

Measuring EFL Primary Teachers Multimodal Understanding in Kirkuk

قياس وتحليل قدرة معلمي اللغة الانكليزية في فهم الوسائط المتعددة في محافظة كركوك

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Abstract

This research aims at measuring the ability of English teachers in primary schools specially in Kirkuk in understanding multimodal (images - signs) and its usefulness in improving their performance when teaching English in their classes and also its contribution to raising their educational level.

Keywords: multimodality, visual grammar

الخلاصة

يهدف هذا البحث إلى قياس قدرة معلمي اللغة الإنجليزية في المدارس الابتدائية في كركوك على فهم الوسائط المتعددة (الصور - الإشارات) وفائدتها في تحسين أدائهم عند تدريس اللغة الإنجليزية في صفوفهم وكذلك مساهمتها في رفع مستواهم التعليمي.

Introduction

Language practices have always been multimodal, because communication requires attention to different kinds of meanings, whether they are spoken or written words, visual images, gestures, posture, movement, sound, or silence. Multimodal text production has become an essential part of everyday life for many people over the course of their lives, across cultures and societies. This is because it is so easy to produce and share digital photos, music, video games, applications and other digital media via the Internet and mobile technologies. But before I get into the ways and benefits of multimodal is, however, I would like to explain what is meant by multimodal, it is the study of how meanings, in specific contexts, are made by different means of expression whether they are expressed by the body (speech, movements, facial expressions, gestures, etc.) or with the help of tools and materials (writing, drawing, making music, etc.). Writing may convey one set of meanings, and pictures convey other meanings. This is well illustrated in conditions of imposing types of censorship. Kress&Leeuwen also note a move toward less reliance on language and more codification and control of the visual in different types of text-books, films, and other forms of public language. (Kane & Pear, 2016)

Visual Grammar

Kress&Leeuwen (2006) build visual grammar on Halliday's theoretical idea of meta-functions (every semiotic serve two purposes: ideational function, which is the representation of the external and internal reality, and interpersonal function, which is the enactment of social relations through interpersonal interactions. The textual function, which Halliday defines as the universe in which all the text's pieces cohere both internally and with its context, is a world that all message entities texts seek to display).

Types of Multimodal Texts

- 1- Textbooks, comics, graphic novels, picture books, and posters are examples of multimodal texts that are printed on paper.
- 2- Live multimodal texts, like dance, performance, and oral storytelling, make use of a variety of modalities, including gestural, spatial, audio, and oral language, to convey meaning.
- 3- Film, animation, slide shows, e-posters, digital stories, podcasts, and web pages with linkages to external pronunciation aids or translations are all examples of digital multimodal texts. (Durrant & Simpson:2015).

Teaching Multimodality

Kress (2010), explains that effective modern communication requires that young people be able to read multimodal texts in a variety of formats, respond to them, and compose meaning from them. To achieve this, it is necessary to clearly teach students how each mode uses distinct semiotic resources in order to convey meaning. In contrast to written language, which would convey this meaning through sentences using noun groups and adjectives written or typed on paper or on a screen, visual texts, for example, can represent people, objects, and places using choices of visual semiotic resources such as line, shape, size, line, and symbols (Callow, 2013).

Population and Sample of the Study

Best & Khan (2006:16), define population as any group of individuals that has one or more characteristics in common. A sample is often defined as a small proportion of the population that is selected randomly for observation and analysis. A number of male and female teachers are randomly chosen in order to represent the population. The sample has been chosen randomly and it consists of thirty (30) teachers from Kirkuk primary schools during the academic year (2025-2026). The number of the pilot study is (10) teachers (5 male, 5 female) as shown in Table (1.1)

Table (1.1) The sample of EFL teachers according to Gender Factor

Grades teachers teaching	Gender		No. of the pilot study	No. of study sample
	Male	Female		
1 st stage	3	5	2	9
2 nd stage	2	3	2	7
3 rd stage	3	2	2	5
4 th stage	1	3	1	4
5 th stage	2	1	2	3
6 th stage	3	2	1	2
Total	14	16	10	30

The T-test of the sample according to gender has been computed and it is (0.78) for male and (0.32) for female according to the T-tabulated value as (2.04), at level (0.05). This indicates that there is statistically significant difference according to gender. As shown in Table (1.2)

Table (1.2) The Mean, Standard Deviation and T-Value of the Test Scores according to Gender

Gender	No. of the study sample	Mean	Std. Deviation	Calculated T	Tabulated T	D.F.
Male	14	27.07	9.63	0.78	2.04	28
Female	16	30.53	8.63	0.32		

The t-test for two independent samples formula has been used to determine whether there is a statistically significant difference in the level of performance for teachers' scores with regard to recognition and production Level. It has been found that the calculated t-value for male teachers' difference in mean is 18.47 at the recognition level while the mean at the production level 8.67 whereas the calculated t-value for female 17.73 in mean at the recognition level while the mean at the production level is 12.80 at degree of freedom 28 and 0.05 level of significance. The total result is that there is a significant difference between recognition and production level on behalf of production level as in table (1.3)

Items	Gender	No. of students	Mean	Std. Deviation	Calculated T.	Tabulated T.	D.F.
Rec.	Male	7	18.47	5.73	1.14	2.04	28
	Female	8	31.33	1.96	6.79		
Pro.	Male	7	8.67	4.91	0.52	6.18	
	Female	8	30.47	4.27	6.18		
Total	Male	14	27.07	9.63	0.78	7.41	
	Female	16	61.80	4.49	7.41		

Conclusion

The conclusion of this study which can be summarized as follow:

1-There is a significant difference between EFL male and female students' mean scores in the test on behalf of female teachers.

2-When comparing the performance results of recognition and production EFL teachers' mean scores which show that the production level is better than recognition level.

In simple words multimodal understanding is a flexible and sustainable process of a set of abilities used to understand multimodal texts. So multimodal understanding requires, textual and contextual knowledge, i.e., understanding visual rules, in addition to understanding the rules or norms that govern their use in specific contexts. Finally, it includes a critical technology dimension, relating to the way in which contemporary digital technology favors, or even dictates, modes of communication.

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