Pre-Service Teachers' Perceptions about the Effectiveness of the TOON Comic Books in Their Guided Reading Instruction

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Abstract
Recently, education and literacy researchers have acknowledged educational merit in guided reading that incorporates interactive and authentic reading texts, such as graphic novels, which meet the needs of today’s predominantly multimodal learners (Jennings, Rule, & Zanden, 2014; Kist & Pytash, 2015). This qualitative study explores through interviews and a questionnaire the perceptions of pre-service teachers about the effectiveness of the comic book series known as TOON comics in guided reading with struggling readers and writers, from kindergarten through fifth grade. Pre-service teachers have expressed positive views concerning the use of these comic books in guided reading instruction with their struggling readers and writers. They plan to use this comic book series in the classroom in the future and they offer suggestions for addressing the challenges this genre may bring to their students.

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Pre-service teachers’ perceptions about the effectiveness of the TOON comic books in their guided reading instruction. Article. Full-text available. Sections of the book address: special help for struggling readers and writers; a basic structure of the literacy program within a framework that encompasses the building of community; independent reading; guided reading; literature study; teaching for comprehension and word analysis; and the reading and writing connection. In their study investigating the strategies teachers use when viewing classroom videos, Colestock and Sherin (2009) determined that the majority of events noticed and commented upon by teachers concerned issues of pedagogy, classroom climate, and classroom management. This suggests that maintaining an effective classroom climate and managing the classroom is closely connected to the events perceived by teachers, and the
visual processing therein. Such selectivity relies heavily on a teachers’ observations skills and visual perception. For example, students who were blatantly ignoring the instruction of the teacher and leading other students astray in the lesson by throwing wadded paper or sustaining contact and waving to friends in the hallway.