THE ROLE OF USING COMIC BOOKS IN ENHANCING EFL LEARNERS'

SPEAKING SKILLS: THE CASE OF FIRST YEAR MIDDLE SCHOOL PUPILS AT

ALLOUCH AMEUR MIDDLE SCHOOL, BORDJ BOU ARRERIDJ, ALGERIA

Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for the Master's Degree in Didactics

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2023

DECLARATION

We hereby solemnly declare that the work we are going to present in this dissertation entitled "The Role of Using Comic Books in Enhancing EFL Learners' Speaking Skills: The Case of First Year Middle School Pupils at Allouch Ameur Middle School, Bordj Bou Arreridj, Algeria" is our original work and has not been submitted for a degree or examination at any other University. The research presented in this dissertation is based on our own research and analysis, and all sources have been acknowledged appropriately. We have read and understood the regulations and guidelines controlling the submission of this dissertation, and we have followed to them throughout the research. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj, Algeria.

DEDICATION

To my loving parents, Youcef and Yasmina ...

To dear sister, Maria, and my twin brothers ...

To all my friends...

Maroua

DEDICATION

To my lovely family…

To my dear friend, Mounia…

Racha

Acknowledgements

In the name of Allah, the most merciful and compassionate, we express our heartfelt gratitude and thanks to Him for granting us the strength, guidance, and blessings to complete this master's dissertation. Without His grace and mercy, this achievement would have never been possible.

We would like to extend our deepest thanks to our teacher and supervisor, **Dr. Bachir SAHED**, for his valuable guidance, support, and constructive feedback throughout our research. His expertise, knowledge, and dedication were crucial to shaping the direction and scope of this dissertation.

We would also like to thank our dearest teacher, **Ms. Mounia AOUINTI,** for all her efforts and guidance throughout the realization of this research. She was very welcoming and supportive at the level of her school, Allouch Ameur Middle School, Bordj Bou Arreridj.

We are also grateful to the members of the panel of examiners for their kind acceptance to read and examine our work despite their tight schedules.

We would also like to thank all of our teachers at the University of Bordj Bou Arreridj, whose efforts and hard work have been instrumental throughout our academic journey.

ABSTRACT

This study investigates the role of incorporating comic books as a pedagogical tool to enhance EFL learners' speaking skills within the context of first year middle school pupils at Allouch Ameur Middle School, Bordj Bou Arreridj, Algeria. By examining the impact of comic books on language acquisition and oral proficiency, the research aims to provide insights into the effectiveness of this innovative approach within the Algerian educational context. Employing a qualitative study, by using a systematic observation, field notes, and an observation checklist, the study explores the potential benefits and challenges of utilizing comic books as a means to develop EFL learners' speaking skills, shedding light on the implications for language instruction in the Algerian Middle School. Hence, the first chapter explores the use of comic books in speaking skill activities. The second chapter elucidates data collection, analysis, and discussion of the findings. Thus, the study reveals that comic books are quite effective in enhancing EFL learners' speaking skills.

Keywords: Allouch Ameur Middle School, Bordj Bou Arreridj, Algeria; comic books; EFL; First Year Pupils; speaking skill

LIST OF ACRONYMS

EFL: English as a foreign language

L2: Second language acquisition

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GENERAL INTRODUCTION

Nowadays, Algerian students are dedicating time to studying English as a foreign language. Algerian educational authorities have launched a program to teach English in the primary school, and learners have started to learn English at a younger age. One of the main aims of this program is to enable young learners to speak. As such, speaking skills enable learners to ask questions in English.

Speaking is considered one of the major skills to be developed because it helps learners to express their feelings, ideas, and opinions, and to use language communicatively. It is a basic skill that English as Foreign Language learners should master to use it for diverse purposes.

Speaking requires a lot of practice so as learners would be able to use language communicatively. In doing so, learners would use language to realize different functions such as expressing opinions, asking questions, requesting, telling stories, informing, explaining, arguing, discussing, reporting, comparing, etc. However, learning speaking requires significant effort and motivation from both teachers and learners alike.

Motivation is a key factor in language learning. Therefore, it is crucial to implement effective teaching strategies to maximize learners' engagement. One such good strategy is the use of comic books, which can also contribute to the development of learners' speaking skills. Comic books provide young learners with the opportunity to engage with highly complex and structured narrative forms while fostering the development of visual literacy and enhancing their metacognitive skills.

Statement of the Problem

The development of speaking skills in the EFL classroom poses a significant challenge for first year middle school learners. The effectiveness of using comic books as a tool to enhance speaking skills remains relatively unexplored in this specific context. Therefore, this study aims to investigate the effectiveness of employing comic books as a means of developing EFL learners' speaking skills among first year middle school students. By exploring the impact of using comic books on speaking proficiency, this research seeks to contribute to the existing knowledge on innovative approaches in EFL instruction and provide insights for educators and curriculum developers to enhance speaking skills among first year middle school learners.

Motivation

It is the teachers' responsibility to adapt their teaching methods to accommodate learners needs, learners styles and preferences in order for them to reach their fullest potential, by integrating more innovative practices and materials to their lessons not only because learners are at risk of becoming passive and uninspired in their EFL classes but also because their attitudes and interests are not generally accounted in second language speaking and learning.

English language teachers continuously strive to use more effective approaches to teaching the language. Traditional methods often leave learners feeling uncomfortable and lacking motivation. Therefore, it is important to adapt their teaching methods to cater for the needs, learning styles, and preferences of their learners. This adaptation is crucial in order for the learners to achieve their maximum potential. By incorporating innovative practices and materials into their lessons, teachers not only prevent learners from becoming passive and uninspired in their EFL classes, but also take into account their attitudes and

interests, which are usually overlooked. Hence, it is important to explore the use of comic books and their impact on the development of the learners' speaking skills.

The Research Questions

The main question of the present study is to what extent are comic books effective in developing first year middle school EFL learners' speaking skills? In order to answer this question, the study will attempt to answer the following sub-questions: To what extent does the use of comic books enhance EFL learners' oral fluency and accuracy? What impact do comic books have on EFL learners' motivation and engagement in speaking activities? How do EFL learners perceive the use of comic books as a tool for improving their speaking skills?

Scope of the Research

The research has a defined scope that encompasses the following aspects. The study specifically targets first year middle school students at Allouch Omar, Bordj Bou Arreridj. The researcher's primary emphasis is on employing comic books as a medium to teach speaking skills. The objective is to investigate the impact of using comic books on the learners' development of the speaking skill.

Aims of the Study

The main objective of this study is to examine the effectiveness of using comic books as a teaching tool for developing the speaking skills of first year middle school EFL learners at Allouch Omar middle school, Bordj Bou Arreridj. It aims at assessing the impact of comic book based instruction on learners' speaking fluency, accuracy, and motivation. Moreover, the study aims to investigate the learners' engagement and motivation when using comic books as a tool for practicing speaking. By exploring these

objectives, the research seeks to provide valuable insights into the potential benefits and limitations of incorporating comic books to enhance EFL speaking instruction and contribute to the existing body of knowledge in language teaching methodologies.

Significance of the Study

The present study holds significant importance in the field of EFL instruction. In recent years, there has been a growing interest in using innovative and engaging methods to enhance language learning. This study addresses a unique approach by investigating the effectiveness of using comic books as a tool for developing speaking skills among EFL learners. Comic books have the potential to captivate learners' attention, provide visual context, and offer a rich source of authentic language use. By examining the impact of comic books on developing the learners' speaking skills, this study contributes to the existing body of research on effective language teaching methods. The findings of this research have the potential to inform educators and language practitioners about the benefits of integrating comic books into EFL curricula. Furthermore, it has the potential to positively influence language instruction practices.

Limitations of the Study

This study accepts some restrictions and limits in order to be more applicable and improve the study's internal validity. The factors listed below were either within control or constant.

- The average age of all the participants was 11-12 (teenagers)

- They were 16 male and 19 female.

- All of the participants were learning English for the first time.

- All of the participants were Algerian with the same mother-tongue and similar cultural background.

Methodology

The study employs a qualitative research design and methodology to investigate the impact of comic books on the development of speaking skills among EFL learners. The research design adopted consists of a systematic observation, field notes, and an observation checklist.

To collect data, EFL learners are observed as they are engaging in speaking activities while using comic books as a teaching tool. The field notes focus on the impact of using comic books on the learners' development of speaking skill. The observation checklist is designed to capture specific aspects related to the learners' speaking skills, such as fluency, accuracy, pronunciation, and vocabulary. By systematically observing and documenting the learners' performance, the study aims to assess the effectiveness of using comic books in enhancing their speaking abilities.

The methodology involves selecting a sample of first year middle school EFL learners at Allouch Ameur middle school, Bordj Bou Arreridj. Learners are assigned speaking tasks and activities that involve the use of comic books as instructional materials. Structured observation of the learners' speaking performance is conducted so as to systematically record their progress and note any changes or improvements resulting from the implementation of comic books.

The data collected through the observation checklist are analyzed using qualitative methods. It involves an in-depth exploration of the observational data, identifying patterns,

themes, and specific examples that illustrate the impact of comic books on the learners' speaking abilities.

Participants

For the purpose of this study, a random sampling method was employed to select participants from Allouch Omar middle school in Bordj Bou Arreridj. The participants consisted of first year middle school learners. This sampling approach aims to gather data from a targeted group of learners.

Literature Review

Botzakis (2009) in his article entitled « Adult fans of comic books » discovered some intriguing results outside of the classroom that can be generalized to EFL students. Botzakis (2009) watched and interviewed twelve people of various ages and backgrounds who had been reading comic books for a long time. Four of the twelve instances were chosen to show Botzakis' observations. Reading as study, reading as appreciation and ownership, reading as friendship, and reading as search for meaning were the four domains he could distinguish. The first person planned to utilize comic books and other pop culture sources to explore people's perceptions and knowledge of various cultures, in this case Japanese and Chinese cultures.

The second person appreciated reading the stories that comic books tell. When asked what he got out of reading comic books, he replied, "Just happiness," Nothing except delight. I appreciate how it has a collector quality to it. I adore picking up a book, reading it, enjoying the tale and the artwork, and then keeping it for what feels like an eternity.

Reading comic books became an escape for the third person, as well as a technique for him to deal with challenges in his own living circumstances. He'd been reading the same comics for a long time, and the same characters remained in them, giving him something consistent in his life. The fourth and final person studied comic books in search of existential answers and significance.

Elsner (2013) , in her article entitled: Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education found out that all of these methods, such as comic books and graphic novels, may contribute to establishing functional literacy, which is defined as "the ability to learn languages and use them adequately in different contexts" (Elsner and Viebrock, 2013, p. 28).

Elsner contends that the quality and lexical density of word in comics are higher than in comparable releases. She also claims that combining images and text is especially beneficial for those who have trouble reading, and that young readers may be more motivated to read multimodal books, comprehending the medium itself appears to be the key to comprehending what comics can do.

Elsner (2013) concludes her chapter by advising educators to "begin with reading and analyzing the comic books themselves; they will soon recognize the enormous potential of this captivating piece of literature, as a result of their benefits for academic literacy development in the EFL classroom."

Milton (2008) , in his article entitled "French vocabulary breadth among learners in the British school and university system" did numerous research to determine whether foreign language students may learn vocabulary from non-school activities such as reading a comic book, watching a movie, or listening to a song.

His study regarding comic book reading consisted of one native English speaker learning Dutch. The learner read a Lucky Luke comic book for eight weeks and did weekly vocabulary tests, grading 300 words on a scale of 0-3. After eight weeks, the learner gave 3 to 223 words.

Milton also made some concluding remarks about whether or not it is possible or easy to learn vocabulary from these kinds of educational activities, stating that "learners were apparently very willing to spend time, and a considerable amount of it, in foreign-language activities which provided joy and motivation."

Milton (2008) admits that he only had one student participate in his study. Because one student is unlikely to be representative of all students, the results' reliability and generalizability may be called into doubt. However, it does indicate that pupils may benefit from learning activities outside of the classroom, such as reading a comic book.

Stephen Krashen (2020), a renowned linguist and language acquisition theorist, has made significant contributions to the field of second language acquisition. While Krashen's work primarily focuses on language learning through comprehensible input and the role of the affective filter, he has not extensively explored the specific use of comic books in language acquisition. However, his theories can still provide insights into how comic books may be beneficial for language learners.

According to Krashen's Input Hypothesis, language acquisition occurs when learners are exposed to comprehensible input, which is language that is slightly beyond their current proficiency level but can still be understood with context and other visual cues. Comic books, with their combination of illustrations and text, offer a visual narrative that aids in comprehension and understanding.

Krashen's Affective Filter Hypothesis emphasizes the importance of a low affective filter, which refers to a positive and relaxed emotional state, in facilitating language acquisition. Comic books have the potential to create an enjoyable and engaging language learning experience, reducing anxiety and promoting a positive affective state.

Moreover, comic books often use conversational language, idiomatic expressions, and colloquialisms, which can expose language learners to authentic and natural language use. This exposure to authentic language patterns and cultural references can enhance learners' language skills and cultural understanding.

While Krashen's theories do not specifically address the use of comic books in language acquisition, his emphasis on comprehensible input, low affective filter, and the importance of authentic language use aligns with the potential benefits of incorporating comic books into language learning environments. As such, the present study delves into the effectiveness of using comic books as a tool for the development of the learners' speaking skills.

CHAPTER ONE: LITERATURE REVIEW

Introduction

In recent years, the field of English as a Foreign Language (EFL) teaching has witnessed a growing interest in incorporating innovative and engaging materials to enhance language-learning outcomes. Among these materials, comic books have emerged as a promising resource for developing various language skills, including speaking proficiency. Comic books offer a unique blend of visual and textual elements that captivate learners' attention, stimulate their imagination, and provide opportunities for meaningful language practice. This chapter aims to explore the use of comic books as a pedagogical tool in the context of EFL learning, specifically focusing on how they can effectively contribute to the development of speaking skills. By delving into the theoretical foundations, practical considerations, and potential benefits of integrating comic books into EFL speaking instruction.

Comic Books as a Learning Tool in the EFL Context

1.1. Defining Comic Books for EFL Instruction

Scholars debate on how to define comics; some argue that its printed format is essential, while others highlight the interaction of picture and text, and yet others emphasize its sequential aspect. A traditional comic book is a brightly colored or black-and-white book featuring visuals and texts (either typed or handwritten). These images and words are typically placed in a series of panels with a gap between them known as the gutter.

Will Eisner's 1996 book Graphic Storytelling described comics as "the printed arrangement of art and balloons in sequence, particularly in comic books." Eisner's 1985 earlier, stronger definition from Comics and Sequential Art characterized comics method and structure as "...the arrangement of pictures or images and words to narrate a story or dramatize an idea."

According to Lo et al. (2018a), "comics and comic art frequently have fluctuating terminology, having been interchangeably referred to as comics, comic books, graphic novels, and graphic fiction, among others." This has also resulted in different definitions over the years.' Building on this description, McCloud (1994) defines comics as "juxtaposed pictorial and other imagery in planned sequence, intended to transmit information and elicit an aesthetic response in the viewer" (p. 9).

Despite being chastised for their crude subject matter, comic books blend words and images to create a flexible and yet strong literary form capable of dynamic narrative effects (Witek, 1989).

According to Karagoz (2018), comics have gained their position in the sphere of education by including educational and informative components into its purpose and content during the creative process, and these comics have been recognised as a new genre and are known as educational comics.

Topkaya and Yilar (2015) stated that educational comics make the course content more interesting through funny characters and short stories in the teaching process, and this triggers children's imagination and positively affects their motivation towards the lesson.

1.1.1 Comic Book's Role

Comics can be used in language classrooms as a medium of instruction in order to increase learner's understanding of language usage (Alexio & Norris, 2007). These graphical novels have all the elements which are desirable to attract the student's attention in a language classroom. The pictorial presentations of characters, situations, observations and scenarios make it engaging for the readers. The typical fun element of comics surpasses any other technique in holding the interest of learners. They also get to know about the culture of the target language which makes learning easier and interesting**.**

Comic books offer a variety of opportunities for language acquisition. The vocabulary used in these graphic books is diverse. Because comics are intended to entertain its viewers, their language is frequently highly ordered and rich of literary elements such as puns, onomatopoeia, and irony. This allows readers to explore into a variety of features of the target language.

Comics increases reasonability, communicative skills (verbal non-verbal), practical skills and judgment abilities (Alexio & Norris, 2010). These make comics a prodigious source to develop pragmatic intelligence. These vivid narratives provide an insight into everyday lives and make the readers competent enough to use that information in their daily practical use.

All the four skills of language can be effectively taught using comics, Writing can be taught using comics by the method of story writing, speaking can be taught by the method of role-play and discussions on the stories and characters, reading can be taught by individual reading of the pieces of language. Speaking (As our needed skill in this research) can be taught to the students by playing a voice recording of the comics which is prepared by the teacher.

They play an important role in learning a language where they aid in capturing pupils' attention with visual components. Additionally, kids who have problems listening might better learn language usage through comics.

Historical Background on Comic Books

Comics as we know them today are the consequence of modern journalism in the late nineteenth century United States. They were produced in order to attract a larger audience, which included the semi-literate populace and immigrants. Hence, two newspapers at the time created Sunday supplements that primarily comprised photos. Certainly, the aforementioned character, The Yellow kid that ran from 1895 to 1898 in Joseph Pulitzer's New York World (Wood & Mary, 2004), and later William Randolph Hearst's New York Journal, initially emerged in one of them (Gonçalves & Machado, 2005).

The Platinum Age (1883–1938) comes first. According to many academics, the appearance of superhero comic books marks the end of this era, which is when the character The Yellow Kid marks the beginning. Additionally, during this time, comic book pages included well-known characters as Micky Mouse, Tarzan, Peanuts, or Popeye (Petty & Craker, 2006; González, 2015).

The Golden Age (1938–1949): Petty and Craker (2006) assert that the debut of the iconic Superman in 1938's action comics marked the official beginning of the comic book business. The superhero concept, which attracted younger viewers and greatly popularized the comic genre, is another notable aspect of this time period. Such an explosion implied the introduction of further super-figures, such as Captain America, Batman, Wonder Woman, the Human Torch, and others (Petty & Craker, 2006; Hernando González, 2015).

The Atomic Age of comic books (1949–1956) welcomes in a time marked by the hunt for a fresh fashion. In fact, two themes stood out: Science Fiction and the horror genre, which is best represented by William Geis. However, Frederic Wertham and his book The Seduction of The Innocent must be considered while discussing the Atomic Age. This author suggested that comic books be banned because he believed they incited violence among young people. As a result, comic book writers had to redefine the genre by coming up with their own code and reviving historical superheroes (Petty & Craker, 2006).

The Silver Age (1956–CA: Following Frederic Wertham's criticism of the comic book industry, Julius Schwartz thought that the time had come to bring back historical superheroes, stressing during this time the output of the renowned publishers DC Comics and Marvel. The Fantastic Four, Spiderman, The Avengers, and The X-Men are some of the superheroes and teams that are currently most popular (Petty & Craker, 2006; Hernando González, 2015), and it is also important to mention the entry of Stan Lee and Jack Kirby to the firm Marvel. With the help of other authors, they created these characters.

The Bronze Age (1970–1980 CE): In reality, comic books were still in existence at the conclusion of the Silver Age. Characters from this era worth highlighting include Green Lantern and Green Arrow. In a broader sense, the Bronze Age can be characterized as a time of growth, innovation, and transformation, during which crossovers between the well-known publishers Marvel and DC as well as the emergence of anti-heroes like Wolverine and The Punisher took place. Chris Claremont's role in this issue is mentioned in Official Marvel Index to the X-Men 4, November 1987.

The Modern Age (CA. 1980 - PRESENT): Petty (2006) states on page 9 that "this is definitely a period of booms and busts for comics" with regard to this time period. The Moore and Gibbons-penned comic book WATCHMEN, which is regarded as one of the

most groundbreaking works of the decade, must undoubtedly receive a lot of attention. In addition, this work is referred to as "one of the cornerstones of comic literature" by Petty and Craker (2006) (p. 9). On the other side, Hernando González (2015) claims that the business interests of DC Comics and Marvel have changed throughout time, with their interest in the TV and film industries serving as a good example..

To sum up, comics emerge as a form of amusement for a semi-literate society (Aguilar, 2002), which left a detrimental impact on the genre, causing it to be regarded as merely sub-literature. On the contrary, several academics have advocated for the use of comic books as possible tools in fields such as marketing, education, and politics. In conclusion, based on the preceding lines and in agreement with Aguilar (2002), comic books are a cultural product that has grown with civilization.

2.1 Comic Books as an Input in EFL Classes

The use of stories in the classroom has long been recognized as an effective tool for teaching English and other foreign languages. In relation to this, Littlewood (2001) and Saka (2014) claim that stories' popularity is due to the fact that they give students access to real-world situations. Barton and Baguley (2014, referenced in Ana, 2015, p. 72)) continue by stating that teaching through stories is enjoyable and aids in kids' comprehension of their environment. As Catalá Carrasco (2007, referenced in Garca Martnez, 2013, p. 15) explains, frames have special characteristics that are extremely valuable for the Foreign Language class.

Certainly, many academics favor the use of stories in the EFL classroom. Comic books are therefore recommended for young English learners.

Although comics appear to be an ordinary storytelling tool, they actually contain an incredible depth of expressiveness, according to Aguilar (2002, p. 114). Comic books are undoubtedly a useful educational tool for teaching foreign languages, and English in particular. due to their aid in the growth of the four communicative skills. Additionally, it is noteworthy that comics assist in the instruction of morals and attitudes (Gordo Ayén, 2017).

2.1.1 Comic Books and Motivation

Motivation is a critical component of teaching and learning. For teachers, a lack of motivation has long been one of the most frustrating obstacles to students' learning, and for learners , being motivated means using a higher metacognitive processes in learning too.

Motivation is essential for learners' successful participation in the learning method since it sets off their desire to read and talk. According to Ford (1992), motivation is also related to learners' value and perception of achievement in a learning context. That is, people are more driven to keep going toward a goal if they believe it is valuable to them and within their capabilities. This concept translates into learners being unmotivated to engage or maintain their reading if the subject matter or at least content is of no interest to them or is too tough for them (see Donaldson, 2010).

Cimermanová (2015) and Humola Talib (2016) argue that comics could motivate the students by developing reading strategies and easing the students to read the context of the text with the support of visualization. It is also stated that the use of visualization in comic book could lead to readers' positive feelings and higher motivation.

As stated by Gorman, Krashen, and Lyga, as described in Gavigan and Tomasevich 2011, comics make text less intimidating and can help to boost engagement and

motivation.Students do not recognize they are learning English when using comics as a medium for teaching English. They study English in more fascinating and enjoyable ways.

Because of how engaging and motivating comics can be in a learning setting, many scholars and educators have advocated for their use in the classroom. A variety of experiments and observations have shown that comics are good at engaging students in the lecture.

2.1.2 Benefits of Using Comic Books for Language Teaching

Comics and comic books have found their way into the classroom as an effective learning tool for EFL. Here are some of surprising ways how they can benefit English language learners.

First, Vocabulary is vital in language learning because it is one of the fundamentals. According to Budiman et al. (2018) and Cabrera et al. (2018), vocabulary is one of the key components that students must master when speaking or learning a language. It is because vocabulary acts as a link between the language and abilities such as reading, writing, speaking, and listening. As a result, the teacher should develop a learning environment that promotes children to acquire new words. Comic books can help with vocabulary development in this scenario (Cabrera et al., 2018; Cimermanová, 2015). Therefore, it could be said that the use of comics gives benefit in vocabulary learning, because

1. It helps to promote and facilitate vocabulary teaching : According to Chaikovska (2018), Hamidah et al. (2015), comics can be utilized to increase vocabulary. Filling in the blanks for the conversations in the comic books and constructing phrases for the dialogues that required the students' vocabulary knowledge were examples of this. Poai (2018) adds that the images in comic strips help with language training.

2. It helps improve vocabulary : The use of comics containing pictures and simple words matched with the motion makes the students more interested in improving their vocabulary (Poai, 2018). Therefore, comics help the students learn vocabulary indirectly through the combination of pictures and words

Second, according to Chirkova et al. (2019), teaching grammar can be difficult because each language's grammar is organized differently. To put it another way, each language has its own grammatical categories and system. It could, however, be overcome by a variety of ways, such as the use of comic books as educational signals. The use of comic book is also beneficial for grammar learning, reading , writing and speaking . Cimermanová (2015) argues that learning through comics can positively affect the students' grammar. Chirkova et al. (2019) believe that comic books to teach grammar is a famous mixed pedagogical cue and useful to increase the students' motivation, knowledge, skills, and abilities.

Kılıçkaya & Krajka (2012) state that comic book could be used as a reliable media for introducing grammar forms or functions by filling in the blank for the comics' dialogues and creating sentences for the dialogues. It also provides authentic material to illustrate how grammar is used in conversations. Thus, it could ease the students to understand the grammatical concepts of the target language. The use of comic book can be focused on specific grammatical points by providing short and manageable contexts that the students need to speak about (Rakhmawati, 2018).

 Third, one of the most obvious benefits of comic books is that they can develop reading skills, According to Cimermanová (2015), readers nowadays prefer to find information on the internet rather than read and scan the entire content. In this situation, it resulted in a lack of reading skills among many students. To address this issue, the teacher could employ visualization to assist children in improving their reading skills.

Cimermanová (2015) discovered that visuals, such as in comics, aids students in understanding the meaning of the text by utilizing metacognitive methods. Furthermore, according to Chaikovska (2018), comic books improve student performance, particularly in preliminary reading and reading activities. In other words, the use of comic books may be good for fostering and enhancing reading abilities, motivating students to read, and increasing the learning process.It is used to promote and enhance reading abilities. According to Mahir et al. (2016), newspaper comic strips can help pupils improve their reading skills. Similarly, Budiman et al. (2018), Cimermanová (2015), and Poai (2018) claim that comic books can assist students improve their reading skills by enhancing their knowledge of what they have read by using pictures and matching words with the illustrations.Thus, the pictures act as assistance to make the text more comprehensible than mere texts without pictures.

Cabrera et al. (2018), Cimermanová (2015), and Mahir et al. (2016) maintain that comics could be used to improve students' reading skills, mainly focusing on lexical guessing using context. It improves the students' reading skills by helping the students to understand the text accompanied by visuals.

The other benefit of comics for reading skills is that they could motivate the students in the reading process.. Manik (2019) states that the use of comic book develops the students' interest in reading. Moreover, Cimermanová (2015) insists that comics can raise the students' in reading foreign texts by using comic books in the learning process. Comics can help students overcome their linguistic barriers in reading authentic material (Cimermanová, 2015).Besides, they can motivate students with different readiness to perform better because the visual cues aid their comprehension.Comic books can help students in the process of reading by providing visual representation and an exciting

reading strategy. Teachers should adjust the use of comic books to maximize their function in language learning.

Besides beneficial for vocabulary, grammar, and reading skills, comic books also are beneficial for writing and speaking skills .It is because vocabulary, grammar, and reading skills are connected with these skills . According to Chaikovska (2018), comic books are a viable teaching medium because the learning process involves visual aids such as photos, photographs, maps, cartoons, and video films. According to Suwastomo (2016), most students who learned using comic books as a teaching medium considerably improved their content, organization, structure, and technique. Furthermore, Chaikovska (2018) contends that requiring students to write an essay as the storyline before creating their comic book helped them enhance their writing skills.

According to Megawati & Anugerahwati (2012), Sharma (2020), and Thresia (2016), the use of comic strips can motivate the students in practicing their writing skills because the combination of pictures and short texts keep the students interested. They also argue that making comic books could improve the students' intellectual skills and give them the opportunity to show their creativity. In this case, the teacher could use comics to let the students practice their writing skills and improve their speaking skills. The students could focus on the comics' content, which is very interesting and will lead to their creative ideas in writing. Kılıçkaya & Krajka (2012).

To sum up, as one of the suitable teaching media in today's era, comics could be used in language teaching. Several studies proved the effectiveness of using comic books in language teaching with its benefits . All of those studies agreed that the use of comic book in language teaching is beneficial. Using comics, the learners could express their ideas in the form of images and learn a language. It also improved the students' language

components mastery, such as vocabulary and grammar and their speaking and writing skills. Comic books also support the words or grammar used in the dialogues, making the text more comprehensible for the students as in learning written spoken skills.

2.1.3 Challenges of Using Comic Books for Language Teaching

Despite the benefits, comic books pose challenges in language teaching. To maximize the use of comic books in language learning, it is necessary to understand the challenges of using comic books in language teaching, such as the limited information on how to use them in language learning, also lack of ideas on the part of the students, inappropriateness of content, and imbalanced language exercises.

The first problem in using comic books to teach language is that some individuals do not consider comics a useful method in language acquisition, and there is little information about their use in language learning.

The second challenge is its unfamiliarity among language teachers . According to Chaikovska (2018), Klçkaya & Krajka (2012), and Sarma (2016), the use of comic books in language learning is understudied, therefore many teachers are unaware of its benefits. Budiman et al. (2018) go on to say that comics in language schools can be extremely different. As a result, teachers must creatively plan the utilization of comics to meet the learning objectives. The numerous possibilities for using comic books in language acquisition present both a challenge and an opportunity. It is difficult since there are so many possibilities that it is difficult to determine which teaching approach is the accepted procedure for adopting comic books in language courses. However, this is precisely where the opportunity lies: teachers have the opportunity to develop their own processes for incorporating comic strips into their language classroom. Additionally, teachers can adapt the use of comic books to their present teaching techniques.

Comics can be deceptive. The personalizing quality of comics can be abused to manipulate the reader, They are alsonaive. The book's principal implication is that it is a medium for adolescents and the idea of fun and entertainment is no inducement for a widespread acceptance of comics with serious and sad topics.

2.2 Introduction to speaking skills

2.2.1 Defining Speaking as an Important Communicative Language Skill

Speaking is one of the most crucial abilities to acquire when learning English. Speaking, according to Hornby (1995, p.20), is about talking, saying something about something, mentioning something, having a discussion with someone, addressing someone in words, saying something, or expressing oneself in a specific language.

Many second-language or foreign-language learners prioritize mastery of English speaking abilities. As a result, learners frequently assess their language learning achievement as well as the efficiency of their English course based on how much they believe they have progressed in their spoken language skills.Bygate (1987) defined speaking as the production of auditory signals in order to elicit various verbal replies from listeners. According to Brown (1994) and Burns and Joyce (1997), speaking is an interactive process of constructing meaning that comprises producing, receiving, and processing information. It is thought to systematically combine sounds to make meaningful phrases.

Furthermore, Nunan (1999, p.25) adds that speaking requires learners to comprehend not just how to generate specific parts of language, such as grammar, pronunciation, or vocabulary, but also when, why, and in what ways to produce them.

Speaking is an activity in which people in a community use verbal and nonverbal signals in a certain language, circumstance, and context to express themselves in a scenario or to express a sequence of thoughts. According to Thornbury (2005, p.121), speaking is a real-life activity performed by a speaker to carry out his/her ideas and engage with listeners. The actions are unplanned, and their continuity is determined by circumstances.

Speaking, as a crucial instrument for language teaching and learning, can "facilitate language acquisition and development" (Goh, 2007, p. 1), and it can benefit learners' academic and professional success (Saunders & O'Brien, 2007).

English speaking should not be undervalued as a vital element of language abilities, but rather "developed in its own right" (Goh, 2005, p. 105). As a result, effective speaking skills are critical for English learners.

Speaking, according to Harwood, is a unique type of communication that is the foundation of all human relationships and the fundamental channel for the projection and development of individual identity. It is especially prevalent in literate communities and cultures.

Sometimes distinguishing qualities are neglected. Making decisions is what speech is all about. Students must select how to interact through speech when expressing themselves and developing social relationships. Naturally, when we communicate, we utilize our tongue and speak orally. In short, the writer defines speaking as behaviors in which humans attempt to express cognition, feeling, opinion, and information through utterances in the form of communication.

As a result, the value of speaking skills for language learners is immense.

To ensure the seamless operation of any system, language speakers must be specifically and consciously trained in the skill of speaking. In order to become a well-rounded individual,

To be an effective communicator, one must be proficient in all four language skills: listening, speaking, reading, and writing, but the ability to speak fluently provides the speaker with numerous significant advantages. As Robert Frost famously stated, "I am a writer of books in retrospect, I talk in order to understand, and I teach in order to learn."

Without a doubt, clarity in speaking reflects clarity in thought. An effective speaker can capture the audience's attention and keep it until the end of his discourse. Speaking abilities are vital for work success, but they are not confined to one's professional goals.

Speaking abilities might also benefit one's personal life. Such activities are carried out in class by the researcher in order to improve communicative competence in her students. The directions for these activities are given to the pupils in English.

Language serves as a means of communication. We connect with others to express ourselves and to learn about the thoughts of others. Where there is speech, communication occurs. We cannot communicate with one another if we do not have the ability to speak. The significance of a score of 3/10

Speaking abilities are thus extremely important for language learners of any language. A language is reduced to a script in the absence of speech. Language use is an activity that takes place inside our community. Language is used in a variety of settings. Researchers working in a medical laboratory or a language laboratory are expected to talk appropriately and efficiently in order to interact effectively with one another. Any communication gap causes misunderstandings.

To summarize, speaking is an oral ability that is used by the great majority of individuals in oral communication and is a form of communication that connects people interactively. Most people will be requested to speak to someone face to face. Confronted with their civilization, speaking is an action that can be both professional and informal. When people speak to those of greater status, they use formal language; when they speak to their family or friends, they use informal language.

2.2.2 Teaching Speaking

Teaching and learning are complicated processes that are influenced by a variety of circumstances, including the use of media or instructional aids, which results in active participation of learners and makes teaching more interactive.

Speaking is an essential aspect of second language learning and instruction, according to Maryam Bahadorfar and Reza Omodvar (2014). Many second or foreign language learners prioritize mastery of English speaking skills. Our students frequently evaluate.

Teaching speaking entails teaching our students how to produce English speech sounds and sound patterns, how to use word and sentence stress and intonation patterns, and how to choose appropriate words and sentences based on the right social environment, audience, scenario, and subject matter.

Fluency is defined as the ability to organize one's thoughts in a meaningful and logical sequence, to utilize language as a way of conveying values and judgments, and to use the language swiftly and confidently with minimal unnecessary pauses.

Speaking allows students to generate their speech as a second or foreign language learner, allowing them to talk effectively and confidently in front of people or other

students. It is also the process by which a teacher assists students in providing and facilitating services.

They must achieve the learning aim of improving their speaking ability. During the teaching and learning process, the teacher may boost students' willingness to learn speaking skills in order to help them achieve their goal.

The goal of teaching speaking is to offer students with a teaching and learning speaking system that will assist them in performing their oral abilities and expressing themselves. Aside from the desire to speak English effectively, possessing such talent will benefit the pupils in a variety of ways.

Not only do they need to articulate their demands in the target language, but they also need to share their emotions. Many pupils' primary goal in learning a foreign language is to be able to communicate in it.

As a result, teaching should assist students in achieving that goal to the best of their abilities. However, the process is difficult because classroom conditions differ greatly from those in actual life.

Speaking takes place in a domestic, social, or occupational setting. Except for the relatively uncommon times when a talk or a lecture is given, only a small group of persons, usually two, are involved. Sometimes people speak to each other simply to show friendliness or sociability, but the majority of the time, one person addresses the other with a reason: to request information or a service, to share experience, or to advise action.

Above all, teaching speaking helps our students comprehend speaking processes and scaffolds their growth of speaking ability in a systematic and theoretically sound manner. More than just putting students in front of microphones should be the goal of speaking

teaching. in couples and groups, and providing opportunities for them to converse in the target language. Giving pupils opportunity for practice does not guarantee that they will learn the skills and language required for effective speaking. Setting up a practice exercise for oral communication is only one component of teaching students how to talk. While the transfer or indirect approach has communicative validity, it needs to be improved so that our students can directly benefit from scaffolding processes in order for optimum learning to occur in each class.

Teachers can give the kinds of assistance that are lacking in many speaking classrooms by realizing that students need to connect with their learning beyond the cognitive and emotive elements of speaking. An improved understanding of

Speaking pedagogy entails the design of activities that are supported by metacognitive processes and that not only allow learners to practice using oral language but also focus their attention on important linguistic elements and oral communication processes that can improve their performance. Such an approach can provide a wealth of practice opportunities while also making the development of speaking ability a visible process that learners can increasingly govern and control. It provides a speaking pedagogy that stimulates our pupils' thought, movement, and emotion.

2.2.3 Components of speaking

2.2.3.1 Prononciation

Pronunciation is the process by which students produce clearer language when speaking. It suggests that the student can communicate successfully with minimal vocabulary and grammar if they have strong pronunciation and intonation.

The traditional or usual recitation of words is referred to as pronunciation. That phrase implies that pronunciation is the process by which pupils generate the utterance words clearly when speaking (Kline, 2001:69). Mastery of a set of sounds or isolated words in English is not sufficient. Instead, it entails acquiring and practicing the uniquely English technique of making a speaker's thoughts easy to follow (Gilbert, 2008).

Furthermore, pronunciation encompasses all components of speech that contribute to a readily understandable flow of speech, such as segmental articulation, rhythm, intonation, and phrasing, as well as, more peripherally, gesture, body language, and eye contact (Fraser, 2004). According to the statement above, Pronunciation comprises several factors such as articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.

2.2.3.2 Grammar

Grammar is required for students to arrange acceptable sentences in conversations, both written and spoken. Grammar is defined as a systematic method of accounting for and forecasting an ideal speaker's or hearer's knowledge of the language. This is accomplished by a set of procedures. Purpura (2004) defines grammar as "a set of rules or principles that can be used to generate all well-formed or grammatical utterances in a language." Furthermore, Greenbaum and Nelson (2002) suggest that grammar refers to the set of rules that enable us to integrate words in our language into larger units.

The grammar of a language is the description of how words in that language can change forms and be joined into sentences (Harmer, 2001). Because of the preceding statements, it is possible to deduce that the role of grammar is to arrange the correct meaning of sentences based on the context; it is also used to avoid misunderstanding in each communicator.

Furthermore, (Nelson, 2001) defines grammar as the study of how words mix to make sentences. Thus, it can be stated from the above statement that grammar is a rule that is required for pupils to join correct sentences in discourse, both written and spoken forms that are spoken. Grammar refers to the underlying rules and structure of language, including clear and correct sentence formation and word forms (Batko, 2004).

2.2.3.3 Vocabulary

Vocabulary development is the process by which students learn the meanings and pronunciations of words that are required for communication. They can check what the phrase or sentence means once they grasp what it means. This is critical so they can continue the conversation. They are halfway there to talking effectively if they grasp what the Vocabulary refers to the suitable diction or the most significant thing in a language, particularly when speaking; also, understanding a large number of vocabularies makes it simpler to convey our ideas, feelings, and thoughts both orally and in writing. The in spoken language

Vocabulary is typically familiar and common (Turk, 2003). It indicates that in order to grasp the spoken discourse, the vocabulary used in spoken language or speaking must be very familiar and used in everyday speech. Vocabulary is the foundation of language learning. Students must understand words, their meanings, how to spell them, and how to pronounce them.

The set of words for which we know the meanings when we speak or read aloud is known as oral vocabulary. Written vocabulary is made up of words whose meaning is recognized when we write or read quietly. These distinctions are significant because the collection of

Words that beginner readers are familiar with are mostly oral representations. As children learn to read, written vocabulary takes on a larger significance in literacy than spoken vocabulary (Hiebert and Kamil, 2005).

In addition, vocabulary is a collection of lexemes that includes single words, compound words, and idioms (Richards and Schmidt, 2002).

2.2.3.4 Fluency

Fluency is described as the capacity to communicate in a communicative, fluent, and accurate manner. Fluency typically refers to the ability to express oral words easily and without interruption. If the instructor want to assess students' fluency during the teaching and learning process, the teacher may do so.

Students are able to express themselves without interruption. The goal is to enable pupils communicate smoothly and easily, as well as to hear and understand words immediately. If they see a word written down, they can read it aloud and correctly pronounce it.

2.2.3.5 Comprehension

Comprehension is the ability to perceive and understand segments of discourse, as well as to formulate representations of sentence meaning. Second-language comprehension is more challenging to investigate since it is not directly observable and must be inferred from overt verbal cues.

and nonverbal answers, by artificial instruments, or by the teacher's or researcher's judgment. Comprehension refers to participants fully comprehending the nature of the study activity, even when procedures are complicated and risky (Cohen et al., 2005).

As a result, it can be inferred that comprehension refers to the speakers' understanding of what they are saying to the listeners in order to avoid misunderstanding information; also, its job is to make the listeners readily catch the information from the speaker.

2.2.4 Difficulties of developing speaking skills for EFL

According to Rababa'h (2005), there are numerous factors that contribute to difficulty in speaking English among EFL learners. Some of these elements are tied to the students themselves, while others are related to the teaching tactics, curriculum, and environment.

For example, many students lack the appropriate language to convey their meaning, and as a result, they are unable to continue the contact. Inadequate strategy and communication competency might also contribute to the inability to maintain the contact.

Some students are similarly unmotivated to speak English. They do not perceive a compelling reason to learn or speak English. Actually, motivation is the critical element that determines whether a learner begins a task at all, how much energy he commits to it, and how long he maintains it (Littlewood, 1984, p.53). The development of communicative skills can only occur if learners are motivated and given the opportunity to express their own identity and interact with others around them (Littlewood, 1981).

Language is best acquired when students' attention is focused on understanding, saying, and doing something with language rather than on linguistic aspects (Kumaravadivelu,2003,p.27). It is worth noting researchers acknowledge that learners can

improve their speaking abilities by creating learning strategies that allow them to become self-directed learners (Nakatani, 2010).

Furthermore, because it is not tested, both teachers and students place less attention on it. This is congruent with the findings of Al-Lawati's (2002) study, in which students reported paying special attention to writing, reading, and listening tasks that are similar to both teachers and students said that they paid the least attention to speaking exercises in textbooks because speaking is completely omitted from tests.

Al Abri (2008) suggested that the lack of oral activities in textbooks is a major cause of students' difficulty speaking, and thus he recommended introducing some oral activities in the form of songs, rhymes, simple stories, and more conversational language.

2.2.5 Speaking Activities in EFL Classrooms

To encourage speaking during the learning process, teachers might employ a variety of activities. Some of them include following a script, role plays, simulations, questionnaires, discussions, and prepared presentations (Harmer, 2001). Students become more involved in the learning process through these activities, which also make learning more enjoyable and meaningful for them. Additionally, it offers a vibrant setting where meaningful interaction occurs to help children learn the fundamental social skills they will need throughout their lives.

- Acting from a script: Students may be asked to perform scenes from plays or from their text books by their teachers. Additionally, the students can perform original monologues they have written to make speaking more engaging and perplexing. They act as though they are in different social situations and playing different social roles. Teachers should offer students enough practice time before they perform the lines and guide them through the scripts by calling attention to the

proper stress, intonation, and speed as if they were theatre directors. The teachers will be able to urge the children to both learn and produce language simultaneously through this.

- Communication games: For the purposes of teaching communicative language, a game is an activity that is enjoyable for the participants and is governed by rules.

- Oral discussions: In a more difficult activity, the students can prepare arguments for or against numerous claims during a debate. Teachers also play a significant part in this discussion because their ability to urge and motivate students is essential to the discussion's success.

- Stimulation and role play: Students recreate real-life scenarios they experience in the actual world in the simulation activities. Jones, as described by Harmer (2001), suggests a few requirements for a simulation to be successful. Students must first consider themselves active participants in the scenario. Second, students need to be made aware of the context in which they are working, such as the fact that the classroom doubles as a waiting room for a meeting or a store. Third, teachers should demonstrate to students how the exercise is put together and how to do the simulation successfully.

A role play, unlike simulation, provides pupils with knowledge about who they are and what they believe and feel. A role play is appealing to kids because it allows them to be creative and temporarily put themselves in the shoes of another person. Students are encouraged to be as imaginative as possible when acting out parts for a certain scenario

2.2.5.1 Implementation of Comic Books in Speaking Activities

Csabay (2006) provides four comic book speaking activities. First, the students are provided with cut-up comic book panels and encouraged to work individually or in groups to assemble them in the right order to deliver the story in spoken form. For a more difficult assignment, the teacher can give each student in a group a different panel. Following that, the kids take turns describing what is on their panels to the remainder of the groups. They are not permitted to show their panels to others until they have reached an agreement.

As an improvement over the first activity, the teacher removes the speech or thinking bubbles from the pages of the comic and distributes copies of the comic books and the bubbles to the students. Their duty is to determine the correct sequence of the speech or thought bubbles. They finish by telling the story to their buddies.

Third, the teacher distributes a comic book page to the children, with the last panel ripped out. The kids must then come up with a conclusion and continue the story in spoken form. This activity can be organized as an individual or group activity depending on the needs of the students. As a follow-up to this practice, students could play out their stories in class. They might then continue as a role-playing activity.

Fourth, the students collaborate to fill in some gaps in a written story based on a comic book provided to them. The first thing the groups should do is talk about what they think is lacking from the text. They must fill in the blanks in the written story by describing what they observe in the visuals after receiving a comic book version of the text from the teacher. As with the last one, kids can act it out and subsequently continue the plot as a role-play.

2.2.6 Assessing Speaking

Speaking is the most difficult of the four language abilities to assess, according to language testers. Speaking evaluation requires either seeing a "live" speaking performance or recording it for subsequent review. A method of elicitation must be adopted, rating scales must be developed, and interviewers or raters must be trained. As a result, grasping speech assessment needs an examination of assessment techniques, scales, and raters. Appendices contain the assessment rubric.

CHAPTER II

RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction

The current observation about students behavior and English understanding techniques took place with first year pupils at Allouche Ameur middle school, Bordj Bou Arreridj, Algeria. Where the study was conducted through an observation during several sessions. A detailed analysis was carried out using the needed instruments and tools such as the checklist and the field notes.

During the English sessions, rising pupils motivation was really needed, the thing that pushed to use the comic books as an input in the classroom, in order to enhance their speaking and awareness.

3.1 Restatement of the Aim

The main objective is to investigate the effectiveness of using comic books in developing EFL speaking skills.

3.2 Population and Sampling

This research entitled Effectiveness of using comic books in developing EFL speaking skills was held at Allouch Omar's middle school, Algeria Bordj Bou Arreridj with first year students as an example of an EFL class. This research had been started since April 9th untill the Data were fully collected.

The population for the study consists of first year middle school students at Allouch Omar's Middle School in Algeria. The target age range of the participants is 11 to 12 years

old. The gender distribution among the population is nineteen girls and seventeen boys. This ensured a relatively balanced representation of both genders within the study. In terms of the frequency of language learning sessions, the participants attended four sessions a week.

3.3 Research Method

A descriptive qualitative study, going through several sessions of teaching according to the Algerian yearly plan lessons and some speaking activities using the comic book as a learning method to observe note and discuss findings.

3.4 Data Collection Tools

This study uses a qualitative research design. The choice of this methodology is driven by its ability to effectively investigate the syllabus, activities, and the teaching and learning processes within the classroom setting. The aim of this research design is to know whether using comic books in an EFL class will develop students speaking skills or not.

A variety of ways to collect information are available to researchers used in this research are a classroom observation, field notes, and a checklist.

3.4.1. Classroom Observation

The research investigates the effectiveness of using comic books in developing learners speaking skills during the sessions:

. They gave struggling readers confidence: the comic book provided short and easy-to-read sentences, as well as various visual and text cues (e.g., character sighs, door slams, etc.) for context. It was also beneficial for students with learning disabilities; students with autism might learn a lot about identifying emotions from the graphics in a comic book.

Pupils with dyslexia who found it difficult to finish a page in a standard book felt a sense of satisfaction when they finished a page in a comic book.

. They boosted pupils' inference: by encouraging them to "read between the lines" and infer meaning from the images. Reading comics required students to guess what was not written by the narrator, which was a difficult reading method. Comics also assisted pupils in becoming acquainted with sequencing and understanding concise language.

3.4.2. Field Notes

Field notes are employed to expand the description of the brief notes which was done during the observation to collect data:

The comic book added new words to the students' vocabulary: many people do not consider the storehouse of words used on every page of comic books, or the chance they provide to develop vocabulary abilities. The comic book provided children with a one-of-a-kind opportunity to learn new vocabulary in conjunction with context cues, that is, information from pictures or other text clues aided pupils in deciphering the meaning of unknown terms.

3.4.3. Checklist

Checklists help the researcher manage students' performance during the sessions. It is also used to ensure that their speaking skill is progressing based on their behaviours.

3.4.4 The Comic Book

Owing to the fact that the program of the first year middle school is guided with the yearly progression from the ministry of education, the comic book utilized in this study is

designed by the researchers. The research was conducted under a designed comic book that fits the pupil's needs.

The comic book contains some flash cards and pictures that are adequate for the lesson plans. For example, with the first lesson plan that was under a concept of listening, the pictures were derived from the song " school rule " to make pupils able to differentiate between the rights and the duties at school. Same thing also with the second lesson plan that was about grammar, where pupils were motivated because of the use of flashcards about the prepositions of location.

3.5 Data Analysis

Lesson Plans according to the Yearly Planning

Teacher: Mounia AOUINTI		Level: 1MS	Sequence: 04		Lesson: I listen and do -2-

Objective: By the end of the lesson, learners will be able to talk about their rights and duties at school.

Target Competencies: Interact, interpret and produce.

Target Structure: Present simple – School rules

Domain: Oral and written, with focus on Oral

Materials: White board, Flashcards, Pictures, Comic book and Course book.

Cross Curriculum Competencies	Core Values
♦ _Intellectual:_ Learners can understand and interpret verbal messages. ♦ _Methodological:_ Learners can use strategies for listening and interpreting oral discourse. ♦ _Communicative:_ Learners can produce and pronounce words correctly to communicate. ♦ _Social and Personal:_ They socialize through oral exchanges.	♦ Showing respect to school and friends.

T	Fram work	Procedure	Objectives	F
	Warm up **Pre-**	• Teacher greets learners and welcomes them. • Teacher makes a quick review about previous lesson. • Teacher interacts with learners with learners about school places. • Teacher shows the learners pictures and asks them:	**To make learners speak English** **To arouse learners**	T/L

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	listening	✓ What do these pictures represent?	interest	T/L
		- Cleaning my school. ⟶ Duty.		
		- Learning in the classroom. ⟶Right.		
		✓ How is the classroom?		
		✓ Which picture represents rights and which one represents the duties?		
		• Teacher sets up the situation : "Peter is back to school after a long summer holiday. But he is upset because he can't remember The School Rules".		
	During listening	• Teacher asks learners to listen to "Back to School song" and do the activities.	**To develop learners listening skill**	T/L
		1ˢᵗ Listening		
		♦ **Task 1:** I answer the following questions:		
		✓ Who is peaking?		
		✓ What was the video about?		
		✓ What are the rules mentioned on the video?	**To reinvest previous knowledge and get a new one**	L
	Post listening	✓ Are they rights or duties?		
		• Teacher explains the concept of rights and duties to learners.		
		2ⁿᵈ Listening		
		♦ **Task 2:** Now it's your turn:		
		✓ Suggest other school rules.		
		✓ Mention four rights at school.		
		• Teacher gives learners a list of rights and duties at school.		

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Teacher: Aouinti Mounia	Level: 1MS	Sequence: 04	Lesson: I practice -1-

Objective: By the end of the lesson, learners will be able to ask/show location using the prepositions of location.

Target Competencies: Interact, interpret and produce.

Target Structure: When + to be – prepositions and adverbs of location.

Domain: Oral and written, with focus on oral.

Materials: White board, Flashcards, Pictures, Comic book and Course book.

Cross Curriculum Competencies	Core Values
♦ *Intellectual:* Learners can understand and interpret verbal messages. ♦ *Methodological:* Learners can use strategies for listening and interpreting oral discourse. ♦ *Communicative:* Learners can produce and pronounce words correctly to communicate. ♦ *Social and Personal:* They socialize through oral exchanges.	♦ Showing respect to school and friends.

T	Framework	Procedure	Objectives	F
	Warm up **Presen-**	• Teacher greets learners and welcomes them. • Teacher makes a quick review about previous lesson. • Teacher writes the dialogue and sets up the situation: *"Mouad is a new pupil, he is asking about school places".* ♦ Mouad: Excuse me! **Where** <u>is</u> class 12? ♦ Rami: It is **next to** the library. ♦ Mouad: And **where** <u>is</u> the science laboratory? ♦ Rami: It is **opposite to** the administration.	**To set a good atmosphere** **To present the new target language**	T/L T/L

	tation	• Teacher reads the dialogue twice and asks 2/3 learners to read it again.
		
		• Teacher writes the following sentences:
		
		Where is class 12 ? ——► Interrogative sentence.
		  ↑ ↑ ↑
		Question word + to be + …………………
		
		It is **next to** the library ——► affirmative sentence.
		↑ ↑ ↑
		Pronoun + to be + preposition of place + ……………………
		
		• Teacher discusses the sentences structures and clarifies:
		  ✓ "Where" is a question word to ask about place/ location.
		  ✓ "Next to" is a preposition of place used to show location.
		• Teacher elicits the rules with learners:
			aspect
			
			To analyze the
			
			form and the
			
			meaning
				T/L

		To ask about places: **Where** + to be + …. **?** *To locate places:* S + to be+ **preposition**+ ...		
	Practice	♦ **Task 1:** Reorder the words to get a correct sentence: 1- The / ? / where / canteen / is. 2- is / ground / to / sports / opposite / the / . / canteen / the. 3- next / is / the / it / laboratories / to.	**To deduce the** **rule** **To practice the** **target** **language** **aspect**	**L**
		♦ **Task 2:** I cross the wrong preposition: 1- The computer room is **(next- behind)** to the library. 2- The canteen is **(behind- between)** the staffroom.		**L**

	Use	**3-** The library is **(opposite to – in)** the school yard. ♦ **Task 3:** Describe your school to your new friend Peter: " Hello, my school is located in the center of the city. It ………………………………………………………………"	**To reinvest** **previous** **knowledge and** **get a new one**	**L**

Sticking to the same theme of school, the teacher asks her students to create a narrative story that is coherent and encourage them to write a simple dialogue describing their first day at school that is similar to what they have seen in the comic pages , they can also draw their own panels using their creative imagination .

After reading their stories, the teacher makes sure they retell the main plots of the story.

Then, From the comic pages used in their sessions, the teacher deletes what is written in a certain panel, leaving the dialogue panels blank, then asks her learners to fill in the blanks, making sure to tell a new story based on visual elements of the comic page. Other speaking activities are presented in appendices.

3.6 Discussion of the Findings

The findings of this study are consistent with previous research on the use of comic books in enhancing EFL learners' speaking skills. They suggest that pupils have a positive attitude towards using comic books for speaking, as well as they believe that comic books can be helpful tools for improving their speaking skills.

Skills such as using a variety of smartphone apps and features to support their writing. The comic book was a great way to learn and remember new vocabulary. The use of repeated sentences, names, and exclamations in comics assisted pupils in memorizing meanings within the appropriate context.

The illustrations in comic books helped pupils understand unfamiliar words. For example, by looking at the surrounding graphics, pupils could piece together the meaning of unfamiliar words within a text bubble.

Through the use of compelling graphics, comic books allowed pupils to engage with the characters in the text. These pictures, together with the accompanying conversation, accelerated the action and provided pupils with a more dynamic reading experience. This increased the likelihood that pupils would reread the texts. Multiple readings of the same book were essential for improving reading speed and fluency.

To conclude, Comic books can be quiet effective in developing EFL learners speaking skills, they are a great source of inspiration to improve speaking, dialogues and discussions. As for EFL classes implementing them can stand as a great input to developing a metacognitive cycle.

Implications

- Teachers of EFL need to be aware of the important role of comic books. .Moreover, many research studies have shown that speaking ability is strongly related to reading materials (Krashen, 1993). Thus, such findings will help those who have issues in learning how to speak a foreign language or even curriculum designers and language teachers with their efforts to promote the quality and output of teaching ability.

- It can be proposed to curriculum designers to introduce comic books as a material for developing the speaking skill inside the class and persuade students to make use of them.

- A syllabus that contains comic books will also provide a motivating medium for enhancing speaking while supporting the development of thinking skills required for L2 academic literacy.

- The findings of the present study can also be a helpful guide for students to be able to get a sense of pleasure when learning with comics , which will in turn increase their interest and speaking ability .

Future Research

A few variables, including participant age, sex, and language competence level, were controlled in this study to enhance internal validity. Therefore, additional research in this area is needed to increase the generalizability and external validity of the results of this study. Since the study's participants were all teenagers, researchers could test different age groups to determine whether older students with less developed speaking abilities will benefit more from comic books.

Another study can be conducted using a similar methodology to this one, but with sex taken into account as an additional independent variable to determine whether comic books and general materials have an affect on only male classes or only female classes.

Another study can be conducted on students at various levels of language proficiency, from middle school to high school, to determine whether comic books and language competency have any effect on students' speaking abilities.

Conclusion

In conclusion, this study explored the role of utilizing comic books as a means to enhance EFL learners' speaking skills, with first-year middle school pupils at Allouch Ameur Middle School in Bordj Bou Arreridj, Algeria, as a case study. The findings of this research demonstrated the great potential of incorporating comic books into the language learning curriculum, as they effectively engaged students and fostered a dynamic environment for practicing and improving speaking abilities.

The positive impact was observed through increased motivation, fluency, and confidence among the participants. Moreover, the study revealed the significant role comic books and interactive storytelling in facilitating language understanding.

As a result, it is recommended that educators and language practitioners consider integrating comic books as a valuable resource to enhance EFL learners' speaking skills and promote a more vibrant and immersive language learning experience. By embracing innovative approaches like this, we can contribute to the advancement of language education and empower learners to effectively communicate in a globalized world.

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APPENDICES

Appendix 1: Designed Comic Book

School places

a)music room
b)gym
c)cafeteria

a)library
b)playground
c)english lab

a)science lab
b)computer lab
c)classroom

a)history room
b)gym
c)music room

a)library
b)cafeteria
c)science lab

a)playground
b)classroom
c)spanish lab

a)art room
b)computer lab
c)gym

a)music room
b)classroom
c)science lab

a)gym
b)spanish lab
c)library

a)computer lab
b)playground
c)art room
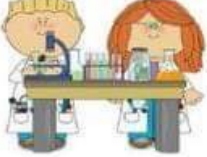
a)cafeteria
b)history room
c)playground

a)english lab
b)music room
c)science lab

AT SCHOOL

DRAG AND DROP

canteen	playground	lab	corridor
gym	classroom	library	music room

Complete with school rooms:

You can play a music instrument in the _____.
You can't eat in the _____.
You can walk in the _____.
You can make experiments in the _____.
You can play hide and seek in the _____.
You can play a board game in the _____.
You can read a book in the _____.

COMPLETE THE SENTENCES

1. At break time, I CAN PLAY HIDE AND SEEK _____.
2. At break time, I _____.
3. At break time, I _____.
4. At break time, I _____.
5. At break time, I _____.
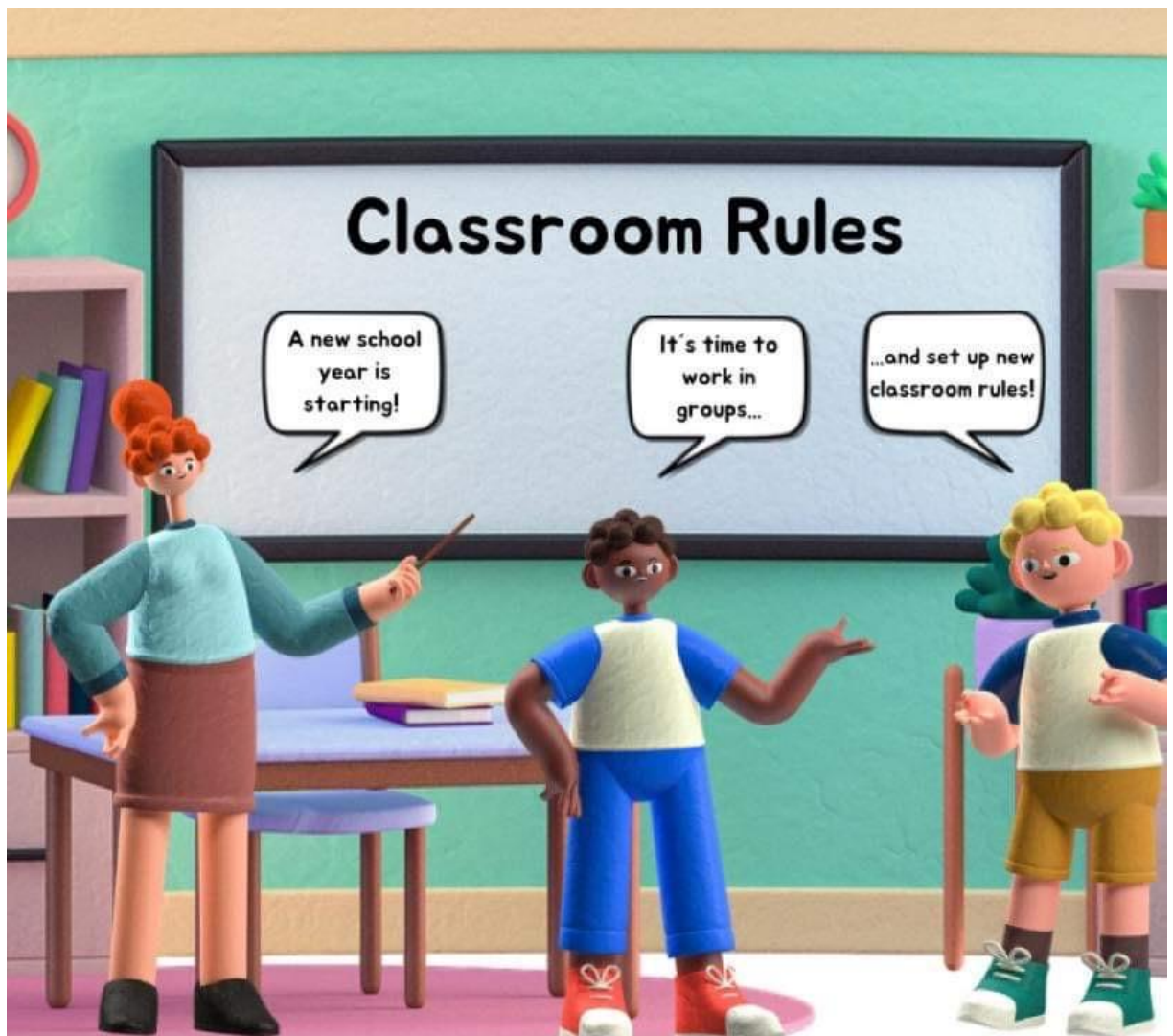
OUR CLASSROOM RULES

INSTRUCTIONS

1 WORK IN GROUPS. THINK OF FOUR RULES WHICH YOU THINK ARE IMPORTANT IN THE CLASSROOM FOR EVERYBODY TO FEEL GOOD.

2 USE THE COMIC STRIP TEMPLATE AND ELEMENTS PROVIDED TO ILLUSTRATE CLASSROOM RULES.

3 PRESENT YOUR IDEAS. WE ARE GOING TO DECIDE ON CLASSROOM RULES TOGETHER.

Activities

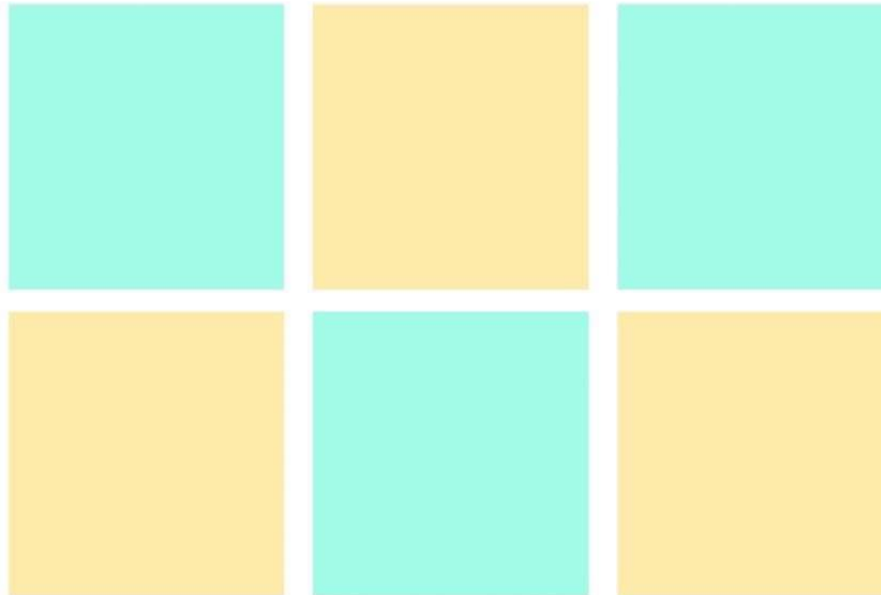1- Get in groups of 3. Make a list of 6 rules you think are important for our classroom.

2- Use the comic strip template. You can use the elements provided or any other elements from the library to illustrate your rules and show them to the rest of the class.

3- Together we will come up with rules that will work best for our classroom.

Illustration Sets

Classroom Rules

Appendix 2: The Observation Checklist

Checklist	Yes	No
1- Learners like the idea of using comic books in the classroom.	✓	
2- Learners seem to be more motivated when using the comic book.	✓	
3- Learners seem to understand what the teacher explains.	✓	
4- Learners do not use their mother language when answering the teacher.	✓	
5- Respond quickly.	✓	
6- Boring atmosphere in the class.		✓
7- Speech not always clear.		✓
8- Students enrol and participate in oral discussions.	✓	
9- Learners make use of learnt vocabulary.	✓	
10- Learners collect and connect ideas from the pictures and use them to speak.	✓	
11- Learners explore the comic book with joy.	✓	
12- Learners smile and seem happy when using the comic book.	✓	
13- Learners interact with the teacher and their classmates, and discuss.	✓	
14- Learners pronounce words clearly.		✓
15- Learners conjugate verbs in correct tenses.	✓	
16- Learners accept the idea of comic books with love.	✓	
17- The lesson seems clearer with the use of the comic book.	✓	
18- Learners seem satisfied about the lesson.	✓	
19- Learners support the idea of teaching with comic books rather than simple lessons.	✓	

Appendix 3: Speaking Assessment Rubric

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent.	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured	Description is so lacking that the listener cannot understand

Résume

Cette étude examine le rôle de l'intégration de bandes dessinées en tant qu'outil pédagogique pour améliorer les compétences orales des apprenants d'anglais langue étrangère (EFL) dans le contexte des élèves de première année du collège Allouch Ameur à Bordj Bou Arreridj, en Algérie. En examinant l'impact des bandes dessinées sur l'acquisition linguistique et la maîtrise orale, cette recherche vise à fournir des perspectives sur l'efficacité de cette approche novatrice dans le contexte éducatif algérien. En utilisant une étude qualitative, à l'aide d'une liste de contrôle d'observation, l'étude explore les avantages potentiels et les défis liés à l'utilisation des bandes dessinées comme moyen de développer les compétences orales des apprenants d'EFL, en éclairant les implications pour l'enseignement des langues dans les collèges algériens. Ainsi, le premier chapitre explore l'utilisation des bandes dessinées dans les activités de compétences orales. Le deuxième chapitre éclaire la collecte de données, l'analyse et la discussion des résultats. Ainsi, l'étude révèle que les bandes dessinées sont assez efficaces pour améliorer les compétences orales des apprenants d'EFL.

Mots clés: Collège Allouch Ameur, Bordj Bou Arreridj, Algérie; bandes dessinées; EFL; élèves de première année; compétences orales

الملخص

تهدف هذه الدراسة إلى استكشاف دور دمج الكتب المصورة كأداة تربوية لتعزيز مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية في سياق طلاب السنة الأولى في متوسطة علوش عامر ببرج بو عريريج، الجزائر. من خلال فحص تأثير الكتب المصورة على اكتساب اللغة والاحتراف الشفهي، تهدف الدراسة إلى توفير نظرة شاملة حول فعالية هذا النهج المبتكر في سياق التعليم الجزائري. بناءً على فرضية الإدخال المفهوم عند ستيفن كراشين، يقوم البحث بدراسة ذات طابع نوعي من خلال استخدام قائمة مراقبة الملاحظة، ويستكشف الفوائد المحتملة والتحديات لاستخدام الكتب المصورة كوسيلة لتطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية، مسلطاً الضوء على الآثار على تعليم اللغة في المتوسطة الجزائرية. بالتالي، يتناول الفصل الأول استخدام الكتب المصورة في أنشطة تطوير مهارات التحدث، يشرح الفصل الثاني كيفية جمع البيانات وتحليلها ومناقشة النتائج. وبذلك، تكشف الدراسة أن الكتب المصورة فعالة جدا في تعزيز مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: متوسطة علوش عامر، برج بوعريريج، الجزائر؛ الكتب المصورة؛ اللغة الإنجليزية كلغة أجنبية؛ طلاب السنة الأولى؛ مهارة التحدث