

Using Comics in the English Language Classroom

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Questions

- Do you like comics?
- Have you used comics in your own classroom?

Outline of Presentation

- Why Use Comics
- Classroom Uses
- Pragmatic Intelligence
- Cultural Competence
- Assessment
- Resources

Why Use Comics: Affect

- Fun
 - Similar to using games or music
 - Positively impacts motivation
 - Lowers affective filter
- Allows for creativity – with language and art
- Target-language culture

Why Use Comics: Language

- Higher levels of linguistic competence – pragmatic intelligence
- Expandable – role plays, writing, etc.
- Small chunks of language
- Grammar and vocabulary in context
 - Particularly good for colloquial language and register

Why Use Comics: Pedagogy

- Promotes target language through student-centered work
- Negotiation of meaning: target-language practice through groupwork
- Promotes use of higher-level thinking skills
 - Analysis (comparing two panels) and Synthesis (creating a comic) in Bloom's Taxonomy

Vocabulary & Grammar

- In context
- Accompanied by visual support
 - Visuals promote meaning
- Colloquial language
- Idiomatic speech
- Reduced speech
- Slang

Vocabulary and Grammar Cloze Activities

- Excellent way to highlight or practice specific grammar or vocabulary items
- Remove words from one or more panels
 - Connected to specific grammar and/or vocabulary being taught
 - Advanced levels: remove a sentence or group of words
 - Less-advanced students: provide choices of potential words

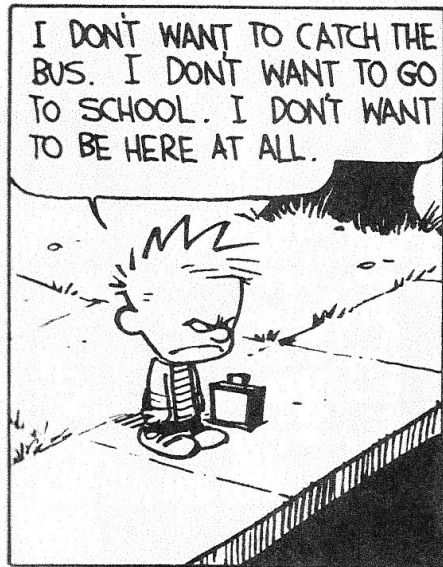
Fill in the three blanks with appropriate vocabulary



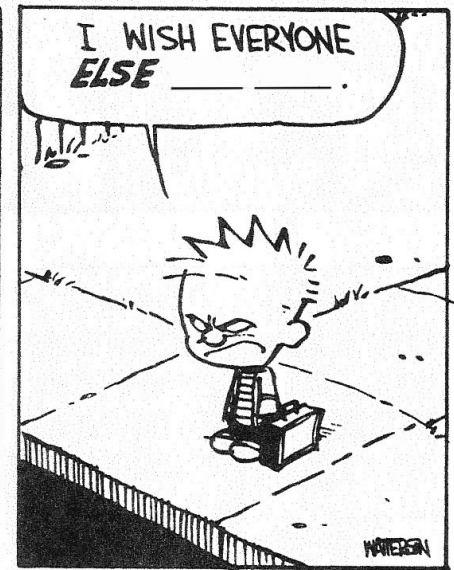
Garfield Vocabulary Cloze



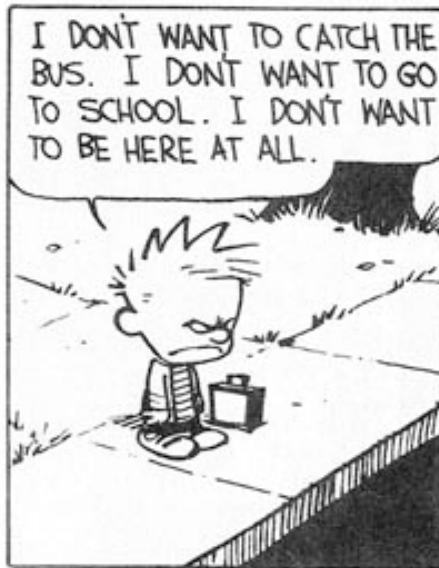
Grammar in Context



I'M SICK OF EVERYONE TELLING ME WHAT TO DO ALL THE TIME! I HATE MY LIFE! I HATE EVERYTHING! I WISH I _____!



Calvin and Hobbes: Grammar in Context



I'M SICK OF EVERYONE TELLING ME WHAT TO DO ALL THE TIME! I HATE MY LIFE! I HATE EVERYTHING! I WISH I WAS *DEAD!*



Class Activities: Jigsaw

- Cut comic strip apart
- Ask students to put it back in “correct” order
- Student justify their ordering
 - Higher-level thinking skills (Analysis, Evaluation, Synthesis)
- Promotes reading and vocabulary skills
- Sequencing
- Use of target language if done in groups
 - Negotiation of meaning

Jigsaw

Put the Comic in the Correct Order



1



2



3



4

Jigsaw

3



4



2



1



Jigsaw Variation

- Variation for more advanced students
 - Each student gets one part of a comic and describes it to their groupmates but does not show it
 - After members describes their section, the group, still without looking, agree on the sequence
 - Promotes directed target-language usage – student-directed speech with visual guide
 - Can be done with comics that have only images, or with images and words

Classroom Activities

- Remove one character's dialogue from a panel
- Students fill in this bubble
 - Can be done individually, in pairs, or as a group
- Can promote pragmatic intelligence
 - Appropriate response

Fill in the Blank



Calvin and Hobbes



<http://calvinandhobbesagain.wordpress.com/2009/04/17/if-you-could-wish-for-anything/>

Pragmatic Intelligence

- Comics can promote the acquisition of L2 pragmatic intelligence as students discuss “appropriate” responses

Pragmatic Intelligence: Politeness & Sarcasm



Pragmatic Intelligence: Politeness & Sarcasm



<http://garfield.com/comic/2007-03-12>

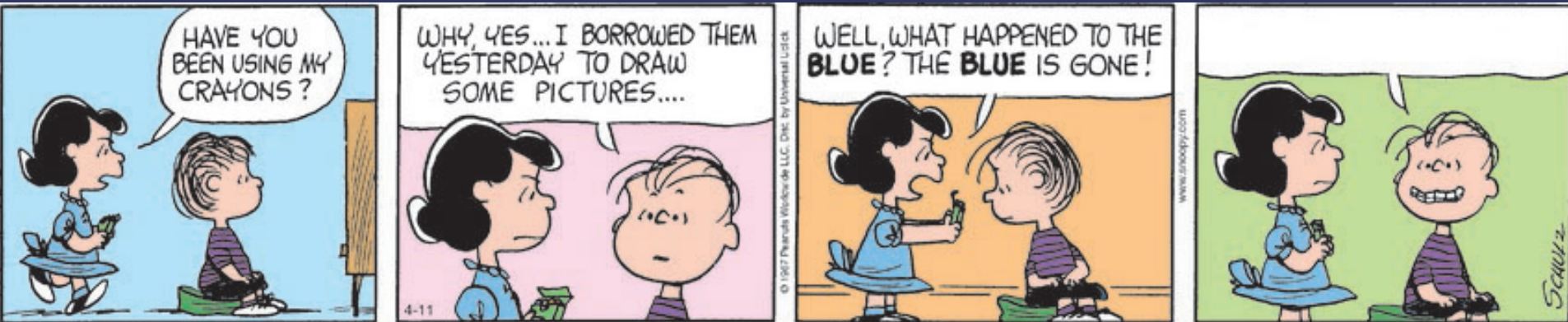
Pragmatic Intelligence

- What makes the previous slide funny, or not?
 - Unexpected response, outcome or behavior
- Higher-level thinking skills (Analysis and Evaluation)

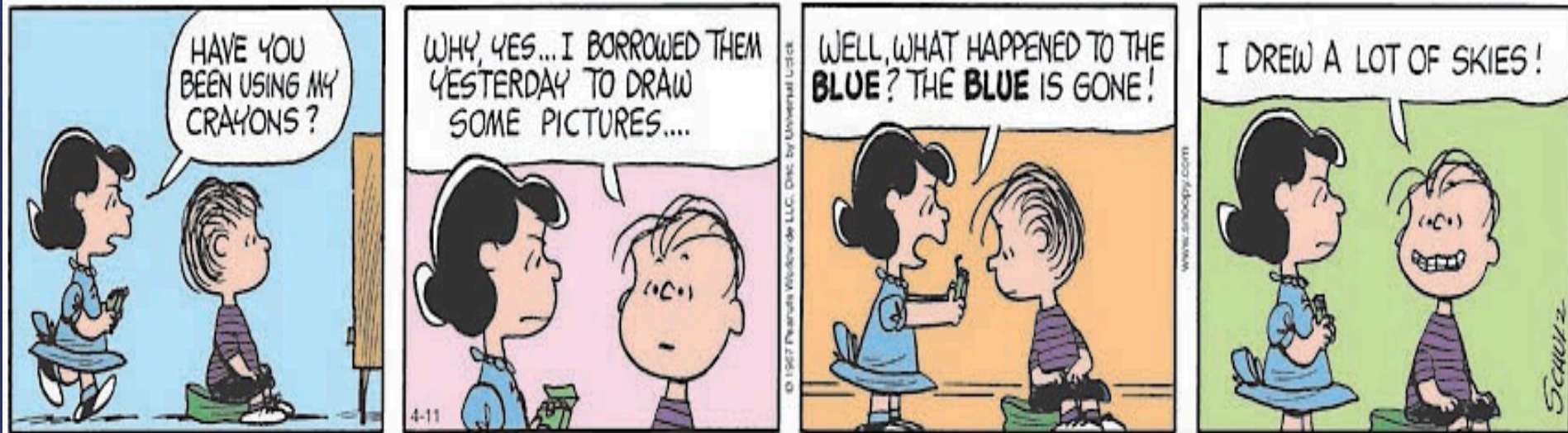
Classroom Activities: Sequencing & Prediction

- Give students a sequential comic strip with a panel missing
- Ask them to write the missing panel
- Can be done in a group to promote target-language use

Sequencing and Prediction



Sequencing and Prediction



http://www.peanuts.com/search/?keyword=have%20you%20been%20using%20my%20crayons&type=comic_strips#.VE_WLfnF-So

Added Panel: Sequencing and Prediction



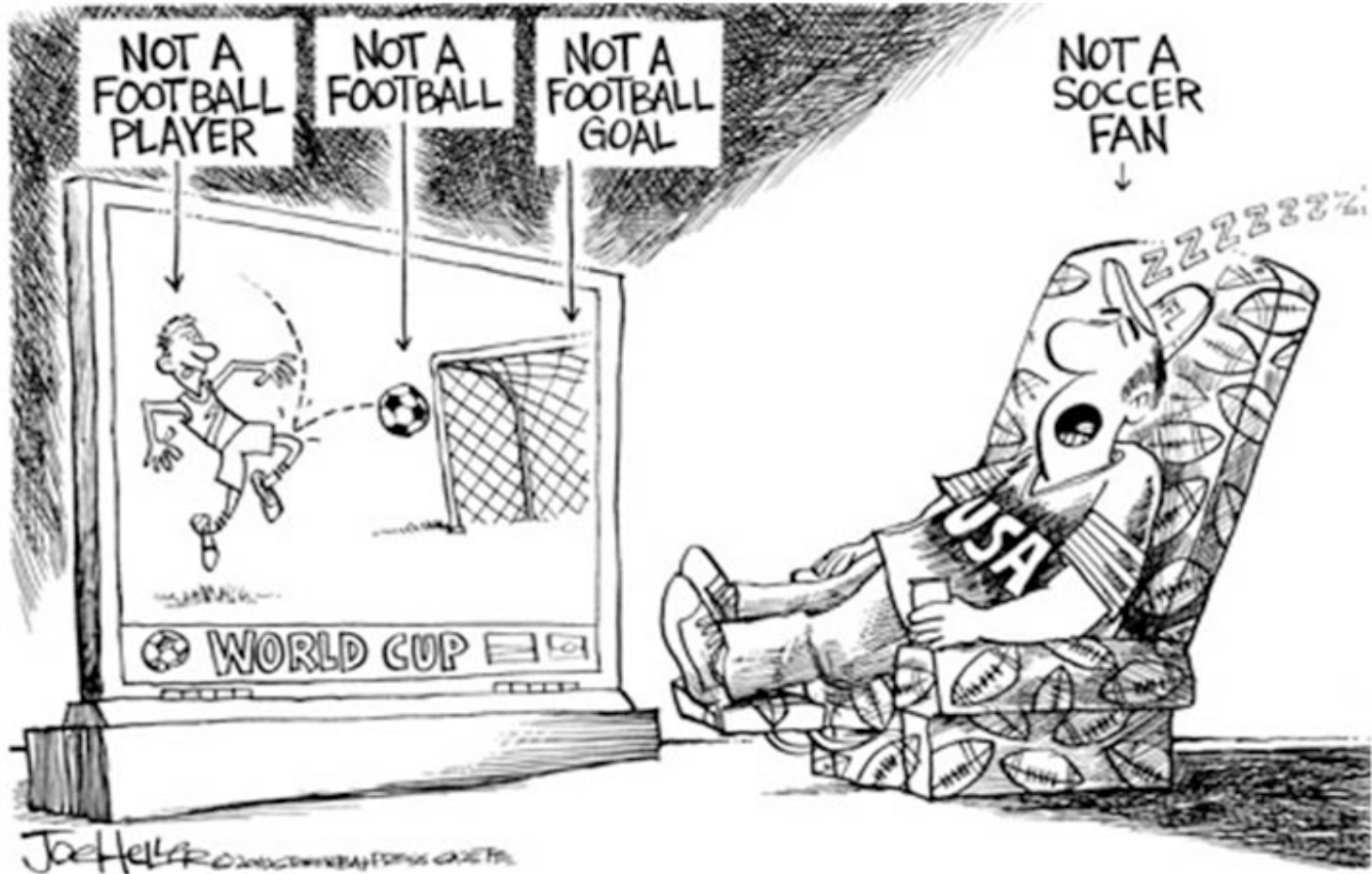
Target-Language Culture

- Comics offer way to bring in target-language culture
 - Comics are often culturally contextualized
- Opportunities for collaboration with other content-area teachers
- Editorial cartoons for higher-level students

Target-Language Culture



Target-Language Culture



Classroom Activities:

Student-generated comics

- Students draw and write their own comics
 - A childhood memory, for example
- Small group or pairs write and draw together
 - Retell a story, visually, that they have read
 - Students work in illustrator-writer pairs

Student-Generated Comics, part II

- Students act out the comic
- Retelling a comic – with and without the visual aid of the strip
 - Compare the retelling with the actual comic
- Prediction skills – what's coming next, after the last panel
 - Negotiating this with partners
 - Writing out and/or drawing the predictions

Why Use Comics: Four Skills

- Comics can help develop improved skills in:
 - Reading – often small chunks of language
 - Listening
 - Listening to themselves, their classmates and teacher read and discuss a comic
 - Speaking
 - Reading the comic aloud, acting the comic out, discussing and explaining
 - Writing
 - Writing their own comics, finishing existing comics

Why Use Comics: Print Literacy

- Sequencing left to right
- Thought bubble, dialog bubble, onomatopoeia
- Punctuation marks
- *Italicizing*, boldfacing, underlining, **fonts**, etc.

Assessment

- Oral assessment
 - Look at comic and explain what you see (also past and future) – no reading or writing – needs to be a comic without text
- Listening (dictation)
- Focused written assessments
 - Cloze for grammar or vocabulary

Adaptable for varying ages and abilities

- Wordless books (add dialogue and text)
- Cartoons
 - Single panel
 - Multiple panel
- Follow a daily comic strip in class
- Comic books
- Graphic novels
- Animation and gifs

Advantages Summarized

- Fun, interesting and motivating for students
- Opportunities to incorporate target-language culture and pragmatic intelligence
- Student-directed and student-centered
- Real world and authentic language

Advantages Summarized

- Promotes
 - L2 negotiation and communication
 - All four skills
 - Creativity
 - Independence of thought
 - Diversity of opinion
 - Higher-level thinking skills

Potential Drawbacks

- Not perceived as serious
 - Pushback from parents, administration, colleagues, or students themselves
- Requires buy-in
- Others?

Resources

- Make Beliefs Comix
 - <http://www.makebeliefscomix.com/>
- Association of American Editorial Cartoonists
 - <http://nieonline.com/aaec/cftc.cfm>
- New Yorker Caption Contest
 - <http://contest.newyorker.com/>

Make Beliefs Comix

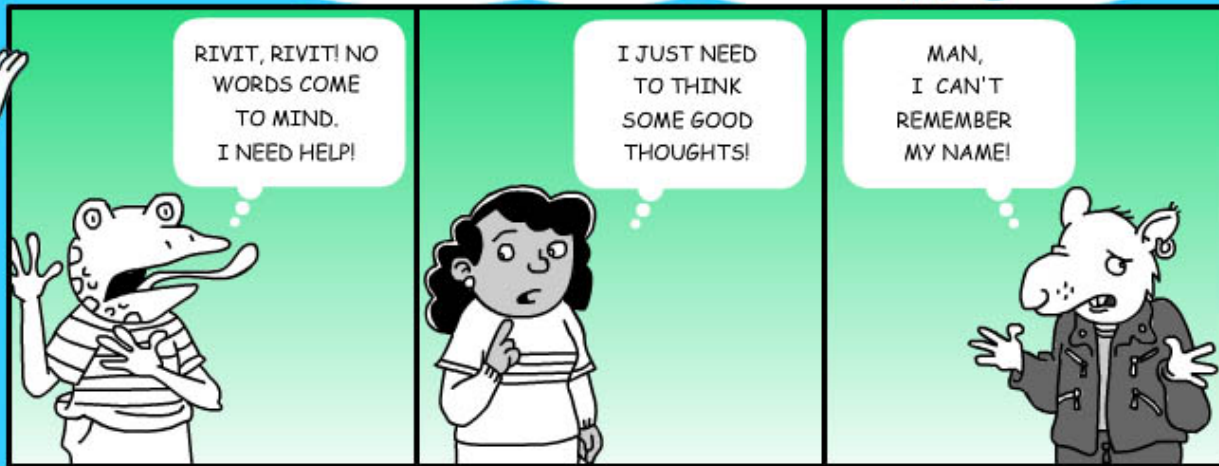
WELCOME TO MAKE BELIEFS COMIX®
CREATE YOUR OWN COMIX STRIP - IT'S EASY AND FUN!

CREATED BY BILL ZIMMERMAN - ART BY TOM BLOOM - COMIC STRIPS BY YOU!

copyright © 2014



CLICK ME
TO VIEW
A DEMO.




WRITE IN ENGLISH, SPANISH, FRENCH, GERMAN, ITALIAN, PORTUGUESE OR LATIN!


Make Beliefs Comix




Make beliefs comix is a terrific site. It's loaded with great free resources for the language classroom



there are dozens of characters to choose from. It's lots of fun.



you can color and use lots of other fun features.




students enjoy it so much they forget they're using English. check it out and see for yourself.

Association of American Editorial Cartoonists

nieonline.com/aaec/cftc.cfm

new yorker caption contest

Gay Blog Towlero... National Weather ... Yahoo! YouTube - Broad... The New York Ti... Weather Plymouth State U... Amazon TripAdvisor



AAEC THE ASSOCIATION OF AMERICAN EDITORIAL CARTOONISTS

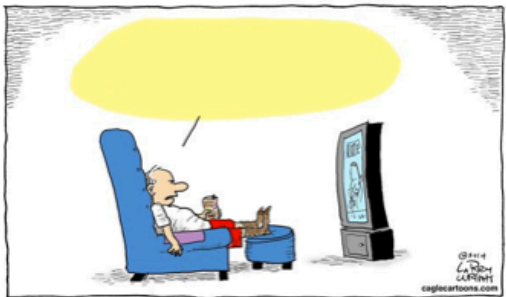
Welcome Cartoons/Cartoonists News AAEC Members

AAEC - Cartoons for the Classroom

CARTOONS FOR THE CLASSROOM

Presented by NIEonline.com and the Association of America Cartoonists

- ▶ Cartoons homepage
- ▶ Cartooning Resources
- ▶ History through toons
- ▶ Cartoonist Videos



Classroom Caption Contest
Oct 13, 2014 to Oct 26, 2014

Submit a caption to win a book!

- ▶ Enter a caption
- ▶ See who won the last contest

76 captions have been submitted for this session

- ▶ Current entries & past contests

Downloadable lesson for 10/21/14

XML RSS

Google™

Link to this site

Cartoon Books by AAEC Members

Shop

New Yorker Caption Contest

THE NEW YORKER CARTOON CAPTION CONTEST

(Your caption here)



New Yorker Caption Contest

THIS WEEK'S CONTEST

THE FINALISTS

WINNING CAPTION

THE NEW YORKER CARTOON CAPTION CONTEST

THE FINALISTS

- "The sign said 'Home-Style Cooking.'" *Submitted by Thomas Reed, Greenup, Ky.*
- "It's not a menu. It's a first-aid guide for burns." *Submitted by Michael Lomazow, Riverside, Calif.*
- "It says here that service is not included." *Submitted by Alexandra Ezra, New York, N.Y.*



Selected Literature

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- Chiasson, P. E. (2002). Using humour in the second language classroom. *The Internet TESL Journal*, 8(3).

Literature

- Graham, S. (2011). Comics in the Classroom: Something to Be Taken Seriously. Language Education.
- Liu, J. (2004). Effects of comic strips on L2 learners' reading comprehension. TESOL quarterly, 38(2), 225-243.
- Mollica, A. (1976). Cartoons in the Language Classroom. Canadian Modern Language Review, 32(4), 424-444.

Your
thoughts?



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