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## **Images of New Headway Textbook from a Multimodal Perspective**

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# ***DEDICATION***

***This work is dedicated to:***

***My parents and my family***

***All my friends and classmates***

***All my teachers***

***Tassadit***

# ***DEDICATION***

***This work is dedicated to:***

***My dear parents***

***My brother, my sisters***

***All my loved ones***

***Hassina***

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## **Abstract**

*The present study aims at investigating the role of images presented in the New Headway textbook, and its impact on the learners' understanding and acquisition of new English vocabulary. In the advanced hypotheses, images are useful and successful in facilitating the comprehension and the learning of new English words. To test the hypotheses, three images presented in the New Headway textbook have been analyzed using Kress and Van Leeuwen's theory "Reading Images: The Grammar of Visual Design" (2006). For the sake of triangulation, two extra research tools have been used: Interview and questionnaire. The interview was conducted with three English teachers in Ecomode private school at Tizi-Ouzou; and the questionnaire was designed to 27 EFL learners of the third level in Ecomode School at Tizi-Ouzou. This study is based on the Mixed Method Research to collect and analyze the data. The data gathered from the learners' questionnaire are presented with the use of the Statistical Package for the Social Science (SPSS), and both the questionnaire and the interview are analyzed using the Content Analysis Method. The results obtained from this study show that the use of images in textbooks is helpful for the learners to acquire more English words and raise their motivation throughout the learning process. These results confirm our hypothesis and reveal that images in textbooks improve learners' vocabulary and make learning easier.*

**Key Terms:** EFL Textbook, , Images, Vocabulary, Multimodality.

## **List of Abbreviations and Acronyms**

<b>EFL:</b>	English as a foreign language
<b>Q:</b>	Question
<b>Hp:</b>	Hypothesis
<b>SPSS:</b>	Statistical Package for Social Sciences

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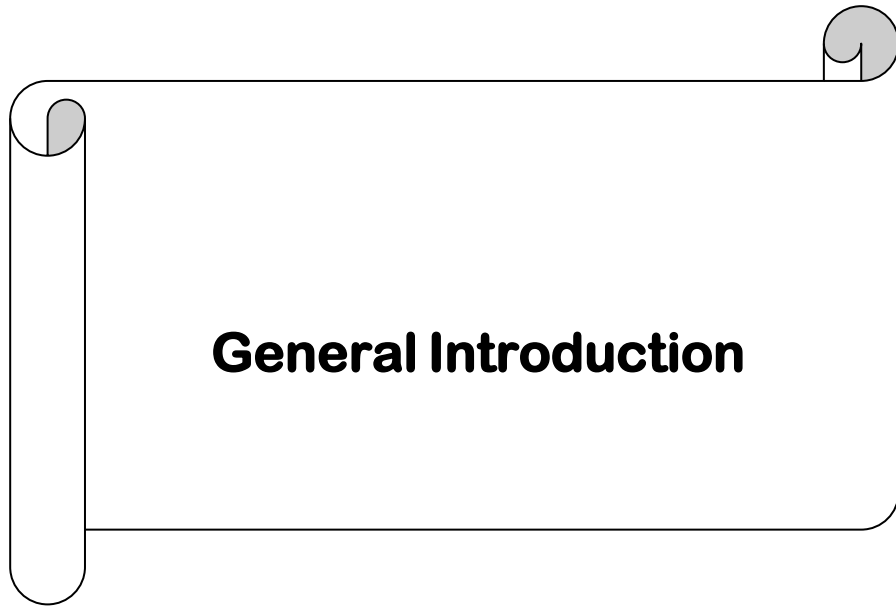
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## General Introduction

### Statement of the Problem

The English language is considered as a global language over the world and it has a central role in the global communication. This language has different statuses in different countries where it can be used as a first language or a foreign language and it is used in different fields like: politics, economics, and education. In order to master the second or the foreign language we need the mastery of the four skills (*writing, reading, listening and speaking*) and the mastery of vocabulary, which is considered as a vital aspect in learning English as a foreign language as it plays a central role in language learning. Usually, EFL learners face many difficulties in learning the new English vocabulary. For this, teachers are considered as orchestra leaders who can help the learners learning English language through using different tools or techniques in order to facilitate the task of teaching/learning. In order to achieve this, teachers should use successful techniques which make the learning process more interesting and which create a motivational environment for the learners during the courses.

In the field of English language learning, we find many methods used for leaning new English vocabulary like the use of images. Images are considered as a very useful tool because they facilitate the task of learning and understanding new words, they help also to memorize and store the new vocabulary easily. Therefore, in the process of learning English as a foreign language, teachers should create a good classroom environment in order to attract the learners' attention and to motivate them. In fact, teachers are supposed to use effective and successful techniques to improve learners' vocabulary.

One of the important techniques in teaching English vocabulary are images. Many studies indicate that the use of these tools improve the learner's understanding of unfamiliar words and remember them.

### **Aim and Significance of the Study**

The study is significant to both teachers and learners of the third level in Ecomode private school at Tizi-Ouzou. It attempts to find the impact and the importance of using images in New Headway textbook for learning and mastering the English vocabulary effectively. During the courses, if teachers use images in teaching vocabulary the learners will be more motivated because the use of images encourages the learners to learn the English language.

The use of images in teaching English vocabulary makes things clearer and understandable for the learners. This study attempts to attain these objectives. It aims at demonstrating to which extent the use of images in New Headway textbook helps the learners in learning the new vocabulary or new words, and how images influence the teaching EFL learners. This study also aims at finding whether images can help EFL learners in enhancing and enriching their English vocabulary. In order to get the result of our investigation, we shall follow Kress and van Leeuwen's (2006) theory of communication, which explains how people can use different modes to convey meaning such as (images). This study is conducted with the learners of the third level in Ecomode private school at Tizi Ouzou to find out the importance and the role of using images in learning new English vocabulary.

### **Research Questions and Hypotheses**

In order to find out the impact and the importance of using images in New Headway textbook in learning English vocabulary, we raise the following questions:

- Do teachers use visual aids (images) during their courses to facilitate the learning task?
- Do learners find the use of images in their vocabulary learning a successful method?
- Do images facilitate the task of new vocabulary teaching and learning?
- Is there any relation between the visual and the linguistic contents of the textbook?

### Hypotheses

Four working hypotheses are advanced in order to answer the research questions:

**Hp1:** Teachers use the visual aids as images during the class.

**Hp2:** Learners consider the use of images as a successful tool for learning vocabulary.

**Hp3:** The use of images during the courses helps teachers to do the task of teaching more easily.

**Hp4:** Through the images used in the textbook, learners can interpret the meaning of the text directly.

### Research Techniques and Methodology

In this study, in order to collect data we designed a questionnaire and an interview which are a good means of gathering data. The questionnaire is designed for the learners of the third level in Ecomode private school at Tizi- Ouzou in order to see their attitude toward the use of images in New Headway textbook for learning English vocabulary. As for the interview, it is designed for the teachers of the third level in order to see whether images are helpful in teaching and learning new English words.

### The structure of the dissertation

This dissertation follows the Traditional Complex Model. It consists of a general introduction, four chapters and the general conclusion. The general introduction consists of the presentation of our research. Then, the first chapter is the review of literature which includes three parts. The first part is about English vocabulary learning/teaching, its definitions, types, importance and techniques of teaching vocabulary. The second part is concerned with the EFL textbook and its importance in EFL vocabulary learning/teaching and it includes the important role of images in learning new English words. The third part is about multimodality and EFL education, it encompasses definitions and the main concepts of multimodality, then the theoretical framework which based on Kress and Van Leeuwen



Reading Images: The Grammar of Visual Design. The second chapter called research design is concerned with the procedures of data collection where we attempt to describe the New Headway textbook, then the procedures of data analysis where we have followed the Mixed Method Approach (*quantitative, qualitative research*). The third chapter is concerned with the presentation of the findings which presents the results of the research then we interpret and discuss them in the fourth chapter entitled discussion of the findings. This research work is ended with a general conclusion that summarizes the research.



## **Chapter One :**

# **Review of Literature**

### Introduction

This chapter reviews the previous works of different researchers that have the same study with our research. This review of literature is divided into three sections. The first section deals with vocabulary where we introduce a set of definitions and describe the vocabulary teaching techniques. The second describes the importance of EFL textbook in EFL vocabulary learning and evaluate the impact of using images in learning EFL vocabulary. The third section deals with the theory of multimodality and its key concepts: semiotic resources, semiotic mode, modal affordance and visual representations. Finally, the goal of this chapter is to shed light on the impact of using multimodal textbook for learning English vocabulary.

### I.EFL Vocabulary Teaching and Learning

#### 1. What is vocabulary?

Vocabulary is one of the important aspects in learning English as a foreign language which plays a central role in the learner's language learning; we find different dictionaries which deal with the definitions of this aspect. According to York English dictionary for student (1999), vocabulary is defined as "*all the words that are used by a person or a group of persons*" that is to say that vocabulary refers to a set or group of words that are used in particular language to communicate. Burns (1972) defines vocabulary as "*the stock of words which is used by a person, class or profession*" (cited in Alqahtani 2015:25) that is to say, vocabulary is the words that are used by a person in order to communicate meaning by expressing themselves and communicating with each other. Hatch and Brown (1995) distinguish two types of vocabulary, which are receptive and productive.

#### 1.1.Receptive Vocabulary

Receptive vocabulary refers to the words that are understood by the learners when reading or listening to a text; the learners recognize the meaning of these words which help them understand the meaning of the text they are reading or listening to. However; they

cannot produce these words in speaking or writing. (Cited in Maskor, M.Z and Baharudin.H, 2016:263-264). In addition to this, Palmer (1921:118) states that “*receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it*”. (Cited in Boualleg, R. 2016:10).

### **1.2. Productive Vocabulary**

Productive vocabulary is considered as the words that are recognized and understood by the learners, who pronounce them and produce them in speaking and writing to express their feelings and understood by the others. (Cited in Maskor, M.Z and Baharudin.H, 2016:264). Moreover, Palmer (1921:118) states that “*productive that we produce language forms by speaking and writing to convey messages to others*”. (Cited in Boualleg, R. 2016:10); in other words, productive vocabulary is to produce words by speaking and writing to exchange ideas with other people.

## **2. Vocabulary Teaching Techniques**

In foreign language learning learners learn vocabulary which is considered as a fundamental and central thing in learning a foreign language because vocabulary is important in EFL learning. In teaching vocabulary, teachers are able to enhance and to improve learner’s vocabulary; for this, teachers need to use several techniques and methods concerning teaching vocabulary. Instead of using one method, teachers combine different techniques to make the learning easier. According to UR (1996) there are various materials for learning the foreign language effectively such as definition, illustrations, visual representation and others.

### **2.1 The Visual Technique**

According to Gairns, R and Redman, S (1986) visual techniques are the techniques used by the teachers to facilitate the task of learning, it contains two important techniques which are visuals that encompass flashcards, photographs, blackboard drawings, wall charts, and realia pictures and objects. These visuals help the learners better learn new words. In

addition to visuals, mime and gestures is another technique that is used by the teachers to make the meaning clearer for the learners by demonstrating the concept and making gestures in order to transmit the message. (Cited in Boualleg, R. 2016:20)

### **2.1.1. Definition of Images**

With the advance of technology, images are widely used in different domains like education where we find textbooks containing both texts and images. Images are considered as a useful tool in EFL learning to facilitate the learning skills and enrich learners' imagination. According to Oxford dictionary an image is "*a representation of the external form of a person or things in art*". This means images illustrate the real side of things.

### **2.1.2. The Role of Images in Teaching/Learning English Vocabulary**

Images are important in teaching and learning a foreign language, and they enable the learners to see the meaning of the word in the image which facilitates the understanding of new words; also, they help them memorize new vocabulary. Meanwhile, images are helpful for the learners to grasp the meaning and remember the words they learn through remembering the picture they have seen or learned before. Wright (1989:137) points that "*the non-verbal information help us to predict what the text might be about and this ability to predict helps us to recognize meaning more quickly than if we had to sort it out solely from what we hear or read*". This implies that the learners can understand the meaning of the image even before reading a text or hearing a given discourse.

In addition, teaching via images is necessary for the beginners who have difficulties in comprehending the English words; therefore, they serve as an aid for making the meaning clearer as well as making the learning easier, as the English proverb says "a picture worth a thousand words". That is, sometimes an image says and communicates meaning which words cannot transmit and explain. Doff (1988:14) states that "*the use of real objects, pictures, mime for suitable vocabulary is a very effective method as it is direct, interesting and it makes an*

*impression on the class*”,(Cited in Abebe, T.T and Davinson, L.M 2012:527), that is to say, the use of visuals draws the attention of the learners and makes the class active.

Teaching and learning through the use of images motivate the learners and make them involved in the lecture and interested to learn more. As Wright (1989:02) states, pictures can play a key role in motivating students contextualize the language they are using, giving them the reference and helping them discipline the activity. (Cited in Sholihah, H. (2004:22)

### **3. The Importance of Vocabulary in EFL Learning**

Many linguists claim that vocabulary is necessary in teaching /learning situations; they also say that it is the backbone of communication as many learners acquire more words and can express themselves in a meaningful way. Wilkins states that “*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (Cited in Thornbury 2002:13). Besides, “*if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organ of the flesh*” (Harmer 1991:53). So, according to Harmer the grammatical structures are not enough for communication as vocabulary does. In addition, Thornbury says:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost everything with words! (Tornbury 2002:13).

### **4. Multimodal Book and Multimodal Text**

#### **4.1. The Multimodal Book**

With the rapid advance of technology, texts changed in the way they are produced and people are more exposed to multimodal texts that contain visual images, colours, tables, maps...etc. A multimodal book is the combination of the written and visual images, that is to say the combination of these two semiotic modes communicate meaning and make the text more understandable for the learners and involve the interaction between the text and the image. Moreover, a book with images is interesting for EFL learners as there is interaction

between the learners and images, this help them better understand the text and improve their skills.

### **4.2. The Multimodal Text**

Multimodal text is any set of information which consists of more than one mode and it is the combination of more than one resource in order to communicate meaning like the combination of sound, music and image in films. In fact, with the growth of digital communication, people are more exposed to multimodal texts that can be print, live, digital...etc. According to Yassine (2012:45) "*all texts are multimodal; it is very arguable that no text can exist in a single mode*". This leads us to know that all texts are composed of various semiotic resources rather than language alone and the combination of the semiotic resources aims to achieve effective communicative functions of the text.

## **II. The EFL Textbook as a Multimodal Discourse in EFL Education**

### **1. Definition of the EFL Textbook**

A textbook is the most used material in teaching / learning process, as Hutchinson and Torres (1994: 315) say "*the textbook is an almost universal element in ELT teaching*" that a textbook is necessary in any field of learning. "*A textbook can be referred to as a published book specially designed to help language learners and to improve their communicative abilities*" (Sheldon 1987 cited in Lawrence, 2011:05).

The EFL textbook is an instrument that serves as a guide for both teachers and learners as it contains a syllabus which they follow to prepare the lessons. It also helps the students to make themselves ready for the exams. According to Hutchinson and Torres (1994:318 ) a textbook is viewed as 'framework' or a 'guide' that helps the learners to organize their learning both inside and outside classroom, that is to say, a textbook aids the learners to prepare and follow their lectures; also, it trains them for real life situations.

## 2. The Importance of Textbooks in EFL Learning

EFL textbooks play a vital role in teaching and learning process. They are considered as a map that teachers and students pursue to get more knowledge: “the *textbook, which is generally seen as controlling lessons by providing a prepared script for the interaction*”. (Hutchinson and Torres, 1994:317). For instance, texts in the textbook create an interaction between teachers and learners in the classroom, where the learners learn more by exchanging information between each other. Sheldon (1988), cited in Tok (2010:508) suggests that textbooks do not only represent the visible heart of any ELT program, but they offer significant advantages for both students and the teacher when they are being used in ESL /EFL classroom. O’Neill (1982:110) argues that “a *textbook can at best provide only a base or a core of materials. They are the jumping-off point for teacher and class*”. Thus, a textbook is a norm which is almost used in any teaching/learning situations and it is a useful tool in satisfying the needs of the learners.

The textbook serves as a guide for the teachers in controlling the lessons. Concerning the EFL learners, a textbook is important in giving chances for them to perform the target language. According to Hutchinson and Torres (1994:318) a textbook saves teachers’ time and facilitates the work for them because a textbook contains a syllabus which provides them with structures to follow in teaching. As O’Neill (1982:106) states “a *textbook provides us with grammatical and functional framework within which we could work*”; this means that the learners can practise and do exercises which help them learn grammar, vocabulary, pronunciation and other language points.

A textbook provides the teachers and the learners with the knowledge they need in their domain of education and the things they require in their daily lives. (Hutchinson and Torres, 1994:323) argue that “the *textbook can be not just a learning program for language content, but also a vehicle for teachers and learner training*”. In other words, a coursebook



furnishes structures for managing the lessons and provides essential information which helps the whole class to acquire knowledge. In addition to this, a textbook enables the learners to enhance their skills by their own as it is viewed as self-study for them. A textbook is regarded also as a source that teachers rely on in making operative lessons that serves as guidance in the classroom. Ur (1996:184) points that *“for teachers who are inexperienced or occasionally unsure of their knowledge of the language, the course book can provide useful guidance and support”*, this implies that a coursebook purveys confidence to those novice teachers and guides them in following the right steps in the syllabus.

Besides, textbooks are accompanied by some images that are related to people's ways of living, and facilitate the comprehension of the text and help the learners acquire new words. Torres asserts that *“certainly these images serve as a means to illustrate vocabulary words or to represent different types of real-world communication in addition to getting students' interest or attention”*(2015:240). That is, images depict vocabulary words in a textbook and relate the meaning to the outside world; they also attract the learners' attention.

### **III. Multimodality and EFL Education**

#### **1. Social Semiotics**

Social semiotics is an important school within the different spheres of semiotics and it was developed by many scholars as Kress, G and Van Leeuwen. The main figure in this school is Michael Halliday who wrote the book entitled *“Language as Social Semiotics (1978)”*. Social semiotics is based on the study of the meaning and the different interpretations made by people in different contexts. Hodge and Kress, G (1988 2G) claim that *“social semiotics is primarily concerned with human semiosis as an inherently social phenomenon in sources, functions, context and effect”*. That is to say, social semiotics is used by people to study how semiotic resources are used by people in order to make meaning and how this meaning is interpreted and understood by individuals and society. Social Semiotics

is considered by Kress, G and Van Leeuwen as an approach to communication based on how people communicate in different situations and how the potential meaning of resources is interpreted differently. Social semiotics is concerned with the producer of the meaning and the meaning making process. Michael Halliday, in his book “Language as Social Semiotic” (1978), and his “Introduction to Functional Grammar” (1985), claims that all languages constitute the three metafunctions which are called ideational, textual, interpersonal metafunctions.

- **The Ideational Metafunction:** refers to the representation of different experience processes in reality which is realized by transitivity system and relates to the field aspects of text.
- **The Interpersonal Metafunction:** indicates the social relation and the interaction of feelings, attitudes and judgments by mode and modality.
- **The Textual Metafunction:** refers to the ways in which the message is organized to construct cohesive unit through the thematic structure and information structure.

## 2. Multimodality

Multimodality was developed in the early 2000s and it is originated from linguistic ideas of communication. Multimodality is a theory of communication, and this term “multimodality” attracts the attention of many scholars and semioticians, and has become a major goal of linguistic investigation.

The term multimodality refers to the use of different semiotic modes like images, video and gestures in spoken and written language. Kress, G (2009) defines multimodality as *“a theory which looks at the many different modes that people use to communicate with each other and to express themselves”*. This implies that multimodality is concerned with the combination of different modes in order to make meaning. According to Kress, G and van Leeuwen the term multimodality is used:

To express that the way we communicate is seldom by one single mode of communication, by language. It is done simultaneously through a number of mode multi-modally, by combinations of the visual, sound, language, etc. (Kress, G, and Van Leeuwen, 1996 cited in David Machin, p3).

Kress and van Leeuwen define multimodality as a social semiotic approach to visual communication where they use many tools for the analysis of the visual compositions in which these elements are combined in order to make meaning (ibid). Elisabetta Adami (2017) introduces the concept of multimodality “*as an increasingly visible phenomenon of communication*”, multimodality is then the result of using different semiotic resources in communication for the purpose of making meaning. The term is used to refer to the phenomenon of human communication; multimodality is the use of different modes in text or in communicative events like movies, speech, real and virtual interactions, etc... (ibid).

Multimodality is widely used in our time and it is found in different fields like media, especially in the field of education where “*multimodality is concerned with several possible modes or manners in which a person learns or in which a teacher addresses her/his learners*” (Hansen-Pauly et al, 2009). That is to say, in the field of teaching, the teachers used different modes like gestures, symbols, gaze, and facial expressions in order to make the meaning more understandable for the learners.

## **2.1. Key Concepts of Multimodality Theory**

### **2.1.1. Mode**

Mode is referred to as the different semiotic resources or affordances used by people in order to make meaning. According to Kress and Bezemer (2010:171) “*mode is a socially and culturally shaped resources for making meaning*”. That means mode is concerned with the use of different resources like images, gaze, and facial expression in social context. Kress and Van Leeuwen (2006) argued that images, colour, music, typography, and other visual

modes are similar to language and they can simultaneously fulfill and realize the three broad communicative metafunctions as language does. That is to say that all these modes have the same function as language and the meaning is made across all the three metafunctions (ideational, interpersonal, and textual).

### **2.1.2. Semiotic Resources**

The term semiotic resource is used to refer to the different social and cultural resources used as material for making meaning; in other words, we can consider it as a tool that people use to communicate and make meaning. As cited in Van Leeuwen's book "Introducing Social Semiotic(2005:3), social semiotics is considered as *"a key term in social semiotics, it originates in the work of Halliday, who argued that the grammar of language is not a set of rules for producing correct sentences but a result for making meaning"*.

According to Van Leeuwen (2005:3) semiotic resources are defined as:

...the actions and artifacts we use to communicate, whether they are produced physiologically with our vocal apparatus; with the muscles we use to create facial expressions and gestures.

In fact, semiotic resources are the things or the tools people use to exchange information and which help to transmit the message, whether by using verbal or non- verbal language.

### **2.1.3 Modal Affordance**

The term 'affordance' was introduced by the American psychologist James Gibson in 1979, refers to this term as the potential uses of a given object, which stem directly from its observable properties (cited in Yassine, 2012:41). According to Kress (2010) the term modal affordance is the potentialities and constrains of different modes. (Cited in Jewitt, 2013:254).

### **2.1.4 Visual Representations**

Visual representation is one of the teaching methods used by teachers to improve learners' English vocabulary, and this achieved via the use of visuals such as images, pictures,

colours and drawing. (Kress and Van Leeuwen 2006). According to Patrick, Carter and Wiebe, (2005) “*visual representations can foster the obtainment of knowledge that students may not get from verbal explanation alone*”.

### 3. Grammar of Visual Design

Visual grammar is a theory of communication which is used in western culture, and it is developed by the work of Kress and Van Leeuwen in their book ‘Reading Images: the Grammar of Visual Design’ (2006). Kress and Van Leeuwen’s work is concerned with how people communicate and make meaning by using different visual modes and different semiotic resources. Visual grammar is defined as “*a quite general grammar, because we need a term that can encompass oil painting as well as magazine layout, the comic strip as well as the scientific diagram*”(Kress and Van Leeuwen 2006:03). The grammar of visual design is a theory of interpretation which explains the relation between different participants. Michael Halliday in his work Language as Social Semiotic 1978, studied how people interpret the meaning of text by using the three metafunctions.

Kress and Van Leeuwen in ‘Reading Images: The Grammar of Visual Design’ (2006) introduced the three metafunctions in reading and decoding the message of the image; they claim that “*what is expressed in language through the choice between different word classes and clause structures, may, in visual communication, be expressed through the choice between different uses of colour or different compositional structures*” (Kress and Van Leeuwen, 2006:2). They explain how visual modes can express meaning by the representational, ideational and interactional metafunctions.

#### 3.1. Patterns of Representation

The pattern of representation is similar to Halliday’s ideational metafunction, which is developed by Kress and van Leeuwen in their book ‘Reading Images: the Grammar of Visual Design’ (2006). The visual mode is seen as a resource of representation “*the world around*

*and inside us*". (Kress and Van Leeuwen 2006:15). Representational patterns are concerned with the way elements like participants, objects, place are presented visually and how they are employed with one another within the representational meaning.

### **3.2. Patterns of Interaction**

The Interactional pattern corresponds to Halliday's interpersonal metafunction and it is concerned with the relationship between the producer and the viewer of the images (Kress 2006:114). Kress and Van Leeuwen suggest three ways to present the interactive meaning of images: the gaze of images, the social distance and the horizontal and vertical angles.

#### **3.2.1. Gaze**

In the image, the represented participants look directly at the viewers, and this creates a kind of interaction between them, and "*the producer uses the image to do something to the viewer*" (Kress and Van Leeuwen, 2006:117-118). That, the represented participants invite the viewers to share their feelings with them. So, gaze can be direct when there is eye contact between the viewer and the participants in the image that is called a 'demand' image. It can be indirect when the participants depicted in the image are not looking to the viewers, and there is no eye contact between them. In this case, the image is called an 'offer' image.

#### **3.2.2. Social Distance**

Social distance, according to Kress and Van Leeuwen (2006:124-125), is related to the social relations between the represented participants and the viewers, in addition to the distance they keep from each other. Besides, social distance in images has relation to "the size of frame" (close shot, medium shot, long shot...etc). "*The social distance can suggest different relations between represented participants*" (Kress and Van Leeuwen 2006:124). This is concerned with how the viewers see the participants represented in the image (as individuals, strangers, intimate people...). Thus, a close shot shows "the head and the face" of the participants, which suggests intimacy, and the medium shot "cuts the subject in the knees

or the waist” that the represented participants keep distance from the viewers in which there is no intimate relationship between them. Finally, the long shot shows “the whole figure” and the viewers see the participants as strangers and the relationship is impersonal.

### **3.2.3. Horizontal and Vertical Angles**

The horizontal angle “*indicates to what degree the maker of the image is involved with the represented participants*” (Ruppert, 2004:28). According to Kress and Van Leeuwen (2006:136), the difference between the frontal and oblique angles is the difference between the involvement and detachment, that is, in the frontal angle, the viewer is involved with the image, as if he is one of the represented participants. Kress and Van Leeuwen point that the frontal angle says, as it were, “*what you see here is part of our world, something we are involved with*”. Whereas, the oblique angle, the viewer or the image-producer is detached from the image and he is not involved with; The oblique angle says, “*what you see here is not part of our world, it is their world, something we are not involved with*” (ibid).

The vertical angle indicates power relationship between the represented participant and the viewer of the image, and it is a matter of (superiority, inferiority and equality). Thus according to Kress and Van Leeuwen (2006), when the image is seen from the high angle, then the viewer has high status and superior from the represented participant, and if the represented participant is seen from a low angle, then the former has power over the viewer. Finally, if the image and the viewer are at eye level, then the represented participant and the viewer have equal relationship.

### **3.3. Patterns of Composition**

The Patterns of composition are similar to Halliday’s textual metafunction, a coherent and cohesion text which makes a meaningful whole and fits with the context for which it is produced (Kress and Van Leeuwen, 2006:43). In Kress and Van Leeuwen’s pattern of composition there is a relation between the text and the image which makes coherence

between each other. The compositional pattern is defined as “*the way in which representational and interactive elements are made to relate to each other ,the way they are integrated into a meaningful whole*”(Kress and Van Leeuwens 2006:176). The compositional meaning of images is realized through the three interrelated systems which are information values, salience and framing.

### **3.3.1. Information value**

It consists of the position of the participants in the image. According to Kress and Van Leeuwen (2006), there are three types of layout: “Left and Right”, in which the items placed in the right side are considered as new information and those placed in the left are called the given that are known by the viewers. “Top and Bottom” where the elements placed in the top are considered as the ideal which is something abstract, and the bottom is something real and it is concrete. “Center and Margin” where the elements placed in the center are considered more important than those placed in the margin.

### **3.3.2. Salience**

Salience refers to the way the elements in an image are placed to attract the viewers’ attention; it focuses on the most important element then moves to the less important one. This creates a hierarchy of salience in relation to the degree of the elements presented. Therefore, salience is presented through the size, colour, overlap, tone, foregrounding...etc of the salient element within the visual representation. (Kress and Van Leeuwen, 2006:202)

### **3.3.3 Framing**

“*Visual framing is a matter of degree: elements of the composition may be strongly or weakly framed*” (Kress and Van Leeuwen, 2006:203). Framing devices are used to connect or disconnect the elements presented from each other; this is achieved by the use of a dividing line that joins or separates the elements from the image. This shows whether they are belonging together or not.



### Conclusion

This chapter presents the literature review which has relation to our research, and its main focus is the role of images in EFL textbooks for learning English vocabulary. This review of literature deals with the definition of vocabulary and shows its importance in EFL learning and teaching. Then, it presents the definition of EFL textbook and its important role in EFL learning. This is followed by multimodality and its key concepts such as mode, semiotic resources, modal affordances and visual representations. Finally, this chapter is ended with the description of Kress and Van Leeuwen's theory 'Reading Images: The Grammar of Visual Design'.



## **Chapter Two : Research Design**

### Introduction

This chapter deals with the methodological part called research design, it is concerned with the techniques and methodology used in our research to answer the questions concerning the impact of New Headway textbook images in learning English vocabulary. This methodological part consists of the procedures of data collection and the procedures of data analysis. The first part deals with the description of the corpus (New Headway textbook), and the questionnaire designed for the learners of the third level in Ecomode private school at Tizi Ouzou; then, it describes the interview which is designed for the teachers of the third level in this private school. The second part deals with data analysis that explains the mixed method approach, which focuses on analyzing data by combining the quantitative and qualitative research.

### I- Procedures of Data Collection

In our research, the problematic question is the impact and the importance of using images as semiotic resources for EFL vocabulary learning. Our research is based on the New Headway textbook used in Ecomode private school at Tizi -Ouzou which is designed for the learners of the third level.

#### 1. Description of the Corpus

New Headway textbook fourth edition is an EFL textbook designed for the learners of elementary level, this book is tried and tested all over the world. It is a book that teachers/ learners rely on, that motivates and enriches learners' language and raises their confidence. New Headway English course is a development of the highly successful multi-level headway series. The New Headway course book have been rewritten to include new feature activities and above all, new material to make the learning of English stimulating and motivating for both adults and young learners. The courses combined the best traditional methods with more recent approaches to help the students use English accurately and fluently and provide a fully

comprehensive language teaching series from beginner to advance. New Headway textbook fourth edition contains two parts: part of courses includes six units and each one discusses a specific topic. The second one is exercises part which trains learners' grammar, vocabulary, speaking, listening writing and reading skills.

### **1.1. Textbook Data Sampling**

Three Images have been selected from the New Headway textbook to be analyzed using the theory of Kress and Van Leeuwen (2006) 'Reading Images: The Grammar of Visual Design'. Image (1) consists of a person who is singing and playing on a piano in addition to a text which speaks about his perfect week-end. Image (2) represents a woman named Oprah Winfrey and an exercise about her. Image (3) includes a picture of a group of people representing their jobs. These images are helpful for the learners in the acquisition of new vocabulary.

## **2. Data Gathering Tools**

### **2.1. Questionnaire**

A questionnaire is a written instrument or method for collecting data about any scientific research. It consists of a set of questions designed for a specific group; and these questions may be close-ended, which allows a limited number of answers, and it can be open-ended, where the person can answer freely by using his/her own words. According to Bulmer (2004), a questionnaire is an established tool within social science research for acquiring information; that is to say, a questionnaire is a method for gathering different thoughts of people about a specific research.

#### **2.1.1. The Learners' Questionnaire**

The learners' questionnaire aims at gathering information about the attitude of the learners toward the use of images for learning and teaching English vocabulary. Twenty seven (27) questionnaires are handed for the learners of the third level. These questionnaires contain

simple and understandable questions because of the level of the learners in English. The learners are requested to answer the questions by ticking the right answer or by using their personal answer(s). The questionnaire contains (18) questions which contains three sections. The first one is about the learners' profile, the second is about the behavioral information, and the third one is concerned with the learner's opinions about using images in New Headway textbook for teaching/learning vocabulary. Our questionnaire is about the importance of using images in New Headway textbook for learning new English vocabulary and we have distributed it on the 10<sup>th</sup> of July 2018 for (27) learners in Ecomode private school at Tizi-Ouzou.

### **2.2.Interview**

An interview is a method for gathering information by using a set of questions and the data can be collected through listening to the individual or in other terms by face to face interaction between the interviewer and the interviewee. The data collected by interview are clearer and more understandable (Abawi, K 2003:97). The interview is defined as a method which *"involves presentation of oral-verbal stimuli and reply in term of oral-verbal responses"*(C.R Kothari: 2004). That is to say, this interview involves the data conducted via oral interaction.

#### **2.2.1. The Teachers' Interview**

An interview is designed for the teachers of the third level in Ecomode private school at Tizi-Ouzou and its purpose is to gather information about the use of images during the courses of teaching/ learning English vocabulary for EFL learners. This interview contains eleven questions which seek to the teachers' opinions about the presence of images during the teaching task and whether the use of this technique influences the learners in enhancing and enriching their English vocabulary. For this, the teachers are requested to answer these questions because they are helpful in our research. Our interview aims to know the attitudes

of the teachers toward the use of images in New Headway textbook for teaching new English vocabulary in which three teachers of English have interviewed in the 10<sup>th</sup> of July 2018 in Ecomode private school at Tizi- Ouzou.

### **3. Procedure of Data Analysis**

This section is concerned with the data analysis methods. It explains the techniques and the research methods used for analyzing the gathered data. The instruments used in our study are questionnaires and interviews. Additionally, quantitative method is used to collect data with the use of close-ended questions that are transformed into numerical data by the use of SPSS while, the qualitative method is used for the interpretation of the data gathered via an interview, in which the questions are open-ended.

#### **3.1.Mixed Methods Research**

Mixed methods design is a research methodology used for collecting data in a scientific research which focuses on collecting, analyzing and mixing both the quantitative and qualitative methods. This combination provides better understanding for the research problem. Creswell (2003) claims that the mixed method research is the research paradigm that encourages the combination of quantitative and qualitative research elements to answer complex questions.

##### **3.1.1. Quantitative research**

The quantitative research deals with collecting and analyzing the close-ended questions in form of numerical data. It concentrates on measuring the scale, range and frequency of the phenomenon and in this type of research, the results can be presented statistically.

##### **3.1.2. Qualitative Research**

Qualitative research involves data collection procedures that result in open-ended non –numerical data which is analyzed later using non- statistical methods (cited in Yassine,

2012:111). The data collected by using questionnaire (open-ended) and interview will be explained and interpreted by a qualitative content analysis.

### **3.2. Multimodal Analysis of the Textbook: Grammar of Visual Design**

Grammar of visual design (2006) was elaborated by Kress and Van Leeuwen, who explained the way visuals make meaning, and mentioned three levels of analysis (or what Halliday calls metafunctions) in which the meaning is produced.

The images selected from the New Headway textbook are going to be analyzed using the Grammar of Visual Design theory. Each image is going to be analyzed using patterns of representation to show the relationship between the participants in the image and identify the meaning of the image. Patterns of interaction seek to find the relationship between the represented participants and the viewers of the image via the gaze, social distance and angles of interaction. The compositional patterns try to find the relation between the image and the text through the analysis of information value, salience and framing.

### **3.3. Content Analysis**

Content analysis, according to Cole (1988), is a method of analyzing written, verbal or visual communication messages. (Cited in Elo, S and Kyngäs, H. 2008:107). Krippendorff defines it as “*a research technique for making replicable inferences from texts (or other meaningful matter) to the context of their use*” (2004:18). That is, content analysis is a technique that replicates and makes inferences from other texts to their context for the purpose of providing knowledge. Besides, this method is used to analyze documents which can be either qualitative or quantitative. Content analysis also is defined by Hsieh and Shannon (2005:1278) as “*a research method for the subjective interpretation of the content of text data through the systemic classification process of coding and identifying themes or patterns*”.

### **3.4. Description of the Statistical Method (SPSS)**

The statistical package of social sciences (SPSS) is a computer program used to analyze the close-ended questions of the questionnaire designed for the learners of the third level in Ecomode private school. This program is used in the presentation of the statistical data and it gives the equivalent of these results, and transforms the results to diagrams and pie charts. Therefore, they help to understand more the results. For this, we have used SPSS to analyze the close-ended questions because it is the best program which facilitates the presentation of the results with their equivalents.

### **Conclusion**

This chapter consists of the methodological procedures used in our research. It describes the procedure used in our research where we attempt to describe the New Headway textbook fourth edition, in addition to the description of the research instruments (questionnaire and interview). Then, it deals with the data analysis methods, which is the combination of the quantitative and qualitative methods. Finally, the chapter ends with the analysis of the images in which we adopted the Grammar of Visual Design (2006) to analyze the images in New Headway textbook.





## **Chapter Three :**

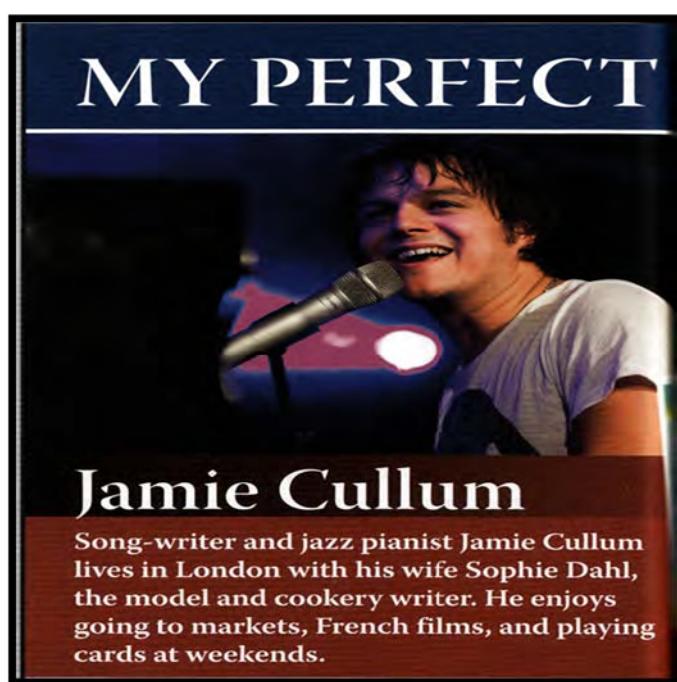
### **Presentation of the Findings**

### Introduction

This chapter deals with the presentation of the findings of the research made about the importance of images in New Headway textbook in learning English vocabulary. It presents the results achieved through the analysis of images in the New Headway textbook, the questionnaire distributed to the learners of the third level in Ecomode private school at Tizi-Ouzou and the interview conducted with the teachers of the third level. It is divided into three sections. Section one deals with the analysis of images used in New Headway textbook. Section two deals with the presentation of questionnaire data with the use of statistic method SPSS which presents the result with the use of diagrams, pie charts and tables. Section three deals with the results of the interview obtained by the use of the quantitative content analysis.

### I. The Visual Analysis of New Headway Textbook

#### 1. Analysis of Image (01)



#### a. Patterns of Representation

This image represents a man, who is a singer as it is shown through the linguistic mode at the bottom of the image, and this is also indicated by the visual elements like the

microphone which is present in the image, and the man's position that indicates he is playing on a piano and singing at the same time.

### b. Patterns of Interaction

Gaze	Social Distance	Angle of Interaction
The gaze in this image is direct as the singer is looking to the viewers in a way to ask his fans to react to his song and enjoy it.	This image has a close social distance because it is a medium shot, and it indicates intimacy; i.e. the singer is in a close relationship with his audience, as he is a singer. His fans know many things about him that make the relation between them closer.	Image one is taken from a frontal angle that makes the viewers involved in the image. As the image is taken from the lowest part and the singer is seen from the low angle which gives him the superiority over the viewers, this may suggest that the western cultures give great importance to art. Thus the artist is seen as superior and important.

### c. Principles of Composition

Salience	Information Value	Framing
Salience in image (1) is given to the singer through two semiotic resources which are size and foregrounding. The first one is presented through size and the other through foregrounding; this gives more importance to the man who is in the image.	The singer is put on the right and the piano and microphone on the left, a fact that indicates that the singer is new because these instruments made of him a good singer, and those tools are known by the viewers. This suggests the importance and role of the singer in representing the English song to the entire world. In addition, the presence of the writings on the top and bottom makes the singer in the middle and this emphasizes his importance in attracting the viewers' attention.	Image (1) shows that the represented participant and the writings are separated by a visible line; i.e. no mode invades the space of the other. The participant is centered in the middle with texts on top and at the bottom as a way to shed light on the singer. Also the texts add information about the singer; hence, both the linguistic and visual modes are in harmony and create coherence in the image.

## 2. Analysis of Image (02)



### a. Patterns of Representation

Image (2) represents a group of people and among them is a well-known woman called (Oprah Winfrey), the African American actress and television producer. The image indicates that the woman is happy and proud; as the woman opens her arms as if she is inviting and welcoming the viewers to share the happiness with her.

### b. Pattern of interaction

Gaze	Social Distance	Angle of Interaction
The gaze is present as a demand and an offer, as the image shows the gaze is direct between the woman and the viewers of the image. This suggests that the woman is welcoming the viewers to come and share the happiness with her. However, the other represented participants are not looking at the viewers, which makes the gaze absent and this is considered as an offer.	The distance in this image is medium shot for Oprah Winfrey and a long shot for the other participants. This makes the woman (Oprah) in a close relation with the viewers because of her job which makes her known by the viewers and creates a good relationship with them.	Image (2) is taken from a frontal angle, which makes the viewers involved in the visual representation.

### c. Principles of Composition

Saliency	Information Value	Framing
Saliency in this image is given to the woman (i.e. Oprah) via size and foregrounding. This suggests that the woman plays a vital role in attracting the viewers' attention.	The woman is put in the center of the image; it indicates that she is an important element in the image (2).	The linguistic and visual elements in the image are interrelated to show the importance of both the picture of the woman and the exercise for the viewers.

### 3. Analysis of Image (3)

**VOCABULARY AND LISTENING**

**Jobs**

**1** Match a picture with a job.

<input type="checkbox"/> architect	<input type="checkbox"/> dentist	<input type="checkbox"/> taxi driver
<input type="checkbox"/> nurse	<input type="checkbox"/> receptionist	<input type="checkbox"/> hairdresser
<input type="checkbox"/> pilot	<input type="checkbox"/> lawyer	<input type="checkbox"/> journalist
		<input type="checkbox"/> accountant

**2** Complete the sentences with a job.

- 1 She's a \_\_\_\_\_. She cuts hair.
- 2 He's a \_\_\_\_\_. He flies from Heathrow airport.
- 3 She's a \_\_\_\_\_. She works in a hotel.
- 4 He's an \_\_\_\_\_. He designs buildings.
- 5 She's a \_\_\_\_\_. She works for a family law firm.
- 6 He's a \_\_\_\_\_. He knows all the streets of London.
- 7 She's a \_\_\_\_\_. She writes news stories.
- 8 He's a \_\_\_\_\_. He looks after people's teeth.
- 9 She's a \_\_\_\_\_. She works in the City Hospital.
- 10 He's an \_\_\_\_\_. He likes working with money.

### a. Patterns of Representation

This image represents (10) pictures which show the job of every represented participant in the image, and the jobs are shown by the cloths of the represented participants and the objects they are carrying. Besides, this image represents that there is equality between men and women in the job market.

### b. Patterns of Interaction

Gaze	Social Distance	Angle of Interaction
This image shows that the gaze is present in the majority of the pictures as a demand act (direct), as if the represented participants say that their jobs are the best and they are under the service of the viewers. This can also be interpreted as an invitation to choose the same jobs. While in the pictures (a and j) the gaze is an offer (indirect).	This image is at a close social distance because it is a medium shot, this suggests a close relationship between the represented ones and the viewers because they serve people's needs and show their need of each other.	All the pictures of the image (3) are taken from a frontal line, which makes the viewers involved in the image. Besides, the represented participants are at eye-level, so this suggests equality between them and the viewers of the image.

### c. Principles of Composition

Salience	Information Value	Framing
In this image the salience is shown through the foregrounding as all the represented participants with the object that represent their job are presented on the front to attract the viewers' attention.	Image (3) is put on the right side and the writings (exercise) on the left, this suggests that the represented participants are something new for the viewer. The image indicates and illustrates the jobs of the participants and helps the viewers know the meaning of the words represented.	Image (3) and the exercise are separated by a visible line, and this organization helps the learners to find out the job referred to in the questions.

## II- Presentation of Questionnaire Data

### 1. Section One : Participants profile

#### Q1 : Gender

From the findings, we distinguish that the majority of the learners are females (17 girls) with the rate of (62.96%), and a percentage of (37.04%) of the learners are males (10 boys).

#### Q2: The Age

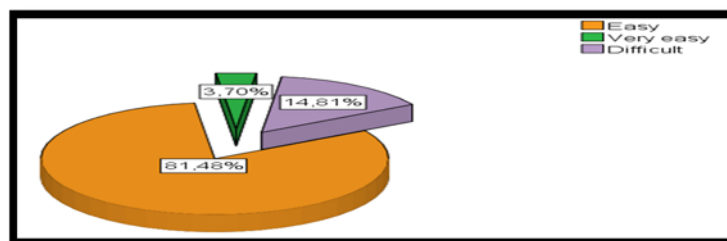
The results shows that the age of the learners is between 15 to 35 years old, (33.33%) of the learners are between 21 to 25 years, (33.33%) are between 26 to 30 years, (29.63%) are between 15-20 years, and only one, representing the percentage of (3.70%) is between 31 to 35 years.

### Section Two: Behavioral Information

#### Q3: How long have you been studying English?

The majority of the respondents have been learning the English language more than five years with the rate of (37.04%), (25.93%) of the learners have been learning for five years, (3.70%) for four years and (18.52%) for three years, (7.41%) have been learning the English language for one year, and (7.41%) of the learners also have been learning English language for six months.

#### Q4: How do you find learning English?



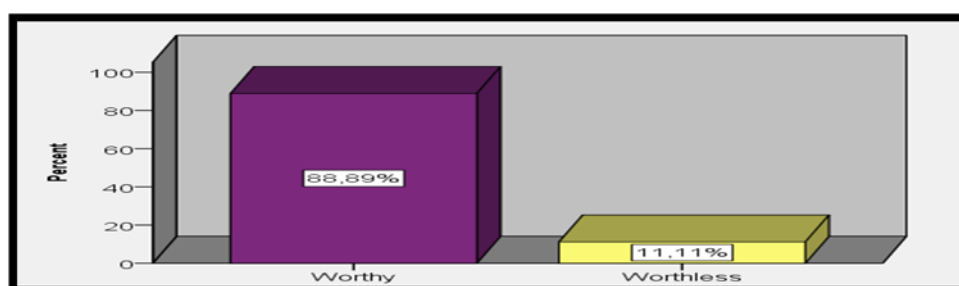
**Figure1: Learners' Attitudes towards Learning English**

It is clear from the diagram above that learning English is easy for (22) of the learners with the percentage of (81.48%), and it is difficult for (14.81%) of the learners whereas, (3.70%) of the learners claimed that learning English is a very easy task.

**Q5: Why did you choose to study English language?**

All the learners claimed in their answers that they chose to learn English language since it is a global language. The majority said that it is a world language. They also claimed that it is very important in their professional lives because they use it in their work. They stated that English is widely used to communicate with people from all over the world and it is also used in their jobs.

**Q6: What do you think about the content of New Headway textbook?**

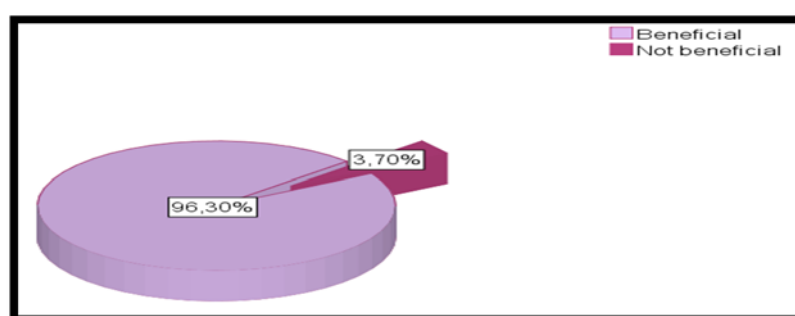


**Figures 2: Learner's opinions about the content of New Headway textbook**

The results shown in diagram indicate that for (88.89%) of the learners answered that the content of New Headway textbook is worthy, and (11.11%) said that it is worthless.

**1. Section Three: Learners' Opinions about the Role of Using Images in New Headway Textbook for EFL Vocabulary Learning**

**Q7:How do you find the use of images in textbooks?**

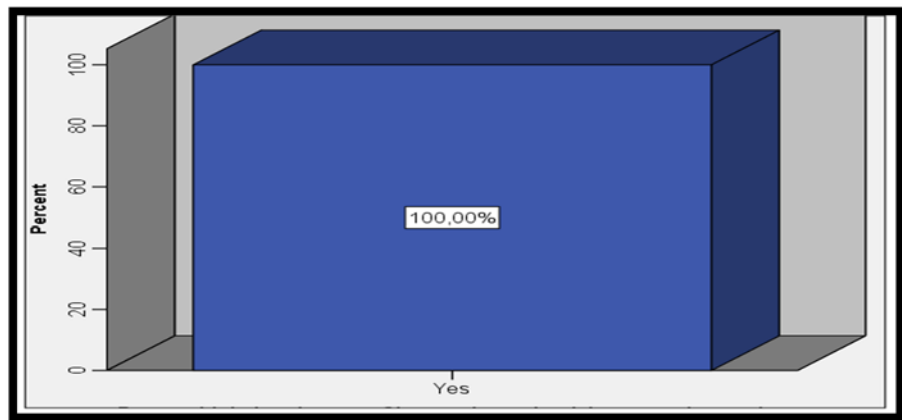


**Figure 3: Learners' Thoughts about the Use of Images in Textbooks**

From the pie chart above we notice that (96.30%) of the learners find the use of images in textbooks beneficial while only (3.70%) of them find that it is not beneficial.



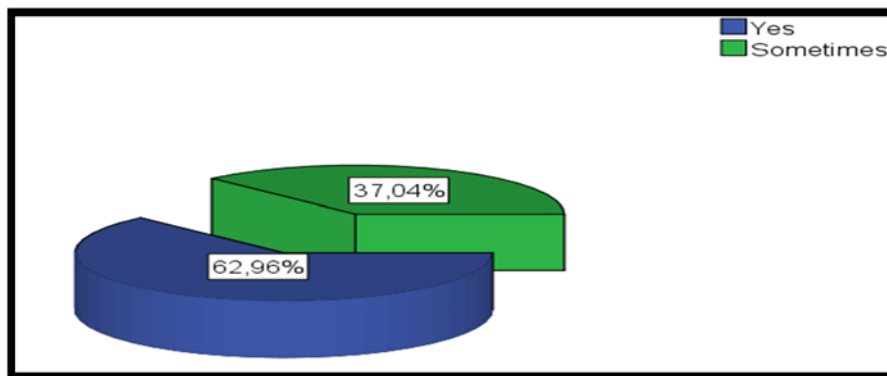
**Q8: Do you think that the use of images in textbook improves learners' vocabulary learning?**



**Figure4: Learners' Views about the Use of Images in Textbooks to Improve the Learning of Vocabulary**

Figure (4) demonstrates that all the learners (100%) answered positively that the use of images in textbook improves their vocabulary learning.

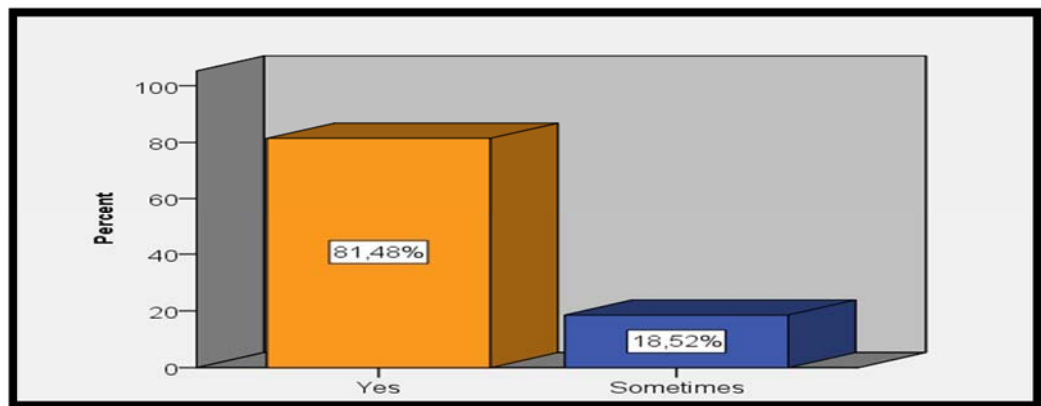
**Q9: Does the use of images in the textbook make the class interesting?**



**Figure 5: The Importance of Images in Making an Interesting class**

The chart shows that (62.96%) of the respondents find that the use of images in the textbook makes the class interesting, and (37.04%) of them find that the use of images in the textbook sometimes make the class interesting.

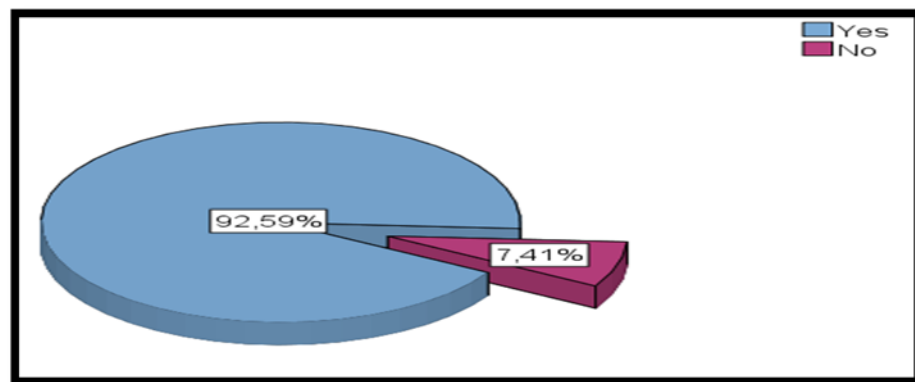
**Q10: Are the images in the textbook useful to present the meaning of texts or words?**



**Figure 6: The Usefulness of the Textbook Images in Presenting the Meaning of Texts or Words**

The findings show that the majority of the learners (81.48%) answered that the images in the textbook are useful to present the meaning of the texts or words while (18.52%) claimed that images are sometimes useful.

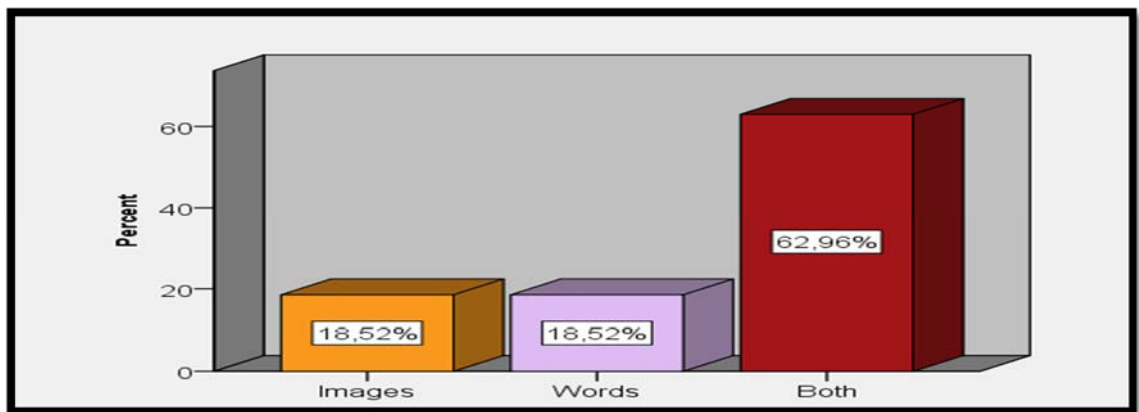
**Q11: Does the presence of images during the lessons make you more motivated?**



**Figure 7: Learners' Motivation with the Presence of Images during the Lessons.**

According to the pie chart, most learners (25) with the rate of (92.59%) said that the presence of images during the lessons motivate them whereas two learners (7.41%) answered that the presence of images does not motivate them.

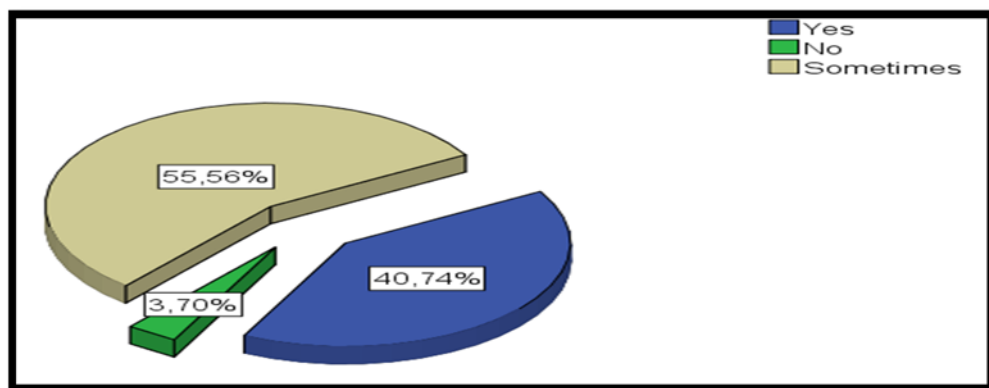
**Q12: What is your favorite way to learn English words?**



**Figure 8: Learners' Favorite Way to Learn New English Words**

From the graph above, we distinguish that the majority of the learners (62.96%) prefer to learn new English words with both images and words, five learners with the percentage of (18.52%) prefer to learn with images, and the same result is found for those who prefer to learn with words (18.52%).

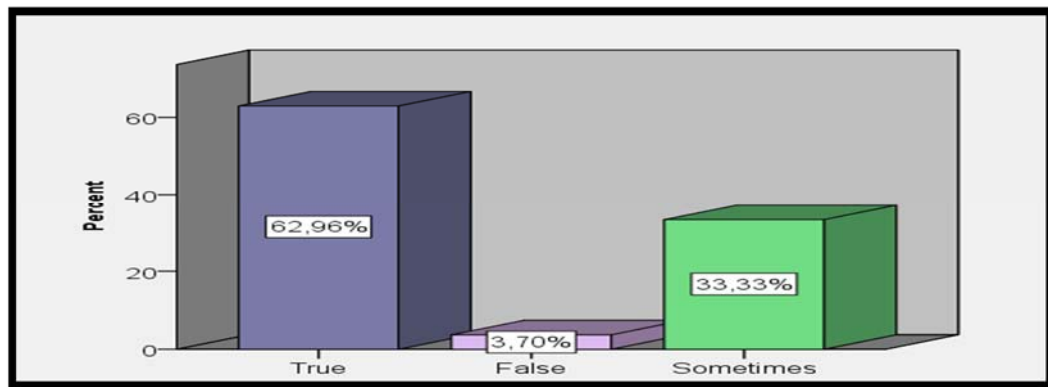
**Q13: During the course, are you able to understand the meaning of the text through images?**



**Figure 9: The Learners' Ability to Understand the Meaning of the Text through Images**

The findings show that (55.56%) of the respondents are sometimes able to understand the meaning of the text through images, during the lessons, and (40.74%) are able while (3.770%), which represent one learner, is not able to do so.

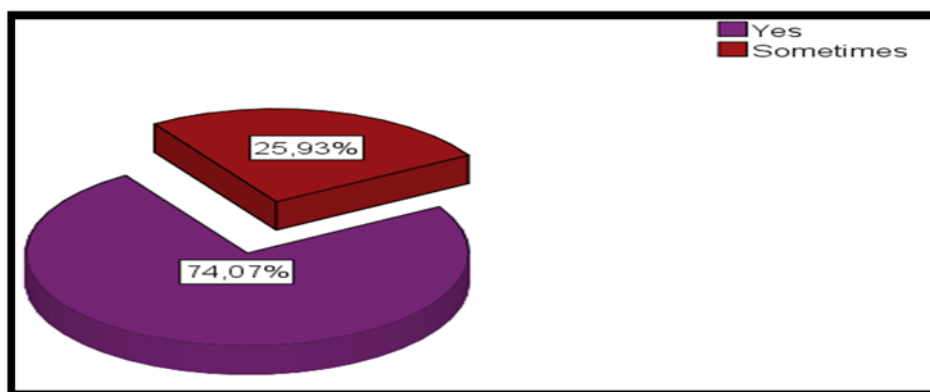
**Q14: Do you understand the texts or the conversations better when there is an image?**



**Figure 10: Learners' Understanding of the Text with the Presence of Images**

The graph indicates that (62.96%) of the learners understand the text or the conversation better when there is an image, (33.33%) of them answered that they sometimes understand the text with the presence of image, whereas (3.70%) of the learners answered that they do not understand the text or conversation better when there is an image.

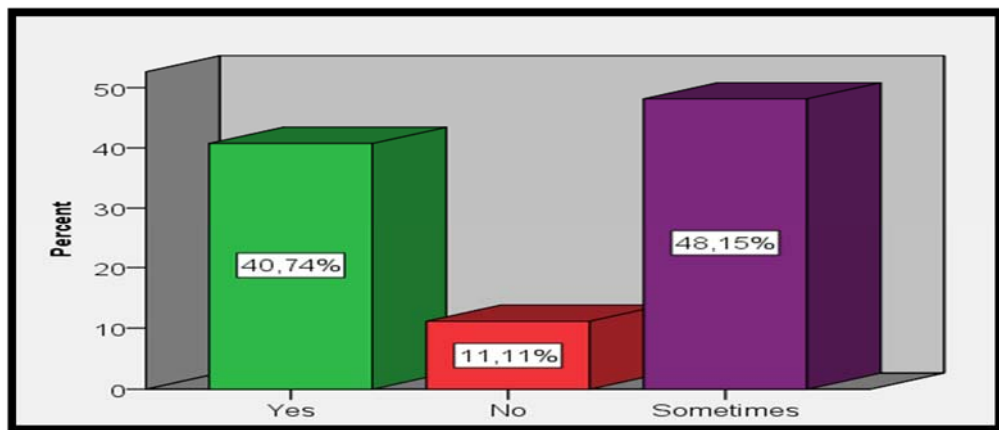
**Q15: Do you think that the use of images helps you to store the new words in your mind?**



**Figure 11: The Usefulness of Images in Storing New Words in the Learners' Minds**

It is clear from the pie chart that the majority of the respondents (74.07%) think that the use of images helps them store the new words in their minds while, (25.93%) think that the use of images sometimes helps them store the new words in their minds.

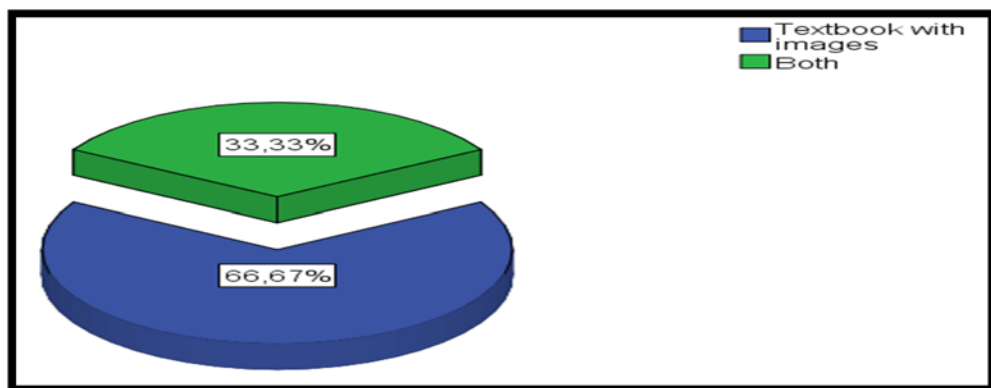
**Q16: Do you still remember the course learnt through images?**



**Figure 12: Learners' Remembering of the Course Learnt Through Images**

As it is shown in the graph (48.15%) of the learners answered they remember the course learnt through images just sometimes and (40.74%) of them answered they always remember them. However, three learners with the rate of (11.11%) do not remember the course learnt through images.

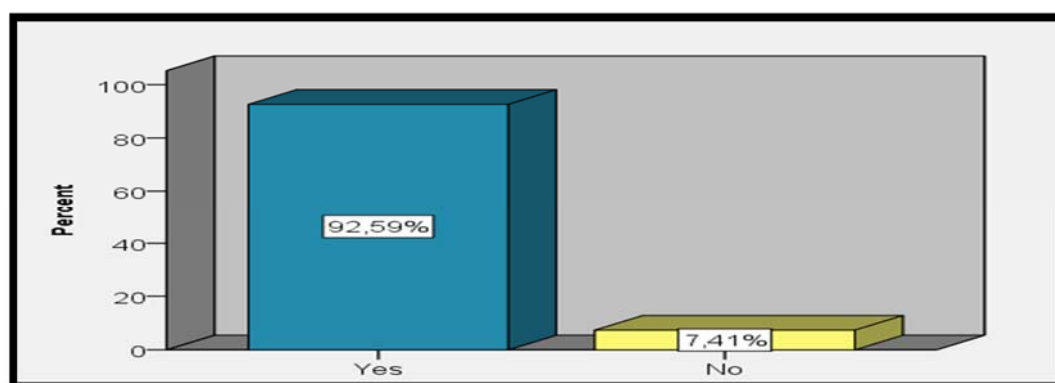
**Q17: What kind of textbook do you prefer in your English learning process?**



**Figure 13: Kinds of Textbooks Learners Prefer When Learning English**

Figure (13) demonstrates that (66.67%) of the respondents prefer textbooks with images in their learning of English, and (33.33%) of them prefer both textbooks with images or without images.

**Q18: Do you think that the use of images facilitates the task of learning new English words?**



**Figure 14: Learners' Views about Using Images to Facilitate the Task of Learning New English Words**

The results indicate that (25) learners with the percentage of (92.59%) answered that the use of images facilitates the task of learning new English words, and only (7.41%) of them answered that it does not facilitate it.

### **1. Content Analysis of Questionnaire Data**

#### **a. Learner's profiles**

Our questionnaire is designed for the learners aged between 15-35 years, and the result shows that the majority of them are females.

#### **b. Behavioral information**

The results show that the learners have been studying English language for more than five years and the shortest period is six months this indicates that the majority of the learners are familiar with the English language. For this, the findings indicate that the learners find the task of learning English easy; the learners choose to study English because it is considered as a global language. From the results we distinguished that the majority of the learners choose English language because they love it, as the majority said "we have chosen English because we love it". Some learners also have chosen English because it is related to their professional

lives, as the learners answer in the questionnaire “it is a language which helps as in professional life and we need it in our studies and future job”. The other learners learn English because they are going to travel to the United States of America; hence, they have to learn English to communicate with native people.

### **c. Learner’s Opinions about the Role of Using Images in the New Headway Textbook for EFL Vocabulary Learning.**

In figure (03), 90.30% of the participants in our research find that the use of images in EFL textbook is beneficial for the purpose of learning new vocabulary; this means that the presence of images in textbooks is important in EFL learning.

The findings demonstrate that, in figure (04) all the participants agree that the use of images improve their vocabulary learning. In addition, 81.48% of the learners find that textbook images are useful to present the meaning of texts or words. This is presented in figure (06); for this, the learners prefer when the images are present in the courses in order to learn new English items while 62.96% of the participants claim that the presence of images in textbooks make the class interesting. Thus, the learners are interested to learn more English words. Furthermore, the findings of figure (07) indicate that 92.59% of the learners find out that the presence of images during the course motivate them. Hence, images make the learners more motivated to learn new English vocabulary and it makes the course interesting and more attractive.

The study reported from figures (08) and (10) shows that 62.96% of the participants prefer to learn new English words with the presence of images in the textbook as it helps them better understand the texts or the conversation. In fact, figure (09) revealed that 40.74% of the learners are able to get the meaning of the text through images; this helps the learners to understand the text and its context rapidly.

In question (12) the majority of learners (74.07%) affirmed that the presence of images helps them to store new words in their minds. In the process of teaching, the use of images helps to present new vocabulary or words for learners; however, 66.67% of the learners prefer to study by using textbooks that contain images in their learning of English vocabulary, as a multimodal textbook helps the learners better comprehend the meaning of the words. In the last question of the questionnaire, the majority of learners (92.59%) answered with yes, the use of images facilitates the task of learning new English words.

### III. Presentation of Interview Data

This interview is conducted with (03) teachers of the third level in Ecomode private school for the purpose of collecting information about the attitude of the teachers toward the use of images in EFL textbook in improving the learners English vocabulary and it contains (11) questions.

#### **Q1: What is your opinion about the Content of New Headway Textbook, especially Vocabulary?**

During the interview conducted with the teachers of the third level in Ecomode private school, all of them declare that the content of this book is very rich and helps the learners to learn more English vocabulary for enhancing their English knowledge and they provide the learners with all skills (listening, writing, reading and grammar). Generally speaking, it has an adequate content.

#### **Q2: What is your attitude about the use of images in textbook for EFL learning?**

One of the teachers said that “*images in EFL learning is an important cue in learning any language*”, and he said that the image helps the trainers to enhance the oral skill which gives them the opportunity to express themselves and put into practice their English vocabulary.



**Q3: Do you focus on images or texts when you explain the lessons?**

When we have asked the teachers about the way they explain the lesson, all the teachers said that they focus both on images and texts, but there are teachers who focus more on texts.

**Q4: Do you think the use of images in the EFL textbook is an effective additional aid?**

All the teachers declare that images are considered as an effective additional aid in EFL textbook because they help the learners to get the meaning without wasting much time.

**Q5: Does the use of pictures in the textbook increase the intrinsic motivation of your learners?**

The results obtained from the teachers' interview revealed that they agree that images increase the learners' motivation in the classroom and they attract their attention more to the lesson.

**Q6: Does the use of images in texts or conversations make the meaning of unknown words understandable?**

The findings indicate that the teachers agree on the fact that images help images help the learners understand the unknown words as they said "*images elicit the comprehension of texts*".

**Q7: Are the learners able to get an idea about the text before reading it, by using images?**

All the teachers agree that the learners are able to guess the meaning of the text from the image before they read the text.

**Q8: Are the learners storing the English words rapidly by using images?**

The teachers said that the majority of the learners are able to store the new words in their minds by using images, but they add that it is not the case for all the learners.

**Q9: Do you believe that the use of images in textbooks provides a good classroom environment?**

All the teachers extremely agreed that images play an important role in creating a good classroom atmosphere and they make the learners more interested during the course.

**Q10: How do you find the use of images during the course?**

The results we have got from the teachers' interview indicate that all the teachers find the use of images as an important tool for teaching and learning English vocabulary. They also find that it is less time consuming, and it makes an effective learning process.

**Q11: Does the use of visuals 'images' as a method in teaching English vocabulary help learners to improve their lexical knowledge?**

Through the interview made with the teachers, we understand from their responses that images are a good technique in learning new English vocabulary and help learners to store the new lexemes in their minds and improve their English background.

### **Content Analysis of Interview Data**

The findings obtained from the teachers' interview indicate that all the teachers claim that New Headway textbook is very rich and helps the learners to learn more English words; and enhances the listening, speaking, writing, reading skills. Besides, the question (02) shows that one of the interviewed teachers claim that images help the learners to enhance their oral skills, which gives them the opportunity to communicate with each other and practice the English vocabulary. The teachers pointed out that, "*image in EFL learning is an important cue in learning any language*" whereas the question (04) indicates that, for all the teachers images are considered as an effective additional aid in EFL textbook, because they facilitate for the learners the understanding of the meaning without wasting much time, so images are viewed by all the teachers as an important tool for teaching and learning English vocabulary during the lessons.

The results showed that all the teachers agreed that the learners are able to guess the meaning of the text from the image before reading it because, according to the findings of question (06), teachers believe that images make unknown words clearer in the conversation and elicit their understanding of such words. For this reason, the majority of the teachers use both images and texts when explaining the lessons. As the results show, images increase the learners' motivation in the classroom, and attract their attention to focus more on the lessons. Question (09) shows that all teachers claimed that images play an important role in creating a good classroom environment.

The findings obtained from the teachers' interview (questions 08 and 11) indicate that most of the learners are able to store new words by using images because, according to the majority of the teachers, images are a good technique in learning new English vocabulary that helps the learners store new lexemes in their minds and improve their English vocabulary.

### **Conclusion**

This chapter has presented the findings collected from the analysis of three images presented in the New Headway textbook, and the results gathered from the questionnaire distributed to the learners of the third level of Ecomode private school at Tizi-Ouzou, in addition to the interviews conducted with the teachers of English of the same private school. The results obtained from the visual analysis show the effect of textbooks' images on EFL vocabulary learning and teaching. The results of the learners' questionnaire provide information about the attitudes of the learners toward the use of images in learning English vocabulary, and the results obtained from the interviews indicate that the teachers have a positive attitude toward the presence of images in teaching new English words.



## **Chapter Four :**

### **Discussion of the Findings**

### Introduction

The present chapter is devoted to discuss the results obtained from three research techniques: visual analysis where we have analyzed three images from the New Headway textbook, a questionnaire which is designed for learners of level three in Ecomode private school at Tizi-Ouzou, and an interview with the teachers of the same private school. The results are discussed and interpreted in relation to multimodality theory and the review of literature. The aim is to answer the research questions and confirm the hypotheses. This chapter is divided into three parts. Part one discusses the results obtained from the analysis of New Headway textbook's images by Kress and Van Leeuwen theory: the Grammar of Visual Design (2006). Part two discusses the results obtained from the learners' questionnaire, and part three discusses the results gathered from the teachers' interview.

### I. Discussion of the Results of the Visual Analysis

#### The Impact of Textbooks' Visuals on EFL Vocabulary Teaching/Learning

##### 1. Patterns of Representation

The represented participants in the images (1), (2) and (3) attract the viewers' attention and provide them with the idea about the content of the text and encourage them to read it. This gives them the opportunity to learn more English words. As it is mentioned in the review of literature, according to Wright (1989:137) *"The non-verbal information help us to predict what the text might be about and this ability to predict helps us to recognize meaning more quickly than if we had to sort it out solely from what we hear or read"*. Moreover, these images facilitate for the learners the understanding of the words or the texts presented and help in memorizing new vocabulary easily. As cited in (Amelsvoort, M. V: 23) *"pictures enable the extraction and retention of information"*. Furthermore, the images presented make

the verbal communication clearer for the learners and facilitate for the teachers the explanation of texts.

### 2. Patterns of Interaction

The results obtained from the analysis of the gaze point out that the gaze is presented in all the images selected either as a demand act or as an offer (see chapter 03). Following Halliday (1985) Kress and Van Leeuwen (2006:118) point of view, is images in which the participants make ‘eye-contact’ are considered as ‘demand images’. The gaze represented as demand in the images (1), (2) and (3) which include eye-contact between the represented participants and the viewers, and *“they enter into some kind of imaginary relation”* (ibid). The gaze of the represented participants suggests an invitation for the learners to interact with them and create a contact between each other. This motivates the learners to be involved in the courses and help them to acquire more new words and more knowledge. In addition through the gaze and the gestures presented in the images the learners can better understand the linguistic mode and interpret its meaning. Also, this helps in the acquisition of more English words. Some represented participants in images (2), (3) are not looking directly at the viewers, so these images are called ‘offer images’.

The social distance between the represented participants and the viewers in the images creates a close relationship between them. As Kress and Van Leeuwen (2006:124) claimed, *“In everyday interaction social distance (literally and figuratively) we keep from one another”*. The images (1), (2) and (3) depicted the represented participants in a close social distance to the viewers via the medium shot (see chapter 03). This imaginary relationship between the represented participants and the learners creates a good classroom atmosphere between the learners where they interact and communicate with each other and exchange information. This lead them to learn more English words.

All the images selected are taken from the frontal angle that makes the viewers involved in the images, as if they share the same world with the represented participants.

According to Kress and Van Leeuwen (2006:136), the frontal angle says, as it were “*what we see here is part of our world, something we are involved with*”. The learners’ involvements in the images motivate them to concentrate on the lessons. This lead the learners to create a context with which they exchange ideas; the latter aid them in acquiring new vocabulary.

### 3. Principles of Composition

Based on the analysis obtained from the previous chapter, the salient element is given to the represented participants via foregrounding and size in images (1), (2), and foregrounding in the image (3), (see chapter 03). “*Salience can create a hierarchy of importance among elements, selecting some as more important, more worthy of attention than others*” Kress and Van Leeuwen (2006:201). The use of salience in images holds the learners’ attention and motivates them to read the text that serves as an aid for the learners to meet new words and learn more vocabulary, as Peeck (1993) says ‘*pictures are able to motivate the students to study the attached text*’. (cited in Kasmaienezhadfar, 2015:85)

Information Value according to (Kress and Van Leeuwen 2006:177) is “*the placement of elements*” in the image. In image (1) (see chapter 03) the placement of the picture on the right and the exercise on the left stresses the importance of the represented participants in the image and helps the learners to get the meaning of the words from the image.

In images (1) and (3), the visual and the linguistic elements are disconnected with a visible line (see chapter 03), to indicate the importance of the represented participants in the images. In addition to this, the linguistic elements give information about participants represented in the images and help the learners to understand the words presented via the images. Images also help the learners to remember the words easily. Thus, according to Gallo

(2009), *“information is more effectively recalled when text and images are combined”*. (Cited in Ong. S. 2011:248). Furthermore, in image (2) the picture and the words are interrelated as they are both important for the learners, this also attracts their attention and encourages them to do the exercise where they use their minds to find out the solution and the right answers in which they learn new English words. The combination of images and words also facilitates for them the memorization of the new words, as Jeweler and Drewiany (2005) state *“visuals, when added to words, will more than double recall of your message”* (Cited in Ong. S. (2011:248). So, these findings stress the fourth hypothesis which claims that through the images used in the textbook, learners can interpret the meaning of the text directly. So, the linguistic and visual elements complement each other; in other words, the results have clearly answered the fourth research question.

## II. Discussion of the Results of the Questionnaire

### **EFL Learners’ Attitudes towards the Role of Textbooks Images in learning EFL Vocabulary**

Images as any visual can be used in textbooks as an aid for the learners to facilitate for them the understanding of vocabulary. This part of research discusses the main results gathered from the learners’ questionnaire. The results revealed that most of the learners are familiar with the English language, and it is an easy task for them. The use of images in textbooks are viewed as a beneficial tool for the purpose of learning English vocabulary. This means that they are important in EFL learning.

When we have asked the learners about the use of images in EFL textbooks we have distinguished that 90.30% of the participants find the use of images in textbooks beneficial. Diamond (2008) state that the students prefer images and pictures in textbooks because by using them they can understand and learn better (Cited in Kasmaienezhadfad. S. 2017:88).



Generally speaking, images are good semiotic resources which are used to have an effective EFL learning process.

The use of images plays an important role in the EFL teaching and in enhancing EFL learners' vocabulary. In order to achieve this purpose, we have adopted the multimodal theory which combines different modes in order to create meaning, and images are considered as one of these modes.

All the participants agree that images provide a good classroom environment (see chapter 03). In fact, the presence of images during the courses makes it very interesting and makes the learners more interested in learning new English words. Images are known to attract viewers' attention. As Keddie states, *"if you really want to move people, don't use words, use images"* (Cited in Ong. S. 2011:248). This means, the presence of images during the courses plays a central role in attracting the learners' attention and makes the learning more enjoyable.

Question (10) aims to find whether textbook's images are useful to present the meaning of texts and words, and the results revealed that most of the learners agree about the usefulness of images in providing the meaning of texts (see chapter 03). As it is mentioned in the literature review Doff (1988:14) argued that *"the use of real objects, pictures mime of suitable vocabulary is very effective method"*. That is, pictures are helpful in presenting the meaning of the words for the learners and they help them to retain the word easily. Additionally, in the task of teaching, teachers sometimes find difficulties in explaining some words. For this, they use images to help their learners understand rapidly. This confirm Hill's point of view (1990:1) that *"pictures can bring image of reality into unnatural world of the language classroom"*. That is to say, images bring the reality of things to the mind of the learners. Furthermore, 40.74% of the learners declared that they are able to get the meaning of the text through images (see diagram 12). As it is stated in the review of literature images

serve as an aid for making the meaning clearer and make learning easier. Images are viewed as good semiotic resources for teaching and learning new English vocabulary because they help the learners to understand the text and its context rapidly. This means images “*relate language to context*” (Holden, 1980:5), and in the presence of images that helps the learners imagine and guess the content of the text and enables them to understand better the meaning of the items or what the text is about. Therefore, images facilitate the task of teaching for the teachers and save their time.

According to the learners’ responses and reactions, teachers choose a suitable method that makes their learners become active and motivated. The goal of question (8) is to check the attitude of learners toward the use of images in textbooks images in improving the task of learning English vocabulary. As it is cited in the literature review, vocabulary is considered as the most important part that learners should master in order to learn any given language because through these images the learners will be able to express themselves and put their English language into practice, this also improve their English vocabulary.

Another question is about learners’ motivation with the presence of images during the courses, the purpose of this question is to determine whether images motivate the learners in the classroom .The findings revealed that the use of images during the courses have a positive influence toward the learners and makes them more motivated, and the results confirm Hill’s (1990) view on the fact that images are useful in creating a motivating atmosphere and considered as making fun in the class (cited in Joklovà 2009:15). In fact, 92.59% of the learners strongly agree that the presence of images motivate them. As we have said in the previous chapter, images increase learners’ motivation in creating a positive attitude toward learning new English words. So, images serve as an aid to help the learners concentrate on the course and give them the opportunity to interact in the classroom which help them to be excited to acquire more English words and this enables them to communicate the English

language inside and outside school. Therefore, this confirms Wright's (1976) assertion that *"visual aids used to motivate the students to speak to create a context with which his speech will have meaning to provide the students with information to use in speech"* (cited in Abebe, T. T and Davinson, L. M 2012:527). That is to say, images create interaction between the learners and motivate them and enable them to learn many English words.

Moving to learners' preferable ways to learn English vocabulary, the majority of the participants prefer images in textbook as they hold their attention and make the learning enjoyable. 66.67% of the learners' responses indicate their preference of multimodal textbooks in their learning of the English vocabulary, this means a multimodal text is an interesting tool for the learners as it provides them with both images and texts. Plass and Jones (2005) declared *"the availability of text and pictures allows to construct verbal and visual mental model of the input and build connection between them"* (cited in Amelsvoort, M.V:26). Thus, the learners will be able to understand the context through images which facilitate the learning task.

The outcomes of question (15) of the questionnaire (see chapter 03), indicate that the majority of learners (74.07%) affirmed that the presence of images help them to store new words in their minds. During the course, the teachers introduce new items by using words, then many of the learners find difficulties in understanding the meaning of these words and they hardly remember them. In contrast, when the new words are presented through images learners can easily recall them.

The findings obtained from the last question of the questionnaire which aims to know the opinion of the learners about images whether they facilitate the task of learning, the majority of the learners (92.59%) agree that the use of images facilitates the task of learning new English words. From the obtained results, we answered the first research question that images are viewed as an effective tool for learning English vocabulary.

### III. Discussion of the Results of the Interview

#### 1. EFL Teachers' Attitudes toward the Role of Textbooks' Images in Teaching EFL Vocabulary

The results obtained from the interview reveal that the teachers have a positive attitude toward the presence of images; that is, in the task of teaching it is not sufficient to explain the lesson in traditional model. The use of different modes and images is also needed to explain the lesson.

From the second question, we concluded that all teachers use both texts and images during the courses due to the importance of images which have a positive influence on the learners. Harmer (2001) states, *"teachers have always used pictures or graphics-weather drawn, taken from books, newspapers and magazines, or photographs-to facilitate learning"*(Cited in Boualleg, R. 2016:36) we understand that the use of images during the course makes things clearer for learners and helps them in understanding the unknown words easily. This finding was supported by teachers' views that images help the learners to assimilate the meaning rapidly without making any efforts; that is, using images in learning new English vocabulary is an enjoyable technique. The displayed results confirm the second hypothesis that teachers use images during the class, thus these results answered the second research question.

In addition to that, all the teachers have a positive attitude toward the use of images in textbook for EFL learning. In fact, all of them have given a positive view about the use of images in textbooks for the purpose of learning new words. In other words, this indicates that the use of visual aids i.e. (images) in EFL learning, is a relevant method as teachers believed that images help students/trainees to enhance the oral skill to put into practice some of the vocabulary of everyday life and gain fluency which means that by the use of images, they have an effective communication.

The results displayed from the interview reveal that all teachers have a positive attitude toward the use of images during the course as they argue; the use of images during the course is one of the best ways to lead up the learners to the topic you aim. That means, images play an important role in helping teachers in their task of teaching. Also, teachers said that it is helpful because instead of making efforts for explaining things, teachers just show the pictures for their learners then the idea will be clear in learners' minds and they understand the lesson more.

The findings obtained from the interview demonstrate that all teachers believed that the use of images in textbooks provides a good classroom environment. One of the interviewees said that it could be the case if the images are expressive enough having keys, captions and aiming for this purpose a good classroom. Visual aid (image) is considered as an important instrument that can be used in the educational system for the aim of improving the learning process. Wright states that pictures are the basis of learners' interest and motivation; they bring the sense of the context of language (cited in Boualleg, R. 2016:35). The images encourage the learners to make more efforts during the course and to be active participants. This makes the classroom atmosphere more motivating and more interesting.

### **2. The Impact of Images on Learners' EFL Vocabulary Learning**

The results of the interview confirm that images have a positive impact on learners' EFL vocabulary learning; this means that images help learners to improve their English vocabulary and enhance their understanding and improves their performance.

From the interview, we notice that the use of images help the learners to communicate effectively and improve their lexical knowledge. As it is mentioned in the previous chapter, vocabulary is the body of any given language that if the learners do not have a good background of vocabulary they cannot have an effective communication. Teachers claim that visual images are indeed such an appropriate way to help learners improve their lexical

knowledge this is because it is a mixture of learning and entertainment. So, images facilitate communication and help the learners to put their English into practice.

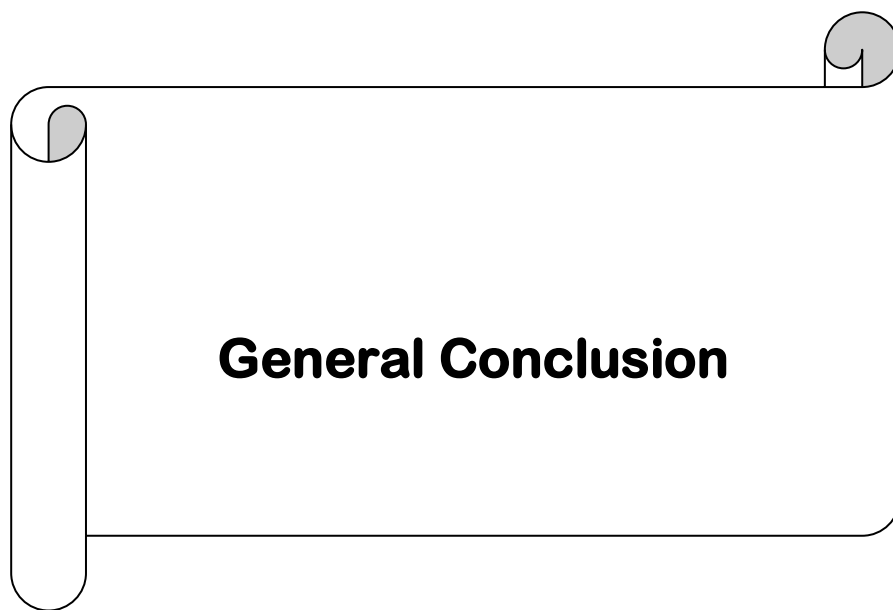
Additionally, teachers claimed that learners are able to grasp the meaning of the text before reading it by using images. One of them commented that learners can guess the general idea, but it is not always obvious. This is what challenges the learners to make more progress in speaking. That is to say, when a text is accompanied with pictures, learners can get an idea about the topic and the teachers check the learners understanding by asking questions. This procedure allows the learners to express their opinions. Another teacher said that sometimes images can be more expressive than words. Visual aids are considered as a helpful tool in facilitating learners' understanding of new words because images allow learners to comprehend since they become able to see the exact image of the words. As (Cited in Boualleg, 2016:36), *"for helping students to understand the meaning of a word, we often find that a picture is useful"* Virginia French (1983:24). That is, images draw the attention of learners and make the understanding of the words easier. Besides, the majority of the teachers stated that the learners are able to store new English words rapidly by using images; they also claimed that it is not always obvious because it depends on the subject of the study. Vocabulary needs more practice in many different ways so we can consider images as an element that helps the participants progressing.

As it is revealed from the teachers' interview, the learners have a positive attitude towards the use images in the classroom. Teachers reinforce their point of view by the learners' positive responses which are viewed in their behaviors and reactions such as joy, interest, involvement and interaction when they learn new vocabulary with images.

From the above discussed results, we may also reinforce the confirmation of the third hypothesis suggested in the general introduction, that the teachers' use of images during the course facilitates the task of teaching.

### Conclusion

This chapter has discussed the findings obtained from the analysis of the images in the New Headway textbook and the discussion of the data collected from a designed questionnaire distributed to the learners of the third level in Ecomode private school at Tizi-Ouzou. We have also discussed the gathered data from teachers' interview. These findings are discussed for the sake of answering the research questions mentioned in the general introduction.



**General Conclusion**



The present study based on the investigation of the impact of images used in the New Headway textbook on learning English vocabulary. Images are viewed as an important tool in enhancing learners' vocabulary learning in facilitating learners' comprehension of new words.

Our investigation targets three main objectives. The first objective was to find out whether there is relationship between texts and images and to investigate the impact of images on EFL vocabulary learning. The second objective is to discover the attitudes of EFL learners towards the usefulness of images in learning new English vocabulary. And the third objective was to figure out teachers' attitudes towards the usefulness of images in teaching new English vocabulary.

In order to conduct our research and confirm our hypotheses, we have analyzed three images used in the New Headway textbook that are taught in Ecomode private school at Tizi-Ouzou, and a questionnaire designed for the learners of the third level, in addition to an interview which is conducted with the teachers of same private school.

The New Headway textbook is analyzed by the use of Kress and Van Leeuwen's theory "Reading Images: The Grammar of Visual Design" which consists of the role of images in holding the learners' attention and creating a context with which they interact with each other to make meaningful sentences. This eventually helps in the acquisition of the new English words. The corpus gathered from the analysis of images in New Headway textbook indicated that images attract the attention of the learners to concentrate on the courses and the content of the textbook in reading, listening and speaking, so that help them to learn more English vocabulary.

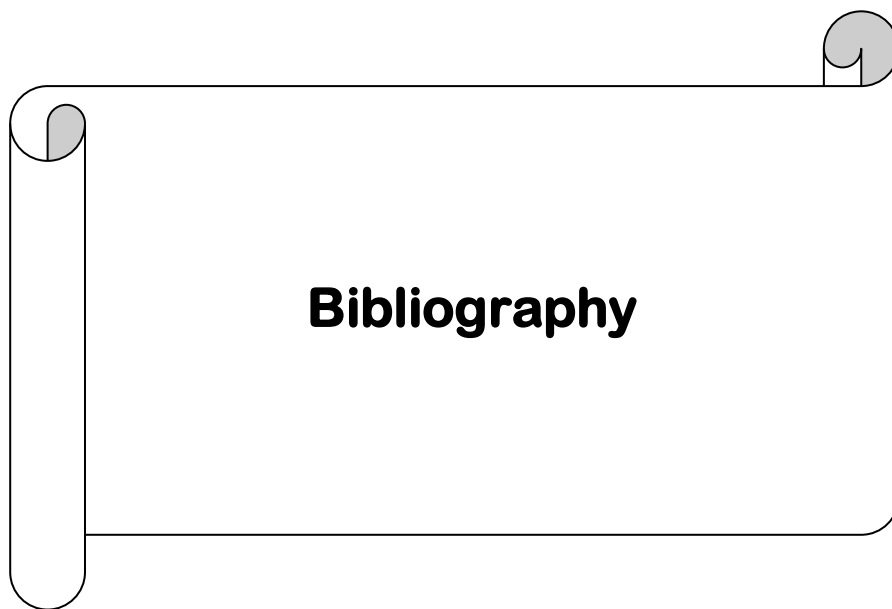
The analysis of the learners' questionnaire demonstrated that all the learners have a positive attitude towards the use of images in EFL textbook for the purpose of learning new English vocabulary and shows that the majority of learners are able to learn more English words and store new words in their memories when images are present during the course. For

the result of the questionnaire, the learners declare that images make them more motivated and help them to improve their vocabulary and to understand the meaning easily.

The data gathered from teachers' interviews demonstrate that teachers use images as an effective tool for facilitating the task of teaching new English vocabulary; and all teachers believe that images enhance the learners' understanding of new items and increase the intrinsic motivation of learners' by creating a good classroom environment, which attracts learners' attention during the course.

After the investigation we conclude that images are used in EFL textbook as an important technique to enhance EFL vocabulary learning. The analysis of the collected data about the effects of images on learning new English vocabulary in the third level we have confirmed the research hypotheses states that images are a good technique to learn new English items and facilitate the EFL teaching task.

Our hope is that this study has contributed to the field of education and multimodality And pave the way to further researches in this field of investigation. Researchers may investigate EFL textbook visuals as semiotic resources for teaching ESP vocabulary, in addition to raising awareness regarding the importance of EFL multimodality textbooks in the learning process. They may also investigate EFL multimodal textbooks as a supportive tool in learning.



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