Language-image Inter-semiotic Relations in Iraqi EFL Textbooks

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Abstract

The purpose of this paper is to identify the multimodal aspects of cultural content presented in primary school EFL textbooks. The research employs multimodal discourse analysis (MDA), which more particularly follows Harmut Stöckle's (2004) and Len Unsworth's (2006, 2007) frameworks of analysis. The research addresses two major questions: First, what are the characteristics of multimodal content in Iraqi English textbook? Second, what are the different types of image-language relationships of the cultural content in English textbook? The study primarily uses a mixed-methods approach: the quantitative approach depicts the number of images, language, sound, and music modes in the fifth and sixth grade EFL textbooks. The qualitative approach is concerned with describing image-language relations of the cultural content. The image-language relationships provide information of the inner construction of visual and verbal input in EFL materials, including cultural materials. The research findings lead to how multimodal literacy can be promoted in the context of primary school teaching. The role of image appears to diminish with age as the children grow up, and they adhere more likely to the written messages. It is hoped that the research study will have a positive impact on those interested in material development and visual teaching.

P.S. The current research is solely based on an MA thesis done by the researcher

Key words: (image- text relation, multimodality, Systemic Functional Multimodal Discourse Analysis, EFL cultural content, material development, visual teaching).

العلاقات السيمائية المتداخلة بين الصورة واللغة في مناهج اللغة الإنكليزية كلغة اجنبية ثانية

الملخص:

تهدف هذه الدراسة الى تحديد الجوانب المتعددة الوسائط للمحتوى الثقافي في منهاج اللغة الإنجليزية في المدارس الابتدائية. حيث تستخدم الباحثة منهجين لتحليل الخطاب متعدد الوسائط (MDA): منهج هارت موت ستوكل(Harmut Stöckle) 2004 ومنهج لين انزوورث 2006 (Len Unsworth). ويتمركزالبحث حول سؤالين جوهريين هما: ١) ماهي خصائص المحتوى المتعدد الوسائط في منهاج اللغة الإنجليزية كلغة اجنبية في المدارس الابتدائية؟ و ٢) ماهي الأنواع المختلفة للعلاقات المتداخلة بين الصورة واللغة في المحتوى الثقافي لمناهج اللغة الإنجليزية؟ كما تعتمد الدراسة على دمج المنهجين الكمي والنوعي في تحليل المناهج. فتستخدم الباحثة التحليل الكمي لحساب عدد الوسائط المتعدد في المناهج الدراسية لصفوف الخامس والسادس الابتدائي والمتمثلة في الصور والنصوص والانماط الصوتية والموسيقية. وأما المنهج النوعي فيستخدم كأداة لوصف وتحليل العلاقة بين تلك الوسائط (اللفظية والمرئية) للمحتوى الثقافي ومدى تأثيرها على فهم وبناء المعنى في مناهج اللغة الإنجليزية. وتوصلت الدراسة الى ان دور الصورة في تكوين المعنى عند التلاميذ يقل مع تقدم العمر ، وفي المقابل يزداد اعتمادهم على النصوص المكتوبة. لذا فأن هذه الدراسة تسعى في تسليط الضوء على كيفية تعزيز الوسائل التعليمية في سياق التدريس في المدارس الابتدائية. ومن المؤمل ان يكون لهذه الدراسة اثر إيجابي على المهتمين بتطوير المناهج الدراسية والتعليم المرئي.

الكلمات المفتاحية: (علاقة الصورة بالنص ، تعدد الوسائط ، تحليل الخطاب متعدد الوسائط المنهجي ، المحتوى الثقافي للغة الإنجليزية كلغة أجنبية ، تطوير المواد ، التدريس المرئي).

1. Introduction

In the past few decades, the rise of Halliday's (1994) *Systemic Functional Linguistics* (SF) and *Multimodal Discourse Analysis* (MDA) have become prominent, the investigation on how different semiotic modes, including visual images, verbal language, and sound patterns integrated into human communication has become the interest of a swathe of scholars and researchers. As Kress and van Leeuwen (2006) stipulate, SF-MDA analyzes a variety of semiotic resources in terms of these three meta-functions, "modeling visual representations of the material world, constructing the relations between viewers and what is viewed, and creating visual coherence" (cited in Haiyan, 2018, p. 1177). This multimodal study inevitably maximizes the pedagogical resources in education. Different types of pictures, cartoons, and highlighted text are commonplace in today's textbooks, especially those used in elementary and secondary schools in Iraq. Some of them have built-in DVD players, and

these can be used along with other multimedia materials to motivate students and to provoke their thinking.

Multimodality can be viewed as a study field that addresses a crucial problem in modern society. With the rapid accelerating change in all life spans, more particularly in technology (i.e. internet, social media, and mobile devices), the need to understand how a human communicates via multiple means has become an urgent need (Haiyan, 2018). With the term being so widely used, it may seem like scholars are focusing their attention on a common phenomenon. This phenomenon can be described in relatively general terms as 'how we communicate in a variety of ways', or 'how we make meaning in a variety of ways' (Bezemer & Jewitt, 2010, 2018). It is argued that multimodality refers to the fact that people use multiple modes of communication for making meaning. Multimodality challenges traditional divisions of labour among disciplines which traditionally focuses on the process of meaning-making by noting that - in the real world- this process almost always appear together or go hand-in-hand: image with writing, speech with gesture, math symbolism with writing, to mention a few (Bezemer & Jewitt, 2018).

1.1 Systemic Functional Multimodal Discourse Analysis (SF-MDA)

Jewitt, Bezemer, and O'Halloran (2016) describe three distinct approaches to studying any multimodal phenomenon. Among them are *Systemic Functional Multimodal Analysis*, *Social Semiotics*, and *Conversation Analysis*, (pp:7-12). Based on the first approach, this current study adopts the *Systemic Functional Multimodal Discourse Analysis* (SF-MDA). The SF-MDA follows from Halliday's *Systemic Functional Theory* (SFT. Halliday has always been interested in pedagogical applications of his theory. SFT is a theory of meaning that was first applied to language through SF linguistics, and more recently to other 'semiotic resources' through SF-MDA. According to Djonov, SF-MDA is "an analytic practice that tests how the principles of systemic functional linguistics can be applied to the analysis of semiotic systems other than language, and how they interact with each other and with language in semiosis" (Victor, 2002). As the SF-MDA approach is applied to multimodal pedagogic discourse, its productivity and the usefulness of SFT are tested (Bezemer & Jewitt, 2009). The following is a description of SFT's major principles.

1- Function: The basis of SFT is the notion that language and other semiotic resources can be used to create meaning as well as structure thought and reality in various ways (Jewitt, Bezemer, and O'Halloran, 2016). Halliday (1994) explicates that the use of the term 'functional' in Systemic Functional Theory is due to a more functional framework than a formal one that underpins it (p. xiii).

2- System: The meta functions of language are identified through the systems of meaning formulated by J. R. Firth (Halliday, 2008). In Halliday's analysis of these systems of meaning, he mapped systemic choices (the paradigm) onto linguistic structure (the syntagm or chain).

3- Register and Genre: In register theory, meanings are categorized as ideational (experiential and logical), interpersonal, and textual, which correspond to three key variables: field, tenor, and mode. In terms of power and solidarity, field refers to the nature of the activity; tenor refers to the composition of the message and mode refers to its flow of information. This refers to the registral configurations of tenor, field, and mode that unfold in a given culture as social processes; genres, therefore, are defined as 'staged goal-oriented social processes by which social subjects live their lives in a particular culture' (Jewitt, Bezemer, and O'Halloran, 2016). In SF-MDA, this is a significant aspect because multimodal phenomena must be understood in relation to the existing social practices that have a significant impact on the choices made in multimodal media.

1.2 Culture and EFL Materials

Culture's role in foreign or second language instruction has been the subject of debate in language education for more than half a century. It has been affirmed that learning any world languages is a result of many factors, among which is culture that "shapes the learners' thinking" (Abid, 2012, p. 47). A variety of models have been developed by researchers to deal with culture in language classrooms, reflecting not only educational views, but socio-political views as well (Weninger & Kiss, 2013, Orland & Lavrenteva, 2023). Further, it is noted that the over use of commercialised materials in language teaching is a necessity in many parts of the world today (Garton & Graves, 2014). A language learning material is defined as anything that can be used to facilitate learning a language, such as textbooks, videos, flashcards, games, websites, etc (Tomlinson, 2012). The ELT materials reflect the cultural meanings of the target language, including the ways of being, living, and how this language is

used (Stec, 2017). A learning material can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing an experience of the language in use), eliciting (encouraging the learner to use the language), or exploratory (helping the learner make discoveries about the language), (Tomlinson, 2012).

Due to the rapid technological changes all over the globe, textbooks are considered as the essential teaching resources used by many of English teachers. The teaching of English across the continent cannot withstand without the serious support of various kinds of textbooks available to support English language teachers (Tomlinson, 2003). Therefore, the cultural content existing in the EFL textbooks still need to be deeply studied, in order to find out how the EFL textbooks used in Iraq provide cultural knowledge for developing the student's cultural competence.

1.3 Stöckle's Framework of Social Semiotics

Stöckle in his model presents multimodality as a network system of "core modes, medial variants, peripheral modes, sub-modes and features" (Stöckle, 2004). A 'Mode', according to him, is defined as a "system of signs, a sign-repertoire or semiotics from which communicators can pick their signs to realize their communicative intentions" (p. 11). In any communicative event, the 'code' is construed to mean the 'quality' or 'type' of signs used. A mode, he stipulates, is defined by a set of grammatical rules, with the help of which signs that belong to one type of mode are governed by those rules. Consequently, this process shows how these signs can "be combined to convey meaning in particular situations" (p. 11).

Stöckle (2004) holds the belief that people who communicate use various 'sensory channels', with the help of which they could perceive 'signs' and hence meaning is conveyed. A variety of signs or 'modes' are distinguished as "visual, auditory, tactile, olfactory, and gustative" (p.11). Language, according to him, can be considered a mode, represented into two inter-related forms 'visual' and 'auditory', that can be expressed through speech or writing. Further, he, from a linguistic perspective stipulates that grammar is the major dominator that governs all. Added to that, "speech also uses volume, intonation, timbre, rhythm, speed, or pausing, all of which are design elements of language in its spoken form" (p.11). it is viewed that speech is guided by a 'non-verbal' activity in terms of "gestures, postures, and body language", which is generally

known as the non-verbal mode. Stöckle's model summarizes some key points. ***Firstly***, by looking at the path of perception, we cannot sufficiently characterize the nature of a sign. ***Secondly,*** A mode can be realized in different media, resulting in medial variants (e.g., speech and writing as variants of linguistic mode). Every variant has a distinct materiality, which in turn commands a set of accompanying sub-modes. Among other reasons, media and modes should not be confused, but neatly separated and viewed in their interdependencies. ***Thirdly***, each of the existing modes represents a hierarchically structured and networked system, in which any one mode can be divided into sub-modes that each have distinctive features. Just like language, images have a tactile quality to them, which may contribute to the meaning we derive from them. Although a picture is primarily visual, the materials and techniques used in its production are also tactile. As with written language, pictorial signs cannot be judged solely based on their visual quality. Both image and language are visual in this sense (Stöckle, 2004). In the figures below, one can see how modes are structured and formalised in print genre.

Sensory channels	Core Modes	Medial Variants	Peripheral Modes	Sub-Modes	Features
Visual	Image	Static (still)		Elements Vectors Colour	Value, saturation, purity, modulation, differentiation, hue
		Dynamic (Moving)		Size, Distance/Angle, perspective composition Panning, tilting, Cut	Speed, quality
				Visual effects	Eyes, arms,

		Non-verbal means	Gesture Posture Body language	head
	Language	Static Writing	Typography /layout	Type size Front	Skeleton form, style (weight, contrast, tension, ending) modus (ruled, striped, dotted)
		Animated Writing		Colours/shadings Ornaments Spacing Paragraphing Margins	
				Type size Front + Direction Speed Rhythm Special effects	Turning, dancing, fading, figures
Auditory	Language	Speech Para-verbal means		Topic Speech acts	
				Lexis Syntax Rhetorical figures Volume (dynamics) Intonation Frequency Voice quality Rhythm Speed	Length, timing, Signalling, motives

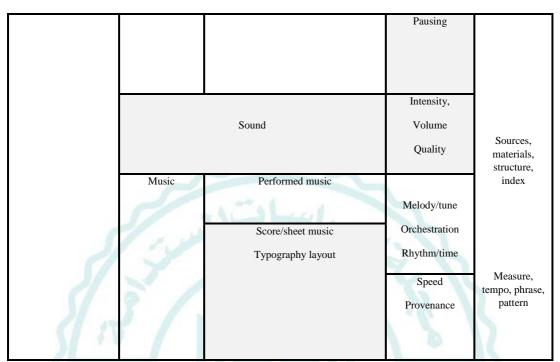|			Pausing	
		Sound	Intensity, Volume Quality	Sources, materials, structure, index
	Music	Performed music	Melody/tune Orchestration Rhythm/time	
		Score/sheet music Typography layout	Speed Provenance	Measure, tempo, phrase, pattern

Table 1. Network of modes, sub-modes and features in TV, film-media, and printed media (adopted from Hartmut Stöckle, 2004)

2. Research Problem

Textbooks are generally accepted as authorities because they are written by professionals in the field. So the cultural content is accepted without question, and sometimes even as the only possible meaning. Teachers with less experience or whose first language is not English may not always take the time to critically examine textbooks. The use of more imaginative, interpretive, or critical methods by educators is prohibited. They are relegated to a passive role of "going over" cultural information rather than actively processing it.

We still lack sufficient information on the cultural content of EFL materials. The development of EFL resources has apparently paid too little attention to the importance of properly accounting for image-language

relationships. In order to decipher the social and cultural meanings underlying EFL materials, this project aims to create an analytic framework for the examination of cultural content.

3. Research Questions

For this project, the following questions are addressed:

1. What are the characteristics of multimodal content in Iraqi English textbooks?

2. What are the types of the image-language relations in cultural content of English textbooks?

4. Research Hypotheses

In this mixed-methods approach, the main hypotheses are as follow:

1. A visual image plays a crucial role in the EFL textbooks design and development. Understanding the inter-semiotic relations between language and image (verbal and non-verbal) will contribute immensely to students' cognitive abilities in learning English as a foreign language.

2. Language and culture are inseparable systems. Adding cultural visuals to textbooks has been found to enhance the efficiency of EFL language instruction in the classroom setting.

5. Research Objectives

The main research objective is to examine the multimodality of cultural content in English textbooks used in Iraqi primary education (grade 5th -6th). In the construction of cultural content, the image-language relations as inter-semiotic relations are emphasized. Including a variety of subjects, texts, and images. The idea is to reveal how visual and non-verbal modes can reinforce each other in different ways such as, an enhancement, a concurrence, or a projection (Unsworth, 2006, p.1175).

6. Review of Related Studies

The last few years have witnessed the rise of '*multimodality*' as a new trend, which involves "multiple semiotic modes", including "visual image,

verbal language, and acoustic sound" in human communication. This has developed what is called a *Multimodal Discourse Analysis* (SF-MDA), which is quite imminently inspired by Halliday's (1994) *Systemic Functional Linguistics*. According to Kress and Van Leeuwen (2006), English language teaching and learning and materials development cannot happen without the context of multimodality. Shedding special light on the previous studies conducted on multimodality and EFL textbooks, handful studies have been carried out in Iraq to identify only the cultural representations found in Iraqi EFL textbooks. No work, as far the researcher surveyed, has ever investigated the multimodality of the inter-semiotic relations between language and image in EFL textbooks. Here are some few international and local research studies.

In one of the studies conducted at the university of Basra, entitled "The Role of Culture in Foreign Language Teaching with Special Reference to "Iraq Opportunities" Textbooks for the Intermediate Stage", Nasir and Jameel (2015) affirm the significance of the role of culture in EFL materials, more particularly Iraq Opportunities textbooks. After analyzing the data collected via a questionnaire distributed to 215 teachers in Basra, the study reveals that the intermediate school teachers are "untrained to teach culture [because they] either lack knowledge and experience", or because of the shortage of facilities, "techniques and strategies and time" (p.13). Moreover, the study concludes that the Iraqi culture is very limited in the textbooks under investigation if compared to the English culture.

The study of Mohsin Ali Shreeb is entitled "An Analysis of cultural Content of Iraqi EFL Textbooks" in 2017. The study examines the types of culture presented in Iraqi EFL textbooks. After analyzing sixth preparatory English language textbook, the research results reveal that the most dominant type of culture is culture free reference; i.e. the social category is the most mentioned category. The study concludes that sixth preparatory textbook does not pay enough attention to target language culture.

Another study is presented by Ali Abdulridha Obaid et al "A Descriptive Analysis of Culture Content of English for Iraq textbooks used in the Intermediate Schools in Iraq'' in 2019. This study examines culture integration in the content of ''*English for Iraq*'' textbooks series for intermediate level. A qualitative research method is used to analysis culture content of *English for Iraq* textbooks. The results show that the textbooks encompass sharp difference in the frequency occurrences of the cultural

representations, resulting to dominance of both source local culture and the two cultural dimensions, products and persons. Also, the results show that the imbalanced of the culture representations drives the textbooks to be source-culture-based textbooks with surface culture materials focusing on items like Folks, Fairs, Festivals, and Food. A pedagogical implication of the study is considered the necessity of culture corporation in these textbooks and ultimate improved textbooks in ELT context of Iraq.

In their study entitled "Cultural Representation In EFL Textbooks For The Seventh Graders: A Multimodal Analysis'', Ika, Petrus, and Silvhiany (2021) investigate the types of cultures represented in the EFL textbooks for the seventh graders. This research uses qualitative content analysis as a basic method of research and applies Kress and Van Leeuwen's multimodal "social semiotic approach" as the technique of analyzing the data. The result reveals that imbalances in the representation of cultural types exist. Source culture is represented more dominantly compared to target and international culture.

In another study, Stec Maria (2017) conducts a study entitled "Multimodality of Cultural Content in English Textbooks for Primary Education" at University of Silesia, Poland. This study investigates the multimodal aspects of cultural content offered in ELT textbooks in primary schools. In this study, there are two approaches and two stages involved. The quantitative approach depicts the amount of image, language, sound and music modes in ELT textbooks for older children. The qualitative approach relates to the descriptions of image-language relations in the cultural content.

The findings of the study reveal that the intensity and character of the visual and verbal content of EFL materials change, respectively, with the age of the learners. The role of images seems to decrease with years of learning and abdicate in favor of written messages. It is hoped that the project will have supportive implications for those interested in material development and visual teaching. Based on the findings of the last study of Stec, it seems very important to conduct such a study that investigates the utility of multimodality analysis of cultural content in the primary EFL textbooks in order to reveal what is beyond the textbooks concerning visual and verbal relations and give recommendations for curriculum designers and teachers to employ multimode teaching.

Based on the aforementioned few studies and on some other research done in Iraq, it can be concluded that the focal investigation is mostly on the cultural elements of EFL textbooks in high schools. What can be considered as distinct in the current research study is that no research, as far as the researcher understands and at least in the Iraqi context, has ever examined the intersemiotic language-image relations of the cultural content of EFL textbooks.

7. Research Methodology

The present research study takes a mixed-methods design. In order to investigate the research questions, the researcher triangulated three sources of data: Textbook, teachers' views and students' perceptions. It follows a thematic and content analysis of the ELT materials under investigation. The main aim is, thus, to gain a better and deeper understanding of the cultural content in context. Furthermore, there are two essential frameworks of analysis used in this study: 1) the statistical representations of the cultural content of the textbooks, and 2) a content and descriptive analysis of the verbal and non-verbal relations within the cultural content of the Iraqi EFL textbooks.

7.1 Data Collection Methods

A variety of tools were utilized to collect data and information to address the research questions. The tools include the analysis of the EFL textbook *English for Iraq* for the fifth and sixth primary schools by applying two frameworks which are multimodal discourse analysis (MDA) and Stöckl's framework. Questionnaires were ministered to teachers and students' focus group interviews as well to explore their perception of the visual and verbal relations that are presented in their textbooks.

7.2 Sampling

In this study, the participating institution is the primary education in Basra city. As for material analysis, the major sample of analysis, in this research study, will be the *English for Iraq* textbooks series, mainly the fifth and sixth grade textbooks.

8. Data Analysis and Interpretation

A part of the current research study is conducted at some state and private local schools in Basrah city. They are *Khadeeja* state school for girls,

Almaaref and *Alsamaa* primary private schools. The following tables provide a detailed description of the organization and objectives of the 5th and 6th primary. The general layout of this description is adapted from a study done by Elvira Ismaeva, endorsed by British Council Master winning award in ELT in 2022.

8.1 *English for Iraq* Series: Material Development and Evaluation

The following investigation is based upon Tomlinson's criteria which are:

1 Universal criteria are general rules which would apply to any language materials anywhere. They examine the flexibility and affectively which would find to different language learning materials. In other words, those criteria for example would be:

- provided opportunities to use the target language for communication.

- Helped the students to develop cultural awareness.

2 Local criteria refer to the actual environment which language learning materials are used. For example, the type of institutions, class size, the syllabus…. and so on (Tomlinson, 2013:37-42).

Topics	(Home culture)	(Target culture)
Textbooks CB 5th grade (10-11years old)	Daily routine activities Sport Animals Healthy food Shops weather weather	Nationalities

Table 2. Cultural content in 5th grade textbooks

The preceding table is separated into two sections: home culture (local culture) and target culture (English culture). The topic of the first unit relates to English or international culture, and it mentions various countries and their flags, including those of England, Italy, Egypt, France, Japan, and Thailand. The range of topics is very close to the students' existing knowledge. Although there are a variety of subjects on various topics such as daily activities, sports, and the weather, they still cover fundamental knowledge for the students. The range of topics begins with those that are familiar to the students and progresses to those that are more general and applicable. The instructions of units provide in English language. Each unit has a direct reference to a different element in each project, for instance'' Listen, Look and Say'' , ''match the pictures to the words'', Listen and read''. Thus, it can be assumed that EFL materials for young learners will result in both the verbal and visual outcomes.

The table below depicts the results collected from the 6th grade of English for Iraq series. The unit's instructions are written in English. Each unit contains a direct reference to a distinct project element, such as "Listen, Look, and Say", "Match the pictures to the words", and "Listen and read." Therefore, it can be assumed that EFL materials for young learners will produce both verbal and visual results.

Topics	Local culture	Target Culture English language
6th primary English textbooks (11-12years old)	My family Jobs Our daily routine At the mall Materials Friends Cooking at home Past, Present, Future Road safety Shopping for our party	Families Living now Our 21st century Space Using the internet Make it yourself Presents for Mother's Day

Table 3. Development of Inter-Cultural Competence in 6th grade textbooks

The cultural sections pertaining to the English culture are labeled "target culture" in the table, while other sections labeled "home culture" pertain to our

culture. The above table depicts the same topic in both sections (target culture and home culture). The topics begin with familiar subjects before moving on to more international and novel subjects. Subsequently, the topics vary and are intended to capture the learners' interest, which is supported by an intriguing topic such as "cooking at home," "Make it yourself easy flatbread pizza," "space," and "using the internet." The directions are given in English. In addition, each topic is presented in its proper context. The results indicate that the cultural content of sixth grade illuminates a variety of topics, with an emphasis on home culture, while English is used as the language of communication.

Figure 1. The statistical representation of 5th grade textbook

		Core modes				
1	**2**	**Image**	**Language**		**Sound**	**Music**
Textbooks the series	**Culture content totals**	**Static pictures**	**Speech new phrases**	**Static Writing** **Sentences**	**Sound tracks**	**Songs**
5th grade	nationalities	33	4	32	15	1
	Sport & free time	24	7	36	14	1
	In the capital city	18	8	42	10	1
	Total	75	19	110	39	3

Table 4. Multimodality of the cultural content in 5th textbooks

1	2	Core modes					
		Image	Language			Sound	Music
Textbooks the series	Culture content totals	Static pictures	Speech/ new phrases	Static Writing Sentences	Sound tracks	Songs
	My family, Jobs	78	20	72	15	0
	It's made of, materials	26	14	60	7	1
	How are you today, using the internet	20	22	38	11	0

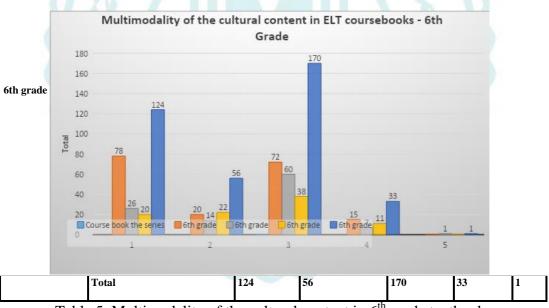|	Total	124	56	170	33	1

Table 5. Multimodality of the cultural content in 6th grade textbooks

Figure 2. The statistical representation of 6th grade textbook

The preceding tables and figures depict the Core mode of Stöckle's multimodal analysis of cultural content. In the core mode, the tables display

various numbers. A table is organized into four sections, with each section including sub modes related to the main mode. These four fundamental modes will be discussed sequentially.

9. Analysis of Results and Discussion of the Multimodal Cultural Content of the 5th and 6th Grade Textbooks

Th current research study uses both a quantitative data depicted in the number of *images, language, sound, and music* modes in the fifth and sixth grade EFL textbooks; while the qualitative approach is concerned with describing image-language relations of the cultural content. The image-language relationships provide information of the inner construction of visual and verbal input in EFL materials, including cultural materials.

9.1. Image

The networks of sub modes connected with the picture core mode as a visual input in EFL materials are displayed in Tables 0.3 and 0.4. According to Stöckle's concept, the image core mode can be divided into two medial variants: static picture and dynamic picture (Stöckle, 2004, p.14). The data findings offer merely a static image. The majority of the pictures are cartoons with less-than-vivid colors. In fifth- and sixth-grade textbooks, the images are thumbnail-sized. Moreover, they were scattered across each page. The results demonstrate the significance of visual input in EFL materials. The most noticeable finding to emerge from this model data is the difference between the fifth and sixth series in the quantity of photographs offered for the nations, "My family, and Jobs themes.

9.2. Language

Language is the second fundamental modality. The tables demonstrate that the fundamental form of language was subdivided into speech, which was confined to new phrases and static writing for the purposes of this project. The quantity of new phrases presented in the fifth grade textbooks differs from the sixth grade series. In unit one of the fifth grade, for instance, there are just four new phrases and 17 sentences, whereas in unit one of the sixth grade there are twenty new phrases and seventy-two sentences. The letter size varies depending on its place on the page. Black, green, yellow, white, and pink were included among the colors of phrases.

9.3. Sound

The fundamental mode of sound depicts the different integers of the fifth and sixth series. The variety of sub-modes that underpin the materialization of noise in audiovisual texts, such as intensity, value. Comparatively, the above-mentioned tables reveal that the sound track for the fifth and sixth series is arbitrarily increased.

9.4. Music

The core mode of music is represented through its two medial variants; acoustically and visually, it is instantiated in the form of score or sheet music. It is evident from the preceding tables that the primary musical mode and its significance decline with the age of learners.

10.1. A Quantitative Analysis of the Image-language Inter-semiotic Relations

With reference to the 5th and 6th primary *English for Iraq* series, the investigation of language-image intersemiotic relations further reveals a deep quantitative analysis, using SPSS software, of data of the 14 categories advocated by Unsworth (2006, 2007). The following table illustrates such distribution:

Image- text relations		5th Grade "English for Iraq" (total=313 pictures)		6th Grade "English for Iraq" (total=255 pictures)		Total	
Major Categories	*Subcategories*	*Pic.*	*%*	*Pic.*	*%*	*Pic.*	*%*
Expansion-Concurrence	Clarification	189	60%	134	53%	323	57%
	Exposition	39	12%	43	17%	82	14%
	Exemplification	51	16%	54	21%	106	19%
	Homospatiality	0	0%	0	0%	0	/
Expansion-Complementarity	Augmentation	6	2%	0	/	6	2%

	Divergence	0	/	0	/	0	/
Expansion Enhancement	Manner	0	/	0	/	0	/
	Condition	0	/	0	/	0	/
	Spatial	0	/	4	2%	4	1%
	Temporal	0	/	0	/	0	/
	Causal	0	/	11	4%	11	2%
Projection	Verbal	0	/	0	/	/	/
	Mental - perception	28	9%	9	4%	37	7%
	Mental- cognition	0	/	0	/	0	/
Total		313	100%	255	100%	569	100%

Table 6. The percentage and frequency of the total sum of categories of language-image relations in 5th and 6th primary *English for Iraq* series

The statistical analysis of table 12 reveals that the total number and average of each category of the intersemiotic relations between the visual images and verbal texts in 5th and 6th primary textbooks is explained in the following manner:

The total average of the category of clarification (the language clarifies the text clarifies/explains the text and vice versa) is 60% (189 pic.) in 5th G. in comparison to the other 13 subcategories and the 4 main categories, almost more than half the textbook. This indicates that the textbook focuses on the expansion-concurrence in terms of clarification of images more than on texts. What can be further noticed is that the same subcategory decreases in the 6th G. textbook (=134 (53%)); this indicates that the 6th g. textbook focuses more on texts than on images in terms of clarification. However, the category of language-image intersemiotic relations (i.e., clarification) constitutes a major proportion in both textbooks (323 pic. (57%)).

Moreover, the categories of exposition (re-expression of text/image meaning) and exemplification (text exemplifies image and vice versa) are seen

higher in 5th and 6th G. textbooks in comparison to the other categories 39 pic. (12%), 51 pic. (16%) and 43 pic. (17%), 54 pic. (21%) respectively. Exposition increases from 12% in 5th G. textbook to 17% in 6th G. textbook. So is the case with exemplification which increases from 16% to 21% in the 6th G. textbook. The overall frequency and percentage of exposition and exemplification constitute 14% and 19% of the remaining categories in both textbooks. The finding could probably reveal that the students of both grades find it easy to use concurrence of meaning in terms of clarification, exposition and exemplification of langue-image relations more than anything else.

Additionally, the category of projection (language-image presentation of ideas) of language-image relations is represented by 28 instances (9%) in terms of mental perception of images, which is higher in the 5th G. textbook than that in the 6th G. (=9 pic. (45)). This category constitutes only 7% (37 pic.) in both textbooks. The finding again reveals that the 5th grade textbook focuses more on the perceptions of images than in the advanced level where the latter places much weight on the text.

A further analysis of the numerical data shows that within the second major category expansion -complementarity, 2% (6 pic.) of augmentation (image extends text and vice versa) is explicitly presented in the 5th G. textbook only. No evidence for augmentation of any instance is provided in the 6th G. textbook. A further analysis reveals that an expansion of enhancement in terms of spatial and causal categories 2% (4 pic.) and 4% (11 pic.) respectively are only found in the 6th G. textbook. The reason behind this could probably be that the students' advanced grade level and their little improved language proficiency enable them to move to the difficult level of verbiage-image relations. The aforementioned statistical data of the image-language relations is mainly distributed in terms of four major categories as stipulated by Unsworth

(2006). This gives clear evidence that textbook structure places more emphasis on images than texts in the 5th grad textbook and more on texts than on images in the 6th grade textbook. It is also noted that the expansion-concurrence of meaning and its subcategories are seen higher in frequency and percentage in the 5th grade textbook than in the 6th grade textbook. The representation of image-language relations is clearer in the 6th grade textbook than in the 5th grade in terms of expansion-enhancement of meaning.

10.2. A Qualitative Analysis of the Image-language Inter-semiotic Relations

In the following pages, a qualitative analysis of the language-image inter-semiotic relations that construct the ideational meaning of the cultural content of Iraqi EFL textbooks (5th and 6th primary) will be explored. The procedure of analysis goes through many processes, including description of data, coding of data and interpretation of data. The current study thus focuses on two major categories of meanings found in the cultural content of the textbooks under investigation: 1) **expansion**, which is further classified into a) *concurrence*: language-image agreement in terms of clarification, exposition, exemplification, instantiation, and homospatiality b) *complementarity*: language-image supplement in terms of augmentation and divergence and 3) *enhancement*: language-image enrichment in terms of manner, condition and space and 2) **projection**: language-image presentation of ideas represented in the verbal and mental processes (perception and cognition), (Unsworth, 2006).

1. **Ideational meaning at the language-image intersection: Expansion**

A. concurrence: instantiation, text instantiates image

Figure 3. Text instantiates image (5th primary - unit1, lesson 2 *This is my flag*: p. 8)

In figure 1, the image shows a set of photos of a group of little girls and boys from different nationalities. As it can be seen, the photos are six thumbnails of the same size, and of relatively different background colours, hair colours, dress, and even their names have something to tell about countries to some extent. Four of them contain one single photo while the other two contain a couple of children. Each photo is given a number and a captain name below. The photos are so blurred that one cannot identify to which nationality/flag each child belongs. The second raw of the image presents six flags; each represents the nationality of each child. The lesson title is "this is my flag" and the type of task for this particular lesson is to listen to an audio and match.

Figure one is an example of an intermodal relation. It clearly explicates that the intersemiotic language-image relationship. This figure refers to the

ideational equivalence between text and image (concurrence). It depicts the subcategory of *instantiation* in which the text instantiates image; i.e. the image gives only one instance of meaning and the text provides additional meanings to it. The captioned text under photos do not work alone in constructing the ideational meaning of the cultural and international content unless the audio mode is enabled. In other words, a photo with a captioned name does not help

1. Hello, I am Peter, I'm from England;

2. My name's Enzo. I'm from Italy; my flag is green, white and read;

3. Hello, we're Hiroshi and Minoru. We're from Japan;

4. I'm Dalia and I'm from Egypt;

5. Hi, I'm from Thailand. My name is Kanda. My country's flag is red, blue and white;

6. We're Amy and Joy and we're are from France.

students to choose the right flag, and hence nationality. Once the students listen to the audio, the students will be able to identify the right flag for each child. Otherwise, meaning-making at the ideational level will be deemed unsuccessful. The following audio scripts will be help students successfully make right matches:

<div align="center">Script 1, audio4-5th grade</div>

The audio is very clear, there are different special accents for each representative country. The 5th primary Iraqi students learn to match flags to their right countries, and the fact that they are not yet familiar with the flags other than their own. So scripts 2 and 5 mention the colours of the flags, this could possibly make the tasks for identifying multiple flags much easier for the students.

It can be noticed that analyzing this image at the level of ideational content is done multimodally: image, text and audio. The represents a wide array of modes (i.e. visual, verbal as well as audio) that help students to construct the international culture. The result basically reveals that the modal entities - image in its simple of complex form, and the meaning related to it by content – has provided a multinational and multicultural whole.

B. 1) Concurrence: instantiation, image instantiates text; and

2) Complementarity: augmentation, the image extends the text

Figure 4. Image instantiates text (6th primary - unit1, lesson2 *Jobs*: p. 8)

In this figure, there are ten thumbnail photos of people. In each photo, the person puts on a special dress that indicates a profession. What we can also observe is the different backgrounds each photo enjoys. We can see a green grass area (photo no. 7), a window (photo no. 4), plate and dark night (photo no. 2), computers (photo no. 9), white curtains (photo no. 8), stethoscope and a white coat (photo no.1), and the like. There are a boy and a girl, apparently a

brother and a sister, with a thought-bubble which depicts how they describe/name the job of their parents. Ten text boxes written with professions are provided as an instructional material for the students. The students are asked to look, listen, and write the jobs under their right photos. Again, a multimodal aspect is utilized.

From an intersemiotic relationship, the relation between the image and its caption is dually classified as a 1) *concurrence, instantiation* and 2) *complementarity, augmentation*. In this particular instance, the former indicates that the image instantiates a text. The ten thumbnail photos are self-indicative; once the students look at the photos, they can easily recognize the type of a profession, except for some cases for some students perhaps. The image has provided all pertaining and additional meanings that are explicitly realized in it. The latter shows the 'jobs' image extends the meaning to the one realized by the student and is provided in the audio mode here. Further, the position of the photos at the mid top of the page justifies this realization, probably with or without the aids of the text boxes. Additionally, in photos (no. 1, 3, 6, 8 and 10), we can see a female representing a very important job: a physician/doctor, a teacher, a nurse, a shop-assistant and housewife. This brings to the fore the cultural dimension of the eastern and Arab world in particular that women are able to take the positions of males.

The content of the local culture is prominently expressed via concurrence, of an image that instantiates the text. The local culture is realized in the images themselves rather than in the verbal mode.

Figure 5. Augmentation (5th primary – unit3, lesson 6 *My magazine: Sports are great*: pp. 48-49)

The international cultural content in figure 7 depicts the ideational meaning via the means of complementarity of augmentation, where "where each of the modes provides meanings additional to and consistent with those provided in the other mode." (Unsworth, 2006: 8). In other words, the ideational meaning of the language-image intersemiotic relations is said to be augmented when the image extends the text or the text extends the image. In the figure above, there are two images: the first one contains six captioned thumbnails pictures of young children doing different types of sports with a basic question in the center "Why do we do sports?". Under the pictures, there are different answers provided under each. This example shows clearly the image extending the meaning of the text. The other image contains 6 portraits of young children with text bubbles that extend the respective pictures in the first part of the figure.

11. Conclusions

The current study provides empirical proof that a wide variety of subject areas in Iraqi EFL textbooks make use of multiple media types. To a large extent, verbal forms are used to construct meaning in EFL materials. However, the visual aspects are given more attention. The use of clean, crisp color communicates harmony between elements. There is good reason to believe that students' mental pictures function as a form of "background information" or "direct sensory perception" in their understanding of linguistic texts.

Oral texts, on the other hand, are much better at elucidating events and circumstances than their written counterparts. What is conveyed visually is often expanded upon in the text's verbal mode. To pique the interest of young viewers and encourage them to read specific passages, authors sometimes use visually appealing illustrations to depict conversations between characters using speech bubbles. As students advanced in both education and English proficiency, they used less language-image relations. Given these findings, it's safe to assume that students will be able to comprehend written texts if authors and editors of EFL resources pay attention to the significance of inter-semiotic relations. As they get older and more mentally developed, they can learn English and become more interested in images with the aid of audiovisual texts.

As we have seen, both visual and verbal forms of communication have their own distinct contributions to make to the creation of meaning, and they are inextricably intertwined in the most impressive examples of visual harmony. Prior to, during, and after a lesson, textbook authors, teachers, and students all benefit from thinking through the layout of visual images and written texts.

12. Recommendations and Suggestions for Further Research

Based on the obtained results, the study has come up with the following recommendations:

1- Based on these findings, teachers should draw students' attention to audio-visual texts, discuss how the images, sound tracks, and verbal text related to each other, and identify any new meanings that may emerge from the interaction.

2- From a pedagogical standpoint, when designing textbooks, authors should be aware of multimodal literacy and the various relationships between images and words, as well as the students' level of cognitive development, English proficiency, and interest in visual-verbal modes.

3- The study did not focus on teaching, so more classroom-based studies are required to determine how students can be helped to discuss the meaning of text and visuals, as well as the interrelationships among these semiotic resources.

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