

CLASSROOM RESEARCH



Teaching vocabulary using comic strips to EFL learners

By *Elizabeth Muñoz San Martín*

Universidad Alberto Hurtado

elizabeth.munoz.sanmartin@gmail.com

By *Antonia Vergara Delgado*

Universidad Alberto Hurtado

antoniavergarad26@gmail.com

Received: May 30th, 2024

Accepted: August 16th, 2024

Keywords: *Comic Strips, Visual aids, Vocabulary Teaching and learning, EFL classroom, Classroom-based Research.*

Abstract

This classroom-based research (CBR) explores vocabulary teaching and the use of visual aids in the form of comic strips by a group of secondary school students in Chile. This mixed method study includes qualitative and quantitative methods: teaching journals, focus groups, and a survey; the last two methods aim to collect students' feelings and opinions towards using comic strips to learn new vocabulary. The results highlight the potential of comic strips to facilitate vocabulary teaching, the importance of image representativeness, and the necessary components in the speech bubble text to simplify learning the target concept. Finally, this study shows evidence of the potential of comic strips to encourage students' willingness to learn the meaning of a new word, increasing students' motivation and interest.

Introduction

In the field of language acquisition, mastery of vocabulary is an essential element in the process of learning a new language (Nation, 2013). In terms of promoting language learning, the Chilean curriculum recognizes the relevance of managing a certain level of critical concepts to understand a text, emphasizing the value of reading to acquire more vocabulary, referring to this relationship as an important learning cycle. Learners are also expected to use the language learned in communicative and meaningful contexts, encouraging teachers to motivate their students by designing learning experiences which connect with their lives and interests (MINEDUC, 2015).

For the target group of this study, the Chilean curriculum highlights the identification of keywords, expressions, and thematic vocabulary in various linguistic skills and the importance of the correct application of spelling (MINEDUC, 2015). Furthermore, this educational guideline points out the importance of visual aids to facilitate language learning, emphasizing using images and multimodal resources to identify key concepts (MINEDUC, 2015).

This Classroom-based research explores vocabulary teaching by incorporating visual aids, specifically comic strips, in the context of a Chilean secondary school group who learn English as a foreign language (EFL). This study contributes to showing the potential of comic strips to facilitate vocabulary teaching, the importance of image representativeness, and the necessary components in the speech bubble text to simplify learning the target concept. Finally, this study shows evidence of the potential of comic strips to encourage students' willingness to learn the meaning of a new word, increasing students' motivation and interest.

Literature Review

Vocabulary teaching and learning

Vocabulary teaching and learning cannot be neglected if learners are to communicate in the target language (Lightbown & Spada, 2021; Stæhr, 2008). According to Nation (2013) and Thornbury (2013), vocabulary is a condition for proficiency in receptive and productive skills and linguistic competence overall. However, learning vocabulary can be challenging, especially in contexts where learners are exposed to "far smaller samples of language to be learned" (Lightbown & Spada, 2021, p. 96).

Vocabulary can be words, multiunit words, and word families (Lightbown & Spada, 2021; Nation, 2013; Thornbury, 2013; Ur, 1998). Nation (2013) distinguishes the deliberate and incidental learning of language, specifically vocabulary.

As reported by Javanbakht and Yasuj (2011), incidental vocabulary learning occurs as a consequence of doing another task, while deliberate learning occurs when the learner has the intention of acquiring new vocabulary, recurring to activities to learn the target words (Wesche & Paribakht, 1998). Nation (2003) states that deliberate vocabulary learning can account for a large proportion of vocabulary learning for second and foreign-language learners.

Several factors can facilitate or hinder vocabulary acquisition for second-language learners (Lightbown & Spada, 2021). The vocabulary learning process can be facilitated through the frequency of exposure to the new word through hearing, seeing, and understanding it. Another essential factor proposed by the authors is the quality of attention that the learner devotes to learning about the word and its different uses in various contexts. The authors also expose the use of cognates as another facilitator, defining them as words that look similar and share the same meaning as the first language. Conversely, a factor that hinders vocabulary acquisition is 'false cognates', words that look similar in the first and second language but have distinct meanings. Another aspect Nation (2013) stated that would aid vocabulary acquisition is more active learners' participation in directed activities to learn new words.

Considering the importance of vocabulary and its challenges, especially in EFL contexts, the role of the teacher is crucial. As Alqahtani (2015) affirms, good teachers should prepare themselves with up-to-date techniques to make students feel interested in the classroom. Likewise, the author states that educators must know their learners' characteristics to prepare suitable material to gain the target language knowledge. Some examples of activities and resources that can be used to teach vocabulary involve dictionaries, tables, dictation, games, guessing from context, spelling rules, reading with text highlighting, labelling, cards, and visual aids (Harmer, 2015; Nation, 2003; Ur, 1991; Webb & Nation, 2017).

Visual Aids

Harris and Caviglioli (2003) refer to visual aids as powerful retention tools that increase understanding. Some of them, presented by the authors, are pictures, posters, photos, illustrations, sketches, and presentations. Another type of visual aid is comic strips, presented by Williams (2008) as a helpful teaching tool in the classroom.

In educational settings, visual aids can support teachers in making learning more actual, motivating, encouraging, and significant (Ibragimova, 2023). Visual aids act as an initial catalyst for classroom activities, helping the teacher make more attractive and engaging material and enabling students to control their language learning process through self-regulation (Canning-Wilson, 1999).

Krčelić and Matijević (2016) mention that visuals encourage students to use their imagination due to the different students' interpretations of the same image. Indeed, Felder (1993) highlights the contradictory situation that although most Western cultures are visual learners, the content presented in classes is mainly text-based.

Visual aids could also promote a connection with everyday life situations, opening student discussions and fostering a sense of identification. To illustrate this, Canning-Wilson (1999) highlights the role of visual aids as an important connector with real life that traditional classroom activities cannot replicate. Despite all the advantages that visual aids can provide to an educational context, Singh (2005) mentions that although teachers often recognize the potential of visual aids, but they fail to apply them possibly due to failing to dedicated planning for their use.

Teaching vocabulary using visual aids

Concerning the use of visual aids to teach vocabulary, several authors agreed that the use of visual aids provides a better understanding of vocabulary, facilitating its learning process (Harmer, 2015; Lazar, 1996; Sola, 2012; Thornbury, 2002). Moreover, Ibragimova (2023) claims that images have a superior impact and effectiveness over texts in helping students memorize vocabulary. This could be explained by the Dual Coding Theory (Paivio, 1971), which states that learners are more capable of remembering information when they receive it through visual and verbal channels. Additionally, Nation (2013) refers to real objects, pictures, and diagrams as a useful manner of presenting an example of the meaning of a new word, favouring the process of remembering it. Despite this, every method of conveying meaning into an observable expression can be misunderstood and might not represent the word's meaning (Nation, 1978).

Research conducted by Del Castillo (2022) in a Colombian EFL classroom demonstrated that students improved their vocabulary knowledge through the implementation of visual aids. In addition, visual aids assisted students in retaining and assimilating information.

Examples of visual aids that teachers can use in the classroom are flashcards, realia, videos, posters, illustrations, diagrams, infographics, and comic strips (Jacobs, 2007; Kim, 2023).

Comic strips

Comic strips are "multimodal texts that involve multiple kinds of meaning-making (...) [providing] a complex environment for negotiation of meaning" (Jacobs, 2007, p. 21). According to McCloud (2008), comic strips are defined as pictures and other symbols situated in a certain order to transmit information. In the educational setting, they are recognized for their benefits, such as developing reading comprehension skills and assisting students in comprehending written texts (Shiang, 2018).

Jacobs (2013) shares this notion, mentioning that comics facilitate the reception of a word-based text due to the use of images to support the meaning of the whole text and facilitate the memorization of words and expressions (Csabay, 2006).

Álvarez Delgado (2020) identifies the potential of comic strips to foster the use of different technologies and multimodal resources, diversifying the mediums in which students receive the input. Different resources allow teachers to develop specific educational content through the creation of comics in a digital format, allowing them to adapt content and include multimodal resources which can not only give students multiple options to access information but also benefit them in addressing their different contexts, needs and interests (Alba et al., 2014).

Methodology

The present study is Classroom-based research (CBR), explained by Kostoulas and Lämmerer (2015) as an initiative directed by the teacher with the objective of identifying practices that best adapt to each classroom, advocating for students' learning. This research used mixed methods to collect data with the objective of integrating the quantitative and qualitative data.

Research question

The purpose of this study is to facilitate vocabulary learning through the implementation of visual aids, specifically the application of comic strips. For this, the question that will guide this exploration is:

How do comic strips facilitate vocabulary teaching in a Chilean secondary school EFL group?

Participants

This CBR considered a non-probabilistic convenience sampling of 38 English students between thirteen and fourteen years old from Chile, Colombia, Venezuela, and Peru who attended an educational institution in Santiago, Chile.

Their level of English corresponded to A1 based on the European Framework of Reference (CEFR). They had two 90 minutes English classes per week, using a Communicative Language Teaching (CLT) approach for classes aimed at developing receptive skills (listening and reading) during the first part of the semester and a Task-Based Learning (TBL) approach to develop productive skills (writing and speaking) for the second part of the semester.

In terms of vocabulary learning, the new concepts were presented in a list of approximately six words per class with their translation in Spanish. This list was introduced at the top of the corresponding class worksheet. The students did not receive any deliberate vocabulary teaching.

Methods

Three methods were applied to meet the objectives of this research: Teaching journals, a survey, and two focus groups. Teaching journals provide qualitative data and correspond to diaries in which the researcher takes notes during the research process (Dörnyei, 2011). The teaching journals, collected in audio format, were recorded after each class where comic strips were used. The recordings consisted of one-minute capsules with observations, perceptions, and comments about the student performance during the strategy implementation and any information considered relevant to the study.

The second method used was a survey, which made it possible to collect quantitative data consisting of the sample group's opinions, attitudes, and characteristics (Creswell, 2012). The survey collected data by applying a Likert scale measurement from 1 to 5, which allowed participants to express attitudes and feelings (Nemoto & Beglar, 2014) on the variables of usefulness, understanding, interest, motivation, and comfort regarding the strategy implemented in the lesson. The survey was conducted using Google Forms in the educational institution of the participants. Google Forms is an online platform that allows users to create surveys with easy and instant access to results.

Finally, two focus groups were held at the end of the strategy's implementation to discuss the survey results. Six students were randomly selected for the first interview and five for the second one. The methodology involved presenting the survey results and formulating questions to understand the underlying reasons for these results.

Innovation

The strategy implementation considered eight classes in which six vocabulary words were introduced per lesson using comic strips, considering the class content and the respective unit. The comic strips' design was produced with the digital platform Pixton. This tool offers several options to create customizable comic strips, including different expressions, characters, and speech bubble designs. This platform offers free and paid accounts with differences in students' access to the platform, content filters, and the number of comic strips that can be created monthly. Although opening an account is free, access to creation options is enabled only for paid accounts.

The strategy was enacted at the beginning of the lesson, just before presenting the input (either a spoken or written text) to facilitate comprehension, and it lasted approximately 5 minutes. The step-by-step process included (i) introducing a new vocabulary word in its corresponding comic strip for students to guess its meaning. The target term was capitalized inside a speech bubble (see figure 1); (ii) students were given twenty seconds to read the speech bubble and infer a possible meaning to the target term ; (iii) some students were chosen to share their interpretations with the class. This exercise was repeated with six vocabulary words in each class (see Figures 2, 3, 4, and 5).

Figure 1

Comic strip for the word "crowded"

CROWDED



Note: This comic strip was produced for unit 2, lesson 2 (06-10-2023)

Figure 2

Comic strip for the word "bustling"

BUSTLING



Note: This comic strip was produced for unit 2, lesson 2 (06-10-2023)

Figure 3

Comic strip for the word "flag"

FLAG



Note: This comic strip was produced for unit 2, lesson 7 (03-11-2023)

Figure 4

Comic strip for the word "population"

POPULATION



Note: This comic strip was produced for unit 2, lesson 1 (29-09-2023)

Figure 5

Comic strip for the word "draft"

DRAFT



Note: This comic strip was produced for unit 2, lesson 8 (10-11-2023)

After the eighth class of implementing the strategy, written consent letters were sent to students' parents to authorize the students to answer the survey and record their voices in a focus group (randomly selected from the ones who were authorized) to collect information about the students' perceptions and opinions on the innovation's implementation (Krueger, 2014). In parallel, I, the teacher, started recording my perceptions of the implementation in voice audios (teaching journals) after each lesson.

Data analysis

For this CBR, thematic coding (Dawson, 2007) was used to analyse the qualitative data from the teaching journals and focus groups. An inductive approach (Creswell, 2012) was adopted, in which the data was divided into segments to be analysed and labelled with codes to finally group them into broad themes (Saldaña, 2013). The quantitative data collected from the survey was organized and analysed, considering the percentages obtained in each question. After that, focus groups were conducted to delve into the answers from the survey. All this was later triangulated with the information gathered from the journal entries.

Results

The data was mainly collected in Spanish; however, the extracts presented from the journal, focus groups, and survey were translated into English for this report. After the combined analysis of the data, the following findings were obtained.

Visual components in comic strips can facilitate vocabulary teaching, visual aids in comic strips foster students' willingness to learn new vocabulary, and the written text in comic strips has a limited impact on vocabulary teaching.

The visual component in comic strips can facilitate vocabulary teaching

The use of comic strips facilitated vocabulary teaching, especially when the images clearly illustrate the new word to be inferred. Table 1 shows that 60% of the respondents in the survey recognized comic strips as a "totally useful" and 26,7% as a "very useful" strategy to learn new words.

Table 1
Percentage of preference distribution survey question 1

Pregunta	Nada útil	Algo útil	Neutro/a	Muy útil	Totalmente útil
¿Qué tan útiles han sido para ti los cómics para entender nuevo vocabulario?	0%	0%	13,3%	26,7%	60%

Considering the answers from the focus groups when students were asked about the reasons for these answers, interviewees expressed the following:

"The image gives an idea of what the word can mean." (Focus group 1/Student 1)

"The image gives a context of the situation and the word, this way, we can relate it better to their meaning." (Focus group 1/Student 2)

Images in comic strips also supported learning a new word due to their connection with daily situations. To illustrate this, a student mentioned:

"(..) we can identify ourselves with the characters in the images and also with the story they [the characters] tell us, we can relate it to daily situations to know what the word means". (Focus group 1/Student 3)

Although the majority of opinions suggest that comic strips facilitated the vocabulary learning process, findings revealed that they had the potential to hinder this process if they were not accurately representative of the word being taught. In relation to this, some students reported certain difficulties guessing the words because of the selected images. To exemplify this, two students stated the following:

"It becomes difficult when you don't know what the characters are doing, for example, when one character is looking one way while the other elsewhere" (Focus group 1/Student 3)

"It is difficult to understand when you don't know what the characters are doing" (Focus group 2/ Student 6)

This obstacle was also noticed during the implementation of the strategy and reported in the journals:

“Something I think is that I should improve the selection of the images so that they are representative of the word” (Journal/September 29th)

Another difficulty identified associated with the selection of images can be seen in the following journal entry:

“The target term ‘schedule’ was mistaken for ‘calendar’, since the image in the comic strip was not representative enough” (Journal/September 29th)

“One class, I asked three students for the target word ‘huge,’ and they mistook it for the word ‘big’ since the image did not represent the magnitude of the object’s size” (Journal/October 06th)

Visual aids in comic strips foster students' willingness to learn new vocabulary

Data analysis demonstrated that students felt motivated to learn new vocabulary using comic strips. Table 2 shows that 40% of the respondents felt "very motivated" and 33% "totally motivated" when learning new words using comic strips. Additionally, the survey demonstrated that the use of visual aids in the form of comic strips could enhance students' interest in learning new vocabulary.

Table 2
Percentage of preference distribution survey question 4

Pregunta	Nada motivado/a	Algo motivado/a	Neutro/a	Muy motivado/a	Totalmente motivado/a
¿Qué tan motivado/a te sientes al momento de aprender la palabra usando cómics?	0%	6,7%	20%	40%	33,3%

Table 3 also shows that 40% of students felt very interested and 33% totally interested at the moment of learning new words with the strategy.

Table 3
Percentage of preference distribution survey question 3

Pregunta	Nada interesado/a	Algo interesado/a	Neutro/a	Muy interesado/a	Totalmente interesado/a
¿Qué tan interesado/a te sientes hacia los cómics presentados en clases?	0%	20%	6,7%	40%	33,3%

Regarding this, when students were asked in the focus group why people could feel motivated using comic strips to learn vocabulary, they referred to comic strips as:

“It is more interactive” (Focus group 1/Student 2)

“It is more engaging” (Focus group 1/Student 4)

Another respondent added:

“The emotions expressed by the characters in the comic strips can be exciting for people who like more interactive content” (Focus group 2/ Student 5)

These observations were also confirmed during the focus group discussion, where a student mentioned:

“With comic strips, you really want to guess the new words and learn from them.” (Focus group 2/Student 6)

Moreover, the students demonstrated their preference for comic strips over other methods of learning vocabulary, indicating that with this strategy:

“I understand better the words with the comic strips” (Focus group 2/Student 3)

“People pay attention to comic strips because of the interest they can feel in them” (Focus group 2/Student 3)

These findings demonstrate the potential of comic strips to generate curiosity in students, making the learning process more engaging for them.

The audio journals also exposed a sense of expectation and a silent atmosphere in the classroom just before the next comic strip was presented, waiting for the moment to guess the new word.

This apparent expectation climate was repeated during most classes which can be seen in the following entry:

"I realized that students were once again concentrated, waiting for the next word. They were in silence, looking at the front, expectant" (Journal October 3rd)

Conversely, a factor reported during the focus group that hindered motivation (as well as understanding) was when the character in the comic strip was in a neutral posture or static (Focus group 2/ Student 4), obstructing comprehension of the action and, therefore, making students lose interest in guessing the meaning.

Journals exposed a generally positive attitude towards the implementation of comic strips, emphasizing the high voluntary participation. This attitude can be seen as follows:

"I noticed that students could guess the meaning of the words faster and that more students wanted to participate voluntarily" (Journal October 24th)

Despite this, Student 1 manifested in the focus group 1:

"When the teacher randomly asked students to guess the meaning of the new vocabulary word, I felt nervous and afraid of making mistakes in front of the class."

This could impact the students' motivation toward the strategy, which may indicate that participation needs to be organized so that students feel comfortable expressing what they know.

The written text in comic strips has a limited impact on the teaching of vocabulary

Table 4 shows the survey results. Participants were asked how easy it was for them to understand a new word when they read comic strips. 46,7% answered that understanding a new word was "very easy" or "totally easy." However, 53% of students declared a "neutral" position towards the question.

Table 4
Percentage of preference distribution survey question 2

Pregunta	Nada fácil	Algo fácil	Neutro/a	Muy fácil	Totalmente fácil
¿Qué tan fácil para ti es comprender una nueva palabra cuando lees los cómics?	0%	0%	53,3%	20%	26,7%

These answers were discussed further in the focus group, where students stated that comic strips supported their comprehension of new words. However, as students also mentioned in the focus group, this process is only possible when the speech bubble has certain characteristics. In relation to this, one student commented:

"Sometimes we do not know the word to guess, but we know the words of the rest of the sentence, then we can deduce what the word means (...)". (Focus group 1/Student 4)

"When you write the word for us to copy, it is just about reading it, but with comics, you also explain it" (Focus group 2/Student 5)

Conversely, another student mentioned:

"It can be difficult when we do not know anything about the sentence, or there are words that we have never learned before." (Focus group 1/Student 5)

Given this, it is possible to state that speech bubbles in comic strips can help students understand new vocabulary when the word to be guessed is surrounded by vocabulary that students are familiar with or have encountered in the past.

Another aspect of speech bubbles that facilitated learning the new word is its variety of forms to express emotions. For example, a thought, conversation, or scream has different representative shapes. In accordance with this, a student indicated that:

"The different expression bubbles are useful aspects for understanding new vocabulary." (Focus group 2/Student 2)

While applying the strategy, students faced some difficulties guessing the meaning of certain words. This situation was also reported in the journals in the following entry associated with the use of suffixes:

"(...) words with suffixes "-er" such as "hotter" required some extra guidance to guess the meaning, since students were in the process of learning comparatives". (Journal October 24th)

Considering this, journals reported that speech bubbles need to be as simple as possible in terms of language, highlighting the use of cognates, and familiar vocabulary.

Discussion

In general, the application of visual aids evidenced a positive impact, facilitating the process of learning vocabulary and providing a better understanding of new words, as agreed by several authors (Harmer, 2015; Lazar, 1996; Sola, 2012; Thornbury, 2002). Caviglioli and Harris (2003) also refer to visual aids as powerful tools to increase understanding and retention of information. Ibragimova (2023) claimed that images have a greater impact and

effectiveness than other methods for students to memorize vocabulary. In relation to this, students manifested their preference for the visual aid strategy over other methods to teach vocabulary. This can be explained by the versatility of the images in the comic strips, which provided context, the interaction between characters, and body language, among other components that allowed a better understanding of vocabulary, as well as promoting students' interest in learning a new word. In order to support this, Paivio (1971), in his Dual Coding Theory, mentioned that learners are more capable of remembering information received from visual and verbal channels. Jacobs (2013) also explained that comic strips are perceived as a simpler manner to receive a word-based text, due to the use of images to support the meaning. Most of the comic strips were represented by characters connected to situations that students regularly experience. It proved key in the student's guessing process, awakening interest in them and facilitating comprehension. Regarding this, Canning-Wilson (1999) highlighted the role of visual aids as an important connector with real life that traditional classroom activities could not replace.

However, some of these visual elements hindered some students' learning process and motivation to guess the target term possibly because visual aid did not accurately reflect the word. For this reason, attention to detail became imperative when creating a comic strip, aiming to present highly accurate images to the target term. Nation (1978) stated that methods that communicate meaning through observable expressions can be misunderstood and may not accurately represent the meaning of the word, creating an incorrect perception of the new word.

Another important component of the comic visual aid was the text, presented as speech bubbles in the comic, which could be useful for students to comprehend the meaning of a new word. The students also expressed that when the target concept is accompanied by cognates or vocabulary they already know, they can easily infer it. However, the guessing process was obstructed when unfamiliar words surrounded the target term. This can be explained by Krashen's comprehensible input hypothesis (1985). The author states that language acquisition occurs only when a person is able to understand the message, which is called "comprehensible input". The author explains this process using the formula $i+1$, where " i " symbolizes the current learner's level and 1 , the next level, regarding language learning competence. Following Krashen's theory, in some cases, $i+1$ presented in the speech bubbles was not sufficient to facilitate vocabulary learning. Findings reported the case of some vocabulary words that required further support, as was the case with comparative adjectives and their suffix -er. Some non-native speakers struggle with learning the English language's word structure, particularly the rules that manage prefixes and suffixes, which modify the meaning of the root word (Kim, 2013).

These words represent additional challenges for students since they need to be deconstructed and explained separately for students to understand their meaning. Nhan (2022) states that EFL learners need to do more than memorize, they also need to understand how the word is formed.

Meaningful insights were provided in terms of motivation and expectation of students to learn new vocabulary through the use of visual aids. Images, which caught the attention of the students, generated expectation in them to guess the next word. The expectation was enhanced by the dynamic of the strategy, which promoted student participation. Regarding this, Csabay (2006) mentioned that using comic strips in the classroom has similar effects as games due to their entertaining nature, bringing joy and promoting a positive climate. Alba et al. (2014) also highlight the importance of using comic strips for their multimodality, giving students multiple options to access information and benefiting them by addressing their different contexts, needs, and interests.

Conclusion

This mixed-methods study shows how comic strips facilitated students' vocabulary learning. First, comic strips have the potential to represent a vocabulary word using multimodal resources. This finding also elucidates the significance of the correct application of visual aids to prevent confusion when teaching new vocabulary.

The second finding is related to the text contained in the comic strip's speech bubble. The results indicated that when the speech bubble included cognates or words that students already know, it was easier for them to guess the target term. Conversely, unfamiliar words surrounding the key concept decreased students' motivation and hindered the guessing process.

Third, comic strips encouraged students' willingness to learn new words. They not only enhanced students' attention but also promoted voluntary participation. Despite this, it was also reported that students' motivation could be affected by the dynamic of the strategy, where some students may feel nervous or ashamed of making mistakes in front of their classmates.

To conclude, this study aims to contribute to the field of EFL vocabulary learning using comic strips and for in-service and pre-service teachers who would like to teach vocabulary leveraging the potential of visual aids and digital platforms.

References

- Alba, C., Sánchez, J., Zubillaga, A. (2011). *Diseño Universal para el Aprendizaje (DUA). Pautas para su introducción en el currículo*. DUALETIC. <https://bit.ly/2bW4Dbi>
- Alexander, A. (2006). *Psychology in Learning and Instruction*. Pearson.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34. <https://doi.org/10.20472/te.2015.3.3.002>
- Álvarez Delgado, S. (2020). *Digital comics and their exploitation in the EFL classroom of Primary Education*. [Unpublished master's thesis, Universidad de Jaén]
- Canning-Wilson, C. (1999). *Using Pictures in the EFL/ESL Classroom*. ERIC.
- Caviglioli, O., & Harris, I. (2003). *Think it–Map it: How Schools use Mapping to transform Teaching and Learning*. Network Continuum Education.
- Council of Europe (2001). *The Common European Framework of Reference for Language*. Cambridge University Press.
- Creswell, J. W. (2012). *Educational research*. Pearson.
- Csabay, N. (2006). *Using comic strips in language classes*. English Teaching Forum.
- Dawson, C. (2007). *A practical guide to research methods*. Oxford.
- Del Castillo, D. (2022). *Aprendizaje visual como estrategia para facilitar la enseñanza-aprendizaje del vocabulario del inglés como lengua extranjera de los estudiantes del grado 604 de un colegio privado*. [Unpublished undergraduate's thesis, Universidad Libre de Colombia]
- Dörnyei, Z. (2011). *Research Methods in Applied Linguistics*. Oxford University Press.
- Felder, R. M. (1993). Reaching the second tier: learning and teaching styles in college science education. *Journal of College Science Teaching*, 23(5), 286-290. <https://engr.ncsu.edu/wp-content/uploads/drive/1g7mzNhke6ErAkNXsQlyxBsmkaR-m8oe-/1993-Secondtier.pdf>
- Harmer, J. (2015). *The Practice of English Language Teaching* (5^a ed.). Pearson.
- Ibragimova, S. (2023). The Effectiveness of Visual Aids in EFL. *International Conferences*, 1(2), 426–430. <http://erus.uz/index.php/cf/article/view/1564>
- Jacobs, D. (2007). More than Words: Comics as a Means of Teaching Multiple Literacies. *The English Journal*, 96(3), 19–25. <https://doi.org/10.2307/30047289>
- Jacobs, D. (2013). *Graphic Encounter: Comics and The Sponsorship of Multimodal Literacy*. Bloomsbury Academic.
- Javanbakht, Z. O., & Yasuj, I. (2011). The impact of tasks on male Iranian elementary EFL learners' incidental vocabulary learning. *Language Education in Asia*, 2(1), 28-42. <https://doi.org/10.5746/leia/11/v2/i1/a03/javanbakht>
- Kim, C. (2013). Vocabulary acquisition with affixation: Learning English words based on prefixes & suffixes. *Second Language Studies*, 31(2), 43–80. <https://www.hawaii.edu/sls/wp-content/uploads/2014/09/Kim-Cholo.pdf>

- Kim, T. (2023). The Efficacy of Visual Aids in Enhancing Vocabulary Acquisition in EFL Classes. *International Journal of Social Science and Human Research*, 6(10), 6397–6403. <https://doi.org/10.47191/ijsshr/v6-i10-80>
- Kostoulas, A., & Lämmerer, A. (2015). *Classroom-based research*. Materials created for ELT Connect 2015.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
- Krčelić, P., & Matijević, A.S. (2016). A Picture and a Thousand Words: Visual Tools in ELT. *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures*. (110-114).
- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research*. Sage publications.
- Lazar, G. (1996). Exploring literary texts with the language learner. *TESOL Quarterly*, 30(4), 773–775. <https://doi.org/10.2307/3587934>
- Lightbown, P. M., & Spada, N. (2021). *How Languages Are Learned* (5^a ed.). Oxford University Press.
- McCloud, S. (2008). *Reinventing Comics*. Kepustakaan Populer Gramedia.
- Ministerio de Educación. (2015). *Bases Curriculares 7mo básico a 2º medio*. <https://media.mineduc.cl/wp-content/uploads/sites/28/2017/07/Bases-Curriculares-7%C2%BA-b%C3%A1sico-a-2%C2%BA-medio.pdf>
- Nation, I. S. P. (1978). Translation and the teaching of meaning: some techniques. *ELT Journal*, 32(3), 171-175. <https://doi.org/10.1093/elt/xxxii.3.171>
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nation, ISP (2003) Vocabulary. In D. Nunan. (ed.) *Practical English Language Teaching*. (pp.129-152) McGraw Hill.
- Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*. JALT.
- Nhan, C. T. M. (2022). EFL Learner's Perception about Prefixes and Suffixes in English Morphology. *European Journal of English Language Teaching*, 7(6), 156–170. <https://doi.org/10.46827/ejel.v7i6.4605>
- Nonato Huertas, E. A. & Peña Molina, H. Y. (2017). *Recursos multimodales: una estrategia didáctica de enseñanza en el aula*. https://ciencia.lasalle.edu.co/lic_lenguas/612
- Paivio, A. (1971). *Imagery and Verbal Processes*. Holt, Rinehart, and Winston.
- Saldaña, J. (2013). *The Coding Manual for Qualitative Researchers*. Sage Publications.
- Shiang, R. (2018). Embodied EFL Reading Activity: Let's Produce Comics. *Reading in a Foreign Language*, 30, 108–129. <https://files.eric.ed.gov/fulltext/EJ1176294.pdf>
- Singh, R. (2005). *Teaching methods in schools*. Commonwealth Publishers.
- Sola, M. A. B. (2012). *The influence of using audio-visual aids in teaching English vocabulary* [Unpublished master's thesis, University of Biskra]

- Stæhr, L. S. (2008). Vocabulary size and the skills of listening, reading, and writing. *Language Learning Journal*, 36(2), 139–52. <https://doi.org/10.1080/09571730802389975>
- Thornbury, S. (2002). *How to teach vocabulary*. Longman University Press.
- Thornbury, S. (2013). *Big Questions in ELT*. The Round.
- Ur, P. (1991). *A Course in Language Teaching, Practice, and Theory*. Cambridge University Press.
- Ur, P. (1998). *A course in Language Teaching: Practice and Theory*. Cambridge University Press.
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.
- Wesche, M., & Paribakht, T. S. (1998). The influence of “task” in reading-based L2 vocabulary acquisition: Evidence from introspective studies. In K. Haastrup & A. Viberg, (Eds.), *Perspectives on lexical acquisition in a second language* (pp. 19-59). Lund University Press.
- Williams, R. M. C. (2008). Image, text, and story: Comics and graphic novels in the classroom. *Art Education*, 61(6), 13–19. <https://doi.org/10.1080/00043125.2008.11652072>