CARTOONS AND COMIC STRIPS: PEDAGOGICAL TOOLS IN TEACHING SCIENCE AND ENGLISH

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In the present times, majority of the students in this generation expect a modern classroom setting in which they can enjoy and learn at the same time. They effectively learn if the discussion is engaging and interesting that is why teachers must apply new strategies and techniques that will arouse the interest of the students to be more participative in the lessons. The creativity in the use of pedagogical tools is also needed so that the students will find the lessons appealing.

Some of the pedagogical tools that can be used in teaching lessons particularly in English and Science are the cartoons and comic strips. Cartoons are drawings that tell a story and intended to portray a message or concept while comic strips are series of cartoon drawings that also portray a story or concept. Although these are used for entertainment for children, these drawings can also serve as tools for them to learn and grasp a lot of information regarding their lessons in English and Science.

Barbara Tversky (2015), a cognitive psychologist, said that visual communications can work better than words alone whether these were produced by the students or provided by the teachers because visual-spatial communications represent thought more directly than language does. She also added that in Science, professional cartoonists can seamlessly integrate words and images to create compelling narratives that explain scientific topics with a consistent visual framework and rich forms of language – in speech balloons, in narration, in notation – to engage readers with drama and humour.
Using these pedagogical tools gives teachers an innovative teaching strategy and makes them shift from a traditional way of teaching to a more creative and engaging teaching-learning process. The use of images and visual presentations in teaching has many advantages because using these visual images in teaching can give motivation. While interestingly looking at the cartoons or comic strip drawings, the students can actually effectively understand concepts, ideas and information derived by those visual presentations.

According Girija N. Srinivasalu (2016) said that by using cartoons, teachers can provide joyful environment and can make their students think differently and make them create something in their own. Also, these materials give memorable experience to everybody and by having comic strip with proper messages by adding humour to the topic, a teacher can reach everybody easily, which means that more students can relate to the discussion, hence, giving them a better understanding of the lesson.

In addition to this, Srinivasalu said that visual elements with textual information, dialogues, gestures and animations can be conceptualized by the students in different ways wherein they use their imagination. Using this approach, the capability of the students to be imaginative will be developed and learners are given the opportunity to participate in classroom discussions to support their own ideas and knowledge as well as identifying others’ conceptions of a particular topic with cartoons.

Due to the advancement in education, the teachers must meet the demands in the new techniques and strategy that are needed in a classroom setting. Teachers are dealing with the 21st century learners who best learn with the aid of concrete samples and creative
approach in teaching. With the best pedagogical tools, the teachers could help the learners to reach their full potentials in understanding the lessons and develop their critical thinking through conceptualizing out of the visual presentations. Teaching is an art, hence, the teacher must never run out of ideas on how they are going to make classroom enjoyable and engaging.

References:


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