

Exploring Teachers' Perspectives on Graphic Novels as a Pedagogical Tool in Inclusive Classrooms.

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Teachers are extensively adopting Inclusive Pedagogical styles to meet the needs of maximum learners. The present study aimed to understand teachers' perspectives towards Graphic Novels as a Pedagogical tool in Inclusive Classrooms, particularly in the Indian context, using an exploratory mixed-method approach. A non-probability purposive sampling technique was used to survey 100 teachers (50 Pre-service and 50 In-Service). Additionally, ten teachers were selected for semi-structured interviews. Frequency and Percentage analysis were used to examine quantitative data, while thematic analysis was used to interpret qualitative responses. The findings of the study display pre-service and in-service teachers' willingness to adopt Graphic Novels as a pedagogical tool in Inclusive Classrooms. Qualitative narratives suggest that graphic novels have the potential to increase learners' engagement, reduce cognitive overload, and deepen critical thinking. The findings emphasize that Graphic Novels can be considered an integral part of inclusive pedagogy rather than just a supplementary tool.

Keywords - Graphic Novels; Inclusive Classroom; Mixed Method; Pedagogical Tools; Perspectives; Teachers

1. Introduction

Inclusive Education is the mindset, a willingness to incorporate all learning needs by understanding diverse characteristics of the students. Inclusive Classrooms include all types of learners, with and without learning challenges or disabilities, who need to be respected and valued, irrespective of gender, caste, religion, or language differences (Ajani & Govender, 2026). The 'one-size-fits-all' approach to traditional teaching methods is no longer sufficient or effective in inclusive classrooms. There has been a substantial number of studies reporting on the challenges in Inclusive

classrooms that are prevalent and highlight inefficient teacher training for teaching in inclusive classrooms, building an inclusive learning environment in the classrooms, lack of awareness about selecting the appropriate method to deliver instructions that fits the needs of all the learners in one classroom, difficulty in selecting an appropriate pedagogical tool, lack of ICT resources (AlSadrani et al., 2020) and a poor understanding of selecting the type of assistive technology to be used in the inclusive classroom (Jardinez & Natividad, 2024). Adopting

educational resources that are participatory, inclusive, and available to the greatest number of students in the class is necessary. Therefore, the study aims to understand Pre-service and In-service teachers' views on adopting Graphic Novels as a pedagogical tool for teaching several concepts in an inclusive classroom.

2. Literature Review

The majority of the international-based review studies supported in understanding the existing application and implementation challenges of Graphic Novels as pedagogical tools. In the study, authors Suender & Piazza, 2021 used graphic novels with English learners in middle and secondary schools, and the application of graphic novels was motivating and engaging for learners in classrooms, especially for reluctant readers, as they were actively engaged with the text. Additionally, authors reported that the use of contemporary-based graphic novels has showcased improved scores in inferential and critical comprehension (Cepeda Guamán, 2025). Other authors presented the promising experimental improvements in reading comprehension and vocabulary acquisition after utilizing graphic novels for EFL learners (Aldahash & Altalhab, 2020), (Rawian et al., 2022). Several studies reviewed focused on qualitative research, which depicts the effects of graphic novels on reading experiences. Case studies from Malaysia, Brazil, and Spain studied student acceptance, gender representation, and Shakespearean graphic novels, and the scope of e-comics increases awareness towards inclusive education (Ismail et al., 2022) (Belda-Medina, 2024). The scoping review study by (Consorti et al., 2023) focused on studying the use of comics in higher education and medical schools, and it supported enhancement in expertise and emotional expression among students. Based on the reviews of graphic novels, Schools are adopting the use of Graphic Novels as a pedagogical tool and integrating them with the curriculum for teaching difficult topics in math, science, statistics, philosophy, etc (Adams, 2025). Several political, social, and economic issues can be easily depicted and explained through Graphic

Novels, such as in *All Quiet in Vikaspuri* (2015) by Sarnath Banerjee, where environmental problems are shown clearly and how they relate to class and power. Indian Graphic Novels based on mythology and historical events support enhancing critical thinking by highlighting social issues, sustainability, different identities, and gender roles (Abinaya & Angkayarkan Vinayakaservi, 2025). Zagkotas, 2025 states in the study that graphic novels, which follow comic formats and are stand-alone works of art, allow the reader to understand the narrative and plot in detail, it serves as an effective medium for learners who face difficulty in reading without pictures or visual support. In addition, the study (Jones, 2024) also revealed that Graphic novels can enhance students' engagement and interest in understanding the complex and abstract concepts of the curriculum. Studies also suggest including Graphic novels as a pedagogical tool in the teaching-learning process, as it enhances visual literacy and promotes equity. Such formats of educational tools, for instance, comics, have been popularly utilized in international spaces. It acts as a support to fill the gap between theoretical knowledge and practical application of learning. It is also stated that during online classes, the utilization of comics fosters understanding of the content and develops communication and empathy skills among the students (Zagkotas, 2025). As Graphic Novels combine visuals, characters, scenes, and texts that make them multimodal, Rahmah & Sukmawan, 2023 state that multimodal literacy theory is essential in inclusive classrooms for teachers to improve learning in classrooms. Whereas, Kumar, n.d. points towards challenges of adopting graphic novels, such as limited availability of multilingual graphic novels and limited training of teachers towards using Graphic Novels. Even Poyas & Elkad-Lehman, 2024 specified that low familiarity with graphic novels among teachers increased cognitive overload while reading. Considering writing skills, which is also an essential component of language skills, it has been observed that graphic novels improve students' writing mechanics and support vocabulary development (Bharadwaj et al., 2025). Graphic

Novels are considered to be a powerful teaching resource in inclusive classrooms that fulfils the principles of inclusive education. A study (DIAS et al., 2021) demonstrated that comics support learning among autistic children by providing a structured visual communication tool. It facilitates learning by addressing the diverse learning styles of the learners in an inclusive classroom. E-comics are also considered an effective tool to accommodate all learners in inclusive classrooms (Sahal & Azha, 2025). A study (Sharmin, 2023) showcased that Graphic novels support multilingual learners and ELLs in constructing their identities and self-esteem. Despite several benefits, several issues are highlighted in the studies, stating the lack of teacher training programs and awareness of the use of graphic novels in classrooms among pre-service and in-service teachers; hence, the domain of creating and adapting graphic novels must be constituted in the curriculum (Myklevold, 2023). Terrell, 2016 states that comics and graphic novels provide multiple means of action, expression, and engagement, which are the core principles of UDL.

Several gaps that have been observed include a lack of studies reviewing pre-service and in-service Indian teachers' perspectives towards using graphic novels as a pedagogical tool, exploring graphic novels within inclusive classrooms, and a lack of graphic novels impact studies focusing on their effects on reading habits. There is a need to understand how much pre-service educators are prepared, confident, and willing to adopt these tools in inclusive classrooms. On the other hand, In-service teachers (ISTs) are in the regular practice of utilizing several pedagogical tools and resources during their instructional delivery in an inclusive classroom. Individual differences exist in inclusive classrooms, and each student's needs must be catered to by the educational tools used by teachers in the classrooms. Hence, there is a great need to design, develop, and explore pedagogical tools that serve the learning, social, and developmental needs of maximum learners (Kirschner, 2015) in an inclusive environment.

Are future teachers adequately prepared for this? How do our In-service teachers actively perceive pedagogical tools in inclusive classrooms? National Education Policy 2020 highlights the importance of adopting high-quality, accessible learning resources in varied formats that can be useful to all learners. Also, Sustainable Development Goal 4 emphasizes on quality Inclusive education and the adoption of practices that eliminate any disparities and allow accessibility. Therefore, the study seeks to examine the perspectives of teachers towards adopting graphic novels for addressing diverse learning needs and supporting accessible learning in the classroom. There is a need to tap into different learning styles, and whether graphic novels act as a gateway towards accessible learning is also one of the purposes. Additionally, the study also explores the perceptions towards strategies and methods that support the integration of graphic novels into inclusive classroom practices. Researchers in the study dive into understanding the perspectives of future teachers and in-service teachers at inclusive schools on how graphic novels can be teaching resources for teaching several subjects to students with and without disabilities.

Research Objectives

The main objective of the study is:

1. To examine and explore the perspectives of teachers on the use of Graphic Novels as a Pedagogical tool in Inclusive Classrooms.

This particular objective focuses on:

- a) To examine teachers' attitudes toward the use of Graphic Novels in inclusive classrooms, with specific reference to their suitability for various types of curricular content, optimal stage of integration within lesson delivery, the pedagogical purposes they best serve, and the subject areas for which their development is most appropriate.
- b) To explore the teachers' views towards perceived graphic novels' accessible features, benefits, and types of differentiated instruction supported by graphic novels in addressing diverse learning needs within the inclusive classrooms.

c) To identify and categorize several instructional strategies that can be used for effective integration of Graphic Novels into an inclusive classroom.

d) To generate qualitative insights that can support the integration of Graphic Novels into the curriculum and instructional strategies.

2. To combine and compare the perspectives and interview insights of teachers towards Graphic Novels as a pedagogical tool in inclusive classrooms.

Research Questions

1. What are the perspectives of teachers on the use of Graphic Novels as a Pedagogical tool in Inclusive Classrooms?

a) What are the teachers' attitudes toward the use of Graphic Novels in inclusive classrooms, with specific reference to their suitability for various types of curricular content, optimal stage of integration within lesson delivery, the pedagogical purposes they best serve, and the subject areas for which their development is most appropriate?

b) What are the prevailing views of teachers related to the effectiveness of graphic novels in addressing diverse learning needs within the inclusive classrooms?

c) What are the instructional strategies that can be used for effective integration of Graphic Novels into an inclusive classroom as perceived by teachers?

d) What are the qualitative insights that can support the integration of Graphic Novels into the curriculum and instructional strategies?

Demographic Details

Table 1 describes the participants' demographic details.

Table 1: Sample Descriptions

Pre-Service Teachers		
Variable	Options	f (%)
Gender	Female	39 (78%)
	Male	11 (22%)
Age Group	Below 25 years	49 (98%)

2. How do the qualitative narratives explain the perspective analysis towards Graphic Novels as a pedagogical tool in inclusive classrooms?

Research Methodology

The study adopts a mixed-methods design, obtaining data from a descriptive survey using structured questionnaires and semi-structured interviews with Pre-service and In-service Teachers. Researchers follow a convergent (parallel) design (John W. Creswell; Vicki L. Plano Clark, 2018) according to which the data through surveys and interviews were collected and analysed separately but simultaneously.

Participants and Sampling

In the quantitative phase of the study, data were collected from 100 participants selected using a purposive sampling technique involving two distinct cohort groups of 50 Pre-service teachers who are in the final semesters of their undergraduate and postgraduate education programs, and 50 In-service teachers who are currently employed and working in inclusive school setups located in Delhi NCR. To obtain qualitative data, 10 participants were recruited using purposive sampling, ensuring a balance between two distinct cohorts: 05 Pre-service teachers and 05 In-service teachers. The sample size was determined based on the nature of the study and accessibility of the target population. For the qualitative domain, ten participants were purposively selected to obtain detailed notes from teachers and to provide in-depth information rather than just statistical representation.

Programme Pursued	B.Ed.	45 (90%)
	M.Ed.	5 (10%)
Training Experience of Teaching Children with Disabilities	Yes	34 (68%)
	No	16 (32%)
In-Service Teachers		
Variable	Options	f (%)
Gender	Female	37 (73%)
	Male	13 (27%)
Age Group	Below 25 years	17 (34%)
	41–50 years	14 (28%)
Teaching Experience	Less than 2 years	23 (46%)
	More than 10 years	12 (24%)
Level of Teaching	Multiple Levels	17 (34%)
	Higher Secondary and Elementary Level	12 (24%)

Research Tool

The data was collected using a structured questionnaire to understand Pre-service and In-service teachers' perspectives. The questionnaire was divided into 4 sections, in which Section A was targeted towards collecting the demographic details, Section B collected perspectives towards Graphic Novels as a pedagogical tool, Section C collected the views of the participants towards the effectiveness of Graphic Novels for diverse learners, and Section D supported in identifying several strategies that can be used for effective integration of Graphic Novels into Inclusive Classrooms. Subsequently, the questionnaire was designed and validated by the subject experts working in the field of rehabilitation sciences, literature, and inclusive education. Certain revisions were made after obtaining the feedback. Informed Consent was obtained from all the participants before proceeding to the administration of the questionnaire.

The qualitative study used semi-structured interviews to obtain more in-depth descriptions of participants' perspectives. The method allowed

the researcher to explore several emergent themes. An interview guide consisting of open-ended questions was carefully designed based on the literature review and the study's research objectives, focusing on teachers' perspectives towards Graphic Novels as a pedagogical tool, views of the participants towards the effectiveness of Graphic Novels for diverse learners, and several strategies for effective integration of Graphic Novels into Inclusive Classrooms. The interviews were administered one-on-one with each participant, and every interview took 902-919 minutes. Permission to record the discussion was also obtained from the participants, and the discussions were recorded using a smartphone.

Result Analysis

Participants were allowed to select more than one option to obtain multidimensional views. For this reason, Multiple response analysis was conducted. The dichotomous coding (Miller et al., 2022) method was used, in which the selected option was coded as 1 and the option that was not selected was coded as 0. Further, data were

analyzed using descriptive statistics (Frequency and Percentage Analysis) to understand the recent trends and views of participants. The primary method adopted is percentage analysis, which supports the identification of patterns towards the perception of Pre-service and In-service teachers in adopting Graphic Novels as a pedagogical tool for diverse learners in inclusive classrooms. The approach was selected to gain clarity about the present knowledge, existing thought processes of the participants, and effective strategies for the integration of graphic novels.

For data analysis of semi-structured interviews, the data were transcribed, and further thematic analysis was conducted using Braun & Clarke, 2006 six-phase process (Byrne, 2022). Qualitative insights from teachers included responses to 20 open-ended questions. The obtained data were read and reread, broken into pieces, and 'In vivo' codes were generated, in which respondents' exact words and phrases were used as codes to maintain the participants' views. Further, codes were collated into emerging categories, and then broader themes were generated. Participants described their opinions, experiences, and perspectives enthusiastically, and the exact quotes obtained from the participants are cited and labelled in detail by the researcher in the findings.

Validity, Reliability, and Trustworthiness

The informants constantly reviewed, verified, and clarified the shared information. The interview sessions were recorded by the researchers, and any kind of subjective bias was avoided.

Ethical Considerations

Informed consent was obtained from all the participants before initiating the interview. Heads

of the institutions were informed about the study objectives, procedure, and permission to conduct the interview was also obtained. The personal information and identity of all the participants remained confidential, and anonymity was maintained.

Findings

Quantitative Study

The present study adopted a mixed-method design, and a survey questionnaire collected data from 50 PSTs and 50 ISTs to answer the first main objective and its three sub-objectives.

1. What are the perspectives of teachers on the use of Graphic Novels as a Pedagogical tool in Inclusive Classrooms?

The first main objective of the study is to understand the perspectives of teachers on the use of graphic novels as a pedagogical tool. Different variables that contributed to the perspectives were systematically analyzed and are presented below:

a) What are the teachers' attitudes toward the use of Graphic Novels in inclusive classrooms, with specific reference to their suitability for various types of curricular content, optimal stage of integration within lesson delivery, the pedagogical purposes they best serve, and the subject areas for which their development is most appropriate?

As per participants' responses depicted in Table 3, the results show that both PSTs and ISTs perceive Graphic Novels as pedagogically relevant for narrative or story-based curricular content.

Table 3: Perceptions regarding the most relevant Types of Curricular Content

Curricular Content Type	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Narrative or story-based Content	36 (72%)	14 (28%)	41 (82%)	9 (18%)
Concept-Heavy Chapters	33 (66%)	17 (34%)	38 (76%)	12 (24%)
Abstract Theoretical Concepts	32 (64%)	18 (36%)	40 (80%)	10 (20%)

Linguistically Complex Content	18 (36%)	32 (64%)	12 (24%)	38 (76%)
Value and Ethics-Based Content	12 (24%)	38 (76%)	16 (32%)	34 (68%)

As shown in Table 4, many PSTs and ISTs perceive that using Graphic Novels is most feasible when introducing new topics. Most ISTs respondents also believe that the use of Graphic

Novels will be effective during remedial instruction and even during language development activities.

Table 4: Perceptions regarding the use of Graphic Novels at which stage of Lesson Delivery

Lesson Delivery Stages	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
While introducing new concepts	30 (60%)	20 (40%)	42 (84%)	8 (16%)
During Remedial Instruction	29 (50%)	25 (50%)	38 (76%)	12 (24%)
During Language Development	21 (42%)	29 (58%)	40 (80%)	10 (20%)
During Assessment and Evaluation	15 (30%)	35 (70%)	17 (34%)	33 (66%)
During Revision of Previously Taught Concepts	13 (26%)	37 (74%)	14 (28%)	36 (72%)

Table 5 depicts that respondents believe that supporting explanations through visual learning in the inclusive classrooms, increasing learner

engagement, is best served by the pedagogical purpose of using graphic novels.

Table 5: Best served Pedagogical purpose by using Graphic Novels in Inclusive Classrooms

Pedagogical Purpose of Graphic Novels	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Supports explanations through visual learning	39 (78%)	11 (22%)	42 (84%)	8 (16%)
Increases learner engagement	36 (72%)	14 (28%)	29 (58%)	21 (42%)
Simplifies complex and difficult concepts	31 (62%)	19 (38%)	41 (82%)	9 (18%)
Supports Differentiated Instruction	26 (52%)	24 (48%)	26 (52%)	24 (48%)
Encourages Independent Learning	21 (42%)	29 (58%)	27 (54%)	23 (46%)

The responses, as depicted in Table 6, suggest that Graphic Novels Development is suitable for

Language subjects. Considering the in-service teachers' responses, a substantial number of

participants also chose Science/E.V. S, Social Sciences, and Life Skills/Value Education as

suitable subjects on which Graphic Novels can be developed.

Table 6: Views on Graphic Novels Development Suitability as per subjects

Suitable for which Subjects	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Language	35 (70%)	15 (30%)	38 (76%)	12 (24%)
Social Sciences	34 (68%)	16 (32%)	38 (76%)	12 (24%)
Science and Environmental Studies (E.V.S)	33 (66%)	17 (34%)	41 (82%)	9 (18%)
Life Skills/Value Education	34 (68%)	16 (32%)	39 (78%)	11 (22%)
Mathematics	15 (30%)	35 (70%)	23 (46%)	27 (54%)

b) What are the prevailing views of teachers related to the effectiveness of graphic novels in addressing diverse learning needs within the inclusive classrooms?

The data analysis, as shown in Table 7, revealed that the majority of the PSTs suggest the integration of Visual and Verbal Cues in Graphic

Novels to make them more accessible and better meet the needs of the maximum number of learners in Inclusive Classrooms. Responses from ISTs also reveal that the adaptation of Graphic Novels to multiple learning styles and the reduction of Text Density will be effective and accessible features of Graphic Novels.

Table 7: Perceived Effective Accessible Features of Graphic Novels

Accessibility Features of Graphic Novels	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Integration of Visual and Verbal Cues	44 (88%)	6 (12%)	40 (80%)	10 (20%)
Adapting it according to multiple learning styles	32 (64%)	18 (36%)	43 (86%)	7 (14%)
Reducing Text Density	31 (62%)	19 (38%)	37 (74%)	13 (26%)
Flexible Pace of Reading	24 (48%)	26 (52%)	26 (52%)	24 (48%)
Minimizing cognitive overload	22 (44%)	28 (56%)	26 (52%)	24 (48%)

Results in Table 8 depict the perceived views of PSTs and ISTs considering the benefits of Graphic Novels for Children with Disabilities (CWDs). The majority of the respondents

perceived that Graphic Novels could enhance comprehension skills of CWDs studying in Inclusive Classrooms.

Table 8: Perceived Benefits of Graphic Novels for Children with Disabilities

Benefits for CWDs	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Enhancing Comprehension	37 (74%)	13 (26%)	38 (76%)	12 (24%)
Supporting memory retention	32 (64%)	18 (36%)	35 (70%)	15 (30%)
Reducing anxiety towards print-based tasks	31 (62%)	19 (38%)	32 (64%)	18 (36%)
Improving Reading Motivation	24 (48%)	26 (52%)	40 (80%)	10 (20%)
Encouraging Classroom Participation	22 (44%)	28 (56%)	23 (46%)	27 (54%)

Table 9 shows the Pre-service and In-service teachers' views towards the types of DI supported by Graphic Novels when used in inclusive Classrooms. Many of the In-Service teachers even

viewed Materials Adaptation and Process Differentiation as components of DI that can be effectively carried out by Graphic Novels.

Table 9: Types of Differentiated Instructions (DI) supported by Graphic Novels

Type of DI supported by Graphic Novels	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Content Differentiation	32 (64%)	18 (36%)	37 (74%)	13 (26%)
Materials Adaptations	31 (62%)	19 (38%)	40 (80%)	10 (20%)
Process Differentiation	23 (46%)	27 (54%)	36 (72%)	14 (28%)
Product Differentiation	22 (44%)	28 (56%)	25 (50%)	25 (50%)

c) What are the instructional strategies that can be used for effective integration of Graphic Novels into an inclusive classroom as perceived by teachers?

Table 10 illustrates the instructional strategy that

can be integrated with the use of Graphic Novels. Scaffolding Reading Instructions and Multisensory Teaching Approaches are perceived to be effective by most of the Pre-service and In-service teachers, respectively.

Table 10: Integration of Instructional Strategy with the Use of Graphic Novels

Instructional Strategy	Pre-Service Teachers	In-Service Teachers
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Integration	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Scaffold Reading Instructions	33 (66%)	17 (34%)	29 (58%)	21 (42%)
Multisensory Teaching Approaches	28 (56%)	22 (44%)	31 (62%)	19 (38%)
Project-Based Learning	25 (50%)	25 (50%)	25 (50%)	25 (50%)
Peer support Learning	24 (48%)	26 (52%)	25 (50%)	25 (50%)
Group Discussions	22 (44%)	28 (56%)	27 (54%)	23 (46%)

The use of Graphic Novels aligns primarily with Universal Design for Learning, which holds three main principles: Multiple Means of Representation, Multiple Means of Engagement,

and Multiple Means of Expression. Table 11 depicts Pre-service and In-service teachers' views related to the alignment of Graphic Novels with the Inclusive Education Frameworks.

Table 11: Use of Graphic Novels alignment with Inclusive Education Frameworks

Inclusive Education Frameworks	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Universal Design for Learning	41 (82%)	9 (18%)	38 (76%)	12 (24%)
Learner-centred Pedagogy	28 (56%)	22 (44%)	29 (58%)	21 (42%)
Inclusive curriculum design	24 (48%)	26 (52%)	26 (52%)	24 (48%)
Multimodal Instructions	23 (46%)	27 (54%)	29 (58%)	21 (42%)
Experiential Learning	13 (26%)	37 (74%)	23 (46%)	27 (54%)

Table 12 indicates the institutional support that is required for the implementation of Graphic Novels. Most of the pre-service teachers and In-service teachers selected all of the mentioned points, which include administrative encouragement, collaboration between general teachers and special educators, availability of quality graphic novel-based resources, curriculum

alignment, and teacher training and professional development activities. Many of the In-service teachers also selected the availability of quality graphic novel-based resources in the schools, such as curriculum-aligned textbooks, reading materials, digital presentation tools, production resources like comic creators subscriptions, printable templates, manipulatives, and digital libraries/apps, as the essential institutional support.

Table 12: Institutional Support for Implementation of Graphic Novels

Institutional Support	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)

All the mentioned points	40 (80%)	10 (20%)	43 (86%)	7 (14%)
Administrative encouragement and collaboration between general and special educators	22 (44%)	28 (56%)	24 (48%)	26 (52%)
Availability of quality graphic novel resources	20 (40%)	30 (60%)	41 (82%)	9 (18%)
Curriculum alignment and guidelines	19 (38%)	31 (62%)	24 (48%)	26 (52%)
Teacher training and professional development	19 (38%)	31 (62%)	37 (74%)	13 (26%)

Table 13 shows the respondents' views regarding the instructional difficulties that decreases with the use of Graphic Novels. According to most of the pre-service teachers, Graphic Novels will support bridging learning gaps. And as per most

of the in-service teachers' responses, Graphic Novels will support in sustaining the attention of learners during lessons and enhance comprehension of complex concepts.

Table 13: Instructional Challenges reduced by Graphic Novels

Instructional Challenges that Graphic Novels help to overcome	Pre-Service Teachers		In-Service Teachers	
	Selected f (%)	Not Selected f (%)	Selected f (%)	Not Selected f (%)
Bridging Learning Gaps	35 (70%)	15 (30%)	33 (66%)	17 (34%)
Sustaining attention during lessons	30 (60%)	20 (40%)	36 (72%)	14 (28%)
Supporting comprehension of complex concepts	24 (48%)	26 (52%)	38 (76%)	12 (24%)
Reducing dependency on teacher-led explanations	23 (46%)	27 (54%)	26 (52%)	24 (48%)
Minimizing exclusion during whole-class instructions	21 (42%)	29 (58%)	28 (56%)	22 (44%)

Findings

Qualitative Study

d) What are the qualitative insights that can support the integration of Graphic Novels into the curriculum and instructional strategies?

For the fourth sub-objective, the researcher used in-vivo codes to generate the major themes. Participants' exact phrases such as 'cater to the varied needs of learners', 'reduces cognitive overload', 'visual scaffolding', 'critical thinking

gets enhanced', 'promote empathy and social awareness', 'role play', 'flipped classrooms',

'text-to-speech software', 'workshops which are eye openers', 'time-constraints', 'teachers might not be aware about how to use it', 'avoid oversimplification', 'prevent superficial reading' generates three major themes particularly: (1) Engaging and Sustainable tool for Inclusive Classrooms, (2) Integration of Assistive Technologies and Pedagogical Practices and (3) Implementation Challenges.

The thematic analysis was done by the lead researcher, and the responses have been presented below, wherein the codes supported the identification of the following themes:

Theme 1: Engaging and Sustainable Tool for Inclusive Classrooms

Participants expressed several features of Graphic Novels that demonstrate the characteristics of Graphic Novels that highlight their potential to be an inclusive tool. IS 1 stated, 'Graphic Novels aid everybody in some or the other way, like Persepolis.' Persepolis is a graphic novel, which is a part of the Diploma Programme, IB curriculum. Many teachers highlighted the structured visual support provided by Graphic Novels that engage learners.

Participant IS 4 defined Graphic novels as 'multimodal texts integrating visuals and verbal narratives', PS 2 stated that 'those children who are very reluctant in reading, visuals help them, and graphic novels also help them to remain focused and understand the concepts in a better manner.' PS 1 stated that 'Visual cues/expressions in Graphic novels are easier to remember.' Most of the teachers also stated the benefits of Graphic Novels for children with disabilities.

IS 3 said, 'They are beneficial for learners with SLD, Autism, or ADHD as they are visual learners.' The study by (Sabbah et al., 2013) evidently stated that similar benefits of Graphic Novels exist for visual learners. IS 2 gave an instance, I taught the concept of Profit and loss using a comic strip, where I transformed the visuals into a live marketplace; slow learners

enjoyed it.' Several respondents stated that Graphic Novels reduce cognitive load.

PS 5 mentioned, '...because they reduce the cognitive load on the learners, they support visual learning in the classrooms, and along with that, they make the concepts very simplified and easy to understand, improving the retention and comprehension rate as well.' IS 5 said, 'Unlike traditional textbooks, they reduce cognitive overload by distributing information across image and text, but many teachers lack training.'

Respondents also highlighted the features of Graphic Novels that reflect the tool as part of sustainable practice. IS 2 highlighted that 'graphic novels cater to the varied needs of the learners.' IS 3 stated, 'I think graphic novels caters learners in different ways; it's just not limited to the text, but also how we're able to make those meaningful connections.' PS 4 mentions, 'I feel they are reusable. They can be used again and again in different forms.' IS 1 pointed out that, 'we keep teaching learners centric and we always try to involve the learners, even the diverse learners. So, for the same, the use of graphic novels falls in one of the PRL categories.' PRL category is the Prescribed Reading list, which is maintained under the International Baccalaureate curriculum. PS 2 added that, 'Graphic Novels need to be adapted for all disabilities, to be an inclusive teaching tool'.

Theme 2: Integration of Assistive Technologies and Pedagogical Practices

While expressing their views and perspectives on Graphic Novels, their features and benefits, pre-service teachers and In-service teachers also expressed their opinions on the integration of multiple strategies, assistive technology, along with the use of Graphic Novels to enhance their usability and effectiveness for all learners in the inclusive classroom. IS 5 states, 'A combination of debate and reflective journaling should be used.' IS 2 and IS 3 both suggested Chunking strategies. IS 2 said, 'Chunking panels, pre-teaching vocabulary, and collaborative reading circles with this will help all.' IS 3 over to this mentioned, 'One of the things I realize it's a strategy is chunking and maybe also breaking it down and

summarizing those.'

PS 2 added, 'If we use some text-to-speech software with graphic novels, then it would be very beneficial for all.' PS 4 said, 'By providing multimodal learning or the VAKT approach, it will support the different learning styles and abilities as well. So, it obviously promotes accessibility and equity as well. So, in my perspective, Graphic novels also facilitate inclusive participation.'

IS 4 clarified that, 'I prefer role-play, think-pair-share, and student-created comic strips for assessment. Differentiation can be done, include audio narration and vocabulary cues.' IS 1 even stated, 'One thing that has helped me is the flipped classroom structure and guiding cues that you can give to the learners, with any reading material.' After careful examination of all the perspectives, it can be concluded that the use of Graphic Novels in the classroom should not be considered as a standalone pedagogical practice; rather their effectiveness is highly enhanced when blended and integrated with several other strategies, teaching methodologies, and assistive technologies to optimize learning outcomes.

Theme 3: Implementation Challenges

Amongst the conversation on Graphic Novels, respondents highlighted several challenges and limitations that hinder its implementation. PS 3 mentioned, 'Developing comics is really time-consuming; teachers are already overburdened.' PS 5 stated, 'There is a lack of availability of such books, and teachers might not be aware about

how to use it.'

IS 2 highlighted the challenge, 'ensuring age-appropriate content and preventing superficial reading where students rely only on visuals and not on text.' IS 4 said, 'Comic books are not considered as curriculum books, they are not aligned with the curriculum.' She also added, 'there is requirement of resources and quality materials to create these comics.' IS 1 pointed out, 'I think sometimes an audiobook is still required.' The particular respondent also stated, 'I wouldn't say adopting new pedagogical tools was a fight for me as an educator, but, if you look at the global perspective, for teachers to really accept and accommodate that novels can be a part of literature at some point, but graphic novels were not considered a part of literature, that was always debatable. In IB, policy support also exists, but the awareness of that policy, implementing it, is still required.' Participant IS 3 said, 'Limited availability of adapted versions with simplified text for all disabilities is a huge challenge.'

Mixed Methods Integration

Q2. How do the qualitative narratives explain the perspective analysis towards Graphic Novels as a pedagogical tool in inclusive classrooms?

The perspectives obtained from interviews and quantitative results are integrated in Tables 14, 15, and 16. The integration of narratives and perceptive analysis strongly explains and demonstrates the position of graphic novels as engaging, inclusive, and pedagogically effective tools in inclusive classrooms.

Table 14: Integration of Quantitative Data and Qualitative Narratives for Variable 1 Suitable Pedagogical and Curricular Alignment

Quantitative Results	Qualitative Results	Mixed Method Integration
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72% of Pre-Service Teachers perceive Graphic Novels to be relevant for teaching story-based concepts. 80% of ISTs voted for Abstract Theoretical concepts. 60% of PSTs and 84% of In-service teachers find graphic novels more feasible while introducing concepts and during language development activities. Most of the participants, that is, 78% of pre-service teachers and 84% of in-service teachers, stated that graphic novels support explanations through visual learning. Language, Science, and Environmental Studies are preferred subjects for inclusion of Graphic Novels in the school curriculum.	During the interview, most of the participants conveyed that Graphic Novels hold strong potential for teaching abstract concepts, they are effective for enhancing comprehension skills particularly understanding and decoding meaning of dense paragraphs. All the respondents highlighted the multimodal features of Graphic novels that cater to diverse learners. In-Service teachers reflected on the benefits of using Graphic Novels while teaching English, Environmental concepts, historical concepts, cause and effect relationships in science, and math concepts.	The findings from both the survey and interviews emphasis on the use of Graphic Novels for teaching dense, abstract concepts across English, environmental studies, science, moral values, and history. Responses from the interviews helps in explaining 'why' participants selected particular responses in the survey. The results extend the study by Markulike, 2022, Wong et al., 2023 and state that Multimodal features of Visuals and verbal narratives can enhance comprehension of dense paragraphs and conceptual clarity.
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Table 15: Integration of Quantitative Data and Qualitative Narratives for Variable 2 Instructional Design and Differentiation

Quantitative Results	Qualitative Results	Mixed Method Integration
88% PSTs and 80% of ISTs perceived the integration of visual and verbal cues as effective, accessible features of Graphic Novels. 74% Pre-service teachers and 76% In-service teachers believe that Graphic Novels might enhance Comprehension. 64% Pre-service teachers suggested content differentiation in Graphic Novels, and 80% viewed Material adaptation as a necessary type of differentiation in Graphic Novels.	Most of the respondents interviewed suggested that guiding cues can be provided to learners. Differentiation in the material by including audio narration, enlarged panels, and vocabulary cues can be helpful for SLD and ASD learners in the classroom. Respondents also added that visuals embedded within storylines reinforce retention, visuals bridge linguistic gaps, enhance decoding skills, and critical thinking.	Both of the data set results demonstrate that there is a need for material adaptation. Survey results state that the integration of cues, audio support, enlarged panels, simplified text, and vocabulary scaffolds will assist learners with disabilities in the classrooms. Qualitative narratives indicate that Graphic Novels improve retention, focus, decoding skills, and critical thinking. Hence, Graphic novels, along with differentiation, can be beneficial for children with SLD, as also supported by Fenty & Brydon, 2020, Gkeka et al., 2020 in their study. Survey results evidently support qualitative narratives.

Table 16: Integration of Quantitative Data and Qualitative Narratives for Variable 3 Support and Implementation Challenges

Quantitative Results	Qualitative Results	Mixed Method Integration
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66% of Pre-Service teachers selected scaffold reading instructions that can be assisted with the use of Graphic Novels. Most of the participants believe that the adoption of graphic novels in classrooms aligns with the principles of the UDL framework. Collaboration between general and special teachers, Availability of quality resources, Curriculum alignment, and teacher training are the institutional supports opted for by most of the participants in the survey.	Most of the Pre-service and In-service teachers stated the use of scaffolding instructions, role play methods, guided reading instructions, along with the use of Graphic Novels. In-Service teachers pointed towards implementation challenges, such as a lack of quality materials, a lack of appropriate age content, misalignment with curriculum objectives, oversimplification of texts, and a lack of constant support from ALS teams.	Several challenges and recommendations are demonstrated in qualitative data that also support the statistical analysis. Both data sets convey that scaffolding is required while using graphic novels. There is a need for collaboration between general teachers and special educators, the need for quality resources, and professional development activities. During interviews, teachers highlighted extensively the lack of time, the unavailability of quality resources, and the lack of assistance in making Graphic Novels. In-service teachers suggested that there must be awareness workshops on how to create and utilize such inclusive pedagogical tools, and that graphic novels might be one of them. A slight divergence occurred as the survey results conveyed that Graphic Novels align with the principles of UDL, whereas during interviews, participants aligned it more with multimodal-based instruction and expressed that it aligns feasibly with learner-centered pedagogy.
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Discussions

The survey results demonstrated several perspectives of respondents towards using Graphic Novels. Graphic Novels are perceived to have the potential for teaching narrative and abstract-based concepts, and can be used while introducing the concept, language development activities, and during remedial instruction. Several studies (Suseno, 2020), (Cimermanová, 2014), (Savic, 2022) have focused on the potential benefits of Graphic Novels in teaching Language, Grammatical concepts, and in the development of social-emotional skills. However, the respondents also perceived that visual learning supports explanations, increases learner engagement, and simplifies complex, difficult topics, not only in Language but also in Social Sciences, Science, Environmental Studies, and Value Education subjects. The researcher (Kumar, n.d.) within the study sought recommendations on adoption strategies for Graphic Novels; accordingly, the present study provides suggestions. Several accessible features, such as verbal and visual cues, adaptation as per multiple learning styles, and reduction of text density, can make the graphic

novels adaptable for diverse learners in inclusive classrooms. Respondents convey that integration of scaffolded reading instructions, multisensory approaches, along with Graphic Novels, might support in generating maximum effective results. Several institutional supports for include collaboration between general teachers and special educators, availability of quality resources, curriculum-aligned graphic novels, and teacher training.

The interview results highlight that the multimodal visual and verbal features of Graphic Novels have the potential to engage reluctant readers and enhance their critical thinking, comprehension, and attention skills. Respondents shared favorable perceived benefits of blending scaffolding instructions, debates, role plays, and inquiry-based dialogue with graphic novels, and it can be feasible for learners with Specific Learning Disabilities, ADHD, and Autism in inclusive classrooms. The study also recommends several adaptations, such as the use of text-to-speech, enlarged panels, simplified text, vocabulary cues, etc., that are perceived to make Graphic Novels accessible for all the diverse learners in the

classroom. The study extends to the challenges of teaching using Graphic Novels (Nor Aziz & Abdul Aziz, 2023) by directing at lack of time and quality resources, rigidity towards adopting inclusive teaching resources, and ensuring age-appropriate content aligned with the curriculum. Through the discussions conducted with in-service teachers, multiple advantages were identified, regarding the integration of graphic novels in the curriculum prescribed by certain international educational boards at the senior secondary level. Several studies (Bhagoji, 2024) (Hecke, 2011; Jennings & Rule, 2014) have also highlighted the benefits of including Graphic Novels in school curricula; however, there remains a gap in implementing and examining the benefits of Graphic Novels within the Indian school curriculum, particularly for teaching not only Language but also several other subjects. Respondents expressed the utmost need for quality graphic novel-based resources in school curricula, resource rooms, libraries, collaboration between multidisciplinary team members, and training teachers about the development and utilization of interactive pedagogical tools such as Graphic Novels. The study (Vitella, 2022) also reinforces the inclusion of comics as literacy tools in public libraries to engage readers of all ages with different interests.

Conclusion

Survey results and narratives reveal that graphic novels possess significant potential for application within inclusive classrooms as pedagogical tools, given their multimodal, engaging, and accessible characteristics. The findings further highlight the necessity of equipping and training teachers towards the appropriate use of Graphic Novels and integrating them with several instructional methodologies across multiple stages of lesson delivery. It is believed that the present study makes a significant contribution to the literature focusing on inclusive education and adoption of pedagogical tools. The responses not only clearly showcase positive perspectives and willingness among teachers but also provide possible practical recommendations for implementation. The strategies can enable policymakers, curriculum designers, and graphic novel developers to create age-appropriate, interest-driven, and contextually responsive content that addresses the needs of all learners in the class. Finally, the study also underlines a significant pedagogical shift, Graphic Novels should no longer be considered as entertainment resource material; instead, they can be eloquently integrated within the formal school curriculum and can be positioned as an inclusive pedagogical tool capable of offering multidimensional educational benefits to a diverse range of learners.

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