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**The Role of Visual Representation in EFL Textbooks in
Enhancing Pupils' Vocabulary Learning**
**The Case of 'My Book of English' For First Year Middle School Pupils in
Algeria**

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To My Family and Friends

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Abstract

The present dissertation is concerned with the role of the visual representation in EFL textbooks in enhancing pupils' vocabulary learning. It takes as a case study the newly designed textbook My Book of English for first year middle school pupils. The work examines the visual resources included within this instructional material focusing on their impact on the enhancement of pupils' lexical knowledge. It also investigates the teachers' views about the efficiency and sufficiency of these visual aids for helping pupils building up strong vocabulary knowledge. The data relevant for this study were gathered throughout a mixed method research using a questionnaire that is administered to middle school teachers; as well as, an adapted checklist. A social semiotic multimodal approach to textbook analysis is adopted to evaluate the visual representation in My Book of English.. The research findings were analysed through both a content analysis of the text information data and a statistical analysis of the numerical data of the close-ended questions of the questionnaire. This small scale study reveals that My Book of English contains a wide range of visual resources (images, pictures, colours, tables, diagrams, and drawings) that represent the lexical items and their meaning. According to the gathered data, these visuals are effective tools for ameliorating first year pupils' vocabulary learning and understanding. More importantly, this technique creates and stimulates their enthusiasm and curiosity to learn more. However, for the middle school teachers the visual representation in My Book of English, even though helpful, is not sufficient in a context where English is a foreign language and not used outside the classroom. Teachers then, make use of other techniques and materials other than this textbook to ensure their pupils' fully retrieval of the lexis. It can be concluded that, the visual representation in My Book of English is helpful for pupils to build up a strong lexicon repertoire, but it should not be relied heavily on, because it does not all fulfil their vocabulary knowledge needs.

Key terms: vocabulary, multimodality, social semiotics and visual representation.

List of Abbreviations and Symbols

- **EFL:** English as a Foreign Language
- **ELT:** English Language Teaching
- **H:** Hypothesis
- **MBE:** *My Book of English*
- **MS:** Middle School
- **Q:** Question
- **%:** Percentage

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General Introduction

- **Statement of the Problem**

Nowadays world of great innovations and technologies, textbooks are still a staple within school curriculum worldwide. A textbook is the most useful material by which knowledge is distributed and organised in the teaching and learning processes. In Algerian schools, this instructional material is meant to provide the content of the lessons, tasks and a variety of skills. Accordingly, it should be designed to suit the abilities, needs and interests of the learners to ensure their competency in all language skills (listening, speaking, reading and writing).

One fundamental component that is viewed as a solid foundation for language learning is vocabulary. Harmer (2001:153) claims that *“if language structures make up the skeleton of languages, then it is vocabulary that provides the vital organs and the flesh”*. In foreign language learning, vocabulary is one of the most important components of language. Foreign language Learners will speak fluently and accurately, write or read easily if they have enough vocabulary.

Though, the study of vocabulary has, for a long time, been set aside when studying how to teach a language. It was absent and neglected from major books on syllabus design in previous teaching methods. Those methods focused on teaching grammatical structures. While, the vocabulary taught was fairly low and was selected according to its ability to illustrate grammatical rules. It was believed that vocabulary knowledge can be gained incidentally in an automatic manner, so specification was made to other aspects of language such as grammar, reading or speaking. Next, the communicative approach has recognised the value of teaching vocabulary and it became a learning objective in its own right. In more recent times, however, there is a renewed surge of interest in the nature of vocabulary and the role it plays in learning and teaching.

Vocabulary learning is one of the important tasks facing language learners. In fact, without words to express a wide range of meanings, communication in a second or a foreign language would be meaningless and perhaps impossible having only structure. In other words, the study of grammar is not sufficient to improve the learning of any language, without the help of vocabulary (Thornbury, 2002: 13). From this perspective, textbooks began to include activities and tasks that target vocabulary. Moreover, the impact of these developments has been to highlight the role that vocabulary plays in language learning. Despite the fact that most textbooks still adopt a grammatical syllabus, vocabulary is no longer viewed as an ‘add-on’ (ibid). Furthermore, another noticeable technique has been adopted by current approaches of language teaching; that is, the use of visual representations. The latter, as Kress and Van Leeuwen (2001) claim refers to the visual tools such as image, picture, drawing, colour, etc that are used to make meaning.

A brief review of the literature reveals that the use of visual aids has a great impact on enhancing English as Foreign Language (EFL) vocabulary learning. In Algeria, two works have been conducted in Mohamed Kheider University of Biskra. The first one was conducted by Boualleg Kahina (2016) exploring the use of pictures in teaching vocabulary in EFL middle school (MS) classes. The obtained results of the investigation have confirmed the hypothesis that pictures can enhance and create a pleasant atmosphere that helps pupils to ameliorate their lexical knowledge appropriately. The second one, by Tebina Hassiba (2016), investigated the impact of using audio-visual aids as a didactic support in enhancing pupils’ vocabulary in EFL MS classes. The results of the research revealed that audio-visual aids are useful tools in making lessons more enjoyable and creating a dynamic atmosphere that motivates pupils to be active and to acquire as much as possible of the target language vocabulary easily. Another work was conducted in Mouloud Mammeri University of Tizi-Ouzou by Amzali Noura and Djida Kahina (2016) that inspected the hypothesis that English

language teacher's use of visual representation is effective in enhancing pupils' vocabulary learning in EFL MS classes. The results confirmed the advanced hypothesis which stated that teachers' use of visual resources helps improving pupils' lexical knowledge.

Though, my study looks at this problem from another perspective. That is, it aims to investigate the role of visual representation in EFL textbooks in enhancing pupils' vocabulary learning in Algerian MSs. In fact, my study is the first to be conducted in this matter focusing on the textbook as the provider of both the vocabulary needed to be taught and their visual representation.

- **Aims and Significance of the Study**

As already stated above, the present dissertation is concerned with the investigation of the role of visual representation in enhancing pupils' vocabulary learning in the Algerian EFL MS. In fact, the MS is regarded as a vital period when it comes to students' acquisition of vocabulary of the target language. During this period, especially the first year learners receive all the basic lexical items needed as the cornerstone for understanding the more complex words, phrases, and idioms, too. In this respect, many course books have been designed according to different approaches to meet the learners' needs, and to achieve the goal of enhancing their vocabulary learning and understanding making them competent communicators in the target language. In Algeria, the newly designed textbook *My Book of English (MBE)* adopts a new approach for teaching vocabulary: *The Multimodal Approach*. The latter, uses the visual representation as a technique to teach vocabulary items for first year MS pupils.

Through the application of Kress's and Van Leeuwen's (2001) theory of social semiotics and multimodality, my research aims at reaching many objectives. The first objective is to inspect if *MBE* includes different visuals to present new lexical items. The second objective investigates whether these visuals can build up and enhance pupils'

vocabulary of the English language. Finally, the last but not least objective is to investigate whether teachers through their experience should rely only on the visuals provided in *MBE* to teach new lexical items, or they should make use of other materials to sustain this goal. That is, trying to find whether they consider *MBE* an effective provider of sufficient vocabulary and their visual representation.

- **Research Questions and Hypotheses**

This study is intended to address the following questions, which investigate the effectiveness of visual representation in enhancing the first year EFL learner's vocabulary understanding in the different MSs in Algeria

Q1- Does the textbook *MBE* includes a wide range of visuals to present new lexical items to the first year EFL learners in MSs in Algeria?

Q2- Do the visual modes included in *MBE* enhance pupils' vocabulary understanding in the Algerian Middle School?

Q3. What are the teachers' attitudes towards the effectiveness and sufficiency of the visuals in *MBE* to teach vocabulary?

To answer the previous questions, we advance the following hypotheses:

H1- *MBE* includes a variety of visual resources to present and teach lexical items as pictorial representation of words along with colours, bullets, boxes, etc.

H2- The visual representation in *MBE* helps building up a strong vocabulary among first year pupils in Algerian MSs.

H3. The visuals in *MBE* are effective to enhance pupils' lexical knowledge; however, teachers use visuals and materials other than these to fulfill this task.

- **Research Techniques and Methodology**

To confirm or disconfirm my advanced hypotheses, the present study applies the mixed method (quantitative and qualitative) as an appropriate way for investigating the topic: '*The*

effectiveness of the visual representation in MBE in enhancing pupils' vocabulary learning'.

Hence, in order to collect data concerning this topic, a questionnaire, as an effective instrument for gathering a considerable amount of data, is distributed to teachers of English in different MSs in Tizi-Ouzou to know their views about the visual representation in *MBE*; as well as, the approach the coursebook adopts to teach vocabulary. In addition, The multimodal approach is adopted to analyse the content of this instructional material relying on a checklist adapted from Byrd (2001); Skiero; (1991); Daoud and Celce-Muricia (1979); and Watrabe (1997).

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional complex model that is basically divided into four main chapters in addition to a general introduction and a general conclusion. The general introduction provides an overall view on my topic of investigation starting with a statement of the problem, followed by the aims and significance of the study with suggested questions and hypotheses, and concluded with the presentation of the structure of the dissertation. The first chapter is devoted to the review of the literature and is divided into two main parts. The first one provides definitions of the main concepts concerning the theoretical framework; that is, Social semiotics and multimodality. While the second part deals with the terminology related to vocabulary and its different teaching techniques. The second chapter is named research design and presents the procedures of the data collection tools that are utilized to gather relevant data to the study; as well as, the data analysis procedures. The third chapter is the presentation of the results of the investigation that are analysed through the statistical package for social sciences and content analysis. In the last chapter, we discuss the findings of the study. The general conclusion summarizes the main points of the dissertation.

Introduction

The aim of this chapter is to review the main concepts related to social semiotics, multimodality and vocabulary. Thus, the chapter is divided into two parts. The first one deals with the approach of social semiotics and multimodality focusing on Kress and Van Leeuwen's framework. As for the second part, it introduces and specifies the concept of vocabulary and goes on to state its types as well as its teaching techniques.

I. Social Semiotics and the Theory of Multimodality

I.1. Social Semiotics

Social semiotics is an important school within the field of semiotics. It traces back its deepest roots to the work of M.A.K Halliday in 1978 that elaborates *Functional Systemic Linguistics*. Indeed, Halliday first introduced this term when he used it in his book '*Language as Social Semiotic*'. Later on, this approach has been developed by many scholars among them Kress and Van Leeuwen.

Social semiotics is a "*new and distinctive approach to the practice and theory of semiotics*" (Van Leeuwen, 2005:01), whose concepts and methods are compared and constructed to concepts from structural semiotics. In fact, social semiotics is mainly concerned with the study of meaning in society. In this regard, Hodge and Kress (1988:261) state that "*social semiotics is primarily concerned with human semiosis as an inherently social phenomenon in its sources, functions; concepts and effects*". The approach of social semiotics seeks to understand how people communicate by a variety of means in particular social settings. Thus, it concerns itself with meaning making in all its forms (kress, 2010). The development of this approach by the London Group, indeed; paved the way to an influential theory of communication, that is; *Theory of Multimodality*.

I.2. Theory of Multimodality

Multimodality is a social semiotic approach to contemporary communication. Kress and Van Leeuwen (2001:20) define it as “*the use of several semiotic modes in the design of a semiotic product or event*”. To put it differently, multimodality serves to highlight the importance of taking into account the existence of various modes of meaning making other than language. With this in mind, it is obvious that language is no more the nucleus and the favoured meaning making resource since other privileged alternatives (images, colours, music, gestures, etc) have taken over. In this matter, Eco (1979: cited in Kress, 2010:84) also claims that “*language which has been seen as a full means of expression, as the foundation of rationality; sufficient for all that could be spoken and written, thought, felt, and dreamt, now seen as a partial means of doing these*” . In fact, language is shifting from being the only unchallenged medium of communication to be just as one medium among several modes of communication (Kress and Van Leeuwen, 2001).

Multimodality, according to Jewitt (2009:14), describes approaches that understand communication and representation to be more than about language, and which attend to the full range of communicational forms people use- image, gesture, gaze, postures and so on- and the relationship between them. Hence, communication is multimodal (Kress, 2010:32). In other words, people may use at the same time different modes: speech, gaze, actions, and gestures to communicate with each other. Thus, language is just one mode within a multimodal ensemble.

I.3. Key Concepts in Social Semiotics and Multimodality

I.3.1. Mode

The concept of mode is vital in multimodal research. It is defined as “*an organizing and shaping meaning resource*” (Kress, 2010:114). According to Kress and Bezemer (2010:

171), “*a mode is a socially and culturally shaped resource for making meaning*”. Images, writing, layout, speech, and gestures are all examples of modes (Kress and Bezemer, 2010). The meaning created by a certain mode is always interwoven with the meanings created by all the other modes that are simultaneously operating in a communicative context (Kress, 2001). Hence, such a combination leads to the creation of a meaning that is more exhaustive, consistent and specific.

In fact, different modes offer different potentials for making meaning. These potentials have a fundamental effect on the choice(s) of a mode in specific instances of communication (Kress, 2010:79). As an illustration, Kress (2010) states that writing in any language is composed of words, clauses, and sentences that are organised through grammar and syntax. To frame its units, it uses graphic resources such as punctuation marks and visual means such as space between words or around paragraphs, often in different colours. These resources are the potentials acquired to make the meaning understandable (ibid).

I.3.2. Semiotic Resource

Semiotic resource is a key term in social semiotics. It originated in the work of Halliday who 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 meaning*” (1978:192). Van Leeuwen (2005: 03) extends this idea and defines the semiotic resource as:

The actions and artefacts we use, 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 and software; with fabrics, scissors and sewing machines etc. Traditionally they were called signs.

Semiotic resources are any means of communication that humans use in their conversational events. They are used in combination with other resources to communicate meaning. Semiotic resources are not only speech and writing and picture making, but almost

everything people do or make can be done or made in different ways and therefore permits, at least in principle, the articulation of different social and cultural meanings (Van Leeuwen, 2005). Thus, any given type of physical activity such as walking or a given type of material artefact constitutes a semiotic resource.

I.3.3. Visual Representation

Visual representation is a way of creating meaning using different semiotic resources such as images, drawings, pictures and colours. Kress and Van Leeuwen (2001) state that the assumption that meanings are made, distributed, interpreted and remade, through many representational and communicational resources, of which language is but one, is key to multimodality. The concept of multimodality as many scholars such as Kress, Van Leeuwen, Norris and Jewitt (2006) believe to attend to the visual in configurations across gesture, gaze, image, body posture and speech.

In the field of education, there is an increased focus on using visuals with the application of several modes since they stimulate the learning process and help in enhancing learners' knowledge. The concept of representation for Kress (2010:49) focuses on giving material realisation to meanings about certain aspect of the world. This kind of material realisation according to Jewitt (2008:17) aims at naturalising the learning environment where the teacher mediates what is displayed and represented in the classroom and also connects the display to the topic being taught. Mashhadi and Jamalifan (2015) consider visual representation as one of the most important aspects of language teaching. This is supported by Kress (2016:3) who states that "*the use of semiotic resources provides inroads into learning*". From this perspective, it is necessary for teachers to adopt this learning strategy to ensure learners' absorption of knowledge presented to them.

I.4. Multimodal Teaching and Foreign Language Learning

The approach of multimodal teaching is a new concept which was developed by the New London Group in 1966 as a way of applying multimedia to language teaching and learning (Haijung, 2015: 42). As a new teaching theory, multimodal teaching uses all kinds of means to mobilise a variety of senses of learners into the process of learning (ibid: 43).

According to Kress et al (2005), a multimodal approach is one where attention is given to all culturally shaped resources for making meaning such as image, gesture, layout, writing and speech. In other words, multimodality is characterised by the presence and use of a variety of modes. So usually, in any lesson, several modes are ‘in use’ at the same time. Thus, multimodality is a term which sees meaning in visual displays, in classroom layout, in diagrams and wall displays, in learners’ posture, just as much as in what is said, written and read. For Haijung (2015), the teaching and learning processes should not be limited to language modality, but should include non-language modality, such as gesture, facial expression, actions and postures. It is the appropriate way that can enhance learning, attract learners’ attention and deepen their understanding of language. When applying a multimodal approach to language teaching and learning, better results can be attained since it supplements teaching and simulates learners’ motivation and enthusiasm (ibid: 43). Thus, this approach can easily mobilise learners to get involved in the learning process.

II. Vocabulary

II.1. Definition of Vocabulary

Learning a language requires learning its vocabulary. Hatch and Brown (1995:1) argues that “*vocabulary refers to a list of words that individual speakers of a language might use*”. That is, vocabulary refers to the words that language speakers employ in their speaking and writing. Vocabulary is defined as the total number of words in a language and a list of words

with their meaning (Hornby, 1995 cited in: Alqahtani, 2015:24). In fact, vocabulary is considered by Neuman and Dwyer (2009: 385) as “*words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)*”. From the definitions above, it can be seen that vocabulary is a group of words that the person must know in order to communicate.

II.2. Types of Vocabulary

From the definition suggested by Neuman and Dwyer (2009) we can deduce that vocabulary is of two types: receptive and productive (expressive) vocabulary.

II.2.1. Receptive Vocabulary

Receptive vocabulary, according to Stuart Webb (2009; cited in: Alqahtani, 2015:25), is words that are recognised and understood by learners when they are used in context, but which they cannot produce. Thus, it is vocabulary that learners recognise when they see or meet in reading texts but do not use in speaking and writing. In other words, receptive vocabulary is the one that is passively received and recognised from reading and listening.

II.2.2. Productive Vocabulary

Stuart Webb (2005) states that productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively when speaking and writing. It includes what is needed for receptive vocabulary and the ability to speak or write at the appropriate time. Hence, productive vocabulary can be conceived as an active process because the learners can produce the words to express their thought to others. Said differently, productive vocabulary means language items which are generally used and recalled in speech and writing.

II.3.The Importance of Vocabulary Teaching and Learning

Vocabulary is pivotal in second and foreign language learning. This is because vocabulary covers all the lexical items learners need to know in order to meet their numerous educational needs (Sedita, 2005, cited in: Subon, 2015:285). This is heavily emphasised by Richards and Renandya (2002:255) who argue that vocabulary is regarded as a core component of language proficiency and provides much of the basis for all the other four skills, namely, listening, speaking, reading and writing. Indeed, vocabulary is one element of the language that learners need constantly to learn and develop. This is supported by Wilkins (1970, cited in: Thornbury, 2002:13) who states that “*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*”. Obviously, lexical knowledge is central to communicate and to acquire the second or foreign language. Moreover, Paul Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary, since knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Based on these views, to communicate effectively learners need to know a large amount of word meanings because they face serious problems to convey and interpret messages with native speakers. Therefore, knowing words and how to use them is more useful than grammar rules. In this matter, Krashen (1987 cited in Lewis, 1993: iii) claims that “*when students travel, they do not carry grammar books, they carry dictionaries*”. Put in other words, the success of communication is dependent on the accurate vocabulary understanding. As can be seen, vocabulary has a significant role in language learning to sustain language skills, and more importantly to enable learners to become communicatively competent.

II.4. Techniques in Teaching Vocabulary

Given the previous points, it becomes impossible to neglect the importance of learning new words in order to have high levels in the mastery of any language and become a competent communicator. Many strategies and techniques have been provided by different scholars to realise this goal. Gains and Redmen (1986:73-76) reviewed the most common techniques in presenting and conveying the meaning of the new vocabulary items. These techniques are divided into three groups: visual techniques, verbal techniques and direct translation.

II.4.1. Visual Techniques

These are generally of two main techniques: visuals; mime and gesture.

- **Visuals**

Visual techniques include flashcards, photographs, black board drawing, wall charts and realia. These objects are used to demonstrate meanings, and are useful materials for teaching concrete items of vocabulary such as food or furniture, and other areas of vocabulary; for instance, places, professions, descriptions of people, actions and activities (Gains and Redmen, 1986).

- **Mime and Gesture**

These techniques, according to Gains and Redmen (1986), are used as supplements for other ways of conveying meanings. When teaching an item, the teacher might build a situation to illustrate it in the black board, and reinforce the concept through the use of gestures. These techniques are an effective ways of providing a clear interpretation of an item.

II.4.2. Verbal Techniques

- **Use of Illustrative Situations (oral or written)**

Such a technique is more helpful when teaching abstract items. Teachers make use of different situations and contexts to ensure that the learners have grasped the meaning of the word. For example, a teacher would use the item in a meaningful sentence in order to assist the learners' understanding and interpretation of the concept. Accordingly, clearly contextualised illustrations are required to clarify the limits of the item (Gains and Redmen, 1986).

- **Use of Synonymy and Definition**

Teachers often apply this technique with low level learners. They can use synonyms to explain the meaning of concepts. For example: to explain the meaning of "miserable ", the teacher directly uses the synonym "very sad". It is also used with high level learners when teaching them colloquial concepts such as the word "bloke" where the teacher gives directly the synonym "man". Definition is another important technique in conveying meaning (Gains and Redmen, 1986).

- **Contrasts and Opposites**

This is an alternative technique used to words and their meanings. A new concept such as "sour" is easily conveyed when contrasted with an already known word as "sweet". However, it is of higher importance to illustrate the contexts in which these items take place (Gains and Redmen, 1986).

- **Scales**

This technique, as Gains and Redmen (1986) claim, is often used with contrasting or related gradable words. It is a very useful way of revising and feeding in new items. For example, teaching words related to "hot" and "cold" such as: "warm", "cool", "freezing", and "boiling". It is also applied when teaching adverbs of frequency:

Never hardly		
Sometimes		Go to the cinema on Sunday
Always		

- **Examples of the Type**

This technique is used to illustrate superordinates. For example, the word “furniture” is often exemplified with words such as: “table”, “sofa”, “bed”, and “chair”. Some of these words, as Gains and Redman (1986) claim, can be dealt with through visual aids (gesture, image and drawing).

- **Direct Translation**

For Gains and Redman (1986), translation is a valuable technique of conveying meaning. It does not consume a lot of time since the teacher may just translate the word without losing much time on doing unsuccessful explanations of certain concepts which are difficult to interpret. However, translation may not always convey the exact sense of the word. Moreover, the heavy reliance on translation to the mother tongue or any other language may endanger the development of successful target language communicators.

II.5.The Application of a Multimodal Approach to Vocabulary Teaching

The application of multimodal approach to foreign language teaching is a way that ensures the facilitation of English vocabulary teaching and learning. Indeed, such combination will be able to solve problems existing in vocabulary teaching and will lead to an easy memorisation of new words (Haijung, 2015:44). This new method pays greater attention to language, pictures, images, and sound. Hence, applying more than one modality in the process of vocabulary teaching is a way to guarantee the learners’ understanding and memorising of the new lexical items (ibid:45).

To achieve this goal, the teacher should make use of different visual materials. In this matter, Farzizadeh and Sadeghi (2013: 3) believe that it is of a considerable value to set up a variety of resources for vocabulary teaching; such as, crosswords, songs, and visual aids. Following this multimodal visually aided mode of teaching vocabulary motivates learners and encourages them to learn more. This approach has the potential to help learners better internalise the new lexical items they receive.

Weight (1990, cited in: Narullah, 2014: 55-56) points out that the use of multimodal visual aids, such as using pictures for teaching vocabulary, is very motivating and draws learners' attention. They provide a sense of the context of the language and give specific reference point or stimulus. Colourful pictures are attractive for young learners. They deepen their understanding of words and make remembering items easier. Indeed, the use of visual displays makes the language class more active and attracts the learners' curiosity in learning new words.

II.6. Visual Representation in Textbooks as a Means of Teaching Vocabulary

“No teaching-learning situation is complete until it has its relevant textbook” (Hutchinson and Torres, 1994, Cited in Rohani and Sharifi, 2015:68). It is clear that the textbook, as a visual material, has a vital and positive part to play in the everyday job of teaching and learning English, since it provides the content of the language skills needed. Furthermore, a noticeable fact about textbooks, as Hutchinson and Torres (1994:316-317), is that they are continuing to develop and provide the instructional content without showing any sign of abating. The heavy reliance on course books in the teaching and learning processes leads curriculum developers to extremely produce and design new textbooks, where each new one is more comprehensive and more highly structured than the last one based on the needs of the learners of each new generation.

Vocabulary is one of the important elements that are provided within EFL textbooks. Indeed, the increased focus on teaching vocabulary recently is partly the result of *“the development of new approaches to language teaching, which are much more ‘word-centred’”* (Thornbury, 2002: vi). It has gained a great attention in the course syllabi, where developing efficient techniques and strategies which facilitate these processes, are extremely significant in the second language pedagogy (Mashhadi et al, 2015:299).

Contemporary textbooks include visual representation, where image and language are combined to shape what is to be learnt. Jewitt (2008:22-34) explains that the visual is increasingly important in instructional materials of a language within which writing is no more dominant nowadays, but instead image, colour, font, bullets, boxes, and margins appear to be emerging as forms of meaning making in their own right, and are increasingly central in the field of language education. Remarkably, a lot of projects recently have purposely introduced image into educational contexts and materials in order to develop forms of teaching and learning that go beyond language. Moreover, in the case of vocabulary, Newton et al (2008, cited in: McKenzie,2014:13) claim that applying visual vocabulary strategies such as graphics, pictures, drawings and so on are useful for increasing word recognition and a good way to promote the development in English for English language learners. Interestingly, this application of visual representation in teaching vocabulary creates a kind of manipulation to engage learners with new words. Schmitt (2008: 338) states that the more manipulation involved and the more attention given to a word, the greater the chances it will be remembered. Obviously, visual representation does not only contribute to the efficiency and depth of learning, but also capture the learner’s interest by appealing to several senses (Fahim and Vaezi, 2011, Cited in Mashhadi, 2015:300-301).

In modern approaches to vocabulary teaching, more attention is given to language, picture, image, sound and the alike in teaching new words. Haijung (2015: 44-55) claims that

if the visual sense along with the aural and tactical senses can be brought together into full play, the difficulty of learning vocabulary will be surely decreased. More importantly, for Haijung (2015) teaching vocabulary with visual representation is not just presenting words with sheer written words such as words, phonetic symbols and so on, but with illustrated supplements, pictures, voice pronunciation, etc. This way of learning new words will not only make vocabulary learning more interesting but also arouses students' learning interest.

Conclusion

This chapter reviewed the literature related to the study. It first shed light on Kress's and Van Leeuwen's framework on social semiotics and multimodality highlighting the main concepts in this approach. This is then followed by an overview about vocabulary, providing some of its definitions suggested by scholars, and its types along with its importance in language teaching and some techniques of teaching it proposed by Gains and Redmen (1986). Lastly, the study casts the light on the implication of a multimodal approach in EFL learning; as well as, visual representation within EFL textbooks as an effective strategy to teach and learn vocabulary.

Introduction

This chapter is concerned with the methods and materials that the study adopts to answer the research questions suggested in the general introduction. It deals with the description of the research instruments and techniques used to investigate the effect of visual representation in *MBE* in enhancing first year MS pupils' vocabulary retrieval and memorisation. It is divided into two main sections. The first one describes the data collection procedures including the research methods and the tools used to gather the data relevant to this work. The second section is devoted to the description of the procedures that are followed to analyse the gathered data.

I. Data Collection Procedures

I.1. The Research Method

The present study adopts the mixed method for data collection. It combines both qualitative and quantitative researches. The first is concerned with “*structures and patterns, and ‘how’ something is*” (Litossiliti, 2010: 52). The second focuses on “*‘how much’ or ‘how many’ there is/are of a particular characteristic or item... it can be analysed using statistical methods; that is, particular mathematics tools which allows us to work with numerical data*” (ibid). Hence, in this study, through the mixed method, we are able to collect the two types of data simultaneously. This is explained by Creswell (2009) claiming that this combination provides studies with advantages of both qualitative and quantitative data. Thus, the researcher can gain perspectives from the different types of data within the study. Indeed, the mixed method addresses more comprehensive research purposes than do quantitative research alone. Leech et al (2004) explain that combining both methods enables researchers to be more ‘flexible’ and ‘holistic’ in their investigation techniques. He further explains that “*in a mixed analysis multiple approaches to data collection, analysis and inference are employed*” (leech,

2004: 770). In the present research, such combination is achieved through questionnaires for teachers with open-ended and close-ended questions, and a multimodal analysis of the textbook *MBE* relying on a checklist adapted from Byrd (2001), Skiero (1991), Daoud and Murcia (1979) and Watrabe (1997).

I.1.1. Questionnaire

The questionnaire is a source of obtaining data in any research endeavor. It is a research instrument that can produce both qualitative and quantitative information (MacDonald et al, 1986:35). It appears generally in three types: a structured questionnaire with close-ended questions, an unstructured questionnaire with open-ended questions and a mixture of close-ended and open-ended questions. The last one is the most common one that provides both numerical (quantitative) data and text information (qualitative) data (Zohrabi, 2013). In open-ended questions, the expected response is a word, a phrase or an extended comment (Bell, 2010). However, a close ended question can be an offered list of items- any of which may be selected, a set of categories, ranking, quantity; grid and scales (ibid).

In my research procedure, the questionnaire is distributed to fifty (50) teachers of English in different MSs in Tizi-Ouzou. It includes both open-ended and close-ended questions and is divided into three sections. The first one includes six (6) questions about vocabulary teaching in general. The second section contains five (5) questions and deals with the use of the visual mode to teach vocabulary. The last chapter constitutes of eight (8) questions about teaching lexical items through visual representation in *MBE*. (The appendix (A) includes a copy of the questionnaire).

I.1.2. Description of the Participants and the Setting

The questionnaire's respondents are fifty (50) teachers in different MSs in Tizi-Ouzou. The teachers selected to complete the questionnaire are the ones who have taught English to

first year MS pupils with the second generation textbook *MBE* last year (2016), and the ones that are currently teaching with this instructional material. Moreover, all of the selected teachers to respond to the questionnaire are experienced ones. Thus, they have taught English to first year pupils with previous textbooks and are currently using the newly designed one. The questionnaire is distributed in different MSs in Tizi-Ouzou; such as, Aïdrous MS (Tizi-Ouzou), Amrioui Said (Tachtiouine), Rayeh MS (Draa Ben Khedda), Bellil MS (Tizi-Ouzou), and Boukhalfa MS (Boukhalfa), etc.

I.1.3.The Description of the Textbook

Since 2008, there was a partnership between the British Council and Ministry of National Education to ‘reform’ and develop English language teaching and learning in MSs across Algeria. Over these years, there was a plan to train teachers, work on curriculum, assessment, textbooks and materials (British Council, 2017). This has resulted in the design of a second generation textbook *MBE*. It is the official English textbook for first year middle school pupils. It is issued in September 2016, and is compiled by a team of four Algerian teachers and inspectors: Tamrabet Lounis (The Inspector of National Education) as the head of the project, Hammoudi Abdelhak (A University Teacher), Boukri Nabila (MS Teacher Trainer) and Smara Abdelhakim (MS Teacher Trainer). Miliani, a Professor at the University of Oran (El.Gazette, 2017) states that Nouria Ben Ghebrit, Algeria’s Minister of Education, developed a partnership with the British Council seeking expert help in teacher training and designing second generation textbooks as a part of an educational reform for creating a generation with values and skills needed by the twenty first century citizens. Professor Miliani (2017) claims that *MBE* features an interdisciplinary learning, an emphasis on observation, synthesis, creativity and analysis.

MBE includes five sequences entitled: ‘*Me and My Friends*’, ‘*Me and My Family*’, ‘*Me and My Daily Activities*’, ‘*Me and My School*’, and last ‘*Me, My Country And The*

World'. Each sequence is organized in eleven units which are as follows: '*I Listen and Do*', '*I Pronounce*', '*My Grammar Tools*', '*I Practise*', '*I Read and Do*', '*I Learn to Integrate*', '*I Think and Write*', '*Now I Can*', '*I Play*', '*I Enjoy*', and '*My Pictionary*'.

Tamrabet Lounis (2016), the Inspector of National Education and the head of project in designing *MBE*, describes the tasks in each unit as being learner-centred. They focus on the development of pupils' capacities for learning English in an effective way. Also, they help them to play a more active role in their own development, and make them responsible for their own learning. Tamrabet (2016) further explains the role of each unit of the sections. The explanation is as follows

'I Listen and Do': it entails the use of the target language through interactive, interpretive and productive competencies. In this section, vocabulary is presented through topics closely related to each situation. Pupils must acquire a lexical repertoire which corresponds to his/her level of proficiency. The lexis is introduced through pictures, definitions, situations, miniatures, drawings, guessing/ predicting and word families. At the end of each sequence, a Pictionary is provided to clarify the meaning of vocabularies.

'I pronounce': this unit is sustained with a meaningful context. That is, pictorial representation of words associated with the pronunciation activity. This technique fosters the pupils' ability to learn the sounds, letters and meanings of words.

'My Grammar Tools': in this unit, some of rules are given in order to teach learners reasoning and logic. Also, some of the other rules are implicit engaging pupils' brains to deduce them.

'I Practise': this unit is meant to practise the language presented in the previous teaching points. The aim of this section is to use language in contextualised and real life situations.

'I Read and Do': in this unit, the teacher should help the pupils to reflect on what, why and how they read, identifying the author, publication, discourse type and lexical elements. The latter consist of repeated words, words from the same family, name of places or people or other personal names, dates and other explicit temporal land marks.

'I Learn to Integrate': this unit reinvests the previous learning focusing on knowledge, skills and attitudes. It enables the teacher to identify the pupils' strengths and weaknesses.

'I Think and Write': in this unit, the pupils should pay attention to what they write in simple English, how and when to write it. In this textbook, the pupil should first acquire the conventions of written English. That is capitals, punctuation, indentations, etc. Then they move to other stages that prepare them to produce texts.

'Now I can': this unit is a kind of a self-assessment so that pupils become more self-reliant and confident in their abilities. They check what they can do and whether they are ready to move on. Though, this also should be supported by the teacher.

'I Play': through this unit, pupils will be able to unconsciously reinvest the knowledge acquired across the whole sequence with an ideal, relaxed and funny Approach to learning.

'I enjoy': the activities and material in this unit are meant to please pupils. It overcomes the stress of learning and suppresses the feeling of being overwhelmed by English lessons. This activity occurs through reading and singing.

'My Pictionary': in this unit the acquired vocabulary is recycled through a pictorial representation of words to ensure understanding of lexical items.

At the end of the textbook, a trilingual lexicon is provided to sustain pupils' vocabulary needs. This trilingual glossary provides translation of lexical items from English to French then to Arabic. It includes a mixture of simple, complex and abstract words that pupils need to know to become proficient speakers of the English language.

I.1.4. Checklist to Evaluate Vocabulary Instruction in ‘*My Book of English*’

The textbook is the most essential resource for ESL/EFL programs because it is able to define the content and teaching/learning activities. A checklist deals with how materials are presented, its suitability to students, how syllabi and curriculum are constructed and the way methodology, language skills, and functions are presented. Cunningsworth (1995:2) claims that a checklist provides an in-depth evaluation to textbooks with its own agenda. It examines *“how specific items are dealt with in a textbook, particularly those which relate to students’ learning needs, syllabus requirements, how different aspects of language are dealt with, etc”*. Cunningsworth (1995) also suggests that a researcher might pick out one unit of two in a textbook to examine them in detail. He further explains that a researcher could select units from the coursebook to analyse depending on the priorities and the context that the researcher is working on. Hence, they could look at the balance and recycling of activities, skills contained in a unit and the amount of new language introduced.

Hereby, a checklist is developed to evaluate the textbook *MBE* for first year MS pupils focusing on the methods used to present vocabulary items. The checklist questions are adopted from different scholars to meet the objectives of the study. The selected questions are extracted and adopted from two different checklists developed by Byrd (2001), Skiero (1991), Daoud and Celce- Murcia (1979) and Watrabe, (1997). The questions of the checklist of the present study are put in numbers that signify the scholar they are adopted from and are included in appendix (B).

II. Data Analysis Procedures

II.1. Qualitative Content Analysis

Content analysis is a flexible method of analysing written, verbal or visual communication messages. It aims at attaining a condensed and broad description of the phenomenon being studied. Through qualitative content analysis, large volumes of textual

data and different textual resources can be dealt with and analysed (Elo and Kyngas, 2008). Thus, this method is adopted in this research to analyse the data collected from the open-ended questions of questionnaires that are administered to MS teachers; as well as, to analyse the results of the checklist adapted to evaluate vocabulary input and presentation in *MBE*.

II.3. Statistical Package for the Social Sciences

The present dissertation uses a questionnaire with close-ended questions to investigate the topic of the study. Through open-ended questions, the obtained results are quantitative. The statistical package for the social sciences (SPSS) is used to calculate the numerical data. It is a package of programs for manipulating, analysing and presenting the quantitative data. Landau and Everett (2004), state that this program can be used to perform data entry and analysis to create tables and graphs. It is capable of handling large amounts of data and can perform all the analyses. Indeed, this statistical package is the most widely used software. It aims at getting students and professionals past that first ‘hurdle’ of dealing with quantitative statistics (Greasley, 2008: 01). In the present study, the SPSS transforms the data of the questionnaire that are interpreted into numbers to percentages demonstrated through graphs, tables and diagrams.

Conclusion

This chapter has casted the light on the research methodology used to obtain data relevant to the study. It has presented the different data collection instruments adopted to gather information about the research topic. These tools are questionnaires administered to teachers of English in different MSs in Tizi-Ouzou, and a checklist that is adapted to evaluate and analyse the content of *MBE* with a heavy reliance on analysing the methods used to teach vocabulary items. Also, for this end a multimodal approach to teach vocabulary was used to evaluate the different semiotic resources included in the EFL textbook. Moreover, both the

content the quantitative analysis were described. The next chapter is devoted to present the results of the research.

Introduction

This chapter is concerned with the presentation of the findings of the investigation and is divided into two parts. The first part presents the results of the questionnaire that was distributed to fifty (50) teachers of first year middle school pupils in Tizi-Ouzou, with figures and tables presenting the close-ended questions and a content analysis of the open-ended ones. The second part is concerned with the results of the social semiotic multimodal analysis of *MBE*. This multimodal analysis relies on an adapted checklist developed to examine the vocabulary input and presentation of vocabulary in this instructional material.

I. A Social Semiotic Multimodal Analysis of ‘*My Book of English*’

To do a social semiotic multimodal analysis of *MBE*, I relied on a checklist adapted from Byrd (2001), Skiero (1991), Daoud and Celce-Murcia (1979) and Watrabe (1997). The checklist focuses on the vocabulary input as well as the way by which the lexical items are presented in this instructional material. It tries to reveal whether the textbook is suitable for reaching the goals regarding vocabulary teaching and learning. The following questions are adapted from the different scholars mentioned above to fulfil the objective of this study (Appendix B).

Q1. Is there a good distribution (from simple to complex) of vocabulary load across chapters and the whole book? (1: check appendix B)

The vocabulary input in *MBE* goes gradually from simple to complex throughout the different chapters and sequences of the textbook. The table below demonstrates the vocabulary distribution across *MBE*.

Number of the sequence	Name of the sequence	Vocabulary input
Pre-Sequence	<i>Now, we have English</i>	Greetings and Saying Name, School Things, School Commands, Colours, Days of the Week, The Months of the Year, and Numbers

Sequence 1	<i>Me and My Friends</i>	Punctuation, Introducing Myself, Pictionary of School Objects (Appendix C).
Sequence 2	<i>Me and My Family</i>	Family Tree, Name of Jobs, Pictionary.
Sequence 3	<i>Me and My Daily Activities</i>	Daily Activities, Telling the Time, My Pets, Pictionary.
Sequence 4	<i>Me and My School</i>	Schoolyard, School Rules, Locating School Places, School Rights and Duties, Pictionary.
Sequence 5	<i>Me, My Country and the World</i>	Name of Locations, Name of Dishes, Currencies, Celebration Days, Countries, Nationalities, and Pictionary

Table7. Vocabulary Distribution throughout the Sequences of *MBE*

This table makes it explicit that vocabulary in the textbook *MBE* goes from simple words to more advanced ones. These lexical items are reasonable for beginners, since they are basic words that are the first ones learnt in any language. Though, they go from words such as colours, numbers and greetings to more complex ones; for instance, currencies, abstract words (pleasure), locating places (between, on , and next to), and lexis related to countries (celebrations, monuments, currencies and nationalities).

Q2. Are the new vocabulary items presented in a variety of ways (glosses and multi-glosses)? (2-3-4: check appendix B).

The lexical items in *MBE* are presented in different ways. Dialogues, pictorial representation of words, games, songs and each sequence consists of a gloss of words in a form of a Pictionary. Also, at the end of the textbook, there is a trilingual glossary (English, French and Arabic) (pages: 154-160).

Q3. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1-2-3: check appendix B).

Sequence	Vocabulary Lesson	Activities
Pre-Sequence	Greeting and introducing (I listen and speak: pages 12-13)	I ask and answer (page 14); I read and write (pages 15-16).

	My school things (I listen and repeat, page 17)	I match the word with the picture (page 18); I listen and do (page 19).
	School commands (listen, repeat and do: page 20-21)	I play (page 22); I enjoy (page 23).
	My colours (page 26)	Colour me (page 26)
	The days of the week (I listen and repeat: page 27)	I read and repeat (page 27)
	The months of the year (I listen and repeat: page 28)	I find my partner (page 29)
	Numbers (I listen and repeat: page 29).	I find my partner (page 29); I play (page 30)
Sequence 1	Me and my friends (I greet in class: page 34); (in the school yard: I greet and say my name page 35)	I greet and say my name (page 3); I listen and repeat (page 3); I listen and complete the dialogue (page 36); I play (page 45).
	My punctuation (page 35).	I practice (task 1 and 2 page 40).
	A Pictionary reviewing some lexis in the sequence (page 47).	
Sequence 2	Me and my family (at home; I listen and do: page 49)	I listen and repeat (page 49); I guess who is who (page 58); I learn to integrate (page 61); I play (task 1: page 65); I enjoy (page 66); song “parents” (page 67).
	Name of jobs (I listen and repeat: page 50)	I listen and show (page 50); I play (task 8: page 65).
	Rank (I listen and repeat: page 53)	I read and rank (task 9:page 53)
	A Pictionary reviewing the lexis of the sequence (page 68-69).	
Sequence 3	Me and my daily activities (I listen and do: page 72) and telling the time (I look, listen and repeat: page 73).	Task 3 (page 74); task 4 and 5 (page 75); I practise (tasks1, 2 and3: pages 80-81-83); task 6 (telling the time: page 76); I play (daily activities: task1 page 92).
	A Pictionary revising the daily activities and telling the time (page 97).	
	My pets (I look, listen and repeat: page 83)	Task 1 (page 84); I play (task 2 page (93); the ABC’s with lexis related to names of animals (page 95-96).
	A Pictionary reviewing the names of pets (page 98).	
Sequence 4	School rules (I listen and do; yes I do: page 101-102); (no I don’t: page 103).	Task 1 (page 104); task 2 (pages 104-105).
	School schedule (I look and speak: page 107)	I practise (page 114).
	Name different places at school (I listen and repeat: page 108).	Task 7 (page 109).

	I play (a game to practice all the lexis of the sequence) page 122.	
	A Pictionary reviewing some lexis of the sequence (page 124).	
Sequence 5	Locations on the map (I look, listen and repeat: page 128).	I practise (page 138); I read and do (task 1 page 140)
	Famous places and monuments (I look, listen and repeat: page 129).	Task 4 and 5 (page 132); task 1 and 3 (page 140).
	Dishes, currencies, and celebration days (I look, listen and repeat: pages 130-131).	Task 4 and 5 (page 132).
	Nationalities (I listen and repeat: page 133).	Task 7 (page 134); I listen and repeat (page 135); task 2 (page 138).
	I play (a game to practice all the vocabulary of the sequence) pages 154-155	
	A Pictionary reviewing the lexis of the sequence (page 148-149).	

Table 8. The Recycling of Vocabulary across MBE

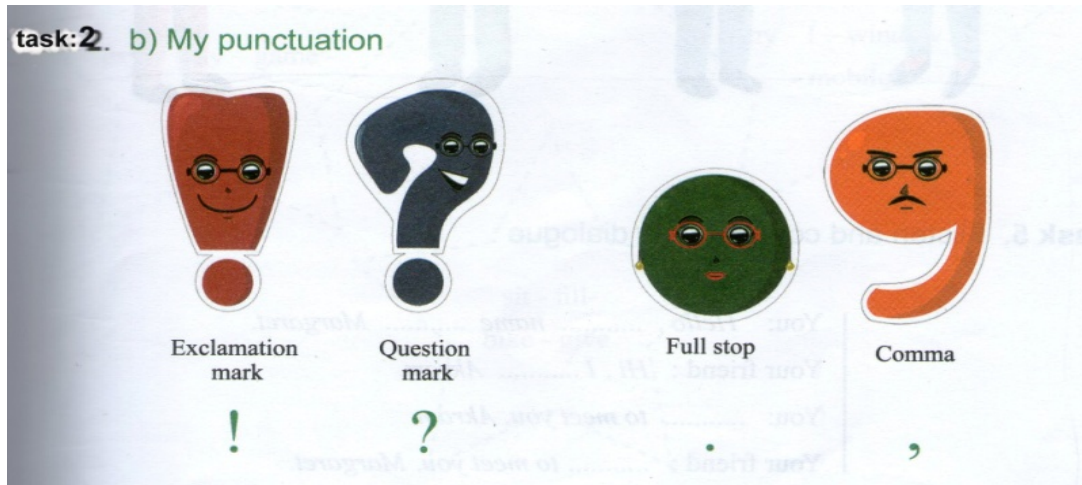
The table above is an illustration of the various vocabulary lessons included in *MBE*, with the different activities that are set to review, revise and reinforce their meaning. It gives a clear demonstration on how vocabulary teaching and learning is of higher importance to learn the English language or any other one.

Q4. Does the course book contain enough pictures, diagrams, tables, etc helping students understand the printed text (vocabulary)? (2: check appendix B).

The textbook *MBE* for first year pupils contains a load of visual aids that help presenting and explaining the meaning of the lexis. A lot of imagers are included within this textbook working as contexts to the words or what is referred to as the pictorial representation of vocabulary. The majority of the lexical items are represented with a picture to disambiguate their meaning. For example, in page (17) school objects are presented visually. A pen, a chair, a pencil, a schoolbag, a desk, etc are represented through coloured drawings. The meaning of the names of pets such as a cat, a dog, a hamster and a goldfinch in page (83) are demonstrated through pictures of these animals. Other words are put on bullets with different colours, colourful diagrams, tables and funny drawings in order to attract the attention of the learner and to stress the meaning of the words in their minds. For example, months of the year

are represented through a diagram (check appendix C). Also, numbers are put in a form of a coloured table in page (29). The visuals below are examples of the ones used to teach vocabulary in *MBE*. Further examples are provided in the appendix (C).

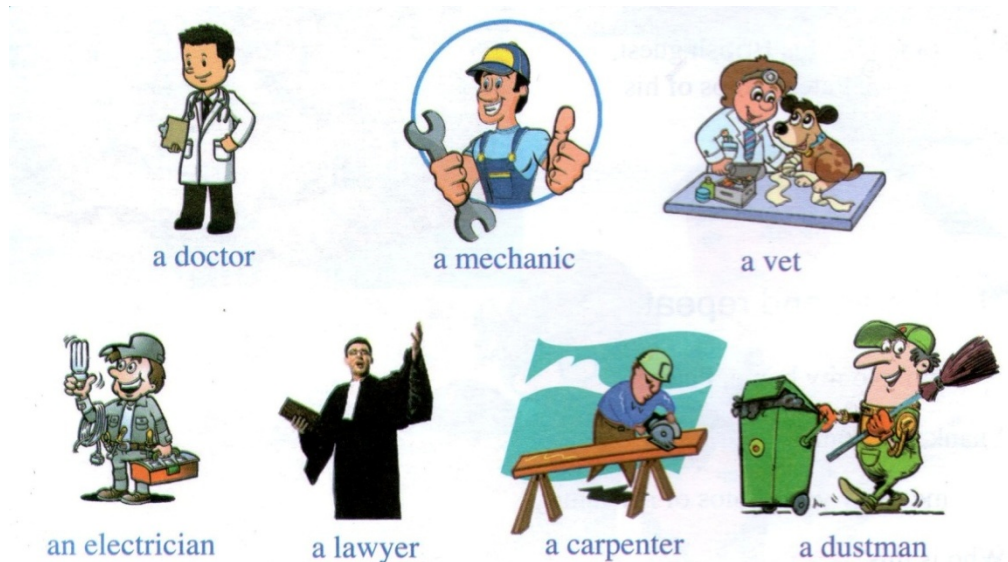
Picture1. A Funny Drawing of the Name of Punctuation Marks in English (Page 35)



Picture 2: Presentation of Colours through Coloured Stars (page 26)



Picture3. Representation of names of jobs through drawings (Page 50)



Browsing through the EFL textbook *MBE*, it is remarked that it is designed using a multimodal approach. As the examples above and the appendix (C) demonstrate, many visual resources are included within this instructional material. Images, colours, tables, diagrams, bullets and drawings are all used to attract the learners' attention, to explain and reinforce meanings of words, and to make learning the English language a pleasurable activity. All language skills are presented throughout the use of visuals. Colours are not only used as embellishers, but also as highlighters of key words in grammar, speaking, reading and vocabulary. Lessons of pronunciation are presented through pictures highlighting the meaning of the word. For example in page (110), words with the sound /j/ such as 'yellow', 'yacht' and 'yak' are all presented through pictures. *MBE* is overloaded with visual aids. All its pages are designed with a combination of both the linguistic and the visual mode. Though, the visual resources that prevail in this visual instructional material are colourful drawings. Indeed, almost all the vocabularies in *MBE* are represented through the use of funny drawings representing the meaning of the words. There are also real life pictures of persons, objects, animals, flags, currencies and dishes.

II. The Results of the Questionnaire

II.1. Section One: Teaching Vocabulary

Q1. Which of the following language components you find difficult to teach?

Vocabulary Grammar Both of them

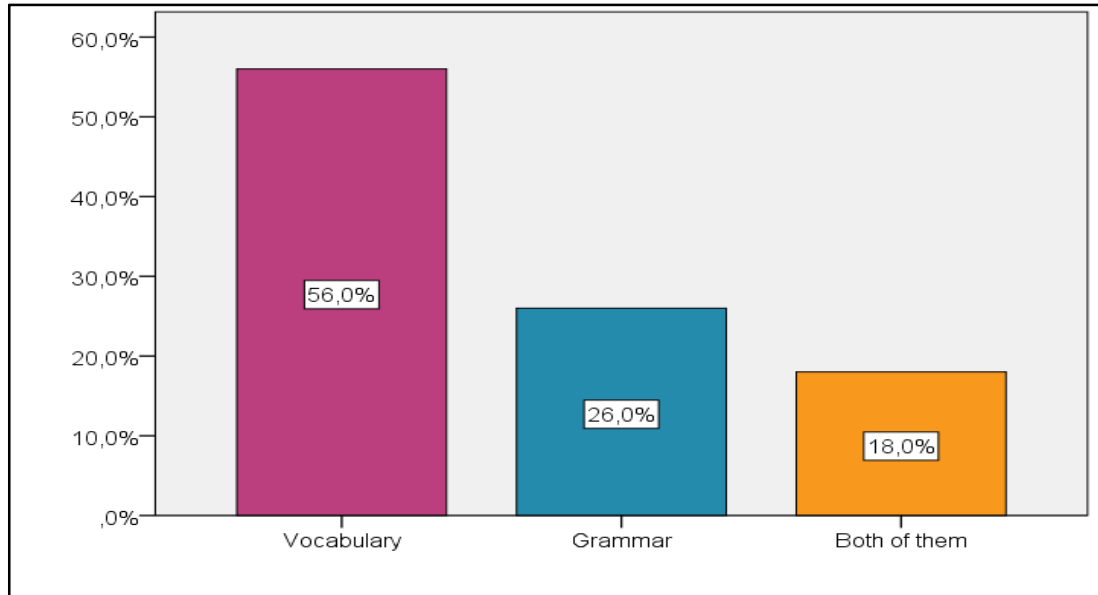


Figure1. The Language Elements that are Difficult to Teach

The Figure number one clearly demonstrates that the majority of teachers (56%) claimed that teaching vocabulary is difficult compared to grammar teaching, which is assumed by (26%) of them to be a hard task to do. However, there is a minority of them (18%) who believes that both these language elements are equally difficult tasks to complete.

Q2. Do you introduce new vocabulary?

Translation Visual Aids Synonyms All of Them

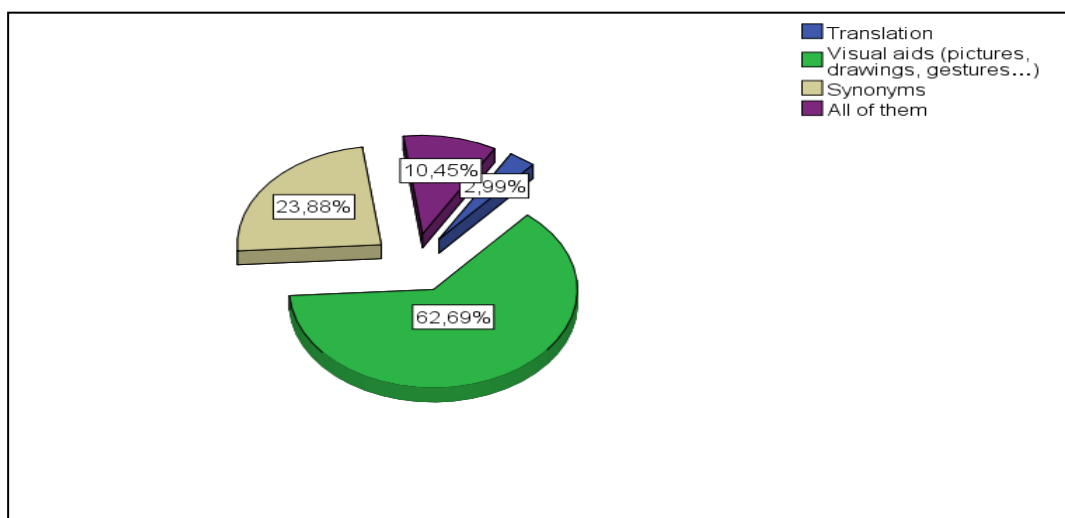


Figure2. Teachers' Techniques of Vocabulary Teaching

The aim of this question is to recognize the different techniques used by teachers to teach lexical items. The figure above indicates that most teachers (62, 69%) use visual aids as the best technique to explain vocabulary. Whereas, for (23, 88%) of them, synonyms are useful to avoid translation which is by itself only claimed to be used by (2, 99%) of teachers. (10, 45%) of them use all the techniques above to ensure their pupils' understanding of the meaning of the newly presented words.

- **If others, specify please**

This question is asked in an attempt to reveal the other possible techniques used by teachers to teach vocabulary. Some of those who filled in the questionnaire (11) mentioned some of the other strategies they use along with some of the ones written above. Two of them (18,18%) use games as a way to make the vocabulary lesson enjoyable and to engage their pupils in the learning process. Also, three teachers (27,2%) claim that they use songs containing the lexical items needed to be taught as the best way to make them remember the words. The same number of teachers (27,2%) also stated that they use dictionaries during the class to avoid any use of translation to the mother tongue or the second language. Also, another teacher (9,09%) sees that eliciting is also a helpful technique to make their pupil work their way to the vocabulary needed which results in its easy memorisation. Finally, two teachers (18,18%) mentioned the use of videos as another useful strategy for vocabulary teaching.

Q3. To what extent do your pupils give importance to vocabulary in learning English?

Very Much Much Little Not at All

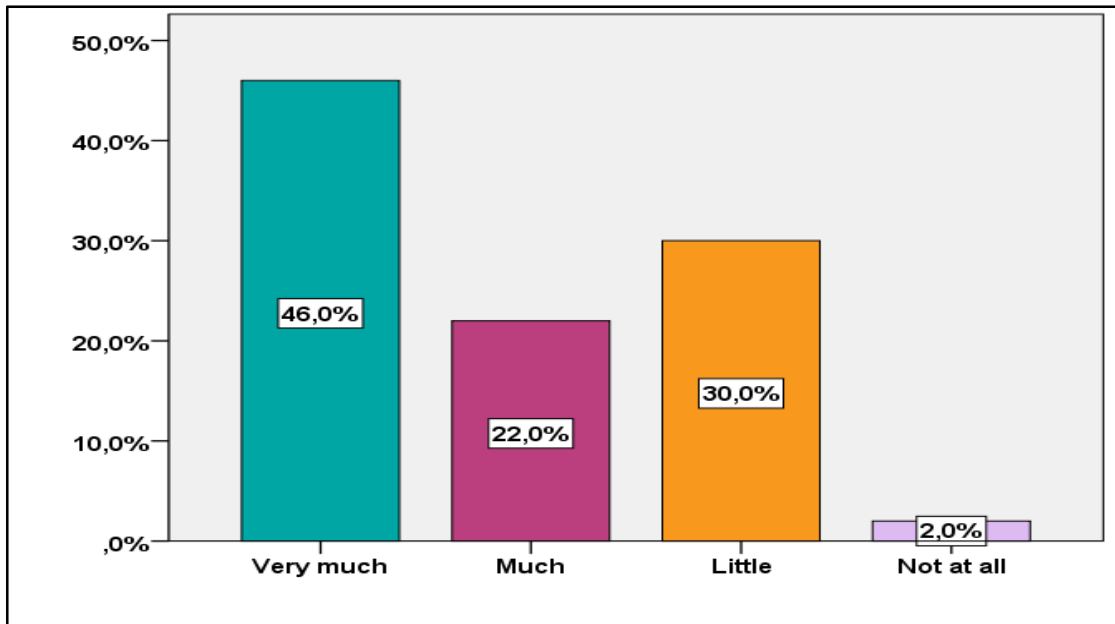


Figure3. The Extent to Which Pupils Give Importance to Vocabulary

A rate of (46%) detects that first year MS pupils give ‘very much’ attention to the importance of vocabulary to master the English language. In contrast, (30%) of the teachers believe that little importance is given by pupils to this language element. (22%) of them give ‘much’ attention to vocabulary. However, one teacher with the percentage of (2%) stated that his/her pupils do not give any importance to vocabulary learning at all.

Q4. Do your pupils find difficulties when learning vocabulary?

Yes No

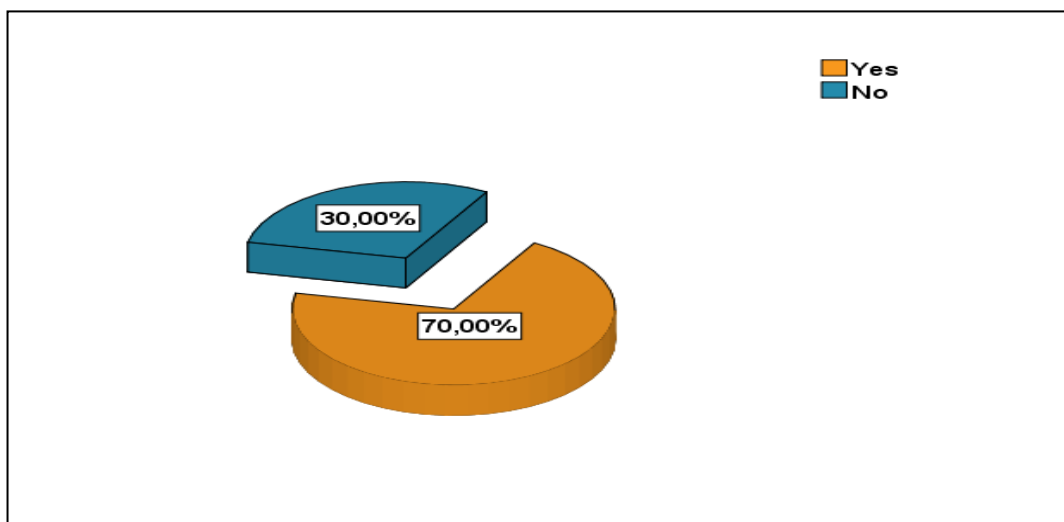


Figure4. Teachers Views about Pupils’ Difficulties in Learning Vocabulary

Figure four (4) indicates that the majority of teachers (70%) believe that their pupils face difficulties and struggle to learn and memorise new lexical items. Whereas, a minority of them (30%) claim that their pupils learn vocabulary easily and they do not face any problems or difficulties with it.

- **If yes, please mention some of them and your solution to those problems**

The teachers who stated that their pupils have struggles with learning lexis mentioned some of the obstacles hindering this process. The main obstacle that is mentioned by all the (70%) of these teachers is the memorisation of words, which is claimed to be a hard task due to the lack of practice and communication in the English language outside the classroom. As a solution, MS teachers in Tizi-Ouzou claim to use visual aids, songs, games and dialogues “*as ways to practise previous and new lexical items and to stress them in their pupils’ minds*”. Another problem facing pupils as stated by (15%) of teachers is ‘the interpretation of abstract words’ for which teachers use gestures, simple examples from real life situations (the use of illustrative situations).

Q5. When teaching vocabulary do you focus on

The meaning of the word The memorisation of the word Both of them

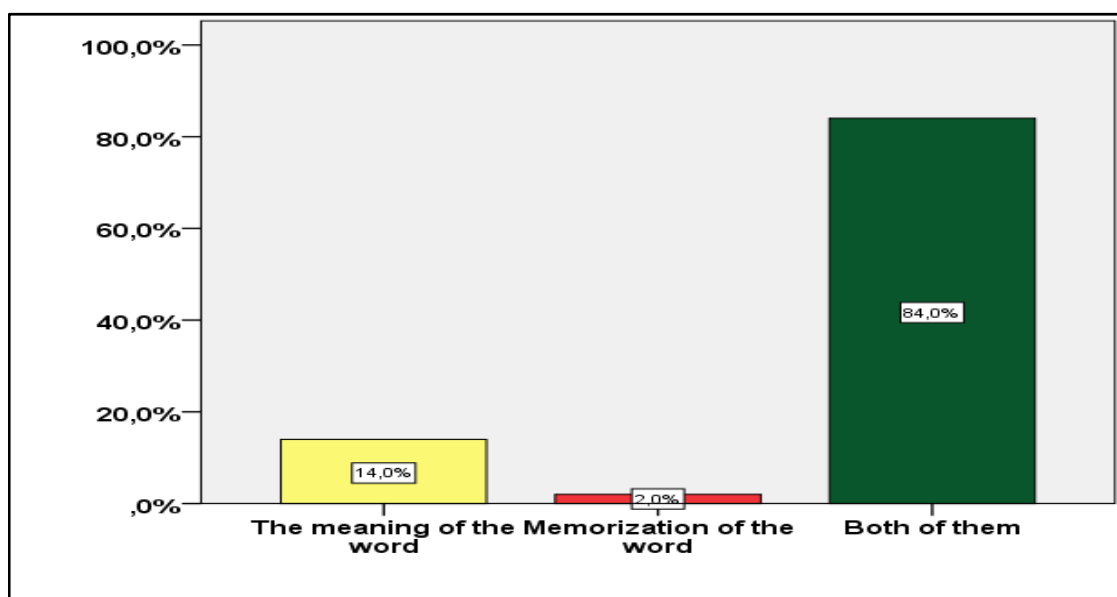


Figure5. Teachers’ Focus When Teaching Vocabulary

The figure above (5) certifies with a percentage of (84%) that both the memorisation of the words and their meaning are of higher importance and the focus of teachers when presenting new lexical items. However, some of the teachers (14%) claimed that vocabulary teaching should focus only on the meaning of the word. The memorisation of vocabulary seems to be the only basic emphasis for a few numbers of teachers (2%).

Q6. How often you are satisfied with the way your pupils learn vocabulary?

Never Rarely Often Always

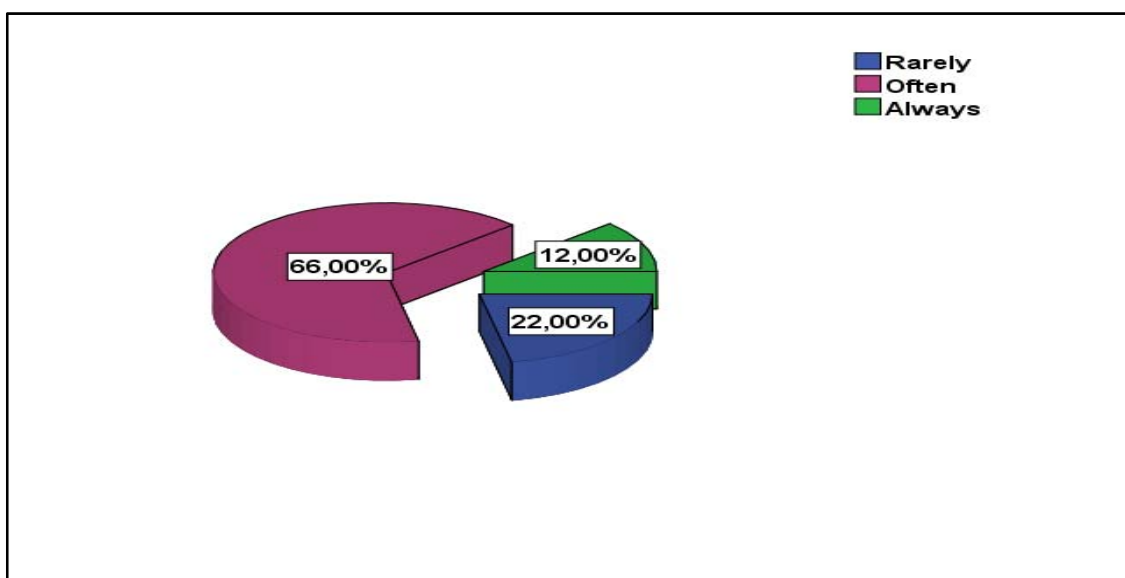


Figure6. Teachers' Satisfaction with their Vocabulary Teaching Techniques

The results of the figure clearly demonstrate that teachers are not always (only 12%) satisfied with the way their pupils learn lexis, but rather 'often' for (66%) of them revealing that there is a kind of struggle when teaching this language element. This is emphasised by the rest of teachers (22%) who are rarely complacent about their pupils' methods of learning vocabulary.

II.2.Section Two: The Effectiveness of Visual Modes in Teaching Vocabulary

Q7. Do you think it is necessary to use resources other than language to teach vocabulary?

Yes	50	100%
No	0	0%
The total number	50	100%

Table1. Teachers' Views about the Use of Resources Other than Language

The table above exposes to view that all teachers agree that it is of higher necessity to use visual modes to teach vocabulary. A rate of 100% confirms that language is not able to communicate the meaning of words by itself as it is no more the sole carrier of meaning, but it is necessary to create a multimodal environment where visual aids are helpful means of teaching lexis.

Q8. Do you think your pupils learn vocabulary more when you use:

The linguistic mode The visual mode Both of them

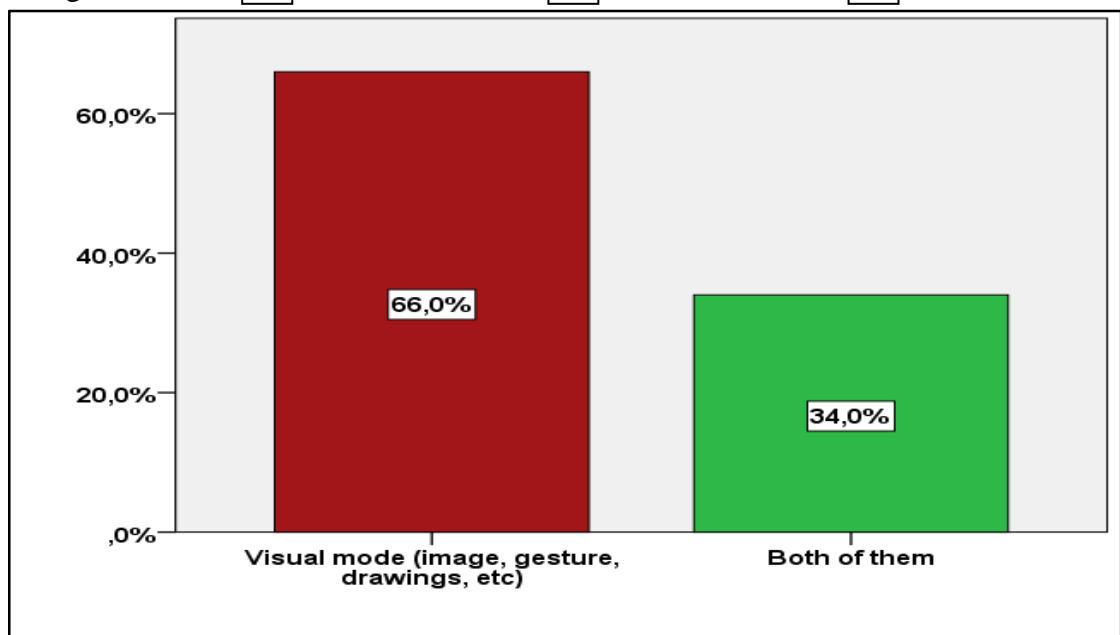


Figure7. Teachers' Views about the Effective Way of Learning Vocabulary

The figure above confirms that the visual mode is effective to teach vocabulary. This is heavily emphasised by the majority of teachers (66%), who believe that their pupils build up a strong lexical knowledge when they use visual aids such as pictures, drawings and gestures. However, some of them (34%) claimed that there should be a mixture of both modes

to have better results and to ensure the vocabulary understanding and memorisation of the new words. The reliance only on the verbal techniques (Translation, synonyms and opposites) is not an effective technique to teach vocabulary according to the teachers who filled in the questionnaire.

Q9. When you teach vocabulary using visuals, do you think your pupils are

Highly motivated Motivated Not motivated

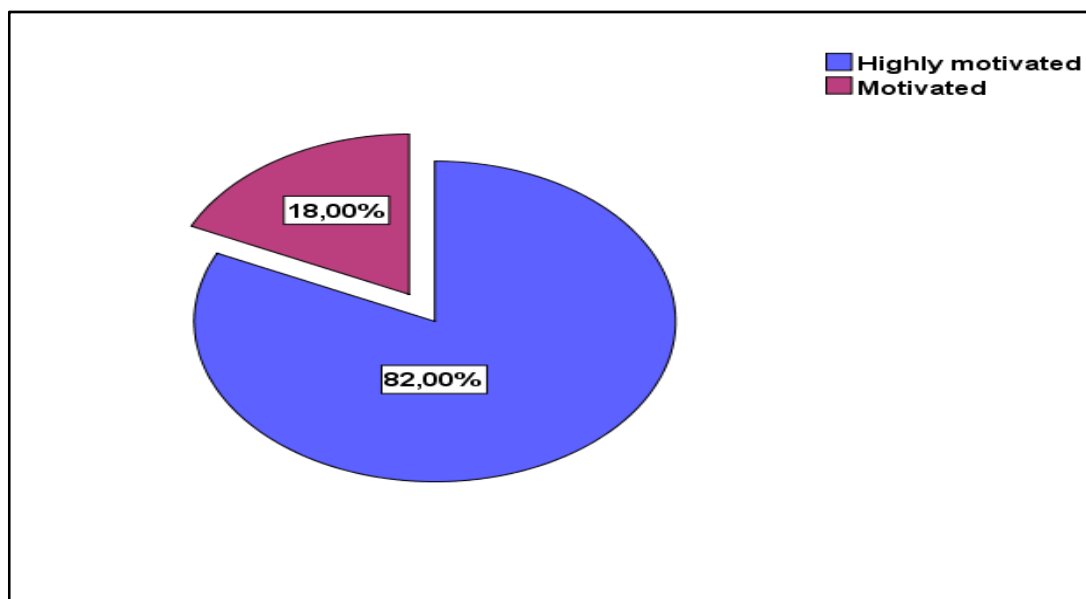


Figure8. The Impact of Learning Vocabulary with Visuals on Pupils

The use of visuals to teach vocabulary is clearly important, since it highly motivates the learners and encourages them to learn more. The vast majority of teachers (82%) prove that visual vocabulary learning is effective for pupils. The rest of teachers (18%) articulate that their pupils are motivated when applying visuals in the vocabulary learning process.

Q10. As a teacher, what is the visual mode you prefer and you see more useful to enhance your pupils' lexical understanding?

The objective of this question is to reveal the preferred resource by teachers to present vocabulary items. The results indicate that the majority of teachers (35 out of 50) with a percentage of (70%) favour the use of pictures and images as best modes of teaching and

explaining new lexical words. This is followed by (20%) of them who prefer drawing because it covers the lack of other visual aids like pictures which are for them available only on textbooks. Gestures as a visual mode of communicating the meaning of words was stated by some teachers (8%) to be a useful technique by which the teacher demonstrates the action needed to explain the word or used to point to objects available in the classroom. One teacher with a percentage of (2%) claimed that they use songs that include some useful lexical items in the lesson.

Q11. In your opinion, what are the advantages of using visual resources in teaching vocabulary?

This question is an attempt to reveal the teachers' knowledge and perspective about the importance of using visual representation to teach vocabulary. All the teachers indicated that better results are achieved when lexis is represented visually. They claimed that this technique guarantees the memorisation of words, as one teacher stated: 'visual aids, especially pictures, lead to an unconscious absorption of new lexical items'. According to them, visual representation of vocabulary works as a 'facilitator' of both the teaching and learning processes. It does not consume much time since pupils have direct access to the clear meaning of new words. Also, it 'attracts their attention, motivates them and stimulates their curiosity' to learn more words. Visual resources are effective enhancers of vocabulary understanding and create an 'enthusiastic atmosphere' in the classroom. Finally, some teachers claimed that this technique prevents the use of translation and ensures the use of only the English language which is only spoken in the classroom.

II.3. Section Three: Teaching Vocabulary through Visual Representation in '*My Book of English*'

This section aims at getting teachers' views about the textbook '*MBE*' for first year MS pupils. It also attempts at collecting their opinions about the visual representation of

vocabulary included in this instructional material and its role in enhancing pupils' lexical learning and understanding.

Q12. If you are an experienced teacher, do you prefer?

My Book of English Previous Textbooks Other Books

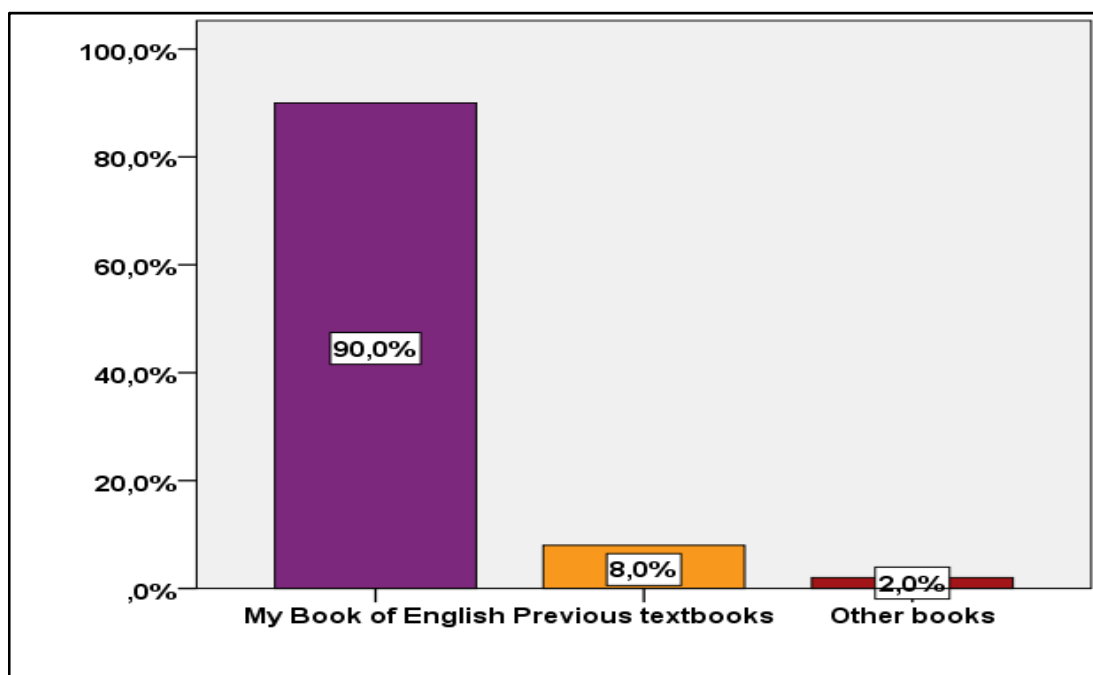


Figure9. Teachers' Preferred Textbook for Instruction

From the figure above, it is evident that the vast majority of teachers favour the newly designed textbook *MBE* for first year MS pupils over the previous textbooks or other ones. (45) Teachers out of (50) with a percentage of (90%) prefer *MBE*, with the justification that this instructional material is '*well organised*', '*attractive*', and '*more suitable to young learners of a language*'. Also, *MBE*, as one teacher pointed '*covers the lack of other necessary visuals in classrooms, since this textbook is full of imagery and useful illustrations and that save teachers time. Moreover, for them the visuals in MBE are much more clear and organised compared to the previous textbooks. However, the rest of teachers, four of them (8%) stated that they prefer the previous textbook 'On the Move one' as they are 'used to it' and according to them 'it is more organised and contains more useful tasks than MBE.*

Though, one teacher (2%) prefers to use other books like ‘Cambridge books’ to extract tasks for practice along with *MBE*.

Q13. How do you find the visual representation in MBE to teach vocabulary?

Very Helpful Helpful Distracting Not helpful at all

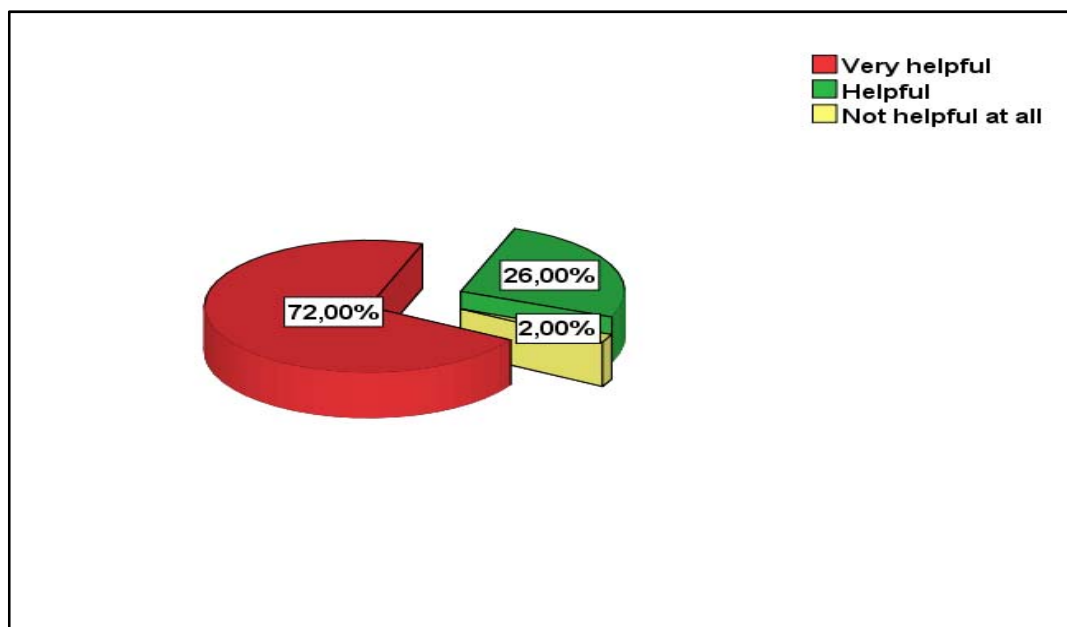


Figure10. Teachers’ Opinions about the Visual Representation in *MBE*

It is obvious from this figure that *MBE* includes useful visual aids to teach vocabulary. Most of the teachers (72%) claimed that they are ‘very helpful’, and it is just helpful for (26%) of them. This proves that the pictorial representation in this instructional material is beneficial for learning lexis. However, only one teacher out of (50) with a percentage of (2%) believes that they are not helpful at all.

Q14. Do you find problems when using the visual resources in *MBE* to teach vocabulary?

Yes	5	10,0%
No	45	90,0%
Total Number	50	100%

Table2. Teachers’ Problems when Teaching Vocabulary with Visuals in *MBE*

The table above certifies that the visual resources in the textbook *MBE* are useful, clear and well organised since the majority of teachers (90%) claim that they do not face any problems when using these visuals. In contrast, five teachers (10%) articulate that they have problems with their use. Four of them consider them as helpful but insufficient. One teacher though, seems to believe that they are not helpful at all and they do not meet all the needs of the learners.

Q15. What mode used to teach vocabulary do you think prevails in *MBE*?

The Visual Mode The Linguistic Mode They are Balanced

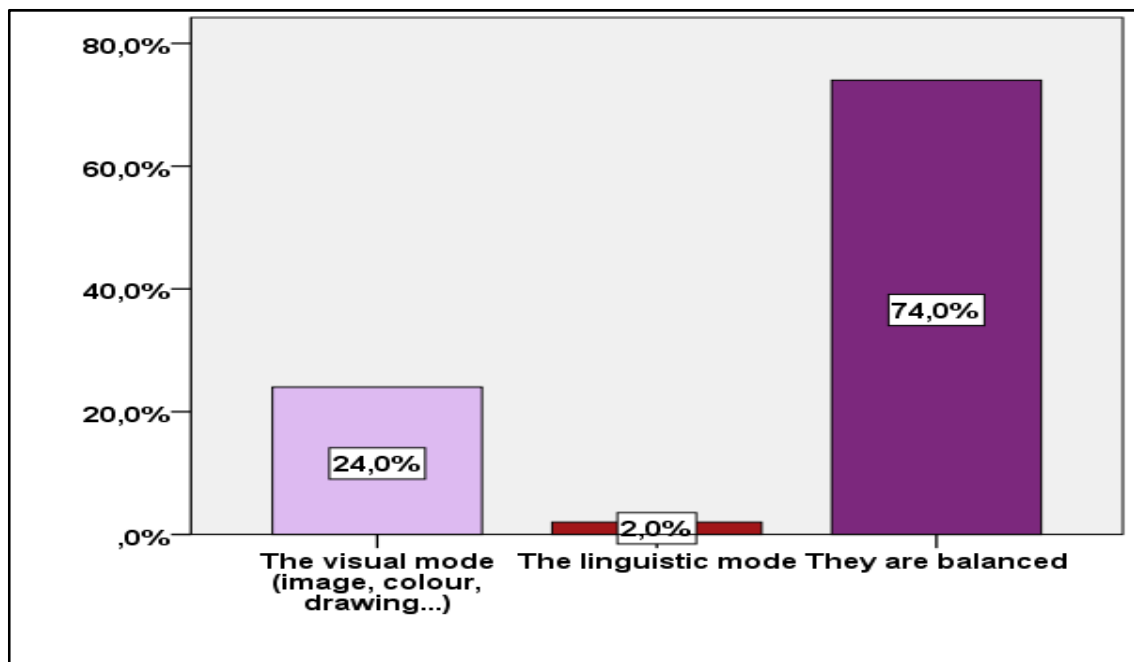


Figure11. The Mode that Prevails in *MBE*

MBE contains a combination of visual and linguistic mode with a balance in their contribution. Most of the teachers (74%) affirm that there is a balance in the distribution of both of them within *MBE*. Whereas, some of them (24%) believe that the visual mode prevails in this instructional material. One teacher (2%) contrary to the others states that the linguistic mode is the dominant one.

Q16. Compared to the previous MS English textbooks, do you think that *MBE* contains more visuals?

Yes	48	96,0%
No	2	4,0%
The Total Number	50	100%

Table3. Teachers Views about the Inclusion of Visuals in *MBE* and Previous Textbooks

In comparison with previous textbooks, there is a remarkable change in *MBE*. The vast majority of teachers (96%) confirmed that this second generation textbook for first year MS pupils is full of visual resources unlike the previous ones. This clearly demonstrates that there is a shift from the reliance on language as the sole carrier of meaning to the use of visual representation.

Q17. Compared to the previous MS English textbooks, do you think that *MBE* for first year pupils focuses more on vocabulary teaching?

yes	42	84,0%
no	8	16,0%
The total number	50	100%

Table4. Vocabulary Teaching in *MBE* and Previous textbooks

Vocabulary is an important element in language teaching and learning. Language curricula nowadays are adopting a lexical syllabus. This is evident in the table above, there is a great emphasis on vocabulary teaching since the vocabulary input in the newly designed textbook for first year MS, *MBE*, is higher compared to the previous ones. (84%) of teachers confirm this since they positively answered the question above.

Q18. Are the visual resources in *MBE* the only resources you use to teach vocabulary?

Yes	5	10,0%
No	45	90,0%
The Total Number	50	100%

Table5. The Reliance on the Visual Resources in *MBE* to Teach Vocabulary

The table above elucidates that the majority of teachers (90%) make use of resources other than the ones available in the textbook *MBE*. Whereas, the rest of them (10%) claim that they only rely on these visual aids to teach vocabulary and do not use any other ones.

Q19. Do you think that the visual resources in *MBE* are sufficient to teach vocabulary?

Yes	8	16,0%
No	42	84,0%
The Total Number	50	100%

Table6. The Sufficiency of the Visual Resources in *MBE* to Teach Vocabulary

Teaching vocabulary is not an easy task to do. To fulfill it, there is a need to use multiple resources. The ones available in textbooks are not sufficient at all. The table above is clear evidence to this. The majority of teachers (84,0%) state that the visual resources in *MBE* for first year MS are very helpful. But they do use other ones because their pupils, as they are in a language classroom, they encounter new words other than the ones included in the coursebook; such as, in dialogues occurring in the classroom and even some words in *MBE* that are not visually represented and pupils struggle to interpret them, especially the abstract ones. Teachers claimed to use gestures, eliciting, wall cards, flashcards, illustrative situations, PowerPoint representations, games and videos.

- **Other comments**

Three teachers out of fifty (50) have commented saying that vocabulary teaching is important to learn the English language. But unfortunately, English is not spoken outside the classroom which results in the lack of practice of the newly taught words. This issue hinders pupils' memorization of those items. The visual aids are of great help in this matter. They create a funny atmosphere for learning, attract learners' attention and keep them focused on the task given. They also ameliorate their memorization of words and further their knowledge, and facilitate the task of explaining words to pupils, and most importantly, they prevent the use of translation to the mother tongue or the second language.

Conclusion

The chapter exposed to view the research findings of the investigation. The results displayed reveal that vocabulary learning is of higher importance to language learning. *MBE* contains a large number of visuals that enhance vocabulary learning and disambiguate meanings of words, since the visual representation of the lexical items work as contexts and stimulus for them. The results are discussed in the next chapter within a social semiotic and multimodal approach to visual representation and to vocabulary teaching and learning.

Introduction

This chapter is devoted to the discussion of the research findings. It is divided into two main parts. The first part is concerned with the discussion of the results of the questionnaire administered to MS teachers In Tizi-Ouzou. The second part is devoted to the discussion of the findings of the multimodal analysis of the textbook *MBE* for first year MS. This second part is realised through a checklist adapted from different scholars in order to achieve the objectives of the study.

I. A Social Semiotic Multimodal Analysis of ‘*My Book of English*’

The adapted checklist analysed the vocabulary input, activities and ways of presenting and teaching vocabulary in *MBE* for first year MS pupils. The results demonstrated that in *MBE* there is a good distribution of vocabulary load across the different sequences of this textbook from simple to complex. The lexis in the pre-sequence and sequence (1 and 2) consist of simple words such as greeting, introducing names, school objects (pen, school bag, book, white board, etc), school commands (listening, speaking, drawing and reading), colours, days of the week, the months of the year, family members and numbers. In the other sequences (3, 4 and 5) the words are more advanced. They are related to daily activities, names of jobs, rights and duties in school contexts, currencies, nationalities location in maps and abstract words. Indeed, all these vocabularies are in fact all basic words in any language learning. Though, they differ in the frequency of their use and the level of their difficulty.

Vocabulary in *MBE* is presented in different types of glosses such as the pictorial representation of words, dialogues, texts, a Pictionary, and a trilingual gloss at the end of the textbook. This reveals that this instructional material encourages learners to extract and learn vocabulary from different perspectives. Moreover, in *MBE* there is a consistent repetition of words in subsequent lessons and there are a lot of activities emphasising, reviewing and

reinforcing the lexical items. Almost all activities in *MBE* aim at recycling and reinvesting vocabulary lessons. Each vocabulary lesson, as table (8) demonstrates, is provided at least with two tasks to practise the newly learnt words. These tasks are presented in variant techniques enhancing not only vocabulary understanding and memorisation, but also other skills such as listening, speaking, reading and writing as the type of questions of the tasks suggest in the table. Carter (2002) argues in this matter that knowing a word involves knowing its written contexts of use, its patterns with words of related meanings, its pragmatic, semantic, syntactic and its discoursal patterns. It means knowing it actively and productively as well as receptively. This clearly refers to the two types of vocabulary (receptive and productive) which are suggested by Neuman and Dwyer (2009). The tasks in *MBE* are clearly an attempt to teach both types. Laufer (1998) believe that word comprehension does not automatically predict correct use of the word and because normally passive (receptive) knowledge of vocabulary precedes active (productive) use of lexical knowledge, there should be a better understanding of the relation between the two types to help importantly both pedagogy and second language acquisition.

Another aspect in the types of tasks in *MBE* to practise vocabulary is the one entitled '*I play*'. This activity is in fact a game which is either conducted in the textbook in a form of crosswords, or inside or outside the classroom depending on the place and space needed to pursue the game. Games are effective strategies to engage, enhance and memorise the meaning of words. Han et al (2010) believe that play- based learning and guided play actively engages young learners in pleasurable and seemingly spontaneous exploration and learning. Indeed, integrating literacy with play guarantees awareness, comprehension and memorisation of concepts.

MBE contains a wide range of visual resources for teaching vocabulary. These consist of pictures, coloured drawings, bullets, tables and diagrams. All of these visual items are

designed to help pupils absorb lexical knowledge easily and to ensure their understanding and memorisation. For example, to teach the vocabulary related to the daily activities (page 72), *MBE* provides pictures and drawings representing their meaning. These are drawings of a MS pupil doing his daily activities; such as, washing his face and brushing his teeth in the bathroom, getting dressed, having breakfast, going to school, having lunch, doing homework, etc. This is confirmed by Tamrabet (2016), the Inspector of National Education and the head of project in designing *MBE*, who claims that all tasks in this instructional material are combined with visual clues (pictures, drawings, brochures, maps, diagrams, tables, colours and bullets) to help pupils remember and understand lexis. He also claims that visualisation of vocabulary in *MBE* consists of encouraging pupils translate the word into images, pictures or drawings to ensure better assimilation and recall. This strategy brings the whole class to the naturalisation of lexical items. That is, link them directly to their natural realisation.

Through a multimodal analysis of *MBE*, it is remarked that this textbook is designed by a combination of both linguistic and visual resources. As a contemporary textbook, *MBE* for first year pupils is shaped in a multimodal way. The layout of the textbook is structured both with the aid of language and visuals. The organisation of this instructional material seems to be interesting and inviting. The visuals in this textbook are manipulative and attract pupils' attention. There are varying numbers of colours, images, drawings, and boxes which stimulate English language learning in general and vocabulary acquisition in particular. A remarkable fact in *MBE* is that most of the visual representations of lexical items; in fact, are coloured drawings (see appendix C and examples 1-2-3 in research findings). Kress and Bezemer (2009) claim that drawings in textbooks help learners enjoy acquiring the language since they are usually 'friendly' and 'funny' and appear to be entertaining.

Through the checklist, it is deduced that the textbook *MBE* for first year pupils is designed in accordance with the principles of multimodality. Multimodality, as Kress et al

(2005) claim, is characterised by the presence and use of multiplicity of modes. It is based on the assumption that meaning is made through many modes. Thus, it sees meaning in visual displays, in layout, diagrams, etc, just as much as in reading and writing (language). *MBE*, as the results of the questionnaire and the checklist demonstrate, adopts the approach of social semiotics and multimodality in teaching all the skills and elements of the English language. Vocabulary items are all represented visually through pictures, coloured drawings, tables, boxes, diagrams, etc to disambiguate their meaning, ensure their recall whenever needed and to create an enthusiastic and funny atmosphere for learning. In this matter, Kress (2010) argues that the visual resource is a key feature in learning and in enhancing the knowledge of the learner. He states that the visual is increasingly important in instructional materials of a language within which language is not dominant nowadays, but instead image, colour, font, bullets, boxes and margins appear to be emerging as forms of meaning making in their own right, and are central in the field of language education. Kress and van Leeuwen (2001) also claim that multimodality assumes that meanings are made, distributed, interpreted and remade through many representational and communicational resources other than language.

II. Discussion of the Results of the Questionnaire

II.1. Section One: Teaching Vocabulary

A glance at the research findings shows that vocabulary learning is an important instructional aim for teachers of first year pupils in MSs in Tizi-Ouzou. However, this language element for most of them is a difficult task to fulfil. (56,0%) of them admit that vocabulary is much more difficult to teach in comparison with grammar. This fact is directly related to the problems that pupils face when learning this language element, seeing that there is a sporadic attention to the importance of vocabulary among pupils. The vast majority of first year pupils, according to their teachers, acknowledge the importance of vocabulary but in variant degrees. This is apparent in figure (3) where there is an obvious disparity in the

amount of attention given to its significance in language learning. This goes down from a rate of very much importance to much, then to little acknowledgement of its benefits.

Most teachers also claimed that their learners face problems in learning vocabulary. These mainly according to them are related to word mixing, word learnability, word comprehension, and word memorisation. Another problem that teachers have constantly mentioned is the lack of communication in the target language which in its turn reduces the learners' recall of the lexical items. It also causes them to have difficulties in reading and listening to authentic texts. The inability to comprehend vocabulary causes the poor level of pupils in the English language, which hinders them from getting better marks as one of the teachers claimed "*my pupils cannot remember the words I teach them, and in exams they find difficulties to convey the meaning of the text and the questions*".

The issue of difficulty in vocabulary learning is of great importance to the language teachers in MSs who have to make various solutions for overcoming these obstacles and decisions about ways of enriching the learners' vocabularies. Teachers use different techniques and strategies in order to reach this goal. These consist of the use of illustrative contexts especially for abstract words which are difficult to explain, the use of gestures to demonstrate their meaning and to point out to the objects in the classroom that signifies the words. Also, they use games, songs, dialogues, synonyms, eliciting, visual aids, translation and dictionaries.

Moreover, it is notable that pupils are exposed to a wide range of lexical items that they do not only encounter in textbooks, but also in everyday communication in the classroom. This requires from the teachers to use the different techniques above to elucidate the meaning of vocabulary and to ensure their memorisation. All of these techniques are applied by teachers in a variant degree. The vast majority of them, as Figure (2) demonstrates, claim to highly use visual aids (pictures; drawings, wall cards, and gestures). This entails that

visual representation of words is approved of and mostly preferred to enhance pupils' lexical learning and understanding. This is emphasised by Kress (2010) who claims that visual representation aims at explaining what is needed to be expressed by giving it material realisation through different available resources. Figure 2 also indicates that synonyms is another technique that is used by teachers, which for them is an effective strategy to avoid the use of the mother tongue or any language other than English in the classroom. This is an attempt to ensure an environment where only the target language is used and in order to cover the lack of communication in English outside the classroom.

A not widely used technique of teaching vocabulary, (only 2,99% of teachers), is translation. It is applied by a few numbers of teachers to explain difficult words such as the abstract ones. Laufer (1988) argues that translation is a useful method of presenting new words. However, teachers should be aware of the existing incongruence in gridding between the first and the second language, in order to supplement the translation whenever necessary. Thus, teachers should master both languages not to give a false sense of words to their pupils. One teacher explained that translation is *“a quick and easy way of clarifying the meaning of words. However, easier and quicker does not mean better”*. This entails that although translation is beneficial, but it has a lot of disadvantages in a foreign language classroom. All of these visual, verbal and translation techniques, as Gains and Redmen (1986) state, are useful for enhancing pupils' vocabulary learning and understanding.

Most MS teachers (66%) are often satisfied with the ways their pupils learn vocabulary revealing that, indeed, there are some obstacles hindering them to be fully satisfied. To teach lexis in a successful way, a wide percentage of teachers (84%), as figure (5) conveys, focus on both clarifying the meaning of the words and their memorisation. This denotes that both of these are necessary to ensure better results in language learning in general and vocabulary learning in particular.

II.2. Section Two: The Effectiveness of the Visual Modes in Teaching Vocabulary

Language is not the sole carrier of meaning. Pictures, drawings, gestures, facial expressions and bodily movements are all heavily relied on when teaching vocabulary. This is evident in table (1) which illustrates that all the MS teachers agree with the fact that it is necessary to use resources other than language to teach vocabulary. Mayer (2005) states that people learn better from words and pictures than from words alone. The use of visual resources promote a better learning of lexis as noted in figure (8), where (66%) of teachers believe that their pupils build up a strong lexical knowledge when they use a variety of visual resources such as images and drawings. However, according to the rest of teachers (34%), there should be a combination of both the linguistic and the visual mode to obtain better results. This view is similar to Loc's (2013), who believes that the adoption of both visual aids and verbal techniques results in better retrieval of vocabulary and it is a helpful way to learners with different learning abilities.

MS teachers consider visual aids as effective materials for teaching vocabulary, due to their ability to highly motivate their pupils. Motivation is one of the advantages of using visual resources in vocabulary instruction. Other benefits mentioned by teachers are attraction of the pupils' attention. Thus, visual aids keep pupils always focused on the lesson, as they engage them in the learning process. Also, visuals create a funny atmosphere in the classroom which makes pupils enjoy learning and stimulates their curiosity to learn more. Another advantage is that they facilitate vocabulary interpretation and understanding and does not consume a lot of time. For MS teachers, instead of wasting time on trying to explain a difficult item with some 'torturous' techniques; such as, the use of illustrative contexts that could not be interpreted by pupils correctly, they may simply use a visual representation of a word to simplify the task and gain time to practise.

Visualising meaning according to MS teachers leads to an unconscious absorption and memorisation of lexis. Lawson and Hogben (1996) claim that both processes of learning and comprehension require that learners establish a representation of meaning in memory. That is to say, comprehension and memorisation of words depend on a clear representation of the item. This technique, according to teachers' perspectives, is an effective way of avoiding the use of translation and, more importantly, a way of ensuring an atmosphere where pupils are fully exposed to learning the English language which is not used outside the classroom. Hence, teachers' use of visual aids is not only for motivating pupils, but also a way to cover and compensate for the lack of communication and practice of the target language outside English language classrooms.

Another important aspect is that most MS teachers (70%) favour pictorial representation to teach new lexical items, as they are much clearer and organised. Wright (1990) underlines this by claiming that pictures provide a sense of the context of the language and give specific reference and stimulus to the words. They deepen lexical understanding and facilitate their memorisation. Kress and Bezemer (2009: 253) also confirm this by stating that *"images do not only add meaning to the text- on the contrary, they make visible those aspects of a world to which the writing refers, but does not necessarily detail"*. Thus, the pictorial representation of lexical items works as a facilitator of both their learning and understanding. Moreover, drawings are effective techniques of visualising the meaning of words. From the perspective of the (20%) of MS teachers who prefer this technique, drawing is a quick and easy way of illustrating the meaning of vocabulary and a compensation whenever there is no ready flash cards to explain them. Gestures also are used by teachers as another way of demonstrating the significance of words to cover the lack of visuals and to avoid to the maximum the reliance on translation.

II.3. Section Three: Teaching Vocabulary through the Visual Representation in ‘*My Book of English*’

The textbook is an almost universal element of English language teaching. Hutchinson and Torres (1994, cited in: Rohani and Sharifi, 2015: 68) value its use in English Language Teaching (ELT) when they claim that “*No teaching-learning situation, it seems, is complete until it has its relevant textbook*”. For this matter, our work attempts to reveal the most favoured textbook of teaching English for first year MS pupils for middle school teachers. The vast majority of MS teachers in Tizi-Ouzou, with a percentage of (90%) as figure (9) suggests, certified that they prefer the newly designed textbook *MBE* for first year pupils over the previous textbooks or any other books. Teachers justified this by arguing that *MBE* is much more organised, attractive to the learners, rich of helpful tasks and of visual aids, which are really useful for teachers since it reduces the amount of time they take to prepare the proper visuals that are needed to teach the lesson. One teacher argued that “*instead of wasting time on downloading images from the internet to explain a word I need to teach, I, most of the time, find them in MBE, and that is a gain of time to do more practice*”. Also, teachers claim that this instructional material is better than others because it suits the age of the pupils as they are young and beginners. A young learner for Nunan (2011) is the one who enjoys learning through imagination, fantasy and movements. Thus, the type of tasks (games and songs) and the visual resources (coloured drawings, pictures and colours) included; obviously, target young learners of the language trying to help teachers create a funny and enthusiastic atmosphere in the classroom.

The vast majority of MS teachers (72%), as figure (10) denotes, denounce that the visual representations in the coursebook *MBE* are very helpful for teaching vocabulary. Also, they are well organised, clear and most teachers (90%), as table (2) conveys, do not find any problems when they use them in vocabulary instruction. But rather they are adequate and

advantageous for both the teacher and the learner as they facilitate vocabulary teaching and understanding. Hence, this confirms the second advanced hypothesis in the general introduction, since teachers claim that visual resources in *MBE* are beneficial for the enhancement of pupils' lexical knowledge. However, there are a minority of teachers (8%) who prefer previous textbooks and some of them (2%) believe that the visual resources in *MBE* are not helpful at all justifying it by saying that they are not sufficient.

Though, when compared to the previous textbooks, *MBE* comprise a wide range and a lot of visual resources. This is claimed by MS teachers who majorly, (96%) as table (3) evinces, believe that this second generation instructional material for first year pupils contains a large quantity of visuals unlike the previous coursebooks. Indeed, in the contemporary textbook, *MBE*, there is a balance in the involvement of both the visual and linguistic modes for teaching vocabulary. (73%) of MS teachers state that there is an equal distribution and combination of visual and linguistic resources in *MBE*, where meaning of words in textbooks is not only conveyed by language, but also by means of different visual tools. Kress and Bezemer (2009: 260) emphasise this by saying that "*design of textbooks is no longer exclusively organised by the principles of the organisation of writing, but also, and increasingly so, by graphic, visual principles*".

The visual representation in *MBE*, as already declared, is beneficial and improves pupils' lexical knowledge. The latter seems to be the focus of ELT of first year pupils in the newly designed textbook. The vast majority of teachers with a percentage of (84%) reveal that *MBE* for beginners focuses more on vocabulary teaching and learning. This proves that vocabulary is now viewed as an important element in language teaching and learning. In this matter, Laufer (1989) argues that vocabulary is no longer a 'victim of discrimination' in language learning. Carter (2002) shares his view denoting that vocabulary is no longer treated as a less important element in second or foreign language learning, but it is now central to the

theory and practice of ELT. *MBE* as a visual material is an important provider of both the vocabulary lessons along with the instruction and visual aids to use to teach this language element. Table (7) and (8) in the research findings, indicate that vocabulary lessons are presented along with other language skills. Most of the lessons are in a form of tasks called '*I listen and repeat*' or '*I look, listen and repeat*'. These lessons are recycled and reviewed constantly in a form of tasks and lessons of listening, speaking, reading and writing. The activities consist of a variety of commands; such as, '*I ask and answer*', '*I read and write*', '*I practise*', '*I play*', '*I learn to integrate*' and '*I listen and repeat*'. From this analysis, it is deduced that *MBE* give a higher importance to vocabulary teaching and learning. Lexis is taught along with the other language skills to emphasise their meaning and ensure their retrieval. Furthermore, these tasks and lessons are represented through pictures, drawings and other visuals such as tables, diagrams and maps. For example, to teach locations of countries using the words 'west', 'north', 'south' and 'east' (page 127-128 and 129); *MBE* includes maps to facilitate for the teacher the demonstration of these locations and their meaning. Moreover, in pages (108 and 109), *MBE* provides a set of maps highlighting the lexis related to directions and locations of different places at school (right, left, between, next to and near). As can be seen, *MBE* provides various types of visual resources to teach vocabulary. Thus, this answers the first question in the general introduction and confirms the first advanced hypothesis.

However, the visual resources in *MBE* are not the only resources teachers use to fulfil this task. (90%) of MS instructors make use of visual resources other than the ones within the textbook. (84%) of them believe that they are not sufficient to teach vocabulary. So, they do not rely only on *MBE*, but also they use other materials and resources such as: the data projector, wall cards, flashcards, videos, songs and dictionaries. This is justified by teachers that although *MBE* contains an overload of visual resources, but these do only teach the lexis

within the textbook itself. However, in a language classroom pupils do encounter other words in everyday dialogues in the classroom and in texts. Also, teachers as they are aware of their pupils lexical needs, they tend to teach other new items which they see necessary to learn, but are not included in textbooks. For this matter, they have to use other resources than those in *MBE* to teach and reinforce both the previous and new lexical items.

The multimodal analysis of *MBE* and the questionnaire administered to MS teachers in Tizi-Ouzou, confirm the hypotheses advanced in the general introduction. First, according to the teachers' views and the checklist, *MBE* includes a wide a range of visual resources to teach vocabulary. They consist of coloured drawings, pictures, bullets, boxes, tables, etc. second, from the teachers' points of view and the findings of the multimodal analysis, it is revealed that these visuals do enhance pupils' vocabulary understanding and helps them build up a strong lexical repertoire.

Conclusion

The discussion of the gathered data from the questionnaire and the checklist answer the fundamental research questions stated in the general introduction, and reveals that the advanced hypothesis are confirmed. The results of the teachers' questionnaire and the checklist indicate that *MBE* contains an overload of visual resources that are designed to represent and teach lexical items. The results of the research tools also reveal that pupils' vocabulary learning and understanding is enhanced by the visual representation in *MBE*. Visual representation helps pupils build up a strong lexical knowledge and creates a funny atmosphere which motivates and engages pupils in the process of language learning.

General Conclusion

The main objective of this study was to investigate the role of visual representation in *MBE* in enhancing vocabulary understanding of first year MS pupils. It first investigated whether *MBE* contains visuals to teach vocabulary. Then, it tackled their impact on pupils' vocabulary understanding and learning. For this end, the work was divided into a theoretical part and a practical part.

The theoretical part dealt with some valuable aspects in the theory adopted in this work. That is, theory of social semiotics and multimodality as an approach to visual representation and to vocabulary teaching and learning; as well as, an approach applied to design the contemporary second generation textbook *MBE*. It furthermore highlighted several aspects related to vocabulary teaching and learning. Moreover, the research methods and techniques used to gather data relevant for this work were described. The practical part then, demonstrated concrete data of the research findings obtained through the different instruments used to examine, evaluate and discuss the role of the visuals in *MBE* in helping pupils building up a strong lexical knowledge.

The core objective of this study is to identify the visual resources in *MBE* and the importance of this textbook as the most used material in language classrooms to teach vocabulary. Indeed, vocabulary teaching and learning is one of the most important components in EFL textbooks. It is therefore important to investigate how *MBE* presents vocabulary. Throughout the teachers' questionnaire, the checklist and the social semiotic multimodal analysis of *MBE* year one, we gained better insight into this matter and retrieved interesting points of view and facts about the use of visual representation in the newly designed textbook to improve first year MS pupils' lexical knowledge.

The evaluation revealed that this coursebook includes a wide range of visual tools. Coloured drawings, pictures, tables, maps, colours, diagrams and bullets are all highly loaded

in this instructional material. Most of these resources visually represent the lexical items within *MBE*. In comparison with other textbooks, *MBE* does not only focus more on vocabulary teaching and learning, but also, it is overloaded with visual aids. From the multimodal analysis, it is indicated that the visual that prevails in *MBE* to teach lexis is coloured drawings. In fact, the use of visual aids in this textbook does not only enhance vocabulary learning and retrieval, but also makes the material 'funny' and 'friendly' to young learners of a language; due to the type of activities (games and songs) and the use of drawings to teach and represent the lexicon. Additionally, visual representation in *MBE* impacts and adds interest to vocabulary retrieval. It adds excitement to the learning of lexis and multiplies the learners' level of understanding the new words presented. The use of the visual representation in *MBE* to instruct vocabulary to first year MS pupils (beginners) provide an interesting class which captures their attention and interest, and makes language learning a more enjoyable process. Pictorial representation of words draws a high level of attention and enhances vocabulary learning and retrieval.

The results reported that since learning does not occur in vacuum, it is highly recommended that pupils must be provided with numerous opportunities and various techniques to successfully build up a strong lexical repertoire in their English language learning process. Teachers should not only rely on linguistic modes (verbal techniques and translation) in this endeavour, but also they should accommodate their vocabulary teaching tasks with pictorial and visual aids. The results of the questionnaire demonstrated that when teachers rely only on the use of synonyms, definitions, dictionaries, illustrative situations and translation, pupils tend to forget words easily. However, whenever they use visual aids (pictures, drawings, and gestures) their pupils have a better understanding of words and they recall them easily whenever needed. Thus, using visual aids in the classroom to teach

vocabulary does not only stimulate pupils' lexical learning, but also their English language mastery in general.

The research findings of the questionnaire revealed also that translation of highly decontextualised lexical items can be really helpful. However, this technique can not always assist the learners' needs to become professional communicators in the target language which is not used outside the classroom. That is to say, the teacher should minimise the reliance on translation from English to the mother tongue or second language in order to explain the new words, due to its disadvantage in hindering the learner to have a full access to the English language.

What is retrieved from this small scale study is that the visual representation in *MBE* enhances pupils' vocabulary knowledge. It also motivates and stimulates their curiosity to learn more. However, these visual resources, even if they are helpful, they are not sufficient in a language classroom where pupils encounter new words from different contexts other than the textbook *MBE*. Furthermore, in a context where English is a foreign language and is not used outside the classroom, vocabulary teaching and retrieval is very difficult. Thus, teachers should supplement their traditional teaching techniques such as some of the ones suggested in the review of the literature by Gains and Redmen (1986), with different sorts of visual aids, whether extracted from the textbook *MBE*, or other different resources such as flashcards, wall cards, or screen based visuals. These visuals have the potential to help first year MS pupils to better internalise their vocabularies.

This study implicates that teachers should not only rely on the visual representation of words in the coursebook, however useful it is, but they should embed various vocabulary traditional teaching techniques with visual resources to facilitate their understanding and ensure a better memorisation of words.

It can be concluded then that *MBE* gives higher importance to vocabulary teaching and learning, as it is a valuable language element that leads to the mastery of the target language. Moreover, through the evidence in the results of the research findings, the study emphasises the necessity to adopt a visually aided approach to teach vocabulary to young learners of English as a foreign language.

The current findings are; however, open for confirmation by further research since the present dissertation is the first to tackle the role of visual representation in enhancing vocabulary retrieval in this newly designed textbook. It is recommended to use this study as the basis to start investigating other aspects related to vocabulary teaching and learning, taking into account previous textbooks. Many aspects and elements can be studied in this textbook regarding its visual representation of other language elements or other matters such as culture.

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Appendix (A) ‘The Teacher’s Questionnaire’

Dear teachers,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled “**The Role of Visual Representation in Enhancing Pupils’ Vocabulary Learning in the Algerian Middle School: The case of *My Book Of English 1st Year Middle School in Tizi-Ouzou***”

I would be grateful if you could answer the following questions that will be very helpful for my research project. Please put a tick (✓) for the appropriate choice or give full answer wherever it is necessary.

Thank you in advance

Section One: Teaching Vocabulary

1- Which of the following language elements do you find difficult to teach?

Vocabulary

Grammar

Both of them

2- How do you introduce new vocabulary?

Translation

Visual aids (pictures, drawings, gestures...)

Synonyms

All of them

If others, specify please.....

.....

3- To what extent do your pupils give importance to vocabulary in learning English?

Very much

Much

Little

Not at all

4- Do your pupils find difficulties when learning vocabulary?

Yes

No

If yes, please mention some of them and your solution to those problems.....

.....

.....
.....
.....
.....

5- When you teach vocabulary you focus on:

The meaning of the word Memorization of the word Both of them

6- Are you satisfied with the way your pupils learn vocabulary?

Never Rarely Often Always

Section Two: The Effectiveness of Visual Modes in Teaching Vocabulary

7- Do you think it is necessary to use resources other than language to teach vocabulary?

Yes No

8- Do you think your pupils learn vocabulary more when you use:

Linguistic mode (language)
 Visual mode (image, gesture, drawings, etc)
 Both of them

9- When you teach vocabulary using visuals, do you think your pupils are:

Highly motivated
 Motivated
 Not motivated

10- As a teacher, what is the visual mode you prefer and you see more useful to enhance your pupils' lexical understanding?

.....
.....

11- In your opinion, what are the advantages of using visual modes in teaching vocabulary?

.....
.....
.....
.....

19- From your perspective, do you think that the visual resources in *My Book of English* are sufficient to teach vocabulary?

Yes

No

Justify your answer

.....
.....
.....

Other comments

.....
.....
.....
.....
.....
.....

Appendix (B) ‘The Questions of the Checklist’

Q1. Is there a good distribution (from simple to complex) of vocabulary load across chapters and the whole book? (1)

Q2. Are the new vocabulary presented in a variety of ways (glosses and multi-glosses)? (2-3-4)

Q3. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1-2-3)

Q4. Does the course book contain enough pictures, diagrams, tables, etc helping students understand the printed text (vocabulary)? (2)

***Names of the Scholars from Which the Checklist Questions are adapted**

1. Byrd (2001)
2. Skiero (1991)
3. Daoud and Celce-Murcia (1979)
4. Watrabe (1997)

Appendix C

Examples of the Visual Resources Included in *MBE* to Teach Vocabulary



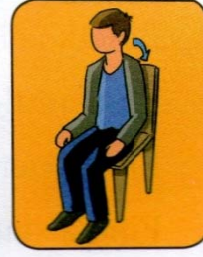
Raise
your hand.



Stand up.



Sit down.



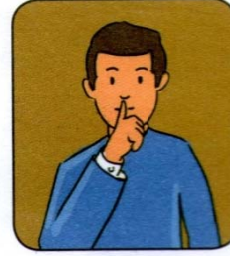
Clap
your hands.



Listen.



Be quiet.



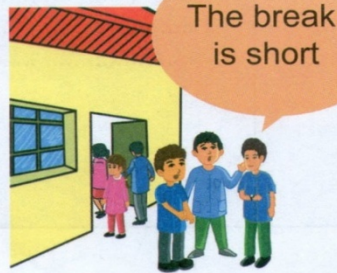
Task 1. I write my new school rights.

Example : I want to have the right to check my test answers before the next exam.

1- Exam



2- Break



3-Homework



4- Computer room








5-Class council



Examples of the Pictionaries in *MBE*

My pictionary

A book 	A boy 	A blog 	A computer 	A dialogue 
A girl 	A laptop 	A partner 	A school 	A schoolyard 
A tablet 	A teacher 	The sun 	Greet 	Play 

<p>Between</p>  <p>Omar is between the boxes</p>	<p>Biology lab</p> 	<p>Canteen</p> 
<p>Dice</p> 	<p>Flag</p> 	<p>In</p>  <p>Omar is in the box</p>
<p>Next to</p>  <p>Omar is next to the box</p>	<p>On</p>  <p>The apple is on the book</p>	<p>Schedule</p> 
<p>Padlock</p> 	<p>Sports ground</p> 	<p>Window</p> 

The ABCs with pictorial representation of words

<p>ABC JKL STU 1234</p>	<p>A Apple</p> 	<p>B Book</p> 	<p>C Cat</p> 	<p>D Dog</p> 
	<p>E Elephant</p> 	<p>F Fox</p> 	<p>G Girl</p> 	<p>H Hi</p> 
<p>I Image</p> 	<p>J Jewellery</p> 	<p>K kangaroo</p> 	<p>L Listen</p> 	<p>M Match</p> 
<p>N Nine</p> 	<p>O Orange</p> 	<p>P Pen</p> 	<p>Q Question</p> 	<p>R Read</p> 
<p>S Sing</p> 	<p>T Table</p> 	<p>U Umbrella</p> 	<p>V Violin</p> 	<p>W Whale</p> 
<p>X Xylophone</p> 	<p>Y Yak</p> 	<p>Z Zebra</p> 	<p>MY ENGLISH ALPHABET</p>	

Chapter One

Review of the Literature

Chapter Four

Discussion of the Findings

General Conclusion

Chapter Two

Research Design

Chapter Three

Research Findings