



Effectiveness of Using Comics in Teaching Phrasal Verbs To Tertiary Level Students

KEYWORDS

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ABSTRACT *Speaking English fluently is a challenge to students who have had a Tamil medium education. They do not have enough exposure to spoken English and they are not aware of the use of phrasal verbs which is an essential part of spoken English. Introduction of comics to the students who have studied through Tamil medium has some effect in improving their speaking skills. This paper aims to show the efficacy of using comics in teaching phrasal verbs to tertiary level students.*

Tertiary level students

Many students of tertiary level students especially those with a Tamil medium background struggle to speak English. These students have a strong desire to speak English. Unfortunately, they cannot as they do not know the usage of words, phrasal verbs and idioms. Their exposure to English language and its use is very less. The government colleges conduct bridge courses to the tertiary level students for improving their basic skills in LSRW for understanding the subjects better. There are soft skills courses taught for four semesters to improve their communication skills in English.

Need

In spite of the many courses taught at the tertiary level there is a gap that exists in teaching and learning English. It is not easy to both teach, learn and learn what had been missed all these years. However, learning can take place when there is a positive approach to learning and teaching. Learning can be made interesting by introducing new activities. This paper talks about the effort that was taken to enable Tamil medium students to speak English using comics.

Preparation

I year Under Graduate Students were chosen for participating in the activities given. They were provided with Amar Chitra Kathas series of stories. The relevance of comics in improving spoken English was explained. Phrasal verbs were introduced and a few examples were given to define them. This activity took one hour.

Procedure

The AmarChitraKatha series of mythological stories like Karna, Krishna, Ashokawere chosen for use in classroom as the students were familiar with those stories.

Photocopies of the selected stories were made and distributed to the learners.

At first students were asked to read the selected Amar ChitraKatha comic stories which I introduced in the classroom.

While reading it a second time, they were advised to underline the words that they find new and difficult to them. They were also asked to identify and underline the phrasal verbs.

Next, they were helped to get contextual meanings of the underlined words. They also referred to the phrasal verb

dictionary or a dictionary available on the computer or the mobile phone to know the meaning.

They were motivated to discuss the characters, meanings of the dialogues in the given stories in groups.

Then questions were asked for testing their comprehension of phrasal verbs.

Then role play activity was given and the students were asked to use the learnt phrasal verbs in the role play.

Learning Outcome

Learners actively participated and learnt phrasal verbs enthusiastically, they were excited to read the picture stories which helped them understand phrasal verbs better than rote learning.

Discussion groups facilitated the students to understand and learn various contextual and non contextual meanings of particular phrasal verbs.

It promoted interaction among students which led to effective learning of the phrasal verbs.

Result of teaching phrasal verbs through using comics is quite successful way to teach as the students enjoyed learning through colourful pictures.

The illustrations in comics helped students understand phrasal verbs better as they act as clues to what is being conveyed in the text.

Conclusion

The visual context with in which phrasal verbs appear in comics helps students to memorize and recall the verbs and its meanings better than when they are merely presented as lists and memorized in isolation. Besides, Comics are the best and easy medium for teaching stock expressions to students who had not got exposure to the English language. This really helps them improve their speaking skills without fear. Learning is made fun, interesting and active.

References

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