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**Enhancing the EFL Learners' Reading Comprehension through
Multimodal Texts: Social Semiotic Analysis of
'Getting Through'.**

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Dedication

To my beloved parents

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Abstract

The current study is developed around the impact of multimodal texts on English foreign language learners' reading comprehension in the Algerian secondary schools; more precisely in Tizi_ Ouzou. First, this research attempted to investigate whether the visuals and the linguistic texts that are introduced into the reading sections of the Algerian secondary school textbook 'Getting Through' which is designed for second year learners complement the meaning of each other, and determine the types of the image-text relations. Moreover, this investigation tried to highlight the EFL teachers' attitudes towards the use of the visuals included in the pre-reading texts in the reading sections, and investigate the impact of these multimodal texts on the EFL learners' comprehension as well. For the sake of empirically investigating the issue, the qualitative methods approach is adopted. Indeed, this study combines between qualitative data collection tools and qualitative data analysis procedures. Thus, The data collection procedures comprise interviews for secondary school teachers of English and the reading texts included in "Getting Through" textbook. In order to analyse the data collected, we mainly relied on the Social Semiotic Multimodal toolkit and the qualitative content analysis. The results of this research revealed that the visual and the linguistic modes within the reading texts interact and complement the meanings of each other; in addition, the visual and the linguistic modes are combined in terms of 'Exemplification', 'Augmentation' and 'Exposition'. Furthermore, the findings showed that teachers of English in Tizi_ Ouzou secondary schools have positive attitudes towards the use of the visuals included in the reading texts and they always explore them before reading the linguistic texts. Finally, this study revealed that the visual composition of 'Getting Through' textbook's reading sections enhances and promotes the EFL learners' reading comprehension.

List of Abbreviations

- EFL : English Foreign Language
- ELT : English Language Teaching
- SFL : Systemic Functional Linguistics
- SS : Social Semiotics

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General Introduction

Statement of the Problem

Beside the deepest changes introduced thanks to the achievements in the field of technology, a new digital era is evolving and many life domains are affected. Despite the effects that the digital world has on education, textbooks continue to be useful in modern learning environments. In fact, textbooks are considered as an appropriate and effective vehicle which leads towards an excellent level of teaching and learning qualities. Moreover textbooks are the heart of the pedagogical activities since they facilitate the teaching tasks through making the teachers more organized and able to manage their classrooms effectively. Furthermore, textbooks allow the learners to be motivated and guided during their learning process .

In the contexts where English is taught as a foreign language, textbook is a crucial material on which teachers rely during the teaching process. Indeed, It *“is an almost universal element of [English language] teaching, and no teaching-learning situation , it seems, is complete until it has its relevant textbook”* (Mutchinson and Torres cited in Yassine, 2012). Accordingly, the efficiency of any teaching and learning situation is mainly dependent on its relevant textbook.

In Algeria, English which is considered as a foreign language, is meant to be taught on the basis of textbooks that are locally designed –along the principles of the competency based approach. Such approach has been adopted by the Algerian educational system in the last decade. One of its principles is helping learners develop their language competences and skills. Accordingly, materials based on this approach are basically designed and organized for the aim of teaching the learners all the language skills (reading , writing ; speaking, listening and other skills) which improve their proficiency and enhance EFL learning efficiency.

Indeed, reading is one of the essential skills in EFL learning. Therefore, effective reading strategies should be relied on in the teaching and learning processes so as to enhance and improve the learners' reading comprehension competences. This is why diverse modes of communication such as images, colours and sounds are integrated and introduced into language teaching classrooms and FL textbooks. That is, multimodal texts illuminated the field of education so that different semiotic resources and different modes are relied on in order to support the students' learning and make the teaching materials appealing.

This study seeks to investigate whether the visuals and the linguistic texts' that are introduced into the reading sections of the Algerian secondary school textbook "Getting Through" complement the meaning of each other, and determine the types of the relationships that govern these combinations as well. Moreover, it highlights the EFL teachers' attitudes towards the use of the visuals included in the pre- reading sections during the reading sessions. More significantly, this research aims at investigating the extent to which the visual composition of these multimodal texts affect the EFL learners' reading comprehension.

Aims of the Study

This study aims at investigating whether the visuals and the linguistic texts that are introduced into the reading sections of the Algerian secondary school textbook "Getting Through" complement the meaning of each other, and determine the types of the relationships that govern these combinations. Moreover, it highlights the EFL teachers' attitudes towards the use of the visuals included in the pre- reading sections during the reading sessions. More significantly, this research aims at investigating the impact of these multimodal texts and their visual composition on the EFL learners' reading comprehension.

The objective of this investigation is to check whether the Algerian secondary school textbook of English “Getting Through”, which is designed for second year learners, is an effective teaching tool that promotes and enhances the learners’ reading comprehension skills.

Research Questions and Hypotheses

For the sake of investigating the issue, the following questions are advanced:

1-Do all the images and texts of “Getting Through” reading sections complement the meaning of each other? What type of image-text relations do they include?

2-Do EFL teachers in the Algerian Secondary Schools explore both the linguistic texts and the images included in the reading sections? If yes, what are the reasons behind?

3-To what extent does the visual composition of the reading sections in ‘Getting Through’ textbook enhance the learners’ reading comprehension skills?

To answer the above questions, we advanced the following working hypotheses:

H1. a. Texts and images included in ‘Getting Through’ reading sections complement the meaning of each other in terms of ‘Augmentation’, ‘Exemplification’ and ‘Exposition’.

b. Texts and images included in “Getting Through” reading sections do not complement the meaning of each other.

H2. a. EFL teachers of Tizi_ouzou secondary schools always deal with the visuals included in the reading sections .

b. EFL teachers in Tizi_Ouzou secondary schools do not deal with the visuals included in the pre-reading sections.

H3. a. The visual composition of the reading sections enhances the learners' reading comprehension skills.

b. The visual composition of the reading sections does not promote the learners' reading comprehension skills.

Research Techniques and Methodology

To conduct this investigation, we adopt the Social Semiotic Multimodal Toolkit developed by Yassine (2012) besides Kress and Van Leeuwen's framework of the visual composition. In this study we need to analyse all the reading sections of the Algerian English language textbook "Getting Through" in terms of their design and composition focusing on the relations between the linguistic texts and their images .

To investigate the effect of the visuals and the design of the English language textbook 'Getting Through' reading sections on the English language learners, data is collected from interviews which are designed for secondary school teachers of English.

Structure of the Dissertation

This dissertation follows the traditional complex model .It consists of a general introduction, a review of literature, research methodology ,presentation of the findings ,discussion of the findings and a general conclusion. The introduction presents the field of research in general, the motives behind choosing the topic, the aims of the study, the research questions and hypotheses, research techniques and methodology, and the structure of the dissertation. Then, '*Review of the Literature*' is divided into two parts . Part one deals with

the “Social Semiotic Multimodal Approach”. This part involves different approaches and concepts that are related to multimodality and social semiotics focusing on Kress and Van Leeuwen’s perspective. Part two reviews the main theoretical concepts about reading comprehension focusing on Perfetti and Verhoeven’s model (2008). The following chapter is referred to as ‘*Research design*’. It is based on the qualitative method approach. The data collection procedures comprise interviews for secondary school English language teachers and “Getting Through” reading texts. For the sake of analysing the pedagogic role of the illustrations and how the linguistic and the visual meanings are combined, we adopted a checklist developed by Yassine (2012) ; besides, we relied on Kress and Van Leeuwen’s framework of the visual composition . Moreover, this research is based on the qualitative content analysis to interpret the data collected from the interview. The next chapter which is ‘*Presentation of the Findings*’ is devoted for the presentation of the outcomes . The final chapter is “*Discussion of the Findings*”. It discusses the results of the study in relation to the first chapter(review of literature) and the research questions. It tries to bring answers to the research questions of this research, and to confirm or refute the advanced hypotheses. At the end, the conclusion provides a general summary of the whole work.

Chapter 1: Review of the Literature

Introduction

This section is the review of the literature that the study adopts to analyse the multimodal texts that are introduced Into the Algerian secondary school textbook of English “Getting Through” _mainly into its reading sections_; and the way images and linguistic texts are combined to promote the learners’ reading comprehension. This section aims at reviewing the field of multimodality as a branch in social semiotics and the main literature of the reading comprehension. Thus, the section is divided into two parts .Part one deals with the approach of social semiotics and multimodality emphasizing on Kress and Van Leeuwen’s framework of ‘*visual composition*’(2006) which is used in this study as a tool of analysis and the different types of image- text relations. The second part in this section deals with the main literature which is concerned with reading comprehension. This framework describes briefly the main definitions and the process that highlight the field of reading comprehension.

1. Systemic Functional Linguistics (SFL)

It is an approach to language that is developed by Halliday in the United Kingdom during the 1960’s. This approach which considers language as a system of choices, explores how the different forms of language are used in particular social context; and how individuals chose one linguistic item among others in order to perform particular function. According to Halliday(1994) “*Systemic theory is a theory of meaning as choice ,by which a large ,or any other semiotic system ,is interpreted as networks of interlocking options:”either this or that or the other*”(Halliday,1994:35). However, understanding such approach lies on understanding its key terms: systemic and functional. Accordingly, systemic refers to the view

of language as “*a network of systems ,or interrelated sets of options for making meaning*” (Halliday ,1994:15).Thus language is made up of the combination between different linguistic items that can be used by individuals as a set of choices to perform particular function in a given social context. Said differently, “*function equals use*” (Halliday and Hassan, 1985:17).

In Systemic Functional Linguistics, Halliday develops the fundamental functions of language and proposes three general functions: The ideational, the interpersonal and the textual metafunctions.

- **Ideational Metafunction**

Involves the representation of the humans’ internal or external experiences and realities. This metafunction reflects the contextual value of ‘field’; that is, the nature of the social process in which the language is implicated.(Halliday and Hassan 1985).

- **Interpersonal Metafunction**

It is concerned with the ways language is used by individuals to interact, establish social relationships and determine the social roles. According to Yassine(2012) “*It is concerned with how language establishes interpersonal relations between speaker/writer and hearer/reader*” (Yassine, 2012:38). Thus, this metafunction is associated with the ‘Tenor’ which refers to the kind of the relationship between the communicators. In fact, two types of interactions may be established at the level of texts; these are demand or offer.

- **Textual Metafunction**

It is related to the structure of language (Van Lier, 2004:74) ,and how the textual elements within the text are composed to form a coherent message which is relevant to the context where it is produced. This metafunction is associated with the ‘mode’. The latter is concerned

with whether language is spoken or written and the means in which it is transmitted (Unsworth, 2008:02).

Indeed, Halliday's contributions in Social Semiotics and Systemic Functional Linguistics have a decisive influence on the different approaches that are developed for the aim of studying the different resources that are used by individuals in contemporary communication.

1.1.Social Semiotics (SS)

Social Semiotics is a new field of research which is originated from the works of the British scholar MAK Halliday whose attention was shifted from the study of language as a fixed linguistic system into the study of language as a social system. Hence, the existence of such science has already been postulated by the father of structuralism Ferdinand De Saussure (1974) who stated that *"a science that studies the life of signs within societyI shall call it semiology (from Greek semeion, 'sign')"* (Ferdinand De Saussure cited in Van Leeuwen, 2005:3). However, *"the key impetus for its development was Halliday's Social Semiotics view of language"* (Van Leeuwen, 2005:12).

Social Semiotics is an approach to communication that seeks to understand how people communicate using variety of means either verbal or nonverbal within a social context. Accordingly, Van Leeuwen (2005) categorized Social Semiotics *"as a process of meaning making enquiry"* that *"explores two closely related issues: the material resources of communication and their socially generated use to produce meaning"* (Van Leeuwen, 2005:93). Thus Social Semiotics aims at studying the signs that are used by individuals and how they are used from one social context to another in order to construct different meanings. In fact, the sign is composed of two entities which are the physical one and the form. The relationship that gathers these two entities in a sign system is called signification or meaning making. (O'Sullivan., et al, cited in Anne Chapman,1993).The signification in Social

Semiotics(SS) is dependent on the cultural or the social context where they are used. In this context, Hodge and Kress (1988) estimated that *“signs may not be divorced from the concrete forms of social intercourse and cannot exist, as such without it”* Hodge and Kress cited in Yassine, 2012:41). Similarly, Halliday and Hassan (1989) insist on the relationship between semiotics, culture and society involving that *“when I say Social Semiotics, in the first instance ,I am simply referring to the definition of society or culture ,as a system of meaning”* (Halliday and Hassan, 1989:03). Said differently, *“meaning relations cannot be understood outside of their use in the social practices of some community”* (Leinke cited in Chapman ,2013).

In fact, semiotic resource is the central aspect in SS. According to Van leeuwen

In Social semiotics, the focus changed from the ‘sign’ to the way people use semiotic ‘resources’ both to produce communicative artefacts and events ,and to interpret them –which is also a form of semiotic production in the context of specific social situations and practices. (Van Leeuwen 2005:03)

Indeed, the resources are not restricted only to speech and writing; rather, it includes anything that communicates meaning in a social interaction.

1.2 Multimodality

Halliday’s contributions in Social Semiotics (SS) and Systemic Functional Linguistics (SFL) become a theoretical underpinning of many scholars’ works where the interest is shifted from the study of the linguistic mode into other semiotic modes. Accordingly, *“Halliday’s Systemic Functional Linguistics offers a powerful and flexible model for the study of other semiotic codes besides natural language”* (O’Toole,1995 cited in O’Halloran and Bradley,2005:05). Thus, most of the scholars such as Kress and Van Leeuwen rely on Halliday’ s meaning making principles (the three metafunctions of language) to achieve their analysis of multimodal communication. Accordingly, Kress., et al (2001) explain:

Within this model all communication is understood to realize three kinds of meanings: to represent what is going on in the world(what Halliday calls ideational meaning),to bring about interaction and relations between people(interpersonal meaning),and to form communicatively meaningful whole entities(textual meaning). (Kress., et al ,2001:13)

In fact, multimodality is an approach that aims at studying the contemporary communication and how meaning is made through the combination of different modes. According to Van Leeuwen (2005:281), multimodality refers to “the combination of different semiotic modes_ For example, language and music _in a communicative artefact or event ”. Said differently, ”*multimodality mainly focuses on the study of the interrelationships between various communicative modes, no matter whether they are visual or auditory, words or image*” (Liu, 2013:1259). This means that multimodality focuses on how different semiotic modes such as words, images, colors are all used by individuals to make meaning in particular social context. However, Machin (2007) defined it as “*an analysis of the rules and principles that allow viewers to understand the meaning potential of relative placement of elements, framing, salience proximity, colour, saturations ...etc* ” (Machin cited in Jing Liu, 2013:1259).That is ,multimodality provides a toolkit for the analysis of the multimodal relations that exist between these different modes co-existing in modern communication (Yassine,S.2012:42).

Accordingly this investigation relied on this framework that aims at analyzing how the different elements within the EFL textbook “getting Through”_ mainly in its reading sections_ are arranged and combined to make meaning so as to have particular effect on the readers.

1.3. Multimodality and Education

Besides the deep changes that the world has known in a variety of domains such as technology, communication of the 21st century becomes multimodal, that is, it is achieved through the integration of different modes such as visuals, music, symbols, colours...etc. In fact, this revolution in communication has deeply affected different domains so as it is introduced into classrooms and reshaped the traditional communication that used to occur there. In this concern, Kress(2003) estimates

It is no longer possible to think about literacy in isolation from a vast array of social, technological and economic factors . Two distinct yet related factors deserve to be particularly highlighted. These are, on the one hand, the broad move from the now centuries long dominance of writing to the new dominance of the image and, on the other hand, the move from the dominance of the medium of the book to the dominance of the medium of the screen. These two together are producing a revolution in the uses and effects of literacy and of associated means for representing and communicating at every level and in every domain. (Kress Cited in Jewitt, 2008:241).

In fact, the different modes and media that are used within the classrooms to transmit knowledge plays an important role in knowledge construction since the form of the representation is considered as being part and integral to meaning and learning. Thus, understanding teaching and learning in multimodal classroom environments requires the exploration of the different ways in which representations in the different modes occur in the classroom (Jewitt, 2008:242). This means that, in multimodal communication, individuals' knowledge is not limited to their ability of reading and writing in its traditional sense; rather, it requires their ability of reading, understanding and interpreting the data and information transmitted through the diverse modern and modes of communication such as images ,icons, sounds, gestures ...etc.

1.4 Multimodal Texts

Multimodal text refers to any piece of information constructed through using more than one mode of communication. In other terms, Kress and Van Leeuwen (1996) explain that *“it refers to any text whose meanings are realised through more than one semiotic code”* (Kress and Van Leeuwen cited in Lasisi,2012:16).

In fact, all contemporary texts are multimodal. That is, *“the combined use of different modes to make meaning has gone to the point that it is now possible that when making sense of a text, even of its linguistic parts alone, we have to have a clear idea that some other features might be contributing to the meaning of the text”* (Kress, 2000 cited in Jing Liu,2013:1259).

Accordingly, multimodal texts are constructed through the combination between different semiotic modes such as linguistic codes, images, sounds, gestures etc. As far as the images are concerned, Kress and Van Leeuwen (2006) distinguish between two types that are referred to as demand and offer images. On one hand, demand images aim at establishing a direct interaction with the viewers so as they are expected to show reaction. On the other hand, offer images aim at offering the elements that are depicted as items of information. In the context of education, Gunther Kress and Van Leeuwen (2006) viewed that visuals such as *“diagrams, maps and charts are most often found in the contexts that offer a kind of knowledge”* (Gunther Kress and Van Leeuwen 2006:121). Said differently, the use of such visuals in the context of education is not meant to have any emotive effect on the readers; rather, they are used to offer information and knowledge.

1.5 Multimodal texts and Visual Composition

In order to analyse multimodal texts and how different semiotic resources are combined to form meaning, Gunther Kress and Theo Van Leeuwen(1996[2006]) advanced a model which is referred to as a visual composition. According to Van Leeuwen (2005), Composition is “ *about arranging elements, people, things, abstract shapes, etc- in or on a semiotic space- for example, a page, a screen, a canvas, a shelf ,a square, a city*” (Van Leeuwen, 2005:198). Composition; then, relates the representational and the interactive meanings of the image to each other through three interrelated systems: Information value, Salience and framing (Kress and Van Leeuwen, 2006:177).

In fact ,The application of the three principles of composition does not limit itself to pictures alone; rather, “*They apply also to composite visuals, visuals which combine text and image*” (Kress and Van Leeuwen, 2006:177).

a. Information Value

It is related to the placement of elements within a given space; either ‘in the right space or the left’, ‘at the top or at the bottom’, ‘in the centre or in the margin’. In terms of the left and right placements, when an element is arranged in the left means that it represents the given. The latter refers to “*something that has already been mentioned or assumed to be known...*” (Halliday, 1985 cited in Van Leeuwen, 2005:201). In contrast, when the element is in the right, it refers to the new information which is unknown for the viewers and should be taken into consideration (Kress and Van Leeuwen, 2006:181) .

In addition, the top and bottom represent the ideal and the real. Accordingly, when the elements are placed in the top, they represent the ideal; That is, the general information .Whereas the elements that are placed in the bottom refer to the detail information (Kress and Van Leeuwen, 2006:187). As far as the centre and the margin are concerned, the elements

that are arranged in the middle are considered as the core and the basic element of information; whereas those that surround the centre are considered as the secondary information. (Kress and Van Leeuwen, 2006:196).

b. Salience

This term refers to the level of significance an element attracts to itself above others. It is related to the elements that are made to attract the viewers' attention. Salience can be realized through dissimilarities in colour, size, placing an element in the centre and dissimilarities in shape..etc. (Kress and Van Leeuwen, 2006:177). .

c. Framing

It refers to the connection or disconnection of the elements of the visual composition. In fact, the disconnection of the elements is realized through *"framelines, pictorial framing devices –boundaries formed by the edge of a building, a tree, etc- empty space between elements, discontinuities of colour, and so on"* (Van Leeuwen, 2005:7). Whereas, the connection of elements can be realized through similarities of colour, visual shape...etc.

In fact, framing implies different aspects that are summarized as follows

- **Segregation:** when two or more elements occupy entirely different territories. This indicates that these elements should be seen as belonging to different orders.
- **Separation:** When two or more elements are separated by empty space.
- **Integration:** Text and picture occupy the same space – either the text is integrated in the pictorial space, or the picture in the textual space.
- **Overlap:** It is when one part of the picture may break through the frame of letters.
- **Rhyme:** When two separate elements have a quality in common such as sharing the similar colour or shape.

- **Contrast:** When two elements differ in terms of a quality (as realized by a colour, or by formal features) (Van Leeuwen, 2005).

Indeed, the elements mentioned above represents the framework which is relied on in order to analyze the way the linguistic and the visual modes of “Getting Through” reading texts are arranged within the space and how do they interact to construct the intended communicative meanings.

1.6. Image-Text Relations in Picture Books

On the basis of Halliday’s Systemic Functional Linguistics (SFL), further scholars within the field of multimodality extended this theory and established different types of relations that combine between the different semiotic modes. In the same context, Shuxuan Wu(2015) distinguished between different types of image text relations.

- A. Elaboration:** describes a relation of similarity across the semiotic modes; and it includes two subtypes. The first one is referred to as **exposition**. It describes a relation where the text and the image reinforce each other by restating and reinforcing the meaning in some way. The second type is **exemplification**. It is when the linguistic mode is used to exemplify the image, or the image used to exemplify the linguistic mode.
- B. Extension:** It is a kind of complementary relations of modes where the text or the image extend the meaning represented in each of them. It also includes three sub-relations. The first one is called **augmentation**. It is when the meaning of one semiotic code is extended in the other mode through providing an additional ideational element. The second type of image- text relation is **distribution**. It is when the image and the text represent different aspects of a shared process or when an image fill a gap in the meaning of the text (Gill cited in Wu,2015). Finally, The third type is **divergence**. It

describes the relations where the ideational meaning of the text is different or is opposed to that of the image.

2. Reading Comprehension

2.1. Definition

Reading is part of a larger language process which is mainly associated with comprehension. The latter refers to the ability to take in and understand what is read and grasp it fully. According to Anders (2002), reading comprehension is “*The construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message*”. (Anders cited in Harris and Hodges, 1995:39)

Reading comprehension, then, is not only related to the understanding of the information given within the text; rather, the readers bring their background information to interact with the text. Furthermore, in the process of reading, readers are always involved in the process of constructing meaning.

2.2. Reading Comprehension Process

In an attempt to explain the process that underlay reading comprehension; many scholars such as Alderson(1984), Koda (2005) and Kintsch conducted various investigations and involved different theories. Accordingly, Perfetti (2008) observed that all the models of text comprehension agreed on the fact that comprehension cannot be achieved with only the information that is present in the text ; rather, readers should always rely on the background knowledge that they have about the content of text in order to construct new knowledge which is relevant to their prior experiences.

Indeed, Perfetti and Verhoeven(2008) in their own model of reading comprehension, suggest many levels of text comprehension .

- **Identification of the Individual Words**

At this level, the readers' comprehension starts with the identification of the linguistic representations which refer to the set of words that construct the text. According to Perfetti and Hart (2001) *"the reading skills among readers is supported by their knowledge of words ,including the precision of the readers' representation of orthography, phonology, morphology and meaning"* (Perfetti and hart cited in Perfetti and Verhoeven, 2008:294).

- **Word to Text Integration**

After the identification of the individual words, the readers connect them with the continuously updated representation of the text. (Perfetti and Verhoeven, 2008:295). Said differently, after recognizing the meaning of the individual words, the readers start combining that meaning to the meaning of the whole sentence . In fact, this model suggests that sentence comprehension is an operation which uses both sentence structure and word meaning to provide the readers with the ability to formulate hypotheses about the meaning of the sentence (Perfetti and Verhoeven, 2008:295). In addition, to arrive at the text comprehension, *"the reader must combine the meaning of each sentence with the message accumulated up to that point on the basis of prior text"* (Perfetti and Verhoeven, 2008: 295). That is to say, comprehension is resulted from the readers' evaluations of the information given in the text.

- **Situation Models' Construction**

At this level readers build and construct a situation model when attempting to comprehend a given text. During this process two levels of representation are involved: the text model and the situation model. In this sense, the text model refers to the meaning that the readers may extract from the sentences; whereas, the situation model has to do with the meaning which is “ *progressively built up by reading successive sentences and supplemented by inferences in order to make the text coherent* ”(Perfetti and Verhoeven, 2008:296).

Because texts can provide readers with implicit meanings, readers rely on their prior knowledge in order to make inferences about what is in the text. According to Perfetti and Verhoeven (2008) “*it is this level of comprehension that reflects ‘situation ‘information and requires additions to linguistic based accounts*” (Perfetti and Verhoeven, 2008:296). In other terms, readers at this level use their background knowledge besides the linguistic elements involved within the text in order to make inferences about the meaning of the text. Thus, the situation model components include :information from the text, inferences based on the text, relevant prior knowledge and inferences that relate the text and prior knowledge (Singer., et al 1994; Kintch,1998 cited in Verhoeven and Perfetti ,2008:297). In this context, Kintch and Van Dijk (1978), in their model of reading comprehension processes, estimated that the interpretation of a given discourse is resulted from the interaction between the surface structure of the discourse and other elements that are inferred during the process of interpretation (Kintch and Van Dijk, 1978:364).

2.3 Referential Situation and Multimodal Texts

Within multimodal texts, the referential situation is constructed on the basis of the linguistic and pictorial information in the text. According to Perfetti and Verhoeven (2008),

the processing of verbal information usually involves comprehending words, the processing of sentences and the construction of text models. Whereas “*the comprehension of pictorial information involves the construction of pictorial models*”. (Verhoeven and Perfetti, 2008:297)

In fact, most of the investigations in reading comprehension emphasized the importance of multimodal texts in reading comprehension process; accordingly, pictorial information plays a crucial role in facilitating the task of comprehension to the reader. That is to say, the components that are mixed up in multimodal text processing allow the learner to make inferences about what is in the text based on their prior knowledge (Verhoeven and Perfetti 2008 cited in Alkhasawneh., et al;2012:15). Additionally, Mayer and Gallini (1990) prove that students who read a text with illustration placed near the corresponding words were 650/0 more successful in subsequent problem solving and transferring their knowledge than students who simply read a text without illustrations . (Alkhasawneh., et al 2012:11-12).

2.4. F L Teaching and Reading Comprehension Strategies

Reading comprehension is a crucial skill in second/foreign language acquisition. Because of the complexity of this task, English foreign language learners meet difficulties when they are involved in such process. For this reason, many scholars such as Malena and Coker (1987) stress the need to provide students with reading strategies that aim at facilitating the task of reading and making it more effective.(Malena and Coker Cited in Irena Shehu, 2015:57). Hence many researchers in the field of reading comprehension developed a set of significant reading strategies that can be applied at the three phases of reading comprehension; the pre-reading, the while reading and the post reading phases.

2.5 Visuals as Reading Comprehension Strategy

For meaningful learning, students need to connect between the visual and the linguistic modes of representations (Mayer et al 1995 cited in Kasmaienezhadfar 2015:88). This is why many scholars in the field of reading comprehension stress the necessity of using visuals as a strategy that enhance the learners' reading comprehension. Accordingly, Tavasolli., et al (2005) explains "*pictorial contexts as a pre-reading activity can be an effective and beneficial device and an important tool to be applied in a reading program*" (Tavasolli .,et al ,2005:564).That is , the use of pictures in EFL classes to illustrate the reading texts is a significant reading strategy since it promotes the learners' comprehension. Moreover, Levin and Mayer(1993) explain that the more the linguistic texts that readers deal with are complex, the more pictures are helpful (Levin and Mayer cited in Carney and Levin,2002:21). In this regard, Diamond (2008) explains that students need illustrative information since they often connect pictures with their own life experiences through constructing a meaning according to their existing background knowledge and schemas(Diamond cited in Kasmaienezhadfar, 2015:88). Said differently, visuals allow the learners to activate their background knowledge about the meaning transmitted in the linguistic mode and enhances their comprehension as well.

In fact, the significance of images is not limited only to the promotion of the EFL learners' reading comprehension; rather, further researchers such as Peek (1993) demonstrates that they also motivate the EFL learners to study the reading text that they illustrate, increase their attention, encourage more detailed processing of the basic information included in the linguistic text, explain and clarify the ambiguities of the linguistic texts (Peek cited in Kasmaienezhadfar .,et al ,2015:85).

Conclusion

In sum, this chapter dealt with the review of the literature that highlighted the fields of reading comprehension and multimodality. First, it shed light on the main concepts that are related to the field of Social Semiotics and multimodality focusing on Kress and Van Leeuwen's framework of the visual composition. Second, it clarified the process of reading comprehension focusing on Perfetti and Verhoeven's model of comprehension (2008) and other related concepts as well. In addition, it briefly explained the significance of using visuals and multimodal texts in the process of reading.

Chapter 2: Research Design

Introduction

This chapter is empirical. It deals with the research design of this study. It is divided into two parts that describe the data collection tools and the data analysis means. The first part deals with the data collection tools and describes the corpus of this investigation which consists of the reading texts included in the Algerian EFL secondary school textbook ‘Getting Through’. Moreover an interview is designed for English language teachers who have already used the textbook as a basic tool in their teaching process. The second part deals with the data analysis means that are adopted to analyse both the linguistic texts and the images included in the reading sections and the data obtained from the interview. These data analysis tools consists of a checklist developed by Yassine (2012) besides Kress and Van Leeuwen’s framework of the visual composition(2006). Furthermore, qualitative content analysis is used in order to analyse the data resulted from the interview.

1. Data Collection Procedures

2. .Research Method

This investigation has adopted the Qualitative method for data collection. It is achieved through applying the “Social Semiotic Multimodal toolkit ”to the reading texts of ‘Getting Through’ textbook and interviewing teachers to whom the textbook is familiar.

1.1.1.Description of the Textbook

“Getting Through ”(2006) ,which is the subject of the present investigation, is the official EFL textbook used in the Algerian Secondary schools(Lycée) which is meant to teach

general English. It is designed as part of the general educational reforms and meant to be used by second year learners. This material complies with the new syllabus as laid out by the National Curriculum Committee of the Ministry of National Education and it is designed by : B. RICHE, H. AMZIANE, H . Hammi, M. BENSEMMANE. S. A.ARAB . *'Getting Through'* is designed on the basis of the principles of the competency-based language teaching approach. It consists of eight units dealing with eight main themes which are: 'Signs of the Time', 'Make Peace', 'Waste Not, Want Not', 'Budding Scientist', 'News and Tales', 'No Man Is an Island', 'Science or Fiction' and 'Business is Business'.

In *'Getting Through'* textbook, each unit comprises a set of activities and practices that aim at teaching the learners the four language skills : Reading /Writing and Speaking / Listening. This is why the textbook users are expected to go through five different stages that are referred to as: Discovering Language, Developing Skills, Putting Things Together, Where Do We Go From Here? And Exploring Matters Further. Each of these stages aims at teaching the learners the basic communication competences and Functional English (i.e. vocabulary , grammar and pronunciation); moreover, they seek to improve the main language skills and competences that enable them to function effectively in the English Foreign Language.

Indeed, the current study is interested in the analysis of the reading texts included in the eight units of "Getting Through" textbook within the "Discovering Language " stages. These texts are mainly developed around the themes of the already mentioned units.

1.1.2. Interview

It is a research technique used by researchers in order to collect data about particular field of investigation(it is generally used to gather qualitative data). According to Kothari (2004), *“the interview method of collecting data involves presentation of oral -verbal stimuli and reply in terms of oral verbal responses. This method can be used through personal interviews and if possible through telephone interviews”* (Kothari, 2004:97) . Accordingly, personal interview requires a direct verbal interaction between the interviewer _who initiates the interview by asking questions and gathering information_ and the interviewee_ who is expected to respond to these questions.

In order to ensure the comparability of the interviews and the findings of this investigation, we have mainly relied on structured interviews. In fact, *“structured interviews are based on questionnaires with sequence of questions asked in the same way of all subjects of the research, with little flexibility available to the researcher”*(Edwards and Holland,2013:03) .Moreover, Edward and Holland (2013) estimate that the major objective of this type of interviews is to gain comparable information from the interviewee.

Indeed, the current study relied on structured interviews that took place in the Algerian Secondary Schools *“Fatma N’ Soumer”* and *El Khansaa* which are situated in “Tizi-Ouzou” town. After being assured about the ethical aspects and being informed about the research objectives, five secondary school teachers of English accepted to take part in the interview and took ten to fifteen minutes when providing their answers. Additionally, the recording process lasted from fifteen to seventeen May 2016.

2. Data Analysis Procedures

2.1.Social Semiotic Multimodal Analysis Toolkit

In order to analyse the reading texts of ‘Getting Through’ textbook , we adopted a checklist which is developed by Yassine (2012)(See appendix B, p81). This checklist is

mainly based on the theoretical framework which is described in the review of the literature. Moreover, the analysis is also achieved relying on Kress and Van Leeuwen's framework of the visual composition (2006).

For the sake of investigating the extent to which the images that are included in the reading sections represent the linguistic texts, both of them are studied.

On one hand, the linguistic texts have been analysed in terms of Halliday's **field**, **Tenor** and **Mode**. Accordingly, the field has to do with the content or the social events that a given text involves. Tenor refers to the participants' relationships; whereas the mode has to do with the channels and the different ways language is transmitted; it can be spoken or written.(Unsworth,2008:02).

On the other hand, the images included in the reading sections have been analysed focusing on Kress and Van Leeuwens' framework of the visual composition(2006) in which Halliday's three metafunctions of language are extended to study visuals. In fact , these three metafunctions are referred to as;

- **Representational** : Has to do with the content of the visual representation ; that is, what is represented.(In Yassine's checklist , it is referred to as denotative meaning).
- **Interactive** : Has to do with the type of the relationship between the viewer and what is viewed (Len Unsworth, 2008:03) . In fact, in this research, the interactive meaning that images realize is determined in terms of offer and demand images(as mentioned in Yassine's checklist ,2012).
- **Compositional**: Deals with the combination between the visuals and the linguistic texts; this is realized through three interrelated systems; information value , salience and framing.

a. Information Value: has to do with the placement of the elements in a given space such as , in the left and right, in the top and the bottom or the centre and the margin .(Kress and Van Leeuwen, 2006:77).

b. Salience : Refers to the elements that are used to attract the viewers' attention . This can be realized through dissimilarities in colour, size, placement of elements in the centre ...etc.

c. Framing: It is the connection or the disconnection of elements in a given space. This aspect can be indicated through the use of colours, framelines ,empty space between the elements...etc.(Van Leeuwen ,2005:07).Accordingly ,framing implies other elements such as segregation ,separation ,integration, overlap ,rhyme and contrast.

In fact, the above framework of 'visual composition' is applied to study how the different linguistic and visual elements are arranged in 'Getting Through' reading sections, to see whether the texts and images are appropriately combined and to identify the type of image-text relations as well.

2.2.Content Analysis

For the sake of analysing the data collected from the interview, we have relied on content analysis. According to Stone et al(1996), "*Content "analysis is any research technique for making inferences by systematically and objectively identifying specified characteristics within the text"*"(Stone et al cited in Macnamara,2005:02). Said differently, through content analysis researchers are expected to make inferences from a given data and combine it to particular context for the aim of providing knowledge and representing facts (Krippendorff cited in Elo and Kyngas, 2007). Moreover, content analysis is not limited only to the linguistic texts; rather, it can be used to analyse non verbal messages such as images, maps signs...etc. Accordingly, Cole(1988) estimated that "*content analysis is a method of analyzing written, verbal, or visual communication messages*" (Cole cited in Elo and Kyngas ,2007:107). In fact, content analysis can be used to analyse either qualitative or quantitative data.

In this investigation , we used the qualitative content analysis in order to analyse the data obtained from the interview . In fact, in doing qualitative content analysis the researchers are

expected to decode given data in relation to the research questions they aim at answering.

According to Domas and White(2006), while reading a given piece of communication,

The researcher begins to tag key phrases and text's segments that correspond to those questions, notes other that seem important but unexpected, sees similarities in expressing the same concept , and continues iteratively to compare the categories and constructs that emerge through this process. (Domas, and White, 2006:37).

Accordingly, the key aspects in content analysis are mainly decoding and categorizing the data obtained from the interview focusing on the basic concepts and ideas that are relevant to the researchers'aim and objectives of the study .

Conclusion

To sum up, this chapter highlighted the research design and methodology used in this study. First, it presented the data collection tools which consist of “getting Through” textbook reading texts and interview for Algerian secondary school EFL teachers. Moreover, this chapter clarified the data analysis procedures which comprise the Social Semiotic Multimodal Analysis toolkit developed by Yassine S (2012) in addition to Kress and Van Leeuwen's framework of the visual composition(2006). These frameworks are mainly used to study the arrangement of the visual and the linguistic modes, the way texts and images are combined and identify the types of image-texts relations as well. Furthermore, the qualitative content analysis is used in the analysis and the interpretation of the data gathered from the interview.

The results that are collected from these data procedures helped to investigate the effect of multimodal texts (mainly texts and images) on the EFL learners' reading comprehension. Furthermore, they enable evaluating whether the images of “Getting Through” reading sections are effectively used and appropriately combined with the linguistic texts so as to improve the EFL learners' reading comprehension skills.

Chapter 3: Presentation of the Findings

Introduction

This section is empirical. It presents the results collected from the analysis of the linguistic texts and the images that are introduced into EFL textbook “Getting Through ”- mainly into its reading sections- in addition to the data obtained from the interview in which five secondary school English language teachers are involved. Thus, this section is divided into two parts . Part one deals with the presentation of the results gathered from the analysis of the linguistic texts and the images. This analysis is achieved through the application of the Social Semiotic Multimodal Approach and relying on a checklist developed by Yassine (2012) in addition to Kress and Van Leeuwen’s framework of the visual composition(2006). Part two deals with the presentation of the findings extracted from the interview in which five English secondary school teachers took part.

1. Social Semiotic Multimodal Analysis

To conduct this investigation, the social semiotic multimodal approach is used as a basic tool for the analysis of the linguistic texts and the images. This approach combines between the checklist developed by Yassine (2012) and the one developed by Kress and Van Leeuwen (2006). Following Yassine ‘s checklist we analysed the images in terms of their pedagogic role, their denotative and interactive meanings. Moreover, the linguistic texts are analysed in terms of their context of situation which comprises : Field ,Tenor , and Mode. Finally, the visual and the linguistic modes’ arrangements within the reading sections are studied relying on Kress and Van Leeuwen ‘s framework of the visual composition .

1.1 Social Semiotic Analysis of the Linguistic Texts

This part is devoted to the Social Semiotic Analysis of the linguistic texts included in ‘Getting Through’ textbook’s reading sections in terms of their context of situation.(See appendix B).

	Field of Discourse/Representational metafunction	Tenor of Discourse/Interpersonal metafunction	Mode of Discourse/Textual metafunction
Text 1 (Page.16)	This text is associated with the field of economy .It introduces the different sectors of economy and the people’s interest(that shifted from the primary sector ef economy which is agriculture to the secondary one. the text illustrate these aspects through narrating and describing the life of uncle Hassan who used to live in a countryside (where he worked in agriculture and his life in town where he worked in a tomato paste factory.	The anonymous author addresses the readers of the text without establishing any direct interaction with them . Foremost, the writer avoided any kind of inclusive language and adopted an objective one.This is why the declaratives are the dominant within the text. .Moreover, the author of this text is away from the readers since s/he avoided including either personnel comments or point of view. Thus the text aims at offering information to its readers .	This text is of the type written to be read.It comprises the features of the written mode. It is a well-structured text that consists of three paragraphs which are combined following a chronological order. Furthermore, the text includes all the criteria which make it of a narrative type .Thus it is characterized by the dominance of time words such as’ a century ago, every morning , today..etc’. These are used to combine the events

			in the way that serves the topic and the text type.
Text 2 (Pages:38-39)	This text is of an informative type .It belongs to the field of history since it provides a historical overview of the development of the United Nations through highlighting the circumstances in which it has emerged and its main organizations .It focuses on the description of the UN security Council and highlights the role of the soldiers who are referred to as 'Blue Helmets'.Furthermore, the text describes the different UN agencies and their role in keeping peace in the hot spots of the world .	The anonymous author addresses the readers of the text .However, The author does not involve an interaction with the readers since there is no use of direct signals which make the readers feel as directly concerned. In addition, the text is marked by the absence of the inclusive language that make the readers involved in the interaction. In fact, the author uses the descriptive tone to deal with the topic. Furthermore, the author chooses to offer information through the use of objective language and declaratives, and avoids including personnel opinions and comments . This makes the author distant from the readers.	This text is of the type written to be read. It includes the features of the written mode. It consists of three paragraphs that are combined following a logical order. Moreover it comprises the criteria of descriptive texts as the author provides background information which sets the stage for narration. Moreover, the text makes use of names associated with historical figures such as Hitler,Mussolini. The text is also characterized by its simple vocabulary that fits the level(average) of the readers.
Text 3 (Page:60)	This text is of an informative type. It is about the Amazon ecosystem. The author in this text aims at informing about the main areas that the Amazon ecosystem include (Brazil ,Peru,Ecuador andBolivia). Furthermore , the text shows the different parameters involved to preserve the Amazon	The author addresses the readers of this text . However no interaction is established between the readers and the text since the author kept himself distant from them by avoiding any type of inclusive language .Furthermore the text is characterized by its formal and impersonal style. Thus	This text is of the written to be read type.It comprises the features of a written mode. It consists of three paragraphs that are combined following a logical order.This text includes all the criteria that make it classified as an

	forest .and the necessity of these actions.	,the text aims at instructing and offering information about the topic.	expository text. Thus, it is characterized by the use of complex vocabulary and terms associated with the topic.
Text 4 (Page:80)	This text belongs to the field of science and Mathematics . It is about Geometry. It provides information about this field through providing definitions of the basic items in Geometry such as: a point, a line, a ray .Also it aims at teaching the readers the different types of angles (such as acute, straight obtuse..etc)and the way they can be distinguished from one another.	The author addresses the readers of the text through establishing a direct interaction with them. That is, the author uses language items which make the readers involved in the interaction .This is mainly achieved through the use of inclusive language such as the personal pronoun” you’and the imperative forms such as in “remember ,you ll have an exam ” .Furthermore, the author seems as sharing the same experience as the readers ,and this is achieved through the use of the personal pronoun ‘we’	This text is written to be read. It comprises all the features of the written mode. It consists of five paragraphs that are combined following a logical order. Also, this text includes the characteristics shared by expository texts . Throughout the text , a complex vocabulary is used and language items that deals with this topic are involved in the way that fits this type of text.
Text 5 (pages:100-101)	This is a newspaper article which is involved around the topic of Tsunami_ mainly the one that hit the South –East Asian Shore on December .26 th ,2004.The text explains how this Tsunami was a special phenomenon and describes the damage that it caused .Finally the author approves the role of T.V channels in covering the news immediately after hearing this phenomenon.	The author addresses the readers of the text . However,no signals of interaction is established since the author instructs and informs the readers about the topic using declaratives and objective language without implying language items that make the readers involved in the topic . In addition,the author avoided the inclusion of any personel view or	This text is written to be read since it includes the features of the written mode. It is made up of four paragraphs that are combined following a chronological order. Since the text is a narrative one, a large amount of time words and adverbials ‘such as

		comment. Thus the text aims at offering information .	before, twenty years earlier, the first time, this time..etc. are dominant , and they are used to describe the sequencing of the events.
Text 6 (Page:120)	This text is about the topic of charity. The author reports the findings resulted from the survey which has been recently carried out by “the magazine “youth 2010”. It is concerned with charity in the secondary school children. On the basis of these results, the author falsifies the elder generation’ s assumption and approves that the youth are more thoughtful and charitable since they are aware that their contributions in the risky times is really needed.	The author of this text addresses the readers . However there is no interaction which is established between them since the formal and the objective style are the dominant ones. Furthermore, the author avoids the use of inclusive language except for the title of the text which came in an interrogative form. Thus the interaction is only involved at the level of the title . the interpersonal metafunction is absent in the whole text. This shows that the text aims at offering information.	This text is of the type written to be read. It comprises the criteria of the written mode. It consists of three paragraphs that are developed and combined following a logical order. Since this text is a report where the author aims at reporting the results of an investigation , the text is dominated by the reported speech (reporting verbs such as told, said, answered ..etc) . Moreover , the text is dominated by the use of numbers (seventy of them, twenty of them, Thirty..) which are supported by the author’s description of the results. All these aspects contributed to the text organization.

Text 7 (139-140)	This text belongs to the field of science fiction .The author describes the different principles on which writers and film makers in this domain rely in constructing their scenarios. Thus ,the author explains how science fiction mixes between science ,imagination and supposition .Moreover the author provides examples to illustrate the criteria and the principles of science fiction .(Frankenstein).	The author addresses the readers and informs them about the basic concerns in science fiction. a direct interaction is established with the readers since the author makes use of a linguistic items which show that he shares the same experience as them. Thus, many inclusive linguistic signals such as ‘us, our, we’ are used .Furthermore, the use of the interrogative mode in the text makes the readers involved in a direct interaction. Thus the text aims at offering information and making demand at the same time.	This text is of the type written to be read . It comprises all the criteria of a written mode. It contains three well structured paragraphs that are combined following a logical order. Furthermore, the text contains the features that make it of an expository type. Thus, the author aims at highlighting the field of science fiction and provide its characteristics, principles and the main concerns. Complex scientific vocabulary is used to deal with the topic.
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Table 1: Social Semiotic Analysis of the Linguistic Texts.

1.2 Social Semiotic Multimodal Analysis of Images

This part represents the Social Semiotic Multimodal Analysis of the pictures included in ‘Getting Through’ reading sections. This analysis is achieved through adopting Yassine’ s checklist (2012) in addition to Kress and Van Leeuwen ‘ framework of the visual composition.

	Identification of the image		Content of the image		The visual composition	
	Type of the image	Its pedagogic role	Denotative/ meaning	Interactive/ meaning	Information value	Framing
Unit 1 (p.16)	Cartoon	-Illustrate the pre - reading text activity and elicit information from the readers -Introduce the following reading text.	-Different people working in different sectors of economy.	-It is an offer image.	The image is in the top/ centre	The image is separated from the linguistic text
Unit 2 (p.38)	Realistic image	-Illustrate the pre-reading activity and elicit information from the readers. -Introduce the following reading text	A number of soldiers with blue helmets representing the UN forces.	_It is an offer image	The image is in the top/right.	The image is separated from the linguistic text
Unit 3 (p.60)	Map	Illustrate the pre-reading activity and elicit information from the readers. -Introduce the following reading text.	The map represents parts of the American continent (Brazil, Bolivia,Peru, Colombia, Ecuador...etc).	-It is an offer image.	The map is in the top./left.	The image is separated from the linguistic text.
Unit 4 (p.80)	Diagram	Illustrate the pre-reading activity and elicit information from the readers. -Introduce the following reading text.	-the diagram represents different angles ,their criteria(degrees , names..etc)	-It is an offer image.	The image is In the top/right	The image is separated from the linguistic text .
Unit 5	map	- Illustrate the pre-	-This map represents	_It is an offer	-The image is in	The image is

(P.100)		reading activity and elicit information from the readers. -Introduce the following reading text.	countries of South east Asia and the different area hit by the Tsunami and the numbers that correspond to the causalities.	image	the top/centre.	separated from the linguistic text .
Unit 6 (p.120)	symbol	-Illustrate the pre-reading activity and elicit information from the readers. -Introduce the following reading text.	-The symbol represents red crescent and a red cross (represents generic emblem of medicine and first aid)	-It is an offer image.	The image is in the top/right.	The image is separated from the linguistic text .
Unit 7 (p.139)	cartoon	-Illustrate the pre-reading activity and elicit information from the readers. -Introduce the following reading text.	-This picture represents the clock tower of London which is destroyed by an extra terrestrial.	-It is an offer image.	-The image is in the top/right.	The image is separated from the linguistic text.

Table 2: Social Semiotic Multimodal Analysis of Images

2. Presentation of the Results of the Interview:

Content Analysis of the interview to teachers

A.Teachers' profiles

All the participants are experienced teachers whose experience varies from seven to fifteen years. Three of the participants are working in *Fatma N 'Soumer* Secondary school and the two others are working in *Al Khansaa* Secondary school. Indeed, all the participant teachers are familiar with 'Getting Through' textbook and they made use of it for a long period of time.

Q3.a.Do you always deal with the images included in the pre- reading activities before reading the linguistic texts? why?

On the questions above, Four of the participants answered that they always deal with the pictures included in the pre-reading section before moving to the linguistic texts. The fifth teacher answered that he deals with them most of the time.

b.Why?

All the participants emphasized that they use the pictures that illustrate the pre- reading activity in order to stimulate the students 'knowledge and to prepare them for the coming text. Moreover, the teachers estimate that they always make use of them in order to support the texts' comprehension and help the learners to get the general idea of the linguistic texts. One of the teachers added that he mainly deals with those images in order to attract the learners' attention and involve their motivation .

Q4.Do your students show more comprehension when dealing with the linguistic texts alone?

To answer the above question, the first teacher explained that sometimes the learners can understand when they are involved in a linguistic text alone, and that this depends on the

quality of the text they are provided with ; however, all the other participants estimated that using linguistic texts alone, especially in the domain of foreign language teaching , is not sufficient for most of the time. They added that in foreign English language learning classrooms, linguistic texts require images to illustrate the content, and without images it will be difficult for EFL learners to understand the meaning of the words or passages.

Q5.Do your students prefer when the linguistic texts are accompanied by images?

All the teachers participants explained that their learners always prefer when the linguistic texts are accompanied by images since they seem more interested and motivated in the classroom when providing them with such texts. They added that the students become more confident since the presence of the image guide them and allow them to grasp the content and the general idea even before reading the linguistic text itself.

Q6. Does the way in which the multimodal elements 'pictures and texts' are organized in "Getting Through " reading texts contributes to the enhancement of the learners' comprehension ?

To answer on the question above, all of the five participant teachers said that the way in which multimodal texts are combined in 'getting through'textbook do really help the learners to improve their comprehension since all the images are placed in the pre-reading section which is an important phase in reading comprehension. They explained that this greatly helps their learners to get prepared to the coming linguistic texts, also this allows them to have a general idea of the linguistic texts' content.

Q7.Do all the images always have a positive effect on the learners?

To answer on this question, three of the participant teachers said that some images may have a negative effect on the learners and this is mainly when the images are not appropriately selected ; that is, when the selected images do not bear the same meanings as the linguistic texts that they accompany. They added that these kind of images may deviate the learners from the right interpretations of items and disturb their understandings. The two other teacher participants answered that images have positive effects on the learners when their meaning is related or illustrates the linguistic texts.

Q8 .a. Do you think that the use of images is necessary and significant in English foreign language textbooks? Why?

All the participant teachers answered that teaching any foreign language necessitates the use of images and they stressed their significance in EFL learning.

The first two teachers related its significance to comprehension. They said that comprehension is the basic aspect in any language learning; thus, the use of images when learners learn any foreign language is very necessary to ensure their comprehension. The third teacher explained that the images used in the textbook to illustrate the reading texts do not only guide or help the learners to grasp the meaning and the general idea of the linguistic texts, rather they even improve their achievements in the post reading activities so as they become more motivated and self confident when providing their answers. Moreover, all the participants explained that they mainly rely on them to attract the learners who do not show interest in the classroom through stimulating their background knowledge and asking about the aspects that the image represents and the different meanings they bear . Furthermore, they estimated that the use of images besides the linguistic texts arises the possibility of the readers to recall and memorize the key information which are represented via the image to illustrate the linguistic text.

Conclusion

To sum up, the results collected from the analysis of the visuals and linguistic texts in “Getting Through” textbook reveal the way in which these modes are organized and combined in order to enhance the EFL learners’ comprehension. These combinations are mainly realized at the three levels that are referred to as patterns of representation , patterns of interaction and patterns of composition. In addition , the findings resulted from the interview to EFL secondary school teachers highlight the role of images in improving the learners reading comprehension and their impact on EFL learning .

Chapter 4: Discussion of the Findings

Introduction

This section aims at discussing the findings that are obtained from the analysis of both the linguistic texts and the images that are introduced into the EFL textbook ‘Getting Through’ (mainly into its reading sections) and the results gathered from the interview for EFL secondary school teachers. In order to answer on the research questions, this discussion section is divided into two parts. Part one discusses the main results collected from the analysis of the linguistic texts and the images that accompany them. It mainly reveals how the meanings of linguistic texts and the images that accompany them are constructed and combined to support each other. This is achieved through keeping the focus on their patterns of representation, interaction and composition. Moreover, consideration is given to both the type of images and the pedagogic role that they complete within the reading section. The second part is devoted to discussion of the interview findings. It brings answers for the research questions that are concerned with the EFL teachers’ attitudes towards the use of the pictures (that are included in the reading sections) and highlights their effect on EFL learners.

1. Discussion of Textbook Data

1.1. The Relationship between the Visual and the Linguistic Meanings

The Social Semiotic Multimodal Analysis of the linguistic texts and the images that are introduced into the EFL textbook ‘Getting Through’- mainly into its reading sections- reveals the relationship between the linguistic texts’ meanings and the meaning of the visuals that accompany them. Said differently, this social Semiotic analysis reveals the way in which the different modes (the linguistic and the visual one) interact with each other to communicate the intended message and achieve the communicative purpose. Indeed, the findings are classified according to the types of the visuals that are used to illustrate the pre-reading activities , elicit

information from the readers and introduce the following reading texts. Thus , these visuals are classified into: ‘Cartoons’, ‘Maps’ , ‘Realistic Images’ , ‘Diagrams’, and ‘Symbols’.

1.1.1. Cartoons and Linguistic Texts

- **Representational Patterns (Field /Denotative Meaning)**

Relying on the findings of this research, it is revealed that the image 1 and text1 (See Appendix A, p67) are mainly related to each other since they are developed around the same topic which is economy (See appendix A). The image(1) which is used as a support of the activity that precedes the linguistic text includes six main sub-images. Each sub image depicts an individual who occupies particular work which represents particular sector of economy (a farmer, an accountant, nurse, dressmaker and a worker in a tomato paste factory). However, the linguistic text (1)which represents the same field introduces only two sectors of economy (the primary one which is agriculture and the secondary one- working in a factory-).This shows that the relationship between the meaning of the image and linguistic text is ‘*exemplification*’. In this respect, Martinec and Salway (2005) involved that exemplification is when the linguistic or the visual elements exemplify each other and represent different levels of generality.(Martinec and Salway cited in Wu ,2004).

Following the same approach of analysis, the results reveal that text (7) and image (7) (see appendix A) are also related to each other since both of them belongs to the field of science fiction. Such relationship is mainly determined by ‘*augmentation*’ since the image is a cover book which is not mentioned within the linguistic text; rather, it is an additional ideational element that bears an extra meaning. In this respect, Wu (2004) estimates that augmentation involves an image or a text that extends and adds a new ideational element to the other mode

(Wu, 2004). Accordingly, the image and text (2) complement the meaning of each other in terms of ‘*augmentation*’.

- **Patterns of Interaction**

The application of the social semiotic multimodal approach to analyze the patterns of interaction of the linguistic texts and their images reveals that text (1) and image(1) realize the same parameters since both of them aim at offering information for the readers. In fact in text (1), there is no direct interaction which is established with the readers since the author avoided the use of any inclusive language which makes the readers feel as being involved in the text itself; this is why the formal language and the objective tone are the dominant. This reveals that the author does not expect any reaction from the reader, rather, s/he aims at instructing and offering information about the topic itself (See chapter 1). Performing the same function, the image that accompanies this text realizes an offer since the characters that it depicts do not establish any contact with the readers (through direct gaze, gesture, smile ..). Accordingly, Kress and Van Leeuwen (2006) explained that an offer image is the one that “*offers the represented participants to the viewer as items of information...*” (Kress and Van Leeuwen ,2006:119). This shows that the text (1) and the image (1) have the same function in terms of their interactional patterns.

The application of the same approach to analyze text (7) and image(7) reveals that their communicative meaning is not consistent in terms of its interactional patterns (See appendix A). While the text shows a direct interaction with its readers through the use of inclusive language which make them involved in the text , the image does not establish an interaction with the viewers since it is of an offer type. It does not include participants who can realize this interaction; rather, it aims at providing information to the viewers. This mainly shows that both the linguistic text(7) and its accompanied image are totally different

in terms of their interactional patterns. Accordingly, while the image offers information to the readers, the linguistic text makes the readers involved in a direct interaction. However, the combination between these two types of interaction suggests that the readers are expected to receive knowledge and react at the same time . (See chapter 1).

- **Patterns of Composition**

- a. Information Value**

The analysis of the linguistic texts and the visuals in terms of their composition reveals that the linguistic and the visual elements of texts (1) and (7) (appendix A, p 67;78) that are accompanied by images (1) and image (7) are arranged around the vertical axes . Accordingly, while the upper zones of the pages consist mainly of the pre-reading activities which are illustrated by pictures, the bottom part of the page is reserved for the linguistic texts. In fact such placement of elements has not been achieved randomly since the upper zone is expected to represent the ideal information or what is referred to as general information. On the other hand, the elements which are placed in the bottom usually represents the detail information .(See chapter 1). In fact, the placement of the image in the top of the page besides the pre-reading activity is achieved to attract the readers' attention and provide them with general information about the topic which is going to be extended and reinforced by the linguistic text. Accordingly, *"the upper section tend to make some kind of emotive appeal while the lower section tends to be more informative and practical"*(Kress and Van Leeuwen, 2006:186).

b . Framing

The application of Kress and Van Leeuwen' s framework (2005) to analyse the visual composition of the reading sections in the first unit reveal that the image and the reading text are separated from one another. According to Van Leeuwen (2005), the disconnection between the visuals and the linguistic elements suggests that these two modes of communication should be considered as being different in some respects and similar in others (Van Leeuwen,2005:7). Accordingly, the visual disposition of the reading section in the first unit suggests that the reading text and the image share meaning and should be seen as being related eventhough the image is placed in the pre-reading phase(top) and the text at the bottom.

The application of the same framework reveals that the visual mode and the reading text(7) are connected. Accordingly, Van Leeuwen(2005) considers that '*integration*' occurs either when the picture is integrated into the textual space or the text in the pictorial space. This shows that the picture (7) is integrated into the reading text that it accompanies. This suggests that they are connected in order to complement the meaning of each other.

1.1.2.Maps and Linguistic texts

- **Patterns of representation**

The Social Semiotic Analysis of texts (3; 5) (appendix A, p 70-74) and their accompanying images (maps) reveals that these two modes of communication complement the meaning of each other in terms of their representational patterns (See appendix A). In fact, these maps are used to represent the same topic as their accompanying texts. While text (3) is involved developed around the topic of 'amazon ecosystem' , the map depicts the different countries

that constitute it and the geographical area where it lies. Similarly, while the text 5 is developed around Tsunami that hit the Chinese coast, the map is used to depict the different areas that this Tsunami hit and reveals the number of its casualties. In fact, these maps are used to highlight one part of the linguistic texts' content. Said differently, the texts extend the meaning included in the images by adding a new ideational elements. This new ideational meaning is mainly represented in terms of the circumstances that surrounds the Tsunami (in text 5) and the parameters for the Amazon' ecosystem's preservation (in text 3). These results show that the relationship that combines between texts (3 and 5) and the images that accompany them is mainly determined by the one of '*augmentation*'.

- **Patterns of Interaction**

Both of the texts (5 and 3) and their accompanying illustrations complement each other at the level of the interaction they establish with the readers. The domination of the impersonal style and the exclusion of any kind of inclusive linguistic item draw distance between the text itself and the readers. Foremost, the maps are mainly used to offer the learners information about the main geographical areas of the countries around which the linguistic texts are developed (See chapter1). This type of interaction is mainly adopted in order to support the communicative functions of the reading texts which mainly aim at teaching and enhancing the learners'EFL basic skills which enable them to have a perfect mastery of narration and writing expository texts .

- **Patterns of Composition**

- a. Information Value:**

The application of the Social Semiotic Multimodal Approach reveals that the linguistic and non_ linguistic elements in the reading section of Unit (3) are arranged around the ‘vertical axis’. The image which is used as a support of the pre-reading activity is mainly placed in the top left of the page whereas the linguistic text is arranged at the bottom of the page. In fact, such arrangement shows that the illustration is represented as the ‘ideal’ element which provides a general information to the readers in order to make a kind of emotive appeal, whereas the text is represented as the ‘real’ to provide a detail information about what is represented in the above illustration (See chapter 1) . As far as the pre-reading activity is concerned, the map is placed in the left space and the questions are arranged in the right one. This suggests that the illustration is considered as the ‘given’ information which is already known by the viewers while the questions are considered as representing the ‘new’ information which is unknown for the viewers. Accordingly, Kress and Van Leeuwen (2006) assume that the right part “ *seem to be the side of the key information , of what the reader must pay particular attention to , of the message*”(2006: 180), whereas the left is “ *something the reader is assumed to know already...*” (Kress and Van Leeuwen, 2006:180). More interestingly, such placement allows the EFL readers to make a recall of the background information they have about the topic and provide them with general information about what is to be expanded within the linguistic text.

In fact, within text (5), the map is given much more value since it is arranged in the centre of the page. According to Kress and Van Leeuwen(2006), “*for something to be presented as the centre means that it is presented as the nucleus of the information to which all the other elements are in some sense subservient*”(2006:196). This shows that the visual composition

of the reading sections of units (3)and (5) aim at providing the learners with a general information and activating their background knowledge about the topic developed in the .

b.Framing

Both the images (3,5) that are used in the pre reading activities are separated from their linguistic texts. This disconnection between the visuals and linguistic elements which is mainly realized through keeping an empty space between them suggests that the readers can consider them as being different in terms of the meaning they bear. However, this disconnection occurred only at the level of composition since both the image and the text are related to each other in terms of their meaning. Accordingly, Van Leeuwen (2005) suggests that when two elements are separated by empty space , they should be seen as being similar in some respects and different in others. Thus, even though the images and the texts (3 and 5) are separated by empty space, they are considered as being similar in terms of their meaning.

1.1.3 Realistic Images and Linguistic Texts

- **Patterns of Representation**

The findings of this research reveal that text 2 and image 2 (appendix A, p68) complement the meaning of each other in terms of their representational patterns . Both of them are developed around the same topic which is about the United Nations. While the text aims at offering an overview about the foundation of the United Nations, the main organizations and agencies that constitute it besides their role in keeping piece in the world, the realistic image represents one part of the whole texts' meaning since it depicts one of the main figures that represent the UN forces all over the world (soldiers referred to as blue

helmets) . This mainly aims at introducing the topic to the readers and stimulating their background knowledge about the topic around which the text is developed. In fact, such combination between the illustration and the linguistic text is mainly determined by the one of '*Augmentation*'.

- **Patterns of Interaction**

The analysis of the linguistic texts and their accompanying images reveal that both text(2) and the image(2) complement each other in terms of the kind of interaction they established with the readers or the viewers. While the linguistic text is marked by the dominance of objectivity and the total absence of the inclusive language which make the readers as directly involved in the interaction, the image depicts soldiers who are away from the viewers. Therefore, both the text and the image are of an offer type since they aim at offering and informing the readers about the topic involved in the text.

- **Patterns of Composition**

- a. Information Value**

The Social Semiotic Multimodal Analysis of the linguistic and visual modes reveals that the reading sections of the unit (2) are arranged around the vertical axes (See appendix A). The *upper zone* of the page is mainly reserved for the pre_ reading activity which is illustrated by a realistic picture. Whereas the lower space is occupied by the linguistic text. Such organization of elements shows that the image which is used both to support the pre-reading activity and introduce the reading text is mainly represented as an ideal element which aims at providing the readers with general information about the main topic of the text. Moreover, the

text is placed in the *bottom* in order to support the above mentioned picture and extend its meaning (See chapter1).

As far as the pre-reading activity is concerned, the image is placed in the *left side* whereas the set of questions that accompany it occupy the *right space*. Such placement is consistent with Kress and Van Leeuwen's view (2006) who insist that within all the visual compositions, the left space always reflect information which is already known by the viewers whereas the *right side* is always reserved for the *new* information the readers must pay particular attention to. (See chapter1)

b.Framing

In terms of framing, the image (2) is separated from the reading text that it illustrates. This disconnection between the two modes is mainly realized through keeping an empty space between the visual and the reading text. In fact, the principles of the visual composition framework suggests that such disconnection of elements implies the existence of some differences between the two modes and some similarities as well (See chapter1). Indeed this suggest that the image (2) and text (2) share some criteria that make their meanings related to each other.

1.1.4. Diagrams and Linguistic Texts

- **Patterns of Representation**

The application of the Social Semiotic Multimodal Approach reveals that the text (4) and image (4) (Appendix A, p72) complement the meaning of each other in terms of their

representation. While the expository text is mainly associated with the field of geometry the diagram represents the same topic . Regarding the complexity of this text and the vocabulary it comprises, the diagram is used in order to reformulate the basic ideas so as the EFL learners can grasp the important aspects ; thus the communicative function of the text will be successfully achieved.

Accordingly, the type of the relationship between the text and the diagram is mainly determined by the one of ‘exposition’. Such relationship is consistent with Wu’ s view (2004) stating that the text and the illustration complement each other in terms of ‘exposition’ when they reinforce each other by restating and reformulating the meaning in some way.

In fact, the use of such diagrams is beneficial to the students’ comprehension since they serve as organizers of information and facilitators of their understanding. Novak(2001) believes that *“one of the reasons that concept mapping is so powerful for the facilitation of meaningful learning is that it serves as a kind of template to help organize knowledge and structure it.”* (Novak cited in Maleki , 2014:175). Furthermore, Novak (2010) added that

concept maps can help learners to identify what they already know about a topic, enhance a meaningful learning, elicit deep processing of knowledge ,locate and remember key factors and ideas, introduce and rearrange text information ,summarize text units , view information as a meaningful whole and make inter-relationships among ideas explicit (Novak cited in Maleki et .al, 2014 :174).

- **Patterns of Interaction**

In terms of their interaction with the readers (viewers), both the text and the illustration follow different principles since the text establishes both an offer and demand at the same time whereas the picture expresses an offer . On one hand, the linguistic mode combines between objective and inclusive language in order to offer information about the topic of ‘Geometry ’ and make a kind of a demand for the readers to memorize the given information (see chapter 1). Such demand is mainly expressed through the addressing the readers of the

text through the use of inclusive linguistic items such as ,’ you, we’ and the imperative form such as ‘Remember ,you will have an exam’. On the other hand the diagram is used in order to offer the same amount of information but with more practicality.

- **Patterns of Composition**

- a. Information Value**

The Social Semiotic Analysis of the text and image combinations in ‘Getting Through’ reading sections reveal that text (4) and image (4) are arranged around the vertical axis. The *upper zone(ideal)* is occupied by the pre-reading activity which comprises both the image and a set of questions whereas the bottom part (the real) is reserved for the text. Such arrangement of elements is consistent with Kress and Van Leeuwen’s principles of visual composition(2006) where it is assumed that the upper part is always used to represent general information whereas that the lower space represents a detail information that support the mode given in the *upper zone* and extend its meaning.

As far as the pre-reading activity is concerned , the questions that are used to stimulate and extract information from the illustrations are placed in the left side which is meant to represent the ‘*given*’ information ;i.e, the information which is already known for the readers. Indeed, the diagram is given more value and presented as ‘*new*’ and key information since it occupies the ‘*right space*’.

Accordingly , such visual composition and arrangement of linguistic and non linguistic elements are mainly consistent with the different principles that aim at supporting and improving the EFL learners’ comprehension and understanding of the linguistic texts .

- b.Framing**

The image (4) which is used in the pre- reading activity is separated from the linguistic text that it illustrates. This disconnection between the visual and the reading text which is mainly realized through keeping an empty space between them suggests that the readers can consider them as being different in terms of the meaning they bear. However, this disconnection occurred only at the level of composition since the image and the text are related to each other in terms of their representational meaning. Accordingly, Van Leeuwen (2005) suggests that when two elements are separated by empty space , they should be seen as being similar in some respects and different in others. Accordingly, even though the diagram and the text(4) are separated by empty space, they are considered as being related to each other in terms of their representational meaning.

1.1.5. Symbols and Linguistic Texts

- **Patterns of Representation**

In terms of their representational patterns, both the linguistic text (6) (appendix A, p 76) and the symbol that accompany it complement the meaning of each other through representing the same field which is charity. Despite the fact that they are involved around the same topic, the illustration and the text do not contain the typical information since the illustration used is mainly a universal symbol (a red crescent and red cross) which is used as an emblem of medicine and first aid. The purpose from choosing such symbol in the pre-reading section is to stimulate the EFL learners' background knowledge so as they will be introduced to the topic involved within the reading text. In this respect, the linguistic

mode(reading text) is developed to provide extra and specific information about the topic so as the linguistic mode extends the meaning of the visual mode. This is why the type of image text relationship in the reading section of the unit (6) is mainly determined by the one of '*Augmentation*'.

- **Patterns of Interaction**

The analysis of the linguistic texts and their accompanying images reveal that both the illustration and the linguistic text complement the meaning of each other in terms of the type of interactions they involve. Both of them aim at offering information to the readers. While the linguistic text is marked by the domination of the objective language and the absence of the inclusive linguistic items(It is of an offer type) the illustration is not meant to express a demand, rather to complement the meaning of the text through offering , informing and introducing the readers to the topic developed in the linguistic text.

- **Patterns of Composition**

- a. Information Value**

The Social Semiotic Multimodal Analysis of 'Getting Through' reading sections_ texts and images_ reveal that the elements within the reading sections of the unit (6) are arranged around the *vertical axis*. While the *upper zone* is occupied by the pre- reading activity which is mainly supported by an illustration (universal symbols of medicine and first aid), the *bottom* space represents the linguistic reading text. Such visual disposition is meant to improve the EFL reading comprehension since the different modes are organized with respect to the different principles that underlie the different reading phases. That is to say, the symbol is placed in the pre-reading activity (placed in the *upper zone*) in order to stimulate the students' background knowledge about the topic involved in the text and attract their attention

whereas the linguistic text is placed in the *bottom* to provide detail information and specify the contexts of the topic (see chapter 1).

Since the *upper zone* (pre-reading section) comprises a set of questions and an illustration, the latter is arranged in the right side whereas the questions occupy the left side. Such arrangement is not consistent with Kress and Van Leeuwen' s principles of the composition since the symbol which is already known for the readers is placed in the right space which is normally meant to represent the new and unknown information. However, this visual arrangement gives the non-linguistic mode (symbol) more value and make it as the element to which the readers must pay particular attention (see chapter1).

a. Framing

In terms of framing, the image (6) which is a symbol is separated from the reading text that it illustrates. In fact, the principles of the visual disposition framework suggests that such disconnection of elements implies the existence of some differences between the two modes and some similarities as well (See chapter1). Indeed this suggest that the image (6) and text (6) share some criteria that make their meanings related to each other.

2. Discussion of the Interview for Teachers

2.1. EFL Teachers' Exploration of the Images Included in the Reading Sections

Relying on the data obtained from the interview , it is clearly shown that all the participant teachers make use of the pictures included in the pre-reading sections .All the participants stressed the necessity of using images besides the linguistic texts specially in the context

where English is taught as foreign language . Furthermore , it is estimated that the use of linguistic texts alone is not sufficient to ensure the learners' understanding and comprehension . This findings confirms the view that

Learning can no longer be treated as a process which depends on language centrally or even dominantly-our data reveals conclusively that meaning is made in all modes separately, and at the same time that meaning is an effect of all modes acting jointly. (Kress et al., 2001:1).

This assumes that modern communication which is made up of the combination between the different modes is not only introduced into the field of education; rather, it became an indispensable key element that dominates the EFL classrooms.

Accordingly, all the EFL teachers (participants) consider that the reason behind the use of pictures in the reading sections is to attract the learners' attention , stimulate their background knowledge and prepare them for the coming reading linguistic texts.

2.2 Learners' Preferences

All the EFL teachers assumed that their students prefer and enjoy more when the linguistic texts in which they are involved are accompanied by images . This data confirms the view that

Students prefer images and pictures in textbooks because by using them they can understand and learn better and easier than words .Students need illustrative information for leading their reaction to verbal information. Thus students often connect pictures with their own life experiences .Then they can create meaning according to their existing schemas ” Diamond cited in Kasmaienezhadfad et al,2015:88) .

In fact, the teachers explained that their learners' seem enjoyed and show more interest and motivation when being involved in multimodal texts . More interestingly, They added that even though the EFL learners find some difficulties in understanding the basic meaning of the

linguistic texts, the illustrations fill such gap through providing them information about the basic content and the central topic around which it is developed.

2.3.The Effect of Getting Through Textbook on EFL Reading

Comprehension

The multimodal nature of the reading comprehension texts that are included into the EFL textbook ‘Getting Through’ and the way the different multimodal elements are arranged and interact with each other to build the communicative meaning is considered as being effective since it contributes to the enhancement and improvement of the EFL learners’ comprehension. The teachers(participants) explained that this textbook effectiveness is due to the fact that all the images that accompany the reading texts are placed in the pre-reading section which is an important phase in reading comprehension . The latter aims at preparing the readers to the coming linguistic texts through providing a set of information about the linguistic texts.

In a way or another, such findings support and confirm Perfetti and Verhoeven’s model of reading comprehension where they stated “*to arrive at text comprehension, the reader must combine the meaning of each sentence with the message accumulated up to that point on the basis of prior knowledge* ” (Perfetti ;Verhoeven; 2008:265). The reading texts in getting through are preceded by images (placed in the pre-reading phase) which are meant to activate the readers’ background knowledge.

All the models of text comprehension have shown that text comprehension cannot be done with only the information present in the text ,but that individuals also use their prior

knowledge to construct new knowledge that is relevant to their individual experiences and situations .(Perfetti and Verhoeven, 2008:265).

In fact, the illustrations are used in the pre-reading sections are used as a reading strategy which is meant to attract the learners' attention, elicit and provide them with the appropriate background knowledge. Moreover, the use of multimodal texts and a well arranged elements(modes) is beneficial for the learners' since this will provide them with inferences that allow them to establish a successful interaction with the texts and achieve their communicative purposes. (See chapter 1).

2.4 .Reasons behind Teachers' Use of Pictures in the Reading Sessions

According to the findings resulted from the interview where five EFL teachers took part , the importance of EFL textbook images is stressed. The participants insisted on the necessity of dealing with images included in the pre-reading activities and highlighted their significance in EFL and their impact on learners' motivation ,performances , classroom interaction and the EFL learners' memory retrieval .

2.4.1 Improving EFL Learners' Motivation and Performances

The findings of the interview revealed that images do not only help EFL learners to understand the linguistic passages , rather, they make them more motivated and improve their performances in the classroom. Accordingly these findings are consistent with the view that *“Pictures are able to motivate students to study the attached text , they can increase attention or encourage more detailed processing of textual data which included illustrations ,also they*

can explain and make clear content that is not easy to understand” (Peek cited in Kasmaienezhadfar et.,al 2015:85). Moreover, The teachers explained that when being involved in multimodal texts(texts and images), their learners seem more attracted by the images and this involve their integration into the reading process. Some of the teachers explained that the reason behind their learners’ motivation is the fact that the images that are placed in the pre-reading phase are meant to provide them with the general ideas about the texts’ content. Thus, even though the reading texts seem ambiguous for the readers, the images clarify these ambiguities and improve the learners’ sense of self confidence when answering on the questions asked during and after reading the text. More interestingly, EFL teachers estimate that the images in ‘Getting Through’ textbook (reading sections) helped them to establish a good classroom environment and help their learners to achieve good level of performances.

2.4.2 EFL Vocabulary/Information Processing and Memory Retrieval

All the teachers stresses the importance of using images in EFL classes , and estimated that the use of images helped their learners to memorize the information provided in the linguistic mode besides the basic vocabulary of this foreign language. They explained that their learners tend to memorize the basic information provided in any text when it is accompanied by images that complement it. This mainly supports many researches’ findings which concluded that the use of visuals to supplement the orthographic symbols of text generally increases recall of illustrated text information (Issing et.al, cited in Cuning, 2001).

Conclusion

This chapter has discussed the data collected from “Getting Through” textbook and the findings of the interview so as to bring answers to the research questions of this study. All the results of the research techniques are providing solid arguments which support and confirm the hypotheses that are advanced at the beginning of this dissertation. The textbook reading texts’ analysis and the EFL secondary school teachers’ answers show that the images and the linguistic texts included in the reading sections are effectively combined and complement the meaning of each other. Moreover, such relationships are mainly determined by the relations of ‘*Exemplification*’, ‘*Augmentation*’ and ‘*Exposition*’ . Furthermore, the interview findings confirms that the use of such images and the way their meanings interact with the reading texts do strongly enhance and improve the learners’ reading comprehension.

As far as other effects are shown from the research findings, all the EFL teachers affirmed that integrating images into the reading sections is necessary since they support their learners’ information processing and memory retrieval, stimulate and improve their motivation, performances and achievements. More interestingly, the data of the interview shows that those images do not only help EFL learners, but they also help the teachers to create a classroom environment which promote the EFL teaching and learning qualities .

General Conclusion

The present study investigated the effect of the multimodal texts included in “Getting Through” textbook’ reading sections on second year EFL learners’ comprehension.

Actually, this investigation was intended to check whether ‘Getting Through’ textbook (its reading sections) is designed so as to enhance the EFL reading comprehension skills. Moreover, it aimed at analysing the way the linguistic and the visual meanings of the reading section are combined and identify the type of the relationships that governed those combinations. Furthermore it investigated whether English language secondary school teachers really deal and explore the visuals included in the pre-reading activities during the reading sessions. Finally it tried to check whether the multimodal design of “Getting Through” textbook reading texts promotes and enhances the EFL reading comprehension skills.

The literature review of this study dealt with the main theoretical concepts that highlighted the fields of multimodality and reading comprehension. It was divided into two parts .The first part reviewed the field of multimodality as a branch in Social Semiotics and explained the theoretical framework applied in this investigation in order to analyse the two modes of representation(the linguistic texts and the visuals) and the way they are combined to support the meanings of each other in terms of their patterns of representation, interaction and visual composition. The second part dealt with the main literature that highlighted the field of reading comprehension. It provided brief definitions and explanations about the nature and the process of reading comprehension, its main strategies and the importance of multimodal texts in the effective achievement of this skill

In fact, this study adopted the qualitative method approach. The data collection procedures comprise interviews for secondary school English language teachers and “Getting Through” reading texts. For the sake of analysing the pedagogic role of the illustrations and how the

linguistic and the visual meanings are combined, we adopted a checklist developed by Yassine (2012) ; besides, we relied on Kress and Van Leeuwen' framework of the visual composition (2006) . Moreover, this research relied on qualitative content analysis in order to interpret the data collected from the interview.

The discussion of the findings resulted from the textbook analysis and the interviews brought answers to the research questions of this study. The results showed that all the linguistic texts and the visuals are effectively combined and complement the meaning of each other. In addition, the relationships that governed the two modes of representation are mainly the ones of augmentation, exemplification and exposition. Furthermore, the findings revealed that EFL secondary school teachers rely on the visuals included in the pre-reading phases and stress their necessity and significance in the promotion of FEL learning and teaching qualities; this is through highlighting their effects on their pupils. More interestingly, the results showed that the linguistic and the visual modes included in the reading comprehension sections are effectively combined and do enhance the EFL learners' reading comprehension. The textbook designers used multimodal texts and visuals as supports and strategies to attract the pupils' attention , activate their background knowledge of the content of linguistic texts , and provide them with inferences that make them able to construct a perfect situation model that accomplishes the comprehension process.

Regarding its significant role in promoting one of the basic language skills which is 'reading comprehension' , the findings demonstrated the effectiveness of "Getting Through" textbook as a tool that promotes the efficiency of teaching and learning English as a foreign language in the Algerian secondary schools .

In sum, This investigation aimed at highlighting how two fields of research mainly Social Semiotics (multimodality) and reading comprehension are combined so as to open the floor

for further possibilities and opportunities to enrich the field of English foreign language teaching and learning.

Our hope is that our study opens new prospective and pave the way to further researches interested in the same area of investigation.

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Appendices

DISCOVERING LANGUAGE



Before you read

We generally divide the economy of a country into three sectors: the primary, the secondary and the tertiary.

Look at the pictures below and say which sector of economy each of them represents.



As you read

1 Read and check your answers to the exercise above.

Half a century ago, the vast majority of people of virtually every country used to live in the countryside. They used to work in agriculture, i.e., in the primary sector of the economy. Uncle Hassan was one of them. He used to be a farmer. Every morning he used to get up early to milk the cows before coming back to the kitchen for breakfast. From the time he was very young, he used to spend the rest of the day in the field cultivating different seasonal crops. He didn't use to go shopping in town very often because he produced everything he needed.

Today, Uncle Hassan **lives** in town. He **works** in a tomato paste factory, i.e., in the secondary sector of economy. He usually **wakes** up at 6 in the morning. Before he **goes** to work, he **buys** three or four **litres** of pasteurised milk and 5 or 6 **loaves** of bread and some fruit. As soon as he **finishes** his breakfast, he goes to the factory. When he **gets** there, he **puts** on the white **overalls** he keeps in **his** locker to start work at the production line at 8 o'clock sharp. Uncle Hassan never **goes** straight home when he **knocks** off work at 4 p.m. He **stays** out until he **does** all his shopping for dinner.

Uncle Hassan is tired of **always** piling **boxes** of **cans** of tomato paste. So he has asked his employer to transfer him to one of the commercial **services** of the company. "I'm going to retire if my boss **refuses** my transfer", he **keeps** saying.



Before you read

Look at the picture and answer the following questions.

1. What are the soldiers in the tanks called?
2. For which organization do they work?
3. Where are they from?
4. Why are the buildings destroyed?
5. What's the chief duty of these soldiers?
6. Would you like to be one of the soldiers? Why or why not ?



As you read

Read the text and check your answers to the questions above.

The horrors of modern warfare have made Man think about ways of preserving human life. In 1920, the League of Nations was formed to keep international peace after World War I. The League of Nations was able to resolve some conflicts around the world. But it could not oppose the rise of totalitarianism in Germany, Italy and Japan. Hitler and Mussolini were able to start World War II because the League of Nations could do nothing about it simply because it had not enough power of its own.

The United Nations replaced the League of Nations in 1945, just after the end of World War II. Today, most of the world's independent nations are members, and each has one vote in the General Assembly. Every member state can refer its disputes with its neighbours to the United Nations Security Council. The UN Security Council is the body of the United Nations which can take political, economic or military action to settle international disputes. It has 15 members five of which are permanent (Britain, China, France, the Russian Federation and the US). It can thus get member states to contribute contingents of soldiers from their own armies to constitute a UN Task Force. These soldiers, called 'Blue Helmets', are entrusted with keeping peace in hot spots of the world.

Other agencies of the United Nations include the Food and Agricultural Organization, the World Health Organization and the United Nations International Children's Emergency Fund. These UN agencies co-operate in fighting disease and reducing poverty in the world. So far they have been able to stop killer diseases such as tuberculosis and smallpox. They will hopefully be able to eradicate other diseases and famine soon.

2 Read the text again and answer the following questions.

- A. What made Man think about the preservation of human life?
- B. What was the League of Nations incapable of doing? Why?
- C. Which body of the UN can settle disputes?
- D. What title would you give to the text? Discuss.

After reading

GRAMMAR DESK

Read the sentences (1-5) and answer questions A-C below.

1. *Any member state can refer its disputes to the United Nations.*
2. *The League of Nations was able to resolve some conflicts.*
3. *It could not oppose the rise of totalitarianism.*
4. *The League of Nations couldn't impose sanctions.*
5. *So far they have been able to stop killer diseases.*

- A. What does the auxiliary **can** in sentence 1 express? Do you know its other functions? If yes, give examples.
- B. **Can** has two past forms. What are they? Which form can be replaced by **managed to**?
- C. **Has been able to** in sentence 5 is the present perfect form of can. What is the future form of **can**?

See Grammar Reference N°8, p.197



Before you read

Look at the map and answer the questions.



1. Which part of the American continent does the map represent?
2. What is Brazil famous for?
3. What are the two imaginary lines shown in the map?
4. What is the weather like in the areas/countries which are near these imaginary lines?

As you read

1 Read the text and check some of your answers to the questions above.

The Amazon rainforest is one of the world's greatest conservation challenges. There are four countries with areas inside the Amazon ecosystem: Brazil, Peru, Ecuador and Bolivia. This vast equatorial forest is home to one fifth of the planet's plant and animal species. Carbon stocks equivalent to more than a decade (ten years) of global fossil fuel emissions are stored in the wood of its trees.

The Amazon basic ecosystem has historically been protected from threats because of its isolation. Access to the forest was difficult. So resource extraction was limited to the immediate margins of its navigable rivers. However, throughout the 1960s and the 1970s new roads were built in Amazonia by the Brazilian government and colonization projects settled millions of people into the region. In three decades, 15% of the forest was cleared and 4 to 5% was degraded through timber harvest. Each year, 18,000 km² of forest trees are felled by timber companies.

It is not yet too late to think about ways to conserve the Amazon forest. Eighty percent of the forest is still standing, but if nothing is done to stop its degradation soon, the Amazon forest will be devastated within 20 years' time.

② Read the text on the previous page again and answer these questions .

- A. How much carbon is stored in the trees of the Amazon forest?
- B. Why has the Amazon basin ecosystem historically been protected?
- C. Why is the preservation of the Amazon forest considered as one of the greatest conservation challenges?

After reading

GRAMMAR DESK

Read sentences A-D below and answer the questions that follow.

- A. 18,000 km² of forest trees **are felled by timber companies**.
- B. Throughout the 1960s and 1970s new roads **were built in Amazonia by the Brazilian government**.
- C. The Amazon basic ecosystem **has historically been protected from threats**.
- D. The forest **will be devastated in less than 20 years**.

1. Who really fells the trees in sentence A and who really **built** the new roads in sentence B? Are these sentences passive or active ? Why?

2. Rewrite sentences A and B starting respectively with **timber companies** and the **Brazilian government**.

3. Compare your sentences with sentences A and B. Which sentences focus on **the doer** of the action and which ones focus on the **action itself** ?

4. Compare your sentences and sentences A and B again. What has the writer of sentences A and B done to transform your sentences into the passive?

5. Match sentences A-D above with the following tenses:

- | | |
|-------------------------------|--------------------------------|
| -A. the future simple passive | B. the present perfect passive |
| C. the present simple passive | D. the past simple passive |

6. Read sentences A-D again. Is it always necessary to use **by** in passive sentences?

See Grammar Reference N°10, pp.199-200

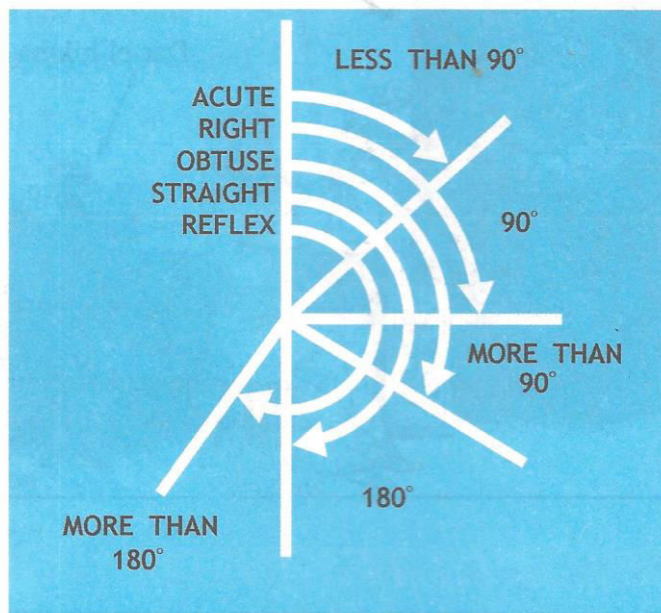


Before you read

Look at the picture and use the information to write 5 definitions of the angles.

Start like this:

An acute angle is an angle which ...



(Figure 1)

As you read

1 Read the text below and check your answer to the task above.

Our lesson today is about geometry. Geometry has many branches. The first branch we shall consider is plane geometry – the study of points, lines and figures occurring in planes. Just what do we mean by these terms? A point is the simplest element in geometry. It has neither length nor thickness, which is another way of saying that it has no dimensions. We can represent a point by a dot made with a lead pencil or a piece of chalk. Such a dot is not a geometry point but a physical point since it has length, width and thickness.

If there are two different points, the shortest distance between them is called a straight line. This line segment has only one dimension, called length; it does not have width or thickness. A straight line that we draw on paper with a pencil has width and thickness.

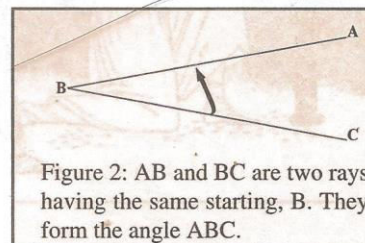


Figure 2: AB and BC are two rays having the same starting, B. They form the angle ABC.

The name ray is given to the part of a line that starts at a given point. A plane figure formed by two rays is called an angle. In figure 2, there are two rays with the same starting point B. If two lines meet so that all the angles formed are equal, the lines are said to be perpendicular and the angles are called right angles. If two lines cross, the opposite angles are always equal.

If an angle is less than a right angle – that is, if it has less than 90 degrees it is called acute. It is obtuse if it is greater than a right angle – that is, if it has more than 90°. When the obtuse angle becomes so large that its sides form a straight line, it is a straight angle and has 180°. An angle larger than a straight angle is called a reflex angle. Of course it must have more than 180°.

That's all for today. Remember that you'll have an exam in geometry next week. If you revise today's lesson, you will get a good mark. If you don't, you may fail.

② Read the text again and answer the questions below.

1. What is plane geometry?
2. In geometry, is there any difference between a point and a dot? Why?
3. What is the advice that the teacher gives his/her students?

After Reading

GRAMMAR DESK

Read sentences 1-4 below and answer the questions that follow.

1. *If you revise today's lesson, **you'll get a good mark.***
2. *If two lines cross, **the opposite angles are always equal.***
3. *If you don't (revise your lessons), **you may fail.***
4. *If there are two points, **the shortest distance between them is called a straight line.***

A. Compare the result-clauses of sentences (1 and 2) written in bold type. What do you notice about the tenses used?

B. Which condition is true at any time, the one in sentence 1 or the one in sentence 2? Why?

C. Which 'if' in the sentences can you replace by when? Re-write them using **when**.

D. Order sentences 1-4 above according to the **degree of certainty** expressed in the result clauses.

See Grammar Reference N°11, pp.201-202

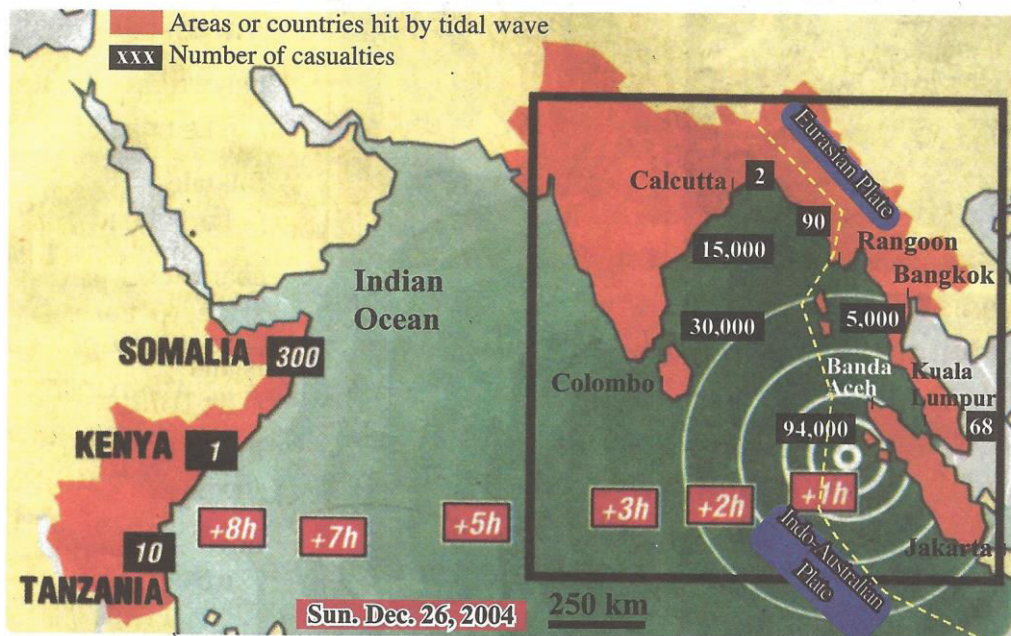
DISCOVERING LANGUAGE



Before you read

① Pair work. Look at the map. Then ask and answer questions about the following points:

- the epicentre of the earthquake,
- the areas hit by the earthquake/tidal waves (*tsunami*),
- the number of people killed,
- the date of the earthquake ...



② Read the newspaper article and check some of your answers to exercise one above.

Tsunami in the News

The natural phenomenon of *tsunami* was little known before it had hit the South-East Asian shores on December 26, 2004. Since then '*tsunami*' has become one of the most popular Japanese words across the world. Thousands of TV channels covered for more than a month the disaster that it had caused. It had made more than one hundred thousand victims. It had left thousands of others homeless and had wiped out the industrial infrastructure of many towns.

It was not the first time that a *tsunami* had hit this region. Indeed, twenty years earlier than the 2004 *tsunami*, a similar natural catastrophe had occurred along the Chinese coast. But people across the world had not heard about it at

the time. They had not seen on TV the extent of the damage that such a natural disaster could cause then.

The reason why the 2004 *tsunami* was given such wide publicity was due to the fact that its victims did not belong to one nationality, ethnic group or religion. It spared neither the poor nor the rich, and it killed both the elderly and the young. This time the *tsunami* had not chosen its victims "beforehand". The dead, the injured and the homeless had no nationality in this tragedy. Thus, when the *tsunami* had recessed, the reaction was universal.

TV channels from different countries did not wait until the countries hit by the *tsunami* had announced the death toll to send their reporters. As soon as they had heard about it, they sent them to cover the news for their viewers ...

3 Read the text again and answer the following questions.

- A. Why was the natural phenomenon of *tsunami* little known before December 26, 2004?
- B. Why has *tsunami* become one of the most popular Japanese words?
- C. Was it the first time that a *tsunami* had hit South Asia?
- D. What was special about the *tsunami* of December 26, 2004?

After you read

GRAMMAR DESK

Read the sentences and answer the questions

A. *The natural phenomenon of tsunami was little known before it **had hit** the South East Asian shores.*

B. *When the tsunami **had recessed**, the reaction was universal.*

Sentences A and B contain two verbs each stating actions that happened in the past.

1. Which actions in the sentences happened first?
2. Which actions happened after the first action?
3. What tense is used to describe the first action?
4. What tense is used to describe the second action?

See Grammar Reference №12, pp.203-204

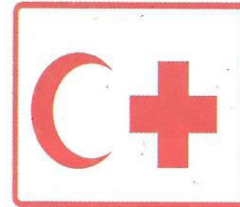
DISCOVERING LANGUAGE



Before you read

① Look at the symbols and answer the questions below.

- A. What does each of them represent?
- B. What do they have in common?
- C. Do the people working for them get paid?
Why or why not?
- D. In what emergency situations do they intervene?
- E. Which of the duties in the box below do they fulfil?



- | | |
|----------------------------------|---|
| 1. fund raising | 4. cleaning affected areas after disasters |
| 2. collecting food aids | 5. helping with medical care |
| 3. preventing man-made disasters | 6. providing assistance in emergency situations |

How Charitable are our Youth?

It is generally believed that young people today do not feel concerned about community issues. The older generation is deeply worried that society can't face up to problems, such as floods and earthquakes, because they consider that the youth have become less charitable and thoughtful about other people than their elders used to be. The magazine *Youth 2010* has recently carried out a survey about charity among secondary school children to check out on these two questions. §1

Let's find out by looking at some of the questions *Youth 2010* asked its informants and how they responded to its questions. *Youth 2010* asked the teenagers if they had ever experienced an emergency situation. Interestingly, forty of them said that they had experienced a natural or man-made disaster and no less than seventy of them told the *Youth 2010* reporter that they had felt deeply moved by the disasters covered in the media. When the reporter asked them whether they had contributed anything to help during emergency situations, twenty of them answered that they had donated either money or blood. Thirty of them told the reporter that they had volunteered to help the Algerian Red Crescent collect food aid. §2

The data gathered by *Youth 2010* suggest that our youth are more thoughtful and charitable than some parents think. They know that they will live through highly risky times and that in such times every little contribution can help. §3

2 Read the report above and answer the following questions.

- A. What is the report about?
- B. In which paragraph does the author speak about the findings/results, and in which one does he give the interpretation?
- C. Why does the reporter use **interestingly** in the second paragraph?
- D. Does the report confirm the older generation's worry about society or not? Why?

After you read

GRAMMAR DESK

Read the questionnaire and the sentences from the report. Then answer the questions below.

QUESTIONNAIRE: How Charitable are Our Youths?

Have you ever experienced an emergency situation? Yes 40 No 30
Did you contribute anything to help? Yes 60 No 10

Sentences from the Report

A. *Youth 2010 asked the teenagers if they had ever experienced an emergency situation.*

B. *Forty of them said that they had experienced a natural or man-made disaster.*

C. *The Youth 2010 reporter asked them whether they had contributed anything to help during emergency situations.*

D. *Twenty of them told the reporter that they had donated either money or blood.*

1. Which tense are the verbs in the reporter's questionnaire?

2. Which verb is used to report the questions in the report? Which tense is it?

3. Are there any differences between the tenses in the reporter's questions and the way they are reported in the description of the results? Why?

4. Which verbs are used to report the informants' answers?

See Grammar Reference N°13, pp.205-206



Before you read

Look at the picture of the book cover. Then ask and answer these questions.

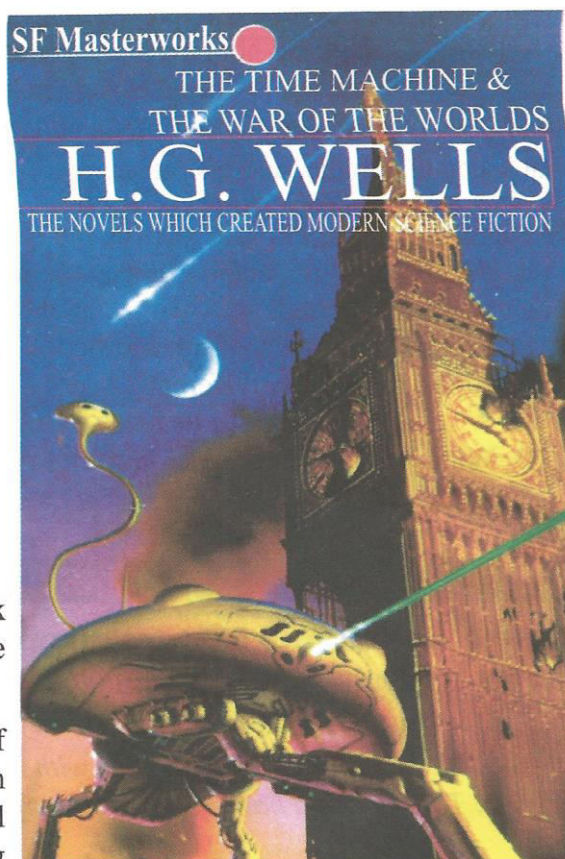
- A. Who is the author of the book ?
- B. What are the titles of the novels included in the book?
- C. What is their theme ?
- D. What science fiction books / films have you read/ seen?
- E. Do you like science fiction? Why (not)?

As you read

① Read the text below and check some of your answers to the questions above.

Science fiction is a genre of fiction and film dealing with imaginary scientific, technological or futuristic themes. The starting point for writers and film makers of sci-fi is: What if it were real? On this supposition, they construct different scenarios about what would happen if Martians, for example, invaded our planet. Some of them have supposed that if Martians invaded the Earth, they would use us as a source of food. Others have imagined that Martians were friendly. So they suppose that if Martians came into contact with us, they would help us cure diseases like cancer.

Sci-fi takes its ideas and concerns from current ideas in science. Sci-fi writers and film makers imagine a recreated past, and a possible future to express these ideas and concerns. These unreal pasts and future histories are filled with speculations about how things would have been different if we had known better and if we had done things otherwise.



DISCOVERING LANGUAGE



Before you read

Look at the picture and answer the following questions.

- A. Why is the meaning of the expression "handle with care"?
- B. What do you think the woman does for a living?
- C. What does she feel? Why?



As you read

1 Read letters A-D below and identify the one which the picture above best illustrates.

A

20 June, 2006

Dear Madam,

We are pleased to advise you that the vases you ordered on 30 May, were dispatched to you by rail this morning. The vases are carefully enclosed in corrugated cardboard packs so as to protect them from damage.

It sometimes happens that a few vases are broken in transit. Should there be any breakages, please let us know as soon as possible in order to enable us to have the damaged items replaced by our business agent in Algeria.

You will find enclosed in duplicate our invoice N° 20012. We look forward to receiving your first payment by bank transfer or cheque.

We trust that our vases will sell well in your country.

Yours faithfully

Enc. Invoice N° 20012

B

Dear Mrs Djeffal,

Thank you so much for your Order N° 850 dated 30 May , 2006.
As requested, we enclose its duplicate, duly signed, as an order acknowledgement.

Our dispatch department is processing your order today so that the consignment will reach you on time for the holiday season.

We confidently hope that you will have a good turnover, and that you will be able to place more orders with us in the near future.

Yours sincerely

C

Dear Sirs,

I am writing to complain about a consignment of glass vases that I have just received. Unfortunately when I unpacked them I found that several items were broken in transit.

I will keep the damaged items in our warehouse for a few days so that your business agent here in Algeria can inspect them.

We look forward to your dealing with this matter without delay.

Yours faithfully

D

Dear Mr James,

We are faxing to place an Order for 4000 glass vases. We would like our order to be processed promptly so as not to miss the summer sale.

We have pleasure in enclosing our Order N° 850 . Would you please return the duplicate to us, duly signed, as an acknowledgement of receipt ?

Yours sincerely

2 Read the letters A-D above again and do the exercise below.

A. What type of correspondence are the letters? Business or personal? Why?

B. Match the letters (A-D) with the types of document they represent (1-4).

- | | |
|--------------------------|------------------------|
| 1. Order placement | 2. Letter of complaint |
| 3. Order acknowledgement | 4. Advice of dispatch |

C. The letters are not in order. Arrange them in the chronological order in which they are sent and received.

Appendix B

Checklist

The Social Semiotic Multimodal Analysis of Getting Through reading texts is achieved following the checklist which is developed by Yassine (2012), in addition to Kress and Van Leeuwen ' framework of the visual composition (2006).

1- The Social Semiotic Multimodal Analysis Toolkit for Images

image	<i>Identification of the Image</i>		Content of the image		Visual Composition	
	Type of the image	The pedagogic role of the image	Denotative content	Interaction with the viewer: demand/offer	InformationValue	Framing
Image1						
Image2						
Image3						
Image4						
Image5						
Image6						
Image7						

2- The Social Semiotic Analysis Toolkit for Linguistic Texts

The content of situation	Field of discourse/representational metafunction	The mode of discourse/ interpersonal metafunction	The tenor of discourse/textual metafunction
Text1			
Text2			
Text3			
Text 4			
Text5			
Text6			

Text7			
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Appendix C

Interview

This interview is part of a research study on the integration of multimodal texts in the Algerian EFL textbook 'Getting Through'. This study focuses on investigating how the linguistic texts and the images _that are included in the reading sections_ are combined to enhance the learners' reading comprehension. Please take your time to answer the following questions. All of your answers are confidential and your identity will stay anonymous. I thank you for your cooperation.

Q1. How long have you been working in the field of English Language teaching?

Q2. Do you rely on Getting Through textbook in your teaching process?

Q3. a- Do you always deal with the pictures included in the pre-reading activities before reading the linguistic texts? Why?

Q4. Do your students show more comprehension when you deal with the linguistic texts alone ? Why ?

Q5. : Does the integration of the pictures into the linguistic texts have any effect on the readers' understanding of the linguistic texts?

Q6 : Do your students prefer when the linguistic texts are accompanied by pictures?

Q 7. Do you think that by using texts accompanied by pictures the learners can understand easily the content of the linguistic texts?

Q 8. Do you think that the way the different elements(texts in the bottom and images at the top) are arranged in the reading sections contributes to the readers' comprehension of the linguistic texts?

Thank you for your cooperation !

