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## **Students' perception towards Learning English as a Foreign Language through Manga and Webtoon.**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
**Didactics of Foreign Languages**

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## *Dedication*

*I, Miss Manal AMIOUR, dedicate this humble work to the dearest people to my heart*

*To the sun that lightens my life, my Idol, my dear and cherished mother Nadia*

*To my kind father Azzedine may ALLAH bless him*

*To my beloved brothers: my 911 hero, the eldest on the list Imad, and to my dopamine*

*source my little brother Khaled*

*To my sisters: my heavenly wings Mimi and Melissa*

*Thank you for your precious and priceless support*

*Special gratitude for that extraordinary uncle Fouad who has stood by me in every step*

*To Mr Eikichi and Munir, thank you for each adrenaline doze that pushed me to keep up*

*in the marathon*

*To my cousins Alaa, and Yacine, in 2015 we cried but here we are smiling*

*To my dear cousin Ramzi and my partner Mekki thank you for being there*

*To my friends thank you for the past 20 years, for the support*

*Last but not least, I want to thank me for never giving up*

*To everyone who helped me one day*

*Thank you all for supporting and believing in me*

*Dedication*

*This dissertation is dedicated to:*

*My dear parents who have always been by my side wishing me all the best.*

*My partner Manel, the person with whom I have accomplished this work.*

*Hamza and all my brothers.*

*Ahmed, Ramzy, Ines and whoever supported me along my career.*

*Mekki*

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### **Abstract**

The present dissertation examines the impact of reading Manga and WEBTOON on learning English language. This study provides a detailed background which helps to clarify the conceptualization of these learning materials. To collect data and information needed for this subject, the research opted to use both quantitative and qualitative methods. A questionnaire is submitted to 215 English language students at Abdelhafid Boussof, Mila University Centre and an interview is conducted with five (5) Master Two non-English language students from other universities. The obtained data was analysed. The results showed that the majority of students have benefited from reading Manga and WEBTOON, including the students who study in other fields. This study also shows how Manga and WEBTOON improve not only learners' reading comprehension but also vocabulary acquisition and their potential benefits in improving students' awareness of other cultures such as the Asian culture. The results of this study highlighted the positive effects of Manga and WEBTOON on learning the English language.

**Key words:** Comic books, Manga, WEBTOON, Reading Comprehension, Vocabulary Acquisition, Learning English Language

**List of Abbreviations and Symbols**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**FLA:** Foreign Language Acquisition

**FLL:** Foreign Language Learning

**Q:** Question

**%:** Percentage

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## General Introduction

### 1. Background of the study

The act of learning is not limited to using physical books and dictionaries. New electronic resources such as comic books can be a remedy for boredom that learners might experience in learning a new language. According to Krashen (2002), psychology and mood might impact students' learning in the classroom. In light of this, the learner's mood can easily be impacted when they feel bored. This means that reading hundreds of pages with challenging language can hinder the learning process of the student.

The new generation that is called generation Z has become too attached to their smartphones over the last decade, people of this generation use smartphones not only to communicate but also as a reading material. The interest in Korean and Japanese cultures has increased due to the spread of their pop culture like songs, movies, and including books. Manga, in particular, gives not just linguistic and etymological examples, but also visual illustrations. In this respect, Eisner (1985) argues, "The format of the comic book presents a montage of both word and image, and the reader is thus required to exercise both visual and verbal interpretive skills"(p.08). The comic book format delivers a mixture of both word and picture that allows readers to use pictures as an illustration to what the dialogues are about.

Similar to any cross-cultural writing that is about how authors use writing to express universal concepts and ideas, manga's ability to serve as an exposition of Japanese culture is heavily dependent on how it is understood. Printed and electronic comic books are typically used as a kind of amusement for reading fictional stories. According to Cary (2004), English language learners "may find clues in the pictures that help demystify the text and increase comprehension" (p. 3). Moreover, Carter (2007) considers the 1940s to be the "Golden Age"

of comics. Sones' (1944) study (as cited in Hammond 2009) investigated the usefulness of comics and texts in acquiring factual knowledge for quick recall in high, average, and low-ability groups of sixth- to ninth-grade pupils. Authors such as Sabbah M, et al. (2013) in their article "Effects of graphic novels on reading comprehension in Malaysian year 5 students" and Dr. Ali MERCİ (2013) in his article "The effect of comic strips on EFL reading comprehension" discuss whether graphic novels significantly improve students' reading comprehension compared with textual novels and that students are better at comprehending reading texts that are accompanied with visuals. The study's findings demonstrate readers who read comic books as their first reading developed better than text readers who had novels as their first reading, these text readers shown development when they were handed comic-book for their second reading. Our study intends to add further insights to the previously mentioned studies by examining the ways in which Manga and WEBTOON act as tools that deliver a message through images and captions, which serve to convey information in a simple language rather than the monotonous themes and heavy materials with unfamiliar vocabularies by focusing on Algerian students. In addition, this study shows how comic books, as such, exhibit simple phrases, vivid colours and figures that can transport the reader to their imagination while deciphering the written texts and symbols.

## **2. Statement of the problem**

The use of images to illustrate history has been used since prehistoric man, as indicated by cave paintings. *The Visible World Pictured*, published in 1657, was the earliest known picture in education (Heinich, Molenda, and Russell 1993). This emphasizes the significance of visuals in conveying significant and abstract topics. Because graphic novels are a combination of visuals and text, this combination might help readers understand better as they may enjoy reading this genre. On that account, the problem in this research is that students lack knowledge about how Manga and WEBTOON are useful in their learning process. Moreover,



we equally highlight the role these Comic books play in developing readers' reading comprehension and vocabulary acquisition.

### **3. Aim of the study**

The purpose of this study is to emphasize the importance of manga and WEBTOON as useful reading materials for EFL learners and to look at the significant influence of reading Manga and manga on English learning.

### **4. Research Questions**

- ✓ Are learners aware of the importance of reading Manga and WEBTOON in developing their reading and comprehension skills?
- ✓ To what extent can Manga and WEBTOON help enhance students' learning of the target language?
- ✓ What is the relationship between vocabulary acquisition, reading comprehension through reading Manga and WEBTOON?
- ✓ How are these Comic books different from Novels?

### **5. Significance of the Study**

This study attempts to develop a better understanding of Manga and WEBTOON and their impact on learning the English language. It also seeks to highlight their role in improving not only the reading comprehension but also the learner's vocabulary acquisition.

### **6. Tools of Research**

This research intends to administer a questionnaire for all levels of LMD English students in the department of foreign languages in order to know their views and attitudes towards the impact of reading Manga and WEBTOON on learning the English language. To further strengthen our research argument, we have conducted an interview which is

administered to five (05) students who are not in the English language field and who are fluent in English. By these means of research we will investigate the learners' perceptions of Manga and WEBTOON as reading materials that enhance vocabulary acquisition.

## **7. The Structure of the Study**

This dissertation is divided into two chapters, a theoretical chapter and a practical one. The theoretical part is made up of one chapter that is divided into two sections. The First section is devoted to conceptualizing and providing an overview of the concept of Manga and WEBTOON to offer the readers a clearer picture about these types of comic books. The second section will deal with learning and how these comic books influence the learning process, in addition to how Manga and WEBTOON improve reading comprehension and vocabulary acquisition. The second chapter in this work is devoted to practical work, which is a profound exploration of our variables through the use of both English language students' and non-English language students' questionnaires. In this chapter we will focus on analysing and interpreting the data collected from the questionnaires in addition to discussing the obtained results.

## ***1. Chapter One: Theoretical Work***

### **1.1. Section One: Manga and WEBTOON**

#### **Introduction**

Manga and WEBTOON have the potential to have the same influence as novels and short stories by targeting the imagination. The goal of this study is to see how reading Manga and WEBTOON impacts English language learning. Historically, the pharaonic civilization preferred to sketch things rather than write them. The vocabulary employed at the time would be meaningless without the visuals that accompanied it. The use of images has demonstrated to the world their value and efficacy in conveying information more effectively than the written word. Similarly, Manga and WEBTOON can transmit serious messages through visual content. Historically, pictures have helped scientists provide the closest translation that must correlate with the new hieroglyphic language phrase in that era. In fact, painting has a history as old as humanity; humans created pictures before learning to write, and drawing has changed and developed over time, making it one of the oldest forms of communication across time and space. Likewise, comic books have helped learners of English improve their spoken and written skills. Specifically, Manga and WEBTOON play a major role in improving English. Our study aims at evidencing this argument. It will show how comic books such as Manga and WEBTOON help learners develop their English skills, particularly, spoken and written skills.

In early years of school, teachers used a similar approach to what the Pharaonic did in the past. For example they used to draw on their kings' coffins and the walls of the room in which they were buried, painting the kings' funeral ceremonies and representing their gods in various forms and scenes for the afterlife as a way to communicate and show the coming generations how things were made. Likewise, teachers would present numerous enormous graphics and ask the students to comment on what they believed the context was. After that,

they would reveal the words hidden behind the visuals, prompting students to begin reading the phrases and, if feasible, perform them. In this way, students tend to learn how to communicate their thoughts and recall the meaning of the world in a more natural, humorous, and, most importantly, effortless manner. Another culture that has captivated the entire world's attention is the Japanese culture. What concerns us is the literature field, and the Japanese reading material i.e. Manga and its impact as a reading material.

Reading has long been a nightly ritual in Western civilization. Western people either read for pleasure or read for children. Westerners read stories to their children from a young age, even if these children do not comprehend a word. However, they become accustomed to these habits and it becomes a necessary routine that their parents should carry out for them. Furthermore, as a part of western cultures, parents often offer gifts, such as diaries and books, to their children that tend to motivate and encourage them to develop their writing and reading skills. These children will eventually learn to document their thoughts, daily activities and even their memorable moments or events. Hence, boosting and improving their writing and reading abilities. As a result, the child may begin honing his writing and reading abilities at a young age. Added to this, similar to the western culture, the Japanese teach their children to read and learn about their culture and morality through Manga. This explains what Trelease (2006) wrote in *The Read-Aloud Handbook* that if your children are having difficulty reading, introduce them to comic books ,if they show an interest, provide them with additional comics. Indeed, graphic novels are seen as an effective tool that helps readers to read and feel the connection with books. As part of the pedagogical core of “The Power of Reading”, Krashen (2004) makes a strong case for graphic novels as a significant underutilized genre for literacy skill development. Indeed, these graphic novels can provide readers with pictures that facilitate their learning process and catch their attention to follow the story events in ways that cannot be found in prose.

### 1.1.1. Literature

Understanding what literature is may be difficult, yet literature is a written or spoken work that uses partially or wholly symbolic language to give human life new meaning. It is built on creative concepts that combine imagination and rationality. Literature is a written or spoken text because it is classified into categories that are designed to be read (fiction and short stories) or spoken (poetry and theatre). In fact, literature is increasingly being integrated into EFL teaching due to its ability to give authentic models of language use. Literature has long been recognized as one of the most compelling instruments for language acquisition. Klarer (2004) points out that literature is “the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word” (p.1).

The language found in literary texts is either entirely or partially symbolic. By symbolic, we mean that the literary language must include for instance, patterned language or figurative speech. The language of literature is, in many cases, written in a highly metaphorical and symbolic style. The literary writings will be immortalized by metaphorical and symbolic language, and each new generation will comprehend literature in a way that is completely or somewhat different from the preceding and the following generations. In this light, Meyer (2018) states,

The word ‘literature’ is a word in the English language; like all words, it is used by perhaps millions of speakers, speakers who come from vastly different backgrounds and who have quite divergent personal experiences with, and views on, literary texts. And like all words, it is used fairly successfully; speakers and listeners generally communicate adequately, despite this variety of experience, background, and training.  
(p.01)

### 1.1.2. What are comic books?

Comic books, regardless of their form, contain numerous components that are static and often repetitive such as pictures, bubbles, captions and panels. Comics are a popular literature genre in which the story is expressed visually as well as textually. The plot is divided into specific visuals, much like a film, and the text has been reduced into bubbles and panels that are related to the images.

#### 1.1.2.1. Comic books components

- **Pictures**

Every complicated visual creation begins with an image. Many different art techniques may be used to produce an image. The most commonly utilized skills for this purpose include sketching, painting, and graphic techniques.

- **Bubbles**

A bubble is a bounded area linked to an image. It is also known as a speech balloon, dialogue balloon, or word balloon. Bubbles are designed for utterances of certain characters. As mentioned below, multiple sorts of bubbles are utilized in one page of comics to depict different types of sounds to help the reader understand what is being said such as:

- a) Speech bubbles, which are used to express what is being said.
- b) Thought bubbles include words that are not uttered aloud yet indicate personal feelings, Words, photos, and visual symbols.
- c) Loud sounds, such as screams or shouts, are represented by sound bubbles that are frequently coloured, framed with a serrated line, and written in huge letters.
- d) Broadcast bubbles are generally squared in form, however serrated lines can sometimes be seen. The language in broadcast bubbles is generally italicized. These bubbles represent speech that comes from a radio, television, computer, or is being created by a robot.

- e) The presence of whisper bubbles indicates that the speech is being murmured. They are surrounded by a dotted outline. This grey writing indicates that the loudness of the discourse is lower than the volume of the speech printed in black.

The images below depict the various sorts of balloons that can appear in manga.

**Figure 1**

A speech balloon: it shows a character's speech.



**Figure 2**

A thought balloon: it shows Character's thoughts.



**Figure 3**

A sound in a comic book.<sup>1</sup>



- **Panels**

In comics, a panel is a place for the image that is generally bounded by a frame. Aside from the frame and the image, it generally includes bubbles and subtitles. The picture represents a single scene from the narrative. Framing can differ in shape, which can convey meaning, size, or overlap, which communicates the amount of prominence of specific

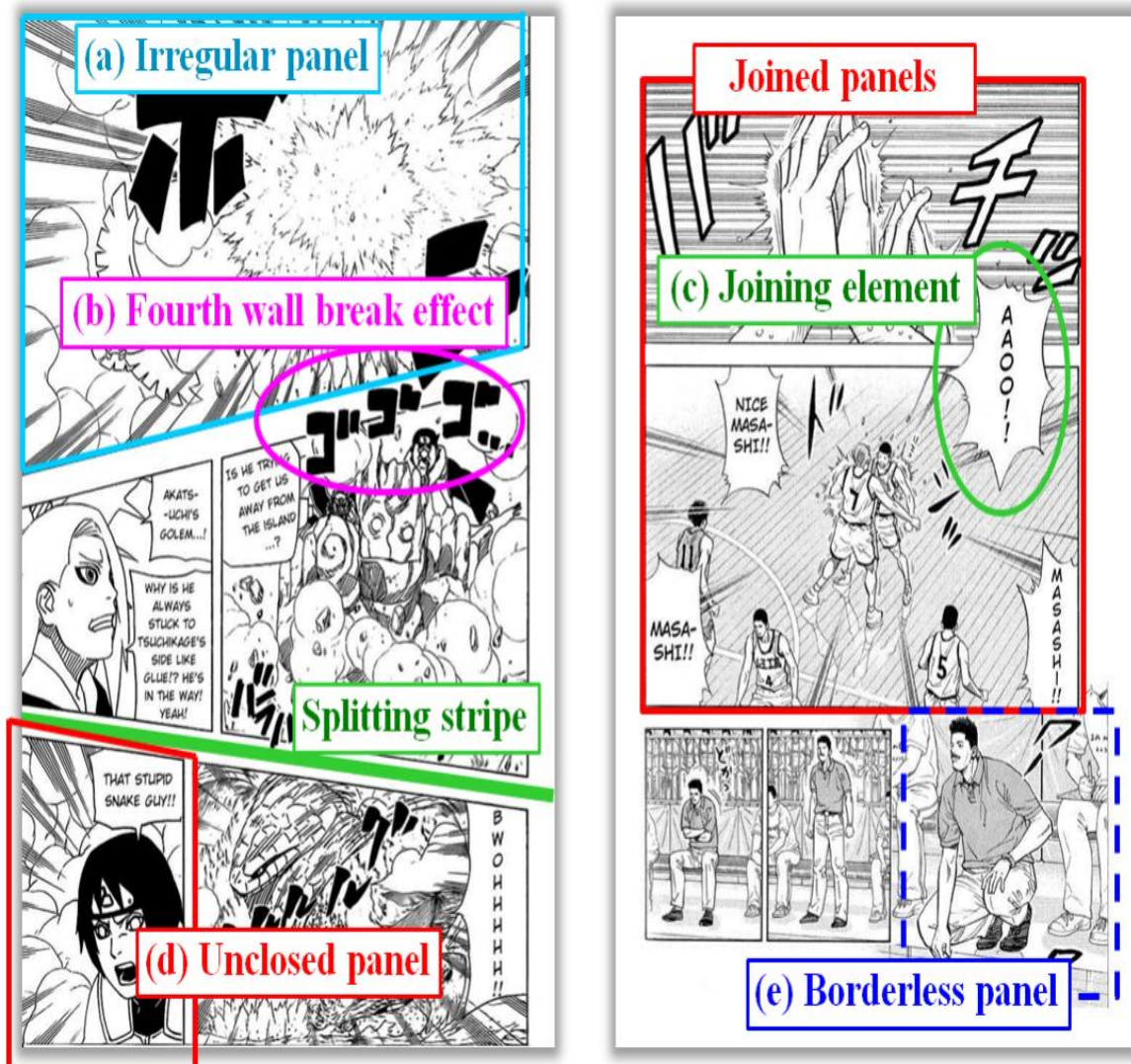
---

<sup>1</sup> Images from [www.Pixabay.com](http://www.Pixabay.com)

panels. Panels are often framed in a square format and arranged in a precise manner. The images below depict the various sorts of panels that can appear in manga.

**Figure 4**

The various sorts of panels that can appear in manga.<sup>2</sup>



- **Captions**

Captions are often square or rectangular fields, however this is not always the case.

Different forms and colours may also occur. The captions are used in the narrator's text to

<sup>2</sup> Xufang Pang, Ying Cao, Rynson W.H. Lau, and Antoni B. Chan Department of Computer Science, City University of Kong Kong.



specify the location, time, or any other details that are not depicted. For example, this may include information that gives voice to the narrator which cannot be represented by bubbles.

The image below demonstrates the captions coloured in yellow.

Figure 5

Captions that are used in the narrator's text.



Two pages from *The Fantastic Four #51*. This example contains many of the familiar elements of comics: panels, pictures, narrative captions, word balloons, sound effects, motion lines, etc.<sup>3</sup>

<sup>3</sup> Lee, Stan, and Jack Kirby. *Fantastic Four #51*. *Fantastic Four*. Canam Publishers [Marvel Comics], June 1966.

The plot is separated into specific images by the panels, and the narration runs in rhythm. The arrangement of panels creates strips, and hence a comic book. Readers, like any other book, read panels from top left to bottom right. There are several types of comic books. First, there is what is known as Manga that originated in Japan. These are developed by Japanese artists and have different types that suit different socioeconomic groups. Some examples of these are: the record breaker "*One Piece*"(1997), "*Hunter x Hunter*"(1998), "*Naruto*"(2002) to name only a few. In addition to Manga, there are Manhwa (recently, known as WEBTOON) and Manhua, which sound similar to Manhwa but are not the same. Manhwa is a Korean comic book whereas Manhua is Chinese. Last but not least, there are western comic books that depict various superheroes, like Marvel Entertainment Company, which has all of the world's renowned super heroes, such as "*Superman*" (1939), "*Spiderman*" (1962), and the famous Avengers series, among many more.

The following section will offer a closer look at the several types of manga that have been mentioned earlier. Precisely, we will be looking at the Japanese Manga, the South Korean Manhwa (WEBTOON), with a brief overview of Western Comics and their influence on English learning.

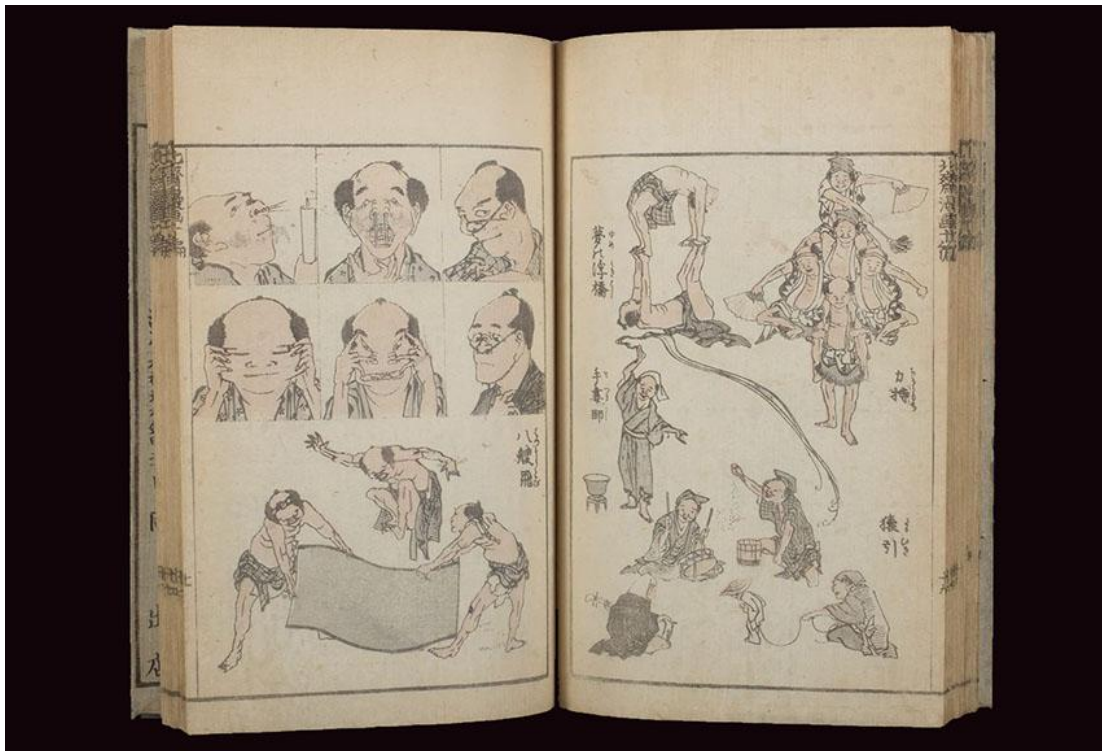
### **1.1.3. Manga**

Manga are Japanese comics in the style of graphic novels written in Japanese. It came to popularity by Osama Tezuka, the famous Japanese author who is known as the "Father of Manga". He was born in Japan in 1928 and died at the age of 61. Tezuka, a manga artist and cartoonist, made incredible discoveries and ideas that catapulted his career and positioned him as Japan's Walt Disney. In fact, Manga production began in the 12th century, but it was not until the 19th century that such forms of entertainment were referred to as Manga. This can be

seen in Santo kyoden's picture book *Shiji No Yukikai* (1798) shown in the image below that also represents the old form of Manga in 1798.

### Figure 6

Santo kyoden's picture book *Shiji No Yukikai* 1798.<sup>4</sup>



#### 1.1.3.1. The history background of Manga

Because of the parallels between 12<sup>th</sup> to 19<sup>th</sup> century Japanese artwork and modern-day Manga, historians have had difficulty determining the actual historical time when Manga is believed to have begun. Regardless, some historians regard the *Choju-Jinbutsu-Giga*, or *The Scrolls of Frolicking Animals*, as one of the first and oldest Manga images.

<sup>4</sup> HOKUSA, K. (1760–1849). *Ukiyo-e in Edo Japan* [Illustration]. [https://www.ngv.vic.gov.au/wp-content/uploads/2020/07/AsianEduRes\\_DVD\\_Ukiyo-e.pdf](https://www.ngv.vic.gov.au/wp-content/uploads/2020/07/AsianEduRes_DVD_Ukiyo-e.pdf)

### 1.1.3.1.1. The Scrolls of Frolicking Animals

The Scrolls of Frolicking Animals are a collection of four Heian Period scrolls that are read or seen in Japanese tradition from right to left. The scroll's purpose was to condemn Japanese priests by comparing them to animals like monkeys and rabbits. The techniques used to accentuate movement, emotive facial expressions, and linear monochrome painting styles capture the images clearly linking the Manga drawing style to Choju-jinbutsu-giga. This can be seen in The Scrolls of Frolicking Animals picture below.

#### Figure 7

Represents the Scrolls of Frolicking Animals.<sup>5</sup>



### 1.1.3.2. Manga's narrator

The Manga author's name is Mangaka. Mangaka tells stories using drawings and dialogues since he/she can write and draw. Manga writing may be generated in collaboration with a number of artists. For example, an artist produces the narrative and the others handle the drawing. Mangaka provide Manga with its distinct form and color; it is often made in black

<sup>5</sup> *Encyclopædia Britannica* (11th ed.), Toba Sojo, (1911) v. 15, p. 173.

and white. Nevertheless, colors can be added when advertising or making it into an Anime (animation cartoons).

### **1.1.3.3. The types of Manga**

Manga has no specific intended audience. Everyone in the society, from children to the elderly, may read it. Manga readers may be divided into five groups.

- First, we have Kodomo; this is a specific name given to kids who read manga.
- Second, there is Shonen; the name is given to young boys who read manga.
- Third, Shoujo is directed to young girls who read it.
- Fourth, Josei is for adult females
- Last but not least, Seinen is given to adult males.

The table below offers you with more details about Manga types as well as their categories.

**Table 01**

*The different types of manga and their characteristics*

<b>Types</b>	<b>Categories</b>	<b>How They tend to be</b>	<b>Objectives</b>	<b>Examples</b>
Kodomo	For children between the ages of 8-10 years.	They tend to be more episodic rather than having arcs.	Teaches lessons and morals for children	<i>Pokemon</i>
Shōnen	For young boys between the ages of 10-15 years old.	They are full of action and adventure.	Helps fill the teenagers' curiosity and interests.	<i>Dragon Ball Z</i>
Shoujo	For young girls between 14-18 years old.	They may contain action and adventure but they focus on drama and romance more.	Helps girls discover the dramatic and romantic path with some adventure included.	<i>Fruit Basket and Sailor Moon</i>
Seinen	For older male audiences, typically between 16-24 years old.	They are usually more violent and contain more adult themes.	Opens the eyes of adults on the real world, showing the reality of violence and the other face of adultery.	<i>One Punch Man</i>
Josei	For adult female audience.	While the content still focuses on romance, the stories tend to be more realistic	Giving a hint of the real world to the females, helping them exploring the reality more.	<i>Perfect World</i>

#### 1.1.3.4. Methods of visual storytelling techniques in Manga

Manga can captivate readers' attention with amazing onomatopoeia and diverse situations, as well as fascinating dramatic effects. Because of the cinematographic techniques utilized by Mangaka (Manga's painters), the reader may feel as though they are looking into the eyes of a moving figure when reading Manga. According to Jones (2008), comics utilize strategies to increase the sensation of presence. In a similar vein, McCloud (2006) has used eight manga visual tale telling approaches to create an intimate connection as summarized in the next few lines:

- **Iconic characters and variety of character design** would lead to easy reader-identification.
- **Strong sense of place** combined with **small world details, wordless panels and aspect to aspect transition** would awaken readers' imaginations and give them the sensation of being within the story's realm.
- **Empowering engagement toward the readers; subjective motion** would make the readers feel like they were a part of the event.
- **Genre maturity** would allow manga to appeal to a wide spectrum of readers' interests
- **Emotionally expressive effects** would elicit the same emotions in readers as the characters.

The pictures below offer an idea about these eight visual narrative telling strategies and how they are used in cinematography.

### Figure 08

Eight methods of visual storytelling techniques found in manga (from top left, clockwise): iconic characters; wordless panels; genre maturity; small, real world details; emotionally expressive effect; variety of character design; subjective motion; and strong sense of place. <sup>6</sup>



<sup>6</sup> Redrawn in Engagement while reading manga: Measuring Indonesian Readers' Immersion within Manga's Universe based on McCloud (2006). *Making comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. McCloud (2006).



The images below demonstrate Mangaka's cinematographic skills

Figure 09

the cinematographic techniques used by the Mangaka.<sup>7</sup>



<sup>7</sup> The disastrous Life of Saiki K, Shuichi Aso (2015) page 08.

The influence of Mangaka's cinematographic methods is seen in Figure 9. The picture below helps the viewer understand the variations in the characters' expressions as well as the smallest details of the scene

**Figure 10**

Visual effects used by Mangaka.<sup>8</sup>



<sup>8</sup> From ジャジャーン to Ta-da!: Localizing Japanese Manga with Photoshop by Rebecca Guttentag (2019) <https://sites.mii.edu/rebeccaguttentag/2019/05/11/from-jajan-to-ta-da/>

### 1.1.3.5. How do we read Manga?

Manga is read from top to bottom and right to left. A beginner reader can read it backwards because it is uncommon in English literature. Manga, like any other kind of entertainment, offers a vast choice of genres to read, such as action, romance, and even science fiction, allowing readers to explore into whatever genre they prefer. Manga often lasts for a long time. It is divided into chapters that range from three to twelve. Famous manga such as *Naruto* (1999), *Bleach* (2001), and the Manga that has achieved the genius certificate for being the longest, *One Piece* (1997), might give us an indication of how lengthy Manga can be by releasing its 1044 Chapter on March 20, 2022. The image below illustrates how manga are constructed and how the translator translates every single element in manga, not just dialogues but even fundamental sounds and subtleties. The page below should be read from right to left, and from top to bottom, as previously mentioned. However, this does not stop readers from following them.

Figure 11

The way to read Manga from right to left in both Japanese and English language.<sup>9</sup>



<sup>9</sup> From ジャジャーン to Ta-da!: Localizing Japanese Manga with Photoshop by Rebecca Guttentag (2019)

#### 1.1.4. Historical background of Manhwa

Historically, Japan colonized Korea from 1910 to 1945. At that time Manga was becoming more popular and recognized which led the Japanese to put an end to everything that could lead to an uprising in the Korean literary field, beginning with publications. At the time, a well-known artist named Kim Yong Hwan founded the first comic magazine which was also terminated by the Japanese. Manhwaga, the inventor of Manhwa, discovered his new path as soon as Korea gained independence, and the success of Manga was an inspiration to Manhwa writers. One notable difference between manga and manhwa is that Manga characters are cartoonish characters with big eyes while Manhwa characters are more realistic, mainly because they are colored and not only black and white. This difference will be further highlighted in the following section.

##### 1.1.4.1. Manga vs Manhwa

South Korean and Chinese writers developed their own versions of comic books with distinct styles. Manhwa was invented in South Korea, whereas Manhua was introduced to the world by China. Manga, Manhua, and Manhwa all have the same meaning, which is comical art, in their respective mother tongues, however in English, Manhwa and Manhwua are considered as Manga-inspired comics. The pictures below show some of the differences between manga and manhwa:

Figure12

Japanese Manga.<sup>10</sup>

Figure13

South Korean Manhwa.<sup>11</sup>

### 1.1.5. WEBTOON

#### 1.1.5.1. Historical background

Kim Jung Koo, a fan of both Manga and Manhwa, was motivated by the downfall of the Manhwa sector in the early 2000s. As a result, in 2004, he developed the idea of integrating the two by creating what is known as WEBTOON, a digital comic application. The idea of creating new comics, that are scrollable, was brilliant, which is why it flourished since people

<sup>10</sup> One piece, Eiichirō Oda (2015).vol 79. Chapter (787) p. (03)

<sup>11</sup> Light and shadow, Hee Won/ Ryu Hyang (2016), chapter 101. P (02).

are becoming more used to scrolling through various websites. Bringing Manhwa was an essential part to a successful site. WEBTOON was accepted by Naver Company which is a South Korean online company with a worldwide technology platform that provides broad access to sophisticated technologies. WEBTOON has become a tremendous success that smartphone users may read through the web via this application.

#### **1.1.5.2. What is WEBTOON?**

The Korean Wave has grown into a global pop culture that can be observed on a range of new media channels, including the internet and mobile platforms. Over 80 countries have received Korean dramas, while the number of K-pop views and downloads on YouTube have reached 50 billion in 2015. (Jang & Lee 2016). Webtoons are a subset of the Korean Wave. It is a new manhwa format supported by digital technology and networks of online portal sites and mobile phones.

The twenty-first generation has grown up in a technologically advanced society. Both generation Y also known as millennials and generation Z have been raised in an electronic environment. Generation Z, in particular, has never known life without the internet. As our thesis will show, the advances of technology helps enhance English learning through webtoons and Manga applications. Today's students spend their free time at home engaging in technological activities such as watching television, playing video games, and, of course, using smartphones to surf on various websites and regularly checking various applications reading what everyone is writing and posting, commenting, and discussing or even arguing online. According to Klopfer, et al. (2009), "Every day, many students are spending countless hours immersed in popular technologies such as Facebook, MySpace, World of Warcraft, or SimCity" (p. 1)

With today's technology, language learning is more effective and convenient. With so many resources, citations, and even applications available, the learner can find whatever

information they seek. People used to have to rely on less efficient methods of learning vocabulary or even reading in the past. Technology in today's digital age provides numerous strong learning tools for students to study on their own and this will eventually build students' learning autonomy.

New digital comics such as WEBTOON can be collaborative tools that allow learners of English to exchange knowledge with their friends, interpret events with one another, and practice language in an interactive context. Additionally, WEBTOON may be used as a motivational tool to encourage students of English to read and compete with each other to finish first and this, eventually, makes them active learners.

Although using comic books in classrooms as a teaching method is beyond the focus of our thesis, it remains essential to pinpoint its significance. This is to highlight the efficacy of digital comics in improving English skills whether in classrooms or autonomously. Therefore, it can be suggested that it is recommended for teachers to stay current with the digital environment in order to guide learners. Students who enjoy using technology in their daily lives may be more likely to read books presented in an interactive digital format. Introducing WEBTOON to learners at a young age will also help them become acquainted with technology and develop important twenty-first-century skills that will serve them well throughout their lives.

WEBTOON's main goal is to entertain the reader through scrolling on their phones. This is why readers enjoy using WEBTOON since it has interesting pictures as well as dialogues. Added to this, the impact of technology and the dominance of smart phones have enabled this sort of application to compete with printed versions. That is why WEBTOON was created as a learning tool or instrument to help students enhance their reading comprehension. WEBTOON, in this sense, facilitates the learning process of the English language. The visual aspect of WEBTOON attracts students and can even lead them to read more and learn more.



Thus, WEBTOON can change the reading habits of the current generation. This digital application can be a solution that may be utilized as a learning medium to make the learner more interested in learning English.

#### **1.1.5.3. WEBTOON vs Manga**

Regardless of their shape, how they are manufactured, or how we interpret them. Manga and WEBTOON are popular across the world due to their many genres, as previously said, and because various titles of manga and manhwa are being turned into anime, with fans of all ages enjoying each new chapter. However, WEBTOON comics have benefits since they are not only made into anime but also into drama series, which pushes not only female readers but also male readers to check the applications in search of other accessible WEBTOON series that have been turned into K-drama series.

To sum up Manga is a printed Japanese comic book, whereas WEBTOON is a Korean digital comic book in which readers scroll through the pages on smartphones and computer screens. Both of these comic books improve reading and writing skills when learning English.

#### **1.1.6. Manga vs Fiction**

Fiction often employs more narrative and finely composed text to explain their stories. Clearly, images are used in comics to tell stories. The primary distinction between Manga and novels is that the words in a book are intended to be evocative, by this we mean that the words are a stimuli to the readers' memory. They can be put thickly to help draw a distinct image, or thinly to stimulate the reader's imagination. It is determined by the reader's personal experiences and how the narrative in Manga elicits them. In addition to words, pictures can also deliver the writer's message. The visual content can facilitate the meaning of certain ideas for learners, unlike prose. Character pictures may be highly appealing in addition to being incredibly detailed. This means that facial expressions and visual style can elicit emotions in a clearer way. The way novels and comics tell stories is quite different, and both have value. This

is to say that whereas novels are an effective way in learning English, Manga can be an easier way for beginner learners of the English language.

### **1.1.7. Manga vs Western comics**

American comic books have seen incredible modifications since their start in the 1930s. However, in the 1950s, popular view shifted to linking the increasing trend of juvenile delinquency to the horror and crime shown in comic books, which caused public fear that led to protests. When the protests subsided, the few comic book firms that remained in business imposed strict censorship restrictions on artists, limiting their work to superhero and other "safe" genres.

In Japan, however, such censorship has never existed, and as a result, Manga and anime have continued to explore and develop into a spectrum of topics and storylines as wide as any other creative works Schodt (1996). Indeed, Manga offered something for both genders, almost every age group, and nearly every taste, whereas comics in the United States had become a caricature, with narratives centered on people doing great things.

Manga artists were free to produce stories in any genre they wanted, without constraints. Unlike the vast majority of Japanese manga artists, American artists often do not own the rights to their work because it is only the publisher who has authority over the characters' existence and can enable other writers to use them in other works. Spiderman, for example, may be found in several works, whereas manga characters can only be found in their original work.

Manga and Western comics differ in their artistic approach as well as how they are developed and promoted, and these differences have a huge influence on how the audience consumes them. American comics are vividly colored, with rich, realistic graphics and a lot of story; a single page might take several minutes to read as Schodt (1996) indicates that Manga,

on the other hand, features significantly simpler pictures in monochrome and practically captions; some pages are meant to be scanned quickly, and the graphics convey the majority of the tale. Whereas in the West, the lack of color and narrative would be considered limiting, Manga artists have pushed the boundaries of painting and drawing by developing new techniques to convey depth and emotion.

#### **1.1.8. Comic books**

Comic books are more than just well-written and illustrated stories. Eisner (1985) argues that:

“[...] comics employ a series of reiterative and recognizable symbols. When these are used again and again to convey similar ideas they become a language a literary form, if you will. And it is this discipline application that creates the ‘grammar’ of sequential art.”(p.08).

Since sight is the responsible sense of the visual parameters, using an expressive image creates a powerful impact on the reader. For example, the cave drawings of Tassili N’ajjer in the Algerian Sahara which represent a powerful type of drawing that attracts scientist because of the drawings on its walls. Eisner (1985) indicates that Illustration and writing have comparable structures since viewing a text and viewing a picture share identical psychological processes. This can clarify why the artists who produce comic books are mostly interested in the readers' imaginations. They always strive hard to help the reader imagine people and locations by adding concrete shapes and colors into the picture. As a result, comic books are visual and immobile, with a variety of reading codes and clichés in 24 to 32 pages.

### **1.1.8.1. Comic books types**

Comics can take numerous forms, but the majority of them fall into three categories.

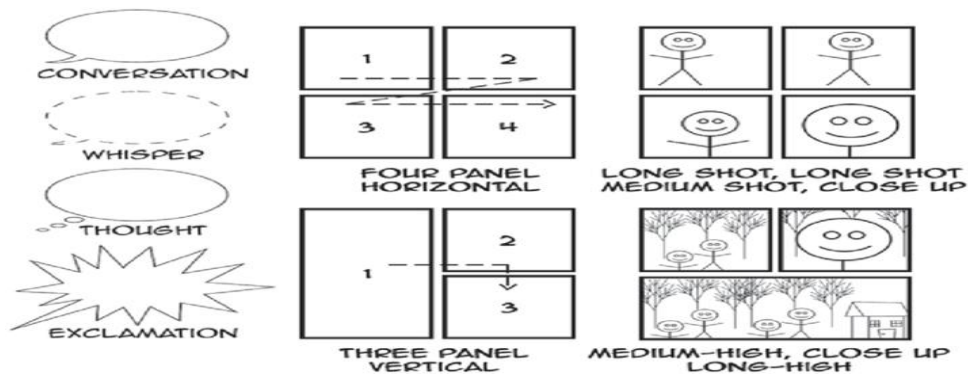
- ✓ The first and shortest kind of comics is the comic strip, which generally contains humorous content and is regularly carried in newspapers.
- ✓ The second type is comic books, which are often released as monthly or bi-monthly issues with a consistent storyline. Comic books' content might range from the usual superhero genre to hilarious compilations of several comic strips.
- ✓ The graphic book is the third and longest type of comics. Graphic novels can be either a compilation of previously released comic books that make a continuous, self-contained plot or a stand-alone book drawn in the comic book style.

### **1.1.8.2. How are comic books organized?**

As mentioned earlier in this chapter, a panel is the name given to each image in a comic book. Panels are frequently framed in a square style and positioned in a precise way. English language comic book readers read panels from top left to bottom right, just like any other book. In many comics, each panel is filled with speech balloons that show the conversation of the comic book characters. The text written in squares or rectangles is the narrative and it provides information that the reader may need in order to follow the story's plot. Text in the form of cloud-shaped balloons may also emerge. A cloud shape suggests that the text inside the balloon represents the character's thoughts. Finally, text that is not enclosed within a square or a bubble denotes sounds, such as “beep” for a beeper. The image below depicts the various panel designs on a comic page, as well as how to read horizontal and vertical panels. The drawings on the left depict the several forms of bubbles.

**Figure 14**

Common comic book design elements.<sup>12</sup>



The following picture depicts the various aspects of comic books, which include panels, captions, gutter, speech balloons, and SFX.

**Figure 15**

Elements of comic books (panel, gutter, caption, speech balloon, SFX) Copyright material under "fair use" policy.<sup>13</sup>



<sup>12</sup> Dousay, T. A. (2015). Reinforcing Multiliteracies Through Design Activities. In D. M. Baylen & A. D'Alba (Eds.), *Essentials of Teaching and Integrating Visual and Media Literacy* (pp. 27–47). Springer Cham. [https://doi.org/10.1007/978-3-319-05837-5\\_2](https://doi.org/10.1007/978-3-319-05837-5_2)

<sup>13</sup> Soares, E., Feijó, B., Furtado, A. L., & Barbosa, S. D. J. (2013). *Non-branching Interactive Comics*. International Conference on Advances in Computer Entertainment Technology. [https://doi.org/10.1007/978-3-319-03161-3\\_16](https://doi.org/10.1007/978-3-319-03161-3_16)

The table below demonstrates the three sorts of comic books that this thesis focuses on. These are: Japanese Manga, South Korean manhwa aka WEBTOON, and Western comic books.

**Table 02**

*The main differences between Manga, Manhwa (WEBTOON), and Western comic books.*

<b>Type</b>	<b>Origin</b>	<b>Colour</b>	<b>How to read it</b>	<b>Format</b>
<b>Manga</b>	Japan	Mostly black and white	Right-to-left	Multi-panel
<b>Manhwa/ Webtoon</b>	South Korea	Full –colour panels that look like paintings	Top To bottom	Scroller
<b>Western Comics</b>	U.S.A	Full colour	Left-to-right	Multi-panel

## **Conclusion**

Since it has been demonstrated that Manga and WEBTOON are well-known reading materials that have spread around the world and they are becoming more popular that people are often eager to read. This section has intended to give a detailed overview of all forms of comic books. This conception contains an explanation of the different terminology and their types. Following that, we have made a comparison between these types by shedding light on their natures, origins, and forms. We have discussed how to read each kind and used several photographs and tables to provide more information on the impact of Mangaka's cinematographic methods and how these methods aid the spectator in comprehending the variances in the characters' expressions. This section has also examined the eight methods of

visual storytelling techniques and the numerous aspects of comic books. The next section will look at the way reading Manga and WEBTOON help learners improve their English.

## **1.2. Section two: the Impact of Reading Manga and WEBTOON on Learning English language**

### **Introduction**

This section will give more extensive study about the notable influence of Manga and WEBTOON on learners and their function in learning English. Manga and WEBTOON are distinguished by their remarkable and distinctive style, which is believed to function as motivational mediums for students to absorb new vocabulary in easy ways by leaving varied scenes in one's mind, facilitating the retrieval of the language as well as knowledge from varying fields. Furthermore, Manga and WEBTOON improve reading comprehension by using numerous visuals that assist the reader in grasping the content of the visual content. Added to this, even though successful foreign language acquisition necessitates mastery of all language skills, it can be noticed that the beneficial role of Manga and WEBTOON is more relevant in the reading, listening, skills as well as vocabulary acquisition. Overall, Manga and WEBTOON have an essential role in improving EFL learners' performance. This point will be further examined in the following sections.

#### **1.2.1. What is deep and meaningful learning?**

The concepts of meaningful and deep learning are intertwined. In “Learning in communities of inquiry,” L. Rourke and H. Kanuka (2009) state that deep learning is described as the rigorous examination of new information as well as the attempt to establish many connections with existing knowledge systems. The concept that new information should be linked to past knowledge is referred to as meaningful learning. It emphasizes the need of

connecting new knowledge to previously existing facts. In “Medical teacher” Fyrenius, et al. (2005) suggest that Pre-understanding, relevant context, and activities are three connected conditions for effective learning. Added to this, reading Manga and WEBTOON can make readers feel as though they are part of a community of readers and learners, where they can share their personal opinions.

- **Social Presence**

According to some experts in the field, such as D. R. Garrison et al. (2000), social presence refers to participants in the COL's ability to identify with the community of learners or study partners, to project and express their personal traits into the online community as real people rather than anonymous contributions. It also encompasses the degree to which people experience a sense of belonging, as well as the ability of participants to perceive their surroundings, speak intentionally, and form interpersonal connections. Accordingly, social presence is about creating a supportive learning community in which learners may share their ideas and form social interactions. Having said this, students' freedom to connect with their teacher, peers, and their engagement with the content is a vital factor. A friendly environment such as fostering cooperation and permitting risk-free speech is required for social presence. Social presence may be done by establishing an atmosphere that gives a sense of belonging to the individual. Indeed, Social presence alleviates feelings of loneliness, boosts academic achievement, and boosts self-efficacy encouraging students to form a link between their personal understanding and shared discussion allows them to take action to answer based on their newly integrated understanding which is known as cognitive presence. That is to say that the graphic content in both Manga and WEBTOON allow learners to use them as new knowledge that is related to the dialogues and captions on the pages.



- **Cognitive Presence**

According to Garrison et al. (2000) cognitive presence is “the extent to which participants in any particular configuration of a Community of Inquiry are able to construct meaning through sustained communication.” (p.89) Moreover, the volume and capacity of participants or students in a community of inquiry to develop meaning and confirm it via ongoing discussions is referred to as cognitive presence. Moreover, creating an atmosphere that encourages students to participate, share knowledge, and link the alternative knowledge to the new one by stimulating intellectual curiosity, creativity, and critical thinking. Cognitive presence is divided into four sections: the triggering event, exploration, integration, and resolution.

### **1.2.2. Reading Comprehension**

#### **1.2.2.1. The definition of Reading Comprehension**

Reading is a widespread activity in which we get information through books, journals, newspapers, and other sources. This technique necessitates that we absorb various information rather than a superficial reading.

Wahyuningsih (2018) defines reading as “gaining meaning rapidly and accurately from the printed page.” p (118). This means that reading is a set of skills that involves comprehending and deciphering the written word. According to Andoko, et.al (2020), reading is an important activity for accumulating information. This is to say that reading is one of the paths to knowledge. It is a dynamic and fluid process in which readers and reading materials work together to create understandable meaning (Helmie, 2015). Reading gives students access to a multitude of information, knowledge, enjoyment, and even problem-solving chances. Reading may be understood as a process of interaction between the reader and the text that leads in automatic or fluent reading. Reading requires a set of cognitive abilities that are obtained from spoken and written English.

Reading comprehension refers to the process of developing a meaning from a certain text. According to Ahmadi, et.al (2012), it is one of the most important parts of learning English since it provides foundation for a huge amount of content that EFL students expect to study. It is an exercise that aids comprehension of what you are reading. Reading comprehension is the ability to identify and understand the entire text by connecting it to previously learned concepts. The degree to which a text is recognized is characterized as reading comprehension. This recognition is the outcome of written words communicating with one another and triggering information outside of the text/message. Analysing recent research, Marloes & Muijselaara (2017) point out that if learners are reading in their native language, it will be incredibly simple for them; but, if they are reading in a foreign language, it will be slightly more difficult. Sporer (2009) also argues that reading comprehension is associated with a number of cognitive and metacognitive approaches, such as activating background knowledge, summarizing material, and formulating questions to capture the piece's primary notion. Content that may later be translated into their own tongue. Reading comprehension is one of the most important components of learning English since it serves as the foundation for the vast amount of knowledge that EFL students are expected to acquire. In this regard, reading comprehension is described as the act of grasping the meaning of a text by coordinating multiple complicated processes including language, reading words, word knowledge, and reading fluency.

#### **1.2.2.2. The Importance of Reading Comprehension**

Reading comprehension is one of the most essential academic skills. People usually read with a goal in mind. Readers can read for a variety of reasons, including learning or merely for pleasure. Reading comprehension is crucial because it helps us understand and analyse the content of what we read. It is a communication process in which readers interact with and understand the text they are reading. Eisner (1985) adds that comprehending a picture necessitates analogous experience. This implies that in order to comprehend the sequential

artist's message, the reader's life experience must first be comprehended. This is because the narrative might stir incidents that readers themselves might have experienced.

### **1.2.3. Manga as Reading Material**

Manga's visual depiction of communication and emotional connection creates a highly scaffolded social context setting for effective speaking. Learners are likely to encounter a range of challenges when learning a foreign language because they lack the necessary background of vocabulary of the target language. The process might become more challenging when individuals accidentally link the target language to their native language. For example, practicing in appropriate settings and circumstances is crucial for learning a new language when learning the language. Furthermore, excessive memorizing of words or certain grammatical structures may be both tedious and transient, since learners can forget what they have learned as soon as they close their textbooks. This is mainly because they have tried to memorize information without the intention of consciously absorbing it. According to Grant (2010), texts may be seen as lazy machines that require someone to execute a portion of their labour. It is arguable that animated images of manga stay longer in the learners' minds, meaning that the visual content can easily be absorbed by creating mental representations and bringing the books to life. This makes students delve into the character's world and produce a satisfying and enjoyable reading experience. Similarly, Bus, et.al (2010) points out that animations and visuals provide a rich, eye-catching backdrop, supporting learners in envisioning where and when the story takes place, as well as generating or activating more entire story schemas.

Manga may elicit an emotional response. This is crucial because emotion influences attention, which in turn influences learning as Cary (2004) argues. Added to this, manga delineates communication visually. When we consider that the eyes contain 70% of the body's sensory receptors, Wolfe (2010) asserts that it is no surprise that manga's visual stimulation is appealing. Visual stimuli can contribute to language acquisition. With this in hand, it can be

said that comics may provide a significant social context for learners. Furthermore, Krashen (2005) asserts that there are convincing case studies of children who were hesitant readers until they found comics, and that reading comic books leads to further reading. Indeed, learning to interpret pictures and phrases allows readers to analyse visuals more quickly and accurately. This might encourage beginners to read and appreciate various genres of comic books.

#### **1.2.4. WEBTOON and Reading Comprehension.**

It is essential to master reading skills when studying English. As mentioned in Weni (2018) thesis titled "the Effect of Line WEBTOON on Students' Reading Understanding," mastering this skill may increase learners' vocabulary, test their comprehension, and lead them to gain meaning. To explain, comprehension is always focused on what is written in the text, but it is also influenced by the reader's background, intentions, attitudes, and needs at the time. The same is true for students, who must understand the material presented to them. Correspondingly, Some experts in the field such as John R Kirby. (2007) who points out that "Reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why we care about it. It is also the prerequisite for meaningful learning from text." P (01) Learners confront challenges and frequently find themselves confused and unable to identify the meaning. This means that, the more complex the meaning, the less interested they get in grasping it. It is suggested that what learners need is guidance from their teachers who can adapt new teaching material that would eliminate boredom from their classes and transform the students from passive receivers to active producers during the learning process.

The graphics, when placed side by side, are the secret ingredient in comics since they convey the entire plot. This means that in case readers are having trouble comprehending something, the images in WEBTOON can assist them understand it without the need for a dictionary. The story's plot that is given in picture form captures learners' attention. Further to

this, the details that depict the expressions of the characters and cinematic effects are excellent features that can replace a dictionary.

The vertical layout pattern seen in the WEBTOON program is a fantastic addition because many people nowadays are used to scrolling, regularly, on either Facebook or Instagram. This is an advantage WEBTOON and can be considered as an incentive to use this digital resource in the learning process and even in teaching. Learners will be more interested in reading if they use this application since the WEBTOON offers a wide range of comic genres in English, allowing them to learn English while having fun. Moreover, this South Korean-made digital comic source may be used to ignite children's interest in learning, because they might be interested in trying new things that motivates them to develop the reading habit. In this case, using the proper approach for learning English can help students to learn more easily and in a more entertaining manner.

Students who read electronic books tend to perform better than those who read traditional print texts on comprehension exams and retellings (Korat, 2010; Grimshaw et al., 2007; Doty et al., 2001) It is also pointed out that Students' understanding increases when they utilize electronic books because they have to spend less work on decoding and seeking additional comprehension, context clues, and helpful note taking capabilities (Seyit, 2010; Pearman, 2008, Matthew 1996; Verhallen et al., 2006) This can give us a promising look at the use of WEBTOON since it is also an electronic tool. According to Zucker et al., (2009), the summarizing and note-taking facilities in WEBTOON allow students to synthesize information and respond to texts in their own unique way while reading, and this has an influence on the student's reading comprehension. Furthermore, electronic material such as WEBTOON can be a positive addition to schools' programs of reading. This helps with literacy training. Therefore, it will be beneficial for today's instructors to know the key concepts of multimodality and be able to use digital texts in the classroom. Gainer and Lapp (2010) discuss ways to incorporate

emerging literacies into what is currently known about effective literacy instruction. Students must participate in collaborative activities that include technology as a component, tool. WEBTOON can be an effective method for incorporating technology into literacy learning.

#### **1.2.5. Manga and WEBTOON VS reading comprehension**

Despite the fact that electronic comic books have been shown to be inspirational and engaging, experts such as Brown and Jones (2011) believe that traditional books should not be disregarded. Electronic applications should be used in the learning process to supplement traditional print books since they both provide significant learning experiences. Manga and WEBTOON may generate an atmosphere for learners who interact and interpret with their peers and share ideas about events and characters of WEBTOON stories.

Manga and WEBTOON, on the other hand, may be used regularly to scaffold student development of reading abilities. Furthermore, in manga and WEBTOON, interaction between the reader and the text is encouraged. They eliminate the need for learners to focus on decoding and fluency, which increases their comprehension. Text-to-speech narration assists them in concentrating their efforts on deriving meaning from the text rather than on word problems.

#### **1.2.6. Why WEBTOON?**

Many students who do not read much, often, face shame as a result of their literacy issues. However, digital comic books have demonstrated their potential to excite readers by providing a private and friendly reading environment. WEBTOON can give scaffolding for readers scrolling on screens, seeing visuals that aid in their comprehension of the scenario. In addition, computers or other electronic reading devices, such as smartphones and tablets, provide a personal secure reading environment in which shame may be avoided. Furthermore, WEBTOON encourages literacy development and can make difficult reading materials easier for individuals who struggle with reading, allowing them to read and enjoy their reading on

their own. These digital resources provide a stress-free atmosphere in which readers are more inclined to read and link words to graphics that can help them understand the complete action and expressions of characters.

Students may indeed customize and manage their reading experience by utilizing digital features. No matter where they are, learners have access to millions of reading alternatives that cover a wide range of genres, and subjects. This may show the influence of these materials on the new generations that coexist in professional life, education, and the social environment such as the millennial learners and the linkster who are also known as the generation Z that we will shed light on in the next parts. It is necessary to know these terms because it is specifically these generations that use manga and WEBTOON the most.

### **1.2.7. The definition of Millennial Learners**

Individuals born between 1980 and the mid-1990s are known as Millennials, or generation Y. As a matter of fact, this was the time when Manga was becoming popular all over the world, both in printed and animated forms. For instance, Dragon Bōru, known in this phase as Dragon Ball (December 3, 1984 – June 5, 1995), was launched as a paper edition in 1984 and transformed into an anime in 1995 due to its worldwide success.

According to McCoog (2008), a millennial is a generation that constantly takes their device or smartphone and connects to the internet at school, home, and everywhere. These kids discovered technology that allowed them to be in regular communication with their friends and family. It indicates that millennial learners are modern-day learners who are always using their phones in their daily lives.

### **1.2.8. The definition of Linksters (Generation Z)**

Generation Z, often known as Linksters, is the generation that came after the Millennials. They were born between the mid-1990s and the mid-2000s. They are the first generation to

have never experienced life before the internet. Linksters grew up in a world where material and information are more open and shared. This generation saw the creation of many applications and websites, such as WEBTOON, which provided them with access to a variety of comics to read, and these comics are now being converted into Anime because of the huge based on their success they witnessed in their printed form.

### **1.2.9. Vocabulary acquisition using Manga and WEBTOON**

Vocabulary serves as a foundation upon which any language is built. Thornbury (2002) sees that acquiring new vocabulary is related not just to comprehension but also to memory. Thornbury suggests many ways for making vocabulary learning as successful as possible, including visualizing a new term or associating an abstract phrase with a mental image. For example, if the reader reads this sentence 'I was in the gym earlier'. They will picture the author at the gym surrounded by different materials and athletes. However the sentence will not be registered. Readers do not perceive the sentence in their minds, in other words the words are not visible. They perceive visuals rather than sentences.

Even after hearing a term several times, learners often forget its meaning. As a result, they search for the comparable words in their own language. However, they are not likely to remember these words in the coming days. The issue is that translating a word to its corresponding words in the readers' mother language is not an efficient method of learning vocabulary. This is because it does not build strong connections in the brain, which is important to remember. Learning words necessitates paying attention to them and connecting them to mental pictures or prior knowledge. This helps the brain in retaining words when they are required.

According to Pearman & Lefever-Davis (2006) animations and images also assist readers to define words because "when book characters visually react to an event via



animations, it is easier for readers to infer word meanings” (p.306). To clarify this, we can simply imagine reading a Manga in which we see a character breaking their right hand as the reader reads “right hand.” It has been demonstrated that animation can help in vocabulary acquisition. In this respect, Verhallen and Bus (2010), explain that:

The close temporal proximity of words and images [...] makes it more likely that the learner is able to build mental connections between verbal and visual representations and thus develops memory traces that connect details of pictures with phrases in the narrative. (p.55)

Additionally, Manga and WEBTOON allow learners to combine context and visual stimuli to figure out the meaning of unknown terms can improve their expressive and receptive vocabularies. Visual imagery plays an important role in language development. It blends text with nonverbal representations such as images and animations.

### **1.2.9.1. The importance of Vocabulary**

According to Alqahtani M. and Schmitt (2015) in a recent study on Vocabulary knowledge, it is an important skill for second language learners since a limited vocabulary in a second language impedes successful communication. The relationship between vocabulary and language usage, according to Alqahtani M. and Nation (2001), is complementary. The importance of language is becoming more recognised both within and outside of the classroom. Alqahtani, M et al. (2015) explain in "*International Journal of Teaching and Education*" why vocabulary is important for good second language learning. It is because without a large vocabulary, learners would have less communication and would be unable to employ the structures and functions that are necessary for effective communication. Furthermore, Alqahtani M. and Wilkins (2015) state that a vast vocabulary is required for language mastering. Vocabulary, on the other hand, lacks rules that learners might use to gain and

enhance their knowledge. One of the most crucial aspects of learning a foreign language is vocabulary since it is the tool used to communicate effectively.

#### **1.2.10. WEBTOON and listening skill**

The first reason why webtoons boost students' understanding is that they reduce the need to concentrate on decoding and fluency. This digital program contains a narrator who gives the reader a brief summary of the story. Consequently, the reader will have less difficulty in reading because they already know what the story is about. This useful feature allows students to read and comprehend in a more entertaining and interesting manner than with traditional printed books.

Webtoons use sound effects, tactile elements, and visual animations to emphasize word and the plot's meanings, reinforcing vocabulary and adding layers of meaning to the story. Pearman (2008) uses the example of a student from her research who stated that he felt something was going to happen on the page he was reading since music was playing and creating a frightening vibe. The music in this case serves as a signal for the learner to focus on the plot in order to figure out what happens. Similarly, de Jong and Bus (2003) state that "feelings, mood and character's actions, elicited by filmic depth, sounds and voices, improve students 'ability to make inferences about story events'" (p.148). Indeed, WEBTOON digital elements can enable students to apply comprehension skills such as forming predictions, establishing connections, and visualizing the tale to improve their knowledge. Sound effects and motions immerse readers in the tale, allowing them to experience the events alongside the characters.

In addition to the WEBTOON application, smartphone users may upload another application that interacts with WEBTOON to provide narration. This allows readers to study

the subtitles through the narrator's voice and with proper pronunciation. MANGA X is also an application that makes readers gather as much knowledge and vocabulary as possible.

### **1.2.11. The importance of using authentic materials**

Using authentic material in language learning is critical. Comics are often humorous, yet they offer a number of advantages. Comics can be utilized to improve not only reading abilities but also to stimulate memory and imagination of readers. Aside from reading, Oller's episode theory shows that a text has a story's thread and logical structure is easier to keep and remember. This emphasizes that the simple language used in comic books and the graphs facilitate, for readers, the process of understanding and memorizing new vocabularies that can be easily recalled when needed. Moreover, images may give immediate social, economic, and cultural context by exhibiting clothes, architecture, transportation, and interpersonal interactions from various historical periods.

Goldsmith (2011) makes an interesting point stating that the use of pictures in graphic novels allows the author to focus on the creation of dialogue rather than writing large amounts of text explaining the visuals of events. In addition, Jane Austen's *Sense and Sensibility* (1811) was transformed into a graphic book of the same name by Marvel comics in 2011. This can give readers, who struggle reading lengthy novels, the chance to enjoy such novels as a graphic comic book.

### **1.2.12. Oller's episode hypothesis**

According to John Oller and his episode hypothesis Oller (1983), "Texts (oral or written forms of discourse) that are more episodically organised may be kept and recalled more easily than less episodically organized information" (p.44). In other words, rather than disconnected, randomly organized phrases, linked sentences with a logical framework and a story thread make it easier for readers to learn a language. Although it has been suggested that vocabulary

and language may be learnt in context, Oller asserts that what is important is that the discussion has a logical structure and a logical conclusion. In this way, learners will be able to follow the storyline step by step and recall its structure more easily this way.

Comic books must have a finale chapter since they have a storyline. As a result, Oller's theory may be realized in the situation of language education based on comic books. At this point, the readers' interest has been stirred, and they are more anxious to find out what happens next and what happens at the end of the chapter. Comics may also be utilized to help in vocabulary development. Eventually, students will remember and apply the terms more effectively if they associate them with a specific context rather than learning a single term with a corresponding meaning. In addition to vocabulary, grammatical competence can be improved. New grammatical concepts may be introduced via comic books, and because these grammar parts are embedded in a story with a logical structure, learners will be able to recall them more easily afterwards.

### **1.2.13. The Use of Manga in Teaching**

Manga are such extra signals that provide a conceptual framework for organizing the information that the second language comprehension process is boosted since learners are better able to predict when they will find new words and phrases in a passage. As a result, manga may be viewed as a viable material in the learning as well as the teaching process in order to pique students' interest. Manga is the most communicative, popular, easy to understand, and readable visual genre. In conclusion, manga can be a more effective teaching and learning medium. Teachers have long used visuals or graphics to aid learning, whether drawn or taken from books, newspapers, photography or other materials. Images may function as flashcards.

Three characters should be kept in mind for comic books to be both enjoyable and linguistically valuable to learners. First and foremost, comic books must be fit not just for

everyday usage, but also for leisure reading and passing the time. However, they are also beneficial to the schools in which they can be employed. Students may dislike manga if it is extremely juvenile, and if it is culturally unsuitable. Finally, the most crucial aspect of pictures is their ability to be seen. The curricular requirements of reading competency requires students to be able to detect meaning in brief basic memory and narrative material in order to interact in their environment. In this sense, manga may be used as a technique as well as an instructional medium. However, Carter (2007) stresses:

Once again, I used comics in my curriculum. Just as research indicates that comics and graphic novels can help ELL and literacy-challenged populations, it has also suggested that they can have a positive effect on the lives and learning of gifted students (p.17).

He also deduces that “More success stories are needed, particularly via practitioner based essays detailing use of graphic novels in actual classrooms” (p. 21). In this respect, comic books include interesting stories that are rich in art and language, which may help readers comprehend vocabulary and grammar in context.

#### **1.2.14. Ways to Use Comics in the Classroom**

##### **✓ Jigsaw Activity**

In a jigsaw exercise, students are typically expected to insert phrases in the correct order. Teachers can cut comic book pages apart to separate each panel, then jumble the panels and present them to students to arrange in the correct order. This exercise expands students’ vocabulary while also helping them to examine and grasp the layout of comic comics.

##### **✓ Cloze Activities**

Cloze activities consist of deleting words from a text and having students fill in the blanks. Comics are good for cloze lessons because teachers may delete words from the comic

and students can use both the sentences and pictures to find the correct words. With their rich visual imagery, comic books are a fantastic resource for helping youngsters understand vocabulary and grammar in context.

✓ **Prediction activity**

In a comic book, a group of panels tells a distinct story. As a result, they are perfect for engaging students in prediction exercises. Giving each student a page of a comic book and having them write down their predictions for what will happen on the next page after reading each page. In a speaking class, students may discuss their prediction with a colleague or in small groups.

✓ **Student-Created Comic Books**

Comic books allow students in more advanced English classes to create their own stories to share with the rest of the world.

## **Conclusion**

In this section, we discussed the function of Manga and WEBTOON as reading resources that aid in the development of reading comprehension and vocabulary acquisition. First and foremost, we discovered from a review of the research that these materials can improve the reading process and create an environment that encourages learners and saves them from boredom as well as some psychological difficulties such as fear and lack of confidence. In addition, this section sought to unravel the significance and importance of these comic books. In that, they improve reading comprehension, vocabulary acquisition, and listening skills. Finally, we were concerned about the importance of these authentic materials. This was supplemented by various techniques used by the learners to enable them engage with reading including comic book production into the classroom as in-class activities or homework may encourage students to tell their own stories.

## **2. Chapter two: Fieldwork**

### **Introduction**

In the previous chapter, we have provided a theoretical conceptualization of Manga and WEBTOON and their impact on learning English; this chapter is devoted to describing the methodology used in the practical part and putting it into practice. It also aims at testing our hypothesis, through the analysis of the results obtained from the students' questionnaire which is an effective and a practical tool for gathering data. In this chapter, we will provide an analysis of each question followed by a discussion of the results.

### **2.1.Means of Research**

In an attempt to investigate the impact of reading Manga and WEBTOON on learning English, we have decided to use questionnaires and an interview in order to gain access to sufficient data and increase the credibility of the findings. The questionnaire was addressed to students of English from all levels, in addition to an interview which was conducted with students who are not in the English language field and who are fluent in English. These students, as our results will show, have developed their English from reading Manga and WEBTOON. This questionnaire elicits more in-depth responses that strengthens our argument of how effective Manga and WEBTOON are in learning English. Our participants, both English language students and students from other fields, were expected to share their attitudes about FLA, their perceptions of the influence of reading Manga and WEBTOON on learning English.

### **2.2.Sample**

The present work was conducted in the Foreign Languages Department at Abd Elhafid Boussouf University Centre- Mila. The population examined in this study is taken from all levels of LMD English students in the department of foreign languages. Our decision to work with students from the five levels stems from students' familiarity with foreign language learning at university and their ability to express thoughts and ideas because they have dealt

with various materials in their learning process, and their understanding of the importance of mastering the four skills as FLL. Out of a population that consists of 1700 students, we have randomly selected a sample that constitutes 215 students as representatives of the population. Concerning the students' interview, the population we dealt with in this sample is non-English language students. The students interviewed have master's degrees in different fields such as French science language, Architecture, Microbiology and Translation. Our decision to work with students from different fields and specialties is based on their ability of using English in a good way, their ability to express and interpret because they have been reading various English materials such as Manga and WEBTOON in their learning process. We have selected a sample that consists of five learners, two of them are French language students, and one student of each specialty that is mentioned earlier.

## **Aim of Research**

### **2.3.Students' Questionnaire**

#### **2.3.1. Description and Administration of the Students' Questionnaire**

The questionnaire in this work was addressed to 215 students from different LMD levels, in order to investigate their attitude about reading Manga and WEBTOON, their impact on learning English language, and how these learners develop not only their reading comprehension but also acquiring more vocabulary through reading these comic books. We have used the students' questionnaire because it is an effective tool that allows the collection of data from a large sample in a short period of time. Hoadjli (2015) affirms: "The popularity of a questionnaire is usually due to the fact that this tool is easy to administer since it is versatile and uniquely comparable of gathering a large amount of information quickly" (p.44). When administering it, we have explained the difficult terms and the statements that some learners found unclear, and we have not faced many difficulties mainly because the sample and the instructors were interested and very cooperative.



This questionnaire is made of 19 questions. The first section “general information” contains three multiple choice questions; it aims at investigating personal information about the participants. The second section, “the use of Manga and WEBTOON as reading materials” contains close-ended questions and three multiple choice questions. It is about learners’ awareness of these reading materials, which one they use and how often they use them. And the third section is about “The relation between reading Manga and WEBTOON and learning English” and it aims at investigating students’ opinions about the effectiveness of these materials by comparing them to other reading materials. This section of the questionnaire also examines the effectiveness of these comic books on students’ reading comprehension and vocabulary acquisition.

### 2.3.2. Analysis of the Students ‘Questionnaire

#### Section one: General Information

#### Q 1. You are a ...

**Table 03**

*Students’ Gender*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Female</b>	125	58.13%
<b>Male</b>	90	41.86%
<b>Total</b>	215	100%

The purpose of asking this question is to determine whether both genders are interested in Manga and Webtoons. According to the findings, the proportion of males is (41.86%) and the percentage of females is (58.13%). This demonstrates that students of both genders are open and motivated to learn English using new resources such as Manga and WEBTOON.

However, there seems to be more popularity among female students as these outnumber male students with 16.27%.

## Q 2. How old are you?

**Table 04**

*Students' Age*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Less than 19</b>	39	18.13%
<b>From 20- 24</b>	163	75.81 %
<b>Over 25</b>	13	6.04%
<b>Total</b>	215	100%

This question is designed to determine the age of the English learners at Mila University Centre who have been requested to fill in the questionnaire. This is mainly to identify what age groups are more interested in reading comic books. According to the results, the majority of first-year students were under the age of 19. (18, 13%). The students in the second, third, and master years are practically all between the ages of 20 and 24. (75, 81%). There is a smaller percentage of learners over the age of 25 (6, 04%). This might be due to a repetition of the academic year or their request to enrol in a master's degree which was denied to them the first time.

**Q 3. Are you a****Table 05***Students' University Level*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>1<sup>st</sup> year</b>	42	19.53%
<b>2<sup>nd</sup> year</b>	49	22.79 %
<b>3<sup>rd</sup> year</b>	43	20%
<b>Master 1</b>	56	26.04%
<b>Master 2</b>	25	11.62%
<b>Total</b>	215	100%

The purpose of this question is to determine which category of students pays close attention to the offered reading materials. The proportion of first-year students is (19.53%), the percentage of second-year students is (22.79%), the percentage of third-year students is (20%), the percentage of master one students is (26.04%), and the percentage of master two students (11.62 %). Based on the results, we assume that young learners such as first, second, and third year students most of them are linksters, are giving more attention to Manga and WEBTOON.

**Section Two: “the use of Manga and WEBTOON as reading materials”**

#### Q 4. Have you ever used Asian comic books such as Manga and WEBTOON?

**Table 06**

*Students Use of Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	150	69.76 %
<b>No</b>	65	30.23%
<b>Total</b>	215	100 %

This inquiry seeks to investigate whether students use Asian comic books as a material to develop their English. One hundred fifty students, that is (69.76%) have said that they use these graphic books to learn English. In contrast, sixty-five individuals (30.23 percent) state that they have never used them, implying that Manga and WEBTOON are not among their interests. The results of this question, surprisingly, show that a considerable number of students do actually rely on such an approach for learning English. This means that a considerable number of students attempt to adopt such innovative methods in learning a foreign language.

#### Q 5. Which one do you prefer using?

**Table 07**

*Students' Favourite Asian Comic*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Manga</b>	80	53.33 %
<b>WEBTOON</b>	70	46.66%
<b>Total</b>	150	100 %

This question seeks to determine whether the 150 students, who have previously given a positive answer regarding the use of comics, prefer Manga or WEBTOON. Manga has been picked by 80 students, that is (53.33%). In support of their response, these students have stated that they find Manga quite popular; it is appropriate for all age groups and covers a wide range of subjects such as romance, adventure, science fiction, and so on. Aside from that, they tend to enjoy Japanese culture and the fact that it is printed in tangible copies. The remaining 70 participants, that is (46,66 %) have shown that they prefer WEBTOON because they enjoy Korean culture, it is colourized, arrives in the form of chapters on particular dates, and, most importantly, it is digitalized and provides them with the same scrolling function as Facebook, YouTube, and other social media platforms.

#### **Q 6. How many Asian comics have you read?**

**Table 08**

*The Number of Asian Comics Read by Students*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Less than 5</b>	82	38.13%
<b>Between 5 - 15</b>	44	20.46%
<b>More than15</b>	24	11.16%
<b>None</b>	65	30.23%
<b>Total</b>	215	100 %

In response to this question, sixty-five students (30.23%) out of two hundred fifteen participants (100%) have stated that they have never read Asian comics. On the other hand, it

can be seen that eighty-two students (38.13 %) have read less than five books. Forty-four students (20.46 %) read between five and fifteen books, while the remaining twenty-four participants (11.16 %) read more than fifteen books. The results have shown that most of the students are interested in reading Manga and WEBTOON since they have read more than four comic books and there are other students who have read more than fifteen which shows how much they are attached to these reading materials.

### **Q 7. How often do you read or watch Asian comics?**

**Table 09**

*The Number of Times Students Read Asian Comics*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Once a day</b>	46	21.39%
<b>Once a week</b>	60	27.90%
<b>Once a month</b>	44	20.46%
<b>Others</b>	65	30.23 %
<b>Total</b>	215	100 %

This question is designed to evaluate the amount of time spent reading or viewing Asian comics in order to determine how much students' English has improved while reading comics. According to the table and the pie chart, forty-six students (21,39 %) use and read the offered samples once a day, sixty participants (27,90 %) once a week, and forty-four students (20,46 %) once a month. The remaining 65 students have stated that they have never used or read Manga or Webtoon. The results have shown that the majority of students use comic books weekly rather than daily, we can assume that they find the weekend as the best time for them to read.

### Q 8. Which one do you enjoy reading the most?

**Table 10**

*Students' Favourite Reading Tool*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Manga and WEBTOON</b>	70	32.55%
<b>Novels</b>	85	39.53 %
<b>Short stories</b>	60	27.90%
<b>Total</b>	215	100 %

By raising this question, we wanted to find out what material students use when reading for pleasure either comics, novels or short stories. According to the figures above, 85 students (39.53 %) have chosen novels. It can be suggested that one of the primary reasons for the prevalence of novels is that they are part of their academic schedule at university. With a rate of 60%, the majority of first and second year students, (60 students), have selected short stories as a suitable source of reading (27, 90 %). Despite the fact that novels and short tales are considered two key aspects of curriculum in certain modules such as written expression and literature, seventy participants (32.55%) have selected Manga and Webtoon as suitable reading materials which makes them enjoy reading. It can be assumed that those who stated that they enjoy reading Manga and Webtoon use them as supplementary and complementary sources to develop their English language. This will be evidenced in the following results.

### Section three: “The Relation between Reading Manga and WEBTOON and Learning English”

#### Q 9. Have reading Manga and WEBTOON helped you in learning English?

**Table 11**

*Manga and Webtoons' Aid in Learning English*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	140	65.11 %
<b>No</b>	75	34.88%
<b>Total</b>	215	100 %

The purpose of this inquiry is to determine whether or not students have acquired English through Manga or WEBTOON. In this respect, the table above shows that 144 learners (65.11 %) have acknowledged that these resources helped them learn English. On the contrary, the remaining 75 (34.88 %) do not consider comic books as useful learning tools. It can be suggested that students who have responded negatively, perhaps, read comics in Arabic instead. On the other hand, those who have given a positive answer, read and watch them in their spare time. Simultaneously, they may translate the challenging words and use the new learned words in their real-life conversations and might even apply them in the classroom.



**Q 10. Have reading Manga and Webtoon increased your vocabulary?**

**Table 12**

*The Increase of Vocabulary through Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	140	65.11 %
<b>No</b>	75	34.88%
<b>Total</b>	215	100 %

This question has been asked in order to see if students' vocabulary has developed as a result of their exposure to Manga and WEBTOON. According to the above mentioned data, the majority of participants, 144 (65.11 %), have agreed that these comic books have helped them develop their vocabulary. In fact, comics such as Manga and WEBTOON always use contemporary English, hence, students are exposed to contemporary English that is useful to them in daily communication. Students have expressed that every time they read either Manga or WEBTOON, they often browse the meaning of certain words that are new to them. In this way, their English becomes better. Only 75 (34.88 %) of them stated that Manga and WEBTOON are not beneficial to their vocabulary acquisition. Sixty-five students are completely uninterested in the samples. The other 10 participants either read them in Arabic or do not translate the difficult words.

**Q 11. Has reading Manga and WEBTOON helped you improve your reading and writing skills?**

**Table 13**

*The Improvement of Reading and Writing Skills through Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Strongly disagree</b>	27	12.55%
<b>Disagree</b>	38	17.67%
<b>Neutral</b>	60	27.90%
<b>Agree</b>	54	25.11%
<b>Strongly agree</b>	36	16.74%
<b>Total</b>	215	100 %

This question is asked in order to know the extent to which learners agree that reading Manga and WEBTOON has helped them improve their reading and writing skills. The table shows that most of the students (25.11 %) agreed and (16.74 %) strongly agreed that reading Manga and WEBTOON helped them enhance their reading and writing abilities. Hence, the majority have indicated that comics allow them to experience diverse circumstances, increase their imagination, and expand their vocabulary while reading or writing. By contrast, 17.67% disagreed and 12.55% strongly disagreed since they have never read or seen a Manga or WEBTOON. Furthermore, some of them always read them in their own native language. Sixty people (27.90% of the total) picked neutral. These have pointed out that they had never sensed the benefits that Manga and WEBTOON could provide them.

**Q 12. Do you face any difficulty in learning new words using Manga and WEBTOON?**

**Table 14**

*The Difficulty of Learning New Words Using Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	80	53.33 %
<b>No</b>	70	46.66%
<b>Total</b>	150	100 %

The table findings show that (46.66 percent) of participants have no problem learning new vocabulary via Manga and Webtoon; this might be attributed to frequent reading practice. On the other hand, (53.33%) of participants stated that they face difficulty acquiring new language when using Manga and Webtoon due to a lack of regular reading. Sixty-five students are uninterested in these comics. According to the findings, nearly half of students had no difficulty learning new vocabulary via Manga and Webtoon.

**Q 13. What are the teaching techniques that your teacher uses in teaching literature classes?**

**Table 15**

*Literature Teaching Techniques*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Novels</b>	111	51.62%
<b>Short stories</b>	57	26.51%
<b>Poems</b>	47	21.86%
<b>Manga and WEBTOON</b>	00	00%
<b>Total</b>	215	100 %

This question seeks to elicit information about the teaching methods employed by their teachers in class. One hundred eleven learners (51.62 %) said that their teachers use novels in the classroom. Fifty-seven students (26.51%) mentioned that their teachers use short stories, while forty-seven participants (21.86%) stated that poetry is the most commonly used teaching tool in their literary classrooms. This means that Manga and Webtoon are not included in the English programs at Mila University Centre. Nevertheless, students use them outside the school as a source of language acquisition.

**Q 14. How satisfied are you with the use of the above techniques?**

**Table 16**

*Students' satisfaction on Literature Teaching Techniques*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Very satisfied</b>	50	23.25%
<b>Moderately satisfied</b>	40	18.60 %
<b>Neutral</b>	55	25.58%
<b>Moderately dissatisfied</b>	34	15.81%
<b>Very dissatisfied</b>	36	16.74 %
<b>Total</b>	215	100 %

We asked this question to see whether students are pleased with the content given in various classes. The table's findings show that many students are satisfied with the techniques used by teachers in literature lessons. Fifty students (23,25%) are very satisfied, and forty participants (18,60%) are moderately satisfied, since they believe that traditional approaches are more available and popular than Manga and WEBTOON in printed form or on the internet,

which had the potential to aid their learning process. Furthermore, they have stated that teachers had sufficient experience to select appropriate materials for their lessons. However, seventy students (32.55%) are moderately or very dissatisfied. These participants expressed their openness for the possibility of using new resources such as Manga and WEBTOON inside the classroom. These participants stated that they would want to have new resources like Manga and WEBTOON which would allow them to develop their level more than traditional materials do. Furthermore, they stated that novels and poems might be difficult to grasp at times, but modern media such as Manga and WEBTOON use graphics to help them understand the settings more easily through (the power of imaging). Fifty-five students (25.58%) selected neutral. That is to say that these students accept whatever resources teachers choose to adopt in the classroom.

**Q 15. Do you feel that your English language improves (vocabulary, idioms, pronunciation, and cultural awareness) each time you read Manga and WEBTOON?**

**Table 17**

*The Improvement of the English Language through Using Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Extremely</b>	34	15.81%
<b>Very</b>	61	28.37%
<b>Moderately</b>	40	18.60%
<b>Slightly</b>	15	6.97%
<b>Not at all</b>	65	30.23%
<b>Total</b>	215	100 %

This particular question aims at exploring whether students benefit from reading Manga and WEBTOON. According to the data collected, the majority of participants (69.75 percent) agreed that the provided materials helped them. Thirty-four students (15.81%) selected extremely. Sixty-one individuals (28.37 %) voted “very”. Forty students (18.60%) picked moderately, while fifteen (06.97%) opted somewhat. The rest of the students are not interested in Manga and WEBTOON. That is to say that most students with (62.78%) agree that using Manga and WEBTOON improves their English language.

**Q 16. What is the appropriate source that you use to read Manga and WEBTOON?**

**Table 18**

*The Appropriate Source of Reading Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Applications</b>	67	44.66%
<b>Websites</b>	63	42 %
<b>Paper versions</b>	20	13.33%
<b>Others</b>	0	0%
<b>Total</b>	150	100 %

This question is designed to highlight the relevant resources that students rely on when reading Manga and WEBTOON. The statistic above clearly reveals that a small percentage of students (13.33 %) preferred paper versions because they used to read printed books since primary school. Applications and websites have been named as key sources for reading the offered samples by (86.67 %). It is arguable that students selected these because they are simple and easy to use, and the participants may use them whenever they want.

**Q 17. Do you take a long time to understand the English used in Manga and WEBTOON dialogues?**

**Table 19**

*The Understanding of the English Used in Manga and WEBTOON Dialogues*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	65	43.33 %
<b>No</b>	85	56.66%
<b>Total</b>	150	100 %

This question intends to see if the language used in these comic books is understandable. In response to this question, 65 individuals (43.33 %) have stated that they take a long time to comprehend the dialogue in Manga and WEBTOON. It is possible to suggest that this is because they are beginner readers of comics. This includes first and second year students. On the other hand, eighty-five students (56.66 %) understand the dialogues easily. Perhaps, they have chosen that option because they have a good English level or because they are regular readers of these comic books in English.

**Q 18. Do you use the translation applications to understand the English used in the dialogues of Manga and WEBTOON?**

**Table 20**

*The Use of translation applications for understanding the English used in the Dialogues of Manga and WEBTOON*

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	70	46.66 %
<b>No</b>	80	53.33%
<b>Total</b>	150	100 %

We asked this question to look into the possibilities of using translation apps to understand manga dialogues. The statistics above indicate that seventy students (46.66 %) have stated that they use translation programs to comprehend the English used in Manga and webtoon conversations. The remaining students (53.33%) do not use any translation applications. To explain, it can be assumed that the first category of students has a lack of vocabulary which leads them to browse the meaning of words, whereas the other category does not seem to have this issue. As such, these students can be competent students or have a strong vocabulary that might be priorly from reading Manga and Webtoons or other different means.

**Q 19. How does the visual content of Manga and WEBTOON affect/ enhance the (learning /reading comprehension /vocabulary acquisition)?**

This inquiry seeks to explain how the visual content of Manga and Webtoon influences and improves learning/reading comprehension and vocabulary acquisition. As previously stated, the majority of our sample read these comic books. In this light, they have highlighted



a number of ways in which the visual content of these resources influences and improves their learning/reading comprehension and vocabulary acquisition. Some students have argued that visuals encourage them to read more by stimulating their imaginations and providing them with attractive cinematography techniques that help in comprehending shifts in character emotions. Others concentrate on the enjoyable aspect of manga, which allows them to study while still having fun. Mentioning entertainment and attaching it to how teachers incorporate games on occasion might be a hopeful sign of how effective entertainment can be to avoid boredom while learning a language. According to one participant, the power of image may assist beginners learn basic words of English such as greeting and even the names of plants, fruits, and body parts. Comic books may assist learners to acquire more words in a simple and easy way that their memory, notably visual memory, can play a key role in helping them recall and retrieve knowledge when needed. Finally, beginners say that the more learners are engaged in the scenario, the more they read and acquire new words, phrases, and quotes. Looking at these responses, it can be seen that students who are interested in reading Manga and WEBTOON are interested in both textual and animated forms, and that they prefer visual content that gives them a distinct experience. Based on these responses, it can be deduced that learners are aware of the importance and the significance of Manga and WEBTOON graphic material. Hence, it is recommended that students need to diversify their reading resources to gain more knowledge and develop their English further.

### **2.3.3 Discussion of the Results**

The purpose of the students' questionnaire is to explore learners' attitudes toward reading Manga and WEBTOON, as well as to examine the influence of these comic books on English learning. The key findings show that the majority of students understand the significance of the value of Manga and WEBTOON in learning. The first section in the questionnaire, General Information, has covered some background information about the

sample in order for us to gain insights about them (gender, age, and level). In questions eleven, twelve, thirteen, and fifteen, the majority of students have reported that they actually learn plenty of new words through Manga and WEBTOON. Further to this, students have shown positive attitudes towards Asian comics, as seen by the fourth, fifth, sixth, seventh, and eighth questions. In the same line, and specifically in question 11, many students believe that Manga and WEBTOON play an important part in strengthening their reading and writing skills. They assert that Manga and WEBTOON help them build a large vocabulary and increase their creativity, allowing them to read and write effectively. The questionnaire also aimed to find out if the students' English has improved by asking the seventeenth and eighteenth questions. We determined from the responses of students, particularly those who read a lot, are accustomed to reading them, or have a decent level of English, that the English in Manga and Webtoons is simple and readable. The majority of students we questioned did not take long to comprehend the content and did not use translation apps to do so. Some of them expressed that the graphics in Manga and Webtoons are the primary reason they can grasp 90% of the current information without resorting to translation. This was confirmed by the learners' responses to the last question. Hence, it can be argued that the results of the students' questionnaire provide recognisable evidence that supports our argument about the ways in which comic books help students develop their English skills.

## **2.4. Non-English language students' interview**

### **2.4.1. Description and Administration of the Students' interview**

We have interviewed five (5) students with different master degrees in different fields. In order to investigate their attitude about reading Manga and WEBTOON, their impact on learning English language, and how they help learners to develop not only their reading comprehension but also acquiring more vocabulary. During analysis, we will refer to those students by their names. The students' answers were recorded and they are analysed in this section.

This interview is made of 08 open ended questions. First section is about “general information”; it aims at investigating personal information about the participants’ specialty. The second section, “the use of Manga and WEBTOON as reading materials” contains questions that are about learners’ awareness of these reading materials, which one they use and how often they use them. And the third section “The relation between reading Manga and WEBTOON and learning English” This section aims at investigating students’ opinions about the effectiveness of these materials in comparison to other reading materials and the effectiveness of these comic books on their reading comprehension and vocabulary acquisition.

#### **2.4.2. Analysis of the Students’ interview**

##### **Section one: General Information**

###### **Q01: your specialty is**

This question is designed to determine the specialty of these non-English language learners. Accordingly, to the findings demonstrate that students from different fields such as French language, translation, architecture and biology are open to learning the English language using sources such as Manga and WEBTOON.

##### **Section two: The use of Manga and WEBTOON as reading materials**

###### **1. Themes development**

- ✓ Graphics used in Manga and WEBTOON can be facilitators to the reading process.
- ✓ The importance of digital devices such as WEBTOON in learning.

###### **2. Theme’s reliability and validity**

We have done the coding and the themes development process individually and after that we have matched the codes and themes and agreed on these themes.

- **Graphics used in Manga and WEBTOON can be facilitators to the reading process.**

There seems to be a positive effect of graphics used in Manga and WEBTOON, since all of our participants agree on the important role that these reading materials play in helping them understand the plot of what they are reading. Graphics used in Manga and WEBTOON can be facilitators in learning a language. This is one of the most recurrent themes throughout our data. The latter suggests that most readers in this study encountered situations where they faced complicated words that they could not understand the meaning of words by following the illustrations of the events which have helped them to absorb the context easily rather than resorting to dictionaries that might make the reading act slower.

Three out of five of them recounted stories on experiences of the sort. As stated earlier, our data suggests that most of the readers in this study emphasized the impact of these graphics on their reading and learning process. This can be shown through the answer of Malik when we asked him about how the visual content of Manga and WEBTOON does affect / enhance the (learning / reading comprehension / vocabulary acquisition). He stated that

For me graphics introduce cultures in a form of art, therefore you can sense the creativity of the Mangaka in the way he mixes cultures and reforms characters from mythology... these reading materials are less time consuming to understand the story, sometimes, some pages only contain graphics, where you can simply focus on the changes in the characters' expressions for you to understand the details, and that is the funny part.

Added to Malik's views, the importance of these visual contents is close to the way Van Gog used his drawings to share his emotions with the world, graphics can contact the eyes of the readers and catch their attention more than words do. This is cognate with the statement made by another participant, Fadi during an interview where he said that: "Captions along with visuals simplify understanding the meaning of unknown words from context, they also provide

a framework for the situation in which a particular language can be used". The visual content can help the readers to learn the context in which they can use the words they have learnt. Nail's statement on the other hand is very interesting, as he mentioned that "It is useful for visual learners in particular, therefore instead of remembering a word and translating it into your native language, you have a visual representation of the word that you can remember". Indeed, visual memory can play a key role in helping them recall and retrieve knowledge when needed. This can lead to the statement of Wright and Sherman (1994) who argued that visuals, particularly comics, are often employed to enhance and improve students' reading interests and abilities. The visual content can attract the reader since they provide more details and different drawings that help understand and imagine the events. Further to this, Mimou focused on the way graphics show the different cultures, and different emotions which are according to him something different from what he used to in reading novels, he informed that:

Graphics are the best part of comic books, it allows us to explore different cultures such as Korean and Japanese culture and different plots where the story take place. Moreover, the drawings of different Mangakas where they're expressing emotions and feelings most of the time creating various characters and making the story more memorable and enjoyable... comic books do not show all the details of the story from the beginning, it makes it more fun and keeps us tuned for more plots and more characters.

Comic books may not present all of the characters at the beginning, and sometimes they show a character at an early part that the reader may overlook, but this character reappear in the end to be a leading character in a specific chapter, which keeps readers engaged in reading them, and analyze the expressions to understand the meaning which help readers developing their reading comprehension. Kenza, on the other hand, pointed out to the major role of Mangaka and his skills. She commented that:

The proper use of cinematography methods allows the reader to understand the changes in character expressions, which aids in comprehension of the context. Even if you are unaware of the true meaning of the words, the pictured scene can help you as a reader understand and easily guess the meaning of unknown words.

The various styles and methods used by the Mangaka and Manhwa artists are an important component of aiding readers in understanding the content and improving not just reading skills and vocabulary but also discovering drawing techniques and other cultures.

As can be seen above, the participants who used Manga and WEBTOON asserted that it is the visual content that facilitates the reading process and helps them focus on the illustration of the events. Graphics do not only assist readers in comprehending meaning, but also give a visual representation of the word that may be easily remembered and recalled rather than translating the term into their native language.

- **The importance of digital apps such as WEBTOON in learning.**

Another recurrent theme that emerged from our data analysis is that the importance of digital apps such as WEBTOON. The following analysis will show the significance of the WEBTOON app for readers in terms of language learning.

Kenza indicated that “WEBTOON helps us as readers and makes reading process easier. For example, you can use your smartphone or your laptop to access WEBTOON at any time you like to and enjoy your comic book”. “911” is the term Kenza used to describe WEBTOON, stating that it helps her to avoid boredom on her way home. Indeed, the easy access to this application benefits readers since most of them are attached to their phones, and use them not only as a communicative tool but also as a reading material. Technology is the third hand of humans that helps them do many tasks at one time as our participant Mimou who asserted that:

Technology is everywhere nowadays, you just need a click to access unlimited amounts of knowledge and all the types of books, novels or comic books such as Manga and WEBTOON application...I often use WEBTOON giving that it's easier and you can read through it anywhere, it also helps me to access translation application that can help me understanding difficult words and add them to my vocabulary package.

WEBTOON's users were pleased because of its ease of use. Using one reading material which is also contains a translator can make the reading process easier and even more fruitful. Since the reader's eyes do not get distracted by act of searching for dictionaries and running through different pages to check the meaning of one word. Instead WEBTOON readers can only click on the word and the meaning will appear. In this sense, all participants seem to have more of a favorable conception vis-a-vis the usage of the Korean digital WEBTOON. These new applications contain many different features that attract readers. For example, WEBTOON contains the feature of sound effects which allow readers to enjoy their reading as Nail insisted:

As readers, we lose interest from time to time and seek for modern apps (if I can say so). For example, what we see on Instagram and Facebook as latest updates is what we expect from reading applications... WEBTOON offers us sound effects that might help us guess if the next scene will be comedy, action, or romance, and thus develops awareness about how to use such phrases or dialogues in various situations.

Including features like the sound effects provided by WEBTOON can make reading more enjoyable, which is a positive effect that can attract readers. To sum up, the data displayed in this section suggests that most readers in this study have emphasized the positive effect of graphics used in Manga and WEBTOON which help them develop their reading comprehension and acquire new vocabulary at the same time. Malik pointed out "I think that it represents the next generation of literature since learning processes and methods are being

affected by the generations' characteristics, as a result it helps Manga readers' (millennials and linksters) to share their ideas and opinions freely". Manga and WEBTOON attract these generations most since they are interested in knowing more about different cultures. However Fadi agreed that

Given that everyone today owns and utilizes electronic devices, electronic webtoons surpass printed manga in terms of accessibility... Mostly because I'm a night reader and the phone is easier to use than a book, electronic webtoons since they don't cost anything and I can reach and read them wherever I am on the phone.

The lack of availability to printed Manga in our country can be a barrier for these readers, but WEBTOON can be a solution because the internet is now available to everyone and it is simple to access and download WEBTOON and enjoy reading several types of Manga. As such, it can be deduced that Manga and WEBTOON help readers in increasing their vocabulary, reading level, and learning new information. That is to say that Manga and WEBTOON have benefits on the learning process, they help readers improve their reading skill and acquire new vocabularies at the same time.

### **2.4.3. Discussion of the Results**

Concerning the second research instrument, the interview was used to investigate non-English language students' opinions regarding reading Manga and WEBTOON and their effect on English learning. We have chosen non-English students to show that comics help all readers learn English as these non-English students do not learn English, not actively at least, so the effects of reading Manga and WEBTOON on their language are more visible and easier to study the efficiency of these reading materials. The significant findings reveal that the majority of the interviewees believe that Manga and WEBTOON are important tools for learning English. The first question has covered some background information about the sample in order



for us to gain insights about them since they are not English language students, the first question reveals the participants' specialty. The rest of questions “the use of Manga and WEBTOON as reading materials” contain some questions that are about learners’ awareness of these reading materials, which one they use. The question concerns our participants' first impressions of Manga and WEBTOON. Their responses varied from person to person, but we can presume that it was a fruitful experience for them based on their responses. The answers have shown positive attitudes towards Asian comics, additionally, we hoped to uncover how students incorporate technology into their learning process in order to determine their perspectives on learning English by reading WEBTOON. Some other questions are about "The Relationship between Manga and WEBTOON reading and English learning" This section sought to elicit students' perspectives on the usefulness of these resources in contrast to other reading materials, as well as the impact of these comic books on learners' reading comprehension and vocabulary learning. Furthermore, the results show that the English used in both Manga and WEBTOON is simple and understandable, yet understanding its language depends on which type of Manga, and WEBTOON is used. Another question highlighted the advantages of the Asian comic books. Finding out the effects of the visual content of Manga and WEBTOON learning English. We suppose that the visual content is very important for contextual learning, which helps the reader to acquire vocabulary naturally. By way of brief conclusion, it can be argued say that the results of the non-English language students’ questionnaire strengthen our ideas and hypothesis to a very considerable degree.

## **Conclusion**

This chapter has aimed at testing the research hypothesis. The findings from the analysis of the students' questionnaire reveal that students are aware of the importance of Manga and WEBTOON when they read and learn. Moreover, the analysis has also shown some students who do not know what Manga and WEBTOON are due to different reasons such as the absence of interest in these Asian comics. In regard to vocabulary acquisition, it appears that students do not face many difficulties when they read Asian comics. Consequently, students are informed of the importance of adopting new materials such as Asian comics to develop reading and writing skills. The data obtained evidences the fact that Manga and WEBTOON have a positive impact on acquiring new vocabulary. In addition, non-English language students' interview analysis has shown that the participants have good command of English through using Manga and WEBTOON. Further to this, our participants encourage other students to read these Asian comics in order to improve their English in general and reading and writing skills in particular. Thus, the hypothesis is confirmed through these data results of the study, in which Manga and WEBTOON play a major role in students' learning English improvements.

## **Limitations of the Study**

This study has been constrained by some limitations. One limitation is that in order to carefully manage the study, it was limited to students of English at Mila University only. This study could have been broadened if it had included wider samples of different universities throughout the country. Also, we were unable to conduct an experimental study that would have required a significant amount of time. Instead, a questionnaire was employed to quickly collect data although some students ignored open-ended questions. Finally, we had some difficulty accessing resources because most electronic books do not have free access.

## **Recommendations**

Our research's main aim is to familiarize learners in general at the university centre of Mila and beyond, of the importance of comic books in learning English. Based on our data results that shows to familiarise meant to enable learners to gain much familiarity with the importance of Manga and WEBTOON in learning the English language, in the same line, Students should realise the importance of comic books in English Language learning. Students should not rely entirely on the materials used by their professors, but should also search for techniques such as Manga, WEBTOON, and Western comic books that will help them to enjoy reading while still learning the language. Because of the digital revolution, nearly all students are mobile users, allowing them to access a variety of electronic resources and apps that supply them with new reading materials, such as WEBTOON. Future researches which might share the same interest with the present study are addressed with some recommendations for further research.

## **Recommendations for Further Research**

The current study attempts to bring into light the impact of reading Manga and WEBTOON on learning the English language. It is conducted as a descriptive and exploratory investigation of the significance of Manga and WEBTOON in learning English to students of English at Mila University, Department of Foreign Languages and non-English students. Therefore, our present study might pave the way for other research studies to be carried out with the purpose further examine this subject by broadening the scope to include other students of other universities. In other words, studies about the importance of Manga and WEBTOON on learning English language can be conducted relying on other case studies which may offer a larger sample to represent a larger population. Provided that time can be available for future researches, a study of this kind can be more informative if made experimental. This allows the

researcher to deeply measure and analyse the progress of students' reading comprehension and their vocabulary acquisition.

### **Recommendations for Teachers**

Based on our findings, it is recommended for teachers to draw attention to the impact of reading Manga and WEBTOON on English language development. Because our participants' responses indicate that they are open to trying new material within the classroom, we believe that Manga and WEBTOON can be such valuable materials.

## **General Conclusion:**

Learners in the field of foreign language acquisition employ a variety of techniques and materials to master the four skills of English. However, developing the reading skill requires the acquisition of vocabulary at the same time. Because of the difficulty of the language used and the length of some stories, not all students are able to read and completely understand novels and short stories. Manga and WEBTOON, on the other hand, are new resources that attract both millennials and generation Z. Manga and WEBTOON facilitate the reading process by providing visual content and contemporary language that helps readers follow the plot. Manga and WEBTOON, in particular, have the potential to improve students' reading habits. For this reason, the current study has aimed to highlight the impact of reading Manga and WEBTOON on learning English language.

In order to get a holistic perspective, the preceding chapters provided a detailed description of these new reading materials as well as a practical framework to put the hypothesis into exploration. Primarily, understanding such effective materials requires making an inquiry on their major role. Reading Manga and WEBTOON happens to be a common thing between both generations Y and Z. Furthermore, the primary objective of this work was to go profoundly into our investigation on how these reading materials help students achieve a better level in vocabulary acquisition and reading comprehension. We detailed our account on defining comic books and explaining their components in which the story is expressed not only textually but also visually. Moreover, we focused on Manga and WEBTOON as the most famous types of comic books which originate from Japan and South Korea, showing the revolution that happened in the shape of comic books through the last few decades. The five types of Manga which are targeting different categories of all ages and genders is an important characteristic since the language used in “Kodomo” which is for children is not the same language that is used in “Shonen” that targets teenage boys. This has been supported by the

valuable works of previous scholars who initiated and backed their beliefs up and explaining the way reading Manga and WEBTOON enhances the learning process. We have tried along this work to defend this view through providing as much as possible related literature, in addition to our attempt to place highlight the way these reading materials improve both reading skill and vocabulary acquisition. The second chapter was devoted to the practical part. It obtained analysis and interpretation of the collected data and its results. It has been revealed that comic books, especially Manga and WEBTOON, are very important to learn and they are effective in improving all English skills. At the end, it is noteworthy that the current study can be resorted to English and non-English language students to reflect upon the extent to which they orient attention towards Asian comics in their assorted language practices. In this respect, it is recommended that learners take advantage of Manga and WEBTOON to develop their levels of English which is an indispensable requirement for the process of communication. Nevertheless, it is worth mentioning that this study is of a limited scope and its results can probably be open to discussion and critique, the thing that makes it imperative for future researchers to consider conducting further research in the same area.

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## Appendices

### Appendix A

#### The Students' Questionnaire

#### Students' perception towards Manga and Webtoon in learning English Language

#### *Questionnaire for English Language Students*

Dear Student,

This questionnaire intends to collect preliminary data for a Master thesis which is about “the impact of reading Manga and webtoon on learning English»

Your answers will be of great help to the research project.

Thank you very much in advance for your cooperation.

#### Section one: General Information

1/ Are you a:  Male  Female

2 / your age:  Less than 19  from 20-24  Over 25

3/ Are you a:  1<sup>st</sup> year student  2<sup>nd</sup> year  3<sup>rd</sup> year  Master 1  Master 2

#### Section Two: “the use of Manga and WEBTOON as reading materials”

4/ Have you ever used Asian comic books such as Manga and Webtoon?

Yes  No

5/ Which one do you prefer using?

Manga  Webtoon

explain.....

.....

6/ How many Asian comics have you read?

Less than 5  Between 5 and 15  More than 15  None

7/ How often do you read or watch Asian comics?

Once a day  Once a week  Once a month  Others .....

8/ Which one do you enjoy reading the most?

Manga and Webtoon  Books (novels)  Short- stories  Others .....

### Section three: “The Relation between Reading Manga and WEBTOON and Learning English”

9/ Have reading Manga and Webtoon helped you in learning English?

Yes  No

10/ Have Manga and Webtoon increased your vocabulary? Yes  No

Justify.....

.....  
.....

11/ Reading Manga and Webtoon have helped you improving your reading and writing skills

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

Explain.....

.....

12/ Do you face any difficulty in learning new words using Manga and Webtoon?

Yes  No

13/ What are the teaching techniques that your teacher uses in teaching Literature classes?

Novels  Short stories  Poems  Manga and Webtoon

Others.....

14/ How satisfied are you with the use of the above techniques?

Very satisfied  Moderately satisfied  Neutral  Moderately Dissatisfied   
Very dissatisfied

Justify.....

.....

.....

....

15/ Do you feel that your English language improves (vocabulary, idioms, pronunciation, cultural awareness) each time you read Manga and Webtoon?

Extremely  Very  Moderately  Slightly  Not at all

16/What is the appropriate source that you use to read Manga and Webtoon?

Applications  Websites  Paper versions  others.....

17/Do you take a long time to understand the English used in Manga Webtoon dialogues?

Yes  No

18/Do you use the translation applications to understand the English used in the dialogues of Manga and Webtoon?

Yes  No  Others .....

19/ How does the visual content of Manga and Webtoon affect / enhance the (learning / reading comprehension / vocabulary acquisition)?

Explain.....

.....

.....

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.....

.....



## **Appendix B**

### **The Students' interview**

In order to collect some useful data about the impact of reading Manga and WEBTOON on learning English as a foreign language. The interview was conducted with Master Two non-English language students from different universities who actually show their interest towards comic books.

#### **Section one: General Information**

**Q 01/** What is your specialty?

#### **Section Two: The use of Manga and WEBTOON as reading materials**

**Q 02/** Why do you read manga and webtoon? Do you think they are effective reading material in learning English? Justify please?

**Q 03/** Since you are using WEBTOON, can you tell us In what way do you integrate technology into your learning process?

**Q 04/** Would you rather read printed Manga or electronic WEBTOON? Explain please?

#### **Section three: The relation between reading Manga and WEBTOON and learning English**

**Q 05/** Can you simply explain how have these reading materials been helping you in achieving a better level in both vocabulary acquisition and reading comprehension?

**Q 06/** Would you rather read printed Manga or electronic WEBTOON? Explain please?

**Q 07/** How does the visual content of Manga and Webtoon affect / enhance the (learning / reading comprehension / vocabulary acquisition)?

**Q 08/** In your opinion, how can we encourage future English learners to adopt Manga as a learning method?

### الملخص

يهدف هذا البحث لدراسة تأثير قراءة المانغا (Manga) و WEBTOON على تعلم اللغة الإنجليزية، حيث يقدم هذا البحث خلفية مفصلة لتوضيح ووضع إطار مفاهيمي لهذه المواد التعليمية. ولجمع البيانات اللازمة لدراسة هذا الموضوع، تم الاعتماد في هذا البحث على الأساليب الكمية والنوعية، حيث قُدم استبيان لمائتين وخمسة عشر طالباً (215) من طلاب اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوالصوف – ميله، كما أجريت مقابلات مع خمسة (5) طلاب مستوى ماستر من تخصصات أخرى غير اللغة الإنجليزية من جامعات أخرى، وبعد تحليل البيانات المتحصل عليها أظهرت النتائج أن غالبية الطلاب قد استفادوا من قراءة المانغا و WEBTOON بشكل عام، وطلاب التخصصات الأخرى بشكل خاص. كما تبرز هذه الدراسة قيمة هاتين الوسيلتين في تحسين مهارة فهم القراءة لدى المتعلمين وتطوير القدرة على اكتساب المفردات بالإضافة إلى فوائد إضافية كتحسين معرفة الطلاب بالثقافات الأخرى خاصة الثقافات الآسيوية. وقد سلطت نتائج هذه الدراسة الضوء على الآثار الإيجابية للمانغا و WEBTOON على عملية تعلم اللغة الإنجليزية.

**كلمات مفتاحية:** كتب هزلية، مانغا (Manga)، WEBTOON، فهم القراءة، اكتساب المفردات، تعلم اللغة الإنجليزية

## Résumé

La présente recherche tend à démontrer l'impact de la lecture de Manga et WEBTOON sur l'apprentissage de la langue anglaise. Cette étude fournit un contexte détaillé qui aide à clarifier la conceptualisation de ces matériels d'apprentissage. Pour collecter les données et les informations indispensables à ce sujet, nous avons opté pour des approches à la fois quantitatives et qualitatives. Ainsi, un questionnaire a été administré à deux cent quinze étudiants(215) de langue anglaise à Abdelhafid Boussouf, Centre Universitaire de Mila et un entretien a été mené auprès de cinq (5) étudiants en Master Deux non anglophones d'autres universités. A la suite de l'analyse des données recueillies, les résultats ont montré que la majorité des étudiants ont bénéficié de la lecture de Manga et WEBTOON, en particulier les étudiants inscrits dans d'autres filières. Par ailleurs, cette étude a mis également en évidence comment Manga et WEBTOON améliorent non seulement la compréhension en lecture des apprenants, mais également l'acquisition du vocabulaire en plus d'autres avantages potentiels liés notamment à l'amélioration de la sensibilisation des étudiants à d'autres cultures telles que la culture asiatique. Les résultats de cette étude ont mis en exergue les effets positifs de Manga et WEBTOON sur l'apprentissage de la langue anglaise.

**Mots clés:** Bandes dessinées, Manga, WEBTOON, Compréhension écrite, Acquisition de vocabulaire, Apprentissage de la langue anglaise