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“Students’ perceptions about using Webtoon comics website as a reading technique to teach EFL vocabulary in a public secondary school in Mexico.”

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“Students' perceptions about using Webtoon comics website as a reading technique to teach EFL vocabulary in a public secondary school in Mexico.”

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DEDICATION

This dream, that has become true, is dedicated to all the people involved with it. I am sure without them this project could not be completed. Especially to:

My dearest son,

My beloved and supportive parents,

My helpful she cousin,

My cheerful friends,

To all my academic and in-life teachers.

These extraordinary people that have been part of my personal development from the day I was born till this moment. I want you all to know, from the bottom of my heart, I love and admire you.

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“Entrust your works to the LORD,
and your plans will succeed.” (*New American Bible*, 2023, Proverbs, 16:3)

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ABSTRACT

This dissertation analyzed if the application of webcomics was an effective reading technique to teach English common phrases vocabulary to EFL students. The webpage to read this type of comics and used in this research is Webtoon. The main objective was to gather the students' perceptions about reading Webtoon comics in EFL class, even if they were positive or negative.

Moreover, if their vocabulary, based on common phrases in English, can improve by reading this genre. A descriptive qualitative research methodology was applied. The data was collected by a questionnaire especially designed for this study. In addition, subjects' word knowledge was measured using a modified version of the VKS scale primarily done by Paribakht and Wesche (1993). This last move was thought to describe whether or not the students really improved their vocabulary, by pre and post testing them. The outcomes of this study were positive opinions, in general terms such as reading enjoyment, learning, motivation, easiness and usefulness. While in the vocabulary case; there is a slight but significant improvement in the total average.

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Chapter I

Introduction

1. Introduction

During the recent years, reading mobile apps and websites have been taking relevance in society. According to statistical information on the Webtoon Entertainment Inc. website (App Annie, May, 2020, as cited in Webtoon, 2021, Ads media kit section, 3rd slide), it has been the first worldwide place in App ranking by having 170 million of App downloads and 32 million of visits. Despite the fact that other applications have been developed to ease students' reading practices (Jamshidifarsani et al., 2019 as cited in Hofmann, 2021), in Webtoon, teachers can find two relevant aspects. First, the comic genre could be attractive to them; specially in young learners who are not willing to read more specialized texts (Templer, 2009). Second, this platform offers catch eye stories that can be read on its website or using the phone app (Webtoon, 2021, Ads media kit section, 2nd slide).

Moreover, Junaid & Arnidah (2022) state that comics provide understandable content, based on the use of pictures and dialogues working together. Besides, Wijaya, Suwastini., Adnyani, & Adnyani (2021) list some benefits of using comic strips in language learning such as: (a) it encourages vocabulary teaching, (b) it attends vocabulary enhancement, and (c) it offers creative ways for a meaningful learning process.

Some studies that focus on vocabulary improvement indicate that there is a need to continue exploring this topic. A documentary research made by Segler, Pain & Sorace (2001) carried out in the University of Edinburgh, looked for the best taxonomies and evaluations for vocabulary learning strategies to be applied in Intelligent Computer assisted Language Learning (ICALL). Finding out that Schmitt 's taxonomy plus the Vocabulary Knowledge Scale by Wesche and Paribakht (1996, as cited in Segler et al. 2001) are the most suitable for their assessment purpose. However, they pointed out that any type of VLS inventory must be previously judged by

more experienced teachers. Based on the aim that word knowledge is an important issue in communicating in another language; nonetheless, it has been uncared for in second language practices.

Another study, made by Nie & Zhou (2017) based on vocabulary learning, pictures out what kind of strategies are used by outstanding language learners. The types of strategies used in this case-study were the ones given by Cohen and Aphek (1981, as cited in Nie & Zhou 2017). Those are: the cognitive, metacognitive and social mediation. It was found that in order to be excellent vocabulary acquirers the three of them need to be used coordinately. Considering lexical knowledge as fundamental bricks in foreign language learning, one strategy is not enough (Nie & Zhou 2017).

Regarding the use of comics as teaching material, it is worthy considering social strategies that are conceptualized to be those which allows students to be close to real language and acquire it without even noticing it (Rubin & Wenden 1987, as cited in Hismanoglu, 2000). In order to introduce genuine linguistic material to language learners, Källvant (2015) proposes the use of comics. This type of literature lays out texts which may be similar to the one used in the target language in real life situations. Furthermore, Cary (2004, as cited in Källvant 2015) expresses that comics helps to reduce anxiety and frustration language learning may produce in students since they provide a wide range of images which make the content more understandable.

Vocabulary learning related to cognitive strategies, Hismanoglu (2000) defines them as those mental processes to understand, summarize, conceptualize and modify what is intended to be learned. A Chilean study carried out by Calisto-Miranda, Ulloa-Salazar & Diaz-Larenas (2018) applied a comic-based vocabulary teaching program. Young learners were taught using an approach of Presentation, Practice and Production. In addition, pre and post tests were done by the subjects. The final results were positive to the use of comic strips as reading material to enhance vocabulary knowledge.

Following the idea above, metacognitive strategies are those which allow everyone to conduct their own learning process (Hismanoglu 2000). Robbani & Khoirotunnisa (2021), in their study administered in a Yogyakarta's private university, first profits of reading comics were stated. Subsequently, comic web pages where students prefer to read were presented. Some of their findings were that the use of online comics aid in linguistic improvement especially in grammar and vocabulary. Then, this kind of material is easy to access and not expensive. Finally, it enhances critical thinking, reading comprehension, motivation and creativity.

Language teachers may feel free in using comics, by not using the same literature type in their lessons (Templer, 2009). The article titled "Graphic novels in the ESL classroom" written by Templer (2009), is a set of tools which intends to be considered by teachers when trying to introduce graphic narrative in class. This research encourages the examination of graphic novels, comics, manga and anime as suitable material in TESL. The potential benefits of using graphic novels in the ESL classroom is highlighted too. By providing an engaging and visually stimulating learning experience, graphic novels can improve students' language learning outcomes and promote cultural awareness. In contrast, the author suggests careful consideration and adaptation are necessary to ensure that they are used appropriately and effectively in the classroom.

Likewise, there exists studies about the application of comics for specific purposes, underlying their good and not so good sides. For example, an adapted "library research" made by Wijaya, Suwastini, Adnyani & Adnyani (2021, p. 234) conclude, on one hand; the benefits of using comics are improvement in language skills, grammar and vocabulary learning and teaching. On the other hand, their research demonstrates that using comic strips in language teaching may bring some challenging issues. Wijata et al. (2021) consider that teachers must work on selecting appropriate material being careful to the comic's thematics which have to be suitable to the students' language level, needs and age in order to achieve fruitful learning. Moreover, teaching through comics requires an innovative and analytical thinking which allows educational objectives to be completed.

Another aspect is about the effectiveness of applying comics media in TESOL. In addition to the aspects mentioned so far, is the one about the effectiveness of applying comics media in TESOL. In Recine's (2013) thesis, he explains that comics, used or adapted to pedagogy, can be a practical tool for TESOL professionals looking to enhance their students' language skills. He concluded that in order to be successful in the comic-based instruction, teachers must know the different types, formats, mediums and taxonomies of comics. All of this is related to the type of linguistic knowledge to be taught. Moreover, how the content is placed and what kind of pictures are used in the chosen comic plays with the quality of the given education plus the cultural shock of the students' background.

Similarly, according to a study conducted by Erina, Salam, & Husin (2017), and carried out for the English Study Program of Teacher Training and Education faculty of Tanjungpura University, English comics are a positive and functional technique for improving students' vocabulary acquisition. These authors argue that there is a slight difference of 24.57 between the pre and post vocabulary tests given to 35 students in the seventh grades of SMP Negeri 6 (state junior high school) in Pontianak, Indonesia. This means that they were from low to good acceptable average; proving that comic-based pedagogy for vocabulary enhancement is not just well worth it but also provides a nice learning environment.

As well as Erina's et al. (2017) study; an Ecuadorian research (Castillo-Cuesta & Quinonez-Beltran 2022) about the same investigation line, on vocabulary mastery, but using digital comics demonstrates the same. There exists a remarkable advance in vocabulary knowledge when language learners are submitted in comics reading. In addition, these investigators contemplate the participants' points of view about this alternative method, finding out that 63% to 78% strongly agree that it is useful. Hence, the students prefer to learn vocabulary through comics.

Following the ideas above, comic-based language teaching is a meaningful method to get through vocabulary teaching (Erina, et al., 2017). Therefore, graphic material, such as comics,

confers a reliable source of vocabulary in context (Calisto-Miranda, Ulloa-Salazar & Diaz-Larenas, 2018), in which learners may acquire new words to produce the general language skills: reading, writing, listening and speaking too (Schmitt, 2000; Mehring, 2005, as cited in Calisto-Miranda et al., 2018). As regards to this research paper, the main issue is to collect the participants' appreciation by taking advantage of the Webtoon website promoting vocabulary knowledge through its graphic stories.

A few studies are related to improving reading skill using Webtoon, as the ones cited in Yuliani & Sari (2021) such as: Kiflaini (2021) and Erya & Reza Pustika (2021) both focus on comprehension and motivation. In the case of Yuliani & Sari's (2021) research, it was just a qualitative point of view of how students perceive Webtoon's short stories as a tool to be used in class. It was found, by the interviews were made; that from 54 respondents 64.81 agreed that Webtoon related to its effectiveness (Yuliani & Sari's, 2021, p. 136). In the case of the use of Webtoon and vocabulary knowledge, a proceeding paper made in Sumatera, province of Indonesia by Efendi (2021). Again, it is a qualitative study where students' points of view about using Webtoon were collected. Efendi (2021) gathered the following information: a) Webtoon stories help them not only in vocabulary improvement but in perfecting other language skills. b) It was an aid in gaining reading habits and c) the game between illustrations plus texts assist readers in vocabulary learning.

As seen so far, there exist some previous studies that refer to vocabulary improvement through the use of different techniques. However, there is a need to research the use of Webtoon when learning English common phrases vocabulary. In the following section, the rationale of this investigation is described.

1.1 Rationale for the Topic Selection

The reason for focusing on vocabulary learning through comics relies on the following statements. Based on the studies mentioned above, one aspect is relevant: young people target.

Nonetheless, firstly it is necessary to set that group of people's reading material preferences applied to comics. According to a study carried out in public schools in Delhi; Loan & Shah (2017) found out that people in their teens prefer reading on electronic media: 35% of male; 69% of females. Mellon (1990, as cited in Loan & Shah, 2017) and Cox & Guthrie, (2001, as cited in Loan & Shah, 2017) state that most teenagers read as for fun as for leisure activity; preferring the fiction genre over other types (Loan & Shah, 2017).

Secondly, the previous studies mentioned above show that there is research regarding vocabulary learning (Segler, Pain & Sorace, 2001; Nie and Zhou, 2017). Some studies have focused on the use of comics and vocabulary improvement (Hismanoglu, 2000; Källvant, 2015; Calisto-Miranda et al., 2018; Wijaya et al., 2021; Recine, 2013; Erina et al., 2017; Robbabi & Khoirotunnisa, 2021). However, none of these studies paid attention specifically on English common phrases vocabulary. In addition, some other studies have paid attention only to perceptions of the use of Webtoon to learn vocabulary (Yuliani & Sari, 2021) Therefore, there is a need to know if there is a correlation between the use of Webtoon and the common phrases vocabulary learning, as well as to know how participants experienced learning that vocabulary through Webtoon.

1.2 Significance of the Study.

This paper aims to contribute to the use of reading comic websites, in this case Webtoon, as a reading technique for introducing new English common phrases vocabulary in youngsters. Moreover, this dissertation tends to call attention to some beneficial issues for both English teachers and learners by providing innovative learning forms, such as the implementation of online tools, i.e. webcomics in EFL classes. Consequently, this research objective is to hand out the relationship between common phrases vocabulary learning through the reading of Webtoon stories. This type of narrative is able to lure students' attention, despite not being created for educational purposes. Based on this, another relevant issue is to provide teachers and institutions

a better understanding of how no pedagogical reading websites can be managed; in such a way, that language learners obtain an improvement in their English performance. Moreover, they are proven to be efficient instruments for language teaching goals.

1.3 Context of the Research.

This research paper is set on a public secondary school in Puebla city, Mexico. This school belongs to the federal government of this country. It is relevant to underline that the researcher is not the teacher. The researcher had to borrow the subjects of the study to the principal's school and language teacher. This is a special feature in the context because the teacher was who provided the group to be considered suitable for this task. It was assumed that when the teacher wants to execute a new activity or technique, the group given is the right one because of the students' characters and willingness to participate. Moreover, the professor comments that if a new activity works with this group it is going to function with the rest of the groups.

In addition, the given participants are teenagers between thirteen to fourteen years old studying the second grade. Due to the special age the subjects face on this period in life, the Webtoon story was chosen not to have warning advice with no strong language and a minimum of disturbing images.

On the other hand, situations related to the lack of internet and technological access in this type of government schools, are another important feature in the intervention planning and execution. Finally, the details of the research context will be given in the methodology section such as participant and school's background.

1.4 Purpose of the Study and Research Questions.

The actual general research objective is to detect participants' perceptions of the use of Webtoon as a tool for reading material to learn English as a foreign language, specifically vocabulary in the form of common phrases.

In order to reach the general aim mentioned above, the following two specific objectives are set out:

To **explore** participants' common phrases vocabulary knowledge before and after using webtoon as an ELT tool.

To identify the participants' opinions about using Webtoon's reading material when teaching vocabulary in the form of common phrases.

Based on the aim of this study, the two research questions are:

RQ1. What are the participants' points of view about the use of Webtoon as a reading tool when teaching English vocabulary, specifically common phrases?

RQ2. How effective is the use of webtoon regarding the common phrases vocabulary learning?

1.5 Conclusion

During this chapter, a description about how and what is expected to obtain in this research paper was written. Themes like the rationale of the topic, the significance, the context, the purpose, the objectives and the research questions were introduced. An overall idea of why Webtoon was the chosen website to instruct vocabulary was provided, too. In the following chapter the literature review is presented.

Chapter II

Literature review

2.1 Comics and Education

In this section of the literature review, terminology related to comics, types of comics, their usage in ELT; Webtoon and other reading websites application as learning material will be described. Firstly, it is important to have in mind the concept of comics. In the general meaning of a comic, it is a pictorial way of telling a story using a little text coming into any type of graphic media (Cambridge Dictionary Org. 2023a, A2). Another understanding of comics is the one given by Gubern (1973, as cited in Ramiro-Jodar, 2013). This author assigns comics as “verbal-iconical genres”, to the form of interacting speech bubbles and images in every one of the cells into the narrative. On the other hand, Eisner (2001, as cited in Ramiro-Jódar, 2013) refers to comics as a set of pictures and expressions that differs from just text reading material, but is connected with visual storytelling; enclosing all types of comics into the term of “sequential art”. Consequently, Ramiro-Jódar (2013) comments that it is quite difficult to arrange into one complete definition of what a comic is, because of its ambivalences, several general genres and subgenres. Broadly, Gordon (2016), Stein & Thon (2013) conjoin all these categories from comic strips printed in newspapers and magazines to more elaborated like graphic novels or comic books as: Graphic Narrative.

It is remarkable to know that in Mexico 70% of readers are comic readers (Cary, 2014, as cited in Steward, 2019). Since this genre is acknowledged into general literature, graphic material, such as comics, has been used in the ELT classrooms (Steward, 2019). For example, from 1950 to present, comic strips have been considered in education because of their effectiveness in the USA (Sarma, 2016, as cited in Wijaya et al., 2021; and Symeon, 2008, as cited in Yunus et al., 2011). Calisto-Miranda et al. (2018, p. 85) tried to answer this question “Can comics be used in education?” Their response was affirmative in arguing that this type of genre can fit the conditions

of literature. Moreover, it is able to move students into reading, bringing them from a visual context to a more specialized text (Calisto-Miranda et al., 2018).

2.1.1 Types of comics around the world. Before mankind wrote down actual words, human beings portrayed their world's perception in drawings (Tiemensma, 2009). From pictures in caves, through newspapers' mocking cartoons in the 1800's, to the superheroes, one of the most popular types of comic, which appeared in the mid-twentieth century (Tiemensma, 2009). There are also comic styles from other countries, different from the English-speaking ones, and they are known as Manga (Japanese), Manwha (Korean), Manhwa (Chinese), Historietas (Spanish speaking countries), Bande Dessiné (French) and so on (Stein & Thon, 2013). It helps to understand that comics is an international art's expression (Gordon, 2016). According to Stein & Thon (2013) all this type of material, that comes from comic's strips to graphic novels, can be conjoined as "graphic narrative".

Martin (n.d.) from BDnF, an app for comics development; states that depending on every country and cultural background, a classification of this genre is as follows:

1. Franco-Belgian Comics: It is characterized for being a hard-cover book formed by different kinds of stories, which can be read for several types of public. For example: Asterix.
2. Graphic Novels: This style is mainly done in black and white. It allows the author to employ a free number of pictures, pages and the use of a non-typical narrative. Graphic novels were very popular in the beginning of the 21st century, but were born in the 70's.
3. Super - Hero Comics: This is one of the most known and successful types of comics, until now. Since the first publication of Superman in the late 1930's; two publishing houses in the USA have monopolized this market.

4. Comic Strips: This comic style is the oldest but continues to be used and being in the public preferences. It was first printed in the 19th century in newspapers and magazines, until now. i.e. Snoopy and Garfield.

5. Manga: This name refers to comics from Japan. They found their raise after WWII. This style is often made in black and white and permits to its creators freedom of text and drawings according to their public. Then, different substyles can be found in manga, those that go for girls are named as: shôjo; the ones that boys read are called: shônen, and so on.

6. Webtoons: They were firstly created in South Korea at the beginning of the 21st century. They have risen in popularity because of the facility of reading in a cell phone. This type of comics are in between a graphic novel and a manga style (Martin, n.d.).

Despite how comics are classified, every taxonomy provides a better understanding of the comic genre. Moreover, the type of comics that are the focus of this research, playing the role of an ELT reading technique. The manhwa, as is read above, is the South Korean version of the comic. In recent years, it has developed from paper to a webpage, because of the economic and social problems of that country (Lee & In-Soo, n.d.). In addition to the growing use of the Internet, manhwa has gained some appreciation. KennyCommics (2023) displays that Webtoon has gained importance among the manhwas' readers, because of the vertical reading format that permits an easier way of reading while being on the mobile.

2.1.2 Webtoon comics website. According to Webtoon Entertainment Inc. (n.d.); the webtoon website is a platform that offers an innovative way to create, develop and read stories, open to a wide range of genres and themes. Before knowing more about webtoon, it is important to have in mind the difference between webcomic and webtoon. A webcomic is a digitized book

comic that is read from left to right on a webpage. While a webtoon is a Korean comic or manhwa that is designed to be read in cell phones or the internet by scrolling down the page (Yun, 2019).

Lee & In-Soo (n.d.) share a brief story of webtoon creation. During the economical crisis of South Korea in the 1990's, the comics Korean industry was in agony. In the first decade of the 21st century, with the internet coming in, some attempts to create a webpage where to read comics were done such as N4 and Comic Plus. However, reading them was not pleasant enough. When the Cheollian was launched, a Korean internet engine, the word "webtoon" was coined to refer to "world wide web" plus "cartoon". Presenting to its users a new way to read comics in a vertical way (Yun, 2019), its creator JunKoo Kim wanted to provide everyone (storytellers and readers) an online place to have and do comics, freely (Acuna, 2016).

Since then, Webtoon Entertainment Inc. (or Naver webtoon) has grown dramatically, having around 46 million users every month (Yun, 2019). It gives an idea of the relevant role the comic genre has in society (Tiemensma, 2009). But what is most remarkable is what the Webtoon market offers to its creators and readers, its relationship with the availability and handiness of the stories, those that can be easily reached in a computer or in a smartphone (Acuna, 2016).

2.1.3 Using websites comics as vocabulary learning material. In this section of the literature review, a significant theme is introduced: Can website comics be used as vocabulary learning material? According to Tiemensma (2009) this society is living surrounded with images which come from all types of media, calling it as "visual society". It is based on the principle that pictures can convey more than just words, just like in graphic narrative (Barry, 1997 as cited in Tiemensma 2009). Related to this, the internet, all the facilities it contains and the revolution in technological devices are playing an outstanding role for both: English language learning (Yadav, 2021) and comics found online (Yunus et al. 2011). In addition, Castillo-Cuesta & Quinonez-Beltran (2022) comment that during the Covid-19 pandemic, EFL teachers need to migrate to use virtual sites and tech gadgets to introduce language skills plus word knowledge as well. For

example, Alsied and Pathan (2013, as cited in Castillo-Cuesta & Quinonez-Beltran 2022) comments that new technological tools made vocabulary learning reachable to students.

The last paragraphs englobe in destining comics in English vocabulary learning. The following studies provide foundation to this topic. An investigation conducted by Yunus et al. (2011), related to the application of digital comics in teaching ESL writing, demonstrates that the use of this type of material really helps in the language classroom, despite the disadvantages, i.e. lack of technical support. Meanwhile, Robbani & Khoirotunnisa (2021) conclude that there are some beneficial aspects in utilizing web comic-s in EFL students. i.e. Increasing in grammar and vocabulary knowledge, no need in spending much money on their easy access online and improvement in reading comprehension - motivation, creativity and critical thinking (p.1366).

In short, it can be demonstrated that the teaching of any language skill or sub-skill would be accomplished using comic-based instruction. The final outcome will be positive for both students learning and teaching practice.

2.2 Reading

Tiemensma (2009) conceptualizes reading as a survival ability in this globalized world. Notwithstanding, many people still lack this important practice, especially in low-development countries (Tiemensma, 2009). Then, the exercise of reading is not a simple process (Robbani & Khoirotunnisa, 2021). It requires several mental processes being staked (Memis & Sivri, 2016 as cited in Robbani & Khoirotunnisa, 2021). In order to understand what is being read, the readers must be careful in features such as word knowledge, mental awareness, timing, linguistic abilities, and others (Albdour, 2015 as cited in Robbani & Khoirotunnisa, 2021).

In language learning, reading is seen as one of the skills of central importance (Mikulecky, 2004 as cited in Rahayu, 2013). It plays a provider role of language basic knowledge; besides it aids to develop English comprehension (Rahayu, 2013; Albdour, 2015 as cited in Robbani & Khoirotunnisa, 2021). Moreover, this skill involves processes like phonetics and orthographics

(Price, 2012 as cited in Santi et al., 2021), which develops understanding abilities that are needed for academic purposes (Zaccoletti et al., 2020 as cited in Santi et al., 2021).

2.2.1 Reading and its importance in vocabulary learning. According to Pellicer-Sanchez (2012) vocabulary is basically acquired through listening -speaking form, from the mother tongue to second language learning, from how words are acquired in human early stages (Ingram, 1989, as cited in Pellicer-Sanchez, 2012) to the way it is learned by reading has been highly studied (Pellicer-Sanchez, 2012). Nevertheless, it has also been noticed that words are mostly learned and improved when children start reading even in their first language (Nation & Meara, 2002 as cited in Pellicer-Sanchez, 2012).

In other words, reading has a strong effect on the new words' encouragement in the speakers (Chun et al., 2012; Alsaif & Masrai, 2019 as cited in Santi et al., 2021). Furthermore, the exercise of reading not just promotes vocabulary, but habits and competences that are helpful for both FL and L2 learners (Iftanti & Shofiya, 2018 as cited in Santi et al., 2021). On the same line, studies on reading have supported the correlation between reading interest and language skills development (Novita & Juita, 2020, as cited in Santi et al., 2021 & Santi et al., 2021). An example of these studies is the Matthew effect presented by Stanovich (1986, as cited in Duff et al., 2015), which is a process where vocabulary development is related to how much is read by someone. Duff et al. (2015) based on this premise, analyzed the vocabulary growth in 4th grade students, finding out that when exposed to texts vocabulary learning is enhanced.

2.3 Vocabulary Learning.

Before defining how vocabulary learning is conceptualized, some definitions of how vocabulary is understood by some authors will be set. Procter (1996, as cited in Easterbrook, 2013) conceptualizes it in the same path as Hatch & Brown (1995, as cited in Calisto-Miranda et al. 2018) from the use the transmitter gives to the words' lay out of a specific language.

Specifically, Procter names those words as “language units” expressed with a given significance (1996, as cited in Easterbrook 2013).

Essentially, Calisto-Miranda et al. (2018) define vocabulary as the specific items that are part of a language in order to be conveyed by its users. But above all, lexis is the central part of every language (Thornbury, 2002; Lewis, 2005; Cahyono & Widiati, 2008; Banchara & Tongtep, 2021, as cited in Castillo-Cuesta & Quinonez-Beltran, 2022). Based on those vocabulary definitions, it can be stated that the lexicon learning aspect is absolutely necessary when one wants to be proficient in any language (Santi et al., 2021).

Even though there does not exist an accepted theory of how vocabulary is learnt (Chacón Beltrán et al., 2010 as cited in Easterbrook, 2013), vocabulary learning can be conceptualized, firstly, by understanding the process of learning itself. It is defined as the way individuals are capable of transforming their environment from mental awareness regardless of their biological or physical age (Illeris, 2007 as cited in Easterbrook, 2013). Then, that mental awareness is related to systematic procedures that occur inside the brain (Procter, 1996; Schmidt, 1990; LeFrançois, 2000, as cited in Easterbrook, 2013). Based on this, Schmitt (1997, as cited in Easterbrook, 2013) defines the new word acquisition as the mental framework which processes the obtained data of a given language.

Smith (2022) expresses that vocabulary learning is a long-term procedure. He suggests some elements the speaker goes through in order to learn lexicon. The first one is *exposure*. It is being in touch with the language itself. It is the way language is obtained by native speakers. It is also known as “Incidental Vocabulary Learning” (Smith, 2022). The second one is *depth of processing* or *involvement*. These two concepts refer to the level of interest learners study vocabulary by destining strategies such as using dictionaries, paying attention in class and doing word lists, emphasizing on acknowledging every word. The third one, *manipulation*, is the way learners focus on applying the words already learnt in written or speaking contexts. The last ones are *attention* (concerning learning vocabulary) and *time* given in studying unfamiliar words.

2.3.1 Vocabulary learning in EFL. On its website, British Council (n.d.) provides the definition of English as a Foreign Language (EFL) being the English instruction as a supplementary language in places where it is not spoken either as first or mother tongue. Accordingly, in language learning the task of lexis is of primordial role in order to communicate effectively (Alqahtani, 2015). In addition, being competent in any language is attached to its main linguistic skills, which cannot be improved without the required word knowledge (Thompson & von Gillern, 2020 as cited in Santi et al., 2021).

Furthermore, the concept of word knowledge refers to both possessing a certain amount of lexicon (known as vocabulary size) (Read, 2000 as cited in Calisto-Miranda et al., 2018) and the in-depth management of the lexis orderliness (Nation, 2001 as cited in Easterbrook, 2013). Nation (2001, as cited in Easterbrook, 2013) displays it in other words, on one hand each word has an spelling form how it is built up orthographic and phonological. On the other hand, that certain word or language item is part of a system. This word knowledge system is divided into two, firstly, the semantic interconnections and secondly the word usage given to its functionality in context. All of these together comprehend what is called the “Mental Lexicon”. This term is briefly described of all the vocabulary stored and administered by an individual (Aitchison, 2003; McCarthy, 1990; Nation, 2001, as cited in Easterbrook, 2013).

2.3.2 Vocabulary’s common expressions for everyday communication. According to Cambridge Dictionary (2023b) an expression is the application of a certain word or a combination of them in a specific moment. The definition provided by 7ESL (2023) adds that this set of words provide significance when directed to precise usage.

Koltai (2014) indicates that in English the following expressions exist: a) Idiomatic expressions are a word formula with a certain meaning, b) slang are non-formal, everyday spoken phrases expressed by a given group in society, c) phrasal verbs are adverbs or prepositions joined to previous verb with metaphorical sense, d) proverbs offer the listener a recommendation

in a short phrase, e) cliché are old fashionable descriptions, f) jargon is lexis spoken between professionals of a certain field, and g) nation/culture specific expressions. Another is the one given by 7ESL webpage (2023 para. 2) as a simpler English expressions' taxonomy. 7ESL divides them into idioms, collocations, phrasal verbs, proverbs and common expressions. Focusing on the latter concept of common expressions, they are defined as those statements easily and generally conveyed by all types of English speakers.

Gerber (2014) indicates that initial language learners should start studying those daily used locutions, which allow them to speak with other people, even if they commit mistakes in the process. She presents 650 everyday common expressions from greetings to interjections. This list was made to be consulted by beginner to intermediate language levels. However, the most approachable list is given by Oliveira's (n.d) 500 real English phrases. This table is set to be studied for advanced, intermediate and beginners. However, it is found to be helpful; hence it is shorter, well-divided into actual circumstances and common expressions by L1 speakers. Therefore, a representative sample of those words is set in order to point out the real learning advance of these research subjects.

2.4 Conclusion

In the literature review section, the entire theoretical framework was reviewed. The main purpose is to inform what the academic experts have to share about the main topics of this dissertation. Some ideas were developed to explain what is a comic and its taxonomy, the types of vocabulary and vocabulary learning in EFL as well as the importance of reading and its role in vocabulary acquisition throughout language learning. All this review was done in order to approach the answers to the research questions and the possible conceptual gaps in chapter one. It is the final part of chapter two, and the beginning of chapter three, where the research methodology is detailed.

Chapter III

Research Methodology

2. Introduction

According to Crossley (2023) how well structured the research methodology is built up by the developer, the successfulness in three areas of the dissertation will be fulfilled. The first one is: to obtain convincing and accurate outcomes based on a good methodology design. Second one is to allow consistent results. The third one reflects on the challenges to be faced during the investigation. Therefore, in this section, information about the paradigm and the research approach is included. In addition, the data collection procedure is described, for instance, the research context, the participants and instruments. Finally, the data analysis is also presented.

3.1 Methodology

Since the goal of this research project is to explore the students' perceptions about using Webtoon as a reading technique to improve their learning of English common phrases vocabulary, the chosen paradigm was resolved to be qualitative.

According to Valle-Taiman et al, (2022) this type of methodology is described as the way certain phenomena are studied in order to explain them based on the opinions, feelings and behaviors of a certain group in a given situation.

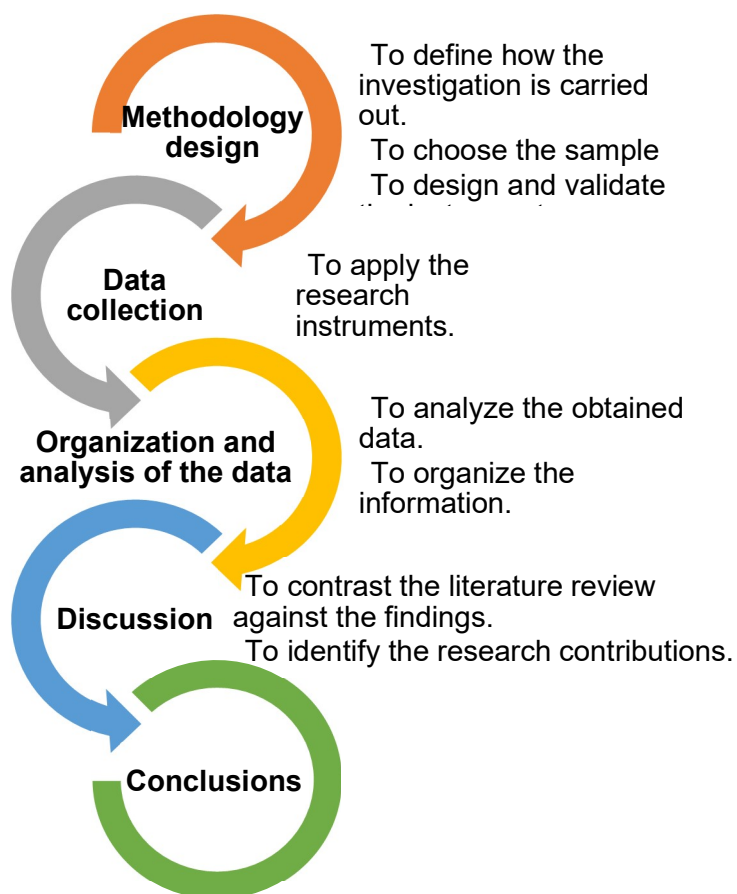
Therefore, on the one hand the descriptive method aids the researcher to understand the problem from the individuals' points of view, collecting them and depicting the data from an investigation in a closer form (Sandelowski, 2000 as cited in Valle-Taiman et al., 2022). On the other hand, the qualitative approach permits obtaining data and organizing it by grouping, identifying, categorizing, describing and interpreting certain patterns, perspectives and/or necessary traits (Nassaji, 2015, as cited in Valle-Taiman et al., 2022, p. 13). Even though qualitative data is used to gather subjects' perceptions to understand the reality in a micro context

(Valle-Taiman et al., 2022), numeric information can be reunited too to focus on precise units of analysis (Nino, 2011, as cited in Valle-Taiman et al., 2022). It does not mean it is going to change into a whole qualitative approach or a mixed one (Valle-Taiman et al., 2022).

The research is designed according to Valle-Taiman et al. (2022) who explain the descriptive method under a qualitative approach based on the following adapted diagram (Figure 1). However, they explain that even if it looks like a step-by-step scheme, it does not mean that the real research process would be in that way. That is, sometimes the researcher has to move between the stages to modify, adapt and improve what has been done according to the obtained results.

Figure 1

Methodology Design.



Note: Research Process. Adapted from Valle-Taiman et al., 2022, p. 19.

Moreover, Valle-Taiman et al. (2022) underline that the methodology design is quite important when researching, because it is the pathway to be followed in the decision making process of delimiting the sample, collecting, organizing and analyzing the data and the ethical considerations to be taken in the whole investigation.

To sum up, descriptive-qualitative methodology applied on this dissertation is the manager to direct the investigation since it provides the overall criteria in research design such as: techniques, instruments, sampling, data collection and analysis of the outcomes.

3.2 Context

This study aims to describe the participants' perceptions about the use of Webtoon (web comics) as a reading technique to introduce vocabulary as English common phrases to secondary school students through comparing their learning improvement and surveying their impressions. Hence, the relationship between the improvement of vocabulary learning and the subjects' perceptions of this technique is presented qualitatively. In order to work on this concern, it was chosen as the research place: Secundaria Federal 5 Jesús Romero Flores. It is a public institution that is located in Camino Real a San Felipe 54 La Pedrera; Municipality of Puebla, Mexico. This school offers the three levels of secondary school according to the country's legacy. The second grade in the morning shift is the one in which this study is carried out. The Secundaria Federal 5 is an institution married with its vision, mission and values. Most importantly, it is based on its main purposes; firstly this school wants to obtain an effective professional development in order to build a beneficial community and a congruent relationship between teachers and their professional performance. Finally, the school pursues good relations with all stakeholders of the institution (Secundaria Federal 5 Puebla, n.d.)

Furthermore, it is important to present the mission and vision in which Secundaria Federal 5 Jesús Romero Flores is based on. In its mission statement, it is focused on graduating people with a great sense of themselves and their environment, according to an integrative training where their values, knowledge, abilities and aptitudes are strengthened by the school's ethics and humanism. Then, the vision relates to its contribution to society as a committed institution whose main product is the school community quality of life. Since this institution was inaugurated in 1978, its main commitment has been to provide our society with the best students by supporting their intellectual, social and emotional growth (Secundaria Federal 5 Puebla, n.d.).

3.3 Participants

In this section of the study, the subjects who are part of it are presented in a closer way. As introduced in the context of the study section, the participants of the study are in the second grade at a public secondary school of the federal government. The English language is just another subject in the academic curriculum. It helps to understand that the participants just take a few hours of this foreign language per week. However, their willingness to learn and enjoyment to be part of the intervention was noticeable.

The current group is integrated by twenty seven men and women. However at the moment of the intervention, the whole group was not able to participate. In the case of this study just the ones presented in the first and second class are to be taken into account, being a total of 16 subjects: 7 women and 9 men.

3.4 Instruments

In order to fulfill the research objective, two different types of instruments in the format of survey were done. The first one is a modified version test of a self-report scale which surveys the students' level of vocabulary knowledge. As a secondary instrument, a questionnaire was designed to collect the students' perceptions about their experience of using Webtoon in EFL

class and how successful they think reading Webtoon is in learning vocabulary. According to Dörnyei (2003, as cited in Burns, 2010) questionnaires can be divided according to the data the researcher wants to obtain, such as: a) you observe facts or events, b) how the individual acts in certain situations or c) to collect the subjects' perceptions. In this case and in concordance with the given methodology, the instrument to be used is the survey through a designed set of items in the questionnaire that allows the researcher to gather judgements and/ or appreciations (Valle-Taiman et al., 2022).

As introduced in the last paragraph, one of the tools in this research is a kind of modified likert -scale test. It permits quantifying the level of vocabulary knowledge that is learnt by the subjects, before and after the reading intervention. In order to do this, a modified version of the VKS Scale (Vocabulary Knowledge Scale) from Paribakht and Wesche (1993) is thought to be a questionnaire in which the subject under investigation evaluates by him/herself in which extent a word is known from familiarity to unfamiliarity. This scale is thought to be applied before and after comic-based reading to estimate the subjects' vocabulary improvement (Iqbal & Komal 2017). This VKS modified version consists of fifty phrases, taken from the comic in use. Every item must be answered according to every subject's self-assessment, based on their level of English phrases vocabulary Knowledge.

A questionnaire was then designed in order to find out as specifically as possible how students perceive Webtoon. Embracing the word knowledge self-report, the questionnaire helps to describe the own learning process of each student, then if they enjoy it and finally how useful the comic reading technique was for them. It is formed by just one open-ended question and the rest are closed -ended questions, in which eight are yes-no questions and 4 are rating-scale from strongly agree to strongly disagree.

Both instruments were considered to be part of a survey technique, which is thought to be the most convenient one in order to conjoin the needed information to answer the research questions determined in this dissertation.

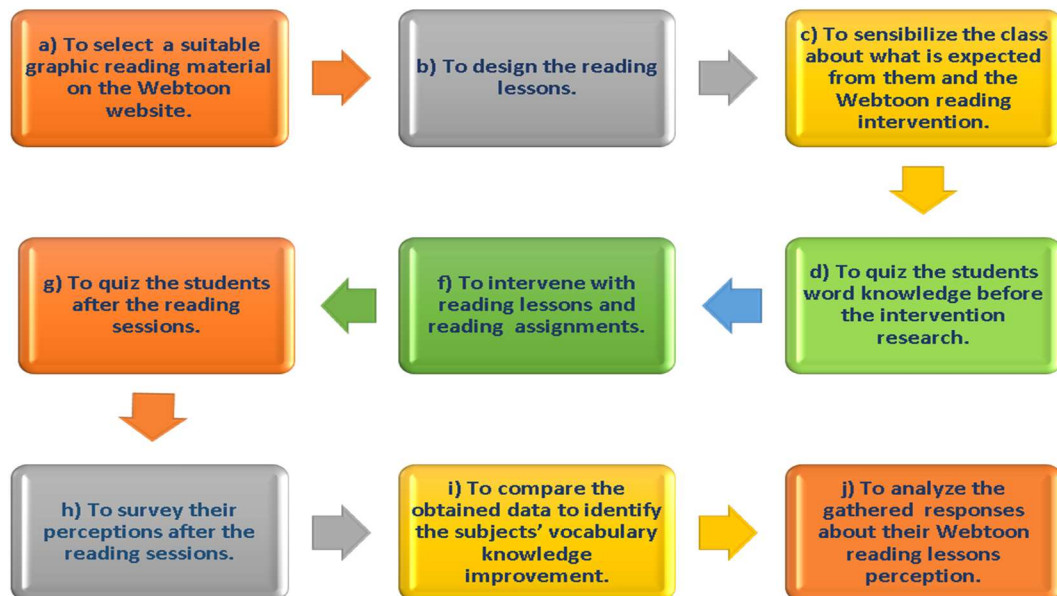
3.5 Description of overall research design.

The actions to collect the data for this research are as follows. The first move is to sensibelize the students in the application of the reading technique. It is done by introducing what is Webtoon and what is expected from this intervention. After, the VKS pre test is given in order to obtain the first outcomes. Then, the reading technique is started in the next two sessions. At the end of the readings, the VKS post test with the questionnaire to collect their perceptions is applied. This process is thought to obtain those necessary responses to provide a suitable answer to every one of the research questions.

This process, described above, is seen in detail in the next figure (2).

Figure 2

Research Design Description



3.6 Data analysis

The modified version of the VKS test is done to be applied before and after the reading comic-based intervention. Once it has been taken out from the subjects, the data analysis starts by scoring each test. The group is then placed in a level according to the overall average, based on Table 1:

Table 1

Word Knowledge Level Chart

Word Knowledge Level	Points	Word Knowledge Description
Level I	1 to 25	Unknown to Slightly Known Words
Level II	26 to 50	Slightly Known to Moderate Known Words
Level III	51 to 75	Moderate Known to Fairly Known Words
Level IV	76 to 100	Fairly Known to Core of Known Words
Total: (100 points)		

Consequently, the correlation between Webcomic reading and the learning of common phrases vocabulary improvement is seen in the first and second test scores differences. After obtaining an overall average, it is observed whether or not the investigated group moves to a higher level after the reading intervention.

Once the data analysis has been performed and adapted to the proposal given by Valle-Taiman et al. (2022), and based on it, the information gathered should be organized in “units of analysis” (Valle-Taiman et al. 2022, p. 38). This helps the researcher in hosting, studying and comprehending the information to accomplish the investigation's main objective. In other words, without categorizing the results to be interpreted, the research is in danger of not getting convincing outcomes. In the case of the Word knowledge scale, the units of analysis or categories are called “Levels”.

In the case of the survey on subjects' perceptions of effectiveness, the responses collected are classified into groups or categories and subcategories, according to Valle-Taiman et al., (2022). The grouping organization is shown in the next table:

Table 2

Categorization Chart

Main Category	Subcategory	Question Number
Reading	Reading Enjoyment	Q-1
	Comics Reading Enjoyment	Q-2
	Webcomic Reading Enjoyment	Q-3, Q-11
Main Category	Subcategory	Question Number
Webtoon	Previous Usage	Q-4
	Learning Perception	Q-5
	Efficiency Perception	Q-12
	Motivation Perception	Q-10, Q-13
Main Category	Subcategory	Question Number
Learning process	Easiness Perception	Q-6
	Difficulty Perception	Q-7
	Usefulness Perception	Q-8

Valle-Taiman et al. (2022) indicate that the main categories always are implicit in the research questions. Once they are stated, the subcategories appear to have more defined concepts. Sometimes, when the main categories are revised, some others come out called “emerging categories”

After labeling the gathered data, a process of codification is needed to identify the subject that gave the information (source), and the way it was obtained (technique) (Valle-Taiman et al., 2022). Doing this last movement, the data analysis becomes effective and efficient because it

allows the contrasting information procedure and establishment of connections between the outcomes (Valle-Taiman et al., 2022).

3.7 Conclusion

It is understood that researching on any given problem in any area of the society, its main purpose is to obtain knowledgeable reality (Valle-Taiman et al., 2022). Related to the educative investigation, authors such as Díaz et al. (2016 as cited in Valle-Taiman et al., 2022) and Sabariego & Bisquerra (2009 as cited in Valle-Taiman et al., 2022) agree that inquiry on this area is a procedure which allows to collect data in a concerted way to perceive the educational paradigm from a scientific point of view. Based on this, the research methodology chapter aimed to convey those steps to be needed in the descriptive-qualitative method to be applied in this dissertation. Thus, the systematic process used to give a suitable answer to the proposed research questions within the purpose of the study, was set in this chapter. Hence, in chapter four the outcomes of this intervention are presented.

Chapter IV

Results

3. Introduction

This chapter presents the results and their interpretations. Therefore, tables and graphics were developed in order to bear a better understanding of the rationale and purpose of this study. In addition, a discussion of the results after providing the answers to the research questions that were the root of the thesis was written. All this analysis was done in order to comprehend the participants' views on the use of Webtoon as a tool for reading authentic material to learn common phrases vocabulary, which is the main core of the dissertation.

4.1 Obtained Results

This section is presenting the results obtained from the research instruments. They will be presented through the use of graphs and tables to explain them clearly and consistently. A comparison between the vocabulary knowledge tests' outcomes is set. The objective, to introduce them firstly, is to understand if the webcomics reading to learn common phrases vocabulary was achieved successfully in some way. Finally, the perception survey's results are developed below. The reason is to obtain a general idea if learning English as a foreign language through reading webcomics is well received by teenage students.

4.1.1 Pre-test and Post- test's Results comparison. In this section, the pre and post tests results obtained from a modified version of the Vocabulary Knowledge Scale (originally made by Paribakht and Wesche 1993) are displayed in the following table:

Table 3

VKS Tests Results

# Subjects	Pre Reading Score										Post Reading Score										
	A	B	C	D	Total Responses	A 0.5	B 1	C 1.5	D 2	Total Score 1st VKS Test	A	B	C	D	Total Responses	A 0.5	B 1	C 1.5	D 2	Total Score 2nd VKS Test	
Subject 1	29	13	5	3	50	15	13	7.5	6	41	33	12	2	2	49	16.5	12	3	4	35.5	
Subject 2	13	28	8	1	50	6.5	28	12	2	48.5	9	36	5	0	50	4.5	36	7.5	0	48	
Subject 3	14	14	15	7	50	7	14	22.5	14	57.5	3	27	12	8	50	1.5	27	18	16	62.5	
Subject 4	15	9	22	4	50	7.5	9	33	8	57.5	15	7	28	0	50	7.5	7	42	0	56.5	
Subject 5	10	19	15	6	50	5	19	22.5	12	58.5	4	36	3	7	50	2	36	4.5	14	56.5	
Subject 6	16	29	5	0	50	8	29	7.5	0	44.5	4	33	13	0	50	2	33	19.5	0	54.5	
Subject 7	20	13	8	9	50	10	13	12	18	53	17	16	15	1	49	8.5	16	22.5	2	49	
Subject 8	13	23	10	4	50	6.5	23	15	8	52.5	13	9	19	9	50	6.5	9	28.5	18	62	
Subject 9	6	26	15	3	50	3	26	22.5	6	57.5	0	31	14	5	50	0	31	21	10	62	
Subject 10	33	4	7	6	50	17	4	10.5	12	43	30	9	9	2	50	15	9	13.5	4	41.5	
Subject 11	14	10	6	20	50	7	10	9	40	66	6	15	15	14	50	3	15	22.5	28	68.5	
Subject 12	13	16	15	5	49	6.5	16	22.5	10	55	9	20	17	4	50	4.5	20	25.5	8	58	
Subject 13	20	4	12	14	50	10	4	18	28	60	0	22	7	21	50	0	22	10.5	42	74.5	
Subject 14	19	10	21	0	50	9.5	10	31.5	0	51	19	14	17	0	50	9.5	14	25.5	0	49	
Subject 15	12	30	5	3	50	6	30	7.5	6	49.5	17	23	10	0	50	8.5	23	15	0	46.5	
Subject 16	20	25	4	1	50	10	25	6	2	43	13	34	2	1	50	6.5	34	3	2	45.5	
						134	273	259.5	172	838							96	344	282	148	870
						Average				52.38							Average				54.38
						Median				52.75							Median				55.50

It can be observed that there is a slight positive improvement between the first and second test of 2 points in the total average. While in the median an almost 3 points of difference in comparison from the pre and post tests. In this case, it is important to consider that the reading intervention was really short in time and chapters actually read by the subjects; these two points average are really significant.

According to Figure 3. Word Knowledge Level Chart, the target group is in level III having a moderate knowledge of the common phrases vocabulary that were tested in the instrument, before and after the intervention.

Figure 3

VKS Level

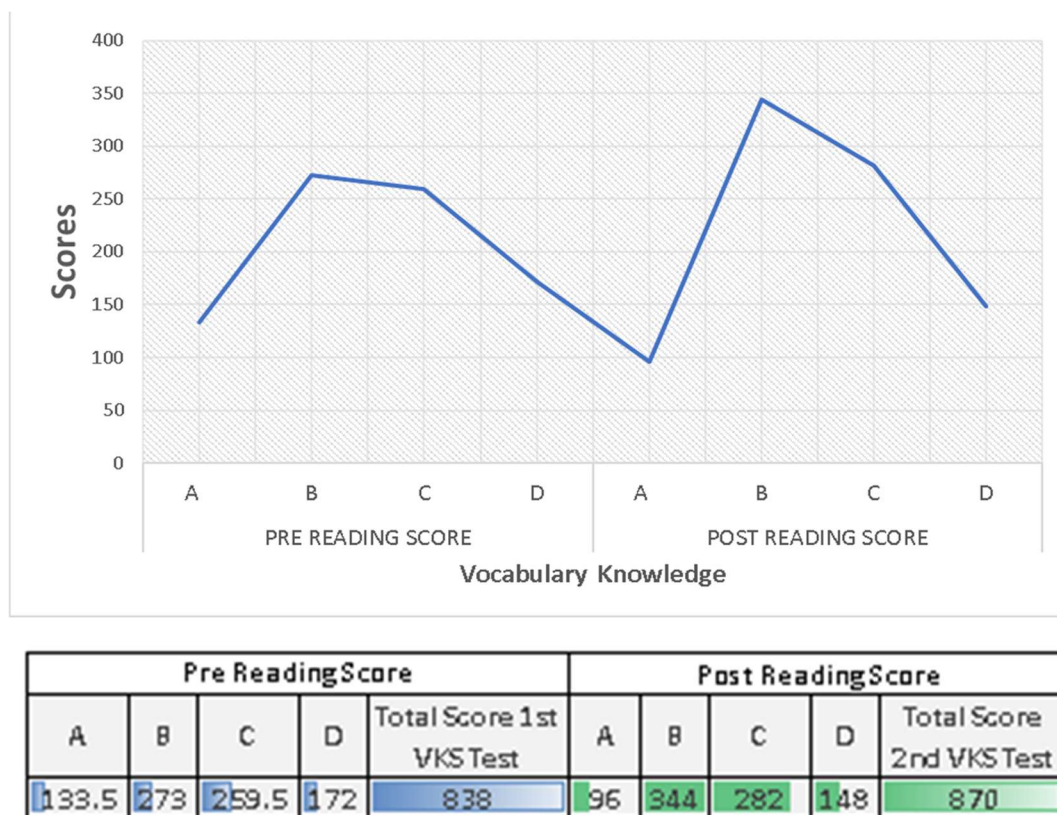
Average	52.38	Level III Moderate known to Fairly Known words	Average	54.38	Level III Moderate known to Fairly Known words
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Furthermore, it can be observed that the word knowledge moves from A (completely unfamiliar) and D (completely familiar) to B (moderately familiar) and C (fairly familiar). In other

words, the learning curve of the vocabulary knowledge moves from the sides to the center of the table, as follows:

Figure 4

Vocabulary Knowledge Learning Improvement Curve



In the next paragraphs the perceptions survey is presented in order to have a complete overview of this research.

4.1.2 Survey's results. The main objective of the perception survey was to detect the students' points of view about the Webtoon reading tool in learning English as a foreign language, specifically common phrases vocabulary. Based on this, the outcomes were categorized and the obtained results are as follows.

The first category is Reading. Its sub-categories are classified into: reading enjoyment, comic reading enjoyment and webcomic reading enjoyment.

4.1.2.1 Reading enjoyment. The results are organized in the table below:

Table 4

Reading Category Results

Main Category	Subcategory	Question Number	Answer	Qty	%
Reading	Reading Enjoyment	Q-1 Do you like to read?	Yes	5	31
			No	0	-
			Sometimes	11	69
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Comics Reading Enjoyment	Q-2 Do you like to read comics in general?	Yes	5	31
			No	5	31
			Sometimes	6	38
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Webcomic Reading Enjoyment	Q-3 If you read comics, do you read your favorite ones online?	Yes	3	20
			No	6	40
			Sometimes	6	40
			Results	15	100
	Subcategory	Question Number	Answer	Qty	%
	Webcomic Reading Enjoyment	Q-11 I enjoy the experience of Reading Webtoon in class.	Strongly agree	3	19
			Agree	9	56
			Neutral	4	25
			Disagree	0	-
			Strongly disagree	0	-
			Results	16	100

In this subcategory, it is pictured in Figure 5, 31% of the students really enjoy reading, compared to 69% that they sometimes like to read. There are no students who do not like to read in general.

Figure 5

Reading Enjoyment: Q-1 Do you like to read?

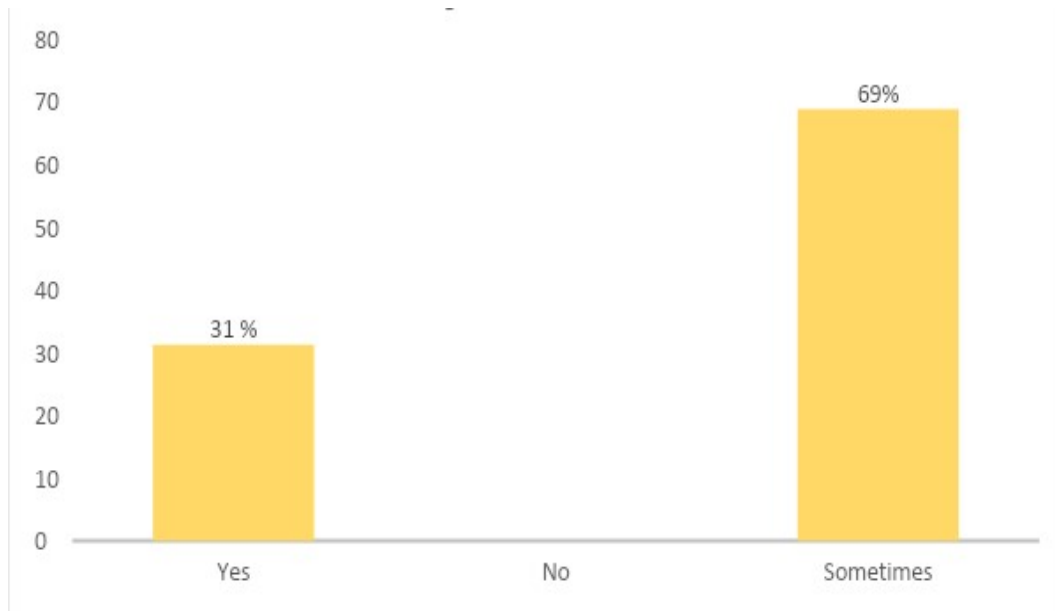
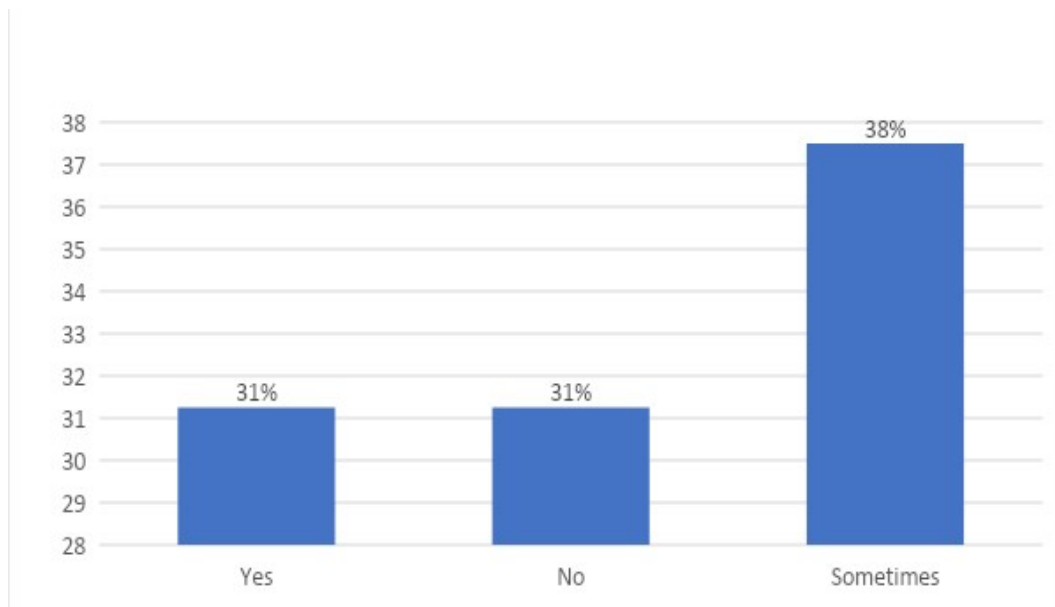


Figure 6

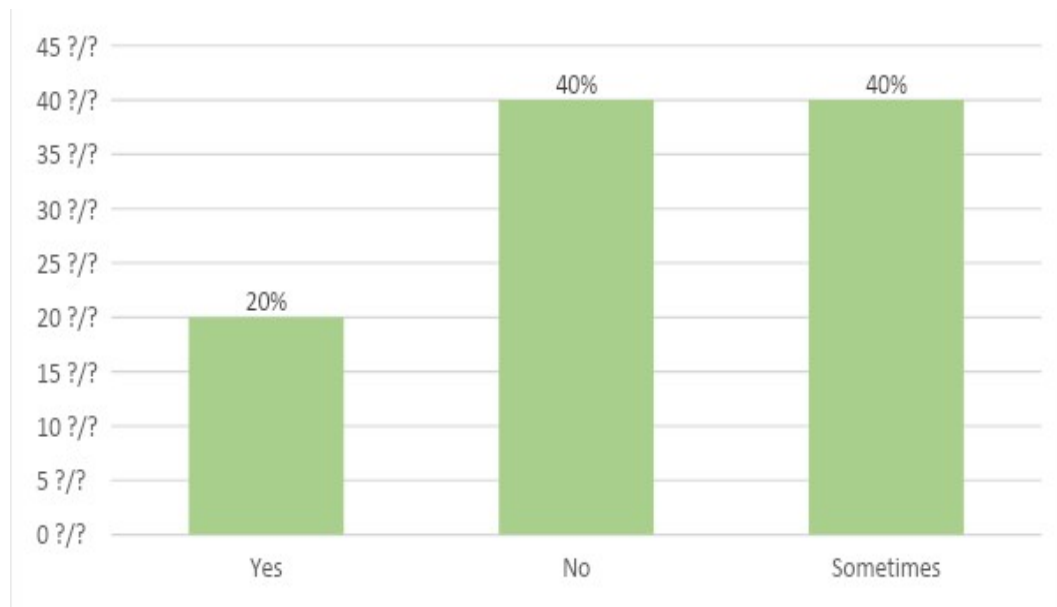
Comics Reading Enjoyment: Q-2 Do You like to read comics, in general?



In Figure 6, it can be observed that reading on comics is a moderately preferred genre by 38% of the participants. Whilst, less than a third are situated between completely liking and disliking comics reading.

Figure 7

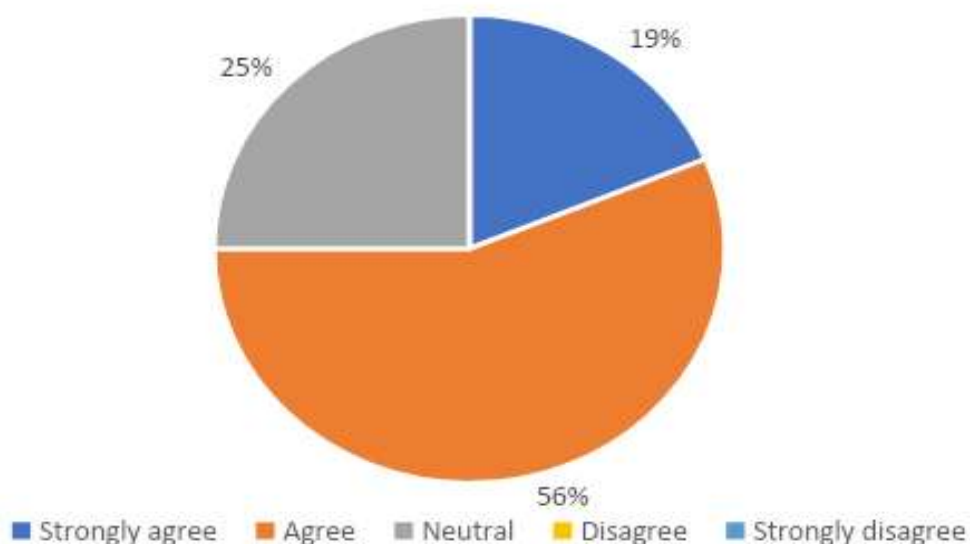
Webcomic Reading Enjoyment: Q-3 If you read comics, do you read your favorite ones online?



It is shown, in Figure 7, that there is a minimum of just 20% of the participants that read comics online. It contrasts with those who usually read them online (40) or the ones that do not read them at all (40).

Figure 8

Webcomic Reading Enjoyment: Q-11 I enjoy the experience of reading webtoon in class.



In the Webcomic Reading Enjoyment's subcategory (Figure 8), a quarter of the respondents stayed neutral. Participants do not disagree in reading comics in class, although 31% are reluctant to read comics (Figure 6). Besides, 40% do not read comics online (Figure 7). In contrast, there are 56% plus a 19% who agree and strongly agree in enjoying the experience of reading webtoon in class, as well (Figure 8).

4.1.2.2 Feelings and opinions about Webtoon. The second category is Webtoon. This position tends to basically explain those perceptions related to participants' feelings and opinions about Webtoon as a learning tool, its efficiency and motivation enhancement in EFL learning. The data collected is displayed in the next table:

Table 5

Webtoon Category Results

Main Category	Subcategory	Question Number	Answer	Qty	%
Webtoon	Previous Usage	Q-4 Had you ever used Webtoon before?	Yes	2	13
			No	13	81
			Sometimes	1	6
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Learning Perception	Q-5 Do you think reading on Webtoon helps you to learn English vocabulary?	Yes	7	44
			No	2	13
			Maybe	7	44
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Efficiency Perception	Q-12 I consider learning vocabulary reading comics in Webtoon was useful.	Strongly agree	5	31
			Agree	3	19
			Neutral	6	38
			Disagree	1	6
			Strongly disagree	1	6
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Motivation Perception	Q-10 I consider to read comics in English class an innovative idea	Strongly agree	7	44
			Agree	8	50
			Neutral	1	6
			Disagree	0	-
			Strongly disagree	0	-
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Motivation Perception	Q-13 I consider that reading on webcomics increases my interest in learning English.	Strongly agree	5	31
			Agree	8	50
			Neutral	3	19
			Disagree	0	-
			Strongly disagree	0	-
			Results	16	100

In this category, it was considered whether the participants were familiar with the use of Webtoon, so the previous usage subcategory was created. It is found out that just two of them had used the website in advance.

Table 6

Previous Usage Subcategory Results

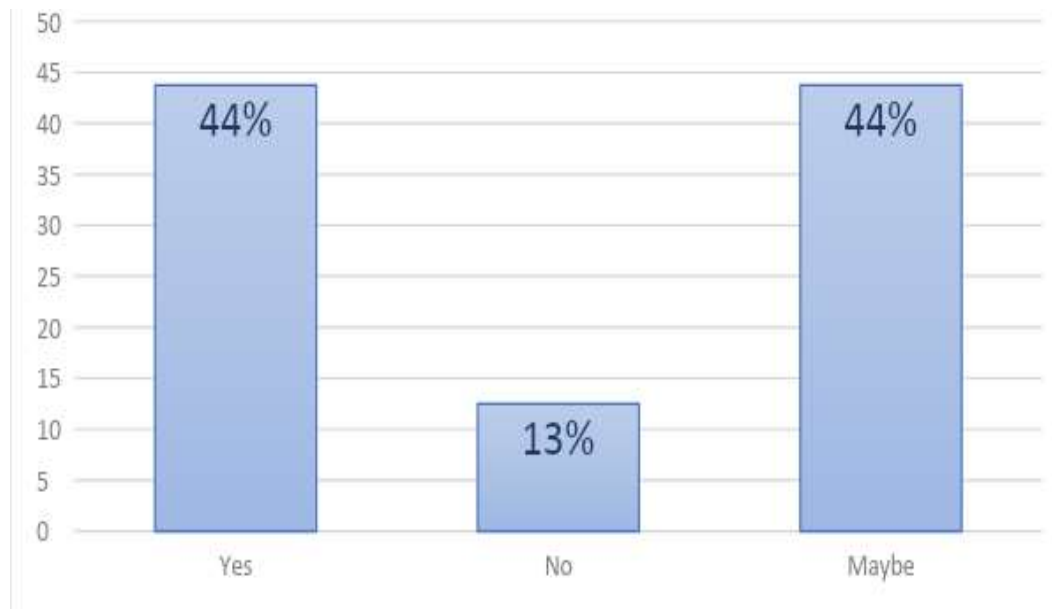
Subcategory	Question Number	Answer	Qty	%
Previous Usage	Q-4 Had you ever used Webtoon before?	Yes	2	13
		No	13	81
		Sometimes	1	6
		Results	16	100

The subjects under investigation expressed that Webtoon can possibly be an efficient vocabulary learning tool. In the learning perception subcategory (Figure 9), 44% consider that it

really helps in learning vocabulary, towards another 44% that perhaps using Webtoon can be helpful for learning vocabulary.

Figure 9

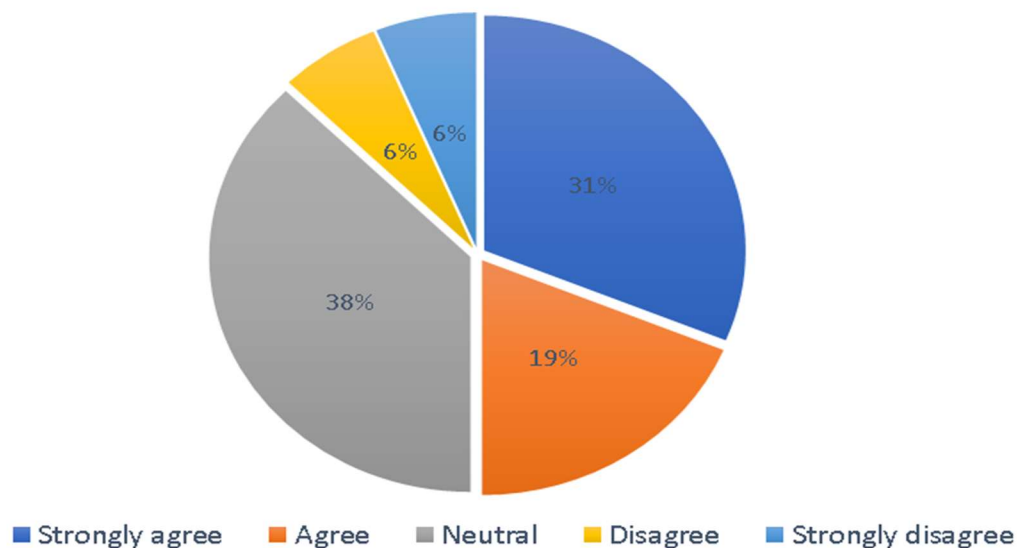
Learning Perception: Q-5 Do you think reading on Webtoon helps you to learn English vocabulary?



In the same line, the efficiency perception subcategory (Figure 10) 31% strongly agree; while 19% agree in Webtoon's efficiency for learning English vocabulary. 38% stay neutral.

Figure 10

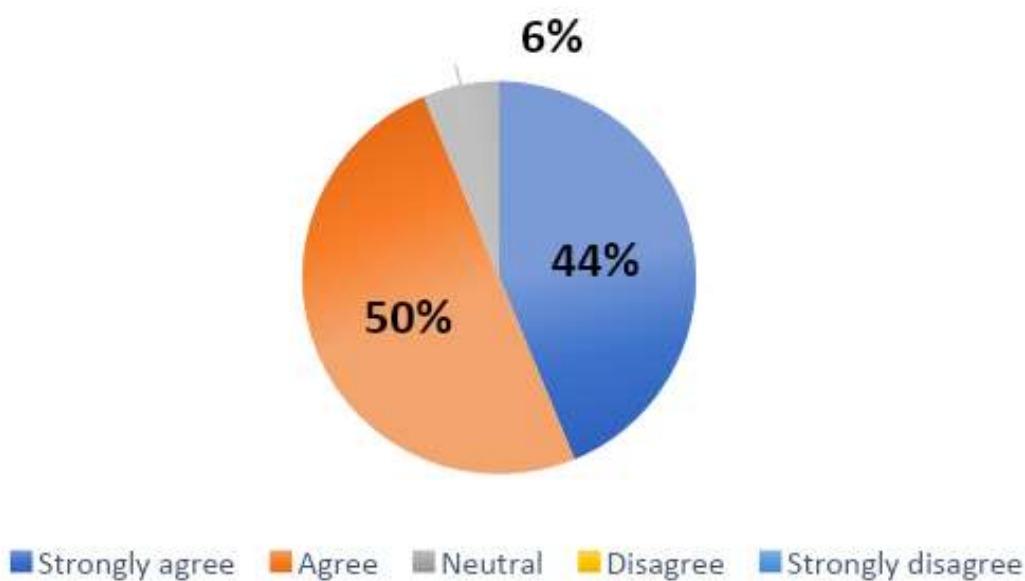
Efficiency Perception: Q-12 I consider learning vocabulary reading comics in Webtoon was useful.



For the motivation perception subcategory (Figure 11), 44% of the subjects strongly agree while 50% agree that reading Webtoon for English class can be an innovative tool.

Figure 11

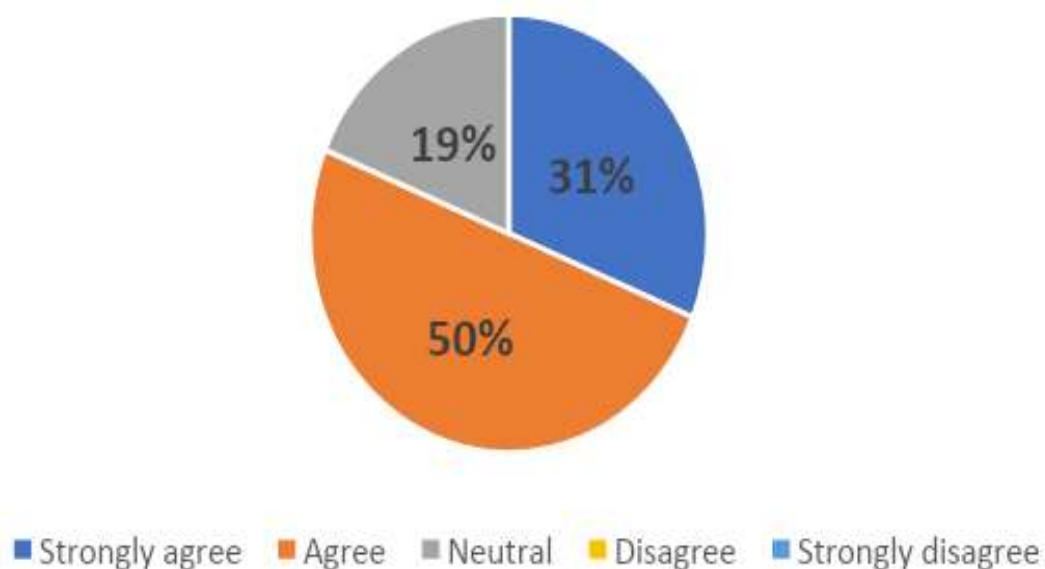
Motivation Perception Subcategory: Q-10 I consider reading comics in English class an innovative idea.



On the other hand, 50% agree that reading webcomics increases their interest in learning English as a foreign language (Figure 12).

Figure 12

Motivation Perception Subcategory: Q-13 I consider that reading on Webcomics increases my interest in learning English.



4.1.2.3 Learning process. The last category is called the learning process. It provides information about the students' perceptions of how they consider the reading Webtoon tool was useful or not in acquiring new vocabulary through this research intervention.

The next table summarizes the collected participants' answers, divided into three sub categories: Easiness perception, difficulty perception and usefulness perception.

Table 7

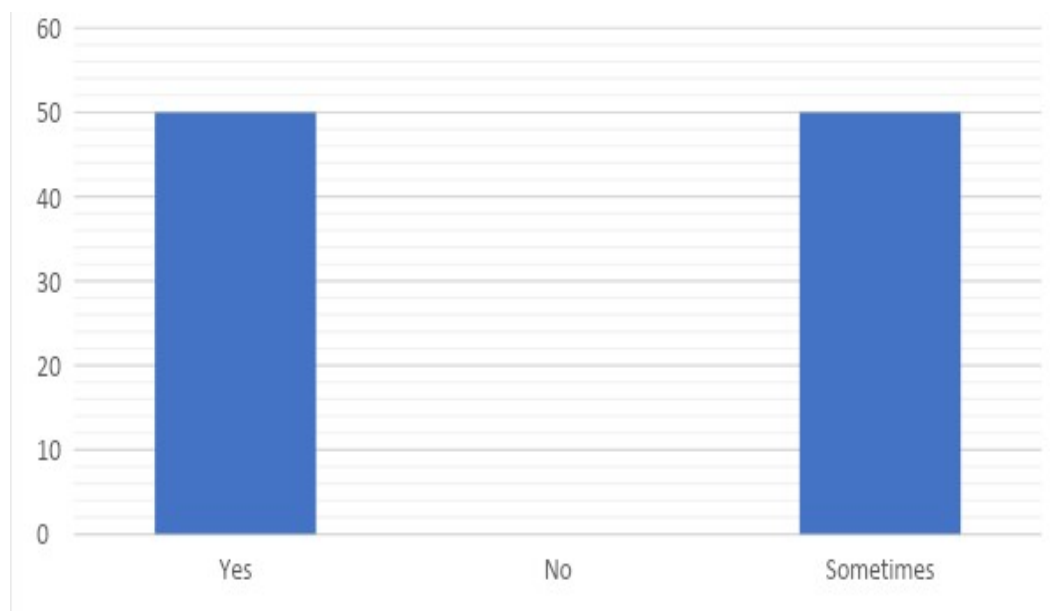
Learning Process Category Results

Main Category	Subcategory	Question Number	Answer	Qty	%
Learning process	Easiness Perception	Q-6 Was it easy for you to understand the story based on the illustrations?	Yes	8	50
			No		-
			Sometimes	8	50
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Difficulty Perception	Q-7 Was difficult for you to comprehend the phrases meaning while reading on Webtoon?	Yes	4	25
			No		-
			Sometimes	12	75
			Results	16	100
	Subcategory	Question Number	Answer	Qty	%
	Usefulness Perception	Q-8 Was it useful to learn other type of vocabulary, reading on Webtoon?	Yes	11	69
			No	1	6
			Sometimes	4	25
			Results	16	100

As Figure 13 presents, 50% of students express that it was effortless to follow the story while reading due to the inner illustrations of the manhwa, while the rest consider that sometimes it was not that easy.

Figure 13

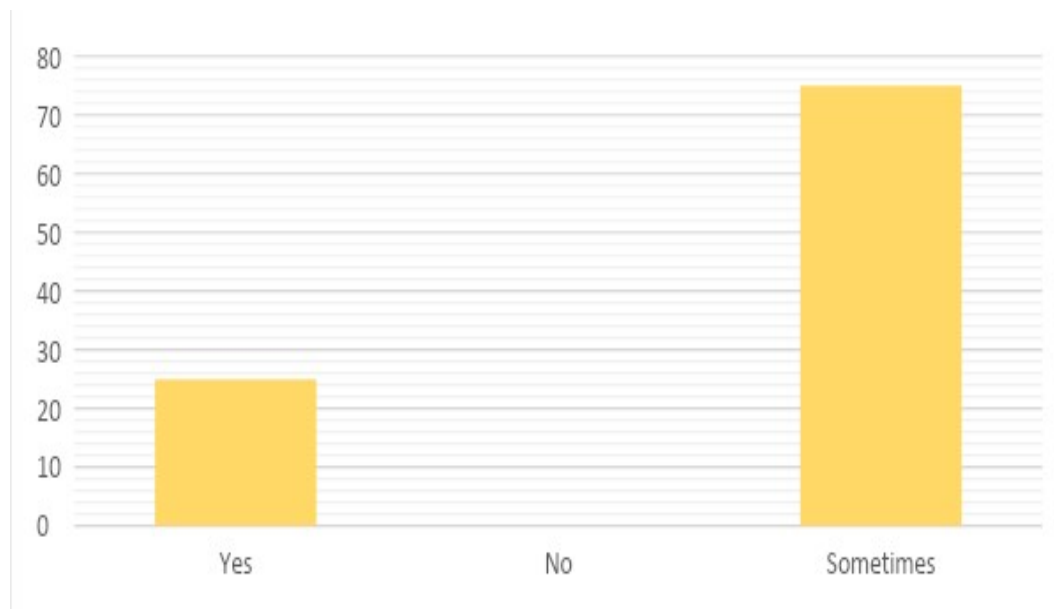
Easiness Perception. Q-6 Was it easy for you to understand the story based on the illustrations?



Related to the difficulty (Figure 14), 75% state vocabulary meaning was somehow hard to infer while reading, whilst 25% regard it complicated.

Figure 14

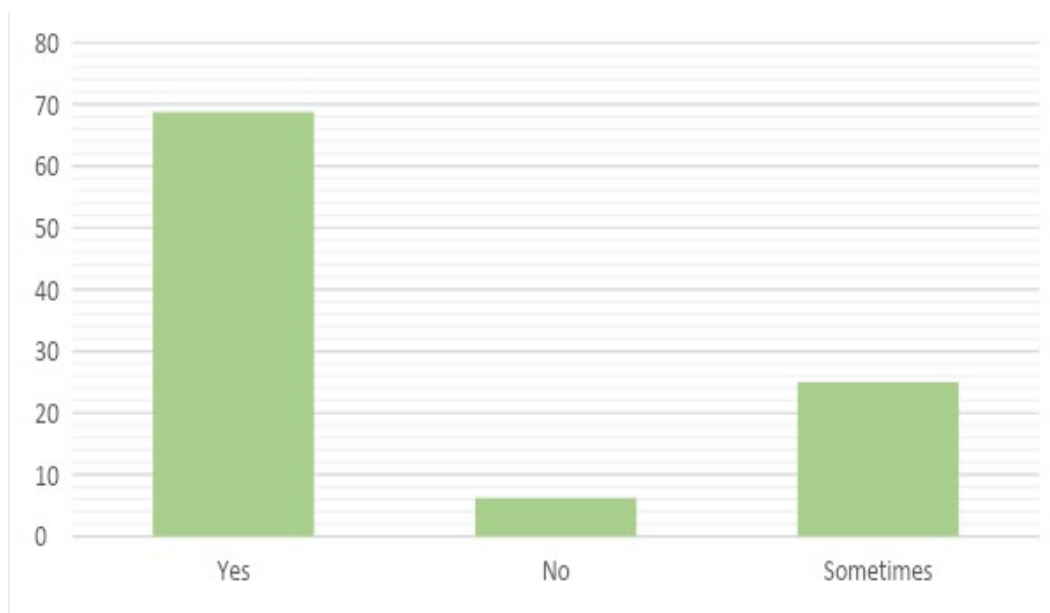
Difficulty Perception: Q-7 Was it difficult for you to comprehend the phrases meaning while reading on Webtoon?



However, in Figure 15 it can be observed that 69% of them think that reading on Webtoon in order to learn any kind of vocabulary could be useful.

Figure 15

Usefulness Perception: Q-8 Was it useful to learn another type of vocabulary, reading on Webtoon?



All the collected data from the research instruments has been presented in the previous paragraphs. The analysis has been prepared to reply to the research questions in the next sections.

4.2 Research Questions' Answers

The main objective of this thesis, which applies the descriptive method under a qualitative approach, is: to detect the participants' perceptions about the use of Webtoon as a reading tool to learn vocabulary of common phrases in English as a foreign language. This section provides the answers to each of the two research questions of the thesis. Those responses are made based on the analysis, previously done, to the obtained data of this study.

Referring to the RQ1: What are the participants' points of view about the use of Webtoon as a reading tool in learning English vocabulary. specifically common phrases? It can be stated that there exists a positive relationship between vocabulary learning and the students' willingness in applying Webtoon as a reading material in EFL.

Even though there was some difficulty in inferring some meanings, the drawings that are part of every type of webcomic aid the reader in understanding the context, making the learning experience innovative, enjoyable and motivating. Nevertheless, this study points out about the

effectiveness of the reading Webtoon tool. It mainly stays neutral, based on the participants' response. However, it is relevant to indicate that the usefulness perceived by the students is significant. Moreover, their learning helpfulness perception is at a high rate as well as their opinion of having a good time in class while reading webcomics.

Additionally, RQ2: How effective is the use of webtoon regarding the common phrases vocabulary learning? The answer can be positively answered. That is, the data suggests effectiveness. The reason is that vocabulary learning shows a slight but significant increment from pre and post vocabulary knowledge tests. It is meaningful because the intervention process took a quite short period; the covered chapters were only five. Additionally, the learning curve moves on from the sides to the center making it larger in moderate to fairly word knowledge rates.

In short, the general average could increase substantially by providing a large amount of webcomic reading material to the subjects. Hence, it can be stated that the study group's word knowledge level is actually good. Nonetheless, according to the outcomes, there is enough evidence that the Webtoon reading intervention is effective in improving vocabulary learning.

4.3 Discussion

The purpose of the study was to find out how the participants experience reading Webtoon in EFL class and their common phrases vocabulary learning. Therefore, the discussion provides those major research findings and their relationship with the literature on one hand Webtoon's beneficial issues as non-educational purpose web pages such as: secondary school teenagers webcomics reading likelihood, their vocabulary learning improvement and motivational enhancement. In addition, issues that must be considered when applying webcomics into the classroom emerged, too.

Webtoon was not primarily created as a pedagogical instrument. Nevertheless, it has a notorious popularity on the internet throughout the globe. For example, Berlian, Vebrianto & Thahir (2021) noticed that educational observers have done research projects about their

relationship. They state that this online reading page can be a meaningful instruction tool because learning can occur everywhere at any time (Berlian et al., 2021). Besides, Jati (2017 as cited in Yuliani & Sari 2021) discloses the fact that Webtoon opens a window in the classroom with innovative stories full of things for readers.

In this study, the participants' responses about reading probability in webcomics evidenced equal percentages in the tendency of choosing or not comics or webcomics. Nonetheless, they agree that Webtoon in EFL class could be an enjoyable experience. It can be comprehended in the assertions that the comic genre can motivate the learning and reading experience into a more significant one (Calisto-Miranda et al., 2018), and youngsters tend to enjoy fictional reading online (Loan & Shah, 2017).

Another relevant finding is the leading role the comic genre can take in raising vocabulary in EFL, since the motivation side of language learning also improves. The interviews made by Yuliani & Sari (2021) highlight the following arguments about the use of Webtoon as reading material in an English online class, specially related to the motivational aspect: (a) relaxed environment related to the images and illustrations that allows the reader to understand the story; (b) accessible English format that permits effectiveness in vocabulary learning and, (c) reading enjoyment that increases motivation. In this case, most of the research participants consider webcomics as an innovative tool. Moreover, they think of it as encouraging for still learning English as a foreign language.

For vocabulary enhancement aspect, according to Krashen (2010 as cited in Recine 2013, p. 124), comics are “extralinguistic comprehensible input”. In other words, the combination of text and images makes that linguistic information gets into two biases. Once learners feel secure and pleased about their language knowledge, they tend to let their anxiety strain go down. This is what Krashen calls the Affective Filter Hypothesis (1982 as cited in Recine, 2013) by the moment motivational aspects appear, overcoming annoyance and uneasiness (Vialpando et al., 2005 as cited in Recine, 2013) creating their own language interpretations (Recine, 2013). Related to

these ideas, the research results point out that reading on Webtoon was efficient for learning English vocabulary, as well as easy to understand based on the illustrations of the webcomic.

As it was unveiled in the survey's analysis, 5 out of 16 participants do not like to read comics. Recine (2013) also underlines this fact that not everyone enjoys this genre, even if affective filters help in their language learning blockages. Likewise, Recine (2013) suggests teaching considerations when using comics. First, teachers should be aware of the interested ones' sensitivity (parents, students, other teachers and school principals, etc) related to artistic or social attitudes towards comics in concordance to their educational interests. Subsequently, the stories to be chosen and presented in class must be according to the student's age and gender, its communicative value and their cross-cultural awareness. These premises are important to consider when applying either comics on paper or webcomics. Therefore, the teaching experience becomes fruitful and convenient even for those who do not enjoy this type of reading genre.

4.4 Conclusion

During the development of this chapter, the results based on the responses given by the subjects under research were studied in order to offer a broad analysis that permits to understand how a non educational tool can become part of the lesson programming to obtain significant outcomes in the students' learning process.

In the next chapter the limitations, contributions and suggestions for the study will be explored, ending with a brief reflection on this dissertation.

Chapter V

4. Introduction.

This chapter focuses on identifying the statements that contribute positively to the TESOL research field, as well as suggestions that may be part of another project. Additionally, those circumstances that limited the investigation are established. A reflection section on the overall research process and the use of Webtoon as a reading tool in order to teach English common phrases vocabulary, which is the purpose of the study, is also introduced.

All the sections of the current chapter are written down according to the analysis of the obtained outcomes made on the previous one.

5.1 Research Contributions.

It was found out, at least, three recommendations the dissertation may contribute. They are listed below:

ELT pedagogical material

Firstly, comics reading is a suitable ELT tool for improving vocabulary language sub-skill. According to participants' perceptions, they express that this type of reading was useful to learn the vocabulary in the form of common expressions. Moreover, after the Webtoon activity was applied, they would consider reading webcomics for English language learning.

Motivational aspect in ELT

Students increased motivation in learning English when reading comics. In the respondents' perspective, reading Webtoon in class is innovative, but as a special characteristic it was for them quite encouraging for keeping on learning English.

EFL reading skill development through webcomics

Finally, even if the amount of input in habitual teaching texts is long enough, reading comics or webcomics is useful. That is, comics are related to its illustrations which give the reader

a better understanding. Results of this study show that there is a slight, but important, improvement between pre tests and post tests in vocabulary knowledge when using webcomics. Participants consider this type of graphic genre helpful and somehow efficient in vocabulary learning.

5.2 Limitations of the study.

The main focus of the study is to gather the students' perceptions about the use of a non educational reading webpage, in this case Webtoon, as an ELT tool in the learning of common phrases vocabulary. Some limitations were found throughout the course of the research process, which are set in the following paragraphs.

This study could have been carried out more easily at highschool or university level since some of the topics Webtoon manage have a viewer warning, which means that some of the pictures may be disturbing for some people. However, for this study to be carried out successfully, a story was chosen to be appropriate for the secondary school based on the following characteristics: (a) not violent language, (b) not disturbing images and, (c) enough English phrases content.

As a secondary reason, some research characteristics had to be modified such as timing, technology and internet access for the intervention planning. In the case of timing, it had to be shortened because of the final activities of the school year. Related to technology, the school lacks internet connection and available computers. This was a potential problem in lesson planning and in the teaching process.

Even though there were some differences between the pretest and the post test scores, a weak point of research instruments appeared. It is noticed that the list of vocabulary phrases, used in the VKS, was the same in the first and second chances. This fact probably could have affected the outcomes' reliability.

Finally, the most important limitation was the short and poor knowledge level as researcher and writer. This project has been quite challenging during a lifetime of academic and personal growth. Lack of fresh theoretical and practical information about how and what has to be done in the TESOL research field represents one of the most important limitations of this study. The latter because the researcher has been away from the ELT field for some years.

5.3 Suggestions for Further Research.

Further research is suggested to students and researchers interested in the topic that has been developed in this dissertation. The idea of studying the use of webcomics reading material to modify English Language teachers' endurance in EFL lesson planning should be considered in future research. The reason is because during investigation it was observed that the teacher was not willing to apply this type of authentic material in their lessons. Probably from a qualitative approach that elicit teachers' opinions, to an action research, where both qualitative and quantitative data is gathered to demonstrate its profitable use in the EFL classroom. This study could be carried out in order to modify teachers' good and bad perceptions about reading webcomics in ELT. It does not matter, the language's skills or sub-skills are supposed to be improved and that are pursued by the investigator. Nevertheless, if the researcher wants to focus on developing or overcoming specific abilities in the EFL language students, another topic that could be investigated is: The relationship of improving oral performance or the learning of specific grammatical content by using webcomics as a reading tool in EFL.

On the other hand, it was noticed that this type of reading material like comics are full of certain words known as slang as well as non-polite vocabulary. An investigative study, in future, could go deeper on how teachers manage informal speech when reading either comics or webcomics in EFL lessons. Analyzing such information may contribute to opening a window to those conservative teachers that do not present this type of vocabulary to their students. However, during real life slang or colloquialism are broadly used between speakers. Furthermore, the lack

of knowledge of this type of vocabulary could be a huge communicative barrier, especially for those who are foreign language learners.

One last suggestion for further research has to be with language learners' motivation increment when reading webcomics. It was found out that the innovative way webcomics represent language may contribute to students to be interested in continuing learning English. However, research on this theme might appear when the effectiveness of learning English, by using webcomics, rubs with the language learners motivation. Therefore, the results of this possible investigation may contribute that both, students and learners give a chance to webcomics being introduced in EFL lessons.

5.4 Reflection

As an exercise of going back in time to obtain some thoughts about the research experience, its findings and outcomes are placed in this section. According to Bailey & Rehman (2022) reflection means to be able to think about the actions someone has to go through to check if they functioned or not, their bad and good consequences and if they can be modified in some way. They consider this as one of the most important competences a human being owns. It pulls apart poor leaders from outstanding ones (Baile & Rehman, 2022).

Reflection, unavoidably, is about having a learning experience. This research was about obtaining information that permits to know how teenagers perceive the use of webcomics non pedagogic material in EFL lessons in order to learn certain vocabulary in the form of common phrases. All of this aided in estimating their vocabulary knowledge before and after a comic reading intervention.

This reflection is based on the Gibbs reflective cycle (Gibbs, 1988, as cited in The University of Edinburgh, 2020). This is a set of six stages that helps to comprehend a situation by: (a) describing the situation, (b) examining the feelings involved, (c) evaluating and (d)

analyzing the experience, (e) concluding about what was learnt and (f) planning about replicating or not certain actions.

All about this dissertation's reflections are explored as follows:

Description: This reflection is about the study done on perceptions on the use of Webtoon as an ELT reading tool to learn common phrases vocabulary. This was done in a public secondary school in Puebla city, obtaining good results so far. Despite the limitations that were faced during the process, it was possible to present the intervention and the research instrument designed for this purpose. The whole intervention process was a complete challenge from the design process to the final evaluations. It can be summarized as follows: First, because of the lack of knowledge about the context in which the intervention was carried out. Second, the absence of the internet and functional computers. And third, some more time was needed to provide some more input, but it was done what was possible to do. However, in the end, the students' recognition made it all worthwhile.

Feelings: According to the objectives that were set at the beginning of this paper, some sense of positiveness was felt. However, during the process, that positiveness was going down. Problems were appearing. For example, the initial context of the study had to be changed. Then, when it was finally overcome, a kind resistance was felt, not from the participants but from the actual group's English assignment teacher. However, the intervention had to follow on and it was completed, not the way it was considered in the beginning. Nonetheless, the research process was sufficient to get the necessary information to fulfill the project's requirements. It is hoped that this dissertation will be able to open a window in applying webcomics in TESOL practice in Mexico. It would be a nice beginning.

Evaluation: As it has been introduced, during the intervention process, good and not so good things happen. Those aspects that restrained it were: (a) finding a suitable place where to do the research, (b) when the original place had to be modified, also did some others, such as: the subjects' type, the chosen reading material, research instrument, intervention timing and

technical considerations, and (c) Teacher's attitudes towards the webcomic and time needed for the lessons to be accomplished. In the case of a beneficial aspect, it could be said that both teacher and students were very kind and participative during the intervention. Moreover, it should be evaluated if it is necessary that both researcher and teacher are the same person, indeed. This statement heads out to obtain more beneficial and positive students' attitudes towards the use of webcomics in EFL lessons. The case of participants' neutralism about the effectiveness might be related to this. Based on lack of time, besides the lack of knowing the group and the school, as well as their necessities, policies and behavior.

Analysis: According to the previous studies that were part of the theoretical framework of this study, it is pointed out the fact that comic-based ELT is, in fact, a good bet. Nevertheless, there is a detail that might be the Achilles' heel in the ELT with comics: the technical & technological issue. Yunus et al. (2011) found out some teacher's perceptions about using digital comics in ESL class. They consider that technological material can take unnecessary time and are inconvenient due to technical problems. That is one of the limitations this research had to face, i.e. the place where the intervention was carried out actually lacked sufficient computers and internet connection.

On the other hand, using webcomics is indeed a wise decision when effectiveness in ELT is sought, as well as if teachers wish to improve any linguistic skill or subskill in their students. As long as the application of this tool is well designed, appliers can achieve an excellent teaching-learning experience. Regarding this statement, Yunus et al. (2011) obtained outcomes that state when using webcomics may provide positive pedagogical conditions; moreover, reading online comics is a useful tool when using several abilities are looked for by teachers.

Conclusions: In retrospect, what has been learnt from this research experience is that not always things happen the way they were planned. Some issues were modified during the research process, along with those that could be useful if previous information was known. For example:

paying attention to motivational aspects that might be included in the topic, how much intervention timing is efficient and sufficient for this research and research context overall knowledge.

Action plan: In a general point of view, the research objectives were accomplished. Besides, the participants and the way the data was collected worked the way it was planned, too. However, there are few aspects that needed to be considered, as well as for further investigation if wanted.

5.5 Conclusion

During the writing of this chapter, thoughts and reflections about the research process came into play. However, it has been such a different work, like a nonconventional way of doing things. It made this work some kind of a special accomplishment.

The research path has been provided by the descriptive-qualitative approach. It permits collecting, analyzing and explaining meaningful data. Based on this methodology, the students' perceptions about the experience of using Webtoon as an ELT reading tool for improving vocabulary, specifically common phrases, was studied. According to the obtained results, it was found out that the participants agree that reading comics is an innovative, useful and interesting way for learning English language and its vocabulary, despite interpreting while reading illustrations and text was not as easy as it seems.

In the case of vocabulary knowledge measurement; it can be concluded that reading on webcomics allows students to be more confident about their language learning impressions. Moreover, they rethought their word learning considerations. This phenomenon could be observed on the graphic curve, as well as in the total average, the word knowledge improvement in the subjects.

Reading Webtoon comics has been a fruitful tool for learning English as a foreign language. For sure, comics are not a material of recurrent use in TESOL practice. Probably, it is so because of some policies within academic curricula; they might not be convenient. But that is

the subject of another dissertation. The motive of approaching the use of this type of reading web pages was thought as a central part of the thesis project. In addition, the dissertation would contribute to the attainment of the degree of Bachelor of Modern Languages English. It is certainly a goal in life.

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Appendix A:

Questionnaire

Instrument 1 QUESTIONNAIRE (Spanish)

CUESTIONARIO

Fecha: _____

Nombre: _____ Edad: _____ Grupo: _____

Las siguientes preguntas son para conocer tu opinión con respecto al uso de Webtoon en la clase de inglés. Además de saber que tan efectivo fue para ti en el aprendizaje del vocabulario de frases en inglés mediante la lectura de Webtoon.

Marque ✓ la respuesta

1. ¿Te gusta leer?

Si ☐ No ☐ A veces ☐

2. ¿Te gusta leer cómics?

Si ☐ No ☐ A veces ☐

3. En el caso de que leas comics ¿Lees tus favoritos en línea?

Si ☐ No ☐ A veces ☐

4. ¿Ya habías usado Webtoon en alguna otra clase?

Si ☐ No ☐ A veces ☐

5. ¿Crees que leer en Webtoon te ayuda a aprender vocabulario en inglés?

Si ☐ No ☐ Tal vez ☐

¿Por qué sí? _____

¿Por qué no? _____

Según tu nivel de inglés:

6. ¿Te resultó fácil entender la historia a partir de las ilustraciones?

Si ☐ No ☐ A veces ☐

7. ¿Te resultó difícil saber el significado de las frases mientras leías en Webtoon?

Si ☐ No ☐ A veces ☐

8. ¿Fue útil aprender otro tipo de vocabulario, usando Webtoon?

Si ☐ No ☐ A veces ☐

9. ¿Podrías explicar cómo fue el proceso que seguiste cuando no sabías el significado de una palabra o una frase mientras leías en Webtoon?

Marque ✓ la respuesta con la que más esté de acuerdo

10. Considero que leer cómics en clase puede ser una idea motivadora y diferente de aprender inglés.

Completamente de acuerdo ☐ De acuerdo ☐ Neutral ☐ En desacuerdo ☐ Totalmente en desacuerdo ☐

11. Disfruté la experiencia de leer web comics en clase.

Completamente de acuerdo ☐ De acuerdo ☐ Neutral ☐ En desacuerdo ☐ Totalmente en desacuerdo ☐

12. Me resultó útil aprender vocabulario leyendo cómics en Webtoon.

Completamente de acuerdo ☐ De acuerdo ☐ Neutral ☐ En desacuerdo ☐ Totalmente en desacuerdo ☐

13. Considero que leer web cómics me motiva a seguir aprendiendo inglés.

Completamente de acuerdo ☐ De acuerdo ☐ Neutral ☐ En desacuerdo ☐ Totalmente en desacuerdo ☐

¡ Gracias por su tiempo!

Appendix B

Survey

VKS Test

Name:

Date:

Instrucciones:

Marca con una X, de acuerdo a los siguientes enunciados en la columna correspondiente:

- A** No he visto, ni oído, ni conozco esta palabra o frase
B He oído o visto esta palabra o frase, pero NO sé lo que significa
C He oído o visto esta palabra o frase, creo que significa (sinónimo o traducción)
D He oído o visto esta palabra o frase y significa: Conozco esta palabra y la puedo usar dentro de una oración

Sí es el caso que hayas contestado Cy D; escribe en el apartado un enunciado, sinónimo o traducción como corresponda

	Item	A	B	C	D	(Enunciado, traducción o sinónimo)
1	You got a name?					
2	What's up?					
3	What are you doing?					
4	What do you mean?					
5	Are you feeling ok?					
6	Are you alright?					
7	Is everything alright?					
8	You sure you're ok?					
9	Are you doing alright?					
10	What was/is that?					
11	Hey there					
12	You left in quite the hurry					
13	That's cute					
14	That's fine					
15	That's okay					
16	That enough!					
17	My name is...					
18	Time for bed					
19	See you!					

20	Please come back					
21	I don't feel so good					
22	I have to go.					
23	I'm tired					
24	I'll be right back					
25	I swear					
26	Wow, so cool!					
27	Oh my God!					
28	Oh shoot!					
29	Awe sick!					
30	Awe man!					
31	C'mon man!					
32	Oh, lighten up!					
33	Hey man! / Hey buddy!					
34	Sorry, dude!					
35	Sure broski!					
36	yeah... thanks man					
37	Anyway					
38	Alright, see you around buddy!					
39	Come in!					
40	Watch where you're going!					
41	This can't be true!					
42	You sound like dad!					
43	You're welcome to join!					
44	Didn't think this one through					
45	Glad you made it!					
46	Check it out					
47	Don't worry					
48	Don't be silly					
49	Wait a minute					
50	Get away!					

Scores

Total Score

Thank you!

Appendix C

Lesson planning

WEBTOON'S VOCABULARY TECHNIQUE LESSON PLANNING							
LENGTH:		3 lessons / 20 minutes of instrument application					
LESSON	CONTENT	SUBCONTENT	ACTIVITIES	TIMING	OBJECTIVE	MATERIALS	HOMEWORK
A	A.1 INTRODUCTION	A.1.1 TEACHER'S INTRODUCTION	Warm-up: The new teacher activity. The students have to imagine that we are in a party and write down some questions about what they would like to know about the teacher.	5 MIN	To introduce the research intervention to the subjects, presenting the reading technique and testing their vocabulary knowledge at the time.	Photocopies of the VKS questionnaire. Presentation on power point.	
	A.2 INTRODUCTION TO THE COURSE	A.2.1 WHAT IS WEBTOON? A.2.2 HOW WILL THIS COURSE BE COMFORMED?	HOW IT IS COMFORMED? WHAT KIND OF STORIES CAN BE FOUND? WHICH IS THE STORY TO BE CHOSEN FOR THE COURSE?	5 MIN			
	A.3 TESTS APPLICATION	A.3.1 VKS VOCABULARY	INSTRUMENT 1: VKS SCALE (SELF-REPORT QUESTIONNAIRE)	15 MIN			
LESSON	CONTENT	SUBCONTENT	ACTIVITIES	TIMING	OBJECTIVE	MATERIALS	HOMEWORK
B	B.1 PRE READING	B.1.1 QUESTIONS ABOUT THE CURRENT EPISODE.	Pre activity: give them some papers, so they can write down their names. Give them some post-its so they can write the new words down.	10 MIN	To introduce the webcomic; working on the vocabulary of common phrases.	Internet, computer, projector	Read 2 chapters for next class. Write on a word journal the unknown phrases, look for the real meaning and use it into a sentence or short dialogue.
			YES/NO QUESTIONS: Do you like fantasy stories?	5 MIN			
			WH QUESTIONS: What kind of stories do you like? What do you prefer reading or listening stories?	5 MIN			
	B.2 READING	B.2.1 READ IN CLASS THE WEBTOON COMIC	READ BY EPISODES. The characters are chosen from the students to read: JEB, TODD, BECKY & ALEX texts. Other characters: visitors and red haired guy, too. The first and second chapter (if possible) are read out loud.	10 MIN			
			VOCABULARY OF COMMON PHRASES: What do you think this episode was about?	5 MIN			
	B.3 POST READING	B.3.1 ANALYSIS.	WRITE NEW WORDS IN CLASS. While the chapter in read, the students write down the unknown words and expressions. Give each of them the meaning and a synonym.	5 MIN			
		B.3.2 EXERCISES.		5 MIN			
	B.3 POST READING	B.3.2 EXERCISES.	WRITE NEW WORDS IN CLASS. While the chapter in read, the students write down the unknown words and expressions. Give each of them the meaning and a synonym.	5 MIN			sentence or short dialogue.
LESSON	CONTENT	SUBCONTENT	ACTIVITIES	TIMING	OBJECTIVE	MATERIALS	MATERIALS
C	C.1 PRE READING	C.1.1 QUESTIONS ABOUT THE CURRENT	YES/NO QUESTIONS: Do you think that reading in English is WH QUESTIONS: What do you think about Korean comics? So far, what do you think about the main character?	5 MIN	To present the eighth, ninth and tenth episodeS of the webcomic; working on the vocabulary of common phrases.	Internet, computer, projector	Read at least 2 chapters more or as much as they want for next class. Write on a word journal the unknown phrases, look for the real meaning and use it into a sentence or short dialogue.
	C.2 READING	C.2.1 READ IN CLASS THE WEBTOON COMIC	READ BY EPISODES. The characters are chosen from the students to read: JEB, TODD, BECKY & ALEX texts. Other characters: visitors and red haired guy, too. The eighth, ninth and tenth chapters (if possible) are read out loud.	20 MIN			
	C.3 POST READING	C.3.1 ANALYSIS.	VOCABULARY OF COMMON PHRASES: What do you think this episode was about? . What does this expression mean?	5 MIN			
		C.3.2 EXERCISES.	WRITE NEW WORDS IN CLASS. While the chapter in read, the students write down the unknown words and expressions. Give each of them the meaning and a synonym.	5 MIN			
	Note: If there is some time left; the picture game will be played.		1. Pictionary: This activity consist of dividing the group in two. One or two students are taken from each team. Then a word or phrase taken from the comic is given to the chosen student. He/she has to draw a picture that represent the given word or phrase on the whiteboard. His or her team has to guess the word or phrase. The winner is the one that give the word or phrase correctly.			20 MIN	Whiteboard, markers and pieces of paper with the given words and phrases.
LESSON	CONTENT	SUBCONTENT	ACTIVITIES	TIMING	OBJECTIVE	MATERIALS	MATERIALS
D	D.1 TEST APPLICATION	D.4.1 VKS VOCABULARY KNOWLEDGE	INSTRUMENT 1: VKS SCALE (SELF-REPORT QUESTIONNAIRE)	20 MIN	To post-test the participants according to the methodology design.	Photocopies of the instruments.	Photocopies of the instruments.
		D.4.2 NEEDS ANALYSIS	INSTRUMENT 2: Questionnaire				