THE IMPACT OF USING *PIXTON*
FOR TEACHING GRAMMAR AND VOCABULARY
IN THE EFL ECUADORIAN CONTEXT

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Abstract

This study examined the use of *Pixton* for enhancing grammar and vocabulary teaching in a public high school in the South region of Ecuador. In this intervention, 163 junior high school learners and 14 pre-service English teachers participated during a period of 4 months. The data for this study was obtained by gathering information from pre and post-questionnaires, pre and post-tests, and observation sheets. Students were divided into control and experimental groups. The control group (78 students) received English lessons without using *Pixton*, while the experimental group (85 students) used *Pixton*. After analyzing the data quantitatively and qualitatively, the results indicate that *Pixton* is an effective teaching tool that motivates students to learn grammar and vocabulary in an enjoyable way; this was evident through an improvement in students' post-test scores in the experimental group.

Keywords: *Pixton*; grammar and vocabulary; comic strips; EFL teaching

1. Introduction and background

The study of grammar and vocabulary is considered an essential element when teaching and learning English as a Foreign Language (EFL). Grammar plays an important role in second language acquisition since learners can use grammar rules to build sentences in order to express themselves accurately (Mart, 2013). Another remarkable component of language teaching is vocabulary because its acquisition is crucial for successful second language learning. Certainly, vocabulary allows the use of structures and functions that benefit communication (Nunan, 1991).

An effective way to teach both grammar and vocabulary is the use of visual aids through comic strips because it is motivating and more appealing for students to learn a

foreign language (Derrick, 2008). In this context, the use of technological tools is effective for designing comic strips. One of these tools is *Pixton*, which is an attractive platform designed to create comic strips online. By means of *Pixton*, teachers can create visual materials that engage students' participation. In addition, this tool facilitates the production of dialogues using the contents of the subject in relation to their learning styles and preferences.

Some authors have investigated the connection between the use of comic strips in language learning, focusing on teaching academic reading (Engler, Hoskis & Payne, 2008), grammar activities (Kılıçkaya & Krajka, 2012), reading comprehension (Merc & Kampusu, 2013), and reading strategies (Cimermanová, 2015). Nevertheless, none of these studies have been focused on the use of *Pixton* to enhance grammar and vocabulary teaching.

Pixton is an easy-to-use and intuitive tool that promotes collaborative work, creativity, and critical thinking. It also includes options for providing feedback, sharing content online, and downloading comic strips (Lee, 2013). These features allow Ecuadorian EFL teachers to incorporate *Pixton* into their English lessons easily and become more familiarized with this tool to create comic strips. Of course, there are other online tools (e.g. *Comic Life, Make Belief Comix, Strip Generator, Comic Creator*, etc.) that are useful to create comics (Quertime.com, 2017), but *Pixton* is more accessible in the Ecuadorian context. Therefore, this study is aimed at using *Pixton* to teach grammar and vocabulary.

2. Literature review

2.1. Teaching EFL grammar

Grammar is an important component of a language that allows learners to understand its structure. It can be defined as "a system of meaningful structures and patterns that are governed by particular pragmatic constraints" (Larsen-Freeman, 2009: 518). Similarly, Mart (2013) states that grammar is a set of rules that plays a significant role in language acquisition because it helps learners combine and organize words in order to build sentences, and express their thoughts properly. Furthermore, Richards and Reppen (2014) state that grammatical knowledge involves learning the rules to form sentences, whereas grammatical ability refers to the use of grammar as a resource to communicate orally or in writing.

Regarding grammar teaching, Özcan (2015) asserts that grammar has a paramount role in teaching and learning languages, and it is one of the most challenging aspects to be taught. Grammar teaching also helps learners discover the nature of language, which consists of predictable patterns that make it comprehensible (Azar, 2007). For these reasons, teaching

grammar must be a crucial part of the teachers' methodology because it helps students develop their linguistic competence in a foreign language.

In the context of EFL methodology, grammar rules can be taught inductively or deductively. In the inductive approach learners study examples and based on these they discover the grammatical rule. Conversely, in the deductive approach the grammatical rule is first introduced and learners engage with it by practicing through the use of examples (Thornbury, 1999).

Another approach that allows students to develop both accuracy and fluency in the use of a target grammar structure is PPP (Presentation-Practice-Production). In the first stage (Presentation), an explanation of the grammar point is provided, sometimes by pointing out the differences between L1 and L2. In the second stage (Practice), students use the grammar structure through oral drills and writing tasks in order to develop accuracy. In the third stage (Production), students are given opportunities for the communicative use of grammar, which is essential to improve fluency (Larsen-Freeman, 2009).

2.2. Teaching EFL vocabulary

Vocabulary can be defined as "words we must know to communicate effectively" (Neuman & Dwyer, 2009: 385), which means that vocabulary should be considered as more than a set of single word units (Schmitt, 2008). In this respect, it is almost impossible to learn a language without words; even communication among human beings is based on words (Walters, 2004). An extensive vocabulary would allow us to use the structures and functions for comprehensible communication (Nation, 2012).

Teaching words is an essential aspect when learning a language as languages are based on words (Thornbury, 2002). In fact, in English as a Second Language (ESL) and EFL, learning vocabulary items plays a vital role in the acquisition of the four language skills – listening, speaking, reading, and writing (Nation, 2011). Stahl and Shiel (1992) state that vocabulary instruction directly improves comprehension. They point out that it is important for students to have a deep understanding of academic vocabulary in order to comprehend new concepts and communicate what we know. Therefore, the acquisition of appropriate vocabulary is the core for successful language use.

Regarding second and foreign language vocabulary acquisition, fluency and accuracy are important aspects to be developed. In this respect, the PPP approach is a common method to teach vocabulary. For example, in the presentation stage, there are some options that can be used to introduce vocabulary such as realia, pictures, actions, gestures, definitions, translation

and situations (Thornbury, 2002). The practice stage is supposed to develop accuracy through oral and written exercises, receptive-productive tasks, individual and group activities. In the production stage, which is intended to develop fluency, the activities are focused on eliciting the newly learned words (Criado, 2013).

2.3. *Pixton* as a resource for creating comic strips in EFL teaching

According to Derrick (2008), ESL and EFL teachers can use comic strips, comic books, and graphic novels to promote their students' language skills. They can also be used as a basis for different activities to motivate learners and foster significant discussions. Azman, Zaibon and Shiratuddin (2015) claim that comics constitute an opportunity for using visual techniques, which might be used by EFL teachers to encourage effective learning. In addition, comics are valuable resources because they help learners generate ideas and retrieve words for language production (Megawati & Anugerahwati, 2012).

There are many tools available that are used to design comics, for example, *Make Belief Comics, Strip Generator, Comic Life, Comic Creator, Pixton*, etc. (Quertime.com, 2017). However, some of these tools have a few disadvantages. In the case of *Make Belief Comics*, despite being a popular tool for comic making, the user cannot change the color of the characters; *Strip Generator* does not provide the opportunity to show your own style and creativity; *Comic Creator* is not very popular among users because of its website design. Other more complete tools to create comics are *ToonDoo*, *Comic Life* and *Pixton*.

In the case of the present study, *Pixton* was selected because it is an easy-to-use and intuitive tool that promotes collaborative work, creativity, and critical thinking. These characteristics help students develop their imagination, interaction, and entertainment. In addition, this software allows personalization without the need to build from scratch and is an excellent option to monitor students' comprehension of grammar and vocabulary in the target language (McMeekin, Burnham, & Dietz-Hartmann, 2016), which makes it a great tool for language teaching.

2.4. Previous studies into the use of online comic-generation applications

With respect to previous research, although there is practically no formal research on the use of *Pixton*, there are studies that address the issue of comic strips for teaching languages.

Engler, Hoskis, and Payne (2008) conducted two pilot projects involving the use of the software application *Comic Life* to supplement assigned academic readings. The first project involved 139 university students, whose English proficiency level ranged from

intermediate to high-intermediate. Half of the subjects were given a summary of a reading in the comic format, and the statistic results were compared to determine if the comic helped comprehension. The subjects were also given a questionnaire aimed at knowing their perceptions of the comic. In the second project, 48 students at the same level of proficiency developed their own comic summary of a given academic reading. This second project was evaluated through teacher observation, peer comments, and a questionnaire. The results for both of these pilot projects strongly support the efficacy of using computer-generated comics as a supplement for academic readings.

A pilot study carried out in Greece by Vassilikopoulou, Retalis, Nezi, and Boloudakis (2011) used digital educational comics in language teaching in high school. Twenty-four high school students (aged 12-13) participated; they were asked to practice digital storytelling and to design and create digital comics based on their preferences and experiences. The results of a student questionnaire indicated that the majority of them preferred their courses to be taught with the help of digital comics. This case study also showed that comics can be used in language teaching because they are widely accepted by students. In addition, the comic creation process helps students acquire linguistic skills and use their imagination for creating multimodal texts.

Kılıçkaya and Krajka (2012) integrated comic strip creation software into EFL classes for grammar activities with the purpose of seeing whether participants enjoy creating comic strips and whether this facilitates grammar and sentence writing in EFL learning. The information was collected from 25 Turkish EFL learners (aged 14-18) who were enrolled in a pre-intermediate General English class in Turkey. Learners were trained to use an online comic strip creation site (http://www.makebeliefscomix.com). Then, they created at least five comic strips (1 per week) related to the grammar topics studied for five weeks. The output produced by the participants was analyzed qualitatively to investigate their use of grammar and the quality of the sentences. The participants also completed a questionnaire about their perceptions on the use of comic strip creation in the EFL classes received. The integration of comic strip creation software into grammar activities and sentence writing in the EFL class had a positive response from students and increased their motivation.

Merc and Kampusu (2013) conducted a study to determine the effects of comic strips on EFL reading comprehension in Turkey. The participants were a total of 167 university students from lower-intermediate to upper-intermediate proficiency level, who were divided into four experimental groups. Each group had to read some texts and write about them on separate answer sheets. The Immediate Recall Protocol (IRP) was used to analyze data

obtained based on a sample value list. Results showed that all students with a comic strip effect, regardless of proficiency and text level, performed better than the ones without the comic strips. In fact, the use of comic strips noticeably improved the reading comprehension of students at both levels. Findings also showed that students are better at understanding reading texts that are accompanied by visuals.

Cimermanová (2015) examined the possible effects of using authentic comics in four novice EFL learners. The aim was to find out to what extent students apply reading strategies, namely previous knowledge, vocabulary, syntax, and context in reading new texts that included comics. The information for this illustrative qualitative study was collected from observations, discussions, verbal reports and students' writing. In order to develop reading strategies, different cartoons and comics were used. This procedure was based on the presumption that it might be easier to read the context with the support of an image since it can produce very positive feelings and higher motivation in learners. The results showed positive effects on vocabulary development and motivation to read and overcome linguistic barriers in reading authentic material through the use of context and prior knowledge.

A recent study that includes the use of comics as one of the strategies to learn a language is the one conducted by Pitura and Chmielarz (2017). The aim of this study was to investigate the usefulness and feasibility of applying gamification to an extracurricular Content and Language Integrated Learning (CLIL) project intended to develop key competences in an upper-secondary school in Poland. The Polish EFL students had to design and implement some projects that addressed contemporary, biological and social issues. The tasks of this project included a survey about the topic, interviews with scientists, and the creation of comic strips to report the conclusions. For the creation of the comic strips, the students used online tools such as *Google Forms, Storyboard That*, or *Stripgenerator*. The results show educational and emotional gains, suggesting the motivational effect of gamified extracurricular CLIL activities.

Based on the aspects analyzed in the introduction and literature review, the research questions to be addressed are the following:

● How do teachers and students perceive the use of *Pixton* to enhance grammar and vocabulary?
● How effective is the use of *Pixton* to enhance grammar and vocabulary?

3. Methodology

3.1. Setting and participants

This study was conducted in a public high school in the southern region of Ecuador. The participants were 163 students (male and female, aged 12-14 years old) who were taking EFL classes as part of the study plan established by the Ecuadorian Ministry of Education. In addition, 4 male and 10 female English teachers participated in this research.

The study followed a pre-test-post-test quasi experimental-control group design. The experimental group included 85 students, who participated in the activities using *Pixton*, and the control group, which consisted of 78 students, attended regular English classes without using this tool.

The participants received five periods (45 minutes per period) of English classes per week and were enrolled in the eighth year of junior high school. These students, according to the Ecuadorian Ministry of Education, represent the A1 proficiency level of the *Common European Framework of Reference for Languages* (CEFR; Council of Europe, 2001).

3.2. Instruments

- A pre-test was administered to students in order to determine their knowledge of grammar and vocabulary. This instrument was based on the contents of the students' course book provided by the institution and contained 20 multiple-choice items that were graded with a maximum score of 20 (see Appendix 1).

- A pre-questionnaire that consisted of 11 close-ended questions was applied to students in order to diagnose their technological skills for learning English grammar and vocabulary (see Appendix 2).

- A post-test was also administered to measure the students' level of improvement in comparison with the results obtained in the pre-test. This instrument included 20 multiple-choice questions that were graded out of 20 points (see Appendix 3).

- A post-questionnaire was applied to students with the purpose of determining their opinion on the use of *Pixton* as a resource for learning grammar and vocabulary. This instrument consisted of a combination of 11 multiple-choice and open-ended questions (see Appendix 4).

- A teachers' questionnaire, which attempted to inquire about their perceptions on teaching grammar and vocabulary through the use of *Pixton*, was also administered. This instrument consisted of a combination of 11 multiple-choice and open-ended questions (see Appendix 5).

- An observation sheet was used to register different aspects related to students' attitudes, teaching strategies, activities, and quality of the materials designed through the use of *Pixton* (see Appendix 6).

3.3. Procedure

The data for this study were gathered for a period of 4 months in the academic year 2016-2017. A quasi-experimental design was used in order to carry out this research. According to Creswell (2015), in a quasi-experimental design the participants are not randomly selected in order to test an idea, practice or procedure to determine if it influences an outcome. In this case, we have tested the use of *Pixton* and its effect on learning vocabulary and grammar in the English classroom.

The groups of students for this study were selected according to the class they were registered in in the educational institution in which the intervention was conducted. There were a total of 7 groups, out of which 4 received English classes that included activities with *Pixton* and 3 did not take classes using this tool.

Both groups were taught grammar and vocabulary by means of the textbook and supplementary materials. The activities in class included group work, pair work, dialogues, cloze activities, and practice of the four skills. In the experimental group, teachers designed supplementary materials using *Pixton* exclusively; however, in the control group, teachers used supplementary materials such as posters, flashcards, *PowerPoint* presentations, etc.

Before administering the questionnaires, they were piloted by applying them to 20 high school students in order to improve the questionnaires' reliability and validity. Due to the students' low EFL proficiency level, the pre- and post- questionnaires were translated into Spanish (the students' mother tongue). At the beginning of the five-month intervention period, a pre-questionnaire and a pre-test (in the first and second periods of class respectively) were administered to all of the 163 students. Additionally, 14 teachers were asked to respond to a questionnaire about teaching grammar and vocabulary through the use of *Pixton*. At the end of the intervention, a post-questionnaire about the experience of using *Pixton* was applied to the experimental group (85 students), and a post-test was administered to all of the participants. During the intervention period, five researchers observed 4 random lessons each (20 English lessons in total), focusing on different aspects related to students' attitudes, teaching strategies, activities, and quality of the materials designed through the use of *Pixton*. These aspects were registered on an observation sheet.

After gathering and organizing the data from the questionnaires, pre-tests, and post-tests, SPSS software was used in the analysis of the results; thus, descriptive and inferential statistics (with a confidence level of 95%) were applied, and the results of pre- and post-questionnaires, as well as pre- and post-tests from the experimental and control groups, were compared and contrasted.

4. Results and discussion

Before the intervention, a pre-questionnaire was applied in order to obtain some background information about students' technological skills for learning English grammar and vocabulary. In general terms, the technological tools that teachers use in the English classroom seem to be scarce since almost half of the students (43.56%) asserted that their teachers do not use any technological resources in their classes. However, there are some students who asserted that videos (18.4%), *PowerPoint* presentations (11.04%), and social networks (10.43%) have been used.

In relation to the use of technological tools for developing grammar and vocabulary activities, almost 60% of students (59.51% for grammar activities and 56.44% for vocabulary activities) affirmed that their teachers have not used these tools in their English lessons. However, some learners mentioned that their teachers have used technology in grammar (32.52%) and vocabulary activities (35.58%).

The majority of students affirmed that when their teachers use technological tools, they feel motivated (74.23%) because they facilitate the language learning process. On the other hand, a quarter of the students (25.76%) do not feel motivated with the use of technological tools that their teachers apply in their lessons, mainly because they consider that their low proficiency level impedes them to successfully develop the activities proposed.

Based on the opinions above, we observed that students practically had not received English lessons that incorporate technological tools, let alone online comic strips for teaching grammar and vocabulary.

4.1. Perceptions about the use of *Pixton* to enhance EFL grammar and vocabulary

At the end of the intervention, a post-questionnaire was applied to the experimental group, who considered that the use of *Pixton* for learning EFL grammar was very useful (51.06%). Furthermore, an significant amount of students (19.14%) asserted that comic strips are highly useful for learning grammar. Regarding vocabulary, *Pixton* seems to be very useful (54.97%) and some students (13.90%) believe that it is highly productive for improving vocabulary

knowledge (see Table 1). This effectiveness was confirmed in the results of the class observations, teachers' questionnaire and tests.

Table 1. Usefulness of Pixton for learning EFL grammar and vocabulary

Grammar	%	Vocabulary	%
Highly useful	19.14%	Highly useful	13.90%
Very useful	51.06%	Very useful	54.97%
A little useful	18.44%	A little useful	19.20%
Not useful	8.51%	Not useful	5.30%
No answer	2.84%	No answer	6.62%
Total	**100%**	**Total**	**100%**

Students were asked to rate the use of comic strips as original, motivating, or useful. Indeed, most of the students did rate the use of comic strips as original (50.31%), motivating (59.76%), or useful (71.67%). Teachers had a similar view regarding the use of *Pixton* in their classes. They consider that comic strips are an innovative teaching aid, which enhances motivation and allows teachers and students to create original scenes that are easy to be produced, displayed, and understood.

With respect to the characteristics of comic strips created with *Pixton*, students expressed their opinions about the language in the dialogues, the images included, the characters, and the scenery used in the comic strips (see Figure 1). As regards language, most of the students (74.53%) considered that the messages conveyed in the dialogues, as well as the images (80%), were clear and appropriate; they also liked the characters (66.41%) and the scenery used in the comic strips (69.53%). Teachers agreed with the students' positive perception of *Pixton* in terms of language, images, characters and scenery since they did not find it difficult to create the comic strips to meet the students' needs. In fact, *Pixton* allows users around the world to express themselves, share techniques, and create comics that are enjoyable, instructive, educative, and inspiring (Delwiche & Henderson, 2012).

Figure 1. A sample comic strip created with *Pixton*

In addition, almost a half of the students (41.51%) believed that their teachers' instructions were very clear when using comic strips, other students (38.99%) perceived those instructions as clear. With respect to teachers' perceptions, they did not have any difficulties in providing clear explanations.

Finally, the majority of students (85.06%) agreed that they would like their teachers to continue using comic strips in class. In addition, teachers affirmed they would like to design comic strips with *Pixton* to enhance their students' knowledge of grammar and vocabulary. In this respect, teachers can use this tool to enhance students' imagination and autonomy because the learner becomes an active agent of the learning process (Valle, 2014).

4.2 Effectiveness of using *Pixton* to enhance EFL grammar and vocabulary

The results of the pre-test administered to both groups to identify previous knowledge about grammar and vocabulary show that the experimental group obtained an average of 8.84 points and the control group 8.68 points. Thus, we can observe that, before the intervention, there was no significant difference (t= 0.2788, p= 0.7808) between these two groups in relation to their proficiency in EFL grammar and vocabulary.

As regards the post-test administered to both groups, the results show that students in the experimental group significantly increased their score (t= 3.9294, p= 0.0001). These results (see Table 2) make it evident that the use of *Pixton* helped the students in the experimental group to increase their EFL grammar and vocabulary knowledge. This means that *Pixton* was an effective tool to enhance grammar and vocabulary in these students. With

respect to the control group, the increase in the post-test scores might be attributed to the regular teaching process that English teachers followed as part of the junior high school curriculum.

Table 2. Results of the post-tests in the experimental and control group

	Post-test	
Group	Experimental	Control
Mean	11.911	9.803
D	3.317	3.532
	t= 3.9294 **p**= 0.0001	

These results demonstrate that *Pixton* is an important, effective, and innovative tool to teach EFL grammar and vocabulary, which according to teachers and students' perceptions constitutes a creative option for designing didactic materials through the use of comics. Even though previous studies that explored the effectiveness of comic strips for learning a second language (Engler, Hoskis, and Payne, 2008; Vassilikopoulou, Retalis, Nezi and Boloudakis, 2011; Kılıçkaya and Krajka, 2012; Merc and Kampusu, 2013, Cimermanová, 2015, and Pitura and Chmielarz, 2017) have concluded that comic strips are very useful in this area, our study emphasizes the use of *Pixton* to teach EFL grammar and vocabulary.

5. Conclusions

The use of comic strips through *Pixton* motivates students in the learning process because it is an engaging and enjoyable tool that facilitates grammar and vocabulary learning. Furthermore, teachers believe that comics are original and useful as a teaching aid to create a good classroom environment and get students' attention when learning grammar and vocabulary.

The use of *Pixton* facilitates EFL grammar and vocabulary teaching because its characteristics allow teachers to create didactic materials as well as to use dialogues, images, characters and sceneries in comics that promote collaborative work, creativity, and critical thinking.

Clear instructions, as an essential part of the teachers' methodology when using activities with Pixton, are indispensable for successful vocabulary and grammar learning when teaching young students.

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Even though at the beginning of the study the grades of the pre-test were low in both the experimental and control group, after the intervention there was an increase in students' scores. However, the improvement in the experimental group was higher than in the control group, which indicates the effectiveness of using *Pixton* to enhance grammar and vocabulary in EFL students.

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Appendix 1. Pre-test

Circle the letter of the correct answer.

1) How are you? A) I am very well, thank you. B) My name is Ahmet. C) Nice to meet you.	9. Hi, I _____ Japanese. A). is B.) are C). am
2) What is your name? A) Her name is Susan. B) I am from Susan C) My name is Susan.	10. Hello, _____ you Susan, right? A) is B) are C) am
3) Where are you from? A) I am from Cuenca. B) Good afternoon Mr Smith. C) I am ten years old.	11. This is Thomas. _____ is from Amsterdam. A) She B) He C) It
4) How old are you? A) I am from Zamora. B) My name is Clara. C) I am thirteen years old.	12. I'm from Lima. _____ is the capital of Peru. A) She B) It C) He
5) What is your job? A) My name is Murat. B) I am a teacher. C) He is from Mexico.	13. Shakira's from Colombia. She is a _____ singer. A) Colombia B) Colombian C) Colombianist
6) What color is your car? A) It is very big. B) They are green. C) It is grey.	14. The car belongs to Peter. It is _____ car. A) he B) her C) his
7) Tom is from Berlin. His nationality is ___. A) Germany B) German C) Germania	15. The bag belongs to Mary. It is _____ bag. A) her B) my C) his
8) David is from New York. His nationality is __ A) American B) Canadian C) England	16. The bike belongs to me. It is _____ bike. A) His B) Her C) my
17. The food festival is ___ January 20th. It's the ___ morning ___ 10:30. A) on / in / at B) at / on / in C) in / at / on	18. _____ the party? A) What time B) When is C) When are
19. People invite Susan to parties. She is _____ . A) chubby B) sociable C) curly	20. _____ the concert? A) What time is B) What is C) What is time

Appendix 2. **Students' pre-questionnaire**

Purpose: The aim of this questionnaire is to collect information to identify prior knowledge about the use of *Pixton* as a technological tool for learning EFL grammar and vocabulary.

Part 1: Background information

1. Gender:

Male   (   )

Female   (   )

2. Junior high school year: 8th (   )   9th (   )   10th (   )

3. Age: _____ years.

Part 2: Basic technological skills

4. Have you used technological tools for learning grammar in the EFL classroom?

Yes   (   )

No   (   )

5. Have you used technological tools for learning vocabulary in the EFL classroom?

Yes   (   )

No   (   )

6. Explain your experience while learning English by using technological tools.

_____

_____

_____

_____

7. Which of the following technological tools has been used by your teachers for teaching English?

PowerPoint   (   )

Forums   (   )

Pixton   (   )

Videos   (   )

Social networks   (   )

Others (explain): _____

Part 3: Knowledge of grammar and vocabulary

8. How do you rate your level of English grammar knowledge?

Excellent   (   )

Very good   (   )

Good   (   )

Needs improvement   (   )

9. How do you rate your level of English vocabulary knowledge?

Excellent   (   )

Very good   (   )

Good   (   )

Needs improvement   (   )

10. Do you think that the use of technological tools in the English class is motivating?

Yes   (   )

No   (   )

11. Why do you consider that the use of technology in the English class is motivating?

_____

_____

_____

_____

Thanks for your cooperation

Appendix 3. Post-test

Choose the best option.

1) How are you? A) I am very well, thank you. B) My name is Susana C) See you later	11. This is Luis . _____ is from Amsterdam. A) She B) It C) He
2) What is her name? A) Her name is Karina. B) I am from Quito. C) My name is Karina.	12. I'm from Caracas. _____ is the capital of Venezuela. A) She B) It C) He
3) Where are you from? A) I am in Ambato. B) I live in Azogues. C) I am from Guayaquil.	13. The dress belongs to me. It is _____ dress. A) his B) her C) my
4) How old are you? A) I have fifteen. B) I am fine. C) I am thirteen years old.	14. The computer belongs to him. It is _____ computer. A) he B) her C) his
5) What is your job? A) She is a teacher. B) I am a teacher. C) He works in Mexico.	15. The pen belongs to Mary. It is _____ pen. A) her B) my C) his
6) What colour is your bag? A) It is very big. B) They are green. C) It is grey.	16) The birthday party is ___ January 20th. It's ___the morning ___ 08:30. A) on / in / at B) at / on / in C) in / at / on
7) David is from Guadalajara. His nationality is ___. A) Mexico B) Mexican C) Mexicanian	17. They invite Carmita to parties. She is _____ . A) chubby B) sociable A) curly
8) Pablo is from Miami. His nationality is __ A) American B) Canadian C) England	18. What time is the soccer game? A) It's at nine to ten. B) It's on Wednesday. C) It's tomorrow.
9). Hi, I _____ Chinese. A) is B) are C) am	19. _____ the meeting? A) What time is B) What is C) What is time

10. Hello, _____ you Rose, right? A) is B) are C) am	20. _____ the concert? A) What time B) When is C) When does

Appendix 4. Student's post-questionnaire

Purpose: The aim of this questionnaire is to gather information to determine your perception on the use of comic strips as a resource to learn grammar and vocabulary in English.

Part 1: Background information

1. Gender

Female   (   )

Male   (   )

2. Junior high school year: 8vo (   )   9no (   )   10mo (   )

3. Age: _____ years

Part 2: Perceptions on the use of comic strips

4. Learning grammar in English is:

Very easy   (   )

Easy   (   )

Difficult   (   )

Very difficult   (   )

Explain your response: _____

_____

_____

5. Learning vocabulary in English is:

Very easy   (   )

Easy   (   )

Difficult   (   )

Very difficult   (   )

Explain your response: _____

_____

_____

6. How effective has been for you to use comic strips to learn grammar in English? Choose only one alternative.

Highly effective   (   )

Very effective   (   )

Scarcely effective   (   )

Non-effective   (   )

7. How effective has been for you to use comic strips to learn vocabulary in English? Choose only one alternative.

Highly effective   (   )

Very effective   (   )

Scarcely effective   (   )

Non-effective   (   )

8. How would you rate the use of comic strips to learn grammar and vocabulary in English?

	Yes	No
Original	( )	( )
Motivating	( )	( )
Useful	( )	( )

9. Which is your opinion about the next aspects?

	Yes	No
The language of the dialogues was clear and appropriate	( )	( )
The images were clear and appropriate	( )	( )
The characters were appealing to you	( )	( )
The scenery was appealing to you	( )	( )

10. The instructions given by your teacher when doing the activities using comic strips were:

Highly effective   (   )

Very effective   (   )

Scarcely effective   (   )

Non-effective   (   )

11. Would you like your teacher to continue using comic strips to teach English in the future?

Yes   (   )

No   (   )

Explain your response: _____

_____

_____

Thanks for your cooperation

Appendix 5. Teachers' questionnaire

Purpose: The aim of this questionnaire is to obtain information concerning your perceptions about the use of comic strips as a tool for teaching EFL grammar and vocabulary.

Part 1: Background Information:

1. Gender

Female (   )

Male   (   )

2. School year: 8th (   )   9th (   ) 10th (   )

   Other: _____

Part 2: Perceptions on the use of comic strips

3. According to your opinion, teaching EFL grammar is:

Very easy   (   )

Easy   (   )

Difficult   (   )

Very difficult   (   )

Why?

_____

_____

_____

4. According to your opinion, teaching EFL vocabulary is:

Very easy   (   )

Easy   (   )

Difficult   (   )

Very difficult (   )

Why?

_____

_____

_____

5. How effective is the use of comic strips for teaching EFL grammar?

Highly effective   (   )

Very effective   (   )

Inconsistent   (   )

Unsatisfactory   (   )

6. How effective do you think is the use of comic strips for teaching EFL vocabulary?

Highly effective   (   )

Very effective   (   )

Inconsistent   (   )

Unsatisfactory   (   )

7. How would you rate the following features when using comic strips for teaching EFL grammar and vocabulary?

Features	Yes	No	Explain your answer
Original			
Motivating			
Useful			
Easy to use			
Easy to access			

8. Which of the following aspects related to the use of *Pixton* did you find difficult?

Aspects related to the use of *Pixton*	Yes	No
Finding a clear and appropriate language to use in the dialogues		
Selecting characters according to the audience		
Selecting the appropriate scenery for the story		
Achieving a final version of the comic strip		
Writing clear instructions for the activities with *Pixton*		

9. To what extent do you think your students learned EFL grammar and vocabulary by using *Pixton*?

A lot   (   )

Sufficient   (   )

A little   (   )

Nothing   (   )

10. How did your students react while using comic strips for learning EFL grammar and vocabulary?

Features	Yes	No	Explain your answer
Motivated			
Interested			
Actively involved			
Unmotivated			
Indifferent			
Reluctant			

11. Would you like to continue using comic strips for EFL teaching?

Yes   (   )

No   (   )

Explain your answer: _____

_____

_____

Thank you for your cooperation

Appendix 6. Observation sheet

Questions	Yes	No	Comments
1. The material is pertinent to the class objectives.			
2. The teacher's instructions were clear when using *Pixton*.			
3. Students were motivated for using *Pixton*.			
4. The content of the material is appropriate for the students' age.			
5. The content of the material is appropriate for students' proficiency level.			
6. The scenes and characters used in the comics are properly chosen.			
7. Grammar and vocabulary in the comics are properly used.			
8. The teaching strategies are effective.			
9. The use of *Pixton* was easy for students.			
10. The use of *Pixton* was easy to handle for the teacher.			

Remarks:

_____

_____

_____

_____

_____

_____