

A Project entitled

Effect of Comic Strips on English Vocabulary Teaching

Submitted by

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Student Number:

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at The Hong Kong Institute of Education

in 29th April 2015

DEDICATION

To my brother, William, the bravest person I know

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DECLARATION

I, Ng Yi Lok Alice (Student Number:), declare that this research report represents my own work under the supervision of Assistant Professor Dr. WONG Wai Lap, Simpson, and that it has not been submitted previously for examination to any tertiary institution for a degree, diploma or other qualifications.

Signed

NG Yi Lok, Alice

29th April, 2015

ABSTRACT

Vocabulary, a building block of language, is important for language learners. English as a Second Language (ESL) teachers and English as a Foreign Language (EFL) teachers have been constantly looking for effective teaching materials, particularly in English as a Foreign Language (EFL) setting where appropriate learning materials are limited (Davis, 2006). Comic strips are viewed as innovative educational materials by an increasing number of educators. However, many proponents viewed them as informal genre which is unsuitable for educational purposes (Cary, 2006). Hence, this study investigated learners' attitudes towards the use of comic strips on English vocabulary learning; and examined whether the presentation style and pictorial presentation of comic strips can enhance adult's English vocabulary learning. Forty adults were recruited via convenience sampling. These participants were randomly allocated either into control group or experimental group, each participant completed a learning style questionnaire and a vocabulary test in the pretest. During the instructional session, the control group learned vocabulary with simple pictures while the experimental group learned with comic strips. Both experimental group and the control group completed posttest on the next day. Repeated-measures ANOVA was used to compare the performances between the pretest and posttest. The result of repeated-measures ANOVA showed that the experimental group achieved a better result compared with the control group. This finding corresponds with Mayer's (2009) cognitive theory of multimedia learning (CTML), and implies that comic strips can be an effective educational tool for English vocabulary learning in English as a Foreign Language (EFL) setting.

Keywords: comic strips, English vocabulary learning, presentation styles, pictorial Presentation

ACKNOWLEDGEMENTS

I would like to express my heartfelt thanks to Dr. Wong Wai Lap Simpson, who have been supervising me and giving me enormous help and encouragement. Dr. Wong has provided me lots of brilliant ideas and insights about educational comic strips and has introduced me to various articles and books to improve my discussion about using comic strips in English vocabulary learning.

During this year, I did have a tough time in learning how to use SPSS, which is what I lack. Here, I would like to thank Dr. Wong, who taught me how to use SPSS step by step so that I could successfully analyze the data that I collected. During the process of doing the research project, I had also run into different challenges and difficulties. Luckily Dr. Wong has provided me lots of suggestions and new ideas, which helped me overcome the difficulties.

I would also like to express my sincere appreciation to my friends for willing to be the participants of this research. They have contributed their precious personal time and effort to my research project. Here, I wish to thank Susan See, Brian Choi, Bobo Lui and Andrew Lam for their enormous help given to me in recruiting participants. Also, special thanks to my dearest friend Cassandra Newell, who always supports and encourages me.

INTRODUCTION

What are adolescent learners' attitudes towards the use of comic strips on English vocabulary learning? This question is crucially important because learners' attitude on learning determine learners' ability and eagerness to learn (Greenwald, 1968). Krathwohl's (1956) Taxonomy theory states that a learning attitude evolves over time, and that learning attitude affects prospective learning experience. This is apparent when adults choose to further their studies because of their positive learning attitudes. Hence, it is necessary to determine learners' attitude and motivation towards the use of comic strips on vocabulary learning in order to help them foster positive learning attitude and at the same time facilitate their vocabulary learning. Although there are adequate studies on scrutinizing teachers' attitude towards the use of comic strips and comic books in ESL classrooms, systematical research on investigating adult learners' attitude towards the use of comic strips on English vocabulary learning is lacking. Hence, this research aims at investigating the attitude of adult learners' attitude towards the use of comic strips on English vocabulary learning.

After realizing adult learners' attitude towards the use of comic strips on English vocabulary learning, we have to further examine whether comic strips can truly enhance English vocabulary learning. To find out the answer, we need to examine whether the presentation styles and pictorial presentation of comic strips can enhance adult learners'

English vocabulary learning. According to Um, Plass, Hayward, & Homer (2014), visual design elements in multimedia learning can assist learners in fostering positive emotion; and positive emotions have a strong correlation with both cognitive outcomes and affective outcomes. Hence, this research study extends the research on the emotional design of multimedia learning (Um, Plass, Hayward, & Homer, 2014) by specifically focuses on the effect of presentation styles and pictorial representation of comic strips on adult learners' English vocabulary learning. This study first concisely summarized the issues about educational comic strips and vocabulary learning before presenting the study of investigating the effect of presentation styles and pictorial presentation of comic strips on adults' English vocabulary learning.

CHAPTER ONE: LITERATURE REVIEW

In the context of English vocabulary learning, researchers suggest that memory retention is a crucial factor to achieve the success of English vocabulary acquisition. To heighten learners' long-term memory retention, teachers should try to help learners undergo the process of deep processing instead shallow processing (Roediger, 1990).

The current teaching materials about vocabulary learning provide definitions and focus on the spelling of vocabulary. The drawback of these teaching materials is that they belong to shallow questioning. Shallow processing of phonetic and orthographic elements can result in a weak memory trace susceptible to fast decay. On the other hand, deep processing that involves more mental representation leads to better long-term retention. To advocate deep processing, teaching materials with contexts should be provided to students to think about the meaning and application of the vocabulary (McKeown & Curtis, 2014).

To achieve deep processing, Mayer (2013) notes that motivational features can engage learners in deep processing without overburdening them or distracting them from the core teaching materials. From Mayer (2014)'s another research about the advantages of emotional design in multimedia of instruction, better learning results can be achieved when multimedia materials are restructured and integrated with emotional design principles. Visual learning is the best learning experience that enhances learners' creativity while learning (Fisher, Godwin

& Seltman, 2011).

However, another research done by Hayward et al. (2012) state that not all forms of motivational aids are effective in promoting learning. It is suggested that further research can be done to investigate whether particular emotional design elements that can arouse certain emotions or enhance the comprehension of learners from particular cultural context. Hence, investigating the presentation styles and pictorial presentation can be one of the ways to test whether comic strips can be used as an educational material for enhancing English vocabulary learning.

Throughout the past few years, comic strips have been explored to see whether they can be an effective educational tool (Gomez, 2014). Educators and scholars are progressively interested in comic strips because comic strips have a great potential to be an edutainment, a popular teaching material used to motivate learners in this new era.

Comic strips appeal to all age groups widely since they reflect the social commentary, stereotypes, and cultural values of the society (Elkins & Bruggemann, 1971). Apart from that, comic strips possess a rich story content and character development. Comics are one of the most popular genres in the world. Early in 1994, comics had already occupied 22.9% of the entire publications in Japan (Belk, 1987).

One of the greatest advantages of applying comic strips is that comic strips contain limited lexical phrases and are highly visual (Mallia, 2007). Comic strips provide learners with examples of how the vocabulary can be used in real context. This also helps increasing

learners' motivation. According to Ryan & Deci (2000), intrinsic motivation can effectively develop learners' learning skills.

Many of the existing research have already explained the reasons why learners can understand vocabulary easier with the use of comic strips. The visual elements of the comics, i.e. pictorial presentation and presentation styles, generally give readers a clear picture about the visual context of the target words. For instance, the words that are used in the bubbles are illustrated on the canvas. Comic strips can also enhance reading skills since their visual contexts definitely help the readers comprehend the text more easily. The constant visual support also motivates the readers follow the sequence of the story. Reading comic strips can also advance analytical skill of the readers. It is because learners have to realize how the pictures interact to construct the meaning. This encourages learners to pay close attention to the graphics in relation to the text that is given. In this way, learners will understand the humor in comic strips better (McVicker, 2012).

However, it should be noted that before this edutainment appear to the forefront, some social critics have been asserting that comics are educationally inappropriate since they would cause mental stagnation (Fisher, Godwin & Seltman, 2014). In addition, Maria Klawe, a president of Harvey Mudd College in California, asserted that comic stripes are not enough to fulfill the learning and cater for the instructional needs of students.

Based on this analysis, two research questions are set up to examine the effectiveness of applying comic strips in English as a foreign language (EFL) setting.

1. What are the adult learners' attitudes towards the use of comic strips on English vocabulary learning?
2. Can the presentation styles and pictorial presentation of comic strips improve adult learners' English vocabulary learning?

CHAPTER TWO: METHOD

A. Participants

Convenient sampling was used for participant recruitment in this research study. This sampling method is used because the subject can be accessed conveniently to the researcher. Hence, all of the participants are either my friends or friends of my friends. They were being contacted on phone in the first place. The participants of this research study are all adolescents (N=40, mean age=20.5) who have graduated from secondary schools in Hong Kong and started to work. The occupations of the participants include salespersons (60%), waiters (35%) and also swimming guards (5%). Twenty participants were grouped into experimental group and the other twenty were grouped into control group after random assigning.

B. Experimental Design

Before the instructional lesson, each participant first signed consent form (Appendix B & Appendix D) and completed a learning styles questionnaire (Appendix F). They had one hour to complete the pre-tests (Appendix G) before the subsequent instructional lesson. After the pre-test, an instructional lesson had been held. During the instructional lesson, the experimental group was given a set of comic strips learning materials (Appendix J). They

were asked to learn the twenty target English vocabulary under the comic strips-assisted teaching. On the other hand, the control group was given a set of simple picture-and-word learning materials (Appendix K). They were asked to learn the words with visual-verbal associative learning method. The participants were then asked to complete a post-test (Appendix H) on the following day.

C. Materials

Learning Styles Questionnaire

The identification of learning styles is the first step in helping a person become an effective learner (Sternberg & Zhang, 2014). The learning styles questionnaire used in this research study is a self-administered questionnaire. This questionnaire was adapted from a questionnaire used by Mendelson & Thorson (2004). The questionnaire solicited information concerning the participants' demographic background and mostly importantly learning styles. The questionnaire consists of twenty two questions. The questionnaire is altered by adding an extra question "I enjoy reading comics for leisure learning." to fit in the context of reading comic strips. This questionnaire includes visual and verbal scales, which align with the viewpoint of Kirby et al. (1988) who stated that using the two-scale version of the VVQ scale is acceptable. Each question is placed on a seven point scale ranging from *strongly disagree* (1) to *strongly agree* (7). According to Mendelson & Thorson (2004), the seven point scale allows participants to respond in a wider variation. The sequence of visual questions and

verbal questions is also mingled in order to allow participants to answer more objectively.

The questionnaires are completed by participants before the instruction session because the strategy of pre-questions can grab learners' selective attention for the subsequent instruction session (Mendelson & Thorson, 2004).

Learning Materials

The twenty English words are selected from Oxford Young Learners' Illustrated English-Chinese Dictionary (1991). During the one-hour instructional lesson, the experimental group was given a set of teaching materials with comic strips based on emotional design principles, while the control group was given a set of traditional teaching materials with words and simple pictures. Figure 1 and Figure 2 show the teaching material for control group and teaching materials for experimental group.


ring (noun)	戒指(名詞)	
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Figure 1. Teaching material for control group



Figure 2. Teaching materials for experimental group

English Vocabulary Test

This test serves as pretest and posttest in this research study. Both tests contain the identical questions. This test aims at examining the forty participants about the twenty target English vocabulary. Each test consists of two parts. Part A consist of twenty recognition questions, each of which asked the participants to choose the correct picture equivalent matching its English vocabulary out of three options. Part B consists of twenty questions which ask participants to write down the meanings of the twenty target vocabulary. Each question rates one mark. No marks are deducted when participants answer wrongly. The total scores provide a general measure of comprehension since participants are asked to write

down the meaning of the vocabulary. This part corresponds to level two (“understand”) of instructional objectives of Bloom’s taxonomy (Cannon & Feinstein, 2014). On the next day, both experimental group and the control group received posttest.

Data Analysis

The research method of this research study is quantitative research. Repeated-measures ANOVA was used for analyzing the data. In this research study, the data obtained from the English vocabulary tests and learning styles questionnaires were analyzed through conducting repeated-measures ANOVA.

CHAPTER THREE: RESULTS

The Learning Effects of Presentation Style and Pictorial Presentation

The main focus of this study is to find out whether the presentation styles and pictorial presentation of comic strips can improve adolescent learners' English vocabulary learning. To answer this question, repeated measures ANOVA was used to compare the means between the pretests and posttests done by experimental group and control group. The Cronbach's Alpha coefficient of the test items is .955, which indicates that they have relatively high internal consistency and are highly reliable. Figure 2 shows a comparison between the means of comic group and traditional group. The blue line represents comic group (experimental group) and the green line represents traditional group (control group). The group x prepost interaction is significant ($F(1,38)=4.51$, $p<.05$, Partial Eta Squared=.10). It shows that the experimental group has much more improvement than the control group. Teaching English vocabulary using comic strips can enhance English vocabulary learning more effectively than using simple picture-and-word materials. Therefore, the use of comic strips helps the participants learn and acquire target vocabulary in an effective way.

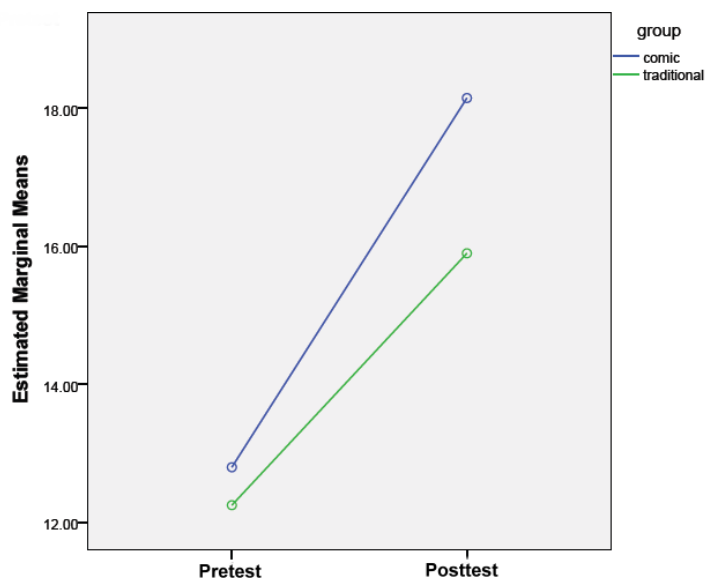


Figure 2. A comparison between the means of comic group and traditional group

The descriptive statistics of the pretests and posttests (Table 1) shows the mean and standard deviation of both groups on the test score separately. As summarized in the Table 1, repeated measures ANOVA indicates that there is a significant difference between the use of comic strips and the use of traditional teaching materials ($F(1,38)=126.62, p<.05$). The experimental group performed significantly better than the control group on the posttests.

Table 1. Descriptive statistics of pretest and posttest

Group	<i>N</i>	Pretest		Posttest	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Experimental group	20	12.80	2.61	18.15	1.18
Control group	20	12.25	2.97	15.90	1.48

The experimental group achieved a higher score in the posttest ($M=18.1500$, $SD=1.18210$) while the control group had a lower score ($M=15.9000$, $SD=1.48324$). Hence, the difference between the experimental group and control group was statistically significant. The participants learning English vocabulary with the use of comic strips outscored than that of control group. Overall speaking, there is moderate-to-strong evidence that the presentation styles and pictorial presentation of comic strips can enhance adult learners' English vocabulary learning as shown in Table 1. Therefore, the important empirical contribution of this research is that emotional design elements i.e. presentation styles and pictorial presentation can enhance vocabulary learning.

Learners' Attitude towards the Use of Comic Strips

To answer another research question, visualizer by verbalizer levels and learners' attitude towards comic strips are collated. Table 2 shows the descriptive statistics of visualizer by verbalizer Levels.

Table 2. Descriptive statistics of Visualizer by Verbalizer Levels

Group	<i>N</i>	<i>M</i>	<i>SD</i>
Verbalizer	20	26	3.12968
Visualizer	20	67	3.82803

The participants in Table 2 have a mean visualizer score of 67 ($SD=3.82803$). For the verbalizer scale, the mean is 26 ($SD= 3.12968$). This finding indicates that the participants in this study are high visual learners.

Another important finding is learners' attitude towards comic strips. As mentioned earlier, the leaning styles questionnaire used in this research is altered by adding extra questions "I enjoy reading comics for leisure learning." and "I enjoy reading if course materials are presented in comic form" to fit in the context of reading comic strips. After analyzing the data of these two extra questions, it is found that all the participants enjoy reading comics for leisure learning (mean=6.73). When course materials are presented in comic form, participants would enjoy reading (mean=6.70). The result shows that learners possess a highly positive attitude towards comic strips.

Table 3. Learners' attitude towards comic strips

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
"I enjoy reading comics for leisure learning."	40	6	7	6.73	.452
"I enjoy reading if course materials are presented in comic form"	40	6	7	6.70	.464

CHAPTER FOUR: DISCUSSION

The aim of this research is to extend the research done by Hayward et al. (2014) to investigate whether specific emotional design elements can enhance the comprehension of learners. This research finds that the presentation styles and pictorial presentation of comic strips can improve adolescent learners' English vocabulary learning.

One of the explanations for the better result of the experimental group is that the presentation styles and pictorial presentation clearly convey the development of the story. In terms of the page layout of the comic strips, each frame is a bordered picture that comprises appealing visual content including illustrations, words and captions. The words that are used in the bubbles are illustrated on the canvas. The shape of the frames make the story more readable and dramatic compared with traditional teaching materials used in the control group. Thus, the visual information within each frame does not hinder learners' understanding towards the target vocabulary. The visual features of the comic strips provide readers a clear picture about the visual context of the words. The visually pleasing cartoons also motivate learners to explore the meanings of the target vocabulary through reading comic strips. The background setting, characters and character movements of each frame fascinate the readers to follow the comic strips about the target vocabulary. Therefore, comic

strip is like a cinema in which words and vivid images are used to convey information (Horwitz, 2014).

Another explanation for the better performance of the experimental group is that positive emotion is aroused since learners are engaged in the stories of the comic strips. Learning through comic strips is an ideal emotional design for learners because learners are engaged in emotional design elements and succinct vocabulary in a lively ways. Each frame leads learners to experience the beginning, middle, climax and ending parts of the stories.

Through this engaging process, a positive learning emotion towards learning English vocabulary is fostered since they were engaged in the stories. When learners build up a positive learning emotion, they will be more motivated to engage in the cognitive processing.

According to Mayer (2009)'s cognitive theory of multimedia learning, new multimedia information is recorded in sensory memory through visualization. Learners can then experience the cognitive process of selecting information; hence carrying the multimedia information to working memory. During the process of working memory, learners experience the cognitive process of organizing in which incoming visual information and verbal information are organized. Eventually, learners can enter the cognitive process of integration in which the spatial and verbal representations are incorporated with knowledge induced from long term memory. Meaningful learning can be achieved when learners engage in the abovementioned cognitive processes appropriately. Thus, these cognitive

processes are important for instructional design. In addition, the positive learning attitudes towards the use of comic strips trigger the intrinsic motivation of the learners. According to Ryan & Deci (2000), intrinsic motivation also helps enhancing learning outcomes.

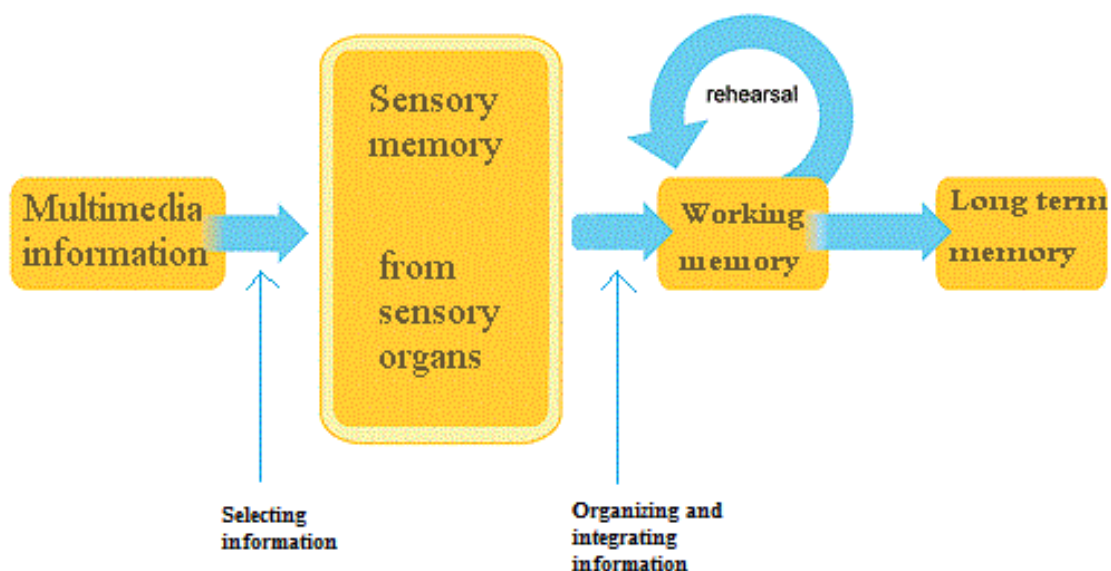


Figure 3. Mayer (2009)'s Cognitive Theory of Multimedia Learning

The other reason why experimental group perform better than control group is that comic strips include authentic materials which helps learners to realize how the target vocabulary is used in the real contexts as opposed to the traditional learning materials for control group.

Context based learning has been strongly encouraged in the field of language learning (Cook, 2013).

Suggestion for future research is that a larger number of participants can be recruited. The significance of findings in this research is partly restricted by limitations of narrow sampling. According to Csikszentmihalyi & Larson (1987), a small sample size influences the reliability of the research result since a higher variability and bias will be resulted. The larger the standard deviation, the less accurate the results will be. Apart from recruiting a larger sample size, a delayed posttest can also be administrated in the future research. According to Chan et al. (1998), a delayed posttest can assess learner's memory retention effectively. In this way a more effective research can be implemented.

CONCLUSION

This study is consistent with current researches which suggest that comic strips play an important role in multimedia learning. Consistent with Mayer (2014)'s research about emotional design in multimedia of instruction, this research shows that comic strip is an effective multimedia material that integrates emotional design principles. The remarkably improved learning outcomes of the adolescent learners help encourage further research on applying comic strips on other aspects of English language learning, such as writing, reading, grammar etc.

This research is also consistent with the emotional design of multimedia learning (Hayward, Homer, Um & Plass, 2014) by specifically focuses on the effect of presentation styles and pictorial representation of comic strips on adult learners' English vocabulary learning. This research found that comic strips can improve learners' learning because the motivational features of the comic strips can engage students in deeper processing compared with using traditional teaching material. Hence, it is concluded that the presentation styles and pictorial presentation of comic strips can motivate learners and enhance their English vocabulary learning.

Nowadays, a majority of comic readers can be found from all corners of the world.

Participants who have participated in this creative instructional approach support it enthusiastically. With learners' positive learning attitude towards comic strips, it is sure that comic strips can be an innovative educational tool which enhances learners' learning. Comic strips should therefore be taken into account when teaching and learning English vocabulary in ESL or EFL classrooms.

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APPENDIX A- Application for Ethical Review**HKIEd Department of Psychological Studies (PS)
Application for Ethical Review (for STUDENT Research Projects)****Department Ethics Review APPROVAL**

Principal Supervisor Name: Dr Simpson Wong
Student Investigator Name, Program: Ng Yi Lok Alice, BEd/MSeSe-
PS Dept. Reference No: PS 14-021
Period of Approval: Jan 2015 to April 2015

Dear Student

This is to confirm approval of your research ethics application. Thank you for your careful attention to research ethics.

You may now begin your data collection. If you have any questions, please contact your supervisor or the Departmental Ethics Committee (DEC)

Departmental approval officer

Dr. Grace Lam
Responsible Departmental Ethics Committee (DEC) member

on _____
Date

APPENDIX B-Consent Form to Participate**THE HONG KONG INSTITUTE OF EDUCATION****Department of Psychological Studies****CONSENT TO PARTICIPATE IN RESEARCH (FOR PARTICIPANTS)**

Project title: An investigation of the effectiveness of applying comics strips in English vocabulary teaching

I _____ hereby consent to participate in the captioned research conducted by Ng Yi Lok Alice (student of Hong Kong Institute of Education) and supervised by Dr. Wong Wai Lap Simpson, who is staff of the Department of Psychological Studies in The Hong Kong Institute of Education.

The aim of this research is to examine the influence of presentation styles and pictorial presentation of comics on English vocabulary learning and to investigate adult learners' attitude towards the use of comics for English vocabulary learning. You are being selected to participate in this research study to increase your English vocabulary repertoire using interesting English comics. There are 60 adult learners invited to participate in this research study.

Regarding the research procedures, a questionnaire about learning style will be distributed to you before the pretest. During the experiment, you are instructed to finish a questionnaire about learning styles. You will learn words through comic strips. Two tests will be used for this research. Hence, before the training session, the pretest paper will be distributed to you. You will have an hour to complete the pretest paper. On the date of training session, you will be given a set of teaching materials. Miss Ng Yi Lok Alice will instruct the class for around an hour. You will be given a posttest on the next date. On the date of posttest, you will be given an hour to complete the test. Please be noted that the process will not be videotaped or recorded.

After participating in this research study, you will be more confident in using English vocabulary. You can learn more English vocabulary through the help of interesting English comic strips and teacher's instruction.

<I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.>

Name of participant

Signature of participant

Date

APPENDIX C – Information Sheet

INFORMATION SHEET

Project title: An investigation of the effectiveness of using comic strips in English vocabulary teaching

You are invited to participate in a project supervised by Ng Yi Lok Alice (student of Hong Kong Institute of Education) and conducted by Dr. Wong Wai Lap Simpson, who is staff of the Department of Psychological Studies in The Hong Kong Institute of Education.

The introduction of the research

The aim of this research is to examine the influence of presentation styles and pictorial presentation of comics on English vocabulary learning and to investigate adult learners' attitude towards the use of comics for English vocabulary learning. You are being selected to participate in this research study to increase your English vocabulary repertoire using interesting English comics.

The methodology of the research

There are 60 adult learners invited to participate in this research study. The participants are ESL learners who are secondary school graduates and people who have already started to work.

Regarding the research procedures, a questionnaire about learning style will be distributed to you before the pretest. During the experiment, you are instructed to finish a questionnaire about learning styles. You will learn words through comic strips. Moreover, two tests will be used for this research. Hence, before the training session, the pretest paper will be distributed to you. You will have an hour to complete the pretest paper. On the date of training session, you will be given a set of teaching materials. Miss Ng Yi Lok Alice will instruct the class for around an hour. You will be given a posttest on the next day. On the date of posttest, you will be given an hour to complete the test. Please be noted that the process will not be videotaped or recorded.

After participating in this research study, you will be more confident in using English vocabulary. You can learn more English vocabulary through the help of interesting English comics and teacher's instruction.

The potential risks of the research

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher.

Describe how results will be potentially disseminated

The study research will be published in the form of thesis, journal articles, book, chapter and conference presentation. The results of the project will not be given to participants. The result will not be given to other persons or organizations.

If you would like to obtain more information about this study, please contact Miss Ng Yi Lok Alice at telephone number XXXXXXXXX or her supervisor Dr. Wong Wai Lap Simpson at telephone number XXXXXXXXX.

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@ied.edu.hk or by mail to Research and Development Office, The Hong Kong Institute of Education.

Thank you for your interest in participating in this study.

Student Investigator

Ng Yi Lok Alice

APPENDIX D – Consent Form to Participant (Chinese version)

香港教育學院
心理研究學系

參與研究同意書（參加者）**項目名稱：探討運用連環圖對英語詞彙教學的有效性**

本人吳依珞同意參加由黃緯立博士負責監督，吳依珞學生負責執行的研究計劃。他們是香港教育學院心理研究學系的學生及教員。

這項研究的目的是探討漫畫表達風格和圖案呈現對英語詞彙學習的影響，並探討成人學習者對利用漫畫學習英語詞彙的態度。我們現誠邀你參加這項研究，通過使用有趣的英文連環畫來增加英語詞彙量。我們將邀請 60 個成年學員參加這項研究。

至於有關研究程序，研究員會在預測試前派發問卷給各參與者。在實驗過程中，您將被要求完成一份有關學習方式的調查問卷，然後通過漫畫學習單詞。本研究包括兩個測試。因此，在訓練課前，你將要完成一份預測試紙。完成預測的時間為一小時。在訓練課時，你會獲派一套連環圖教材。學生研究員吳依珞教授為時一小時的課，並於翌日進行後測。你將會獲得一小時進行後測。請注意，整個過程將不被攝錄。

參與這項研究後，你將能在老師的指導下通過有趣的英語連環圖學習更多的英語詞彙，更有信心地靈活運用英語詞彙。

<本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護自己的隱私，本人的個人資料將不能洩漏。

本人對所附資料的有關步驟已經得到充分的解釋。本人理解可能會出現的風險。本人是自願參與這項研究。

本人理解我有權在研究過程中提出問題,並在任何時候決定退出研究,更不會因此引致任何不良後果。>

參加者姓名:

參加者簽名:

日期:

APPENDIX E – Information Sheet (Chinese version)

有關資料

項目名稱：探討運用連環圖對英語詞彙教學的有效性

誠邀閣下參加由黃緯立博士負責監督，吳依珞學生負責執行的研究計劃。她/他們是香港教育學院心理研究學系的學生/教員。

研究計劃簡介

這項研究的目的是探討漫畫表達風格和圖案呈現對英語詞彙學習的影響，並探討成人學習者對利用漫畫學習英語詞彙的態度。我將邀請 60 個成年學員參加這項研究，通過使用有趣的英文連環畫來增加英語詞彙量。

研究方法

至於有關研究程序，研究員會在預測試前派發問卷給各參與者。在實驗過程中，參與者將被要求完成一份有關學習方式的調查問卷，然後通過漫畫學習單詞。本研究包括兩個測試。學生研究員吳依珞教授為時一小時的課，並於翌日進行後測。參與者將會獲得一小時進行後測。整個過程將不被攝錄。參與這項研究後，參與者將能在老師的指導下通過有趣的英語連環圖學習更多的英語詞彙，更有信心地靈活運用英語詞彙。

風險

閣下的參與純屬自願性質。閣下享有充分的權利在任何時候決定退出這項研究，更不會因此引致任何不良後果。凡有關閣下的資料將會保密，一切資料的編碼只有研究人員得悉。

發佈研究結果

此研究將以期刊論文、書籍、會議報告的形式發表。是次研究結果將不會透露給其他機構、個人單位以及參加者。




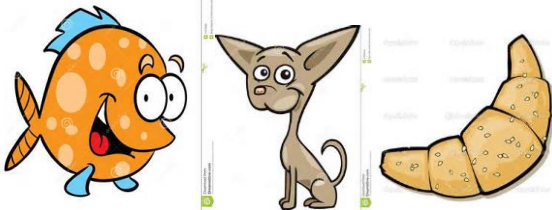

如閣下想獲得更多有關這項研究的資料，請與吳依珞學生聯絡，電話 XXXXXXXX 或聯絡她/他們的導師黃緯立博士，電話 XXXXXXXX。


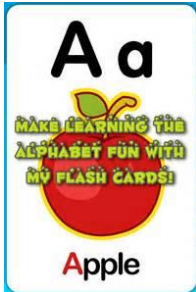


如閣下對這項研究有任何意見,可隨時與香港教育學院人類實驗對象操守委員會聯絡(電郵:hrec@ied.edu.hk; 地址:香港教育學院研究與發展事務處)。






謝謝閣下有興趣參與這項研究。

學生研究員

吳依珞

4. I enjoy learning new words.	1	2	3	4	5	6	7
							
5. I can easily think of synonyms for words.	1	2	3	4	5	6	7
							
6. I prefer to read instructions about how to do something rather than have someone show me.	1	2	3	4	5	6	7
							
7. I have a better than average fluency in using words.	1	2	3	4	5	6	7
8. I find illustrations or diagrams help me when I am reading.	1	2	3	4	5	6	7
							
9. I like newspaper articles that have photos.	1	2	3	4	5	6	7
							

10. When I read books with maps in them, I refer to the maps a lot.	1	2	3	4	5	6	7
							
11. The old saying 'A photo is worth a thousand words' is certainly true for me.	1	2	3	4	5	6	7
							
12. I find maps helpful in finding my way around a new city.	1	2	3	4	5	6	7
							
13. I don't believe that anyone can think in terms of mental photos.	1	2	3	4	5	6	7
							
14. I have a hard time making a mental photo of a place that I've only been to a few times.	1	2	3	4	5	6	7
15. I seldom use diagrams to explain things.	1	2	3	4	5	6	7

							
16. I don't like maps or diagrams in books.	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
19. I spend little time attempting to increase my vocabulary.	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
22. I have a hard time remembering the words to songs.	1	2	3	4	5	6	7

The End


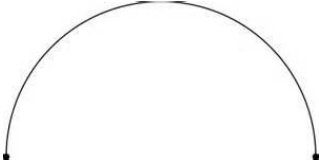
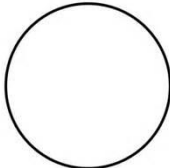
APPENDIX G – English Vocabulary Test (Pretest)

English Vocabulary Test- Pretest



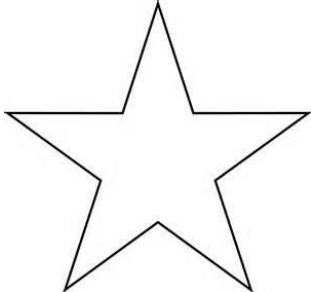
Name:	Date:
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Part A. Choose the correct picture which shows the meaning of the word.



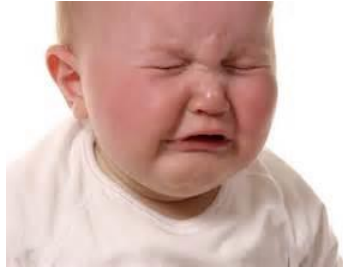
1. straight

A. 	B. 	C. 
---	---	---

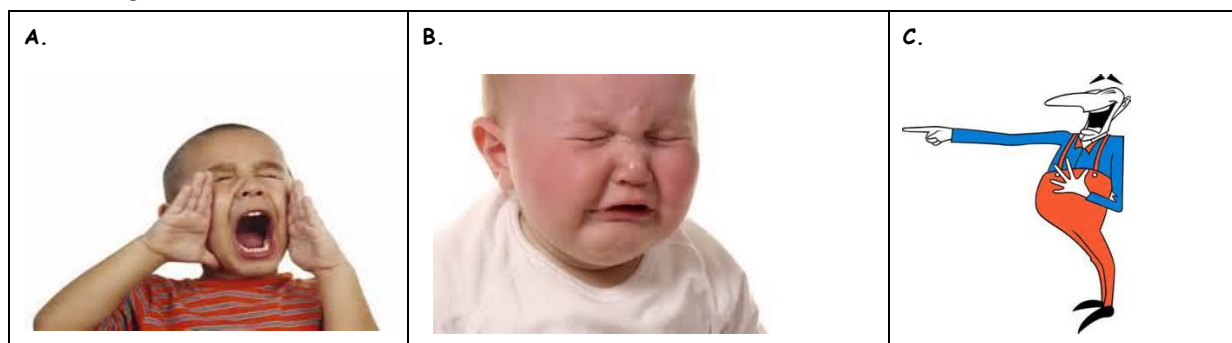
2. curly

A. 	B. 	C. 
---	---	---

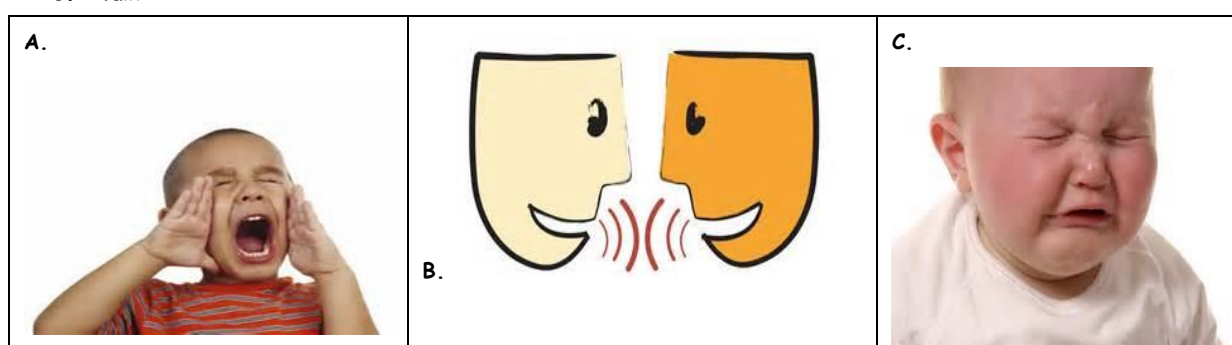
3. shout

A. 	B. 	C. 
---	---	---

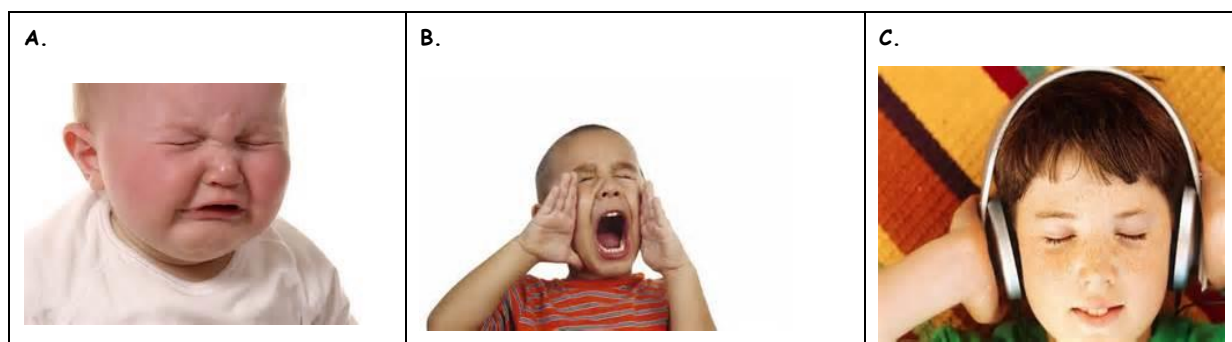
4. laugh



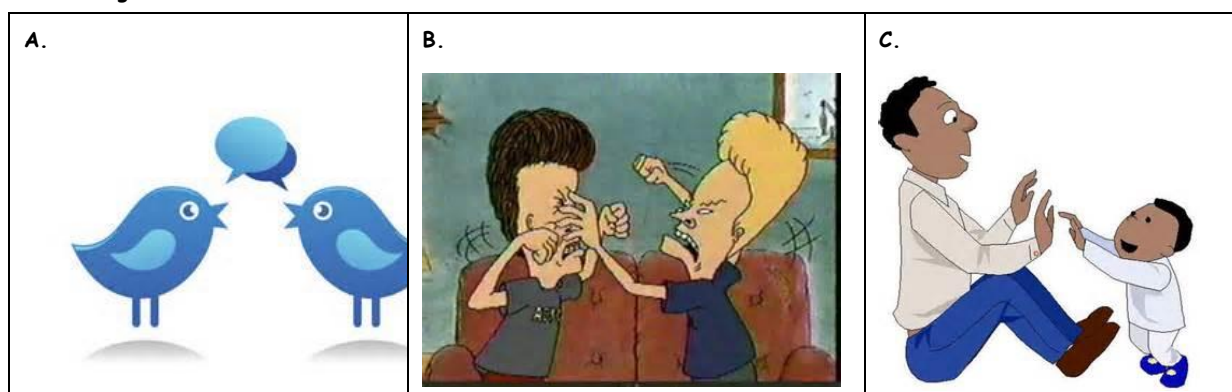
5. talk



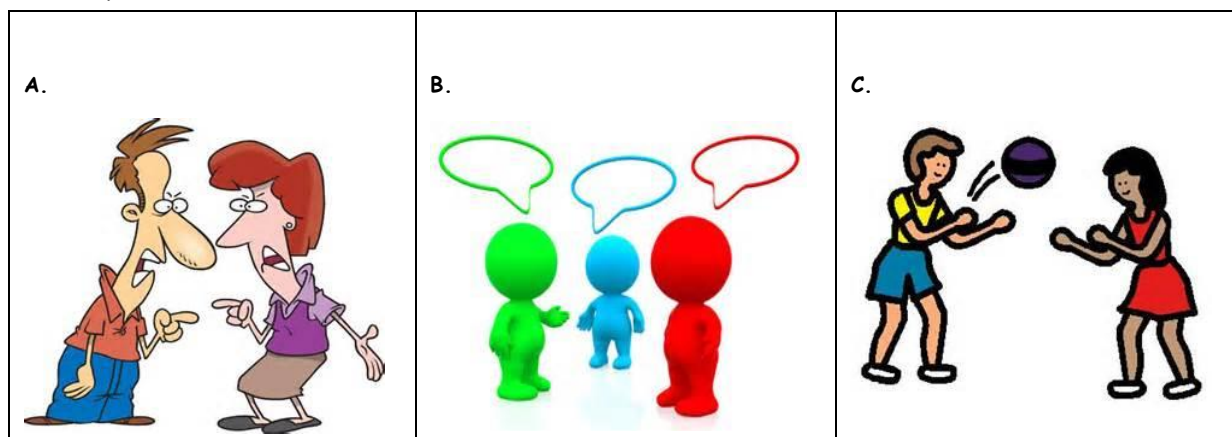
6. listen



7. fight



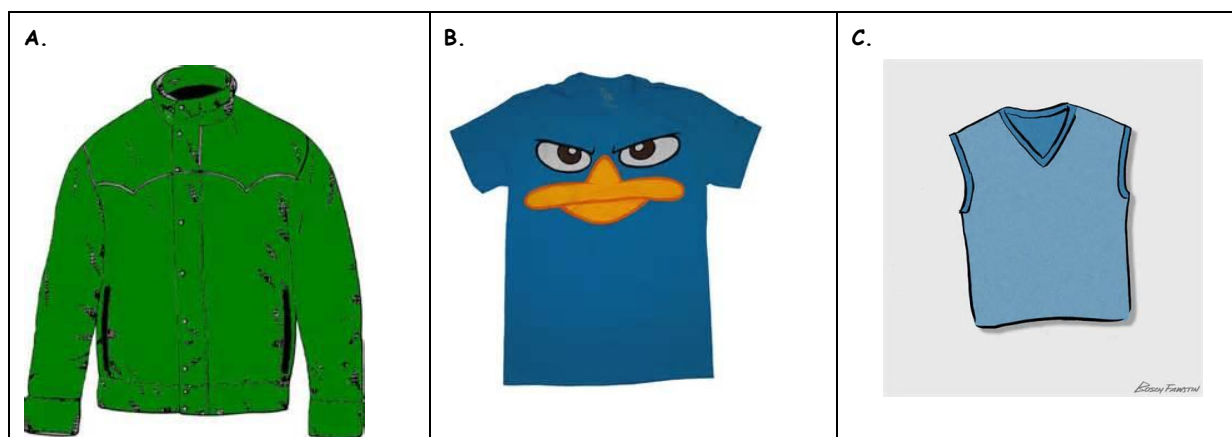
8. quarrel



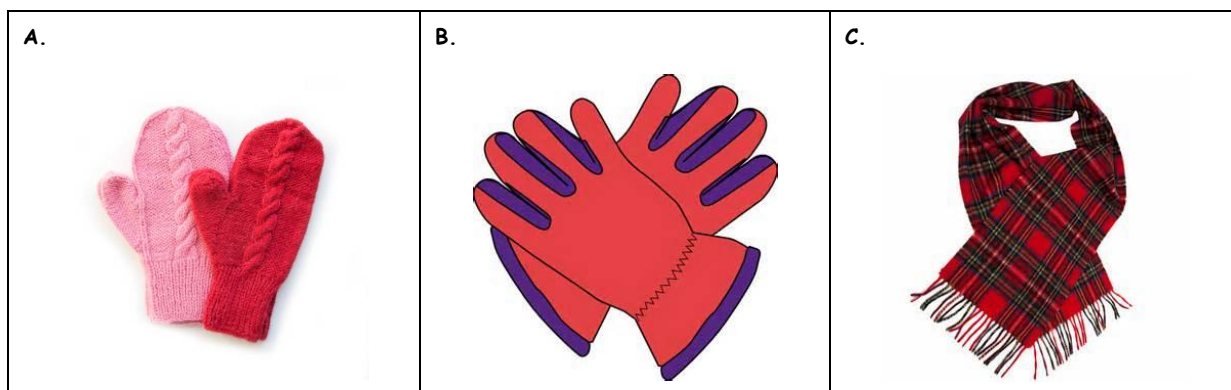
9. flip-flop



10. vest



11. mittens



12. gloves



13. necklace



14. earrings



15. ring



16. hairbrush



17. comb



18. mirror



19. bow



20. tie



Part B. What do the following words mean? Write down the meanings of the words.

21. straight

22. curly

23. shout

24. laugh

25. talk

26. listen

27. fight

28. quarrel

29. flip-flop

30. vest

31. mittens

32. gloves

33. necklace

34. earrings

35. ring

36. hairbrush

37. comb

38. mirror

39. bow

40. tie

End of the test


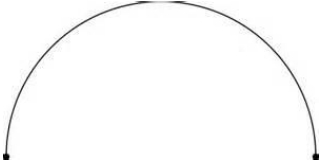
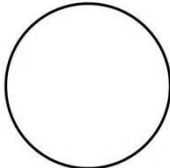
APPENDIX H – English Vocabulary Test (Posttest)

English Vocabulary Test- Posttest



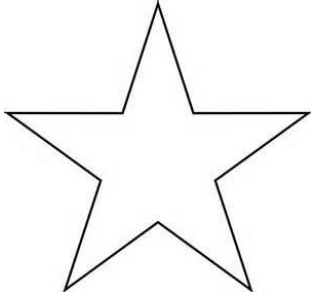
Name:	Date:
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Part A. Choose the correct picture which shows the meaning of the word.



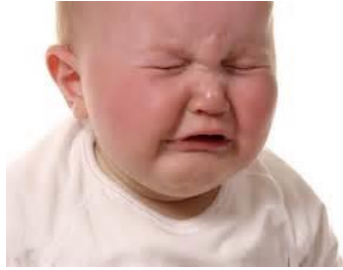
1. straight

A. 	B. 	C. 
---	---	---

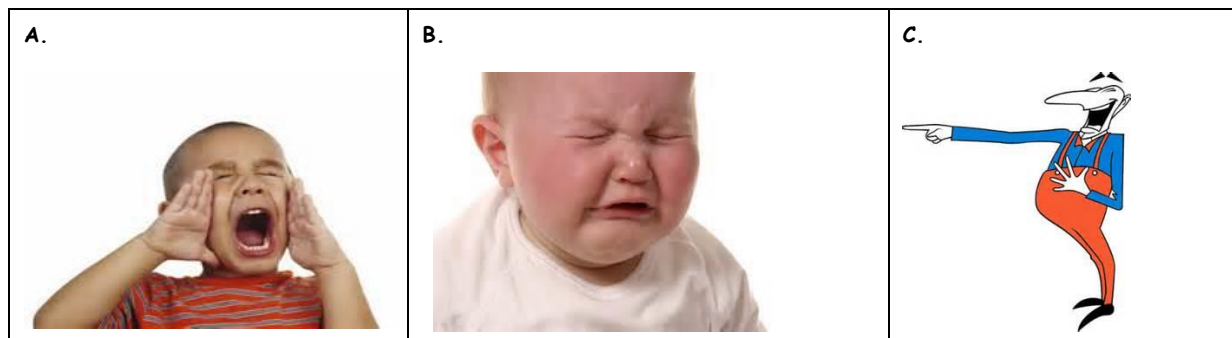
2. curly

A. 	B. 	C. 
---	---	---

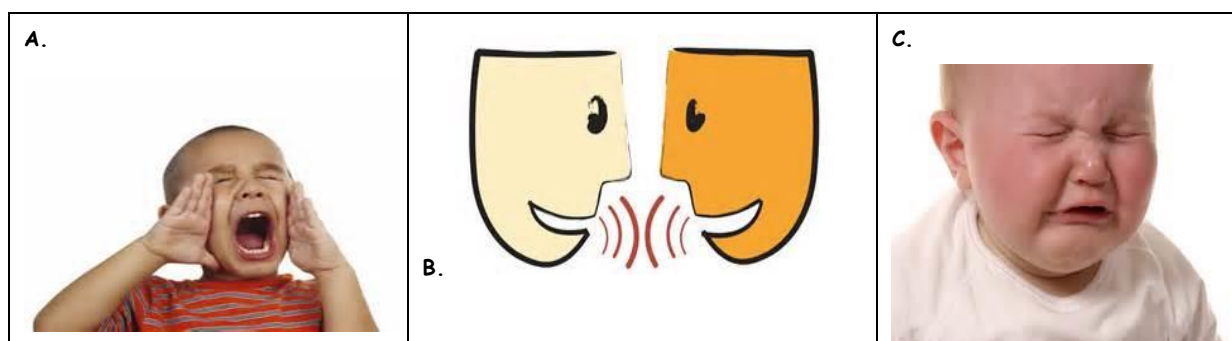
3. shout

A. 	B. 	C. 
---	---	---

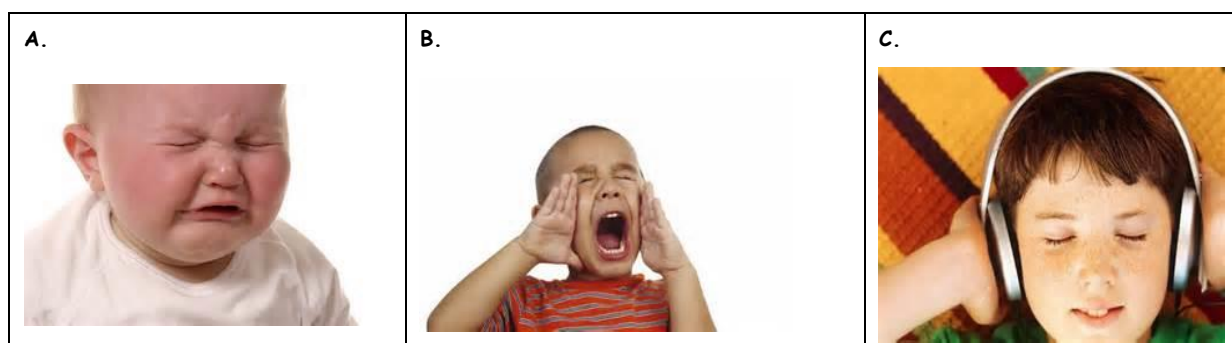
4. laugh



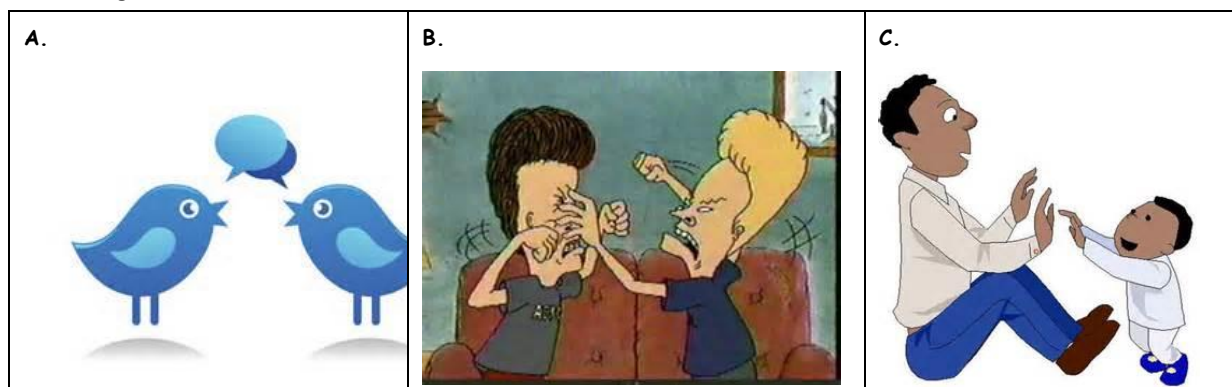
5. talk



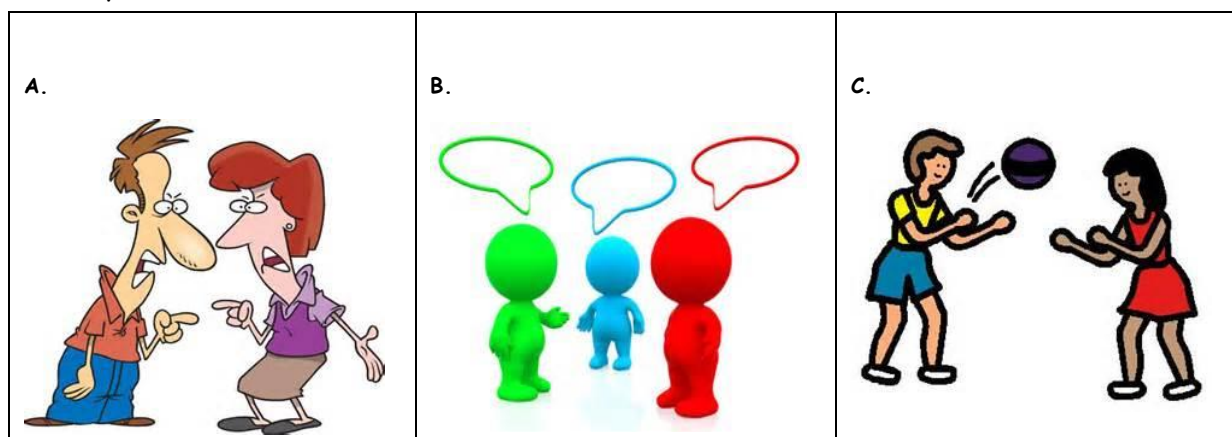
6. listen



7. fight



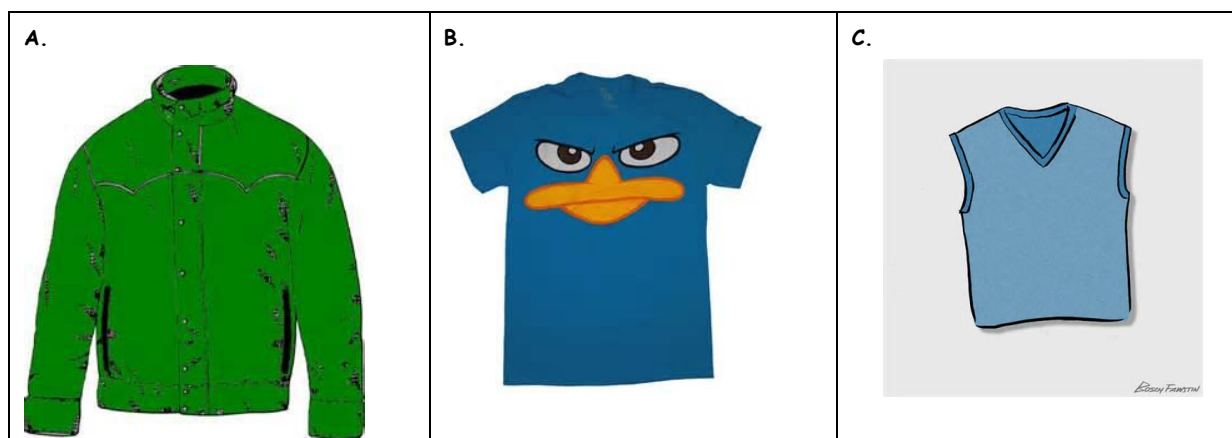
8. quarrel



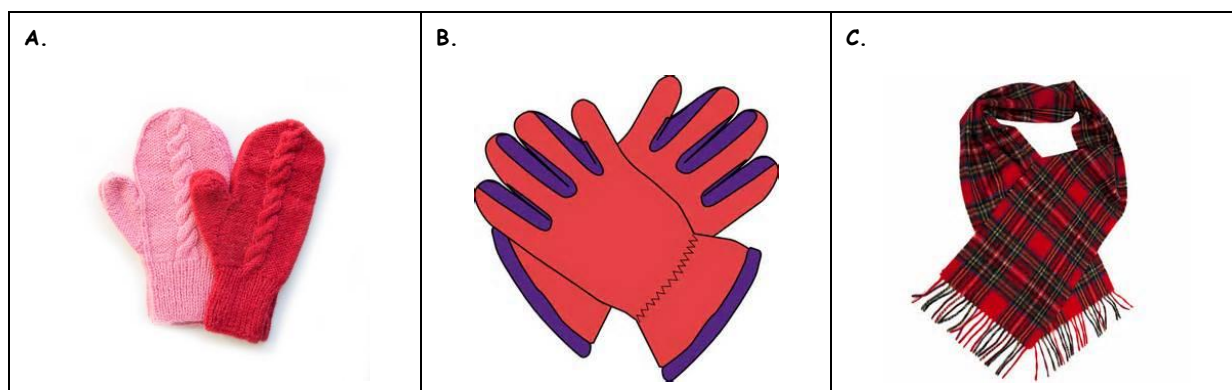
9. flip-flop



10. vest



11. mittens



12. gloves



13. necklace



14. earrings



15. ring



16. hairbrush



17. comb



18. mirror



19. bow



20. tie



Part B. What do the following words mean? Write down the meanings of the words.

21. straight

22. curly

23. shout

24. laugh

25. talk

26. listen

27. fight

28. quarrel

29. flip-flop

30. vest

31. mittens

32. gloves

33. necklace

34. earrings

35. ring

36. hairbrush

37. comb

38. mirror

39. bow

40. tie

End of the test

APPENDIX I – Marking Criteria for Part B

Marking Criteria for

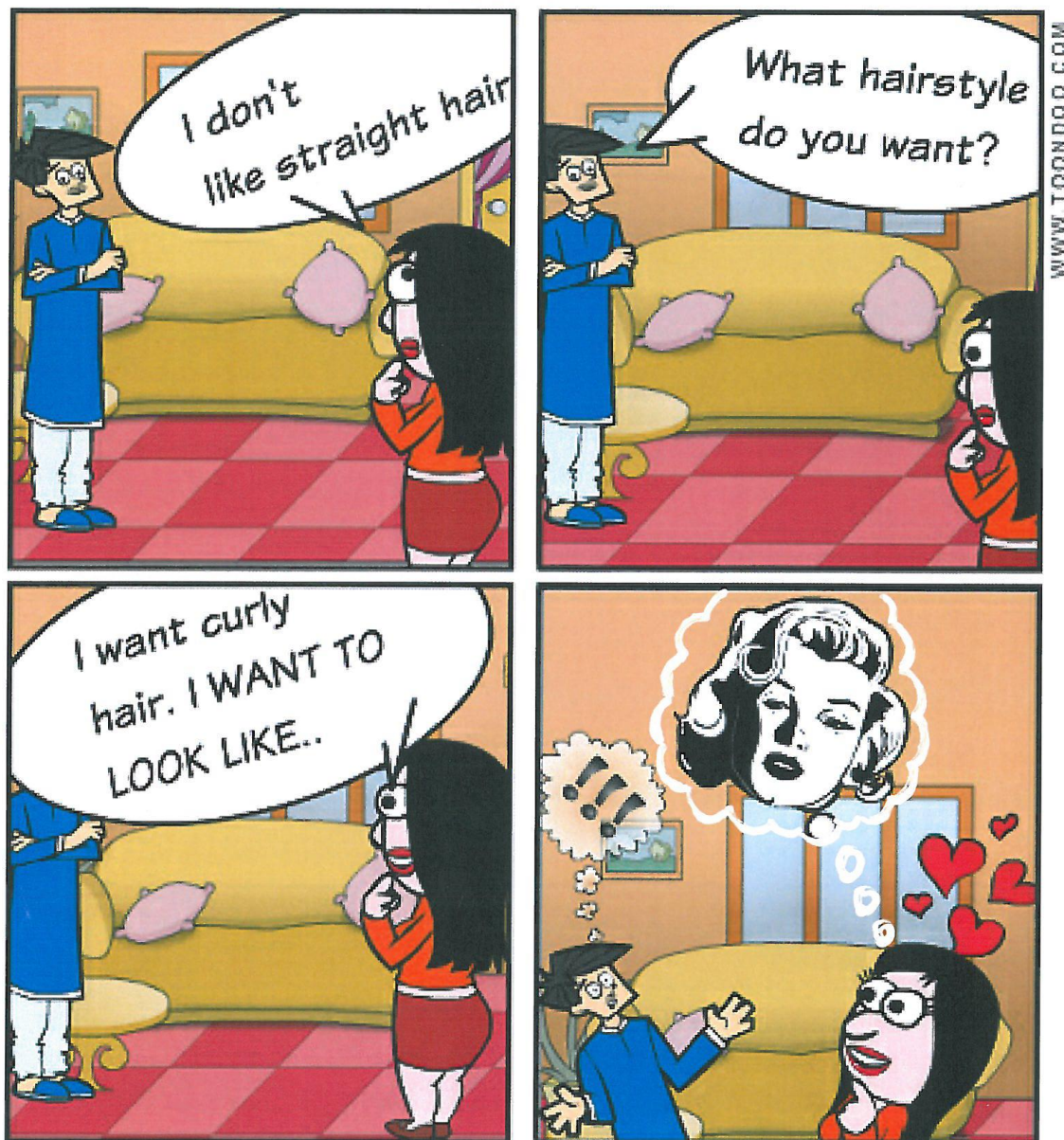
Part B - Writing meanings of the vocabulary

Categories	Criteria	
	Novice/Apprentice	Expert
Defining Words & Classifying Part of speech	<p>No marks will be given if</p> <p>a). The definition shows unclear or wrong understanding about the characteristics of the target word, or the definition includes the target word. But the sentence shows little understanding about the characteristics of the target word; and</p> <p>b) He/she wrongly identifies the part of speech of the word</p>	<p>One mark will be given if</p> <p>a). The definition includes the target word. The sentence can show the special characteristics of the word, or the definition includes the target word. It also shows the group of object or concept which the word belongs to. The sentence clearly shows the special characteristics of the word; and</p> <p>b). He/she correctly identifies the part of speech the word</p>

References

- López, J. A. (2009). *How to write a definition*. Retrieved from <http://www.slideshare.net/josezubia/how-to-write-a-definition>
- Anonymous. (2014). *Making worksheets*. Retrieved from <http://www.makeworksheets.com/tools/rubric2.html>

APPENDIX J – Teaching materials for experimental group

HAIRSTYLE - BY ALICEBELLUS

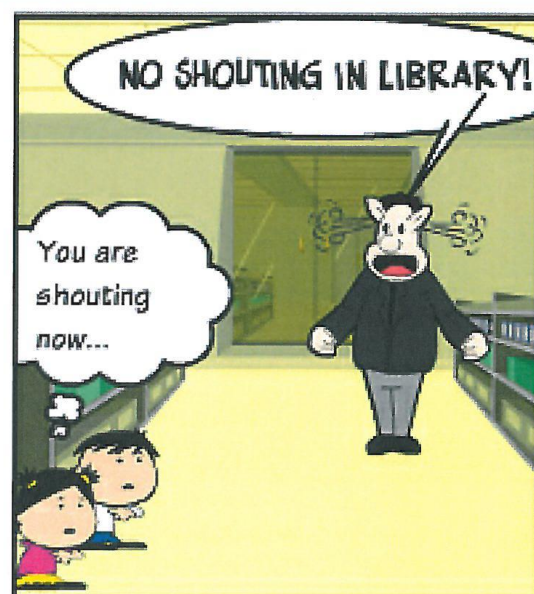
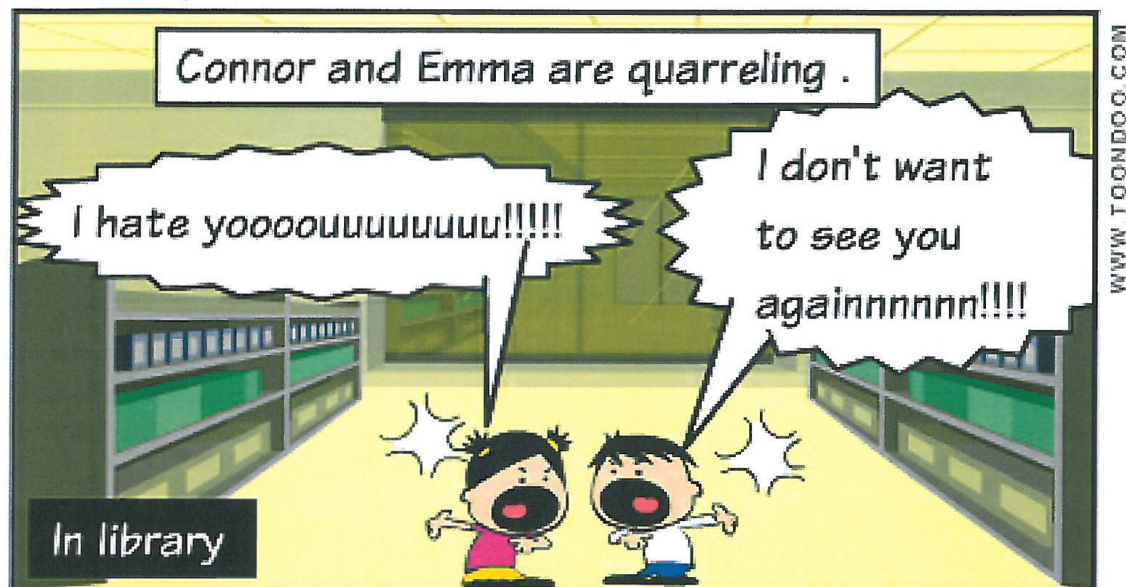
REASONS TO LAUGH - BY ALICEBELLUS

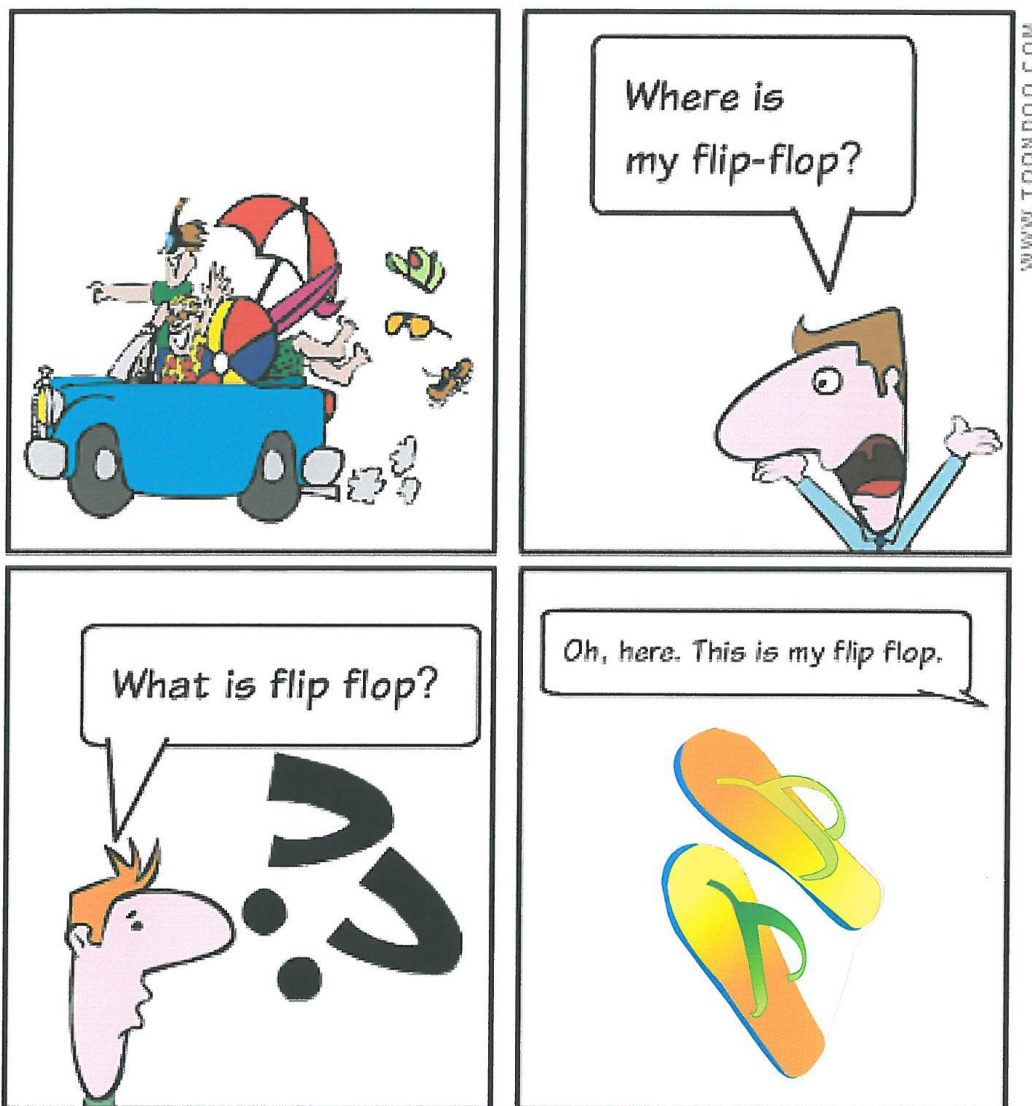
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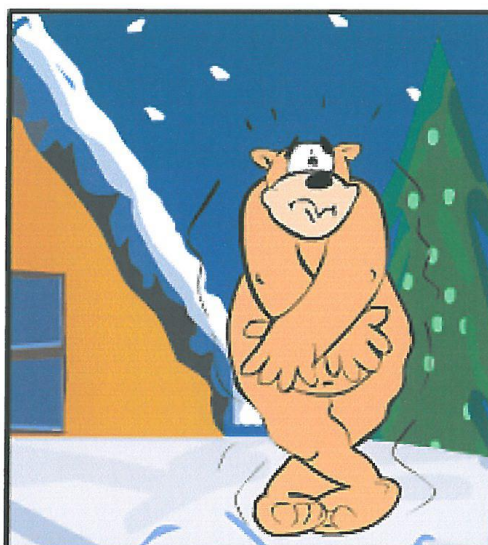
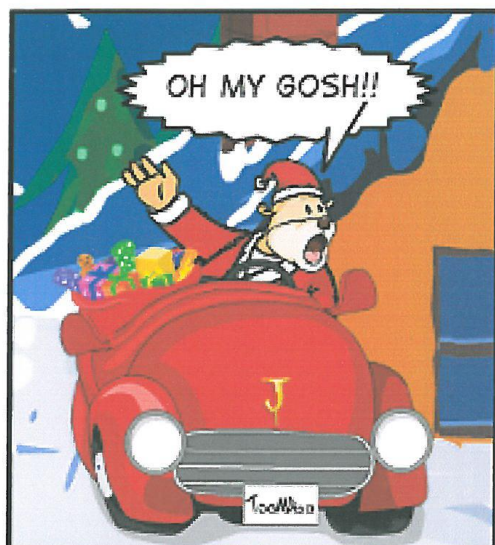


LISTEN AND TALK - BY ALICEBELLUS

CHRISTMAS FIGHTING - BY ALICEBELLUS

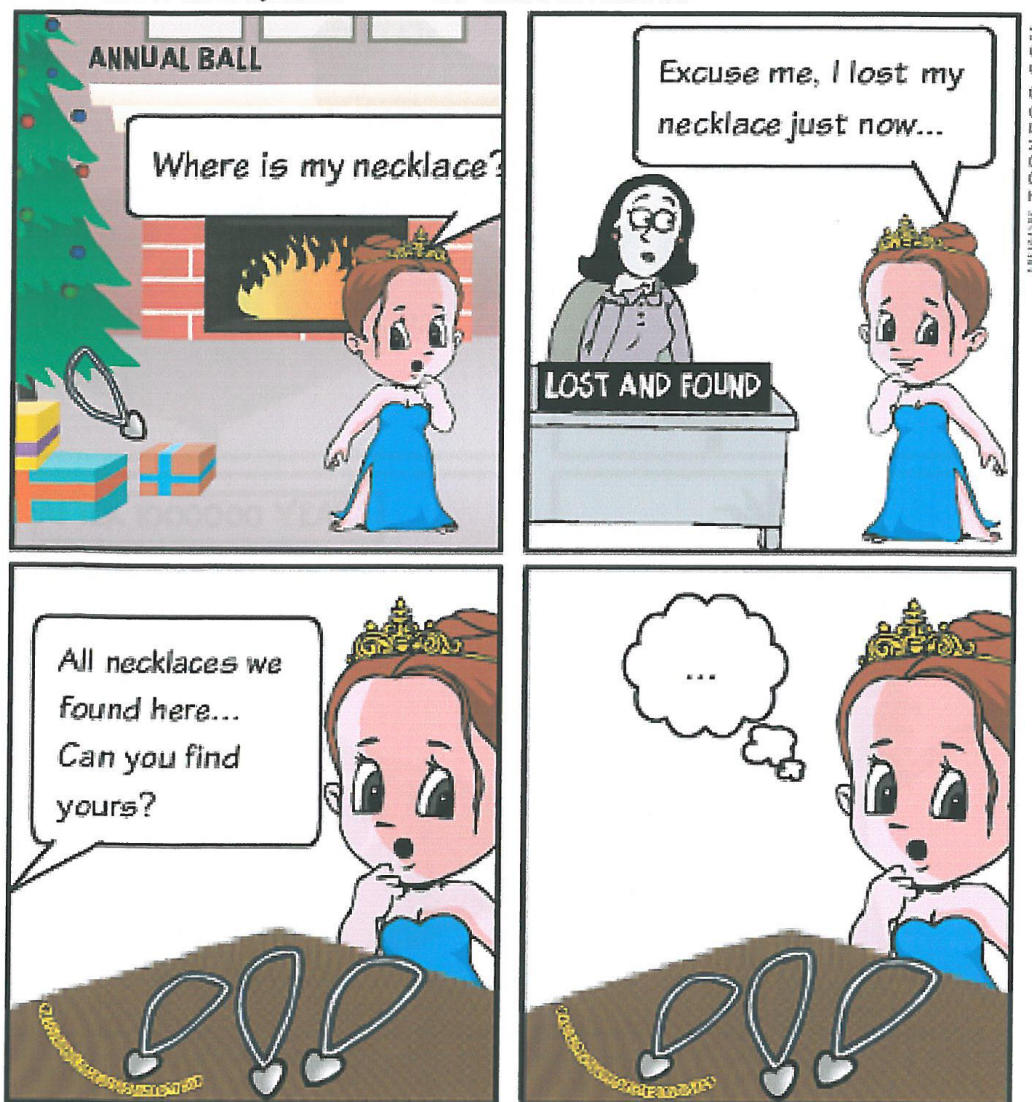
IN A LIBRARY - BY ALICEBELLUS

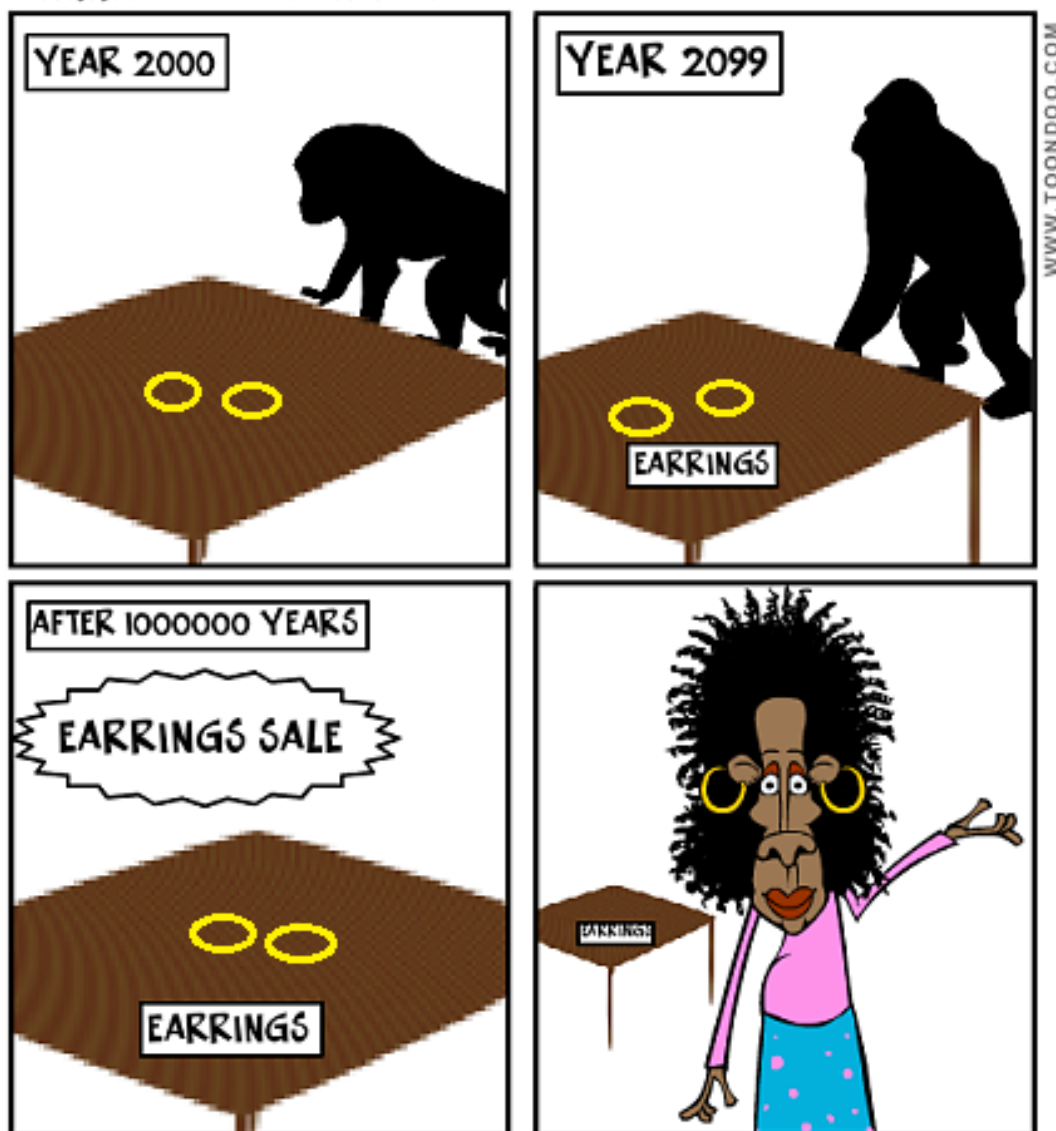
FLIP FLOP - BY ALICEBELLUS

VEST - BY ALICEBELLUS

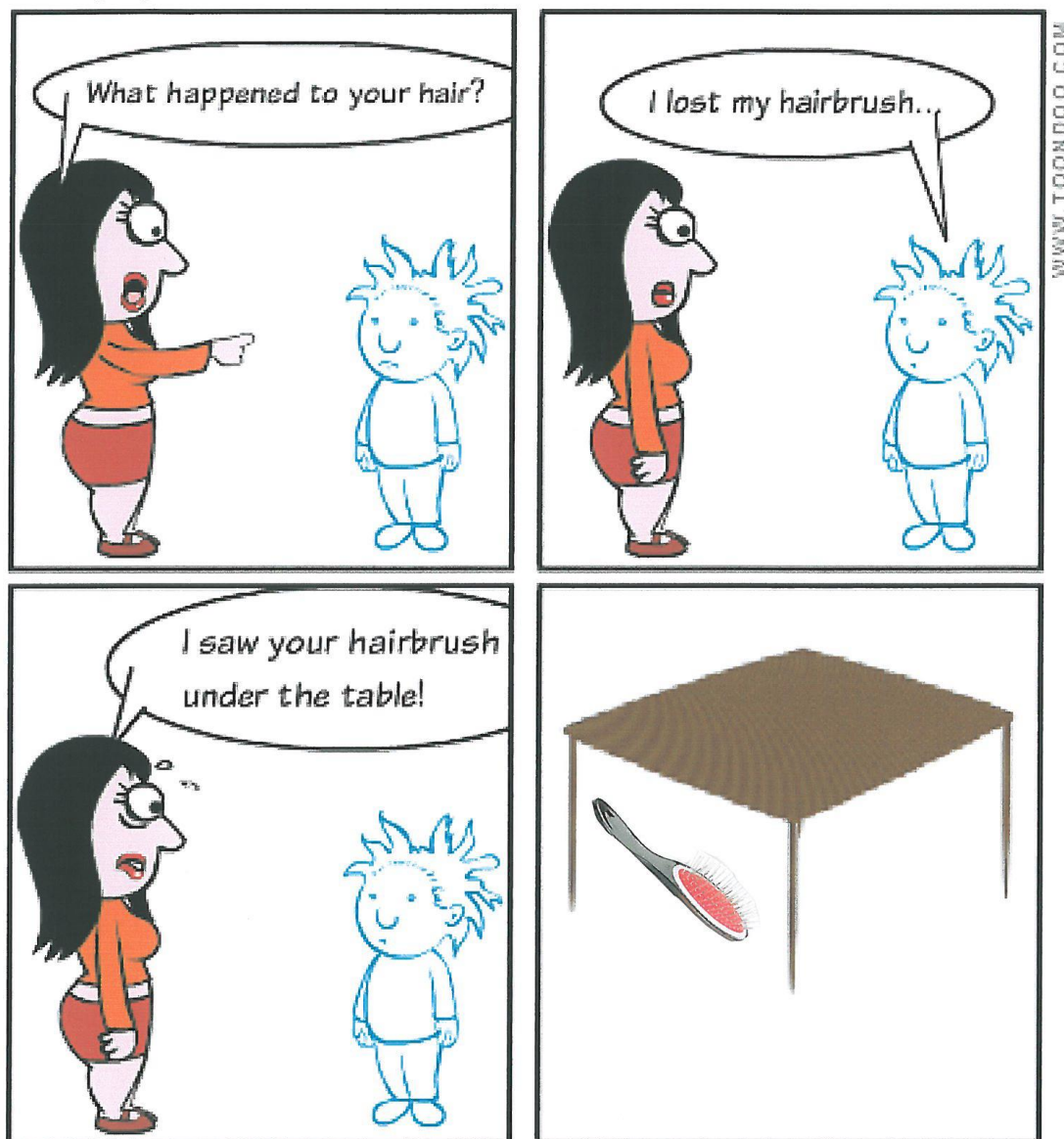
MITTENS - BY ALICEBELLUS

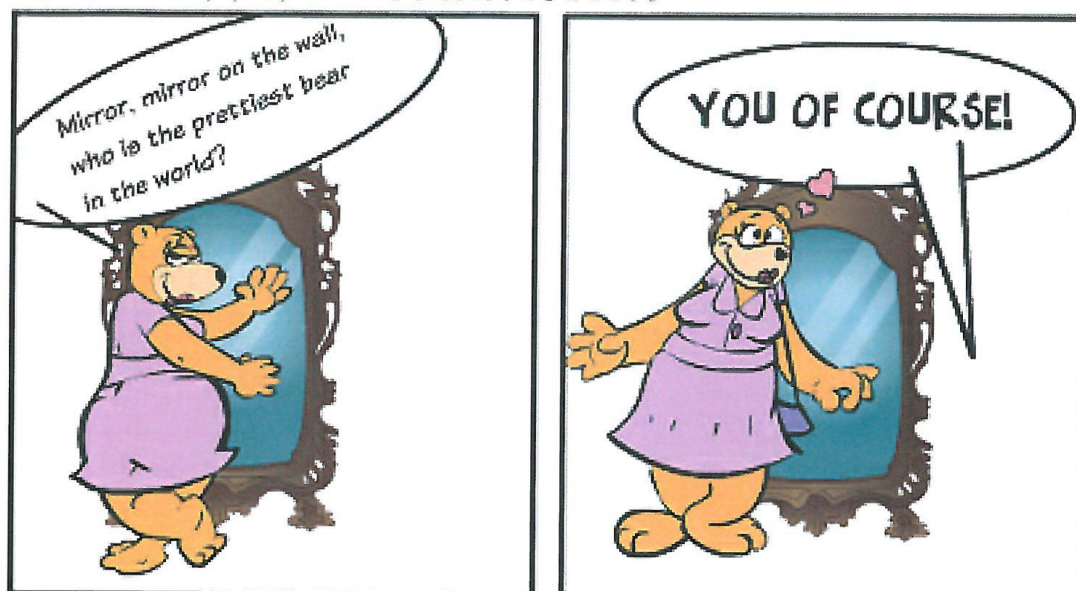
GLOVES - BY ALICEBELLUS

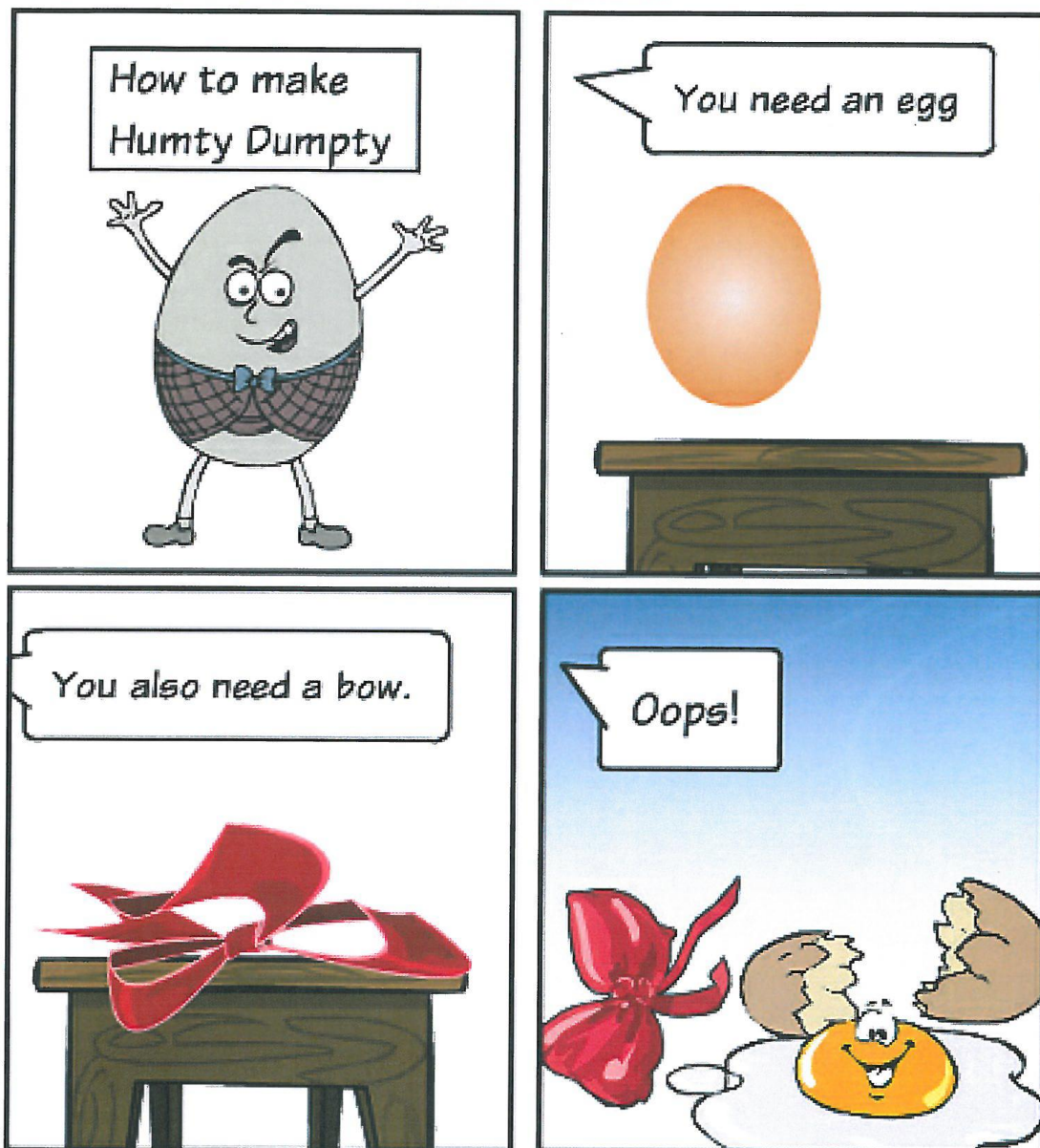
THE LOST NECKLACE - BY ALICEBELLUS

EARRINGS - BY ALICEBELLUS

WEDDING RING - BY ALICEBELLUS

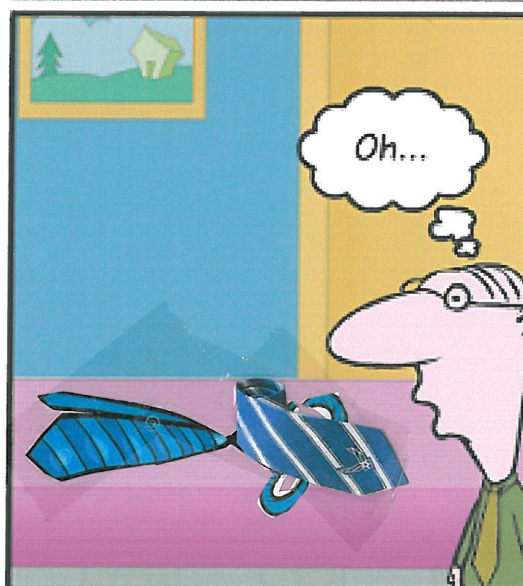
HAIRBRUSH - BY ALICEBELLUS

MAGIC MIRROR - BY ALICEBELLUS**THE MAGIC COMB - BY ALICEBELLUS**






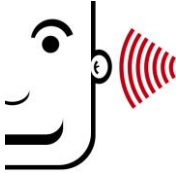

HUMPTY DUMPTY - BY ALICEBELLUS

TIES - BY ALICEBELLUS

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APPENDIX K – Teaching materials for control group

Word	中文解釋	圖例
straight (adjective)	筆直的(形容詞)	
curly (adjective)	彎彎曲曲的(形容詞)	
shout (verb)	呼喊(動詞)	
laugh (verb)	發出笑聲(動詞)	
talk (verb)	交談(動詞)	
listen (verb)	聽(動詞)	
fight (verb)	打架(動詞)	

quarrel (verb)	吵架(動詞)	
flip-flop (noun)	平底人字拖鞋(名詞)	
vest (noun)	背心(名詞)	
mittens (noun)	連指手套(名詞)	
gloves (noun)	[尤指有指] 手套(名詞)	
necklace (noun)	頸鏈(名詞)	
earrings (noun)	耳環(名詞)	
ring (noun)	戒指(名詞)	

hairbrush (noun)	髮刷(名詞)	
comb (noun)	梳(名詞)	
mirror (noun)	鏡子(名詞)	
bow (noun)	蝴蝶結	
tie (noun)	呔(名詞)	