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**Teachers' and Learners' Attitudes towards the Role of
Multimodal Resources on Enhancing Students'
Vocabulary Acquisition. Case Study: Second Year
Students in the Department of English at MMUTO.**

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DEDICATION

To Our Families

Our beloved Parents

Our Sisters and Brothers

And all the Relatives, Friends and Classmates

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List of Abbreviations

CLT: Communicative Language Teaching

EFL : English foreign language

MMUTO: Mouloud Mammeri University of tizi Ouzou

QCA : Qualitative Content Analysis

SPSS: Statistical Package for Social Sciences

TL: target language

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Abstract

This dissertation aimed at investigating the impact of multimodal resources on enhancing second-year students' vocabulary acquisition at the department of English at Mouloud Maameri University of Tizi-Ouzou. Hence, it sought to explore the participants' attitudes towards using such aids in the EFL context as well as their influence in improving second-year students' vocabulary acquisition. Moreover, it aimed to figure out their implications in the instruction process. To achieve the mentioned objectives, the theory used to fulfil this research work was that of multimodality advanced by Gunter Kress (2010). This study relied on the mixed-methods approach that combines between quantitative and qualitative research. Thus, it consists of two main data collection tools, which are a questionnaire and a structured interview. The former was handed to two hundred and five (205) second-year students in the department of English. The latter was conducted with five (5) teachers specialised in listening and speaking module from the same department. Concerning the data analysis, both of the SPSS and content analysis were adopted to analyse both quantitative and qualitative data. The gathered results indicated that multimodal resources benefit both teachers and learners at the department of English at a large extent. Therefore, both of them shaped positive views about the use of these equipment in the process of teaching and learning English as a foreign language. Add to this, the implications that these multiple modes have in stimulating learners' cognitive capacities, motivation and productive skills.

Key words: multimodal resources, multimodality, vocabulary learning, the instruction process.

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General introduction

Statement of the Problem

Nowadays, the world is facing the spread of English as a worldwide language. Such a position necessitates for people to learn this language to communicate effectively in different fields. Therefore, the influence of this position is widely apparent and cannot be denied in the educational spheres, especially in countries where English is taught or learned as a foreign language. Learners who do not speak English as their mother tongue desire to be fluent and communicatively competent in various contexts including the challenge of concrete difficult situations that are mainly scheduled outside instruction as job opportunities and meetings.

At all levels, learners of any foreign language have ultimate goals to achieve. In fact, these goals consist in proficiency at the top. Moreover, being proficient in any foreign language requires a set of competences that are better qualified to be evident as they are the basis such as pronunciation, syntax and grammar rules. At great extent, these ones are still far from being sufficient without the knowledge of vocabulary. That is, a good foreign language acquisition is well dependent on the mastery of its vocabulary. It is worth mentioning that this language component is an essential key for learning a foreign language with no encountered obstacles. In this respect, Wikkins (1972:111) asserts that: *“while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”*. This denotes the current utility of vocabulary over grammar, which is used to be the norm in traditional foreign language classes.

Education of the 21st century witnesses an integration of technology and internet that stimulate an extraordinary development in terms of methods of teaching and learning theories.

These latter facilitate students' learning of the second or foreign language. Hence, multimodality is a new theory of learning which shapes this considerable evolution in instruction. This theory dominates the English classes where learners are not native speakers of English. However, it is exposed to them as a foreign language. Multimodality goes hand in hand with contemporary communication and its main concern lies typically in the combination of distinctive modes or resources to convey meaning as well as to present any information. To reach that end, varieties of materials are used including visuals (images-posters), audio (music-songs), and gestural movement (facial expressions). Furthermore, multimodal representations in the teaching-learning situation, more exactly in EFL classes, increase learners' motivation, captures their attention, and undoubtedly raises their willing to a large foreign vocabulary acquisition.

Multimodality is subject of investigation among many researchers. That is to say, many previous works have dealt with the impact of multimodality in the field of instruction. As the case in the department of English at MMUTO, Master thesis entitled **'Enhancing the EFL learners' reading comprehension through multimodal texts: Social Semiotics Analysis of getting through'**. This dissertation submitted by Djeglou Thiziri (2016) aims at investigating the influence of multimodal texts on enhancing the EFL learners' reading comprehension and teachers' attitudes towards the use of visuals during the reading sessions. Another master thesis conducted by Chalal Fatima Zohra and Chabli Aziza entitled **'The middle school English language teachers' kinesics and gender differences: A Multimodal Approach'**. This dissertation aims at showing the significance of kinesics as a semiotic resource on enhancing pupils' target language learning. However, this present study seeks to figure out teachers' and learners attitudes towards the use of multimodal resources: facial expressions,

gestures, songs, images, and videos on enhancing second-year students' vocabulary acquisition in the department of English at MMUTO.

Aims and Significance of the Study

Our research tries to investigate the participants' attitudes towards using multiple modes in the listening and speaking module as well as the extent to which the teaching and learning through multiple representations or resources improve students' learning of the foreign language vocabulary in the department of English particularly with second-year students at Mouloud Mammeri University of Tizi-Ouzou. In addition to that, our study seeks to explore the appropriate implications that multimodal resources have on instruction. The main motive for investigating this topic is driven by the significance and its originality of using extra aids that enhance second-year students' vocabulary acquisition. It is also an attempt to increase teachers' awareness on the importance of adopting these additional resources to language that make the instruction process effective and valuable.

Research Questions and Hypotheses

In order to consider multimodal resources as an important and efficient method for teaching and learning a foreign language, we address the following questions:

Q1: What are the participants' attitudes towards using multimodal resources in the teaching-learning process?

Q2: To what extent do multimodal resources influence the improvement of vocabulary of second-year students of English at MMUTO?

Q3: What are the implications of multimodal instruction in the process learning English vocabulary?

Hypotheses

To answer our research questions, we have advanced the following hypotheses:

- H1: Both teachers and learners have a positive attitude towards the use of multimodal resources in the teaching-learning process.
- H2: Multimodal resources have an influence on enhancing second-year students' vocabulary.
- H3: multimodal resources raise and motivate students' learning of the English vocabulary.

Research Tools and Methodology

This research is conducted following the mixed methods research that combines between qualitative and quantitative research. In order to carry out this research, the data gathering tools consist of a questionnaire for two hundred (205) EFL students, a structured interview for five (5) teachers of English teaching the listening and speaking module in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Concerning the data analysis, two techniques are used, descriptive statistical data analysis (SPSS) for the quantitative data and qualitative content analysis for the qualitative data (QCA).

The Structure of the Study

The structure of this dissertation adheres to the traditional complex model .It is divided into a General Introduction, four chapters, and a General Conclusion. Each chapter consists of an introduction, a body and a conclusion .The General Introduction shows the overall scope of the research and the main phases to follow as well as to fulfil this study. Then, the first chapter consists of the review of the literature about the subject under investigation and the concepts that are related to it, providing various definitions and necessarily referring to several works made by different authors on this topic for the sake of having a global and good idea of this investigation. In addition, this chapter refers to the theoretical framework that is selected to conduct this research study. The second chapter called research design and methodology consists of introducing the procedures of data collection tools and data analysis. The third chapter, presentation of the findings shows the results of the gathered data from the two research tools that are designed for both teachers and learners at the department of English of Tizi-Ouzou. The results, therefore, are displayed in diagrams .The fourth chapter called discussion of the findings, discusses the results and provides answers for the advanced research questions and hypotheses .Finally, a General Conclusion closes this research.

Review of the literature

Introduction

This chapter is a review of the literature on the use of multimodal resources in the teaching and learning process. Hence, it aims at investigating the implementation of these multimodal resources in English classes for the sake of enhancing English learners' vocabulary. The first section reviews the teaching and learning of English as a foreign language based on previous approaches and current ones advocated to accomplish the teaching-learning process meaningfully. Besides, there is a short description about multimodality in foreign languages, then its definition with reference to various types of multimodal resources as well as their importance in increasing English students' foreign language learning. The second section provides a clear definition of vocabulary, its two distinctive types and its crucial importance in a foreign language instruction. The third section deals with the theoretical framework of multimodality as a theory advanced by Gunter Kress (2010).

1/ An Overview of the evolution of the Teaching and Learning English as a Foreign Language

Teaching and learning a foreign language, regardless of some countries that make it official as their national language, refer to the teaching and learning of a particular language. That is, neither a mother tongue nor an official language of a given population, but it is rather exposed to them as an additional language for a variety of purposes such as work purposes and educational ones. Concerning this latest purpose, teaching and learning English as a foreign language is not a recent circumstance in the educational spheres. Besides many

methods and approaches stimulate this idea so far like the Oral approach, the Audio-lingual approach and Situational language teaching approach. Methodologically speaking, these approaches are grammatically based as they stress the utility of repetitive drills and imitation to better memorize the English language by the non-native learners. Accordingly, these mechanical approaches provide real obstacles that prevent the flow of an effective learning process in the EFL context.

Nevertheless, recent instruction takes new directions to enable the learner to speak and communicate using the target language fluently in different domains. Accordingly, other approaches put emphasis on the real purpose behind learning the English language, which is that of contextualization of the received input in concrete situations. Communicative language teaching (CLT) in the late 1960s encourages the fact that foreign language learning is to learn how to communicate, how to manage difficult situations outside the classroom, and more exactly how to acquire essential competences. In this sense, Littlewood (1981:1) states that: *“one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of the language”*. Furthermore, the advocates of this approach highlight the advantage of using authentic materials and real objects that reflect the learners’ real life, increase their cognitive abilities as well as their understanding. Finocchiaro and Brumfit (1983:91) declare *“Any device that helps the learners is accepted-varying according to their age, interest”*. That is to say, teachers have to use the suitable tools that fit their students from all the sides, including their level, age, and needs.

1-1-Multimodality as the New Method for Teaching and Learning English as a Foreign Language

Modern world and technological innovations provide the instruction area with a wide range of techniques and methods that are up-to-day. In fact, they are helpful in presenting a foreign language successfully to learners at different levels. That is, the frequent use of such tools in order to teach and learn a foreign language open up the classroom to the external world. Likewise, they are quite essential to cope with modernism. Consequently, multimodal teaching was established by the New London Group in 1996, who were a group of scholars working in social semiotics including Cope and Kalantzis (2000), Kress (2003), Kress and Van Leeuwen(2001). These scholars share a common belief that communication is not limited to one mode, but it is realised through various ones.

Multimodality is a social semiotic theory that is concerned mainly with contemporary communication. It is characterized by the combination of different semiotic modes or resources to convey meaning. In this sense, T.Van Leewen (2014:281) offers a very clear definition of Multimodality *“The term multimodality refers to the integrated use of semiotic resources (e.g: language, image, sound, and music) in text and communicative events”*.

As a recent approach, multimodality is extended by many authors as Gunter Kress who co-authored with Teo Van Leewen to develop classical works as Reading Images: The Grammar of Visual Design (1996). Emphasizing the combination of different modes to convey meaning and communicate a certain idea, a foreign language teaching and learning mainly the English language should be multimodal to maximize student’ understanding and performance as well as to fasten the learning process.

1-2-Multimodal resources

The term multimodal resources can be defined as the use of various modes of communication that carries further meaning; including language, images, graphs, sounds, music, and gestures...etc. In this respect, Kress (2010:1) states that: *“Each mode does a specific thing: image shows what take too long to read, and writing names what would be difficult to show. Colour is used to highlight specific aspects of the overall message.”*

That is, each mode in a given representation that displays something particular and implies several interpretations.

1-3-Types of multimodal resources

Multimodal resources are of three main components that are useful for learning a foreign language especially the English language: visual, audio, and audio-visual resources.

1-3-1-Visual resources

Visual resources can be defined as a set of concrete materials that foreign language teachers may adopt to explain and illustrate complex concepts for the non-native learners of this language. Visuals are of different kinds such as pictures, maps, drawings, graphics, and colours. These latter are related to the act of seeing which encourage learners to have an easiest reception of meaning and mainly memorization of the information. In fact, visuals imply a specific meaning. That is, they permit learners to figure out and interact with the hidden idea. For this, *‘a picture is worth thousand of words’* (English idiom) which argues the salience of visuals as a prominent component to foreign language classes. In this sense, Dike

(1993) stresses the importance of visuals in clarifying and retaining the received knowledge for a long time.

1-3-2-Auditory Resources

These types of resources refer to the tools that are quietly related to the act of hearing. In this case, English teachers may provide their learners with authentic songs or dialogues fulfilled by native speakers of that foreign language. Learners, in their parts, try to decode the words being said. These resources are helpful to organise learners' pronunciation of the second language and the different articulation of sounds and these ones promote the oral capacities of learners. Middleton (2009:143) asserts that "*audio has the potential to promote the academic creativity in engaging students through media intervention*". For this, audio means ensure learners success in various domains where the foreign language is frequently used.

1-3-3-The Audio-Visual Resources

These types of resources or tools combine the two previous ones: the visual resources and the audio ones. Audio-visual presentations include various modes at the same time such as text, music and pictures as the case of films and documentaries. These kinds of tool enlarge learners' input and motivate them to look for every single detail in the English language. Anzaku (2011) claim that the audio-visual material is an extra support that helps to convey instructional meanings and exchange information in addition to language in the classroom situation. In his part, Gopal (2010) stresses the fact that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. Thus, the prominence

of such materials on having a permanent acquisition of the English language cannot be taken for granted.

1-4- The Importance of Multimodal Resources

Multimodality as a new approach that both English teachers and learners rely on brings about a significant evolution to classes where English is taught and learned as a foreign language. These resources are better perceived as authentic materials that wake up students' interest, raise their motivation and their cognitive capacities towards learning the foreign language and culture. Focusing on that, Sankey, Birch and Gardiner (2010:853) explain that: *"significant increases in learning can be accomplished through the informed use of visual and verbal multimodal learning"*. In fact, these tools increase the English learners' awareness about the learning process; that is, they are more conscious and active receivers of the target knowledge. In this respect, Mayer (2003:307) declares *"that students learn more deeply from a combination of words and pictures than from words alone; known as the, multimedia effect"*. Furthermore, different ways of representing a message or an action enlarge learners' creativity and interpretation of meaning. These previous words are deeply illustrated by Fadel (2008:13) who agrees with Mayer's idea, when he affirms that *"students (who get) engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes"*. For this, it is worth to mention that attracting students' attention to a great performance in English as a target language lies in providing a foreign learning atmosphere that challenges the traditional forms of communication and the contemporary ones.

2/ Vocabulary

It is well known that vocabulary knowledge plays a key role in language acquisition. In fact, vocabulary is widely recognized as the words input that are acquired when learning a foreign language. In this sense, Neuman and Dwyer (2009:385) define vocabulary as “*words we must know to communicate effectively*”. In addition to that, Scrivener (1994:73) claims that: vocabulary is “*a powerful carrier of meaning*”. It means that, meaning is powerless without knowledge of vocabulary and words’ meaning, since both of them are considered as the backbone of any language. Emphasizing this idea, Dimond and Gutlohn (2006) argue that vocabulary is the ability to combine between words and their meanings. Consequently, word knowledge is a means, which increases language comprehension and makes students and learners communicatively competent.

2-1-Types of Vocabulary

Many scholars distinguished between the different kinds of vocabulary. In this sense, Jeremy Harmer (1991) has divided vocabulary into two types:

2-1-1-Receptive/Passive Vocabulary

According to Stuart Webb (2009:360) receptive or passive vocabulary is “*words that learners recognize and understand when they are used in context, but which they cannot produce*”. That is to say, receptive vocabulary refers to the words that are recognised and understood by learners of foreign languages. However, these words cannot be produced in their productions either speaking or writing.

2-1-2-Productive /Active Vocabulary

Stuart Webb (2005:33) defines this type as *“the words that learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time”*. In other words, productive vocabulary refers to the words that learners have already received and identified. In addition to that, they can use these words in their appropriate context. Hence, this type is the suitable and the useful one for English learners to better produce in their fields.

2-1-3-The Importance of Vocabulary Acquisition in the learning process of foreign Languages

According to Lewis (1993:89) *“Lexis is the core or heart of language”*. Because, vocabulary is one of the most salient components of language which plays an important role in foreign language teaching. Therefore, acquiring it opens the door for successful communication. In the sense, Schmitt (2000:55) points out *“Lexical knowledge is central to communicative competence and to the acquisition of a second language”*. It means that, the words and lexical knowledge permit to students and learners to be communicatively competent in different contexts and situations, since without knowledge of language vocabulary, there will be no communication and no comprehension. This is stated by Hunt and Beglar (2005:24) who argue that: *“the heart of language comprehension and use is the lexicon”*. This is why the first thing that the learners of foreign language do is to learn the language and acquiring its vocabulary.

3/ The Theoretical Framework

A credible scientific research is a theory-based work. That is to say, what others say about the topic under investigation. Thus, multimodality as an emerging theory is advocated by many authors who contributed to this field with distinctive works related to each of them. In this sense, Gunter Kress who is a Professor of Semiotics and Education at the Institute of Education, University of London has developed influential contributions to multimodality relying on the work of Michael Halliday. For this, it is Systemic Functional Grammar, which has promoted the multimodal research. In his book multimodality: a social semiotic approach to contemporary communication, Kress (2010:54) argues that *‘There are several, relatively distinct strands of social semiotics, which derive from the writing of Michael Halliday (1978-1984)’*.

Furthermore, Kress emphasizes the idea that the development of technology stimulates multimodality evolution and allows meaning making to take new directions that provide further interpretations, also he claims that *‘we have moved from telling the world to showing the world’*(2003:140). That is, the importance of words as the only and primary mode of communication is replaced at large extent by visuals and others. In his part, Kress (2010:182) asserts that: *“meaning is achieved through a multiplicity of modes, always in assembles of modes”*. That is, meaning making is no longer language dependent, but it integrates more modes.

Conclusion

In this chapter, we have reviewed three main elements related to our research topic. The first section gives a brief overview about teaching and learning English as a foreign language

where we have mentioned the previous approaches developed for the sake of teaching and learning this target language. Then we have defined multimodality as a new theory for teaching and learning foreign languages, its various types and implications in English classes. In the second section, we have defined vocabulary, its two main types, and the importance of acquiring it when learning the English language. Finally, the last section includes the theoretical framework of the topic under investigation.

Introduction

This methodological chapter aims at describing the research techniques and the procedures that are used in this research study for both data collection and data analysis. It contains two main sections: the first section is entitled “**procedures of data collection**”. It includes the description of the mixed method research, the qualitative and quantitative research as well as the data collection tools (questionnaire and structured interview). The second section is called “**procedures of data analysis**”. It is largely related to the methods used for the data analysis including the statistical package for social sciences and qualitative content analysis.

1/Context of the Study and Sample Population

1-1- Setting of the Investigation

In order to answer the research questions and test the advanced hypotheses related to the impact of Multimodal resources in enhancing students’ vocabulary, we have selected the department of English at Mouloud Mammeri University of Tizi Ouzou to be the setting for the investigation of this research. Bearing in mind that English in this department is presented to the learners as a foreign language. Hence, it is quite possible to find answers reliable to our research questions as well as to confirm or disconfirm one of the advanced hypotheses

1-2-Participants

For the sake of gathering data, we have chosen to work with two different groups of people who are second-year learners, and of course English teachers at the department of English to explore and examine their real perspectives about the use of multimodal resources in English classes.

1-2-1-The learners

Among all the learners at the department of English, we have selected a sample of two hundred and five students (205) as we think that they are the more suitable category to work with; in the sense that they are at the starting point of their learning courses at the university. For this, discovering the type of learning they prefer and they think is helpful to them may confirm or refute our advanced hypotheses.

1-2-2-The teachers

The second category of participants are the English teachers at the department of English. Five (5) teachers have been selected in this present study. Add to that, it is important to indicate that those teachers are teaching the listening and speaking module. The reason behind this choice is that listening and speaking is the atmosphere where the language is no longer the single communicative mode, therefore; to find out whether teachers opt for further communicative modes to convey learning messages

2/Procedures of Data Collection

2-1-The Mixed-Methods Research

The mixed-methods is a recent research approach in both natural and social sciences. It is the case of combining numbers and statistics with stories (words). In this context, Alan Bryman (2012:628) better simplifies these previous words arguing that: *“the term mixed methods research is used as a simple shorthand to stand for research that integrates quantitative and qualitative research within a single project”*. That is, combining between quantitative and

qualitative approaches offers a deep understanding of the problem than either numbers or words alone.

2-2-Qualitative and Quantitative Research

A given research topic under investigation that is strictly related to social sciences requires data of different sorts to analyse. Qualitative and Quantitative research are two distinctive methods for the interpretation of the results. The former investigates social phenomena and explores the respondents' opinions, feelings towards a particular issue. Holloway and Wheeler (2002:30) refer to qualitative research as "*a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live*". However, the latter that is the quantitative research, which stresses the importance of numerical forms; that is numbers, scores, durations or scales. Thus, this kind of research shows systematic attention to facts, and the data are obtained using methods where the respondents' opinions, feelings, thoughts and stories are ignored and cannot be judged anyway (Tavris, 1993). Hence, in the present study, we have opted for these two discussed methods to get things clear from all the sides of our research topic.

2-3-Data Collection Tools

The continuity of this study depends on the use of data collection instruments. According to Paraboo (1997:52) a research instrument is "*a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills*". Thus, the data collection tools adopted in the present work are the questionnaire and the structured interview. A questionnaire as a prominent tool is designed for second year English learners and a structured interview for English teachers. From these two instruments, various types of data can be found, that is qualitative (words-

expressions) and quantitative (statistics-numbers). Moreover, these data will be categorised and analysed using several techniques such as SPSS and qualitative Content analysis (QCA).

2-3-1-Questionnaire

A questionnaire is research tool that contains a set of questions written by a researcher to get particular answers about particular issue or problem. Brown (2001:6) argues that: *“Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among the answers”*. That is, a questionnaire is an interesting data collection tool that should be carefully written, meaningful, and understandable to the participants to gather as much data as possible. Furthermore, it can be handed to people directly (face-to-face) or distributed via internet using the same questions and items.

2-3-2-Questionnaire Addressed to English Learners

Among all the second year learners, we have selected a sample of eighty (205) students. Those participants have been informed that their answers would be anonymous, confidential and used only for academic and scientific purposes, which are that of the present study. The English learners' questionnaire is divided into three sections: the first section includes factual information that look for some personal information about the learners. The second section covers teachers' use of multimodal resources in teaching vocabulary where the learners are asked whether their teachers use multimodal resources or not, and what kind of resources do they opt for, and so on. Concerning the third section, it targets the learners' attitudes towards the use of multimodal resources in the English classes to enhance vocabulary acquisition.

2-3-3-The Structured Interview

The structured interview is one type among the three types of interview. According to Alan Bryman (2012:210) “*A structured interview, sometimes called a standardized interview, entails the administration of an interview schedule by an interviewer*”. That is, a structured interview is a kind of survey that contains a pre-prepared, ordered questions handed for respondents to answer. This research instrument targets limited participant with a limited number of questions that are either open-ended or close-ended questions. In fact, these latter allow the researcher to gather both qualitative and quantitative data.

2-3-4-Teachers’ structured interview

For the sake of gathering much more information about our research, we have opted for a structured interview for listening-speaking teachers of English at the department of English at Mouloud Mammeri University of Tizi Ouzou. Those Teachers were previously informed that this step is neither a criticism of their teaching capacities nor an assessment of their teaching materials or methods. Therefore, we have handed the same structured interview for five (5) teachers in charge of listening-speaking module. The teachers have been asked a set of questions that are in the same order and similar for all of them. The questions seek to provide answers to some personal information and attitudes towards the use of multimodal resources in English classes and its real impact in enhancing students’ vocabulary.

3/Procedures for data analysis

3-1-Statistical Package for social Sciences (SPSS)

Both of the learners' questionnaire and the teachers' structured interview contain different types of questions. Moreover, the close-ended questions provide quantitative data, and these ones are analysed primarily following the statistical and numerical analysis of data. That is, the data gathered are transformed into numbers, pie charts and tables of percentage relying on the Statistical Package of Social Sciences computer software (SPSS). Emphasizing these words, Landau, S and Everitt, B.S (2004:11) argue that (SPSS) *"is a package of programs for manipulating, analysing and presenting data"*.

3-2- Qualitative Content Analysis (QCA)

According to Holsti (1969:14, cited in Stemler Steve, 2001) qualitative content analysis is *"any technique for making inferences by objectively and systematically identifying specified characteristics of messages"*. Thus, qualitative content analysis is a research method for analysing documents and texts of various formats. Researchers use content analysis to investigate social phenomenon and collecting answers that are different from one participant to another. In this study **QCA** is used to analyse both teachers and learners words and answers and present them in form of paragraphs.

Conclusion

This chapter has tackled the different procedures of the research design. The first part deals with the context of the study and the sample population including the place of investigation and the participants. The second part consists of presenting the Mixed-method research and its two

combined approaches: Quantitative and Qualitative, moreover; we have described the data collection tools that we opted for in this research study including the questionnaire and the structured interview. Therefore, the third part is about the data collection tools used in our research: Questionnaire and structured interview. Finally, the last part deals with procedures of the data analysis for both qualitative and quantitative results.

Introduction

This chapter provides the gathered results of this research. It presents the findings of both students' questionnaire and teachers' structured interview. Therefore, the close-ended questions are shown via pie charts and bar charts. The open-ended questions of both research tools are presented by using qualitative content analysis for the interpretation of the participants' answers. The first part of this chapter presents the results of the questionnaire, and the second one presents the results of the structured interview. Each section aims at determining the influence of multimodal resources in enhancing second-year students' vocabulary acquisition and their attitudes towards using them.

1/ Presentation of the Results of the Questionnaire:

1-1- Results of Section One: Teachers Use of Multimodal Resources in Teaching Vocabulary.

Q1: Do teachers use multimodal resources (different modes) in the teaching- learning process such as gestures, facial expressions, songs, pictures and so on?

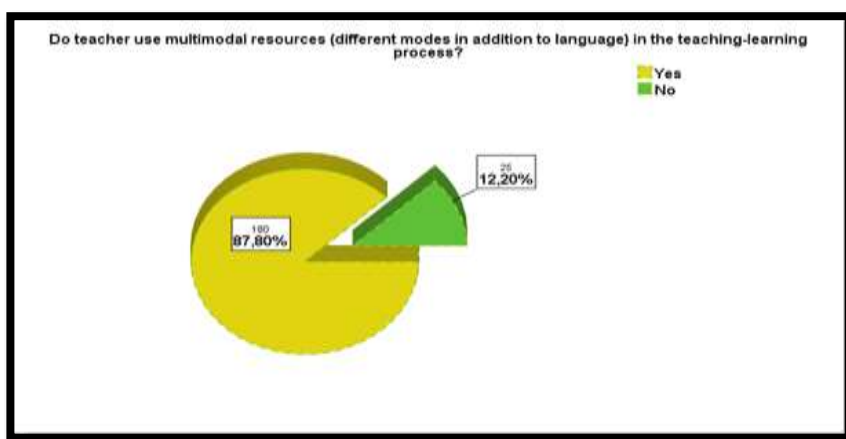


Diagram1: Teachers' Use of Multimodal Resources in the Teaching Situation.

The evidence from this pie chart shows that students' response to this question demonstrate that teachers make use of other resources in addition to language (88%) in the teaching- learning process.

Q2: If yes how often do they use them?

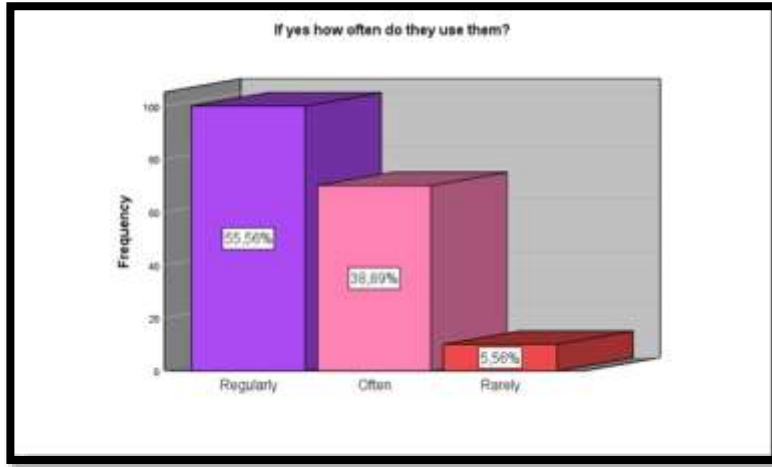


Diagram2: The frequent usage of Multimodal Resources by Teachers .

It is obvious from the data given in this diagram that teachers use multimodal resources in their lectures most of the time, since the majority which stands for (58.54%) and (39.02%) of the participants opt for regularly and often as their main answer, however (2.44%) of the participants answer rarely.

Q3:What kind of multimodal resources that teachers most often use?

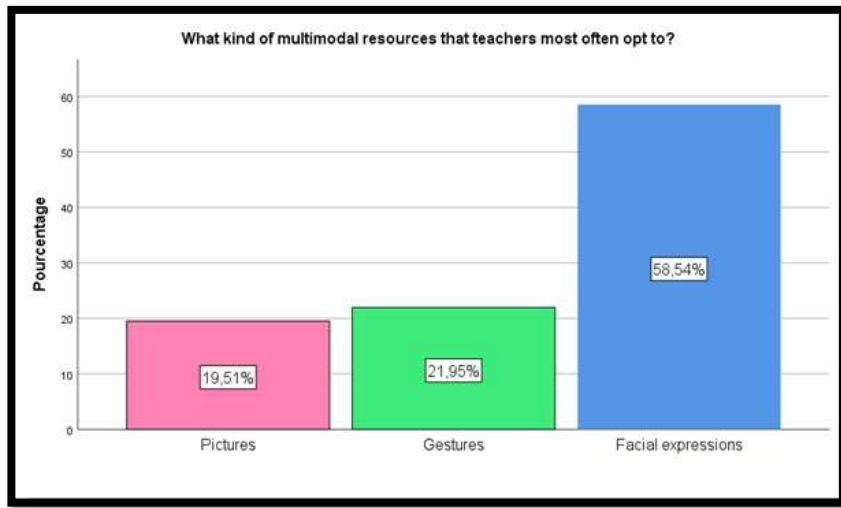


Diagram3: The Kinds of Multimodal Resources that are mostly used by the Teachers.

It is quite clear that English teachers usually use facial expressions to explain and clarify ideas. As it is shown in this diagram, (58.54%) of the learners have claimed that teachers use facial expressions, and (21.95%) opt for gestures, whereas; (19.51%) answer that their teachers often use pictures to explain new concepts.

Q4: How do your teachers of English explain new words?

- a- By translating them to your native language.□
- b- By using other means.□

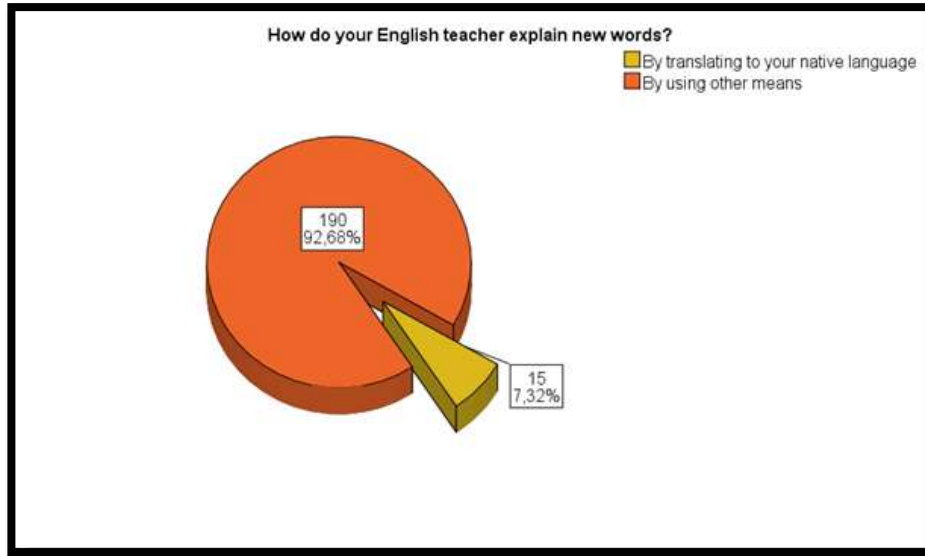


Diagram4: Teachers' Strategy of Explaining New Words.

This diagram shows that the majority of students (93%) have chosen the answer “b”. This implies that teachers explain new words by using other means rather than by translating them to the students' native language. However, a minority of students that stand for (7%) have opted for answer “a”.

Q5: In case of choosing answer ‘b’ site these means?

The majority of participants argue that their teachers have opted for other means like moving images, documentaries, songs, videos, and so on to explain new English words.

Q6-1: During the practice, teachers suggested tasks are they:

- a. Monomodal (just language) ☐
- b. Multimodal (drawings-colours-songs) ☐

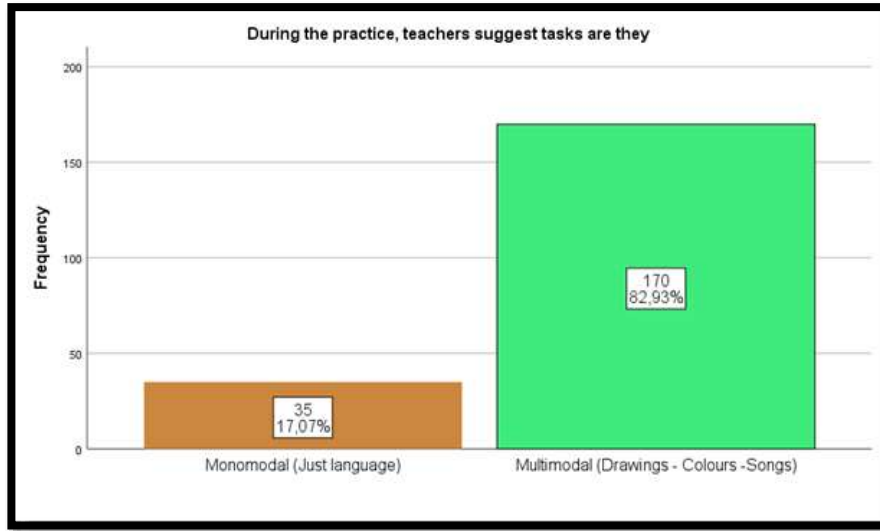


Diagram5: Teacher’s Suggested Practices.

This diagram shows that (82.93%) of second-year students have answered that during the practice sessions teachers use multimodal tasks. However, (17.07%) of them have said that their teachers use monomodal practices while teaching. Therefore, it is clear from this diagram that the majority of teachers in the department of English at MMUTO prefer to provide their learners with multimodal tasks during their practices.

Q6-2: Which type of practice do you prefer ?(Please explain)

The majority of the respondents with (89%) assert that they prefer the multimodal tasks as they help them to get the idea clearly and memorise a large number of vocabulary. Whereas, some of them with (11%) prefer the classical model of learning which is learning only by language which means learning through giving synonyms, opposites, and so on.

Q7: Do you understand more when your teacher explains new words by using different modes?

- a. Yes ☐ b. No ☐ c. Not really ☐

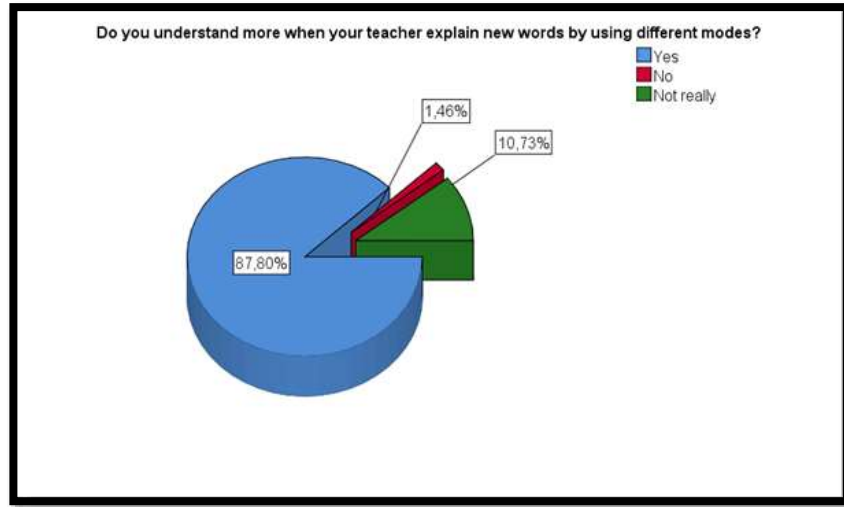


Diagram6: Student's Views about Explaining New Words by Using Different Modes

This pie chart clarifies that the outnumbered participants (88%) understand more when their teachers use different means in explaining. However, the minority of them which stands for (11%) do not really understand when their teachers use other means than language.

Q8: The multimodal resources stimulate learners' cognitive capacities and memorization of English new words easily:

- a. Strongly agree ☐ b. Agree ☐ c. Disagree ☐ d. strongly disagree ☐

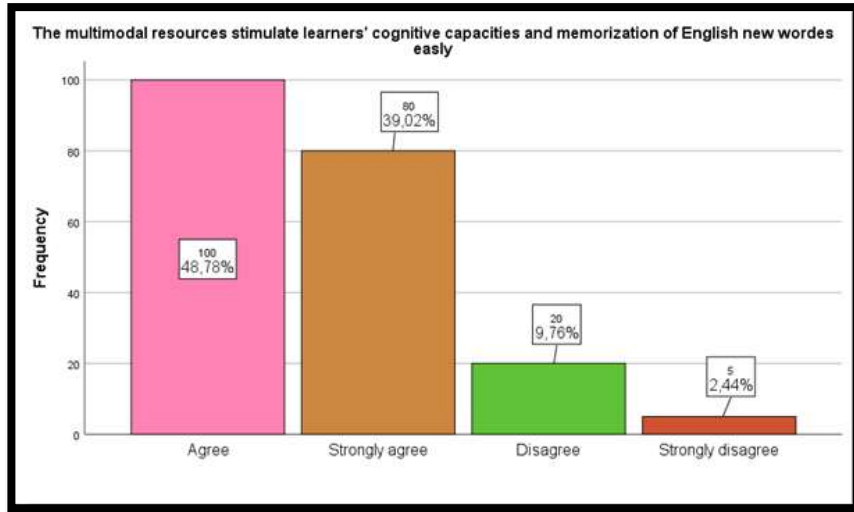


Diagram7: Learners' Attitude towards Multimodal Resources

This diagram shows the attitudes of students towards the use of multimodal resources in their second language learning, since (48.78%) of participants agree and (39.02%) others strongly agree that multimodal resources stimulate their cognitive capacities and memorization of English vocabulary. Whereas, (9.76%) of students participants disagree, and others who stand for (2.44%) strongly disagree, and do not share the same opinion with their mates.

Q9: Do you think that multimodal resources increase your vocabulary input?

a. Yes ☐

b. No ☐

c. Not really ☐

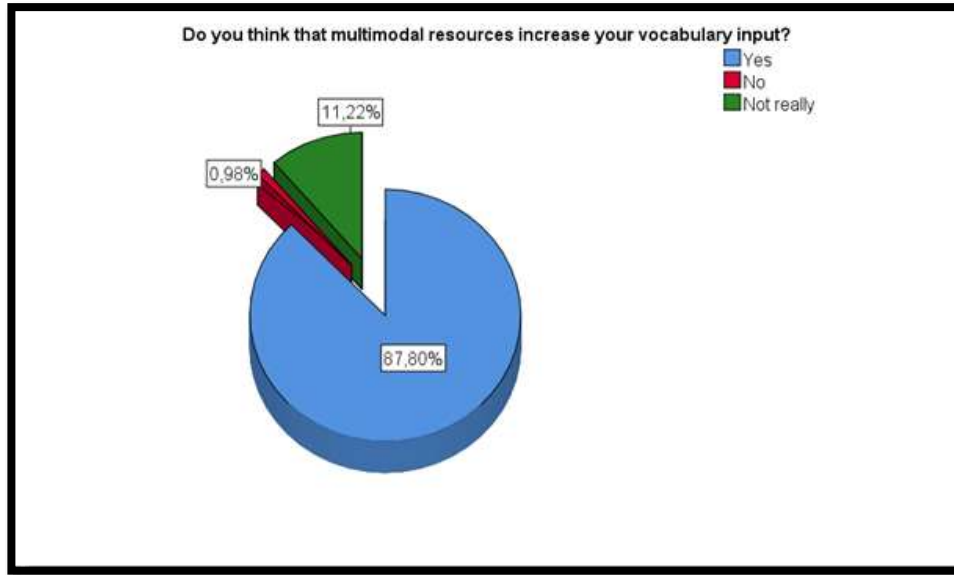


Diagram8: Learners' opinions towards the Role of Multimodal Resources in the Increase of Their Vocabulary Input.

The outnumbered participants (93%) state that multimodal resources increase their vocabulary input. concerning the minority (6%), they do not support this idea.

1-3-Results of Section Two: Learners' Attitudes towards the Use of Multimodal resources

Q1: Do you think that combining different communicative modes motivate you to learn the English vocabulary?

- a. Yes ☐ b. No ☐ c. Not really ☐

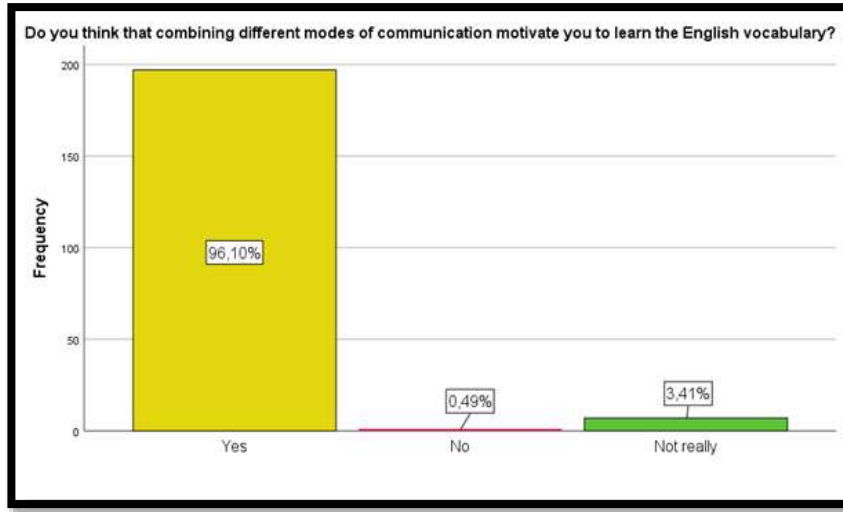


Diagram9: Communicative Modes Combination and their Role in Motivating Students to learn the English Vocabulary.

It is obvious from the diagram above that a large number of the students are motivated to learn the English language vocabulary via a combination of various modes. Therefore, it is shown within the diagram that (96%) of the participants think that the combination of multiple modes motivate them to learn the English vocabulary. However, (3%) of the participants' answers show that they are not really motivated to learn English new words with the use of these multiple modes.

Q1-2: Why?

The respondents with a positive attitude argue that combining different modes of communication is the basic key to an effective vocabulary acquisition. However, those with a negative attitude view that the combination of different modes in the lecture distract them.

Q2: What kind of multimodal resources do you prefer?

- a. Visual (pictures) ☐ b. Audio (songs) ☐ c. Audio-Visual (Videos) ☐

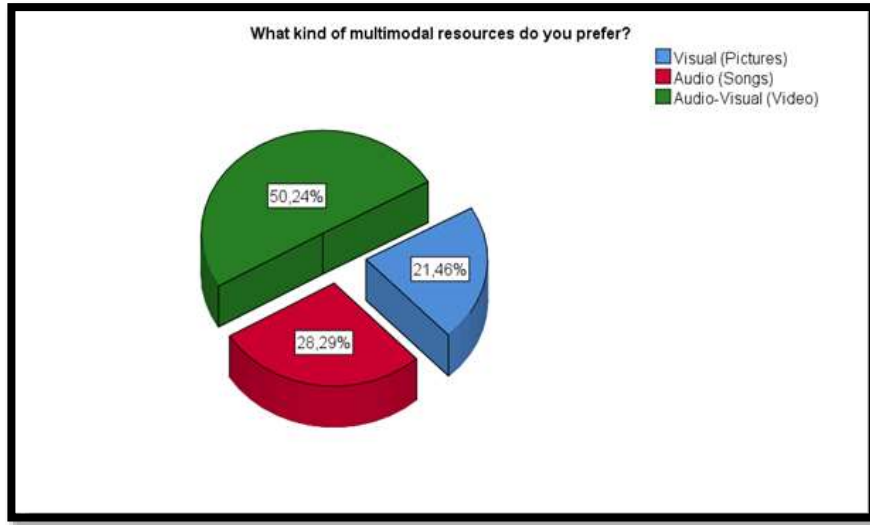


Diagram10: Types of Multimodal Resources Preferred by the Learners.

This diagram implies that the participants with (50.24%) prefer the audio-visual modes, whereas, (28.29%) of the participants prefer the audio and a minority that stands for (21.46%) prefer the visual ones.

Q3: What is your opinion towards the teachers who frequently use different modes to convey meaning? (Please explain)

The majority of participants describe the teachers who use various modes in their lectures as being intellectuals, facilitators, and good managers of their classes.

Q4: Do you feel progress in your productive skills when using multimodal resources? (Speaking and Writing) please explain

a- Yes ☐

b-No ☐

c-Not really ☐

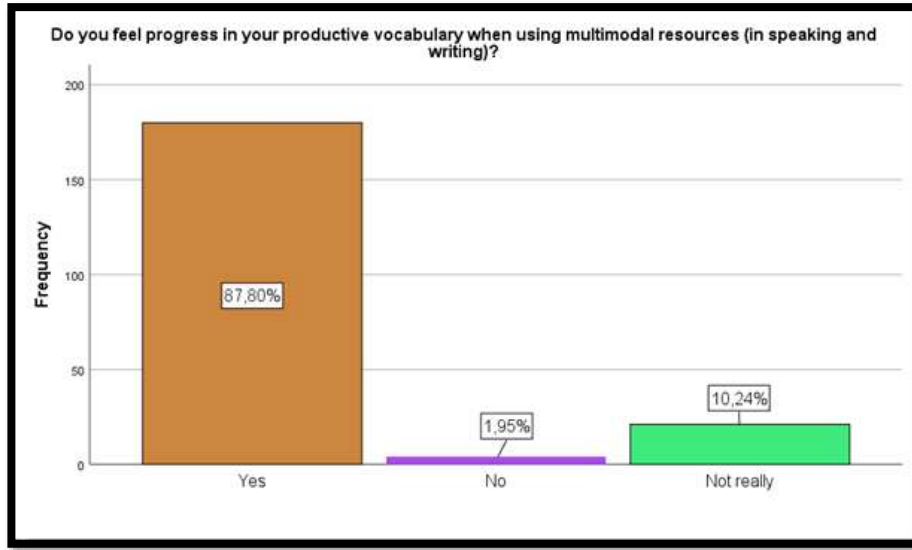


Diagram11: Participants' Progress in their Productive Vocabulary
(Speaking and writing).

More than half of the participants (88%) notice progress in their productive skills thanks to this variety of modes used by the teacher during the lecture, because they are extra aids added to language and they facilitate the learning process. However, only few participants (10%) and (2%) do not see that teachers' use of these modes so beneficial to them.

Q5: What are the obstacles that you often encounter when you express an idea?

- a- Shyness ☐ b-Lack of vocabulary ☐ c-Lack of self-confidence ☐

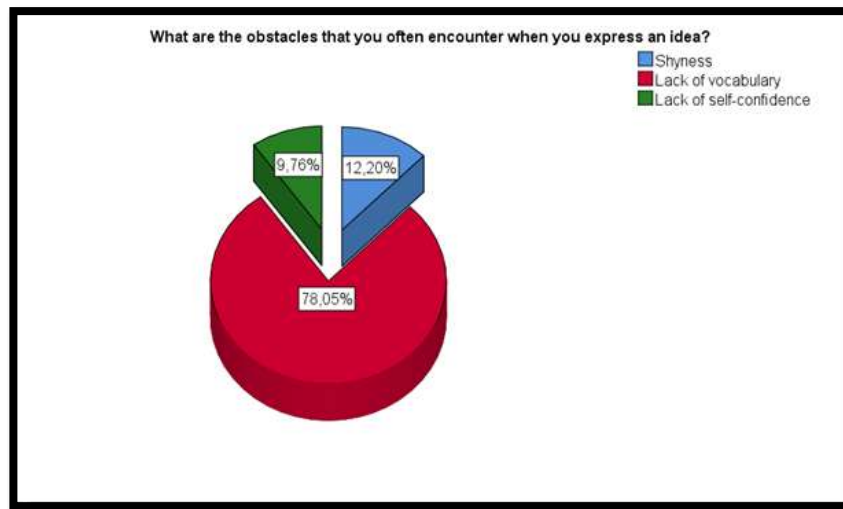


Diagram12: The Obstacles Faced by the Learners when Expressing an Idea.

It is clear from this diagram that the biggest obstacle encountered by the participants is the lack of vocabulary with (78%) when expressing their ideas, then shyness (12%), and lack of self-confidence (10%).

Q6: Do you think that multimodal resources prepare you to challenge difficult situations outside the classroom? (Please clarify)

Many participants are quite sure that multimodal resources play a great role in preparing them to face concrete situations occurring mainly outside the classroom. That is to say, these multiple modes help them in grasping the real language and the everyday language used by the native speakers. Hence, multimodal resources are used as authentic materials, which enhance students learning of English as a target language.

2/Results of the Teachers' Structured Interview:

Q1: How long have been teaching the listening and speaking module?

All teachers have said that they have been teaching listening and speaking for more than two years.

Q2: Is it the first time you teach second year students in this department?

Teachers' responses for this question are different from one to another. The first teacher has said that it is the second time he teaches second year students in the department of English at MMUTO. The second teacher has answered that he has taught second year students listening and speaking for almost three years. The third one has taught listening and speaking for three years but in different departments. Concerning the two remaining teachers it is their first experience in teaching listening and speaking in the department of English at MMUTO.

Q3: What do you think about multimodal resources?

As the previous question, this one also receives various feedbacks. Two teachers have argued that multimodal resources are very useful especially in the case of foreign language teaching and learning. For these ones instead of giving wording explanations, it is more preferable to opt for other modes that facilitate their task, and help their students to deduce the intended meaning. The third teacher asserts that multimodal resources are authentic resources. However, they do not contribute or help students to acquire appropriately the vocabulary needed. The last teachers share approximately the same view about multimodal resources as they have confirmed that this kind of resources is largely beneficial to them mainly when they are faced by difficult situations during their lectures. Consequently, the multimodal resources clarify ideas and new concepts and make them simple.

Q4: Do you make use of them, which resources do you often use and why?

Different opinions vary from one teacher to another about using multimodal resources in their lectures. Four of them state that such resources help them largely as they are authentic materials produced by native speakers such as videos (documentaries), songs, images. These

later provide learners with an excellent opportunity to learn English as a foreign language. However, one participant teacher confirms that multimodal resources have a negative impact and distract the learning flow of students.

Q5: After using these resources, do you notice any progress in your students' capacities of learning?

Teachers' answers are almost similar as they consider the multimodal resources as an important means that make their students memorize the information given inside the classroom. In such away, those teachers notice a clear progress in their students' capacities of learning and motivation .Therefore, multimodal resources facilitate teachers' task. For this, students enjoy learning and develop a great interest to acquire English in the classroom.

Q6: To what extent do these multimodal resources facilitate the teaching-learning process?

The answers obtained for this question show that the majority of teachers find that multimodal resources facilitate the teaching and learning process and they are quiet beneficial to both teachers and learners, since most of the time, instead of giving exhaustive definitions, it is preferable to draw on the board , listen to a dialogue or watch a video or documentary. Furthermore, teachers imply that multimodal resources are not time consuming and they are a helpful hint to transmit ideas easily.

Q7: Do you opt for these multimodal resources for instance: gestures, images, facial expressions while presenting new words and teaching vocabulary?

Teachers at the department of English surely use multimodal resources to say or present a new word. For them, instead of translating words or giving their synonyms it is quite interesting to display them using other means, for instance while teaching concepts related to

feelings they tend to use facial expressions or gestures. Concerning these ones, they are the most useful for teachers, as they help students to acquire new words, good understanding of the lessons and they develop a good vocabulary input.

Q8: Do you think that these resources stimulate vocabulary acquisition?

Teachers' responses to this question are very clear. For them, acquiring the vocabulary of any foreign language is not only through language. It is widely stimulated by other means that are simple to use but fast in getting the idea through. That is, explaining a new concept or word via multiple presentations motivate learners to explore more and more about the language, they are exposed to. Thus, these teachers view such resources as useful supports that help them to accomplish their task in the right way.

Conclusion

The chapter has provided the results of both students' questionnaire and teachers' structured interview that have dealt mainly with teachers' and learners' attitudes towards the use of multimodal resources in enhancing second year students' vocabulary in the department of English at MMUTO. Besides, the role that these multiple modes play in presenting new English words or vocabulary. Hence, the gathered results have been presented through various forms that cover both the quantitative and qualitative data. That is, this chapter highlights various aspects either positive or negative about this topic under investigation. Therefore, detailed explanations and interpretation of the findings are provided in the discussion chapter.

Discussion of the findings

Introduction

The present chapter aims to discuss the essential results obtained from the two research tools: the questionnaire and the structured interview. It targets the answers of the research questions addressed previously in the general introduction concerning the extent to which the use of multimodal resources influence the improvement of vocabulary of second-year students in the department of English at MMUTO. Adding to that, it shows the participants' attitudes towards using additional modes in the teaching-learning process. Furthermore, the implications that such aids have on the instruction. Actually, the discussion is made up relying on the learners and teachers' answers in the previous chapter, and of course interpreting them in relation to some aspects tackled in the review of the literature.

1/ Participants' Attitudes towards Teaching and Learning English Vocabulary with Multimodalresources

The first section deals with the participants' attitudes towards teaching and learning the English vocabulary with the use of multiple modes or resources. Hence, both teachers and learners express their obvious views concerning the multimodal resources.

1-1- Learners' Attitudes towards learning the English Vocabulary by the Use of Multiple Modes

The Analysis of second-year students' questionnaire has revealed that the majority of second year students have a positive attitude towards learning the English vocabulary via a combination of various communicative modes. In section two, see diagram(8.p:27) shows that a large number

of students have found that using multiple modes such as videos, pictures, songs, gestures, and facial expressions make them learn new concepts in an easier way that benefit both of learners and teachers.

In fact, combining various modes to learn English as a foreign language is considered as an effective strategy to enhance second-year students' productive and receptive skills at the department of English. That is, these modes assist them to acquire the right pronunciation, accent as its native speakers speak it, and essentially to explore this foreign language vocabulary. In section three from the learners' questionnaire, the gathered results from question (1.p:29) demonstrate that half of the English learners are motivated to learn new English words or vocabulary by the combination of different modes, since they bear in mind that a successful foreign language instruction is not language dependent. Nevertheless, other strategies or tools should be incorporated.

Second-year students in the department of English construct personal views in relation to their teachers. They believe that their teachers' use of such equipment suggest that they are intellectuals who cope with the modern world, facilitators, and good managers of their classes. Moreover, they view these multiple modes as authentic materials that offer a deep foreign language study from all the sides. Thus, such aids bring the beauty of the target language in the sense that, they are produced and organised by real native users. For this, the target language learning seems a simple task for the second-year students that allow them not only to manage matters in the classroom situation, but also to contextualise and concretise their learning outside schools that is real life situation. Referring to section three in the learners' questionnaire, the outnumbered students under investigation have confirmed their positive opinions concerning these aids in question (6.p:32) as they implied '*these resources enlarge our understanding about*

English as a foreign language, and they help us to challenge hard situations in our lives mainly when we are exposed to job meetings’.

1-2-Teachers’ Attitudes towards Teaching the English Vocabulary by the Use of Multiple Modes

Teachers of listening and speaking in the department of English at MMUTO opt for additional communicative modes to language that are really enjoyed by their learners. Consequently, they have noticed a clear progress in their students’ level of learning and

almost all the interviewed teachers show their positive attitudes towards using gestures, facial expressions, songs to explain new words and illustrate concepts that are difficult to decode by the students. For these teachers, second-year students conceive the correct pronunciation, accent, and mainly the vocabulary of the English language by presenting the idea or the information in different ways using multiple tools. That is, the language alone is not enough to convey all the matters that concern the target language. However, students need other means that rise up their attention and help them to speak, convey their thoughts, and surely fulfil large academic achievements. Furthermore, the teachers under investigation have viewed that implementing such aids in the classroom situation promote the students’ needs and overcome the knowledge problems about the English language. That is, the students would feel the foreign language learning at ease since they grasp information quickly with no encountered obstacles. Therefore, teaching and learning English via multiple modes increase the students’ cognitive capacities as they use all their senses: eyes, ears, also, they develop a large vocabulary input that is required in the professional areas.

Both of the English teachers and learners have positive attitudes towards using multimodal resources and they believe that they are useful aids to adopt in the classroom situation. Hence, the first advanced hypothesis is confirmed.

2/ Teaching and Learning English as a Second Language in the Department of English at MMUTO

This second section attempts to define the multimodal resources used to teach the English vocabulary for second-year students, their types and mainly the role of such resources in improving the students' vocabulary acquisition.

2-1-Multimodal Resources as a Means for Teaching the English Vocabulary for Second-Year Students in the Department of English

The gathered results obtained in the previous chapter show that multimodal resources are frequently used in teaching and learning English as a foreign language in the department of English at MMUTO. Thus, recent English classes are no longer traditional which emphasise only on the structure of the language and its grammar rules. Instead, much priority is given to Communicative Language Teaching (CLT), which focused on the use of authentic materials to improve the learners' communicative competence inside and outside the classroom situations. Harmer (2007:223) states that authentic materials are "*Language where no concessions are made to foreign speakers... it is normal, natural language used by native or competent speakers of a language*". That is, these materials are not specifically designed for teaching foreign learners. However, they are an everyday language used by the native speakers.

Increasingly, using such resources in the English classes at MMUTO helps the learners to contextualize the meaning of concepts they study and improve their linguistic skills. In this context, the majority of the second-year students (89%) assert that: *“these resources are authentic supports that allow us to grasp the intended meaning and undoubtedly develop a noticeable vocabulary input”*.

Accordingly, Presenting a foreign language via authentic materials play an important role in the teaching and learning process as they keep the learners involved in the target tasks such as in the listening tests. Regarding this, Peacock (1997:152) remarks that authentic materials *“May increase learners’ levels of on- task behaviours concentration, and involvement in the target activity more than artificial materials”*. In short, such materials promote students’ communicative skills, and raise their involvement to discover more about the target language.

2-2- Types of Multimodal Resources Used to Teach English Vocabulary for Second-Year Students

The results show that new English terms or vocabulary are widely presented to second-year students in the department of English through a variety of modes or resources that are visual resources, audio-visual resources, and auditory ones. Therefore, teachers of listening and speaking adopt these resources and assert that they are the key steps for constructing meaning and communicating ideas.

2-2-1-Visual Resources

Teachers of listening and speaking in the department of English at MMUTO opt for images and different objects to present a new term or information during their lectures. That is, teachers give explanations and justify them with various modes that help the learners to grasp ideas easily

and quickly. In this sense, Mayer (2001, cited in Dolati, 2011:6) claims that: *“If the instruction is given in the class using both words and visuals learning becomes faster»*. Teachers have argued that visual resources are as beneficial as they raise learners’ memorization of the concepts and the information presented in the classroom.

Visual resources are helpful tools in foreign language teaching and learning. Emphasising this idea,(73%) of the investigated learners assert that such aids make the learning process valuable, meaningful, and more effective and mainly they enable their teachers to be good managers of the difficulties scheduled in the classroom situation. In this sense, Mannan (2005:108) points out that visual resources “ *help the teacher to clarify, establish, correlate, and coordinate, accurate concepts, interpretations and appreciations, and enable him to make learning more concrete effective, interesting, inspirational, meaningful and vivid*”. That is to say, using just language to present information or explaining new words is not sufficient. Furthermore, other resources like pictures must be integrated. This emphasize the English idiom ‘*A picture is worth a thousand words*’. Therefore, visual resources simplify the input being received by the learners and stimulate their memories.

2-2-2-Audio-Visual Resources

These resources viewed as one of the prominent techniques used in the listening and speaking sessions including videos, documentaries, and so on. From the gathered results, both teachers and learners prefer to use audio-visual modes in the classroom. The second question in (section3, p.30) from the learners’ questionnaire clarifies that (50%) of second-year students at the department of English prefer the audio-visual modes as they are produced by real native speakers. Besides, this encourages them to acquire the language exactly as it is spoken by its speakers. Consequently, it is obvious that the integration of new equipment, while presenting new

information make the learning atmosphere enjoyable and meaningful at a large extent. Furthermore, teachers' choice to this kind of resources is not random. They assume that the learning atmosphere is as vast as it may include various communicative modes that promote learners' cognitive abilities and comprehension that make them good receivers of knowledge that is resulted from two main acts: seeing and hearing.

2-2-3-Auditory resources

The findings of the present research imply that the auditory mode in the department of English is reflected in the use of English songs or dialogues to teach and learn English as a foreign language. The Learners under investigation view such resources as an opportunity for them to acquire more words with their right pronunciation, moreover; increase their productive skills and vocabulary input. Accordingly, Middleton (2009:143) asserts that: *“audio has the potential to promote the academic creativity in engaging students through media intervention”*. (70%) of the learners state that *“when listening to English conversations or songs, we become more aware and accurate of the words' articulation, and this help us to deduce the real meaning”*. Thus, the auditory mode is an interesting technique that motivate learners to be more fluent and accurate while using English as it combines between two acts: listening (sounds) and speaking (speech).

Thus, multimodal resources are authentic supports that have a significant role in the instruction process, in the sense; they improve second-year students' vocabulary. Thus, the second advanced hypothesis is confirmed.

3/The Implications of Multimodality on Instruction

The third section deals with the various implications that multimodality has on instruction. That is, the role that multimodal resources play in stimulating learners' cognitive capacities and their impact on students' extrinsic motivation as well as the progress in students' productive skills. Therefore, the multimodal resources and the development of learners' memorization.

3-1-The Role of Multimodal Resources in Stimulating Learners' Cognitive Capacities

The findings of this research have revealed that teaching and learning English via multiple modes improve the cognitive capacities of the learners and their personal abilities. Thus, multimodal instruction is largely beneficial for both teachers and learners. As the results of the findings demonstrate, half of the teachers assert that multimodal resources have an essential print in the classroom situations, as they are useful tools in the teaching-learning process in the sense they simplify some difficult terms found in the target language.

Increasingly, second-year learners under investigation have argued that the positive impact of multimodal resources on their English learning as a foreign language could never be denied. The outnumbered participants have claimed that words and pictures together are more credible, it is a strategy that keeps their brains functioning in a frequent way. It means that, such resources allow them to develop different competences among them: the right pronunciation and vocabulary learning.

Indeed, both of the teachers and learners agree that these equipment present the real language, highlight students' comprehension and assist them to grasp new vocabulary easily. Some of the learners have claimed that: *"The English language seems clearly simple when*

listening to conversations and watching videos, so it is much easier for us to understand it and acquire its words". Therefore, integrating multiple modes to transmit information provides the foreign language learners with self-confidence, attaining a satisfactory learning and mainly a large vocabulary input.

3-2-Multimodal Resources as an Extrinsic Motivation to the English Learners

Both the teachers and learners consider multimodal resources as a motivating factor in the classroom as they bring changes to the learning situation. These changes motivate the learners to cope with this new way of learning that combines language with other communicative resources to convey the intended meaning. Second-year students in the department of English see that multimodal resources is an external force that enhance their willingness to learn, rise their sense of exploring the language deeply, and self-efficacy. That is, they usually believe that there is meaningful interpretation to each idea that cannot be deciphered via language, but with reference to other tools including: gestures, facial expressions, and so. The interviewed teachers have claimed that: *"it is more preferable to opt for other modes that facilitate our task, help our students to deduce the intended meaning, and motivate them to learn this target language"*.

3-3-Modes Combination and the Progress in Students' Productive Skills

The obtained results from the learners' questionnaire imply that the most important difficulties that the learners face in their process of learning are fluency in speaking and producing correct utterances in the target language (TL). Thus, such difficulties result mainly from obstacles, which are shyness, lack of self-confidence and lack of vocabulary. This latter, constitutes the major difficulty for learners (78%) as shown in diagram (14.p:32). Accordingly, multimodal resources stimulate learners to be active participants and allow them to possess high

productive skills in terms of writing and speaking. Emphasizing these words, one interviewed teacher of listening and speaking has argued that *‘an obvious progress is noticed in students’ productive skills thanks to these multimodal presentations’*. The learners, in their part, stressed the benefits of introducing such modes in an EFL context as they facilitate both the teaching and learning processes. In this sense, half learners claimed that: *‘when our teachers explain ideas variously, it is an opportunity for us to better write and produce in the target language, frankly speaking teachers’ use of these resources promote our understanding of the received input’*(as shown in diagram13.p:31). Hence, presenting information in different ways make the learning situation rich and enjoyable.

Thereby, this investigation highlights that multimodal resources have essential implications in the field of instruction and these ones may be implemented through a variety of methods or tools that benefit both the English teachers and learners in the EFL context. Therefore, the third hypothesis is confirmed.

3-4-Multimodal Resources and the Development of Learners’ memorization

The obtained results in the previous chapter reveal that memorization is the further step that EFL learners seek to achieve. Thus, the most important task of teachers in the department of English is to make second year students memorize as much as possible the English vocabulary. For this, they opt for the use of other tools in addition to language, which are the combination of various modes to convey meaning. In this sense, Sankey et al (2010:853) claim that: *“significant increases in learning can be accomplished through the informed use of visual and verbal multimodal learning”*. Therefore, the majority of the learners prefer multimodal tasks rather than the monomodal ones as they stimulate their memorization and clarify the received ideas. Mayer

(2003:307) supports the idea *“that students learn more deeply from the combination of words and pictures than from words alone”*.

Accordingly, learners under investigation argue that much of what they learn via language only goes in one ear and out the other. However, they recall more of what they learn when it is presented via the incorporation of various communicative modes such as videos, pictures, sounds, facial expressions, gestures and so on.

Engaging learners' senses (visual, auditory) is helpful to better memorize and retain new words compared to when they simply learn them in isolation and through saying them repeatedly. In this respect, Mehring (2005:4) suggests that: *“learning new words from a word list is much different from learning them in the context of sentence”*. That is, information are memorized when they are presented visually and auditory, similarly learners store them in their minds and of course remember them frequently.

Conclusion

In this chapter, we have discussed the main results of the findings related to the impact of multimodal resources on enhancing second-year students' vocabulary acquisition. Thus, the gathered results are analysed in three sections, the first section has dealt with the teachers and learners' attitudes towards using multiple modes while teaching the English vocabulary. The second section has highlighted the multimodal resources as a means for teaching the English vocabulary and its three types that are mainly used in the English classes at MMUTO. Concerning the third one, it has dealt mainly with the implications of multimodal instruction. That is, the role of multimodal resources in stimulating learners' cognitive capacities, and

multimodal resources as extrinsic motivation to learners that provide progress in their productive skills and development in their memorization.

General Conclusion

This present research has investigated the topic related to the impact of multimodal resources on enhancing second-year students' vocabulary acquisition in the department of English at Mouloud Mammeri University of Tizi-Ouzou. It has dealt with the recent method advocated for the teaching and learning of foreign languages, which is 'multimodality'. This investigation has emphasised the way teaching and learning English as a foreign language is fulfilled by various communicative modes, as far as teaching the English vocabulary for second-year learners is concerned. It has also referred to the implications that these resources have on instruction in the sense of stimulating learners' cognitive capacities, memorization as well as their productive skills. Therefore, the study of this topic is an essential case to mention that the teaching and learning of the target language may be achieved via different techniques that facilitate this task and encourage the foreign vocabulary acquisition.

Thus, regarding the obstacles that second-year students at the department of English encounter in expressing their personal ideas, the multimodal resources fit the learners' lacks and enhance their vocabulary input. For this, the main objective of this research is to analyse the effects that multimodal resources have on the English classrooms generally and on second year students particularly. That is, whether these resources affect the learning flow of the students, in addition to that the influence of these resources on promoting the students vocabulary acquisition.

In order to investigate and answer the advanced hypotheses, we have treated our topic by two different sections in chapter one where in the first section we have referred to multimodality, types of multimodal resources, and the implication of multimodality in the instruction field. Concerning the second section, it has mainly dealt with vocabulary, its types

and undoubtedly its relation with multimodality. All that is followed by the theoretical framework, that is; the theory that this research work is based on.

Indeed, a mixed-method research that combines qualitative and quantitative methods has been used for the sake of answering the research questions and confirming or refuting the hypotheses. Thus, two research tools have been adopted for investigating this study, a questionnaire for second-year students and a structured interview for English teachers in the department of English of Tizi-Ouzou. For the data collection analysis, we have used Statistical Package of Social Sciences computer software (SPSS) for the analysis of the quantitative data and qualitative content analysis for the qualitative ones.

The analysis of the data has shown that teaching and learning the English vocabulary through the use of multimodal resources is a relevant strategy for improving second year students' vocabulary acquisition in the department of English. Hence, the frequent use of these multiple modes assist the English students to develop their fluency in speaking by acquiring the correct English pronunciation, besides they are motivated to learn new words and concepts to construct correct utterances in their English speaking situations. Accordingly, such resources have concrete implications on second-year students. That is to say, these multiple modes stimulate learners' memorization of the received input, increase their understanding level and mainly their productive skills. Adding to that, both of the English learners and teachers have positive attitudes towards teaching and learning English in a multimodal environment where they take the instruction process simple and meaningful.

In short, this present study is about the role of multimodal resources on enhancing second-year students' vocabulary acquisition. It is worth mentioning that the gathered results confirm our advanced hypotheses and they are largely appropriate for the present case

study. However, other investigations can be undertaken in the field of multimodality and English language teaching and learning. As an illustration on that, this research can be replicated changing the setting of investigation such as secondary school, or private schools. Moreover, selecting other participants, or different methodological studies like experimental research to clarify more about learning foreign languages with the combination of multiple modes of communication would be very relevant and feasible.

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Questionnaire

We are investigating the impact of multimodal resources (pictures-gestures-facial expressions...) on enhancing second year students' vocabulary in the department of English at Mouloud Mammeri University of Tizi Ouzou. Please use a tick (✓) or write the answer that really expresses your opinions since no answer is right or wrong. We promise that your answers will be confidential and used only for educational purposes.

Section one: Teachers Use of Multimodal Resources in Teaching Vocabulary

If yes how often do they use them?

2. What kind of multimodal resources that teachers most often opt to?

3. How do your English teachers explain new words?

b. By using other means \square

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a.Monomodal (just language) □ b.Multimodal (drawings-colours-songs)

a. Yes ☐ b. No ☐ c. Not really ☐

a. Agree ☐ b. Strongly agree ☐ c. Disagree ☐ d. Strongly disagree ☐

a. Yes ☐ b. No ☐ c. Not really ☐

Multimodal resources help you to learn more effectively:

2. Do you think that combining different modes of communication motivate you to learn the English vocabulary?

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Why?.....
.....

3. What kind of multimodal resources do you prefer?

a. Visual (pictures) ☐ b. Audio (songs) ☐ c. Audio-visual (videos) ☐

4. What is your opinion towards the teachers who frequently use different modes to convey meaning (please explain)?

.....
.....

5. Do you feel progress in your productive vocabulary when using multimodal resources (in speaking and writing)?

a. Yes ☐ b. No ☐ c. Not really ☐

6. What are the obstacles that you often encounter when you express an idea?

a. Shyness ☐ b. Lack of vocabulary ☐ c. Lack of self-confidence ☐

7. Do you think that multimodal resources prepare you to challenge difficult situations outside the classroom (please clarify)

.....
.....

Appendix 2

Structured interview

Dear teachers,

This list of questions constitutes a part of our study, which aims to investigate the impact of multimodal resources on enhancing second year students' vocabulary learning at the department of English. This neither an evaluation nor a criticism on your methodologies or strategies adopted for teaching English as a foreign language. We promise your answers will be anonymous and will not be used for other purposes beyond this study. Please, feel at ease when answering these suggested questions. Thank you in advance for your collaboration.

Qu1: how long have you been teaching the listening and speaking module?

.....

Qu2: Is it the first time you teach second year students in this department?

.....

Qu3: What do you think of multimodal resources?

.....

.....

Qu4: Do you make use of them, which resources do you often use and why?

.....

.....

Qu5: After using these resources, do you notice any progress in your students' capacities of learning?

.....

.....

Qu6: To what extent do these resources facilitate the teaching-learning process?

.....

.....

Qu7: Do you opt for these multimodal resources for instance: gestures, images, facial expressions while presenting new words and teaching vocabulary?

.....

.....

Qu8: Do you think that these resources stimulate vocabulary learning?

.....

.....

Thank you.