



HAL
open science

Does full-page view when reading comics improve understanding? Studying the effect of panels' visibility and reader's expertise on reading time and understanding of two comic books excerpts

Laura K erouel, Nicolas Louveton

► To cite this version:

Laura K erouel, Nicolas Louveton. Does full-page view when reading comics improve understanding? Studying the effect of panels' visibility and reader's expertise on reading time and understanding of two comic books excerpts: Studying the effect of panels' visibility and reader's expertise on reading time and understanding of two comic books excerpts. The 33rd Annual Meeting of the Society for Text and Discourse, Jun 2023, Oslo, Norway. . hal-04120559

HAL Id: hal-04120559

<https://hal.science/hal-04120559>

Submitted on 1 Jul 2023

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destin e au d p t et   la diffusion de documents scientifiques de niveau recherche, publi s ou non,  manant des  tablissements d'enseignement et de recherche fran ais ou  trangers, des laboratoires publics ou priv s.

Does expertise and full-page view when reading comics improve understanding?

Laura KEROUEL & Nicolas LOUVETON

CeRCA, universit  de Poitiers, universit  de Tours, CNRS, France

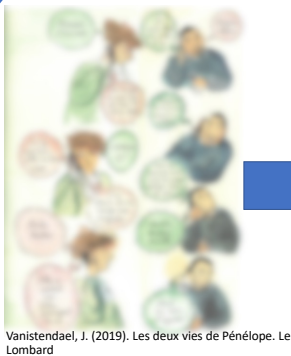
INTRODUCTION

- Cohn (2013) found that readers generally follow a Z-path while reading comics.
- Mikkonen & Lautenbacher (2019) discovered that readers use both global and local attention scales when reading comics.
- Expertise was found to modulate the ability to understand comics.
- Zhao & Mahrt (2018) demonstrated that advanced readers have shorter eye fixations while reading comics.
- The study aimed to investigate the influence of expertise and different reading scales on comprehension and reading time in comics.

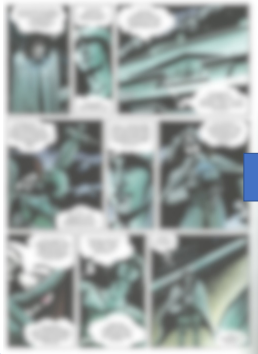
METHODE

- 2 digitalized comics excerpts
- 60 participants
- 3 reading scales:
 - One panel at a time
 - Two sequential full-page read
 - Two full-page available at once
- Measurements:
 - Visual Language Fluency Index (VLFI; Cohn, 2014)
 - Score of understanding
 - Reading time

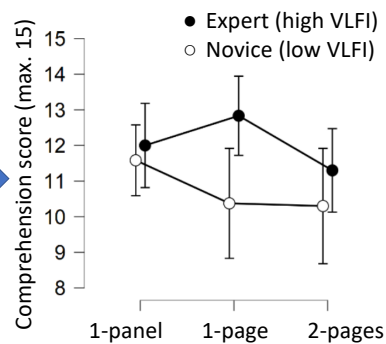
RESULTS



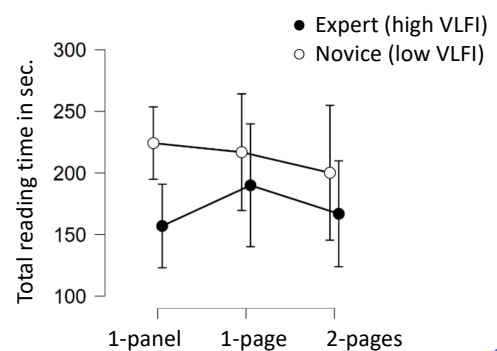
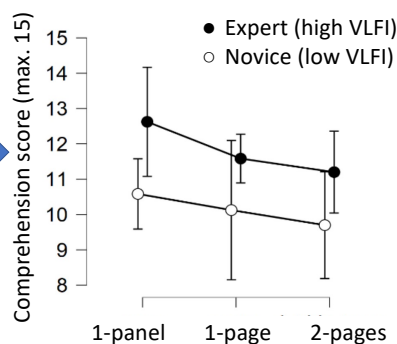
Vanistendael, J. (2019). Les deux vies de P n lope. Le Lombard



Moore, A. & Lloyd, D. (2012). V pour Vendetta. Urban Comics



- Higher level of expertise is associated with a faster reading time ($F(1,54) = 6.76$; $p < 0.05$) and a better comprehension ($F(1,54) = 13.17$; $p < 0.05$) for "V for Vendetta" and with a better comprehension for "The Two Lives of Penelope" ($F(1,54)=7.80$; $p < 0.05$).
- However, we found no effect of the three reading scales regardless of the comics book excerpt and the performance metric.



DISCUSSION

- Standardizing VLFI as a tool for assessing expertise in comics would aid researchers in quantifying expertise more easily.
- Further research is needed with a wider range of comics and improved control of aesthetic and narrative styles to draw broader conclusions on the impact of visual design on comic reading experience.
- The study's findings offer valuable insights for creators, editors, teachers, and researchers seeking to enhance the reading experience of comics.

REFERENCES

- Cohn, N. (2013). Navigating comics: an empirical and theoretical approach to strategies of reading comic page layouts. *Frontiers in psychology*, 4, 186.
- Cohn, N. (2014). The visual language fluency index: A measure of "comic reading expertise". *Visual Language Lab: Resources*.
- Mikkonen, K., & Lautenbacher, O. P. (2019). Global Attention in Reading Comics: Eye movement indications of interplay between narrative content and layout. *ImageText*, 10(2).
- Zhao, F., & Mahrt, N. (2018). Influences of comics expertise and comics types in comics reading. *International Journal of Innovation and Research in Educational Sciences*, 5(2), 218-224.