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TEACHING PRESENTATIONS AND KINESICS USING COMICS AT TERTIARY LEVEL: A CRITICAL STUDY IN ENGLISH LANGUAGE TEACHING (ELT)

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Abstract

No one would deny these days that the overall field of pedagogy as a scientific and educational discipline and, additional significantly, ELT as a part of it stands out for his or her robust dynamism and continuous evolution and development. The growing variety of publications, organizations, establishments, materials, tests and conferences on ELT clearly indicate that this field has not remained static and strict, simply the other. Since the 1970's with the appearance of the communicative strategies and also the robust reaction against the structuralism approaches, ELT has more experienced multiple changes ensuing from a mixture of things and variables of various nature: social science, economic and pedagogic among others.

Keywords: Comics, EFL, English, ESL, kinesics, presentations, students.

Introduction

Totally different theories on the character of acquisition like the monitor model, the speculation of linguistic communication, the acculturation/pidginization model, psychological feature proposals, etc. -were planned with the formidable aim of accounting for a fancy development within which a large kind of factors of various kind intervene. The information obtained from the role compete by variables like motivation, age, gender, temperament, psychological feature vogue, learning methods, intelligence so on was crucial for a more practical management of pedagogy. As a consequence, learner-centered curricula earned real protagonist.

A quick switch within the apparatus from the teacher to the learner materialized, with the learner changing into the crucial part within the learning method and also the teacher adopting new roles except the normal ones as animator, collaborator, dynamiter, mentor, tax assessor and help. This conjointly had its reflection on the management of the teaching/learning method with a robust specialize in learning a way to learn and on learner

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autonomy. a lot of recently, the sudden and fast emergence of the new communication and data technologies (ICTs) has conjointly had and continues to be having a good impact on the event of the ELT field.

The question wasn't merely whether or not audiovisual aids had a positive result on learning, that was already taken with a pinch of salt, or however the normal language workplace might win all its potential, the question currently was a way to build the foremost of the net and of all the resources connected with it: podcasts, wikis, blogs, teaching and learning platforms, and different powerful internet tools. The ICTs became an important part in ELT each inside the schoolroom and, a lot of significantly, outside the schoolroom, wherever they supply the mandatory tools and provides full sense to the concept of learner autonomy.

The ICTs give the learner not solely with a vast range of learning materials that suit each learning vogue and specific want, however conjointly with the instruments to prepare and set up their learning, as we are going to see during this volume. Another necessary event for the ELT field that occurred recently was the publication by the Council of Europe in 2001 of the Common European Framework of Reference for Languages (CEFR). This initiative has been of nice connectedness for the final organization of the foreign languages syllabus, a minimum of in Europe. Since its publication, the rules provided by this document that truly complemented those initiated by constant establishment within the 1970's function reference points for all the lecturers and professionals concerned in pedagogy.

Positive as this might be for the long run of foreign pedagogy within the continent, the implementation of the CEFR remains underneath method and also the subject of abundant dialogue among directors, specialists and educators. For the sphere of ELT specifically, this is often conjointly a time of nice momentum, currently that English looks to be nearer than ever to achieving the standing of language that a lot of had foretold, needed more dire. Whereas some rejoice at this achievement, the dominance of English raises for others necessary considerations of each philosophic and sensible connectedness, like the impact this can wear the long run of different native tongues and cultures or the native English models within the language schoolroom.

Review of literature

Nasrin Shokrpour (2012) says, "Vocabulary information influences the learners' performance therefore remarkably that success all told language skills are closely associated with it. This very important role necessitates studies specializing in the foremost effective programs of teaching vocabulary". During this study, they have a tendency to aim to explore the impact of static versus dynamic task kind and therefore the potential interaction with field

dependence/independence psychological feature vogue on learning English vocabulary among intermediate EFL learners. Eighty four feminine EFL learners finding out at the baccalaureate level at the University of financial aid and Rehabilitation Sciences aged 19-25 were arbitrarily hand-picked and given a psychological feature vogue check and a Nelson Proficiency check (2000 A) to be appointed to either of the management and experimental teams matched for his or her vocabulary information and cognitive style. Though the two teams were exposed to identical reading passages throughout categories command double every week within the four-month treatment amount, the management cluster received vocabulary instruction through static task kind technique supported the standard approach to teaching vocabulary whereas the experimental group underwent dynamic task type technique. The Nelson Proficiency check was over again used because the post-test to point out the variations in vocabulary gain within the two teams. The collected information was analyzed through analysis of variance, mistreatment SPSS computer code. The results showed that vocabulary instruction crystal rectifier to favorable results among field-dependent learners schooled by the dynamic task kind technique and poorest performance in field-dependent students exposed to the static task type technique whereas field-independent learners higher performed through the static task-type technique. Task kind considerably influences vocabulary learning and will marginally have an effect on reading comprehension performance.

Usaporn Sucaromana (2012) asserts, "The aim of this paper is to introduce the importance of emotional intelligence and also the extent to that emotional intelligence is enforced and accustomed improve instruction and learning". Since emotional intelligence is appeared to play a vital half in each facet of people's lives, it is extended to instruction and learning. Instruction and learning usually includes communication; thus, emotional intelligence is helpful. Emotional intelligence remains not wide illustrious, used, or studied within the world of instruction and learning, though raised efforts to popularize this term have occurred within the past 20 years. For this to be accomplishable in instruction and learning, students and researchers ought to concentrate to emotional intelligence. Therefore, each language academics and students ought to remember of and collaborate together to enhance emotional intelligence and to form a more practical learning atmosphere for instruction and learning.

Sophia Valavani (2010) says, "European unification and also the scale of current economic and social modification has semiconductor diode to the development of a three-dimensional, perpetually evolving surroundings diversifying in languages and cultures, social communities and political constitutions". The stress for the upkeep and development of such a varied population square measure therefore magnified. Second probability faculties (SCSs) were established in Balkan state in 1999 as a special programme that offers education and coaching to adults "at risk of social exclusion" aiming at their social and economic integration. Diversity in SCSs demands a brand new approach to education and coaching, and also the

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existence of multiple identities, values and cultures among SCSs challenges each trainers and trainees to cultivate sympathy and to push democratic standards so as to make sure equality in education and facilitate SCS trainees' inclusion in social, economic and cultural dimensions. This paper argues that EFL attainment in SCSs will best be developed on the premise of a negotiated info that has been promoted by recent trends in instructional theory because the most democratic and versatile info that may provide important opportunities for developing basic skills and qualifications and trigger processes of discovery, shared decision-making and responsibility. The paper attracts its materials from a scientific analysis conducted in several SCSs in northern Balkan state over an amount of eight months. Adopting a mixed-method approach, I analysed information from a spread of various sources, like official documentation, careful questionnaires, semi-structured interviews with trainers of EFL attainment, and real time schoolroom observation. This paper outlines intimately the most parts of the negotiated info and, on the premise of analysis findings, discuss why such info is suitable to the teaching of EFL literacy's. It conjointly presents sensible devices for the implementation of a negotiated info, which permit the event of negotiated add category. It concludes with some doable implications and stresses the necessity for additional investigation.

Attapol Khamkhien (2015) deliberately says, "English has been a linguistic communication in numerous domains of communication like international business, tutorial conferences, diplomacy, science and technology. As a result, the stress for English skills all told aspects are crucial in response to the importance of English and therefore the impact of globalization". Despite the constant efforts in developing English education in Kingdom of Thailand, variety of studies has shown that the accomplishment of Thai learners was inadequate. Given the role of English as a world language that is employed in virtually domain of communication amongst many factors, clogging the success of English learning, English pronunciation of the Thai learners ought to be centered. This study has two principle objectives: 1) to look at Thai learners' information with reference to accent assignment; and 2) to see attainable factors poignant the Thai learners' pronunciation competency. To attain these objectives, ninety Thai learners of English participated during this study. The check consisting of 2 parts: personal info profile, and forty selected words consistently taken from 2 textbooks, was utilized to spot these participants' pronunciation competency. The results showed that the majority of the participants' English pronunciation was somewhat restricted. Gender was known to be the foremost vital issue contributory to the participants' checks scores, whereas college and years of learning English weren't. In light-weight of the results instructed by the 3 variables, education suggestions were offered to assist improve teaching and learning English pronunciation generally, and in specializing in the importance of teaching accent particularly.

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Hossein Vahid Dastjerdi (2017) asserts, "The current study investigated the extent to that 2 tutorial paradigms-explicit vs. implicit instruction-affect learners' ability to use the act of request in English". Ninety solid adult Iranian intermediate EFL learners attending a school in urban center, Iran, were at random allotted to a few groups: express cluster (EG), implicit cluster (IG) and management cluster (CG)). A pre-test was given to the 3 teams to live the participants' ability to use requests before any treatment. Then, all the teams were exposed to short conversations (audio and script) together with sure requests. However, whereas the EG received express and deductive instruction by suggests that of direct awareness-raising tasks and met pragmatic explanations, the immune gamma globulin was provided solely with typographic sweetening of the request ways focused. The scholars within the CG failed to receive any instruction. The results of the post-test, administered once the treatment, indicated that each express and implicit instruction exert a major impact on the learners' production of request ways in English. It absolutely was additionally found that participants UN agency received express instruction outperformed those within the implicit group; however; the determined distinction wasn't statistically important. consequently, it are often claimed that associate degree implicit and unnoticeable methodology like input sweetening are often as effective as express instruction which needs the execution of varied awareness-raising tasks and clarification of met pragmatic info.

Malahat Shabani Minaabad (2018) states,"People's understanding of the means of sentences is way additional reliable than their understanding of the meaning of words". Since what folks understand after they know the means of a word is very important, however the ability of incorporating that word fitly into meaning linguistic contexts is additional vital. Our interest here lies within the shift of stress from denotative or lexicon aspiring to discourse which means of adjectives like huge and enormous in translation to West Germanic texts or contrariwise. Since huge and enormous are synonyms, it's not stunning that they will be accustomed describe several of a similar nouns. However, they're not excellent synonyms, and there are therefore me variations within the distribution of those adjectives that build some issues for translators particularly from those languages which these forms of differences don't seem to be so obvious. Therefore, a comparison of the lists of the words that occurred solely with huge and people which occurred only with giant in English ought to reveal some variations in translations.

Rajender Pondra (2016) states,"English in Asian nation may be an image of people's aspirations for quality in education and a fuller participation in national and international life". The visible impact of this presence of English is that it's these days being demanded by everybody at the terribly initial stage of schooling.ELT in Asian nation is vivacious and dynamic these days. The context of the complete teaching paradigm has modified altogether. This text traces the course of this transformation, beside the causes and consequences

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whereas examination this with the course of ELT in alternative contexts wherever it's perpetually been a primary language.

English Language Teaching or ELT

English Language Teaching, or ELT, refers to the activity and trade of teaching English to non-native speakers.

Example

Many massive editorial firms have ELT sections that publish books for English academics and learners to use.

1. Why is teaching English vital?

English continues to be the universal language

Estimates vary concerning what percentage folks speak English worldwide, however some believe English-speakers are seemingly to variety within the billions. English crosses cultures, countries and industries. It's typically used as a 'common tongue' if neither person could be a verbalize. This implies teaching folks English may be really rewarding: students of English have several new opportunities and doors receptive them due to their skills.

2. The internet is English

About half homepages on the net are in English and as of 2016 land edition of Wikipedia contains the foremost articles. If you would like full use of the online (without innumerable translation work), English is vital. And web use is currently a very important and necessary a part of many roles (and a lot of daily life). Serving to folks learn English suggests that helping them take full advantage of the ability of the online.

3. English will take you to wonderful places

As well as gap up exciting new avenues for college kids, having the ability to show English can even supply language lecturer's new opportunities. With TEFL qualifications lecturers will travel so much and wide sharing their data and exploring new corners of the world, with places just like the UAE, city and China providing high salaries additionally as new cultures.

4. Activities for using comic strips

Comic strips can be used from beginner level to advanced level for variety of language and discussion activities.

They are powerful teaching tools and can:

- Tell a fancy story in an exceedingly few pictures
- Provide comment and provoke thought on events and problems within the news
- Give AN example of vocabulary associated with current trends and fads
- Provide simply specifiable characters to make the premise for sketches
- Show culture in action with the ways in which men or ladies area unit behaving and area unit expected to behave

5. Tell the story

- Cut up the images and acquire students to reorder the story. Create this harder and difficult lingual by giving separate frames to every student in an exceedingly cluster and raise them to not show the images till they need acquired an order through describing the images.
- Remove the last image of a cartoon and raise students to consider an ending. Creative students might wish to draw the last frame. Vote for the most effective ending.
- Remove the sentences below every frame and either raise lower levels to match them to every frame or raise them to jot down the sentences that tell the story. Lower levels may would like vocabulary prompts on the board.

6. Make the cool animated film

- Give students a comic book strip with a brief paragraph for every frame. Raise students to scale back every paragraph to 1 sentence for every frame. Compare their efforts to the initial. With higher levels you'll be able to discuss techniques of summarizing your message.
- Give students a story. Teams confer to guess what may well be missing. Offer them the cool animated film version. They need to fill within the blanks in their written

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story by victimisation the cool animated film footage. Then raise them to consider speech bubbles for the cool animated film. This may additionally embrace thought bubbles for characters.

- Remove speech bubbles from a comic book strip. Cut them up and provides out. Raise them to get them organized and to imagine what the story or scenario is. Teams will act out their version for the category. Then offer them the cool animated film and raise them to check if their speech bubbles match the story there.

- When you employ a brief story with younger learners raise them to create the story into a series of four footage. This may be a cluster effort or a full category task with every group drawing one half. If you employ a black and white cool animated film enable time for younger learners to color their versions.

- Make a data gap employing a photocopied cool animated film. Blank out details or amendment what characters area unit voice communication. Create sets that area unit colored otherwise. Started spot the distinction activities victimisation the cool animated film then lead in to storytelling and acting out the cool animated film.

Exploit Characters

1. Make a comic book strip character

- Investigate completely different cool animated film heroes. Get suggestions from the category of names: Superman, Baronet Simpson, Asterix, Tin or others. Describe well-liked characters for his or her age zero in the United Kingdom nowadays. Encourage the scholars to inform you concerning native magazine characters. Raise them to explain one character in pairs.

- Raise students to figure in pairs or teams to create their own character. If acceptable students will draw the character. Provide the character special powers, a reputation and a special mission.

- The ultimate stage is to inform associate everyday story involving the character.

2. Exploit short sequences for sketches and improvisations.

- select a key scenario would possibly involve language students might have to be compelled to practice, like considering opinions, asking permission or speech communication you're sorry.

- Through comics the scholars use the language as they need, they categorical their own ideas, and that they notice that they need learned one thing, so that they are going to be motivated to continue learning.

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Conclusion

Then it are often aforesaid that motivation is a vital psychological part within the method of teaching a distant language, considering the psychological feature interest a noteworthy issue. Using comics is a superb plan, particularly once you teach teenagers. Comics show authentic language, attention-grabbing characters, sensible graphics - all of those could strengthen the learners' motivation. The purpose is what you mean by victimisation comics. Does one mean reading them at school, outside category, talking concerning what has been browse, having learners rouse category their favorite comics and share with others or, perhaps, write their own comics associated with the events/people/situations that are vital to them.

As one of the common genres of well-liked literature, comics represent a plot through that each visual and matter means that are utilized. The story is analogous to a movie, divided into a series of images encompassing specific options like differing kinds of bubbles (e.g., dialogue, sound, whisper, thought bubbles, etc.), panels, and captions to call a couple of. The images categorical one theme with a remarkable plot divided into specific narrative panels flowing in rhythm. The sequence of panels forms strips or consequently, an entire magazine. As are often seen, material preparation could be a vital requiring thoughtful choice and gradation of content. Instead, the employment of comics is generally appropriate for school youngsters. Therefore, age and desires of the targeted audience are vital concerns. With dramatic advances in info technologies and digital applications, RALL (mechanism power-assisted Language Learning) has created the applying of comics in L2 school rooms a convenient education technique.

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ABOUT THE AUTHOR

The author, Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council and American based Ed Web (USA).

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