

MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE
SCIENTIFIQUE

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MOULOUD MAMMERRI UNIVERSITY
OF TIZI-OUZOU
FACULTY OF LETTERS & LANGUAGES
DEPARTMENT OF ENGLISH



FIELD: Foreign Languages
PROGRAM: English Language
SPECIALISATION: Didactics of Foreign Languages

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master's Degree in English**

**Exploring the Integration of Multimodal Resources in Teaching English
Pronunciation for Third Year Primary School Pupils: The Case of Selected
Schools in the town Tizi-Ouzou**

Presented by:

- Lisa Khif
- Melyza Rezzik

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- prof. Souryana Yassine

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Chairwoman: Dr. Radia Kasdi, M.C.B, UMMTO
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Examiner: Dr. Fatima Zohra Chalal, M.A.B, UMMTO

Academic Year: 2024-2025

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Dedication

Rezzik Melyza

This work is the reflection of every prayer whispered for me, every hand that held mine through doubt, and every voice that reminded me to keep going.

I dedicate this work to my beloved father, MEZIANE, and my tender-hearted mother, KARIMA your love is the soil in which all my dreams were planted. Your sacrifices, though silent, echo in every word of this work.

To my brothers, SAID and ILYAS, and my sisters, SMINA and CELINE you are more than family; you are the quiet strength behind my every step, the joy in my heavy days, and the light in moments of darkness. To my dear grandparents ALDJA, BELAID, SALAH and SOULTANA your wisdom, warmth, and prayers have always been a shield around my heart.

To Lisa, my dedicated research partner this journey would not have been the same without your support, commitment, and shared perseverance. Your presence turned challenges into growth, and your strength helped carry the weight of every step.

To my precious friends thank you for believing in me when I struggled to believe in myself, and for walking beside me with patience and laughter.

This work is not just mine. It is yours. It is built from your love, shaped by your support, and completed with the hope you've given me.

Khif Lisa

To the path that shaped this work, marked by quiet effort, sleepless nights, and lessons learned along the way. Every step led to this achievement. To the little girl I once was this journey is for you

To my dear parents: Hocine and Malika, your unconditional love support and endless sacrifices have shaped the person I am today. Thank you for always being my greatest source of strength.

To my wonderful brother Nordine and my lovely sisters Katia and Sara, your kindness, humor and support have meant more than words can express. I'm forever grateful to have you by my side.

To my beloved fiancé Sofiane, thank you for your unwavering patience, encouragement and love through every step of this journey. Your presence has made even the hardest moments easier to bear.

To my dear grandmother Tassadit to whom I wish long life and to all my dear uncles and aunts

To my favorite cousins and sisters Melissa and Kenza and my best friend Lydia, thank you for the laughter, motivation and constant reminders to keep going.

To all my friends thank you for being part of my life

To my research partner Melyza, this journey would not have been the same without your partnership.

Thank you for every step we walked together

Acknowledgments

First and foremost, we would like to express our sincere and profound gratitude to our supervisor, Professor Souryana Yassine, for her exceptional support, continuous guidance, and encouragement throughout every stage of this dissertation. Her academic insight, constructive feedback, and generous availability have been vital to the success of our work. Her patience, dedication, and trust have truly inspired us, and it has been an honor and a privilege to work under her supervision.

We also wish to extend our heartfelt thanks to the esteemed members of the jury, Dr. CHALAL and Dr. KASDI, for kindly accepting to evaluate our dissertation. We are truly grateful for the time and attention they have devoted to reviewing our work, and we deeply value the insights and suggestions they will provide. Their contribution lends significant academic weight to this research.

We are equally thankful to the primary schools in Tizi-Ouzou where our fieldwork was conducted. Their collaboration and openness made it possible for us to gather valuable data in a real classroom context, and we are deeply grateful to the teachers and students who participated in our study.

This dissertation would not have been possible without the encouragement, support, and valuable input of all the individuals mentioned above, to whom we remain sincerely indebted.

ABSTRACT

This study investigates to extent to which Multimodal Resources are employed in English language classrooms at the third-year primary level in Tizi-Ouzou, Algeria. It also examines their potential effectiveness in enhancing pupils' oral skills, with a particular focus on speaking and pronunciation. This study draws upon two theoretical foundations: Howard Gardner's Theory of Multiple Intelligences (1983) and Mayer's Cognitive Theory of Multimedia learning (2001). The research examines how multimodal resources affects the pronunciation of young learners (pupils), it identifies the most effective types of multimodal tools and examines the challenges and barriers faced by teachers in implementing such approaches. To collect data for this study, a qualitative research design has been adopted, through using two data collection tools involving classroom observations and semi-structured interviews with four (4) Algerian English teachers from five selected schools KHOUDJA KHALED/ HAMOUTAIN ALI/ LES FRERES BOUZGAN/ BERKANI / MAAMAR AMAR. To analyze the data collected, the Qualitative Content Analysis has been opted. The findings have revealed that Multimodal Resources support vocabulary development, learner engagement and speaking confidence. However, their impact on pronunciation is limited and several implementation challenges persist, including infrastructural and training-related constraints.

Keywords: Multimodality/Social semiotics, Multimodal resources, *Multiple intelligences*, *multimedia learning*, Pronunciation, Young Learners.

List of abbreviations

ASD: Autism spectrum disorder

CDs: Compact discs

CTML: Cognitive Theory of Multimedia Learning

DVDs: Digital video discs

EFL: English foreign language

EYL: English young learners

MI: Multiple intelligences

QCA: Qualitative Content Analysis

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**GENERAL
INTRODUCTION**

Statement of the problem

Teaching today in the classrooms has evolved past the textbooks and lectures. Pupils have varied backgrounds and learn differently, so it is necessary to provide a range of tools to ensure they are successful. This is where multimodal resources enter the field as combinations of pictures, videos, gestures, sounds, and words to deliver a more interactive and engaging learning experience. This makes pupils better able to understand and retain lessons.

For primary school pupils, especially third-grade primary school pupils, training that incorporates multimodal strategies can make a significant impact. Children at this age are acquiring the language and finding out about the world. Traditional methods of instruction may not always align with their learning needs or preferences. By showing the learning with eyes, ears, hands-on activity, and written text, teachers can give a classroom where every child will be able to succeed.

While Multimodal Resources are widely believed to support learners' comprehension by engaging multiple sensory channels, many challenges may hinder their integration into classroom practice. Moreover, their use remains not fully explored particularly in primary school settings.

This study aims at enhancing English as a foreign language learning for third-year primary students using multimodal resources. The children at this age are ready to learn and pick up new language and ideas with ease. Multimodal resources not only allow them to understand better but also stimulate their curiosity and creativity.

While many studies have proven the benefits of multimodal instruction in regular education. However, little research exists on its impact on young language learners in primary schools. For instance Yassine and Chalal (2024) explored "The Role of Teachers' Body Language in the EFL Classroom: A Multimodal Perspective". This study examines the body language of

Algerian EFL teachers using the Social Semiotic Multimodal Approach and a kinesic framework. Similarly, Amezali and Djidda (2016) examined "English Language Teachers' Use of Visual Representation and its Effectiveness in Enhancing Pupils' Vocabulary: The Case of First Year Middle School in Tizi-Ouzou". Demonstrating English language teachers' use of visual representation in their English classes to enhance first year middle school pupils' vocabulary learning. Additionally, Naderi Hamid (2016) conducted a study titled "Multimedia Resources and their Influence on the Development of the Speaking Skill among Heterogeneous Groups: Case Study of Bridge Way World School of English in Tizi-Ouzou". It highlights the extent to which multimedia resources influence the English learners' speaking skill and the implications that those resources have on the English learners' cognitive functions.

These studies focus on older students or more advanced language classes without addressing the distinct needs and learning patterns of young children. Also, there is limited evidence to demonstrate how multimodal resources can be used to improve pronunciation and speaking skills. Although multimodal approaches are shown to enhance participation and understanding, their ability to develop oral language skills in primary school remains unexplored.

This study will be carried out in five schools that were selected in Tizi-Ouzou. Through observation of how multimodal resources are used in these schools; the research aims to learn how these resources can help young learners improve their English language skills, particularly speaking and pronunciation. The findings may help teachers plan more effective and accessible learning environments for their pupils.

Aim and significance of the study:

Our study aims to explore the impact of integrating multimodal resources on the effectiveness of English language instruction in primary education. Although multimodal approaches have been associated with increased learner engagement and improved educational

outcomes, further investigation is needed to understand their role in supporting comprehension as well as oral and written language development in young learners, particularly pronunciation and speaking.

To address this gap, this research aims to investigate the implementation of multimodal resources (visuals, audios, gestures, kinesthetic) in selected primary schools in Tizi-Ouzou in order to demonstrate not only the effectiveness of such use, but also the challenges that may restrict their integration into classroom practice. By employing a qualitative methodology, this study seeks to provide a rich, contextualized understanding of how multimodal resources contribute to the language acquisition process among young learners in five randomly selected schools in Tizi-Ouzou (KHOUDJA KHALED/ HAMOUTAIN ALI/ LES FRERES BOUZGAN/ BERKANI / MAAMAR AMAR), while also highlighting teachers' perspectives on the opportunities and limitations associated with this instructional approach.

The study is founded in Howard Gardner's Theory of Multiple Intelligences which shows the difference in cognitive strength in relation to pupils, as well as Richard Mayer's Cognitive Theory of Multimedia Learning which emphasizes the simultaneous interaction of sensory modalities for better comprehension.

The study makes an addition to literature on acquiring the pronunciation and the ability to speak among child learners using multimodal instruction which refers to the use of multiple modes or methodologies to teach a concept in which they create materials for different learning styles like visual, reading, auditory, writing, and kinesthetic. As much as Gardner's Multiple Intelligence Theory maintains that children maximize their learning with diversity in how they learn, it has also faced criticism over not being sufficiently evidence-informed enough when applied within traditional classroom contexts. Similarly, the Cognitive Theory of Multimedia

Learning is concerned with processing efficiency but does not always take into account the variations in cognitive load between young learners.

Research Questions and Hypotheses

Our study seeks to provide answers to the following questions

Q1: How do multimodal resources influence pupils' oral skills and pronunciation in English language learning and speaking?

Q2: What specific types of multimodal resources are most effective in improving young learners' oral language skills?

Q3: What barriers do teachers encounter when using multimodal resources in teaching English for third year primary school pupils.

To answer these questions, the following hypotheses are advanced

H 1: The integration of multimodal resources in English language instruction positively influences pupils' oral language development, particularly by enhancing their speaking fluency and pronunciation skills.

H 3: The implementation of multimodal resources does not significantly contribute to the improvement of pupils' speaking performance or pronunciation accuracy.

H 3: Different types of multimodal resources vary in their effectiveness for promoting oral language skills, with visual and gestural tools expected to have a greater impact than auditory or video-based materials.

H4: limited access to technology, lack of teachers' training and large class sizes are key barriers to using multimodal resources effectively in primary school classrooms

Research Design and Methodology

Our study adopts a qualitative research design to investigate the integration of multimodal resources such as videos, gestures, kinesthetic activities in English language instruction, with a specific focus on primary school learners. A key focus of this study is on how multimodal resources help develop pronunciation and speaking skills. For young learners, pronunciation is very important because it helps them communicate clearly. Multimodal tools like audio recordings, songs, and videos expose pupils to correct pronunciation and intonation. Visual aids, such as diagrams showing mouth shapes, and gestures help students understand how to produce sounds correctly. The data collection methods employed in our study consist of classroom observations and semi-structured interviews for the selected primary school teachers. Classroom observations, allowing an in-depth examination of how teachers incorporate a variety of semiotic modes such as visuals, gestures, digital tools, and auditory elements into their daily teaching practices. These observations can provide a detailed account of how multimodal resources are employed to support language development, facilitate comprehension, and sustain learner engagement. Furthermore, semi-structured interviews with participating teachers offer a deeper understanding of their pedagogical decisions, their perceptions regarding the effectiveness of multimodal strategies, and the practical challenges they encounter when implementing such approaches.

Structure of the Dissertation

Following the Traditional simple model of writing an academic research, this dissertation consists of four chapters. It begins with a General Introduction in which we introduce the topic of our investigation and we present the research's main questions, hypotheses and objectives. It is followed by the Review of the Literature which provides the theoretical background of the study. After that the Research Design provides a detailed description of the participants and the

General Introduction

context of the investigation and presents the procedures of data collection. As regards the next chapter which is called Presentation of the Findings, it describes the results sorted out from the investigation, then the discussion and interpretation of the findings will be presented in the Discussion chapter. Our work ends with a General Conclusion summarizing the findings and implications.

Chapter One:

Review of the Literature

Introduction

The role of this chapter is to situate the research theoretically and position the study within the general field of English language teaching and multimodal learning. The chapter is organized in two sections. The first section draws upon the seminal work of Gunther Kress, Theo van Leeuwen (2001, 2010), and other researchers in the fields of multimodal discourse analysis and social semiotics. It conceptualises mode as a socially and culturally constructed resource for making meaning. Furthermore, it emphasizes the significance of multimodality in educational, media, and digital environments, illustrating how various communication tools (e.g., image, sound, gesture) collaborate to facilitate learning and communication.

The second section provides the theoretical underpinning of pronunciation teaching in the context of English Young Learners EYL. It emphasizes for the role of audio-visual representations in learning clear pronunciation. Together, these sections establish the relevance of multimodal approaches to English young learners (EYL) teaching and prepare for dealing with the issue of how these ideas appear in the practice of selected schools in Tizi-Ouzou.

1) Social Semiotics and Multimodality

Social semiotics and multimodality are intrinsically connected, with the latter evolving from the theoretical foundations of the former.

Drawing on Halliday's (1978) view of language as a social semiotic system which views meaning-making as a socially and culturally situated process. Multimodality extends this perspective to include various semiotic resources such as image, sound and gesture.

1.1. Social Semiotics

Teo Van Leeuwen, (2005) defines social semiotics as “a new and distinctive approach to the practice and theory of semiotics” (p.1). This perspective marks a shift from traditional structural semiotics towards a socially grounded view of meaning-making. Social semiotics is a significant school within the broader field of semiotics, offering an approach that connects signs and communication to social practice. Drawing its inspiration from Halliday’s book *Language as Social Semiotics* (1978) which views language and other sign systems as integral to social interaction rather than isolated structure. Meaning, therefore, is not stable or universal but constantly shaped through use in particular cultural context.

It was further developed by a group of thinkers and scholars among them Gunther Kress and Teo Van Leeuwen (1990, 1996), who extended Halliday’s theory into the study of multimodal communication. Their contribution lies in showing that meaning is not created by language alone but through multiple semiotic resources such as image, sound and gesture. Social semiotics offers a framework for understanding meaning making as a social practice, investigating how humans use signs for social and cultural context.

Hodge and Kress (1988) state that “Social semiotics is primarily concerned with human semiosis as an inherently social phenomenon in its sources, functions, contexts and effects” (p. 261), this statement explains that meaning-making is never a purely individual process but always situated within the social relationships and cultural norms. It highlights that communication is both shaped by and shapes the social context in which it occurs. The reference to “sources, functions, contexts and effects” further suggests that communication is connected to where it comes from, how it is used and what impact it has

1.2. Multimodality

The theory of multimodality draws on the work of Kress and van Leeuwen (1996, 2001), who defined it as ‘the use of several semiotic modes in the design of a semiotic product or event’ (as

Review of the Literature

cited in Jewitt, 2009, p. 1). They developed a model for the analysis of how meaning is created across tools; drawing on Halliday's (1978) social semiotic theory, which argues that meaning is not only linguistic but a social and cultural practice. Theories of denotation (literal meaning) and connotation (extended meaning) by Barthes (1977) have likewise influenced the exploration of how multimodal and visual texts construct multiple meanings.

Multimodality is a significant field of study that examines how meaning arises from the convergence of various means of communication like words, images, gesture, sound, and space. Rather than simply dealing with language, this field of study shows that meaning occurs due to the way these means work within particular social, cultural, and everyday contexts. As Kress and Van Leeuwen (2001) discuss, "we have defined multimodality as the use of several semiotic modes in the design of a semiotic product or event, together with the particular way in which these modes are combined" (p. 20). That is, communication will typically employ more than one tool simultaneously, and the way those tools are arranged influences the meaning. But this then begs the question of who makes the decisions about which tools to use and how power and culture affect these choices.

Researchers such as Kress, Van Leeuwen and Jewitt have found that communication is always multimodal, meaning that it uses more than one tool at a time. For example, words work well to describe things in detail, while images can instantly represent emotions or information. For instance, Gunter Kress (2010) explains that with writing alone, the message would simply be too complex. Using three modes in the one sign writing and image and color as well has real benefits. Each mode does a specific thing: image shows what takes too long to read, and writing names what would be difficult to show. Colour is used to highlight specific aspects of the overall message. Without that division of semiotic labour, the sign would not work. Writing

names and image shows, while colour frames and highlights; each to maximum effect and benefit. (Kress 2010; p.1)

1.2.1. The Concept of Mode

Mode is a key term in Gunther Kress's and Theo van Leeuwen's work, particularly in their research on multimodality and social semiotics. Mode is "a socially shaped and culturally given resource for making meaning. Images, writing, layout, music, gestures, speech, moving images, soundtrack, and 3D objects are examples of modes" (Kress & van Leeuwen, 2010, p. 79). Simply put, a mode is a method by which people express and represent ideas, and these methods are formed through the society and culture one belongs to. Modes are not confined to written or verbal language; they even encompass pictures, sounds, color and gestures, and in addition too the layout of spaces (Kress & van Leeuwen, 2001).

Every mode does have certain strengths and weaknesses which Kress and van Leeuwen refer to as affordances. They say that "each mode has its own specific affordances, its own potentialities, and limitations for meaning-making" (Kress & van Leeuwen, 2001, p. 22). For instance, images are excellent at showing the appearance of something or how it is organized in space, but words are more effective at explaining a narrative step by step over time. Since each mode operates differently, their combination can create a more profound and richer meaning than either one individually.

Modes, according to Kress (2010), are also not natural or spontaneous but are established by the social, cultural, and historical practices of a society. A mode can only function in communication when a society has resolved how it might be used. For example, gestures may be a highly significant means of communication in some societies, while in others they may be less commonly used.

In today's world, particularly in communication and education, meaning is usually made by a combination of several modes, not only words. This practice questions the conventional emphasis on written or verbal language as the primary means of communicating ideas. Rather, it invites individuals to consider how various modes such as pictures, sounds, and gestures can be used together to build meaning in more varied and effective ways.

1.2.2. Meaning Making in Social Semiotics

Kress and van Leeuwen (2001) describe that meaning is not only constructed with words images, color, and arrangement also "speaking" too. For instance, when someone in a picture stares directly at you, it feels like they are insisting on your attention, whereas if they turn away, it looks more relaxed. Where something is located is important too what is at the top or middle is typically considered most significant. Colors mean things too: red for danger or love, depending on the context. Even small things, like borders or white space, tell us whether an information is relevant or irrelevant. Their experiments show that we "read" photographs just like we read words, using implicit rules derived from culture. A meme, a textbook diagram, or even road signs all rely on these visual "grammars" to convey effectively and quickly.

1.2.3. Multimodality in Education

In recent years, education has seen a significant change. Teachers are moving from using only spoken and written words to using more dynamic and inclusive methods. This change come from the understanding that students, especially young ones (pupils), learn and make sense of the world in many different ways. Picture, gestures, sounds, digital media, and even how things are arranged in a classroom all help learners understand and learn better. This idea is called multimodality, which means using many different ways to share information and improve learning. Jewitt (2009) distinguished between three multimodality traditions: Social Semiotic

Review of the Literature

Multimodality, Multimodal Interactional Analysis, and Multimodal Discourse Analysis. The focus of social semiotic multimodality is on the manner in which semiotic resources are used by sign makers to convey meaning in social settings. It implies that a range of modes that contribute to meaning are constantly used in representation and communication. Common semiotic principles function in and across several modes in social semiotic multimodality.

Richard E. Mayer (2001) also explains that “people learn better from words and pictures than from words alone” (P.17). This means that when teachers use both words and visuals, like images or videos, the learner understands and remembers more. Mayer also points out that “multimedia messages can be based on the delivery media (e. g, amplified speaker and computer screen), presentation mode (e. g, words and pictures), or sensory modalities (e. g, auditory and visual)” (p.19). In other words, learning can happen through different tools, methods, and senses, not just through reading or listening to words. Teachers often use nonverbal elements such as gestures and visual aids to help students understand second language content (Chalal & Yassine, 2024).

For a long time, education has focused mostly on words. As Mayer (2001) notes, “for hundreds of years, the major format for presenting instructional messages has been words, including lectures and books. In short, verbal modes learning has dominated education” (p.22). However, this traditional approach does not work for everyone. Students have different ways of learning, some others learn better by seeing pictures, others by listening, and others by doing things with hands. Multimodality helps teachers reach all these students by using a mix of words, images, sounds, and actions. In the context of language learning, one essential skill is a prominent factor that greatly benefits from the multimodal approach which is pronunciation. Teaching pronunciation is not simply through sound repeating but it is more by involving visual, auditory and even kinesthetic cues.

According to Mayer (2001) Multimodality is changing education for the better. By using words, pictures, sounds, and other tools, teachers can help their learners in ways that work best for them. Combining words and pictures is more effective than using words alone. This approach not only makes learning more engaging but also helps students understand and remember what they learn.

1.2.4. Howard Gardner's Multiple Intelligences

The shift toward multimodal teaching practices closely aligns with Howard Gardner's theory of Multiple Intelligences (MI) which stresses the variety of learners and the relevance of addressing various types of cognitive strengths in the classroom. In his book *Frames of The Mind: The Theory of Multiple Intelligences* published in 1983, the American psychologist Gardner asserts that individuals have eight different intelligence areas (and added one more area in the later years). He argued that the intelligence is not a single fixed ability but a collection of distinct modalities, which he named as

a- Verbal-Linguistic Intelligence

which describes the ability to use words effectively to convey meaning and awareness to both written and spoken language. It underpins skills such as reading, writing, speaking and listening. As defined by Armstrong (2009)

The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language (p.6).

This highlights the complex natures of verbal intelligence, as noted by Armstrong that this intelligence involves not only the use of language for communication but also an understanding of its structure. In English language teaching, nurturing and acknowledging this intelligence allows teachers to design tasks that strengthen learners' linguistic awareness and expressive ability.

b- Musical-Rhythmic Intelligence

Explained by Gardner as the capacity to recognise rhythm, tone and sound patterns, which makes it linked to pronunciation and listening comprehension. Building on this, Moreno (2009) suggests that Musical intelligence contributes in supporting the development of the linguistic rhythm, accurate pronunciation as well as phonological awareness in language learning. In a six-month study, Moreno et al. (2009) examined the effect of musical and painting training on children. The study revealed that children who received the musical training showed greater sensitivity to pitch variation in language than those who took painting lessons. Therefore, it indicates that musical experience enhances auditory discrimination and supports the development of linguistic abilities

c- Visual-Spatial Intelligence

This intelligence is concerned with the ability to not only visualise but also to interpret spatial relationships. In multimodal language classrooms, this form of intelligence is engaged through visual materials, gestures and diagrams. Armstrong (2009) defined it as

“The ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor)” (p. 7). This intelligence encompasses the sensitivity to color, shape and space... and the relationships between these elements.

d- Logical-Mathematical Intelligence

This intelligence was also identified by Gardner (1983) involves solving problems by applying logic and recognising patterns. According to Shearer (2004), “Logical–mathematical intelligence enables individuals to use reasoning, recognise patterns, and logically analyse problems.” (p. 5). This highlights that Logical-mathematical intelligence is grounded in the capacity for abstract thinking and systematic reasoning; meaning, individuals with a strong inclination toward this intelligence tend to solve problems methodically by identifying relationships and underlying structure. In the case of language learning, it relates to the ability to identify grammatical rules, sentence structures and linguistic patterns.

e- Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence, refers to the use of body in order to express ideas and perform tasks. As Armstrong (2009) explains

“Expertise in using one’s whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one’s hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon). This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities.” (p. 7).

In language education, this intelligence is fostered through role-play and physical engagement as well as interactive games. These methods help learners embody meaning and enhance comprehension through

f- Interpersonal Intelligence

This is the ability to understand and interact with others effectively. It encourages peer learning, authentic dialogue and cooperation, which makes it crucial mainly in communicative language teaching. It also involves the ability to recognise and interpret the emotions, intentions, motivations and moods of other people.

g- Intrapersonal Intelligence

On the other hand, intrapersonal intelligence is the ability of learners in assessing their progress which focuses more on self-awareness and reflection. According to Gardner (1983) it's Self-knowledge and the ability to act adaptively on the basis of that knowledge. It involves having an awareness of inner moods, intentions, motivations, temperaments; and the capacity for self-discipline, self-understanding, and self-esteem.

h- Naturalistic Intelligence

This intelligence is also recognised by Gardner (1983) as the capacity to identify patterns and elements in natural world. It's the capacity to identify and categorise different species within individual's environment. In the case of language learning this intelligence can be connected to the ability to observe and differentiate between linguistic elements such as words and sounds.

i- Existential Intelligence

which is the last intelligence Gardner introduced (1999), it involves sensitivity to deep questions about human existence. Fostering critical thinking in language education, this intelligence is addressed through discussions, stories and projects. In a case study reported by Campbell (1999), a teacher from Lincoln High School noted that MI had made teachers more open and accepting of all students, which their growing minority population requires.

Gardner (1983) defines intelligences as the capacity that includes problem-solving, culturally relevant contributions to one's community and the pursuit of further personal or intellectual growth. Each intelligence area reflects the different ways pupils (learners in general) assimilate knowledge, solve problems and show understanding.

In Algerian classrooms, where the traditional methods dominate adopting (MI) theory enables teachers to implement more inclusive teaching practices that respond to each learner's individual learning styles. According to John Moen, a multimedia teacher at skyview junior High School as cited in *Multiple Intelligences and Student Achievement: Success Stories from Six Schools* (Campbell & Campbell, 1999, p. 5), "for both teachers and students MI creates a positive school culture of respect and belief". That is to say, the integration of MI does not only benefits educators but also learners especially in language learning; where musical, bodily and visual intelligences can significantly enhance the teaching of complex skills like pronunciation. For instance, the musical-rhythmic intelligence may support the acquisition of sounds, intonation and rhythm, while visual and kinesthetic intelligences can aid in articulatory awareness. According to Armstrong (2009), "the theory of multiple intelligences is an especially good model for looking at teaching strengths as well as for examining areas needing improvement" (p.21). In his book *Multiple Intelligences in Classroom* (2009) Armstrong highlights the dual function of Gardner's MI theory in education, therefore, it does not only support the identification of learner's strengths but also encourages teachers to reflect their own teaching practices.

1.2.5 Mayer's Theory of Multimedia Learning

In exploring how multimodal resources enhance pronunciation learning. Mayer's Cognitive Theory of Multimedia Learning (2001, 2009) offers a valuable framework for understanding how learners process information presented through different modes. In his book the Cambridge

Handbook of Multimedia Learning (2005), Mayer defines first the term Multimedia as one that conjures up a variety of meanings, that is, multimedia can be interpreted in many different ways depending on the context. Mayer (2005) states, “I define multimedia as presenting both words and pictures”. (p. 2). In other words, multimedia is presented in words or verbal forms such as using printed texts or spoken texts and also by pictures which is presented by the pictorial form such as diagrams, illustrations, graphs and photos. Second, Mayer (2005) defined Multimedia Learning as the presentation of the words and pictures in relation to learner’s understanding of knowledge, stating, “multimedia learning occurs when people build mental representations from words and pictures”. (p. 2). Namely, the combination of visual and verbal information to facilitate deeper understanding.

According to Mayer (2001), people learn more deeply from words and pictures rather using words alone. This perspective forms the basis of the Cognitive Theory of Multimedia Learning (CTML) which is based on three cognitive science principals of learning: the dual channel assumption, the limited capacity assumption and the active processing assumption.

A- The Dual-Chanel Assumption

According to Mayer (2005), humans possess two separate channels for processing information, the auditory-verbal channel and the visual-pictorial channel which he referred to as the presentation-mode approach. From his perspective, this approach focuses on whether the presented cue is verbal such as spoken or written text which is processed through auditory channel, or non-verbal such as pictures, videos and diagrams that is handled by visual channel. This division allows learners to process different forms of data simultaneously. Kress and Van Leeuwen (2001), similarly argue that meaning-making is inherently multimodal, with both modes (visual, verbal) working together. As a consequence, integrating both channels may lead to a more coherent learning results.

B- Limited Capacity Assumption

Mayer (2005) proposes that humans are limited in the amount of information that can be processed through each channel at one time. He claims, “when an illustration or animation is presented, the learner is able to hold only few images in working memory at one time.” (p. 35). That is to say, each processing channel can handle only a small amount of information at one time; to put it differently, the learners’ cognitive resources are finite. Moreno and Mayer (2007), assert that instructional materials should be designed to manage effectively the cognitive load by eliminating the unnecessary information and integrating both verbal and visual elements to complement rather than compete with each other.

C- Active Processing Assumption

The third assumption notes that humans engage in active learning in making sense rather than in a passive one. Mayer (2005), also claims “that humans actively engage in cognitive processing in order to construct a coherent mental representation of their experience”. (p. 36). In other words, it is learning actively by focusing on pertinent information, organizing them into meaningful mental models and integrating these with previously acquired knowledge in order to facilitate deeper understanding. In essence, active processing is essential for meaningful learning, as it enables learners to construct their own comprehension rather than merely memorising content.

In multimodal learning this can be engaged through interactive materials such as visual aids. As Kress (2010) notes, meaning arises from learners’ social and cognitive engagement with different modes, reinforcing the significance of active involvement in multimedia learning.

1.2.6. Mayer's and Gardner's frameworks

Both Gardner's Multiple Intelligences Theory and Mayer's Cognitive Theory of Multimedia Learning highlight the importance of engaging learners through diverse cognitive and sensory channels. When combined together, these perspectives point to the need for pronunciation to be taught in a multimodal way, including visual, kinesthetic and digital teaching materials, rather than through auditory imitation alone, and provide a basis for the development of multimodal pronunciation teaching for young learners. Integrating cognitive diversity with a multimedia approach can enable the teaching of pronunciation as a meaningful, interactive process and provide an inclusive educational setting.

2) Pronunciation

Pronunciation has been defined in various ways by linguists and scholars, yet, most definitions emphasise on the idea that it concerns the accurate production and perception of speech sounds. For instance, according to Nunan (2003) and Goodwin (2001) pronunciation is the way certain sounds are produced that speakers of a language make while speaking and perceived by the hearer to be able to understand each other with relative ease. It is a filter through which others see learners and discriminate against them. That is to say, effective pronunciation enables speakers not only to easily understand but also to avoid misunderstandings. Fraser (2000) emphasises that pronunciation serves as a key element of oral competence. Equally, Dalton and Seidlhofer (1994) explains that pronunciation is not exclusively the production of isolated sounds but also requires stress, rhythm as well as intonation patterns that shape meaning. Pennington and Rogerson-Revell (2019) also highlights that pronunciation is the crucial starting point for all spoken language, since thoughts must be articulated in sound in order to be heard, therefore, communicate and make sense to another person. According to him a person's

pronunciation ensures the clarity required for a listener to be able to pick out the words from the stream of speech and put them together in comprehensible patterns.

Kelly (1969) indicates that the field of modern language teaching has developed two general approaches of pronunciation namely Intuitive-Imitative Approach and Analytic-Linguistic Approach. The former relies on learners' ability to mimic and reproduce sounds through listening and imitation, often supported by audio models, while the latter draws on phonetic information. These two approaches continue underpin contemporary pronunciation teaching.

a. Intuitive-Imitative Approach

Kelly (1969, as cited in Celce-Murcia, Brinton, & Goodwin, 2010) states that this approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information. It also assumes the availability of good models to listen to (teachers) mainly in the mid-twentieth century, followed by audio like compact discs (CDs) and video like digital video discs (DVDs) which can be referred to as audio-visual resources.

b. Analytic-Linguistic Approach

As noted by the scholar Kelly (1969, as referenced in Celce-Murcia, Brinton, & Goodwin, 2010), this latter is a pronunciation training approach that provides learners with information and tools such as the phonetic alphabet, articulatory descriptions, charts of the vocal apparatus and other aids to supplement not only listening but also production (speaking). As an approach which emphasizes the explicit instruction and the analysis of linguistic features, it was developed to complement rather than to replace the Intuitive-Imitative Approach.

2.2. Importance of Pronunciation Teaching

Many scholars like Harmer (2004) and Kelly (2004) argue that pronunciation is essential to the completeness of not only oral language development, but also for the skills of listening, reading and writing. That is to say, the comprehension of the language is not just the amount of words that are taught in that language especially when talking about primary pupils as young learners of a foreign language. They also need to know how the vocabulary they are acquiring is pronounced by the native speakers of the language.

Greenwood (2002) points out that pronunciation teaching should be an essential component in EFL classroom and in English language teacher education. The vowels and consonants of the target language have to be used correctly, because the lack of control over them makes some non-native English speakers be incomprehensible by anyone's standard which may lead to a communication breakdown.

He also argues that since the primary purpose of language is communication, using language to communicate should be central in all classroom language instructions. For instance, in the Algerian primary schools, the integration of teaching pronunciation into the curriculum is important. Given that young learners at a formative stage in language acquisition, the instruction of explicit and systematic pronunciation can help them build a strong foundation for intelligible speech.

Addressing problems of pronunciation in the early stages of teaching can significantly minimize this issue over time. As it is said, it is crucial to address pronunciation and listening comprehension simultaneously mainly when speaking about EFL (English as foreign language) learners in Algeria. Teachers can use a mixture of strategies to assess pupils' needs and provide appropriate support; however, according to Couper (2006) teachers will have observed that in some cases students will still get pronunciation wrong even after listening and repeating an item

or feature many times. So, the first goal is to see if learners can be taught specific items and if they can retain this learning. The second goal is to see if they can then transfer this learning to other items contextualized at the sentence level. At a further stage, one would also want to see if they can also produce them correctly in less-controlled situations.

Empirical research has shown that young learners' pronunciation improves most through the gradual intuitive changes brought about by the integration of multimodal resources as tools to enrich learners' exposure to authentic pronunciation modals. For instance, Mayer (2001) explains that combining verbal and visual data enhances comprehension in addition to the internalization of the sound-symbol relationships. Similarly, Pennington and Rogerson-Revell (2019) emphasizes that multimodal pronunciation teaching, including audio-visual modeling promotes more natural rhythm and intonation.

2.3 Role of Multimodal Resources in Teaching Pronunciation

Up to this point, many elements which can affect pronunciation training have been briefly explained. Shifting from traditional repetition drills to more modern multimodal techniques that engage learners through visual, auditory, and audio-visuals.

2.3.1. Role of Auditory Resources

In language teaching and learning environment, auditory means are tools that enhance both listening and speaking skills. They give real life-like experience of a textbook or something that is written but in a form of "something that can be heard". Learners gain knowledge by using their hearing senses. For example, pupils may be presented with an authentic English language dialogue or a song and then they attempt to understand the meaning of what is being said and more importantly they try to learn how to pronounce words correctly and articulate the sound using different ways in order to foster their oral abilities. Middleton (2009, p. 143) asserts that

“audio has the potential to promote the academic creativity in engaging students through media intervention.” Which means auditory tools have the aptitude to improve students’ achievements mainly listening and speaking skills, as far as their cognitive adaptability in language acquisition.

2.3.2. Role of Visual Resources

Visual means are tools used to enhance the impact of the lesson taught. It helps learners to visualize the lesson effectively as the teacher shows them to the students. Visuals fall into different types for example, picture, graphs, mouth diagrams, phonetic charts, flashcards and printed materials. Using visuals in learning a language may empower the learners’ conception and attention in classroom, as well as they become able to possess a good comprehension of the lessons. Kress and Van Leeuwen (1996) state that within images “...depicted people, places and things are combined into a meaningful whole.” (p. 1). The two authors emphasize the fact that visuals are significant modes, which serve for meaning-making. Visual tools like phonetic charts, mouth diagrams, and instructional videos help pupils comprehend the nuances of correct pronunciation. They are crucial for young learners understanding of the articulatory process that produce sound.

2.3.3. Role of Audio-Visual Resources

Audio-visual formats are multi-sensory tools that enable communication and information dissemination. According to Sherman (2003) a video “is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show.” (p. 1). For him, videos serve as a valuable medium for enhancing English learning, particularly pronunciation, by offering engaging and clear models of how words are pronounced through visual and auditory cues. For instance, adopting native speakers’ audio-visual tools which are

also called “videos” in their classes. According to Bhatti (2019), the use of multimodal resources such as audio-visual ones, can significantly enhance learners’ speaking skills by creating long practice. Based on his perspectives, such resources also contributes to more engaging and fun learning experiences, interactive lessons, and allows the teaching and learning process to take place effectively.

Conclusion

This chapter has examined the theoretical underpinnings and educational implications of social semiotics and multimodality with the focus on teaching English pronunciation to Algerian primary school pupils. Grounded in Halliday’s Social Semiotics theory and Kress and Van Leeuwen’s Multimodal Discourse Analysis as well as Howard Gardner’s theory of Multiple Intelligences, we have seen meaning making in classrooms extend beyond spoken or written language to include more dynamic tools. This broader perspective on communication is mainly relevant to pronunciation learning, where multimodal resources such as visual materials, bodily-kinesthetic and audio-visual aids can be extremely helpful in supporting young learners grasp and reproduce or mimic unfamiliar sounds.

CHAPTER TWO:

Research Methodology

Introduction

This chapter deals with the study research design and methodology followed to do the research. It aims to outline the methods and materials through which data are gathered and analyzed. This positions it in two sections. The first one is to give information regarding the population sample used in the study and outlines the study methods used to carry out our research. The second section is devoted to the means through which the collected data is analyzed. To analyze and break down the data collected from the classroom observation and the interview with the teachers, we adopt the qualitative method, which allowed us to identify, analyze, and interpret patterns or themes within the data gathered.

2.1. Research Method

To collect and analyze data for this study, a qualitative method of research will be adopted to order to get valid and reliable data. Qualitative research has the natural setting as the direct source of data. It is concerned with lived and real-life experiences and situations as they are created in the day to day course of events (Denzin & Lincoln, 2005).

Qualitative research methods are the most needed, they allow us to explore real classroom experiences, teacher strategies, and student responses in depth.

As stated by Merriam & Tisdell “Qualitative research seeks to understand how people make sense of their experiences. It is flexible, iterative, and focuses on meaning-making” (p. 28). Unlike quantitative approaches that focus on measurement and generalization, qualitative research is interested in the discovery of subjective meanings people attach to phenomena in natural settings. Qualitative research is adaptive in nature, whereby the research process can be altered iteratively as new observations emerge in the course of data collection and analysis.

2.2. Setting of the Research

The investigation took place in five public primary schools located in the city center of Tizi-Ouzou: Les Frères Bouzgane, Hamoutain Ali, Maamar Amar, Les Frères Berkani 1, and Khouja Khaled. These schools were selected as a representative sample of the urban Algerian primary school context, where English has recently been introduced as a subject starting from the third year of education.

This research is about third-year classes in five different schools. In each school, there are three third-year classes. This means that there are 15 third-year classes in total across all the schools in the study.

The number of pupils in each class is not the same in every school. Some schools have more pupils in a class, and some have fewer. At Les Frères Bouzgane, each third-year class has about 35 pupils. This is the highest number of pupils among the five schools. At Hamoutain Ali, the number of pupils in each third-year class is a little smaller. On average, there are 32 pupils in each class. Les Frères Berkani 1 also has an average of 32 pupils in its third-year classes. At Maamar Amar, there are fewer pupils in each class compared to the schools mentioned above. The average class size there is 27 pupils. The school with the smallest third-year classes is Khouja Khaled. Each class at this school has about 24 pupils. This is the lowest number of pupils per class among the five schools.

These are the class sizes found in each of the selected schools at the third-year level.

In each school, there is one English teacher responsible for teaching all three third-year classes. This means the same teacher must rotate between the classes and adapt their teaching methods to suit the different group sizes and learning needs. According to the national curriculum, each third-year class receives two English sessions per week, with each session lasting 45 minutes.

This results in a total of eight sessions, or six hours of instruction per month. Given the limited amount of class time and the varying class sizes, it is essential to examine how teachers plan their lessons and integrate multimodal resources in a way that supports pupils' oral language development, particularly in improving pronunciation

2.3. Data Collection Procedure

This section contains the tools used to collect data for this investigation, it is divided into two: a classroom observation and a semi-structured interviews for teachers.

2.3.1. Classroom Observation

The first tool used to collect data in this study is classroom observation. It is used to understand how English pronunciation is taught in class, both with and without the use of multimodal resources. These resources include visual aids, audio recordings, videos, facial expressions, gestures, and digital tools.

As Merriam (2009) explains, classroom observation gives the researcher a direct and real view of what happens during the lesson. Wragg (2012, p. 15) adds that "classroom observation is the detailed recording of classroom events using systematic methods to analyze teaching and learning behaviors in their natural context." This means that the researcher can collect reliable and realistic information, especially when attending more than one session and observing all stages of the lesson.

The aim of this observation was to see how different ways of communication affect the teaching of pronunciation, pupil engagement, and overall understanding. It also helped to show which resources were used in class, how pupils reacted, and what impact these resources had on their pronunciation skills.

To make the observation more organized, we used a classroom observation checklist. We based this checklist on an online sample (**see source:**

<https://images.app.goo.gl/svwShcYs8UcjVBri6>) [Accessed 3march 2025]. However, we modified the checklist to match the goals of our research, especially our focus on the use of multimodal resources to teach pronunciation in third-year primary school classes. The final version of the checklist used in our study is included in **Appendix B**.

This checklist allowed us to observe and record several important points, such as: What multimodal resources were used during the lesson, which strategies teachers used to combine these resources, how pupils responded and participated, how flexible teachers were in adjusting their methods, how multimodal tools helped in teaching pronunciation, what challenges appeared during the lessons.

This observation help us collect important information to understand the role and effectiveness of multimodal resources in improving pupils' English pronunciation.

2.3.2. Interviews with Teachers

The second data collection tool used is the interview. It is a set of questions that are designed to be used for different purposes, as stated by Platt (2012) “the “interview” has existed, and changed over time, both as a practice and as a methodological term in current use”(p. 9).

The interview is a written or spoken conversation that happens between the interviewer and interviewee by asking a series of carefully designed questions. Accordingly, Kvale (1996) assumes that an interview is «a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” (p. 174). An interview is an ongoing discussion between collaborators which has the purpose of gathering ‘in-depth information’ about particular topics

which could be understood in regard to the interpretations the interviewees bring to it. (Schostak, 2006)

The flexibility of unstructured interviews allows for a mix of question types based on the flow of the discussion. Between structured and unstructured interview there is a semi structured interview according to Jamshed, S (2014) “semi-structured interviews are those in-depth interviews where the respondents have to answer preset open-ended questions [...]” indicating that the format of the semi structured interviews allow the interviewee to provide more detailed answers as these interviews were referred to by Burgess, (1984) as a “conversation with a purpose.” Cohen and Crabtree (2008) have claimed that the flexible design of the semi structured interview allows the interviewee to express their ideas and opinions freely.

Therefore, the interview is appropriate for the current study because it permits teachers to provide deeper information and to give their insights about the issue discussed in this inquiry, thereby enhancing its contribution. For that, a semi-structured interview is conducted with four (4) teachers at the primary schools (, Les Frères Bouzgane, Hamoutain Ali , Les Frères Berkani 1, and Khouja Khaled) , one of them preferred to provide a written version of the answers while the three (3) others accepted to answer the questions face to face in their offices orally. They took approximately 15 to 20 minutes for taking notes. It contains 26 (twenty six) questions divided into seven (7) different sections, the first section encompasses general questions about background teaching approach of the teachers, the second deals with teachers general understanding of multimodal resources concept. The third is about the teachers’ use of multimodal resources within the classroom. The fourth involves the challenges and perceptions, the fifth touches on the teacher’s use of multimodal resources for pronunciation teaching. Furthermore, the sixth is about the effectiveness and impact of multimodal resources use .Last

but not least, teachers have the opportunity to share their opinion and provide assistance (see **Appendix C**).

2.4. Data Analysis Procedure

This section outlines the procedures for analyzing the data collected from the classroom observation and teachers interviews. The data is examined through Qualitative Content Analysis (QCA).

2.4.1. Qualitative content Analysis

The qualitative method involves data collection procedures which result in open-ended non numerical data (Brayman, 1988). The data collected from the questionnaires' open-ended questions and the classroom observation will be interpreted using this method. Bogdam and Biklem (1982) define qualitative data analysis as “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others”. Emphasizing that, a researcher engages deeply with the data to gain a better understanding of the phenomenon being studied. Qualitative Data Analysis is the evaluation of data collected through the interviews conducted with teachers.

Qualitative Content Analysis is defined by Hsieh and Shannon, (2005) as, “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”, meaning that this method is used to analyze and understand the meaning and significance of the text data, often found in interviews and surveys. In this research, the following categories (Pupils' engagement in using the multimodal resources during the classroom to enhance pronunciation and teachers' use of multimodal resources) were identified through the qualitative content analysis (QCA) process:

pupils' engagement in using the multimodal resources during the classroom to enhance the pronunciation, and their use them by teachers.

Conclusion

This section gives details of the research context, participants, and data collection methods. To obtain the required information, two research instruments were used: classroom observations (to examine teaching approaches and pupils' participation as a key variable) and teacher interviews (to reveal more detailed information regarding their experiences). Pupils' participation, in this context, refers to how actively students take part in classroom activities when multimodal resources are used. Data collected was examined according to multimodal social semiotic principles, which focus on meaning-making through various modes of communication.

CHAPTER THREE:

Presentation of the Findings

Introduction

This chapter presents the findings of the study based on data collected through classroom observations and interviews. Four primary school English teachers from the selected schools under investigation were interviewed using a semi-structured format, covering seven main areas such as teaching background, use of multimodal resources, classroom challenges, and pronunciation strategies. In addition to the interviews, five classroom observations were conducted using a checklist to gather insights into the actual use of multimodal resources during lessons.

3.1. Outcomes of the classroom observation

The focus on this section is on presenting the data gathered from the classroom observation. During our observation period from April 13th to April 27th, we have noticed the fact that teachers still use the same traditional method of teaching where multimodal resources were not given such importance. Additionally, we have observed that pronunciation was addressed within other language aspects (reading, writing ...) rather than teaching it as a standalone skill. In most cases, pronunciation practice was incidental, for example, instead of giving it more significance and teaching it as an independent skill, teachers make pupils repeat words after them during reading exercises, but there was no importance given to the instruction of sounds, intonation or rhythm. They rarely use audio recordings or mouth diagrams to highlight correct pronunciation. This means that the pronunciation teaching was neglected and treated as a secondary concern.

For this observation we adapted a checklist that is divided into six sections, with each section including three to six specific observation points. (Appendix B) we employed the Qualitative

Presentation of the Findings

Content Analysis (QCA) method to analyze the data observed through these observations. As defined by Mayring (2001) the qualitative content analysis is a research technique for the subjective interpretation of the content of text data through a process of coding and identifying Themes or patterns.

3.1.a. The use of Multimodal Resources

In the course of the observation, it was noted that all teachers made limited use of the multimodal resources (see appendix B). While audio-visual modes (videos, animations...) and audio materials (songs or recorded dialogues) were absent visual materials such as pictures were used by all teachers, notably images of pets or toys which pupils were asked to label. However, while most teachers incorporated gestures and body language to support understanding, particularly when explaining pets' body parts, except one school where the teacher did not make use of this mode. Printed materials like flashcards; posters and even worksheets were given to pupils as homework. This mode's use during the lesson was minimal as well, it was used by all teachers except one.

3.1.b. Multimodal Strategies observed

A few multimodal teaching strategies were observed during the sessions, though their range and application remained quite limited. All the teachers consistently combined visual materials with spoken instructions, creating a basic but functional form of multimodal teaching. For example, while introducing new vocabulary items such as animals, teachers would often show corresponding images and say the words aloud, helping pupils make a visual and auditory connection. In addition to this, pupils were asked to describe the visuals they were presented with and to write the names of the animals they saw on individual slates. This strategy allowed learners to engage with visual cues while practicing their oral and written skills, encouraging a

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form of interaction that linked multiple modes of communication in a simple, classroom-friendly manner. While this visual-verbal integration was evident in all classrooms, further multimodal strategies were not uniformly implemented. Specifically, only three out of the observed teachers encouraged pupils to act out meaning or use physical movement during the lessons. In these classrooms, pupils were prompted to mimic actions or represent ideas using their bodies, especially in relation to animal movements or characteristics. This kind of kinesthetic engagement can enhance memory and understanding, particularly for younger learners. However, in the other two classrooms, this kinesthetic mode was not used, and no activities requiring physical movement or dramatization were included. As a result, the potential of physical engagement as a learning tool was only partially utilized and was not seen as an essential component of instruction by all teachers. Moreover, other potentially enriching strategies such as incorporating sound or music to support learning, or using videos to illustrate meaning and pronunciation were noticeably absent across all the schools observed. No teacher made use of audio materials like songs or recorded dialogues, and there was no integration of video content or animations during the lessons. These modes, which could have offered more dynamic and engaging ways to present language, remained unused. This lack of audio and audio-visual support limited the learners' exposure to varied forms of input, including authentic pronunciation and contextualized language usage, which are often provided effectively through such materials. As a final observation point in this section, it was noted that all teachers did make some effort to integrate multiple modes of communication. These typically included visuals paired with spoken language, often accompanied by the teacher's use of gestures to reinforce meaning. However, this integration of modes although present was generally limited to teacher-led interactions. That is, the combination of visuals with spoken explanations and body language was initiated and controlled solely by the teacher, with pupils mainly playing a receptive role. It is important to note that this multimodal input did not extend to more engaging

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or interactive audio or audio-visual materials, which could have enhanced both comprehension and participation. Because of this, the multimodal approach adopted by teachers was limited not only in the number of modes used but also in the way these modes were implemented. The lack of diversity in sensory input and the absence of learner-driven multimodal interaction resulted in a relatively restricted approach, falling short of the full potential of multimodal teaching to support and enhance language learning.

3.1.c. Pupil's Engagement and Response

Throughout the observation, we noticed across all the schools that pupils tended to be more engaged during lessons when visual resources were used. Their attention levels increased visibly during moments when pictures were shown, and they often appeared more focused and eager to participate in class activities. This was particularly noticeable during tasks that involved identifying or labeling images, such as pictures of animals or toys. The pupils responded positively to these visual aids, which seemed to capture their interest and motivate them to take part in the learning process more actively. The impact of visual resources on pupil engagement was therefore significant and consistently positive in all observed classrooms. In addition to increased engagement, we also observed that the combination of visual materials with verbal explanations by the teacher contributed to improved comprehension of the lesson content. This was evident in the way pupils were able to follow instructions, complete tasks correctly, and answer questions related to the visuals shown. For instance, when a teacher displayed a picture of an animal and simultaneously described its features or named its body parts, pupils were able to associate the spoken language with the image, which helped them make clearer and more accurate connections between words and meanings. It was through such responses demonstrated understanding during activities and appropriate use of vocabulary that we were able to determine that the integration of visuals with spoken explanation helped pupils

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better understand the lesson content. As for the challenges, no significant difficulties with multimodal elements were observed in any of the schools. This may be attributed to the fact that the range of modes used during lessons was quite limited, focusing mainly on simple visual aids and spoken language. Because pupils were not exposed to more complex or varied multimodal inputs, such as audio materials or videos, they were unlikely to experience confusion or struggle with processing multiple forms of input. Therefore, while engagement and understanding were positively influenced by the use of visual and verbal modes, the absence of more diverse multimodal strategies also meant that potential challenges related to processing richer multimodal content were not present.

3.1.d. Teacher's Adaptability

Noticeably, all the teachers showed minimal adaptability in response to pupils' needs during the lesson. There was little to no evidence of teachers modifying their teaching strategies or materials based on pupils' real-time reactions or levels of understanding. The resources used during instruction remained fixed, and no significant adjustments were made, even when signs of confusion or disengagement were apparent among the pupils. In instances where pupils did not immediately grasp the meaning of certain words or concepts, it was observed that only one teacher made use of multiple modes to aid understanding. This teacher responded by showing the relevant picture again and reinforcing the explanation through gestures, thereby offering pupils more than one way to access the meaning. In contrast, the other teachers simply translated the unfamiliar words into Arabic or French, relying solely on direct translation rather than expanding the explanation through different forms of communication. Furthermore, while three of the observed teachers encouraged pupils to express their understanding using various forms such as through gestures, simple drawings, or alternative means of expression the remaining two did not promote this kind of learner engagement. As a result, in those two

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classrooms, pupils were not given the chance to demonstrate their comprehension using different modes that might suit their individual learning preferences or strengths. The lack of such opportunities limited pupils' ability to interact with the content in diverse ways that is, beyond just listening to the teacher or responding verbally. When pupils are allowed to use gestures, visual representations like drawings, or even physical movements to show their understanding, they are engaging with the material through multiple channels, which can deepen comprehension and support different learning styles. The absence of these options in some classrooms meant that pupils had fewer avenues to connect with and internalize the content, making the learning experience more uniform and less responsive to individual needs.

3.1.e. Use of multimodal resources for pronunciation

Regarding pronunciation, in all the schools it was observed that the only mode employed was the teachers' own speech. There were no recordings or videos to model native pronunciation, nor were there any visual aids such as phonetic charts or diagrams of tongue positions for all the schools. Nevertheless, pupils were given opportunities to listen and repeat after the teacher, and the teachers corrected pronunciation mistakes when pupils read aloud for example instead of saying duck /dʌk/they say /dju:k/. While this method provided some practice, the lack of varied resources limited pronunciation development.

3.1.f. Challenges Noted

After our observation we have identified the same challenges affecting the use of multimodal resources in all the schools. The main issue was the lack of access to appropriate materials, such as videos or audio recordings, due to insufficient equipment (e.g., no speakers, TVs, or projectors). This limited the teacher's ability to incorporate diverse media into the lesson.

Additionally, time constraints played a role, as each session lasted only forty-five minutes, making it difficult to include a wide range of activities.

3. 2. Outcomes of the Teachers' Interview

Section One: Teachers Background and Teaching Approach

This section focuses on the teachers' teaching experience, their educational background, their general classroom approach, and the types of materials they commonly use. It includes three questions.

Question one: How many years have you been teaching English to primary school pupils, and what qualifications or training have you received for this role?

All five teachers said that they have been teaching English to primary school pupils for three years. Three of them have university degrees in English studies. One teacher has a Bachelor's degree in Translation, and another studied English for four years at university under the old education system (called the classical system). One teacher did not give full details about their background. However, all four teachers have enough education and experience to teach English, and they started their teaching careers with a similar level of knowledge and training.

Question two: How would you describe your general approach to teaching English in the classroom?

The teachers gave different answers when asked about how they teach English in the classroom. One teacher said their way of teaching was "good" but did not explain why. Another teacher gave a more negative answer and said their teaching was "bad." This teacher explained that they work with pupils who have special needs (this teacher has a pupil with Autism Spectrum Disorder (ASD)), and because of this, they find it hard to change and adapt the lessons to fit these pupils.

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A third teacher said that their first year of teaching was very difficult because they did not receive enough training, and this made them feel less confident in the classroom.

Question three: What types of materials and resources do you typically use in your English lessons?

All four teachers reported using flashcards regularly as a visual aid in their lessons. In addition, several mentioned using audio resources such as songs, as well as realia like toys and fruits to create a more interactive and meaningful learning environment. One teacher mentioned cartoons and physical objects, especially when teaching young learners. Others referred to using mobile phones and computers when available. These responses highlight a reliance on low-tech, creative resources, as well as occasional use of digital tools, depending on accessibility.

Section Two: Understanding of Multimodal Resources

This section investigates teachers' understanding of multimodal teaching and the types of modes they consider important when working with young learners. It includes three questions.

Question four: Are you familiar with the concept of multimodal resources in language teaching?

Three out of the four teachers confirmed that they were familiar with the concept of multimodal teaching. Only one teacher admitted to not being very familiar with it, which may reflect a gap in initial teacher training or limited exposure to modern teaching methodologies.

Question five: How would you define multimodal teaching in your own words?

One teacher provided a clear and comprehensive definition, stating that multimodal teaching involves using various methods such as images, sounds, videos, and body language to make lessons more engaging and to support different learning styles. Another teacher emphasized that multimodal teaching is vital in today's world but did not elaborate further. One teacher saw

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it as challenging to implement due to time constraints, and the fourth gave a vague response, suggesting that teaching could be improved with better use of resources. These varying definitions indicate different levels of understanding and confidence in applying multimodal methods.

Question six: What types of modes (images, videos, sounds, gestures, technology) do you consider important when teaching English to young learners?

All teachers acknowledged the value of using multiple modes in teaching. They identified images, sounds, videos, gestures, and technology as essential tools. One teacher highlighted the importance of miming as an effective strategy for helping young learners grasp new vocabulary. Overall, the teachers recognized that children respond differently to different forms of input, and incorporating a range of modes supports better understanding and keeps learners engaged.

Section Three: Use of Multimodal Resources in the Classroom

This section looks at how frequently multimodal resources are used in practice and how pupils respond to them. It includes two questions.

Question seven: How often do you incorporate visual, auditory, or physical (kinesthetic) resources in your English lessons?

All four teachers indicated that they use multimodal resources frequently in their classrooms. Responses such as “usually,” “very often,” and “most of the time” suggest that integrating these tools has become a regular part of their teaching practice. Gestures and visual aids, especially flashcards and images, were mentioned as some of the most commonly used elements.

Question eight: How do students generally respond when you use multiple resources like images, videos, or songs in your lessons?

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Teachers agreed that pupils respond positively when a variety of resources are used. They noted that students are more engaged, enjoy the lessons more, and understand the material better. One teacher explained that pupils even become confused or “lost” when visual support like flashcards is not provided. These responses emphasize the effectiveness of multimodal resources in capturing pupils’ attention and improving comprehension.

Section Four: Challenges and Perceptions

This section addresses the challenges teachers face in implementing multimodal teaching and explores the availability of resources and teacher training. It includes three questions.

Question nine: What challenges do you face when integrating multimodal resources in your classroom?

Teachers reported several challenges that make it difficult to use multimodal resources effectively. These challenges include a lack of teaching materials, limited lesson time, and overcrowded classrooms. One teacher also spoke about the difficulty of managing a pupil with special needs in their class. This pupil has autism, which requires the teacher to give extra attention and adapt the lesson to meet the child’s specific learning needs. However, he explained that they do not receive enough support or resources to help this pupil properly. As a result, it becomes harder to balance the needs of the whole class with the special care required by the pupil with autism. These difficulties limit the teachers’ ability to fully apply multimodal teaching methods, even though they are willing and motivated to do so.

Question ten: Are there any limitations in your school regarding the availability of multimodal teaching resources?

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All four teachers confirmed that their schools face significant limitations. They noted that the only provided material is often the textbook, with no access to technology such as projectors, audio equipment, or even basic visual aids. This lack of institutional support restricts the implementation of diverse and engaging teaching methods.

Question eleven: Do you feel confident using multimodal approaches, or would you like more training?

While some teachers said they feel comfortable using multimodal techniques, most expressed a strong desire for additional training. They recognized that more professional development in this area would help them use these strategies more effectively and creatively.

Section Five: Use of Multimodal Resources for Pronunciation

This section focuses on how teachers use multimodal resources specifically to teach pronunciation, including visual and audio tools. It includes six questions.

Question twelve: How do you decide which multimodal resources to use when teaching pronunciation?

Teachers generally based their choices on availability and learners' needs. Some preferred songs and mouth diagrams, while others used apps or relied on basic techniques such as spelling. The decision was influenced more by practical conditions than by a structured pedagogical plan.

Question thirteen: What kind of visual aids do you use for teaching pronunciation?

Teachers reported using tools like mouth diagrams, phonetic charts, and spelling exercises. One teacher mentioned using dictionary apps. However, the use of visual aids was inconsistent, with some teachers using a wider variety of tools than others.

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Question fourteen: How do you use audio tools or recordings in your lessons?

Only one teacher said they regularly use audio materials, mainly at the start of lessons. Two teachers stated that they do not use audio at all, largely due to lack of access or resources. Another teacher used mobile phone dictionaries, which may include audio features but did not specify audio usage.

Question fifteen: How do your pupils respond to exercises involving multimodal pronunciation?

Pupils were reported to respond well to pronunciation activities that involved multiple modes. Teachers observed increased motivation and enjoyment. Some noted that preferences varied some students learned better with songs, while others preferred visual aids like images.

Question sixteen: Do you find that your pupils are more motivated or engaged when you use multimodal approaches?

All teachers confirmed that their pupils are more motivated and show greater interest when multimodal strategies are used. These approaches make the lessons more dynamic and inclusive, catering to a wider range of learning styles.

Question seventeen: How do you adjust your resources to fit your pupils' needs with varying skills or learning styles?

Teachers adapted their teaching by offering a range of activities and materials, such as games, flashcards, pictures, and spelling exercises. They tried to ensure that each learner could access the content in a way that suited their abilities and preferences.

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Question eighteen: Have you observed any differences in how pupils respond to different modes such as visuals, auditory?

All teachers observed that pupils respond differently to various modes. Some pupils learn more effectively with visuals, while others show stronger engagement with sounds or music. This confirmed the need to vary teaching approaches to reach all learners.

Section Six: Effectiveness and Impact

This section examines the overall effect of multimodal teaching on language learning and engagement. It includes three questions.

Question nineteen: In your experience, how does using multimodal resources affect pupils' language learning and engagement?

Teachers unanimously stated that using multimodal resources improves both learning and engagement. They observed that pupils are more focused, and better able to understand the material when different sensory channels are involved in the lesson.

Question twenty: How important is it to use multimodal resources when teaching pronunciation to young learners?

All four teachers stressed the importance of multimodal methods in teaching pronunciation. They mentioned that using gestures, visuals, songs, and other tools helps young learners grasp pronunciation more easily and enjoyably.

Question twenty-one: Do you think multimodal teaching helps young learners better understand English compared to traditional methods?

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The teachers agreed that multimodal teaching is more effective than traditional approaches. They explained that it helps clarify meaning, supports memory, and makes lessons more Accessible especially for learners dealing with interference from other languages, such as French.

Section Seven: Final Reflective Questions

The final section provides space for teachers to share advice and reflections about their experience with multimodal teaching. It includes two questions.

Question twenty-two: What advice would you give to other teachers who are interested in using multimodal resources?

All teachers encouraged their colleagues to use multimodal resources in the classroom. They emphasized that these resources are not only helpful but also necessary for effective teaching. They advised experimenting with different tools and being flexible in adapting to learners' needs.

Question twenty-three: Is there anything else you would like to add regarding your experience with multimodal teaching?

Teachers expressed the need for more training, especially in using audio resources. They also called for schools to provide more materials and technological support. Despite the challenges, they showed a strong interest in improving their skills in this area to enhance their pupils' learning experience.

Conclusion

This chapter presented the findings drawn from semi-structured interviews and classroom observations conducted with the five selected primary school English teachers. The results of the interviews provided valuable insights into how pronunciation is approached in the classroom, including the techniques and modes employed by teachers. It was found that while some visual and verbal strategies were used, multimodal resources such as audio recordings and videos were largely absent. The data gathered from the interviews complemented the classroom observations, offering a clearer picture of the limited integration of multimodal approaches in pronunciation instruction. These findings are discussed in greater depth in the following chapter, through the lens of multimodality teaching and learning.

CHAPTER FOUR:

Discussion

Introduction

This chapter carefully discusses the main results of this research, which were collected using qualitative content analysis. It aims to answer the research questions and see whether the study's hypotheses were confirmed or not. The purpose of this chapter is to explain in detail how using multimodal resources like pictures, real objects, gestures, audio, and video affects the development of oral language skills, especially pronunciation, in third-year primary school pupils learning English. It also looks at the difficulties teachers face when they try to use these resources in their daily lessons. The discussion connects the results with the theories and studies mentioned in the literature review, such as Kress and van Leeuwen's (2001, 2010) theory of multimodality and social semiotics, Mayer's (2001) multimedia learning theory, Gardner's (1983) Multiple Intelligences theory, and the works of Greenwood (2002), Jewitt (2009), and Bhatti (2019). Each part of this chapter shows how these theories appear in real classroom situations, making the results clearer and more meaningful.

4.1 The Influence of Multimodal Resources on Oral Language Skills

4.1.1 Enhancement of Vocabulary and Comprehension through Visual Aids

The results showed that visual resources such as flashcards, real objects, drawings, and pictures played an essential role in helping pupils improve their oral skills, especially in vocabulary learning and comprehension. These tools made the lesson more meaningful because they gave learners a clear and direct understanding of the words being taught. Instead of only hearing the word explained in English or in their first language, pupils could see the object or image, which made the meaning easier to grasp. For example, when teaching the word "elephant," teachers did not rely only on words. They brought a toy elephant or showed a large picture of an elephant.

This visual representation allowed pupils to immediately recognize the meaning of the word without needing a long or difficult explanation. This finding reflects Kress and van Leeuwen's (2001) theory of multimodality, which explains that meaning is created through different modes such as images, objects, and speech. The use of multiple modes made the lessons more effective, especially for young learners who rely heavily on what they can see to understand new concepts. Teachers also noticed a positive change in pupils' attitudes when they used visual aids. Pupils became more interested in the lesson and more willing to participate. This was beneficial for shy or quiet pupils, who usually stayed quiet during classes. When visual tools were used, these pupils felt more confident because they could see what the teacher was talking about. This gave them the courage to try speaking in English, even if they were afraid of making mistakes. The classroom environment became more relaxed and welcoming when visual aids were included, which reduced pupils' anxiety about using a foreign language. This result supports Mayer's (2001) multimedia learning theory, which states that pupils learn better when information is given through both verbal (spoken) and visual channels at the same time. When pupils heard the word and saw the image together, they were able to understand and remember the word more easily. Greenwood (2002) also argued that learners should receive different kinds of input (visual, verbal, etc.) to develop strong communication skills. The results of this study clearly show that visual aids are not just decorations; they are powerful teaching tools that help pupils understand, remember, and use new English words.

This part of the study confirms Hypothesis 1, which predicted that multimodal resources would help improve pupils' speaking and pronunciation abilities. Although the study showed that vocabulary learning and comprehension improved more than pronunciation accuracy, the pupils still felt more confident to speak and use new words because of these resources. This finding also matches Gardner's (1983) Multiple Intelligences theory, which says that learners have

different types of intelligence. In this case, pupils with visual-spatial intelligence benefited the most from the use of images, real objects, and other visual tools in language teaching.

4.1.2 Limited Development in Pronunciation Accuracy

In contrast to the positive effect on vocabulary learning, the study showed that there was only a small improvement in pronunciation accuracy. Most teachers used the simple “listen and repeat” method to teach pronunciation. In this method, the teacher says a word, and the pupils are asked to repeat it several times. However, the teachers did not use other helpful tools such as phonetic charts, diagrams of mouth positions, or videos that demonstrate how to pronounce English sounds. These tools could have given pupils a better understanding of how to shape their mouths, lips, and tongues to produce English sounds correctly. During interviews, teachers explained that they did not have access to pronunciation-specific multimodal tools such as audio recordings from native speakers, pronunciation software, or interactive materials. Moreover, they said they had not been trained in how to use such resources. This finding is similar to Kelly’s (1969) Intuitive-Imitative Approach, which depends on pupils copying the teacher’s pronunciation without deeper explanation or feedback. When pupils only listen and repeat without understanding how the sounds are produced, their ability to pronounce words correctly remains limited. This method did not fully meet the needs of learners, especially when it came to pronouncing English sounds that do not exist in their first language. Mayer (2001) explained that deep learning happens when learners use both visual and auditory channels. But in this study, pupils only had access to the teacher’s voice as a model. Greenwood (2002) warned that without correct pronunciation models, learners may develop bad habits that are difficult to correct later. Because of these factors, Hypothesis 1 was only partly confirmed. Although pupils became more confident and more willing to speak in English, their pronunciation accuracy did not improve significantly. On the other hand, Hypothesis 2 which predicted that multimodal

resources would not have a positive effect on speaking or pronunciation was rejected because the resources did improve pupils' confidence, vocabulary, and participation in speaking activities. However, the lack of pronunciation-specific multimodal tools meant that pronunciation accuracy remained weak. This shows that for pupils to improve their pronunciation, multimodal teaching must include visual, auditory, and interactive resources that are designed for teaching pronunciation.

4.2 The Effectiveness of Specific Multimodal Resources

4.2.1 Visual and Gestural Tools

The study revealed that visual tools and gestures were the most successful multimodal resources for developing oral skills among pupils. Teachers used gestures such as hand movements, facial expressions, and body language to make the meaning of words clearer. These gestures helped pupils understand ideas that are difficult to explain with pictures or objects, such as feelings or actions. This result supports Kress and van Leeuwen's (2001) theory that every mode of communication offers special strengths or "affordances." Visual and gestural modes worked well together to help pupils learn quickly and stay interested. Gestures made the lessons more active, fun, and lively. This interactive teaching style also matches Gardner's (1983) Multiple Intelligences theory, which values bodily-kinesthetic intelligence the ability to learn through movement and physical activity. Teachers said that pupils loved copying gestures and playing miming games where they acted out words. These activities not only made the lessons enjoyable but also helped pupils remember new words better because they connected the words to physical actions. These findings confirm Hypothesis 3, which predicted that some multimodal tools would be more effective than others. They suggest that teachers should regularly use gestures and movement to teach new vocabulary and concepts in the English classroom.

4.2.2 Audio and Video Tools: A Valuable but Underused Resource

Although audio and video tools are very helpful in teaching pronunciation and listening skills, they were rarely used in the classrooms observed. Teachers said they wanted to play songs, videos, and recorded dialogues, but they lacked the necessary equipment such as projectors, computers, speakers, or even electricity in some cases. When teachers did use these tools, pupils became more excited and participated actively. Songs and short video clips gave pupils the chance to hear authentic English speech, including pronunciation, stress, and intonation patterns.

However, technical problems in the schools, such as broken equipment and a lack of resources, prevented teachers from using these tools regularly. Teachers felt disappointed because they knew these resources could improve lessons but could not use them properly due to school limitations. This result confirms Hypothesis 3, which stated that audio and video tools are valuable but their effectiveness depends on how often and how well they are used.

4.3.1 Lack of Technological Infrastructure

One of the biggest and most common problems that teachers faced was the serious lack of technology in the schools. Many of the classrooms where this study took place did not have any of the basic tools needed for multimodal teaching, such as computers, projectors, or speakers. In some cases, the school had these materials, but they were not working properly because they were old, broken, or missing important parts. Other schools had very few technological tools that were shared by all the teachers in the building, which meant that no single teacher could use them regularly or whenever needed. For example, some teachers said that their school had only one projector for the entire building. This projector had to be shared between many teachers from different classes and subjects, which made it impossible to plan and use videos

or PowerPoint presentations during English lessons. Even when teachers were willing to use audio files, songs, or recorded conversations to help pupils improve their listening and pronunciation skills, they could not do so because speakers or computers were unavailable or not working. This situation made the teachers feel frustrated because they knew the value and importance of using such resources but could not provide their pupils with these opportunities. They also said that pupils would have enjoyed the lessons more if they could have watched videos or listened to English songs, but the lack of technological equipment prevented this from happening. This problem strongly confirms Hypothesis 4, which predicted that outside factors, like the lack of materials and technological resources, would prevent pupils from fully benefiting from multimodal resources in the classroom. Kress and van Leeuwen (2001) also warned that successful multimodal teaching depends on having the right tools. Even if teachers have creative ideas and good teaching plans, these plans cannot succeed if there are no tools or if the available equipment is broken. In short, without working technology, even the best and most modern teaching methods cannot be fully applied, and pupils miss the chance to learn in a fun and engaging way.

4.3.2 Time Limitations

Another serious challenge that teachers mentioned was the short length of English lessons. Each lesson lasted only 45 minutes, which teachers said was not enough time to prepare, present, and use multimodal resources in an effective way. Teachers explained that using multimodal tools like flashcards, real objects, videos, audio files, and language games takes extra time because they need to prepare the materials, explain them to the pupils, and give the pupils enough time to participate in the activity. For example, if a teacher wanted to play an English song to teach vocabulary or pronunciation, they needed to prepare the audio file, explain the new words in the song, play the music, and then ask the pupils to sing or repeat the words. All these steps

take time, and with only 45 minutes, it was impossible to do this properly without rushing or skipping some important parts. Because of this, teachers often decided not to use these activities and chose to focus only on the textbook so they could finish the required lessons on time.

This difficulty also supports Hypothesis 4 and Mayer's (2001) theory, which states that successful multimodal learning requires enough time for pupils to see, hear, practice, and fully understand the new material. Pupils need time to watch videos, listen to songs, ask questions, and try to speak the new words or sentences themselves. When lessons are too short, pupils do not have this chance, and the learning experience becomes limited and less enjoyable. Teachers in this study said that longer English lessons would allow them to include more interactive and rich activities, such as miming games, role plays, and storytelling using pictures or objects, which would make learning more effective and fun for the pupils.

4.3.3 Overcrowded Classrooms

Overcrowding in classrooms was another big problem that stopped teachers from using multimodal resources effectively. In almost all the schools that took part in this study, the number of pupils in each class was very high. Many classes had more than 30 or even 40 pupils, which made it difficult for the teacher to manage the class and carry out activities that required movement, group work, or individual attention.

When classes are overcrowded, teachers cannot move freely between the desks to help pupils or check their work. They cannot organize games or activities that require pupils to stand up, act out words, or use gestures because there is no space to move around. Even simple activities like showing a flashcard or real object to the class become difficult because not all pupils can see it clearly. Teachers also said that in large classes, it is almost impossible to give individual attention to pupils, especially to those who are shy, quiet, or struggling to learn. These pupils often get ignored because the teacher is too busy managing the whole class.

This problem fits Gardner's (1983) theory, which explains that good teaching should meet the needs of every learner in the class. Each pupil is different and may learn best in different ways some through movement, some through visuals, and some through sound. But when the class is overcrowded, the teacher cannot personalize the teaching or make sure that every pupil gets the help they need. This limits the success of multimodal teaching and confirms Hypothesis 4, which said that large class sizes would reduce the effectiveness of these resources.

4.3.4 Insufficient Teacher Training

The final challenge reported by teachers was the lack of training in how to use multimodal and digital resources in the classroom. Most teachers said that during their university studies, they did not learn how to use modern teaching tools such as computers, projectors, or language learning software. Instead, their training focused on traditional subjects like grammar, literature, and translation. As a result, they felt unprepared to use new technologies in their English lessons.

Teachers said they were unsure about how to use videos, audio recordings, or other interactive resources because they had never been trained in these methods. They were afraid of making mistakes or wasting lesson time trying to set up equipment that they did not fully understand. Because of this lack of confidence, teachers preferred to use old and familiar methods like reading texts aloud, asking pupils to repeat after them, or giving written exercises from the textbook.

This difficulty confirms Hypothesis 4, which stresses the importance of teacher training for successful multimodal teaching. Jewitt (2009) also pointed out that teachers need special preparation to apply multimodal methods well. Without this preparation, teachers may avoid using digital tools, even if the school provides them, because they do not know how to use these tools properly. The teachers in this study said they wanted workshops, seminars, or training

programs that would teach them how to use videos, audio materials, and other technological resources in the classroom. They felt that with better training, they could make their lessons more interesting, interactive, and useful for pupils.

Conclusion

In conclusion, this chapter showed that multimodal resources are helpful in improving pupils' vocabulary, comprehension, and confidence in speaking English. However, there was little improvement in pronunciation accuracy because of the lack of special pronunciation tools, training, time, and resources. The main challenges faced by teachers were the lack of technology, short lessons, overcrowded classrooms, and insufficient teacher training. These results match the theories of Kress and van Leeuwen, Mayer and Gardner. To make multimodal teaching successful in Algerian primary schools, schools must provide better equipment, increase the length of English lessons, reduce class sizes, and offer proper training for teachers. Without these upgrades, the full potential of multimodal teaching cannot be realized.

General Conclusion

Conclusion

The present dissertation has investigated the use of multimodal resources in enhancing third-year primary pupils' oral skills, specifically focusing on speaking and pronunciation in English language classrooms. It was conducted in selected primary schools in the town of Tizi-Ouzou and aimed to explore how multimodal teaching strategies affect young learners' language development, what types of multimodal resources are most effective, and what challenges teachers face when applying these resources in practice. The study was grounded in the theoretical frameworks of Gardner's Multiple Intelligences Theory (1983) and Mayer's Cognitive Theory of Multimedia Learning (2000s), which emphasize the importance of engaging various sensory channels to improve comprehension and learning outcomes. Based on these frameworks, it was hypothesized that using multimodal resources would improve pupils' pronunciation and speaking skills, that different types of multimodal tools would have varying levels of effectiveness, and that the lack of resources and teacher training would pose significant barriers to successful multimodal teaching.

To achieve these objectives and answer the research questions, the study adopted a qualitative research design. Data were collected through classroom observations and semi-structured interviews conducted with primary school English teachers from five randomly selected schools in Tizi-Ouzou. The qualitative content analysis method was used to analyze the data. Classroom observations provided detailed insights into how teachers actually use multimodal resources during their lessons, while the interviews offered a deeper understanding of teachers' views, perceptions, and challenges regarding multimodal teaching. This methodological approach allowed the researcher to explore the complexity of classroom practices and teacher beliefs in real educational settings, ensuring a comprehensive and contextualized interpretation of the findings.

Conclusion

The findings of this research have confirmed some of these hypotheses while partially refuting others. The results drawn from classroom observations and semi-structured teacher interviews demonstrated that visual and gestural tools such as flashcards, pictures, real objects, and teacher gestures are the most widely used and effective multimodal resources in the classrooms under study. These resources have shown to significantly improve pupils' vocabulary acquisition, comprehension, and willingness to speak in English. The learners appeared more motivated, engaged, and confident during lessons that involved these tools, supporting the first hypothesis that multimodal resources positively influence oral skills development. However, the study also revealed that the development of accurate pronunciation remains limited. The observed teaching methods relied heavily on the "listen and repeat" technique, with no use of phonetic charts, pronunciation diagrams, or audio-visual materials that could provide pupils with clear models of native pronunciation. As a result, learners' pronunciation progress was basic, and recurring pronunciation errors were common. This partially refutes the first hypothesis by showing that while multimodal resources increase speaking confidence and vocabulary use, they do not automatically lead to improvements in pronunciation accuracy without the inclusion of specific pronunciation-focused tools. The findings also confirmed that not all multimodal resources are used equally or have the same impact. Visual and gestural modes were found to be more effective than auditory and digital resources, which were rarely employed due to the lack of technological infrastructure in the schools. This confirms the second hypothesis, which predicted that different multimodal resources produce varying outcomes in language learning.

Furthermore, the study highlighted several serious challenges that limit the full implementation of multimodal teaching. These include insufficient technological equipment (such as projectors, speakers, and computers), limited time allocated for English lessons (only 45 minutes per session), overcrowded classrooms that reduce individual pupil support, and a lack of teacher training in the use of modern multimodal pedagogy. Teachers reported being willing to use a

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greater variety of tools, including digital resources like audio and video materials, but their ability to do so was restricted by these external factors. This strongly supports the third and fourth hypotheses that insufficient resources and training hinder the effective use of multimodal approaches in the classroom.

In sum, this dissertation has achieved its main research objectives: (1) to assess the influence of multimodal resources on the development of pupils' oral skills, (2) to identify the most effective types of multimodal resources, and (3) to determine the barriers that limit the use of such resources in Algerian primary schools. The findings demonstrate that multimodal teaching positively impacts vocabulary acquisition, speaking confidence, and classroom engagement, but also reveal a significant gap in pronunciation development due to the lack of specialized tools and training. These results contribute valuable insights to the field of language teaching and multimodal education, particularly in the context of young learners in under-resourced educational settings. The study highlights the need for schools to invest in technological infrastructure and for teacher education programs to include training on the use of multimodal and digital tools. Only by addressing these systemic issues can the full potential of multimodal teaching be realized to improve not only pupils' speaking confidence but also their pronunciation accuracy and overall communication skills in English.

It is hoped that the findings of this modest study will inform future research and educational practice, encouraging further investigation into effective multimodal teaching strategies, the integration of digital resources, and ways to overcome the practical challenges faced by teachers in Algerian primary schools. Future studies could also adopt experimental or longitudinal designs to measure the long-term effects of multimodal teaching on young learners' oral language development, especially pronunciation.

Limitations of the Study

Despite the valuable insights obtained from this research, several limitations should be acknowledged. First, the study was limited to a small number of teachers and classroom observations, which may not fully represent the wide range of teaching practices across different schools. Second, the data were collected within a specific geographical and educational context, which restricts the generalizability of the findings to other regions or educational systems. Additionally, since the study relied on self-reported data through interviews, some responses may have been influenced by personal bias or the desire to present one's teaching practices positively. Time constraints also limited the frequency and duration of classroom observations, which may have prevented a deeper exploration of multimodal resource use over time. Finally, the study focused primarily on teachers' perspectives, leaving learners' voices and experiences less explored an area that future research could address to provide a more comprehensive understanding of the impact of multimodal approaches in primary English education.

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APPENDICES

Appendix A: Teacher's interviews

2.1. Background and Teaching Approach

How long have you been teaching English to primary school pupils, and what is your background education?

How would you describe your general approach to teaching English in the classroom?

What types of materials and resources do you typically use in your English lessons?

2.2. Understanding of Multimodal Resources:

Are you familiar with the concept of multimodal resources in language teaching?

How would you define multimodal teaching in your own words?

What types of modes (images, videos, sounds, gestures, technology) do you consider important when teaching English to young learners?

2.3. Use of Multimodal Resources in the Classroom

How often do you incorporate visual, auditory, or physical (kinesthetic) resources in your English lessons?

How do students generally respond when you use multiple resources like images, videos, or songs in your lessons?

2.4. Challenges and Perceptions

What challenges do you face when integrating multimodal resources in your classroom?

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Are there any limitations in your school regarding the availability of multimodal teaching resources (e.g., lack of technology, materials, or training)?

Do you feel confident using multimodal approaches in your teaching, or would you like more training and support in this area?

2.5. Use of multimodal resources for pronunciation:

How do you decide which multimodal resources to use when teaching pronunciation?

What kind of visual aids e.g.: charts, videos, mouth diagrams... Do you use for teaching pronunciation?

How do you use audio tools or recordings in your lessons?

How do your pupils respond to exercises involving multimodal pronunciation?

Do you find that your pupils are more motivated or engaged when you use multimodal approaches?

How do you adjust your resources to fit your pupils' needs with varying skills or learning styles?

Have you observed any differences in the way pupils respond to various modes such as visuals vs auditory?

2.6. Effectiveness and Impact

In your experience, how does using multimodal resources affect pupils' language learning and engagement?

In your opinion, how important is it to use multimodal resources when teaching pronunciation to young learners

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Do you think multimodal teaching helps young learners better understand English compared to traditional methods? Why or why not?

Final Reflective Questions

What advice would you give to other teachers who are interested in using multimodal resources in their English teaching?

Is there anything else you would like to add regarding your experience with multimodal teaching?

Teachers' Interview transcription:

Interview One:

Interviewer: How long have you been teaching English to primary school pupils, and what is your background education?

Interviewee: I have been teaching English to primary school pupils for three years now, and for the background education, I studied four years at the university.

Interviewer: What types of materials and resources do you typically use in your English lessons?

Interviewee: I usually use audios like songs, visuals like flashcards, and realia .

Interviewer: Are you familiar with the concept of multimodal resources in language teaching?

Interviewee: Yes I am .

Interviewer: How would you define multimodal teaching in your own words?

Interviewee: It is to use many ways to convey meaning , it can include pictures, audios, videos, body language. By using this range of resources we make learning more engaging.

Interviewer: What types of modes (images, videos, sounds, gestures, technology) do you consider important when teaching English to young learners?

Interviewee: All of them are important in teaching English to young learners, because in one class, learners are interested to different types of modes.

Interviewer: How often do you incorporate visual, auditory, or physical (kinesthetic) resources in your English lessons?

Interviewee: Most of the time.

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Interviewer: How do students generally respond when you use multiple resources like images, videos, or songs in your lessons?

Interviewee: They are engaged and grasp the meaning better.

Interviewer: What challenges do you face when integrating multimodal resources in your classroom?

Interviewee: Sometimes there is a lack of materials such as data show, and large number classes.

Interviewer: Are there any limitations in your school regarding the availability of multimodal teaching resources (e.g., lack of technology, materials, or training)?

Interviewee: Yes, there are. (Did not mention the limitations preferred not to do)

Interviewer: Do you feel confident using multimodal approaches in your teaching, or would you like more training and support in this area?

Interviewee: Yes, I consider that I am in my comfort zone.

Interviewer: What kind of visual aids e.g.: charts, videos, mouth diagrams... Do you use for teaching pronunciation?

Interviewee: In general, I do use songs, mouth diagrams, rarely videos.

Interviewer: How do you use audio tools or recordings in your lessons?

Interviewee: I use it as an introduction most of the time.

Interviewer: Do your pupils respond to exercises involving multimodal pronunciation?

Interviewee: Yes, of course.

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Interviewer: How do you adjust your resources to fit your pupils' needs with varying skills or learning styles?

Interviewee: I try to create a big range of activities that suit my learners needs (flashcards for example to exercise them as a presentation for vocabulary then as a game (guessing game)) .

Interviewer: In your experience, how does using multimodal resources affect pupils' language learning and engagement?

Interviewee: It enhances, engagement, encourages, participation and understanding the lesson well.

Interviewer: In your opinion, how important is it to use multimodal resources when teaching pronunciation to young learners?

Interviewee: It is very important to use multimodal teaching for pronunciation to young learners.

Interviewer: Do you think multimodal teaching helps young learners better understand English compared to traditional methods? Why or why not?

Interviewee: Yes indeed.

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Interview Two

Interviewer: How long have you been teaching English to primary school pupils, and what is your background education?

Interviewee: I have been teaching English for primary school for three years, I have a Bachelors' degree in Translation.

Interviewer: How would you describe your general approach to teaching English in the classroom?

Interviewee: GOOD

Interviewer: What types of materials and resources do you typically use in your English lessons?

Interviewee: I generally use flashcards, phone and sometimes my computer

Interviewer: Are you familiar with the concept of multimodal resources in language teaching?

Interviewee: Yes I am.

Interviewer: How would you define multimodal teaching in your own words?

Interviewee: they are vital for todays' word

Interviewer: What types of modes (images, videos, sounds, gestures, technology) do you consider important when teaching English to young learners?

Interviewee: I consider that videos, sounds, gestures are the most important

Interviewer: How often do you incorporate visual, auditory, or physical (kinesthetic) resources in your English lessons?

Interviewee: Usually, (always for gestures)

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Interviewer: How do students generally respond when you use multiple resources like images, videos, or songs in your lessons?

Interviewee: They are interested and lost without using at least flashcards

Interviewer: What challenges do you face when integrating multimodal resources in your classroom?

Interviewee: Sometimes there is a lack of materials

Interviewer: Are there any limitations in your school regarding the availability of multimodal teaching resources (e.g., lack of technology, materials, or training)?

Interviewee: The school do not provide any type of material except the books

Interviewer: Do you feel confident using multimodal approaches in your teaching, or would you like more training and support in this area?

Interviewee: Yes, but we need more training

Interviewer: What kind of visual aids e.g.: charts, videos, mouth diagrams... Do you use for teaching pronunciation?

Interviewee: Dictionaries (phone apps), segments, blending and others

Interviewer: How do you use audio tools or recordings in your lessons?

Interviewee: I do not use them at all

Interviewer: How do your pupils respond to exercises involving multimodal pronunciation?

Interviewee: Pupils are varied in understanding while using multimodal resources , some prefer images others like songs

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Interviewer: How do you adjust your resources to fit your pupils' needs with varying skills or learning styles?

Interviewee: I bring realia to understand better

Interviewer: In your experience, how does using multimodal resources affect pupils' language learning and engagement?

Interviewee: They are very interested while using the multimodal resources and engage more in the lesson

Interviewer: In your opinion, how important is it to use multimodal resources when teaching pronunciation to young learners?

Interviewee: It is very important because it is difficult to teach English for kids they mix between French and English as they are both new for them

Interviewer: Do you think multimodal teaching helps young learners better understand English compared to traditional methods? Why or why not?

Interviewee: Yes, I think so

Interviewer: What advice would you give to other teachers who are interested in using multimodal resources in their English teaching?

Interviewee: I advise teachers to use the multimodal resources, they are very important and helpful

Interviewer: Is there anything else you would like to add regarding your experience with multimodal teaching?

Interviewee: Regarding my experience I believe that we need much more training in the use of multimodal resources especially audios to ameliorate the teaching in the Algerian school

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Interview Three

Interviewer: How long have you been teaching English to primary school pupils, and what is your background education?

Interviewee: I have studied English at the university for four years with the classical system , and I have been teaching It for primary school for three years

Interviewer: How would you describe your general approach to teaching English in the classroom?

Interviewee: I was not well trained for teaching , my first year was a bad experience

Interviewer: What types of materials and resources do you typically use in your English lessons?

Interviewee: We usually use flashcards, audios, images

Interviewer: Are you familiar with the concept of multimodal resources in language teaching?

Interviewee: Not really familiar

Interviewer: How would you define multimodal teaching in your own words?

Interviewee: Multimodal resources are somehow difficult to maintain and use since the time is limited

Interviewer: What types of modes (images, videos, sounds, gestures, technology) do you consider important when teaching English to young learners?

Interviewee: I consider that images and mimming are very important

Interviewer: How often do you incorporate visual, auditory, or physical (kinesthetic) resources in your English lessons?

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Interviewee: Very often especially with third year primary school

Interviewer: How do students generally respond when you use multiple resources like images, videos, or songs in your lessons?

Interviewee: Pupils enjoy learning with multimodal resources

Interviewer: What challenges do you face when integrating multimodal resources in your classroom?

Interviewee: Lack of time

Interviewer: Are there any limitations in your school regarding the availability of multimodal teaching resources (e.g., lack of technology, materials, or training)?

Interviewee: Lack of materials , the school do not provide them

Interviewer: Do you feel confident using multimodal approaches in your teaching, or would you like more training and support in this area?

Interviewer: Yes, but we need more training

Interviewer: What kind of visual aids e.g.: charts, videos, mouth diagrams... Do you use for teaching pronunciation?

Interviewee: The use of chats, mouth diagrams

Interviewer: How do you use audio tools or recordings in your lessons?

Interviewee: I do not use them at all

Interviewer: How do your pupils respond to exercises involving multimodal pronunciation?

Interviewee: Pupils respond very well

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Interviewer: How do you adjust your resources to fit your pupils' needs with varying skills or learning styles?

Interviewee: I use images and word spelling for exercises involving multimodal resources

Interviewer: In your experience, how does using multimodal resources affect pupils' language learning and engagement?

Interviewee: The use of multimodal resources really affects them , they are always interested

Interviewer: In your opinion, how important is it to use multimodal resources when teaching pronunciation to young learners?

Interviewee: It is important because children like colors and movements , music, and the use of body language motivates them

Interviewer: Do you think multimodal teaching helps young learners better understand English compared to traditional methods? Why or why not?

Interviewee: Yes,

Interviewer: What advice would you give to other teachers who are interested in using multimodal resources in their English teaching?

Interviewee: I advise to provide more time for the lessons

Interviewer: Is there anything else you would like to add regarding your experience with multimodal teaching?

Interviewee: I would like that the material needed will be provided by the schools

Interview Four

Interviewer: How long have you been teaching English to primary school pupils ?

Interviewee: I have been teaching English for primary school for three years

Interviewer: How would you describe your general approach to teaching English in the classroom?

Interviewee: Bad, I have special case pupils in the class (pupils with limited abilities)

Interviewer: What types of materials and resources do you typically use in your English lessons?

Interviewee: Songs, cartoons, flashcards, objects (fruits, toys)

Interviewer: Are you familiar with the concept of multimodal resources in language teaching?

Interviewee: Yes I am.

Interviewer: How would you define multimodal teaching in your own words?

Interviewee: We can do better than we do now

Interviewer: What types of modes (images, videos, sounds, gestures, technology) do you consider important when teaching English to young learners?

Interviewee: I consider that videos, sounds, gestures are the most important

Interviewer: How often do you incorporate visual, auditory, or physical (kinesthetic) resources in your English lessons?

Interviewee: Usually

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Interviewer: How do students generally respond when you use multiple resources like images, videos, or songs in your lessons?

Interviewee: They are interested

Interviewer: What challenges do you face when integrating multimodal resources in your classroom?

Interviewee: lack of materials

Interviewer: Are there any limitations in your school regarding the availability of multimodal teaching resources (e.g., lack of technology, materials, or training)?

Interviewee: The special case pupils are difficult to manipulate

Interviewer: Do you feel confident using multimodal approaches in your teaching, or would you like more training and support in this area?

Interviewee: we need more training

Interviewer: What kind of visual aids e.g.: charts, videos, mouth diagrams... Do you use for teaching pronunciation?

Interviewee: Only spelling

Interviewer: How do you use audio tools or recordings in your lessons?

Interviewee: I do not use them in general

Interviewer: How do your pupils respond to exercises involving multimodal pronunciation?

Interviewee: Pupils are interested

Interviewer: How do you adjust your resources to fit your pupils' needs with varying skills or learning styles?

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Interviewee: In the needs of pupils

Interviewer: In your experience, how does using multimodal resources affect pupils' language learning and engagement?

Interviewee: They are very interested while using the multimodal resources and engage more in the lesson

Interviewer: In your opinion, how important is it to use multimodal resources when teaching pronunciation to young learners?

Interviewee: It is very important

Interviewer: What advice would you give to other teachers who are interested in using multimodal resources in their English teaching?

Interviewee: I advise teachers to use the multimodal resources

Interviewer: Is there anything else you would like to add regarding your experience with multimodal teaching?

Interviewee: I am more interested in using multimodal resources for teaching

Appendices

Appendix B: Classroom observations

Classroom Observation Checklist number 1

Research Topic: The Integration of Multimodal Resources in Teaching English to Primary School Pupils

Observer's Name: KHIF LISA & REZZIK MELYZA

School's Name: LES FRERES BERKANI 1

Date: 22_04_2025

Grade Level: 3rd year primary school

Number of Pupils:

Lesson Topic: my play time (favorite toy)

Session: I play role

1.1. Use of Multimodal Resources

MULTI MODAL RESOURCES	USED	NOTE
Audio (songs recoded dialogues)	No	No use of audios
Visuals (pictures, flashcards, drawings)	Yes	The teacher uses flashcards
videos(animations, short clips)	No	No use of videos at all
Physical objects (toys, props)	No	The teacher did not use any physical object
Gestures and body language (teachers using hand movements to explain	No	the teacher did not really use gestures to explain
Printed materials (worksheets, posters)	Yes	The teacher used printed flashcards

Appendices

1.2. Multimodal Strategies Observed

TEACHING STRATEGIES	Used	NOTE
Combining visuals with spoken instructions	Yes	The teacher used flashcards and explains at the same time
Using sounds or music to support learning	No	The teacher did not use sounds or music (only in the first lesson this is what she explained)
Demonstrating meaning through gestures	No	The teacher did not use gestures to explain
Encouraging pupils to act out or move physically	Yes	The teacher calls two pupils to the board and give the flash cards to play the back to back game she also asks them to ask question and answer about their favorite toys (role play)
Asking pupils to describe images/visuals	Yes	The teacher shows flashcards of different toys and asks them to describe what they see
Using videos to illustrate concepts	No	They do not use videos at all
Mixing different modes in a single task (listening + visuals + actions)	Yes	the teacher uses visuals and listening (her explanation) at the same time

1.3. Pupil's Engagement and Response

OBSERVATION POINT	Used	NOTE
Pupils appeared interested and attentive	Yes	Pupils were excited when they played the game and also when they played the roles
Pupils actively participated in the lesson	Yes	They were active and interested
Pupils responded positively to visual or audio resources	Yes	They responded positively to the use of visuals which are the flashcards
Pupils showed understanding when multiple modes were used	Yes	They showed understanding when the teacher uses flashcards and explains as they repeat at the same time
Pupils struggled with any particular mode	No	We did not notice any struggle concerning the modes used

Appendices

1.4. Teacher's Adaptability

OBSERVATION POINT	Used	NOTE
Teacher adjusted resources based on pupils' reactions	No	The only mode used was the visual mode
Teacher explained meaning using multiple modes if pupils seemed confused	No	If the pupils seemed confused the teacher explains again but using the same mode or the white board
Teacher encouraged pupils to use gestures, drawings, or other modes to express ideas	Yes	The teacher encouraged pupils to use gestures she asks them to go to the board and act to express their ideas

1.5. Use of multimodal resources for pronunciation

OBSERVATION POINT	Used	NOTE
Use of videos demonstrating pronunciation	No	No use of videos at all
Use of recorded native speaker audios	No	The teacher does not use any recordings at all
Pupils have the opportunity to listen and repeat	Yes	They listen to their teacher and repeat after her but never to audios or visuals
Teachers correct pronunciation clearly	Yes	After asking pupils to repeat after her she corrects any mistakes in pronunciation
Use of charts showing tongue positions	No	No use of charts at all

Appendices

1.6. Challenges Noted

CHALLENGE	Used	NOTE
Lack of suitable multimodal resources	Yes	The teacher does not use suitable multimodal resources the only mode that she uses is the visual mode
Limited access to multimedia devices	Yes	The school does not provide the necessary tools or equipment to make multimodal learning easier
Pupils distracted by certain modes (overuse of videos)	No	We did not really notice any distract because the teacher did not use multiple modes at the same time or in the same lesson
Limited time for multimodal activities	Yes	The teacher did not have time to use multiple modes given that the session is just forty-five minutes

Appendices

Classroom Observation Checklist number 2

Research Topic: The Integration of Multimodal Resources in Teaching English to Primary School Pupils

Observer's Name: KHIF LISA & REZZIK MELYZA

Date: 13th April

Grade Level: 3rd year primary school

School name: KHOUDJA KHALED

Lesson Topic: My pets (Listen and repeat)

1.1. Use of Multimodal Resources

MULTI MODAL RESOURCES	Used	NOTE
Audio (songs recoded dialogues)	No	The teacher reads, the pupils repeat chorally after her
Visuals (pictures, flashcards, drawings)	Yes	The teacher brought 6 pictures of different pets and asks them to guess it
videos(animations, short clips)	No	No use of videos at all
Physical objects (toys, props)	No	No use of objects
Gestures and body language (teachers using hand movements to explain	Yes	The teacher used her arms to explain that a bird flies
Printed materials (worksheets, posters)	Yes	Use of flash cards

Appendices

1.2. Multimodal Strategies Observed

TEACHING STRATEGIES	Used	NOTE
Combining visuals with spoken instructions	Yes	The teacher explains the pictures by using hands movements at the same time to show pets' body parts
Using sounds or music to support learning	No	No use of music or sound
Demonstrating meaning through gestures	Yes	The teacher for example shows a beak in a picture and then explains it with gestures by bringing her hands together from her nose to her mouth
Encouraging pupils to act out or move physically	Yes	The teacher encourages her pupils to move and use gestures to explain what they have understood
Asking pupils to describe images/visuals	Yes	The teacher holds the pictures on the board and asks her pupils to come one by one to explain each image (pet)
Using videos to illustrate concepts	No	No use of videos
Mixing different modes in a single task (listening + visuals + actions)	Yes	the teacher used visuals (images) and actions (gestures) at the same time but not listening

1-3 Pupil's Engagement and Response

OBSERVATION POINT	Used	NOTE
Pupils appeared interested and attentive	Yes	Pupils are interested when the teacher used illustrations
Pupils actively participated in the lesson	Yes	The teacher keeps them active by asking them questions and asking them to repeat after her
Pupils responded positively to visual or audio resources	Yes	Pupils enjoy learning by images unfortunately no use of audio resources
Pupils showed understanding when multiple modes were used	Yes	Combining images with gestures facilitate the receipt of the message (lesson)
Pupils struggled with any particular mode	No	No struggle

Appendices

1.3. Teacher's Adaptability

OBSERVATION POINT	Used	NOTE
Teacher adjusted resources based on pupils' reactions	No	Teacher used two different modes for the whole lesson without adjusting them to the pupils' reactions
Teacher explained meaning using multiple modes if pupils seemed confused	No	The teacher translate to Arabic if the pupils seemed confused
Teacher encouraged pupils to use gestures, drawings, or other modes to express ideas	Yes	The teacher asked pupils to use a slate in order to write the names of the pets

1.5. Use of multimodal resources for pronunciation

OBSERVATION POINT	Used	NOTE
Use of videos demonstrating pronunciation	No	No videos used for pronunciation
Use of recorded native speaker audios	No	No use of audios at all
Pupils have the opportunity to listen and repeat	Yes	They listen to the teacher reading words and sounds and they repeat after her
Teachers correct pronunciation clearly	Yes	The teacher corrects any wrong pronunciation of the words
Use of charts showing tongue positions	No	Not used at all

1.6. Challenges Noted

CHALLENGE	Used	NOTE
Lack of suitable multimodal resources	Yes	Teacher are not well trained and they lack of the necessary materials like videos and audios
Pupils distracted by certain modes (overuse of videos)	No	They are not because no multiple modes are used
Limited time for multimodal activities	Yes	Only 45 minutes for the lesson is not enough to use multiple modes so the teacher usually adopts only one or two modes

Classroom Observation Checklist number 3

Research Topic: The Integration of Multimodal Resources in Teaching English to Primary School Pupils

Observer's Name: KHIF LISA & REZZIK MELYZA

School's Name: MAAMAR AMAR

Date: April 21st

Grade Level: 3rd year primary school

Number of Classes:

Number of Pupils:

Lesson Topic: My pet

Session: phoenix (vowel O)

Appendices

1.1. Use of Multimodal Resources

MULTI MODAL RESOURCES	USED	NOTE
Audio (songs recoded dialogues)	No	The teacher does not use any audios
Visuals (pictures, flashcards, drawings)	Yes	The teacher uses images of pets
videos(animations, short clips)	No	No use of videos at all
Physical objects (toys, props)	Yes	The teacher used a cube where she puts different pets' body parts and asks pupils to throw the cube and tell what is the body part that they got for example: one pupil threw the cube and picture that he it was a feather and then he said that the bird has got feathers
Gestures and body language (teachers using hand movements to explain	Yes	The teacher uses her arms and hands to explain pets' body parts
Printed materials (worksheets, posters)	Yes	The teacher uses printed pictures and gives printed exercises as homework as well

1.2. Multimodal Strategies Observed

TEACHING STRATEGIES	Used	NOTE
Combining visuals with spoken instructions	Yes	The teacher uses the pictures and explains at the same time
Using sounds or music to support learning	No	The teacher do not use sound or music to support learning just her own pronunciation
Demonstrating meaning through gestures	Yes	The teacher uses gestures to explain both hands and mouth
Encouraging pupils to act out or move physically	No	The teacher does not encourage pupils to move physically or to act
Asking pupils to describe images/visuals	Yes	The teacher uses also images from the book and asks pupils to guess and then gives them the answer
Using videos to illustrate concepts	No	The teacher does not use any videos at all
Mixing different modes in a single task (listening + visuals + actions)	yes	The teacher uses visuals and actions at the same time even listening but not by using audios just by using her own reading an pronunciation

Appendices

1.3. Pupil's Engagement and Response

OBSERVATION POINT	Used	NOTE
Pupils appeared interested and attentive	Yes	When the teacher used the images and the cube the pupils showed more interest than before using them
Pupils actively participated in the lesson	Yes	The pupils participated in the lesson especially when the teacher asked them to go to the board and throw the cube also when she asked them to guess the pictures
Pupils responded positively to visual or audio resources	Yes	They respond positively to visuals but not audios since the teacher did not use any audio resource
Pupils showed understanding when multiple modes were used	Yes	They seemed less confused when the teacher started using images and objects (cube)
Pupils struggled with any particular mode	No	We did not notice given that the only mode that the teacher used was the visual mode

1.4. Teacher's Adaptability

OBSERVATION POINT	Used	NOTE
Teacher adjusted resources based on students' reactions	No	The teacher used only one mode and did not try to adjust it to the pupils reactions
Teacher explained meaning using multiple modes if students seemed confused	No	The teacher used only her own explanation and the white board as well when the pupils seemed confused
Teacher encouraged pupils to use gestures, drawings, or other modes to express ideas	No	Due to the time limit the teacher did not really give a chance to pupils to act or to express their ideas

Appendices

1.5. Use of multimodal resources for pronunciation

OBSERVATION POINT	Used	NOTE
Use of videos demonstrating pronunciation	No	No use of videos at all
Use of recorded native speaker audios	No	No use of native speaker's audios, the teacher replaces the audios
Pupils have the opportunity to listen and repeat	Yes	The teacher reads the words that contains the vowel O and the pupils repeat after her For example she gives words like DOG _ DOLL... she reads them by emphasizing on the vowel O like dOg ... after that they repeat it the same way
Teachers correct pronunciation clearly	Yes	After repeating the words she asks them to give other words and corrects any mistakes in the pronunciation of the words
Use of charts showing tongue positions	No	The only thing that the teacher uses is the white board she writes everything and explains everything there

1.6. Challenges Noted

CHALLENGE	Used	NOTE
Lack of suitable multimodal resources	Yes	No use of multimodal resources except visuals
Limited access to multimedia devices	Yes	The school does not provide the most important tools to facilitate multimodal learning
Pupils distracted by certain modes (overuse of videos)	No	We did not notice since visuals were the only mode used by the teacher
Limited time for multimodal activities	Yes	Forty-five minutes is not enough to explain and use multiple modes

Appendices

Classroom Observation Checklist number 4

Research Topic: The Integration of Multimodal Resources in Teaching English to Primary

School Pupils

Observer's Name: KHIF LISA & REZZIK MELYZA

School's Name: HAMOUTAIN ALI

Date: April 21st

Grade Level: 3rd year primary school

Number of Classes: 3 classes

Number of Pupils: class 1: 34 pupils / class 2: 35 Pupils / class 3: 35 Pupils.

Lesson Topic: My pet

Session: Hand writing

1.1. Use of Multimodal Resources

MULTI MODAL RESOURCES	USED	NOTE
Audio (songs recoded dialogues)	NO	No use of songs or recorded dialogues, just the teacher's reading and pronunciation of the words
Visuals (pictures, flashcards, drawings)	Yes	The teacher used pictures of pets and asks her pupils to write the names of those pets on a slate
videos(animations, short clips)	No	No use of videos at all
Physical objects (toys, props)	No	No the teacher do not use any toys or objects
Gestures and body language (teachers using hand movements to explain	Yes	The teacher uses hand movements when reviewing the pets' body parts
Printed materials (worksheets, posters)	Yes	The teacher uses printed papers which she gives as a homework

Appendices

1.2. Multimodal Strategies Observed

TEACHING STRATEGIES	Used	NOTE
Combining visuals with spoken instructions	Yes	The teacher shows images and gives her pupils
Using sounds or music to support learning	No	No use of sounds or music at all except hers
Demonstrating meaning through gestures	Yes	The teacher uses hand gestures to explain the words
Encouraging pupils to act out or move physically	No	The teacher do not give a chance to her pupils to move or to act
Asking pupils to describe images/visuals	Yes	The teacher shows pictures of pets and ask her pupils to write their names on a slate
Using videos to illustrate concepts	No	No use of videos at all
Mixing different modes in a single task (listening + visuals + actions)	Yes	The teacher mixes visuals with writing but not with listening

1.3. Pupil's Engagement and Response

OBSERVATION POINT	Used	NOTE
Pupils appeared interested and attentive	Yes	When the teacher used images pupils seem more interested and engaged than just listening to her
Pupils actively participated in the lesson	Yes	They participate especially when the teacher shows them pictures of the pets
Pupils responded positively to visual or audio resources	Yes	They respond positively to the use of visuals
Pupils showed understanding when multiple modes were used	Yes	They showed understanding better when the teacher used images and explaining at the same time rather than just talking or showing pictures alone
Pupils struggled with any particular mode	No	We didn't really notice since the teacher used only images and her own pronunciation

Appendices

1.4. Teacher's Adaptability

OBSERVATION POINT	Used	NOTE
Teacher adjusted resources based on students' reactions	No	The only resource the teacher uses is the visual resources and her own pronunciation
Teacher explained meaning using multiple modes if pupils seemed confused	No	The teacher translates the word if the pupil seemed confused either to Arabic or to French
Teacher encouraged pupils to use gestures, drawings, or other modes to express ideas	No	The teacher does not encourage her pupils to use gesture or something else if they did not understand

1.5. Use of multimodal resources for pronunciation

OBSERVATION POINT	Used	NOTE
Use of videos demonstrating pronunciation	No	No use of videos at all
Use of recorded native speaker audios	No	They don't use any recordings the only thing used for pronunciation is the teacher's
Pupils have the opportunity to listen and repeat	Yes	They have the opportunity to listen to their teacher and repeat chorally after her
Teachers correct pronunciation clearly	Yes	After asking the pupils to write the names of the pet on a slate the teacher asks them to read them out loud therefore corrects any mistakes in the pronunciation
Use of charts showing tongue positions	No	No use of charts at all

Appendices

1.6. Challenges Noted

CHALLENGE	Used	NOTE
Lack of suitable multimodal resources	Yes	no use of audios or videos at all, they only use pictures and gestures
Limited access to multimedia devices	Yes	The school does not provide the necessary tools and equipment like speakers, TV or the data show... to make multimodal learning easier
Pupils distracted by certain modes (overuse of videos)	No	We did not notice any distract since they do not use a lot of multimodal resources
Limited time for multimodal activities	yes	The teacher does not have time to teach using a lot of multimodal resources since the session is jut forty-five minutes

Appendices

Classroom Observation Checklist number 5

Research Topic: The Integration of Multimodal Resources in Teaching English to Primary School Pupils

Observer's Name: KHIF LISA & REZZIK MELYZA

School's Name: LES FRERES BOUZGAN

Date: April 16TH, 2025

Grade Level: 3rd year primary school

Number of Pupils: 36

Lesson Topic: My pet

Session: body parts of animals

1.1. Use of Multimodal Resources

MULTI MODAL RESOURCES	USED	NOTE
Audio (songs recoded dialogues)	No	No use of audios at all
Visuals (pictures, flashcards, drawings)	Yes	The only visuals the teacher used were the ones from the book
videos(animations, short clips)	No	No use of videos at all
Physical objects (toys, props)	No	The teacher did not use any physical objects
Gestures and body language (teachers using hand movements to explain	Yes	He used gestures and body language to explain for example he used is arms to explain the birds wings
Printed materials (worksheets, posters)	No	The teacher did not use any printed materials

Appendices

1.2. Multimodal Strategies Observed

TEACHING STRATEGIES	Used	NOTE
Combining visuals with spoken instructions	Yes	The teacher shows the picture in the book then explain it using gestures and body language
Using sounds or music to support learning	No	The teacher did not use any sounds or music to support learning
Demonstrating meaning through gestures	Yes	The teacher uses gestures to demonstrate the meaning of the pictures from the book
Encouraging pupils to act out or move physically	Yes	The teacher encourages his pupils to act physically
Asking pupils to describe images/visuals	Yes	He asks pupils to describe the pictures from the book
Using videos to illustrate concepts	No	No use of videos at all
Mixing different modes in a single task (listening + visuals + actions)	Yes	The teacher uses visuals and actions at the same time

1.3. Pupil's Engagement and Response

OBSERVATION POINT	Used	NOTE
Pupils appeared interested and attentive	Yes	They appeared interested when using the pictures from the book but not when the teacher explains without any visuals or gestures
Pupils actively participated in the lesson	Yes	They actively participated in the lesson especially when the teacher asked them to demonstrate the pictures
Pupils responded positively to visual or audio resources	Yes	They responded positively to the visuals and gestures
Pupils showed understanding when multiple modes were used	Yes	They showed more understanding when visuals and gestures are used but not audios since they did not use any visuals
Pupils struggled with any particular mode	No	Given that the only modes used were the visual and bodily kinesthetic mode we did not really notice any struggle

Appendices

1.4. Teacher's Adaptability

OBSERVATION POINT	Used	NOTE
Teacher adjusted resources based on pupils' reactions	No	The teacher did not use multiple modes and did not adjust them based on the pupils need
Teacher explained meaning using multiple modes if pupils seemed confused	Yes	The teacher used visual mode and when his pupils seemed confused he started using gestures and body language
Teacher encouraged pupils to use gestures, drawings, or other modes to express ideas	Yes	He encouraged pupils to use gestures to express their understanding and their ideas

1.5. Use of multimodal resources for pronunciation

OBSERVATION POINT	OBSERVED	NOTE
Use of videos demonstrating pronunciation	No	No use of videos at all
Use of recorded native speaker audios	No	No use of recorded audios at all
Pupils have the opportunity to listen and repeat	Yes	The pupils listen to the teacher pronounce the word and repeat after him chorally
Teachers correct pronunciation clearly	Yes	When pupils make mistakes in the pronunciation of some words the teacher corrects it by reading the word again and spelling it
Use of charts showing tongue positions	No	No use of charts at all

1.6. Challenges Noted

CHALLENGE	Used	NOTE
Lack of suitable multimodal resources	Yes	The teacher did not really use multiple modes just visuals and bodily kinesthetic mode
Limited access to multimedia devices	Yes	The school lacks of necessary equipment
Pupils distracted by certain modes (overuse of videos)	No	Given that the only two modes use are visuals and gestures we did not notice any distraction from the pupils
Limited time for multimodal activities	Yes	The teacher did not have time to use other modes as they have only forty-five minutes

Appendix C: The checklist adopted as a model

Teacher:	EL Demographics:	EL Background (e.g., Languages):
Date:	___ SLIFE	
Class:	___ LTELs	
Lesson Objective:	___ ELs with IEP/504 Plan	

Directions: Please check "yes" if you observed the EL strategy during your observation. Please check "no" if you did not. Please note that it is not expected for a teacher to incorporate all of these EL strategies into instruction during each lesson.

EL Strategy	Yes	No	Notes
Academic Language			
The teacher has selected a small number (5-10) of academic vocabulary for intense focus.	<input type="checkbox"/>	<input type="checkbox"/>	
ELs have an opportunity to practice new vocabulary using multi-modalities .	<input type="checkbox"/>	<input type="checkbox"/>	
ELs practice word learning strategies (cognates, words with multiple meanings, contextual clues).	<input type="checkbox"/>	<input type="checkbox"/>	
ELs are provided opportunities to focus on aspects of language at the sentence level (e.g., grammar, syntax, conventions) that may be challenging for them in the lesson or text.	<input type="checkbox"/>	<input type="checkbox"/>	
ELs are provided opportunities to focus on academic language at the discourse level (e.g., discussion of text structure and purpose, use of sequence markers).	<input type="checkbox"/>	<input type="checkbox"/>	
Reading			
ELs are given opportunities to read for different purposes .	<input type="checkbox"/>	<input type="checkbox"/>	

Adapted from Staehr Fenner, D., & Snyder, S. (2017) Unlocking English learners' potential: Strategies for making content accessible. Thousand Oaks, CA: Corwin.

Find the image clicking on this link [<https://images.app.goo.gl/svwShcYs8UcjVBri6>]

Appendices

Appendix D: The use of flashcards and images in English classes for third year primary school

