

ANALYSIS STUDENT VIEWS RELATED TO EDUCATIVE COMICS

EĞİTİCİ ÇİZGİ ROMANLARA İLİŞKİN ÖĞRENCİ GÖRÜŞLERİ

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The purpose of this study is to identify the students' views about educative comics that have an important place for creating an entertaining classroom atmosphere. Study has been applied on 50 students in 6th grade in 2013-2014 academic year who are studying at Kara Hasan Pasa Secondary school located in Dörtüol county seat of Hatay province. Case study technique which belongs to qualitative research design has been used in the study and the answers the students gave to seven open-ended questions in the form of semi-structured interview has been resolved through content analysis. These results have been reached in accordance with data obtained at the end of the study: A great majority of students have expressed the opinion that they read comics never before, that they liked the educative comics they have read, that the message wanted to be given through educative comics is presented shortly and clearly, that they identify themselves with the characters involved in educative comics, that educative comic is not as long as the texts in the textbooks, that educative comics should consist of more pages, and that they increase the interest in the course and acquire the habit of reading.

Keywords: Educative Comics, Reading Habit, Textbook.

Özet

Eğlenceli bir öğrenme ortamının meydana gelebilmesi için günümüz okullarının birçok farklı unsuru sınıf ortamlarına taşıdıkları bilinmektedir. Özellikle öğretene ile öğrenen arasında etkili iletişimin kurulmasında, sosyal hayatta birey için gerekli olan birçok önemli bilginin bireylere aktarılması sürecinde ve sosyal, psikolojik ve bilişsel açılarından öğrenme sürecine pozitif yönde etkileri olan eğitici çizgi romanların sınıf ortamında önemli bir yer tuttuğu söylenebilir. Yapılan bu araştırmanın amacı eğlenceli bir sınıf atmosferinin oluşturulmasında önemli bir yer tuttuğu düşünülen eğitici çizgi romanlar hakkında öğrenci görüşlerinin belirlenmesidir. Çalışma 2013-2014 eğitim-öğretim yılında, Hatay ili Dörtüol ilçe merkezinde yer alan Kara Hasan Paşa Ortaokulu'nda öğrenimlerini sürdüren 50 ortaokul 2. sınıf öğrencisi üzerinde gerçekleştirilmiştir. Yapılan çalışmada nitel araştırma desenlerinden olgusal çalışma tekniği kullanılmış ve öğrencilere dağıtılan yarı yapılandırılmış görüşme formundaki yedi adet açık uçlu soruya verdikleri cevaplar içerik analizi yoluyla çözümlenmiştir. Çalışma sonunda elde edilen veriler doğrultusunda şu sonuçlara ulaşılmıştır: öğrencilerin büyük bir çoğunluğu daha önce hiç çizgi roman okumadıklarını, okumuş oldukları eğitici çizgi romanı beğendiklerini, eğitici çizgi romanlar aracılığıyla verilmek istenen iletilerin kısa ve net bir şekilde sunulduğunu, eğitici çizgi romanda yer alan karakterlerle özdeşim kurduklarını, eğitici çizgi romanlardaki dilin ders kitaplarındaki metinler gibi uzun olmadığını, eğitici çizgi romanların daha çok sayfadan oluşması gerektiğini ve eğitici çizgi romanların derse olan ilgiyi arttırarak okuma alışkanlığını kazandırdığı yönünde sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Eğitici çizgi roman, okuma alışkanlığı, ders kitabı.

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Introduction

Education is a systematic process that elapses between the birth and death of human, and creates expected behavioral changes on individuals, and also an important factor providing the development of societies. The irresistible prestige of the knowledge considered to be the most important criteria in determining the country's wealth, today has provided a rich perspective on the field of education, and this too has increased amply the importance given to education on the basis of individual, community and country (Uyangör, 2007). That qualified individuals who can adapt the changes that occurred over the world, and who have knowledge, skills, understanding and high comprehension capacity can only be educated through education has drawn more attention of the world countries in recent years (Mentiş Taş, 2004; Taba, 1962; Tyler, 1950). While being given so much importance to education in the basis of countries, some researchs have revealed that students have ruptured quickly their research and especially reading habits. It has thought that the reason of this rupturing about individuals and especially students is to be prepared of the content of textbooks with a single type perspective and carelessly. Therefore, the commission preparing the textbooks primarily should sprinkle many visual elements together with content to the textbooks to increase attractiveness of their textbooks. It is necessary to be used of textbooks which have rich content as well visual learning elements more actively in courses in order to provide more lasting and meaningful learning in a more healthy way in the process of course.

Many recent studies have shown that in-class activities of visual teaching materials used in the process of course have provided more successful results in the context of increasing interest and participation (Örs, 2007). It has been known that during the course students can remember % 10 of what they read, % 20 of what they hear, % 30 of what they see, % 50 of what they hear and see, % 70 of what they are said, % 90 of what they are done (Üçışık, Ünlü and Özey, 2002; Yalın, 2000; Yazıcı, 2006). Namely, if issue is told in a routine way, students can remember only % 10 of what they are said, in contrast; the remembering rate can reach to % 90 if the issue is embodied with concept and facts (Barth and Demirtaş, 1997; Yalın, 2000). Sones (1944) found out in his studies that students could learn more easily in the courses performed through visuals materials.

We mention about the existence of many visual materials used in today's modern education system. But there is such a genre creating addiction as long as it is read that it has been described as product which has unwelcomed by parents especially in Turkey for many years, has prevented students to make their homework and has been lazied to children. However, it is known that comics have been used to educate the individuals depending on their country, being aware of social rules and adopting the universal values in earlier periods of history especially in USA and many countries in Europa. Comic is the expression of an any story via picture or drawings (Alsaç, 1994). Comic, according to Platin, is the expression style occurring as a consequence of integrating with any theme of pictures drawn by a drawer. According to Inge (1997), comic is a narrative form in which different characters occur in different situations again and again, that establish a balance between given visual text and motion, and that gives the dialogues between heroes through speech ballons. Today it is quite difficult to mention about a general comic definition consisted in accordance with common views despite these definitions. Because day by day, people's point of view towards comic changes, and also the developments in the field of comic and new techniques preclude making a general definition of comic. Mc Cloud (1994) denotes for this situation that each new generation may produce different definitions about comics in accordance with their own point of view. Kireççi (2008) expresses that comics can be defined only according to their occurrence period and culture. The

comics consist of both drawing and story narration. Namely, sometimes drawing or sometimes expression is emphasized according to story intended to be narrated. However, when the drawings are used more in the stories narrated in comics, the intended message is comprehended more easily. The continuity of a comic actualizes more successfully emphasizing the drawings in the comic whose fiction is successful. Moreover, in the case of emphasizing too much on writing in the comics, the story gets a stagnant state losing following feature. In the light of all these cases, it is known that the most important feature of comics is a reasonably balanced picture-writing relationship and integrity. Picture-writing relationship and integrity are the most important factors contributing to comics' being read and focused (Alsaç, 1994; Cantek, 2002; Kireççi, 2008). The language used in the comics is quite different from the language structure used in other literary products (Tuncer, 1993). In addition, new words, sound imitations and special signs are developed through a new language belonging to comics (Marrow, 1975). Alsac (1994) has denoted that there is a iconography –that is– a new language in the comics that allows the reader to read the story easily.

It is thought that the use of the comics having a rich structure from both written and visual aspects during the course will bring successful results together. Because, educative comics have an important place to eliminate misconceptions on students of primary education in a healthy way and to teach some specific concepts in an effective way. As educative comics put the literature and art together in itself which are the very rich two forms of the cultural expressions, students, during the reading of comics, take place actively in the course process by filling the blanks between this two panels requiring active thinking (Rota and Izquierdo, 2003). As comics have not never-ending sentences and extended paragraphs, they do not fear and tire the children who do not like the reading and have reading difficulties. In contrast, comics can tell many things only in a few sentences through attractive drawings and thinking and speaking bubbles located in the hill of them or coming out of their mouth. Especially, it is a fact that beginning of reading the comics in an early ages provides a habit of reading (Zimmerman, 2008). In addition, comics have widely been used by therapists in education of learning disabled persons, mute persons, autistic children and traumatic patients (Çetin, 2010). If educative comics are used in education actively, it is necessary that comics address the affective, cognitive and visual levels of target group. Moreover, it is also known that the colourful structure of comics and their involving the element of humor together allow comics being used very easily during the course. Comics have some features requiring to using in the field of education in particular. The first of these features is that comics motivate the children for course in a high level. Teachers who joined the study of Hutchinson (1949) thought that comics had an important role to increase the motivation towards the course and individual participation. In this regard, Haugaard (1973) denoted that children had a natural interest and he indicated that teachers who used the comics in their course could benefit strongly the attractive and motivating features of comics. Another feature of comics which is enabling it to be used in the field of education is that it can be stopped and permanent. Williams (1995) stated that the reason of comics' being preferred frequently by individuals was that comics kept both permanent and visual features together. Williams expressed that cartoons and animations was also visual products but they had shorter time period than comics. Besides, the language used in cartoons and animation is not constant but is in a continuous flow. Namely, it is not possible to be repeated and thought deeply any expression missed. Teaching method created by text is also similar to the education created by comics; in this regard, both are stationary but there are no visuals in plain texts. Therefore; visual permanency is a property that belongs only to comics. McCloud (1994) also denoted that time in comics could only changes through the moving around of reader's eyes in page and

thus reader could determine the transferring speed of information. This is an appropriate approach in learning to the contemporary individual rate principle.

When the related literature is viewed, it is not observed any study concerned with the evaluating of comics according to student' views. The main purpose of this study is being evaluated the comics according to student' views.

Purpose of The Study

This study aims to determine opinions of the students about the educative cartoons. In accordance with this aim, following sub-problems were sought to answer:

1. To find out that if the students read educative comics before.
2. Determine students' level of interest about the comics that they read before.
3. To find out in what sense the students were impressed with the comics.
4. To Determine the students' opinions about the characters whom the read in the comics.
5. To disclose the students' opinions about whether the educative comics are included the course books.
6. To find students' opinions about the deficiency of the cartoons which they read.
7. To find what contributions the comics made to the students.

Methodology

This study has been performed with the aim of presenting the 6th grade students' views about educative comics. With this aspect, this study has a qualitative dimension. The qualitative research is to present the perceptions and phenomenons in a realistic and holistic manner through tools such as observation, interviews and document analysis (Yıldırım and Şimşek, 2008). Generally qualitative researcher maintains research scientific process by explaining the meanings and relationships with observation, interview and documents (Merriam, 1998). The study which interested in 6th grade students' views about educative comics was used case study model. The aim of the case study is presenting a specific condition results, so these results cannot be generalize in different situations (Yıldırım and Şimşek, 2008).

The study group

Study has been applied on 50 students in 6th grade in 2013-2014 academic year who are studying at Kara Hasan Paşa Secondary school located in Dörtyol county seat of Hatay province.

Instrumentation

6th grade students have been provided to read an educative comics prepared by benefiting from <http://www.pixton.com/> web page on the context of social studies within the framework of a sample acquisition in spring term. The students have been asked 7 open-ended questions to express their thoughts about educative comics. Open-ended questions provide the researcher to handle the phenomenon that he/she wants to research with a flexible and open-ended approach (Yıldırım and Şimşek, 2008). In order to collect data the questions prepared before, was evaluated by the three field experts and then a language experts investigated the them in terms of expression clarity. Furthermore, the formula of reliability by Miles and Huberman (1994) was employed and found as .89. Miles and Huberman (1994) suggested that

the reliability coefficient over .70 is reliable. Therefore it was decided the questions are fairly reliable. The questions on the interview form is as follows:

- ✓ Have you ever read comics in previous terms?
- ✓ Point out the level of your interest about the educative comics you read before?
- ✓ Explain by giving information about the most effective aspect of the educative comic you read?
- ✓ Explain your thoughts about the characters involved in the educative comic?
- ✓ Point out your views about whether educative comics should be involved in the text books or not?
- ✓ What is the most important deficiency included in educative comic you read according to you?
- ✓ What is the greatest benefit for you of the comic you read?

Data Analysis

Answers given by 6th grade students to the open-ended questions in structured interview form have been analyzed through content analysis. Educative comic applied to the students within the social studies course has been presented in a lesson and they have been requested to write their positive and negative thoughts about comics and then notes held by students have been collected and expressions written have been compared with each other. In addition, answers given to the open-ended questions by students have been coded according to the similarities and the repetition frequency and charts have been created. Common themes identified have been requested to analyze by another researcher who is expert in the field of education especially in qualitative researches to increase the reliability of study. At the end of this process, ideas exchange have been accomplished on deficient aspects of the common themes and common themes have been given their final shape.

Findings

In this section of study, findings obtained through open ended questions with the aim of determining 6th grade students views on educative comics have been mentioned. 6 questions have been asked the students as open ended questions and obtained data have been evaluated through content and descriptive analysis. Data obtained at the end of study have been demonstrated through charts by dividing the common themes.

Table 1: Findings about whether the students read comics before

Expressions	Student	f
I have read	2,12,20,23,33,34,37,39,40,42,43,45,47,48	14
I have not read	1,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19,21,22,24,25,26,27,28,29,30,31,32,35,36,38,41,44,46,49,50	36

Answers given by the 6th students to the question of “Have you ever read comics” have been demonstrated in table 1 in details. When table 1 has been examined, 14 sixth grade students said “I have read” and 36 sixth grade students said “I have not read” in contrast.

The student view corresponding the expressions of “I have not read” is as follows: “Actually, I want to read comics. But, my father says that comics is a thing read by lazy students. Being not scolded by my father, I can’t read comics”.(student-49)

The student view corresponding the expressions of “I have read” is as follows: “My brother collects comics already. Because of this reason, I read his comics”.(student-33)

Table 2: The findings about students’s level of interest in educative comics

Expressions	Student	f
I have liked	3,4,5,6,7,8,9,10,11,13,14,15,16,17,19,21,22,23,24,25,26,27,28,29,30,31,32,34,35,38,39,40,41,43,44,45,48,49,50	39
I have not liked	1,2,12,18,20,33,36,37,42,46,47	11

Answers given by the 6th students to the question of “What is the level of your interest about the educative comics you read before?” have been demonstrated in table 2 in details. When table 2 has been examined, 39 sixth grade students said “I have liked” and 11 sixth grade students said “I have not liked” in contrast.

The student view corresponding the expressions of “I have liked” is as follows: “The topics in comics are very exciting. I am looking forward to go from page to page. Events are happening too quickly and I can immediately see the end of the events. So I want to say that I like comics”.(student-21)

The student view corresponding the expressions of “I have not liked” is as follows: “I love to read more. Comics are like cartoons already. I don’t like cartoons, too. That’s why I did not like the comics I read”.(student-47)

Table 3: The findings about in what sense the students were impressed with the comics

Expressions	Student	f
Giving as short and clear the message wanted to convey	2,4,7,8,11,13,16,17,19,20,22,24,26,28,30,32,33,35,38,41,42,49,50	23
Clarity of the stories	1,3,10,14,18,27,29,31,34,37,39,40,43,46,47	15
Speech style of character	5,6,9,12,15,21,23,25,36,44,45,48	12

Answers given by the 6th students to the question of “Explain by giving information about the most effective aspect of the educative comic you read” have been demonstrated in table 3 in details. When table 3 has been examined, 23 sixth grade students said “Giving as short and clear the message wanted to convey” and 15 sixth grade students said “Clarity of the stories” and 12 sixth grade students said “Speech style of characters”

The student view corresponding the expressions of “Giving as short and clear the message wanted to convey” is as follows: “Texts we read in our textbooks are too long and I have sometimes difficulty to understand what is said in text. Besides, I’m so bored at reading the textbook”.(student -35)

The student view corresponding the expressions of “Clarity of the stories” is as follows: “In comic I read, everything is treated with very clear and understandable manner. Stories in plain text is too long but it is very short and clear in here”.(student-14)

The student view corresponding the expression of “Speech style of the characters” is as follow: “The speech shape and form of the characters in comics is the same as our conversations. While characters speak in a serious way on important issues, they speak in a humorous way in normal times”. (student-44)

Table 4: The findings about the students’ opinion about the characters in the comics

<i>Expressions</i>	<i>Student</i>	<i>f</i>
Identifying with some characters	7,9,11,13,14,15,16,18,20,24,25,28,29,30,31,36,38,40,43,47,48,50	22
Finding the speech very explanatory	1,2,4,5,12,17,19,22,23,26,32,34,35,41,45,46	16
Finding the types of characters very interesting	3,6,8,10,21,27,33,37,39,42,44,49	12

Answers given by the 6th students to the question of “Explain your thoughts about the characters involved in the educative comic” have been demonstrated in table 4 in details. When table 4 has been examined, 22 sixth grade students said “Identifying with some characters” and 16 sixth grade students said “Finding the speech very explanatory” and 12 sixth grade students said “Finding the types of characters very interesting”.

The student view corresponding the expression of “Identifying with some characters” is as follow: “It is amazing that a character in the comics I read is very similiar to myself. Our way of speaking and the words we use are very similar. I liked this a lot”.(student-14)

The student view corresponding the expression of “Finding the speech very explanatory” is as follow: “I can understand very clearly the speech of characters with each other in the comics I read. Thanks to the comics I read, I see that some of the things I know is actually false”. (student-17)

The student view corresponding the expression of “Finding the types of characters very interesting” is as follow: “I noticed that we have the same clothing style and haircut with the some characters in comics. The characters’ arms and legs in comics are long, but still looks nice”.(student-39)

Table 5: The findings about whether educative comics are included in the course books

<i>Expressions</i>	<i>Student</i>	<i>f</i>
Yes,it should be involved -Texts in textbooks are too long but it is not -We are smiling when we read it -The spechs of characters are very funny	3,4,5,6,7,8,9,10,11,13,14,15, 16,17,19 21,22,23, 24,25,26,27,28,29, 30,31,32 34,35,38,39,40,41,43,44,45,47,48,49,50	40
No,it should not be involved -It is very short -I love reading more -I do not like comics	1,2,12,18,20,33,36,37,42,46	10

Answers given by the 6th students to the question of “*Point out your views about whether educative comics should be involved in the text books or not.*” have been demonstrated in table 5 in details. When table 5 has been examined, 40 sixth grade students said “*Yes, it should be involved*” and 10 sixth grade students said “*No, it should not be involved*”.

The student view corresponding the expression of “*Yes, it should be involved*” is as follow: “*I liked the story in comics. I could understand clearly what the story says. Texts in our textbooks are too long to read. In contrast, I could understand fully what happened in one page.*”(student-10)

The student view corresponding the expression of “*No, it should not be involved*” is as follow: “*There are exaggerations in comics so I don’t like it. I think that reading is better.*”(student-20)

Table 6: Findings about the deficiency of the comics

<i>Expressions</i>	<i>Student</i>	<i>f</i>
It should be involved more pages	3,4,5,10,11,13,14,15,16,17,19,21,22,27,28,29 30,31,32,41,49	21
The characters should be more marked	6,7,8,9,23,24,25,26,33,36,37,39,43,44,46,48	16
Texts in speech balloons should be bigger	1,2,12,18,20,34,35,38,40,42,45,47,50	13

Answers given by the 6th students to the question of “*What is the most important deficiency in educative comics you read?*” have been demonstrated in table 6 in details. When table 6 has been examined, 21 sixth grade students said “*It should be involved more pages*”. 16 sixth grade students said “*The characters should be more marked*”. 13 sixth grade students said “*texts in speech balloons should be bigger*”.

Student view corresponding the expression of “*It should be involved more pages*” is as follow: “*Generally, I liked comics I read. I think that the choice of characters, dialogs among the characters and the story are very attractive and good. But, it would be nice if*

it was a little longer. I don't want it come to an end. I wish our textbooks were in this manner". (student-28)

Student view corresponding the expression of "The characters should be more marked" is as follow: "It would be nice if we saw more closely the face and gestures of the characters". (student-48)

Student view corresponding the expression of "texts in speech balloons should be bigger" is as follow: "Texts in speech balloons in which the comics characters speak with each other are smaller than texts in our course books. It would be nice if texts were bigger". (student-42)

Table 7: Findings about contributions of the educative comics

Expressions	Student	f
Increasing the interest towards the course	3,4,6,8,10,11,13,15,16,19,21,22,28,29,30,33,34,39,40,43	20
Loving to reading	1,2,5,7,12,14,17,18,23,24,25,31,35,36,38,42,44,45,46,47	20
Teaching to some concepts unknown	9,20,26,27,32,37,41,48,49,50	10

Answers given by the 6th students to the question of "What is the greatest benefit you gained from the comics you read?" have been demonstrated in table 7 in details. When table 7 has been examined, 20 sixth grade students said "Increasing the interest towards the course". 20 sixth grade students said "Loving to reading" and 10 sixth grade students said " Teaching the some concepts unknown".

Student view corresponding the expression of "Increasing the interest towards the course" is as follow: "I'm waiting the brake in other courses because I'm very bored. But, I don't want to be ended the course thanks to this comics I read. After we read the comics, our teacher had got our ideas about the events in comics. I suppose that I won't be bored if our lessons are processed in this manner from now on".(student-21)

Student view corresponding the expression of "Loving to reading" is as follow: "Texts in textbooks are too long to read. After a few sentences I fell like drowning and I stop to read. I can understand immediately what is said in comics and I say that I wish comics we are handout were not only a page. Believe me! If it was ten pages, I would read it still".(student-29)

Student view corresponding the expression of "Teaching the some concepts unknown" is as follow: " Until now, there have been some words and their meanings I have to difficult to understand but thanks to comics I have learned some words and concept I did not know".(student-9)

Results and Discussion

The developments in the field of science and technology has also brought a new perspective in the education world as in many fields are. In today's modern education system, the traditional approach replaces into the constructivist approach in schools and also passive student nature replaces into active student nature in course process. Hence; Mentality of modern education focuses on the student model of reading,

questioning, thinking and investigating. It has been thought that rearranging of the contents of textbooks which is an important material in course process according to students' interests and needs and especially using of visual teaching materials more in course process have an important role to create desired student model. Nowadays, many visual material used in this course may be mentioned but it is expressed that students have positive attitude of educative comics in particular among these materials. Krashen (1993) determined in his study that comics had an important role to increase the academic success towards course in a positive way. In this study, following conclusions have been reached:

It has been identified that the majority of the students in the study group have never read comics before. It has been thought that this results from the negative prejudice of parents against comics. Thus; Can and Türkyılmaz (2010) have identified in their study that students prefer mostly textbooks, novel and crossword magazines than story, comics, child and science magazines. Another result obtained in the study is that a majority of students stated their appreciation about comics they read. It has been thought that having a positive attitude of majority of students has thanks to their encounter with comics in this study first-time. In addition; It has been thought that having a funny language of comics and addressing the children's dream world through its visuality have brought this positive point of view together. Olson (2008) identified that students had took great pleasure comics used in the course process. Haugaard (1973) identified that comics' attractive characteristic should be used to increase students' interest towards course. Brocka (1979) denoted that comics had brought with more advantageous results in terms of the visuality in increasing students' achievement compared to other literary genres. Another result obtained from study is that a majority of students could understand clearly and shortly the message wanted to be conveyed. It has been thought that forming of this perspective on students results from being long and boring of texts in textbooks and giving in an implicit way of message wanted to be conveyed. In their study, Beard and Rhodes (2002) identified that comics was useful tool in terms of simplifying the message wanted to be conveyed. In his study on effectiveness of plain text and comics, Sones (1944) concluded that comics' visuality was more effective than plain texts in teaching. Another result obtained from study is that students have stated that they have created an identification with the characters in comics. It is thought that forming of this kind of perspective on students is thanks to similiarity their physical appearances and discourses with the characters' physical appearances and discourses. Olcay (2013) denoted that children had created an identification with cartoon characters in visual materials effectively. Another result obtained from study is that students have a common idea about being given the educative comics in textbooks. It is thought that forming of this kind of perspective on students is thanks to being presented in a short, clear and understandable way of comics. Another result obtained from study is that comics allow to increase the interest in course and to be realized more sincerely of reading activities. It is thought that forming of this kind of point of view results from the existence of long texts in textbooks and the being performed of lessons in a stable manner. Özdemir (2010) determined that comics had an important role in increasing the interest for participation and the academic success. Topkaya (2014) found that educative comics have positive impact both on academic achievement and attitudes towards the course. Hutchinson (1949) denoted that comics had an important effect in increasing the motivation for lesson and individual participation. Cary (2004) identified in his study that short expressions in comics had an important role in acquiring the habit of reading. Muniran and Yusof (2008) and Çetin (2010) comics having rich visual content had an effective tool in acquiring the habit of reading to the individuals.

The following recommendations can be made to the researchers;

- Textbooks should be included with visuality together with texts.
- Skilled persons and preset programs allowing the draw of comics should be utilized in preparing of educative comics.

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