TEACHING DIALOGIC SPEECH WITH THE HELP OF COMICS IN ENGLISH CLASSE

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Abstract: This article explores the use of comics to enhance dialogic skills in foreign language education. Recognizing the paramount importance of communicative competence, the study investigates effective strategies

memory retention, and a reduction in language-related challenges, while simultaneously promoting creative speaking activities.

Keywords: foreign language dialogue instruction, comic-based dialogic speech development, spoken language skill enhancement, language teaching methodology, visual learning in foreign language education, communicative competence development.

Introduction: The ability to engage in natural, two-way conversations is fundamental to human interaction. However, acquiring this skill in a foreign language context, especially without immersion, presents significant pedagogical challenges.

Effective teaching strategies must incorporate specialized tools to aid learners in processing information. This research explores the potential of comic books, which integrate text and imagery, as a valuable visual aid to enhance foreign language dialogue acquisition. Comics offer a unique blend of narrative and visual elements, potentially making the learning process more stimulating and effective. Despite this promise, the systematic use of comics in foreign language dialogic instruction remains largely unexplored. Therefore, this study aims to develop and evaluate a structured methodology for teaching foreign language dialogue using comics. To achieve this, the research will:

1) Examine the theoretical foundations of dialogic speech within foreign language pedagogy.

2) Establish clear criteria for selecting appropriate comics for classroom use.

3) Investigate effective pedagogical approaches for utilizing educational comics in dialogue instruction.

4) Analyze existing English language teaching resources to assess their integration of comics for dialogue practice.

5) Create and validate a set of practical exercises designed to enhance

English dialogic skills through comic-based activities.

Materials and Methods:

Research Resources:

- Academic Studies: This encompassed both foundational and applied research focused on integrating comics within educational frameworks, with a

specific focus on their role in foreign language instruction and the cultivation of conversational fluency.

- Comic Book Media: A comprehensive review was conducted on a diverse selection of comics, encompassing both authentic publications and those designed for educational purposes. This analysis examined their structural design, linguistic characteristics, visual composition, and their applicability for fostering dialogic skills.

- Hybrid Texts: The attributes of multimodal texts, including comics, were analyzed to understand their impact on information processing and learning. The interplay between verbal and visual components was a central focus.

- Visual Learning Tools: A range of visual aids found within contemporary English language teaching materials were assessed to determine their efficacy and to establish guidelines for selecting those best suited for dialogue instruction.

- English Language Curricula: A thorough examination of English language teaching resources was performed to evaluate the availability and quality of materials dedicated to developing conversational skills, as well as the incorporation of visual aids, particularly comics.

Research Techniques:

The study employed a combination of theoretical and empirical research strategies:

- Literature Synthesis: A systematic review and organization of relevant academic literature was conducted, encompassing studies on dialogue teaching methodologies, psycholinguistic principles, and the educational value of comics.

- Curriculum Evaluation: A detailed analysis of English language teaching resources was undertaken to ensure alignment with the study's objectives and to establish criteria for selecting appropriate comic materials.

- Classroom Observation: Direct observation of dialogue instruction using .comics in authentic classroom environments was performed to identify challenges and benefits associated with this teaching approach.

- Experimental Implementation: A pedagogical experiment was conducted to evaluate the efficacy of the developed comic-based dialogue instruction methodology. This involved creating and testing a series of instructional activities, followed by a thorough analysis of the resulting data.

Research results and discussion: Dialogic communication, defined as "a sequence of spoken exchanges between two or more individuals, driven by shared situational context and communicative intentions" [8], is inherently spontaneous and requires rapid response. As noted by Grigorieva and Abramova [2], it's context-dependent and involves a dynamic exchange of initiating and responding turns, necessitating a high degree of automaticity in language use.We propose that incorporating comics into dialogue instruction can effectively mitigate communicative, psychological, and linguistic barriers. By providing visual support, comics assist learners in retaining the narrative flow of a conversation and focusing on appropriate language selection. As Sonin [7] describes, comics are "a unique storytelling medium, characterized by a series of frames combining visuals and verbal dialogue within defined graphic spaces.

"However, the effectiveness of comics in teaching foreign language dialogue hinges on careful selection based on pedagogical principles. Our criteria for choosing

suitable comics include: age and interest appropriateness, compelling narrative, situational relevance, appropriate linguistic content, frequent use of common speech patterns, cultural significance, and incorporation of relevant cultural background information. These criteria are deemed universally applicable across various age groups.

Our analysis of domestic and international English language teaching materials revealed that only 30% utilize comics, and many of these fail to meet the aforementioned criteria. Often, they lack engaging storylines, are mismatched to student age groups, or simply present rote dialogue exercises. In contrast, a well-designed comic can be a powerful tool for developing foreign language dialogic skills by aiding in the retention of conversational sequences.

We propose the following stages for working with a model dialogue:

1) Pre-Dialogue Phase: Including motivational activities, addressing linguistic and cultural challenges, and predicting content.

2) Dialogue Presentation Phase: Presenting the dialogue through listening or reading.

3) Post-Dialogue Phase: Engaging in exercises for initial automation of speech patterns (matching, substitution, transformation), conditional and free speech exercises (construction, expansion/reduction), and dramatization.Similar to our model, Nagel and Lee [5] suggest a three-stage approach: familiarization, imitation, and reproduction.

Our comic-based dialogue teaching method is adaptable for all age groups, provided comics are chosen according to specific criteria. The number of exercises can be tailored to student level, class size, comic complexity, and time constraints, but the core approach is universally applicable.

To validate this, we implemented a comic-driven English dialogue curriculum with university students. We assessed their initial skills, then used a series of activities: comprehension checks after listening, structural analysis exercises, reproductive tasks

like dialogue reenactment, and creative projects such as inventing character backstories and creating original comic extensions.Post-experiment assessments showed a significantly greater improvement in dialogue skills in the experimental group, which used comics, compared to the control group. This highlights the effectiveness of our methodology. Key benefits identified include enhanced comprehension and retention through visual storytelling, reduced linguistic barriers with visual aids, and increased opportunities for creative and engaging exercises. These advantages significantly boost student motivation and creativity, offering a more effective alternative to traditional methods. Conclusions: Teaching dialogic speech in a foreign language is a complex methodological task, since dialogue is often spontaneous and situational, requiring improvisation skills and a fairly wide range of speech clichés. The use of comics can make the process of forming and developing dialogic speech skills in a foreign language lesson more effective and creative. In the course of the study, we identified the most important, in our opinion, criteria for selecting comics for teaching dialogue:

- correspondence of the comic to the age of students and their interests;

- the presence of a pronounced interesting plot in the comic;

- situational-thematic relevance;

- lexical and grammatical content of the comic;

- the presence of frequently used speech models in the comic;

- cultural value;

- the presence of background country-specific meanings in the comic.

The pedagogical experiment confirmed the effectiveness of our developed methodology for working with comics in teaching dialogue, which includes the following stages:

1)pre-text: increasing motivation, removing lexical, grammatical, socio-cultural difficulties; content prediction;

2) text (first presentation): first presentation of the dialogue text through listening with visual support on the comic;

3) post-text (after the first presentation): checking understanding of the content;

4) text (secondary presentation): secondary presentation of the dialogue text through reading; working with the structure of the comic during reading;

5) post-text (after the second presentation): reproductive speech exercises, productive speech exercises, speech exercises at the level of critical understanding.

The testing of this methodology allowed us to identify the main advantages of teaching dialogue using comics:

1) visualization of the dialogue plot through comics contributes to a better understanding and memorization of its plot;

2) comics remove semantic, lexical, and grammatical difficulties for students;

3) on the material of the comic, the teacher has more opportunities to create creative and interesting exercises for teaching dialogic speech, which contributes to increasing motivation in learning a foreign language and developing students' creative abilities.

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