

THE EFFECT OF COMIC STRIPS ON EFL READING COMPREHENSION

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ABSTRACT

The purpose of this study is to investigate the effects of comic strips on reading comprehension of Turkish EFL learners. 167 university students from two proficiency levels (lower-intermediate and upper-intermediate) were divided into four treatment groups: low-level text only, low-level text with comic strips, high-level text only, and high-level text with comic strips. Students read the texts given and wrote what they remembered about the text on a separate answer sheet. The collected data were analyzed through scoring the Immediate Recall Protocols (IRP) by dividing each recall protocol into acceptable pausal units and ranging them from 1 to 4 based on their salience to the message of the text based on a sample value list. The results of the quantitative analyses showed that all students with a comic strip effect, regardless of proficiency and text level, performed better than the ones without the comic strips. The findings of the study confirm the Dual Coding Theory (DCT) on the account that students are better at comprehending reading texts that are accompanied with visuals. The results of the study are discussed along with the existing literature on the use of visuals for developing reading skills. Certain implications for language teachers and some suggestions for further research are also provided.

Key Words: Reading comprehension, comic strips, language teaching, language learning, Dual Coding Theory (DCT)