

The Impact of Using Visual Grammar on Iraqi EFL Secondary Students' Performance

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Abstract: This study sheds light on the aspect of visual grammar, which its teaching in Iraq has not received any attention in educational institutions or within the classroom curricula, so it aims at measuring the impact of using visual grammar on EFL secondary students' performance.

Keywords: multimodality, impact, performance.

1. INTRODUCTION

In order to understand not only the written meaning of speech but also other elements that provide meanings, multimodal analysis of discourse is frequently taken into account. Visual grammar (henceforth:VG) refers to the analysis of communication in different ways and may be used as a key concept in linguistics.

As this study will look at various semiotic modes as well as the definition of VG, then it'll discuss the population and the sample. The study will also show the impact of using multimodal teaching in the last section.

2. VISUAL GRAMMAR

Linguists first started to think about VG discourse analysis in the 1960s. As the term "multimodal" describes the use of multiple forms of communication to convey meaning in texts or images and as multimodal in discourse analysis is a relatively new method, it has been always involved many multiple modes of expression.

Günther Chris (1996,2006) was one of those who showed interest in multimodal VG. He made contributions to the field of multimodal analysis alongside with the linguist Theo van Leeuwen who is renowned for writing books on the subject that helped readers comprehend and advance multimodal analysis. As all people communicate in a variety of ways, so it is important to understand the many channels that are used and it is vital to remember that a text might contain two or more of the techniques and yet be considered multimodal. Multimodality VG has been divided into five categories:

A. Spoken or Written Language

The meaning of spoken or written language in communication is the main emphasis of the linguistic situations like: word choice, vocabulary, grammar, organization, etc. Since language mode is the most popular and widely used form of communication.

B. Visual Modality

The meaning of what the spectator may see is the main focus of the visual modality, like "images, symbols, videos, tags, and so on" and it also covers "visual design elements like color, layout, font type, and size".

C. Auditory Modality

The listener's understanding of what they can hear is the main focus of the auditory modality as "music, sound, and (sound effects) which may be accomplished by using tone, speed, volume, tempo, and other factors".

D. Gestural Modality

Table 1

No. of stages	1st stage	2nd stage	3rd stage	Total
No. of the pilot study	10	10	10	30
No. of study sample	30	30	30	90

The movement in communication is what it means by gestural style (e.g., facial expressions, gestures, and body language). As these examples of non-verbal communication, will help to convey the meaning without the use of words.

E. Spatial Modality

The communication through physical arrangements is the main focus of spatial modality, like: location, spacing, separation between text parts, closeness to people or things, etc.

3. POPULATION AND SAMPLE OF THE STUDY

Population has been defined by (Best & Khan,2006), as any collection of individuals who share one or more characteristics. While they define sample of a study as a small portion of the population that is chosen randomly for observation and analysis.

The sample has been chosen randomly and it consists of one hundred and twenty (120) female students out of the entire population in Mutlu secondary school for girls / General Directorate of Education in Kirkuk during the academic year (2022-2023). The number of the pilot study is (30) students as shown in Table (1.1)

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 students' scores with regard to recognition and production Level. It has been found that the mean is 19.13 and calculated t-value 6.77 at the recognition level with 47.83% while the mean at the production level is 12.40 whereas the calculated t-value 8.10 with 20.67% at degree of freedom 58 and 0.05 level of significance. The total result shows that there is a significant difference between recognition and production level on behalf of recognition level as in table (1.2).

Table 2

Items	No. of students	Mean	Std. Deviation	Calculated T.	Tabulated T.	D.F.
Rec.	90	19.13	6.77	0.38	2.00	58
Pro.	90	12.40	8.10	10.7		

4. MULTIMODAL VISUAL GRAMMAR TEACHING

Multimodal VG teaching refers to the ability to communicate in many ways, and by using multimodal technique, the teachers will be more imaginative and flexible by combining various learning styles and adapting them to their students.

5. CONCLUSION

This study shows that there is a statistical difference between students' theoretical mean and the calculated mean of the impact of using multimodal VG. It also finds out that students can have better degrees if they have been taught about multimodal VG with suitable curricula. The study also finds that the students can improve their performance by having more lessons or courses about multimodality.

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