

The impact of digital comics on a group of university students

O impacto da banda desenhada digital num grupo de estudantes universitários

El impacto del cómic digital en un grupo de estudiantes universitarios

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Abstract

Motivating English as a Foreign Language (EFL) learners in online classes can be a significant challenge. This study aims to evaluate students' engagement and improvement in English skills through the use of digital comics as a primary learning tool. To address the research questions, the author employed observational techniques over several weeks and administered an exploratory questionnaire to gather students' experiences with digital comics. The findings reveal that 80% of the students had used digital comics for the first time to learn a second language, with 59 out of 67 students expressing engagement with the medium. Additionally, 61 students reported that incorporating sound and imagination into story creation inspired them to learn English. Overall, the study suggests that digital comics had a positive impact on student engagement and learning. However, it also highlights the challenges faced by educators, particularly the lack of technological resources in many Ecuadorian institutions, which limits the full potential of this tool in language instruction.

Keywords: Digital comics; Reading comprehension; Ecuador.

Resumo

Motivar os alunos de inglês como língua estrangeira (EFL) nas aulas online pode ser um desafio significativo. Este estudo tem como objetivo avaliar o envolvimento e a melhoria das competências de inglês dos alunos através da utilização de banda desenhada digital como principal ferramenta de aprendizagem. Para abordar as questões de investigação, o autor empregou técnicas de observação ao longo de várias semanas e aplicou um questionário exploratório para recolher as experiências dos alunos com a banda desenhada digital. Os resultados revelam que 80% dos alunos utilizaram pela primeira vez banda desenhada digital para aprender uma segunda língua, com 59 em cada 67 alunos a manifestarem envolvimento com o meio. Além disso, 61 alunos referiram que incorporar o som e a imaginação na criação de histórias os inspirou a aprender inglês. No geral, o estudo sugere que a banda desenhada digital teve um impacto positivo no envolvimento e na aprendizagem dos alunos. No entanto, também destaca os desafios enfrentados pelos educadores, particularmente a falta de recursos tecnológicos em muitas instituições equatorianas, o que limita todo o potencial desta ferramenta no ensino de línguas.

Palavras-chave: Banda desenhada digital; Compreensão leitora; Equador.

Resumen

Motivar a los estudiantes de inglés como lengua extranjera (EFL) en clases en línea puede ser un desafío significativo. Este estudio busca evaluar la participación y el desarrollo de las habilidades de inglés de los estudiantes mediante el uso de cómics digitales como herramienta principal de aprendizaje. Para abordar las preguntas de investigación, el autor empleó técnicas de observación durante varias semanas y administró un cuestionario exploratorio para recopilar las experiencias de los estudiantes con los cómics digitales. Los hallazgos revelan que el 80% de los estudiantes había usado cómics digitales por primera vez para aprender un segundo idioma, y 59 de 67 estudiantes expresaron interés en el medio. Además, 61 estudiantes informaron que la incorporación de sonido e imaginación en la creación de historias los inspiró a aprender inglés. En general, el estudio sugiere que los cómics digitales tuvieron un impacto positivo en la participación y el aprendizaje de los estudiantes. Sin embargo, también destaca los desafíos que enfrentan los

educadores, en particular la falta de recursos tecnológicos en muchas instituciones ecuatorianas, lo que limita el potencial de esta herramienta en la enseñanza de idiomas.

Palabras clave: Cómic digitales; Comprensión lectora; Ecuador.

1. Introduction

Comics have proven highly advantageous in teaching and learning a second language, significantly enriching the learning process while enhancing students' language competence (Wijaya et al., 2021). Additionally, comics allow students to tap into their creativity, which improves comprehension and motivates them to engage more deeply in the learning process (Silva, Santos & Bispo, 2017). Also, Sharma (2020) emphasizes the effectiveness of comics in language instruction, asserting that it helps educators meet their learning goals from the early stages of EFL teaching.

Digital comics, in particular, empower students by increasing their motivation, engaging them in specific topics, and strengthening their reading comprehension. A study was conducted to assess how digital comics influenced student outcomes. Learners took an active role in their learning, creating stories based on their own interests and incorporating key grammar structures and new vocabulary. The findings underscore the use of digital comics as an effective method for overcoming demotivation and positively influencing students' language acquisition journey.

This research focuses on digital comics' role in enhancing reading and writing skills. By examining how these tools boost reading motivation, improve story development, and refine writing abilities, we aim to explore how digital comics can actively engage students in the creative process of composing and interpreting comic strips.

Digital comics also require students to engage in autonomous work, encouraging them to add more details to their creations. This process enhances their ability to follow and develop stories. The significance of such tools has grown in online learning environments, where decreased direct interaction with instructors necessitates that students become more self-directed and actively engaged in their learning process (Wang et al., 2013). Therefore, we wonder how much digital comics could impact our EFL learners. Online English education is profoundly transforming, primarily driven by technological innovations and evolving pedagogical approaches (Cheung, 2021).

This study highlights the advantages of using digital comics to combine visuals and text for a group of EFL learners. The narratives effectively engage students in the L2 learning process. By integrating stories with images, text, and audio, students are better able to retain information while acquiring a second language. Comic strips are examples of multimodal texts that combine words and pictures to represent a story, increasing students' motivation (Wijaya et al., 2021). The objective was to measure students' reading comprehension through digital comics by writing a story using grammar and vocabulary words they were learning at their English level.

We investigated whether students are motivated to create comic strips using digital tools to enhance their grasp of English as a second language.

By analyzing the strip comics from this group of EFL learners, we noticed that they found it fun and engaging to use digital comics while learning English as a foreign language (EFL). At the same time, while analyzing the story, we discovered they made mistakes with some vocabulary words. Still, given enough time for their development, we noticed their improvement was noticeable when they created a story using this technological tool. They wrote love stories, and some of the students created stories about science fiction.

What impact do digital comics have on university students' comprehension and engagement in learning EFL?

2. Literature Review

Digital comics have emerged as an effective pedagogical tool, widely embraced by educators due to the numerous benefits they offer, particularly in creating an engaging and dynamic learning environment (Yunus et al., 2011). Recent studies

highlight that digital comics are especially beneficial for students with visual learning preferences, aligning with the concept of visual modality—a core element of the growing audio-visual trend. This trend suggests that many learners are more responsive to visual and auditory stimuli than traditional text-based materials (Wijaya et al., 2021). The use of comics has been shown to significantly enhance English language acquisition, particularly in second language learning contexts. Research consistently demonstrates that incorporating comics into lessons boosts students' vocabulary development. According to Cabrera et al. (2018), comics play an instrumental role in expanding vocabulary, a crucial step in mastering a second language and developing essential language competencies. In EFL settings, comics present a unique opportunity for teachers to engage and motivate students to acquire new vocabulary through more engaging approaches. Further supporting this, Chaikovska (2018) emphasized that comics are an effective means of achieving instructional objectives in vocabulary teaching. Megawati (2012) pointed out that the use of pictures and dialogue in comics makes language learning more interactive and engaging, vividly portraying characters and expressions to enhance understanding. Similarly, Poai (2018) highlighted that the visual elements in comic strips not only make vocabulary instruction more engaging but also more effective.

In conclusion, comic strips are a valuable tool for enhancing vocabulary acquisition while making learning enjoyable and meaningful. Studies by Cabrera et al. (2018) and Kohnke (2018) reinforce the positive impact of comic strips, showing that they motivate students to learn vocabulary through engaging and interactive methods. Likewise, using comic strips enables students to exercise creative control and derive great enjoyment from interacting with them.

On the other hand, Chirkova et al. (2019) noted that teaching English grammar can present significant challenges because every language has its way. In other words, every language has its grammatical categories and system. However, various methods are well used to ease the difficulty. One strategy that teachers use is comics, such as clues, to help primary students learn grammar. It is assumed that comic strips, as part of pedagogical cues, create a cognitive and exciting learning process. Thus, using comics to teach and learn a new language is a useful strategy for developing skills. Cimermanová (2015) argues that reading comic strips can positively affect students' grammar while learning a second language, as we confirm that every language has its own difficult grammar rules. Chirkova et al. (2019) confirm that using comics to teach grammar is a famous mixed pedagogical cue and is useful for increasing students' motivation, knowledge, skills, and abilities. One of the primary advantages is that it can increase students' exposure to the grammatical rules of the target language. Kılıçkaya & Krajka (2012) and Sharma (2020) state that comic strips could be a reliable medium for introducing grammar forms or functions by filling in the blanks for creating strips' dialogues on their own. It also offers real-world examples to demonstrate how grammar develops during a conversation. Thus, it could help the students understand the grammatical concepts of the target language. Comic strips can be well-created. It highlights particular points of grammar by offering concise and practical contexts for students to write about (Rakhmawati, 2018). Chirkova et al. (2019) pointed out that comics are used as a basis for grammar activities to complete some exercises. For instance, students can improve their grammar structure and spelling by filling in the speech bubbles and creating interactive comics, given interaction to dialogue and target the flow of the story. Poai (2018) expressed a similar opinion that comic strips can be utilized to introduce and practice new grammatical points. Additionally, Chaikovska (2018) and Sarma (2016) stated that EFL learners can practice their grammar exercises by using verbs changed into the past or adjectives according to the passage in the comics. Thus, students practice all English skills when learning EFL by using comics to create a story. Rochmawati (2019) suggests that teachers should choose comic strips that show grammar points to familiarize students with real context; therefore, EFL learners can create their own story using strips comics by adding vocabulary words and grammar structure where it must go. Motivation has led to more efficient developments in EFL learners' ability to learn grammar more pleasantly when they use comics to learn a new language. Likewise (Al et al., 2019 Chaikovska, 2018 Chirkova et al., 2019) suggested that using comics to learn a second language improves students' abilities and promotes the development of students' perceptions of learning grammar. (Cited in Wijaya et

al., 2021, pg. 238). In their research, Al Faruq and Nurhalimah (2019) suggest that comic strips can be an effective tool for learning grammar. They argue that visual examples of verbs in pictures help students understand the meaning, and the dialogues in the comic strips help learners become familiar with the grammar rules and structures of a second language. Rakhmawati (2018) also believes that using comics to learn English can encourage students to focus more on grammatical structure and make the teaching and learning process more enjoyable. Additionally, Chirkova et al. (2019) found that pedagogical cues in grammar learning could reduce the time spent memorizing grammar structures by 10%. On the other hand, when reading activities, it means. Cimermanová (2015). Consequently mentioned that many readers nowadays find information online instead of reading and scanning the text to find the required information. These may be some of the reasons why many students lack reading skills. To solve this issue, the educator could take the visualization part to aid students in improving their reading skills; therefore, the implementation of comics is one option to follow and leads to the best strategies that results will emerge, not just engaging the students with the topics but also raising reading comprehension. Moreover, Cimermanová (2015) found that visualization in reading skills, such as comics used to teach a second language, helps students additionally when the metacognitive is correctly implemented. Thus, implementing this tool could help improve learners' reading skills. Moreover, Chaikovska (2018) pointed out that comic strips, when used in tasks such as reading activities, make students perform better than those without comic strips. In other words, using comic strips could promote and improve reading skills, motivate students in the reading process, and make the learning process more effective. Besides being beneficial for vocabulary, grammar, and reading skills, comic strips are also beneficial for writing skills. As it is connected with grammar, vocabulary, and reading skills, the writing part is also beneficial when using comics with learners. Suwastomo (2016) pointed out that most learners who learned with comic strips improved their progress, organization, structure, and understanding. Additionally, Chaikovska (2018) argues that EFL learners could improve their writing skills when they were required to write a storyline before creating their comic strips. One advantage of using comics is that they can help students with writing difficulties. According to Budiman et al. (2018) and Chaikovska (2018), comic strips can assist learners with writing skills. By using comic strips, students can begin to articulate their ideas and organize them in a sequence that aligns with the comic strips. Yunus et al. (2011) mentioned that comic strips engage L2 learners lacking writing skills. Moreover, comic strips are easy to add to the task, and they help students develop and organize ideas in writing. Besides, using comics, such as graphics, pictures, and text on the bubbles, contributes to punctuation and marks to improve learning a second language. Also, Chaikovska (2018) also discovered that students who practised with comic strips accomplished better than those who wrote using other traditional methods. There can be a challenge when using comic strips to learn a second language. Students may struggle to come up with ideas when writing their own comics. Additionally, if the instructor is not adept at providing proper guidance for students to develop their skills, learners may become disengaged and leave the course. Fischer (2012) contends that resistance to using comic strips as a learning medium arises from the belief that they are primarily meant for entertainment and, therefore, inappropriate for academic use in language classrooms. However, Fischer (2012) emphasizes that comics are not solely for entertainment; they also enhance learners' critical thinking skills. The next challenge is that teachers need to become more familiar with using comics to teach a second language in a class because comics are limitedly documented, as it has been proven that this tool is essential for improving some English skills. Thus, English teachers should use comics as a tool to motivate students to excel in their studies. When writing comics, students may struggle to come up with new ideas to drive the story. Therefore, English teachers should design appropriate activities using comics to motivate students and help them achieve the desired learning outcomes. The findings indicate that students often struggle to generate original ideas for developing their comic stories. Mahir et al. (2016) emphasize that teachers must carefully select topics that align with students' English proficiency levels to address this challenge effectively.

3. Participants

Three groups of 67 students in total were selected from three different classes in the human resources and accounting manager faculty. There were 41 female students and 26 male students between 18 and 32 years old. They attended online English classes twice a week, each lasting two hours or sixty minutes each. This group of students was considered to be a good representation of actual samples.

4. Methodology

a) Experimental Design

We designed both a pre-test and a post-test to thoroughly evaluate the influence of using digital comics on students; therefore, we spent time creating them. As it has the potential to enhance students' language learning abilities while also boosting their engagement and fostering a positive attitude toward the learning process. Kılıçkaya, F., & Krajka, J. (2012). We wanted to find out how useful it could be with this university group of students.

Pre-test:

A pre-test was developed. In the context of learning a foreign language, various factors influence the learning process, such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personality (Gardner, 1960 & Lehmann, 2006). Cited in Hashwani, 2008. At the same time, Fakeye (2010). Who mentioned that learner's attitude is considered one of the most critical factors that impact language learning. As a result, Al-Zahrani (2008) found that participants in his study expressed a negative attitude and suggested that this may have been due to the instructional and traditional methods employed by certain English language teachers. Using traditional methods, such as pencil and paper, to write sentences after introducing the topic in students' notebooks while they are learning, students are unmotivated and mechanised to do it that way.

Post-test:

The post-test involved a survey and an analysis of the same digital comics used by the students throughout the semester, conducted by the teacher. Renau (2016) emphasized that the shifting demographics of students, along with societal changes and the growing significance of communication, foreign languages, ICT, and the Internet, play a critical role today. Consequently, incorporating technological tools in second language learning is increasingly essential. In brief, the purpose of the post-test is to identify the progress of learners.

b) Control Group

We supervised the English as a Foreign Language Learners (EFL) group, who were following the traditional method of learning a second language. They were consistently practicing writing complete sentences, believing it was crucial for scoring well. However, this approach led them to prioritize scores over the actual learning of the second language, underscoring the urgent need for a more effective language learning approach.

5. Data Collection Tools

A digital comic website was chosen to collect data from students. After collecting the data for a whole day, the researcher did a survey and shared it with students, who filled out their answers after using the technological tool for their comics. The researcher used Book Creator, an app that allows learners to create stories with images, writing, and audio in their comics to stimulate the student's learning process.

a) Quantitative Tools

The survey used a Likert scale questionnaire, scoring one strongly disagree to 4 strongly agree. The focus was on the clarity and effectiveness of digital comics in learning. This survey contained seven elements.

- I found it fun to use digital comics when studying English as a foreign language.
- The comic strip inspired me to become an autonomous English learner.
- I only did comics to get a better grade for my English subject.
- It has been my first time using strip comics to learn English.
- The strip comics motivated me to write in English.
- The strip comics motivated me to speak in English.
- Using digital comics in English classes helped me somehow to learn an L2 better.

b) Qualitative Tools

Students surveyed found their first experience with digital comics for language learning to be beneficial. These tools not only helped them grasp the topic better but also aided in retaining the information after class. However, it's worth noting that some students lacked the necessary technological resources, such as smartphones for online English classes. Interestingly, even students who were initially disinterested in learning English found digital comics to be engaging.

6. Data Analysis

a) Quantitative Analysis

The pre-test and post-test scores significantly improved compared to the traditional method. Students were allowed to create stories using digital comics, resulting in well-developed ideas. In contrast, the pre-test revealed that creating sentences without images had less impact on student comprehension. Students could craft original stories using digital comics and personalize them to their liking (Castillo & Quinones, 2022).

Table 1 - The descriptive statistics indicate an improvement in the scores of EFL learners who utilized digital comics to learn L2 compared to the traditional method of writing skills.

Descriptives					
	N	Mean	Median	SD	SE
Pre-test Score	67	7.27	7.30	0.550	0.0672
Post-test Score	67	8.34	8.40	0.542	0.0662

Source: Moncayo (2024).

Table 2 - shows us the score on mean differences before and after using digital comics.

One Sample T-Test

		Statistic	df	p	Mean difference
Pre-test Score	Student's t	108	66.0	< .001	7.27
Post-test Score	Student's t	126	66.0	< .001	8.34

Source: Moncayo (2024).

This table presents the pre-test and post-test results using digital comics with EFL learners. The findings suggest that employing this technological tool can support the language acquisition process, particularly by enhancing learners' confidence in writing and speaking.

b) Qualitative Analysis

Herrera (2024) observed that many Ecuadorian students were eager to learn a second language, with this group of EFL learners displaying a positive attitude towards acquiring L2. In reviewing the results from this study, 87% of the students surveyed indicated that they found using digital comics an attractive method for learning English.

Table 3 - Students demonstrate that they found using digital comics to learn English enjoyable.

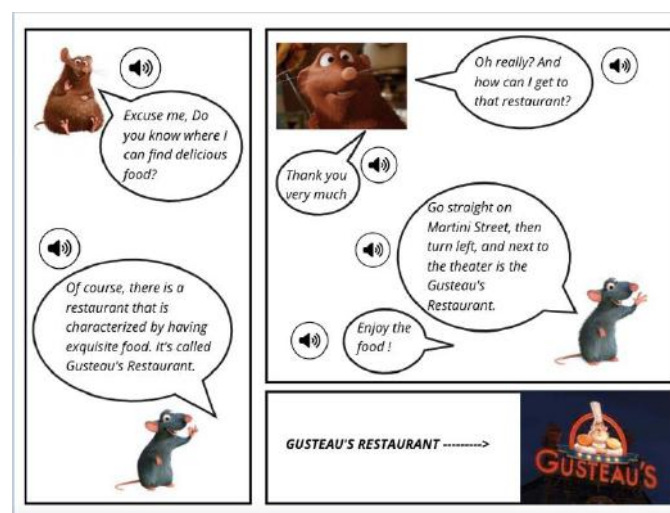
I found it fun to use digital comics when studying English as a foreign language.

	Students	I strongly disagree	I disagree	I agree	I strongly agree
N	67	3	5	24	35
Mean	34.0	3.00	5.00	24.0	35.0
Median	34	3	5	24	35

Source: Moncayo (2024).

Table 1 reveals that students found digital comics to be an effective and engaging tool for learning English. Out of 67 students, 59 expressed satisfaction with using digital comics to create their own stories. This approach not only helped them craft narratives but also enhanced their reading comprehension, as they could fully grasp each element of the stories they developed.

Figure 1 - Student create a story using digital comics.



Source: Moncayo (2024).

Figure 1 illustrates how students not only created stories that followed the given directions but also took the initiative to learn independently. By enjoying the process of writing and incorporating audio into their stories, they enhanced both their creativity and language skills.

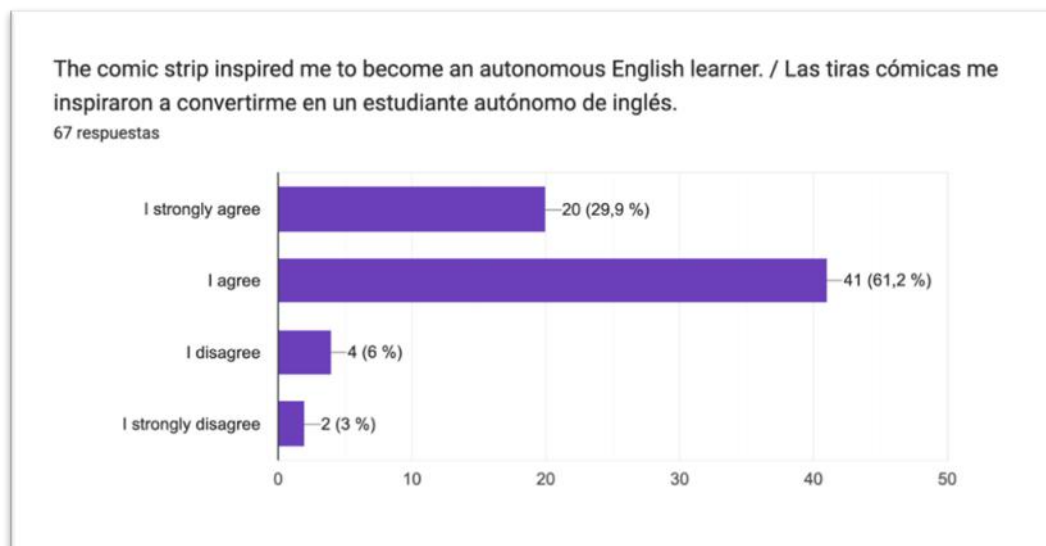
Figure 2 - The student demonstrates imagination in the creation of their strip comics.



Source: Moncayo (2024).

Figure 2 highlights the enthusiasm with which students crafted their comics, building stories around vocabulary related to workplaces and professions. Through this creative process, they constructed well-developed narratives and formed longer sentences, ultimately enhancing their writing and grammatical skills as they progressed.

Graphic 1 - Most of the students in this experiment rely on creating comics in and out of class, which inspired them to learn English.



Source: Moncayo (2024).

Students actively engaged with digital comics by creating their own stories, which helped them become familiar with and better understand the medium. This activity enhanced their comprehension skills as they crafted narratives around themes such as love, adventure, and more. The process not only fostered deeper understanding but also appeared to be enjoyable for students, as they showed enthusiasm in following and developing the stories they created.

Figure 3 - The student learns how to give directions and write them down in strip comics to practice.



Source: Moncayo (2024).

Timeline

Week 1: Pre-test surveys and baseline assessment.

Students' contributions were integral to the learning process throughout the week. They engaged with web-based exercises to practice vocabulary and grammar from the unit, using the Cambridge One virtual platform, a tool available to all university students for independent practice. In addition, they were assigned to create their own sentences, which they presented in the next class, enriching the learning experience.

After introducing the unit topic, students demonstrated their understanding by writing five sentences in their notebooks. The following day, they brought these sentences to class, showcasing their growing mastery of the vocabulary and grammar structures covered in the lessons. However, students describe that method as old-fashioned for learning EFL.

Week 2-4: Introduce digital comics in coursework.

The students were deeply engaged in their learning process through the use of the Book Creator app, a tool designed to enhance English language acquisition. Their active participation in writing and speaking exercises was evident throughout the sessions, which were structured into four weekly hours, each lasting sixty minutes. This format provided ample opportunities for students to take ownership of their learning experience.

At the outset of the semester, students were informed that they would utilize a technological tool to create digital comic stories, which would support both their writing and speaking skills while also engaging them with the subject matter. The following week, the professor, who worked closely with the students at their university, guided them through this process, offering constructive feedback and ongoing support.

Classes were conducted via Zoom and intentionally designed to foster interactivity. The researcher's presentation of the Book Creator app, including a demonstration of how to develop digital comics by adding text and audio, created a dynamic learning

environment. This interactive approach was particularly effective for the online English classes at this coastal Ecuadorian university.

After each lesson, students were encouraged to creatively apply their newfound skills by crafting their own digital comics using the app. The teacher shared the necessary links through the Zoom chat and guided them through the process, encouraging the integration of vocabulary and grammar learned in previous lessons. Randomly, the English professor would select a student to share their screen and bring their comic story to life.

As the semester progressed, students began sharing their screens more proactively, asking for the opportunity to present their digital comic creations. This marked a noticeable shift from the initial stages, where many had been hesitant to showcase their work using traditional methods. By now, students displayed growing confidence and enthusiasm in sharing the stories they had developed.

Week 5: Post-test surveys and assessments.

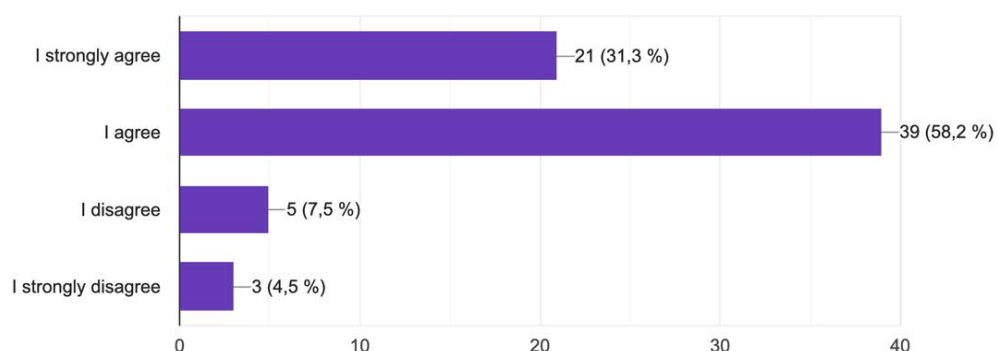
After several weeks of practice, the post-test was administered, and students had the opportunity to evaluate their progress. The researcher developed a rubric to assess the digital comics created by students and conducted a survey to gather their feedback. Most learners, engaging with digital comics for the first time, found the experience both inspiring and a valuable way to practice English outside the classroom. Notably, many students reported feeling more confident in their ability to write and speak in English, which encouraged them to express their creativity through storytelling.

Once all students had completed their comic strips using the Book Creator app, a technological tool integral to this project, the class collectively explored each other's work. Students selected a peer's comic strip to read aloud, sharing their screens during the reading. Afterward, they discussed their favorite parts of the story, assessing not only their comprehension but also engaging with the narrative their peer had crafted. This exercise highlighted the importance of understanding and enjoying the stories created by others.

Graphic 2 - Students felt motivated to produce English by writing.

The strip comics motivated me to write in English. / Las tiras cómicas me motivaron a escribir en inglés.

67 respuestas



Source: Moncayo (2024).

Upon reviewing the students' work, the researcher observed that digital comics significantly supported the learners' development in English as a foreign language. The survey results reinforced this finding, showing that students felt

increasingly confident in writing in English. These outcomes suggest that digital comics can be an effective tool in fostering engagement and enhancing reading comprehension in a second language.

Week 6: Data analysis and reporting.

Reporting Results

The results reveal that students created compelling stories that not only engaged readers but also made the reading experience enjoyable. By practicing English through the creation of these comics, students demonstrated significant progress in both their language skills and their academic performance. The ability to select and work on their comics indicates that they are effectively using digital tools to enhance their learning and improve their scores.

Figure 4:



Figure 5:



Figure 6:



Source: Moncayo (2024).

Figures 4, 5, and 6. We analyze that the student follows a story and reads comprehension of the strip comics. Moreover, EFL learners create an imagination to engage the audience to read strip comics. Most students also responded that they did not do the strip comics only to get a better score in the English subject but elaborated on their strip comics because they liked and enjoyed doing this instead. The analysis also revealed that many students showed improvements in their grammar and vocabulary using this technological tool. However, a few learners continued to struggle, repeating similar mistakes in both writing and pronunciation, despite the inclusion of audio in the comics.

Figure 7:



Figure 8:



Source: Moncayo (2024).

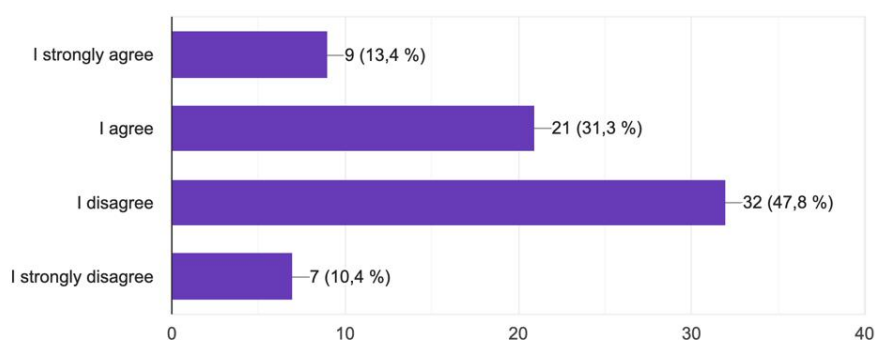
Figures 7 and 8 illustrate that the students in this group demonstrated strong reading comprehension skills, as evidenced by their ability to conclude the stories with well-reasoned and coherent endings.

The students in this project actively used digital comics as a tool to inspire their English writing. Their engagement was not just about achieving good scores, but also about the joy they found in creating a story. In fact, 57% of the surveyed students used digital comics for writing and reading in a second language because they found it fun, not just for academic purposes.

Additionally, most of the EFL learners found using digital comics helpful in engaging the learners in the subject.

Graphic 3 - This graphic illustrates that students were motivated not only by their scores but also by their desire to improve their English skills.

I only did strip comics to get a better grade for my English subject. / Solo hice tiras cómicas para obtener una mejor nota en mi materia de inglés.
67 respuestas

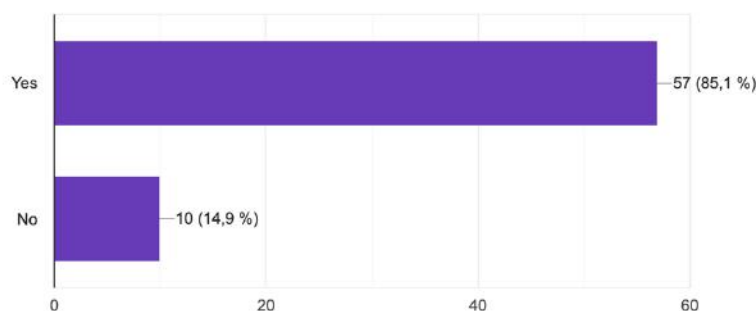


Source: Moncayo (2024).

One of the key benefits of using digital comics in the learning process is the immediate application of knowledge. After mastering a topic, students can promptly apply their learning by creating a comic that incorporates the vocabulary and grammar they have learned. These digital comics not only serve as an output strategy for assessing reading comprehension and writing progress, but also as a practical tool for students to demonstrate their understanding of the material they've created. Therefore this could be one suggestion for futures researchers.

Graphic 4 - This graphic illustrates that most of students were using for the first time digital comics to learn English.

It has been my first time using strip comics to learn English. / Ha sido mi primera vez usando tiras cómicas para aprender inglés.
67 respuestas



Source: Moncayo (2024).

7. Conclusions

Utilizing technological tools like the Book Creator web page for creating comic strips proved highly beneficial for students. The goal was to actively engage EFL learners by having them write stories and add audio components. Additionally, students could read and compare their peers' comic strips to assess their reading comprehension, a method defined through our analysis.

However, there was a limitation: some students, despite needing to improve their English as part of their curriculum, faced difficulties accessing the webpage link, which had been left on the university's virtual platform for several weeks. Once they gained access, they could contribute text to their digital comics. While some students added more content to their strips, others didn't, possibly due to time constraints related to their other coursework and responsibilities.

In a survey by Herrera (2024) conducted with Ecuadorian university students, most respondents expressed a strong interest in learning a second language. These findings suggest that, to facilitate second language acquisition, teachers need to engage students in a way that makes the learning process enjoyable and accessible. The use of digital comics in teaching English as a foreign language can be particularly effective in motivating students and enhancing key skills like writing, and reading comprehension.

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