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**English Language Teachers' Use of Visual Representation and
its Effectiveness in Enhancing Pupils' Vocabulary:**

The Case of First Year Middle School in Tizi-Ouzou

Presented by:

Ms. Amezali Nora

Ms. Djidda Kahina

Supervised by:

Ms. Aimeur Roza

Board of Examiners:

Chair: Mr. Aouine Akli, MAA, Mouloud Mammeri University of Tizi-ouzou.

Supervisor: Ms. Aimeur Roza, MAB, Mouloud Mammeri University of Tizi-Ouzou.

Examiner: Ms. Fedoul Malika, MAA, Mouloud Mammeri University of Tizi-ouzou.

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First and foremost, we thank **ALLAH** who gave us the strength to finish this modest work.

We dedicate this work to:

Our parents

Sisters and brothers

Our friends and

Classmates

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List of Abbreviations

- EFL: English as a Foreign Language
- MS: Middle School
- N: Number
- Q: Question
- TEFL: Teaching English as a foreign language

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Abstract

The present research attempts to investigate English language teachers' use of visual representation in their English classes to enhance first year middle school pupils' vocabulary learning. In other words, this study aims at exploring the relation between using visuals and vocabulary development for first year middle school pupils. The investigation is based on the Mixed Method Research. It combines qualitative and quantitative methods to collect and analyse the data. To collect the necessary information we have used a questionnaire addressed to both teachers and pupils and a classroom observation. The analysis of the results obtained from these two research tools is based on the Social Semiotic Multimodal Approach. We have used two questionnaires the first is to explore teachers' use of visual representation and their perception about the usefulness of this technique to teach English vocabulary. The second is to check its effectiveness on pupils' understanding of the new words. In addition, the classroom observation have been set in order to obtain more direct, real and accurate data on what is going on when explaining and practising new words with or without visual resources. In general, this study describes the process of using visual representation and the extent to which pupils may benefit from it when their teachers rely on it in their classes. The results obtained from this investigation answered our research questions and confirmed the advanced hypotheses. It is effective to use visuals in teaching vocabulary and integrating them in the lesson helps pupils to improve their lexical knowledge.

Key Terms : Visual Representation, Vocabulary, Semiotic Resources.

- **Statement of the Problem**

Communication is the act of transmitting information from a sender to a receiver. Language is the main medium of communication. However, people in their daily interaction do not use only their linguistic competences to communicate, but other signifying systems like gestures, facial expressions and body movements are added to construct meaning. Then, language is not used alone; it is connected to other forms of communication. The approach concerned with the description and analysis of these signifying systems is called ‘Multimodality’ which emerges as both a field of research and an approach, drawing on social semiotics.

Multimodality stresses that meaning making goes beyond language and that consideration should be given to the study of all modes in combination. In multimodal communication, language is not considered as the only mode of transmitting meaning, but rather it is one mode among the others which enables people to express ideas and to explain things.

For many years, the teaching of English as a foreign language (TEFL) has played an important role within the society because day after day it becomes essential to be aware of the necessity of learning a new language. In the teaching and learning processes, teachers need to know about how to convey information to students in an interesting way. For achieving success, they should have a pedagogical knowledge of using visuals (images, maps, drawings, colours) that can support students’ learning and help them reach their objectives. In teaching vocabulary, visuals play an important role in helping learners to learn English.

Vocabulary is a key component of language development, and its instruction has changed dramatically over the last few years (Linse, 2005). Indeed, many teachers are taking a more creative approach to instruction relying on visual representation (images, graphs, maps) to make vocabulary learning more exciting and meaningful for the students. Learning

new words requires a deep and good understanding of their meaning and different uses because learning any word is like meeting a new person. There need to be a deep interaction for the encounter to be memorable. Words are vehicles that enable learners to speak a foreign language other than their native one properly and they enable them to express the meaning they want to convey. Therefore, if teachers provide their learners with the visual representation of the words, learners can get a better understanding of the meaning of the words they are supposed to know and memorize.

- **Aims and Significance of the Study**

Our dissertation aims to investigate the teachers' use of visual representation in English as a Foreign Language (EFL) classroom in the Algerian Middle School to enhance pupils' vocabulary learning. In other words, we are concerned with showing the extent to which different signifying systems are used besides the linguistic one to help learners get a clear understanding of the vocabulary they encounter during their learning process either when listening to their teachers or when reading texts in the target language.

To reach our purpose, we shall rely on Kress and Van Leeuwen account on visual communication or the multimodal social semiotic approach which draws attention to the range of different modes that people use to make meaning beyond language: such as gestures, gaze, gestures and images. The work draws three main objectives. The first one is to discover if meaning is communicated through the combination of different visual resources. The second one is to investigate what makes visual representation useful in learning new vocabulary for first year Middle School learners. As for the third objective, it consists in discovering whether there is any improvement in pupils' vocabulary acquisition during and after the use of visual representation in the classroom.

It is important to deal with this research topic of using visuals in first year Middle School

classrooms of English. This research will help us to investigate the pupils' English vocabulary learning process itself and the non-verbal resources used by their teachers. Indeed, more research is still needed in the area of vocabulary learning since the use of verbal communication is not enough to create communicative English learners in a Multimedia era where non-verbal communication is widely used. Thus, the results of this research could be used as a reinforcement of the existing knowledge about the use of visuals to help foreign language learners learn new words.

- **Research Questions and Hypotheses**

The present study aims at answering the following questions which pertain to visual representation and its effectiveness:

1. Is the teacher communication in the classroom multimodal when teaching English vocabulary?
2. Which type of visual resources do teachers use?
3. When do teachers tend to use visual resources?
4. Are these visual resources efficient for pupils' vocabulary learning?

To answer these questions, four working hypotheses are advanced:

1. Teachers rely on visual representation during class.
2. Teachers use pictures, graphs, maps and gestures.
3. Teachers use visual resources to explain the meaning of new words.
4. The visual representation of meaning is efficient for pupils' vocabulary learning.

- **Research Techniques and Methodology**

To conduct this research, we adopt the descriptive research design to describe the process of vocabulary learning and teaching. Regarding the method, we apply the mixed method (qualitative and quantitative). Then, to elicit necessary information from the

respondents, a questionnaire and a classroom observation are used as data collection instruments. As for the data analysis, we apply the theory of multimodality or the multimodal social semiotic theory as an approach for learning vocabulary, which highlights the importance of using multiple modes in real learning environments.

- **Structure of the Dissertation**

Following the traditional complex model of writing an academic research work, this dissertation consists of four chapters. It begins with a General Introduction in which we introduce the topic of our investigation and we present the research's main questions, hypotheses and objectives. It is followed by the Review of the Literature which provides the theoretical background of the study and is divided into two parts. The first part is about social semiotics and multimodality, and some definitions of key concepts in multimodality are provided. The second part is about definitions of vocabulary, traditional and multimodal English vocabulary teaching, and techniques of teaching vocabulary. Then Research Design provides a detailed description of the participants and the context of the investigation, and presents the procedures of data collection. Additionally, it explains the method of data analysis which is the multimodal social semiotic approach. As regards the next chapter which is called Presentation of the Findings, it describes the results sorted out from the investigation, then we will discuss and interpret them in the discussion chapter. Our work ends with a general conclusion which summarizes the main research findings.

Chapter One: Review of the Literature

Introduction

This chapter reviews the literature related to social semiotics, multimodality and vocabulary. Thus, the chapter is divided into two sections. Section one begins by reviewing the theoretical underpinnings of social semiotics and multimodality. It introduces a number of concepts related to multimodality. These are: mode, visual representation, semiotic resources and modality. Finally, it shows the implications of multimodal learning and teaching in EFL classes. The second section deals with vocabulary. It describes traditional and multimodal English vocabulary learning. After that, it accounts for the role of visual representation in learning vocabulary. Finally, it reviews the techniques used to teach it. The focus in this chapter then, is on the multimodal environment of the classroom and the visual mode of representation that characterizes the interaction between teachers and learners.

I. Social Semiotics and Multimodality

I.1. Social Semiotics

Social semiotics is an important school within the general field of semiotics. It draws its inspiration rather from the writings of a group of thinkers among whom, Halliday in his book *Language as Social Semiotic* (1978). It was later developed by many scholars such as Gunther Kress and Teo Van Leeuwen(1990,1996). Van Leeuwen, (2005: 01) defines social semiotics as '*a new and distinctive approach to the practice and theory of semiotics*'.

Social semiotics is a field which investigates human signifying practices in specific social and cultural circumstances and which tries to explain meaning making as a social practice. Social semiotics is thus, the study of the social dimension of meaning and of the power of human processes of signification and interpretation in shaping individuals and societies Thibault (1991). It focuses on social meaning making practices of all types, whether

visual or verbal Thibault (1991). It is basically concerned with the study of meaning in society. In this respect, Hodge and Kress (1988: 261) state that '*Social semiotics is primarily concerned with human semiosis as an inherently social phenomenon in its sources, functions, contexts and effects*'. Social Semiotics studies both how people use semiotic resources in order to produce communication artefacts and how they interpret them within specific contexts.

I.2.Multimodality

The era that language is the single mode of communication has gone forever while Multimodality has become the main trend. It was developed in the early 2000s (Kress and van Leeuwen, 2001; Kress et al, 2001, 2005; Jewitt, 2009). It originated from linguistic ideas of communication in particular the work of Mickael Halliday on language as social semiotic system. Hallidays' work shifted attention from language as a static linguistic system to language as a social system-how language is shaped by the ways that people use it and the social functions that the resources of language are put to in particular settings. Hodge and Kress in 'Social Semiotics' (1998) and later by Kress and van Leeuwen in 'Reading Images' (1996,2006) expanded attention from language to other semiotic systems (or modes), laying the groundwork for extending and adapting social semiotics across a range of modes and opening the door for multimodality. Kress and van Leeuwen extended principles developed in relation to language to the visual. They examined visual texts to identify a range of semiotic resources, meaning potentials, available choices and the organizing principles underpinning their configuration to visually communicate ideologies and discourses.

The term Multimodality was developed in order '*to create a theory of semiotics appropriate to contemporary semiotic practice*' (Kress and Van Leeuwen, 2002: 2). Multimodality is an interdisciplinary approach that understands communication and representation to be more than about language. It assumes that language is only a part of a

multimodal ensemble and that meanings are made through many communicative modes and the interrelationship between them (Jewitt, 2009).

Multimodality attends to meaning as it is made through configurations across image, gesture, gaze, body posture, sound, writing, music, speech, and so on. From a multimodal perspective, image, action and so forth are referred to as ‘modes’ as organized sets of semiotic resources for meaning making (Jewitt, 2009).

Kress and Van Leeuwen (2001) define Multimodality as *‘the use of several semiotic modes in the design of semiotic product or event’* (cited in Jewitt, 2009: 1). Multimodality then is the result from isolated texts being relied on as primary source of communication to the image being used more frequently in the digital age. A good definition of Multimodality taking into account an orientation towards learners can be as follows *‘Multimodality is concerned with several possible modes or manners in which a person learns or in which a teacher addresses her /his learners’* (Hansen-Pauly et al, 2009: 1). This means that in the classroom teachers can use words and accompany them with visual resources such as gestures, facial expressions, gaze and so on to make the meaning more accessible for their learners.

I.3.Key Concepts in Multimodality

I.3.1.Semiotic Resources

The term ‘semiotic resource’ originates in the work of Halliday who argues that the grammar of a language is a resource for making meaning (Halliday, 1978). The term semiotic resource is used in various ways in multimodal research, and is generally understood as a resource for making meaning. Jewitt (2008: 17) argues that *‘people express meanings through their selection from the semiotic resources that are available to them in a particular moment’* Van Leeuwen (2005:03) explains:

The actions and artefacts we use to communicate, whether they are produced

physiologically-with our vocal apparatus; with the muscles we use to create facial expressions and gestures, etc.-or by means of technologies –with pen, ink and paper, with computer hardware and software; with fabrics, scissors and sewing machines, etc. Traditionally they were called ‘signs’.

That is to say, resources refer to anything used by people for the sake of communication like gestures. Social semiotics assumes that resources are socially shaped to become, over time, meaning making resources which articulate the (social, individual/affective) meaning demanded by the requirements of different communities. These organized sets of semiotic resources for making meaning are referred to as modes.

I.3.2.Mode

Modes refer to a set of socially and culturally shaped resources for making meaning: a ‘channel’ of representation or communication (Kress and van Leeuwen, 2001). According to Jewitt (2009 :1), modes are ‘*semiotic resources for making meaning that are employed in a culture such as image, writing, gestures, gaze, speech, posture*’. This culturally bound nature of mode is also stressed by Kress (2010:79) who argues that mode ‘*is a socially and culturally shaped semiotic resource for making meaning*’. All these resources are different modes by which people are constantly making meaning.

I-3.3.Visual Representation

Visual representation is a way to create meaning based on visual tools such as pictures, images, drawings and colours etc. According to Kress and Van Leeuwen (2001), 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. It was clearly revealed to be crucial how people experience the world, and therefore how the world itself is constructed, socially, physically, and psychologically. A popular way to create meaningful English teaching is through using visual representation. It

can be integrated into language lessons in a variety of ways by developing activities based on visual tools such as images, television shows, newspapers and videos. Brophy (1991: 352) claims that:

Skilled teachers have a repertoire of such representations available for use when needed to elaborate their instruction in response to student comments or questions to provide alternative explanations for students who were unable to follow the initial instruction.

Thus, the current teaching age requires language teachers to be familiar with visual teaching materials.

I.4. Multimodal Learning and Teaching

In many areas of education, there has been a lack of attention to visuals. Children's visual representations are not often developed and built on as a means for future communication (Kress,1977). Learning increasingly involves students working across different sites of expression, negotiation and creating new flexible spaces for planning, thinking, hypothesizing, testing, designing, and realizing ideas (Jewitt,2006). Thus, visuals are acknowledged in the educational setting for their potential to interest and motivate learners. The visuals are a key feature in learning and shaping knowledge. Then, multimodal learning environments are the environments that are characterized by the use of two different modes to represent the content knowledge: verbal and non-verbal (Paivio, 1986).

A wide range of visual materials (textbooks, worksheets, objects, drawings, etc.) are consumed, produced, mobilized and circulated within all environments for learning. Images and objects, visual experiences and practices are common in the classroom. In the EFL classroom, speech and writing are integrated with images, photographs, and video and teachers drawings on whiteboards (Reid, 2003).

Moreno and Mayer (2007) believe that multimodal teaching environments use different modes to represent knowledge, for example verbal and non-verbal, where the non-verbal

mode is the Pictorial mode including both static and dynamic graphics. According to Kress et al. (2001), teachers often use gestures together with speech to draw attention to meaning and other references within the classroom. In multimodal classrooms then, learners are presented with a verbal representation of the content and a corresponding visual representation of the content.

II. Vocabulary

II.1. Vocabulary: Definitions

Many definitions were given to vocabulary, but generally they are similar. According to Diamond and Guntlohn (2006: 1), '*vocabulary is the knowledge of words and their meaning*'. It refers to the words we use to communicate in oral and print language. Vocabulary is the starting step to acquire any language. Hatch and Brown (1995) indicate two types of vocabulary, namely receptive vocabulary and productive vocabulary.

a- Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used, but which they cannot produce. It is the vocabulary that learners recognize in listening to texts, but do not use it in speaking and writing (Stuart Webb, 2009).

b- Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be considered as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2006).

Henriksan (1996) states that vocabulary knowledge is often defined as a precise comprehension which is operationalized as the ability to translate the items to the target

language, the ability to find the right definitions in a multiple choice task, or the ability to give a target language paraphrase. It is commonly accepted that the knowledge of words meaning plays an important role in language comprehension. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

Vocabulary knowledge requires not only knowledge of words but also the ability to use them in the appropriate context. Thus, when a pupil is effectively able to recognise and use a word in different contexts, speaks and writes the word well, she or he has the knowledge and meaning of that word.

II.2. The Importance of Vocabulary Knowledge

Many scholars like Widdowson (1989) and Mackeorn (2002) argue that vocabulary knowledge is the heart of language comprehension and use. That is to say, the comprehension of a language depends on the amount of words that are known in that language. Also, students need to know the meaning of words to understand what they read. Nation (2001) states that readers need to know at least 97% of the vocabulary in the text for an adequate understanding of it. MacCarthy (1990: Viii) also underlines the importance of vocabulary by saying: *‘no matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered. Without words to express a range of meanings communication in an L2 just cannot happen in any meaningful way’*. In the same view, Harmer (1991:153) highlights: *‘if language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh’*. This entails that learning vocabulary is at the centre when learning a new language.

Most of all, vocabulary is a crucial element that should be taught. The more words learners know, the more they are able to comprehend what they are hear or read and to communicate their thought and feelings. On the other hand, the more vocabulary learners

master in English, the easier it is for them to communicate and understand English itself. Teachers must focus more on improving learners' vocabulary because it has been considered as fundamental and inseparable in the area of language teaching process.

II.3. Traditional and Multimodal English Vocabulary Teaching

Traditional English classroom is just using chalk and blackboards. Such traditional instruction model is quite monotonous and easily leads learners to be bored and lack motivation. Teachers attempt to pour knowledge into their students' minds in a passive way. Traditional English vocabulary teaching is plausively outdated and cannot meet the minimal needs of modern students. Traditionally teaching vocabulary is always by following these steps: First, the teacher reads the new word list, while students listen carefully; second, he begins to read the text while the students read after him; third, he starts to teach the new words while the students take notes as they listen to him; last, he gives his students assignments. In this step, students should do all kinds of pattern drills after class to consolidate what the teacher taught them in class. It is obvious that vocabulary is very important. However, the traditional way of vocabulary teaching is much behind the time. Therefore, it is of great significance for teachers to adopt new ways to teach vocabulary.

Multimodal English vocabulary teaching adopts a multimodal approach in the classroom which highlights the importance of using multiple modalities in real learning environments. This approach is the combination of Multimodal theory with English vocabulary teaching. Teachers orchestrate a range of resources like gestures, gaze, position, posture, and action with books and boards to teach new words.

II.4. Role of Visuals in Learning Vocabulary

It is acknowledged that having a good knowledge of the vocabulary of a language is important in order to understand and convey messages in communication and to pursue and

succeed in ones' learning. Harmer (1991), states that the ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

In order to improve the English language learning, students' vocabulary has to be taught as the most essential aspect of the language to avoid communication breakdowns. In this situation, teachers have to use some appropriate strategies like using visuals. Porter and Margaret (1992) assert that using visual materials not only makes what you have to say more comprehensive to students, they can make it more interesting as well. In addition, Doff (1988:14) asserts: *'the use of real objects, pictures and mime for suitable vocabulary is a very effective method as it is direct, interesting'*. This means that using visuals holds the attention of the students on meaning and helps them understand the meaning of new items. As Hill (1990) claims, visuals evoke an immediate response for learners in class which is important in language learning in general and vocabulary in particular. He adds that the use of various types of visual materials in teaching vocabulary increases the intrinsic motivation of the learners. Therefore, visuals accelerate learning and ensure more effective vocabulary learning.

II.5. Techniques Used to Teach Vocabulary

Vocabulary is a very important means to express our ideas, thoughts and feelings, either in spoken or in written forms Basurto (2004) states that the traditional vocabulary instruction involves having students to look for words up in a dictionary, write definitions, and use words in sentences . Other ways are used like discussion, memorization, vocabulary books, teacher explanation and quizzes, but they are not sufficient (ibid). Commonly, there are several techniques concerning the teaching of vocabulary.

Many techniques derived from the Direct Method are used to illustrate the meaning of the word. And some others are stated by many scholars such as Brewster, Ellis and Girard (1992).

II.5.1. Visual Techniques

Visual representation of a word includes using different tools such as pictures, gestures or other demonstration. According to Gairns and Redman (1986), the use of visual tools to introduce words can be more useful to help in word retention. Moreover, it is an attractive and motivating technique used for enhancing learning more vocabulary.

- **Using objects**

Using this technique includes the use of realia, visual aids and demonstration which is a defining technique of the Direct Method. The Direct Method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meanings is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the pupils' native language. Teachers who use the Direct Method believe that students need to associate meaning and the target language directly. In order to do this, when the teachers introduce a new target language word or phrase, they demonstrate its meaning through the use of realia or pictures, they never translate it into the students' native language. Realia and visual aids can help learners in remembering vocabulary better because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takaç, 2008). In addition, Gairns and Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Harmer (2001) emphasizes the usefulness of bringing real objects in teaching the meaning of words as well as increasing learners' motivation: teachers sometimes appear in class with cardboard, plastic fruits and so on.

- **Drawings**

Drawings find large potential in teaching vocabulary. They provide pupils with different visual presentations. Although some teachers may not be exactly proficient in drawing, they are eventually bound to find a way of drawing simple pictures for classroom use. As Doff (1988) argues, teachers do not need to be artists to draw a picture that can be used for teaching vocabulary, but the most important thing is to communicate the meaning. Drawing on the board is highly flexible during presentation and therefore bears several advantages. As Wright and Haleen (1996: 5) listed among their broad text and pictures characteristics: *'Text and pictures can grow in front of the class' can be erased, added to a substituted quickly'*. This feature widens the teachers' options how to present or review vocabulary in a meaningful way.

- **Using Illustrations and Pictures**

The use of picture in language teaching has become phenomenon at present. Pictures are effective additional aids in an EFL classroom. Using illustrations and pictures is an excellent means of making the meaning of unknown words clear. Also, it makes the class interesting and interactive. It helps the teacher to visualize the content of the lessons and it makes the learners more attentive and engaged in tasks. Pictures including posters, flashcards, magazine pictures, photographs are very useful to present the meaning of words. As Hill (1990:1) points out, pictures can bring *'images of reality into the unnatural world of the language classroom'*. They can bring not only images of reality, but can also function as fun elements in the class. Sometimes it is surprising how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere (ibid).

- **Mime Expressions and Gestures**

Teachers intend to apply this technique for different purposes. They can use gestures and

miming to elicit vocabulary from learners. Also, it is useful to associate words with gestures to help learners retain them. Additionally, hand, body and facial expressions can help in practising the learned words through a funny way. If the lesson is about 'feelings', the teacher chooses one volunteer to perform a feeling-chosen from a list, while the rest of class tries to guess it (Marion Tellier, 2008).

II.5.2. Verbal Techniques

The teacher may use another alternative technique which is verbal presentation. It is a way of presenting words and their meanings through the use of language in order to clarify more what have been introduced. Thornbury (2002: 18) defines it as *'another way of defining the word meaning and it can include: providing an example situation; giving synonyms, antonyms or subordinate terms; or giving a full definition'*.

- **Using Synonyms and Antonyms**

Sometimes, to explain a new item, teachers can use the synonym or the opposite of this item. For example, to explain the meaning of 'cheerful', teachers can use the synonym 'happy'.

- **Using Definitions**

Concerning this technique, teachers can depend on monolingual dictionaries as a tool for gaining the word's definition. Definitions alone tell little about how a word is actually used and it does not effectively convey new concepts Harmer (2007).

- **Translation**

Foreign language learners, beginners, find different difficulties while learning a foreign language and they see that the use of the native language can be facilitating factor. In order to familiarize learners with the words of the foreign language, the teacher can use translation when presenting new item meaning, Thornbury (2002) sees that it is useful in the sense that it

is a direct link between the word and its meaning. Translation is a clear-cut technique to give the precise word' meaning. However, it is the most unsupported technique. *'Translation may be legitimate for items possessing a clear mother- tongue equivalent, but it should otherwise be avoided'* (Gairns and Redman.1995:75). Using this technique frequently may not help learners reach successful levels in mastering the language.

Conclusion

The focus of this chapter has been on multimodality and the learning potentials of visual representation. Besides, it has shown the ways in which teachers help their learners to get the meaning of new items through their visual practices and multimodal interaction in the classroom. Looking beyond language raises many questions about the efficiency of visuals in learning English vocabulary for EFL learners. This chapter has also reviewed the transition from traditional English vocabulary teaching to multimodal one, which highlights more the role of visual representation in teaching vocabulary. Finally, it has stressed the techniques used to teach vocabulary relying on the use of visuals to facilitate pupils' vocabulary learning.

Chapter Two: Research Design

Introduction

This chapter is methodological and deals with the research design of the study. It is designed to present the methods and materials through which data is both collected and analysed. This divides it into two sections. The first section is meant to give information about the population sample exploited for the study and describes the two research techniques used to carry out our research. The second section is devoted to the means through which the collected data is analysed. We adopt the mixed method (quantitative and qualitative methods) to analyse the data gathered from the questionnaire and the classroom observation.

I. Procedures of Data Collection

I.1. Context of Investigation and Sample Population

Our investigation took place in the Algerian Middle School. The general objective of this research is to investigate the teachers' use of visual representation and its importance in teaching English vocabulary for Algerian first year middle school pupils. Concerning the classroom observation, normally we have decided to work with many Middle Schools from different regions. However, this could not have been fulfilled because we have faced some challenges like time limitations (the final exams and summer holidays). Accordingly, two MSs: Boubaghla Said and la Base 5 which are both located in Tizi Gheniff were chosen as a sample to be the focus of this study. Besides, a questionnaire has been distributed to both Ms teachers and pupils from different regions in Tizi Ouzou including: Tizi Gheniff, Mekla, Azazga and Tadmait.

According to the information gained from the first middle school, there are eight first year classes. As regards the second middle school, there are seven classes. And the total number of first year pupils in both middle schools is 450 pupils 120 from Boubaghela Said

and 120 from la Base 5 were selected randomly based on the total number of the pupils in each school to be the focus of the classroom observation. The purpose behind choosing first year pupils is because at this level they start learning English. In addition, a total number of 8 teachers (8 females) took part in the study, 4 are from Boubaghela Said, and 4 others are from la Base 5.

I.2.Data Gathering Tools

I.2.1.The Questionnaire

The questionnaire might be the only instrument that can serve as a means of collecting a considerable amount of data with a minimum of time and effort. It is not only easy to administer, but it also provides a general view of the investigation. The questionnaire as pointed out by Anderson (1990:207) *'allows the gathering of reliable and valid data, relatively, in a short time'*. It is an instrument which includes a number of questions that require a complete answer or selecting one among the existing answers.

I.2.1.2. Teachers' Questionnaire

Thirty questionnaires have been handed to the teachers which seek to collect data about the techniques of teaching vocabulary, and the integration of visual representation as a technique of teaching vocabulary. In the introduction, we have explained to the teachers the aim of this questionnaire: the effectiveness of using visual representation to enhance pupils' vocabulary learning in the first year EFL classes. The teachers were required to answer the questionnaire by ticking the appropriate box and making statements whenever necessary. The questionnaire consists of 18 questions divided into 3 sections.

I.2.1.1. Pupils' Questionnaire

The pupils' questionnaire seeks to gather information about the pupils' learning environment, and their opinions about the use of visual representation in helping them to learn new vocabulary. Thirty questionnaires have been handed to the pupils and have been

introduced first in English and then in Arabic so that the learners understand what is intended from them and that they can answer it as appropriately as possible because of their level of proficiency in English. The pupils were requested to answer the questionnaire by ticking the appropriate box and making full statements whenever required. It was also explained that they could ask any question, even in Arabic, whenever they do not understand a question. The questionnaire consists of 16 questions divided into 3 sections.

I.2.2. Classroom Observation

The classroom observation is conducted to examine the process of teaching vocabulary with or without the use of visual representation. According to Merriam (2009), classroom observation provides the researcher with an immediate, direct view of the events. It provides accurate data since the researcher attends more than one session and observes all the instructional vocabulary phases. It will allow us to discover if teachers use visual resources when they introduce new English lexical items to their pupils. Moreover, it will help us to know the extent to which these visual resources enhance pupils' vocabulary learning. It will be made in two schools: First, Boubaghela Said and second, la Base 5. The classroom observation will also help us to check reliability of the data collected from the teachers' and pupils' questionnaire. The classroom observation starts from May 4th, 2016 until May 10th, 2016 with both MSs simultaneously. We will attend five sessions with each MS which means ten hours in total, two sessions with two teachers and only one session with the rest of the teachers.

II. Data Analysis

This part involves the procedures of data analysis. We use the multimodal social semiotic approach in order to analyze the data gathered from the classroom observation and the questionnaire. In addition, we adopt the quantitative method to interpret the numerical data

gathered from the close ended questions of the questionnaire that will be calculated using the rule of three, and the qualitative one to interpret the opinions of both teachers and pupils gathered from the open ended questions.

II.1. The Mixed Method

The mixed method research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g. experiments, surveys) and qualitative (e.g. observation, interviews) research Brayman (2001). This approach to research is used when this integration provides a better understanding of the research problem than either each method alone.

II.1.1. Quantitative Method

The quantitative method involves data collection which results primarily in numerical data and which is subsequently analysed by statistical method (Brayman, 1988). For the analysis of the quantifiable data obtained from the teachers' and pupils' questionnaires, the results will be interpreted in terms of numerical data coded in Microsoft Excel document.

II.1.2. Qualitative Method

The qualitative method involves data collection procedures which result in open-ended non numerical data (Brayman, 1988). The data collected from the questionnaires' open-ended questions and the classroom observation will be interpreted using this method.

II.2. Multimodal Social Semiotic Approach

The multimodal social semiotic approach is a theoretical perspective that brings all socially organized resources that people use to make meaning. It focuses on meaning-making in all modes. Those resources include modes such as: images, writing, gestures, gaze, facial expression, body movements and others.

Kress (2009) and Van Leeuwen (2005) claim that the starting point for social semiotic approaches to multimodality is to extend the social interpretation of language and its meaning to the whole range of modes of representation and communication employed in a culture. Central to this approach are three theoretical assumptions. First, social semiotics assumes that communication draws on multiplicity of modes that contribute to meaning making. Its focus is on the analysis and description of the meaning-making resources that people use to communicate in different contexts by actions, visuals, speech, gestures, and others. It also shows how these resources are organized for the sake of making meaning. Second, multimodality assumes that all forms of communication (modes) are like language, they have been culturally, historically and socially shaped, to realize social functions. Third, different meanings are realized by the co- cooperation and presence of all modes in a communicative event. In our research work, we attempt to investigate the extent to which the EFL classroom in the Algerian Middle School is multimodal, i.e. if the English language teachers use in addition to language, visual resources when presenting English vocabulary to their learners.

Conclusion

This part has dealt with the description of the setting and the participants of this study as well as the data collection procedures used to extract the necessary information from the participants. Concerning the data collection, two research tools are used: a questionnaire that will be distributed to both teachers and pupils in different regions and a classroom observation to observe teachers practices in the classroom. The approach selected to analyse the data collected from the research instruments is the multimodal social semiotic approach.

Chapter Three: Presentation of the Findings

Introduction

This chapter is devoted to the findings of the study. It presents the results achieved through questionnaires administrated to both teachers and pupils and classroom observation in which the reliability and visibility of the research tools are estimated. It is organized into two sections. Section one is devoted to the analysis of both teachers and pupils questionnaires. Section two deals with the results of the classroom observation made in two MSs (Boubaghla Said and la Base 5).

I. Presentation of the Results of the Teachers' Questionnaire

I.1. Section One: Teachers' Profile

Q1: Teachers' Gender

Gender	Male	Female
N°of teachers	10	20
Percentage %	33%	67%

Table 1: The Gender of Teachers

The Table shows that 20 of the population to whom the questionnaire was distributed are female MS teachers and 10 are male teachers.

Q2: How long have you been teaching English?

N°of teachers	3	5	4	2	7	2	5	1	1
N°of years	1	2	3	4	5	6	8	20	23

Table2: Teachers' Experience

It is clear from the table above that the majority of the teachers have more than two years' experience with a percentage of 93% representing 28 teachers. While the rest of them which

means two teachers have one year experience (7%).

I.2. Section Two: Teaching Vocabulary

Q3: How often do you present new words in every lesson?

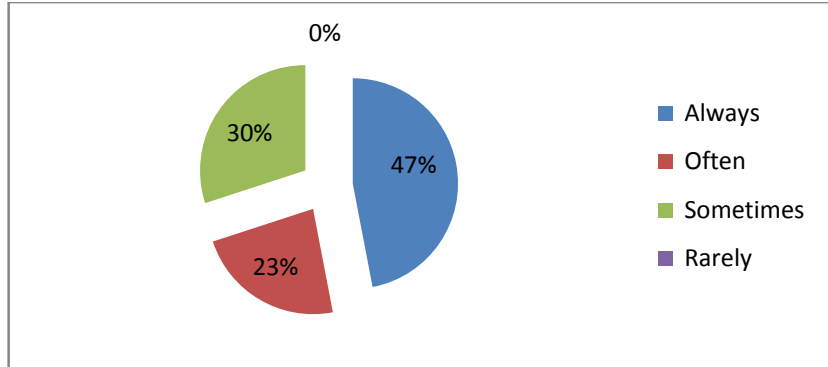


Figure 1: The Frequency of Presenting New Vocabulary in the Lessons.

It's clear from the pie chart above that 47% of the teachers state that they always present new vocabulary in every lesson. On the other hand, 30% of them claim that it is sometimes because in some cases they do not present new words. Whereas 23% of the participants answer that they often presents new words in each lesson.

Q4: How Often Do the learners ask you about the meaning of English lexical items?

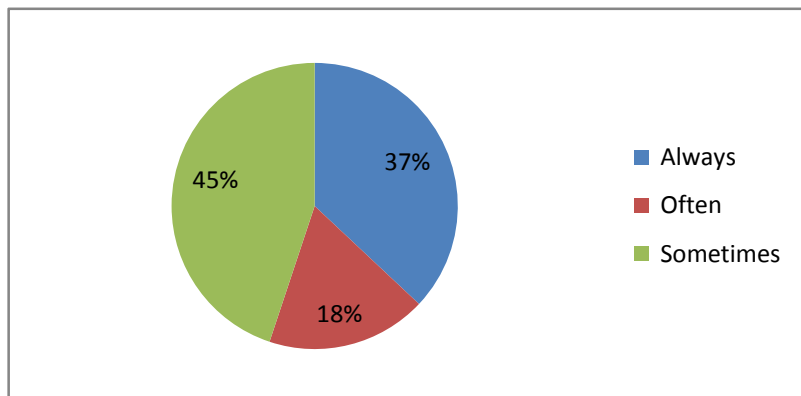


Figure2: Rate of learners who Ask about the Meaning of New Words

The findings show that 45% of pupils sometimes ask about the meaning of new words, and 37% of them always ask about the meaning of new words. On the other hand, 18% of the participants claim that their learners 'often' ask them about the meaning of English words, which means that pupils are interested to learn the new items presented.

Q5: When you present new words, do you focus more on?

	a)The form of the words	b)The meaning of the words	c)The use of the words
N° of teachers	6	17	7
Percentage %	20%	57%	23%

Table 3: Teachers' Focus when Presenting New Words.

Table 3 demonstrates that 57% of the teachers state that when presenting new words, they focus on meaning. That indicates that the meaning of new items is more important than the use and the form. Whereas, 23% says that their focus is upon the use of the words. While the rest of the participants 20% focus on the form of the words.

Q6: Why?

The 57% of teachers who have emphasised “the meaning of the word” declare that pupils will find these words in written texts, so they cannot understand the text without knowing the word’ meaning. Whereas, 23% of the participants who focus on the “use of the word” argue that knowing only the meaning of words will not serve the learners; they need to know how to use them in different situation. While 20% of the participant teachers who focus on “the form of the word” state that the form of the word is so important.

Q7: How can you describe the task of teaching new words?

The majority of the teachers answer that the task of vocabulary teaching is difficult and not easy at all, but it is important and necessary and it demands teachers to be skilful, creative and patient to make the meaning of these words clear to their learners. Other teachers argue that teaching new words in a way or another is a challenging work because EFL learners especially beginners have a limited knowledge of this language. So, teachers have to select the important vocabulary that their learners need to express themselves and interact in the classroom.

Q8: How often do you check your pupils’ vocabulary learning?

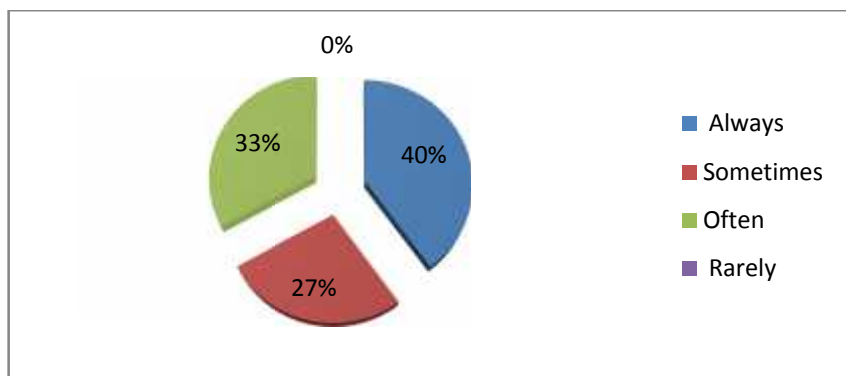


Figure3: The Frequency of Teachers' Checking Pupils' Vocabulary Learning.

From Figure 3 we observe that 40% of the teachers declare that they always check their pupils' vocabulary learning. Whereas 33% of them they often check it. However, 27% of the participants state that they sometimes check their pupils' vocabulary learning.

Section three: Teachers' Perceptions about the Use of Visual Resources

Q9: Do you use visual aids in class?

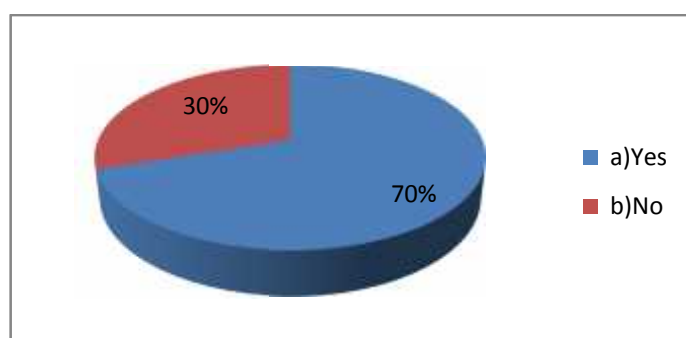


Figure 4: English Language Teachers' Use of Visual Aids in Classroom

Figure 4 demonstrate that a great number of the target teachers use visual aids in their classes. Thirteen of the respondents answers that they do not use visual aids in the classroom.

Q10: If yes, how often do you use them?

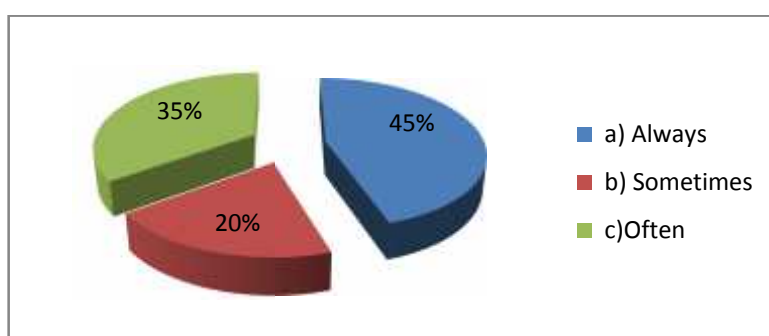


Figure 5: Frequency of Teachers' Use of Visual Aids

From the pie chart above we notice that 45% of teachers claim that they always use visual aids in their classes which indicate that these teachers appreciate the role of visuals in teaching EFL to pupils. Whereas 35% of the participants answer that they often use these visuals, and 20% of them claim that they use them sometimes

Q11: what type do you use?

Some of the teachers say that they use newspapers, pictures, objects...etc. Other teachers bring their computers and put on videos which show to the pupils how different words are produced by English native speakers in real situations. Generally, most of them claimed that they frequently use drawings on board and images because they do not have access to other supports like data shows.

Q12: Which of the following visual resources supports more your verbal explanations in the classroom?

	a)gestures	b)facial expressions	c)body movements	d)mime	e)drawings	f)all of them
N°of teachers	6	2	3	1	3	15
Percentage%	20%	7%	10%	3%	10%	50%

Table4: The Effective Mode Supports Teachers' Verbal Explanation

As illustrated in table 4 that 20% of the teachers agree that gestures support more their verbal explanations in the classroom. Whereas, 7% of the respondents choose facial expressions and 3% of them which represent only one teacher chooses mime. However, the majority of the teachers with a percentage of 50% prefer to use all of them whenever needed, while the rest of the teachers' answers are divided equally on both body movements and drawings with a percentage of 10%.

I.3. Section Four: Teachers' Opinions toward Multimodal Teaching

Q13: Do you think that the use of visual resources improves pupils' vocabulary knowledge?

	a) Yes	b)No
N° of teachers	30	0
Percentage %	100%	0%

Table5: Teachers’ Opinions about the Role of Visual Resources in Developing Pupils’ Vocabulary knowledge.

Table 5 shows that all the teachers agree that visual resources improve their pupils’ vocabulary knowledge.

Q14: -If yes, how?

- If not, why?

Since no respondent answered ‘no’, those who said ‘yes’ justified their answer as follows:

Some experienced teachers claimed that pupils generally memorize the pictures and the words through relating them to real life. Visual resources work on learners’ visual memory, thus the words learned through these visuals remain in pupils’ memory for ever.

Q15: When using visual resources, do you see any response from the learners which shows that the meaning of the words is clear?

	a)Yes	b)No
N°of teachers	30	0
Percentage%	100%	0%

Table6: Learners’ Responses about the Use of Visual Resources

Table 6 reveals that all the respondents argue that when they use visual resources in the classroom they do see reactions from their learners which indicate that the meaning of the words they have explained is clear.

Q16: In your opinion which of the following techniques of English vocabulary teaching is useful?

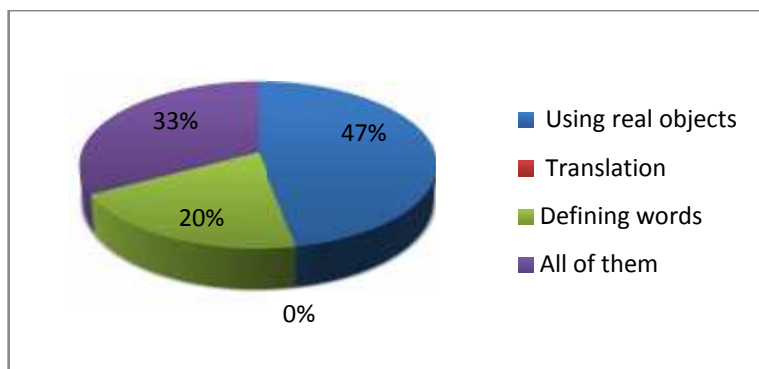


Figure6: Teachers' Opinions about the Usefulness of English Vocabulary Teaching Techniques

Figure 6 reveals that 47% of the teachers which is the highest percentage which represent 14 of them think that using real objects to teach pupils English vocabulary is a useful technique, while 20% of their answers goes to defining words. However, 10 teachers who represent 33% of the respondents agree that they prefer using all of them.

Q17: Do you believe that visuals provide a good learning atmosphere?

	a)Yes	b)No
N°of teachers	30	0
Percentage%	100%	0%

Table7: Teachers' Opinions about the Role of Visuals in Providing a Good Learning Atmosphere

It is clear from table 7 that all the teachers believe that using visuals in the classroom provide a good learning atmosphere.

Q18: In your opinion, what makes visual representation of the meaning an effective technique for foreign language teaching?

We noticed that all the teachers agreed on the same opinion on what makes visual representation an effective technique for foreign language teaching, the visuals makes the linguistic items more understandable. They disambiguate meaning of some difficult words.

Also, visuals work on the visual memory of the learners i.e. they make the language more memorable.

II. Presentation of the Results of the Pupils' Questionnaire

II.1. Section one: Participants' Profile

Q1. Gender and Age

	Age	Males	Females
N°of pupils	11 to 13	18	12
Percentage %	30%	60%	40%

Table8 : Gender and Age

The age of the participants is between "11 and 13". The majority of them 60% are male MS pupils and 40 % are female

Q2: Are you motivated to learn English?

All the pupils to whom the questionnaire was distributed are motivated to learn English. This means that they have great desire and interest towards learning this language.

II.2. Section Two: Learning Vocabulary

Q3: Does your teacher use visual representation besides his verbal explanations?

	a)Yes	b)No
N°of teachers	9	21
Percentage%	30%	70%

Table9: Learners' Opinions about Teachers' Use of Visual Representation

Table (9) demonstrates that a great number of the target pupils answer that their teacher of English uses visual representation besides his/her verbal explanations. However, 30% of

them claim that their teacher of English does not use visual representation at all. Thus, it depends on pupils' perception in the classroom.

Q4: If yes, which of the following semiotic resources motivates you more?

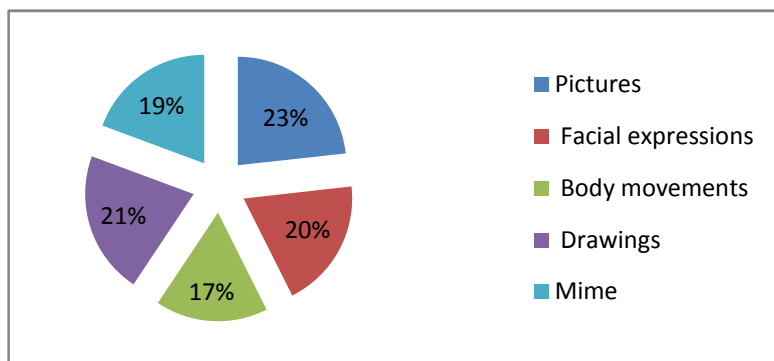


Figure7: Pupils' Motivation through Semiotic Resources

Figure 7 shows that 23% of the pupils are mostly motivated by pictures followed by drawings then facial expressions. As regards mime, 19% of the participants think that they are motivating. In contrast 17% of the MS pupils indicate that they are motivated by body movement.

Q5: During the lessons, your teacher always teaches you new words?

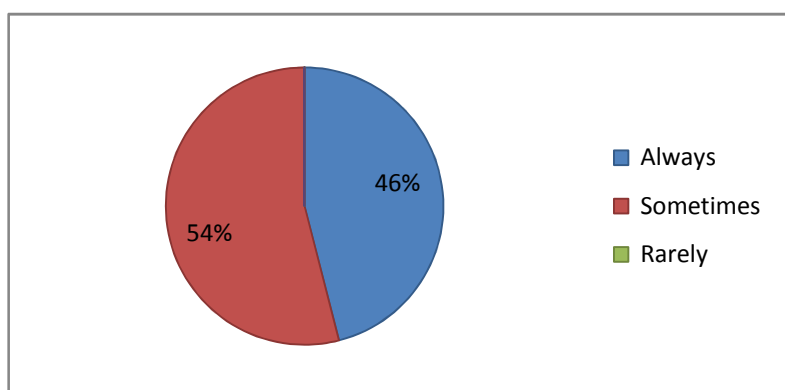


Figure8: Learning New Words during the Lessons.

Figure 8 shows that the majority of the target pupils, that is, 54% say that their teacher sometimes teaches them new vocabulary during the lessons and 46% of them declare that their teachers always teach them new items.

Q6: In the classroom, what is your favourite way to learn new English words?

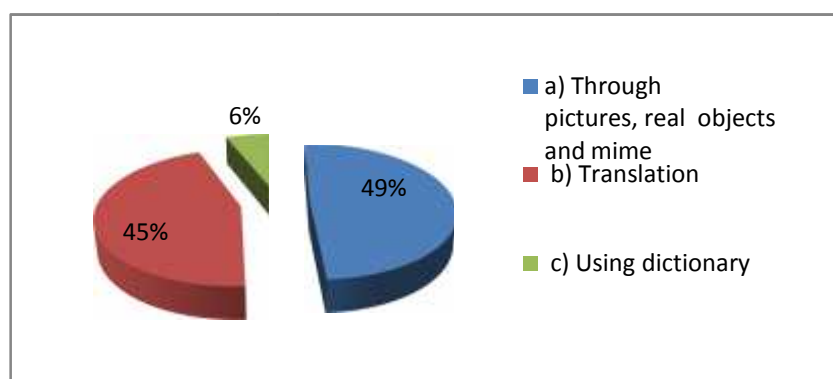


Figure 9: Pupils' Favourite Way to Learn New English words.

The above results clearly show that 49% of pupils prefer to learn new English words when their teacher uses pictures, real objects and mime. In contrast, 45% namely thirteen (13) favour translation to their mother tongue as a direct way to get the meaning and only 6% of the pupils said that using a dictionary is preferable for them.

Q7: Your teacher uses visual representation when:

	a)It is difficult for them to explain the meaning of new words verbally	b)To attract your attention	c)To help you to store the new word in your mind
N° of pupils	12	4	14
Percentage%	40%	13%	47%

Table10: Pupils' opinions about the Use of Visual Representation.

From table (10) we notice that 40% of pupils think that their teachers use visual representation when they face difficulties in explaining the meaning of new words verbally. In the other side, 47% consider that their teachers tend to use visual representation to help them to store the meanings of the words in their minds. Four pupils that represent 13% claim that it just to attract their attention.

Q8: Usually when you ask your teacher to explain for you the meaning of words like the word 'smiling' for instance s/he:

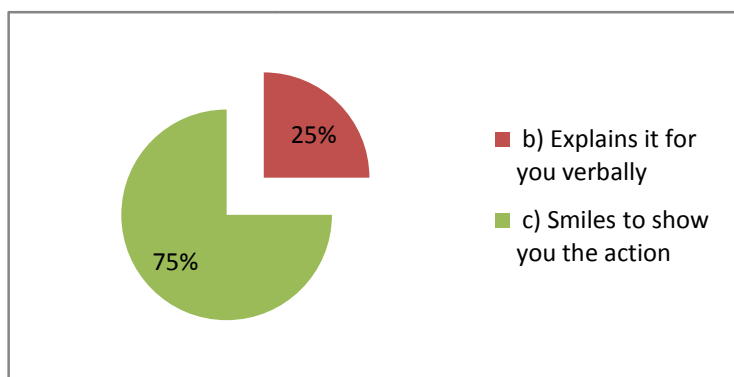


Figure10: English language Teachers' Explanation of Words Meaning.

The majority of the respondents answer that their teachers will obviously smile to explain for them the meaning of this word visually. 25% of them claim that they will explain it verbally for them maybe by reading a definition from the dictionary or by giving them the synonym or the opposite of the word.

Section Three: Pupils' Opinions about the Role of Visual Resources in Helping them Learn English Vocabulary

Q9: You understand better when your teacher explains the meaning of the word in different ways (drawing, gesture, mimicking...)?

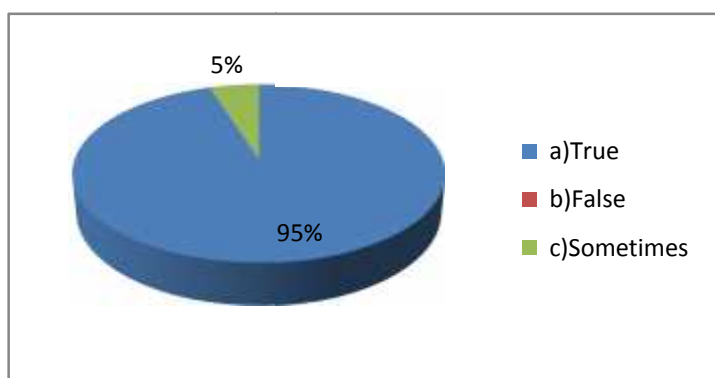


Figure11: The Impact of Teachers Visual Representation on Pupils' Understanding of language Items.

As highlighted in figure 11 the majority of the target pupils who corresponds to ninety-five percent agree that the visual representation (drawings, gestures, mimicking...) of their

English language teachers helps them assimilate language items. Only five percent claim that visual representation sometimes help them to understand better new items.

Q10: You concentrate on the lesson when your teacher uses visual aids like maps to show you places and directions?

	a)Yes	b)No
N° of pupils	30	0
Percentage%	100%	0%

Table 11: The Impact of Teachers’ Visual Aids on Pupils’ Concentration

The findings of the research indicate that the use of visual aids facilitates pupils’ effort to understand the lessons; all the pupils agree that it helps them to concentrate more and follow their teachers when he/she explains.

Q 11: Do you still remember the words you have learnt through pictures, drawings and mime?

	a)Yes	b)No	c)Not all of them
N° of pupils	21	0	9
Percentage %	70%	0%	30%

Table 12: The Impact of Pictures, Drawings and Mime on Pupils’ Memory.

It is clear from table 10 that the majority 70% of the target respondents which means twenty one (21) pupils claim that they still remember the words they have learnt through pictures, drawings and mime that are made by their teacher in the classroom in order to teach them those words especially when they were interesting or funny. Whereas, 30% said that they have forgotten some of these words. Hence, we can notice that there is a relation between teachers’ visual representation of the meaning and pupils’ memory retrieval.

Q 12: Do you think that your teachers' visual representation helped you to learn English words?

	a)Yes	b)No
N° of pupils	30	0
Percentage%	100%	0%

Table 13: The Impact of Teachers' Visual Representation on Pupils' Learning of New English Words

It becomes clear from table 11 that 100% of the pupils think that their teachers helped them to learn English words through their use of visual representation in the classroom, either to make the meaning of the words clear or to help them memorise those words.

Q13: justify?

All the target pupils agree that visual representation helps them to learn new English words. Since they are beginners, they do not understand all English words. So their teachers' visual representation helps them to make association with their prior knowledge to guess the meaning of some words.

III. Presentation of the Results of the Classroom Observation

During the observation period from 4 May to 10 May, we have noticed the fact that the teaching of vocabulary is not settled by its own. It is taught within other language aspects such as reading and grammar. Before handing the direct observation, we have discussed the major points of the lesson which will be presented, such as; the lesson objectives, the selected words to be taught, and the teaching aids to be applied. In order to obtain the essential information, we prepared a checklist (Appendix 4) to take notes that later will be discussed

A. Do teachers use verbal techniques in teaching vocabulary?

During our observation we have noticed that all of the teachers use some verbal techniques such as word definitions, synonyms and antonyms. This strategy is used whether

in explaining the new words or in practicing them. For example, one teacher explains the meaning of 'tomorrow' by the 'next day'. In addition to, teachers use translation in some cases, like when a pupil says a word in Arabic they provide its English equivalent meaning.

B. Do teachers integrate visual aids in vocabulary instruction?

Noticeably, the teachers use different available kinds of visual materials (example: models of animals) to serve the teaching and learning process. Besides the blackboard, they use pictures, real objects, book pictures, personal computer. They use them to warm up pupils, to enhance their understanding of new words, and to practise what is already learned.

C. Do pupils show interest and motivation when teachers use visual representation in teaching vocabulary?

Pupils support the implementation of visuals in classroom (pictures, objects). They show their interest, desire to be involved in the lesson when the teachers use these materials. Sometimes, they ask the teacher by themselves to bring them the useful objects and pictures to the classroom.

D. Do teachers provide activities to pupils to practise new words through visuals?

It is observed that some teachers prepare various tasks through visuals for the pupils to practise and learn new vocabulary. It seems that the majority of the pupils benefit from these activities, they acquire new words, and they get knowledge about how these words should be used thanks to visual aids

E. Do teachers check their Pupils' Vocabulary Learning?

From our observations, we have noticed that the teachers often check their pupils' vocabulary learning. They give them opportunities to share what they already know about the meaning of new words by providing sufficient time during the lesson to practise these new words. While, presenting new vocabulary items, teachers always put a new word in

appropriate situations in which pupils can discover its different uses. They attempt widely to control whether their pupils acquire new vocabulary or not. They frequently use this technique which goes fluently within the process of teaching and learning to be aware about their pupils' vocabulary learning.

F. Are visual representations efficient for pupils' vocabulary learning?

After the classroom observation, we have noticed that teachers' frequent use of gestures, pictures, mime, real objects and drawings in the classroom seem to have a positive effect on pupils' vocabulary acquisition. The multiplicity of these different modes of representation contributes to meaning-making which assist the pupils in getting clear ideas about the meaning of words they are learning.

Conclusion

This chapter presents the findings gained from the questionnaire to both teachers and pupils and the classroom observation. The results of the teachers' questionnaire have provided accurate data on how new words are presented and practised, and what techniques are used. The findings obtained from the questionnaire to MS pupils show that teachers use different semiotic modes when teaching English vocabulary and this promotes their pupils' understanding as well as their motivation to learn English vocabulary. The collected data from the classroom observation suit both the teachers and pupils' questionnaire. These results are discussed in the next chapter in the light of multimodality as an approach to social semiotics.

Chapter Four: Discussion of the Findings

Introduction

This chapter is devoted to the discussion of the main results obtained from the two research techniques: the questionnaire to both teachers and pupils and the classroom observation. The results are, in fact, discussed and interpreted in relation to the theory of multimodality and they aim at answering the research questions and check the accuracy of the advanced hypotheses. It is divided into three parts. Part one deals with multimodality and teaching English vocabulary in MS classes. It discusses the results obtained from the teachers' questionnaire. Part two is devoted to vocabulary learning and learners opinions about the use of visual representation in MS classes. It discusses the results obtained from the pupils' questionnaire. As for part three, it discusses the results obtained from the classroom observation relying on concepts seen in the review of the literature.

I. Discussion of the Questionnaires' Results

I.1. Discussion of the Results of the Teachers' Questionnaire

I.1.1. Teachers' Profile

The results demonstrate that the shortest teaching experience period is of one year, and the longest one is of twenty three years. This indicates that the majority of teachers have been acquainted with the teaching process, and probably used various vocabulary teaching techniques. We have ten males and twenty females that belong to different generations. So, they have witnessed the progression from traditional to modern teaching materials.

I.1.2. Vocabulary Teaching

From the results displayed in the previous chapter, it appears that the majority of the participants present a new item in every lesson. This demonstrates that MS teachers give a big importance to new words and vocabulary in general. Vocabulary is the key element of

language learning and teaching process which consists of a list or a set of words that individual speakers of language might use for listening, speaking, reading and writing. Introducing new words in each lesson can enrich learners' lexical storage.

The findings show that pupils ask their teachers about the meaning of new words, which means they are interested to learn the meaning of the new items presented to them. For that, the teacher should take into consideration mainly the usefulness of the words and the learners' needs. Another aspect to consider when teaching new items is coverage. As Harmer (1993: 84) states, the words covering more things are likely to be taught before words with only one specific meaning. For example, the word 'book' will be taught before the word 'notebook'.

In addition, the findings of this work demonstrate that the majority of teachers, who presents new words, focus more on their meaning. Teachers, for instance, declare that *'the learner should first know the meaning of the words, then how to use them in sentences and in speeches'*. Also, *'if learners do not know the meaning of the word presented by their teacher they cannot use it in the appropriate way'*. Teaching the meaning includes mainly connecting a word with its equivalent in the real life.

The questionnaire also reveals that all the participants share the common attitude or the point of view that teaching vocabulary to their pupils in the classroom is difficult. They assert that teaching vocabulary is based on certain strategies. Besides, they agree that vocabulary is very important and essential in language teaching and learning because it helps pupils to acquire the four language skills. (TEFL) cannot be accomplished without teaching vocabulary as a main component in English language learning. Harmer (2011) states that: *'In English as a Foreign Language (EFL), learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading and writing).'*

The study also reported that 40 % of the participants always check their pupils' vocabulary learning. The teacher frequently uses this technique to be aware about his/her pupils' vocabulary learning. It goes fluently within the process of teaching and learning. So, teachers give importance not only to explaining new words, but also ensuring that pupils have well understood them.

1.1.2. Teachers' Use of Visual Resources in Teaching Vocabulary

In a normal teaching situation, the teacher use different techniques in order to present an item and convey its meaning to their pupils. As it is clearly shown in the previous chapter, teachers often use visual aids in addition to their verbal techniques, which means that, teachers' teaching process is multimodal as it is characterized by the use of multiple teaching resources. Because language is not the only means of communication and representation (Jewitt, 2009: 14), teachers try to find new ways to serve the teaching and learning process. Beside the language, they use visual aids such as pictures, images, graphs and drawings...etc to enhance their pupils' learning process. The findings answer our first research question on teachers' multimodal communication in the classroom. They show that teachers use different modes of communication to teach English vocabulary. As Park (1999) says: '*Visual Aids can be a very powerful tool to encourage active participation and enhance presentations; visual aids such as images add a powerful support to the spoken words*'. This means that, words that are presented in different ways can appeal directly to pupils' imagination adding power to the spoken ones.

The semiotic resources that are employed by the teachers in their MS classes are newspapers, pictures, objects, gestures, drawing on board, and computer. Van leeuwen (2005:04) argues that people are given many semiotic resources and that the choice of one resource instead of the others depends on their communicative purpose. The selection of the

resources for teaching is due to the pupils' needs and the ability to use certain resources in terms of availability. In other words, teachers use different types of visual resources whenever needed either to explain the meaning of words or to help their pupils to store the new information in their minds.

20% of the participant teachers use gestures as a mode to perform actions related to the words in order to consolidate them as much as possible. Since beginners are not able to understand a whole sentence in English, teachers try to help them visualize the introduced word through acting it or through using gestures. Hong and Gonzales (2012: 15) claim that *'gestures are part of teachers' multiple strategies that help learners better understand the academic language as well as the content presented in a language classroom'* But some others 15% use all the modes (gestures, facial expression, body movement, mime, drawing.) in combination. Bezemer et.al, (2012) claim that each mode carries a partial meaning of the message, and once all the modes are put together the meaning of the whole message is completed. That is, each mode used by the teacher has its role

1.1.3. Teachers' Opinions about the Effectiveness of Visual Representation

All teachers strongly agree that the use of visual resources will help pupils to learn vocabulary. They all meet on the point that the use of visuals in teaching vocabulary leads to obtain satisfied results. They state that the presence of these techniques increases pupils' interest, motivation and feeling of enjoyment. Additionally, they declare that these tools help pupils better remember and recall words since vocabulary is generally a matter of remembering. One of them says: *'visual aids is an effective technique to teach a lot of new words in a very short time without making any effort or force pupils to remember them; in fact they do it voluntarily'*. Moreover, the MS pupils in terms of understanding and participation are different when employing visual resources because they are more attracted. Hence, the use of visuals helps pupils to learn new English words. Therefore, visual

representation is an effective technique to teach English vocabulary. This answers our research question about the effectiveness of visual representation in teaching English vocabulary and confirms the fourth hypothesis which states that the visual representation of the meaning is efficient for pupils' vocabulary learning. As Malik and Pandith (2011) says: *'The effectiveness of teaching-learning process does not depend only on teachers but also up to the different types of materials available in class'*. The participants see that multimodal teaching in English classroom teaching can not only mobilize more senses of students to get involved in teaching and learning but also it can deepen their understanding of new materials and contents. This will improve the effectiveness and efficiency of English vocabulary teaching.

As displayed in the previous chapter, the majority of the teachers prefer using real objects as a useful technique for English vocabulary teaching. As we have mentioned in the review of the literature, objects can be used to show meanings when the vocabulary consists of concrete nouns. They help pupils to memorize the word. Harmer (2001) emphasizes the usefulness of bringing real objects in teaching meaning of words since objects increase students' stimulation and offer students the chance and the ability to reveal to remember new words. This mode is a defining technique of the Direct Method which rejects the use of translation. However, 33% of the participant teachers prefer to use in addition to visuals, verbal techniques like translation because beginners find different difficulties while learning and they see that the use of the native language can be a facilitating factor.

The participants are in agreement that the use of visuals provides a good and enjoyable learning atmosphere in the classroom. This is probably due to the characteristics of visual aids like colour that could trigger and stimulate pupils' interest in learning new words and thus automatically creates a funny learning environment. As Hill (1990) claims, the use of various

types of visual materials in teaching vocabulary increases the intrinsic motivation of the learners. Therefore, visuals accelerate learning and ensure more effective vocabulary learning.

The use of visual representation in TEFL is very important because it can stimulate pupils' activity in the teaching process. Whenever teachers teach with some learning aids, their pupils get more stimulated because the learning aids help them to become more attentive. All the teachers agree on this opinion and some of them argue that pupils forget words as soon as the lesson is over, whereas when they explain them accompanied by visuals, pupils recall the words easily. Additionally, visuals make the linguistic items more understandable, they disambiguate meaning of some difficult words. In short, we can say that the Algerian MS EFL classroom is multimodal since teachers combine a multiplicity of modes not only to explain the meaning of words to their pupils but also to get them involved in the learning process.

I.2. Discussion of the Results of Pupils' Questionnaire

I.2.1. Pupils' Profile

The thirty (30) pupils who responded to the questionnaire were chosen randomly. From the results, we notice that the age of the participants is between '11 and 13', and the majority of them are males. They are all motivated to learn English because of many reasons.

I.2.2. Vocabulary Learning

70% of the participants in the study see that their English language teachers use visual representation when explaining words in English. This means that teachers of English employ many modes when explaining in MS classes. Besides 23% of the pupils prefer the use of pictures by their teachers because pictures are effective additional aids in an EFL classroom. Using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teacher to visualize the content of the classroom. Also, it makes the learners more

attentive and engaged in tasks. 21% of the pupils choose drawing as a technique that motivates them. This technique is available at any time and it communicates meaning. Add to this, 20% of the target pupils prefer facial expressions which is a funny technique especially in expressing emotions and feelings. It is a direct technique which helps pupils to understand the meaning easily and each teacher can use it. While 19% of the participants stress the use of mime, teachers can use miming to elicit vocabulary from learners. Mime can help in practising the learned words through a funny way. Also, 17% of pupils manage to concentrate in the classroom thanks to their English teachers' body movements because learners are more attentive to what the teacher does than what s/he says. So, teachers create visual effects that invite the pupils to follow and to stay focused during the whole class. Van Leeuwen (2005) argues that people are given many semiotic resources and that the choice of one resource instead of the others depends on their communicative purpose. Accordingly, it depends on the interest of the class' communication that teachers employ one resource instead of another one.

46% of MS pupils agree that their English language teachers always teach them new words. For many teachers, introducing new words in each lesson can enrich learners' lexical storage. However, 54% of pupils state that their teachers do not introduce new words in each lesson; teachers see that it is not significant to introduce each lesson a new word because they believe that having a small number of words with knowing a lot about their use is better than learning a great amount of vocabulary without any use.

Concerning question 6, the majority of the pupils (49%) prefer when their teachers use pictures, real objects and mime to learn new English words. This means that pupils directly link the visuals with the words they represent which support their understanding of language items. Visual aids can be good resources for teaching vocabulary; it is always helpful to show the objects to the pupils with the words to reach a better understanding of the words and their meanings. They help them to recall the words easily. Whereas, 45% of the MS pupils prefer

translation since they are beginners, they find different difficulties while learning and they see that the use of the native language can be a facilitating factor. Also, in the case of explaining difficult words it is a very quick technique which guarantees the correct explanation.

47% of the pupils believe that their teachers use visuals to help them to store the new English words in their minds, mainly because most of the teachers have noticed that their pupils remember well the words through the use of visual during the lessons. When teachers present a concept using visual aids, they are giving their students something they can associate with that concept. Later, when they try to recall it, all they have to do is bring up the image that their teacher used. While 40% of them see that their teachers use visuals when they face difficulties to explain some words verbally. There are some words that teachers cannot explain verbally such as some adjectives about feelings and emotions. For that, they use some visual modes such as gestures and facial expression to help their pupils to understand the words. Also, if the learners only hear a new word meaning orally, it may not be remembered for a long time.

2.3. Pupils' Opinions about the Role of Visual Representation in Helping them Learn English Vocabulary

When asked about the way teachers would explain the word 'smiling', half of the pupils prefer when their teachers smile to show for them this action. This implies that pupils prefer to see their English language teachers acting, miming while delivering his/her lesson. The teachers' facial expressions help mainly pupils when they cannot get the idea when explained through synonyms or definitions. However, 30% of the target pupils prefer when their teachers give them the synonym or the opposite of the word. Synonym technique is used to simplify pupils understanding and acquiring the right meaning and it is also a helpful means through contextualized examples in order to clarify its limits. Giving opposites is also another

technique through which pupils grasp the meaning of such item. Additionally, 20% of pupils see that their teachers use definitions to explain a new word.

The majority of the pupils (97%) strongly agree that they understand better the meaning of the words when their teachers tend to use visuals like drawings, miming and pictures. Visual aids motivate and attract pupils' interest in learning. It entails that pupils are aware of the role of visuals in facilitating and creating a good atmosphere for learning. From this question, it has been confirmed that visual representation has a positive influence on pupils' vocabulary knowledge. At the same time, all the participants agree that they concentrate and remember well when their teachers use visual aids like real objects and maps. Grains and Redman (1986) state that real objects technique is appropriately employed for beginners or young learners when presenting concrete vocabulary. Visual resources are good resources for teaching vocabulary; it is always helpful to show the objects and their meanings, it helps them to recall the words easily.

As revealed in the previous chapter, the majority of the pupils (70%) still remember the words that they have learned through visuals. When the teachers explain words accompanied by visuals, pupils recall these words easily; that is to say, the visual aids that the English language teachers use play a central role in the storage of information in the memories. Whereas 30% of the target pupils said that they have forgotten some of these words. It depends on the word, if there are words they know before, they may remember them; however, the new words need more practice to be remembered.

All the pupils agree that they learn new words from their teachers' visual representation. They claim that since they are beginners, they do not understand all English words. So, their teacher brings with him/her pictures to help them to make associations with their prior knowledge to guess the meaning of some words (see the appendix 4). This implies that visual

aids are very helpful to enhance students' motivation and to acquire new vocabulary knowledge.

II. The Discussion o the Results of the Classroom Observation

From our observation, we noticed that all teachers under investigation use some verbal techniques like word definition. They provide a clear definition and an overall description of the unknown words to get pupils understand the meaning. For example, one teacher asks pupils "what is the meaning of palace?". When pupils do not recognize the meaning of the word, she gives them its definition and general information about it. She would say: "it is a very big and nice house where the king and queen live". Other teachers explain an unknown word by providing its synonyms and opposite; for example, "what is the meaning of to laugh," "it is the opposite of to cry".

It is observed that teachers use different types of visuals during the teaching process. Beside, the use of the whiteboard, teachers use images, pictures, real objects to warm up their learners and to improve their understanding of new words or practise what is already learnt. However, it is noticed that pictures and drawings on the board are widely applied if compared to other types of teaching aids. They said that their school does not provide any type of these teaching materials, they personally bring them to the classroom, which mean that, they can develop and use their own teaching visual aids that meet the learning objectives and learners' needs and levels.

Moreover, the majority of the learners showed interest and desire to be involved in the lesson when their teachers bring visuals such as images, magazine pictures, objects... etc. The classroom becomes attractive, especially when they are asked to listen or watch native speakers' speech and performance on their teachers' laptops. This motivates them to acquire the English language as it is used in real life and helps them learn new vocabulary and its correct use.

Two teachers have prepared tasks for the pupils to practice and learn new vocabulary. The first teacher in the lesson “Animals in danger of extinction” asked her pupils to say the names of animals. At the beginning no one has answered, but when she has put on her desk some animals made of plastic, the atmosphere has completely changed. The pupils tried to observe closer the objects and have discussed with each other. This has created an enjoyable, interesting and relaxing atmosphere for learning. After that, when she asked them again to pick the animals which are in danger of extinction and say their names and the places where they live, everyone has tried to speak and participate and they all wanted to pick one and show it to the whole class. We noticed that their behaviour completely changed from passive to active learners just after the integration of these objects in their lesson. This means that learners enjoy taking part in their learning process. At this respect, Goodman (1987) argues that visuals were more easily understood by learners of all ages. Mayer and Sims (1994) emphasized the role of visuals in learning vocabulary by claiming that when learners make connections between verbal and visual representations, this will enhance their vocabulary learning.

The second teacher showed to her pupils some drawings on the board about the weather and then asked her learners to match the adjectives (sunny, windy, snowy...) to their corresponding visual representation on the board (drawings) (see appendix 5). This task helps pupils acquire or revise of vocabulary within a speaking practise combined with the use of drawings. The target vocabulary then is used in a meaningful way by being put in context which is more likely to be retained.

The observed teachers ask pupils to practise vocabulary. Some of them ask pupils to work in group and inform them that they have from 5 to 10 minutes to finish the exercise (depending on the type of activity). By the end of the lesson, teachers sometimes give their pupils homework to do, either they write it on the board or they direct them to look for it in

the textbook. Teachers often check pupils' vocabulary while learning. They attempt widely to control whether their pupils acquire new vocabulary or not. They usually provide oral questions about the meaning, synonyms, or category of words. These questions are directed whether to the whole class or only to specific pupils.

Visual representation has great positive effects on teaching EFL learners' vocabulary in terms of making the lectures more realistic, enjoyable and attractive. Pupils are dynamic, more active to participate with the teacher; they are engaged with each other confidently. Indeed, it is found from the data collected that visuals boost the learners' interest and motivation to learn their vocabulary successfully in terms of their high desire and behaviour to work with visual resources inside the classroom.

Conclusion

To end up with, the discussion section shows that the results of the two research techniques: questionnaire for both teachers and pupils and classroom observation all present solid arguments which support the four main hypotheses set at the beginning and answer the research questions. The pupils and teachers' attitudes towards teaching English vocabulary using visuals were positive. Both of them completely support integrating semiotic resources such as real objects and laptops in developing learning foreign languages and teaching vocabulary particularly. Visuals are quite beneficial for learners and teachers as long as they play an important role in the teaching and learning processes.

General Conclusion

One of the issues that face EFL learners, especially middle school pupils, is the subject of vocabulary learning and because vocabulary is very important in learning a language, many researchers investigate the possible factors that may help in facilitating vocabulary learning. After many studies, scholars found that pleasant and motivating atmosphere can greatly contribute in enhancing vocabulary learning process. Moreover, one of the techniques that creates funny, relaxing and attractive situation is using visual representation.

The present study aims at investigating teachers' use of visual representation in the Algerian MS English classes to enhance pupils' vocabulary learning. It also aims at exploring the effectiveness of integrating visuals in learning vocabulary. It focuses on the description and analysis of teachers' use of gestures, mime, real objects, drawings and pictures in the classroom to teach their pupils new English words.

Using the social semiotic multimodal approach, this study has tried to shed light on the importance of teachers' use of visual representation in teaching English vocabulary especially for young learners, as well as its role in promoting pupils' learning process. It has also dealt with different types of visuals that teachers tend to use in MS English classes. For this aim, we hypothesized that teachers use different visual resources in the classes to explain new vocabulary. Hence, teachers' use of these resources helps pupils to get directly the exact meaning of the words which facilitates their storage. We have also hypothesized that the visual representation of the meaning of words is efficient for pupils' vocabulary learning. Indeed, it seems to have a more profound effect than the mere use of language in communicating meaning.

Our work has targeted three main objectives. The first objective is to discover if meaning is communicated through the combination of the different visual resources. The second objective is investigating what makes visual representation useful in learning new vocabulary for first year MS pupils. As for the third objective, it consists in discovering whether there is any improvement in pupils' vocabulary acquisition during and after the use of visual representation in the classroom.

To conduct the investigation, we adopted the Mixed Method Research. We combined quantitative and qualitative methods for data collection and data analysis. The data has been obtained from two questionnaires for both teachers and learners (30 teachers and 30 pupils) and ten sessions of classroom observation in two middle schools (Boubaghela Said and la Base 5).

For the quantitative part, we used a Microsoft Excel document in order to facilitate the analysis of the questionnaire data. And for the qualitative part, we interpreted and explained the results of the classroom observation by adopting the social semiotic multimodal approach.

The social semiotic multimodal analysis of the classroom observation revealed that all the teachers of English under investigation use different types of visuals in MS classes as a resource for English language teaching. Their use of these visuals such as pictures, gestures, drawings and real objects is purposefully to make their message comprehensible to MS pupils. The analysis also showed that teachers can benefit from visuals to help their learners to improve their vocabulary knowledge. Additionally, the teachers regularly present new words in every lesson; this means that they are aware of the significance of presenting vocabulary meaning and use.

The analysis of the teachers' questionnaire demonstrates that all the participant teachers are aware of the importance of putting their learners in a multimodal learning environment, and the proof is that they all teach using different modes such as pictures, drawing, gestures

and mime ...etc, The questionnaire revealed that teachers use these visuals in the MS class for many educational purposes such as enhancing pupils' comprehension of the teaching points, sustaining pupils' storage of information and promoting classroom interaction.

The pupils' questionnaire showed that the majority of the pupils understand more and many of them are motivated when the English teacher uses semiotic resources. The findings showed that a great number of MS pupils save the information in their memories better thanks to the teachers' visual representation. Additionally, pupils completely support integrating visual aids in their language learning in general and vocabulary in particular. Moreover, visuals create an enjoyable learning context.

Besides, the use of various types of representation in teaching vocabulary increases the intrinsic motivation of the learners. When they develop interests towards what they learn, they engage themselves in the activity of vocabulary learning, which assist them to learn language meaningfully. Visual representation contributes to the efficiency, depth and variety of learning by stimulating learners' imagination. It arouses interests of the learners by appealing to several senses; this because of the power they have to make learning more permanent and their aesthetic character makes the teaching-learning process pleasant and enjoyable.

To sum up, after the investigation we found that English language teachers use different modes to teach English vocabulary. After the analysis of the provided data concerning the use and effectiveness of visual representation in the English Ms classes, we can say the four hypotheses are confirmed. The results assert that visual representation is an effective and helpful technique to teach English vocabulary especially for beginners.

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Appendixes

Appendix1 : Teachers' Questionnaire

This questionnaire is part of our investigation conducted to get a degree of Master in English. It is an attempt to get information about of the use of visual representation in the classroom to teach new English vocabulary. We would be grateful if you could answer the following questions sincerely. Thank you very much for your help.

Section One: Teachers' Profile

1-Gender:

a)- Male

b) - Female

2-How long have you been teaching English?

.....

Section Two: Teaching Vocabulary

3- How often do you present new words in every lesson?

a) - Always b) - Often c) - Sometimes d) - Rarely

4- How often do your learners ask you about the meaning of the English lexical items?

a) - Always b) -Often c) - Sometimes

5- When you present new words, do you focus more on?

- The form of the words
- The meaning of the words
- The use of the words

6- Why?

.....

.....

7- How do you describe the task of teaching new words?

.....

.....

8- - How often do you check your pupils' vocabulary learning?

a)-Always b)- Sometimes c)- Rarely

Section Three: Teachers' Use of Visual Resources in Teaching Vocabulary

9- Do you use visual aids in class?

a)- Yes b)- No

10- If yes, how often do you use them?

a)- Always b)- Sometimes c)- Often

11- What type do you use?

.....
.....

12- Which of the following visual resources supports better your verbal explanations in class?

- a) - Gestures
- b) - Facial expressions
- c) - Body movements
- d) - Mime
- e) - Drawings
- f)- All of them

Section Four: Teachers' Opinions about the Effectiveness of Visual Representation

13- Do you think that the use of visual resources improves pupils' vocabulary knowledge?

a)- Yes b)- No

14- If yes, how?

- If not, why?

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

15-When using visual resources, do you see any response from the learners, which shows that the meaning of words is clear?

a)- Yes b)- No

16-In your opinion, which of the following techniques of English vocabulary teaching is useful?

- a)- Using real objects
- b)- Translation
- c)- Defining words

17- Do you believe that visuals provide a good learning atmosphere?

- a)- Yes
- b)- No

18- Do you think that the visual representation of meaning effective in helping learners learn English words?

- a)-Yes
- b)- No

19-In your opinion what makes visual representation of the meaning an effective technique for foreign language teaching?

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Thank you for your participation in this questionnaire

Appendix2: Pupils' Questionnaire

This questionnaire is part of our investigation conducted to get a degree of master in English. It is an attempt to get information about your English vocabulary learning. Thus, it is not a test or an evaluation, and it is anonymous. So, please try to answer all the questions because they will be helpful for this research. Thank you very much for your help.

Section one: Participants Profile

1- Gender

a)- Male

b)- Female

2- Age years

Section Two: Learning Vocabulary

3-Does your teacher use visual representation besides his verbal explanation?

a)- Yes

b)- No

4- If yes, which of the following semiotic resources does your teacher use in class?

a)- Images

b) -Facial expressions

c) - Body movements

d) - Pictures

e) - Gestures

5-During the lesson, your teacher always teaches you new words?

a) - Always

b) - Sometimes

c) - Rarely

6- In the classroom, what is your favourite way to learn new English words?

a) - Through pictures, real objects and mime.

b) - Translation.

c) - Using a dictionary.

7-Your teacher uses visual representation when:

a) - It is difficult for him/her to explain the meaning of words verbally.

b)-To attract your attention.



c) - To help to store the new words in your mind.

8- Usually when you ask your teacher to explain for you the meaning of words like the word 'smile' for instance s/he:

a) - Explains it for you verbally.

b) - Smiles to show you the action.

Section Three: Pupils' Opinions about the Role of Visual Resources in Helping them Learn English Vocabulary

9- You understand better when your teacher explains the meaning of the word in different ways (drawings, gesture, mimicking...)?

a)- True b)- False c)- Sometimes

10- You concentrate and understand the lessons when your teacher uses visual aids, like maps to show you places and directions:

a)-Yes b)- No

11- Do you still remember the words you have learnt through drawings, pictures, gestures etc?

a)- Yes b)- No c)- Not all of them

12- Do you think that your teachers' visual representations helped you to learn English words?

a)- Yes b)- No

13- Justify?

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

Thank you very much for your participation in this questionnaire

Appendix 3:

استطلاع التلاميذ

هذا الاستطلاع هو جزء من بحثنا الجاري للحصول على شهادة المستر في اللغة الانجليزية , و هو المحاولة للحصول على معلومات حول كيفية تعلمك للمفردات الانجليزية , فلهذا هو ليس بفرض أو تقييم , من فضلك حاول الإجابة على كل هذه الأسئلة لأنها ستساعدنا في , و شكرا كثيرا لمساعدتكم .

- لمحة عن المشتركين.

-1

:

-

-

-2

:

- تعلم مفردات جديدة.

-3 هل يستعمل الأستاذ الموارد البصرية إضافة إلى شرحه

-

-

-4 , اي من الموارد البصرية التالية التي يستعملها ا

-

- تعابير الوجه

-

-

-الايماءات

-5 , استاذكم يعلمكم كلمات جديدة

-ت-

- احيانا

-

-6 , ماهي طريقته المفضلة لتعلم كلمات انجليزية

, اشياء حقيقية , ايماءات

-

-
-

7- يستعمل الاستاذ التمثيلات البصرية عند

- يجد صعوبة في شرح الكلمة لك لفظيا
- لجلب انتباهكم
- لمساعدتكم في تخزين الكلمة الجديدة في رؤوسكم

8- عادة عندما تطلب من الاستاذ ان يشرح لك مفردات مثل كلمة “ هل :

- يشرحها لك لفظيا

- يبتسم ليريك الفعل

9- تفهم افضل معنى الكلمة عندما يشرحها لك المعلم بطريقة مختلفة (, الايماءات, ...)

- احيانا

-ب-

- صحيح

. اراء التلاميذ حول دور التمثيل البصري في مساعدتهم على تعلم الكلمات الانجليزية

10- تركز على الدروس عندما يستعمل الاستاذ مساعدات مرئية مثل الخرائط ليريك الاماكن و الاتجاهات

-

-

11- هل مازلت تتذكر الكلمات التي تعلمتها عبر الرسوم , , الايماءات... .

- ليس كلها

-

-

12- هل تظن ان التمثيلات البصرية التي يقوم بها معلمك ساعدتك في تعلم كلمات انجليزية جديدة

-

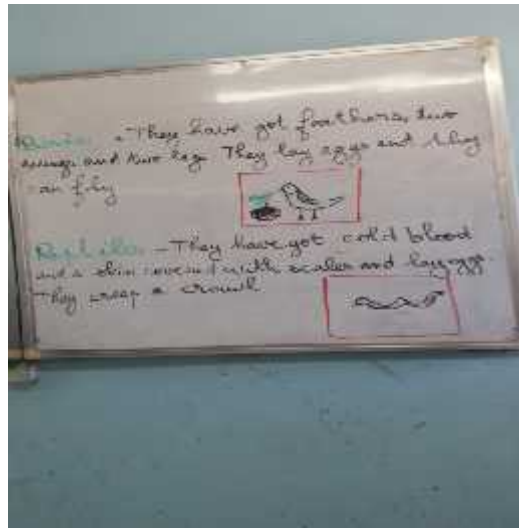
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Appendix4: Classroom Observation Checklist

Criteria	Yes	No	Comments
a) Do teachers use verbal techniques in teaching vocabulary? b) Do teachers integrate visual aids in vocabulary instruction? c) Do pupils show interest, and motivated when their teachers use visual representation to teach them new vocabulary? d) Do teachers provide activities for pupils to practice new words through visuals? e) Do teachers check pupils' vocabulary learning? f) Are visual representations efficient for pupils' vocabulary learning?			

Appendix 5: The Visual Aids used by Teachers



Bibliography

Appendixes