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A Multimodal Discourse Analysis

of an EFL Online Course

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Dedications

*First I want to dedicate this work for my very dear and lovely mother **Henia** whom I thank for her infinitely encouragement, great support and prayers*

*To my father **Nouredine***

*To my only and beloved brother **Karim***

*In memory of my dear grandmother **Louiza** who always dreamed of seeing me graduated*

To all my family members, relatives, aunts and uncles

*To all my friends and classmates including **Mohamed, Sabrina, Ouardia, Nawel, Aziza, Nesrine.***

Thank you...

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To my lovable family;

*Words fail to express my gratefulness to my precious mother **Kamila** for the limitless support and help, without her, I cannot live neither breathe; thank you dearest and bravest woman in the world,*

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Abstract

This dissertation is concerned with the Multimodal Discourse Analysis of an EFL online course. It analyzes the online teacher's discourse, and examines whether the verbal resources, that is language, and the non-verbal resources are combined during the explanation process. It categorizes, as well, the multimodal modes such as: the linguistic mode, the keneikonic mode, the visual mode, the gestural mode, and the auditory mode that the online teacher uses to transmit the information while teaching. The study is conducted using the Qualitative Research Method in order to analyse and interpret the results of the EFL online teacher's discourse analysis which is available in 'YouTube' and presented by an EFL online native teacher, who is "Mister Duncan". The present work adopts K. L. O'Hlloran's (2004) Multimodal Discourse Analysis based on Halliday's (1978) Systemic Functional Linguistics in order to figure out whether the linguistic and non-linguistic modes are used in combination by the EFL online teacher during the explanation process; in addition to Kress and Van Leeuwen's (2006) theory of Multimodality which is adopted in order to categorize the different multimodal modes and semiotic resources fulfilled by the online teacher. Our dissertation uses Social Semiotic Analysis (SSA) and Multimodal Discourse Analysis (MDA) as procedures of data analysis for the sake of interpreting and describing the results. The results of the study reveal that the EFL online teacher uses both verbal and non-verbal resources as well as multimodal modes while explaining the lesson.

Key terms: EFL Online Course, Verbal and Non-Verbal resources, Semiotic Resources, Modes, Multimodality, Discourse Analysis, Multimodal Discourse Analysis

List of Abbreviations

- **DA :** Discourse Analysis

- **EFL:** English as a Foreign Language

- **MDA :** Multimodal Discourse Analysis

- **NVR:** Non-Verbal Resources

- **SFG :** Systemic Functional Grammar

- **SFL :** Systemic Functional Linguistics

- **SS :** Social Semiotics

- **SSA :** Social Semiotic Analysis

List of Symbols

$\sqrt{}$: Present/ used

Ø: Absent/ not used

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General

Introduction

- **Statement of the Problem**

Within the era of technological development, literacy is no longer seen as just the ability of reading and writing. Thus, scholars such as Jennifer Sanders and Peggy Albers (2010) have distinguished between two types of literacies: traditional literacy and modern literacy. On the one hand, traditional literacy is the ability to read and write on simple printed texts; it was confined to the knowledge of the alphabet: pronouncing letters and knowing how to write them. On the other hand, new literacy is considered as the ability of using the different technological devices in people's daily life, as well as the several means of communication, such as: telephones and computers. That is, according to Jennifer Sanders and Peggy Albers (2010) in their **"Multimodal Literacies: An Introduction"**, literacy has expanded and exploded in terms of being able to use different media when creating social interactions.

Besides, a literate person is no more the one who is able to read and write; but the one who can use and master the different technologies to be used for different purposes in life. Furthermore, an illiterate person, nowadays, is the one who cannot use these different technologies as well as the media for sending messages for instance, to make calls, get in touch with people all over the world, etc. This diversity in using these means for communication paves the way to a new terminology called *'multimodal literacy'* which is featured mainly by the use of the Internet. With the increasing use of Internet, the teaching and learning process is no longer that traditional way of teaching only in classroom environments; because things have changed. So, education has shifted from traditional to online teaching and learning classes. Said differently, by the means of Internet, learners are not restricted/ obliged to attend physical classes because both teachers and learners find it a suitable and a helpful means in order to work easily, reduce time and effort consumption. With the increasing use of the different technological devices, communication has changed.

So, we no longer speak about monomodal communication but rather we speak about multimodal communication. This is why; the linguistic aspect of language is no more considered the only means of communicating and transmitting meanings in social contexts since it is combined with other non-linguistic modes such as: visuals, gestures, facial expressions, gaze, head movements, and colours, etc in order to facilitate the communicative process as well as the teaching and learning processes.

Therefore, in the department of English at University Mouloud Mammeri of Tizi-Ouzou many studies have been conducted on multimodality and education; such as a social semiotic analysis of the impact of oral presentations on students' communication and collaboration skills. The present work, then, seeks to analyze the multimodal discourse of a teacher in an online course as well as the divergent multimodal resources used along the teaching process. This, in the light of Multimodal Discourse Analysis (MDA) theory, based on the work of K.L. O'Halloran (2004) and the theory of Multimodality developed by Gunther Kress and Theo Van Leeuwen (2006).

- **Aims and Significance of the Study**

This dissertation is concerned with a multimodal discourse analysis of English as a Foreign Language (EFL) online teacher while explaining the lesson, and categorizing which multimodal modes and semiotic resources are used during the explanation process. For this sake, we have taken online courses presented by a native English teacher, Mister Duncan from England, to be a sample for our study in order to analyse the discourse, and to find out how language is used in combination with other resources during the explanation of the lesson. Since communication has shifted from a monomodal to a multimodal aspect, putting into practice multimodality in social contexts is of a crucial importance, because it is not enough to learn only the notion of multimodality as a separate area without putting it into practice.

The objective of this study is, therefore, to analyze the multimodal discourse used by an online teacher, in order to sort out how language is combined with other resources throughout the explanation of the lesson. In the department of English at Mouloud Mammeri University of Tizi-Ouzou many master dissertations have been conducted on multimodality and teaching English as a foreign language. Yet, in this department, the present study is considered to be the first attempt to cover this uncovered issue about a multimodal discourse analysis of a teacher's discourse in an EFL online course.

- **Research Questions and Hypotheses**

In order to conduct the research, we formulated the following questions:

Q1- What are the types of the semiotic resources and multimodal modes that the EFL online teacher uses during the teaching process?

Q2- Does the EFL online teacher focus on linguistic over non-linguistic resources during the explanation of the lesson?

Q3- Is context taken into consideration by the EFL online teacher during the explanation of the online course?

In an attempt to answer these Questions, five hypotheses could be suggested:

H1-The EFL online teacher uses different types of semiotic resources and multimodal modes which consist of the verbal and non-verbal resources.

H2- Yes, the EFL online teacher focuses on linguistic modes over the non-linguistic ones while explaining the lesson.

H3- No, context is not taken into account by the teacher in an online course while explaining the lesson.

- **Research Techniques and Methodology**

The present work aims at analyzing an EFL online teacher's discourse and finding out what types of multimodal modes and semiotic resources that are used by the online teacher while explaining the lesson. Since our work is a corpus-based study, we have taken four EFL online courses presented by a native English teacher who is Mister Duncan's which are available in YouTube delivered in 2009, to be the sample of our investigation. These EFL online courses are designed for both native and non-native speakers all over the world. Thus, to provide answers to the research questions, our study will be carried out using the Qualitative Research Method in order to analyze the multimodal discourse of the EFL online teacher while presenting the lesson. These online courses are of different topics containing English lessons presented by a native English teacher, whose discourse will be analyzed using the theory of Multimodal Discourse Analysis (MDA).

- **Structure of the Dissertation**

The overall structure of the dissertation will follow the complex traditional type of dissertations; it consists of a general introduction which introduces the topic of the research, four (4) chapters, and a general conclusion that will recapitulate the main points and results of the investigation. The dissertation, then, includes a review of literature as a first chapter which reviews the previous frameworks and concepts related to the topic of our investigation and it contains the previous theories of multimodality and multimodal discourse analysis. Key terms such as Multimodality, Social Semiotics (SS), Discourse Analysis (DA), and Multimodal Discourse Analysis (MDA) are defined; in addition to an explanation of the theoretical framework that the former researchers in the field of our investigation have adopted.

Then, in the second chapter of research design all the details of the methodology used in the dissertation will be provided. After that, the results and findings of the research will be given, in the third chapter, after analyzing the online teacher's discourse from the selected online courses. The fourth chapter consists of the discussion of the findings resulted from the

analysis of the videos throughout the conducting of the present work. Finally, a general conclusion will end the work restating and recapitulating the main results obtained from the analysis of the online courses during the research process.

Chapter One:

Review of Literature

Introduction

This chapter is a review of literature designed to review the literature related to the scope of our investigation. It starts with providing a description of the verbal and non-verbal aspects of communication, and then it supplies an overview about the development of social semiotics and multimodality and giving definitions of the two approaches. Then, it defines some key concepts related to social semiotics and multimodality such as: semiotic resource, mode, medium, keneikonic mode, multimodal ensemble. After that, it deals with explaining the nature of the relationship that exists between social semiotics/ multimodality and the teaching of English as a foreign language. As a last point, the development and definitions of Multimodal Discourse Analysis are provided by defining some operational related concepts.

I. The Verbal and Non-Verbal Aspects of Communication

I.1. The Verbal Aspect of Communication

The verbal aspect, also called the linguistic aspect, used while communicating meanings between individuals is related to the use of language. This means that, language is the basic means used within the communicative process either by Vocal-verbal (spoken) or by Non-vocal (written) messages. Language is used in order to express thoughts, ideas, and emotions and in order to exchange meanings and information. Also, it is a means for establishing social relationships by interacting with other individuals. The linguist Michael Halliday , in his theory of Systemic Functional Linguistics(SFL) developed in the 70's, points out that whenever language is used, three functions are served; because the world is represented through using language by choosing words that represent people, things and concepts. Halliday (1978), then, describes three fundamental metafunctions of language: *the ideational metafunction*, *the interpersonal metafunction* and *the textual metafunction*; each of

the three metafunctions is concerned with the different aspects of the world and different modes of meaning.

I.1.1. The Ideational Metafunction

According to Halliday (1978) the ideational metafunction of language refers to the representation of the natural world. It is about building the internal and external experiences i.e. to express ideas and tell about realities and perceptions. *"[it] expresses the experiential and the logical content of the text and explains our experience of the outer world in the environment"* (Halliday, 1978:328 cited in Farzaneh Haratyan, 2010). Thus, language is used to speak about what is happening in the world, in the society, emotions ...etc. That is to say, to tell about the topic of the text or discourse. The ideational metafunction is concerned with representations, because whenever people communicate there is a transmission of meaning and information about the world which is represented.

I.1.2.The Interpersonal Metafunction

"It deals with the social and power relations among language users. It relates participant's situational roles to the discourse produced" (ibid.). So, the interpersonal metafunction is about the social world, especially the relationship that exists between the encoder/speaker and the decoder/hearer in a communicative process. This means that language is a means used in order to create social relationships because people don't only talk just to say something but are always exchanging information and convey meanings in order to construct social relations. This exchange of information can be of two types, interaction and transaction. Interaction is the fact of giving information which has an impact on the receiver of the information; while transaction is the fact of giving and receiving information between the sender and the receiver, i.e. there is an exchange of ideas.

I.1.3. The Textual Metafunction

The textual metafuncion is about the verbal world, it encompasses all of the grammatical systems responsible for managing the flow of discourse. That is the texture of a given product to form a whole unified unit. In other words, the textual metafunction consists of all the cohesive ties that form a given text to create a coherent discourse.

Accordingly, Halliday (1978:4) argues that ''*we all the time exchange meanings, and the exchange of meaning is a creative process in which language is one symbolic resource-perhaps the principal one we have, but still one among others-*''. This means that language is not neglected and is of primary importance in making and exchanging meanings; however, other non-verbal resources are used for communicative purposes.

I.2. The Non- Verbal Aspect of Communication

The non-verbal, also called non-linguistic, aspect of communication occurs without using words, that is to say language does not take part when using the non-verbal resources to perform communicative processes. Damnet asserts that non-verbal aspect is, *"all nonverbal messages in a communicating setting, which are produced by the source/encoder in that specific context, and which have powerful message value for either the encoder or decoder"* (2008:22). This means that, non-verbal resources consist of all the non-verbal behaviours that a person can accomplish in order to convey meanings such as, gestures, posture, facial expressions, head movements, colours, gaze/eye contact... etc. These non-verbal behaviours accompany language (verbal messages) in order to fulfil certain functions and social actions. In brief, non-verbal aspects are as expressive and communicative as verbal ones.

I.2.1. Kinesics

Kinesics, also called body language or non-verbal behaviour, was developed by the American anthropologist Ray L. Birdwhistell (1970). This refers to the scientific study of the way in which certain body movements and gestures are involved in communication especially as they accompany language in order to serve a form of non-verbal communication, transmit

and make meaning. . Kinesics is an umbrella term that includes all the terms that are related to body language which are: gestures, gaze, posture, head movement, facial expressions. According to Ray Birdwhistell (1970), body language may mean nothing in one context but extremely significant in another context. This means that body language is culture-sensitive and it is influenced by the cultural interpretation where it is used. For instance, how you sit, how you walk, how your eyes move are all the body movements that you can do and, at the same time, broadcast messages to the world.

I.2.1.1. Gestures

The term gesture refers to the use of hands and other parts of the body for communicative goals, also called 'body language'. It is included in the generic umbrella term of ''*Kinesics*'' that encompasses: gestures, movements, posture, stillness, head movement, gaze, facial expressions, and so forth. Moreover, Goodwin (2003) deals with gestures alongside other communicative modes, among them: gaze, environmental structure, talk, body posture, and so on as part of embodied action within situated human interaction. Thus, gesticulation is a socially and culturally regulated medium of communication depending on the context of communication. An example of gesture can be the use of a finger (index) in order 'to point' to someone which means that we are addressing the words to him.

I.2.1.2. Gaze

Gaze is a semiotic resource that carries meaning and it refers to the direction of orientation that people display through the positioning of their eyes in relation to the environment and the context where it is used. It was in film theory in 1970 that the term gaze was first used. Later on, it was broadly used in different disciplines, including cultural studies, discourse analysis, and psychology (Coulter and Parsons, 1990). Moreover, gaze is a key term used across visual and multimodal research in disciplines including art history, visual studies, cultural studies, psychology, and sociology. In the study of visuals, gaze is of a great

importance when interpreting images because it shows the nature of the interaction between the viewer and the participant, and it helps to know many things about the viewer, for instance if he is stressed, hesitating, anxious, eager…etc.

I.2.1.3. Posture

Also called 'body language', it is about how our bodies change position when we communicate. It comprises the physical movements of: arms, legs, hands, and head. They are part of Kinesics. Each posture carries a given meaning, that is, whenever it is used, it tells something behind without uttering it. In order to make some of their gestures meaningful and communicative, participants may need to contextualise them in particular ways, for instance, by placing them explicitly in the field of vision of other participants. Examples of posture: standing, sitting, lying, forward lean –which means positive attitude-, and backward lean- which means negative attitude-.

I.2.1.4.Facial Expressions

Facial expression is a semiotic resource produced by using the face for the sake of communication. According to Goffman (1959), it is the presentation of a person in his everyday life, where he points out that the front is used to refer to the expressive equipment employed unwillingly by a person during a 'performance'. That is, the activity over a period of time in the presence of particular set of observers. So, 'facial expressions' are considered as a mobile and transitory 'sign vehicle' (what in multimodal terms is a mode). Facial expression can be used to express: happiness, sadness, displeasure, anger, fear, interest … etc. Therefore, the non-verbal language talks on the behalf of people. An example of facial expression can be a ''smile''. A smile during a conversation, for instance, can mean the agreement and acceptance of the other's answer, however, an eyebrow can mean a disagreement in the same situation.

I.2.2. Colours

Colours are considered as crucial semiotic resources because they communicate meanings and are important in studying visuals. In fine arts, art history, psychology, anthropology, and social sciences colours have been an area of study and they have been studied as a symbolic system as well as how it is used within cultures. Colours have different social values that differ from one culture to another; and each culture interprets the colour according to the context and the dominant cultural practices depending on the context. The interpretation of colours sometimes can be either positive or negative. Thus, in some cultures, for example, in Ivory Coast the red colour denotes sadness and danger and in India it refers to life and happiness.

II.   Multimodal and Social Semiotic Approaches

II.1. The Development of the Social Semiotic Approach

Social Semiotics is an approach to communication which studies the way people communicate and interact using several means of communication within a society. That is to say, it seeks to understand the contexts in which these means are used. One essential aspect of social semiotic theory is the principle that modes of communication offer historically specific and socially and culturally shared options (semiotic resources) for communicating (Van Leeuwen, 2005). Thus, these options are flexible and change from one society and one culture to another. Social semiotics functions at three levels; **meaning making,** to make sense; **meaning transmission,** to interact with people; and **meaning interpretation,** where a given meaning is interpreted through a specific social context. That is, meaning is transmitted and received within a social context pursuing these steps.

Social semiotics has been strongly influenced by the work of M.A.k.Halliday. In his 1978 book : *Language as Social Semiotic : The Social Interpretation of Language and Meaning;* he sets out a number of key premises of his linguistic theory, with key features

including a functional perspective, ''the metafunctions'', that language is a system of options and meaning potential (Halliday, 1978).Moreover, Halliday holds that every sign serves three functions simultaneously : they express something about the world('ideational metafucntion'), position people in relation to each other('interpersonal metafunction'), and form connections with other signs to produce coherent text('textual metafunction').(Halliday,1978 ; cited in : Bezemer,J.and Jewitt,C.2009:1).

II.2. The Development of Multimodality

Multimodality is a new and rapidly developing sub-field of communication studies which has its roots in social semiotics, and looks beyond language to the multiple modes of communicating or making meaning from images to sound and music. It is an interdisciplinary approach which understands communication and representation of meaning to be more than about language (Jewitt, 2009); therefore, multimodality treats language to be as one semiotic mode of human communication among the multiple existing modes, rather than as the dominant mode of communication. Kress (2009) argues that the world of meaning has always been multimodal since communication changed from being monomodal to multimodal, i.e. from ''Monomodal Communication'' to ''Multimodal Communication''.

II.3. Operational Concepts in Social Semiotics and Multimodality

Social Semiotics and Multimodality have provided technical terminologies, concepts, methods, and a framework for the collection and analysis of visual, aural, embodied, and spatial aspects of interaction for the sake of meaning making.

II.3.1. Semiotic Resources

The term semiotic resource is a key term in social semiotics. It originated in the work of Halliday who argues, *"The grammar of a language is not a code, not a set of rules for producing correct sentences, but a 'resource for making meanings"* (Halliday, 1978: 192). Traditionally, semiotic resources were called 'signs' and the sign was considered as a

fundamental concept in social semiotics; but the term 'semiotic resource' is preferred because it avoids the impression that ''what a sign stands for'' is somehow pre-given, and not affected by its use (Theo Van Leeuwen, 2005). As Theo Van Leeuwen suggests:

> Semiotic resources are the actions and artefacts we use to communicate, whether they are produced physiologically-with our vocal apparatus; with the muscles we use to create facial expressions and gestures, etc.-or by means of technologies with pen, ink and paper; with computer hardware, with fabrics, scissors and machine, etc. (2005: 3)

Therefore, semiotic resources are of a great importance because they facilitate the transmission of messages and information in communicative processes.

II.3.2. Mode

What a mode is, continued to be a subject to debate and used interchangeably with ''semiotic resource'', however, many scholars have suggested definitions for the term ''mode''. According to Kress (2010), a mode is a socially shaped and culturally given semiotic resource for making meaning. Examples of modes used in representation and communication are images, writing, layout, music, gesture, speech, moving images, soundtrack and 3D objects. A mode is social and culture sensitive and it guides communicators in order not to use language for everything. This in the light of what Kress (2000) argues that it is now no longer possible to understand language and its uses without understanding the effect of all modes of communication that are co-present in any text.

According to Annemare o'Brain (2013) a mode can be classified into four different types: the linguistic, the visual, the auditory and the gestural modes. The linguistic mode refers to the written and spoken language produced through words and texts. The visual mode refers to all that humans can see and observe with their eyes like colours, images... etc. The auditory mode relates meaning to sounds, music and the voice of an individual. As for the gestural mode, it is related to the expression of meaning through gestures, head movements, etc.

II.3.3. Medium

The term medium refers to the means used to transfer information, like the computer, TV, Radio, CD, DVD, Smart phones, newspapers ...etc. Medium has a material aspect this means that it is the material form which carries signs and meanings. Kress and Van Leeuwen (2001) argue that the material medium (paper, stone, ink, etc) is traditionally neglected in linguistics and semiotics, but that it makes an important contribution to the meaning. They associate it *"in reading images"* with 'technologies of inscription'; and *"in multimodal discourses"* with the stratum of production. Moreover, medium should not be understood simply as a technology of production and distribution, but must also be understood as a social practice, because the same message will mean something different if presented as written language on paper, and on a website or TV broadcasting. In this light, Jenkins (2006: 13-14) suggests *''a model of media that works on two levels : on the first, a medium is a technology that enables communication, on the second, a medium is a set of associated 'protocols' or social and cultural practices that have grown up around technology''*.

II.3.4. Multimodal Ensemble

According to Kress (2010), the term multimodal ensemble refers to the representations and communications that consist of more than one mode, brought together not randomly but with a view to collective and interrelated meaning within the framing of socially, culturally, and historically regularized ways of making meaning. The term 'ensemble' refers to the idea that it gathers and englobes all of the possible media and modes used in communicative situations in order to transmit meanings.

II.3.5. Keneikonic Mode

The keneikonic mode is a term used to denote the moving image as being a multimodal form (Burn, 2015). It has its origins from the Greek word 'kenein', which means

to move or moving, and 'eikon', which means image. This term, then, was coined by Burn and Barker (2001) in order to avoid problems of the usual terms used in the film of cinema.

The keneikonic mode, then, is considered to be a multimodal ensemble because it contains both the modes themselves (the linguistic mode, the visual mode, the gestural mode, the auditory mode) as well as the interplay of those modes as they move through time and space in moving images, and also it unifies what is culturally understood as a form of the moving image. According to Curwood and Gibbons (2009) the keneikonic mode highlights how the integration of modes such as written words, visual images, and transitions, are salient to both the production and interpretation of moving images.

III. Social Semiotics and Foreign Language Education

Semiotics, which is the scientific study of signs, has been integrated into the field of education and has extremely influenced the teaching and learning process, that is, semiotics and education are inseparable disciplines and they are interrelated because whenever there is a production of signs, there is learning. In this respect, Semetsky (2015) says that ''*teaching and learning are embedded in semiosis*'' (Semetsky, 2015: 132). In addition, Wnifried Noth (2010), for instance, noted that teaching and learning are embedded in semiosis, while the study of the process of learning and teaching is part of, and contributes to, the study of the ontogeny of signs and communication as a theoretical branch of semiotics.

This strong relationship between semiotics and education has paved the way to the emergence of a new and interrelated discipline which is '**Edusemiotics**' that is composed of both terms education and semiotics. With the emergence of this discipline is the teaching of foreign and second languages has become easier and more interesting because it no longer the teaching of semiotics but the semiotics of teaching. This means that, nowadays, we are no longer interested in teaching semiotics as a discipline but we give more importance to the way of teaching with the inclusion of semiotics as a technique in order to give more importance

and vitality to the teaching and learning process; especially the teaching of foreign languages for non-native speakers. Language learning is a matter of reasoning, and ''*all our thoughts and knowledge is by signs*'' (Noth, 2014: 8). This means that, with the use of signs the learning process becomes easier, for example, in teaching English as a foreign language for beginners or for non-native speakers. With the use of signs (writing, gestures, sounds, body movements…) the learners will assimilate and memorize the new language or the new vocabulary items, of course with a respect and consideration of the social and cultural differences.

IV.   Multimodal Discourse Analysis (MDA)

IV.1. Definition of Discourse Analysis

Discourse Analysis (DA) is a wide area of investigation within linguistics, which analyses both the spoken and the written languages beyond the sentence level. According to McCarthy (1991), it is concerned with the study of the relationship between language and contexts in which it is used over and above such concerns as the structure of the clause or sentence. Scholars such as: Benveniste, Widdowson, Gibson, Goffman and Halliday have listed a set of reasons why to study discourse which can be as follows:

➢ To inform ourselves and to dispel myths about the language people use,
➢ To find out how language changes and evolves over time,
➢ To find out the most effective uses of language for communication.

Thus, discourse is investigated to know about the manners in which people use language in order to interact with each other for the sake of communication.

IV.2. The Development of Discourse Analysis

Discourse analysis is a discipline influenced by the Hallidayan Systemic Functional Grammar (SFG) which is a social theory emerged in the 1970's originated from the Systemic Functional theory of language (SFL). It came to deny the structural nature of language; to say that language function (the extrinsic form of language) is more important than language

structure (the intrinsic form of language). That is, 'how things ***do***' is more significant than 'how things ***are composed***'. In other words, SFL is functional and semantic rather than formal and syntactic in its orientation. Thus, by 'function', Halliday (1978) means the use of language for meaning-making purposes, for the sake of integrating the real life in people's interactions. For this sake, he argued that *"the grammar of a language is not a code, not a set of rules for producing correct sentences, but a resource for making meanings"* (Halliday, 1978: 192).

SFG was developed to address the needs of language teaching and learning according to the divergent situations as well as circumstances people are involved in. Thus, Discourse Analysis is relevant to language teaching since learners have to learn how to produce and comprehend texts not only sentences. From this perspective, DA is regarded as being an umbrella term for all those studies within Applied Linguistics which focuse on stretches of language over the sentence level. Since Systemic Functional Grammar is a context-dependent theory, it links between both context and society. However, the structural approach to language is a context-free theory which seeks to use grammar to form correct sentences rather than correct 'products' to describe 'functions'.

IV.3. Multimodal Discourse Analysis

Multimodal Discourse Analysis (MDA) is a theory derived from the work of Halliday's Social Semiotic approach on language, it considers language as only one semiotic resource (mode) among the several and different existing semiotic resources such as gestures, sounds, images, postures, movements…that people use to make meaning and communicate with each other. In addition, MDA is interested in the study and examination of the combinations between the different modes in order to make meaning in social settings. That is, MDA considers how ''words'' are combined with sounds, videos and images in order to create a social meaning. In other words, according to O'Halloran (2011) *"Multimodal*

Discourse Analysis is an emerging paradigm in discourse studies which extends the study of language to the study of language in combination with other resources, such as images, scientific symbolism, gesture, music and sound''(O' Halloran, 2011:1).

In Multimodal Discourse Analysis, language speech and writing are not neglected because MDA seeks to understand how other multiple modes work together in combination with speech and writing in discourse but not language in isolation. MDA is based on Halliday's theory (1978) which has drawn three metafunctions about language, the ideational metafunction (what a text is about), the interpersonal metafunction (the relationship between the participants) and the textual metafunction (how the message is organized).

IV.4. Operational Concepts in Discourse Analysis

IV.4.1. Discourse

The term ''Discourse'' is a term which has its roots from different disciplines and used in a variety of ways. It refers to the notion of language in use-everyday ways of talking-, or it can also refer to the system of language use and other meaning making practices for talking about social reality, for instance, behaviour, habits, dress… etc. Discourse exists everywhere and it is of different types according to the context and situation where it is used. For instance, there exist legal Discourse, Medical Discourse, Commercial Discourse, Media Discourse, Interactional Discourse and Educational Discourse. According to Benveniste (1971:110):

> It is also the mass of writing that reproduces oral discourse and its purposes: correspondence, memoirs, plays, didactic work. [In] short, all genres in which someone addresses himself as the speaker, and organizes what he says in the category of person.

Discourse is an important concept used within theory of multimodality. That is, scholars in multimodality are concerned with the understanding of the uses and effects of discourse through the use and the engagement of several modes that accompany communication. Moreover, the choice of modes depends on the nature of discourse because it

exists in different sorts, for example, the modes used in legal discourse differ from those used in education discourse or in medical discourse.

IV.4.2. Text

The term 'text' is used in DA and developed by M.A.K Halliday and Ruqaya Hassan (1976) to refer to any internally structured stretch of language. According to Halliday and Hasan (1976: 3, chapter one) *"the term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language"* The basic unit in a text is the sentence, that is unlike Discourse, text studies language at the sentence level; this means that it targets in sentences the intended meaning that is not clearly written, rather understood from the context of the situation the conversation occurs in.

A text is every utterance or a set of utterances fixed by writing, of whatever length, written or even uttered. So, the relationship between text and discourse is not really clear since they nearly can be the same; because a piece of writing when it is written it is called *''text''*, when it is uttered it is called *''discourse''*.

IV.4.3. Context

It is one of the significant components in discourse analysis whose main role is to eliminate ambiguities. According to Rodney, H.J (2015: 8) *"It is an attention to the material and social contexts in which texts are produced, consumed, and used to take social actions"*. That is, all the information that can serve to tell us about: who are the participants, what are they speaking about? Where? When? Why? And how it is occurred. Many scholars, among them, Harris (1957) and Malinowski (1923) have investigated 'context' in the area of Discourse Analysis, in order to broaden its scope; but, each one has given his own description. Harris (1952:3 cited in Widdowson 2004:36) argues that *"it is a matter of bringing aspects of use under formal control"*. While, Malinowski (1923 cited in Widdowson 2004: 36) claims that *"it is a matter of showing how the code functions in contexts of use"*.

That is, according to him, context lets us know about the manner of using language in a specific environment.

Thus, scholars who have worked on 'context', consider it as a core element in DA and a key term which can be understood in relation to its environment of use i.e. all the circumstances and situations of a specific conversation. For this regard, it is devised into two types:

IV.4.3.1. Context of situation (Register)

Also called 'situational context', it provides specific values to the uttered text, that is, it informs us: what is the profession of the speakers? Where are they? What is exactly the topic of their conversation? About whom is their conversation? So, all the circumstances in which the talk occurs.

Studying context of situation, Firth (1957) considers it a key concept in his work/linguistic theory, more significantly, by incorporating language within it. In his perspective Firth argues , *"... context of situation is best used as a suitable schematic construct to apply to language events, and that it is a group of categories at a different level from grammatical categories but rather of the same abstract nature"*(Firth 1957:182 cited in Widdowson 2004:39) . This means that, the situational context provides a kind of a relationship between the three following categories:

- The relevant features of participants: both the verbal as well as the non-verbal action of participants.
- The relevant objects.
- Effect of the verbal action. (firth; 1957: 182)

IV.4.3.2.Context of culture (Genre)

Also called 'cultural context' which *"provides a pattern or template that is portable across different situations with a national or organizational culture"* (Clark, R. J.2001). That

is, it informs us about the culture and the society the speakers belong to, according to the expressions they use and the gestures they keep or avoid.

According to Clark (2001), in SFL, cultural context is referred to as 'genre' which is a kind of generalized type of text, such as: a novel, a film ...etc. So, each culture has its own sort of films and novels according to its own historical background. This means that, the traditions, the talks, and the backgrounds of the participants are identified by both their way of speaking and their behaviour simply because context is closely tied to the social values of a given speech community.

IV.5. The Notion of Context within Foreign Language Education

Language education is an interdisciplinary field, which refers to the process and the practice of a second/foreign language acquisition. Language education should be broadly described in terms of individual competences i.e. what a person can learn by his/ her own in a given situation of integration. That is, learners learn a language in a given context and not out of context. The notion of context is emphasized in teaching and language process, that is, each time teachers teach they take into consideration context with its two types -context of situation and of culture-. Thus, when teaching English as a foreign language, teachers should choose the appropriate words in relation to the context in order to facilitate the understanding of the foreign language.

Conclusion

This chapter reviewed the literature related to our work, which is about the use of multimodality within Discourse Analysis in online courses. It is divided into four parts; the first part is called ''Verbal and Non-verbal aspects of Communication'' in which we explained the difference between verbal and non-verbal aspects of communication, where we developed the three metafunctions of language and the non-verbal resources used in communicative settings. The second part, entitled "Multimodal and Social Semiotic Approaches'' reviewed

the development of both social semiotics and multimodality in addition to some operational concepts related to the two approaches. The third part, entitled ''Social Semiotics and Education'', dealt with the teaching of foreign languages as a semiotic process. The fourth and last part is named ''Multimodal Discourse Analysis'' in which definitions and operational concepts related to MDA are provided.

Chapter Two:

Research Design

Introduction

As it is mentioned in the general introduction, the aim of our investigation is to analyze an EFL online teacher's discourse and to find out the multimodal modes and semiotic resources he uses to accompany language during the teaching process. So, this chapter is devoted to the research methodology which the work will follow to carry out the investigation and to answer the research questions cited in the general introduction. First, it aims at describing the research method which is the Qualitative Research used in order to explain how multimodality is integrated within the online teacher's discourse while explaining the lesson and how language is combined with the other different resources to communicate meanings. Then, it describes the corpus of the study which consists of EFL online courses presented by a native English teacher. After that, it ends up with the procedures adopted for analyzing the data which comprise Social Semiotic Analysis (SSA) and Multimodal Discourse Analysis (MDA) in order to categorize the results obtained from the analysis of the EFL online teacher's discourse and use of multimodality.

I.   The Research Method

The research method which is followed in the present study is the Qualitative Research Method. The aim of this dissertation is to analyze the multimodal discourse used by an online teacher. It is based on the Multimodal Discourse Analysis framework of K.L. O'Halloran (2004), and on the theory of Social Semiotics and Multimodality developed by Kress and Van Leeuwen (2006). As Blaxer, et al (1996: 61) explains:

> Qualitative research... is concerned with collecting and analyzing the information in as many forms, chiefly non-numeric, as possible. It tends to focus on exploring, in as much detail as possible, smaller number of instances or examples which are seen as being interesting or illuminating, and aims to achieve 'depth' rather than 'breath'.

So, the results of this dissertation will be analyzed using the qualitative method of research in order to answer the research questions related to our study and to find out if multimodality is used by the online teacher in the process of teaching.

II.   Description of the Corpus

Our work is an investigation of whether Multimodality is integrated in the online teacher's discourse while teaching English as a foreign language. So, it is a 'corpus-based research' which is conducted to analyze the multimodal discourse of an online language teacher through English video lessons. In order to answer the questions asked and either confirm or refute the hypotheses suggested in the general introduction, we have gathered English online courses, from YouTube, presented by a native English teacher to be the sample for our investigation; these online courses are available in the following link: https://www.youtube.com/watch?v=6f_FtzgL9y4&list=PLF467B6C12B713A03&index=2; and a CD which contains the selected online courses accompanies the dissertation.

In order to conduct our work we have collected **four (4)** different online courses to be analyzed, these videos are English lessons presented by a native English teacher from England, who is ''Mister Duncan''. There are long and short videos which range from five (05) to thirty seven (37) minutes, but we have selected short videos of seven (07) minutes. The first video is lesson two (02) entitled *''Saying hello and good bye in English''* (it is a video of seven minutes and forty six seconds); the second video is lesson three (03) entitled *''How to say please and thank you in English''* (it is a video of seven minutes and thirty two seconds). The third video is lesson five (05) named *''English words for GOOD and BAD''* (it is a video of seven minutes and thirty seven seconds). The fourth and last video which is lesson ten (10) named *''how do I say sorry in English? How to say sorry''* (it is a video of seven minutes and twenty eight seconds).

III.   Procedures of Data Analysis

III.1. Social Semiotic Analysis (SSA)

The present dissertation relies on the theory of multimodality developed by Kress and Van Leeuwen (2006) to do a social semiotic analysis of teacher's discourse in EFL online

courses. This theory allows us to categorize the different multimodal modes and semiotic resources used by the EFL online teacher while explaining the lesson which permit us to identify the non-verbal behaviours that the teacher uses as means for communicating meanings. That is to say, the other resources other than language such as gestures, gaze, facial expressions, postures, colours, etc that contribute in the meaning making process. These resources come to accompany, identify and help the verbal message to be transferred and transmitted to the receiver of the information; this means that, all of these resources in addition to language form a multimodal ensemble that regulates and permits communication.

III.2. Multimodal Discourse Analysis (MDA)
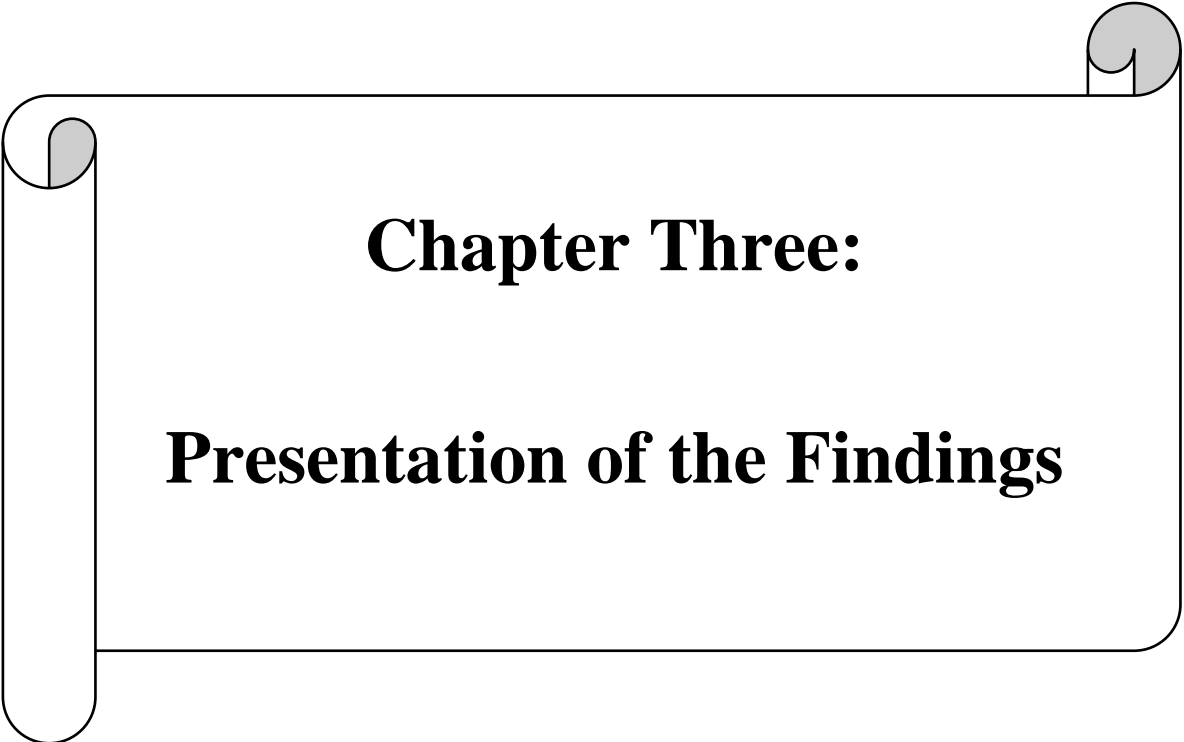
Our dissertation uses O'Halloran's Multimodal Discourse Analysis theory (2004) for analyzing the online course. As O'Halloran (2011:1) explains:

> The terminology in MDA is used somewhat loosely at present as concepts and approaches evolve in this relatively new field of study. For example, language and other resources which integrate to create meaning in "multimodal" (or multisemiotic) phenomena (e.g. print materials, videos, websites, three-dimensional objects and day-to-day events) are variously called "semiotic resources", "modes" and "modalities". MDA itself is referred to as "multimodality", "multimodal analysis" "Multimodal semiotics" and „multimodal studies.

That is, MDA it is concerned with the combination of language with other different modes used altogether in order to form meaningful discourse. O'Halloran(2011:2) argues that *"MDA is concerned with the analysis of semiotic resources and the semantic expansions which occur as semiotic choices combine in multimodal phenomena"*. Since Multimodal Discourse Analysis does not analyze only the other modes instead of speech and writing, it seeks to understand how these different modes, in addition to speech and writing, work together in discourse. So, it helps us categorise both the types of discourses and the types of the different multimodal modes that are integrated within the language used by the online teacher.

Conclusion

To put all together, this chapter puts its focus on the research design of the study. It consists first of presenting the research method used in order to conduct this work. Then, it provides a description of the corpus of the study. After that, it explains the procedures of data analysis which include Social Semiotic Analysis (SSA) and Multimodal Discourse Analysis (MDA) in order to sort out the categories of the semiotic resources and multimodal modes used by the EFL online teacher while presenting the lesson and to typify the different types of discourse that permit the transmission of meanings.

Chapter Three:

Presentation of the Findings

Introduction

This chapter aims at presenting the results of the multimodal analysis of a teacher's discourse in an online course. The first part of this chapter presents the results sorted out from the multimodal analysis of the selected courses. The second part categorizes the different multimodal modes used by the EFL online teacher which encompass the linguistic, the visual, the gestural, the auditory and the keneikonic modes. Then, it categorizes the verbal and non-verbal resources utilised by online teachers during the teaching process. Finally, it categorizes the two types of discourse used by the online teacher while explaining the lessons' content.

In this part, we present the results obtained from the analysis of the online lessons presented by a native English teacher. We analyzed the online courses for two main reasons. The first reason is to identify the different multimodal modes that the online teacher uses during the teaching process, including verbal and non-verbal resources. For this, we adopted the theory of Multimodality developed by Kress and Van Leeuwen (2006) in order to categorize these different semiotic resources accomplished by the online teacher while presenting the lesson. The second reason is to identify the types of discourse used by the online teacher and to sort out how these types of discourse are combined with the multimodal modes to perform communicative purposes. For this sake, we adopted Multimodal Discourse Analysis theory developed by K.L. O'Halloran (2004) which focuses on how discourse is involved with multiple semiotic modes and work all together for making and transmitting meanings.

I. The Different Multimodal Modes Used by the EFL Online Teacher

In order to identify the different multimodal modes used by the online teacher while explaining the lessons, we elaborated the following table. The symbol √ means that the modes figure (are present) in the discourse of the online teacher during the explanation of the lesson, while the symbol Ø means that they do not (are not present).

Mode / Video Number	Linguistic	Auditory	Gestural	Visual		Kineikonic
	Language	Voice	Body Language	Hand Writing	Subtitling	Moving images
01	√	√	√	Ø	√	√
02	√	√	√	Ø	√	√
03	√	√	√	Ø	√	√
04	√	√	√	Ø	√	√

Table 01: The Type of Modes Used by the EFL Online Teacher

Table 01 above displays the types of the different modes used by the online teacher while presenting the course. It shows that the online teacher uses at least two divergent modes in order to communicate meanings. As concerns the linguistic, the auditory, the gestural, and the keinikonic modes, they are all present in the online presentation of the course delivered by the online teacher. As far as the visual mode is concerned, we notice that the teacher in online lessons uses subtitling; however he does not use hand writing throughout explanation of the lesson.

II.   The Verbal and Non-Verbal Resources Used by the EFL Online Teacher

The online teacher shows the use of the multimodal discourse while presenting his lessons by using verbal and non-verbal resources during the presentation process. This means that, he transmits both verbal and non-verbal messages which help to create a meaningful discourse suitable to the context of the teaching process.

II.1. The Verbal Resources Used by The EFL Online Teacher

The results reveal that the online teacher uses language (the verbal resource) while explaining the course in order to broadcast meanings and to accomplish the different functions of language. In addition, the results show that all of the ideational, the interpersonal and the

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textual metafunctions are fulfilled by the online teacher. As far as the interpersonal metafunction is concerned, we notice that interaction is accomplished by the online teacher; however, transaction is not shown because of the absence of the mutual exchange of information between the sender and the receiver, i.e. the teacher is not waiting to receive back questions, answers, clarifications from the receiver of the lesson. The table below describes the different functions of language accomplished by the online teacher to form a multimodal ensemble.

Examples from the online lessons	The accomplished metafunctions of language	Description and Interpretation
"When we first meet someone... whether it is a person we know or someone we meet for the first time...we normally use a sentence as a way of greeting them"	**The ideational metafunction:** the lesson is about saying hello and goodbye. **The interpersonal metafunction:** the speaker is the online teacher who is providing information to the viewers, but without waiting to receive back information. **The textual meatafunction:** cohesive ties are used by the teacher to make his discourse coherent and cohesive; such as: we, someone, it, them,	When the online teacher starts explaining the lesson, he first uses the spoken and written language, which is shown through subtitling, in order to introduce the topic of the lesson, accompanied with the use of hands and arms that suit his utterances, and uses smiling to express pleasure. The online teacher, also, is standing up and moves from one side to another during the explanation process by keeping a horizontal gaze, which is oriented at the same level with the viewers.
"We will look at two actions which many of us do, although maybe not as often as we should. Today we will talk about saying please and thank you..."	**The ideational meatfunction:** the lesson is about saying please and thank you. **The interpersonal metafuncion:** the speaker is the online teacher who is explaining the lesson and providing information for the viewers, however, he is not waiting to receive back. **The textual metafunction:** cohesive ties are used, such as: us, although, we, about, which, and, at.	The online teacher uses the spoken and written language by using his vocal cords for the utterances and the sentences are subtitled and appear at the same time of speaking. In order to speak about 'please and thank you' he uses his two fingers together to refer to the idea of 'two'. The posture of the online teacher, here, is that he is standing up all along the explanation process by keeping a horizontal gaze, which is oriented at the same level with the viewers.

"In this lesson, we will look at two common words which have opposite meanings and many uses within the English language. Today we will look at Good and Bad "	**The ideational meatfunction:** the lesson's topic is about good and bad. **The interpersonal metafuncion:** The speaker is the online teacher who is providing information to the viewers; however, he is not waiting to receive back information. **The textual meatafunction:** the online teacher uses cohesive ties such as: we, at, which, and, many, this.	The online teacher explains the lesson using his vocal cords to speak and subtitling for the written sentences that are uttered. The online teacher is most of the time sitting down and sometimes he stands up. During the explanation process, he keeps gaze at the same level as the viewers and uses his hands and arms that accompany his speech. In addition, he uses two different colours for good and bad, he uses the green colour for good and the red colour for bad.
"In this lesson, we will look at an action, which for many of us, is very hard to do which is saying sorry... we suddenly feel the need to say sorry for our actions and behaviour".	**The ideational meatfunction:** the topic of the lesson is about how to say sorry in English. **The interpersonal metafuncion:** The speaker is the online teacher who is providing information to the viewers; however, he is not waiting to receive back information. **The textual meatafunction:** the online teacher uses different cohesive ties such as: in, this, we, which, the, and, our, for, to.	The online teacher explains the lesson using his vocal cords to speak and the subtitling for the written sentences that are uttered. The online teacher stands up all along the lesson and moves from side to side. During the explanation process, the online teacher keeps gaze at the same level as the viewers and uses his hands and arms which his discourse to perform different gestures. In addition, he uses the red colour for the examples of saying sorry and the white colour for the subtitling.

Table 02: The Metafunctions Accomplished by the EFL Online Teacher through Verbal Resources

II.2. The Non-Verbal Resources Used by The EFL Online Teacher

After analyzing the EFL online lessons, we identified the categories of non-verbal resources (non-linguistic resources) that the online teacher uses in combination with language (the verbal resource), during the teaching process in order to transmit meanings. These non-verbal resources consist of gestures, gaze/eye contact, facial expressions, posture and colours. Each of these non-verbal resources carries a particular meaning. The table below, then, categorizes the non-verbal resources that accompany the verbal resource for making meaning

throughout the explanation of the lesson. The symbol √ means that the non-verbal resource is used by the online teacher in addition to language while presenting the lesson. This table shows that the online teacher uses all of the different non-verbal resources.

NVR ⟍ Number of video	The Non-Verbal Resources (NVR)				
	Gestures	**Gaze/eye contact**	**Facial expressions**	**Posture**	**Colours**
01	√	√	√	√	√
02	√	√	√	√	√
03	√	√	√	√	√
04	√	√	√	√	√

Table 03: The non-verbal resources used during the explanation

II.2.1. Gestures

The results show that the online teacher uses different gestures while explaining the lesson, such as using his index in order to point to the viewer; using both hands from the middle to both sides, at the beginning of the lesson; he also uses the two fingers together to show that two things are referred to while speaking as it is displayed in the screenshot.01 below. The online teacher gesticulates in order to communicate different meanings through using hands, fingers, shoulders, and arms in order to show deictic behaviours, to question, or to give information, and so forth.

Screenshot.01

II.2.2. Gaze

After the multimodal analysis of the online course, we notice that the online teacher, all of the time, keeps gaze at the same level with the viewer. This means that, the gaze of the online teacher is neither up nor down, however it is directed towards the viewer. The video screenshots below show the direction of the teacher's gaze which is at the same level with the viewer.

Screenshot.02

II.2.3. Facial Expressions

All of smiling, frowning, showing exclamations, moving eyebrow, and opening the mouth are the facial expressions performed by the online teacher while explaining the lesson. During the explanation process, as it is shown in screenshot.03 below, the teacher opens his mouth to express an exclamation or a shock; he also uses a frowny and frozen face when he speaks about an unpleasant situation and anger; he also uses a happy face in a situation of happiness.

Screenshot.03

II.2.4. Posture

While presenting the lesson, the online teacher is either standing up or sitting down, he either moves forward or backward; and he also runs when he expresses the notion of being in a hurry. The video screenshots below show how posture is performed by the online teacher throughout the explanation process.

Screenshot.04

II.3. Colours

In lesson five which is about 'saying Good and Bad', the online teacher while explaining the lesson uses the 'green' colour to refer to good and the 'red' in order to refer to bad; as it is shown in the screenshot.05 below.

Screenshot.05

III.   The Types of Discourse Used by The EFL Online Teacher

The results show that the online teacher uses both utterances and sentences in order to explain the lessons. This means that he uses both of the two types of discourse: spoken discourse and written discourse.

III.1. Spoken Discourse

The online teacher uses the utterances in order to explain the lesson, through his vocal cords (voice). The following examples of utterances, said by the online teacher, are taken from the lessons: *"these sentences are often used after the other person has been introduced to you"; "the words good and bad give us a very simple but a useful way of expressing these descriptions easily", "wow this is such a beautiful vase, how much did you say it's worth?", "we say thank you to show our appreciations".*

III.2. Written Discourse

The utterances that the online teacher utters are, at the same time of speaking, subtitled and written and they appear in the screen, as it is shown in the screenshot 06. The screenshots in the next page show how utterances are subtitled and written in the screen.

Screenshot.06

Conclusion

To put all together, this chapter has presented the results of the multimodal discourse analysis of a teacher in an online course. The results reveal that the online teacher uses different multimodal modes (non-verbal resources) in combination with language (the verbal resource) in order to communicate meanings during the presentation of the lesson. The

different multimodal modes used by the online teacher are typified into linguistic, visual, auditory, gestural, and keneikonic modes, that contribute in meaning-making process. The verbal resources consist of the linguistic mode used while teaching, which are the utterances and sentences the online teacher performs. Concerning the non-verbal resources, they fall into different categories such as gestures, facial expressions, posture, colours, gaze/eye contact that the online teacher uses while presenting the lesson. Finally, the results reveal that the online teacher uses both spoken discourse and written discourse.

Chapter Four:

Discussion of the Findings

Introduction

After presenting the results in the previous chapter, this chapter is devoted to the explanation and interpretation of the findings obtained from the multimodal discourse analysis of the EFL online teacher's courses. In this discussion chapter, the results are interpreted in relation to the review of the literature presented in chapter one and they will provide answers to the research questions that our study has raised; and hence will check the accuracy of the hypotheses we have advanced in the general introduction. This chapter is divided into three main parts. The first part will discuss the multimodal nature of the online teacher's discourse, in which we discuss the types of multimodal modes and the semiotic resources that are used while explaining. The second part discusses the types of discourse used by the online teacher during the teaching process. As for the third part of this chapter, it discusses the notion of context within the online teacher's discourse.

I.   The Multimodal Nature of the Online Teacher's Discourse

I.1. The Type of the Multimodal Modes and Semiotic Resources Used by the EFL Online Teacher

Taking into consideration the results obtained from the multimodal analysis of the EFL online teacher's discourse, we noticed that the teacher in his online courses uses different multimodal modes during the explanation of the lesson. These multimodal modes are: the linguistic, the gestural, the auditory, the kineikonic, and the visual modes. This asserts that the online teacher uses the multimodal aspect of communication, as Kress (2010) and Jewitt (2009) argue, *"[N]owadays we no more speak about monomodality, rather about multimodality"*. This means that, in order to achieve communicative purposes and to explain the content of the lesson, the online teacher relies on using these different multimodal modes within the teaching process. From the analyzed online courses, it is shown that the online teacher relies on the linguistic mode, both the spoken and the written language, in order to

teach the English language during the online course. He relies, as well, on the gestural mode which accompanies the linguistic mode in order to communicate meanings and information to the external world while explaining through the use of different gestures and body movements that go hand in hand with the spoken language, such as fingers in order to point to the viewers to show importance and that he is addressing them; he also uses his both hands from the middle to both sides when he begins the lesson in order to welcome the audience. For instance, in lesson two he uses the right hand to show the notion of "hello" and the left hand to show the notion of "good bye", and in lesson three he also uses the right hand to show the notion of "please" and the left hand to show the notion of "thank you".

In addition, we notice the presence of the auditory mode which consists of the voice articulated by the online teacher while presenting the lesson for the sake of expressing ideas and thoughts in order to explain the content of the lesson. Moreover, the keneikonic mode takes part in the multimodal discourse of the online teacher, which is shown through the moving images that appear in the video sequences. For instance, in lesson two when he speaks about being in a hurry, we notice the movement of images from slow to quick.

As Kress argues that *"all communication is movement"* thus *"movement and meaning are intertwined"* (Kress, 2010:169-170). The visual mode, in its turn, which consists of the subtitling and the hand writing aspects; in all of the analyzed online courses we notice that the online teacher uses only subtitling which contains the same words as the utterances which occurs simultaneously with the uttered words; while he does not rely on handwriting during the explanation of the lesson. The subtitling which appears in the screen helps the viewer in order to understand more, because when he cannot follow what the teacher is saying, he can make a stop for the video and read what is written down.

After analyzing the online video courses, the results show that the EFL online teacher uses different semiotic resources for making and transmitting meanings while explaining the

course. These semiotic resources are typified into two types; the verbal (the linguistic) resources which consist of the spoken and written language; and the non-verbal (non-linguistic) resources which are the different gestures, posture, facial expressions, gaze/eye contact, and colours. Semiotic resources are the meaning making tools that individuals use in order to communicate meanings, as Van Leeuwen (2005:3) argues *"[semiotic resources are]the actions and artefacts we use to communicate, whether they are produced physiologically-with our vocal apparatus; with the muscles we use to create facial expressions and gestures, etc"*.

I.2.1. The Verbal Resources Used by the EFL Online Teacher

From the obtained results of the multimodal discourse analysis of the online courses, we notice that the EFL teacher in his online courses uses the linguistic aspect, i.e. language, in order to make and transmit meanings for the sake of explaining the lesson. This means that, the online teacher, while explaining, relies on language as a primary means to achieve communicative purposes. As it is mentioned in the review of literature chapter that language functions at three levels; even the words and utterances said by the online teacher throughout the explanation process function at three levels. These three functions of language are the ideational metafunction, the interpersonal metafunction, and the textual metafunction.

For the ideational meatunction, it is accomplished through the online teacher's use of language for the sake of introducing and explaining the content of the lesson; for example the online teacher says "In this lesson, we will look at two common words which have opposite meanings and many uses within the English language. Today we will look at Good and Bad", by this we recognize the topic of the lesson that it will be about the vocabulary related to good and bad. The interpersonal metafunction is that the speaker is a teacher who is addressing an audience for whom he explains the content of the course; however the teacher is not waiting to receive back questions and/or clarifications from the viewer. So, the interpersonal

meatunction is fulfilled through the transmission of the content of the lesson; this means that there is an impact on the receiver of the information which creates a kind of interaction between the online teacher and the viewer who is just receiving the information. As far as the textual metafunction is concerned, we notice that the online teacher uses different cohesive ties which allow him to form a whole unified coherent and cohesive unit of discourse. These cohesive ties consist of the inference and reference words that link between words and ideas of a given discourse/text, such as "and, about, us, to, at, which, that, although, however, this, we, it, for, our" ... etc. The verbal resource (language) is used altogether with the non-verbal ones in order to facilitate the transmission and the understanding of the message, as it is argued by Kress (2000) that, nowadays, it is no longer possible to understand language and its uses without understanding the effect of all modes of communication that accompany the linguistic aspect of communication.

I.2.2. The Non-Verbal Resources Used by the EFL Online Teacher

The results presented in the previous chapter reveal that the EFL online teacher uses all the possible non-verbal resources while presenting the lesson in order to explain the content of the lesson. As Damnet (2008:22) asserts that non-verbal aspect is, *"all nonverbal messages in a communicating setting, which are produced by the source/encoder in that specific context, and which have powerful message value for either the encoder or decoder"*. The non-verbal resources used by the online teacher are classified into five (05) types: gestures, colours, facial expressions, posture, and gaze/eye contact.

I.2.2.1. Gestures

The results of the multimodal analysis of the online courses show that the online teacher uses different gestures and body movements at the same time of speaking in order to express the idea more explicitly and to avoid ambiguities that some words contain. For instance, in the selected courses of our study, we notice that Mr. Duncan while presenting his

lessons uses his hands and body movement that accompany the verbal discourse. For example while explaining; he uses his two fingers in order to refer to the two aspects that will be dealt with in the lesson (see appendix 01); he also uses his index to point to the viewers to whom he is addressing in order to show interest and that he is addressing to them. Kendon argues *"to clarify ambiguous words, to illustrate action more clearly than words, and to substitute for words in a context where words may be offensive"* (Kendon, 1986 cited in Damnet, 2008:30). This means that gestures express what words cannot express and clarify ambiguous words, for instance in lesson two he moves his arms in order to show the idea of running, and moves his hand to make the idea of good bye more explicit.

I.2.2.2. Colours

The findings sorted out from the multimodal analysis of the EFL online courses, we deduce that the online teacher uses different colours throughout the course while explaining in order to symbolize different ideas and communicate meanings. For example, in lesson five Mr. Duncan uses the colours green and red for Good and Bad; the *"green"* colour is used for the word *'good'* and the *'red'* colour is used to refer to the word *"bad"*(see appendix 05). This means that, the green colour symbolizes positiveness while the red colour symbolizes negativeness. In addition, all along the lesson, all that is positive is written in the green colour; and all that is negative is written in the red colour, such as *"I feel good / I feel bad"*, *"Right / Wrong"*, *"Smooth / Rough"*, *"Positive / Negative";* in which all of "I feel good, Right, Smooth, and Positive" are Witten in a green colour, while all of "I feel bad, Wrong, Rough, and Negative" are written in a red colour. It is argued by Van Leeuwen (2011) that colours are the basic tenets in visuals. That is, when a word is ambiguous, with using a specific colour that is conventional and recognized by every person, the viewer can understand it without having a prior knowledge about the word itself.

I.2.2.3. Facial expressions

The multimodal analysis of the EFL online courses and the results obtained show that the online teacher uses different facial expressions through the explanation process. The online teacher uses his face to express different feelings; such as happiness, anger, innocence, pity, exclamation, unpleasant situations and feelings of discomfort... etc (see appendix 03). For example, in the beginning of the online courses the teacher amkes a smile when he asks the viewers "Are you happy?" In addition, in lesson five when the teacher speaks about the notion of "bad" he directly shows this by a frowny face. We notice that facial expressions are used intentionally or spontaneously by the teacher because what he feels is expressed through his face. As it is argued by Goffman (1959) that facial expressions are used to refer to the expressive equipment intentionally or unwillingly by a person while his/her performance.

I.2.2.4. Posture

After the multimodal analysis of the EFL online courses, we notice that the online teacher uses different positions during the explanation of the lesson, i.e. in some courses he is all the time standing up, in others he is always sitting down, and in other courses he either explains by standing up or by sitting down. In the courses in which he is standing up, he moves from one place to another, by running or jumping like in lesson two. In the courses in which he is sitting down he does not move but he uses different body movements at the same time of speaking such as moving shoulders and arms. As in lesson two, lesson three and lesson ten the online teacher is standing up all along the lesson; however, in lesson five he sometimes stands up or sits down. For instance, Mister Duncan in the lesson two (02) when we says "...because we are in a big hurry...to get some place fast..." he runs in order to make the idea of being in harry more explicit (see appendix 04).

I.2.2.5 Gaze/ eye contact

Taking into account the findings obtained from the multimodal analysis of the EFL online courses, it is noticeable that gaze is kept during the presentation of the lesson, and the

teacher always keeps eye contact with the same level with the viewer. Keeping gaze at the same level with the viewer means that the teacher does not consider himself the authority in the teaching process because he shows importance, interest, respect, and positive attitudes towards the viewers to whom he is addressing. (See appendix 02).

To put it all together, the online teacher uses the different multimodal modes and multiple semiotic resources, i.e. both verbal and non-verbal resources, in order forms a multimodal ensemble which enables communication and the teaching process to be accomplished. Van Leeuwen (2005:04) argues *"...the choice of a given resource rather than the others depends on the communicative purpose"*. This means that each mode/resource comes to complete the other to achieve communicative purposes because all depends on the situation of communication in which it occurred. So, language as a primary means of communication, alone cannot express the whole meaning we want to convey because it should be combined with other modes, which are the non-linguistic resources. As O'Halloran (2011:1) states: *"Multimodal discourse analysis (henceforth MDA) is an emerging paradigm in discourse studies which extends the study of language per se to the study of language in combination with other resources"*. This means that, language is not studied alone; however it is studied in combination with other semiotic resources. This comes to answer the second research question and refute the second research hypothesis stated in the general introduction, that "yes, the EFL online teacher focuses on linguistic modes over non-linguistic modes while explaining the lesson". That is, the linguistic and the non-linguistic modes are used in combination by the EFL online teacher during the explanation of the course.

From the above discussed results, we may answer the first question and confirm the first hypothesis suggested in the general introduction, that "the teacher in an online course uses different multimodal modes and semiotic resources while explaining the lesson". These multimodal modes are of different types: the linguistic, the auditory, the kineikonic, the

gestural, and the visual modes; and the semiotic resources consist of verbal and non-verbal resources. These different multimodal modes and semiotic resources are complementary, that is to say, each mode is used to complete the other in order to form a whole multimodal ensemble. As Kress (2010) points that, the term multimodal ensemble refers to the representations and communications that consist of more than one mode, brought together not randomly but with a view to collective and interrelated meaning within the framing of socially, culturally, and historically regularized ways of making meaning.

II.   The Types of Discourse Used by the EFL Online Teacher

In order to communicate meanings and explain the content of the course, the online teacher uses two types of discourse, written discourse and spoken discourse for the explanation process of the lesson.

From the multimodal analysis of the online teacher's discourse, we may say that the written discourse is present while explaining the lesson. Since language is the primary means of communication, while explaining the lesson, the subtitling of the words uttered by the online teacher appears at the same time of speaking. In other words, the teacher while explaining the lesson uses the written discourse in combination with the spoken for the sake of helping the viewer to understand better, to make the utterances more explicit and that the viewer of the lesson can make the video lesson in a pause mode in order to read what is written down. For example, when the teacher utters "We will normally use a simple sentence"; this utterance is written down in the bottom of the screen i.e. it is subtitled. In addition when he says, for instance, "I feel bad" this utterance appears in the right side of screen (See appendix 06).

From the results presented in the previous chapter, we notice that the online teacher uses the oral discourse which is demonstrated through using the utterances that are heard and articulated through using the vocal cords. This entails that the online teacher makes a

combination between the two types of discourse for the sake of meaning making and meaning transmission during the explanation process.

III. The Notion of Context within the EFL Online Teacher's Discourse

After the multimodal discourse analysis of the EFL online courses, we notice that context is a crucial element which influences the online teacher's discourse; because it has its role in the way the EFL online teacher presents the content of the lesson. This means that, in the EFL online courses, the teacher takes into consideration the context in which the communicative situation occurs, i.e., to take into account the two kinds of context, both the situational context and the cultural context. Since the lesson presented is not designed to a specific group of individuals belonging to a specific culture or speech community, rather it is designed for every person who wants to attend the course belonging to different countries all over the world. So, the online language teacher takes into account the cultural and social differences between individuals belonging to different nations. For example, during the online courses presented by Mr. Duncan we notice that all pieces of information about his profession, his nationality, the place in which the lesson takes place... etc are provided. These pieces of information, as Firth (1957) argues, provide a kind of relationship between the features of the participants, the relevant objects and the effect of the non-verbal action. In addition, in these analyzed English online courses, Mister Duncan, for instance, when different examples related to the topic of the lesson are needed he tends to provide them in relation to the society which he belongs to, and says "Here in the UK people greet each other by talking about the weather". Also, he gives examples of other societies by saying, "in many countries, people will ask about the family", in addition to the example about ways of greeting in the Chinese society, so he has said "In China people greet each other by asking if they have eaten their lunch or dinner".

The findings sorted out from the analysis of the online courses reveal that the online teacher pays attention to the choice of words to be used and to the examples he gives because of the differences between cultures and societies. This comes to answer the third question and refute the third hypothesis that "no, context is not taken into consideration by the online teacher during the explanation of the course", because the results obtained demonstrate that the online teacher takes into account both cultural and situational contexts.

Conclusion

In short, the discussed results obtained from the multimodal discourse analysis of the EFL online courses, have answered the research questions, confirmed the first hypothesis and refuted the two remaining hypotheses set in the general introduction. It has demonstrated that the EFL online teacher uses different and multiple semiotic resources and multimodal modes that accompany language during the teaching process. In addition, these obtained findings demonstrate that the EFL online teacher relies on both the verbal (linguistic) and non-verbal (non-linguistic) resources for meaning making and meaning transmission while explaining, which are combined altogether in a complementary way in order to accomplish communicative purposes, all along the presentation process of the lesson. Moreover, it is worth mentioning that the results reveal that two types of discourse are used by the EFL online teacher, during the explanation process; the spoken discourse achieved through the utterances uttered using the vocal cords and the written discourse which is shown through the subtitling. Finally, the discussed findings of the EFL online courses' analysis show that context is taken into consideration by the EFL online teacher during the teaching process.

General

Conclusion
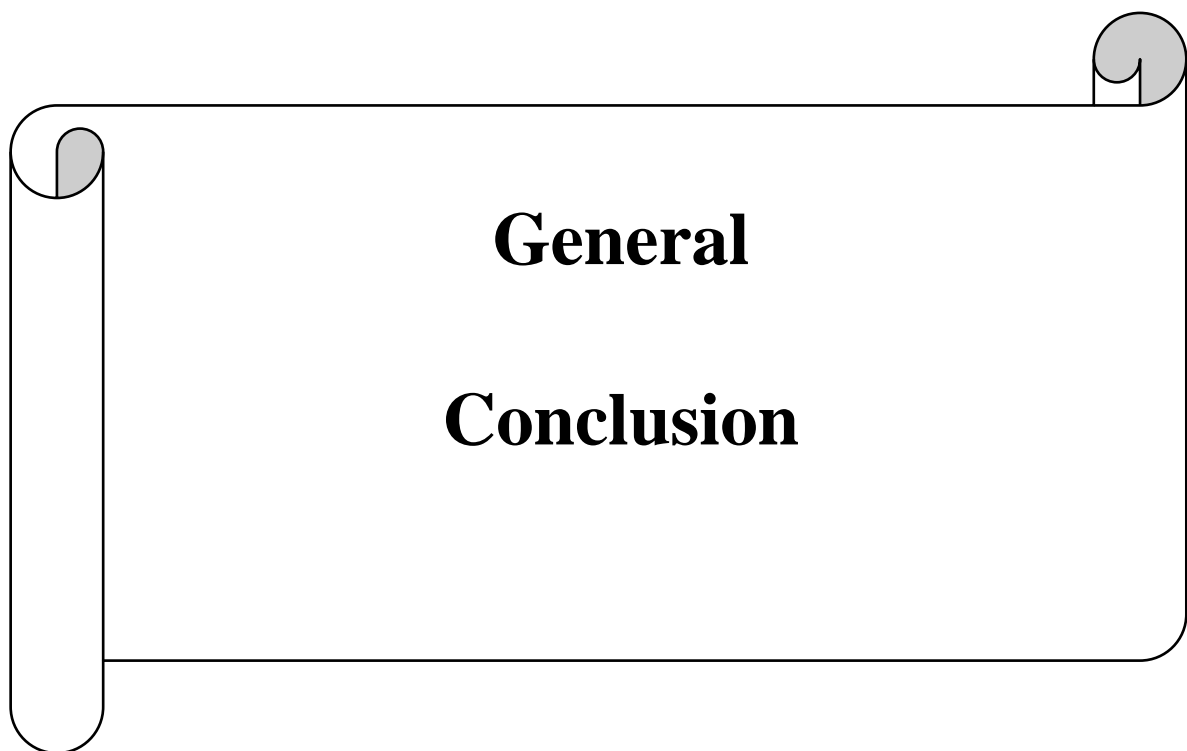
The present work has investigated the use of the different multimodal modes and semiotics resources by the EFL online teacher in combination with language while explaining the course, and how the teaching objectives are achieved through combining language with the other semiotic resources for communicating meanings. The work adopted the theory of Multimodality developed by Kress and Van Leeuwen (2006) in order to categorize the different multimodal modes and semiotic resources that are used by the EFL online teacher during the teaching process. It has also adopted the theory of Multimodal Discourse Analysis developed by K.L.O'Halloran (2004), based on Halliday's Systemic Functional Linguistics (1978), in order to analyse the combinations of language with the other resources which are unified to form a multimodal phenomenon.

The research has targeted three main objectives. The first objective is to provide a multimodal analysis of the EFL online course in order to categorize the different multimodal modes and semiotic resources used by the online teacher in order to create and communicate meanings during the explanation of the lesson. The second objective is to figure out what types of discourse are used by the EFL online teacher while presenting the lesson, and how context is integrated within it. The third objective consists of analyzing how combinations between language and other resources contribute in the meaning making and meaning transmission process.

In order to check the hypotheses and answer the research questions stated in the general Introduction of this study, the Qualitative Research Method is adopted. It has interpreted the results of the multimodal discourse analysis and social semiotic analysis of the EFL online courses presented by a native English teacher. Concerning the data collection tools, we have gathered four online English courses available in YouTube and presented by a native English teacher to be the sample of our investigation. As for the data analysis procedures we used, they consist of Social Semiotic Analysis (SSA) following Kress and Van

Leeuwen (2006) and Multimodal Discourse Analysis (MDA) following O'Halloran's (2004) theory in order to interpret the results of the online courses analysis.

The Social Semiotic Analysis of the online courses reveals that the online teacher uses language in combination with other resources in order to explain the lesson and achieve the teaching objectives. The multimodal modes used by EFL online teacher vary from the linguistic, the visual, the auditory, the kineikonic and the gestural modes. The linguistic modes that the online teacher uses during the explanation of the lesson consist of language, either the vocal or non-vocal language. The visual modes used consist of the subtitling that appears in the screen at the moment of speaking. The auditory mode is performed through the vocal cords/voice of the online teacher. As for the gestural mode, it is shown through the body movements that the online teacher uses throughout the presentation of the lesson, while the kineikonic mode consists of the moving images that appear hand in hand with the explanation process. The semiotic resources that the online teacher uses while explaining the online course vary from combining both the verbal (linguistic) resources and non-verbal (non-linguistic) resources. The verbal resources used by the EFL online teacher consist of the spoken and written language that he uses. As far as the non-verbal resources are concerned, the online teacher uses them besides the verbal language and they vary from using gestures, facial expressions, posture, gaze/eye contact, and colours.

As far as the Multimodal Discourse Analysis is concerned, it has been revealed that the EFL online teacher uses both the spoken and written language in combination with the different semiotic resources, which are gestures, colours, gaze, posture and facial expressions; in order to form the whole multimodal ensemble that enables communication and meaning transmission within the teaching process. Also, the results reveal that the EFL online teacher does not use only the linguistic mode in order to explain the lesson; however, he relies on both the linguistic and the non-linguistic resources for the fulfilment of the communicative

purposes and the teaching objectives. Moreover, the types of discourse used by the online teacher consist of both the spoken and the written discourses in which context is taken into consideration, because of the cultural and social differences that exist between the different societies and speech communities and that these online courses are not designed for a specific group of individuals belonging to a specific society and culture.

In all, relying on the framework mentioned in the review of literature, mainly the social semiotic approach to multimodality proposed by Kress and Van Leeuwen (2006) and on the framework of Multimodal Discourse Analysis developed by O'Halloran (2004), which is based on Halliday's Systemic Functional Linguistics (1978); and the results the present study provides, we come to draw the following conclusion. The EFL online teacher, during the explanation process combines language, spoken and written language, with different and several semiotic resources and multimodal modes other than language which are the visual, the auditory, the gestural, the kineikonic modes; in addition to colours, posture, gaze, and facial expressions. This means that, the modes of spoken and written language are produced with and through other multimodal modes and semiotic resources. In addition, it is revealed that the EFL online teacher takes into consideration the context, in its two types the situational context (register) and the cultural context (genre), while presenting the lesson in order to achieve the teaching objectives.

We hope that the findings of this humble work will contribute to the field of multimodality and education and that they will open opportunities for further researches in this area of research. It investigates the EFL online teacher's use of the different multimodal modes and semiotic resources in order to achieve the teaching objectives and the communicative purposes. Also, it highlights how the spoken and the written language is joined with these different resources in order to make and transmit meanings, because the EFL online teacher explains the course by using language with and through other

modes/resources different from the linguistic aspect of communication. Also, it investigates the use of context by the EFL online teacher, within his discourse, throughout explaining the lesson.

This study, then, may pave the way for future researches investigating the influence of combining the language with the other non-linguistic resources on the learners' assimilation of the course. Also, further researches may be conducted on the differences study between two online teachers' ways of explaining the content of the course.
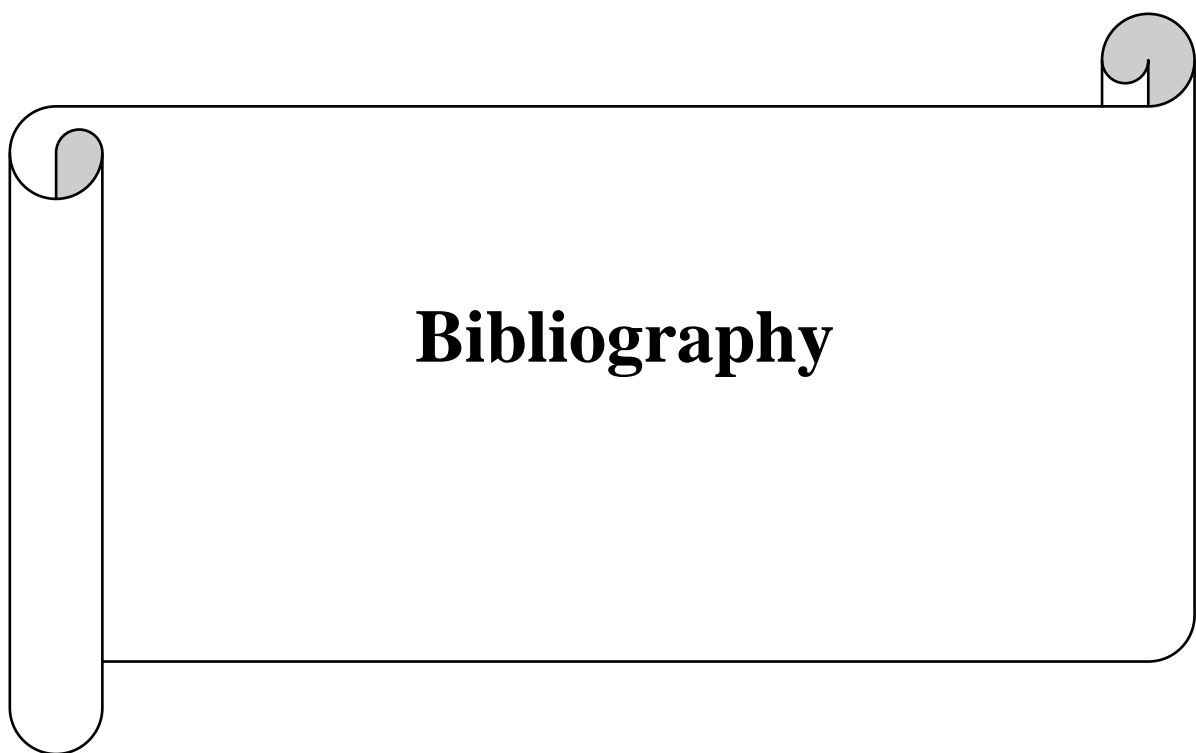
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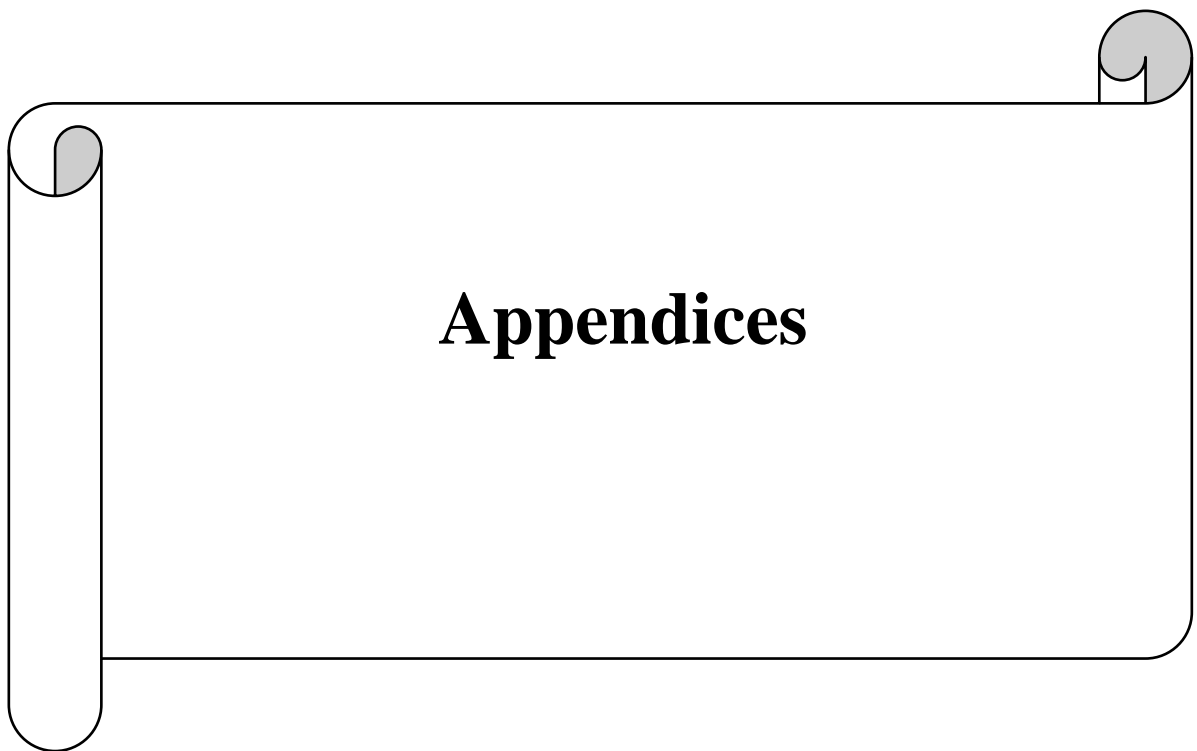
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Appendices

Screenshot.01

and many uses within the English language.

We suddenly feel the need to say sorry for our actions and behaviour.

Screenshot .02

Screenshot .03

Screenshot .04

Screenshot.05

Screenshot.06