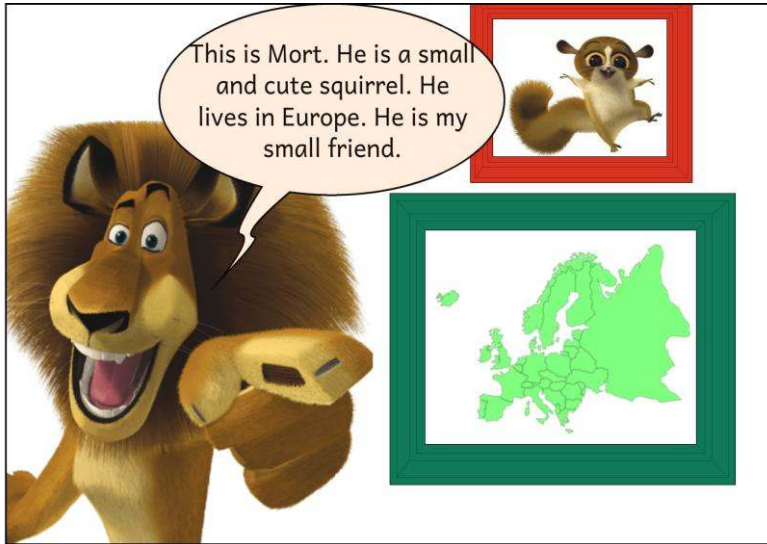
He is Ronaldo. He is Spanish. He is a football player.

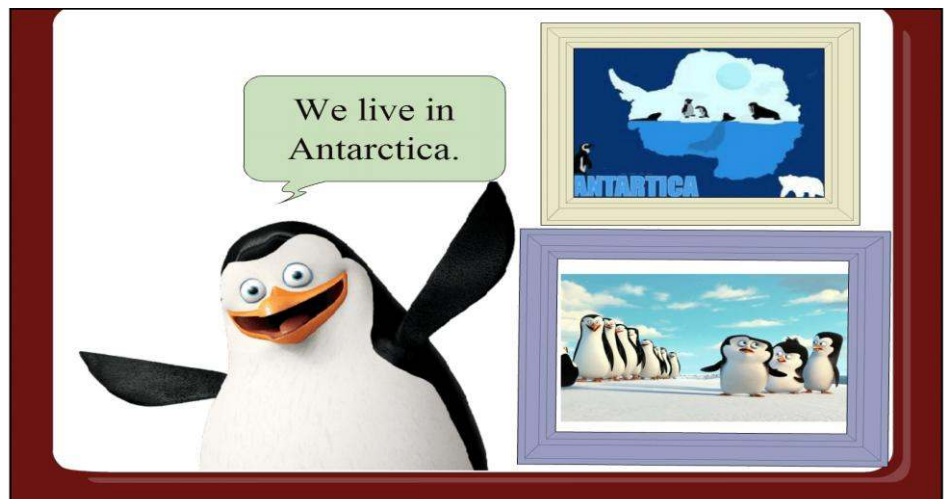
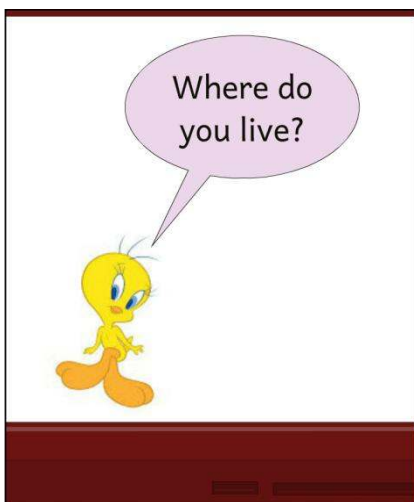
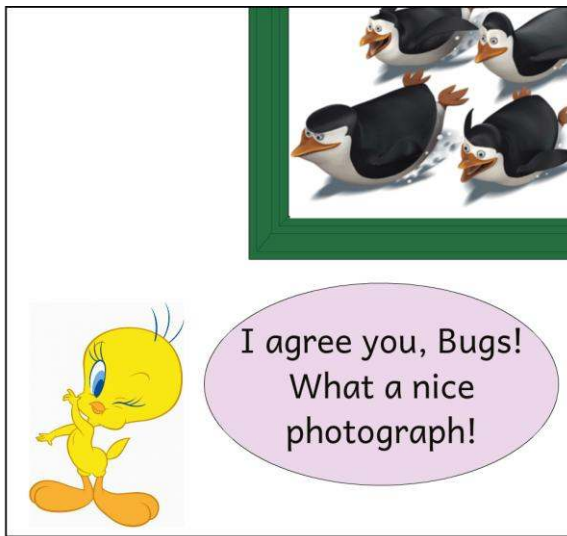
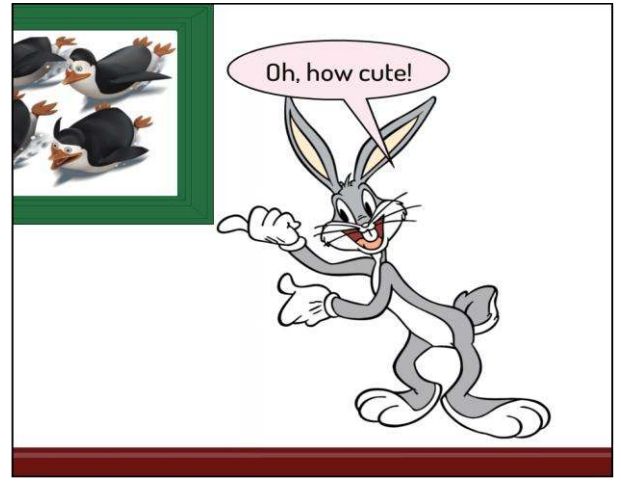


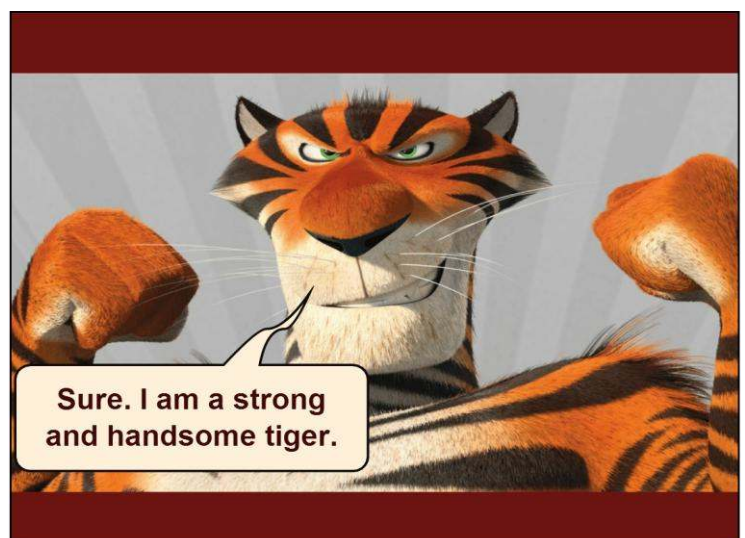
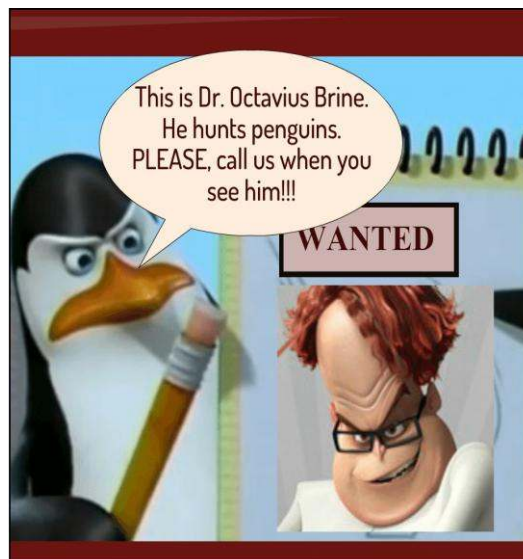
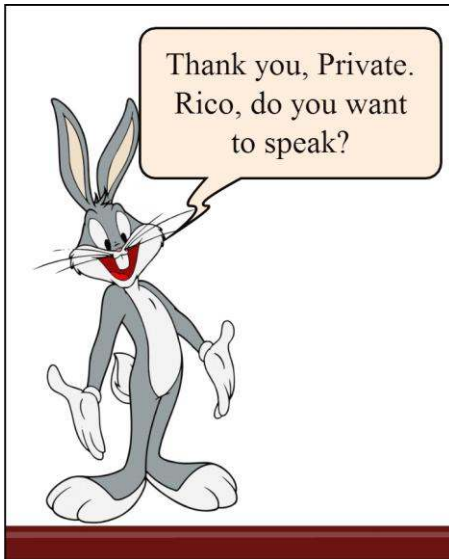
He is from Spain.

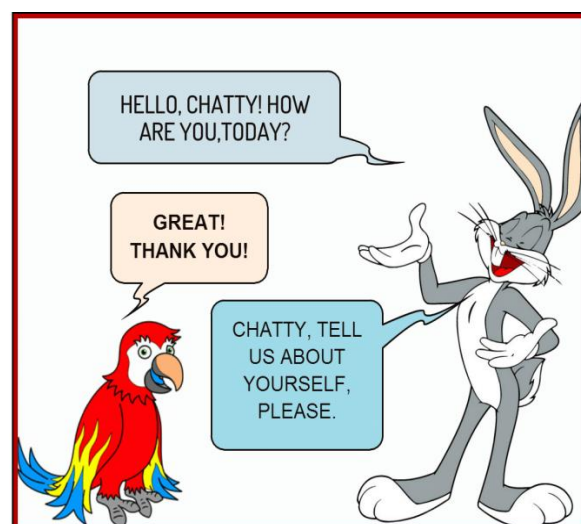
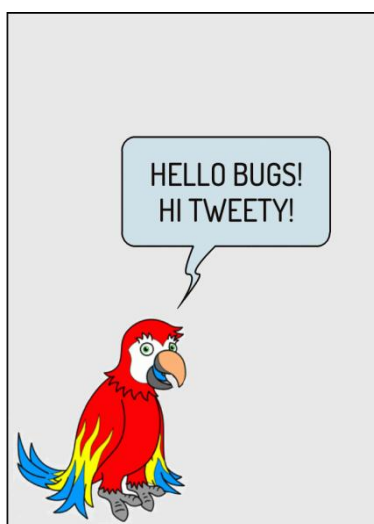
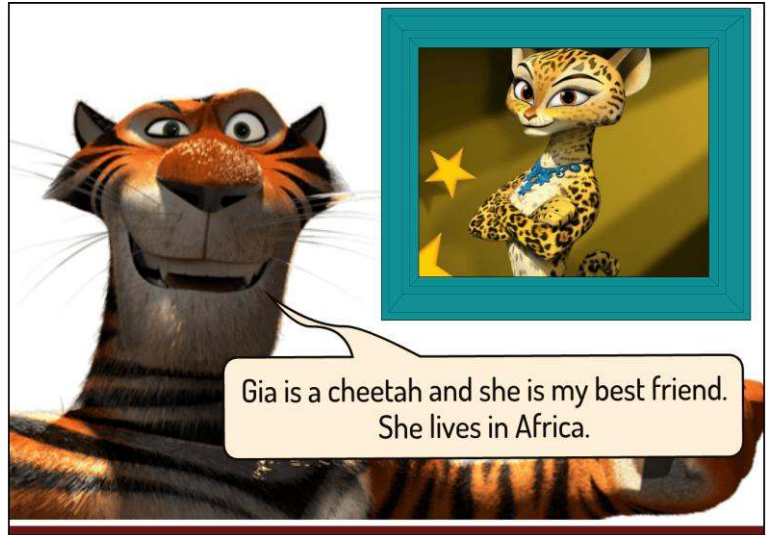
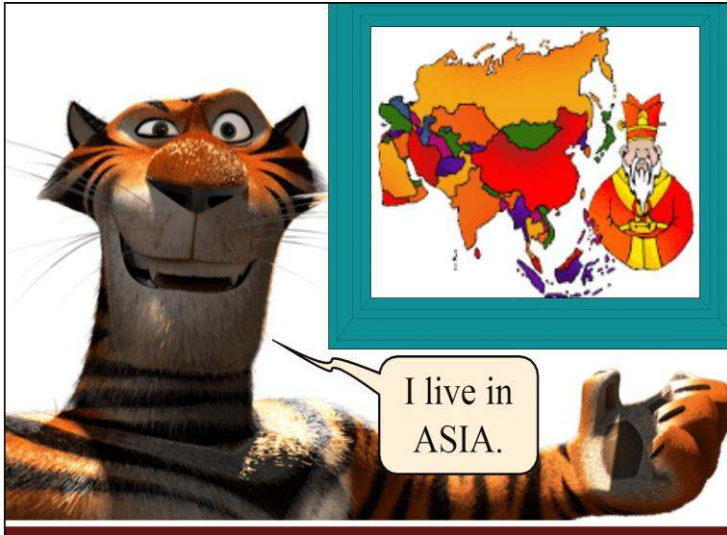
7.3. APPENDIX 3: THE COMIC STRIPS OF WEEK 3





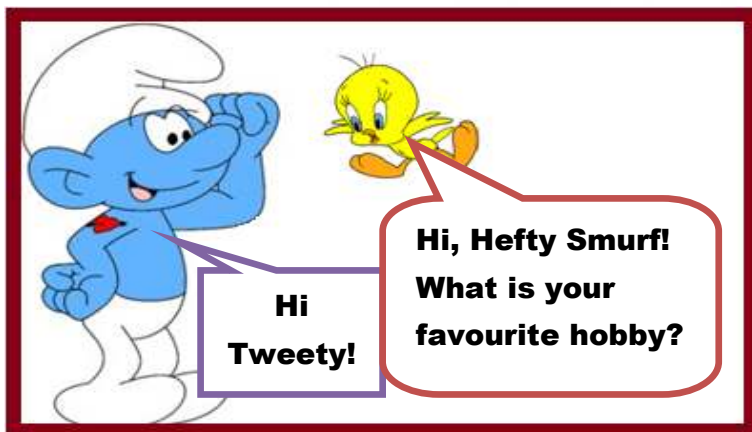


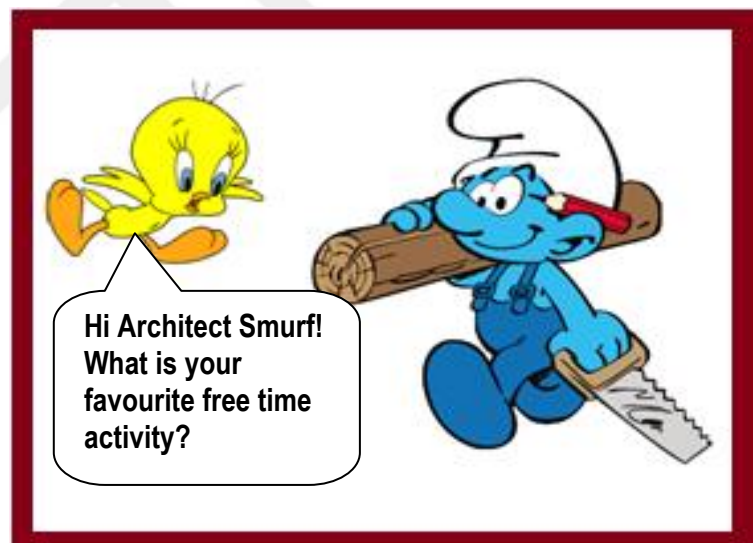


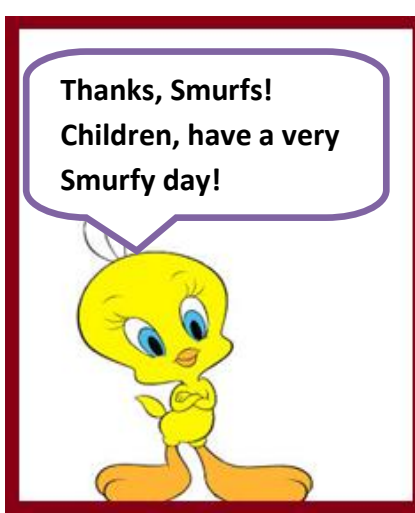




7.4. APPENDIX 4: THE COMIC STRIPS OF WEEK 4







7.5. APPENDIX 5: THE COMIC STRIPS OF WEEK 5

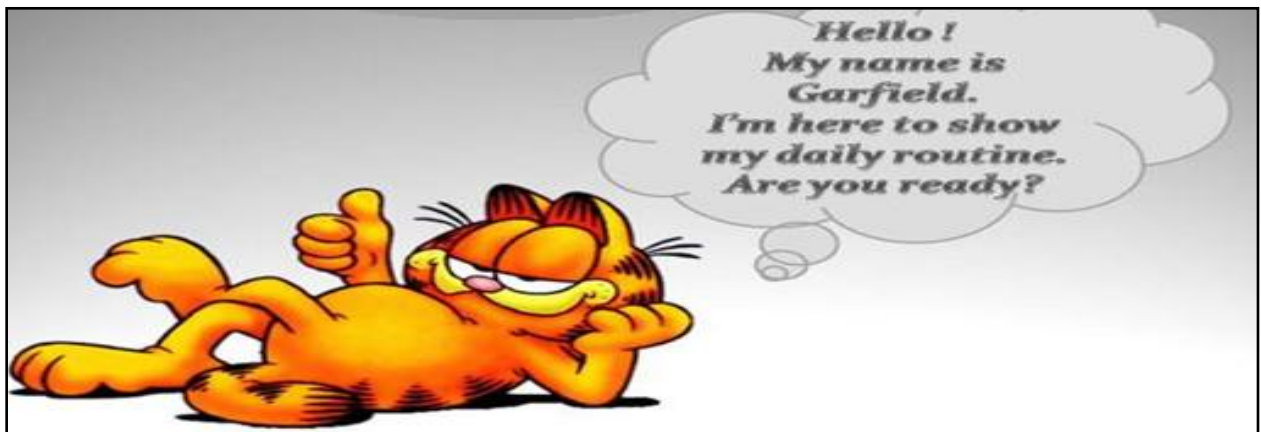








7.6. APPENDIX 6: THE COMIC STRIPS OF WEEK 6 and 7



I GET UP AT HALF PAST SIX. (AT 6.30)



THEN I TAKE A BATH.



...AND I HAVE BREAKFAST.



AFTER THAT, I BRUSH MY TEETH.



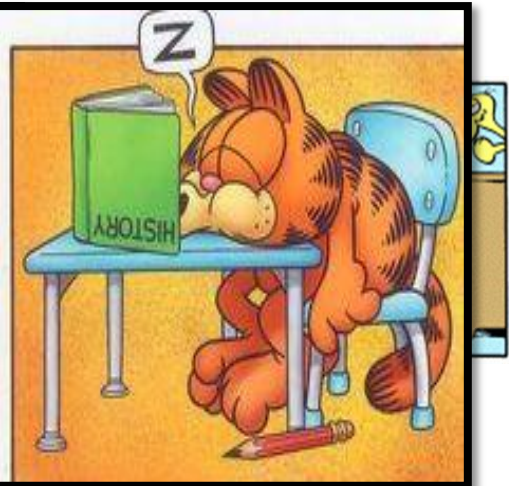
I LEAVE HOME AT QUARTER PAST SEVEN.



I GO TO SCHOOL ON FOOT.



I STUDY FROM HALF PAST SEVEN (7.30) TO TWENTY PAST TWELVE (12.20).



I ARRIVE HOME AT HALF PAST TWELVE...

...AND I HAVE LUNCH



I HAVE FUN WITH ODIE.



I PLAY FOOTBALL.



I WATCH TV AT QUARTER TO FIVE.(16.45)



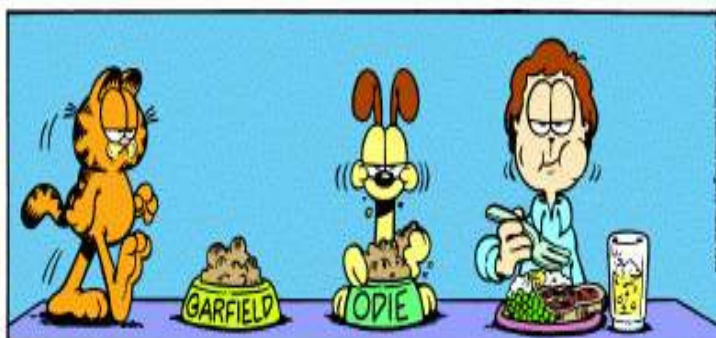
THEN, I DO MY HOMEWORK.



I DO SHOPPING AT SEVEN O'CLOCK.(19.00)



JON, ODIE AND I HAVE DINNER AT EIGHT O'CLOCK.(20.00)



I READ MY STORY BOOK.

FINALLY, I SLEEP AT TEN O'CLOCK. (22.00)

