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# Teacher Attitudes toward Comics

A Survey Study of Upper Secondary EFL Teachers in  
Sweden

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## Abstract

Generally, comics have been looked down upon and not seen as a pedagogical tool. Despite this, the research on the use of comics has increased in recent years which has shown the potential benefits to using comics in the language classroom. There is, however, a lack of research on teacher attitudes and research in a Swedish EFL context. The present study has attempted to fill this gap by investigating teacher attitudes toward comics and factors that might affect their attitudes toward using it in the language classroom. This is a quantitative study with 85 participants. A self-developed questionnaire was administered online to gather data, which was analyzed using statistical and thematic analysis methods. The results showed that participants did not have positive attitudes toward comics itself but had positive attitudes toward the use of comics. It also showed that they were unsure of the usefulness of comics. To investigate the factors that might affect teacher attitudes toward using comics, it was split into potential benefits and challenges. These factors were rated, and participants expanded on their answers in open-ended questions. In terms of potential benefits, all three factors were regarded as such, but participants also questioned them and brought up other potential benefits in their answers. When it comes to challenges, the participants showed a higher degree of disagreement toward one factor while agreeing with the two other ones being challenges, but, here as well, questioned them and brought up other challenges. Pedagogical implications were discussed and areas for future research were presented, before concluding the paper addressing the overall significance of study.

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# 1 Introduction

Comics as a literary genre has generally been looked down upon due to those unwilling to acknowledge comics since it is a part of popular culture and thus rarely regarded as a pedagogical tool (Wolk, 2007). Despite this, there has been a significant increase of research conducted on the usage of comics in language classrooms in recent years, particularly in English classrooms. The results of studies have shown that there can be various benefits to using comics. These benefits include the possibility for students to develop different skills than traditional novels can which such as visual literacy skills due to its multimodal nature, help students develop their reading comprehension and improve their motivation (Pantaleo, 2012; Basol & Sarigul, 2012; Chou, Hsu & Chen, 2015). Despite the growing number of studies conducted on the usage of comics, there is, however, a lack of research conducted on teacher attitudes. Simultaneously, there is also a lack of research conducted in a Swedish context which can partly be explained due to the absence of comics in Swedish curricula where the only mention is in the English syllabus commentary material (Skolverket, 2011), as an example of different types of fiction students should encounter. While researching the usage of comics in the classroom is important, I would argue that it is also important to investigate teachers' attitudes toward comics because in order to use comics in the classroom, teachers have to be willing to do it. I will attempt to fill the research gap by conducting a quantitative study with the aim to investigate teacher attitudes toward comics in a Swedish EFL (English as a foreign language) context.

This paper has been structured to first present relevant definitions of comics and aim and research questions in this section. Followed by the literature review section, where empirical research and theoretical underpinning will be presented. To then account for the method of data collection and data analysis, with ethical considerations made and limitations that emerged during the study. The results from the data analysis will then be presented, split into subsections treating the two research questions. Moving on to the discussion, where major results will be summarized and interpreted in relation to previous research, alongside a discussion of derived pedagogical implications before suggesting areas for future research in relation to limitations. And lastly the conclusion, where the paper will be concluded by addressing the overall significance of the study.

## 1.1 Definitions of comics

The term comics has many definitions used in colloquial language and in research. The two definitions of comics researchers use most frequently are Will Eisner's (1985) and Scott McCloud's (1993). The earliest one is by Eisner (1985) who defines comics as sequential art, describing it as a "literary form that deals with the arrangement of pictures or images and words to narrate a story or dramatize an idea" (p.5). The other definition by McCloud (1993) is "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer" (p. 9). Building on Eisner's definition (1985), McCloud (1993) also states that using a more specific definition such as sequential art can shed light on the history of comics thus also allowing us to include graphic novels in the definition. I have chosen to use both Eisner's (1985) and McCloud's (1993) definitions since both are very relevant and using them can be beneficial when encompassing comic books, graphic novels, and comic strips under one umbrella term.

Other approaches of discussing comics include the way of referring to the genre since it is not enough just to define it. Douglas Wolk (2007) discusses the different connotations of the terms and their definitions. As mentioned previously, comics has generally been looked down upon, and this, according to Wolk, is partly because comics is seen as the bad way of referring to the genre whereas graphic novel or sequential art is perceived to be the better term (Wolk, 2007). Although, using comics as an umbrella term to encompass the different types of sequential art is common in research (Cary, 2004). Therefore, in this study, comics is used as an umbrella term encompassing comic books, comic strips, and graphic novels, as it has been done in previous research (Cary, 2004; Bland, 2013; Yildirim, 2013; Wallner, 2017). One exception to this can be found in Hansen (2012), where a choice was made to use graphic novels as an umbrella term for consistency and ease. One aspect of this choice, which was considered, is that the term can be regarded as too broad. However, to include more teacher experiences in the present study, it is necessary to use the broader term. A brief explanation of how the concept was meant to be understood in this study was provided in the electronic consent section of the questionnaire to ensure validity (see Appendix A).

There are some examples of comic works that have been used in the language classroom. Bland (2013) has exemplified some works that have been made into comics, that can be used in the EFL classroom, such as *Coraline*, *Treasure Island*, *Wizard of Oz*. There is also research on how to select appropriate comics for all classrooms.

## **1.2 Aims and research questions**

The aims of this study are to investigate teachers' attitudes toward comics and the factors that might affect their attitudes toward using comics in the language classroom. A questionnaire was administered for this purpose and the study was conducted with upper secondary school teachers in Sweden as respondents. The research questions are:

1. What are teachers' attitudes toward comics?
2. What factors might affect teachers' attitudes toward using comics in the language classroom?

## 2 Literature review

Research on comics has increased in recent years, even branching out to different areas. It is prevalent in theoretical research and empirical research. An aspect theoretical research has focused on is presenting different rationales as to why comics should be used in the classroom together with suitable teaching methods and appropriate comics to use alongside each teaching method (Cook & Kirchoff, 2017; Issa, 2018). Another aspect theoretical research has aimed to explore is the selection of appropriate comics to use in the classroom, putting forth guidelines on how to select comics based on these criteria, format, illustration, and content (Griffith, 2010). The focus in empirical research has been to conduct action research to change classroom practice and to use comics to test different skills such as reading comprehension. In this section, I will review mostly empirical studies while also providing a theoretical underpinning.

What sets comics apart from other literary texts is that it is a type of multimodal text which relies on a combination of modes, in this case visual images and text, for meaning making (Bland, 2013), making it important to help students develop their visual literacy skills since they are surrounded by sounds, images, and texts which need to be interpreted (New London Group, 2000). It means that teachers need to reflect on how to best make the most of the pedagogical potential of multimodal texts (Skolverket, 2018). Visual literacy is one aspect researchers have focused on investigating, if using comics can develop visual literacy skills due to its multimodal nature. Sylvia Pantaleo (2011; 2012; 2018) has extensively researched the use of comics in the classroom and came to the conclusion that with the use of appropriate teaching methods the students can make the most use of the pedagogical potential of comics, students can develop skills to make meaning from the visual images in comics. In Hughes, King, Perkins, & Fuke (2011) a similar conclusion was reached. They investigated how the use of comics can help reluctant and struggling students express themselves and create meaning. While working with comics, through reading and creating comics themselves, the students were able to explore alternative ways of expressing thoughts and feelings.

The difficulty in expressing thoughts and feelings is an aspect the use of comics has helped explore, as shown in Smetana, Odelson, Burns and Grisham (2009). The researchers worked at a bilingual school where American sign language is the first language, and English is the second language. The deaf students had trouble expressing themselves in written English which is why the researchers decided to use comics in the classroom, in order to develop the students' Basic Interpersonal Communication Skills (BICS), BICS is usually

developed through daily conversations which posed a challenge for the deaf students, to then move on to the developing of Cognitive Academic Language Proficiency (CALP) for academic success. This classroom-based research was a success, which then prompted the school to include comics in the curriculum.

As mentioned previously, helping students develop their reading comprehension with the use of comics has been a point of focus in research, with a few studies even conducted in an EFL context, in various locations such as Turkey, Iran and Thailand (Basol & Sarigul, 2012; Roozafzai, 2012; Kennedy & Chinokul, 2020). In the studies conducted in an EFL context, which were also similar to in rationale and method use, the researchers wanted to investigate if the visual dimension of comics can help students improve their reading comprehension and used students as participants to test their hypothesis. Control groups and focus groups were created to test the hypothesis. The control groups worked with traditional texts while the focus groups worked with comics. The results showed that the groups working with comics performed well and that the genre helped students develop their reading ability. The same results were shown in Cook's study (2017), which was not conducted in an EFL context, but nevertheless showed that the use of comics can develop reading comprehension.

Comics also play an important role in increasing student motivation, as shown in previous research (Chou et. al. 2015; Öz & Efecioglu, 2015; Richardson, 2017; Wong, Miao, Cheng & Yip, 2017). Some of these studies have been conducted in an EFL context, in Taiwan and Turkey (Chou et. al. 2015; Öz & Efecioglu, 2015). What is notable about both these studies is that the researchers first set out to investigate if using comics can help students develop their reading comprehension but then found that it also had a strong positive effect on their motivation. Using comics has also proven to have a positive effect on the students' reading habits, where many who did not like reading started to enjoy reading comics (Luetkemeyer, 2021; Mundorf, Miller, Hines, Worlds & Del Riego, 2021). Educators have noticed this positive effect comics have on students, which has prompted them to integrate this genre in the classroom.

There are, however, some challenges educators might face especially in an EFL context such as the absence of comics in curricula. Janice Bland (2013) has pointed out that there is a lack of confidence in the educational power of comics, which is something Hansen (2012) has also observed, noting that teachers see comics as childish and an easier alternative for less proficient students. The challenge also exists in a Swedish EFL context, where comics are almost absent from the curriculum. Wallner (2017) has described how comics have been left out and exist on the fringe of curricula in Sweden. As mentioned before, the only explicit

mention of comics in the English syllabus (Skolverket, 2011), is in the commentary where it is used as an example of different types of fiction students should encounter, other notable examples are lyrics, games and movies indicating the pedagogical potential of comics are not seen as significant. Similar to the case in Sweden, a study was conducted by Yusof, Lazim & Salehuddin (2017), where it was reported that the newly implemented Malaysian curriculum now also included comics but until that point there were no courses on appropriate teaching methods, which prompted them to investigate teacher trainees' perceptions of comics. Their attitudes toward comics were investigated along with experiences using it in the classroom. The results showed that there were teacher trainees who preferred to use comics but also that teacher trainees who disliked comics did not have much experience reading it and frequently compared it to traditional novels, stating that they preferred the latter. The investigation into their experiences of using comics in the classroom showed that there was a general lack of knowledge on appropriate teaching methods and that the teacher trainees instead only focused on the visual aspects of comics thus not using it to the fullest of its pedagogical potential.

Research has also shown that when teachers attempt to use comics in the classroom, it can be counterproductive if they do not have a lot of knowledge about teaching methods, as is the case for Yusof et. al. (2017), which was presented previously in the text. Bland (2013) has pointed out that the visual communication in comics follows certain rules that teachers need to understand and thus require training for. Pantaleo (2011; 2018) has also underlined the importance of educators using appropriate teaching methods for students to make the most of the pedagogical potential of comics. Confirming Pantaleo's statement, some studies have shown that there is a need for teachers to gain a deeper understanding on teaching methods (Lapp, Wolsey, Fisher and Frey, 2012; Wong et. al., 2017).

Another challenging aspect of using comics can be teachers' lack of familiarity with comics. Lapp et. al. (2012) investigated teacher attitudes toward comics and their use of the genre in the classroom. The results showed that while teachers were willing to use comics, their unfamiliarity with the medium limited their use and they also faced budgetary problems when trying to acquire comics. Similar conclusions were reached in Wong et. al. (2017), a study conducted in China investigating if the use of comics could help students develop their reading comprehension. The findings showed that the students did perform better in tests with the use of comics, and it did also improve the students' motivation but also showed that there was a need for teachers to gain a deeper understanding of comics because they felt that their unfamiliarity was an obstacle.

While there has been a clear increase in research as shown previously in this section, an aspect that has not been researched as much, is teacher attitudes. The existing ones have focused on both teacher attitudes and their usage of comics. The results have shown that teachers are open to using comics in the classroom but face some uncertainties regarding the use of suitable teaching methods and their unfamiliarity with comics (Lapp et. al., 2012). In addition to that, results have also shown that there might be a difference between teachers reading comics in their spare time and using it in the language classroom. Their interest in comics personally can differ using comics due to its educational power (Lewkowich, 2019). This study will attempt to fill the research gap investigating teacher attitudes in a Swedish EFL context.

### **3 Method**

This method section has been split into four parts to explain, 1) the method for data collection, 2) the method for data analysis, 3) ethical considerations made, and 4) limitations that emerged during the study.

#### **3.1 Method for data collection**

As mentioned previously, the present study aims to investigate teachers' attitudes toward comics and the factors that might affect their attitudes toward using comics in the language classroom. To that end, a quantitative method has been used in this study. The reasoning behind the method choice was due to it lining up with the aims and research questions. John Creswell (2019) explains that in quantitative research, a research problem is identified based on trends in the field or on the need to explain something. It is also meant to analyze trends and interpret results using statistical analysis and comparing it to predictions and previous research. The purpose of this study was not to develop a detailed understanding of a phenomenon but to measure and observe with the use of an instrument (Creswell, 2019). In this case, the instrument was a self-developed questionnaire (see Appendix B).

The participants in this study were upper secondary school EFL teachers in Sweden. The participants were contacted by selecting randomized schools to contact, uploading the questionnaire in online teacher forums, and through snowball sampling which means that the participants were asked to forward the questionnaire to other potential participants (Creswell, 2019). A total of 87 teachers answered the questionnaire but only 85 were used during the data analysis since 2 of them did not answer all the relevant questions. The open-ended questions were not deemed to be as relevant during the construction stage, because the purpose of them were to provide the participants with an opportunity to expand upon their answers. Many participants did however answer the open-ended questions. 50 participants answered the first one and 41 answered the second one.

The construction of the questionnaire was done in accordance with Dörnyei and Taguchi (2010). Questionnaires can yield three types of data: factual, behavioral, and attitudinal. In the questionnaire developed for the present study, ten close-ended questions and two open-ended ones were created to yield data for all three types. The questions were formulated by using different methods, by examining what kinds of questions are asked when investigating teacher attitudes and examining common aspects of previous research regarding the use of comics. The factual questions were regarding teaching experiences and what

English courses the participants currently taught. The behavioral questions aimed to investigate if the participants read comics and if they had used comics in the classroom. Lastly, the attitudinal questions investigated the participants' attitudes, opinions, and interests regarding comics as a pedagogical tool and the different factors that might influence their attitudes when it comes to the usage of comics. These different factors were measured in terms of rating three potential benefits to using comics and three challenges that might prevent teachers from using comics in the classroom. The participants also had the choice to answer two open-ended questions to expand upon close-ended items investigating what factors might influence their attitudes when it comes to the usage of comics. The close-ended items were a mix of yes/no questions, 5-point rating scales either from low to high or useless to useful, and likert scales. There are mixed opinions regarding the inclusion of a 'middle category' in likert scale items, due to the perception that participants might choose the middle option to avoid making a real choice which has resulted in some researchers having an even amount of response options (Dörnyei & Taguchi, 2010). Despite this, I have chosen to include a middle option because it might give a more accurate picture of the participants' beliefs and views rather than forcing them to pick another option (Barmark & Djurfeldt, 2020).

During the construction of the questionnaire, the issues of validity and reliability were considered. When using a self-developed instrument, it is important for it to be reliable and valid. Reliability requires that the scores from the instrument are clear and unambiguous, whereas validity requires that items on the instrument test what is meant to be measured (Creswell, 2019). One aspect that can affect the validity of the questionnaire is the operationalization of abstract concepts turning them into measurable observations. Operationalized variable means that a term has been clearly defined or modified in order to use it in a study. If there is a large gap between the meaning of the abstract concept and the operationalized variable, that means the instrument is not valid. Therefore, researchers aim to make the operationalized term as understandable as possible to have a valid measuring instrument (Barmark & Djurfeldt, 2020). In the questionnaire, there were some terms that had to be operationalized. A draft of the questionnaire was sent to a small group of peers to check if the items were clear and understandable. There were a few questions raised regarding some terms, which then were modified for clarity to ensure validity. For instance, 'visual literacy skills' was an abstract concept, which was then operationalized to 'comics developing different skills than the use of traditional novels could' to become an operationalized variable. To ensure validity and reliability, the questionnaire was in English to make sure that items and terms were clear, which they might have not been if the contents were translated to

Swedish. The questionnaire was administered online via google forms and was open for approximately two weeks.

## **3.2 Method for data analysis**

Two methods of analysis were used in this study to analyze the data. Therefore, this section has been split into two parts to describe the 1) statistical analysis, and 2) thematic analysis.

### **3.2.1 Statistical analysis**

A quantitative method was used in this study which means that the data was analyzed using statistical analysis methods. In order to analyze the data, different methods were used but before analyzing the data, there was a need to transfer it to an excel file. This was done with the purpose of organizing the data and removing irrelevant information, such as the time the participants answered the questionnaire and the electronic consent showing that all participant gave their active consent. The open-ended answers were not included in the excel file but transferred to a different one for a separate analysis which I will account for below in the thematic analysis subsection. The statistical data was analyzed on SPSS 27 by following a guide on how to use SPSS (Larson-Hall, 2015). The data was analyzed looking at frequencies and percentages to find patterns. Additionally, the data from the questions with rating scales, from one to five, were described by both looking at the frequencies and percentages as well as the mean. The mean is the total of the scores divided by the number of participants which then gives us an average for all the scores (Creswell, 2019). These methods alone were not sufficient for an analysis so there was also a need to compare the relationship between certain variables in order to fully analyze the data. Contingency tables, or crosstabs as it is called in SPSS, were created for that purpose. The contingency tables show if one variable can affect another. This method of analysis is normally meant to be used to see if there is a correlation between qualitative variables, but has regardless of that been chosen for this study since this is the method that can best display the relationship between variables (Barmark & Djurfeldt, 2020). With these tables, one can for instance see if a higher interest in comics means that participants have considered using comics or if an actual use of comics could affect attitudes on how useful comics can be as a pedagogical tool to teach English. The contingency tables were also created for the purpose of examining how participants responded to a certain item in relation to another, which means it is possible to see what the participants' attitudes toward comics as a pedagogical tool are despite not having used comics in the language classroom.

Only major results from the study will be presented. During the analysis of the data, while trying to see if there were patterns to be found when looking at demographic data, teaching experience and what English courses the participants currently teach, nothing significant was found. Therefore, the data from those two questions will not be included in the study. The data will be presented through figures and tables created on Word. In addition to that, some of the data analysis was placed in one of the appendices (see Appendix C) to complement the figures. These are from the questions with a 5-point rating scale where there is a frequency distribution showing how many participants chose each rating score with a mean to show the average score of the total of the scores added up together divided by the number of the participants.

### 3.2.2 Thematic analysis

Open-ended questions were added to the questionnaire to give participants the possibility to expand on their answers regarding factors that might affect their attitudes toward using comics in the language classroom. This means it was not obligatory for them to answer the open-ended questions. However, as mentioned above, many participants did answer the open-ended questions which means that they also needed to be analyzed using an appropriate analysis method. Before analyzing the data, the answers were examined to see if all of them were expanding on their answers. A few answers were discarded since they indicated that the participants did not want to answer the questions.

A thematic analysis method was used, specifically the one described in Braun and Clarke (2006). It is a step-by-step guide to thematic analysis, which begins with familiarizing oneself with the data either through transcribing, if needed, or simply reading and taking notes. I chose to do the latter since the answers were already transcribed. The next step was to generate a list of interesting aspects in the data to then search for themes. The purpose of this is to form overarching themes with main themes and sub themes within the main ones (Braun & Clarke, 2006). The open-ended answers were color-coded to gather all data relevant for each theme. The results from the thematic analysis will be presented in accordance with Sandra McKay (2006). An overall summary of the recurring themes will be given. The identified themes were benefits, challenges and other factors since the participants brought up other factors that affected their attitudes toward using comics in the language classroom.

### **3.3 Ethical considerations**

Ethical considerations were made during the data collection. In google forms, there is an option for the participants to enter their email address to ensure that the same person does not answer the questionnaire multiple times. However, I chose to not add that option in order to make certain that the participants cannot be identified. The snowball sampling also guaranteed anonymity since there is no way to find out who has participated. Also included in the construction of the questionnaire, was an electronic consent form (see Appendix A), where relevant information was provided such as an explanation of the research, a statement ensuring anonymity, statements that explained that participation was voluntary and that they could drop out at any time, and information to allow participants to contact the researcher about questions concerning the study. Since it was an online survey, participants also had to consent to their participation in the study by clicking ‘yes’ on an obligatory question in order to continue which means that all participants gave their active consent.

### **3.4 Limitations**

There were some limitations while conducting the study. Since, there is a global pandemic going on, there was some difficulty with access to potential participants, but this was resolved with the use of a snowball sampling. Another limitation is the generalizability of the results since this is a small-scale study. General claims cannot be made since this is not a large-scale study. Therefore, conclusions will be made based on the population that was studied (McKay, 2006). In this case, the participants are upper secondary EFL teachers in Sweden which means that the conclusions are based on what the participants in this study have responded and not to make general claims based on all upper secondary EFL teachers in Sweden. A similar solution was made for the open-ended questions since all participants had not responded to them.

## 4 Results

This section has been split into two subsections each one focusing on one of the research questions, 1) teachers' attitudes toward comics, 2) factors that might affect teachers' attitudes toward using comics in the language classroom.

### 4.1 Teachers' attitudes toward comics

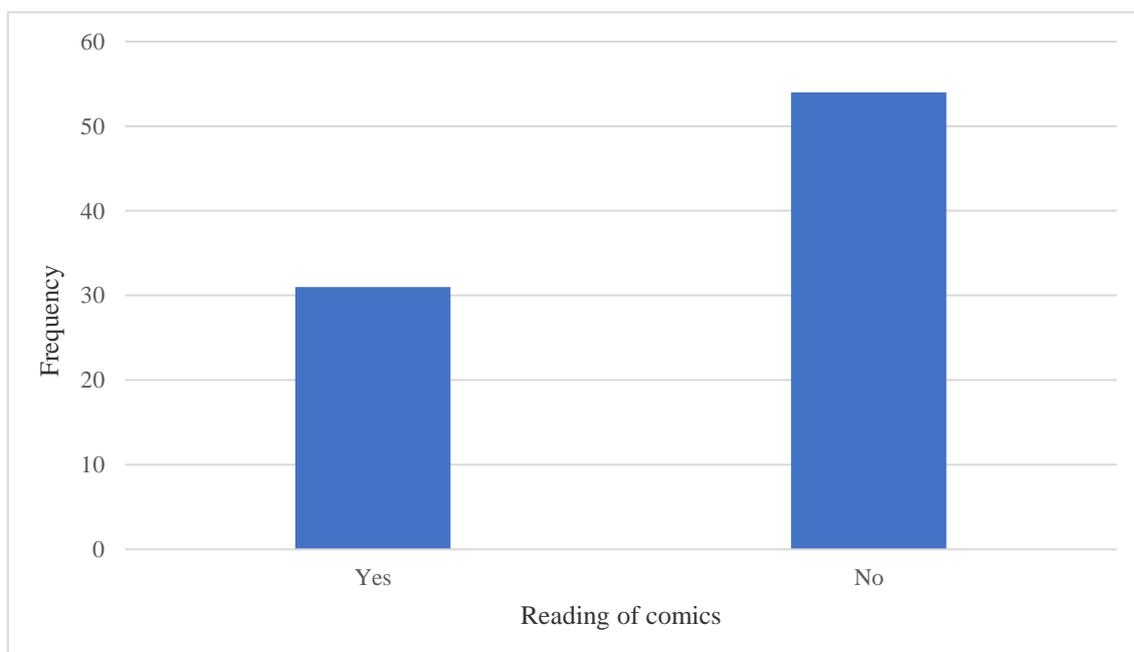
To present results encompassing teacher attitudes toward comics, this section of teacher attitudes will focus on, 1) attitudes toward comics, before presenting 2) attitudes toward the use of comics in the language classroom.

#### 4.1.1 Attitudes toward comics

The participants responded to questions regarding their reading of comics and their interest in comics to provide a general outlook on their attitudes toward comics. When asked if they read comics in their spare time as shown in figure 1 below, 31 participants (36,5%) answered yes and 54 participants (63,5%) answered no. This shows that a majority of the teachers who responded to the questionnaire do not read comics in their spare time.

**Figure 1**

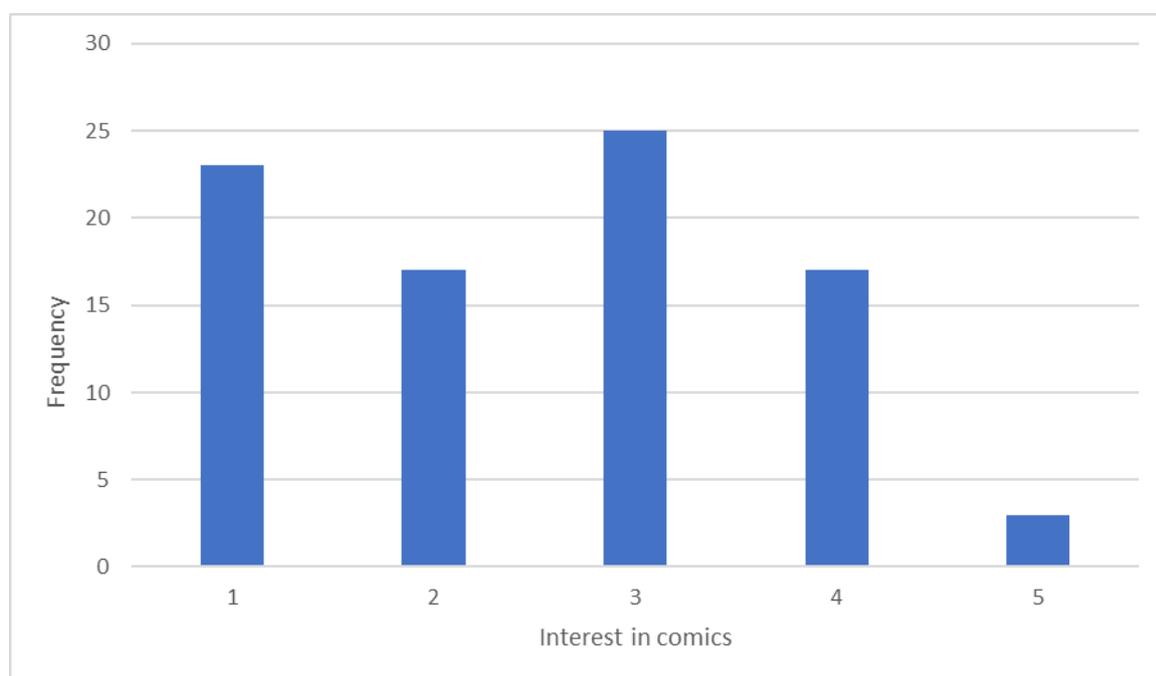
*Reading of comics*



When it comes to the participants' interest in comics, as shown in figure 2, 23 participants (27,1%) characterized their level of interest as low, while three participants (3,5%) characterized it as high. In addition, 25 participants (29,5%) chose the middle option when characterizing their level of interest in comics which indicates a medium level of interest in comics. However, the mean from the total of the scores divided by participants is 2,53 (see Appendix C), which shows that on average, most of participants characterized their level of interest in comics on the lower points of the 5-point scale.

**Figure 2**

*Interest in comics*



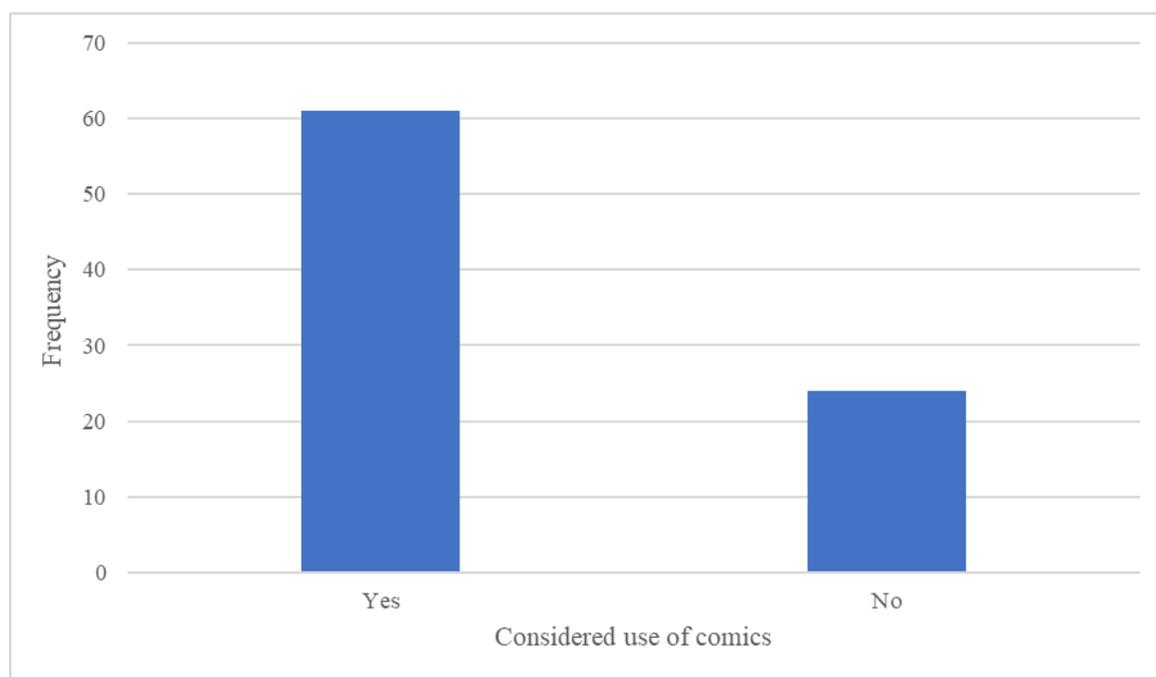
*Notes.* 1= Low; 5= High

#### 4.1.2 Attitudes toward the use of comics in the language classroom

To additionally measure their attitudes toward the use of comics in the language classroom, the participants were also asked whether they considered using comics, whether they had used comics and about how useful they found comics as a pedagogical tool to teach English. As shown in figure 3, 61 participants (71,8%) answered that they had considered using comics while 24 participants (28,2%) answered that they had not. This illustrates that a majority of the participants have considered using comics in the classroom.

**Figure 3**

*Considered use of comics in the language classroom*



To see if there was a correlation between interest in comics and considered use of comics, the results from both questions were compared as shown in Table 1.

**Table 1**

*Contingency table comparing relationship between interest in comics and considered use of comics.*

Interest in comics	Considered use of comics					
	No		Yes		Total	
	N	%	N	%	N	%
1= Low	15	62,5%	8	13,1%	<b>23</b>	<b>27,1%</b>
2	2	8,3%	15	24,6%	<b>17</b>	<b>20%</b>
3	5	20,8%	20	32,8%	<b>25</b>	<b>29,4%</b>
4	2	8,3%	15	24,6%	<b>17</b>	<b>20%</b>
5 = High	0	0%	3	4,9%	<b>3</b>	<b>3,5%</b>
<b>Total</b>	<b>24</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>85</b>	<b>100%</b>

*Note.* 1= low; 5= high

The table shows that a low level of interest in comics does not necessarily make it more likely that a participant has not considered using comics. This is evident in the fact that

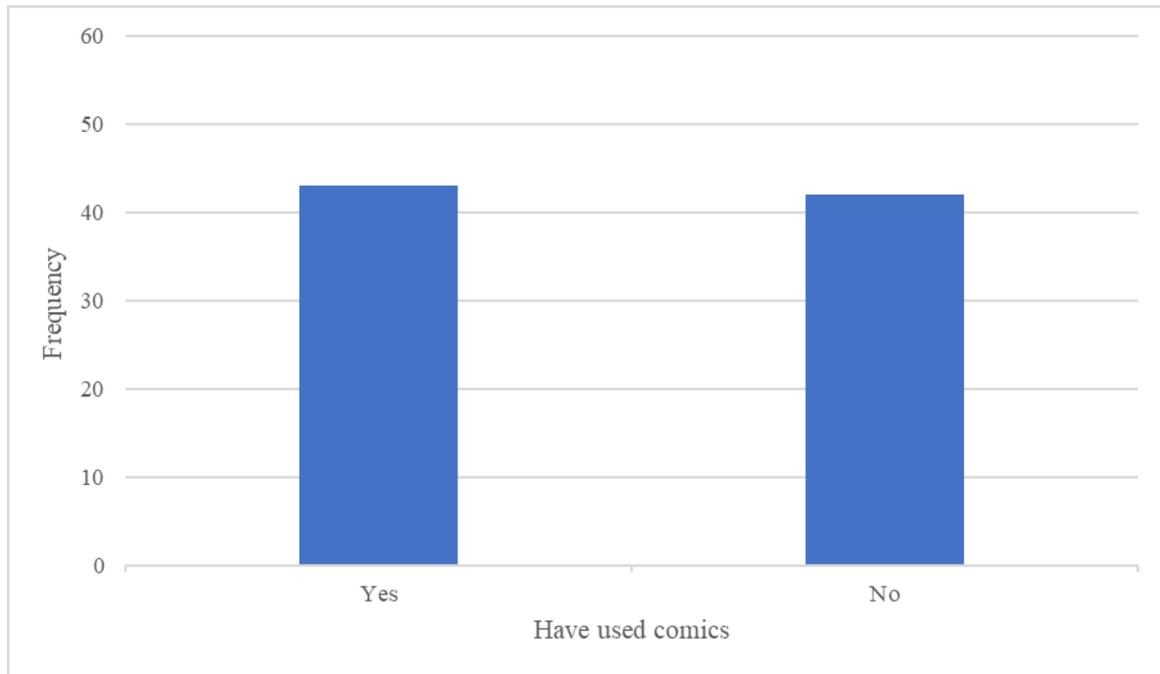
eight participants (13,1%) who characterized their level of interest in comics as low, have considered using comics, and 15 participants (24,6%) who characterized their level of interest in comics as somewhat low on the scale have also considered using comics. However, a majority of the participants (62,5%) who responded no to having considered using comics, have characterized their level of interest in comics as low. Based on these results, there are some uncertainties when examining the probability of a participant with low interest having considered using comics since it has been displayed that the likelihood can go both ways, meaning that there might not be a correlation between a participant having a low level of interest in comics and not having considered using comics.

When further examining the correlation between interest and considered use of comics, the table shows that there can be a correlation between having a high interest in comics and a considered use of it. It is probable that a participant with a high interest has considered using comics, since a large number of the participants who characterized their level of interest in comics as different degrees of high have also considered using comics. In addition, out of the 25 participants who chose the middle option when characterizing their level of interest in comics, five (20,8%) of them responded that they had not considered using comics and 20 (32,8%) responded that they had considered using comics indicating that there is no correlation between choosing the middle option and considered use of comics. The table shows that a higher level of interest in comics can indicate that the participants have most likely considered using comics. There are exceptions to this, as shown in the table, where two participants (8,3%) who had characterized their level of interest in comics as somewhat high had not considered using comics. However, as mentioned previously, a low level of interest in comics does not indicate that the participants have not considered using comics.

In addition to their considered use of comics, the participants were also asked if they have used comics in the classroom, as shown in figure 4. The figure illustrates roughly the same total frequencies with 43 participants (50,6%) answering that they had used comics and 42 participants (49,4%) answering that they had not used comics in the language classroom. The figure shows that many participants have used comics in the language classroom.

**Figure 4**

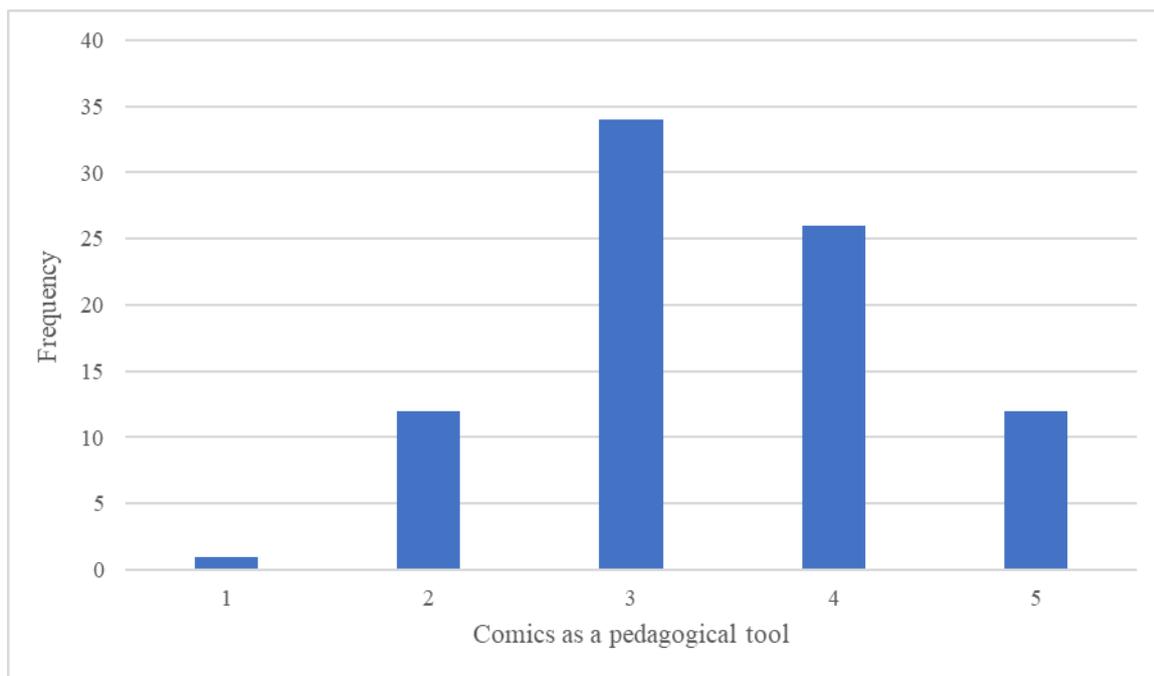
*Use of comics*



The participants were asked to rate how useful they found comics to be as a pedagogical tool to teach English, as presented in figure 5 below. Two options were chosen more than any other, 34 participants (40%) chose the middle option and 26 participants (30,6%) found it somewhat useful. Furthermore one participant (1,2%) found comics to be useless whereas nine participants (10,6%) found it to be useful. The mean from the total of the scores divided by participants is 3,42 (see Appendix 3). This shows that on average, the participants have chosen to rate comics as a pedagogical tool on the middle option which can be interpreted as a neutral stance or that they are unsure on the usefulness of comics.

**Figure 5**

*Comics as a pedagogical tool to teach English*



Notes. 1= Useless; 5= Useful

It is also important to examine the relationship between the participants’ use of comics and their belief when it comes to how useful comics are as a pedagogical tool, to see what attitudes the participants who have or have not used comics are regarding comics as a pedagogical tool to teach English. Table 2 below, is a contingency table comparing the relationship between the two variables.

**Table 2**

*Contingency table comparing relationship between use of comics and rating of comics as a pedagogical tool*

Use of comics	Comics as a pedagogical tool											
	1 = useless		2		3		4		5 = useful		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
No	1	100%	8	66,7%	19	55,9%	11	42,3%	3	25%	<b>42</b>	<b>49,4%</b>
Yes	0	0%	4	33.3%	15	44,1%	15	57,7%	9	75%	<b>43</b>	<b>50,6%</b>
<b>Total</b>	<b>1</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>85</b>	<b>100%</b>

Notes. 1= useless; 5= useful

Derived from the analysis, there are some interesting trends to highlight. Firstly, that there are a few participants (66,7%) who have not used comics but found it to be somewhat useless. In contrast, there are participants (25%) who found comics to be useful while not having used it, which can indicate that there could be something that prevented them from using comics.

Secondly, many participants chose the middle option, even among those who have used comics, which can suggest that despite having used comics participants were still unsure of the usefulness of comics. Even among those who have not used comics chose the middle option which is a noteworthy trend to highlight since they have not used comics yet are unsure of the usefulness. Lastly, the results confirm the notion that those who have used comics found it to be useful. nevertheless, among those who answered that they have used comics, four participants found it somewhat useless.

## **4.2 Factors that might affect teachers' attitudes toward using comics in the language classroom**

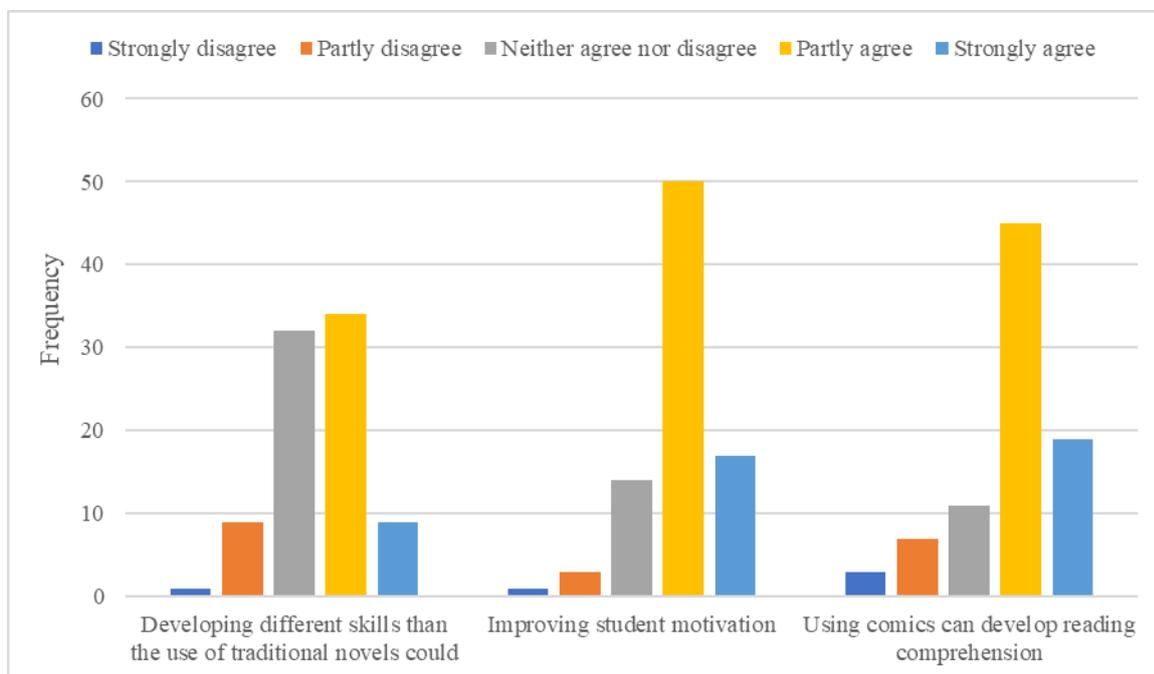
This subsection has been divided as follows; ratings and open-ended responses regarding benefits, ratings and open-ended responses regarding challenges, and a section for the rating of benefits vs. challenges.

### **4.2.1 Benefits**

As presented in the literature review section of this paper, research has identified a number of benefits connected to the use of comics in the classroom. These were used in the construction of the questionnaire to ask the participants to rate three choices indicating to what degree they either agreed or disagreed on each factor being a potential benefit to using comics, which is shown in figure 6 below. The three factors listed in the questionnaire were: that comics can develop different skills than the use of traditional novels could, it can improve student motivation, and can help students develop their reading comprehension. The factor that participants ranked highest, in terms of degrees of agreement, as a potential benefit, is comics improving student motivation, with a large majority of the participants either partly or strongly agreeing. The second highest factor as a potential benefit was that using comics can help students develop their reading comprehension, with many participants either partly or strongly agreeing. The lowest ranked factor is that comics can help develop different skills than traditional novels could, with many of the participants either partly or strongly agreeing. However, a substantial number of participants chose the middle option indicating that they neither agreed nor disagreed with it being a potential benefit. The figure thus illustrates that many participants agreed to all factors being potential benefits, although there were some uncertainties and a degree of disagreement as well.

**Figure 6**

*Potential benefits to using comics in the classroom.*



In addition to rating three factors, the participants were asked to expand on their answers to question 8 (see Appendix B) in an open-ended question. The answers show that many participants were uncertain on whether using comics could develop different skills than the use of a traditional novel, by stating that comics were too basic for upper secondary school level, since they did not have the same features as traditional novels and were therefore not suitable for academic studies. In contrast to that, there were also participants who agreed to it being a potential benefit, explaining in their answers that the combination of images and text in comics demands a different type of reading and this could help develop students' meaning-making skills since they need to interpret the content. When it comes to the highest ranked factor, a majority of the participants agreed that using comics could improve student motivation since it could get students to show an interest in reading. Some participants were unsure if it truly does improve student motivation but thought that it still could be a potential benefit to using comics. When it comes to comics helping students develop their reading comprehension, some of the participants shared that they did not think using comics can develop reading comprehension because, compared to other longer texts, comics are more conversational and not written in "proper English". Among those who agreed, a few stated that any type of reading is likely to help develop reading comprehension but that there still is

a need for “proper books”. Another point also brought up is that comics can help students comprehend compressed and uncompressed narrative styles. These open-ended answers raised some concerns that participants might have, while adding onto why the factors could be potential benefits.

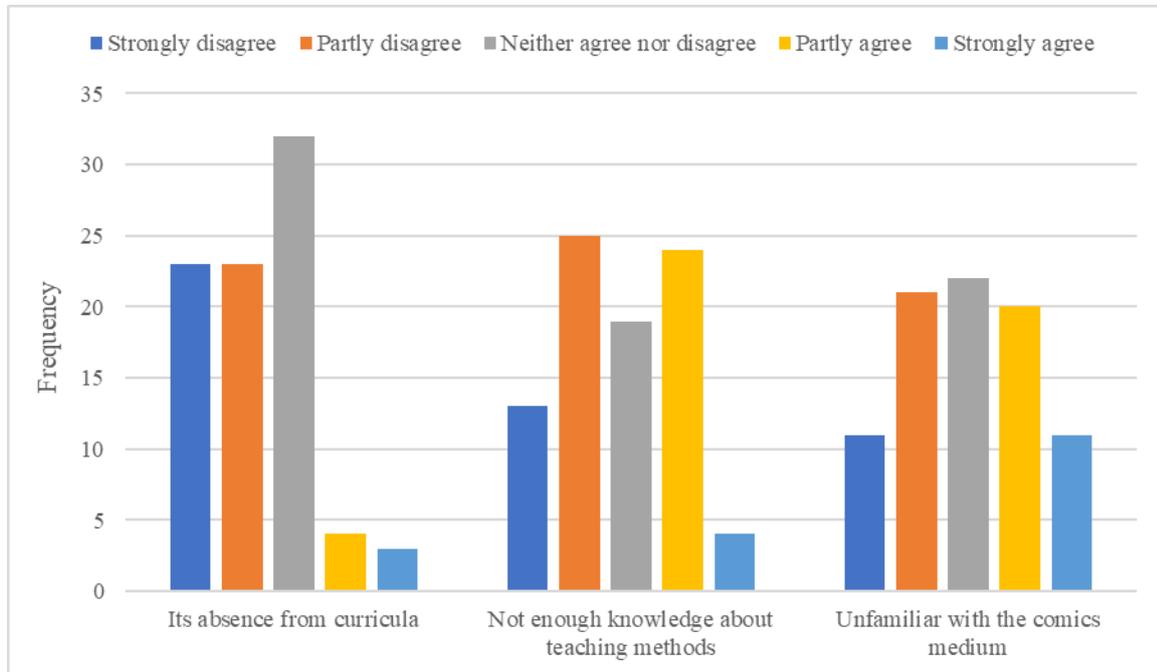
Analyzing the open-ended answers brought up other potential benefits, aside from the three chosen for this study, that might affect teachers’ attitudes toward using comics in the language classroom. One of these factors was vocabulary practice. One participant stated “[i]t does develop different skills. I'm mainly thinking about being able to figure out complex vocabulary based on context clues”. Another beneficial factor brought up was that using comics could help students with different disabilities since they find it less daunting. Some of the participants also shared that they use comics with students who struggle with reading. One participant said “I use comics as a teaching tool. It is especially good [sic] for people with dyslexia as they get the aid of pictures in the understanding of the text”, showing that there are other potential benefits to using comics in the classroom.

#### 4.2.2 Challenges

When it comes to potential challenges, the participants were asked to rate three choices indicating to what degree they either agreed or disagreed on each factor being a challenge that might prevent them from using comics in the classroom, shown in figure 7 below. The three factors listed in the questionnaire were: the absence of comics from curricula, not having enough knowledge about teaching methods, and unfamiliarity with the comics medium. The factor which the participants ranked highest, in terms of degrees of agreement, as a potential challenge that might prevent them from using comics is unfamiliarity with the comics medium, with many participants either partly or strongly agreeing. However, a larger number of participants disagreed. The second highest factor was not having enough knowledge about teaching methods, where a substantial number of participants either partly or strongly agreed. Similar to the previous factor, there was also a large amount of disagreement. The lowest ranked factor was the absence of comics from curricula, with fewer participants agreeing to some degree and a majority of them disagreeing which shows that they believed that it is not a challenge that prevents them from using comics. Figure 7 thus shows that there is a larger amount of disagreement rather than agreement to each factor being a challenge that might prevent them from using comics. In addition to that, there were also many participants who chose the middle option which again shows a degree of uncertainty.

**Figure 7**

*Challenges that can prevent teachers from using comics in the classroom.*



Similar to what was presented in the previous subsection, the participants were asked to expand on their ratings of the three factors for question 9 (see Appendix B) in an open-ended question. In accordance with the ratings, a majority of the participants stated that the absence of comics from curricula is not a challenge which prevents them from using comic in the classroom, with one participant stating “[c]omics aren't absent from the curriculum. It's just that we tend to not think about them when talking about literature as they are not seen as traditional”. This sentiment characterized most of the responses regarding the absence of comics from curricula. When it comes to the second factor, some participants expanded on their previous ratings, saying that they had no idea on how to use comics and did not understand the overall usefulness of using comics. There were also a few participants who disagreed, stating in their answers that they did not see why different teaching methods should be used. Those who were not familiar with teaching methods noted that it did not discourage them from using comics since they could simply learn what teaching methods to use. Concerning their familiarity with comics, some participants stated that they felt as if they are not familiar with comics but that it was not a factor which prevents them from using comics since some of them already use comics in their teachings. However, one participant stated “I

would argue that the teacher herself needs to be familiar with graphic novels and comics in order to properly use it”. This sentiment is shown in other open-ended answers, where a few participants felt as if their unfamiliarity with the comics is what was preventing them from using it in the classroom.

Analyzing the open-ended answers brought up other challenges, aside from the three chosen for this study, that might affect teachers’ attitudes toward using comics in the language classroom. In their open-ended answers, many participants described comics as an easy alternative for upper secondary school level and thought that it was too childish, which decreased their willingness to use comics. There were also participants willing to use comics, who described different challenges to use comics such as budget problems, availability, and accessibility. They either did not have the budget to buy comics, or they found it difficult to find comics to use. They also did not know how to make it accessible digitally for all students. Another challenging factor was lack of time, either to start any projects involving comics or to look for appropriate material. In addition, there were also some participants who criticized educators who do not use comics in the classroom, stating that using comics alongside other text forms could create more of a variation which might motivate students. One participant said:

Most teachers are stuck in an archaic ideal that there is a type of canonical literature called classics. This has long since been abandoned by the scholarly world at large, yet for some reason Swedish teachers seem to hold on to this old-fangled obsession. It causes them to set aside the comic art form, and many others as well, without delving into it.

The statement criticizes educators for focusing on “canonical literature”, thus setting aside comics without trying to use it, which pushes the belief that educators should vary their teachings more and explore different ideas instead of focusing on one single thing.

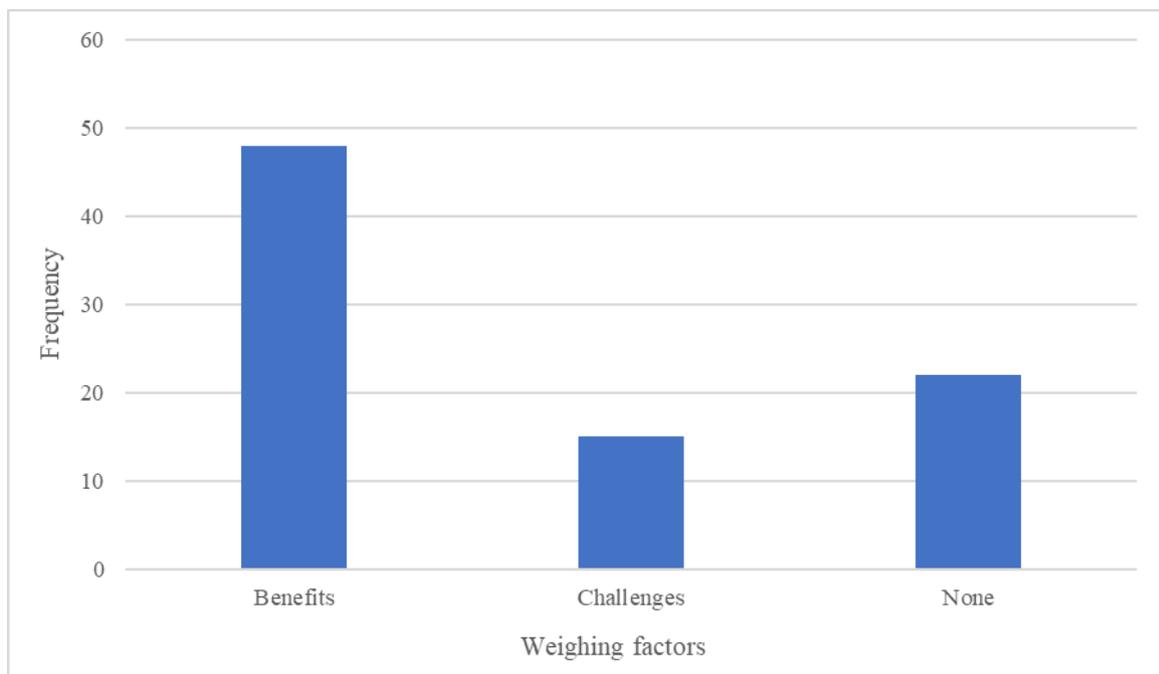
Moreover, some criticism was directed at the use of comics as an umbrella term in this study. One participant stated “The collective umbrella term of ‘comics’ is too broad. While some strips focuses [sic] on linguistic ambiguity, graphic novels chooses [sic] phrases to fit the aesthetic of the language, diminishing its usefulness”, describing that comics as an umbrella term is too broad. Alongside the three factors selected for this study, there seem to be additional factors affecting teacher attitudes toward using comics in the language classroom.

### 4.2.3 Benefits vs. Challenges

Alongside the previous ratings and answers, participants were asked which factors they thought weigh heavier, as shown in figure 8 below. The results show that a majority of participants (56,5%) thought that benefits outweighed challenges. Additionally, 22 participants (25,9%) responded that they thought none of the factors outweighed the others. Despite previous ratings and answers, a majority chose benefits as the factors that weighed more heavily.

**Figure 8**

*Weighing factors*



## **5 Discussion**

This section has been divided as follows: to summarize and interpret major results in relation to previous research, present derived pedagogical implications, and suggest areas for future research in relation to limitations.

### **5.1 Summary and interpretation of major results**

The aims of this quantitative study were to investigate teachers' attitudes toward comics and the factors that might affect these attitudes toward using comics in the language classroom. The analysis of the data gave different results for this study. When it comes to the teachers' attitudes toward comics, the participants responded to questions regarding their reading of comics, interest in comics, considered use, if they have used comics, and the usefulness of comics as a pedagogical tool to teach English. The findings showed that a majority of participants did not read comics in their spare time. Also, on average, the participants had characterized their level of interest in comics as the lower points of the 5-point scale. The analysis of these two variables could indicate that the participants in this study did not generally have a positive attitude toward the comics medium itself. This correlates with the results from Yusof et. al. (2017), who in their study found that the participants who disliked comics did not have much experience reading it.

In contrast to the analysis of the participants' attitudes toward comics, the analysis of their attitudes toward the use of comics showed that the results differed slightly. This is evident in the fact that a majority of the participants responded that they had considered using comics. The correlation between interest in comics and considered use was also investigated. The analysis showed that there is no correlation between a low level of interest in comics and considered use of comics, while there can be a correlation between high level of interest in comics and considered use. This shows that the responses regarding the participants' reading of comics and their level of interest might not affect the attitudes toward the use of comics. It rather affects their attitudes toward comics itself. This is strengthened by the findings in Lewkowich's study (2019), where the conclusions drawn was that there is a difference between the teachers' interest and reading of comics and their views on using comics in the language classroom.

In addition to their considered use, participants were also asked if they had used comics in the classroom to which many of them had responded positively. They were also asked to rate the usefulness of comics as a pedagogical tool to teach English. The analysis

showed that on average most of the participants had chosen the middle option indicating that they were unsure of the usefulness of comics. The relationship between participants' use of comics and their belief when it comes to how useful comics are as a pedagogical tool was also investigated, which highlighted some interesting trends. There are participants who despite not having used comics found it to be useless. Another noteworthy trend is that those who had used comics chose the middle option indicating that there can be some uncertainties about the usefulness even when having used comics. Which was also the case for Yusof et. al. (2017), where the findings showed that the participants who had used comics did not understand the usefulness due to not having used it to the fullest of its pedagogical potential.

The aim was also to investigate factors that might affect teachers' attitudes toward using comics in the language classroom. These factors were investigated in terms of rating potential benefits to using comics and challenges that might prevent teachers from using comics and with open-ended questions expanding upon the ratings. When it came to the potential benefits, which were comics developing different skills than the use of traditional novels could, improving student motivation, and helping develop reading comprehension, the results showed that the participants did regard the three factors as potential benefits to varying degrees. However, many participants chose the middle option showing that they were uncertain if comics can help develop different skills than the use of traditional novels could.

The participants expanded on their ratings by answering an open-ended question, which raised uncertainties, added to why the three factors are potential benefits, and brought up other factors. Uncertainties that were raised were regarding comics helping develop different skills than the use of traditional novels could because participants saw comics as too basic for upper secondary school level and not suitable for academic studies. However, some participants agreed, stating that the combination of images and text could develop meaning making skills, in line with the results in research conducted by Pantaleo (2011; 2012; 2018), investigating comics helping develop visual literacy skills. Overall, all participants who answered the open-ended question agreed to improving student motivation as a potential benefit, showing concurrence between the results of this study and previous research (Chou et. al. 2015; Öz & Efecioglu, 2015; Richardson, 2017; Wong et. al, 2017). Answers regarding comics helping students develop reading comprehension also raised some uncertainties, where some participants disagreed, stating that comics are conversational and not "proper English". A few participants agreed stating that any type of reading could develop reading comprehension, this concurs with the findings from Basol and Sarigul (2012), Roozafzai (2012), and Kennedy and Chinokul (2020), where the findings showed that using comics can

help develop students' reading comprehension. Other potential benefits to using comics brought up, aside from the three selected for this study, were vocabulary practice and that using comics could help students with disabilities.

The participants also rated challenges that might prevent them from using comics. The three factors were: the absence of comics from curricula, not having enough knowledge about teaching methods, and unfamiliarity with the comics medium. Both not having enough knowledge about teaching methods and unfamiliarity with the comics medium were regarded as challenges to some degree with a bit of disagreement as well. The absence of comics from curricula on the other hand, was not perceived to be a challenge that prevents teachers from using comics in the classroom by a majority of the participants.

The participants also expanded on their ratings for challenges in an open-ended question. The answers, once again, raised some uncertainties, added onto why some factors could be challenges, and brought up different factors. In their answers, the participants built onto why the absence of comics from curricula is not a challenge, by stating that the problem lies with it not being perceived as literature since comics are not traditional, showing that the participants are bound by traditional EFL views as it also has been shown in previous research (Bland, 2013). As for teaching methods, there were mixed answers, with some participants not understanding the overall usefulness of comics and why different teaching methods need to be used. This showed that they did not understand that using comics needs a different approach, a more deliberate teaching. There has been theoretical research explaining what kind of teaching methods are suitable for comics (Cook & Kirchoff, 2017; Issa, 2018). When it came to unfamiliarity with the comics medium, there were participants who argued that educators need to be familiar with comics in order to properly use it. This has also been shown in previous research, Wong et. al. (2017) in their study, came to the conclusion that teachers need a deeper understanding of comics in order to use it. Lapp et. al. (2012) also came to that conclusion, showing that teachers need to be familiar with comics to properly use it. The participants also brought up other challenges than the ones selected for this study, such as comics being an easy and childish alternative, not having the budget to buy comics, and difficulty finding comics to use. There was also some criticism from the participants, that there is a problem of educators setting aside comics without really delving into it and need more variation in their teachings. Another form of criticism was toward the use of comics as an umbrella term, describing it as too broad since it encompasses comic strips and graphic novels, which the participants felt were different from comics.

## 5.2 Pedagogical implications

The pedagogical implications have their basis in what was presented in the previous section, summary and interpretation of major results. The present study has shown that the participants are still bound to traditional EFL views and that there are several things teachers need to learn regarding comics.

Firstly, the findings of this study found that a majority of participants were willing to use comics in the language classroom, but that there also was a lack of understanding on why comics should be used. These results could, therefore, indicate that there is a need for teachers to be educated on why comics should be used. This is mostly the case for visual literacy skills, which was operationalized as ‘comics developing different skills than the use of traditional novels could’ previously throughout this paper. The main arguments against this potential benefit was that comics are not suitable for upper secondary school level and academic studies which simply is not the case. This is evident in the fact that visual literacy skills and multimodality are valued in the Swedish educational system, even encouraging teachers to reflect on how to best incorporate it in their classroom (Skolverket, 2018). The participants are still bound to a more traditional view of literacy, but comics cannot be taught in the same way as traditional novels. This shows that there is a need to further pave the way for comics to fit in a Swedish EFL context.

Secondly, teaching methods have also been a point of focus for the participants of this study, where many stated that they did not understand why different methods should be used with comics. This has also been a point of focus in research where researchers have underlined the importance of appropriate teaching methods suggesting that there is a need for Swedish educators to understand these methods. A question posed can be if there is a need to push for viewing comics as multimodal texts more, if that would help educators realize the importance of comics and avoid reducing it to easy and childish alternatives.

Lastly, another aspect to consider is the selection of appropriate comics since it is an important part of education, which participants of this study have expressed concern over. Teachers in Sweden are free to select the comics they deem to be appropriate due to the syllabus being open for interpretation regarding this aspect. The selection process of comics has also been researched showing that it might not be as easy as it seems since comics are selected based on certain criteria, such as format, illustration, and content (Griffith, 2010). Educators might need to adopt this methodology when selecting material for the language

classroom for the purpose of providing appropriate comics for students and ensuring that other teachers also learn.

### **5.3 Areas for future research**

The present study also comes with a few areas for future research. As mentioned previously, there were some limitations while conducting the study and these can partly be areas for future research. The generalizability was one limitation. With a small number of participants (N=85) the results could not be generalized. A similar study with a larger sample size would give a more accurate representation of teacher attitudes towards comics in Sweden. Another limitation was that the demographic questions did not show any interesting patterns, which resulted in the exclusion of those questions in this study. It would be interesting to conduct a study asking another demographic question, such as gender, to see if it might show significant patterns. While not quite a limitation, the limited time frame of this project only allowed for the administration of a questionnaire. The data gained in this study has given the insights needed to answer the research questions. However, the answers could have been more in-depth with a mixed-method study, where a questionnaire and interviews are included in the data collection.

There were also a number of potential areas for future research derived from the results. Firstly, a study investigating teacher experiences of using comics, akin to what was done in Yusof et. al. (2017). Secondly, another area could be to investigate how beneficial it is to use comics with students with disabilities, such as dyslexia, since there is not a lot of research on that. Thirdly, while not extensively studied, that in line with what Wolk (2007) stated, conducting an experiment with teachers as participants, to see if there is a preference for a certain term, comics vs. graphic novels. And lastly, conducting a study to test the hypothesis on whether teachers prefer traditional novels over comics. These are different ways in which research can increase, especially in a Swedish EFL context.

## 6 Conclusion

The aims of this quantitative study were to investigate teachers' attitudes toward comics and the factors that might affect their attitudes toward using comics in the language classroom. For this purpose, an online questionnaire was administered to upper secondary EFL teachers in Sweden. The results showed that the participants did not have a positive attitude toward comics itself. They did, however, view using comics positively, with many willing to use comics and even had done so. Despite this, they were unsure of the usefulness of comics. This contrasted with previous views on comics, that it was looked down upon and not regarded as a pedagogical tool, since the participants did not outright find comics to be useless but rather were unsure of its usefulness. It has also shown various factors, potential benefits and challenges, that might affect attitudes toward using comics in the language classroom. Minor disparities between these results and previous research were found, since the participants did not understand how comics can develop different skills than the use of traditional novels could. Furthermore, they did not understand why different teaching methods needed to be used. This showed that there is a need to focus more on educating teachers.

There has been a clear increase in research conducted which has shown the educational power of comics, but this study has shown there is still a need to uplift it so teachers can understand the usefulness of comics and the benefits to using it. This study also lacks the depth needed to thoroughly investigate teachers' attitudes toward comics, which points towards the need for further research.

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## Appendix A: Electronic consent

### Teacher attitudes toward comics

Hi!

My name is Sara Al Shikh Ali and I am a student at the University of Gothenburg. I am in my fifth year of the teacher program, and currently conducting a study about the use of comics in the classroom for my second degree project.

The purpose of this questionnaire is to investigate upper secondary school teachers' attitudes toward comics and the factors that can affect their attitudes toward using comics in the classroom. For clarity, in this study, 'comics' is used as an umbrella term covering comic strips, comic books and graphic novels.

Your identity will remain anonymous, no personal information other than teaching experience and which English courses you teach will be collected. There are no "right" or "wrong" answers. Your participation is completely voluntary and you can withdraw from participating at any time. If you have any questions, you can contact me at [gusalshisa@student.gu.se](mailto:gusalshisa@student.gu.se).

Thank you for participating!

\*Obligatorisk

Have you read all the information above and understood it? \*

Yes

Nästa

## Appendix B: Questionnaire

1. How many years have you worked as a teacher?

*Mark only one oval.*

- Between 1-3 years
- Between 4-6 years
- Between 7-9 years
- Between 10-12 years
- More than 13 years

2. Which English courses do you currently teach? (You can choose more than one)

*Tick all that apply.*

- English 5
- English 6
- English 7

3. Do you read comics in your spare time?

*Mark only one oval.*

- Yes
- No

4. On a scale from 1 to 5, with 1 being low and 5 being high, please rate your interest in reading comics.

*Mark only one oval.*

	1	2	3	4	5	
Low	<input type="radio"/>	High				

5. Have you ever considered using comics in the classroom?

*Mark only one oval.*

Yes

No

6. Have you used comics in the classroom?

*Mark only one oval.*

Yes

No

7. On a scale from 1 to 5, with 1 being useless and 5 being useful, using comics as a pedagogical tool to teach English is:

*Mark only one oval.*

	1	2	3	4	5	
Useless	<input type="radio"/>	Useful				

8. Please rate the following possible choices, indicating to what degree you either agree or disagree on each factor being a potential benefit to you using comics in the classroom.

*Mark only one oval per row.*

	1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
1. Developing different skills than the use of traditional novels could	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Improving student motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Using comics can develop reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please expand on your answer for question 8.

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9. Please rate the following choices, indicating to what degree you either agree or disagree on each factor being a challenge that can prevent you from using comics in the classroom.  
*Mark only one oval per row.*

	1. Strongly disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree
1. Its absence from curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Not enough knowledge about teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Unfamiliar with the comics medium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please expand on your answer for question 9.

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10. In your opinion as a teacher, which factors weigh more heavily?

*Mark only one oval.*

- Benefits
- Challenges
- None

## Appendix C: Data results

Question	Frequency					Mean
	1	2	3	4	5	
Interest in comics	23	17	25	17	3	2,53
Comics as a pedagogical tool to teach English	1	12	34	26	12	3,42