

英语教学简笔画和 卡通画教程

尹世寅 编著

A Course
of Stick Figures
and Cartoons
Adopted in ELT



高等教育出版社
HIGHER EDUCATION PRESS

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Yin Shiyin
School of Foreign Languages,
Sichuan Normal University,
China

Preface

A letter from the author to the readers

Dear EL teachers and going-to-be teachers,

Thanks for buying this book and warmly welcome you to it! I am Professor Yin, a senior English language teacher with more than thirty-year experience of teaching children, middle school and normal university students. The book is written mainly based on my own experience of using pictures, such as stick figures and cartoons to help students of different levels learn better in my teaching. As is known, it is usually a difficult task to teach English as a foreign language effectively and successfully in China to learners of different levels. Anyhow, this book will help you to solve the problem, and it will offer you an easy, convenient and beneficial way to better your teaching. When you open it, you will find a wonderful world of English teaching, in an interesting, creative and practical way. Please read it and take actions — learning to draw and use stick figures and cartoons in your teaching! Follow the book and you can quickly handle a powerful technique that will benefit both you and your students.

Before your action, please first make sure:

Our purpose is — to learn how to draw and use stick figures and cartoons in English teaching.

Our slogan is — to draw, and you draw in and out of class.

Our practice way is — draw you, draw me, and draw anybody/anything needed in our future ELT.

Our models are — friends, colleagues, students, family members, ourselves in the mirror; dolls and puppets; animals and objects we see anytime and anywhere.

The materials we'll need are some white paper, a pencil, and an eraser.

Now, let's come into the book, and work together actively, enjoyably and efficiently. Best wishes for your progress in your drawing and teaching.

Yin Shiyin,

Professor of TESOL/TEFL,
School of Foreign Languages,
Sichuan Normal University
Chengdu, Sichuan, China

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Why do we adopt such figures and numbers in life?

There are two main reasons why we adopt such figures and numbers in life. First, it is a way to make things easier to understand. For example, if we say "the population of China is about 1.3 billion", it is much easier to understand than "the population of China is about one billion three hundred million". Second, it is a way to make things more precise. For example, if we say "the population of China is about 1.3 billion", it is more precise than "the population of China is about one billion three hundred million".

Part 1

Part 1

Significance

Unit One

Why do we adopt stick figures and cartoons in ELT?

Pictures are considered and used as a kind of simple, convenient, practical, economical and effective realia in nowadays English language teaching all over the world. Among them, stick figures and cartoons seem to be used most popularly by EL teachers — whether drawn or copied from books, magazines, newspapers, posters, advertisements and the Internet — to facilitate both teaching and learning. Different from other kinds of pictures, stick figures and cartoons have their own purposes of use, characteristics and drawing ways. At the beginning of this book, we'll first come to know what they are.

1.1 What are stick figures and cartoons?

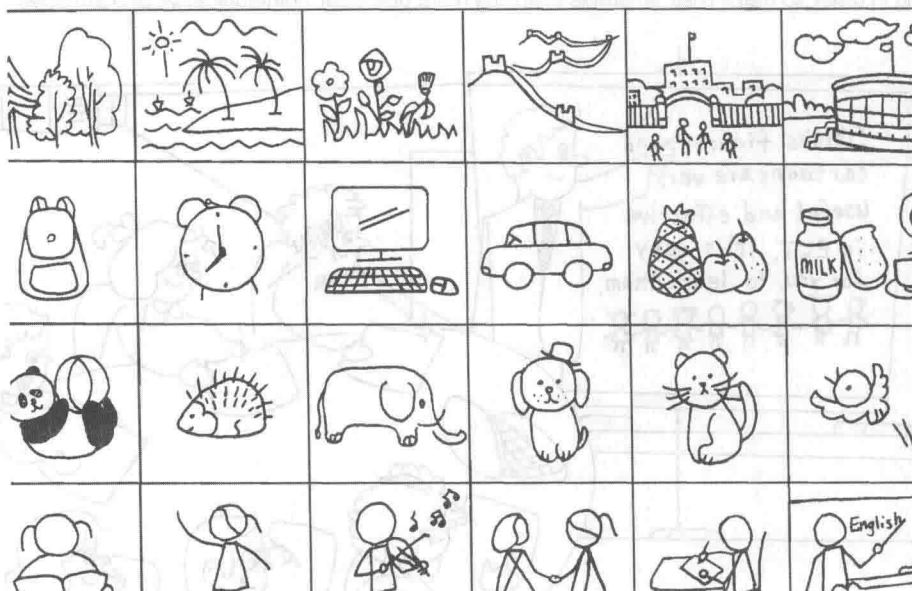
1.1.1 Definition of stick figures

"A stick figure is a very simple drawing of a person or animal, composed of a few lines, curves, and dots. In a stick figure, the head is represented by a circle, sometimes embellished with details such as eyes, mouth or crudely scratched-out hair. The arms, legs and torso are all represented by straight lines. Details such as hands, feet and a neck may be present or absent, and the simpler stick figures display an ambiguous emotional expression. ... Stick figures are often used in sketches for film storyboarding." (http://en.wikipedia.org/wiki/Stick_figure)

In language teaching, stick figures refer to the simple pictures drawn with simple geometric figure combines of spots, lines, curves, arcs, circles, squares, rectangles, triangles and so on, often in company with the writing illustrations on the board, wall chart, or PPT showing, helping the teacher to achieve certain teaching goals in a teaching context. "They are pictorial symbols to express the teaching thought, assistance and the supplement of language teaching, integration of science and art, and a kind of visualized teaching way." (Le Weiguo, 2008:10) For example, when teaching the prepositions **on, onto, above, over, in, into, below, under, beside, near, by, behind, in front of** etc., we can paint a desk with a few simple objects in different positions, letting students have a clear understanding of their meanings as well as their differences. Thus we can quickly catch the attention of students, enable them to perceive and understand the meaning, and arouse their desire for learning. (<http://eng.hi138.com/education-papers/>)



english-teaching-papers/200805/94581_on-the-stick-figure-in-english-teaching.asp)



Picture 1

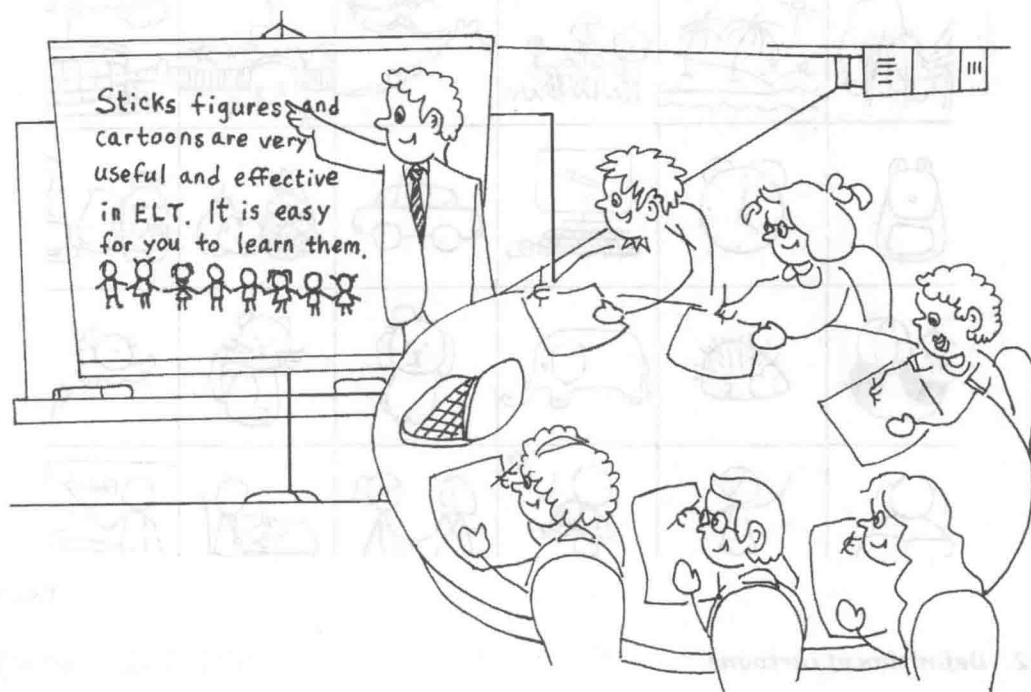
1.1.2 Definition of cartoons

Wikipedia says that “A cartoon is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire, caricature, or humor, or to the artistic style of such works.” (<http://en.wikipedia.org/wiki/Cartoon>) And **The American Heritage Dictionary** defines the word “cartoon” as “a drawing depicting a humorous situation, often accompanied by a caption”, “a drawing representing current public figures or issues symbolically and often satirically”, and “a preliminary sketch similar in size to the work, such as a fresco, that is to be copied from it”. (<http://www.answers.com/topic/cartoon>)

Cartoons used in ELT can bring humour and fun to the classroom, making the teaching and learning more interesting, vivid and effective. Cartoons in ELT have such advantages as “they are fun; they present culture; they are easily available; they provide variety during lessons; they are authentic materials; they are simply to handle; they present language issues”. (http://www.powershow.com/view/365e-MDE5Z/Using_Humour_in_an_ELT_classroom)

Sometimes, stick figures are too simple to present complex meaning of the language being taught, for instance, in the case of presenting some abstract ideas or phenomena of a language. Plus with stick figures, cartoon pictures, which are more detailedly drawn, thus more expressive than stick figures, can fulfill the difficult task and are becoming more and more popular in language teaching and learning all over the world. Therefore, teachers of primary and middle schools, as well as going-to-be teachers in the normal

university/college, should learn to handle and use this kind of useful and efficient realia in the classroom teaching in order to make their language teaching more practical, communicative and effective.



Picture 2

1.2 Significance of the adoption of stick figures and cartoons in ELT

Why do we advocate the use of pictures, especially stick figures and cartoons in our English teaching? Of course, we may have a lot of convincing reasons, and the following can be considered the main of them.

1.2.1 Requirements of The National English Curriculum

In 2001 and 2003, the Ministry of Education of China published **The National English Curriculum for the Full-time Obligatory Education and Common Senior Middle Schools (Experimental Draft)** and **The National English Curriculum for the Common Senior Middle Schools (Experimental)**. And then in 2012, after ten-year probation all over the country, **The National English Curriculum for the Obligatory Education (2011 Edition)** came out. The curricula, considered as the Constitution of the current and future English language education at the elementary educational stage of China, give prominence to one aim — realizing the Competent-oriented Education, two emphases — cultivating students' creative and practical abilities, and three orientations — facing the modernization,



facing the world and facing the future. In the design of its general objectives, the document absorbs advanced foreign language teaching-learning theories and experience abroad and at home, and proposes student-centeredness, individual development and process evaluation, paying more heed to cultivating students' communicative competence. The curricula require primary and middle school EL teachers to actively exploit and make rational use of curricular resources of English teaching-learning materials, including pictures, wall-charts, cards, multimedia materials, etc. besides textbooks and workbooks. In the description of the Objectives of Language Skills provided by the three editions, pictures are taken as a main kind of realia in classroom teaching, especially at the primary and junior middle school stage. Read the following requirements for the Second Level (primary school leaving level), and we can see the important roles pictures play in the teaching.

Level	Skill	Description of the objectives
Level 2	Listening	<ol style="list-style-type: none"> 1. to be able to understand simple utterance and recorded listening materials with the help of <u>pictures</u>, visions, and gestures; 2. to be able to understand simple stories with <u>pictures</u>; 3. to be able to understand simple questions in classroom activities; 4. to be able to understand commonly-used instructions and requirements, and respond properly.
	Speaking	<ol style="list-style-type: none"> 1. to be able to pronounce clearly with basically proper intonation in oral expression; 2. to be able to make short dialogues on personal and family information that pupils are familiar with; 3. to be able to use some most commonly used daily expressions, such as greetings, farewells, thanks, apologies, etc.; 4. to be able to make short narratives on the topics of the daily life; 5. to be able to tell simple stories with the help of the teacher and <u>picture</u> clues.
	Reading	<ol style="list-style-type: none"> 1. to be able to recognize and read the learned words and expressions; 2. to be able to pronounce simple words by using spelling rules; 3. to be able to understand simple and short requirements and instructions in the textbooks; 4. to be able to understand simple information expressed on congratulation cards; 5. to be able to understand simple stories or short articles with the help of <u>pictures</u>, and form the habit of reading by sense-groups; 6. to be able to read aloud the learned stories and short articles.

(continued)

Level	Skill	Description of the objectives
Level 2	Writing	<ol style="list-style-type: none"> 1. to be able to correctly use uppercase and lowercase letters and punctuation marks; 2. to be able to write simple greeting and congratulation sentences; 3. to be able to write simple and short sentences with the prompts of <u>pictures</u>, words and expressions and example sentences.
	Playing, acting, watching and listening	<ol style="list-style-type: none"> 1. to be able to play games in simple English at the request of the teacher; 2. to be able to act out short stories or short plays with the help of the teacher; 3. to be able to sing about 30 English songs and nursery rhymes; 4. to be able to comprehend English cartoons or English teaching programs of the same degree, and the time of the audio-visual class should be arranged less than 10 hours each school year (20 – 25 minutes each week on average).

(Ministry of Education, 2012:14)

Anyhow, the use of stick figures and cartoons in English teaching is not limited in the teaching of young learners. "It is very common to hear people say that pictures are all right for beginners and for young people but not for advanced students or exam classes. This generalization is unhelpful and untrue." (Wright, 2001:2) Such words mean that pictures can also be an efficient realia in teaching English to adolescent and adult learners. Jeremy Harmer strongly advocates the adoption of pictures in ELT and he says, "Even in an increasingly technological age, there is still good value to be had from pictures of all shapes and sizes." (2000:182) Furthermore, he points out that "Pictures of all kinds can be used in a multiplicity of ways" such as "drills, (communication) games, understanding, ornamentation, predication, discussion", etc. (Harmer, 2001:134-136) All in all, stick figures and cartoons, proven as the easiest and most interesting, convenient and meaningful teaching aids, can be used to teach learners of different levels at a different stage of English language teaching and learning.

1.2.2 Psychological functions

The adoption of pictures in ELT has had a long history since the rise of the Direct Method in the late 19th century. The method promotes "teaching new meanings through establishing associations within the target language," and one of its main ways is that "concrete vocabulary was taught through demonstration, objects and pictures." (Richards & Rodgers, 2000:7, 10) From then on,



pictures have been more and more popular in language teaching, going through the main methods and approaches such as the Oral Approach and Situational Language Teaching, the Audiolingual Method, the Communicative Language Learning, and the Task-based Approach in the 20th century. The rapid development of the studies in neurolinguistics and psycholinguistics in the last century has offered language researchers and teachers the importance and the functions of pictures and mental images accompanied with positive affect in the process of learning a second/foreign language and strengthened the methods and approaches. For instance, Jane Arnold points out that "Language learning, of course, deals with words; words are not encoded in isolation in our brains. They are present there with many, many associations and images — visual, auditory, kinaesthetic, pleasant, unpleasant ... — which play an important role in the learning process," (2000:264) and he believes that "Image can provide a strong impetus for learning." (Jane Arnold, 2000: 262) as Fogarty says, "Images and words together create a more powerful learning episode." (1994:23) Pictures seen with the "outer eyes" are the base for the learners to build up their imaginations with the "mind's eyes" associating with the verbal decoding and encoding. "After all, verbal language is only the part of the way we usually get meaning from contexts. Things we see play an enormous part in affecting us and in giving us information. We predict, deduce and infer, not only from what we hear and read but from what we see around us and from what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with." (Wright, 2001:2) A related datum shows that if a piece of information is accepted through the ears, 60% of it can be remembered after three hours, but only 40% can be remembered after three days. If the information is accepted simultaneously through both the eyes and the ears, 90% of it can be remembered after three hours, and 75% can be remembered after three days. In English learning, students must contact massive quantity of language materials every day — if they only depend on their listening to the teacher's reading and recorded materials, it is usually not easy for them to remember the language they are learning, what's more, what they have remembered will be forgotten soon. (Dai Jingyuan, 2004:39) If the teacher uses pictures such as stick figures and cartoons to provide students with the language situation, the visual figures of the language and pleasant atmosphere, their ability of imagination and thinking will be highly raised and then abstract language materials will be transferred into vivid and concrete images. In this way, we can say that stick figures and cartoons will not only vastly increase students' interest in learning and rapidly develop their cognition and competence, but also greatly improve the effect of their learning.