

Graphic novel analysis paper

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Advanced Interactive Graphic Novels on Mobile Touchscreen Devices
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Introduction: What is a graphic novel at your state of research?

The most significant U.S. comic artist Will Eisner coined the term “Graphic Novel”. He revolutionized the early 40s and gave a new spirit to short- stories. Eisner's comic book "A Contract with God" published in 1978 is the first Graphic Novel (Andrew 2003; Lünstedt J.). Moreover, he describes graphic novels as a sequential art and a method of expression (Eisner, 1985).

At our state of research graphic novels means books made up with content by comics or more detailed defined as “book- length comic books” (Crawford, Weiner, 2010, Fletcher-Spear et al, 2005). We see the importance of animation and sequential arts and define this as one of the main aspects of Graphic Novels, too (Will Eisner, 1985).

This format of storytelling can't be seen as an own genre, but as a separate medium to develop and design stories. Referring to our EU project which deals with Advanced Graphic Novels on Mobile Touchscreens, we want to create an own definition which includes the following aspects.

Graphic Novels should include: (1) sequential parts of one full story; (2) drew pictures, which explain the situation and showed the reader what is going on (3) Speech bubbles, which explain in an easy and minimized way the storyline.

Development of graphic novels in your country

The graphic novel has undergone a renaissance and rebirth in Spain over the last decade. For many years, comics were readily available on newsstands, before disappearing in the 1980s and migrating to comics stores, a more specialized, and, to an extent, underground market, where the format remained a cult phenomenon before reemerging, rebranded. (<http://publishingperspectives.com/2013/11/graphic-novels-in-spain-the-comic-reborn-and-rebranded/>). According to 2010 figures from Spain's Federation of Publishers shows, that 14.5% of readers over the age of 14 read comics, compared to the 60% who read fiction. Among the total number of readers, significantly around 47.8% read using a digital device. So comics represent 2.9% of total book sales in Spain (Spain's Federation of Publishers, 2010). Comics and mangas are more and more popular in Spain.

Here a selection of some popular Spanish Graphic Novels for adults:

- **Frank Miller's Sin City. [Vol. 2], Mataría por ella**
by Miller, Frank in the year 1957
- **Usagi Yojimbo : daisho**
by Sakai, Stan in the year 1998
- **Queen & country : operacion : bola de cristal**
by Rucka, Greg in the year 2005
- **Supercómic: Mutaciones de la novela gráfica contemporánea**
By Daniel Ausente, David M. Ball, Eddie Campbell, Fernando Castro Flórez, Jordi Costa, Alberto García Marcos, Emmanuel Guibert, · Eloy Fernández Porta, Ana Merino, Raúl Minchinela, Óscar Pálmer, Mireia Pérez, Pepo Pérez in the year 2013
- **Versus**
By Luis Bustos in the year 2014

Scientific relevance for the use of graphic novels

The use of graphic novels for example in classrooms and educational background is more and more debated in Spanish environment. Many language teachers of English or different languages are unfamiliar with Graphic Novels, because they did not grow up with this kind of materials.

Moreover, many teachers do not know how to integrate the Graphic Novels in their lessons, but on the other hand, there are many arguments to use of graphic novels in classrooms. Referring to a number of researchers, graphic novels are more attractive to children and students and can motivate kids to read (Griffith, 2010; Crawford, Weiner, 2010) and to foster love of reading (Crawford, 2004).

Graphic Novels, like seen in our project, have the opportunity to use different channels to learn and teach languages in classrooms. Graphic novels can improve language and literacy development, including second language learners Crawford (2004). Moreover, it can help improve reading development for students struggling with language acquisition and contextual clues to the meaning of the written narrative (Crawford, Weiner, 2010).

Additional research demonstrate that graphic novels can be useful in allowing ELL students to increase their vocabulary and to engagement with the language. It can be a useful tool in language pedagogies to allowing learners to engage in a multi-literacy approach to language learning. It can also enhances their reading absorption, too (Chun, 2009).

Application possibilities in teaching

As mentioned in the parts before Advanced Graphic Novels are very useful to integrate different channels in language lessons and language learning scenarios. There are many changes for teacher and learner to develop an individual environment to teach and to learn in their own tempo and way. While thinking about the possibilities, there is a high potential to use Graphic Novels for connecting different subjects and topics. For example teachers can use one storyline for two or more different language classes, where they teach different languages. In addition, Graphic Novels can be used for diverse subjects like for example biology and language learning. The storyline has to have an open plot, where a diversity of topics can be included.

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