

ABSTRACT

The present study represents an attempt to explore how some Spanish students interacted with instructional materials developed from comic strips found in Spanish newspapers. The students involved were the 96 fourth-form students of a co-educational high school in Kingston. These students fell into three classes in which the proportion of boys to girls was unusually high.

In order to evaluate the response of the students with the treatment, the following main procedures were adopted:

1. the three classes were tested and compared before the administration of the treatment in order to detect any initial differences between them in respect of attitude, aptitude and language proficiency;
2. their language proficiency and attitude before and after the treatment were compared;
3. a post-treatment achievement test based on the materials was administered;
4. the relationship of the pre-treatment measures to the post-treatment language test was considered for each class as well as for the sexes;
5. the individual classes were compared on all the outcome measures.

The main results were that:

1. although there were initial differences between the three groups on the pre-treatment measures there was no significant difference between the groups on the achievement test:

2. correlation data indicate differences between the groups in terms of their interaction with the treatment.
3. there was no significant difference between boys and girls although there was a difference in their interaction with the treatment;
4. there was a high significant gain in all groups in language proficiency, as measured by the cloze test, although it could not be said for certain that this was due to the effect of the treatment;
5. there was an improvement in one component of attitude which seemed to be related to the treatment.

The results seemed sufficiently meaningful to warrant further more extensive research into the usefulness of the comic strip material.