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USING CARTOONS AND COMIC STRIPS IN TEACHING A LANGUAGE

INVOLVEMENT METHOD

COGNITIVE APPROACH

BEHAVIORISTIC PSYCHOLOGY

Abstract

Nowadays a lot of methods have been searched to be able to find out the better, easier and more beneficial, techniques and principles of teaching a language more effectively. In this article you can see one of these studies. Writer presents and discusses here 'Using Cartoons and Comics in teaching a language' to make it more sensible and concrete that we can have the sense of touch and we can apply practically he gives each step of appliance of the lesson and its principle he also uses methods of asking and answering the questions to make it be more understandable. As a result he mentions that they may not be used as main resource but at least supplementary materials to make the lessons more comfortable, profitable and less stressful.

INTRODUCTION

As the other methods, principles and techniques, this method is not completely new and is full challenging ideas. I am still not sure whether it can be called completely a new method. As far as I researched almost all of the methods use at least some cartoons and comic strips as parts, techniques and principles of them. Or you can also see some techniques and principles of this method that I'll mention below has already been being used by the other methods. But none of them use Cartoon and Comic strips based method in teaching a language.

We use our senses to perceive the world and our environment. So in any method the principle 'the more senses you can apply in teaching-learning a language the better you can acquire it'. Or the other idea 'explain me I'll forget, show me I'll possibly remember, involve me I'll learn and not forget' according to the knowledge that we learn from lexicology, students can settle or build up a bridge between word and meaning thorough concepts. And concept is defined like visual mind or images that we have in our mind for each word. And again it is written there that we can get these concepts by observations.

According to behaviorist psychology 'teaching is enabling the students to have planned and expected behaviors in planned time.

Thus this method has been developed to use the sense of sight and involvement activities as much as possible as a target. The use of the target language is also aimed or admitted as one of the rules.

Now we will try to come to an understanding of this method by observing an imaginative lesson that is delivered in one of the secondary local schools. The class has 20-24 students and attending the lessons two times a week and two hours for each time. So we observe the elementary level class attending their lesson mentioned for the second month.

OBSERVATION

As we come in the classroom teacher has already begun his lesson. Students have been given some cartoons-pictures and a list of words. They are supposed to match the cartoons-pictures with the words. These cartoons represent some verbs, nouns, propositions and adjectives appropriate to the level of the students. As the students match teacher walks around the class checking students' study.

After the students finish matching, the teacher checks the answers of the students by giving them chance to say a word for each cartoon-picture. If any of them makes mistake, he asks his question in suspicious tone to give him a chance of self correction, or sometimes he gives alternatives and asks him/her to make the right choice or slips to another student for answer. This activity for getting the meanings of the words thorough concepts by seeing and observing the pictures-cartoons continuous for 8-10 minutes according to needs of the students and characteristics of the unit, subject and lesson. Then the teacher asks some students to read the words randomly. Some of them make some mistakes with the pronunciation, he noted as they read about it. Then he makes the students repeat after him the words especially mispronounced several times. Then he leads them have some practice in pair work by covering the cartoons-pictures and asking the words for them or vice-versa process.

Then teacher asks the student to tell where the objects are in the cartoons-pictures to teach them the use of right propositions for right places. He encourages the students to ask questions, some of them raise their hands and he gives them chance for it. When any of them makes mistake he uses the some ways for error correction. He follows the similar ways to that of the word mastering practices. Right after that he again leads the students to do pair work for propositions. It activity continues for several minutes.

This time the teacher attracts the students; attention to the pictures-cartoons representing verbs. And he begins to ask what the people are doing in pictures. Each student voluntarily or obligatorily answers the questions. Then teacher encourages the students to ask question by using cartoons as for the others answer them. After that he personalizes the question and uses the students' names by showing the pictures representing the verbs. For this time teacher is very careful using just The Present Continuous Tense. Then he again leads the students to do pair work for practice.

Finally teacher shows them the pictures in correct order. He tells them to put them in correct order, write who and what is where and what they are doing and after that create a short and simple-imaginative story about those pictures using both The Simple Present Tense and The Present Progressive Tense.

During the remaining of one more class this week the class will,

1. Continue practicing the use of The Present Progressive Tense telling what each person probably is doing now in their families.
2. Put some cartoons into correct order according to the story.
3. Make comments on some cartoons especially comic strips.
4. Practice the use of The Simple Present Tense with the times.
5. Practice the use of The Simple Present Tense and The Present Progressive Tense together.

THINKING ABOUT THE EXPERIENCE

Observations	Principles
1. Student match the words with the cartoons-pictures	Understanding the meaning occurs through concepts most of the time. Concepts are visual minds. Involvement enable the students acquire the language better. Language is not only speech but also understanding, application of this understanding, cognition. A lot of explanation is not necessary for understanding.
2. There are as many pictures as possible for the each word.	The use of the sense of sight and involvement in the activities are very important for cognition and application of understanding.
3. The teacher uses the target language for instruction and other needs and the students use the target language even it is very simple.	The native language shouldn't be used in the classroom.
4. The teacher encourages the students to ask their questions also.	The aim of teaching a language is communication actually. So the communications doesn't consist of just answering the questions. It includes having the ability of asking the questions as well.

5. The teacher works with the students on the pronunciation some mispronounced words.	Pronunciation should be worked on the right from the beginning of the language instruction.
6. The teacher corrects grammar mistake by asking the student to make a choice.	Self correction facilitates language learning and encourages the students to use it more.
7. The teacher asks the questions to the students and the students ask question to each other. The students are also given a pair work after each new structure, instruction or activity is given or done.	Lessons should contain some conversational activities. Students must be given as the opportunity of using the target language. Students should be able to speak in the target language as much as possible.
8. At most one structure is thought in each lesson.	The step by step process is important for the students to master each structure and switch to another one then use the previous ones with the present one.
9. Grammatical structure is given to the students in patterns.	Grammar is given inductively. But students are aware of the structure.
10. The teacher gives the students to put the cartoons in correct order and write an imaginative story about them	Using logic, imagination makes the language studying enjoyable and being able to express them in target language facilitates perception and mastering it.
11. The students are encouraged to make comment on some comic strips.	Avoiding the stressful atmosphere of a lesson and using humor lower the effective filter of the students. So learning occurs easier.
12. The teacher leads the students to tell about their families using the presented structure.	Personalization and free use of language gives the students the sense and feeling use of language in the real atmosphere.

REVIEWING THE PRINCIPLES

In this chapter we will consider the principles of The Use of Cartoon and Comic Strips in language teaching (The Involvement Method) by answering the ten questions below.

1. What are goals of the teachers who use The Involvement Method?

Teachers who use this method intend that the students grasp and cognate the meaning of the words, languages and expressions. To be able to do this they should learn it by involving the activities in getting the meaning and concepts of the expressions.

2. What is the role of the teacher? What is the role of the students?

Teacher is leader and model for the activities and the correct use of language. Students are also active. They are like partners in teaching/learning processes.

3. What are some characteristics of the teaching/learning process?

Teachers who use this method believe that perception and cognition of structures of a language and applying them when necessary is very important. Humans can reach up to meaning through concepts. So enabling the students to get the concepts of the words and structures is unavoidable. In order to do this, when the teacher presents any new subject he doesn't explain it directly. He uses the cartoons and the words representing them jumbled. As they match them they can cognate and perceive the meaning of each word by concepts and by involving the activity they strength their perception and understanding and they won't forget what they have learned. By getting the chance of doing pair or group work as many times as possible, they can master their practice of the use of language in real and free atmosphere. Teacher gives them some tasks for creating stories along with the pictures so they can express their ideas, imaginations and inner worlds. Grammar is not thought directly. But they can master enough through practice and with a bit of an explanation when necessary. All the instructions and activities are run in target language. So communication language is in the target language and the use of native language is not intended. Students are encourages to learn how to ask questions as well as to answer the questions. Self-error correction is used for the most of the time. Right pronunciation is intended to teach from the very beginning of the course.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

Teacher is like the orchestra chief and facilitator of learning a language. He doesn't explain everything very much. He expects students to grasp the meaning and master the language through involvement the activities and practice. The student-student interaction is almost more than teacher-student interaction. Mastering the language by matching that they can do individually, group work and pair work activities and practices are applied very often.

5. How are the feelings of students dealt with?

By contributing them some comic strips they are expected to learn and master the language in not stressful but enjoyable atmosphere. By using self-error correction teacher tries to avoid of making them feel themselves shy in front of their friends.

6. How is language viewed? How is culture viewed?

The patterns, meanings and rules of a language are perceived and cognated first. Then it is used for communication of the conceptions. The concepts-understanding the native speakers- and logic of humor are also learned by cartoons and comic strips.

7. What areas of language are emphasized? What language skills are emphasized?

Vocabulary and getting the true concepts of words is emphasized over all the other language skills first. Then speaking comes. After that reading and writing are emphasized. Pronunciation gets the attention from the very beginning of the course. The accuracy of the use of the grammatical structures is also not ignored.

8. What is the role of the students' native language?

The student's native language is not used during the lesson.

9. How is evaluation accomplished?

As the time passes in this method students are expected to match the words with the pictures better and easier with less mistakes. They should create better stories with more accuracy. And they are intended to use the grammatical patterns more correctly. Their writing skill develops by creating and writing the stories. Their ability of expressing themselves is also improved by again creating and telling the stories.

10. How does the teacher respond to students' errors?

The teacher using some different techniques, tries to get students to self correct whenever possible.

CONCLUSION

We cannot claim that this is one of the best and profitable methods you have ever heard. But at least we think that you can find some of the principle worthwhile. Do you offer another more practical way for the students to grasp the meanings of the words without mistakes. We think it would be rather practical and useful. We also can offer you use the creating stories using the cartoons to enable them to be able to express themselves better. How about taking the chance of using comic strips and cartoons to supply the students some enjoyable and less stressful atmosphere of learning a language. We think these kinds of free atmosphere facilitate language learning more than disciplined atmosphere. As being experienced teachers we think you will decide all these.

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Түйін

Тіл үйрету принциптары мен әдістерін өнімдірек, оңайырақ және қолайлы жолға қою үшін бүгінгі күнге дейін көптеген методтар зерттелген. Бұл мақалада сіз осы зерттеулердің бірін таба аласыз. Бұл жерде автор «Тіл үйретуде мультипликация және комикстарды қолдануды» ұсынады және қарастырады. Өзінің методдың маңыздылығын және де оның тәжірибеде қолдануын түсіндіру үшін ол сабақтың әрбір қадамын жекелеп түсіндіреді, оқырмандарға түсінікті болу үшін сұрақ-жауап методын да қолданады. Қорытындылай келе, автор оқырманның бұл методты басты материал ретінде қолдана алмайтынын айтады, бірақ, жоқ дегенде оны қосымша материал ретінде қолдана отырып сабақтарды өнімдірек және қолайлы етуге болатынын айтады.

Аннотация

Много методов было испробовано в настоящее время для выяснения лучшей, легкой и более выгодной методики эффективного обучения языка. В этой статье вы увидите одно из этих исследований. Автор представляет и рассматривает здесь 'Использование мультфильмов и комиксов в обучении языка'. Чтобы объяснить значительность своей методики и применение в пратике, он подробно описывает каждый шаг методики урока, а также ипользует метод вопроса и ответа, чтобы читателям было более понятно. В результате он говорит, что читатель не сможет использовать его методику как главный ресурс, но, по крайней мере, как дополнительный материал, чтобы сделать уроки более плодотворными и менее напряженными.

ВВЕДЕНИЕ

Как другие методы, принципы и методы, этот метод не абсолютно нов и является полными стимулирующими идеями. Я все еще не уверен, можно ли это назвать полностью новым методом. Насколько я исследовал почти все использование методов, по крайней

мере, немного мультфильмов и комиксов как части, методы и принципы их. Или Вы можете также видеть немного методов и принципов этого метода, что я упомяну ниже, уже использовался другими методами. Но ни один из них не использует мультфильм, и Комиксы базировали метод в обучении языка.

Özet

Yazarımız makalesinde dil öğretiminde çizgi romanlardan ve fıkralardan yararlanmanın faydalarından bahsetmektedir. Gerek öğrencileri bazan tedirgin edecek dereceye varan sınıftaki ciddi atmosferi yumuşatmak gerekse öğrencilerin derslere daha istekli ve korkmadan,endişelenmeden ve heyecana kapılmadan katılımlarını sağlamak ve böylece öğrenmelerini daha da kolaylaştırmak ve etkili hale getirmek için fıkra ve çizgi romanların aktif bir şekilde kullanılmasının etkilerinden bahsetmektedir.