

**THE USE AND EFFECT OF COMIC BOOK READING
ON THE READING ATTITUDES AND READING HABITS
OF GREEK (TYPICALLY DEVELOPED AND DYSLEXIC)
EFL LEARNERS IN A MIXED ABILITY EFL CLASSROOM**

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ABSTRACT

A limitation of (EFL) teaching, especially in the Greek context and in a mixed ability classroom, is not only that pleasure reading is somewhat marginalized, but, most importantly the significance of reading attitudes and subsequent reading habits, generally, are not factored.

This study reports on an investigation of 9 Greek, dyslexic and typically developed, EFL learners' (L2) reading attitudes and habits within a mixed ability EFL classroom, aiming at identifying the perceived effect(s) that the use and reading of comic books had on them.

A case study method was employed whereby multiple tools of data collection were used across 6 weeks during Spring 2014. Tools included: McKenna and Kear's (1990) Elementary Reading Attitude Survey (ERAS), Semi-Structured, Focused Interviews, Targeted Questionnaires, Field Notes derived from Participant Observations, and Focus Group-like Literature Circle Discussion Groups. The data were analyzed descriptively using SPSS (quantitative data) and content analysis (qualitative data).

Findings suggest that participants, dyslexic and typical, held mostly positive, yet, utilitarian views of English reading and learning, and did not generally engage in English pleasure reading, despite mostly liking reading and learning English. Moreover, by the end of the study, extensive comic reading was shown to be an effective means by which to engage learners in reading and reading-related practices, such as active participation in Literature Circle Discussion Groups and a comic book borrowing library. Additional findings indicate that most participants were gradually more interested, enthusiastic, willing and dynamic in their participation, providing longer, more accurate responses as the study progressed. Upon completion of the study, practically all students, as well as their parents and EFL teacher supported witnessing some beneficial effect on the students' reading attitudes and habits.

The data lends itself to the conclusion that extensive comic reading and comic-related reading practices may be of benefit to developing positive reading attitudes and habits to English reading, as well as numerous other skills, indirectly and/or directly, effected and enhanced via the procedures (reading speeds, comprehension, oral and vocabulary skills and positive group dynamics).

This study emphasizes the significance of considering learners', dyslexic or otherwise, reading attitudes as well as interest, during the curriculum design and teaching practices of (EFL) educators.

*" And what is the use of a book," thought
Alice, "without pictures or conversation?"*

- Lewis Carroll, Alice's Adventures in Wonderland

DEDICATION

*To my Family,
and my extended "family" of teachers and students.*

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INTRODUCTION

Rationale

In Greece, English is taught as a second/foreign language, with a primary focus on the development of the language skills of its learners, and not so much taking into account what and how they feel towards learning. A likely reason for this could be that English learning is primarily taken up for extrinsic reasons, either from family and/or societal prerequisites and pressures, in order to enhance opportunities in future academic and professional spheres whether in Greece or abroad.

Globalization mandates that Greek learners use English in their daily lives, from watching television and movies, to music and the ever-growing use of social media. English has become so intertwined in modern Greek culture and life, that there is even a term that recently surfaced, coined Greeklish, where Greeks use the Latin alphabet to write texts in Greek by relating the English alphabet to Greek alphabet letter sounds.

Although seemingly trivial, this is an important indication that Greeks are not only using, but also 'reading' more English, creating all the more of a necessity to be literate and skilled in their use and knowledge of the English language and its various applications. Engaging in authentic texts, however, has not been of primary focus in EFL education in Greece. In most situations, course book material focusing on linguistic, grammatical and vocabulary skills are adhered to religiously. As such, most EFL learners have come into contact with the language in more sterile and uninspiring teaching and learning settings.

It could, thus, be assumed that most typical and dyslexic EFL learners do not engage in reading beyond the realm of the classroom and school-related work, and are likely to foster less positive attitudes toward the L2 and L2 reading moreover. This is especially true for dyslexic (EFL) learners, who are not always successful readers, as a multitude of factors can create difficulties and ultimately affect their skills as well as their reading attitudes and habits.

Stemming from this, reading should not merely be considered a sterile activity solely associated with mandatory (school) work. In fact, it has been claimed that reading for pleasure has numerous positive effects ranging from reading rates and comprehension, vocabulary increase, to the improvement of reading attitudes and elevated feelings of self-esteem (Javid and Al-Khairi, 2011), in the L1 and L2 for typical and dyslexic learners alike.

It is important, moreover, to foster positive reading attitudes and good reading habits, especially in terms of pleasure reading, as a growing detachment towards and limited engagement in reading, not due to lack of skill, but rather because of one's choice to not engage in the activity, has led contemporary generations to be characterized as not illiterate, but, indeed, *aliterate*. Studies have, indeed, shown that secondary level students also have been losing interest in reading due to negative attitudes, low levels of motivation and the effect of videos and computer games (Olufowobi et al, 2011).

An effective means by which one could deflect the negative impacts of aliteracy and advance (pleasure) reading is extensive reading either or both in the L1 and L2. Extensive reading is defined as "quantitative reading in the second language (L2) for a lengthy period of time for personal pleasure without the addition of productive tasks to follow-up language work". This is unlike most reading practices and activities commonly used in the regular and/or L2 classroom (Hafiz and Tudor, 1989 in Ro, 2013) as the main goal of extensive, pleasure reading is not deliberate, but indeed it focuses on incidental learning and on meaning-focused exercises that aid in "gaining content matter knowledge, skill improvement and enjoyment" (Grabe and Stoller, 2002; Nation, 2007 in Ro, 2013). In other words, as positive reading attitudes enhance reading motivation, they also likely lead to the desire to continue pursuing reading, ultimately leading to the creation of good reading habits (in Yamashita, 2013).

Since "the attitude a student has, leads to the amount of motivation he/she has to participate in the activity, therefore affecting the amount of time he/she participates in the activity" (Alexander and Filler, 1976 in Covert, 2009), a reader's attitude toward reading significantly affects and predicts

the time s/he participates in the activity, directly translating into whether or not and to what extent a habit is also created. Good reading habits, however, as well as positive reading attitudes will not be formed if the learner is not interested; the significance of interest being that when someone is genuinely interested in an activity and/or topic, they are far more likely to return to it regularly and divulge more time and effort in its practice. It is important, if not vital, as such to ignite learners' interest as well as to cater to their interests whenever and to whatever extent possible in order to aid in the fostering of positive (reading) attitudes and habits.

To this end, the current investigation introduces English comic book reading to an EFL class of 9 Greek EFL students, in order to study their effect on their reading attitudes and habits. Generally speaking, comics are appealing to readers of practically any age or level, since they contain realistic displays of dialogue and culture (Davis, 1997 in Drolet, 2010), and are widely accessible reading materials, since the visual messages are accompanied and assisted by short and simple pieces of text (Tiemensma,2009), written in mostly the authentic and colloquial language of everyday conversation. Moreover, comics could be considered a stepping stone for more complex, advanced reading (Cary, 2004 in Jones, 2010; Krashen,1993 in Javid and Al-Khairi, 2011). Yet, although relevant studies of comic book reading and motivation have been conducted by Norton (2003) and Versaci (2001), fewer studies have focused on comic book reading with ELF dyslexic and mixed ability learners, and none have as yet been conducted in the Greek context of EFL teaching and learning.

Also, despite growing interest in the field of education in L2/ESL learning, it is unfortunately realized that there is less international literature in terms of L2 learning and dyslexia and in L2 reading and dyslexia (Helland and Kaasa,2005; Ghonsooly and Javadian, 2010; Ho and Fong, 2005). This perceived lack of relevant literature is further supported by the fact, that in terms of dyslexia diagnostic testing there is yet no "assessment tool for L2 skills in dyslexia" (Helland and Kaasa, 2005); making distinguishing dyslexia and common difficulties learners face in learning and reading in a foreign language a challenge, risking learners be characterized as dyslexic when they are simply having trouble learning the L2, and vice versa (Hall,2001).

Put more simply, the difficulties learners face in L2 learning can not only easily mask dyslexic symptoms, but also, be confused for dyslexia

This study aims to address these gaps in the literature by investigating (L2) reading attitudes and habits via the use and reading of comics. The study takes place in an EFL school in Athens with 9 Greek EFL students, 7 typical and 2 dyslexic, participating in a voluntary, post-typical EFL class, extensive comic book reading workshop of sorts, for 4 weeks.

Motivation of the study

On a more personal note, being both a native speaker of English and an English teacher this research was of genuine interest to my teaching practice. As a foreign language teacher, I have indicated gaps in the curriculum and teaching methods in terms of reading and pleasure reading, as EFL teaching is primarily focused on the development of vocabulary and grammar skills. This takes on additional significance when considering that learners' attitudes and interests are not generally accounted for in (L2) reading and learning. As such, learners are at risk of becoming passive and uninspired in their learning, especially dyslexic learners, with likely lifelong and far-reaching effects on their skill, attitudes and habits.

For a long time I have felt uncomfortable with such realizations in my practice, and consider it my responsibility to adapt my teaching to accommodate my learners' needs, learning styles and preferences in order for them to reach their fullest potential, by integrating more innovative practices and materials into my lessons.

As such, having been an avid reader of comics throughout my life and development as a reader myself, it was significant to me to investigate their use and the effect on others, most importantly, of emerging EFL typical and dyslexic readers, possibly igniting within them the love and appreciation of both the comic book genre itself, but also, and maybe even more importantly, the motivation to continue in their pursuit of reading in general.

In other words, the investigation of alternative and innovative approaches to teaching and reading as well as the generation of positive attitudes toward reading and learning overall and the adoption of good

reading habits is the motivating force behind not only this study, but also my teaching philosophy and practice.

Description of the Thesis

This thesis continues in 5 further chapters. Chapter 1, provides an overview of the representative research in the related fields of the study, with sections covering reading and literacy, reading attitudes, motivation and habits and L1-L2 transfer of skills and attitudes, as well as visuals, comic book reading and influences on reading attitudes and habits, and their subsequent benefits and implications. Chapter 2 presents the methodology used in terms of rationale, design and procedures. Chapter 3 reports on the findings of the study in accordance to the research hypotheses and questions. Chapter 4 provides an interpretation and discussion of the findings, while, Chapter 5, the Conclusion discusses teaching and learning implications, suggestions for future research and the study's limitations.

These positions and perceived gaps in the literature have led to the main goal of this study being the exploration of the (L2) reading attitudes and habits of Greek (dyslexic and typically developed) EFL learners, and whether and to what extent the use of comic book reading has (positive) effects, both in and outside the mixed abilities foreign language classroom, on their (L2) reading attitudes and habits.

CHAPTER 1 – REVIEW OF THE LITERATURE

This chapter will present a review of the literature. It is separated into 6 broader categories, and subsequently divided into smaller and more specific and detailed sub-sections, as indicated by Table 1:

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3.4.4 – Book Choice and Book Ownership
3.4.5 – Library and Bookstore Visits
4 – VISUALS AND VISUAL LITERACY

4.1 – Definitions of Visual Literacy
4.2 – Paivio's Dual Coding Theory (DCT)
4.3 – The Benefits of Visuals in Reading
4.4 – Visuals and Dyslexia
5 – COMIC BOOKS
5.1 – Comics' Definitions and Features
5.2 – The Benefits of Using and Reading Comics
5.2.1 – Benefits of Comic Book Reading in the L2 and for the L2
5.3 – Comic Books, Attitudes and Motivation
5.4 – Comic Books and Reading Habits
5.5 – Comic Book Reading Could Lead to the Reading of More Advanced and Demanding Texts
6 – INFLUENCES ON READING ATTITUDES AND READING HABITS
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6.4 – Teacher Influence on Reading Habits
6.5 – Peer Influence
7 – RESEARCH HYPOTHESES AND QUESTIONS

1 – READING AND LITERACY

This section discusses aspects relating to literacy and various forms of reading, including extensive and pleasure reading, and their benefits, as well as dyslexia and the implications it has on reading skills, performance and experiences, in the L1 and L2. Furthermore, mixed and ability classrooms and inclusion, as well as EFL teaching and learning contexts in Greece are presented.

1.1 Overview of Reading and Literacy

The importance of reading lies in the fact that as a skill it is critical to the development and ultimate "attainment of literacy " as disclosed by Olufowobi et al (2011). In fact, reading is the very bedrock of literacy. However, before one can discuss the significance of reading as a part of literacy, we must first define it.

The Cambridge International Dictionary of English defines literacy as "the ability to read and write" (Olufowobi et al,2011); while the United

Nations Educational, Scientific and Cultural Organization (UNESCO), adds that literacy entails one's "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts" (Olufowobi et al, 2011). Having such skill learners can access and expand the realms of their thought and learning, and gain a deeper understanding of various forms and ways of life, thought and behaviors.

As Wang (2000) has supported, a child's development of literacy is a determining factor in its achievement of both reading and writing (in Parker, 2004), displaying once more the significant role literacy plays in a learner's development and success. Reading, however, in specific, as defined by Venkateswaran (1995), is a "psycholinguistic process by which the reader reconstructs a message, which has been encoded by a writer." It is furthermore, considered an interactive process, combining " background knowledge, conceptual abilities and learning strategies" (in Javid and Al-Khairi, 2011).

This study is primarily concerned with reading in the second/foreign language. A gap in the literature on the influence of L1 literacy and L2 reading has been displayed until relatively recently, when studies such as Bernhardt (2005) and Koda (2005;2007 in Jiang, 2011), claimed an important influence of L1 literacy skills and knowledge on the subsequent development of L2 reading. Additionally, when learners are competent readers, in the L1, they possess knowledge of numerous aspects related to reading, allowing the application of such skills and subsequently developing similar abilities and vast a knowledge base in an L2, respectively (Moll,1994; Peregoy and Boyle,2000 in Jiang, 2011).

Whatever the language one engages in reading, a cumulative view of what the ideal reader is, or should be, has been developed. According to Winne (1985), this "idealized reader" is "one who feels competent and perceives reading as being of personal value and practical importance" (in Gambrell et al,1996). In fact, learners who find reading a valuable and important activity, and who moreover read for personal motives have been shown to participate in reading in a more structured, deliberate and effortful way (Ames and Archer,1988; Gambrell et al, 1996).

1.2 Dyslexia and Its Implications for Reading

However, not all readers are as successful, as numerous factors can pose difficulties, ultimately affecting their literacy levels and acquisition. Such is the case of dyslexic learners.

Defining dyslexia is no easy task, since there are more than one definitions, most of which are deficit-centered, yet," there are many definitions of dyslexia but no consensus [...] 'dyslexia' is not one thing but many" (Rice and Brooks, 2004 in Elliott and Gibbs, 2008). It would be preferred, therefore, to be defined as Reid(2009) has: as "a processing difference, often characterised by difficulties in literacy acquisition affecting reading, writing and spelling. It can also have an impact on cognitive processes such as memory, speed of processing, time management, co-ordination and automaticity. There may be visual and/or phonological difficulties and there are usually some discrepancies in educational performances. There will be individual differences and individual variation". Another more accommodating and palatable definition of dyslexia is by Crombie (2002a), who chose to focus not so much on the deficits and difficulties entailed by dyslexia, but, in fact, on the various adaptations and accommodations which can be made to better aid such learners:

Dyslexia is a difficulty with literacy which results in a person requiring a set of accommodations to be made to enable them to demonstrate their abilities. Accommodations can be defined as a set of enabling arrangements that are put in place to ensure that the dyslexic person can demonstrate their strengths and abilities and show attainment (in Clark, 2003 in Reid, 2009).

1.2.1 Dyslexia as a 'Gift'

On the other hand, and on a similar note with Crombie (2002a), it has been supported that dyslexia is a 'gift' of sorts, since it is supported that " the mental function that causes dyslexia is a gift in the truest sense of the word: *a natural ability, a talent*. It is something special that enhances the individual".

It is as the author, among many, believes a "self-created condition",

and "a product of thought and a special way of reacting to the feeling of confusion" (Davis and Braun,1997). In reality, such a claim bares some validity for a number of renowned individuals are dyslexic and have excelled in their respective fields.

1.2.2 Difficulty to Distinguish Dyslexia from Difficulties Presented When Learning a L2

Although, there has been growing interest in the field of L2/ESL learning, it is generally accepted that there is only some international literature and research done in terms of L2 learning and dyslexia as well as in L2 reading and dyslexia (Wydell and Butterworth,1999 in Ghonsooly and Javadian,2010; Peer and Reid,2000 in Helland and Kaasa,2005; Ho and Fong,2005). A statement further supported by the fact that in terms of dyslexia diagnostic testing there is yet an "assessment tool for L2 skills in dyslexia" (Helland and Kaasa, 2005).

This, in turn, makes distinguishing dyslexia and common difficulties learners face in foreign language a challenge, for, as Hall(2001) supports "SpLD/dyslexia is hard to identify in children learning English as a second language as there is a high risk of either attributing a learner's difficulties to second language acquisition, or schools not recognising a child's underlying abilities...", and vice versa. In other words, difficulties learners display in L2 learning can easily mask and/or be confused with dyslexic traits.

Additional research has "also found that a number of other linguistic skills considered relevant in L2 learning, such as word recognition, spelling, pseudoword reading, word and nonword repetition, were impaired in dyslexic language learners" (Csizer, Kormos and Sarkadi, 2010). Therefore, supporting the fact that dyslexic learners have difficulties in not only learning their own, mother tongue, but also, as a result, have trouble learning a second, foreign language, and English specifically. Considering the learning difficulties caused by dyslexia's varying manifestations, it is not surprising that, as suggested by Reid(2009), numerous skills necessary in the reading process are not innate and do not evolve automatically in dyslexic learners and, as such, need to be made explicit and familiar through the appropriate teaching strategies.

It is of particular interest to the study, which comprised of two dyslexic EFL learners, to investigate their reading attitudes and habits in relation to mostly extracurricular, pleasurable reading. Furthermore, as this study is focused on both typical and dyslexic students in an EFL classroom who also differ on many other aspects, is by definition a mixed abilities and inclusive classroom, the following section outlines its definition and parameters.

1.3 Mixed Ability Classroom – Inclusion

" Every class we ever teach is mixed ability", states Richards(1998), since every learner is unique in their skills, learning style and preferences, linguistic background, knowledge and experiences, and brings something different to the classroom community mosaic (in Xanthou and Pavlou, 2010).

In fact, whether L1 or L2, a mixed ability classroom, as the one in this study, has been defined by Bremmer (2008): " a mixed ability class does not just consist of a range of abilities but also a range of learning styles and preferences. All pupils will show strengths at different times depending on the topic being studied and the learning style being used [...] All classes even those that have been set are mixed ability to a certain level" (in Xanthou and Pavlou, 2010), whether they have learners with learning difficulties or not. As such, this displays the notion of equality and camaraderie in learning, where all students have an opportunity to equally participate, contribute and develop as learners in skill, self-esteem and accomplishment. This position further negates the segregation, official or otherwise, that exists in the classroom, not only between learners with difficulties and typical, but also between more motivated and more reluctant participants, the quicker and slower attainers, and the more or less skilled.

Indeed, it is not only mixed ability that defines and exists within a mixed ability classroom, but a mix could exist in terms of " preferences, age, motivation, prior language experiences, language knowledge, intelligence, learning speed, gender, specific learning difficulties and dyslexia, interest", as outlined in Rabadan-Gomez et al(2011), and specifically in reference to English and L2 learning "motivations for learning English", "needs"," anxiety" added by Ainslie(1994) (in Svard, 2006), a field of research of interest to

Salli-Copur(2005) (in Xanthou and Pavlou, 2010).

Multilevel, mixed ability classes can develop learners as the adaptations used could be of benefit to all learners as they develop their learning styles to accommodate all the learners, thus becoming more independent in their learning as well as building solid partnerships in the classroom. That is, students can learn from each others' strengths and weaker points, and learn compensation skills and strategies from one another, creating learning communities based on peer acceptance and peer learning (Xanthou and Pavlou, 2010).

As the theory above indicates, the class sampled and participating in this study is a mixed ability, inclusive classroom in more than one sense, since the students vary in language ability, level of fluency and gender, and two learners are dyslexic. Additionally, upon analysis of the data, the variation between students also extends to differing English learning motivations and reading attitudes, habits and preferences.

Since the study is based in Greece and the Greek EFL teaching and learning curriculum, the following section presents some of its main considerations.

1.4 EFL Teaching and Learning in Greece

Greece depends on a mostly tourism-based economy; as such, the vast majority of its citizens speak English to some level. The younger generations, much more so, due to the influence and use of the media and social media are indirectly coming into contact with English, but also being direct learners of English as their second/foreign language, in both the public school system and private EFL tutoring institutions.

Most Greeks consider foreign languages a significant skill aiding in the communication between the people of the world. Based on this notion, those knowledgeable of foreign languages are considered privileged, having more opportunities academically and occupationally. However, in the current Greek educational system, foreign language learning is not a lesson of primary focus and importance. Up to fairly recently, English as an L2 was introduced in the Greek public school system in the fifth grade of

primary/elementary school. Now, more innovative approaches are being applied and English is being taught in public schools as early as first and second grade.

On the other hand, in the private sector in Greece, on average, children begin learning English as a second/foreign language in the third grade of primary/elementary school. In most private EFL tutoring schools, teaching has taken a mostly utilitarian form. One of the primary objectives of such teaching, in most cases, is to teach the foreign language to levels of proficiency, in order to qualify for English level certification exams; an objective also enforced by parents. As such, the motivation behind EFL learning in Greece is mostly extrinsic, for practical reasons, such as employment requirements. Proof of this is the extensive focus on the development of grammatical and syntactical skills, as well as vocabulary, via the use of companions and dictionaries.

Some, more innovative EFL schools have begun integrating more communicative, and even, multimodal and multisensory techniques and tools for EFL teaching, so as to not only teach English as a skill, but also acquaint its learners with its culture and people. Also, EFL publication houses in Greece are designing books and accompanying materials that are attempting to develop more than EFL learners' language-based skills, by including a wide array of topics of interest and importance, project-based learning, the use of the Internet, multimedia and interactive white boards; approaches also beginning to be adopted and applied in the Greek public school system's EFL classes as well. Therefore, teaching English as an FL/L2 in Greece in accordance with European Union regulations and standards, in the private and public school system's English courses, is gradually expanding from simply knowing the language to developing knowledge about both the structure and function of the language in different social and communicative contexts. That is, integrating linguistic awareness, inter-cultural awareness, as well as interlocutory skills.

In their attempt to innovate and modernize not only EFL teaching practices and materials, but also Greek learners' perspectives and attitudes toward EFL learning, this study could be considered a small contribution towards this goal, since it is investigating the use and effectiveness of comic

book reading on the reading attitudes of Greek learners, both typical and dyslexic. Comic book reading could be a complementary tool for the advancement of both habits and attitudes, as well as skills, if used as additional materials in the class, as extracurricular reading or the basis of projects or research, the topic of discussion, etc. or should they officially be integrated in some manner in course books, in either or both sectors.

For details and additional information, one could advise "The New School/New Curriculum " initiative brought forth in Greece since 2007, in a joint effort of the Greek Ministry of Education, the Greek Pedagogical Institute and the European Union, which proposes a common and uniform curriculum which is to be used as a tool for the systematic teaching and learning of the FL as a medium of culture, as its main objective is to prepare learners to function in the modern polyglot and multicultural society and foster intercultural awareness. As such, it clearly outlines what is to be achieved and learned at each level of foreign language education without specifying how. Thus, it allows for some freedom of interpretation according to individual and unique class and student needs. More information could be found in Appendix 11.

1.5 Reading for Pleasure

Reading as both a skill and activity has long been of importance and interest to research. As a skill it is not only useful, but necessary. So is its enjoyment. An important aspect of this study, as it investigates the use and effects of a pleasurable reading form in a somewhat extracurricular setting on the reading attitudes and habits of dyslexic and typical EFL readers.

It has been widely supported that for anyone to become a skilled reader it is first necessary to acknowledge that reading is an interesting and pleasurable experience and activity, as demonstrated by the Commission on Reading in the study by Anderson et al(1985); implying that reading is not only a sterile activity solely associated with mandatory (school)work. In fact, it is supported that skill-wise, reading for pleasure indeed positively affects reading rates and comprehension. Additional benefits have been indicated via the increase of vocabulary, the improvement of reading attitudes and elevated feelings of self-esteem, claimed by Javid and Al-Khairi (2011). A

study by Ogle et al (2003), has found that pleasure reading, especially of fiction, could be deemed an indicator of one's reading attainment and achievement. Their finding is based on the logic that when a reader engages in extracurricular reading, they will consequently employ their various reading skills and strategies much more, and in turn, advance their reading ability compared to students who do not read for pleasure (in Donaldson, 2010).

Pleasure reading is both the product and the influencer of positive feelings readers experience prior, during and after their reading. This is significant to this study since it is investigating pleasurable, comic book reading in an after-school reading workshop of sorts, not directly related to academic-related reading.

1.6 Flow Experience

Reading can be such pleasurable an experience and activity that the reader can become so engrossed and mesmerized, in their reading and the imaginary (or not) worlds and characters described, that they can lose their notion of time, space and even self.

This experience has been coined by Csikszentmihalyi (1987) (in Wigfield, 1997 in Covert, 2009) as the "Flow Experience", which could forge avid, devoted readers, supported by Nakamura and Csikszentmihalyi (2002), as readers become eager to return to such a pleasurable state.

Flow experience is important to this study as it seeks to investigate the undercurrents of reading attitude and reading habit, and flow is a significant part of pleasure reading. Also, it could be a factor which could cause a reader to approach and continue pursuing reading, much more so in the L2 and for dyslexic learners which are the focus of the research.

1.7 Aliteracy

Since flow is closely related to the development of positive reading attitudes and habits, as it could be a factor influencing the pursuit of reading experiences, the opposite state must also be discussed. The term aliteracy has been used to describe a growing detachment towards reading, not due to lack of skill, but rather, due to their choice to not engage in the activity.

Such limited engagement in reading, *nee* for pleasure, has caused contemporary generations to be characterized as not illiterate, but, indeed, *aliterate*.

The Merriam-Webster dictionary has defined aliteracy as " the quality or state of being able to read but uninterested in doing so"; while, Olufowobi et al (2011) have claimed that it is "a reading problem which occurs when reading ability can no more be matched by reading desire". That is, a person is considered literate in terms of ability but reading, as pertinent to this study, is considered a strenuous and/or uninteresting activity, a mandatory task or chore and not pleasurable, interesting and/or meaningful.

This uninterested demeanor does not merely relate to extracurricular, pleasure reading, but could also be translated to academic reading, as studies have indicated that secondary level students have been losing interest in reading due to negative attitudes, low levels of motivation and the effect of videos and computer games (Olufowobi et al, 2011). In other words, individuals are able to read, but choose not to in order to partake in other activities.

The notion of aliteracy is of importance to the study, although not examined in particular, as it may be an additional indicator of reading habits and attitudes, in terms of whether or not the participants in their free time choose to read for pleasure or engage in some other activity. The same issue was investigated in terms of their parents and teacher.

1.8 Extensive Reading

Pleasure reading should not be solely considered an extracurricular activity, for its benefits extend beyond merely bringing pleasure as a pass-time to the reader. It should, and does in some cases, have a place within the curriculum mostly via Extensive Reading programs. This study could be considered an extensive reading program of sorts, as it is grounded in many of the practice's theoretical and practical underpinnings.

Extensive reading programs owe their theoretical backbone mostly to Krashen's Input Hypothesis (1982) and Reading Hypothesis (1993), which highlight the importance of comprehensible input via reading and its beneficial effects mostly in the second language, ranging from an increase in

vocabulary and improvement of spelling, grammar and various other linguistic skills (in Yamashita, 2013). Indeed, in theory, Extensive Reading or ER has claimed benefits including the promotion of positive reading habits, increase of vocabulary and improvement of knowledge of structure, and fostering of the enjoyment of reading. (Richards and Schmidt 2002 in Yamashita, 2013).

Hafiz and Tudor (1989) have defined ER as "quantitative reading in the second language for a lengthy period of time for personal pleasure without the addition of productive tasks to follow-up language work", unlike most reading practices and activities commonly used in the regular and/or L2 classroom (in Ro,2013) as its main goal is not deliberate, but incidental learning (Grabe and Stoller, 2002 in Ro, 2013), and on meaning-focused exercises that aid in "gaining content matter knowledge, skill improvement and enjoyment" (Nation, 2007 in Ro,2013).

Day and Bamford (2002), have outlined the basic parameters of extensive reading, according to whom the texts used are supposed to be accessible and widely varied in topic, while students both choose their materials and do as much reading as possible. Reading, moreover, is faster in pace, individual and silently conducted, its purpose being enjoyment, gaining information and/or deriving an understanding of the text. As such, reading is done mostly for pleasure and less for strict academic purposes. In turn, it is continued reading and individual responses to the texts that are focused on rather than the provision of correct answers (Yamashita,2013).

The teacher in such a context plays a significant role, since they model and/or participate in their classroom community of readers, manage, advise and orient their students during the process, (Yamashita, 2008;2013). Thus, if the texts are intriguing and exciting and their reading is completed in a relaxed, stress-free manner, ER can have great effects (Krashen,1982), on participating learners. As positive reading attitudes enhance reading motivation, it will also likely lead to the desire to continue pursuing reading, ultimately leading to the creation of good reading habits (in Yamashita, 2013), with likely lifelong effects.

1.8.1 Benefits of Extensive Reading

Indeed, numerous studies, a detailed overview of which could be found in the work of Yamashita (2008;2013) and Javid and Al-Khairi (2011), have clearly demonstrated the various advantages of ER to the reader in both the L1 and L2 contexts.

Some of the most prominent benefits for ER participants being the improvement of reading comprehension, reading speeds and reading fluency, as well as an increase in vocabulary (Yamashita,2008;2013). Moreover, enhancements of both writing and grammar skills have been presented. Gains have also been claimed in terms of forming positive reading habits and in the affective domain of reading, since participants no longer fear neither evaluation nor peer and/or teacher criticism, it could be seen as promoting positive reading attitudes, increasing motivation to continue reading, sometimes even more demanding materials, promoting schema activation and use and improving comprehension (Yamashita, 2013). Concerning the L2, Extensive Reading has been suggested to aid in general L2 proficiency, as well as in a collection of various L2 skills.

Since avid reading is considered the most immediate means by which one increases their knowledge (Baba,2004 in Mohd et al, 2012), it is important that learners understand and accept that reading is not only a necessary skill, but an enjoyable activity in which to partake without fear or hesitation. Extensive Reading could be a means by which learners can develop such an understanding and appreciation. However, it has been, unfortunately, supported that if a child develops and displays negativity towards reading, it is highly unlikely that such a feeling will be changed by simply being persuaded that reading is an otherwise entertaining and vital skill and activity (Partin and Gillespie-Hendricks, 2002). It is something they must come to recognize and do on their own. If such a negative stance is developed, it could affect other skills and affective domains as well.

2 – TRANSFER OF L1-L2 SKILLS AND ATTITUDES

In this section the issue of transfer is discussed. Transfer either of skill or attitude, or both, is of importance to this study, not because it is a phenomenon extensively investigated, but it is not unlikely that some level of transfer, negative or positive, could have some implications on the participants' reading attitude and habits in the L1 and L2. Furthermore, it could be suggested that beneficial effects of extensive comic book pleasurable reading could be affected by L1 attitudes and/or skills; or reversely, more positive (or negative) attitudes and/or skills in the L2 could similarly impact the L1.

2.1 L1-L2 Transfer of Skills

It has been supported that skills in one's native language, could have a profound effect on the acquisition of an L2, as various skills and their difficulties thereby, are subject to transfer from one language to another and, frequently, vice versa (Verhoeven,1991 in Butler and Hakuta,2004).

In terms of reading, the development of L1 reading ability affects the parallel ability and process in the L2. As such, weaker skills in the L1 could somewhat inhibit L2 proficiency. In fact, as supported by Chodkiewicz (1986), it is likely that weaker readers in the L1 perform weaker in L2 reading as well, whereas more skilled L1 readers can apply their effective skills and strategies of L1 reading to successfully read in the L2. Yet, transfer of skills, weak or strong, is not only evident from one's mother tongue to their second language; but, also vice versa (in Nijakowska, 2010); while, skill transfer should not only be viewed as solely negative towards the L2, often called Interference, but could, indeed, also be positive in its influence, the process termed Facilitation (Verhoeven 1991;1994 in Butler and Hakuta,2004).

The implications of skill transfer could be significant learners' reading development especially dyslexic learners. As such, no matter if such a transfer actually occurs in these participants, it is important to understand that such a transfer and its consequent implications could be at play here too, affecting reading attitudes and/or habits.

2.1.1 Theories and Hypotheses of L1-L2 Skill Transfer

These positions owe their backbone to the various theories and hypotheses that govern skill transfer between L1 and L2. Namely, the Linguistic Interdependence Hypothesis, supports that literacy in the L1 could advantage the development of L2 reading skills, for there are certain similarities between L1 and L2 language skills, which are, in turn, interdependent (Jiang, 2011).

Supporting this are Bernhardt and Kamil (1995), who state that L2 reading performance is interconnected and, thus, affected by L1 reading performance (in Jiang, 2011). Additionally, Moll (1994) and Perego and Boyle (2000), feel that when learners are literate in their native language, they will have created a database of knowledge and skills which could affect their L2 literacy skills, for, once a learner has developed a certain skill set in one language, it is readily available for use and application in another (in Jiang, 2011).

2.1.2 L1-L2 Skill Transfer Theories and Hypotheses of Dyslexic Learners

Similar theories and hypotheses could be found in relation to the skill transfer among dyslexic learners.

Specifically related to reading, Oren and Breznitz (2004)'s Central Deficit Hypothesis, finds that learners with reading difficulties in one language will present similar problems in the L2 (in Ghonsooly and Javadian, 2010); while learners presenting phonological deficits, regardless of language, are likely to display dyslexic tendencies in all languages, according to the Psycholinguistic Grain Size Theory (PGST) by Ziegler and Goswami (2005).

2.2 L1 -L2 Transfer of Attitudes

Transfer between the L1 and the L2; however, does not solely exist in terms of skills. A transfer of attitudes can also be witnessed between learners' first and second language, and in some cases, vice versa.

Essentially, if a given learner covets negative attitudes towards

learning and/or reading in their mother tongue, it could translate to the coveting of similarly negative attitudes in a second language. On the other hand, the presence of negative attitudes in a second language could have a reverse, domino effect on L1 attitudes. Indeed, research has shown that difficulties in L1 language skills could be the cause of low-motivation and high levels of anxiety when learning a L2 (Sparks and Ganshow,1991;Sparks et al,2008 in Csizer, Kormos and Sarkadi, 2010).

A position like this gives way to the notion that once a negative attitude has begun to form it is a lot more likely to fossilize than be reversed. Similarly, if a learner holds a positive stance toward reading in the L1, they will, most likely, retain it in L2 reading. Such a perception is hopeful, since students with positive L1 reading attitudes can improve their L2 reading attitudes, exactly because they initially possess a positive reading outlook and accept the benefits of the activity.

Likewise, if a learner caters a negative L1 reading attitude, it not only affects L2 reading attitude, but, it also negatively influences one's involvement in pleasure reading and the formation of positive reading habits. (Yamashita, 2004). The existence and importance of such a transfer is highlighted by McCaughlin (1987) (in Butler and Hakuta, 2004) who claim that this relationship is " bi-directional those who have positive attitudes may attain higher achievement, and higher achievement also contributes to a more positive attitude." In other words, positive attitudes could lead to better language and skill acquisition, and vice versa.

This study is not directly measuring attitudinal and/or skill transfer; however, as it could be a parameter at play, it is important to factor it and its implications.

3 – READING ATTITUDES, MOTIVATION AND READING HABITS

This section discusses what reading attitudes are defined as, the hypotheses and theories on which they are grounded, as well as the effects they have been shown to have on skill, performance and achievement, in the L1 and L2, for typical and dyslexic learners. Attitude is a subjective, and yet, a significant aspect in any situation as claimed by Gage and Berliner (1998),

one's attitude, as well as ability, ultimately leads to their success (in Mihandoost et al, 2011).

3.1 Reading Attitude Definitions and Theories

Being such a subjective a matter, attitude is complicated to define, for it is believed to be a mental construction unable to be calculated exactly numerically, but instead, to be derived via qualitative means (Harris and Sipay,1990 in Partin and Gilespe-Hendricks, 2002).

Thus, attitude is not something easily and readily quantifiable, allowing quite some leeway for interpretation. Others, however, find reading attitudes, specifically, to be a "complex theoretical construct" (Yamashita, 2004), the variables of which are difficult to not only measure, but to be utilized in instruction (Athey,1985 in McKenna and Kear,1990). Just as every learner is unique, their attitudes and motivation are also as unique and diverse. Therefore, to come to a consensus or overarching, all-inclusive definition is no easy task.

Yet, attempts have been made as in the case of Alexander and Filler (1976), stating that reading attitude is "A system of feelings related to reading which causes the learner to approach or avoid a reading situation" (in Fradley, 2007). Similarly, Smith (1990) defined reading attitude " as a state of mind, accompanied by feelings and emotions, that make reading more or less probable" (in Kush and Watkins, 1996).

The aforementioned positions are grounded in L2 reading attitude and motivation principles; one of the most prominent being Dulay and Burt(1977)'s Affective Filter Hypothesis (in Krashen,1982 in Krashen, 2009) which posits that L2 reading attitude is influenced by three main variables: Motivation, Self-Confidence and Anxiety. Research, thus, has demonstrated that highly-motivated, self-confident readers with low anxiety seem to generally acquire the L2 better. Moreover, learners who are confident in their abilities, who are aware of their potential and are motivated to read and learn, do not easily give up when faced with difficulty or error.

3.2 Implications of Reading Attitudes on Successful Reading

As this study is particularly concerned with the EFL students' reading attitudes it is important to also outline what they constitute.

Reading attitudes, as such, have been claimed to be the derivatives of numerous variables, the most significant of which are highlighted by McKenna, Kear and Ellsworth (1995), as being the overall beliefs and views a reader holds about reading's outcomes, as well as their motivations and meeting others' expectations. Finally, they are a product of readers' unique and specific reading experiences. However, a study by Cramer and Castle(1994) has demonstrated the necessity to develop a more systematic research framework of the affective variables of reading (in Partin and Gillespie-Hendricks, 2002).

Attitudes towards reading, as indicated by Tunnell et al (1991), are as significant to reading as the reader's very ability to read (in Partin and Gillespie-Hendricks, 2002). The significance of reading on the successful development of reading skills has now been supported by research (Lazarus and Callahan,2000 in Parker, 2004; Lipson and Wixson,1986; Williams,1994; in Kush and Watkins,1996).

According to Walberg and Tsai (1983;1985) the main factors correlating positive reading attitudes, reading skill and success are considered to be the belief that reading itself is a meaningful and important skill and activity, as well as the enjoyment of reading. Moreover, possessing a positive self-image and self-esteem as a reader in correlation with having both a verbally stimulating and repeated verbal interaction at home are also central factors (in Partin and Gillespie-Hendricks, 2002).In essence, the very success of instruction and the development of lifelong reading interest and skills are apparently directly influenced by (positive) reading attitudes (Kush and Watkins,1996; Mihandoost, 2011).

Therefore, possessing positive or negative attitudes toward reading could significantly and directly affect readers' overall reading skill development, attainment and success, in terms of reading comprehension, vocabulary attainment, frequency of reading, and reading pleasure (Aaroutse and van Leeuwe,1998, in Donaldson, 2010), with lifelong effects.

The results of a study by Conlon et al (2006), with 190 elementary level students, have also shown a correlation between reading attitude and reading skills such as word recognition, reading comprehension and spelling skills (in Donaldson, 2010); while Russ (1989) concluded that exceptional reading performance was the result of highly positive reading attitudes (in Partin and Gillespie-Hendricks, 2002).

However, it should be noted, that even for students with learning difficulties or poor readers, who generally possess weaker reading skills and experience some degree of frustration, reading is not always considered an activity they dislike and many weaker readers hold a positive reading attitude (Russ,1989 in Kush and Watkins,1996); despite studies supporting the opposite (Lazarus and Callahan,2000 and Polychroni et al,2006 in Mihandoost, 2011). This, once again underlines the subjectivity of reading attitudes.

Reading attitude is, therefore, significant to the development, attainment and achievement of learners with possible lifelong effects.

3.2.1 Attitude and Reading in the L2

Researchers have long been interested in examining the correlation between attitudes, motivation and reading in the second language (L2), as well (Eskey,1986; Grabe,2009; Grabe and Stoller,2011 in Komiyama, 2013).

The theory behind L2 reading attitudes developed by Day and Bamford (1998),involves differing variables,including the readers' attitude to L1 reading itself, reading experiences in the L2 and attitudes towards the L2 in question, be it the language overall, its users and/or culture (in Sani and Zain, 2011), as well as the parameters of the L2 classroom. Hence, learners are most likely to hold more favorable reading attitudes in their first language in comparison to the foreign/second language there are learning to read in (Sani and Zain, 2011). A likely reason is that reading in the L1 is difficult and demanding in its own right, and much more when learning another language. Another possible reason could be that L2 reading is mostly done for language learning purposes only, and not so much as an enjoyable extracurricular activity.

Whether or not, and to what extent, reading attitudes have had an

effect on the participating students, is an important parameter that will be investigated in the study.

3.3 Motivation

Reading attitude, however, is considered a part of the overarching notion of reading motivation, as signified by Sainsbury and Schagen (2004) (in Fradley, 2007). Reading attitude and motivation are interrelated notions and possess a two-way connection, since reading attitude affects motivation to read, and vice versa, while both affect reading as a skill and habit.

Guthrie and Wigfield (2000) defined motivation in general as "what activates behavior" (in Seitz, 2010); while others find reading motivation to be one's perception of themselves as a reader and their perception of reading's value (Gambrell et al,1996), echoed by Eccles et al,(1998) who considered it as the driving force behind readers' choice to engage and persist in their reading (in Mihandoost et al, 2011).

Put more simply, reading motivation is critical to the successful engagement of readers in the reading procedure since it activates their desire to read and persist. Ford (1992) also points out, that motivation is related to readers' value and perception of success in a reading situation. That is, people are more motivated to work towards a given goal when they believe it to be of value to them and within their capacity. This notion translates into readers not being motivated to engage or maintain their reading if the subject matter and/or material is not of value to them or if they find it too difficult (in Donaldson, 2010).

Therefore, the more motivated readers are initially and throughout, the more likely they are to purposefully engage in reading, as well as any reading related activity, such as book talk, and maintain an interest to continue pursuing reading in various forms or genres. Reading motivation, thus, leads to the fostering and exhibiting of positive reading attitudes and the developing of positive reading habits, for readers will have increased the amount of reading done, will more effectively utilize reading strategies and will have gained a better understanding of texts (Komiyama, 2013).

Whatever the language, it is important to consider what constitutes reading motivation both prior and during the reading process in order to

better comprehend readers' incentives, reading attitudes and habits, and how to improve and/or maintain them. How motivated or not, a learner is to participate in reading, especially extracurricular, is important to the study in order to draw better conclusions on the participants' attitudinal and habitual makeup prior, during and post the study, to the extent possible.

3.4 Habits

As signified above, reading attitudes are significant in the formation of positive reading habits, and vice versa. As such, habits can also indicate and influence reading attitudes and motivation to read. When someone covets a specific attitude towards something, it directly translates into whether or not and to what extent, a given habit is also created. Habits, like attitudes, are difficult to alter or break once formed. They, too, are subject to fossilization.

3.4.1 Definitions of Reading Habits

Simply put, when an action is repeatedly and consistently completed it could be regarded as a habit.

Reading habits, specifically, have been defined by Sangkaeo (1999) as a behavior "which expresses the likeliness of reading and tastes of reading" (in Annamalai and Muniandy, 2013); while, Shen (2006) found that reading habits are simply a display of "how often, how much, and what the readers read" (in Annamalai and Miniandi, 2013). Similarly, Wagner (2002) considered them as "the amount of materials being read, the frequency of reading as well as the average time spent on reading". Therefore, a good reading habit refers to the activity in which a reader repeatedly and voluntarily partakes.

A good reading habit, moreover, is significant to the development of one's personality and mental capacity, as claimed by Grabe and Stoller (1997), since it is considered a major contributing factor in sound intellectual development and the ultimate achievement of language proficiency (in Annamalai and Muniandy, 2013). An additional benefit is that it could improve reading skills, especially of young readers (Bignold, 2003 in Chettri and Rout, 2013).

The formation of good reading habits, moreover, are considered a

cumulative process, or product, of fluency, automaticity (Morris et al,2006) and accuracy (Schwanenflugel et al,2004); as well as English proficiency (Renandya,2007; Akyay and Ogeyik,2009) in terms of skill (in Iftani, 2012).

Numerous contributing variables are also derived from the affective domain such as the positive experiences which stem from having had a positive attitude toward reading (Park,2006 in Iftani, 2012) and having a strong motivation to read (Jamnik,2005 in Iftani, 2012). If one has positive reading experiences in the L1 and/or L2, they are more likely to develop a positive reading attitude and more motivation to read, which will probably lead to the development of more positive reading habits.

Additionally, consciously and avidly reading in vast amounts claimed by Park(2006), Renandya (2007) and Akyay and Ogeylik (2009)(in Iftani, 2012), as well as engaging in exciting reading practices are indicators of (positive) reading habit. The more a student reads and partakes in pleasurable reading activities, the higher the likelihood that they possess good reading habits. Additionally, personally selecting reading materials (Jamnik,2005 in Iftani, 2012), habitual after-school reading (Adetunji and Oladeji,2007), and teacher modeling (Park,2006) (in Iftani, 2012), are supported to contribute to the development of the good habits of readers.

However, it is the very interest in a topic that ignites one's curiosity and willingness to engage in habitual reading. When someone is genuinely interested in an activity and/or topic, they are far more likely to return to it regularly and divulge more time and effort in its practice.

3.4.2 Interest

The role of interest is two-fold, as it is considered both a principal predictor and influencer of one's motivation to engage in reading, especially pleasure reading; while it is also key to the development of good reading attitudes and habits, or not. The notion and importance of interest in reading, is presented in this section.

Research has revealed that a national survey of teachers found "creating interest in reading", was considered the most significant topic of research in the future (O'Flavahan et al, 1992 in Gambrell et al, 1996); underlying its importance.

It has been claimed that when student interest is considered in the selection of readers and reading materials, it is more beneficial than merely focusing on the level of language of the learners and the readability of the material itself, since an interested reader can often surpass their level of language and overcome any difficulties they may face. This position is further claimed by Worthy(1996) who supported that focus solely on level and the provision of lower-grade reading materials seems to have an adverse affect on the formation of positive reading attitudes, motivation and habits (in Seitz, 2010). When students recognize that the reading materials are very easy reading for their level, it can have a demoralizing effect; which, in turn, can lead to the development of negative reading attitudes and habits and the loss of interest in reading.

As Fink (1995) further stated, even dyslexic readers, when voluntarily reading materials of value and interest to them have managed to better their reading skills (in Mihandoost et al, 2011). A study by Hidi and Harackiewicz (2000) supports these statements, having indicated that children and adults alike, are far more likely to be more attentive, persistent, and gain more knowledge when their individual interests are considered, as the provision of choices, however "seemingly trivial and instructionally irrelevant" both affects and increases involvement and interest. The more, therefore, readers are interested in what is being read the more time and effort they'll invest in it and the more likely they'll be to return to it.

All in all, it can be derived that interest is vital in the fostering of motivation and positive reading attitudes as well as good reading habits, which is the focus of this study.

3.4.2.1 Dyslexia and Interest

As interest is significant in the development of positive reading attitudes and good reading habits, in both the L1 and L2; the same effect could be noticed in dyslexic learners.

For instance, Fink (1995)'s study suggests that voluntarily reading a topic of individual interest may improve dyslexic readers' reading skills (in Mihandoost et al, 2011). Thus, interest not only has the ability to improve

both reading attitudes and habits, but it could also have a direct influence on the improvement of skill and language acquisition of learners with reading difficulties. If dyslexic learners read materials that are meaningful and interesting to them, they too would be more willing to practice and develop the necessary skills to understand and successfully partake in it, possibly surpassing their level of skill and proficiency and/or overcoming some of their reading difficulties.

When discussing dyslexic readers it is important that interest is considered in lesson design, as well as in the choice of teaching and reading materials, in order to better cater to their unique needs, keep them motivated in not only reading, but learning overall so that they benefit and advance to the best of their abilities and become successful learners throughout their lives. This study seeks to investigate whether or not and to what extent the use of supplementary reading materials, such as comic books, can affect their stance and reading practices.

3.4.3 Time and Quantity of Reading

A learner's interest in reading, however, is claimed by Cleary (1972) to be "determined by the considerable extent of the amount and intensity of pursuing the reading activity" (in Annamalai and Muniandy, 2013). Put more simply, the amount of time allocated to reading and the quantity of materials must also be considered whilst discussing the development of (good) reading habits.

Researchers, such as Mullis and Jenkins (1990) and Richeck et al (1996) (in Mihandoost, 2011), have posited that attitudes influence ultimate reading success by increasing or decreasing the amount of time a reader is involved in reading practices. The amount of time a learner reads affects one's attitude and, in turn, influences the reading motivation and success of the learner (Beck, 1977 in Mihandoost et al, 2011).

The quantity of time, therefore, a learner spends reading, especially pleasure reading, directly relates to both their reading rates and reading fluency (Hughes-Hassell and Rodge, 2007; Worthy, 2002); also aiding the ability to better comprehend and analyze ideas and messages relayed in texts, which, in turn, allowing readers to think more critically and deeply

(Cunningham and Stanovich, 2001). As such, the more a student reads, the better s/he reads in the L1 (Anderson et al,1988) and the L2 (Elley,1991 in McQuillan, 2013).

Unfortunately, research has indicated that during the course of a reader's life, the amount s/he reads gradually decreases, as evident by the 2007 National Study of Endowment for the Art in Covert (2009), supporting that 15-24 year-olds are only reading about 8-9 minutes a day on average, whereas learners are said to need at least fifteen minutes of reading a day (Calkins, 2001 in Covert, 2009).

This study sought to derive some understanding of the participants' prior experiences with reading and habits, and to better understand some of the effects the study apparently had.

3.4.4 Book Choice and Book Ownership

Similarly, book choice and ownership could be indicative of (positive) reading habits, as having a choice of reading materials and then, subsequently, owning them allows the reader to develop a sense of ownership, fulfillment, control and confidence which can have positive effects on their reading attitudes and motivation to read.

A study on book selection by Lesesne (2006) supports that it increases learners' motivation to read more (in Covert, 2009), also shown by Mullis et al, (2007). Additional support is provided by Teaneck (2007), who observed a significant relationship between the amount of books at home and the child's development as a reader (in Morni and Sahari, 2013).

In relation to this study, comic book readers not only are considered owners, but also comic book collectors and fan club members (COMIC2007:5 in Tiemensma, 2009). Therefore, comic book readers could possess more positive reading attitudes and habits, since they are motivated to read and continue reading, and they invest time, effort and money to it, with mostly lifelong effects. Therefore, book choice and book ownership could be predictors and indicators of reading attitude and habits.

3.4.5 Library and Bookstore Visits

Stemming from Moore et al, (1999)'s statement that "adolescents deserve

access to material that they want to read", another significant influencer and part of both positive reading attitudes and habits emerges: that of frequenting libraries and bookstores, be it public or in the classroom/school (in Partin and Gillespie-Hendricks, 2002).

Kubis (1996) (in Partin and Gillespie-Hendricks, 2002) and Strommen and Mates (2004) (in Covert, 2009), reported that readers who have been taken to libraries or bookstores and who are owners of library membership cards, have more positive reading attitudes as they have been exposed to and have established positive reading habits in the form of rituals via the regular interaction with others on, with and around books.

Covert (2009)'s study also lends support to these positions, claiming that 100% of her ten participating students who loved reading also frequent libraries and/or bookstores. Being, therefore, being in contact with and around books and reading, allows emerging readers to develop a deeper, more favorable appreciation of reading. Having witnessed others, actively seek additional reading either borrowing from school, personal and/or public libraries, exchanging reading materials among themselves, as well as purchasing books and/or gifting, aids in this appreciation.

4 – VISUALS AND VISUAL LITERACY

Of both interest and importance to this study is the use of comic books; that is, the simultaneous use of text and visuals.

Since the beginning of humankind to the undisputed visual and graphic-driven society we live in today, visuals have played an integral part of daily life and communication, making our understanding of the underlining and overarching messages they relay all the more essential to our successful living. Today's young learners are living in a society which mandates that they become more literate and engage in more reading of varying kinds than required of preceding generations (Partin and Gillespie-Hendricks, 2002). An understanding of visuals, visual literacy, their definitions, implications and benefits are important to be conceptualized, as visuals are undeniably a part of the comic book genre.

4.1 Definitions of Visual Literacy

It has been claimed that images, rather than words, are what carry the deepest of meanings (Barry,1997) and, being skilled in the decoding and interpretation of their messages is what we have now come to accept as visual literacy (in Tiemensma, 2009).

Among the definitions of visual literacy, two are claimed to be the most valid and conclusive; one, being that of the International Visual Literacy Association in Debes (1969) (in Tillman, 2012) and echoed by Yeh and Lohr(2010)(in Tillman, 2012) that it is, "the learned knowledge and skills needed to accurately understand, interpret, and analyze visual messages and create visual messages". The other expressed by Aanstoos (2003) stated that it is, "the ability to recognize and understand ideas conveyed through visible actions or images, as well as to be able to convey ideas or messages through imagery" (in Nicholas, 2007). The main idea of visual literacy is that it is one's ability to recognize, decode, interpret, comprehend and express ideas and/or messages by using or creating various forms of visuals.

Images in relation to text have their own sets of functions, the five major being: Representation, in which the visuals either repeat the content of the text or significantly overlap it; Organization, where visuals aid in the coherence of the text, and Interpretation, during which the images solidify the text's data. Additionally, during Transformation, the images focus on the vital aspects of the text and represent it in a more memorable manner; lastly, Decoration, in which visuals are utilized aesthetically to ignite interest (Liu, 2004).

4.2 Paivio's Dual Coding Theory (DCT)

The main theory positing the importance of text and visuals is the Dual Coding Theory or DCT, by Paivio (1971) (in Liu, 2004).

As outlined in Liu (2004) and Nicholas (2007), the theory reflects the relation between the verbal system of linguistics and the semiotic system of images, both simultaneously present in the text, aiding in the reader's creation of a mental, dual coding system that is both supportive,

interconnected and interacting, by which the reader can more easily, readily and effectively derive and generate inferences and comprehend the overall meaning of texts. This process is associated with Goodman(1976)'s 'top-down' reading approach during which readers, relying on how they "perceived the graphic, syntactic and semantic information" in the text, make predictions and hypothesize as to its most probable meaning (in Reid, 2009).

As such, it speaks of a mental mechanism which codes and decodes visuals and their (suggested) meanings, as the mind works to join both verbal and visual cues and information from the texts. As such, it could be supported that the use of visuals and text provides numerous advantages to the reader as the working memory allows for stronger readers to gain deeper insight into the text's meaning (Woolley, 2007).

4.3 The Benefits of Visuals in Reading

The beneficial effects of visuals in reading are, thus, numerous as Liu (2004), Nicholas (2007) and Tillman (2012) have demonstrated.

An overall increase in cognitive development, reading comprehension, reading attitude and active involvement in reading have been claimed by numerous researchers such as Gambrell et al(1987), Gersten et al (2001) and Sadoski et al(2000) (in Woolley, 2007), with beneficial results. Another proven benefit is that not only are visuals much more direct than the written word, but, learners are more capable of responding to such texts, since they are able to tap into the dual coding mechanism and derive meaning from either or both verbal and visual channels, especially younger readers (Tiemensma, 2009). Additionally, the use of multi-modal teaching strategies with contextual visuals could enhance comprehension and the formation of mental schemata; that is the archiving of background and prior knowledge into the brain's memory banks for future use (Tindall-Ford et al,1997;Moreno and Mayer,1999; Leahy et al,2003; in Jones, 2010); since, as cited by Gambrell and Jawitz (1993:265), the use of a text visualization strategy generally "encourages use of prior knowledge as part of creating vivid representations of prose", especially of dyslexic readers (Wray, 2009 and Keene and Zimmerman, 2007 in Reid, 2009).

4.4 Visuals and Dyslexia

It is commonly accepted, that: "If a child doesn't learn the way you teach, then teach him the way he learns" (Chasty, in Chinn and Ashcroft, 1999

in Exley, 2003); a statement which echoes the theory of multiple intelligences in the classroom, and is significant for dyslexic learners, for whom adaptations to teaching could be made, for each dyslexic student should be taught in the way he or she learn best (Ellis, 1993 in Exley, 2003).

Theory and research alike have strongly indicated that dyslexic learners have distinct hemispheric patterns of processing which seem to favor visual and " visual-spatial/kinesthetic" learning and teaching strategies (Bakker, 1990; Galaburda, 1993; Everatt et al, 1999 in Exley, 2003). Visuals, therefore, could be beneficial when used in reading for dyslexic learners as their very minds are attuned to images, for images surpass the linguistic barriers set by their given reading difficulties. The benefits of visuals for dyslexic learners are further proven by empirical studies, as Hibbing and Rankin-Erickson (2003)'s, claiming illustrated books enhance the comprehension skills of struggling readers.

Learners with reading difficulties need to, thus, rely less on the written word to infer meaning and comprehension as they can make use of the non-verbal messages relayed via the images accompanying it. This, in turn, allows the reading process to be a more manageable, pleasurable activity, as there is less room for error. Ultimately, alterations and adaptations made to support dyslexic readers will also prove beneficial to all other students (Chinn, 2001), for the advantages of differentiated, multi-modal and multisensory instruction, and of reading specifically, are evident (in Exley, 2003).

5 – COMIC BOOKS

5.1 Comics' Definitions and Features

The term '*comic*', derived from the Greek word '*κωμικός*' signifying '*funny and making you want to laugh*', is a moniker that has remained from early comic strips' (= a sequence of cartoon images, generally 1-4 panels long, largely found in magazines and newspapers), were of humorous content

(Tiemensma, 2009).

Comic books, on the other hand, - as the ones used in this study - have been defined as “a form of visual art consisting of images which are commonly combined with text, often in the form of speech balloons or image captions” (COMICS 2007:1 in Tiemensma, 2009); or, more simply, as Varnum and Gibbons (2001) have supported, as “ a narrative form consisting of pictures arranged in sequence” (*ibid.*); with their sequential form being the key characteristic of comics. However, comic books are not to be confused with comic strips nor graphic novels, which are (short) novels via the means of comics (Tiemensma, 2009).

Comics are, as outlined in Tiemensma (2009), further composed of: *Panels* (numerous rectangular frames); *Gutters* (blank space separating panels); *Balloons (or Bubbles)*(containing narrative and/or direct speech or thought) and *Captions* (space(s) at either top or bottom of panel containing (additional) information and/or narration). Having gained a better understanding of the formats and features of comics, allows us to appreciate their various benefits in and for the L1 and L2 for all learners.

5.2 The Benefits of Using and Reading Comics

The advantages of visuals and text naturally extend to comics, the epitome of such interconnectedness. As this study uses comic books in its extensive reading workshop to investigate their effect on the participants' reading attitudes and habits, it is necessary to fully comprehend their theoretical underpinnings, implications and benefits.

As such, the various strengths of comics in and for education and learning, are outlined by Yang (2003), as being: Motivating, as pictures are appealing and ignite and maintain readers' interest; Visual; Permanent; Intermediary, as it is viewed as a stepping stone for further, more advanced reading; and Popular. As outlined by Tiemensma (2009)'s paper, comics are, furthermore, a widely accessible reading material, since significantly less effort is required to read, as the visual messages are accompanied and assisted by short and simple text written in mostly the colloquial language of everyday conversation,

Comics are also said to aid in the expansion of vocabulary for all

learners, especially for young and struggling readers, as it provides both familiarized and contextual cues and clues of unfamiliar words (Grant,2006; Edmunds, 2006 in Tiemensma, 2009). This is further supported by Nation and Snowling (1998) who found that dyslexic readers rely heavily on context to derive meaning and understanding in comparison to more able, typical readers (in Reid, 2009).

Comic book readers, particularly in the L2, also have access, through comics, to natural-like use of spoken English, not always employed in traditional texts. The language is casual, manageable and comprehensible to most, if not all. Therefore, regardless of language and proficiency level, comic book readers can deal with even unfamiliar texts and diction without real difficulty.

Comics could also enhance the acquisition of proper and effective reading comprehension strategies (Bryan et al, 2002). A study conducted by Mangubhai (2001) further proved the important benefits of consistent comic book reading, having discovered that students who read every day for a short amount of time for eight months, recorded an improvement in both their reading and listening comprehension skills; whereas over a twenty month period, their daily comic book reading positively influenced both their writing and oral/speaking skills as well.

5.2.1 Benefits of Comic Book Reading in the L2 and for the L2

The positive aspects of comics and comic book reading extend to L2 reading as well, as claimed in Tiemensma (2009) and Jones (2010).

Evidently, comics and contextual images subconsciously advance L2 readers in various forms, the most significant being memory recall and the formation and storing of mental schemata, indicated extensively in the work of Jones (2010) and Nicholas (2007).

Also, since comic books are generally targeted towards a native English-speaking audience, comics constitute true examples of realistic, authentic language (Williams,1995 in Drolet,2010). Expanding on this, through the use and reading of comics books, comic strips and graphic novels, the very structures of language, such as vocabulary and colloquialisms, become more easily comprehensible, while remaining

pleasurable reading materials not only to read, but also re-read (Cary, 2004 in Clydesdale, 2008); exposing the L2 comic reader to speech patterns such as ellipsis, blends, contrastive stress and intonation claimed by Williams (1995) (in Drolet, 2010), through its very format.

Moreover, language patterns requiring a deeper understanding of the L2, such as puns, double meanings and innuendos, an inherent part of comic book language, are also familiarized to readers in a manageable and understandable context (Lucas, 2005 in Clydesdale, 2008). Ranker (2007), additionally, found that comic book reading aided ESL learners in the development and improvement of their reading and writing skill.

Beyond its numerous and varying proven benefits, in the area of comic book reading and the L2, more research should and could be done to further examine the effects and implications their use could have on learners, both in and outside the classroom.

5.3 Comic Books, Attitudes and Motivation

Relations have been claimed to exist between the comic book reading and reading motivation and attitude, as indicated below.

Studies in the field have proposed "that the use of popular culture materials in the classroom is strongly motivating for students" (Morrison et al, 2002 in Drolet, 2010). Touching upon this, a significant amount of research, mostly in the L1, has demonstrated that comics and their very format can increase motivation to read (Yang, 2003; Tiemensma, 2009; Ujie and Krashen, 1996; Norton, 2003; Krashen, 2005 in Jones, 2010).

Comic books, thus, are a welcoming form of reading for most learners, whether in their L1 or in an L2, dyslexic and typical. The format is manageable, and extensive load is taken off the working memory. The very sequential and aperiodic format of a comic book series leads readers to eagerly await for the continuation of the story and the publication of further issues. Comic books are, therefore, claimed as being an effective means by which to increase positive reading attitudes and motivation to read, as well as reading participation, as it reduces the feelings of intimidation, anxiety and the abandonment of vast amounts of texts.

In conclusion, the use and reading of comic books, especially in the

L2, could have a lot more beneficial an effect than not, and should be considered more significant than mere easy, reading and a pass-time.

5.4 Comic Books and Reading Habits

Comics have the ability to develop favorable reading habits, as comic reading, and collecting in many cases, is also considered a hobby.

Comic book reading , thus, affects the creation of positive reading habits, as, indeed, most of their readers are avid collectors and owners of comics, often joining comic book clubs and fan clubs, to the verge of a cult following, as evident by a statement made in COMICS2007:5 in Tiemensma (2009). For many, comic book reading and owning/collecting is not merely a hobby, but a way of life.

5.5 Comic Book Reading Could Lead to the Reading of More Advanced and Demanding Texts

Whether it is because comic book reading mandates a certain skill set to manage, or because comic reading is claimed to be highly beneficial on multiple levels, comics are considered to be a stepping stone for further reading, even of more advanced, demanding texts (Cary,2004 in Jones, 2010; Krashen,1993 in Javid and Al-Khairi, 2011), especially in terms of the more reluctant and/or less able readers who do not particularly enjoy reading of any sort, or who fear failure (Koenke, 1981 in Yang, 2003; Tiemensma 2009).

When readers learn to enjoy one type of reading material, it is not unlikely that such a feeling be translated to other forms of reading, some being more demanding and complex than comics. Once a reading attitude and habit is developed, readers become significantly more motivated to continue pursuing the experience and activity.

Proof of such a position could be Ujie and Krashen (1996)'s study in the U.S., indicating that male students aged 10-14 who were avid comic readers both enjoyed reading and read more overall, books or otherwise, than less avid comic book readers and significantly more that non-comic book readers (in Krashen 2005 in Tiemensma, 2009).Also, a Scottish study by Schofield (2005), again regarding male learners, confirmed that comics

could significantly encourage reading; while suggesting that comics could positively affect literacy development rates (in Tiemensma, 2009).

Whichever the case, the use of more non-traditional texts, such as comics, could have an overall beneficial effect on readers in the L1 and/or L2; points this study hopes to examine and highlight.

6 – INFLUENCES ON READING ATTITUDES AND READING HABITS

As in most situations in life, reading is subject to influences from environmental factors, including readers' parents their teachers as well as their friends and peers, details of which are presented in this section.

6.1 Parental Influence on Reading Attitudes

It is a known saying, that is dully noted and supported by Morrow (1995), that: "Parents are the first teachers children have, and they are the teachers that children have for the longest time" (in Mathangwane and Arua, 2006). Oftentimes, children are seen not only imitating, but, mirroring their parents, from gestures and body languages, to personality traits, likes and dislikes. The same can be said in concern to attitudes and habits, nee reading attitudes and habits.

Empirical studies have demonstrated how parents pose as (role)models in the formation of (positive) reading attitudes; as are Spiegel (1994) and Kubis (1996) who support that parents and the home "literary environment" of young readers significantly influence positive reading attitudes (in Partin and Gillespie-Hendricks,2002). As such, having both parents and other family members enjoying and placing high value on reading can positively influence developing readers as it instigates them towards reading (Strommen and Mates,2004 in Covert, 2009 and Morni and Sahari, 2013).

It has also been found, that parental reading attitudes could also influence their children's understanding and appreciation of their own reading and learning abilities, their attitudes towards learning overall and the stance they hold towards various learning activities (Abu-Rabia and Yaari,

2012).

We cannot, however, accost parental attitudes as the sole influencer of students' reading attitudes, although their influence can extend to reading habits as well.

6.2 Parental Influence on Reading Habits

Indeed, parents can also influence the formation and development of (good) reading habits.

Research by Jackson (2008) has demonstrated that children of avid readers, in comparison to children of non-avid readers, engage in more pleasure reading, since if children witness parents engaging in daily reading, and in large quantities, especially leisure reading, are more likely of becoming avid readers throughout their own lives (in Morni and Sahari, 2013). Studies by Partin and Gillespie-Hendricks (2002) and Abu-Rabia and Yaari (2012), additionally, have supported that children's positive reading attitudes and habits are undoubtedly influenced by having been read to as children, and more so, if they were read to by more than one person regularly; adding that the gifting and receiving of books as gifts and the possession of library membership cards and book club memberships are also related and significant.

When learners are often taken to libraries and/or bookstores, they can first, sense their parents' and family's value and appreciation of books and reading. Moreover, their interest in their children's reading in the form of discussions on and around books can also account for both positive reading attitudes and habits. The more involved and active parents are in reading and their children's reading, the more important the activity will be perceived by the young readers themselves.

6.3 Teacher Influence on Reading Attitudes

As noted previously, children are significantly influenced by their environments when it comes to their reading practices and feelings toward it, good or bad. Therefore, children will adopt the behaviors and perceptions of adults significant to them (Bandura,1977), such as teachers. Therefore, when students witness their teachers enjoying reading, it emphasizes their

own notion of that reading is pleasurable, significant and of high value (Campbell,1989 in Loh, 2009).

Moreover, teachers are in a position to improve ambivalent and/or negative attitudes, as well, as claimed by McKenna et al,(1995). Pressing upon those points, Heathington and Alexander (1984) in their survey of teachers claim they felt that attitude significantly relates to reading and its development and positive outcomes (in Howard, 1988 in Parker, 2004). This outcome supports that teachers generally accept and are acutely aware that reading attitude is an important factor in reading. Unfortunately, little is being done to alleviate negative attitudes and improve reading skills and achievement via the nurturing of more positive, constructive attitudes and incentives to pursue reading, also claimed by Worthy (2002).

6.4 Teacher Influence on Reading Habits

In terms of reading habit, research has further found that teachers could be of influence as well.

Studies have shown that when a teacher is seen reading, students are also seen spending longer amounts of time reading (Campbell,1989 in Loh, 2009); while, the time and focus a teacher pays to independent reading can also affect how frequently students read both school-related and extracurricular materials (Anderson et al,1988; Covert, 2009).

As such, if teachers place high value on reading in and outside the classroom and mandatory reading materials, it could lead to their students mirroring and adopting such habits, all the while affecting their students overall learning and achievement (Wheldall and Entwistle,1988; Widdowson et al,1996; Methe and Hintze,2003 in Loh, 2009).

6.5 Peer Influence

It is noteworthy that a learner's reading attitudes, habits and motivation to read, can also be influenced, to some extent, by their peers and/or friends, since if learners' friends enjoy reading, they too can converse about books they have read and suggest books and stories of interest for further reading, as well as engage in their borrowing and sharing (Partin and Gillespie-Hendrics,2002).

Therefore, young readers can feel a sense of interest and value towards reading all the while forming (lifelong) positive reading attitudes and practices. They are, as such, part of a community of readers, in which they can share their experiences and views (Bintz, 1993 in Partin and Gillespie-Hendricks, 2002). The importance of peer influence was relative to this study in terms the participants' engagement in the process, as well as their involvement in the Discussion Groups. Also, if the learners previously had a habit of engaging in book talk, then such a behavior can also come into play in this study as well.

7 – RESEARCH HYPOTHESES AND QUESTIONS

Following this review of the literature the following research hypotheses were derived:

- a. FL learners will develop a more positive attitude towards L2 reading upon reading comics in the L2;**
- b. Young learners prefer visual representations of and/or in text;**
- c. Comic book reading can help improve both reading attitudes and habits;**

leading to the generation of the study's Research Questions:

- 1) What are the (L2) reading attitudes of Greek dyslexic and typical EFL learners?**
- 2) What are the (L2) reading habits of Greek dyslexic and typical EFL learners?**
- 3) What are the (perceived) effects of comic book reading on the (L2) reading attitudes and habits of Greek dyslexic and typical EFL learners?**

CHAPTER 2 – METHODOLOGY

1 – METHODS

This section is dedicated to the presentation of the rationale behind the selection and use of the overarching methods in this study, being the (multiple/collective) case study principally, and the action research method, secondarily.

1.1 (Multiple) Case Study Method

As derived from the research hypotheses and questions, and having loosely implemented the general ideas and methodological tools employed in related studies to my own, that is, Jones (2010), and Covert (2009), the principal data collecting method of this study is the multiple (Yin,2003) / collective (Stake,1995) case study (in Baxter and Jack, 2008).

The collective case study was utilized, as the main data collection method as it generates data from multiple cases to derive a fuller, more holistic picture of the cases. Regarding this study, the nine EFL students constituted each of nine case studies, allowing for the collection of data from each participant individually, as well as from a cross-case analysis, providing multiple variations, generated from the participants' varying perspectives and backgrounds; thus, enriching the findings. In fact, a major benefit of the method is that "case studies are particularly valuable when the evaluation aims to capture individual differences or unique variations from one program setting to another, or from one program experience to another" (Patton,1990); the effects, much like the uniqueness of each participant's attitudinal and habitual makeup, are subject to unique variations and differences (in Yen, Woolley and Hsieh, 2002), lending to the notion of Maximum Variation, in which both diverse and common patterns are presented within and among the various cases (Miles and Huberman,1994 in Creswell, 1998). The method also encourages a wide array of data collection tools, quantitative and qualitative, derived from various sources aiding in methodological and data triangulation ensuring data validity and reliability.

It could be accepted that according to Yin(2003) and Stake(1995) (in Baxter and Jack,2008), this multiple case study is "exploratory" and "intrinsic"; that is, it seeks to investigate, explore and surface the EFL learners' reading attitudes and habits, both of which are not readily quantifiable and tangible. Lastly, the exploratory nature of the study is further driven by a noticeable gap in the relevant research as outlined previously.

Hence, the case study method is strongly linked to the reality and context of the cases studied, but also factors the unforeseen variables that could appear during the procedure. Having mentioned this, and seeing that most of research hypotheses and data collection tools and procedures were generated from theories and/or (loosely) adapted from previous studies, it could be inferred that the study falls within the theoretical positions of the multiple/collective case study, as it has been supported that the case study method "benefits from the prior development of theoretical propositions to guide data collection and analysis" (Yin, 2003).

1.2 Action Research

However, the study, to an extent, also shares some traits with the Action Research method. Action research is the combination of research and action resulting in the investigation of a topic of either interest, importance in attempt to better understand, improve and/or reform practice or certain aspects of practice (Hopkins,1985; Ebbutt,1985 in Cohen et al, 2000). As such, it is a form of empirical inquiry of the practices of an individual and/or institution and of a form of intervention and its effects, in order to complement and/or to alter teaching practices based on the effects perceived.

Yet, it is not only a problem-solving method; but, one which poses problems requiring investigation and solving to better "understand the world by changing it and learning how to improve it from the effects of the changes made" (Kemmis and McTaggart,1992 in Cohen et al, 2000). The researcher being an EFL educator herself, is driven by her interest to improve her own practices and effectiveness and, more specifically, to enhance her (EFL) students' reading attitudes and habits, especially concerning pleasurable, extracurricular and comic book reading; since the literature on reading

attitudes and habits in the L1 and L2 of both dyslexic and typical learners, has indicated that students are likely to hold ambivalent attitudes toward reading. Therefore, an additional motivation for applying such a method lies in that it allows for the enhancement of the participants' competencies (Hult and Lennung, 1980; McKernan, 1991 in Cohen et al, 2000).

In relation to this study, the researcher has selected to not conduct the study using her own EFL students. Instead, to ensure as much reliability, validity and objectiveness as possible, used a private foreign language school and class to which she was a 'stranger', advocated by Agar (1986) and Glesne and Peshkin (1992) (in Creswell, 1998); therefore, borrowing some of the method's main characteristics without applying it in its entirety, as it is mostly used as an advocating and complementary method to the overarching case study method used.

2 – RESEARCH TOOLS

This following section will be discussing the means by which the data of this study was collected, as well as the rationale behind their design and utilization.

Table 2: Data Collection Tools and Teaching Materials

DATA COLLECTION TOOLS
Pre-Semi-Structured / Focused Interview (Students, Parents, Teacher)
(Pre-) Elementary Reading Attitude Survey (ERAS) – McKenna and Kear (1990)
Field Notes Via Participant Observations
Post-Questionnaire (Students, Parents, Teacher)
Focus Groups in form of Literature Circle Discussion Groups
Post-Questionnaires (Students, Parents, Teacher)
TEACHING MATERIALS
Age and Level-Appropriate Comic Books
Literature Circle Discussion Groups
Comic Book Borrowing Library
Checkout and Sign-in Sheet for Comic Book Borrowing Library

2.1 Data Collection Tools

2.1.1 Interviews

Discussing one's attitudes and habits is a subjective and sensitive matter, particularly given the participants' young age. As such, the more direct and personal means of an interview was selected as one of the data collection tools.

As stressed, adults students perceive as important, be it parents or teachers, influence both reading attitudes and habits (Covert,2009). Hence, in order to obtain as spherical a perspective of the students as possible, semi-structured interviews were held with the students, as well as with parents and their EFL teacher, who provided insight into the children's reading attitudes and habits displayed at home and the EFL classroom.

Therefore, this study utilized a semi-structured interview process, with the use of mostly structured and targeted questions, reminiscent of a survey, which would aid in the categorization of some of the questions and responses. The interviews also included some more open-ended questions to obtain more in-dept descriptions and understanding. Each question addressed one or more of the research questions.

As a prerequisite of the EFL teacher/owner, the students and researcher were solely able to communicate in English. Thus, it was necessary to have as structured and targeted interview protocols as possible, grounded in and adapted from relevant theories and studies, to adequately aid in the understanding of the questions. These points have led to the further categorization of the interviews as Focused Interviews, in which the questions are generated from and anchored in the theories in the relevant literature (Lewis-Beck et al, 2004 in Cohen et al, 2007). Some theories and research in which the focused interviews are anchored are the MRQ by Wigfield and Guthrie (1997), Wigfield and Eccles(1992) and McKenna and Kear(1990)'s theories and questionnaires, as well as propositions by Partin and Gillespie-Hendricks (2002) and Covert (2009); in relation to questions on book collection, library visits and memberships, children being read to and reading with parents, book talk, parental, teacher and peer influences, book choice and interest.

2.1.1.1 Pre – Semi-Structured / Focused Interviews

2.1.1.1.a Parents

The parental semi-structured interview consisted of 54 questions, of which 42 were closed questions and 12 were more open-ended and explanatory.

Having loosely adapted some of the research tools employed by other studies and theorists, 7 questions were adapted from Covert(2009)'s semi-structured interviews, 4 questions related to the views on the importance, necessity, usefulness and interest of reading, were inspired by the motivational theory of Wigfield and Eccles(1992) and one question concerning the children's liking of discussing of books they've read with their parents, was adapted from Wigfield and Guthrie (1997)'s MRQ. Both the questions and interview process were in Greek.

2.1.1.1.b Students

The students' interview consisted of 49 questions; of which, 39 were close-ended and targeted and 10 were more open-ended and explanatory requiring the students to justify their response. 8 questions were adapted from Covert (2009), 2 were inspired by Wigfield and Eccles (1992) and 6 from Wigfield and Guthrie(1997)'s MRQ.

2.1.1.1.c Teacher

In total, the teacher's questions were 64; of which, 20 were close-ended and targeted, 23 were multiple choice and the remaining were more explanatory, providing more information and insight into the students' perceived English learning skills, reading attitudes and habits in the EFL classroom, as well as her own. Again, some of the questions were adapted from Covert (2009); Wigfield and Eccles (1992) and Wigfield and Guthrie(1997). The teacher's interview was designed and completed in English.

2.1.1.2 Focus Group Interview – Literature Circle Discussion Groups

The Literature Circle Discussion Groups held upon the completion of each part of the comic books, could be considered a teaching tool; however, they share some of the basic elements of a research tool, the focus group method; being informal discussions of a group of selected participants on a

certain topic of interest and inquiry (Kitzinger,1994a; Wilkinson,2004 in Liamputtong, 2011), with the guidance and prompting of a moderator, who introduces the subject, without necessarily reaching a specific conclusion (Liamputtong,2011).

The focus groups' distinct benefit is that data is derived from multiple sources, since they "...encourage a range of responses, which provide a greater understanding of the attitudes, behavior, opinions or perceptions of participants on the research issues" (Hennick,2007 in Liamputtong,2011). In other words, they uncover deeper, unfamiliar vantages of an issue.

Additionally, the focus group is based on the participants' individual voices, perspectives and experiences; while creating the possibility for more spontaneous responses (Butler,1996 in Onwuegbuzie et al, 2009). Because it was the researcher's interest to focus on pleasure reading and an understanding of their views and attitudes via the student's involvement and willingness, and lack of thereof, the focus group did not entirely and strictly adhere to a structured set of questions. The moderator followed the flow of conversation derived from the children's line of thought and responses.

Upon completion of the silent reading of each comic book part, half read at the beginning of the week and the second half at the end of the week, the researcher moderated a short 10-20 minute Literature Circle Discussion Group, reminiscent of one described in Jones (2010), during which the students discussed the comic amongst themselves and with the researcher. The researcher initiated and moderated the conversation to provide necessary cues, prompts and structure to the discussion, due to the participants' age, level of English proficiency and L2 restriction. Participants were encouraged to discuss likes/dislikes, any questions, issues, points of difficulty and interest in regard to the language, plot, theme, visuals and/or characters and characterization, etc. Also, on the Monday sessions, students would make predictions of events to happen in the next, second and final half of the comic book on Friday. A total of 8 Literature Circle Discussion Group sessions took place during the four weeks of the Comic Book Reading part of the study.

2.1.2 Elementary Reading Attitude Survey-ERAS (McKenna and Kear,1990)

In this study, the survey was also chosen for the reason best described by McKenna and Kear(1990), that it has the ability to provide “quantitative estimates” and a “possible initial conjecture” of student-specific attitudes, as well as a class profile (McKenna and Kear,1990).

The survey contains a total of 20 questions; 10 devoted to recreational reading and the other 10, to academic/school reading. Each of the statements' responses are in the form of a Garfield pictorial representing 4 different attitudes ranging from very happy, being the best, to very upset or angry, being the worst. According to McKenna and Kear(1990) the pictorial is appealing and comprehensible to learners, while the Garfield comic strip character, specifically, is widely recognizable. Having a comic strip character in the survey is also an initial nod to the study's upcoming use of comic books. Each Garfield pictorial was awarded with a point, in the form of a Likert scale, with 4 being the highest, represented by the 'Very Happy' Garfield, 3 for the 'Happy' Garfield, 2 for the Garfield seemingly feeling not so happy or 'OK', and lastly, 1, being the lowest, for the upset or 'Angry' Garfield. Each reading category could account for a total raw score of 40, for a sum total of 80 maximum points overall per student. The raw scores can also be converted into percentiles for statistical analysis purposes.

Being a research tool that has been designed and standardized by renowned scientists, it provides additional quantitative and theoretical backing to the study and generation of a better understanding of the students' (initial) reading attitudes in association with their pre-interviews. Due to English being their L2, it could fill in any lacks in the lengthy interviews, ensuring validity and reliability. It also provides some basis from which to draw comparisons and contrasts between students.

2.1.3 Participant Observation and Field Notes

Data derived from observations in the form of field notes, can provide additional insight of the inner workings of the processes and participants.

In this study, the researcher's role went beyond a passive, external observer of proceedings or of another educator's work, having been present during the silent reading processes as well as an active moderator. Hence, it

can be concluded that the tool employed is a Participant Observation. Having such first-hand access and presence in the classroom allowed the researcher insight to certain happenings within the group, not otherwise noticeable.

2.1.4 Post – Targeted Questionnaires

Although initially designed as an interview, it was necessary to be re-designed into a structured, mostly closed questionnaire due to time restrictions, as the end of the school year was fast approaching, and the limited availability of all parties.

Since students' questionnaires had to be designed and completed in English, and the parents and teacher had to respond on their own, the protocol followed had to be strict and focused, aiding, however, in easier generation of frequencies, comparisons and contrasts and allowing the data to be treated statistically, since the questions were deliberate and targeted (Oppenheim, 1992 in Cohen et al,2007).

Parental and teacher questionnaires were provided in order to comment, compare and conclude on the perceived effects observed in terms of the student's attitudes and habits, in and outside the classroom.

2.1.4.1 Parents

The parents' post-interview consisted of fourteen (14) questions, two of which were more open-ended. The questions were formatted and completed in Greek.

2.1.4.2 Students

The students' post-questionnaires consisted of twenty-two questions in total.

These included two with a Likert-type rating scale of how much on a scale of 1 to 5, with 1 being the least and 5 being the most, students seemed to enjoy the overall comic book reading process and the comic book borrowing library process, and three were more open-ended justifying their positions. The questionnaires were designed and completed in English.

2.1.4.3 Teacher

The teacher's questionnaire comprised of twenty-two questions.

Most of questions were based on the teacher's observations and understanding prior, during and post the comic book reading process. One asked her to comment on which of her students she believed and/or witnessed to have enjoyed the comic book reading process most and which of her students she believed and/or witnessed to have benefited most from the processes. The teacher's questionnaire was designed and completed in English.

2.2 Selection of Teaching Materials

In this section the selection of the teaching materials and how they were utilized are described.

2.2.1 Comic Books Utilized

Inspired by my own experience with comics and after a lengthy investigation as to the appropriateness in accordance to the sample's age and language level, as well as availability and accessibility, the comics used mostly revolved around well-known teams of superheroes (*Teen Titans Go!*; *DC Superheroes*; *Justice League*; *Legion of Superheroes in the 31st Century*) from the DC Comics universe, which fostered the idea of community and team spirit -- as found in a classroom setting -- and working through differences, strengths and limitations to achieve the best outcome and which contained direct and/or indirect positive messages and morals which students were called upon to distinguish and discuss.

However, although the comics employed contained scenes of action, it did not depict scenes of excessive and age-inappropriate violence or language. Furthermore, mostly first issues were deliberately selected and used in the readings, as they would provide the participating students with a first encounter, introduction and description of the characters, teams and plot lines. All in all, a total of four comics were utilized in the comic book silent readings and Literature Circle Discussion Groups.

2.2.2 Temporary Comic Book Borrowing Library

Additionally, as proposed in Tiemensma (2009), a small Comic Book Borrowing Library was set up in the school library for the participating

students to have access to further reading if they chose to. As suggested, a collection of comic books in the school's library could be a new way of attracting children to the library, showing that libraries do indeed have something fun and interesting to offer.

Such a practice would give the researcher opportunity to assess the students' reading habits, as well as whether or not students were improving their reading habits during the study by seeking further pleasure reading. Participating learners were able to sign out one or more comic books at a time. Borrowings were registered and analyzed with the use of a checkout list. Approximately 10-15 comics were available to students, beginning the second week of the study, in order to give the students the opportunity to acquaint themselves with the study procedures first.

3 - PROCEDURE

The timeline and steps followed in the study's procedure are presented here.

3.1 Sampling

3.1.1 School Sampling

Prior to beginning the study, the researcher applied to two private EFL learning schools in the Athens area known for their innovative perspectives and practices. A fact also considered was the geographical proximity of the schools to the researcher's area of inhabitation.

Of the two schools contacted, one was both willing and ready to participate at the time of application and for the duration necessary; finding the topic and method proposed to be of great interest, and a practice the owner was both curious and willing to give the benefit of doubt to. The private EFL tutoring school is in the Athens area, and its owner is a native Greek speaker. She has over 20 years EFL teaching experience.

Upon the granting of consent from the owner/teacher, discussion began on class availability and appropriateness. A B' class -- an elementary level -- was considered when designing the study; however, upon careful consideration and discussion with the owner/teacher, and having deeper insight of her students' abilities, strengths and weaknesses, as well as

English level required to read and discuss comics in English, her C' class, was selected to be sampled. Additionally, the owner/teacher knew that the class in question had two dyslexic students.

3.1.2 Participant Sampling

The sample consisted of 9 Primary school students studying English as a second/foreign language in a mixed ability EFL classroom at a private foreign language school in Athens, Greece. The 9 students comprised of 6 boys and 3 girls aged 12. All students' mother tongue is Greek. The students' English level is approximately at an A2 level according to the Common European Framework of References for Language. Two of the male students were officially diagnosed with dyslexia by Public Assessment and Diagnostic Centers in Athens. For reasons of reliability and triangulation, students' responses were complimented by one of each student's parents. 8 were mothers and 1 was a father. To best secure participants' anonymity and privacy, students were coded and referred to as Students 1, 2, 3, 4, 5,6,7,8,9, accordingly; while their parents were referred to as Parents 1 through 9. The teacher, a female, was referred to as Teacher.

3.2 L2 Considerations

It should be noted that it was the owner/teacher's insistence from the very first meeting that all unofficial and official interactions and processes be conducted solely in English.

Having this as a sign-off point of both the teacher, and later, the parents upon her suggestion, the researcher accepted the term and, thus, designed and conducted the study accordingly. Additionally, multiple questions had to be designed in order to derive as much information and insight from the students' responses as possible.

3.3 Ethical Issues and Considerations

As supported by the Bolton University's Code of Practice and Ethics Checklist, given that the study involves young participants, it was necessary to request and receive informed consent from the parents.

Therefore, a Consent Form was provided and signed by the parents of the students called to participate for completion and signing. All participants and their guardians held the right to withdraw from the study at any time, a point made explicit. Assurance that their anonymity and privacy would be respected by all means was further guaranteed. Parents of the students with dyslexia were furthermore, requested to provide a copy of their children's diagnoses.

Additionally, the use of an audio recording device for the sole purpose of reliability and validity of the data to be used during the interview process with all parties as well as the discussion groups was made explicit to the parents, students and teacher both prior, during and after the respective processes, as well as in the consent forms.

3.4 Access and Entry

Having expressed interest in conducting the study at the school by its owner/teacher, the researcher meticulously explained, described and provided a detailed copy of the research rationale and procedure for her careful consideration.

As such, consent was given to initiate the procedure on behalf of the owner/teacher, who then made initial contact with the parents and students and then scheduled an official meeting between the parents, students and researcher in order to acquaint the participants with the researcher and the rationale and processes, upon which consent forms were distributed and signed. Two separate meetings were held, one with the parents and one with the students. Thus, the researcher was granted official parental consent and informal consent of the students themselves.

3.5 Timeline and Procedure Description

PROCEDURE	TIMELINE
School Sampling	–
Meeting and Consent from Owner/Teacher	Beginning of April 2014
Class Sampling	Beginning of April 2014
Meeting and Consent from Parents (and Students)	End of April 2014

Elementary Reading Attitude Survey (ERAS)-McKenna and Kear(1990)	WEEK 1 (May 2, 2014)
Pre-Interview with Students	WEEK 1
Pre-Interview with Parents	WEEK 1
Pre-Interview with Teacher	WEEK 1
Comic Book 1-Pt.1 -Silent Reading (Observation)	WEEK 2
Comic Book 1-Pt.1 – Literature Circle Discussion Group	WEEK 2
Comic Book 1-Pt.2 – Silent Reading (Observation)	WEEK 2
Comic Book 1-Pt.2 – Literature Circle Discussion Group	WEEK 2
Comic Book 2-Pt1 – Silent Reading (Observation)	WEEK 3
Comic Book 2-Pt.1 – Literature Circle Discussion Group	WEEK 3
Comic Book 2-Pt.2 – Silent Reading (Observation)	WEEK 3
Comic Book 2-Pt.2 – Literature Circle Discussion Group	WEEK 3
Beginning of Comic Book Borrowing Library	WEEK 3
Comic Book 3-Pt.1 – Silent Reading (Observation)	WEEK 4
Comic Book 3-Pt.1 – Literature Circle Discussion Group	WEEK 4
Comic Book 3-Pt.2 – Silent Reading (Observation)	WEEK 4
Comic Book3-Pt.2- Literature Circle Discussion Group	WEEK 4
Comic Book 4-Pt.1 – Silent Reading (Observation)	WEEK 5
Comic Book 4-Pt.1 – Literature Discussion Group	WEEK 5
Comic Book4-Pt.2 – Silent Reading (Observation)	WEEK 5
Comic Book 4-Pt.2 – Literature Circle Discussion Group	WEEK 5
Post Questionnaire – Students	WEEK 6
Post Questionnaire – Parents	WEEK 6

Post Questionnaire – Teacher	WEEK 6
End of Comic Book Borrowing Library	WEEK 7 (unofficial)

The study, in total, consisted of seven consecutive weeks beginning on May 5th 2014 and ending officially on June 13th 2014, with the ending of the Comic Book Borrowing Library process. The four consecutive weeks of the comic book reading process began on May 5th and concluded on May 30th 2014.

The study was designed to follow a specific pattern in the derivation of data. Upon gaining access and consent, the process began with the conduction of pre-semi structured, focused interviews with the teacher and parents. Each parent also completed a form concerning some basic personal information. At the same time, and prior to interviewing the students, McKenna and Kear (1990)'s ERAS, was completed by the students, principally to get an initial and numerical picture of the students' reading attitudes. Upon the completion of the ERAS, the students were also individually interviewed.

During the interviews, all parties were allocated a copy of the questions for their viewing and better understanding. Simultaneously, the researcher kept notes on a separate copy in order to further aid transcription, triangulation and validity, especially of the students who had to respond in English. All interviews were audio-taped with full knowledge and consent. Then, the main body of the comic book silent reading and discussion groups commenced.

Given their age and English level as well as the time constraints 22-25 page-length of the selected comics, they were separated into two parts, allowing the children time to read, comprehend and discuss the texts in a manageable time and length. For each of the 4 weeks of the study, students were provided with a half of a comic book two times a week, one half at the beginning of the week, the other at the end of the week. The days agreed upon and made available were Monday and Friday evenings, following the students' regular English class with their teacher. As such, the study took the form of a temporary, after-class reading workshop of sorts.

All in all, a total of four comics were utilized for the comic book silent readings. The researcher took field notes and made observations on the silent readings and of the students' themselves. Upon the completion of each part, the researcher moderated a 10-20 minute Literature Circle Discussion Group during which the students discussed the comics. A total of 8 Literature Circle Discussion Groups took place. A temporary comic book borrowing library was also set up in the school's own borrowing library during the second week of the comic book process, containing 10-15 comic books.

Upon completion of the 4 week period, a targeted questionnaire was distributed to conclude on the perceived effects of the extensive comic book reading and borrowing library on the participants' (L2) reading attitudes and habits. The researcher was present with the students during its completion to explain the questions. Questionnaires were also provided to the parents and educator.

4 – DATA ANALYSIS

In this section the quantitative and qualitative data collection and analysis tools will be outlined and described. It should be noted, that information and the description of the codes derived and used in the content analysis of the Discussion Group transcriptions are found separately in Appendix 10.

Table 4: Data Collection Tools and Analysis

Data Collection Tools	Type of Data	Data Analysis Tool
ERAS	Quantitative	– SPSS Frequencies, SPSS Cross Tabulation, Raw Scores and Percentages
Pre-Semi-Structured, Focused Interviews (Parents, Students, Teacher)	Quantitative – Qualitative	– SPSS Frequencies, SPSS Cross Tabulation – Content Analysis, Comparisons-Contrasts, Qualitative analysis software
Post-Targeted Questionnaires (Parents, Students, Teacher)	Quantitative	– SPSS Frequencies, SPSS Cross Tabulation
Field Notes via Participant Observation of Silent Comic Book Reading	Mostly Qualitative (some Quantitative aspects)	– Content Analysis Basic Frequencies

		derived numerically via patterns exhibited by some students
Literature Circle Discussion Group meetings/Focus Groups	Qualitative	–Audio-Recording Transcriptions, Free Coding and Categories, Qualitative analysis software
Temporary Comic Book Borrowing Library Sign-Out & Return Sheet	Quantitative	– Raw Scores and Frequencies SPSS Frequencies SPSS Cross Tabulation

4.1 Description of Analysis Processes

The analysis and presentation of the data followed a Linear Analytic structure, as initially the issues were presented and then, studied via an extensive review of the relevant literature from which the methods and tools are derived (Yin, 2003). Furthermore, the data was analyzed and presented descriptively, while case studies were presented and analyzed both individually, as well as in a cross case format, in order to derive a more complete profile of the reading attitudes and habits of each student both separately and comparatively. The results were then compared and contrasted with their parents' and teacher's pre-interviews, post-questionnaires and the ERAS as well as with notes from the silent reading and discussion groups.

4.1.1 Quantitative Analysis Process

As such, interviews were analyzed via SPSS in terms of frequencies and cross tabulation. Cross references were drawn between parental, student and teacher responses, as well as between similar questions in the ERAS and the interview questions.

The ERAS was initially calculated in its raw form, following its guidelines in its theory and practice. Upon summing the raw scores, the researcher then calculated, via the use of percentages and estimates, each student's scores in each category as well as their overall score.

The Post-Questionnaires were analyzed using SPSS also. In terms of Cross Tabulation, connections were drawn between the students' responses overall, and between student, parental and the teacher responses.

4.1.2 Qualitative Analysis Process

In terms of analyzing the qualitative data, the field notes derived via the Participant Observations during the extensive, silent comic book readings were subject to mostly content analysis, comparisons and contrasts drawn between the ERAS and interviews, as well as the habits and attitudes displayed during the silent readings and discussion groups.

The audio-recorded Literature Circle Discussion Groups/Focus Groups were initially transcribed verbatim and subsequently, free coded by deriving some basic coding categories from the relevant theories overarching reading attitudes and habits. Initial codes were also derived from the findings and Discussion Groups themselves, providing content-based codes and categories, a description of which is found in Appendix 10. Coding was also analyzed via qualitative analysis software.

CHAPTER 3 – ANALYSIS

This chapter presents the findings of the study, derived from data collection using the ERAS, the semi-structured interviews and post-targeted questionnaires, the classroom observations (fieldnotes) and the discussion group transcriptions.

It is separated into four main sections. In section 3.1, the results from the pre-interviews and ERAS are presented. In section 3.2, four in-depth student case studies are selected on account of either consistently positive involvement and development or of growing attitudes and habits during the discussions. In section 3.3, data from the classroom discussion groups with all students is displayed, hence providing a richer picture of the process of integrating comic book reading in the EFL classroom over a significant period of time, and exploring its effects on students' reading attitudes and subsequent habits. In the final section – 3.4 – perceived effects derived from the Post-questionnaires are displayed.

3.1 Initial Representation of Students' Reading Attitudes and Habits

The students' responses to the ERAS, along with the Semi-Structured-Focused Interviews are presented in this section. The questions selected to be quantitatively presented are those which generate the most relevant data in accordance with Research Questions 1, 2, and 3.

The researcher included the parents and EFL teacher in the study in order to acknowledge their roles in influencing the learners, as well as to derive a more holistic profile of the students' reading attitudes and habits inside and outside the EFL classroom. However, while some of this data is included in this section, the researcher chose here to focus mostly on the responses of the students as the Research Questions are mostly targeted towards the learners.

3.1.1. Pre-Semi-Structured/Focused Interviews and ERAS

This section is separated into two overarching sections: Reading Attitudes and Reading Habits, which feature sub-categories based on the interview

and ERAS questions. Table 5 provides an introduction to the students being discussed. It specifically includes the students' age and gender and identifies their parent and also provides some data by their teacher as to their EFL learning. Two of the students are diagnosed with dyslexia, students 3 and 7.

Table 5: An introduction of the students and parents

Name	Gender	Age	Teacher's Comments	Parent
Student1	Male	12	<i>" he is crazy about comics and the comic book part of the book. He is excited and pestering all the time"</i>	Parent1 (mother)
Student2	Female	12	<i>Faces some difficulties in chunking," probably because it takes them some time to process what they've read and understand and stop at the right point when they read aloud. I can tell that they don't always understand what they've read"</i>	Parent2 (father)
Student3* (learner with dyslexia)	Male	12	<i>"has somewhat of a problem, not major, but because he lacks vocabulary he has some gaps, but tries".</i>	Parent3 (mother)
Student4	Female	12	really fast reader, fluent and good at pronunciation	Parent4 (mother)
Student5	Male	12	fast and good at understanding what he's reading	Parent5 (mother)
Student6	Female	12	really fast reader, fluent and good at pronunciation	Parent6 (mother)
Student7* (learner with dyslexia)	Male	12	<i>faces difficulties in chunking, "probably because it takes them some time to process what they've read and understand and stop at the right point when they read aloud. I can tell that they don't always understand what they've read"</i>	Parent7 (mother)
Student8	Male	12	very good reader, mature, with a very good understanding	Parent8 (mother)
Student9	Male	12	very good at reading comprehension, yet doesn't like speaking so much and is very silent	Parent9 (mother)

Furthermore, Table 6 below provides an overview of students' scores on recreational and academic reading, as obtained through their ERAS. This information is useful in that it reveals students' attitudes and habits toward reading in general, before the start of the study.

Table 6: An overview of students' ERAS scores

Student	Recreational Reading	Academic Reading	Total
Student 1	33/40	25/40	58/80
Student 2	29/40	31/40	60/80
Student 3*	26/40	31/40	57/80
Student 4	28/40	33/40	61/80
Student 5	32/40	33/40	65/80
Student 6	27/40	31/40	58/80
Student 7*	23/40	24/40	47/80
Student 8	26/40	27/40	53/40
Student 9	28/40	32/40	60/80

The highest scores in both the Recreational and Academic reading categories was obtained by Student 5, totaling 65 points. On the other hand, the lowest overall average was obtained by Student 7, totaling 47 points. In general, this Table reveals that participating students generally like reading, yet mostly show a preference toward academic reading.

3.1.1.1 Reading Attitudes

Data presentation follows either or both questions from the pre-interviews and ERAS and themes derived from them in order to compile an overview of the students' reading attitudes and habits.

3.1.1.1.a Do you like reading?

Table 7: Do you Like Reading?			
Student1	YES	Parent1	YES
Student2	SO-SO	Parent2	SO-SO
Student3	YES	Parent3	YES
Student4	YES	Parent4	YES

Student5	YES	Parent5	YES
Student6	YES	Parent6	YES
Student7	NO	Parent7	YES
Student8	YES	Parent8	YES
Student9	YES	Parent9	YES

When asked to explain why, most students liked reading primarily because it was an interesting pastime and/or helped them in their language learning. Some of their responses and justifications, surprisingly, reflected those of their parents (see Table 7).

Specifically, Student1 mentioned reading helped "*enhance*" his vocabulary, and Student4, who besides stating that she enjoyed reading because it is interesting to her, also commented that "*during reading you can learn many things*". Student9 simply stated that he liked reading because "*it's important to read*". Meanwhile, Student5 liked reading as a pastime, while Students 6 and 8 mentioned liking reading because it was interesting, they liked learning new things from it and enjoyed it as a pastime also. Student2, the only participating student liking reading 'SO-SO' felt lukewarm, "*Yes, because it's a nice pastime, but mostly SO-SO because it is boring*", an interesting point is that the her response directly correlated to that of her father, Parent2, who also likes reading 'SO-SO', adding that since a young age he did not particularly enjoy reading. Whereas, Student7, a dyslexic learner, was the only respondent who disliked reading "*because I like playing or hanging out with my friends better*".

When parents were asked whether or not they believed their children liked reading in comparison to the students' viewpoints show a contrast of opinion in some cases.

Table 8: Parents – Do you believe your child likes reading?			
		Students – Do you like reading?	
Parent1	NO	Student1	YES
Parent2	YES	Student2	SO-SO
Parent3	NO	Student3	YES
Parent4	YES	Student4	YES

Parent5	YES	Student5	YES
Parent6	YES	Student6	YES
Parent7	NO	Student7	NO
Parent8	YES	Student8	YES
Parent9	SO-SO	Student9	YES

When Parent1 was inquired why she believed her child did not like reading, she replied that "*he doesn't like novels, or literature at all, and no long texts*". Parent3 claimed her son did not like reading because due to his dyslexia he reads slowly, implying that it is a frustrating situation for him. Student7's mother, considers her son to not like reading for besides his dyslexia, he doesn't seem to "*stick to something, and only reads out of obligation*"; while Parent9 mentioned that even though her son does like reading he often sees it as a chore, not as a fun, useful activity.

Directly related to this question is Question 3 of the ERAS survey, questioning the participants on their attitudes, i.e., feelings, toward extracurricular pleasure reading, to which 3 students responded feeling 'Happy', while 4 others, felt 'OK' , leaving the last two students responding feeling irritated. These positions attest to the fact that most students are relatively lukewarm towards reading for pleasure outside school, a situation the literature shows will most likely deteriorate in the years to come, as involvement, and in turn, attitude, decreases.

Specifically, when asked: "*Is reading interesting, boring, fun, cool and/or difficult and why?*" three students viewed reading as a fun activity, while three others interesting, and one student that reading for him is both fun and interesting. Another felt reading is cool, while the remaining student, who had earlier stated that she enjoyed reading 'SO-SO', replied that reading to her was both boring and cool.

As to why students felt what they felt towards reading, Student2, claimed that reading was boring because she sometimes didn't like it, yet, also stated that it was cool too, since, "*It will make you a clever person*". Student3, felt reading provides him with new information and is a pastime, as did Student5. On the other hand, Student8 considered that with reading he "*can read jokes, learn things and pass your time*", and Student9

"because in your free time you can read and learn something".

Interestingly the two remaining students likely touched upon a matter also comprised in some of the parents' and teacher's responses as to why they liked reading, namely, the 'flow experience', during which readers enjoy reading because they are absolutely focused and devoted to it (Nakamura and Csikszentmihalyi, 2002). As such, Student1, considered reading cool for: *" I get lost in books and go to another world"*, a comment relevant to that of his mother, who likes reading because it *"allows my mind to escape from a lot of things"*; while Student4 responded *" I love books and they are very interesting and you can learn more things and with the words you can imagine your own movie"*, making her reading experiences all the more exciting.

3.1.1.1.b Do you believe you are a good reader?

Table 9:	Do you believe you are a good reader?
Student1	YES
Student2	YES
Student3	YES
Student4	YES
Student5	YES
Student6	YES
Student7	YES
Student8	YES
Student9	NO

When asked to justify their responses, Student1 considered himself a good reader because he can read well, while Student2 because she spends her hours doing it and sometimes she finds it funny. Student3, views himself as a good reader even though he mentioned that he has trouble with intonation and is sometimes confused when reading. Student4, believes she is a good reader having practiced reading, making her read very well; while Student7, beyond the difficulties he faces due to his dyslexia, believes he is a good reader, for he supposedly reads books easily and understands what he reads, and Student8 felt that reading everyday makes him a good reader.

Surprisingly, Student9, a student without evident learning difficulties stated that he did not view himself as a good reader for reasons he couldn't explain. The students' explanations, especially those of Student 9 and Students 3 and 7, both dyslexic, who despite their relative dislike of reading, retain positive attitudes of themselves as readers even though they face ongoing frustration and are more limited in their skills.

3.1.1.1.c Do you believe you have reading difficulties?

Table 10: Students: Do you believe you have reading difficulties?			
		Parents: Do you believe your child has reading difficulties?	
Student1	NO	Parent1	YES
Student2	NO	Parent2	NO
Student3	YES	Parent3	YES
Student4	NO	Parent4	NO
Student5	NO	Parent5	NO
Student6	NO	Parent6	NO
Student7	YES	Parent7	YES
Student8	NO	Parent8	NO
Student9	NO	Parent9	NO

Interestingly, Parent1 whose son does not have an actual reading/learning impediment, believes her son faces difficulties reading, but not due to a learning difficulty; rather that his attitude towards reading more lengthy text is problematic.

When asked to describe the reason for enjoying learning and reading in English, students in general described that English is an interesting and useful language, while English reading is mostly considered another means by which they can enhance their language learning. Following are some of their responses:

" because it's a language I want to learn", and reading " because I can learn more things" (Student 1)

" because English is very important and you must know other language", while reading, "because I like learning and speaking English so I want to

speak with an English pen-friend one day" (Student 2)

*" because I have a good teacher and it's good for the future", and reading
" because it's exciting" (Student3)*

*"English sometimes is fun and can sometimes teach me new words I don't
know" (Student4)*

*"English is an interesting language and I like learning another language",
while reading "when I understand yes, because it is more interesting to read
in another language than Greek" (Student6)*

*"because in the future I will need it", whereas he likes reading "because at
English I am with friends and it's good and fun" and "because I go to English
for one hour and forty minutes and I am at school for 6 hours!" (Student7)*

*"excited, because it's a new language and I love English", while he likes
English reading "because I'm good at it and I can learn new words, and it's
useful in our life and a new thing for me and I like it" (Student8)*

*"because it's a good language and I will need it", while reading English,
" because I want to learn more English" (Student9)*

*3.1.1.1.d If a topic or book is interesting do you mind if the text is difficult to
read or if it has difficult vocabulary?*

6 participants did not mind if the text itself is hard to read. Similarly, 6 students claimed not being fazed by difficult vocabulary if they consider the topic or book interesting; whereas, three students stated that they did mind both if the text is difficult and is vocabulary is unfamiliar. Both facts were also supported by the Teacher's own responses during her interview. This is an important piece of evidence for the attitudinal makeup of the EFL learners, however, having fostered a less favorable reading attitude, mostly because they do not always and/or generally read topics of interest to them.

3.1.1.2 Reading Habits

Habits, as supported in the literature review, consist of various variables, some of which are what readers read, the time and quantity read, bookstore and library visits, choosing, owning and discussing reading materials.

Therefore, Table 11 provides an initial glimpse of the participants' reading habits and preferences, namely indicating the approximate amount of books and time spent reading for pleasure, as well as the students' preferred pleasure reading materials. Most students responded that when really reading something of their own choice and interest, spent,

3.1.1.2.a Amount of Books and Time Spent on Pleasure Reading and Preferences

Table 11: Amount of Books and Time Spent Pleasure Reading and Preferences

Student	Hours per week spent reading for pleasure	Approximate books read a month for pleasure	Preferred Reading Materials
Student1	3-5 hours/week	2 books/month	Magazines
Student2	1-2 hours/week	1 book/month	Books and Magazines
Student3	3-5 hours/week	1 book/month	Magazines
Student4	1-2 hours/week	3 books/month	Books and Magazines
Student5	1-2 hours/week	2 books/month	Magazines and e-Books
Student6	3-5 hours/week	3 books/month	Books
Student7	1-2 hours/week	2 books/month	Magazines
Student8	1-2 hours/week	2 books/month	Online Articles
Student9	1-2 hours/week	2 books/month	Books

Their Teacher adding that she supposes that her students read more comic books than they do books.

3.1.1.2.b Book stores /Libraries / Book Talk

Visiting bookstores habitually has been claimed to advance both reading attitudes and habits. When questioned about it, 4 students claim to visit bookstores more than once a week, while another one time per week on average. Two students frequent bookstores more than once a month, while another at least once a month. One student only chose another option, since the exact amount of visits was not remembered clearly.

In a further attempt to derive a more detailed understanding of their reading attitudes the ERAS' ninth question posits: 'How do feel about going to a bookstore?', towards which only one student felt 'Happy', while the rest were divided equally between feeling 'OK' and 'Angry'.

5 participants, moreover, borrow books from the school library, although all from their Greek elementary school. Two claimed borrowing books once a week, while two others about once a month. One student, Student7, said he borrows more than one book a week, since he is partaking in a school program and is "*forced to do it*". The four students, who do not borrow books, support that their school does not have a borrowing library. Adding to this, all students stated being unaware of the existence of a borrowing library at their English school. Characteristically, Student1, stated in amazement: "*From here?! It has books here?!*"; whereas, Student3, said that he doesn't borrow books if they aren't comics. The Teacher replied that there is indeed a lending library at her school with graded readers, and that most of her students know of its existence, but it is not something she enforces.

Another point of interest in terms of triangulation is ERAS' Question11, the first of the academic reading-related questions, which inquires students on their feelings when a teacher asks them questions about what they read. Of the 9 students, one responded feeling 'Happy', whereas 5 feel 'OK'. Lastly, 3 students, feel rather unhappy. Meanwhile, pre-interviews showed that students do not habitually discuss reading with their families, as only one student, namely Student4, 'Always', because "*when I read something nice or new I talk with my parents to ask if things are true*". When asked of the Teacher about discussing books in class, she commented that it did not happen too often.

3.1.1.2.c Reading Comics

Pertinent to this study and directly related to interest and the development of positive reading attitudes and habits is the issue of comic book reading and their effect. Table 12 presents the students' liking of comic reading and the frequency in which they read them.

Table 12: Comic Reading Habits

Student1	YES	More than 1/month
Student2	YES	1/month
Student3	YES	More than 1/week
Student4	YES	1/week
Student5	YES	1/week
Student6	YES	1/month
Student7	YES	1/month
Student8	YES	More than 1/week
Student9	YES	1/week

Parents: Eight like and have read comics, whereas only one did not like or ever read comics. Similarly, all parents believed their children like comic books. Teacher: supposes that her students read more comic books than they do other books. When asked of the parents why it is they did not mind their children reading comic books, some responses were:

"comics are a means of enjoyment and at least he is reading something" (Parent1),

"it broadens her horizons for something else" (Parent2).

" comics are interesting and fun", and " with this study he may like it and also start liking reading and read more in general" (Parent3)

" comics are another way of reading, to learn things, to sharpen her wit and mind, and it's a nice way to learn too" (Parent4)

" comics are an interesting way to learn" (Parent5).

" it is a way for him to gain more contact with various reading materials and at least he is reading something" (Parent7)

" because my kid enjoys it" (Parent8)

" fun and something beyond the usual reading materials" (Parent9).

The Teacher, additionally, finds that *"comics are fun and can really help them, and also help them with language and they can see language used*

naturally, in everyday life". Meanwhile, eight parents felt comics will be beneficial to both attitudes and habits, whereas only one mom stated that comics will mostly have an effect on reading habits.

Upon the completion of the ERAS and all pre-interviews, the comic book readings and discussion groups commenced, data from which is shown below in terms of specific cases and cross cases of all students.

3.2 Student Case Studies

Despite all participating students providing extensive data as to their reading attitudes, habits and the effects comic reading seemingly had on them, the four cases selected to be represented in further detail in this section were those which, according to the relevant literature and previous studies, as well as the aims of this study's research questions, provided the richest and widest range of data. More information on the other students can be found in Appendix 12.

Two of the cases represent students who displayed consistent positive and/or interesting, or important results and behaviors from the onset of the ERAS and throughout, namely Students 1 and 4; whereas the two other students presented were selected because they were indicative of the students who gradually showed better attitudes, habits and participation and interest rates in the overall process, namely Student 8 and Student 3, one of whom is diagnosed with dyslexia. In order to compile the cases and their profiles, information was used from the students' ERAS results, their pre-interview responses in accordance with those of their parents and teacher, as well as all parties' post-questionnaire responses. Furthermore, an in depth presentation and analysis of their participation and contributions during their silent comic book readings, Literature Circle Discussion Group sessions and Comic book borrowing library will be utilized, to better display the use and effectiveness of the comic book reading on their reading attitudes and habits.

3.2.1 Case 1 – Student1

Table 13: Case 1 – Student1

Student1	Parent1
Gender: Male	Gender: Female

Age: 12	Age: 31-45
English Class : C'	Educational Level:High School, Medical Assistant training Occupation:Merchant

3.2.1.1 ERAS and Pre-Interviews

Scoring a 33/40 in ERAS' recreational reading section, his feelings ranged between 'Happy' and 'Very Happy' when reading for fun at home, when given a book and at the prospect of beginning a new book and reading over summer vacation. The same could be said about his feelings toward reading instead of playing, spending his free time reading, and visiting bookstores.

Whereas, his 25/40 score in academic-related reading indicated him feeling either 'OK' or 'Angry' when having to read his school books, work pages and workbooks, when called upon to read out loud and when taking reading tests. As such, it could be implied that Student1 prefers pleasure reading to school reading, as he totaled the highest score on recreational reading of all nine EFL learners; a fact also supported by his pre-interview responses, i.e., that he reads for fun for 1-5 hours per week, reading approximately 2 books a month.

An avid comic book reader, reading more than one comic a month, and as supported by his mother, Parent1, who noted that she does not mind him reading comics as it is a means of enjoyment and "*at least he is reading something*", and his Teacher's observation that "*he is crazy about comics and the comic book part of the book. He is excited and pestering all the time*". Student1 claimed that he likes reading because it helps "*enhance my vocabulary*" while he found reading interesting and cool, as "*I get lost in books and go to another world*"; a statement similar to that of his mother's that reading: "[it] allows my mind to escape from a lot of things", likely indicative of "Flow Experience" (Nakamura and Csikszentmihalyi,2002).

In terms of English learning and reading attitudes, Student1 stated that he likes learning "*because it is a language I want to learn*"; while he likes reading in English "*because I can learn more things*", and it is "*useful*". However, in relation to his reading habits, while Student1 does engage in extracurricular reading in Greek, he reads less in English, finding it more difficult to read. Yet, when cross tabulating Student 1's belief of liking to read

with that of his mother, she believed that he does not like reading, since " *he doesn't like novels, or literature at all, and no long texts*".

Conversely, Student1 felt that he is a good reader, because "*I can read well*"; when asked of Parent1 if she believed her son was a good reader, however, she believed he was not, as *he "is not seemingly interested and he complains when it comes to reading"*. A similar interesting trend, that is, that their views on whether or not Student1 is positively inclined to reading and is a good reader, do not correlate, was evident throughout their interviews.

Namely, when Parent1 was asked to justify her belief of her son possessing a negative reading attitude, she stated that he becomes irritable and cranky when having to read and prefers to hear or see it on-line or on the computer instead of reading it in book form; while in terms of reading difficulties, Student1 believed he had none, whereas his mother did, not due to a learning difficulty per se, but that to her, his attitude toward reading more lengthy texts is problematic, especially since he prefers other activities over reading. However, her belief could be partially debunked, since Student1 further responded that if he is interested in a topic he would not mind if it was lengthy, difficult and/or contained difficult vocabulary. His view is further supported by his active and consistent presence during the comic book conversations held, his eagerness to read and respond, and his multiple comic book borrowing library visits and borrowings.

3.2.1.2 Discussion Groups

Student1 was the most consistent in terms of excitement and eagerness, and admittedly, one of the most frequent meaningful contributors in the comic book discussions.

As an enthusiastic and avid comic book reader, he was seemingly eager and excited to initiate each comic book reading, especially at the prospect of receiving a new comic and/or reading the second half of the comics, even asking his regular EFL teacher to finish their lesson earlier in order to begin the readings and asking impatiently for the borrowing library to begin.

This eagerness, excitement and enthusiasm to frequently and

willingly participate seems to be generated by the fact that he was

participating in the reading of topics/materials of interest to him, evident on multiple occasions: "ΞΕΡΩ! ΞΕΡΩ! (=I KNOW! I KNOW!)", a statement used repeatedly which also indicates his comprehension of the text and/or the questions asked. Other such cases were: " I found it! I found it!", and according to his own response on more than one instance: " Researcher: How was it? Student1: Really great! I was excited!"; " It was great!"; " I am excited! I want to know what is going to be!"; and "It's good, it's exciting and we have fun!".

His enthusiasm and persistent behavior also translated to his dedication in solving various enigmas, puzzles, riddles and/or codes hidden in the comic ("I know the answer to the enigma!"; " Can I tell this?" – and reads the solved code), all of which he correctly found, as well as persistently contributed to the derivation and inference of the morals of the story, whether directly or indirectly outlined in the comics: e.g.,

Researcher: There is something all the comics we have read have in common...What do you think it is?

Student1: Here? [...] About the battles? [...] Are you talking about the code? [...] Superheroes? [...] Heroes? [...] The same heroes? [...] To help out? [...] Eeeee....Maybe because it's about a lesson about life?

On many further occasions, Student1 showed in-depth comprehension of the texts, subject matter and the characters and general comprehension of comic plots, themes and morals; all of which are indicative of his prior, background knowledge of comic books, e.g.,

Researcher: Did you already know these characters?

Student1: Yes!, then going on to reciting and reminding his fellow students of the characters in the story as well as their respective powers:

Researcher: Why do you believe the good guys always win?

Student5: //laughing// Because they are good!

Student1: //interrupts// Not always!

Researcher: What about our other green friend, what's his name...It doesn't say it here!

Student1: JOHN! His name is John!

and "Researcher: *Do you believe this really happened and this is how Clark really became Superman?* – Student1: *No! Don't think that this is the way he becomes Superman!*".

He did, therefore, meaningfully contribute to practically all discussion sessions, most of the time on his own accord, displaying willingness, enthusiasm and, even, high self-confidence, as well as, in terms of skill, comprehension, inference and prediction skills. Examples of these skills are: "*a team of superheroes...three of them are playing video games, but it's a trap!*"; "*they used technology! Gadgets! They used gadgets!*" and "*They will stop the bomb!*"; "*And you can...You can't imagine that there was a robot! You can't tell this!*"; "*They manage to trick them by telling lies!*", and lastly, is an instance where he self-corrects his grammatical mistakes: "*He's youngest...younger...he don't...doesn't have superpowers right now!*"

However, there were also several occasions during the discussions when he regressed to Greek to respond to questions, e.g., "*Να το πώ στα Ελληνικά; (=Can I say it in Greek?)...Θέλουν να κατακτήσουν την πόλη!*", which the Researcher then translated to English (= *They want to conquer the city*), and he repeated.

Additionally, he incorporated English words which were initially unfamiliar to him by asking the Researcher to translate them into English: "*Student1: Πώς λέγεται η εκδοχή; – Researcher: A version. – Student1: Yes! A version! Yes! That's one version and Kent becomes Superman!*" and "*Student1: Αδυναμίες πώς λέγονται; – Researcher: Weaknesses. – Student1: They're going to use their weaknesses to win!*", and finally, "*Student1: Η πλοκή πώς λέγεται; – Researcher: The plot. – Student1: I don't like much the plot!*", using the new word ('plot') he learned in his response at a later discussion group ("*I don't like again much the plot!*"). Despite vocabulary growth not being the direct concern of this study, it could be hypothesized, based on the literature, that this willingness and perceived development of skills could have affected or been affected by his more positive (comic) reading attitudes and confidence.

Student1 further showed knowledge of vocabulary and comic-specific background knowledge, as well as willingness to respond as he helped his

classmates at times, even when the questions were not immediately directed to him ("*Researcher: Do you know what 'σφυρί' means? – "Student1: Σφυρί; In English? Hammer!"*). This willingness to both respond and aid his classmates could indicate that the use of comics in the classroom have had a positive effect on him, as he has good comprehension of whatever he has read and is a more active and confident speaker.

In summary, it could be claimed that when involved in topics of interest, Student1 was more likely to enjoy reading and discussing L2 reading, which may contain unfamiliar or difficult vocabulary, even beyond his level. It is not unlikely, therefore, that such a positive attitude can be translated into the reading of more extensive texts, given that his interest is ignited and taken into consideration.

3.2.1.3 Post Questionnaires

All in all, from Student1's post-questionnaire, as well as those of his mother and Teacher, it could be inferred that he enjoyed his participation, the comic book readings and borrowing library, rating both with the maximum of 5 points on a Likert-type scale, adding that he believed that via the reading of comics he has somewhat improved his reading attitude "*because I can read difficult words now*"; while he believed that comic reading also benefited his reading habits, for he now wants to read more comic books.

Student1's mother, too, felt that he enjoyed both the comic reading and borrowing library, also having witnessed an improvement in both his reading attitudes and habits. This was also the view of his Teacher who felt that he was one of the students that enjoyed and most benefited from the overall process. Student1, furthermore, was the most frequent user of the comic borrowing library, having borrowed 4 comics, because he "*wants to read more comic books*". He added that he believed that the comic library improved both his reading attitudes and habits and that if comics were to be used more in (English) class he would most likely enjoy reading more. He also stated, that, if a permanent comic library were to be set up, he would continue borrowing, as comics in English have made him want to read more (books) in English and he has now begun enjoying reading more in general and in English.

Having witnessed her son's positive attitude and subsequent positive reading habits, via his active and frequent use of the comic book borrowing library, his mother also began feeling that her son, indeed, has a more positive outlook on reading, while also stating that she believes comic reading – that is, topics of interest to him – will make her son like reading more in both the L1 and L2. Therefore, it is his mother that changed her perception of her child's reading attitude. An interesting point to be mentioned is that Parent 1 asked the researcher, upon the completion of the study, for suggestions on additional reading for her son that are catered to her son's interests, as he now wanted to read more comics and books related to comics. As such, it could be claimed that the study may have had a more far-reaching effect on Student1 in his future development as a (L2) reader.

3.2.2 Case 2 – Student4

Table 14: Case 2 – Student4

Student4	Parent4
Gender: Female	Gender: Female
Age: 12	Age: 31-45
English Class:C'	Educational Level: University graduate Occupation: Civil Employee

3.2.2.1 ERAS and Pre-Interviews

Scoring a 28/40 in ERAS' recreational reading section, her feelings ranged between 'Happy' and 'Very Happy' when reading for fun at home, spending her free time reading books, at the prospect of beginning a new book and reading over summer vacation. Similarly, she felt 'Very Happy' about reading different types of books and visiting bookstores.

Student4 displayed an even higher score 33/40 in academic-related reading indicated by her feeling either 'Happy' or 'Very Happy' in practically all academic reading-related questions, such as feeling 'Very Happy' when the teacher questions her about material read, reading workbook pages and worksheets, reading at school, learning from school books and reading in class, both out loud and in silence. As such, it could be implied that Student4 shows a slight preference towards academic reading. Totalling 61/80, she

scored the highest of all three participating girls.

Student4, however, enjoys reading for fun, as she finds reading in both the L1 and L2 interesting and useful, while dedicating at least 1-2 hrs per week to reading for fun and reading about 3 books a month. She enjoys reading because it is interesting to her, for "*during reading you can learn many things*", echoed by Parent4, stating that it allows her "*to discover things to learn*", and because she generally likes gaining knowledge. Therefore, Student4 could be characterized as an above average EFL learner and avid reader, while her mother supported that " she reads for both pleasure and fun and to learn, and generally likes reading even at school; her Teacher also adding she is "*really [a] really fast reader, fluent and is good at pronunciation*".

In a cross tabulation of Student4 and Parent4's responses, their opinion of whether or not it she is a good reader overlap; Parent4, justifying her belief on the fact that she reads and enjoys both pleasure and academic reading equally and engages in it whenever possible. Student4 further adding that she likes reading in either language, because " *I love books and they are very interesting and you can learn more things and with words you can imagine your own movie*".

Regarding her attitude toward reading, according to her mother, Student4 reads with "*ease and willingness something she finds interesting, she doesn't have something hindering her from taking up a book or a fairy tale, extracurricular or school book and read it*"; echoed by her Teacher for she finds her to be positive, confident, really fast and fluent. Her positive reading attitudes are further supported by Student4's statement that if a topic is of interest to her, she does not mind if the text is lengthy, difficult to read and/or contains difficult vocabulary, as well as her being the only participant that prefers reading over other activities in her free time, supported by her mother's response.

This positive attitude further translates to the fact that even though of the two languages she finds English to be "*a little bit*" more difficult for her to learn and read, she says: "*English sometimes is fun and can sometimes teach me new words I don't know*". Her Teacher also stated that "*very few students read books in English, yet some like reading English, such as*

Student4...", which supports her earlier statement. This positive inclination toward reading is additionally evident by her visiting bookstores and frequenting libraries more than once a week and enjoying selecting books on her own, while she likes reading at least one comic book per week. Of her liking and reading of comics, her mother claimed that does not mind her reading comics as they are *"another way of reading, to learn things, to sharpen her wit and mind, and it is a nice way to learn too"*.

Her profile attests to her consistent presence and participation in the comic book discussions, during which Student4 showed interest, enthusiasm and understanding of both simple and complex matters. She also used advanced vocabulary, and gradually lengthened her responses during the study.

3.2.2.2 Discussion Groups

Student4 was a consistent, enthusiastic and meaningful contributor during all the Literature Circle Discussion Groups. Her level of English is displayed throughout. Indicative of her more positive reading attitudes were her initiations of conversations and introduction of points/topics. Additionally, she was a consistently quick reader, finishing first to fourth during all sessions.

From the very first session Student4 provided more than one-worded responses, even to more trivial questions, as whether or not students liked the comic, from as early on as the second lesson: *"Yeah! It was fun!"* to *"It was funny and interesting, because it was about an experience, I really liked it...I liked all the story and the characters and the battle"*; to *"OK. From reading the comic I like it very much because I like very much Superman and...there we...it present as a Legion...and of the members of the Legion and how Superman goes in"*.

Her growing liking of the comics and the process could be reflected in that she found some *"Brilliant! It was brilliant!"*, as she enjoyed reading about the particular characters, or her comment: *"Ah! It was an excellent story, all the story I liked it very much...and also really how Superman, how Clark becomes Superman and fight between them"*.

Student4's in-depth comprehension of the comics as well as her fluency and growing confidence in providing longer responses, especially in

comparison to some of her other classmates, could be displayed throughout the entire process. Indicative of her consistent behavior are such occurrences as: *"They...throw the robot in the water...and because the robot was mechanic and made by someone, if thrown in water it destroys it!"* and *"They managed to trick...and tell them to bring Green Lantern to turn off his ring of power so he tell them to not go to the air so in that way they didn't this and wouldn't have saved many lives"*. Additionally, her enthusiasm and interest, along with her eagerness and willingness to respond and comprehension of the text and topic, are displayed by her raising two hands and responding: *"What was mysterious...The alien! Yeah. The alien appeared so suddenly! So we don't know...We don't know if they're friends or want to do say something problem"*.

Oftentimes, she also returned to the text itself to base her response on: *"Ah! Sorry! It says here they make a mistake because they maybe haven't but the correct coordinates in the time bomb!"*, where 'coordinate' was a new word, actually found within the comic text and used appropriately in context; and, in order to help other students solidify and complement their own responses, in a sense of peer tutoring of sorts: *" Student6: It says it somewhere, but I can't find it! "*, and Student4 finds it and reads it verbatim. A peak in both her comprehension and use of complex, and possibly, new vocabulary and confidence in using such terms came with her answer:

Student4: Em...It was about an alien that appears to the superheroes satellite and this said to them that they home will...Εκραγεί;

Researcher: Explode.

Student4: Explode!...and that many people will die and the Legion goes to the scene to help the people to go out to other place and I think they will find a way to dispose the bomb.

Along with her good comprehension and oral skills, positive attitude and presence in the group, Student4 also showed strong inference and prediction skills, both important for understanding and appreciating the purpose of reading. To this end, some of her contributions were more extensive than others, such as the reason she believed the villains attack heroes: *" because it's a team and bad people want to kill them"*. Other such

occurrences are: *"They will escape and they will fight all together!"*, and when she justified how their predictions from the previous session had come to fruition upon reading the second half: *"Yes, because we thought that all together they'll open the prison and they did!"*; while, upon debate with her fellow students she ultimately changed her original position and presented her prediction for the second half of the given story: *"I change to fight! Yeah! They will stop the bomb and they will save the people so they could not die and....the others would leave!"*.

Her confidence as an EFL reader and learner, and willingness and interest in the topic and study overall could be further indicated by her persistence in finding the common moral code and lesson between the comics: *"Student4: Heroes? [...] All three about...[...]* //thinking// *So they do have something in common...Hmmm....It's about something that is not real!"*, her response being interesting and insightful, as was her accompanying comment that the story's morale was to be kind to other people and the fact that she agreed that the characters of the comic were underestimated by their enemies *"because they took their powers and they believed that if they don't have powers...eeee...they cannot....eeemm...face the others!"*. Despite her slight hesitation, her answer was on point with the story.

Finally, an extra point of interest in accordance to her profile, as aforementioned, is her knowledge of more complex vocabulary ('dispose'; 'brilliant'), as well as synonyms and translations (i.e., 'telekinisis – teleport').

3.2.2.3 Post Questionnaires

All in all, Student4 seemed to rather enjoy the comic book readings and the discussion groups.

Her post-questionnaire showed that if she were to score her experience of comic book reading, she would rate it with a maximum of 5 points, adding that her reading attitudes have improved, *"because I sometimes read comics and now I am reading one in two weeks and I like comics now, I think that they are funny!"*; while her reading habits have also improved, since : *"now, I want to read more comic books and I want to read more books in English."*; similarly supported by her mother, stating that

comic reading will make her child want to read more in English, and the comic reading process has contributed to increasing her enjoyment of reading, especially in English. Her Teacher also felt that Student4 was one of the four students that most enjoyed the overall process.

She also seemingly enjoyed the comic book borrowing library, as she borrowed 2 comics and graded it with a maximum of 5 points " *because I like the comics that it has and I think it is a library where we can learn many things, e.g., vocabulary*". She further felt the library has improved both her reading attitudes and reading habits, and if more comics were to be used in (English) class, she would enjoy reading more, while if a permanent comic library were to be set up she would most likely continue borrowing from it, as she now wants to read more (books) in English and enjoys reading in both her L1 and L2, more. Her mother, Parent4, also felt that the overall process was beneficial to her daughter's reading attitudes as she " *became more familiar with comics and the English language*", as well as her reading habits, for: " *she read more, and besides the comics being read in class, she also used the borrowing library*".

Therefore, Student4, was an indicative case of a participant who was mostly consistent throughout the overall study in terms of attitudes, and whom the use of comic book reading seemed to benefit in her growing confidence as a (L2) learner, reader and speaker, as demonstrated by her active engagement, willingness, enthusiasm, use of English and comprehension skills having gradually providing longer and more complex responses; as well as her active borrowing of comics from the library.

The following two cases present some gradual changes between their initial ERAS results and pre-interviews and their post-questionnaire responses, and those of their parents and teacher. Moreover, a gradual increase in their participation, interest, enthusiasm, comprehension and lengthening of responses in some questions was observed.

3.2.3 Case 3 – Student3

Table 15: Case 3 – Student3

Student3	Parent3
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Gender: Male	Gender: Female
Age: 12	Age: 31-45
English Class: C'	Educational Level: University and Post-Graduate Degree Occupation: Banker
Student3 has been diagnosed with dyslexia.	

3.2.3.1 ERAS and Pre-Interviews

Scoring a 26/40 in ERAS' recreational reading section, he mostly responded 'OK', only claiming to feel 'Happy' when reading for fun at home, receiving books as presents and about reading different types of books, while 'Very Happy' only when starting a new book. Conversely, he scored higher (31/40) on academic-related reading, ranging mostly between feeling 'Happy' and 'Very Happy' in such instances as when a teacher asks questions on books read, reading workbook pages and worksheets, learning from a book, reading in class and reading out loud in class. Even in the case of his feelings towards taking a reading test he felt 'OK'. As such, he totaled 57/80.

Despite his lower ERAS results, in comparison to the initial two case study-students aforementioned, Student3 enjoys reading for fun, feeling "*interested*" when reading in general. Accordingly, he dedicates approximately 3-5 hrs per week to reading for fun, while he reads about 1 book a month, as he enjoys generally reading because it could be "*fun and good*".

He does state, however, that had he the choice, in his free time, he would prefer another activity over reading. When Parent3 was asked if she believed her son liked reading, she responded that he did not, since he has been diagnosed with dyslexia and reads slowly. However, it should be noted that although a weaker reader due to his learning difficulty, he is a persistent learner, as his mother since, even though she believes her son does not particularly like reading, he is a good reader, for he "*understands but is slow so he doesn't want to read alone, except when absolutely necessary*". His Teacher stated that he "*has somewhat of a problem, not major, but because he lacks vocabulary he has some gaps, but tries*".

Student3, in turn, on the same question responded: "*Yes, so-so, I*

sometimes get confused mostly with intonation in Greek reading"; he does, however, engage in extracurricular reading in Greek and sometimes in his L2 too, for he likes learning English *"because we have a good teacher and it's good for the future"*, and enjoys reading in his L2, finding it exciting. When Parent3 was asked whether or not she believed her son possessed positive or negative reading attitudes, she felt that he mostly fostered a negative attitude, because *"if he could avoid a reading situation or find the solution of an exercise or problem without having to read the text, he always begins with the actual activity. So, he tries to avoid the reading part of the activity while still remaining faithful to the process of the exercise, but almost always is unsuccessful"*. However, indications that Student3 claims he does not, according to his interview, mind reading in either language, nor does he mind if a text is lengthy, difficult and/or has difficult vocabulary if the topic is of interest to him, even though he considers reading in the L2 to be more challenging.

According to both his and his mother's pre-interviews, furthermore, comics are what he mostly enjoys and reads. This is of principal interest of the study, as when focus is placed on students' interests and not merely on reading and/or language level, learners, typical or not, are more likely to have more positive attitudes and develop better reading habits. As such, it could be indicative of the effect the use of comic book reading can have on reading attitudes and habits.

A further complementary indication of his outlook on reading could be derived by Student3's responses related to his reading habits; that is, he reads comic books more than once per week, selects his own reading materials, which mostly consist of comics, he visits bookstores between one time per week to a couple of times per month, while he also borrows books from the library at Greek school, because he is obligated to as he is part of a project group. However, when questioned about his not borrowing books from the English school library, he responded that he did not *"because it doesn't have comic books"*. Indeed, being a comic book lover, his mother does not mind his reading comics since: *"comics are interesting and fun"*, further adding in relation to the study itself, that *"with this study he may like it and also start liking reading and read more in general"*.

3.2.3.2 Discussion Groups

Even from the first reading session, Student3 showed indications of interest as he had returned from a field trip, had missed his regular English lesson, and yet, came to the comic reading and discussion group; his interest was further revealed when, even though he began reading slightly after the rest of his EFL classmates, he managed to finish reading fourth together with most of the girls.

This, along with his enthusiasm and positive attitudes and his gradually increasing participation and slightly longer responses as the study concluded, could show that despite his own belief, as well as his mother's that he does not particularly like reading, together with somewhat low ERAS results, that when engaging in topics and/or with materials of interest, a learner with dyslexia could be interested and show willingness to participate and respond. Also, it could show that there is a growing willingness to try to meaningfully contribute to discussions.

As such, other than him answering that he liked the first part of the comic book read, during the very first group discussion, Student3 volunteered that of the characters in the story, *"the good ones are five!"*. Another point of interest and participation was his more cynical response that heroes almost always win not because of their good nature, but, rather, *"to have a new episode!"*, which may indicate his familiarity and knowledge of comics, being an avid comic reader himself. This prior knowledge could also be witnessed during the same session when asked by the Researcher: *"Did you already know these characters?"*, to which he emphatically responded *"Yes!"*.

During the second reading and discussion group, Student3 remained excited and enthusiastic as he smiled constantly and seemed very eager to begin in order to find out the ending, so much so that he completed his reading second. Then, he displayed what could be seen as growing confidence as he initiated conversation, when asked to find what the message of the story was, while his fellow EFL classmates were still deliberating and contemplating their responses, stating: *"To work like a*

team!", which was followed by him eagerly and excitedly looking for the pertinent part within the text ("Ah! Where it says it?!"). Upon finding the abstract, he read it verbatim to the class, which could be reflective of his comprehension, focus and attention to detail, as he was able to recall exactly its placement in the text.

Student3's interest and gradual development continued when reading the first part of the second comic book, during which he initially remained quiet, however jumped in to correct another student's response: "*Researcher: Is this story happening now? – (cont.) Student6: No, it's in the past. – Student3: It's in the future!*". Later, he engaged in a short, unmoderated debate with the students on whether or not the character in the story had powers, during which he regressed back to his native Greek, most likely because it was more natural and easier for him, the researcher allowing it as she was interested in witnessing their interactions and listening to their ideas,

Student6: Maybe he doesn't know...

Student3: Μέχρι αυτήν τη στιγμή (= until this moment)

Student5: Not so...

Student3: Actually...Δεν έχει όλες! (= he doesn't have them all!)

Student4: Yeah not so...

Student3: Μα δεν έχει όλες! (=but he doesn't have them all)[...]

He then reverted to using humor in his response to his fellow student who showed him one of the pictures displaying the hero's muscles and strength: "*Μπορεί να είναι από αφρολέξ!* (= *Maybe it's made of Styrofoam!*)", again in his L1, nonetheless witty and funny, an often occurrence, as he did the same during the discussion of the third comic book, he commented: "*Θα φωνάξουν κλειδαρά!* (= *They'll call a locksmith!*)", in order to help the heroes escape from the prison they were held in without being able to use their powers.

During this discussion group, Student3 displayed comprehension when asked "*Do you believe this really happened and this is how Clark really became Superman?*", to which he responded "No!", while he also continued indicating a habit of returning to the book to base his answer on: "*...and it say here with the other plans, it not really!*". His prior knowledge of comics and prediction skills could also be displayed when volunteering his

hypothesis of what was to follow: " *He will be the Captain of the Legion!*".

Student3 increasingly showed his eagerness, even completing his reading fifth, while also displaying his prior knowledge of comics and superheroes, aiding his classmate: "*Student8: The one with the... – Student3: Green Lantern!*" As the study progressed, Student3 although otherwise consistently frugal in his frequency of response, began providing slightly longer answers, as he seemingly began feeling more comfortable with the process and confident in his ideas and comprehension, for he volunteered not only the moral lesson underlying the second part of the third comic read ("*We must work as a team!*"), but also provided his own understanding of why he believed the comic came to such a conclusion: "*...they left them alone with no one to like guard it...emmm...so that's it!*".

This positive behavior then continued during the last comic book reading, as he did not want the process to end, asking for more sessions and more comics, staying focused and absorbed in his reading and completing his reading of the more difficult text, sixth. His developing habit of providing gradually longer responses also continued as he provided his own predictions of what is to come: "*A fight! Eh...The Legion will help the people, and they will get to it the explosion and stop it!*" and his understanding that "*they didn't want Green Lantern to go there so he cannot find the powers!*".

3.2.3.3 Post Questionnaires

These responses are further complemented by Student3's post-questionnaire, as well as his mother' and Teacher's, that he enjoyed the comic book reading process, rating it with a 4 out of 5, feeling that it has improved both his reading attitudes and reading habits, "*because we read a lot of comics*"; while he enjoyed the comic library, rating it with a 3, despite not having borrowed comics from it, as "*...the comics that I like is borrow by someone*", adding that it benefited both his reading attitudes and habits, as he fully intended to borrow from it, but was unsuccessful in securing one of his liking.

It should be noted, that the researcher observed that when another

student had borrowed one of the comics, he had asked her to look at it for a while. Student3 further added that if comics were to be used in (English) class, and a permanent comic library were to be set up he would most likely enjoy reading more and borrow from it.

Additionally, he felt that the English comics made him want to read more, and that he now felt that he enjoys reading in general and in English more, especially since he loves reading comics, even in English now. His mother, also, believed her son enjoyed the overall process and the library, since she believes that "*his interest probably has grown*", adding that if comics were to be used more often in class, he would like reading more and most likely borrow comics if a permanent comic library were to be established.

Furthermore, she felt that comic book reading in English has and will probably make her son want to read more, in both Greek and English. Lastly, she stated that comic book reading in English may contribute to his growing appreciation of reading, as his interest has been peaked, but has not yet seen the full scope of tangible effects, she it is very likely that he will read more or with more interest. His Teacher, to a similar effect, felt that Student3 was one of the students that most benefited from the overall processes of the study.

3.2.4 Case 4 – Student8

Table 16: Case 4 – Student8

Student8	Parent8
Gender: Male	Gender: Female
Age:12	Age: 31-45
English Class:C'	Educational Level: High School graduate Occupation:Hospital Administrative Employee

3.2.4.1 ERAS and Pre-Interviews

Scoring a 26/40 in ERAS' recreational reading section, he responded feeling 'Happy' when reading for fun at home, spending his free time reading a book, at the prospect of beginning a new book, reading various types of books and visiting bookstores; while 'OK' when receiving a book as a gift,

reading over summer vacation and reading instead of doing another activity.

In terms of his academic-related reading, he scored 27/40, his feelings ranging between 'OK' and 'Happy' in all but one instance, where he stated feeling 'Very Happy' when a teacher questions him on materials he has read. In total, Student8 scored a 53/80; the slight point difference between types of reading indicating that he feels nearly the same towards recreational and academic reading. Neither, though, were particularly high, as he had one of the lowest ERAS scores.

Interestingly, in comparison to most of his classmates, he responded that he mostly enjoyed reading for school, also claimed in his mother's pre-interview; even though he stated spending between 1 and 5 hours pleasure reading, as well as reading approximately 2 books a month. Furthermore, he prefers online articles and comic books, supported by his mother.

A point of additional interest being Student8's response on whether or not he prefers reading over other activities in his free time, that he would choose reading if it were a rainy day, while on a similar question on his ERAS about how he felt about reading on a rainy Saturday, he felt 'Happy' to do so. It should be noted that Parent 8 also believed that her son would prefer engaging in other activities over reading in his leisure time, and so would she. Additionally, Student8 felt that he is a good reader for he reads every day; this was echoed by his mother and his Teacher, who added:

"Student8, is a very good reader, mature, with a very good understanding". He further claimed that reading made him feel *'interested'*, as he sometimes engages in extracurricular reading in his Greek, while reading in English makes him feel *"excited"*, as it is *"a new language and I love English!"*. He likes both learning and reading in his L2 because he is not only good at it, but it is also a means by which he can learn new things and words. Even though, he further claimed, he prefers reading in both, he did not really engage in extracurricular English reading prior to the study.

Furthermore, Student8 felt that reading overall, as well as reading in English is interesting as he *"can read jokes and learn things"*, while also being of value to him as he also found it to be 'Useful', 'Important', and 'Necessary'. His mother, too, felt that reading for her whether in Greek or English is 'Useful' and 'Important'; as for her son reading in general is a

'Necessary' skill and reading in English will be a 'Useful' skill. As such, it could be implied that Student8's attitudes toward reading are somewhat positive, as also felt by his mother and Teacher. Student8 also claimed that if he is interested in a topic he does mind if it contains difficult vocabulary, but is somewhat reluctant if it is really difficult to read.

Additionally, he stated he reads more than one comic a week, although only in Greek, while he does not have favorite books because he only really likes reading comics. His mother stated that he reads comics even more frequently - a couple of times per week - and even though she has not ever read comics and does not particularly like them, she does not mind reading as her son seems to enjoy reading them. In terms of reading habits, furthermore, Student8 responded that he visits bookstores and his Greek school borrowing library about once per month.

In comparison, Student8 provided shorter responses in his pre-interview and was initially reluctant and hesitant, however, as the study progressed, he displayed a gradually more energetic involvement with more frequent and longer responses likely indicating his interest, enthusiasm and comprehension of the comic books.

3.2.4.2 Discussion Groups

Student8 who scored comparatively low rates in his ERAS, especially in terms of recreational reading, and in slight favor of school-related reading, similarly supported by his mother's pre-interview, showed what could be considered as a consistent growth of enthusiasm and positive attitudes, while also gradually increased participation with slightly longer responses as the study came to a close.

This could indicate that a common thread exists throughout the cases and the study overall; that is, when engaging in topics and/or with materials of interest, such as comic book reading, could ignite interest and growing willingness to participate and respond. As such, an apparent growing self-confidence as both a (L2) reader and speaker, as well as stronger comprehension, inference and prediction skills and the activation of mental schemata and rates of meaningful contribution could be claimed to be a result of engaging in reading that is to his liking and is of interest to him.

Some degree of willingness and positive inclination could be revealed from the fact that despite not having attended English class that day, Student8 came only for the comic reading and discussion, yet, only contributed a smiley "Yes", to liking the comic. However, from the second session he gradually began engaging more and providing longer responses, which could show his eagerness and willingness to contribute and engage in dialogue, while also displaying his comprehension and a growing sense of confidence, as he responded without being prompted.

As such, during the second session, he completed his reading rather quickly, and then re-read parts from the first part of the comic as he had not managed to read it properly during the first session. He later went on to state what he believed was the lesson underlying in the story: *"If we fight like a team we will win!"*.

During the next session, completing his reading eagerly, when asked if he liked what he had read or not, he contributed much more than the simple 'yes' of the first time: *"I like very much this comic because I didn't know how Superman joined the Legion of Superheroes and...but I enjoyed it!"*, indicating not only his liking, but also the fact that he most likely does possess and has activated mental schemata about the topic and characters. His comprehension of the story, as well as growing responses could already be seen in such responses as *"They took him from the past...so to save the world now... I don't know...they planned to bring back an older Superman, but they...em...they have the wrong Superman!"*.

Following similar suit, Student8 completed his reading of the second comic book's second installment second, while stating: *"It was very good. His fighting with all the others [was exciting to me]"*. During the same discussion group, Student8 showed not only knowledge of some more complex words (*"Student1: Πώς λέγεται η εκδοχή; (= What do you call a version?) – Researcher & Student8: A version!"*; *" Researcher: You do know what 'στρατολογώ'(=recruit) means, right? – Student8:Yes! Of course! Recruit!"*); but also comprehension, willingness, enthusiasm, longer sentences, as well as some prior, background knowledge of the topic and characters and their backgrounds: *"Researcher: What do you believe the real story is? – Student8: He came from another planet and he keeps his*

power a secret, when he find the others from the Legion and then join them" and *" I think he will learn more powers and will fight with the Legion and will bring justice!"*.

Student8's growing enthusiasm, willingness and confidence could be revealed by him completing his reading of the third comic's first part rather quickly and by showing initiative in participating and predicting what was to follow: *" I think that they will escape the prison and find the way to put the order"*.

Reading the comic's second part, Student8 was all too eager to find out the outcome of the story, finishing second and then, participating frequently. His understanding of the comic, as well as his increasing focus and attention, could be further supported by him supporting his responses by reading the relevant parts of the text verbatim, as well as providing his own understanding of what the story's morale was (*" To respect!"*). Moreover, his comprehension of more difficult vocabulary, which he then used in his own response is witnessed,

Researcher: Do you know what underestimates means?

Student8: Υποτίμηση;

Researcher: Exactly! Do you believe that all the villains underestimated them?

Student8:

Underestimated...Because...emmm...he knows them and threw them in the prison and let them there and then thought that they can't escape. He thought that the heroes was only about powers but an work together without them!

Thus, showing that he apparently fully comprehends the text and can infer its deeper meanings, all the while properly utilizing his prior, background knowledge and appreciate vocabulary to support it.

3.2.4.3 Post Questionnaires

Therefore, it is understandable that Student8, in his post-questionnaire, rated his liking of the comic book reading process with a 4 out of 5, stating that he felt it has benefited his reading attitudes, because he did not only do exercises and activities, but he did them with pleasure; while his reading habits have also been subject to improvement, as they were now able to see

reading in a different light, not only as a chore.

However, he did not seem to rate the comic library as highly as he could (3/5), as he stated that just prior to the beginning of the study, "...I bought new English comic on my own and I don't have read them yet all. Now I will". Despite not having used the library, the fact that he bought comics in English on his own accord could be indicative of his gradually more positive reading attitudes and habits, especially in relation to English (pleasure) reading. Yet, he did believe that if a permanent comic library were to be established he would not only borrow from it, but if they were also to be used in (English) class more, he would also enjoy reading more.

Additionally, he felt that reading comics in English have made him want to read more in English, as well as has made him enjoy reading more, in both English and Greek, adding: "*We had a great time reading comic!!!!*" (exclamation marks his own).

His mother, too, felt that the overall process and study had a beneficial effect on both his reading attitudes and habits, as he " had fun learning", and she believed that it has already made him enjoy reading more in both English and in general, adding that he came to the classes with joy, fun and pleasure. His Teacher also claimed the same, stating that her students " *...were looking forward to having their reading session with Ms. K... Even when they went on a school trip with their Greek school one day they came to the English lesson only to attend her session*", one of whom was Student8.

3.3 Classroom Observations and Fieldnotes

This section of the findings will present data derived from all the participating students of the study. It aims to add richness to the previously presented case study data by focusing on data collected via direct observation and from the field notes during the comic book silent readings and from transcribed recordings of pupil-moderator discussions of comic book Literature Circle Discussion Groups held after the reading of each part of the 4 comics. It aims, also, to respond to research questions 1 and 3, namely, **What are the (L2) reading attitudes of Greek dyslexic and typical EFL learners?** and **What are the effects of comic book reading on the (L2)**

reading attitudes and habits of Greek dyslexic and typical EFL learners? In particular, it looks at the apparent effect comic reading has had, mostly in terms of their attitude, group dynamics, comprehension of both verbal and visual cues, prior knowledge and schema activation, likes, dislikes and difficulties, as well as prediction and inference skills. It should be noted that the reader will already have some familiarity with Students 1, 4, 3, and 8 from the case study descriptions in Section 3.2. Data from Students 2,5,6,7 and 9 are further included in the analysis following, to provide a deeper picture of classroom dynamics and conversations during the sessions.

3.3.1 Comic Book 1 Pt. 1

Prior to the initiation of the first comic book reading, all students were seemingly bubbling with excitement to begin reading, as suggested by their body language, gestures, laughing and smiling.

This excitement was also evident from the fact that students, who had not attended their normal EFL lesson, only came for the comic reading. This could have further translated to most students completing their reading rather quickly, as, interestingly, upon the quicker completion of their reading Students 5,7, and 1 wanted to read on further than suggested, to satisfy their curiosity of the following events. This behavior could indicate not only their reading speed, but also their apparent interest in the process and comic.

More specifically, the discussion group session began in a slightly awkward silence, and the researcher began scaffolding the conversation. When questioned, the students responded to liking the comic, while they did not seem to find something particularly difficult. Instead, they unanimously claimed that the story was interesting.

When asked to describe what was happening in the story, Student5 immediately came forward, not only regressing to his native Greek, but also deflecting the burden of response to Student1, who in turn, attempted to re-divert the attention and response, as shown by their interaction,

Student5: Student 1 απάντα! (=answer!)

Student1: No, no, no! Αυτός θέλει! (= he wants to!)

Student5: No!

The researcher, in order to re-establish the flow of the conversation, repeated the question. Surprisingly, Student1 who had previously declined to respond, volunteered the answer: *"a team of heroes that...three of them play video games but it's a trap"*, indicating his comprehension of the text and visuals and his interest in the process.

During this initial session, the following dialogue revealed some students' good rapport and good command of English,

Student3: how we say...τηλεμεταφέρεται?

Researcher:"telekinisis"

Student4:-no teleport?

Researcher:"...or teleport...it is a Greek word....thle and kinisis"

Student7: or teleport!

Researcher:"or teleport...right!

On a question of whether or not the students were previously familiar with the story's characters, Students 1 and 3 were, while Student4 added *"I didn't know the names"*, which Student2 echoed. This familiarity with the characters is indicative of prior knowledge/mental schemata, most likely employed by the students during their responses, as further indicated by Student1's continuous remarks and interruptions to add character names when he felt the other students were unfamiliar with them.

A moment of misunderstanding most likely due to restricted L2 comprehension occurred when the researcher asked who had set the trap in the story. Students 1 and 4 confused the word 'set' with 'said'. Student7 quickly corrected his fellow students in his native Greek. Nonetheless, his response showed both his willingness to respond as well as his comprehension of the text, question and vocabulary,

Researcher: Who set the trap!

Student4: εγώ! (=me!)

Student1: Εγώ! (=me!) Me!

Researcher: No...no...Not who said the trap...Who set the trap!

Student7: Ποιός έστησε την παγίδα! (= who set the trap!)

Upon understanding the question, Student1 once again enthusiastically wanted to respond, persisting even when the researcher was attempting to prompt other students to respond as well: "Student1: *I know! I know! //* Researcher: *I know you know...Let's see if anybody else knows...Does*

anybody know? // while classmates deliberating their responses and thinking // Student1: *I know it!* " To which he responded correctly.

In terms of activating the students' inference drawing, the researcher inquired why they believed anyone would set a trap for the heroes, to which Student4 volunteered: " *because it's a team and bad people want to kill them*", while Student1 asked if he could provide his answer in Greek, namely: " *θέλουν να κατακτήσουν την πόλη!*", and the researcher re-stated in English: " *so they want to conquer the city!*".

Further students were asked to share their predictions of what will happen in the second, and final half of the comic to which Student5 cheekily responded: " *let's go see!*", then adding : " *a battle!*", to which all agreed. Then, when asked who they believed would win such a battle all students raised their hands eagerly and unanimously stated that the 'good' ones would. When questioned why the 'good' characters always won, an interesting interaction unfolded: "Student5: *because they are good!* // *laughs* // – Student1: //interrupts// *Not always!* ", indicating their understanding of the text, prediction skills and their greater understanding of comic plots and structure.

All in all, the first discussion group began slowly and necessitated the researcher/moderator to mostly prompt the conversation and ask questions, while the responses delivered were generally frugal and shorter. Student1 seemed generally enthusiastic to participate and contribute, and along with Student3 were previously familiar with the comic's characters. Student5, though active in the class and one of the faster readers, diverted his responses to Student1 on several occasions. However, in summary, all students replied to liking the comic and were positively inclined to the reading and discussion process, without finding something excessively difficult.

The most energetic participants were Students 1,4,6,5 and 3 and to a lesser extent Students 2 and 8. Students 7 and 9 did not comment or respond except when prompted and asked specifically to do so. As such, it could be implied that most of the students held a positive attitude towards the processes, and that the use of comic books in the class generated interest in discussing the topic.

3.3.2 Comic Book 1 Pt.2

All students were excited and enthusiastic, as they were impatient to find out the story's ending. Students 1 and 3, from the boys and all three girls seemed most eager, as they giggled, smiled and rubbed their hands in anticipation. Once again, Student7 seemed quiet, as did Student9.

When asked what they thought of the second half, Student1 responded: *"It was great!"*, while Student7 said: *"I thought it was funny!"* Student4 provided a much longer response in comparison and further supplied a justification for her view (*"it was funny and interesting, because it was about an experience. I really liked it!"*), indicating her command of English, and beginning a trend of gradually longer answers compared to the first session.

Commenting on what they liked, Student7 spontaneously added: *"the pictures"*, while Student4 following suit provided a longer response: *"I like all the story and the characters and the battle"*, a position echoed by Student2

"I like very much the pictures!"), while Student6 using more elevated vocabulary: *"I like the story lines, and what they say and the battle"*, to which Student5 interrupted, questioning: *"the lines?"*, indicating a misunderstanding due to their L2 level, and the fact that Student 6 is not only familiar with more specialized vocabulary, but is also confident enough to use it properly. Student7 added to his initial response, again regressing to Greek: *"Yes! Ήταν και αστείο όμως! (= Yes! But it was also funny!)"*.

When the researcher asked if the predictions made previously were realized, they unanimously believed they were, presenting their understanding of the comic. The comic selected, had an underlying morale, or message which, while all others were deliberating, Student3 chimed: *"To work like a team!"*, followed by Student8: *"eeee...//thinking// if we fight like a team we can win!"*; both correct according to the text. Student3 was eager to find the point to support it in the comic (*//excitedly looking through text// "Ah! Where it says it!"*), which he found and read aloud, indicating his comprehension, interest and attention he paid while reading.

The researcher tested the students' understanding and willingness to

respond when she questioned whether or not they believed, or rather, understood, that the battle was ever real or a computer game simulation. In response, all students excitedly raised their hands. However, the researcher decided to give the opportunity to the generally reserved and quiet Student9, who has not yet shown particular excitement at participating on his own accord, other than upon being prompted by the researcher and only provided one-word answers ("*a video*"). The other students' agreement with Student9's answer further show their comprehension and positive group behavior as they respectfully waited their turns and were unanimous in their agreement.

As such, it could be summarized that the participants as time progressed became more familiar with the processes, were generally consistent in showing excitement, eagerness and enjoyment to begin reading and discussing the text and discovering the validity of their predictions.

When searching for the story's morale, the EFL learners were able to appropriately distinguish and derive it through the context of the story displaying their comprehension. It could be claimed that a further indication of the children's positive, or growing positive, attitude towards (comic) reading and its subsequent discussion, is how students not only respected turn taking, but, more importantly, were able to bounce ideas and answers off each other without the aid of the moderator. As such, it could be implied that this practice could also have an (indirect) effect on the development of a positive, group reading and learning environment.

In the first two lessons, it was observed that:

- Some prompting was initially required to initiate flow of conversation and topic introduction;
- Students were generally excited and eager to read and discuss the topic, especially as their familiarity with the procedures and their comprehension and confidence seemingly grew;
- Almost all participants were active in the conversations, while some were less involved, despite their comprehension of the story as

indicated mostly by body language and non-verbal cues (i.e. head nodding);

- A growing trend of providing longer responses is evident, especially by students who were either more confident in their skills, and/or more attracted to the comic book genre initially;
- A further indication of comprehension are instances where students regressed to the original text to pinpoint where their responses were either based on or derived from;
- As familiarity with the processes grew, it was apparent that students developed more positive group dynamics when discussing the comic, likely because of their (growing) positive reading attitudes.

3.3.3 Comic Book 2 Pt.1

In this 1st session of week 2, all students seemed eager and excited to begin reading, Student1 even more so, and were curious and eager to find out the story's conclusion in its second part ("*Student5:Και η συνέχεια κυρία; =what about the rest miss?;*" "*Researcher: OK! Student1 is really excited! – Student1: I want to know what is going to be!*").

Once again, the session began with Student5 deflecting the burden of response to Student1 ("*So ask Student1 everything!*"). The motivation behind Student5's recurrent habit of deflecting responses to Student1 could be humor, his appreciation that Student1 is a knowledgeable and avid comic reader and/or possible self-esteem/confidence issues.

However, it was Student4 who volunteered the first response, not only stating that she liked the comic, but also stating what she liked specifically ("*OK...from reading the comic I like it very much because I like very much Superman and...there we...it present as a Legion...the members of the Legion and how Superman goes in*"). This willingness and initiative, while also providing a longer response, could be a product of her positive attitude towards (comic) reading, comprehension and (growing) confidence. Similarly, Student8 and Student6 stated liking the comic: "*Student8: I like very much this comic because I didn't knew how Superman joined the Legion of superheroes and...but I enjoyed it*"; "*Student6: I like this comic book. It was about a legion of superheroes, it introduced the members of the*

Legion of superheroes and how Superman tried to get in....I don't know...that's what I wanted to say", further suggesting growing confidence and comprehension.

It should be noted that Student7 and Student9 remained somewhat quiet and reserved once again. Student7, however, did engage at times, while Student9 merely provided a single-worded response upon prompting by the moderator. This more reserved behavior could be a result of a lack of confidence and/or a certain lack of interest to engage, or due to the fact that they do not generally engage in such reading and discussion practices, especially in their L2.

During this discussion group, more of a dialogue between the students took place, almost in debate form, allowed by the moderator/researcher, in order to witness group dynamics, flow of conversation, individual attitude, contribution, as well as their understanding of the story. This dialogue was focused on when the story took place and, later, on whether or not the hero had his powers.

Students 3,4,5,6,7, and 8, were active and persistent in their involvement, returning to the original text to base their responses on, a behavior that is deemed positive as it indicates both their willingness to participate as well as their comprehension not only of the plot, but also of the relevant textual abstracts on which their responses are based on,

Researcher: Does he or not?

Student4: No!

Student6: No!

Student2:No!

Student5: Έχει! (=He does!)

Student4: DOESN'T!

Student5: But not so much!

Student7: Δεν έχει! (=He doesn't have!)

Student6: Maybe he doesn't know!

Student3: Μέχρι αυτήν τη στιγμή! (= until now!)

Student5: He has superpowers!

Student4: Yeah!

Student8:He does.

Student5:Not so.

Student3: Actually...Δεν έχει όλες! (= He doesn't have them all!)

[...]

Student7: Look that!

[...]

Student2: He has, because look!

Further points of interest are those indicating some prior knowledge, i.e., mental schemata, apparently aiding their comprehension: "*Student1: He's youngest...younger...eh...he don't....doesn't have superpowers right now!*", as well as some regressing back to Greek to provide a meaningful and insightful response, indicating comfort in their L1: "*Student5 (in low voice): Κυρία, μήπως ζούσε στο παρελθόν και ήρθαν; = maybe he lived in the past and they came?*". Lastly, predictions made of what will follow were also lengthy and accurate ("*Student4: I think it will show us how Superman take his powers....and how goes in....joins the Legion!*"; "*Student6: A! Yes. I think that he'll join the team!*").

In summary, this session showed a growing understanding and familiarity with the procedures, evident by the participants' active participation, their evident eagerness and excitement to both read and discuss and growing comprehension accompanied by longer responses. What also could be implied are the students' positive attitude towards (comic) reading, as shown by the positive group dynamics developing through respect of turns and bouncing ideas between themselves.

3.3.4 Comic Book 2 Pt.2

Prior to this reading session, too, most participants seemed eager to discover the story's ending, which Student5, again, completed first, followed by Student8 and Students7, 4 and 3, and the others after them.

During the entire session, moreover, almost all students were excited, eager and willing to volunteer responses, especially Student1, who before class impatiently asked his regular EFL teacher to quickly complete their English lesson to begin the comic reading. He also was seemingly eager to initiate the temporary comic book borrowing library, and then, began reading even before the rest of his classmates had received their copy of the comic.

When they were asked whether or not they liked it: "*Student6: Very good! – Student4: Very good! – Student8: It was very good! – Student1: Really great! I was excited!*"; while when justifying their opinions: "*Student1: the end was exciting. The end.*"; "*Student8: His fighting with all the others!*"; "*Student7: for the fight!*"; while, once more, Student4 provided a

much longer response: " *Ah! It was excellent all the story. I liked it very much...and also really how Superman, how Clark becomes Superman and fight between them*"; while Student6 also followed with a response showing her comprehension and level of L2 fluency: " *In the beginning he didn't want to go to the future with those then he decided that he wanted he was brave in the fight!*".

Again, Student5 was consistent in his habit of deflecting the response to Student1: " *Yes! Student1 wants to!*". Again, this behavior could be the result of various reasons. It will be of interest to the researcher to examine whether or not this behavior changes at all during the remaining sessions.

Willingness to respond, interest, enthusiasm and the existence and activation of mental schemata, were evident on numerous occasions during the conversation by various students: " *Researcher: Do you believe this really happened and this is how Clark really became Superman?* " – " *Student1: No!*" – " *Student3: No!*", while Student3 then displayed his focus/attention, comprehension, willingness and interest by further supporting his answer basing it on the original text: " *...and it say here with the other plans, it isn't really!*". Prior knowledge, as well as advanced prediction skills, furthermore, were displayed by Students 8 (" *He came from another planet and he keeps his power a secret when he find the others from the Legion and then join them*"; " *I think he will learn more powers and will fight with the Legion and will bring justice!*"); and Student6 (" *Yes! I think he will quit his job, from his job and he'll keep being in the Legion*"), as well as Student3: " *He will be the Captain of the Legion!*".

Thus, growing responses show that as students were further familiarized with the process, they became all the more forthcoming with their responses and involvement, and confident in their comprehension and L2 oral skills. Furthermore, the existence of mental schemata was also apparent in the responses of some of the students, which supplemented their comprehension and prediction skills.

In the third and fourth reading and discussion group sessions, it was observed that:

- Prompting by the researcher/moderator is required to a much lesser

extent, as the students are seemingly growing in their understanding of the processes, and are apparently growing in their comprehension of the texts, the underlying meanings and moral underpinnings.

- It could also be claimed that a (growing) positive stance and behavior towards (comic) reading and the subsequent discussion processes, is the reason behind the more positive group dynamics witnessed during the discussion groups, as students are evidently more willing, excited and spontaneous in their responses and there is more of an unmoderated dialogue taking place among them. Also, it should be noted that students are bouncing off ideas and considering others' responses in their own.
- Students were generally excited and eager to read and discuss topic, since their comprehension and confidence have seemingly grown even more; also evident from their longer responses and justifications of their positions, by most participants.
- Once again, almost all participants were active in the subsequent conversations, while some were less involved, despite their apparent comprehension of the story.
- A further indication of comprehension, and recurring – positive – behavior, are instances where students returned to the original text to pinpoint where their responses were either based on or derived from.
- Schema existence and activation also seemingly aided comprehension skills, participation, interest and the provision of more accurate responses.

3.3.5 Comic Book 3 Pt. 1

All students were evidently eager to begin, especially Student1, who remained absorbed in his reading. Student4 finished first, followed by Students 8 and 7. Student2, again, finishing last; while Students 1 and 4 re-read the comic awaiting the others to finish.

Again, Student4 initiated the conversation with a longer response: "*It was brilliant! Yes! It was! I liked reading about these Legion, it was brilliant!*", as did Student6 ("*Yeah. It was very nice and I would like to know how does it continue*"), all the while showing eagerness, excitement and interest in the

topic; while, later, she provided one the longest, most extensive responses of the entire study: "A...Some children went with their school for a visit and they got closed in the cave and they couldn't go outside and then Superman, Batman and all the Legion came down and saved the children...but then the professor came and actually he invented a robot that had all the Legion's powers and the robot....emmm...emmm....Keep those heroes, the Legion....Πώς λέγεται 'φυλακισμένοι';" showing her in-depth understanding of the comic, her L2 oral skills, interest and willingness to partake.

Meanwhile, Student1, who incorporated a new English word into his predictive, and rather insightful, response: " Student1: Αδυναμίες πώς λέγονται; – Researcher: Weaknesses. – [...] Student1: They're going to use their weaknesses to win!".

Another point of interest and significance are those situations, indicative of the students' enthusiasm and interest and inference and prediction skills: "Student8: I think that they will escape the prison and find he way to put the order", and "Student4: They will escape and they will fight all together!", while Student3 provided a humorous response/prediction in Greek:"Θα φωνάξουν κλειδαρά! = They'll call a locksmith!", as the heroes were imprisoned in a cage without being able to use their superpowers.

3.3.6 Comic Book 3 Pt.2

From the participant observations and field notes, it was derived that Student1, again, was overly excited and eager to read the comic and know its conclusion, so much so that he began reading before the others received their copies, and despite being asked not to, consistent with the behavior he had shown previously.

Following similar behaviors as in the previous discussions, Student4 initiated conversation, also indicating her comprehension and consolidating the predictions made on Monday ("It was very nice. Yes. It was nice and I liked it very much...em...Because we thought that all together they'll open the prison and they did!"); while most of the other EFL learners followed her lead and contributed their ideas (e.g., "Student5: The fight was good!"; "Student6: I liked the way superheroes thought so they could beat!"; "Student8: That they destroyed everything!"; "Student6: They didn't use their

powers to fight!"; "Student1: They used technology! Gadgets...they used gadgets!"). Student4 followed up then adding: " They....um....throw the robot in the water...and because the robot was mechanic and made by someone if it thrown in water it destroys it!". All responses, nonetheless, showed the students' willingness and interest to partake, and their comprehension. Student8 then read the appropriate abstract from the original text to validate and base his and his fellow classmates' statements.

A further likely testament to the learners' comprehension and positive attitudes, was their persistence in inferring the deeper and/or hidden messages and subsequently hypothesize and predict what, they believed, was to follow. Evidence of this can be claimed to be the extensive dialogue among the participants and their pursuit of the story's common features with the previously read comics, mostly displayed by Students 1,4,5,8,3, and 6, particularly, Student1 and Student4,

Student1: About the battles?

Student4: Eeeem...It's about something that is not real. [...]

Student1: Are you talking about the code? [...]

Student1: Superheroes? [...]

Student6: And heroes who use superpowers to helping people [...]

Student1: Heroes? [...]

Student1: ...Maybe because it's a lesson about life?

as well as in finding the specific comic's morale:

Student5: We must work as a team!

Student4: Yeah! To be kind to other people!

Student8: To respect!

Student3: Yeah!...Respect!

Student1: To help out!

Student1 actually able to pinpoint the relevant abstract within the text, with incredible excitement and eagerness ("I found it! I found it! I found it! [...] //to Student5// Δεν είναι λέξη....Είναι πρόταση! = it isn't a word, it's a sentence!").

This energetic interaction and verbal interplay between the students could be seen as indicative of an increasingly more positive attitude towards (comic) reading and as a positive reading habit, in terms of knowing when to intervene and sharing ideas with respect to turns. It, also, could serve as a

testament that the participants are more confident in their reading, oral, comprehension and inference and hypothesizing skills, as well as their ability to properly decode the deeper meanings and messages underlying.

All in all, in the fifth and sixth reading and discussion group sessions, it was observed that:

- Prompting is required to a much lesser extent than even the prior sessions, as the students are seemingly growing in their understanding of the procedures and are apparently growing in their comprehension of the texts, the underlying meanings and moral underpinnings. This being also evident from their longer responses and justifications of their positions, by most participants.
- It could also be claimed, once more, that a more positive attitude towards (comic) reading and the subsequent discussions has led to generally positive group dynamics witnessed during discussions; as students are evidently more willing, excited, spontaneous and independently providing responses, extending the flow of conversation, and opening new topics in a more conversational manner. Also, students are, again, bouncing ideas and considering the responses of others in their own.
- Once again, almost all participants were active in the conversations, while some were less involved, despite their evident comprehension. A recurring behavior.
- The trend of some students participating more than others with longer responses, compared to others who did not actively participate, still applies.
- A further indication of comprehension, and recurring – positive – behavior, are those instances where students returned to the original text to pinpoint where their responses were derived from.
- Schema existence and activation also seemingly aided in the comprehension skills, participation, interest and the provision of more accurate responses.

- Moral underpinnings, deeper meanings and messages relayed in the text, as well as finding a common threat between the comics read so far were also discussed and accurately distinguished by the students through dialogue mostly among themselves, with far less need to prompt and probe for answers.
- As such, it could be implied that, so far, the comic book reading, discussion groups and temporary comic book borrowing library has led to the students' apparent positive reading attitudes and habits. Therefore, this outcome responds to Research Question 3 about the effects comic book reading on reading attitudes and habits.

3.3.7 Comic Book 4 Pt. 1

An excitement and buzz was evident in all students as they were eager to begin. Yet, reviews were slightly less favorable, as they found the comic slightly less stimulating and more complex, stating that what they liked the least was, indeed, the comic's 'plot'.

However, Student7, otherwise reserved and frugal in his responses and participation, added a surprisingly interesting and intuitive comment, that was in fact, accurate as the next, and final part, would reveal, and despite him regressing once again, to his native Greek: "*Μόνο αν μέσα από την έκρηξη εμφανιστεί κανένας εξωγήινος!* = *only if from the explosion an alien emerges!*". This notion was further supported by Student5, again in Greek ("*ή γίνει τίποτα με τους εξωγήινους!* = *or if something happens with the aliens!*"), despite, at that particular point, not having such a reference in the text.

As such, this predictive behavior could be a result of either or both background knowledge, a deeper comprehension of the happenings in the text either through the visuals and/or text itself, or even, an indication of growth of their predictive and inferential skills. Nonetheless, it was a positive occurrence as, despite being in Greek, they were spontaneous and unprompted responses, likely indicating their growing confidence.

Similarly, Student7, later added, again in Greek, another unexpected comment: "*Βασικά δεν θα είχε πλάκα να πολεμήσουν μεταξύ τους, δηλαδή σε μια διαφωνία;* (= *wouldn't it be fun if they [the superheroes] fought*

amongst themselves, like in an argument?)", to which the girls responded in awe ("Student4: *Oh!*; Student6: *Wow!*; Student2: *Wow!*"); with him adding: "*Ναι αλλά κι αυτοί έχουν τις διαφωνίες τους όπως κι εμείς και δεν νομίζω να είναι και πολύ του λόγου κανένας τους!* (=Yes, but they have their arguments too and I don't believe any of them is much of a talker!), showing not only comprehension and some prior knowledge, but, indeed, depth, complexity and maturity of thought.

Additionally, the students were active in contributing hypotheses and predictions of following events,

Student1: They will stop the bomb!

Student4: Yeah. They will stop and they will save the people so they could not be dead...the others would leave!

Student5: The Legion will help the people, and they will get to it the explosion and stop it!

This instance of one learner taking the lead from another and forming a dialogue is, once again, a recurring behavior and could be an example of how they have grown as readers and speakers during the study. It goes to show that interacting on a topic of interest to them could lead to their more frequent and accurate engagement in reading and discussion of their readings, ultimately leading to the formation of a more positive reading habits and their overall growth as learners, likely beyond the parameters of the EFL classroom.

Furthermore, Student2 also participated a little more actively during this session, in comparison, her responses also being more on point and accurate, despite some being in Greek (e.g., "*Μήπως θα τρέξει μέσα σ'αυτό;* = *Maybe he'll run into it?*"); while, Student9 continued in his habit of not actively participating despite his level of English and apparent comprehension. Student4, conversely, was consistent in her engagement, participation and accurate, lengthy responses ("*...explode and that many people will die and the Legion goes to the scene to help the people to go out to other place and I think they will find a way to dispose the bomb!*"), all the while adding a new word ('exploded') to her sentence after asking the moderator/researcher for its translation from Greek, and using more complex diction than ever, in such words as 'scene' and 'dispose'.

All in all, the session ended with all the students being extremely excited to find out the comic's ending, some raising two hands into the air, smiling, giggling and cheering, and asking for more comic books and more discussion groups.

3.3.8 Comic Book 4 Pt. 2

During the last reading, following the trend set during the reading of the previous section, all students claimed preferring the previous comics to the one at hand, indicated by Student1, who, using the new word he learned in the previous discussion group ('plot') to justify what he did not particularly like: " *Researcher: What did you dislike from this part? – Student1: The plot!*", echoed by Student2 ("*Yes! The plot!*").

Whether or not, it was because this comic was not as exciting as the ones read previously, it should be noted, that during this meeting, the boys mostly took the initiative and responded more freely and frequently, than the girls, especially in the cases of Student1, Student3, Student8 and Student5, indicating interest, motivation, willingness, and general comprehension (i.e., "*Researcher: How did it manage to trick the Legion? – Student1: It tricked them by telling them lies*"; and, "*Researcher: What did the Legion do to the robot? – Student8: It destroyed it! – Student1: It destroyed it ALL!*"); as well as the overly consistent in both accuracy, and positively disposed contributor Student4 (e.g., "*And tell them to bring Green Lantern to turn of his ring of power so to tell them to not go to the air so in that way they didn't this and wouldn't have saved many lives!*").

As in all previous discussion groups, Student9 did not participate; while, surprisingly, Student6, completed her reading last, and did not actively participate unlike all previous sessions.

The overall reading and discussion processes of the study, ended on a high note, with first examples of how reading attitudes and habits, as well as numerous other skills, may be positively affected by the use of more innovative, non-traditional reading materials, of liking and interest to the learners, as are comics.

All in all, in the final, seventh and eighth, reading and discussion groups, it was observed that:

- Prompting by the researcher/moderator was considerably less, as the students are seemingly grew accustomed to the processes and displayed a better comprehension skills and autonomy in their responses. Also, providing longer responses and justifications of their positions, by most participants.
- It could also be claimed, once more, that a more positive attitude towards (comic) reading and the subsequent discussion processes, has led to generally positive group dynamics, as students are evidently more willing, excited and spontaneous and independently providing responses, extending the flow of conversation, and opening new topics in a more conversational manner. Also, as in most previous sessions, students shared ideas and hypotheses.
- Once again, almost all participants were active interlocutors, while some were consistently less involved. It should be noted that the more reluctant Student7 was actively participating in these conversations, in comparison. The same could be claimed of Students 3, 8 and 2.
- The trend of some students participating more than others with longer responses, compared to others still applies.
- Morals, deeper meanings and messages relayed in the text, as well as finding a common thread between the comics read so far were also discussed and accurately distinguished by the students through dialogue mostly among themselves.
- Students' familiarity with the characters prior to the study likely led to the activation of schemata and their incorporation into some students' responses.
- Also, a note should be made in terms of interest. Students found the final comic book to be less appealing than the previous ones. This

may indicate, as supported in the literature, that when generally interested in a topic and/or genre, as are comics, students are more likely to be involved. As such, even though this comic book was less to their taste, in comparison, the students did read it eagerly, and engaged in an active dialogue, generating ideas and hypotheses, despite it being shorter in duration. Therefore, they still put in the effort with the same excitement, and generally consistent behaviors and attitudes.

As such, it could be implied that, ultimately, the comic book reading, discussion groups and the temporary comic book borrowing library could have positively affected the students' reading attitudes and habits. Therefore, responding to Research Question 3 and its relevant hypotheses.

3.4 Perceived Effects Derived from Post-Targeted Questionnaires

This section presents the effects the students, parents and teacher perceived indicated in their post-questionnaires. All questions were formatted in accordance to the initial interviews in order to comment, compare and conclude on observed effects.

Therefore, according to questionnaires completed by the students, it could be supported that the overall consensus is that students generally enjoyed both the comic book reading and comic book borrowing library, as displayed by Tables 17 and 18, following.

Table 17: Did you enjoy the comic book reading process? On a scale of 1 to 5, with 5 being the most and 1 being the least, how much did you enjoy it?		
Student1	YES	5
Student2	YES	4
Student3	YES	4
Student4	YES	5
Student5	YES	4
Student6	YES	5
Student7	YES	5
Student8	YES	4
Student9	YES	3

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Table 18: Did you enjoy the comic book borrowing library? On a scale of 1 to 5, with 5 being the most and 1 being the least, how much did you enjoy it?		
Student1	YES	5
Student2	YES	3
Student3	YES	3
Student4	YES	5
Student5	YES	5
Student6	YES	5
Student7	YES	1
Student8	YES	3
Student9	YES	2

The Teacher adding the learners *"were looking forward to having their reading session [...] Even when they went on a school with their Greek school one day, they came to the English lesson only to attend the comic session"*. She also believed that her students enjoyed their comic reading to the maximum of 5 points; adding *" most definitely Student 1, Student4 and Student6"* enjoyed it most. Concerning her students' enjoying the comic book borrowing library, she further graded their experience with a 4.

Accordingly, when students were asked whether they believed comic reading improved their reading attitudes, they unanimously responded 'Yes'; whereas in terms of the effect the use of comics had on their reading habits, 6 students believed that they have begun to see a difference, while three did not. Some indicative justifications follow:

" because I can read difficult words now", and habits, " now I want more comics" (Student1)

"I know more new subjects now" (Student2)

" because we read a lot of comics. I love comics!", and concerning habits,

" because I did this project I read more" (Student3)

"because I sometimes read comics and now I am reading one in two weeks and I like comics now, I think that they are funny"; while better habits,

"because now I want to read more comic books and I want to read more books in English" (Student4)

" I want to read comics more than books. I like reading more.."; and habits,

" because it is nicer to read comics than reading just books" (Student5)

" I think that right now I enjoy reading more than I was before", as for habits,

"I liked very much when we were reading comics and because when I was borrowing some comics from the library, I spent more hours reading".

(Student6)

" now I can read better" (Student7)

" yes better now because we started reading comic books and not only school activities and texts and we did it with joy and excitement"; while his habits seemingly improved, *" because we see reading in a different way and not like chore"*. (Student8)

" yes. I read without stop and I know more words" (Student9)

Additionally, 5 parents felt that the overall process has somewhat improved their children's reading attitudes, while two parents see 'A Little' improvement already. The two remaining parents were unsure of its benefits for the moment, choosing 'Maybe'.

When asked why: Parent1 felt the comic book reading process improved her son's attitude as it aided in his reading of more complex texts. Parent2 felt it benefited his daughter's attitude because it gave her an incentive for more consistent and interesting reading due to the humor in comics. Parent3 felt the process has shown her son the potential in liking to read, while Parent4 believed her daughter has benefited from being familiarized with comics in English. Parent5 felt her son's attitudes have improved because

he has come into direct contact with a new way of reading and learning that brought him joy and sparked his interest. Parent6 has begun witnessing some change in her daughter's attitude because she is now reading more consistently. Parent7, whose son is dyslexic, felt it might have improved her son's reading attitudes but is awaiting actual proof of it, a sentiment shared by Parent9. Parent8 has seen an improvement in her son's reading attitude because he had fun learning.

The class' Teacher felt the comic reading has begun to improve her students' attitudes to reading, because they now show more tolerance towards unfamiliar vocabulary.

4 parents also believed that their children's reading habits have improved, while 3 have seen some change towards the better. Only one parent was unsure of the improvement at the moment of questioning, responding 'Maybe', and another stated that she did not see any improvement.

In detail, Parent1 saw an improvement, since her son wasn't restless reading longer text and has shown more interest in reading, Parent2 has seen a little improvement since his daughter has begun reading a little more than usual. Parent3 has begun seeing some change in her son's habits since his interest in reading has grown throughout the process. Parent4's daughter's habits seemingly improved, because she read more, and besides the comics read during the reading process, she also used the library. Similarly, Parent5 believed having had borrowed comics from the library was beneficial to her son's reading habits. Parent6 believed her daughter's habits improved slightly, since she read a little more consistently. Parent7 thought her son's reading habits might have improved, but is yet to see definite indications of it. Parent8 has seen an improvement in her son's habits, since he now reads more and with more joy. Only Parent9 believed that the overall process had no real effect on her son's reading habits.

The Teacher, moreover, believed the reading process benefited her students' reading habits, adding that the comic book borrowing library aided in the improvement in both her EFL learners' reading attitudes and habits, because *"they were attracted to it and were curious to look at its content, and took initiative to look and borrow books"*. She also stated that the

students who most benefited from the overall processes were Student1, Student3 and Student7. Interestingly, two students she witnessed having benefited from the process were the dyslexic learners. Reflecting this, practically all the students believed the comic borrowing library had a beneficial effect on their reading attitudes and habits.

Students were also asked if they believed that if comics were used more often in class, if they would enjoy reading more, to which most believed it would, while the rest answered 'Maybe'. When Parents were asked a similar question, the majority of 7 parents, believed it would; whereas, one parent was unsure, and another was negative. The Teacher too was unsure of the results of such a practice, although claimed she might consider applying comic book reading at her school. On further inquiry, 6 students also believed that if a permanent comic book library were to be set up, they would continue borrowing, while the remaining three were unsure. Five parents responded 'Maybe' at the prospect, and the other four were positive. The Teacher also responded 'Maybe', while she felt that having a permanent comic library might also be a practice she would consider employing after having witnessed the process and participation.

Meanwhile, Tables 19 and 20 present the students' and parents' views on whether or not they believed reading and reading in English, specifically, is now enjoyed more.

Table 19: Do you now enjoy reading more?		Do you enjoy reading in English more?	
Student1	YES	Student1	YES
Student2	YES	Student2	YES
Student3	YES	Student3	YES
Student4	YES	Student4	YES
Student5	MAYBE	Student5	MAYBE
Student6	A LITTLE	Student6	YES
Student7	YES	Student7	YES
Student8	YES	Student8	YES
Student9	NO	Student9	MAYBE

Table 20: Do you believe comic book reading in English has or will make your child read more? YES/NO/MAYBE/A LITTLE		Do you believe comic book reading in English has or will make your child want to read more in English? YES/NO/MAYBE/A LITTLE	
Parent1	YES/WILL	Parent1	YES/WILL
Parent2	YES/HAS - A LITTLE	Parent2	YES-HAS/MAYBE-WILL
Parent3	YES/HAS - MAYBE WILL	Parent3	YES-HAS/MAYBE-WILL
Parent4	YES/HAS	Parent4	YES/WILL
Parent5	YES/HAS	Parent5	YES/HAS
Parent6	YES/HAS-A LITTLE	Parent6	YES-HAS/MAYBE-WILL
Parent7	YES/HAS-A LITTLE/WILL	Parent7	MAYBE/WILL
Parent8	YES/HAS	Parent8	YES/HAS
Parent9	NO	Parent9	NO

The Teacher believed that her EFL learners have shown a little bit more of a liking towards reading overall and towards reading English. Additionally, she felt that her students might now want to read more in general and in English. When Students were questioned if having read comics in English has made them want to read more (books) in English, most felt that it has quite a bit, while two others feel slightly more open to the prospect. Only one student, felt unsure.

Further comments were: Parent3, stating that the process excited her son's interest, but, still awaits to more tangible changes. Yet, she believes that it will probably, in the longer term, make him like reading more or with more of a positive attitude; Parent5 appreciated that via this study, the children were able to understand that reading and learning is not something " *boring, but indeed very interesting and exciting*". Also, Parent7 noticed that her son, otherwise slightly irritable when doing his other English homework, he went to the comic readings and used the comic library with joy. Lastly, Parent8 claimed that her son looked forward to coming to class and was really happy.

CHAPTER 4 – DISCUSSION

The study's main goal was to explore whether and to what extent the use of comic book reading has (positive) effects on Greek (dyslexic and typical) EFL learners' reading attitudes and habits within an inclusive, mixed abilities EFL classroom. While we recognize the challenge of composing a definitive, cumulative outline of learners' exact reading attitudes and habits, these were, nevertheless measured and described, to an extent, via the Quantitative and then, Qualitative tools employed.

The chapter organizes the discussion of the findings by attempting to summarize and critically review the research findings and present them in accordance with the research questions and related hypotheses as these were stated at the end of Chapter 1 (p. 42).

4.1 Research Question 1 (and Research Hypothesis a)

According to Sani and Zain (2011) learners are more likely to have more favorable reading attitudes in their L1 than their L2, leading to the hypothesis that: **a. FL learners will develop a more positive attitude towards L2 reading upon reading comics in the L2.**

The findings suggest that most participants seemed to like reading, claiming it as being a fun and interesting activity; yet, there were those who enjoy reading less and not at all, for they consider it to be somewhat dull and prefer playing. The consensus that could be derived, is that reading to these students is mostly considered a pastime, aiding them in their learning and skill development, and, ultimately, necessary for their future; a mostly utilitarian view which could indicate that, to an extent, (L2) reading is not that much a source of pleasure, but a necessity (p 62-65). As such, despite liking learning and reading in English, most find it more difficult to Greek, and few actually engage in extracurricular, pleasure reading in the L2 (p 62-65;68).

Furthermore, in terms of school-related reading activities, such as reading aloud, and reading tests, ERAS scores showed mostly ambivalent feelings (e.g., p.72). This position becomes all the more important since it has been claimed that if a learner displays negative feelings to learning and/or reading in the L1, it could translate to similarly negative feelings in the

L2, and vice versa, with effects extending to their involvement in pleasure reading and positive habit formation (Yamashita,2004).

Additionally, even though its generally suggested that dyslexic learners have mostly negative reading attitudes (Lazarus and Callahan, 2000; Polychroni et al, 2006 in Mihandoost, 2011), it was shown that although initially ambivalent in their perception of reading in their pre-interviews, supported by their parents and teacher (p. 62-65) and ERAS scores moreover, the dyslexic learners in this study, despite not enjoying reading overall, were comic book readers in their L1. Also, they seemed to gradually grow in both their appreciation and participation during the readings and discussion groups; both points indicating that they retain a somewhat positive attitude toward reading, also claimed by Russ(1989) (in Kush and Watkins, 1996).

Ambivalent to negative views of themselves as readers, lastly, could be claimed to negatively affect attitudes, interest and participation, even of typical and generally stronger readers and learners, as was Student9 (p.64-66), the profile of whom could be found in Appendix 12 .

4.2 Research Question 2

What are the (L2) reading habits of Greek dyslexic and typical EFL learners?

The majority of students claimed reading mostly magazines, while less than half read only books, and spent between 1-5 hours per week pleasure reading .Additionally, it was revealed that many were, at the time, partaking in a Greek school reading program, and thus read 1-3 books per month (p. 68; Table 11), including the dyslexic learners.

This could be complementary and indicative of the students' generally favorable reading attitudes, which is especially important considering that the amount of time a learner reads could be affected by one's attitude and, in turn, could influence the reading motivation and success of the learner (Mihandoost et al, 2011); as the more a student reads, the better s/he reads in the L1 and L2 (Anderson et al,1988; Elley, 1991 in McQuillan, 2013).

However, some students, especially one of the dyslexic learners, did not particularly enjoy borrowing from their Greek school library and being

"obligated" to read books. This finding was echoed by their parents. When relating this to the fact that the students claimed being unaware of the existence of the borrowing library their EFL school had (p. 69), may further indicate that when voluntarily engaging in the reading of materials that are of interest to them, as well as having the ability to select their reading materials, can have a motivating effect and be beneficial in creating good reading habits (Covert,2009), as almost all students actively partook in borrowing from the study's temporary comic book borrowing library. Moreover, as Tiemensma (2009) had supported, using comics in the (school) library is indeed seemingly motivating and allows students to acknowledge that borrowing libraries do offer something that is to their liking.

As such, these findings could suggest and support this study's claim that comic books are interesting, and could aid in the creation of more active, and even, better readers and learners overall. Also, it stresses the importance of acknowledging interest when choosing materials for the (EFL) classroom and when suggesting extracurricular reading, as most students were willing and excited to borrow comics despite having a heavy school workload and it being a voluntary activity.

This position is supported by the students', parents' and EFL Teacher's post-questionnaire responses that comics have made them want to read more in the L2 and in general, and should comics be used more often in class and/or a permanent comic borrowing library be established, they would most likely continue pursuing borrowing (p.115). Therefore, interest is significant in the creation and maintaining of motivation, positive reading attitudes and habits, with possible far-reaching effects, which should be considered by parents, educators and the educational system.

Lastly, a significant influence on attitudes and habits can be book discussion. According to the students' ERAS response on their feelings when discussing reading, most felt either lukewarm or rather unhappy at the prospect, with only one feeling happy. Similarly, on a related question in the students' pre-interviews only one student responded always discussing books with her family, while others did not habitually discuss books (p.69).

The significance of book talk with parents has been claimed by the literature to further enhance children's appreciation of reading as a pleasurable and meaningful activity, therefore positively influencing their motivation and interest to read, as well as habitual development (Chen et al, 2011; Partin and Gillespie-Hendricks, 2002). The participants in the study did not regularly engage in book/reading discussions with their EFL teacher either.

In other words, it could be theorized that the active and enthusiastic participation in the regular discussion groups of the study, along with most participants' gradually more frequent, lengthier and more detailed responses, could be indicators of positive attitudes, and possibly a beneficial effect of the study itself.

4.3 Research Question 3 (and Research Hypotheses b and c)

It could be claimed that the previous questions and hypotheses served a more introductory and complementary purpose, as before one can discuss the perceived effects of the study, an understanding of what the students' reading attitudes and habits were previously could contextualize and solidify them further. As such, this section is devoted to responding to **Research Question 3: What are the (perceived) effects of comic book reading on the (L2) reading attitudes and habits of Greek dyslexic and typical EFL learners?**, and its related research hypotheses **b. Young learners prefer visual representations of and/or in text**; and **c. Comic book reading can help improve both reading attitudes and habits**. The effects perceived will further be divided into three sections, one relating to attitude, the other to habits and the final to other findings and skills seemingly affected.

4.3.1 Reading Attitudes

Data showed that all nine EFL learners enjoyed reading comics, and all parents, as well as the EFL teacher, whether comic book readers or not, did not mind comics reading as they saw it not only as a more innovative and interesting way to engage in L1 and L2 reading, but many also felt that if they are at least reading something is beneficial (p. 70).

Most significantly, practically all parents and the teacher felt that the comic book reading process not only would benefit reading attitudes and habits prior to the beginning of the study (p.70), but also claimed to have witnessed some more positive reading habits and attitudes in the students upon its completion (p.114-115). Indeed comic reading has been extensively proven to have multiple benefits for education, for students both in the L1 and L2, in terms of attitude, motivation and interest, habits and various skills (Yang, 2003;Tiemensma, 2009; Jones,2010).

During the course of the data collection, initially conversation groups required prompting and questioning from the moderator; as time progressed, though, considerably less was needed, as students seemingly grew more accustomed with the reading and discussion processes and with using English only, perhaps also due to their growing comprehension. Initiative to respond and bring up topics provided more flow to the conversation as the study progressed (p.99;103-105). According to the literature, it is one of the very principles of extensive reading to make students feel confident enough in their skills and understanding to provide individual responses (Yamashita, 2013).

Students were, as such, seemingly more confident in their skills, reading and speaking, especially considering they were participating in 6+ weeks of extra, voluntary pleasure reading and extensive discussing using only English. Although confidence is not the term generally applied in the literature, which uses 'motivation' and 'self-esteem' more (Donaldson, 2010; Yamashita, 2008;2013), it shows that the learners were displaying positive reading attitudes, motivation, and self-esteem, as they were seemingly willing to participate in the readings and discussions, were enthusiastic and interested in both the topic and procedure, displaying effort (e.g. p. 96;99;105). This could imply that when learning a FL the more accustomed students become with reading and using the language the more likely their participation and interest will increase; as such, time, persistence and interest are key.

It could be, thus, speculated that the study could have positively affected the learners' appreciation that (L2) reading and (L2) comic reading could be an interesting, exciting and useful activity, as witnessed throughout

the Analysis chapter. This could also affect their reading attitudes and habits, ultimately resulting in lifelong effects, since an "idealized reader" is "one who feels competent and perceives reading as being of personal value and practical importance" (Winne,1985 in Gambrell et al,1996); while for anyone to become a skilled reader it is first necessary to acknowledge that reading is an interesting and pleasurable experience and activity (Anderson et al,1985).

Therefore, when learners believe both in their own abilities and that materials used in the EFL classroom are both useful and of interest to them, they will more likely willingly partake in the processes.

4.3.2 Reading Habits

The very participation of the learners in an extensive, voluntary comic book reading workshop in their L2, as well as their borrowing from the comic library, could be indication enough of (growing) positive reading habits, as it happened in a consistent and recurring manner over a substantial period of time. As such, for four weeks they had the habit of reading one comic a week, not including the comic(s) borrowed.

It could be further speculated that a likely derivative of the students' (growing) positive inclination towards L2 comic reading and discussions, are positive groups dynamics and interactions. When the study began, responses were more individualized, turns and views were not always respected, whereas as the study progressed, students began working better together, waiting their turns to speak, sharing ideas and opinions and bouncing ideas off each other – especially evident in later discussion groups (p.100;104;105;108). As such, conversations had more flow and became all the more unmoderated. This recurring behavior could be considered a habit, and although not specifically tested, it was derived from the process itself. Building a community of readers within a stress-free learning environment aiming at reading enjoyment and the subsequent development of more positive reading attitudes and habits, especially in the L2, is a basic principle and benefit of Extensive Reading programs (Yamashita, 2008;2013; Javid and Al-Khairi, 2011). This is something (EFL) classes and educators should strive to achieve.

Also, reading and interacting over topics and/or genres of interest, as are comics, with friends/peers (Bintz,1993 in Partin and Gillespie-Hendricks, 2002), could have influenced the formation and development of positive reading habits. This realization may have important implications for (EFL) teaching as despite level, learning difficulties, gender and using solely their L2, learners are more motivated to read, discuss and seek further reading, extracurricular or academic (Jones, 2010; Tiemensma,2009); since "[...] the use of popular culture materials in the classroom is strongly motivating for students" (Morrison et al, 2002 in Drolet, 2010).

Additionally, it emphasizes the notion that when interest is considered students are far more likely to be more attentive, persistent, and gain more knowledge. Additionally, level and difficulties could be surpassed and positive attitudes and habits could be enhanced and maintained (Seitz, 2010), which could eventually develop skills (Fink, 1995 in Mihandoost et al, 2011), especially of dyslexic readers, with possible lifelong effects. This position could further be suggested by most learners' growing participation rates during the course of the study, as evidenced, for example, with case study students 1,3,4, and 8, as well as Students 2,6, and 7.

Further indications of more beneficial effects on reading habits could be supported by students' comic borrowing rates, as the majority borrowed between 1 and 4 comics. Yet, we can only speculate on whether or not and to what extent their borrowing, or not, was related to their prior reading attitudes and habits or a result of the study itself. Nonetheless, reading 4 comics during the reading sessions, having borrowed comics from the library where they usually do not borrow from the school library, and having 4 weeks of voluntary, extracurricular, pleasure reading it could be implied that it did have a more positive effect on their reading habits as it became a habit for them.

It could also be a point of consideration and a suggested practice towards the (EFL) teaching/learning community, as the library evidently created an interest in the participants to pursue further voluntary reading, beyond the parameters of EFL class and despite their limited time and heavy school workload.

4.3.3 Other Skills and Findings

Although not primarily the study's interest and focus, a collection of other skills were seemingly influenced by the use and reading of comics. Many such skills are discussed in the literature in the fields of pleasure reading, extensive reading, visuals and reading and comics (Yamashita 2008;2013; Tiemensma, 2009; Drolet, 2010). It could, thus, be hypothesized and supported that skills could affect reading attitudes, motivation, interest and habits, and vice versa.

4.3.3.1 Vocabulary and Oral Skills

Vocabulary, and subsequently oral skills, could be speculated to have been improved, since not only did the students have to use their vocabulary knowledge to read and respond solely in English, but also, the students seemed to have picked up some new words, then incorporating them into their responses (p.103;107;109). This could indicate some level of internalization and skill development, as vocabulary growth has been supported throughout the literature to be a benefit of pleasure and extensive reading (Yamashita 2008; 2013), as well as comic book reading (Drolet, 2010).

This apparent growth in vocabulary and oral skills could indicate that the use of more non-traditional texts utilizing authentic language and speech forms, as are comics (Tiemensma, 2009; Drolet,2010), could indeed have beneficial effects on its L1/L2 readers as learners overall. Additionally, it might show that even when only English is used during all discussions, when interested in the topic of discussion, learners will show more effort in using the L2, regardless of level, and the more L2 exposure and use they have, they will likely become more confident and fluent in their use of English and oral skills.

As such, for (EFL) educators seeking to either enhance their students' vocabulary and/or oral skills or to motivate learners to speak more, comic book reading may be considered a good starting point.

4.3.3.2 Reading Speeds

Although not directly measured and not of primary focus, according to the

participant observations and field notes, some students' reading speeds seemed to either be consistently good (e.g. Student5, Student4, Student1) and/or improve as the study progressed (e.g. Student3, Student8, Student7), especially in the cases of the dyslexic readers (p. 94;101).

This apparent increase in student reading speeds, is not only indicated in the literature as a beneficial effect of Extensive Reading programs (Yamashita, 2008;2013); but, most importantly, could be further indication of the more beneficial effects of interest and positive reading attitudes, and a likely outcome of the study processes themselves. Therefore, it lends further support to using more non-traditional materials inside and outside the (EFL) classroom.

4.3.3.3 Reading Comprehension

Reading comprehension is essential to reading and language learning, especially in the L2 and when concerned with dyslexic (L2) learners.

Despite not being the study's main focus, comprehension is supported as a beneficial effect of pleasure, extensive and comic reading (Woolley, 2007; Yamashita, 2008; 2013; Donaldson, 2010; Komiyama, 2013; Chettri and Rout, 2013). Upon analysis of qualitative data, it has become somewhat evident that, to some extent, the EFL learners' comprehension, especially of more complex, underlying themes, plot lines, messages and moral underpinnings could have grown, as practically all of the students grew both in their participation rates and provision of longer, more accurate responses (p.92;99;100;102;105;108;110). Also, students further proved their attention, focus, interest and comprehension being able to pinpoint exact abstracts in the text on which their responses were based, or which proved their positions (p.97;105).

Although these statements are more speculative, it could indicate that, whether directly or indirectly, comprehension could indeed improve, especially in learners with dyslexia, via the use and reading of comics.

4.3.3.4 Mental Schemata

The literature related to reading, and comics in particular (Nicholas,2007; Reid,2009; Jones, 2010; Yamashita, 2013),has shown that comics and the

employment of contextual images subconsciously advance the L2 readers in various forms, most significantly memory recall and the formation and storing of mental schemata.

Thus, the discussion group data indicated that schema existence and activation, particularly related to comic structure, themes, characters and their powers and backgrounds, was evident (p.100;101) mostly by the boys, who were avid L1 comic readers.

This skill was especially beneficial when students had to discuss predictions, inferences and hypotheses. Thus, it could be hypothesized that the use and reading of comics can have a further beneficial effect on (L2) learners' activation of existing background knowledge, as well as aid in the creation of new mental schemata for future use.

4.3.3.5 Influences

The findings further prove what Spiegel (1994), Kubis (1996) and Bintz (1993) supported, that parents and the home "literary environment" of young readers significantly influence positive reading attitudes (in Partin and Gillespie-Hendricks, 2002), as some learners reflected their parents' reading attitude to some extent (p.62-63).

Similarly, parents' various reading habits seem to have some effect on the participating students, whether indirect or direct, positive or negative, as claimed in Morni and Sahari (2013), Partin and Gillespie-Hendricks (2002) and Abu-Rabia and Yaari (2012). Instances of such influences could be related views on reading and aliteracy.

Additionally, the EFL teacher could have had some degree of influence on the (L2) reading attitudes and habits of the participants, since she admittedly does not enforce extracurricular, pleasure reading in the L2 nor use of the school's borrowing library. The students could have detected this behavior and, in turn, do not necessarily seek additional reading in English. Also, most of the students were very positive in their participation in the study, possibly being a sign of positive Teacher influence, who apparently fostered positive attitudes towards English learning, new learning experiences and who had, prior to the initial meeting with the researcher, spoken to her students about the study.

To be taken into consideration, furthermore, is a possible degree of influence between the researcher/moderator and the participating students over this extensive time period, in terms of their performance, participation, possible (perceived) L2 (oral) skill development, enthusiasm and willingness to read, participate and seek further reading opportunities. As such, having such direct contact with the participants could be deemed both a limitation and benefit. Yet, the researcher having sampled a school and class to which she was a 'stranger' and having used mixed methods, various data collection tools from various sources, ensuring methodological and data triangulation and objectivity, can only aspire to have been a positive influence on the students.

4.3.3.6 Transfer

Discussion of mental schemata and influences could lead to another converging point of discussion and interest which could be claimed to have occurred: Transfer.

As largely supported in the literature, in terms of both typical and dyslexic learners (p. 19-21), some degree of transfer – whether direct, indirect, positive and/or negative – may have occurred between the participants' L1 and L2 reading skills, attitudes and habits, despite not being the main focus and intention of the study. Thus, and possibly more significantly even, was the fact that, as the participating students were revealed to be frequent comic book readers in their L1, Greek, a certain degree of transfer of (L1) comic prior knowledge may have affected their readings, borrowings and discussion group presences and participation as mental schemata may have been activated aiding the learners' comprehension and responses, as well as their willingness, excitement to participate and respond (p. 74; 96; 102; 104-105), since students may have been more confident due to this prior knowledge.

Being L1 comic readers according to the participants' interviews (p. 70), moreover, more positive attitudes toward (L1) comics and comic reading could have translated and transferred to more positive attitudes toward comic reading in English (p. 113-116), and possibly overall. It could be hypothesized that these more positive views were and/or will be

beneficial in the improvement of reading (and learning) attitudes, habits and – possibly even – skills (p. 113-115). Likewise, having participated in this study and extensively reading, discussing and borrowing comics could also be viewed as both having created more positive (L2 comic) reading habits and could lead to the improvement and/or creation of better (L2) reading habits overall (p. 114-116).

Therefore, a possible outcome of the study is that transfer in various forms could have been a contributing factor in the creation and improvement of students' (L2) reading attitudes and habits overall.

4.3.3.7 Interest

Even though interest is significant to reading motivation, attitudes and habits of typical and dyslexic students, in either and/or both the L1 and L2, and comics are interesting and interesting to these students in particular, it should be mentioned that the final comic book used in the comic book silent readings and discussion groups was found to be less appealing, and also slightly more difficult to read, providing slightly shorter discussion groups and responses.

This could show that even when reading a genre of interest, such as comics, if a comic is not as interesting as others, even interested, motivated possessors of positive reading habits will engage less. This proves how important – and subjective – interest is. As such, it could be claimed that attitudes, motivation, interest and participation is dependent on comics' topic, content and level of difficulty. However, it also indicates, that generally interested, motivated and positively inclined readers, when reading a genre of interest, will still try their best to discuss, analyze what they read and will be excited to do so (e.g. Comic Book 4 Pt.1 and Pt.2, p.107-110).

All in all, it could be supported that the study had more overall beneficial effects than not, answering and/or proving its research hypotheses and questions; with its most significant conclusion of the findings for (L2/EFL) teaching and learning being the importance of both considering and activating students' interest in reading and learning in general.

CHAPTER 5 – CONCLUSION

Stemming from a perceived gap in the relevant literature and from my own motivation as an EFL educator to improve my practice, this study was based on the hypotheses that: a. FL learners will develop a more positive attitude towards L2 reading upon reading comics in the L2; b. Young learners prefer visual representations of and/or in text; and c. Comic book reading can help improve both reading attitudes and habits.

Therefore, it sought to explore the reading attitudes and habits of 7 typical and 2 dyslexic Greek EFL learners in a mixed ability EFL classroom, as well as the (perceived) effects the use and reading of comic books may have had on their reading attitudes and habits, while engaging in a 4-week comic book Extensive Reading workshop of sorts.

Utilizing both qualitative and quantitative tools, namely McKenna and Kear (1990)'s Elementary Reading Attitude Survey (ERAS), Semi-Structured, Focused Interviews, Targeted Questionnaires, Field Notes derived from Participant Observation, and Focus Group-like Literature Circle Discussion Groups, and a temporary comic book borrowing library, findings, via descriptive SPSS, content and qualitative software analyses, the study revealed that when interest is considered in the selection and use of reading materials and reading activities, most (EFL) learners, especially those with dyslexia, are more likely to actively and willingly participate in reading and reading-related activities, such as extensive discussions in the L2.

Also, it showed that comics as class materials and extracurricular, pleasure reading materials can have a motivating and beneficial effect on (EFL) learners' reading attitudes and habits. As largely supported in the literature, it could be hypothesized that any direct and/or indirect positive development of various skills (e.g., vocabulary, comprehension, reading speeds, etc.), could have been the product of positive or gradually more positive and improving reading attitudes, and vice versa.

5.1 Pedagogical Implications

The aforementioned findings and discussion have pedagogical implications for language learning and for using more non-traditional reading materials,

such as comics, in general, both inside and outside the (EFL) classroom.

As such, it is suggested that with appropriate adaptations some of the methods, practices and materials employed in this study may have similar positive effects on other learners in relative environments, and may serve as a basis from which other (EFL) educators may be inspired to differentiate their teaching techniques, and explore other more innovative means by which to aid and improve not only the skills of our students, but maybe, more importantly still, the attitudes they have towards reading and learning overall, in the L1 and/or L2, and subsequently their habits, especially when concerned with dyslexic learners.

5.1.1 Comic Book Reading

As the literature has supported, comics used for pleasure and/or school-related reading, may, both indirectly and directly, have multiple benefits on (EFL) learners' skills, linguistically in terms of vocabulary development, the use of authentic language and colloquialisms, and reading skills in regards to comprehension, reading speeds, as well as writing, grammar and syntax skills, besides advantageous effects on reading and learning attitudes and habits. Some of this study's findings could attest to such advancements; yet, as it was not its primary focus of investigation, it could be proposed as a potential area for future inquiry to confirm.

Therefore, comic reading and comic-related and/or inspired activities, such as the creation of student-generated comics or comic strips, or projects in the form of comics, the presentation of language and more difficult and abstract issues as are health, history and literature are only some of the various practices which could gradually be integrated into (EFL) lesson plans.

5.1.2 (Comic Book) (Extensive) Silent Reading

Most foreign language teaching practices support read aloud protocols, believing that they improve students' oral and reading skills.

However, that may also be one of the primary reasons why EFL learners are not particularly fond of reading, as it may hinder comprehension to a certain extent as the readers focus more on reading the text properly rather than fully focusing on the text itself and comprehending its meaning. Therefore,

the silent reading of comics, as presented in this study, could be speculated to be a beneficial practice in its own right, as the learners, especially those who were seemingly less confident readers and those with dyslexia, did not have the additional stress of criticism based on their skill and fluency, and completed their readings of the comics at their own pace.

It could, thus, be hypothesized that reading silently may have also improved the participating EFL learners' reading speeds and, possibly, their comprehension of the texts as well. As such, silent reading instead of constant reading aloud could be a practice educators should consider integrating more into their lessons and witness for themselves the effects on their learners.

5.1.3 Literature Circle Discussion Groups

The practice of focus group-like Literature Circle Discussion Groups in this study has shown that it could be beneficial in terms of reading attitudes and habits, as well as various other language and reading skills as aforementioned in the Analysis and Discussion chapters.

As such, when discussing and interacting over a material and/or topic of interest, (EFL) learners, both typical and dyslexic, are seemingly gradually more willing, if not, more enthusiastic to participate, even when done solely in their L2.

If adapted and appropriated to the educator's and/or class' specific needs and objectives, discussion groups can be used for a wide range of purposes, as it is a means by which learners more readily engage in extensive discussions among themselves and their teacher, ultimately practicing and developing their language and oral skills and learning in a more incidental, pleasurable manner and developing better group dynamics.

It could be suggested that, as was the case of this study, C' class-level students, dyslexic and typical, are at an appropriate level and age to begin applying such practices. Yet, even younger (EFL) learners could be involved in discussion groups adapted to their age and language level as well, with the use of much simpler texts and questions, in a more strictly teacher-modeled and moderated setting. Therefore, it will gradually condition and familiarize them with such techniques and allow them to practice their

oral and comprehension skills, as well as engage their imaginative and critical thinking as much as possible from an early age.

5.1.4 (Comic Book) Borrowing Library

The practice of using and/or creating a borrowing library overall, and particularly a comic borrowing library, or at least a library containing some comics and, even, other materials of interest to our (EFL) learners, such as magazines of various kinds, as this study has supported, could be motivating for students to pursue further reading opportunities. Thus, our learners will form and/or improve good reading habits and will most likely display a growing interest in reading, academic and extracurricular.

Furthermore, borrowing libraries containing comics could allow students to acknowledge that libraries do indeed have entertaining, interesting and valuable materials to offer. Also, it could inspire a continuation of reading printed texts in comparison to the growing trend of reading solely interactive, computer-based materials.

All in all, this study could be claimed to prove and suggest that using more innovative, non-traditional teaching and reading materials that are of interest and value to the learners themselves, are more likely to motivate interest and participation in various learning practices, as is voluntary, extracurricular reading, of L1 and/or L2 learners, whether typical and/or dyslexic. As such, more non-traditional teaching and reading materials, such as comic books, could be incorporated into EFL educators' lessons and arsenal of tools, either officially via curriculum adaptations, or unofficially by lesson plan accommodations, or through teacher-modeled reading sessions, extensive reading and voluntary reading programs, the creation of borrowing libraries containing more than just graded readers and so forth.

Thus, if both the educational system, as well as teachers recognize the significance of interest and motivation in the development of better habits, it could make for better, more skilled, motivated and positive readers and learners overall.

5.2 Limitations

For the researcher to be as unbiased and aware of potential limitations to the study, she actively partook in critical self-reflection, advocated by Johnson and Christensen (2004) (in Fradley, 2007). Hence, as in any research study, this too does not come without its limitations, the majority of which have been considered prior, during and after the processes.

5.2.1 Methodological Limitations

A limitation overarching the study could be the English language restriction imposed as a prerequisite by the EFL teacher/owner in all communication between the researcher and the participants, formal or informal.

As such, the researcher had to make some certain adaptations to accommodate all the parameters and requirements, not previously factored. For example, a very structured, targeted, detailed and lengthy interview protocol had to be designed, more reminiscent of a survey, for students to be able to better understand the questions and respond accordingly. This L2 restriction could also have affected the Literature Discussion Circle Group meetings, as it may have hindered the students' ability to fully articulate what they wanted, or may have led to some apprehension and unwillingness on their part in terms of participation to some degree. This also led the researcher to take a more active moderating, prompting and guiding the conversations.

However, this L2 restriction could also be considered to have benefited and have had some positive effect on the learners to an extent. Thus, being exposed to, reading and conversing solely in their L2, English, with another EFL teacher – the researcher herself – who was a native English-speaker, as well as with their fellow classmates, could have, indeed, -- directly and/or indirectly – improved their L2 oral (and reading) skills, vocabulary, participation rates, attitudes, willingness and confidence, particularly as the study progressed. These seemingly improved skills could be viewed as an additional beneficial factor to account for and consider in future studies, as they could have further translated and transferred to the students' classroom discussion group presence and reading attitudes and habits.

Moreover, the discussion groups could have been based more on a semi-structured focus group protocol in order to focus more the collection of data at this point of the study. However, to an extent, it could have aided in presenting the flow of conversation and points brought up by the students themselves.

An additional likely limitation could be that no control group was employed in the study. This, however, was not possible, given the restrictions in the particular data collection context. One reason was that of the two EFL schools sampled, only one was able and willing to participate; another was that this particular EFL school partaking in the study did not have another C' class, nor one containing dyslexic learners in order to best derive more valid data and comparisons between the two. Moreover, the fact that the study's participants were revealed to be generally avid (L1) comic book readers could have also posed certain limitations. Having had a sample and/or control group of vetted non-comic readers, lesser keen comic readers, or even, readers of other comic forms (i.e., comic strips and/or graphic novels), may have provided different, interesting variables and results. This, however, could be viewed as a suggested extension or adaptation of this study, as proposed in the following section 5.3.

Time also played a critical role limiting the study and its procedures as it took place close to the end of the school year, and all parties were limited in their availability. Therefore, the post-semi-structured interviews initially designed, were required to be re-formatted into targeted questionnaires, while also not permitting for a post-application of the ERAS. Likewise, a point of consideration could be that because the study took place after the students' regular EFL class that they could have been fatigued, likely affecting interest, motivation, attitudes, reading skills and participation. Lastly, issues of temporal validity could arise as it was not a longitudinal study (Johnson and Christensen, 2004 in Fradley, 2007). Therefore, its full potential, extent and its effects thereof, cannot be fully recognized.

5.2.2 Other Limitations

The limited amount of comics books available, both during the silent readings, as well as in the comic borrowing library, is also a consideration.

Students, unlike the positions of extensive reading programs and other literature discussion groups, were not able to choose their reading materials, beyond the library. Even then, though, they had access to a limited amount of comics, mostly of the superhero genre and of the same publishing house.

5.3 Suggestions for Future Studies and Research

This study represents an initial effort to empirically explore both the reading attitudes and habits of Greek typically developed and dyslexic EFL learners, as well as examine the use and effects comic book reading was perceived to have had on them.

Further research is suggested for a more thorough understanding of these issues and for confirming its findings, especially when considering that there may be additional variables that could and would surely add and display different interpersonal variables and effects based on learning styles, preferences and individual needs, strengths and weaknesses.

It is therefore recommended that this study be replicated or adapted by altering some its parameters, depending on what it is the given researcher is interested in investigating and discovering. As such, adaptations could be made in terms of using different, and/or a larger range and/or amount of comics, from various publishing houses; or even both L1 (e.g. Greek) and L2 (e.g. English) comics. It may also be interesting to compare the use of L1 (Greek) and L2 (English) comics or comparing comic reading and more traditional text reading ,or graded-readers, with either a control group or by using the same participants for both.

Additionally, by using either more cases of dyslexic (EFL) learners, or by using learners with a different learning difficulty (i.e., autism), or even both, further studies may shed more light not only on the reading attitudes and habits of such learners, which may often be overlooked, but also, further display the effect of comic book reading on a broader spectrum of learners. In terms of sampling, moreover, using younger and/or older (EFL) learners, as well as vetted non-comic book readers, could be a valid adaptation of the study at hand.

These are only some very rudimentary ideas for future studies based

on the one at hand. Any motivated and interested educator, willing and wanting to improve both their students', as well as their own capabilities, should consider this study and what it is attempting to propose.

5.4 Final Considerations

All in all, this study does not imply that its findings are able to be replicated and/or generalizable to the general populations in question. Instead, it could imply that the strategies and materials outlined and used could have an impact on the reading practices and attitudes of such learners, if and/or when applied and/or implemented.

As such, if such practices have an apparent beneficial influence on such readers it could stimulate a practice and the advance of such strategies and practices in the future, and vice versa. As the cases and context of this study are unique, individual and varying, as are the results of the study, one can only explore the effects of such practices and make suggestions accordingly. Indeed, it is not definite that the same results could be replicated and/or applied even on other populations, within other settings and at different times, nor is it conclusive that even if re-applied to the given participants it would generate similar results. It could be hypothesized, however, that according to the relevant theories on which the methods, tools, analyses and findings were derived and grounded, that beneficial aspects in relation to the extensive pleasure reading of comic books can impact other readers. Due to these factors, the study could only be suggestive of a step towards change and its application.

On a more personal note, however, and considering the effect the study and its results have had on my own development as an EFL teacher, I feel that I have grown to further appreciate the significant role of positive (reading) attitudes and interest and the importance of motivating my students to pursue further reading and learning opportunities beyond the parameters of the classroom, all the while inspiring them to think not only critically, but also creatively.

In my own practice, I have already attempted to use comics and comic-related materials and activities with my own EFL learners in various forms with positive outcomes, even from the youngest ones and those who

were more reserved participants and personalities. Some of my students, thus, created their own comic book characters, comic books and comic strips, which displayed not only their motivation in participating in comic-inspired activities of interest to them, but also revealed various aspects of their personalities. This allowed me to further recognize their individual preferences, needs and outlooks on learning and life. Additionally, some other students read and discussed comics, while one of my students would eagerly complete his regular EFL class, and read comics in English of his own personal collection to read and discuss with me after class.

These personal instances were further proof to me, and hopefully, the EFL teaching and learning community, that comic book reading could have a wide range of significant benefits on EFL learners, both dyslexic and typically developed, and could justify not only their use within the (EFL) classroom and as suggested reading materials for pleasure reading, but also justify further applications and research in this fascinating area of study.

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Appendix 1: Parental Consent Form

- New York College - EUROPEAN & AMERICAN EDUCATION 2013-2014
Τομέας Ειδικής Αγωγής New York College- ΚΕ.ΜΕ.
- Διεύθυνση Φορέα : Λ. Αμαλίας 48,
Αθήνα, Τηλέφωνο : 210 3225961

Αθήνα , 11 / 04 /2014
(Athens 11/4/2014)

ΕΠΙΣΤΟΛΗ ΠΡΟΣ τους Γονείς (LETTER TO Parents)

Θέμα: Διεξαγωγή επιστημονικής έρευνας (Subject: Conduction of scientific study)

Α γ α π η τ έ γ ο ν έ α , (D e a r p a r e n t ,)

Θα θέλαμε να σας ενημερώσουμε για την μεταπτυχιακή έρευνα με τίτλο: "Η Χρήση και η Επιρροή των Κόμικ στην Αναγνωστική Στάση/Ύφος και στις Αναγνωστικές Συνήθειες Ελλήνων (δυσλεξικών και τυπικών) μαθητών της Αγγλικής ως Δεύτερη Γλώσσα σε ένα μια Τάξη Μικτών Ικανοτήτων"/" *The Use and Effect of Comic Book Reading on the Reading Attitudes & Reading Habits of Greek (typically developed and dyslexic) EFL learners in a mixed ability EFL classroom*". **(We would like to inform you on the post-graduate study titled: " The Use and Effect of Comic Book Reading on the Reading Attitudes & Reading Habits of Greek (typically developed and dyslexic) EFL learners in a mixed ability EFL classroom".)**

Ζητούμε να μας επιτρέψετε να συνεργαστούμε στη διαδικασία συλλογής των ερευνητικών δεδομένων με το παιδί σας.

Σκοπός της έρευνας είναι να απαντηθεί το ερώτημα του αν και κατά πόσο η χρήση και ανάγνωση κόμικ επιβληθούν στην βελτίωση της αναγνωστικής αυτοεκτίμησης και στάσης καθώς και των αναγνωστικών συνηθειών των μαθητών με ειδικές μαθησιακές δυσκολίες και μη, στην ανάγνωση στην Αγγλική ως δεύτερη γλώσσα. Με άλλα λόγια, και πιο συγκεκριμένα, θα αξιολογηθεί και αναλυθεί: **(We ask for your permission to collaborate with your child on the process of data collecting of scientific data. The aim of the study is to respond to the question of whether and to what extent the use and reading of comics improve the reading attitudes and reading habits of EFL students, with and without learning difficulties, learning reading in English as an L2. In other words, specifically, it will be examined and analyzed:)**

Αν και κατά πόσο η χρήση και η ανάγνωση των κόμικ έχει θετική επιρροή στους Ελληνόφωνους μαθητές, δυσλεξικούς και μη, που μαθαίνουν την Αγγλική σαν δεύτερη/ξένη γλώσσα, εντός και εκτός του μαθήματος, όπως και στην αναζήτηση και ανάλυση του αν και κατά πόσο η ανάγνωση κόμικ επηρεάζουν την στάση των μαθητών ως προς την αναγνωστική διαδικασία και στην περαιτέρω εξέταση των όποιων αλλαγών που παρατηρούνται στις αναγνωστικές τους συνήθειες στα Αγγλικά. **(If and to what extent the reading of comics has a positive effect on Greek EFL, typical and dyslexic, learners in and outside the classroom; as well as exploring and analyzing if and to what extent comic reading has on their reading attitudes and the perceived effects on their reading habits in English.)**

Θα εκτιμούσαμε ιδιαίτερα τη βοήθεια σας στη μελέτη μας γιατί η συμμετοχή και η συμβολή του παιδιού σας στη συγκεκριμένη έρευνα είναι καθοριστική για τη διεξαγωγή της.

Η διαδικασία είναι φιλική και ευχάριστη και σε καμία περίπτωση δεν θα αποβεί σε βάρος της εκπαιδευτικής διαδικασίας. Η συμμετοχή των παιδιών στη συγκεκριμένη έρευνα είναι προαιρετική, ενώ έχει εξασφαλιστεί και η ανωνυμία τους. Όπως θα μπορείτε να διαπιστώσετε- δεν αναφέρεται κανένα προσωπικό στοιχείο των μαθητών. Επίσης, σε ότι αφορά τη διεξαγωγή της, η συγκεκριμένη έρευνα τηρεί πλήρως την επιστημονική μεθοδολογία και τα πρότυπα που υιοθετούνται διεθνώς, σε σχετικές μελέτες. Γνωστοποιούμε ότι θα γίνει χρήση μαγνητοφώνου κατά την διάρκεια της εργασίας για πρακτικούς σκοπούς και ορθότητας των αποτελεσμάτων. **(The processes are student-friendly and pleasant, and by no means will it negative effect their learning. Your children's participation in this study is optional, and their anonymity will be upheld. As you will conclude, none of their personal information will be used. Also, concerning this study and its processes, it fully complies with the scientific methodology regulations adopted internationally in relevant studies. We inform you of the use of an audio-recorder device used throughout the study for practical reasons and for reasons of validity of the results.)**

Για οποιαδήποτε επιπλέον πληροφορία και διευκρίνιση, παρακαλώ μη διστάσετε να επικοινωνήσετε μαζί μας, οποιαδήποτε στιγμή, στα τηλέφωνα που αναγράφονται στο επάνω μέρος της σελίδας. **(For any additional information or clarification, please do not hesitate to contact us at any time, on the numbers mentioned above.)**

Σας ευχαριστούμε εκ των προτέρων για τη συνεργασία σας. **(Thank you in advance for your cooperation.)**

Με τιμή (Respectfully,)

Δρ. Θεοδώρα Παπαδοπούλου
Karadima)

(Dr. Theodora Papadopoulou)

Διευθύντρια Τομέα Ειδικής Αγωγής New York College
Greece

ΚΕ.ΜΕ (Director of Studies – Special Education Department)

Αμαλίας 38, Αθήνα

Τηλ: 210 3225961, 6971586071

Με τιμή (Respectfully)

Αθανασία- Ιωάννα Καραδήμα (Athanasia – Ioanna

B.A. English Language and Literature,

National and Kapodistrian University of Athens,

M.Phil./Innovation in Special Needs student

University of Bolton, U.K.



- New York College - EUROPEAN & AMERICAN EDUCATION 2013-2014 Τομέας Ειδικής Αγωγής New York College- ΚΕ.ΜΕ.
- Διεύθυνση Φορέα : Λ. Αμαλίας 48, Αθήνα, Τηλέφωνο : 210 3225961 www.nyc.gr

ΔΗΛΩΣΗ ΣΥΓΚΑΤΑΘΕΣΗΣ

Ο/Η κάτωθι υπογεγραμμένος/η κηδεμόνας του /της δηλώνω ότι ενημερώθηκα και κατανόησα επαρκώς τον σκοπό και τις διαδικασίες διεκπεραίωσης της έρευνας "*The Use and Effect of Comic Book Reading on the Reading Attitudes & Reading Habits of Greek (typically developed and dyslexic) EFL learners in a mixed ability EFL classroom*" / "*Η Χρήση και η Επιρροή των Κόμικ στην Αναγνωστική Στάση/Ύφος και στις Αναγνωστικές Συνήθειες Ελλήνων (δυσλεξικών και τυπικών) μαθητών της Αγγλικής ως Δεύτερη Γλώσσα σε ένα μια Τάξη Μικτών Ικανοτήτων*".

(I the signed guardian of state that I was informed and adequately understand the purpose and procedures of the study "*The Use and Effect of Comic Book Reading on the Reading Attitudes & Reading Habits of Greek (typically developed and dyslexic) EFL learners in a mixed ability EFL classroom*")

που αφορούν κηδεμόνα και παιδί και συναινώ στην συμμετοχή μας στην ανωτέρω έρευνα. **(involving my child and myself as a parent, and agree with our partaking in the aforementioned study)**

Όνοματεπώνυμο Κηδεμόνα **(Parents' Name and Surname)**

Υπογραφή _____

(Signature)

Ημερομηνία: _____

(Date)

Υπεύθυνη Έρευνας - Όνοματεπώνυμο: **Αθανασία – Ιωάννα Καραδήμα**
(Researcher – Name and Surname)

Μεταπτυχιακή φοιτήτρια, MPhil/Innovation in Special Needs- University of Bolton
(Post-Graduate student)

e-mail: xxxx @ yyyy. Com

Appendix 2: Parental Data

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΓΙΑ ΤΗΝ ΧΡΗΣΗ ΚΑΙ ΕΠΙΡΡΟΗ ΤΩΝ ΚΟΜΙΚ ΣΤΗΝ ΑΝΑΓΝΩΣΤΙΚΗ ΣΤΑΣΗ/ΥΦΟΣ ΚΑΙ ΣΤΙΣ ΑΝΑΓΝΩΣΤΙΚΕΣ ΣΥΝΗΘΕΙΕΣ ΕΛΛΗΝΩΝ (ΔΥΣΛΕΞΙΚΩΝ ΚΑΙ ΤΥΠΙΚΩΝ) ΜΑΘΗΤΩΝ ΤΗΣ ΑΓΓΛΙΚΗΣ ΩΣ ΔΕΥΤΕΡΗ ΓΛΩΣΣΑ ΣΕ ΜΙΑ ΤΑΞΗ ΜΙΚΤΩΝ ΙΚΑΝΟΤΗΤΩΝ (Questionnaire for the Use and Effect of Comic Book Reading on the Reading Attitudes and Reading Habits of Greek (dyslexic and typically developed) EFL learners in an EFL mixed ability classroom)

Το ερωτηματολόγιο είναι ανώνυμο και οι πληροφορίες εμπιστευτικές. Δεν υπάρχουν σωστές και λάθος απαντήσεις, όλες οι απαντήσεις αποτελούν σημαντικά στοιχεία για την παρούσα έρευνα. Παρακαλώ απαντήστε σε όλες τις ερωτήσεις. (The questionnaire is anonymous and its information confidential. There are no correct or wrong answers, all answers are important for the study in question).

Ευχαριστώ για την συμμετοχή σας. (Thank you for your participation)

Αν θέλετε παραπάνω πληροφορίες παρακαλώ επικοινωνήστε με το Κέντρο Ξένων Γλωσσών '.....'. (Should you want any further information please contact '.....' Foreign Language School.

Η Ερευνήτρια, Αθανασία – Ιωάννα Καραδίμα (The Researcher: Athanasia – Ioanna Karadima)

ΜΕΡΟΣ Α : Δημογραφικά στοιχεία (Part A: Demographic Information)

Παρακαλώ σημειώστε με «X» ή και απαντήστε όπου αρμόζει : (Please mark with <<X>> or respond where applicable)

1. Φύλο (Gender)

Ανδρας (Male) Γυναίκα (Female)

2. Ηλικιακή ομάδα (Age Group)

18-24

25-30

31-45

46-60

61 ↑

3. Οικογενειακή κατάσταση (Familial Status)

Άγαμος/η (Unwed)

Έγγαμος/η (Married)

Διαζευγμένος/η

(Divorced)

Συζώ (Living with someone)

Χήρος/α (Widower) Δεν απαντώ

(N/A)

4. Πόσα παιδιά έχετε; (How many children do you have?)

Ένα

(1)

Δύο (2)

Τρία (3)

Περισσότερα

(More)

α) Σε ποια ηλικιακή ομάδα ανήκουν ; (In what age category are they?)

Προσχολική (Preschool)

Λύκειο (High School)

Δημοτικό (Elementary)

Απόφοιτος Λυκείου (High

School Graduate)

Πανεπιστήμιο/ΑΤΕΙ

Γυμνάσιο (Junior High)

Πανεπιστήμιο/ΑΤΕΙ

Appendix 3: Parental Pre-Semi Structured / Focused Interview (with English Translations)

1 Σας αρέσει η ανάγνωση; NAI /OXI (**Do you like reading? YES/NO**)

2 Αν σας αρέσει η ανάγνωση, παρακαλώ εξηγήστε τον λόγο. (If you do, please explain why)

3 Αν δεν σας αρέσει η ανάγνωση, γιατί όχι; (If you don't, why not?)

4 Πιστεύετε ότι είστε καλός-ή αναγνώστης-στρια; NAI/OXI

(**Do you believe you are a good reader? YES/NO**)

5 Αν ναι, παρακαλώ εξηγήστε το λόγο που θεωρείτε τον εαυτό σας καλός-ή αναγνώστης-στρια.

(**If yes, please explain why you believe you are a good reader.**)

6 Αν όχι, παρακαλώ εξηγήστε το λόγο για τον οποίο δεν θεωρείτε τον εαυτό σας καλός-ή αναγνώστης-στρια. (If no, please explain why you do not consider yourself as good reader)

7 Σας αρέσει η ανάγνωση για Ενημέρωση Διασκέδαση Εργασία Άλλο Κανένα Ποιό περισσότερο; (**Do you like reading for Information, Pleasure, Work, Other, None – Which most?)**

8 Τι προτιμάτε να διαβάζετε περισσότερο; (**What do you read most?**)

Βιβλία Περιοδικά Εφημερίδες Ebooks Διαδικτυακά Άρθρα Non-Fiction Άλλο Τί άλλο;..... (**Books Magazines Newspapers Ebooks Online Articles Non-Fiction Other? What else?)**

9 Πόσο συχνά διαβάζετε; (**How often do you read?**)

Καθημερινά 1/εβδομάδα Μερικές φορές/εβδομάδα 1/μήνα Μερικές φορές/μήνα Λιγότερο Περισσότερο Άλλο.....

(**Every day 1/week Few times/week 1/month Few times/month Less More Other**)

10 Στο παιδί σας αρέσει η ανάγνωση; NAI/OXI/Μερικές Φορές (**Does your child like reading? YES/NO/SOMETIMES**)

11 Αν ναι, γιατί; (**If yes, why?**)

12 Αν όχι, γιατί όχι; (**If no, why not?**)

13 Πιστεύετε ότι το παιδί σας είναι καλός-ή αναγνώστης-στρια; NAI/OXI (**Do you believe your child is a good reader? YES/NO**)

14 Αν ναι, παρακαλώ εξηγήστε το λόγο που θεωρείτε ότι το παιδί σας είναι καλός-ή αναγνώστης-στρια. (If yes, please explain why you consider you child a good reader)

15 Αν όχι, παρακαλώ εξηγήστε το λόγο για τον οποίο δεν θεωρείτε το παιδί σας καλό-ή αναγνώστη-στρια. (If no, please explain why you do not consider your child a good reader)

16 Διαβάζετε στο παιδί σας; NAI/OXI/Μερικές Φορές (**Do you read to your child? YES/NO/SOMETIMES**)

17 Διαβάζετε με το παιδί σας; NAI/OXI/Μερικές Φορές (**Do you read with your**

child? YES/NO/SOMETIMES)

18 Το παιδί σας διαβάζει μόνο του...Στα Αγγλικά Στα Ελληνικά Και τα Δύο Κανένα Από τα Δύο

(Does your child read aloneIn English In Greek In both In neither)

19 Σας αρέσουν τα κόμικ; NAI/OXI **(Do you like comics? YES/NO)**

20 Σας πειράζει αν το παιδί σας διαβάζει κόμικ; NAI/OXI **(Do you mind if your child reads comics? YES/NO)**

21 Αν ναι, γιατί; **(If yes, why?)**

22 Αν όχι, γιατί όχι; **(If no, why not?)**

23 Έχετε διαβάσει κόμικ; NAI/OXI **(Have you read comics? YES/NO)**

24 Το παιδί σας διαβάζει κόμικ; NAI/OXI/ Μερικές Φορές **(Does your child read comics? YES/NO/SOMETIMES)**

25 Θεωρείτε την ανάγνωση σημαντική για την επίτευξη γνώσης; NAI/OXI **(Do you consider reading significant in successful learning? YES/NO)**

26 Αν ναι, γιατί; **(If yes, why?)**

27 Αν όχι, γιατί όχι; **(If no, why not?)**

28 Η ανάγνωση είναι Χρήσιμη, Σημαντική, Απαραίτητη, Ενδιαφέρουσα για Εσάς; **(Is reading Useful, Important, Necessary, Interesting to you?)**

29 Η ανάγνωση είναι Χρήσιμη, Σημαντική, Απαραίτητη, Ενδιαφέρουσα για το παιδί σας; **(Is reading Useful, Important, Necessary, Necessary, Interesting to your child?)**

30 Η ανάγνωση στα Αγγλικά είναι Χρήσιμη, Σημαντική, Απαραίτητη, Ενδιαφέρουσα για Εσάς; **(Is reading in English Useful, Important, Necessary, Interesting to you?)**

31 Η ανάγνωση στα Αγγλικά είναι Χρήσιμη, Σημαντική, Απαραίτητη, Ενδιαφέρουσα για το παιδί σας; **(Is reading in English Useful, Important, Necessary, Interesting to your child?)**

32 Ποία θεωρείτε ότι είναι η στάση του παιδιού σας απέναντι στην ανάγνωση; Θετική Αρνητική Άλλο....Παρακαλώ περιγράψτε μου εν συντομία. **(What do you believe your child's attitudes are towards reading? POSITIVE/NEGATIVE/OTHER – Please describe briefly)**

33 Πιστεύετε ότι το παιδί σας αντιμετωπίζει κάποια δυσκολία στην ανάγνωση; NAI/OXI **(Do you believe your child has reading difficulties? YES/NO)**

34 Πιστεύετε ότι οι δυσκολίες στην ανάγνωση του παιδιού σας στα Ελληνικά στα Αγγλικά Και στα Δύο Σε Κανένα από τα Δύο

(Do you believe your child's reading difficulties are In Greek In English Both Neither)

35 Στο παιδί σας αρέσει η ανάγνωση στα Ελληνικά; NAI/OXI **(Does your child like reading in Greek? YES/NO)**

36 Στο παιδί σας αρέσει η ανάγνωση στα Αγγλικά; NAI/OXI **(Does your child like reading in English?)**

37 Στο παιδί σας αρέσει περισσότερο η ανάγνωση στα Ελληνικά για το ΣΧΟΛΕΙΟ ή για ΔΙΑΣΚΕΔΑΣΗ; **(Does your child like reading in Greek more for SCHOOL on PLEASURE?)**

38 Στο παιδί σας αρέσει περισσότερο η ανάγνωση στα Αγγλικά για το Φροντιστήριο ή για Διασκέδαση; **(Does your child like reading in English more for ENGLISH SCHOOL or PLEASURE?)**

39 Το παιδί σας προτιμά η ανάγνωση στα Ελληνικά στα Αγγλικά Και τα Δύο Κανένα από τα Δύο ;
(Does your child prefer reading In Greek In English Both Neither?)

40 Στο παιδί σας αρέσει να συζητά στο σπίτι για βιβλία που έχει διαβάσει; **(Does your child like discussing books he/she has read at home?)**

41 Πόσο συχνά επισκέπτεστε με το παιδί σας Βιβλιοπωλεία; 1/εβδομάδα Μερικές φορές/εβδομάδα 1/μήνα Μερικές φορές/μήνα Λιγότερο
Περισσότερο Άλλο.....
(How often do you visit bookstores with your child? 1/week Few times/week 1/month Few times/month Less More Other.....)

42 Το παιδί σας επιλέγει μόνο του τα βιβλία που διαβάζει; NAI/OXI/Μερικές Φορές
(Does your child choose her/his own reading materials? YES/NO/SOMETIMES)

43 Τι επιλέγει πιο συχνά να διαβάσει το παιδί σας; **(What does s/he usually select to read?)**

44 Αρέσουν τα κόμικ στο παιδί σας; NAI/OXI **(Does your child like comics? YES/NO)**

45 Διαβάζει το παιδί σας κόμικ; NAI/OXI/Μερικές Φορές **(Does your child read comics? YES/NO/SOMETIMES)**

46 Πόσο συχνά διαβάζει το παιδί σας κόμικ; 1/εβδομάδα Μερικές φορές/εβδομάδα 1/μήνα Μερικές φορές/μήνα Λιγότερο
Περισσότερο Άλλο.....
(How often does your child read comics? 1/week Few times/week 1/month Few times/month Less More Other.....)

47 Δανειζεται το παιδί σας βιβλία από την δανειστική βιβλιοθήκη του σχολείου;

(Does your child borrow books from the school library?)

48 Αν όχι, γιατί όχι; **(If no, why not?)**

49 Αν ναι, πόσο συχνά; 1/εβδομάδα Μερικές φορές/εβδομάδα 1/μήνα
Μερικές φορές/μήνα Λιγότερο Περισσότερο Άλλο.....

(If yes, how often? 1/week Few times/week 1/month Few times/month Less More Other...)

50 Αν είχατε την επιλογή, Προτιμάτε κάποια άλλη ασχολία αντί να διαβάσετε;
ΝΑΙ/ΟΧΙ /Μερικές Φορές / Συνήθως **(Had you the choice, do you prefer another activity over reading? YES/NO/SOMETIMES)**

51 Αν είχε την επιλογή, Το παιδί σας προτιμάει κάποια άλλη ασχολία αντί να διαβάσει; ΝΑΙ/ΟΧΙ/Μερικές Φορές/ Συνήθως **(Had s/he the choice, does your child prefer another activity over reading? YES/NO/SOMETIMES)**

52 Στο παιδί σας αρέσει η ανάγνωση για το σχολείο ή για το μάθημα των Αγγλικών περισσότερο; **(Does your child like reading more for SCHOOL or ENGLISH SCHOOL?)**

53 Στο παιδί σας αρέσει η ανάγνωση για το σχολείο ή για διασκέδαση περισσότερο; **(Does your child like reading more for SCHOOL or PLEASURE?)**

54 Πιστεύετε ότι η εξωσχολική ανάγνωση θα οφελήσει... ΝΑΙ/ΟΧΙ
Αναγνωστική Στάση Αναγνωστικές Συνήθειες Και τα Δύο Κανένα από τα Δύο
(Do you believe extracurricular reading will benefit your child's YES/NO Reading Attitudes Reading Habits Both Neither)

55 Πιστεύετε ότι η ανάγνωση κόμικ θα οφελήσει.... ΝΑΙ/ΟΧΙ
Αναγνωστική Στάση Αναγνωστικές Συνήθειες Και τα Δύο Κανένα από τα Δύο
(Do you believe reading comics will benefit your child's YES/NO Reading Attitude Reading Habits Both Neither)

Appendix 4: Teacher Pre-Semi Structured / Focused Interview

1 Do you like reading? YES/NO

2 If yes, why?

3 If no, why not?

4 Do you like reading for fun, information/learning, to work, all, neither?

5 What do you like to read?

Books Magazines Newspapers Ebooks Online Articles Non-Fiction

Other? What else?

6 How many hours a week do you spend reading for fun ?

Under 1 hr 1-2 hrs 3-5 hrs 6-10 hrs More than 10 hrs Other

7 How many books do you read a month?

1 2 3 4 More than 4 None Other

8 In your free time, do you prefer reading or doing another activity?

9 Do you have favorite subjects you like to read about?

10 Do you believe you are a good reader? YES/NO

11 If yes, please explain why you think you are a good reader.

12 If no, please explain why you think you are not a good reader

13 How does reading make you feel?

Excited Interested OK Bored Angry

14 Do you read mostly for work or pleasure?

15 How does reading make you feel?

Excited Interested OK Bored Angry

16 Are your students good readers? YES/NO/ Some

17 Why do you believe your students are or are not good readers?

18 How many years have you been teaching English?

19 Do you prefer reading in English or Greek Both?

20 Favorite book in Greek?

21 Favorite book in English?

22 Favorite books for children in Greek?

23 Favorite books for children in English?

24 Do you like comics?

- 25 Do you read comics? often/which?
- 26 Do your students like comics? YES/NO/ Sometimes
- 27 Do your students read comics? YES/NO/Sometimes
- 28 Do you use more innovative, non-traditional texts and readers in class? What?
- 29 If yes, Why?
- 30 If no, why not?
- 31 If the topic or book is interesting, would your students read a hard text?
- 32 If the topic or book is interesting, would your students read a text with difficult vocabulary?
- 33 Is reading a must/choice?
- 34 Is learning English a must/choice?
- 35 Do your students experience difficulties in reading in Greek? (individual statements for each student and general remark)
- 36 Do your students experience difficulties in reading in English?(individual statements for each student and general remark)
- 37 How do you usually deal with the students' reading difficulties?
- 38 According to your observations and understanding, What are your students' reading habits?
- 39 Is reading Useful, Important, Necessary, Interesting to you?
- 40 Is reading Useful, Important, Necessary, Interesting to your students?
- 41 Is learning English Useful, Important, Necessary, Interesting to you?
- 42 Is learning English Useful, Important, Necessary, Interesting to your students?
- 43 Do your students Like reading in English?(individual statements for each student and general remark)
- 44 Do your students read books/stories in English?(individual statements for each student and general remark)
- 45 Do you discuss books/reading in class? YES/NO Do your students Like reading in English?(individual statements for each student and general remark)
- 46 How often do you discuss books/reading in class?
 1/week More than one/week 1/month More than one/month More None
 Other?.....

- 47 How much emphasis is given to reading in the course books?
- 48 Do you use course book reading material only or other as well in class?
- 49 How much do you emphasize on reading in class and extracurricular reading?
- 50 What are your students' attitudes towards reading in English?(individual statements for each student and general remark)
- 51 Do you provide/suggest books/stories etc for further reading? (Which?)
- 52 Do your students use the borrowing library at school? How often?
- 53 If no, why not?
- 54 If yes, What do they usually choose?(individual statements for each student and general remark)
- 55 Do students choose reading materials for class?
- 56 Do children read alone...or do you read to or with them?
- 57 Do your students have favorite subjects they like/prefer to read about?
- 58 How willing are your students to read?
- 59 How willing are your students to participate in classroom discussions about reading?
- 60 Do you believe extracurricular reading will benefit/improve...
 Reading Attitudes Reading Habits Both Neither
- 61 What are your views on comic book reading...in/out of classroom?
- 62 Do you believe comic book reading will benefit/improve....
 Reading Attitudes Reading Habits Both Neither
- 63 For your students, is reading a must or a choice?
- 64 For your students, is learning English a must or a choice?

Appendix 5: Elementary Reading Attitude Questionnaire (ERAS) (McKenna and Kear, 1990)

Elementary Reading Attitude Survey Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's mouth, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item number and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

McKenna & Kear

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

















Please circle the picture that describes how you feel when you read a book.

1.	How do you feel when you read a book on a rainy Saturday?				
2.	How do you feel when you read a book in school during free time?				
3.	How do you feel about reading for fun at home?				
4.	How do you feel about getting a book for a present?				

















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Survey designed by Dennis J. Kear, Wichita State University

















Please circle the picture that describes how you feel when you read a book.

5.	How do you feel about spending free time reading a book?				
6.	How do you feel about starting a new book?				
7.	How do you feel about reading during summer vacation?				
8.	How do you feel about reading instead of playing?				

Please circle the picture that describes how you feel when you read a book.

9.	How do you feel about going to a bookstore?				
10.	How do you feel about reading different kinds of books?				
11.	How do you feel when a teacher asks you questions about what you read?				
12.	How do you feel about reading workbook pages and worksheets?				

















Please circle the picture that describes how you feel when you read a book.

13.	How do you feel about reading in school?				
14.	How do you feel about reading your school books?				
15.	How do you feel about learning from a book?				
16.	How do you feel when it's time for reading in class?				

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Please circle the picture that describes how you feel when you read a book.

17.	How do you feel about stories you read in reading class?				
18.	How do you feel when you read out loud in class?				
19.	How do you feel about using a dictionary?				
20.	How do you feel about taking a reading test?				

Appendix 6: Students' Pre-Semi Structured / Focused Interview

Student #

Age

Gender

1 Do you like reading? YES/NO

2 If you like reading, please explain why.

3 If you do not like to read, why not?

4 Do you like reading for school, fun, information/learning, to improve grades, all, neither?

5 What do you like to read?

Books Magazines Newspapers Ebooks Online Articles Non-Fiction
Other? What else?

6 How often do you read something that is *not* assigned to you by your teachers?

Under 1 hr 1-2 Hrs 3-5 hrs 6-10 hrs More than 10 hrs Other

7 How many hours a week do you spend reading for fun ?

Under 1 hr 1-2 hrs 3-5 hrs 6-10 hrs More than 10 hrs Other

8 How many books do you read a month?

1 2 3 4 More than 4 None Other

9 In your free time, do you prefer reading or doing another activity?

10 Do you have favorite subjects you like to read about?

11 Do you believe you are a good reader? YES/NO

12 If yes, please explain why you think you are a good reader.

13 If no, please explain why you think you are not a good reader.

14 How does reading make you feel?

Excited Interested OK Bored Angry

15 How does reading in English make you feel?

Excited Interested OK Bored Angry

16 Do you read books/stories (extracurricular) in Greek? YES/ NO

17 Do you read books/stories (extracurricular) in English? YES/NO

18 Do you like learning English? YES/NO

19 If yes, why?

20 If no, why not?

21 Do you enjoy reading in English? YES/NO

22 If yes, Why?

23 If no, why not?

24 Do you prefer reading Greek or English? Both? Other language?

- 25 Do you believe you have difficulties in reading?
- 26 What do you find difficult to read?
 Greek English Both Neither
- 27 If a topic or book is interesting, do you mind if it is hard to read? YES /NO
- 28 If a topic or book is interesting, do you mind if it has difficult vocabulary?
 YES/NO
- 29 Is reading difficult/boring/fun/cool/interesting WHY?
- 30 Do you think reading is Useful, Important, Necessary, Interesting...Why?... Why Not?
- 31 Is reading in English Useful, Important, Necessary, Interesting...Why?...Why Not?
- 32 Favorite Book(s)?
- 33 Do you like comic books? YES/NO
- 34 Do you read comic books? YES/NO Sometimes
- 35 If yes, How often?
 1/week More than one/week 1/month More than one/month More None
 Other?.....
- 36 Which one(s) is/are your favorite?
- 37 Do your parents like reading? YES/NO
- 38 Do your parents read often? YES /NO
- 39 Do your parents read to you? YES/NO/Sometimes
- 40 Do your parents read with you? YES/NO/ Sometimes
- 41 Do you have a bookcase at home? YES/NO
- 42 Do you like choosing books to read? YES/NO
- 43 Do you talk about books you read with your family? YES/NO/Sometimes
- 44 How often do you talk about books you read with your family?
 Always Often Sometimes Not too often
 Never
- 45 Do you visit book stores often? How often?
 1/week More than one/week 1/month More than one/month More None
 Other?.....

46 Do you borrow books from the school library? How often?

1/week More than one/week 1/month More than one/month More None
Other?.....

47 If no, Why Not?

48 Do you enjoy discussing books and stories in class? YES/NO/Sometimes

49 Do you enjoy discussing books and stories with your friends?
YES/NO/Sometimes

Appendix 7: Parental Post-Targeted Questionnaire (with English translations)
ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΓΟΝΕΩΝ (Parental Questionnaire)

Το παρόν σύντομο ερωτηματολόγιο χορηγείται έτσι ώστε να διαπιστωθούν και να συγκριθούν τυχόν αλλαγές στην αναγνωστική στάση και τις αναγνωστικές συνήθειες του παιδιού σας κατά το διάστημα εκπόνησης και συμμετοχής τους στην ερευνητική διαδικασία. **(This questionnaire is distributed in order to conclude and compare on any changes perceived in the reading attitudes and habits of your child during the duration of the study and your child's participation in it.)**

Θα χρειασθούν το πολύ 10 λεπτά από τον χρόνο σας να συμπληρωθεί. **(A maximum of 10 minutes are required of your time to complete)**

Είστε ελεύθεροι να συμπληρώσετε οποιαδήποτε επιπλέον παρατήρηση ή σχόλιο που δεν έχει συμπεριληφθεί. **(Feel free to add any further observation or comment not included)**

Σας ευχαριστώ πολύ και πάλι για τη συμμετοχή και τον χρόνο σας.

(Once again thank you very much for your participation and time)

Η Ερευνήτρια: Αθανασία – Ιωάννα Καραδήμα **(The Researcher: Athanasia – Ioanna Karadima)**

Όνομα: **(Name)**

Ημερομηνία: **(Date)**

1 Πιστεύετε ότι στο παιδί σας άρεσε η διαδικασία ανάγνωσης των κόμικ;

ΝΑΙ / ΟΧΙ / ΊΣΩΣ **(Do you believe your child liked the comic book reading process? YES/NO/MAYBE)**

2 Πιστεύετε ότι στο παιδί σας άρεσε η διαδικασία της Δανειστικής Βιβλιοθήκης κόμικ;

ΝΑΙ / ΟΧΙ / ΊΣΩΣ **(Do you believe your child liked the Comic Book Borrowing process? YES/NO/MAYBE)**

3 Πιστεύετε ότι η γενικότερη διαδικασία της έρευνας βελτίωσε την αναγνωστική στάση του παιδιού σας;

ΝΑΙ / ΟΧΙ / ΊΣΩΣ / ΛΙΓΟ **(Do you believe the overall study processes improved your child's reading attitudes? YES/NO/MAYBE/A LITTLE)**

4 Αν Ναι, ΓΙΑΤΙ ; ή Αν Όχι, ΓΙΑΤΙ ΟΧΙ; **(If yes, WHY?, or If no, WHY NOT?)**

5 Πιστεύετε ότι η γενικότερη διαδικασία της έρευνας βελτίωσε τις αναγνωστικές συνήθειες του παιδιού σας;

ΝΑΙ / ΟΧΙ / ΊΣΩΣ / ΛΙΓΟ

(Do you believe the overall study processes improved your child's reading habits? YES/NO/MAYBE/A LITTLE)

6 Αν Ναι, ΓΙΑΤΙ ; ή Αν Όχι, ΓΙΑΤΙ ΟΧΙ;
(If yes, WHY?, or If no, WHY NOT?)

7 Σας μίλησε το παιδί σας για τα κόμικ τα οποία διάβασε;

ΝΑΙ / ΟΧΙ / ΜΕΡΙΚΕΣ ΦΟΡΕΣ

(Did your child discuss the comics read with you? YES/NO/SOMETIMES)

8 Πιστεύετε ότι αν συμπεριληφθούν περισσότερα ή πιο συχνά κόμικ στο μάθημα, ότι θα άρεσε περισσότερο στο παιδί σας να διαβάζει;

ΝΑΙ / ΟΧΙ / ΙΣΩΣ

(Do you believe if comics are used more in class, your child would like reading more?
YES/NO/MAYBE)

9 Πιστεύετε ότι αν δημιουργηθεί μια μόνιμη δανειστική βιβλιοθήκη με κόμικ, ότι το παιδί σας θα συνεχίσει να δανείζεται κόμικ;

ΝΑΙ / ΟΧΙ / ΙΣΩΣ

(Do you believe if a permanent comic book borrowing library were to be established, your child would continue borrowing comics? YES/NO/MAYBE)

10 Συζητήσατε εσείς με το παιδί σας για τα κόμικ τα οποία διάβασε;

ΝΑΙ / ΟΧΙ / ΜΕΡΙΚΕΣ

ΦΟΡΕΣ

(Did you discuss comics read with your child? YES/NO/SOMETIMES)

11 Πιστεύετε ότι η ανάγνωση των κόμικ στα Αγγλικά, (παρακαλώ κυκλώστε -->) έχει κάνει ή θα κάνει

το παιδί σας να θέλει να διαβάσει περισσότερο; ΝΑΙ / ΟΧΙ / ΙΣΩΣ / ΛΙΓΟ

(Do you believe comic reading in English (please circle →) has or will make your child want to read more? YES/NO/MAYBE/A LITTLE)

12 Πιστεύετε ότι η ανάγνωση των κόμικ στα Αγγλικά, (παρακαλώ κυκλώστε -->) έχει κάνει ή θα κάνει

το παιδί σας να θέλει να διαβάσει περισσότερα κείμενα στα Αγγλικά; ΝΑΙ / ΟΧΙ / ΙΣΩΣ / ΛΙΓΟ

(Do you believe comic reading in English (please circle →) has or will make you child want to read more (books) in English? YES/NO/MAYBE/A LITTLE)

13 Πιστεύετε ότι η ανάγνωση των κόμικ στα Αγγλικά, έχει συμβάλει στο να αρέσει στο παιδί σας η ανάγνωση στα Αγγλικά περισσότερο από πριν; ΝΑΙ / ΟΧΙ / ΙΣΩΣ / ΛΙΓΟ

(Do you believe comic reading in English has contributed to your child now liking reading in English more than before? YES/NO/MAYBE/A LITTLE)

ΣΗΜΕΙΩΣΕΙΣ: (NOTES)

ΕΥΧΑΡΙΣΤΩ ΠΑΡΑ ΠΟΛΥ !!!
(Thank you very much!!!)

Appendix 8: Teacher Post-Targeted Questionnaire
POST QUESTIONNAIRE – TEACHER

1 Do you believe your students enjoyed the comic book reading process? YES/NO

2 If your answer is YES, WHY? If your answer is NO, WHY NOT?

3 With 1 being the LEAST, and 5 being the MOST, how much do you believe your students enjoyed the comic book reading process?

1 2 3 4 5

4 Which students do you believe enjoyed the comic book reading process most?

5 Do you believe your students enjoyed the comic book borrowing library process?
YES/NO

6 With 1 being the LEAST and 5 being the MOST, how much do you believe your students enjoyed the comic book borrowing library process?

1 2 3 4 5

7 Do you believe that the comic book reading process has improved your students' reading attitudes?
YES/NO

8 If YES, WHY? If NO, WHY NOT?

9 Do you believe that the comic book reading process has improved your students' reading habits?
YES/NO

10 Do you believe that the comic book borrowing library has improved your students' reading attitudes? YES/NO

11 Do you believe that the comic book borrowing library has improved your students' reading habits? YES /NO

12 If YES, WHY & HOW?

13 Which of your students do you believe have benefited most from the overall process?

14 Do you believe that if comics are used more often in class, that your students will enjoy reading more? YES/ NO / MAYBE

15 Do you believe that if there is a permanent comic book borrowing library, that your students will continue borrowing? YES/NO/MAYBE

16 Did your students discuss the comic books they read with you?
YES/NO/SOMETIMES

17 Did you discuss the comic books they read with them? YES/NO/SOMETIMES

18 Do you believe that having read comic books in English, your students will want to read more (books) in English? YES/NO/ A LITTLE/ MAYBE

19 Do you believe that your students now enjoy reading more? YES/NO/A LITTLE/MAYBE

20 Do you believe that your students now enjoy reading in English more? YES/NO/ A LITTLE/MAYBE

21 Do you believe that comic book reading would be a technique you will/would apply to your school and classes? YES/ NO / MAYBE

22 Do you believe that the comic book borrowing library would be a practice you will/would employ at your school? YES/NO/MAYBE

THANK YOU VERY MUCH!!!!

Appendix 9: Student Post-Targeted Questionnaire

POST QUESTIONNAIRE – STUDENTS

NAME:

DATE:

1 Did you enjoy the comic book reading process? YES/NO

2 With 1 being the LEAST and 5 being the MOST, How much did you enjoy the comic book reading process?

1 2 3 4 5

3 Did you enjoy the comic book borrowing library process? YES/NO

4 With 1 being the LEAST and 5 being the MOST, How much did you enjoy the comic book borrowing library process?

1 2 3 4 5

5 Do you believe that the comic book reading has improved your attitudes toward reading?

YES/ NO

6 If your answer is YES, WHY? If your answer is NO, WHY NOT?

7 Do you believe that the comic book reading has improved your reading habits?
YES/NO

8 If your answer is YES, WHY? If your answer is NO, WHY NOT?

9 Did you use the comic book borrowing library? YES/NO

10 If your answer is YES, WHY? If your answer is NO, WHY NOT?

11 Do you believe that the comic book borrowing library has improved your attitudes towards reading? YES/NO

12 Do you believe that the comic book borrowing library has improved your reading habits? YES/NO

13 Do you believe that if comics were used more often in (English) class that you would enjoy reading more? YES/NO/ MAYBE

14 Do you believe that if there is a permanent comic book borrowing library, that you will continue to borrow comic books? YES/NO/MAYBE

15 Did you talk about the comic books you read with your parents? YES/NO/SOMETIMES

16 Did you talk about the comic books you read with your regular teacher? YES/NO/SOMETIMES

17 Did you talk about the comic books you read with your sister(s) and/or brother(s)? YES/NO/SOMETIMES

18 Did you talk about the comic books you read with your friends? YES/NO /SOMETIMES

19 Does reading comic books in English make you want to read more (books) in English? YES/NO/ A LITTLE/ MAYBE

20 Do you now enjoy reading more? YES/NO/A LITTLE/MAYBE

21 Do you now enjoy reading in English more? YES/NO/A LITTLE/MAYBE

ANY COMMENTS???

THANK YOU SO MUCH!!!

Appendix 10: Generation of Codes

HABITS	Derivation	References
Positive Group Dynamics	Positive behaviors derived from Discussion Groups relates to behaviors of : respect of turn taking and of ideas, sharing and bouncing of ideas off each other, etc.	See : Partin and Gillespie-Hendricks, 2002; Covert, 2009.
Meaningful Contribution	Meaningful Contribution is not merely focused on the provision of accurate responses, but also on participation and involvement with comprehensive responses based on the text itself, and/or prior knowledge, interesting and original thoughts/predictions, etc.	Derived from the Discussions themselves.
Return to Book	Referring back to the comic book on occasion in search for the proper answer and/or to support various claims was a behavior/habit observed during the course of the Discussion Groups themselves. It shows focus, attention and understanding.	A behavior exhibited and a code derived from the Discussions themselves.
ATTITUDES		
Confidence	Although the term 'Confidence' is not specifically used in the literature, it insinuates that the participating learners are displaying more positive reading attitudes and have a more positive self-image / self-esteem; as they are seemingly willing to participate in the reading and be involved in the discussion, are enthusiastic and interested in both the topic and procedure, display effort and are willing to pursue reading and discussing further. The general feeling is outlined in the literature, but is also observed and derived via the Discussion Groups and students themselves.	See: Donaldson, 2010 ; Gambrell et al,1996; Kush and Watkins, 1996; Mihandoost, 2011 ; Yamashita, 2008;2013; Javid and Al-Khairi, 2011; Partin and Gillespie-Hendricks, 2002.
Interest / Enthusiasm	As stated above, Interest/Enthusiasm towards either or both the reading and discussion processes, and comic books was observed during the conversations. The literature further supports the significance of interest in the formation of positive reading attitudes, habits and motivation to read, especially for dyslexic learners, and comic book reading with their use of contextual visuals.	See : Kush and Watkins, 1996; Mihandoost, 2011;Donaldson, 2010; Iftani, 2012 ; Mihandoost et al, 2011 ; Annamalal and Muniandy, 2013; Yang,2003.

KNOWLEDGE & SKILLS		
Comprehension	Readers' comprehension has been supported to benefit from the employment of Extensive Reading programs, the engagement in pleasure reading and interaction on and around such reading, as well as both a product and significant influencer of positive reading attitudes, good reading habits and interest; the use of visuals in reading and comic book reading in specific be it in the L1 and/or L2.	See: Yamashita, 2008;2013; Komiya, 2013 ; Donaldson, 2010 Chettri and Rout, 2013; Woolley, 2007
Vocabulary	Vocabulary increase has been claimed to be evident via the use of Extensive reading, engagement in pleasure reading, as well as the use and reading of comic books in the L1 and/or L2. This is especially true for comic books as they are prime examples of the use of near-native speech forms, authentic, colloquial language.	See: Yamashita, 2008;2013; Donaldson, 2010; Drolet, 2010;Tiemensma, 2009 ; Reid, 2009; Clydesdale,2008
Prior Knowledge / Schemata	Pleasure reading, the use of (contextual) visuals and comic reading can have a positive effect on both the activation and use of mental schemata, as well as the creation of new schemata.	See: Yamashita, 2013 ; Jones, 2010; Nicholas, 2007;Reid, 2009.
Inferences /Hypotheses / Predictions	One of the purposes of print is the development of inference and prediction skills in order to better comprehend the written word and develop the learners capacities.	See: Reid 2009

Appendix 11: Common Program of Studies for Foreign Languages in Greece

The Common Program of Studies for Foreign Languages consists of a curriculum which is common for all foreign languages taught in school, and uniform for all educational levels. It defines general and peripheral modes of communicational competence based on which we can judge (and students can judge for themselves), in which of the 6 levels of language learning –according to the 6-level scale of the European Council – the student belongs to.

Simultaneously, it describes the characteristics of linguistic competence of students from A1 level (basic knowledge) to C1 level (very good knowledge of the language), a level some students may reach by the final year of High School [...]. According to the aforementioned points, it becomes evident that the Common Program of Studies for Foreign Languages describes WHAT a student must do and know as a product of the teaching and learning processes, and not HOW the “specialists” believed language learning should and will occur. That is, it follows the logic that a program of studies should outline the characteristics of the language learning subject that is to be taught, and not when or how they must be taught; since methods, teaching techniques, the distribution of content, etc., are directly related to and derived from the students, the educators and the various educational contexts and environments.

For this reason, program of studies is not synonymous with a Teacher’s Manual. It should be considered as a framework of reference, based on which a student can, with the aid of the educator, with personal studying and extracurricular engagement, be involved in the learning processes. The Common Program of Studies of Foreign Languages, as all programs of study that were undertaken to build the “New School” framework, adopts the principles and is reflective of the central objectives of the Mandatory Education School Program and aims, through the teaching and learning of foreign languages to contribute in the development of a citizen who can:

- Effectively function in various social environments, communication situations and occurrences;
- Function as an intercultural and inter-lingual interlocutor for the better communication between people of different social and cultural groups;
- Function autonomously, using the language s/he is learning in relation to his/her interests as to partake in international events;
- Effectively negotiate new and already known linguistic, social and cultural terms;
- Effectively and appropriately utilize the knowledge, skills, experiences and strategies which s/he has developed in order to communicate with others; respectful of others’ differences and individuality, or to solve possible issues.

Of the most significant characteristics of the Common Program of Studies of Foreign Languages is that it describes the knowledge and communicative skills that must be achieved at each level of language learning and not each class. A description of this nature is ideologically predisposed, as it practically accepts that the same-

class students around the country are not a compact group with the same characteristics. Children and adolescents differ from each other in terms of maturity, experiences and interests. Therefore, they can learn different things at different paces. The social aspects of this description lies in the fact that it accepts that in the Greek realistic educational context many students are also taught foreign languages outside school.

The major bet to be won is that the application of the Common Program of Studies for Foreign Language Learning and, specifically, the organization of the school syllabus are organized in such a manner that foreign languages be taught according to level.

Appendix 12: Other Participating Student Cases

Student 7

Student7	Parent7
Gender: Male	Gender: Female
Age: 12	Age: 31-45
English Class: C'	Educational Level: University Graduate Occupation: Public Employee
* Student7 is diagnosed with dyslexia	
Teacher: he faces difficulties in chunking, " probably because it takes them some time to process what they've read and understand and stop at the right point when they read aloud. I can tell that they don't always understand what they've read".	

ERAS and Pre-Interviews

Student7 scored 23/40 points in the recreational reading category of the ERAS, and 24/40 in the academic reading-related category, scoring a total of 47/80 points overall, which was not only the lowest scores in each category, but also overall in comparison to the scores of his fellow classmates and study participants. According to his ERAS related to recreational reading, Student7 supported feeling 'Happy' when reading for fun at school, going to bookstores, reading different kinds of books and being asked questions about what he's read. Surprisingly, he also stated that reading instead of playing made him feel 'Happy' as well, which somewhat contrasts his interview position that he prefers other activities to reading in his free time, also claimed and supported by his mother, Parent7. On the remaining recreational reading-related questions, as are reading on a rainy Sunday, reading for fun at home, receiving books gifts, starting a new book and reading during the summer holidays, he stated feeling lukewarm.

In terms of his slight preference toward academic reading, as also claimed in his and his mother's interviews, he felt 'Happy' when the teacher would ask him questions about reading, as well as when learning from a book, reading in class, the class reading materials and reading aloud in class; and 'Very Happy' at the prospect of taking a reading test. However, he stated feeling mostly 'Angry' when having to complete worksheets, reading in school and reading school books. The low scores corroborate his statement that he does not like reading much, as " I like playing or hanging out with my friends better" and with the fact that reading in general made him feel 'OK' , while English reading 'Bored'; despite him finding reading in Greek to be more difficult for him and preferring reading in English "

because in the future I will need it" and " because at English I am with friends and it's good and fun" and " because I go to English for one hour and forty minutes and I am at school for 6 hours! ".

His mother, too, felt that her son does not particularly like reading in neither language for neither pleasure nor academic purposes and that he doesn't believe he is a very good reader and has negative reading attitudes. This is slightly surprising, as Student7 despite his relative dislike of reading retained some positive view of himself as a reader for he supposedly reads books easily and understands what he reads. Student7 also claimed that although he didn't engage in reading-related practices, such as book talk with parents, but read between 1-5 hours per week and up to 2 books per month for pleasure, as he was involved in a reading and borrowing program at his Greek primary school and was "obligated to".

Yet, both Student7 and his mother claimed that he enjoyed and often read comics (1/month); while Parent7 felt that comic reading could be beneficial for both her son's reading attitudes and habits, as " it is a way for him to gain more contact with various reading materials and at least he is reading something".

Discussion Groups

Student7 was one of the quicker readers during the initial reading process and as did his fellow classmates who finished reading first, tried to re-read parts of the comic and to read further than allocated, a behavior which could indicate not only reading speed but apparent interest in the process and comic. However, he did remain somewhat quiet and reserved during the first discussion group, except for two occasions when he provided his classmates with the meaning of a word, indicating comprehension, vocabulary knowledge and willingness, despite one being in Greek:

Student3: How we say...Τηλεμεταφέρεται? Researcher: "telekinisis"

Student4: no teleport?

Researcher: "...or teleport...it is a Greek word...thle and kinisis"

Student7: or teleport!

Researcher: " or teleport...right!"

and

Researcher: "Who set the trap?"

Student4: Εγώ! (=me!)

Student1: Εγώ! (=me!) Me!

Researcher: "No...no...Not who said the trap...Who set the trap!"

Student7: Ποιος έστησε την παγίδα! (=who set the trap!).

During the following discussion group, Student7 was quiet and reserved, only adding a comment as to why he enjoyed the second half of the comic ("I thought it was funny!"), and again regressing to his native Greek " Yes! 'Ηταν και αστείο όμως! (=Yes! But it was also funny!)". As the study progressed, Student7 was still reserved and frugal in his participation and responses compared to most of the other participants, yet was gradually more involved, at times, providing responses which displayed his comprehension, willingness to be involved in group interactions over specific topics and some mental schema activation and use despite them being mostly in Greek, as are:

Researcher: Does he or not?

Student4: No!

Student6: No!

Student2: No!

Student5: Έχει! (=He does!)

Student4: DOESN'T!

Student5: But not so much!

Student7: Δεν έχει! (He doesn't have!)

[...]

Student7: Look that! (//showing point in text//)

and at another time, "Student7: for the fight!"; and " Μόνο αν μέσα από την έκρηξη εμφανιστεί κανένας εξωγήινος! (=only if from the explosion an alien emerges!)" , which was surprisingly interesting and intuitive and, in fact, accurate as in the next and final part of the comic would reveal. His participation and, at times, lack of it as well as his frequent regression to Greek, could be indicative not of a lack of comprehension and even willingness to participate and engage, but possibly due to his lack of familiarity with engaging in extensive discussion in his L2, English, lack of experience with book talk and possibly his lack of confidence to speak English and/or comfort in using Greek to get his point across.

Post-Questionnaires

According to his post-questionnaire, Student7 enjoyed the comic readings very much, grading his experience with a 5 and felt that it benefited his reading attitudes as he can now read better. However, despite using the comic library once because the comic he borrowed was "exciting", he did not enjoy the practice much as his more negative attitude toward his Greek elementary school reading and borrowing program participation and being "obligated to" may have transferred.

Parent7 felt that having had read comics might have improved her son's reading attitudes, but is awaiting more actual proof of it; while she believed her son's reading habits might have improved, but is yet to see definitive indications of it. Moreover, Student7 felt that having engaged in the study has made him enjoy reading, both in English and overall, more; while his mother felt that English comic reading has slightly and will most likely make her son want to read more both in English and in general, also supported by his EFL Teacher who claimed that Student7 was one of the students who most benefited from his participation in the study according to her observations and belief.

In conclusion, Parent7 noticed that her son, otherwise slightly irritable when doing his other English homework, went to the comic readings and used the comic library with joy.

Student9

Student9	Parent9
Gender: Male	Gender: Female
Age: 12	Age: 31-45
English Class: C'	
Teacher: He is very good at reading comprehension, yet doesn't like speaking so much and is very silent.	

ERAS and Pre-Interviews

Student9 scored 28/40 in ERAS' recreational reading section, while 32/40 in the academic reading-related section, while his total raw score was 60/80. In terms of recreational reading, Student9 felt 'Very Happy' toward reading during summer vacation and visiting bookstores, while 'Happy' to read on a rainy Sunday, receiving books as gifts, starting a new book and reading different kinds of books. Yet, his feelings ranged from lukewarm to 'Angry' when having to read for fun at home and spending his free time reading, reading a book and at the prospect of reading instead of playing, which he also claimed during his interview, as he preferred computer games. His mother, Parent9, also would select other activities to reading and felt that her son would also. Despite these relatively ambivalent feelings, Student9 supported that he read 1-5 hours a week and approximately 2 books per month for pleasure. Considering his more positive academic reading-related attitudes (32/40), which he supported by claims during his interview that he preferred to read for school rather than for pleasure, was also observed by his mother, Parent9.

As such, according to his ERAS, Student9 felt 'Happy' to 'Very Happy' to complete worksheets, reading at school and in class, reading and learning from his (school) books, using a dictionary and taking a reading test. However, in the ERAS, he noted that reading aloud in class made him feel rather 'Angry' and that he did not particularly like being asked questions by the teacher about what he has read. This more ambivalent view of reading could be supported by the fact that Student9 did not consider himself a good reader for reasons he could not explain despite him not having been diagnosed with any reading difficulties and his strength as an EFL learner being highlighted by his EFL teacher; while his mother, too, felt that he did not really like reading as he is not consistent in his attitude toward reading, as sometimes he is motivated and excited and at times he is bored and cranky. Meanwhile, Student9 felt that reading is mostly 'Useful', but could be 'Interesting' and generally liked reading and learning both languages, preferred

reading in Greek despite not engaging in much pleasure reading in neither language. He also found that English reading was more difficult, yet exciting and interesting at times, as "it's a good language and I will need it" and reading "because I want to learn more English", which could be viewed as a more utilitarian view of (English) reading and learning.

Interestingly, his mother's interview responses and views of her son as a reader, supported and reflected his own (slightly negative) responses and views of himself as a reader. However, he did claim enjoying comics and reading about 1 comic per week when he has the chance, while his mother was also revealed to have a positive outlook on comics, as she felt that they are "fun and something beyond the usual reading materials" and that reading comics will be beneficial to both her son's reading attitudes and habits.

Discussion Groups

These more positive views of comics did not, however, translate to Student9's participation during Literature Circle Discussion Group conversations – despite his quick reading speeds – as he only participated 9 times throughout the entire study upon being prompted by the researcher/moderator and providing Yes or No and single-word responses (e.g., "Thor"// Researcher: "What superpower would you like?" – Student9: Eeee...Superman // Researcher: "So you liked the superpowers? Who didn't I hear at all?!...Student9..." – Student9: Yes.); except for one instance ("they take from past"), which displayed his understanding of the text. So, it could be inferred that his lack of participation was not necessarily due to his lack of comprehension; yet, this disengaged attitude and behavior could lead to the hypothesis that ambivalent to negative attitudes of oneself as a reader could negatively affect attitudes, interest, motivation, participation and the habits, even of typical and generally-accepted strong learners who have claimed enjoying and frequently reading (L1) comics.

Additionally, it further solidifies the literature's position that attitude can transfer onto and affect skills, while also supporting the Teacher's claims that although Student9 is a good comprehender and reader, he does not like speaking; thus, further lending itself to the position claimed in the literature that skill can also transfer to attitudes. Therefore, a domino effect of transfer, negative and/or positive, direct and/or indirect, between attitudes and skills, could and does exist to some extent.

Post-Questionnaires

According to Student9's post-questionnaire, he claimed to have enjoyed the comic book readings, rating his experience with a 3 out of 5, while the comic borrowing library with a 2/5, as he didn't borrow any comics from it, claiming that he didn't like the comics offered and/or left to borrow in the library. However, he did believe that his attitudes had improved to an extent, as he reads "without stop and I know more words"; whereas he didn't feel that the comic readings and/or comic library made much of a difference in his reading attitudes, for he claimed that " I read the same time like I read before".

Moreover, he felt that reading more comics in (English) class and having a permanent comic library may be beneficial and that he maybe will enjoy and want to read a little more in English now, comics or otherwise. His mother, too, felt that her son enjoyed his participation in the study and that it may have improved his reading attitudes, but not his habits, without, however, providing an explanation as to why. Both mother and son claimed having discussed the comics Student9 had read during the silent readings, but Parent9 was mostly lukewarm to negative in her view that using comics more could make her son want to read more comics or other reading materials in neither Greek nor English, again, not disclosing why.

It should be noted that had parental questionnaires been completed in the presence of the researcher, a justification would have been asked for as it could have been helpful in order to derive a better understanding of their positions and comics' or the procedure's effectiveness and/or ineffectiveness, or had the researcher had the opportunity to see and discuss Parent9's questionnaire prior to the completion of the study.

Student 2

Student2	Parent2
Gender: Female	Gender: Male
Age: 12	Age: 31-45
English Class: C'	Educational Level: High School Graduate Occupation: Salesperson
Teacher: he faces difficulties in chunking, " probably because it takes them some time to process what they've read and understand and stop at the right point when they read aloud. I can tell that they don't always understand what they've read".	

ERAS and Pre-Interviews

Student2 scored a 29/40 in ERAS' recreational reading-related section and a 31/40 in the academic reading-related part, scoring a total raw score of 60/80. As such, Student2 claimed feeling generally happy about reading for fun, being gifted books, reading various forms of books, reading during summer vacation and on rainy Sundays, whereas 'Very Happy' at the prospect of starting a new book. Yet, she did not particularly feel happy when having to read instead of playing, which corroborates her pre-interview response that she prefers other activities – usually sports – to reading in her free time, as well as the fact that she likes reading 'So-So' and that reading to her is 'Boring' and sometimes 'Cool', while she claimed reading 1-2 hours per week and 1 book per month for pleasure. Her view was also supported by her father, Parent2, and mirrored his own view and habit. Adding to these positions, was that Student2 was negative in her belief that her parents enjoyed reading and/or engaged in it often. As such, it could be inferred that not only does this student-parent pair have an "aliterate" tendency, but, also some degree of influence whether direct and/or indirect could indeed be possible. In terms of her slightly higher academic reading attitude scores on the ERAS, Student2 supported feeling 'Happy' to 'Very Happy' towards all questions, whether it was about the teacher asking her questions about what she had read to doing worksheets, reading at school and in class, learning from a book and taking reading tests.

However, Student2 did state that she believed was a good reader in both languages as reading could sometimes be 'Cool' because " it will make you a clever person", and reading and learning both English and Greek is 'Useful, Important, Necessary', and at times, makes her feel interested. Moreover, she stated enjoying reading and learning English because " English is very important

and you must know other language", and, " because I like learning and speaking English so I want to speak with an English pen-friend one day". Despite liking comics, and engaging in comic reading once per month and owning her own book collection, she didn't have a favorite book and did not have borrow or discuss books with her family, while she would like to discuss books and stories in class with her teacher and friends. Her father, a comic reader himself at some point, was positive that comics could " broaden her horizons for something else".

Discussion Groups

During the first comic silent reading session, Student2 completed her reading slower than her classmates and was seemingly hesitant to raise her hand. Yet, she claimed to have enjoyed the comic - supported by her body language, gestures, smiling and giggling with the other participating girls - and after some initial confusion about the number of characters in the story, she showed comprehension and some degree of familiarity with the comic and characters in it, despite being unsure of their names. Student2, during the next discussion group, was more active in conversing with her fellow classmates prior to providing responses (Researcher: "Do you think the bad guys will ever go after the Teen Titans again?"), while adding that she enjoyed the comic most because " I like very much the pictures!".

During the following reading and discussion group session, Student2 was seemingly very excited (Researcher: " Wow! The girls are really excited to respond today! Look at Student2! //Student2 laughed// Student2: Yes!), adding that in this comic " What I like much the heroes", and after deliberation with her fellow classmates added "Is he Superman?!", displaying her comprehension of the text and possibly some background, prior knowledge of comics and characters. Upon the final two comic book readings and discussion groups, Student2's participation was all the more frequent on various occasions, from adding what it was she liked about the comics ("Very good! Yes! He is an alien! Like!") to displaying some more in-depth understanding of the happenings of the story and interacting with her classmates in order to reach a consensus:
"Researcher: "Does he [have superpowers] or not?" [...] Student2: No! [...]
//while referring back to the text and pinpointing in the text// Student2: He has, because look! "

This change of her initial opinion could further serve as indication of how group interaction and opinion sharing could benefit learners' various skills and group dynamics. Student2, furthermore, was more on point than in all previous

discussion groups when discussing the final comic book, despite her contribution being in Greek: “ Μήπως θα τρέξει μέσα σ’ αυτό; (=maybe he’ll run into it?), displaying her possibly growing comprehension and insight, as well as her prediction skills, as her response corroborated with what would indeed happen in the next and final part of the story. Meanwhile, during the final comic book reading and discussion, a further sign of Student2’s apparent growth as an EFL learner could be the fact that she used language and words learned and employed in earlier discussion groups from another student, namely the meaning and use of the word ‘plot’ (“Yes! The plot!”). As such, this could lend some support to the benefits largely outlined in the literature in terms of pleasure, extensive and comic book reading, as well as literature circle Discussion Groups, interacting over materials of interest and the power of incidental learning

Post-Questionnaires

Student2 in her post-study questionnaire claimed to have enjoyed the comic book readings and library quite a bit, rating her reading experience with a 4/5 and the comic book borrowing library with a 3/5 “because I liked reading English comic books!”; while claiming that she felt that both had improved her reading attitudes as “ I know more new subjects now!”. Both she and her father felt that, having sometimes discussed the comics she had read with her parents and friends at Greek school, she would mostly likely like reading and want to read both in English and overall more now, while if a permanent comic library were to be set up at the school, she would continue borrowing comics from it; adding that the study was a fun experience for her. Her father, Parent2, further felt that having participated in the study has benefited his daughter’s reading attitudes as it gave her incentive for consistent and interesting reading due to the humor in comics; and her reading habits due to the fact that now he has seen a little improvement she has begun reading a little more than usual.

Student 5

Student5	Parent5
Gender: Male	Gender: Female
Age: 12	Age: 31-45
English Class: C'	Educational Level: High School Graduate Occupation: Stay- at-home mother
Teacher: He is fast and good at understanding what he's read	

ERAS and Pre-Interviews

Student5 in his ERAS scored the highest score in the recreational reading section (32/40), the highest score in the academic reading-related part (33/40), as well as the highest overall score (65/80) in comparison to all other participating students in this study. In further detail, in relation to his feelings toward recreational reading, Student5 responded feeling 'Happy' when reading in his free time, receiving a book as a gift, at the prospect of beginning a new book and reading during summer vacation, as well as reading various types of books and visiting bookstores. He, furthermore, claimed feeling 'Very Happy' to read for fun at home and toward reading instead of playing, despite not often doing so in practice according to his interview, except when the weather conditions don't allow for outdoor activities.

These positions are supported by the fact that Student5 felt that reading is 'Fun', 'Interesting' and 'Necessary' and is good for 'killing your time', while stated that he doesn't mind reading neither in English no in Greek. Moreover, he supported that he read mostly magazines and e-books 1-2 hours per week and read approximately 2 books per month for pleasure, despite being only in Greek. In terms of academic reading attitudes, towards which he showed the slightest of preference, Student5, once again, scored the highest points compared to his classmates (33), since he felt 'Happy' to do his worksheets, read in school, in class and using dictionaries; while he felt 'Very Happy' about being questioned about his reading by his teacher and when learning from books. On the other hand, Student5 did not particularly enjoy having to read aloud in class and felt that reading in both languages is not easy.

His mother, Parent5, was the most enthusiastic and forthcoming of all participating parents. Her positive outlook on reading in both languages could have transferred to some degree onto her son's reading attitudes and habits, as she believed that she liked reading and was a good reader and so was her son, and that

both read often, adding that his confidence as a reader has grown as he grows. Meanwhile, she supported that both herself and her son find reading and learning English and Greek ‘Necessary’ and ‘Interesting’; while she felt that her son enjoys both reading and learning English even though she supported that English is seemingly more difficult for him. Both, furthermore, supported to having frequent and active family reading rituals, such as discussing books and Student5 buying books as gifts for both her and his younger brother as well as her reading frequently to her sons and Student5 reading to his brother. These claims could be claimed as being indicative characteristics of having more positive reading attitudes and habits.

Yet, it doesn’t explain why Student5 was unable to articulate why he liked reading and why he considered himself a good reader.

Lastly, both Student5 and Parent5 really liked comics positing that: “comics are an interesting way to learn”, and Student5 was a frequent comic reader in Greek (1/month). It should be noted, however, that Parent5 added in her interview that she felt that she might have somewhat negatively affected Student5’s confidence as a reader, as she made him feel dependent on her in terms of his reading skills and providing him with reading opportunities and materials.

Discussion Groups

During the Literature Circle Discussion Groups, Student5 showed a recurring behavior of being quick, if not the quickest, to complete the reading of each part allocated and then re-reading parts of it until his fellow classmates completed their own reading, and waned to read further on. These behaviors could be indicative of Student5’s reading speed and possibly an outcome of his apparent interest in the comics being read and/or process, as also evident from his own words: Student5:Και η συνέχεια κυρία; (= what about the rest, miss?)”.

Another recurring habit Student5 exhibited was that of diverting attention and the burden of response to Student1 on various occasions throughout the study.

Examples of such instances, are: “Student5: Student1 *απάντα!* (=answer!) – Student1: No,no, no! Αυτός θέλει! (= he wants to!) – Student5//laughing//: No!”, and

“Student5: So ask Student1 everything!”, as well as “Student5: Yes! Student1 wants to!”. The reasons and motivation behind this behavior could be various and diverse, some likely being that Student5 was aware that Student1 was an avid comic reader and possibly knew the answers to the questions, his likely shyness and/or a possible lack in self-confidence as an interlocutor in English, or simply

out of jest.

However, he did respond and participate on numerous occasions throughout all 8 discussion group meetings, whether directly answering or simply commenting on others' responses and positions and/or engaging in deliberations with his fellow participating classmates, showing comprehension, inference skills and possible schema activation, being a L1 comic reader himself: "Student5: because they are good //laughs//"; "Student5: we must work as a team! "; "Student5: The Legion will help the people and then they will get to it the explosion and stop it!" and partaking in the extensive dialogue amongst the students in their pursuit of the story's common features with the previously read comic books:

Researcher: "Does he or not?"

Student4: No!

Student6: No!

Student2: No!

Student5: EXEI! (=HE DOES!)

Student4: DOESN'T!

Student5: But not so much! [...]

Yet, even though he often regressed back to his native Greek, likely indicating comfort in using his L1 to get his point across, Student5 provided meaningful and insightful responses: "Student5://in a low voice// Κυρία, μήπως ζούσε στο παρελθόν και ήρθαν; (=Miss, maybe he lived in the past and they came?)" and "ή γίνει τίποτα με τους εξωγήινους! (= or if something happens with the aliens!)", despite not having such information or indication in the text, yet.

Post-Questionnaires

In his post-study questionnaire, Student5 claimed to have thoroughly enjoyed the processes, rating his comic book reading experience with a 4/5 and the comic book borrowing library with a 5/5, as he believed that they had benefited his reading attitudes, for "I want to read comics more than books. I like reading more."; and his reading habits "because it is nice we read comics than reading just books!".

Student5 further justified his use of the temporary comic book library with the fact that he wanted "to spend my time reading.", while he felt that if a permanent comic library were to be established and comics to be used more, he would continue borrowing and liking reading more. Moreover, Student5 felt that he now he would most likely enjoy and want to read more comics and books in English and otherwise. His mother, Parent5, additionally felt that have had read comics her son came into direct contact with a new way of reading and learning that brought him joy and interest, and having had used the comic library her son improved his habits because he was interested in borrowing comics from the school.

Student6

Student6	Parent6
Gender: Female	Gender :Female
Age: 12	Age: 46-60
English Class: C'	Educational Level: High School Graduate Occupation: Stay-at-home mother
Teacher: really fast reader, fluent and good at pronunciation	

ERAS and Pre-Interviews

Student6 scored 27/40 in ERAS' recreational reading category and 31/40 in the academic reading-related section, scoring a total raw score of 58/80.

In term her attitudes toward recreational reading, Student6 claimed feeling 'Happy' when having to read on rainy Sundays, spending her free time reading books, at the prospect of beginning a new book and to visiting bookstores, and 'Very Happy' when receiving books as gifts and reading different kinds of books, which she supported by claiming, in her interview, that she mostly enjoys reading books, reading between 1-5 hours per week and up to 3 books per month for pleasure.

Moreover, Student6 claimed feeling 'OK' when reading for fun at school during free time, reading for fun at home and reading during summer vacation, while 'Angry' if she has to read instead of playing, which is complemented by her interview response that she prefers other activities – mostly playing the guitar – to reading in her free time.

In terms of her attitudes toward academic reading, towards which she showed a preference according to her ERAS scores, Student6 claimed feeling 'Happy' when her teacher asks her questions about she has read, when reading her school books and about using a dictionary, while 'Very Happy' when she reading at school, when learning from a book, about the stories read in class and when reading aloud in class. Meanwhile, she felt lukewarm when reading worksheets, reading in class and taking a reading test.

Student6 as well as her mother, Parent6, believed that Student6 liked reading and was a good reader, as reading to her in both languages is both 'Useful' and 'Interesting' and – according to her mother – devotes herself when reading. Reading, Student6 supported, made her feel both 'Interested' and 'Excited', as she likes learning new things from it and enjoys it as a pastime, despite not particularly reading for pleasure in English and both her and her mother finding

English more difficult to read. Moreover, Student6 felt that she enjoyed learning English, because ‘‘English is an interesting language and I like learning another language’’, while reading in English, ‘‘when I understand yes, because it is more interesting to read in another language than Greek’’. Both mother and daughter, furthermore, felt that as a family they read and visited bookstores and libraries often and sometimes engage in book talk, with Student6 claiming that her father, according to her observations, read most in her family. In terms of comic reading, Student6 stated that she quite enjoyed it and frequently engaged in comic book reading (1/month), and her mother believing that reading comics in English will be beneficial for both her daughter’s reading attitudes and habits.

Discussion Groups

From the initial comic readings and discussion group sessions, Student6 was an eager and active participant, providing rather lengthy responses and using more elevated vocabulary compared to many of her fellow classmates (‘‘I like the story lines and what they say and the battle’’; ‘‘I like this comic book. It was about a legion of superheroes, it introduced the members of the Legion of Superheroes and how Superman tried to get in...I don’t know...that’s what I wanted to say’’), likely indicating her confidence as an L2 speaker and good comprehension skills.

This provision of longer, more complex and largely accurate responses carried on through the following discussion groups as well, displaying strong comprehension, oral, inference and prediction skills and willingness and spontaneity to respond and participate – possibly due to some degree of schema activation – likely due to her generally positive and apparently gradually more positive reading attitudes and confidence as both an L2 reader and speaker, as shown by such instances during later conversation groups:

‘‘Yes! I think he will quit his job, from his job and he’ll keep being in the Legion’’, and ‘‘Yeah. It was very nice and I would like to know how does it continue’’, then going on to provide one of the most extensive responses of the study, ‘‘A... Some children went with their school for a visit and they got closed in the cave and they couldn’t go outside and then Superman, Batman and all the Legion came down and saved the children...but then the professor came and actually he invented a robot that had all the Legion’s powers and the robot... emmm...emmm... Keep those heroes, the Legion...Πώς λέγεται ‘φυλακισμένοι’;’’. After receiving the translation of the word, ‘imprisoned’, she was looking for and trying to utilize from Student4 and showing her willingness to

try and grow as a learner by incorporating it into her response: ‘‘ right! Imprisoned!’’.

Another such instance, being: ‘‘ I liked the way the superheroes thought so they could beat [...] They didn’t use their powers to fight!’’, and when conversing with her classmates on the common thread among the comics read during the comic book silent readings: ‘‘ And heroes who use superpowers to helping people’’.

However, it should be noted that during the final comic reading and discussion group session, Student6 – for reasons the researcher was unable to discern – completed her reading last and did not actively participate, unlike all previous sessions.

Post-Questionnaires

According to her Post-Questionnaire, Student6 claimed to have quite enjoyed the comic reading process, rating her experience with 5/5, feeling that it had improved her reading attitudes, ‘‘because I think that right now I enjoy reading more than I was before’’, as well as her reading habits, because ‘‘ I liked very much when we were reading comics and because when I was borrowing some comics from the library, I spent more hours reading’’. Student6, moreover, claimed to have enjoyed the comic book borrowing library, rating it with a maximum of 5 points and adding that she had borrowed comics ‘‘ because I thought it would be fun and interesting reading comics and in the end I was right!’’, and that the comic library had improved both her reading attitudes and habits and that if comics were to be used more in (English) class, she would likely enjoy reading more and if a permanent comic library were to be established, she would continue borrowing from it.

Her mother, Parent6, too, felt that her daughter had enjoyed both the comic readings and borrowing library processes; while her Teacher added that Student6 was one of the three students who she felt most enjoyed the processes and her participation in the study.

Lastly, Student6 felt that she now would enjoy reading in English more and will slightly enjoy reading more overall, and that having read comics in English have made her want to read more comics in English from now on – also supported by her mother – and adding: ‘‘ I liked very much the program that we did together and I enjoyed! ‘‘.