



## Comics and English Language Teaching

### KEYWORDS

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**ABSTRACT** *Learning does not take place only from text books. The child learns through seeing, hearing, touching and feeling. The cognitive development of children is inherent in every child. The duty of the teacher is to stimulate this. Comics can be used as one of the tools to stimulate the creativity of the students as children are interested in comics. The visual impact of the comics creates the interest to read the text. The aim of any literature is to reform the society. Comics as visual literature can delight and instruct the society. Comics are a cluster of flash cards. Through this we can improve the vocabulary easily. Through picture comprehension we can motivate the students to describe the events. Students can think, visualize and interpret in different ways.*

Comics means a periodical containing comic strips, intended chiefly for children. It is also mentioned as graphic novel or funny magazine. Comics can be utilized for English Language Teaching. Graphics enables the writers to convey information to readers who do not share a common language with the writers or with each other. Comics is based on Reader-Centered Approach. Readers gain more knowledge from communication with graphics. Comics can convey the message through pictures with or without words.

Comics can be utilized for implementing Active Learning Method. Active learning stands in contrast to 'standard' modes of instruction in which teachers are active and students are passive. Research suggests that students must do more than just listen: They must read, write, discuss or be engaged in solving problems. Further, students must be engaged in higher order thinking tasks as analysis, synthesis and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are may be called active learning.

Use of these techniques in the classroom is vital because of their powerful impact upon student's learning. Studies have shown that students prefer strategies promoting active learning to traditional lectures. We do not learn by passively receiving and then remembering what we are taught. Learning involves active constructing our own meanings. We invent our own concepts of making theory of learning is called 'constructivism.' Thus seems to involve looking, simultaneous with the outward looking. Active learning refers to techniques where students do more than simply listen to a lecture. Active learning derives from two basic assumptions:

- that learning is by nature an active endeavour and
- that different people learn in different ways.

It is important to remember, however, that lecture does have its place and that active learning cannot happen without content or objectives. Education once was thought of as a process of transmission (i.e., pouring knowledge into empty vessels). The quality of teaching and learning is improved when students have enough opportunities to clarify, question, apply and consolidate new knowledge. Many teaching strategies can be employed to actively en-

gage students in the learning process. Some of these are group discussion, problem solving, case studies, role plays and journal writing.

The benefits of using such activities include improved critical thinking skills, increased retention and absorption of new information, increased motivation and improved interpersonal skills. Active learning methodologies require that the student must find opportunities to meaningfully talk and listen, write, read and reflect on the content, ideas, issues and concerns of an academic subject.

#### Merits of active learning are:

- Students are involved in learning.
- Less emphasis is placed on developing students' skills.
- Greater emphasis is on developing students skills
- Students are involved in thinking ( understanding, comprehension, analysis, synthesis, evaluation)
- Students are engaged in activities (e.g., reading, discussing, writing) and
- Greater emphasis is placed on students' exploration of their own attitudes and values.

Through appropriate inputs from the teacher, students learn and practice how to apprehend knowledge.

Active Learning needs a structure and an atmosphere

- Where there is no competition
- Where seating favours discussion and peer learning
- Where it is explicit that class space is for learning by 'doing some things' and
- The 'doing' is defined as such that it can be seen as meaningful and applied in other contexts.
- Mixed age environment is also possible

Comics are used to generate, visualize, structure and classify ideas.

According to Bloom's Taxonomy the educational objectives should be classified under the following three domains.

1. Cognitive - Knowledge
2. Affective - Behaviour
3. Psychomotor - Skill

The group agreed that taxonomy should have educational,

logical and psychological basis. We can apply the objectives of Bloom's Taxonomy to the comics. Comics can be used as one of the visual aids to teach English. The objectives are

- To facilitate communication among teachers, examiners and other educational workers.
- To develop a source of hypothesis and questions for methods and testing technique

Reading of books, newspapers, magazine and journals are sources of knowledge. Through reading comics, funny magazine, the readers should be able to grasp the meaning, store it in memory and reproduce that knowledge when required. Generally, unfamiliar words hinder reading. While reading comics they can understand the meanings easily. Story method is one of the methods of reading. Children have a natural liking for reading stories and jokes.

Activities to accomplish reading for details:

- To look at the picture and then describe what they see.
- Elicit answers concerning the details.
- To test their reading comprehension, they may be asked to read a passage and translate it into their mother - tongue.

The correct message, feeling, thoughts and expressions and experiences can only be communicated in written forms. Reading, understanding and responding are the major goals of visual perception.

- Pupils describe objects and pictures
- Pupils write stories or describe from a series of pictures
- Pupils write simple stories by developing a given outline.
- Pupils write freely on a simple topic.

The teacher can test the writing skill of the students after reading comics. It is a self learning method. The teacher can evaluate the students by asking multiple choice items, and completion items. A picture is worth of thousand words. Children can comprehend the story or concept easily and quickly. .

The following famous quote shows the importance of involvement of the students.

"Tell me and I will forget  
Show me and I will remember,  
Involve me and I will understand"