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Facultad de Lenguas

**STUDENTS' PERCEPTIONS ABOUT USING ANIME AND MANGA AS AN
AUDIOVISUAL TOOL TO PRACTICE JAPANESE AS A FOREIGN LANGUAGE**

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February, 2022

**“STUDENTS’ PERCEPTIONS ABOUT USING ANIME AND MANGA AS AN
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DEDICATION

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ABSTRACT

Japanese as a Foreign Language (JFL) has increased its fans around the world since anime and manga are considered some of the most relevant components in Japanese pop culture (Brenner,2007; Ota, 2001; Allen & Sakamoto, 2006; Chase 2006; Napier, 2001; McWilliams, 2014, Razali, 2014) . In fact, there exists a necessity for Japanese learners and teachers to find a way to practice and improve their learning process of this foreign language in Mexico. Different researchers have contributed to analyze Anime and Manga importance in aspects such as motivation or skill improvements when teaching JFL (Kunai & Ryan, 2007; Özkurkudis & Bümen, 2020; Demi, 2016; Salimah, 2017; Megawati & Anugerahwati, 2012). Therefore, the purpose for this research is to analyze the students' perceptions of a public university in central Mexico towards the use of anime and manga as an audiovisual tool to learn JFL. This study used the data from answered questionnaires provided by seven Japanese as a Foreign Language learners in this public university. The results obtained from the questionnaire prove that anime and manga are suitable learning materials to practice JFL inside and outside the classroom (Kunai & Ryan, 2007; Ito, 2020; Murakami, 2009; Muttaqien et al., 2016; Mochizuki & Nakazawa, 1995; Fuse & Okabe, 2010).

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CHAPTER I

INTRODUCTION

This thesis is a study related to the use of anime and manga as an alternative tool to learn Japanese as a Foreign Language (JFL). Therefore, this thesis attempts to study Japanese as a Foreign Language (JFL) students' perceptions about anime and manga in order to recognize the different academic achievements that anime and manga as a complementary tool can help participants to reach while learning JFL. In order to do so, this chapter provides: first, an introduction to the problem which includes brief background information of the topic and the writer's reasons for the topic selection. In second place, the research setting where this study was conducted is presented briefly. Third, the significance and purpose of this study are stated. Finally, the research questions and the conclusion are stated.

1.1 Rationale for the Topic Selection

The researcher of the present study believes that promoting manga and anime as an audiovisual alternative tool to learn JFL can help students in two ways. Firstly, to develop language skills such as reading and listening and secondly, to acquire new vocabulary and knowledge about Japanese culture. Therefore, the lack of research on this field enables this researcher to believe that there exists a gap at the time of considering anime or manga as a complementary tool to practice a language, specifically, Japanese.

Additionally, studies such as the one by Ryu et al. (2020) to teach science and engineering concepts, the one by Razali (2014) to teach literacy education and the study by Muttaqien (2016) to analyze the way manga could improve vocabulary could expand on research about the Japanese language learning process, audiovisual tools and some other

studies have been focused on linguistic fields (Fukunaga, 2006; Chan, 2017; Langton, 2012). Those previous studies have a huge relevance in the Japanese language learning process but do not provide the same impact as the use of specific material where the students improve their learning. So, this research wants to provide support to the use of anime and manga as tools to teach that language.

1.2 Research Setting

This research will be conducted with learners of Japanese language at Centro de Lenguas Extranjeras (CELE) in the Language Faculty from Benemérita Universidad Autónoma de Puebla. CELE is a department where there are different languages that BUAP students can learn such as: English, Italian, Portuguese, French, German and Japanese.

Particularly Japanese language, as other languages courses at CELE, offers 12 courses to reach B2 level according to the Common European Framework of Reference for Languages. It means that CELE students are supposed to reach a N3 level at the end of the courses that is equivalent to a B2. It is important to mention that there are only three Japanese language teachers; two non-native and a native one.

1.3 Significance of the Study

This study is significant for Japanese language students, who are about to start their Japanese language learning process or already started it, because they could use anime and manga as a complementary material to reinforce what they learn. On the other hand, this study is significant because Japanese language teachers can be aware of the advantages and disadvantages that the use of anime and manga brings to their JFL classes according to the students' perceptions.

1.4 Aims of the Research

This study aims to determine students' perception of using anime and manga when learning Japanese as a Foreign Language (JFL). Moreover, this study aims to establish how effective is or is not to use anime and manga as a JFL learning tool. In order to do so, the application of a questionnaire is necessary in order to gather all needed data.

1.5 Research Questions

The research questions that this study aims to answer are:

- To what extent are manga and anime useful as JFL complementary material to learn the language?
- What are the participants' perceptions about using manga and anime to practice or learn JFL?

1.6 Summary

This chapter was presenting a brief summary of this study. The following chapter will present the theoretical framework of this research because they are important topics to understand the importance of this study.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

Japanese has become an important language to study a variety of studies' fields. According to Buckley (2006), "Japanese culture is now a frequent element of courses in areas as diverse as communication and media, business management, popular culture, cinema, global cultural economy and gender studies" (p.13). Also, the development of technology and platforms, as well as the investment from part of the Japanese government to promote the Japanese pop culture to improve their economy, has spread the interest and attracted people to this culture and pursue their studies in diverse areas such as business, law, psychology, art, journalism, etc.

Learning Japanese culture and language has involved the use of different types of material for instance, anime and manga. According to Brenner (2007) "anime and manga are a reading and watching trend in the occidental pop-culture for young readers who embrace this new media" (p. 12). This means that new generations are getting used to Japanese culture through these materials. Furthermore, anime and manga could work as a great motivator to know more about Japan and its language due to the fact that those resources are available in different Internet search engines.

In order to go deeper in the implementation of manga and anime as tools to practice Japanese as a Foreign Language (JFL), this chapter is presenting the significance of spreading Japanese culture through media and the relevance for those learners who use media and can access to different resources to apply them for different purposes of JFL learning.

2.1 Effects of globalization on Japanese language

Block (2008) claims that globalization is “the ongoing process of the increasing and intensifying interconnectedness of communications, events, activities and relationships taking place at the local, national or international level” (p.32). In other words, globalization has taken an important role in the process of learning a foreign language. Japanese language learning has increased during the last years due to Japanese pop culture distribution all over the world. Ota (2001) conveys that Japan has developed its own globalization process by means of Japanese pop culture and its influence in western countries, especially in North America. Moreover, according to Allen & Sakamoto (2006):

The explosion of international interest in anime, manga and videogames and the increasing interpenetration of ideas, capital, culture and economics throughout Asia have led things Japanese occupying a very high profile on the global stage. From Hello Kitty merchandise to Pokemon with its associated marketing, from the acclaimed films of Miyazaki Hayao to the less acclaimed but hardly less popular Sailor Moon, Japanese popular culture occupies a prominent place in today’s increasingly connected globe (p. 2).

Therefore, the interest of anime and manga outside of Japan and its importation by production houses has increased the number of fans and people who identify with this industry (Frey & Fisher, 2008), but the work to spread anime and manga as an element of entertainment from the Japanese culture does not finish just there, the increase of unofficial fandom translators has allowed Japanese language students to have the chance of obtaining Japanese animations or anime as well as Japanese comics, and use them not only for entertainment but also for learning (O’Hagan 2008). Nowadays, anime and manga represent the most important

way of entertainment in Japan, even more than television becoming one of the main sources of revenues, being consumed by Japanese people and people around the world (Cobos, 2010). Particularly, Chase (2016) provides an explanation about why anime has become a popular product to spread Japanese globalization, he mentions that:

Anime has essentially become a transcultural force as many countries have come to adapt it into their own popular cultures, especially in the United States...the anime industry has met with a rapidly increasing demand over the last few decades, mainly owing to its expanding international audiences (para.1).

The international popularity of anime and the integration of consciousness of different cultures into it, as well as the social responsibility that producers and entertainment industries have with the audience, has placed anime as a cultural representative in this transcultural exchange process. In the following section, it will present the historical background of the Japanese language in Mexico.

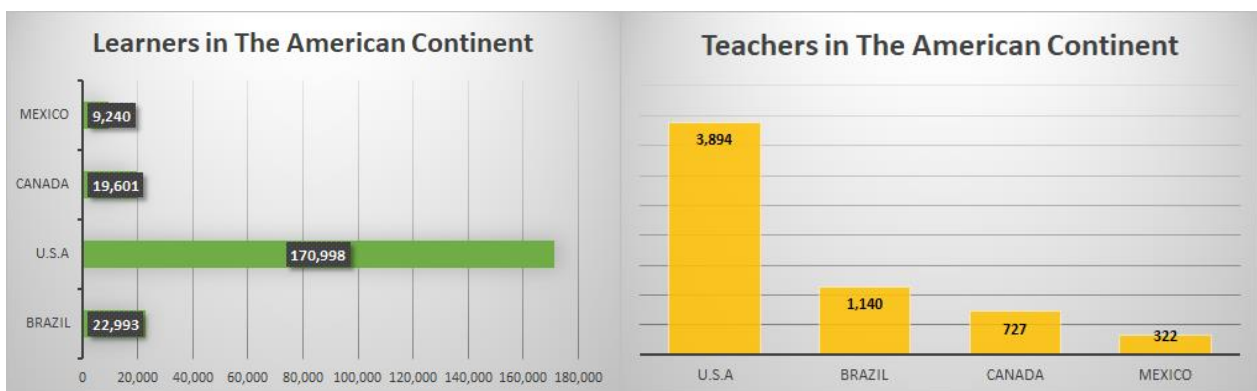
2.1.1 Learning Japanese as a foreign language in Mexico

The history of the Japanese Language in Mexico started a long time ago. According to the Japan Foundation (2016), the beginning of studying JFL in Mexico started in 1897 with the foundation of a Japanese company in Chiapas, where the method for teaching Japanese came from a Japanese children-teaching model along with a *romaji* syllabary which is the way that Japanese people refers to the roman alphabet.

The process of implementing the Japanese language in Mexico continued in 1944 with the opening of the “*Chuo Gakuen*” in Mexicali, in 1967. Later, a Foreign Language department there was established in Mexico City due to the Olympics of 1968. In the

seventies, Japanese companies into the country increased, for that reason, a Japan-Mexico Academy was established with the opening of a Japanese school, a secondary and a primary institution in Mexico. In 2003, the association of “*Mexico Japanese teachers*” was established to implement educational Japanese improvements to programs in Mexico. Currently, the Japan Foundation has appointed experts of Japanese language education in Mexico to lead education in different institutions in the country. Furthermore, different institutions in Mexico have offered Japanese language courses as well as other activities such as public speaking contests in which young Japanese language learners from Mexico with basic Japanese language proficiency develop a theme in Japanese for 3 or 4 minutes.

In a survey conducted periodically, by the Japan Foundation (2016), students and teachers from a large number of institutions expressed their own points of view about the relevance of the Japanese language around the world. Mexico was in fourth place in the number of students and teachers who are learning and teaching Japanese language in the American continent (See Graph 2.1). The U.S.A., Brazil and Canada were reported as the countries with more students and teachers of Japanese as a Foreign Language (JFL) in the American continent.



Graphs 2.1 Adapted from (Japanese foundation, 2017, pp.30-32)



Graph 2.2 Adapted from (Japan foundation, 2017, p. 32)

As it is observed in Graph 2.2, the results of the survey done by The Japan Foundation (2017) demonstrate that more 9000 students were taking JFL courses within different educational levels such as primary, secondary and high schools as well as private and foreign language institutions. In summary, Japanese culture has a certain impact in Mexico that allows the spread of language and culture around the country. This Japanese language implementation started a long time ago and it can be seen at different levels of education, institutions, with teachers and students, and it may probably increase until the Japanese language could be as relevant in Mexico as the English language is.

2.2 Authentic Materials

The practice of Japanese language and the development of technology has allowed learners to get access to materials which were not easily available in the past. In a post made by FluentU (n.d) it is mentioned different apps, streaming platforms, web pages and YouTube channels where learners can find materials such as anime movies and cartoons on *Netflix*, a streaming platform, or books on *project Gutenberg*, a resource of Japanese books and songs

on *Spotify*, a platform full of Japanese music. Finally, another resource is the *BBC Japan* where the BBC news section is full of news around the world in Japanese.

Authentic materials are print, video and audio materials not made for teaching or to be used in a classroom instead they were created for native speakers to be used to be consumed by native speakers in a real context. Some examples include T.V. programs, movies including those offered in streaming platforms, newspapers, magazines obtained through pages such as BBC Japan news, and nutrition or food labels (Polio, 2014).

Authentic materials are a valuable option in the learning process for enabling the learner to view language in a real context. Hence, authentic materials have been embraced and used by teachers and learners to get a wider view of the language and culture (Coppens, Rico & Agudo, 2012). Morrow (1977 as cited in Gilmore, 2007) states that “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 98). Thus, authentic materials represent an interesting option to explore situations less common in an academic environment but daily life situations that a language learner can face.

Nowadays, teaching resources such as cartoons or comics are available to different teachers, so they are able to expose students to the language as it is used in the real world. Furthermore, the availability of authentic materials allows teachers as well as learners to select materials according to their needs or learning style and reach meaningful learning (Zazulak, 2017). In this sense, anime and manga are authentic material, since they were created for entertainment; however, they turn out to be great material for learning the

language. In fact, authentic materials seem to be an option to learn more about culture. Aumen (2018) mentions that:

Anime is especially useful in teaching and learning about Japanese culture because it creatively interprets many different aspects of life in Japan — locations and institutions, historical and cultural references, social practices, and small things like body language and gestures — aspects that do not translate quite the same way to other media, such as literature, music or even live-action film. (para. 8)

Indeed, anime and manga, as popular culture, represent a rich source of materials for the Japanese language learning process due to aspects and situations anime and manga deal with. Also, their relevance is how these materials encourage students to learn a language. Concludingly, as Furuhashi-Turner (2013) mentioned, “by using materials in which students are already interested, language teachers can expect that students will enhance and improve their language competencies” (p.73).

2.2.1 Authentic Audio-visual Aids

In a foreign language learning process, audiovisual aids play an important role. According to Rather (2004 as cited in Rasul et al., 2011), “audio-visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strips, projectors, radio, television etc. are called instructional aids” (p. 79). That means when a student has an image, audio or something that supports an idea; it makes learning easier and meaningful for students. Furthermore, Jain (2004 as cited in Rasul et al., 2011) also mentioned that “audio visual aids provide the learners with realistic experience, which capture their attention and

help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses" (p. 79).

Thus, students make connections by using these stimuli and transport the images and sounds into knowledge they will probably use in a real context. Similarly, Viswanath & Maheswara (2016) claim that "television provides diverse programs with realistic situations and scenes which will help the learner to develop listening skills, variations in pitch and voice and also beautiful expressions from good speakers." (p. 79). As it was observed, T.V. is one important device for using anime to improve JFL learning due to the fact that T.V. programs provide daily life situations and scenes to JFL students. Therefore, they understand the proper use of stress, tone of voice as well as they can practice their listening skill. Furthermore, Liu (2019) mentioned the importance of using audiovisual aids in the foreign language teaching process and how audiovisual aids allow students to be exposed to the target language and to provide learners with the opportunities to listen and observe natural target language used by people in a particular foreign culture.

Concluding, Ho & Intai (2017) mentioned that "audiovisual aids are useful tools to convey complicated concepts and ideas in an interesting and interactive manner as well as to facilitate procedural demonstration." (p. 94). Indeed, audiovisual aids have proved their effectiveness for teachers and students who face difficult issues with grammar, vocabulary or even expressions as they find audiovisual aids as a valuable resource to facilitate explanations and understanding of a foreign language. An important example of visual aids are Anime and Manga. In the following section, it will be explained the definitions of anime and manga. Also, a comparison between Japanese anime and cartoons and a comparison between Japanese manga and comics will be explained.

2.3 Defining Anime and Manga

Anime and manga are defined by the Oxford dictionary (2022) as “a style of Japanese film and television animation and a style of Japanese comic books and graphic novels, respectively, typically aimed at adults as well as children” (para.1). This is to say that anime and manga are essentially a Japanese cartoon and comic, written and designed with the Japanese norms and styles.

As it was mentioned before, anime and manga have a big impact on learners learning Japanese. Kumano (2010) highlights that “70 to 80 percent of Japanese learners chose to study Japanese because of their interest in manga and anime” (p. 89). Indeed, anime and manga seem to be the main reasons learners are interested in the language, but they are different. On the one hand, Buckley (2006) establishes that “anime is the shortened Japanese transliterated word for animation. Gravett (2004) mentions that Japanese anime was influenced early in their historical development by American authors. The Japanese artist developed their drawing techniques largely in isolation over the past 60 years. This means that at the beginning of the history of anime, Japanese artists inspired their works in the American style; nevertheless, Japanese artists have developed their very own style when drawing. For instance, McCloud (1993) found that Japanese artists use panels to include information about the surrounding environment, unlike Americans that use the panels to move from one specific scene to another. Also, McCloud (1993) mentioned that Japanese authors use techniques to immerse the reader into the narrative as it would happen from his/her point of view and the importance of environmental aspects in storytelling.

According to García (2010) “anime is a typically Japanese form of animated feature. In fact, the word anime comes from the English word “animation” (p.106). Napier (2001) mentions that anime is “just as ‘Japanese cartoon’ gives no sense that makes up the medium. Many definitions in the West attempt to explain anime by comparison to American animation, especially Disney” (p. 6). Napier (2001) proposes anime as a

pop-culture phenomenon” in which anime should be seen as completely different from Western cartoons since anime deals with situations that are uncommon in a ‘cartoon situation’ such as romance, comedy, tragedy, adventure, even psychological. Additionally, Napier emphasizes the importance that animated films have in Japan, being produced around 50 animated series every year. Finally, the uses that anime and manga have in Japanese culture are varied. They are used for education, adornment and commercial enterprise (p.7).

In fact, Napier (2001) mentions that “anime works include everything that Western audiences are accustomed to seeing in live-action films—romance, comedy, tragedy, adventure, even psychological probing of a kind seldom attempted in recent mass-culture Western film or television” (p. 6-7). As it is observed, the genres that anime covers are wider than a cartoon and this is one of the differences observed when comparing anime and manga with cartoons or comics.

On the other hand, Napier (2001) mentions that “manga are not only distinctively different from American comics but they also exercise considerably wider influence in Japanese society than their American equivalents do in theirs” (p.19). Also, according to Thompson (2007), Imamura Taihei, the philosopher of media, first used the term in the

1940's, in place of the Japanese word *mangaeiga* (cartoon film). Particularly, "manga" means, literally, "whimsical pictures" and it is a term used to refer to comics originally published in Japan and conforming to the style developed in Japan. The term is used as a root to refer to comics in different countries such as Korea (*manhwua*) or in China (*manhua*)" (Thompson, 2007, p.5).

Napier (2001) mentions two differences between comics and manga. The first difference is the "variety of topics or matters" covered in manga which could include stories for kids, boys, girls and adults, etc. The second difference is the range of consumers from almost all ages, indeed, around "40 percent of the printed material published in Japan is in manga form" (p.19- 20). Manga is a set of comics originated from Japan with a range of topics and genres that Western comics do not deal with. In addition, manga has a bigger influence than comics in society. Thus, manga as well as anime are more popular in Japanese society than comics are in the United States of America.

2.3.1 Anime and Manga as an audiovisual tool to teach Japanese.

For Japanese language students the anime and manga represent a motivation to learn Japanese Language and culture. According to Black (2008 as cited in Chan et al., 2017) "incorporating popular culture in the classroom could unite the students and encourage possible connection with one another based on their interests outside of school" (p. 93). Using anime and manga as teaching tools involve cultural aspects that make students want to know about the new culture. It basically engages students' interest in the Japanese language. Kunai & Ryan (2007) provide some advantages that incorporating manga in the lessons could bring

for the student. Firstly, they compared a normal textbook that can be used in the classroom with a manga:

While textbooks are admittedly useful, particularly in EFL classrooms, they often contain vocabulary or expressions that are too formal or old-fashioned and rarely used in daily life. In contrast, manga stories tend to reflect daily life (even if the story takes place in a fantastic setting) and contain authentic dialogue, even slang (p. 5).

Also, Kunai & Ryan (2007) affirmed that manga could be a good motivator because students relate manga to a fun activity rather than to a boring one. Also, students change their perceptions about learning something because it becomes less stressing and the students get engage in the topic:

Reading manga is likely to give students less stress than reading textbooks, novels, or articles, particularly since many students have previously read manga for fun and thus associate manga with something exciting rather than something tedious. This image helps readers not be so anxious about their learning; rather, it increases students' interest and motivation (p. 6).

In a study conducted by Ryu et al.(2020), they used the anime named '*Castle in the sky*' as a teaching tool in their physics and mechanics class in a university in the USA. The results were positive because students felt engaged with the topic and were able to learn the content with a non-conventional method. Furthermore, they noticed that the students assimilated the acquired knowledge and applied it in a real context. In another study conducted by Ito (2020) in the University of Massachusetts Amherst, it was observed that

anime and manga have benefits in the classroom and some of their positive aspects. Some of their findings are that anime and manga can help to teach onomatopoeia, cultural norms or cues, slangs, and taboos as Ito (2020) claims that these things that cannot be learnt in a textbook. Finally, in a study conducted by Murakami (2009) to analyze the efficiency manga has to convey detail and information on a specific area, the results show that manga distributes the information accurately and the way the information is presented, helps the reader to understand it easily. As it has been presented during this chapter, important concepts and studies have been described in order to clarify critical thoughts about this research. In the following chapter, the research methodology of this thesis is stated.

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

This study aims to identify student's perceptions about the use of anime and manga as an audiovisual tool to practice Japanese as a Foreign Language. The purpose was to determine the effects of using anime or manga in the Japanese language learning process and how often students use them to improve their Japanese language proficiency. Therefore, in this chapter it is explained the research methodology that was chosen for this study, a description of the setting where the study took place. Also, there are descriptions of the participants selected to answer the questionnaire, their characteristics, a description of the instrument and the data analysis.

3.1 Research methodology

This research follows a qualitative approach. According to Palmer & Bolderston (2006), a qualitative approach "which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomena through the subjective experiences of the participants" (p. 16). Also, Lincoln & Denzin (2003) define qualitative research as "an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (p. 3). Thus, this approach was chosen because the research dealt with those perceptions participants have regarding the use of anime and manga as an audiovisual tool to support classroom instruction and self-study of Japanese as a Foreign Language (JFL).

Finally, a descriptive methodology was chosen to develop this study. Dudovskiy (2013) defines descriptive methodology as;

A statement of affairs as they are at present with the researcher having no control over variables...descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and/or behavior of sample population (para. 1 - 2).

This methodology was selected as the most appropriate to attempt to identify and describe the perceptions that the participants have at the moment of using manga and anime to learn Japanese.

3.2 Context of the Research

This study was carried out in a public university, Benemerita Universidad Autonoma de Puebla (BUAP), located in central Mexico. This public university has a language faculty with two departments or branches that teach languages 1) Centro de Extensión Universitaria (CEU by its abbreviation in Spanish) that offers language courses (English, German, French, Italian, Japanese, Portuguese, Mandarin, and Nahuatl) oriented to the development of communicative and intercultural skills needed in the global context and 2) Centro de Lenguas Extranjeras (CELE by its abbreviation in Spanish). This study was conducted in the second one.

CELE is a department that provides five different language courses: English, French, German, Italian and Japanese. Also, CELE classrooms are equipped with screens, boards, desks and computer equipment for the language classes. The Japanese language has nine levels and the number of hours that the students need to cover per each level is 90 hrs. When

the students complete the nine levels, they will be able to get the B2 level in the Common European Framework of Reference for Languages (CEFRL). A B2 level is considered the equivalent to a N4 level in the Japanese Language Proficiency Test (JLPT) (Yamamoto, Tochimani & Lopez, 2016). However, due to the lockdown for COVID-19 pandemic, all the classes have been given online during the last year and a half.

3.3 Participants

The number of participants for this study were seven, three males and four females, but in order to maintain their confidentiality, pseudonyms will be used. 5 of the participants studied the English Language Teaching degree (LEI by its abbreviation in Spanish), one participant studied the Economics degree and one participant studied Hispanic Linguistics and literature Degree at the BUAP. The participants' gender who help to develop this study are divided into 3 males and 4 females Furthermore, all the participants are young adults whose ages range between 23 to 28 years old. Finally, five participants come from Puebla State while one of them is from Oaxaca and the other one is from Mexico State. This information is summarized in the following table.

Participant's pseudonym	Age	Gender	Degree	Hometown
Ana	23	Female	Licenciatura en Enseñanza del Inglés	Mexico state
Beatriz	28	Female	Licenciatura en Enseñanza del Inglés	Oaxaca
Cecilia	26	Female	Lingüística y literatura Hispana	Puebla

Daniela	26	Female	Licenciatura en Economía	Puebla
Alberto	24	Male	Licenciatura en Enseñanza del Inglés	Puebla
Benito	25	Male	Licenciatura en Enseñanza del Inglés	Puebla
Carlos	25	Male	Licenciatura en Enseñanza del Inglés	Puebla

Table 3.3.1 Participants' information.

3.4 Instrument

The instrument for the data collection process was a questionnaire. Brown (cited in Young, 2016) defines a questionnaire as “any text-based instrument that gives survey participants a series of questions to answer or statements to respond to either by indicating a response – by marking a page, writing a number or checking a box on paper or online, for example” (p. 4). Therefore, a questionnaire was the instrument to collect the data from the participants of this study. The questionnaire was designed with 2 sections and 17 questions in total. Participants are asked to talk about their personal background, motivation to learn Japanese language, their use of anime and manga, the frequency of using anime and manga, and the purpose and effects they could perceive after using them. Regarding the type of items, this questionnaire included 9 open-ended questions, 5 closed questions and 3 multiple-choice questions.

3.5 Data collection procedure

In order to design the research instrument, the researcher and thesis advisor analyzed the questions and the advisor provided suggestions to improve the instrument. There was a piloting phase carried out with a preliminary questionnaire which was answered by six people who shared characteristics with the participants selected for this study, and it helped to make the improvements mentioned before. The researcher used Google Forms to design the instrument virtually. In order to find the participants, a post on Facebook was used to identify possible candidates to answer the questionnaire. That post provided a brief explanation about the project and the requirement to participate, which was to have taken or be taking Japanese classes at the CELE. The data collection procedure lasted two weeks.

In the end, seven participants responded to the instrument. It was noticed that less than 4 participants had completed the instruments, so it was necessary to send private messages to find the rest of the participants. Then, when there were seven participants, time was over and the researcher and the thesis advisor considered that sample to be enough.

3.6 Data Analysis

All the data was collected through an Excel document from the Google Forms application. Then, all the data was organized and after analyzing all the answers the information was classified into the following sections: Personal information of the participants, reasons to start learning Japanese as a Foreign Language (JFL), reasons for using anime and manga inside the classroom, reasons for using anime and manga outside the classroom, frequency of using anime and manga, advantages and disadvantages of using anime and manga and finally, personal recommendations. Lastly, with all the information

organized into categories, different graphs were created to provide a wider interpretation and understanding of the results, also those graphs will be presented in the following chapter as well as all the comments and analysis triggered from this research.

3.7 Summary

This chapter firstly defined the methodology to conduct this research. Secondly, it provided an overview of the context where this study took place as well as the background of the participants. Furthermore, there was an explanation on how the instrument was designed and applied. Then, the procedure to collect the data and its analysis procedure was stated as well. In the following chapter, the results of this study will be presented.

CHAPTER IV

RESULTS

4.0 Introduction

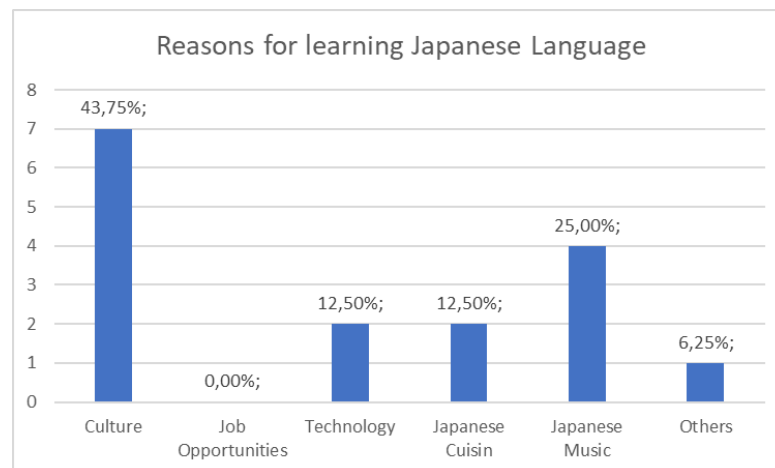
This chapter presents the results obtained from the research instrument followed by the answer to the research questions of this study. The questions are answered according to the results from the data analysis of the research instrument. The discussion is talking about the relevant findings of this inquiry. Finally, a chapter of conclusions is presented.

4.1 Obtained Results

This section is presenting the obtained results from the research instrument of this inquiry.

Question 1

In this first question, participants were asked to choose the reasons that motivate them to learn Japanese, the following graph illustrates their answers:



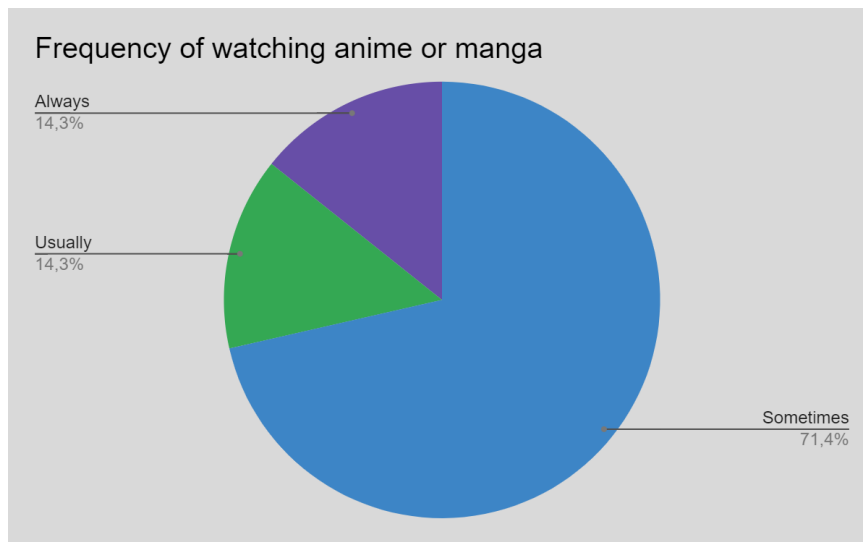
Graph 4.1.1 Reasons for learning Japanese language

As it is observed in Graph 4.1.1, participants were asked to choose their motivator for learning Japanese language. The options they could select from were about culture, job opportunities, technology, Japanese cuisine, Japanese music and others; also they could choose more than one option. The most popular chosen option was *learning Japanese language to learn Japanese culture (43.75%)*, which was selected by all the participants. Then, it is the *Japanese music (25%)* which obtained 4 votes out of 7. Thirdly, the *Japanese cuisine (12.5%) and technology (12.5%)* got the same, 2 votes each one. Additionally, none of them considered having a better job opportunity as a motivator to learn Japanese.

A post published by The College of New Jersey University (2020) provided some reasons why it is important to learn Japanese as a Foreign Language (JFL). Some of the reasons for learning Japanese are that it is one of the largest language groups on the Internet, Japanese provides business and tourism opportunities and it is exporting its culture through films, animation, books, music and food. This last statement is in fact supporting the finding of this question. Regarding technology, Japan is a country which has innovated and progressed, Thales (2014) affirms that Japan has been a digital innovator for many years and mentions that “people in Japan were surfing the internet, taking photos, and paying for content on their mobile phones in Japan long before anyone had begun calling phones smart.” (para. 1-2), then, being interested in learning Japanese because of technology, as Alberto, seems to be a common option and it was interesting that only one participant selected that option. Then, regarding music, in the last few years the interest in Japanese pop music has increased, mainly because of its particular rhythm which can be very catchy. (Music in Japan, n.d.)

Question 2

In the second question, the participants were asked to mention the frequency they use anime and manga. The participants could choose from the options *never*, *rarely*, *sometimes*, *usually* and *always*. The results are the following:



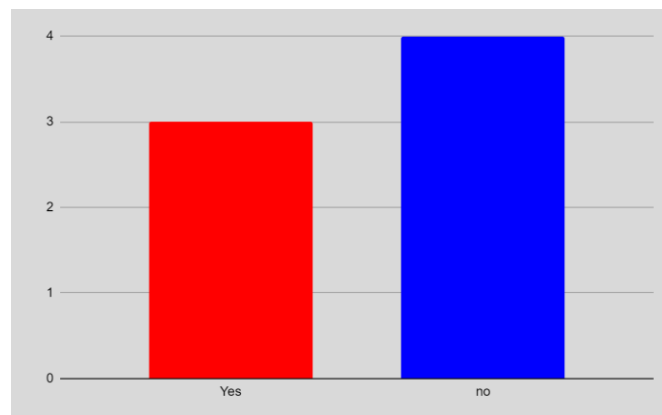
Graph 4.1.2 Frequency of watching anime and manga

As it is observed, 5 participants, which represents the 71.4%, considered that *they sometimes watch or read anime and manga*, they represent the majority. On the other hand, *usually (14.3%) and always (14.3%)* were used once by the other two participants. According to a study conducted by Cepon (2011), she confirms the relevance of acquiring a language by being exposed to videos without an academic purpose. Some of the results were that participants were able to improve their foreign language skills, especially the development in writing and grammar skills. Also, participants were able to retain and understand better the vocabulary presented in the videos, even those participants who showed low scores in the pre-test had improved their scores after being exposed to the video with subtitles.

Additionally, another benefit of these videos with subtitles is that her participants felt motivated and less stressed at the moment of acquiring the language when watching videos. Concludingly, we could see in the mentioned study, the use of audiovisual materials allow the learner to improve their skills as well as being motivated. Thus, audiovisual materials such as anime or manga can enhance practicing all language skills.

Question 3

For this question, the participants were asked about the use of anime and manga inside the CELE classroom at the time of learning JFL.



Graph 4.1.3 Use of anime and manga inside the classroom

The results obtained by the participants show that less than a half of the participants were exposed to anime or manga inside of the classroom by their Japanese as a Foreign Language (JFL) teachers. Ibili & Sahin (2016) conducted a study to determine the reasons why some teachers did not want to apply this new technology inside the classroom and they found that some of them deal with the teacher's perceptions, attitude, and behavior concerning their use for teaching. This could explain why some students did not use anime and manga in their classroom. Moreover, the use of anime and manga are supportive tools which contribute to creating situations for developing different learnings. According to Michael and Wyk (2011 as cited in Ibili & Sahin, 2016) "cartoons might support teaching in constructive, learning,

contextual learning, social skills, collaborative learning, critical thinking and small group learning” (p. 510). Meanwhile, Jensen et al. (2007) promote the use of drawing such as comics to improve a particular dialogue between different people and provide a better view of the context. These authors claim these tools can help language students express feelings during the learning process. Unfortunately, the results of this study showed that only 42.9% of the participants used these audiovisual resources inside the classroom, but it is important to mention that these same participants had a positive perception of the influence of these materials in their language process.

Question 4

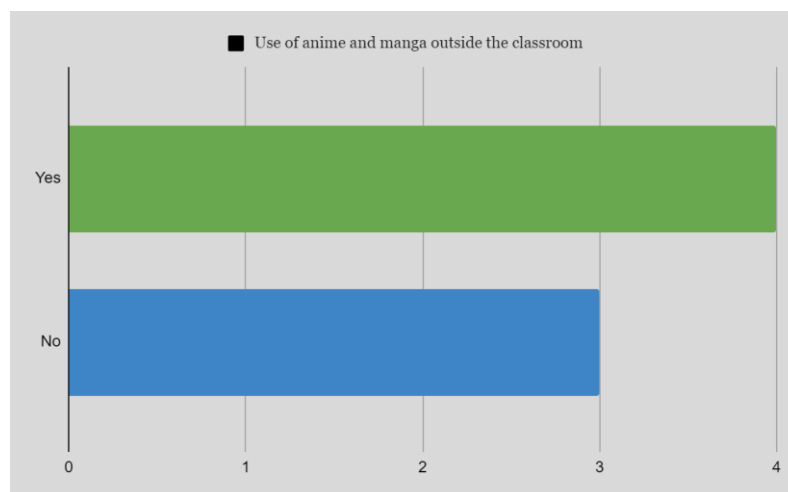
For this question, participants were asked to recall the type of activities and the influence they could perceive from the use of Manga and Anime when learning JFL in their classroom. Only one participant answered this question and the transcription is provided below:

Beatriz said ‘*una vez ordenamos el opening de Evangelion para practicar listening*’ in English is ‘once, we asked for the *Evangelion opening* to practice listening’. In fact, there is a relevance in practicing listening skills because it allows the learner to recognize and identify different sounds, stresses and intonations used in real situations. Also, as a result of improving listening skills, language learners concentrate in the relevant language and understand it (Paez, 2021). For instance, when Beatriz used a song to practice listening, she was exposed to different expressions that can be useful in a real context and the teacher is exposing the student to vocabulary which is probably uncommon to find in the course book. Also, the intonation used in different Japanese songs depends on the singer’s city of origin which allows the learner to analyze different pronunciation of the same vocabulary.

In conclusion, Beatriz mentioned the anime they used in her class for a listening activity, but the participant did not mention the objective of this activity. For that reason, it is assumed that the participant could develop her listening skill, and perhaps, acquire some vocabulary. Supporting this last idea, Özkurkudis & Bümen (2020) affirms that “students are more motivated and acquire new vocabulary items easily when cartoons, caricatures and videos are used..., the use of visuals and technology enhances vocabulary retention” (p. 53). Additionally, Ana and Carlos used anime and manga in the classroom but the participants did not mention the reason or manner they use anime and manga inside the classroom.

Question 5

In this section, the students were asked about the use of anime and manga as a self-study tool.



Graph 4.1.4 Use of anime and manga outside the classroom

As it is observed in Graph 4.1.4 most of the participants (4 participants which represents the 57.1%) have used anime or manga outside the classroom; but there are 3 participants who have not used anime and manga outside of the classroom. Bekleyen & Selimoğlu (2016) suggest that “teachers may not be able to transfer responsibility to learners because of their expectations of teacher authority” (p. 3). This suggests that some students

expect teachers to provide all the knowledge and the students do not try to find other sources to get that knowledge. On the other hand, even if teachers have the dominant role to promote and advocate for student's autonomy (Benson, 2015), teachers do not encourage students to develop autonomous study strategies, consequently students are unlikely to develop awareness about autonomous learning. Also, another factor that influences student's autonomy is motivation, as Wang & Han (2020) suggest: "motivation can be promoted by encouraging students to exercise personal control in the course of learning and to be responsible for it. Therefore, motivation is indispensable for facilitating autonomy" (p. 95). Therefore, if students do not feel motivated to develop a certain autonomy and responsibility for their knowledge, it could be a difficult task for students to reach the autonomy's level expected by teachers. Despite the participants who used anime or manga outside of the classroom, it could be inferred that these students feel motivated to be responsible for their learning and they were encouraged to find different strategies to continue with their Japanese language learning process.

Question 6

In this question the participants were asked about the effects of anime and manga when doing self-learning of JFL. Some of the participants mentioned that they use manga and anime to practice and learn different aspects of the Japanese Language such as *learning idioms or kanji, improving listening skill, practicing verbs conjugation and entertainment in the target language*. The following is a transcription of question 6:

Entertainment.

Beatriz mentioned entertainment. According to McWilliams (2014), "manga and anime are an increasingly important part of the global culture industry. The pop cultural

exports, along with Japanese fashion, pop music and TV dramas are now avidly consumed not only throughout much of Asia, but also in Europe and North America” (p. 13). The Japanese industry has exported its culture all over the world and shown part of its lifestyle. Additionally, Ahmad & Zpalanzani (2009) mentioned that “Manga is categorized as a unique medium that represents the Japanese way of life –sometimes called “the painting of life” because of its detailed visualization of Japanese society” (p. 63). This is relevant for the students because, even if they are not studying when watching an anime or reading a manga, they are learning about how Japanese people live, their culture, and their icons. Furthermore, Kaiser (2011) and Stempleski (1992) say that the use of visual materials such as movies (or in this case anime) are valuable tools that allow learners to be exposed to real language in a real context and provide different expressions, slangs, idioms and dialects. Finally, Krashen (2004 as cited in Bernal & Bernal 2020) explains that learners who practice recreational reading (manga), despite their age, are able to improve different skills and subskills such as writing, grammar and vocabulary. Additionally, the learners who are exposed to different audiovisual aids, as the participants in this study, are able to complement the instruction received inside the classroom.

Learning idioms and kanji.

Alberto mentioned learning idioms and kanji. According to Muttaqien et al. (2016), “manga has developed from a simple caricature into a story which contains diverse themes regarding politics, religious, historical, social, cultural issues, and many more” (p.4). Thereby, the participants are exposed to daily language forms, usages and themes which could be different from the ones in the classroom; this might allow the learner to develop new

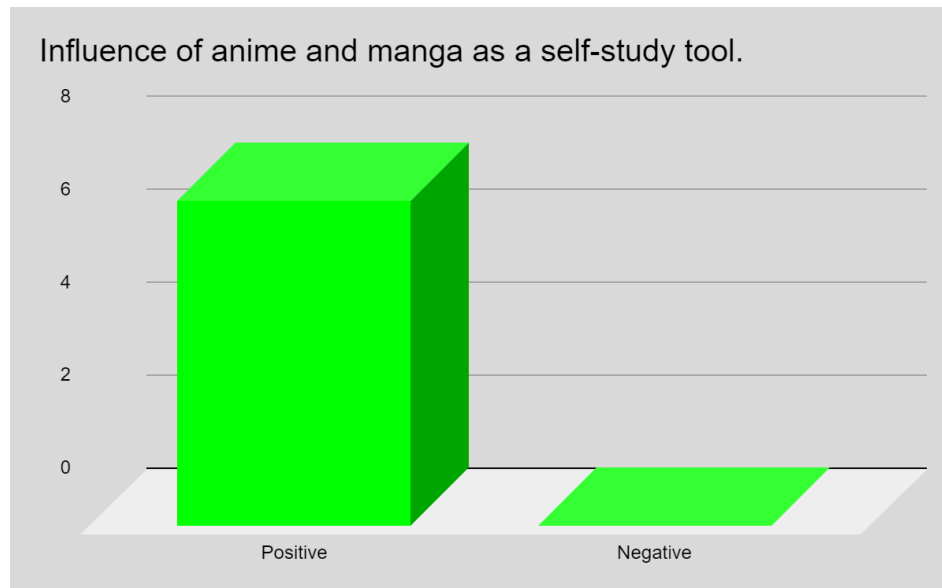
vocabulary. Also, when a learner is exposed to a print-based media for learning Japanese, eventually the learner gets involved in the writing system (Lammers, 2004).

Improving listening skill and practicing verbs conjugation.

Carlos, in the next quote, explains this “*my neighbor Totoro, Sailor Moon, Doraemon, Koketsu no Yaiba, I used to improve my listening skill and reinforce the ordinary form of the verbs*”. According to Kawashima (2011 cited in Junjie et al. 2017), “speaking and listening to conversations may be trained well by using Anime. Through watching Anime, some of the foreign people have acquired listening and speaking ability for Japanese” (p. 1346). Anime represents a useful tool to get used to expressions, rhythm and speed from Japanese speakers, and it facilitates the conversation for the learner. In a study conducted by Yaman (2010), 54 Turkish elementary students discovered that cartoons increase the success in language grammar learning. As a consequence of the use of cartoons inside the classroom the students for that study assessed cartoons positively, developing creativity and increasing their motivation to the course. Finally, Yaman (2010) determined that the students who are instructed with traditional methods did not increase their success to learn language grammar.

Question 7.

For this question the participants were asked to mention their perception about using anime and manga outside the classroom as a self-study tool, the result were the following:

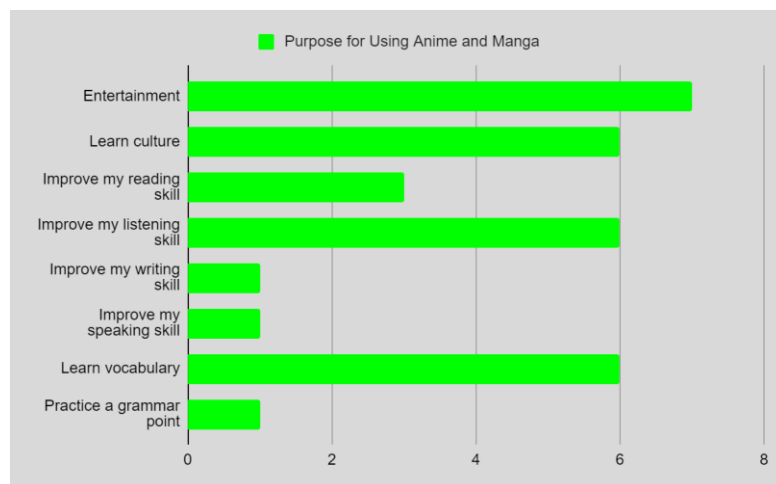


Graph 4.1.5 Influence of anime and manga as a self-study tool.

As it is observed from the previous graph, 100% of the participants agree that the influence of using anime and manga was a positive aspect. In a study conducted by Detajin et al. (2017) in which researchers gave handouts with a cartoonist-style and traditional-style for self-study, after two weeks, the participants were asked to complete a post-learning test and the students who received the cartoon-style handout achieved a score 13.8% higher than the traditional-style students. Also, the use of visuals allows students to reinforce aspects learnt in the classrooms (Clawson, 2008) and provide a great variety of topics to keep students engaged in the subject as well as they realize how natives deal with situations in their daily routines. In conclusion, the researcher of this study believes that the use of audiovisual tools as in this case anime and manga are relevant materials that teacher should encourage students to use inside and outside the classroom to engage students in a topic, keep their motivation, develop critical thinking, help students to acquire new knowledge and persuade students to find new ways to develop the language.

Question 8

In this question participants were asked about their purposes to use anime and manga. The options provided were *entertainment*, *learning culture*, *improving reading skill*, *improving listening skill*, *improving writing skill*, *improving speaking skill*, *learning vocabulary*, and *practicing grammar*. The results are shown in Graph 4.1.6.



Graph 4.1.6 Purposes for using anime and manga

As seen in Graph 4.1.6, the most popular reason to use Anime and Manga was *entertainment* (22.6%). Hassan et al. (2016) affirm that “anime programs around the world are increasingly that students are also the important audience for their services” (p.1). Thus, those learners who are involved in JFL and anime or manga culture see this as a way to learn more about Japan, so anime and manga are used not only at school but also as entertainment. The second choice was *learning culture* (19.4%). Some years ago, studying the Japanese language was for business, now the Japanese language has an increased popularity due to pop culture (Parker, 2004 as cited in Fukanaga, 2006).

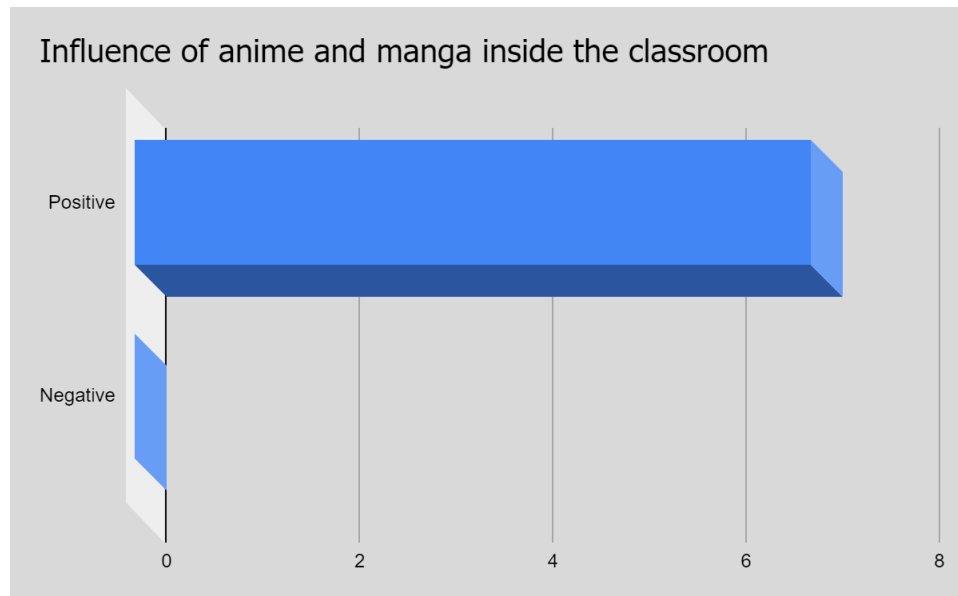
In the third place there are *improving listening skills* (19.4%) and *improving vocabulary* (19.4%). In a study conducted by Fukanaga (2006) the researcher had participants watch anime, Fukanaga discovered that the participants get used to the speed the characters speak

naturally, participants perceive and notice an improvement not only in the previous pointed reasons but *improving speaking skill* (3.2%) and *practicing grammar* (3.2%). In the same study by Fukanaga, the researcher realized that the participants could recognize different Japanese linguistic aspects such as speech endings, tone of voice, formal and plain speech and slang; all these aspects have a certain relationship with the aspects mentioned previously.

Then, in fourth place there is *improving reading skill* (9.7%). In a study conducted by Mochizuki & Nakazawa (1995) in fifth grade students, they compared a manga, a novel and a textbook with the same content, they discovered that students evaluated manga as the most helpful learning material and it provides students a feeling of familiarity and did not force students to be aware of studying, and from participants' comments it is concluded that manga facilitates comprehension and it is a suitable option for learners to learn the language without having the impression that they are studying or doing a tedious or boring activity. In another study conducted by Fuse & Okabe (2010) students learn Japanese through manga and anime and they discovered that the learning process was better since students could review the topic over and over again. Additionally, other advantages were the easy understanding of difficult topics through these visual tools and, especially for those who used manga, the time to read and analyze the graphics carefully was really flexible. In fifth place, reasons to use anime and manga when learning JFL were *improving speaking skill* (3.2%), *practicing grammar* (3.2 %) and *improving writing skill* (3.2%). Supporting this last purpose about writing skill, manga represents a valuable material in improving writing skills because they are a tool to improve literary education, keep the students motivated as they are well-received and contribute to the development of mechanics in narratives especially in spelling and punctuation (Demi, 2016; Salimah,2017; Megawati & Anugerahwati, 2012).

Question 9

In this question participants were asked to share their perspective about the impact that anime and manga had in their learning inside the classroom in order to contrast participants' mentioned impact of anime and manga outside the classroom when practicing JFL.

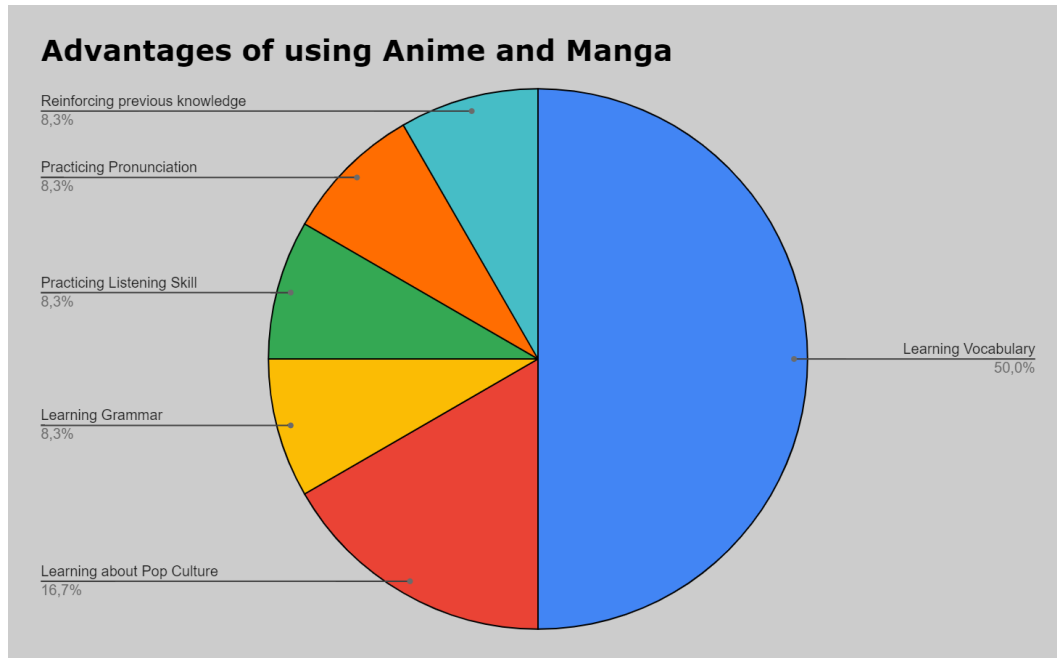


Graph 4.1.7. Influence of anime and manga inside the classroom when learning JFL

It was observed that the participants' perceptions did not change at the moment of talking about using Manga and Anime to reinforce their JFL learning either in their classroom or as self-instruction due to the fact that they were positive in both cases. Some authors state that manga encourages their use in education because they make it more interesting and funnier and present the knowledge in a manner that is easy and attractive for students facilitating the understanding of the topics (Karagoz, 2018; Megawati and Anugerahwati, 2012; McVicker, 2007). Also referring back to the previous sections, the participants agreed that an audiovisual tool could be a support in the development and practicing of the language since they use anime and manga to acquire and improve their knowledge and skills.

Question 10

Here, participants were asked to mention some advantages of using anime and manga when learning JFL.



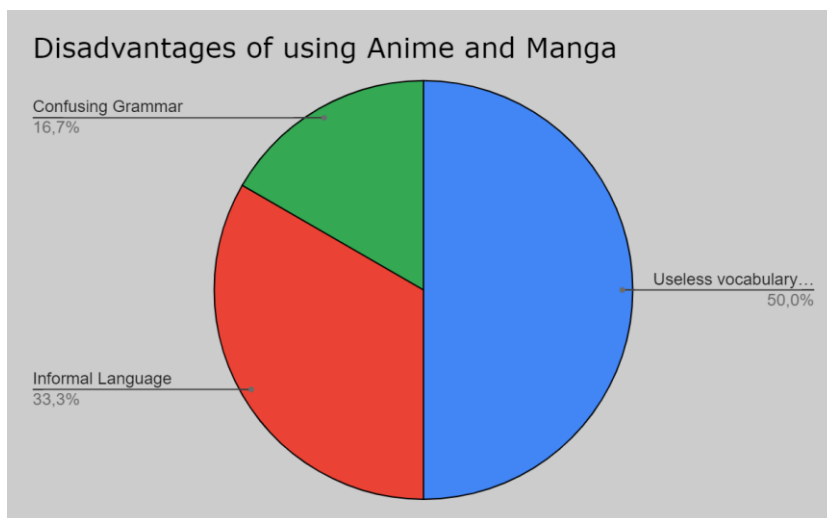
Graph 4.1.8. Advantages of using Anime and Manga

According to this result, it is shown that the main advantage of using anime or manga is the acquisition of some new vocabulary (50%) since this is utilized in daily life. Additionally, some participants considered that anime and manga allow the students to reinforce previous knowledge (8.3%), as well as grammar points (8.3%) studied in the classroom. Also, it helps to improve listening (8.3%) and speaking skills (8.3%) as well as practicing pronunciation (8.3%). Lastly, Daniela and Beatriz stated that anime and manga are a way to learn about pop culture (16.7%). Specifically, Han & Ling (2017) affirm that “nowadays, students spend much of their time networking with popular culture. Therefore, using popular culture as an educational tool allows teachers to make that time more fruitful” (p.72). Many authors have

confirmed and recognized the relevance of anime and manga when it is necessary to improve or practice skill or subskill in Japanese language as a tool to get closer to Japanese culture. (Demi, 2016; Salimah,2017; Megawati & Anugerahwati, 2012; Mochizuki & Nakazawa, 1995; Fukanaga, 2006; Detajin et al.,2017; Junjie et al., 2017). Additionally, Razali (2014) mentioned the importance of continuing studying the genres of anime and manga even if they are starting to become popular worldwide. Razali claims that students can be exposed to different backgrounds in terms of language, culture, age or gender. Therefore, it is necessary to read about more research to have a better view of the benefits of anime and manga as a language learning and literacy education.

Question 11

For this question the participants were asked to mention some disadvantages of using anime and manga when learning JFL. The responses obtained from the participants are the following:



Graph 4.1.9. Disadvantages of using Anime and Manga

Some of the disadvantages that participants pointed out (see graph 4.1.9) were that: first, the vocabulary from manga or anime is not useful (50%) in a real context because that vocabulary does not represent the way Japanese people speak in their daily lives. Second, another disadvantage mentioned is the formality of the expressions used inside anime and manga because, according to the participants, some expressions could be really informal (33.3%) or rude. Finally, Daniela mentioned that the grammar aspects learnt in anime and manga could be confusing (16.7%) for some learners who do not have certain proficiency of the language. In conclusion, anime and manga are tools that allow learners to enhance the acquired knowledge in a formal context; however, it is necessary to discern which knowledge should be learnt or discarded. Hence, it is considered the assistance of an instructor of the language in the beginning of the language learning process to achieve better comprehension and discernment. According to Tejada (2013), the role of the professional of the area is to develop in the student a cognitive independence and a possibility to apply the knowledge or information reached efficiently; for instance, when manga and anime are used either inside or outside the class.

Question 12

Finally the last question asked participants to recommend a specific anime, manga or a genre of anime or manga to practice or keep learning Japanese. They were asked to support their recommendation. The first important result is that some participants did not answer this question; nevertheless, there exist some participants who provided some suggestions.

Beatriz recommended a romantic comedy anime and manga that narrates the daily lives of Ryuuji and Taigathe, its name is *TORADORA*. It is about two high school students who are in love with the other's best friend; thus, they help each other to express their feelings

(Crunchyroll, 2021). Beatriz considers that this suggestion can help to *acquire daily life's vocabulary* and it is entertaining. Daniela recommended *BEASTARS* which is a drama anime and manga that narrates the story of Legoshi. It is a large gray wolf who studies in highschool where carnivores and herbivores live together. They try to live a quiet life, until he begins to develop a complex feeling for Haru, a dwarf rabbit (IMDb, 2021). The reason Daniela recommended this anime and manga is because it is possible *to learn vocabulary related to animals*. Alberto recommended *SAZAE-SAN*, an anime and manga which narrates the daily life of Sazae, a mother who lives with her husband, children and parents, this program focuses on family and traditional themes (Crunchyroll, 2021). This participant only provided the title but did not provide any reason to watch it. Benito recommended the Japanese Dorama *NIHONJIN NO SHIRANAI NIHONGO*. It narrates the story of Haruko, a Japanese girl who has the opportunity to become a Japanese teacher in Japan for foreigners and how she teaches all the vocabulary and expressions that could be difficult even for Japanese people (Crunchyroll, 2021). The reason Benito recommended it is because the dorama *explains different vocabulary and grammar*; furthermore it *explains the most common mistakes made by the Japanese learners*. Finally, Alberto provided different titles such as *MY NEIGHBOR TOTORO*, *KIMI NI TODOKE*, *ANPANMAN* and *K-ON*.

Finally, the recommendation provided by the participants are categorized in different genres for instance, *Toradora*, *kimi ni todoke*, *Sazae-san*, *Nihon no shiranai nihongo* and *K-ON* are categorized in a genre called *slice of life* which is a kind of stories focus on real life situations in real life scenarios (Reysen et al., 2017). On the other hand, titles such as *Anpanman*, *my neighbor Totoro* and *Beastars* are part of *the fantasy and fiction genre*. The relevance in this kind of genre is the real language and situations which the learners are

exposed to. Furthermore, the advantage of these materials in the language learning process is the relevance to provide cultural and real language information and how these materials motivate the learners during the learning process (Richard, 2006 as cited in Huda, 2017).

4.2 Research questions

This section aims to answer the research questions of this study. The first question is:

- *To what extent are manga and anime useful as JFL complementary material to learn the language?*

According to the already mentioned results, anime and manga can be a useful material when it is necessary to practice different skills and sub-skills such as *Listening, Writing, Speaking, Grammar or Vocabulary*. In fact, participants pointed out different advantages such as *the use of vocabulary less common in an instructional lesson, the use of slang or the use of the language in a daily life context and the opportunity to scrutinize many important aspects of the culture and costumes from Japan*. Additionally, another important aspect taken from these participants' perceptions is the importance to recognize the context in which the language and knowledge are used because most of the language presented in anime or manga was considered *informal and not in use nowadays*.

- *What are the participants' perceptions about using manga and anime to practice or learn JFL?*

When the participants were asked about the perceptions of using anime and manga inside and outside the classroom, their perceptions were mostly *positive in both cases* because they could *practice, improve and reinforce vocabulary, listening, grammar, and pronunciation*. However, participants recognized some disadvantages at the moment of using anime and manga as a complementary tool. For example, the language in anime and manga

was considered very informal and sometimes it does not represent the way Japanese speak daily in formal situations. In addition, a participant mentioned the complexity of grammar used in anime and manga for beginners. The participant suggested it should be used when the learner has received some instruction in the language. In conclusion, anime and manga provide limitless resources to practice or acquire knowledge in Japanese as a Foreign Language. The researcher of this study believes that it can be a helpful tool inside and outside the classroom. It is suggested the guide of an instructor to immerse in the field of anime and manga as an audiovisual tool to facilitate the discernment between the knowledge considered relevant for the learner and the knowledge that is not.

4.3 Discussion

The results of this study have demonstrated that anime and manga represent good materials to learn or practice Japanese as a Foreign Language. As participants mentioned the advantages that anime and manga had for their instructional and self-study are: *improvement in their different skills and subskills mainly in listening and vocabulary*. In fact, one study made by Fukanaga (2006) and Junjie et al. (2017) could prove that anime and manga have a positive influence on language learners since their participants improved their use of Japanese vocabulary and expressions in their reading and speaking skills.

Furthermore, *anime and manga help participants to be motivated to learn more about the Japanese language and culture* as they relate that information in class. Bahrani & Soltani (2011) affirms that the use of visual materials, in this case anime and manga, promote better understanding, creativity and motivation of the learners in the target language learning process. Finally, in a study conducted by Ihsan & Syafitri (2021), they used manga to develop vocabulary in participants from 6-12 years old with the instructional support of their parents;

thus, manga represented an effective material to improve and memorize vocabulary. As a result the participants and their parents felt motivated and interested to learn more about the materials.

Secondly, the perceptions of the participants about using anime and manga in their learning process showed in this study some advantages and disadvantages that they perceived. For instance, *confusing grammar, informal language* used in most anime and manga and the *useless language*, which lead the researcher to think about *the importance of an instructor to guide the JFL learners* to sort out useful knowledge in their language learning process from knowledge to be omitted. The autonomous ability can be developed by almost all students but it requires the effort of authorities and teachers. In this aspect, the teacher should provide the learners strategies during the language learning process in order to cultivate learners' autonomy (Wang & Han, 2020).

Third, *the importance of the training instructors in the use of anime and manga in their classes or Japanese as a Foreign Language (JFL)* since some participants were not exposed to anime and manga in their lessons. In fact, most of their perceptions from these participants come from their use outside their JFL classes as a self-study tool. Han & Ling (2017) mentioned that “for successful communication, language learners should have a clear understanding not only of the lexicon, grammar, cultural patterns, but also the pragmatic background of the situation. In other words, learners need to understand how context contributes to meaning in order to construct meaningful and effective communication in a foreign language” (p. 72). Particularly, the use of manga and anime can contribute to giving JFL students this experience of realizing how the context is.

4.4 Conclusion

This chapter presented the results from the research instrument applied and its analysis. These results were discussed and supported with literature review. In the following Chapter 5, limitations from this study are mentioned as well as some recommendations to continue working on this topic and a personal reflection in order to conclude this thesis.

CHAPTER V

CONCLUSION

5.0 Introduction

This chapter aims to conclude this thesis, it has four main sections. Firstly, the research contributions about the relevance of anime and manga for Japanese language learners, teachers and institutions involved in the learning process. Secondly, a discussion of the limitations of the study is presented. Thirdly, some suggestions for further studies and how to improve this research; fourthly, a personal reflection about the development of this project will be provided and finally, it will be the chapter conclusions.

5.1 Research Contributions

The present work has shown the perceptions of learners about using anime and manga as an audiovisual tool to learn or practice Japanese as a Foreign Language (JFL). In this thesis, it was discussed the advantages and disadvantages of these audiovisual tools and there are some points that should be considered as contributions for learners, teachers and institutions.

First, in the case of Japanese as a Foreign Language learners, the results of this study illustrate some skills that have been improved by the learner when using manga and anime. Also, this research provides some anime and manga recommendations for other learners who would like to practice certain aspects of JFL. Second, for Japanese as a Foreign Language teachers, this study points out the awareness about the importance of using anime and manga as audiovisual tools in their classes. The outcomes of this study mentioned that the teacher

can be a guide for learners to facilitate and discern which anime and manga to use when practicing JFL. Additionally, this research emphasizes the role of the teacher as the motivator to trigger the curiosity of different ways to practice JFL in learners. Also, it was pointed out the importance of the teacher's methodology to provide the best learning experience inside and outside the classroom for students. Finally, for the institutions, the results of this study create the awareness of what JFL students believe about using manga and anime as audiovisual tools. This reinforces the significance of implementing these materials, not only as a self-study tool, but as a material that instructors can use in the classroom more frequently and conscientiously. We can conclude that there is great potential in the use of anime and manga to motivate students to continue taking Japanese as a Foreign Language courses.

5.2 Limitations of the study

This study presents certain limitations due to the kind of questions made to conduct this research which are mainly based on a qualitative method. Furthermore, it is considered that this research should use questions where the participants apply the knowledge acquired in anime and manga and apply quantitative questions which could measure the skills of the students. Secondly, another limitation of this study is that a bigger number of participants comparing different perceptions is needed, therefore, generalizations cannot be ensured. Also, something that this study could not achieve is to determine if depending on the level of proficiency of the student, it is possible to acquire different vocabulary and how to make the most out of these audio-visual materials for the students with the lowest level of Japanese proficiency. Finally, another aspect that this study did not achieve is to determine if the participant had a specific technique to study and practice the expressions and vocabulary from anime and manga.

5.3 Suggestions for Further Research

Some of the suggestions provided by the researcher include, as it was mentioned previously, to develop a different research instrument where participants can measure their language skills proficiency by using a specific anime or manga during a period of time to prove its effectiveness. Also, the researcher suggests to complement this research by adding the perceptions that could be provided by teachers' techniques and methods to see how they implement anime and manga inside the classroom. Additionally, this study had a limited number of participants so it is also suggested to conduct a study with a bigger number of participants and include teachers that use anime and manga in their lessons to compare different views about the same tool. Furthermore, this study was based only in a public university in central Mexico, so future studies can investigate the perceptions of effects of anime and manga in other locations or educational levels. Finally, the last suggestion made by the researcher is to develop a quantitative research by using different anime or manga suggested in this study's outcomes.

5.4 Personal reflection

As a researcher, I feel really satisfied with this study. A research project is never easy but it is something that allows you to improve your writing and reading skills and to develop your research abilities. There were some times when I felt that I wanted to give up and try to find an easier way, but there are no shortcuts.

As a university student, this was an exciting and unique experience, and in my personal case, an extensive project. When I started this project, I did not expect to feel this level of commitment and satisfaction towards it, but now that it is almost finished I realize the

importance of doing this kind of project to continue improving my skills as a language teacher. This definitely may develop new skills according to the context and situation that are presented in my future professional life.

Finally, on a personal level, I would like to continue preparing myself, for that reason I would like to apply for a master degree and I know that this project will allow me to take that important step in my life. Also, I know that all the hours spent and all the patience from all the people involved in this project is worthy because I am sure this topic has a good potential for further research on this area, I want to learn and search more about it.

5.5 Conclusion

This chapter of the thesis was presenting the contributions made by this research for learners, teachers and institutions that provide Japanese as a Foreign Language courses. Then, this research presented the limitations that were perceived by the researcher at the moment of developing this project. Consequently, some suggestions were provided by the researcher in order to improve this project in the future. Finally, a reflection of the researcher was presented in which the researcher talked about the relevance of making this project in different points of his life.

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Appendix A

Survey

STUDENTS' PERCEPTIONS ABOUT USING ANIME AND MANGA AS AN AUDIOVISUAL TOOL TO PRACTICE JAPANESE LANGUAGE

El propósito de esta encuesta es obtener información para mi proyecto de investigación de la Facultad de Lenguas BUAP, el cual está enfocado en las opiniones de los estudiantes de japonés en CELE hacia el uso del anime o manga como una herramienta audiovisual para el aprendizaje del idioma. El manejo de la información obtenida es totalmente confidencial.

Instrucciones: Responde la siguiente encuesta de acuerdo a tu experiencia y/o punto de vista

A. Información Personal

¿De donde eres?: _____ Género: _____

¿Cuántos años tienes? _____

¿En qué licenciatura/maestría estudias actualmente?

¿En qué semestre o cuatrimestre vas?

B. Aprendiendo Japonés

1. ¿Qué te motivó a aprender el idioma japonés? Puedes elegir más de una opción:

- La cultura.
- Las oportunidades de trabajo
- La tecnología
- La comida japonesa
- La musica japonesa
- El manga/anime
- otro: _____

2. ¿Con qué frecuencia usas/ves/escuchas anime o manga?

nunca	casi nunca	regularmente	casi siempre	siempre
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3. ¿Alguna vez has usado el anime o manga dentro de la clase de japonés como lengua extranjera?

si

no

4. Si lo utilizaste, ¿recuerdas cuál era y por qué razón lo(s) utilizaste?

5. ¿Alguna vez has utilizado el anime y manga fuera de la clase de japonés como lengua extranjera?

Si

no

6. Si lo utilizaste, ¿recuerdas cuál era y por qué razón lo(s) utilizaste?

7. ¿De qué manera consideras que el anime o manga influyeron en tu autoaprendizaje del idioma Japonés fuera de clase?

positiva

negativa

nula

8. ¿Cuál de las siguientes opciones describe el propósito de utilizar anime/manga?
Puedes seleccionar más de uno:

Entretenimiento

Aprender de la cultura

Mejorar mi habilidad auditiva

Mejorar mi habilidad lectora

Mejorar mi habilidad de escritura

Mejorar mi habilidad de habla

Aprender vocabulario

Aprender algún punto gramatical

Otro: _____

9. ¿De qué manera consideras que el anime o manga influyeron en tu aprendizaje del idioma Japonés en clase?

- positiva
- negativa
- nula

10. Menciona algunas ventajas de usar anime y manga para aprender Japonés como lengua extranjera:

Ventajas

11. Menciona algunas desventajas de usar anime y manga para aprender Japonés como lengua extranjera:

Desventajas

12. Si conoces manga o anime, ¿qué serie, película o historia nos recomiendas para aprender Japonés como lengua extranjera y por qué?

¡Muchas Gracias por tus respuestas!