



WORLD QUARTERLY

Summer/Autumn 2016

Using Cartoons to Enhance Learners' Listening, Speaking, and Writing

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Key Words: Textbook routine, E-generation, negotiation

Proficiency Level: Lower intermediate to advanced

Learner Age: High school

Preparation time: 1 hour

Class time: Two 45-minute sessions

Materials: DVD player or internet, TV or video projector screen, cartoon illustrations

INTRODUCTION

Video as a medium of instruction has gained wider attention as more and more schools have included technology in their EFL classrooms. Not only does the use of video in an EFL setting offer the possibility to break the textbook routine, but it also allows the teacher to go beyond the classroom limits. Besides, with

the advent of more advanced technology, teachers are facing a new generation of learners called E-generation, or electronically oriented learners. Textbook- oriented and chalkboard-based lessons are a thing of the past for them. This is reason enough, I believe, for teachers to comply with their learners' new style of learning. Unfortunately, in the region where I practice there is apprehension on the part of the teachers when it comes to integrating video into their teaching. Their apprehension is mainly due to their teaching experience which is primarily textbook-oriented, the amount of time required to pre-view the videos, select the appropriate sequence and prepare the tasks, and the suspicion that video really enhances learning.

The pilot video-based lesson that follows was an attempt to dissipate teachers' phobia of implementing authentic material, such as video, in the classroom as well as to encourage administrators to consider providing a video language laboratory in the future.

STAGES OF THE LESSON

Pre-viewing

Goals:

- To initiate learners' talk
- To help learners develop guessing and negotiating skills
- To introduce the story learners will view

Procedure:

- The teacher displays three or four illustrations, provides learners with four titles (Little Red Riding Hood, Cinderella, Peter Pan, and Snow White and the Seven Dwarfs), and asks them to identify the story (see the appendix).
- Learners identify the story based on their background knowledge of the story or by simply guessing.
- To encourage the learners to negotiate their answers, the teacher asks general questions like: Where does the scene take place? Who is the heroine? What does she look like? Do you think she is happy?

It is important that all learners are involved in the discussion. At this level, the teacher's role is to give bits of language gradually, guide, and facilitate while managing the time. It is worth mentioning that learners' answers are not corrected at this level.

Viewing

Goals:

- To allow learners to check their answers from the pre-viewing stage
- To allow learners to make use of the visual cues to get the gist of the video segment

Procedure:

- Learners view a four-minute video segment and are asked to check their answers from the pre-viewing stage by themselves.

- The story is "Cinderella".

- The main character is Cinderella.

- She is ----- (physical appearance), and she is ----- (clothes).

- While viewing, learners try to answer more challenging questions. Aided by the sound, images and the vocabulary acquired in the pre-viewing stage, learners will be highly motivated to participate. To promote discussion and ensure that learners are making use of their aural skill and not just the visual one, the questions should be about the characters, and what they are saying.

Post-viewing

Goals:

- To help learners develop linguistically by immersing in speaking and writing activities

Procedure:

While the first two stages focus on the input, the post-viewing focuses on the output. Learners view the segment another time. Once the sequence is over, the teacher generates the talk by asking questions and/or eliciting statements, some of which may not be congruent with the scene or script. The learners can interrupt and correct what is wrong.

- Learners write the story in their own words taking a distance from the original one.

OR

- From the Map of Characters (below), learners choose adjectives that apply to one character of their choice and use them to describe the character.

Characters	Adjectives
Cinderella	Independent, strong, sweet, helpful, kind, wicked, brave, uninterested, kind, attractive, obedient, unhappy, ambitious, amusing, handsome, weak, greedy, unpleasant, ugly, wise, sad OTHER.....
Step Mother	
The two Daughters	
Father	
Prince	
Fairy Godmother	

CONCLUSION

The video-based lesson described above was received with great enthusiasm on the part of first year learners. Implementing video in the classroom had several advantages: It created a positive attitude towards learning, used learners’ prior knowledge as a springboard to present new language patterns, and exposed them to authentic language. The lesson enhanced learners’ comprehension by offering audio-visual stimulants while helping them sustain their motivation.

APPENDIX



Link to the cartoon video: <https://www.youtube.com/watch?v=FuglrEDv1V0>