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I have used comic strips with Spanish and ESL students of different levels and they have always enjoyed the activities. Comics lend themselves to all kinds of entertaining and effective ways to learn language.

Comic strips work well with students learning a language because:

- The graphics support the language and create a context with a setting, objects, and characters who show emotion and action. When a teacher creates a strip, these factors contribute to comprehensible input. When students make the strip, the same elements support comprehensible output.
- The language in comic strips is entirely dialog. The absence of third-person narration with description makes the language more accessible.
- The language in comics is realistic, spoken language. This is often something I want to focus on in class.
- Comics are short. Many students find it is less intimidating to fill talk balloons than to write a paragraph of text.
- You can use comic strips with any age or level.
- Activities with comics are high-interest and fun.

Comic strips can be used in language classes in many different ways. Here are a few suggestions:

- Cut apart the panels of a comic strip or copy it out of order. Students put the panels in the correct order.
- Give students the complete strip in order with empty talk/thought balloons. Provide the sentences to fill in the balloons and let students order the dialog.
- Give students a comic strip with half of the dialog and have them create the other half.
- Select several vocabulary words and ask students to use them in a comic strip. You can create the strip with empty balloons (or use one of the blank templates), or let students make their own.
- Present a setting or a problem and have students create a comic strip.
- In groups of three (or four), give each student a three- (or four) panel comic strip with empty talk balloons. The strips can be the same or different. They each fill in the balloons in the first panel and then they all pass the strip to the person on their right. Everyone fills in the next panel in a logical way. They continue passing the strips until the comics are complete. Be sure to have three- and four-panel strips available in case you end up with groups of different numbers.
- Incorporate culture into comic strips. For younger students, this could be as simple as including a reference to food, a holiday or a place. Older students can create strips about cultural stereotypes or current events.

Focus on a specific grammar point that you would like students to practice. Here are a few possibilities:

- To practice direct object pronouns, ask students to make a strip with an object, but to only refer to the object once as a noun (anywhere in the strip). In the rest of the dialog, the object will be represented by the pronoun. [Example of a comic strip to practice direct object pronouns](#).
- To practice comparisons, ask students to create a comic strip with two characters making comparisons. Remind them that they can scale the objects and people to create differences in size. [Example of a comic strip to practice comparisons](#).
- To practice narration in any tense, give students a comic strip and ask them to rewrite it in another tense.
- Give students a comic strip to establish a scene and ask them to continue it using the past tenses or the future tense. For example, to practice narration in the past you could give students the strip [¿Yo no lo tengo!](#) and ask them to write the sequel in which the character explains how she came to have the phone in her pocket.

Consider using the generator for activities other than making traditional comic strips. The graphics in the generator are an amazing resource for learning language because they provide a visual context. You can use them to practice vocabulary or grammatical structures. Here are a few possibilities:

- Have students put a different character in each panel and use a talk balloon to have the characters introduce and describe themselves. The characters can also explain what they are doing or feeling.
- Have students put an object in each panel. Ask them to describe the object or explain why it is important to them.
- Have students create a number of different panels with several characters or objects in each but no dialog. They describe the panels to each other in pairs and their partner identifies which panel is being described.
- Have students create panels with characters and objects to demonstrate prepositions. They can work in pairs to describe their own pictures or their partner's picture.