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Creating Multimodal Texts in Language Classes: Advantages and Disadvantages with
Reference to EFL Libyan Situation

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ملخص:

يبدو واضحا انه ليس من غير المألوف لدى معلمي اللغة وكل المهتمين بتدريس اللغات الاجنبية ان يكون من السهل عليهم ان يحددوا ويختاروا اكثر استراتيجيات التعليم نجاحا وكفاءة في تعليم طلابهم.

على اية حال، تم القيام بالعديد من المحاولات لتقديم اكثر طرق التدريس ملائمة للمتعلمين ممن لهم خلفيات لغوية مختلفة ومستويات تعليمية متباينة.

وتجدر الاشارة إلى ان بعض الجهود قد فشلت بينما لاقت غيرها رواجا واسهمت في نجاح العديد من فصول تعليم اللغة الاجنبية كلغة ثانية.

وتعتبر النصوص التي تعتمد على النماذج التعليمية المتعددة كواحدة من الاستراتيجيات التي تضم اكثر من نموذج من فصول تعليم اللغة تستخدم بكفاءة من قبل المعلمين ممن يمتلكون مستويات مهنية مختلفة وخبرات تدريسية مختلفة مع متعلمين من اعمار مختلفة وفي ازمنة وامكنة مختلفة .

وبناء عليه فان الورقة البحثية التالية تلقي الضوء على اهمية تطبيق استراتيجية النماذج المتعددة في تعليم اللغات

Abstract

It is not uncommon for language teachers and whoever interested in EFL teaching- learning process to find it somehow difficult to decide upon the most suitable and effective strategy and procedures to be followed in order to manage language classes successfully. However, several attempts were made to introduce up to date ways convenient for learners with different language backgrounds and levels of achievements. Some of those efforts failed while others made their way and contributed to the success of many EFL classes where various methods and techniques are applied. Multimodal texts ,as one strategy of combining more than one mode in language classes, are used efficiently by teachers with different qualifications and years of experience and with learners of different ages and in

different settings. Therefore, this chapter tends to shed light on multimodal texts and their importance in the language classes.

Introduction
1   Defining Multimodal Texts
     Multimodal texts are, according to the Australian Curriculum, Assessment and Reporting Authority (2014), a combination of two or more communication modes to create meaning. Those modes can be presented both linguistically and non-linguistically via various channels of communication. When communicating, we tend to use different processes or modes such as reading, writing, listening, speaking and viewing. When using more than one mode at a time such as combining pictures and words in printed books or using visual images along with speech in a film or an animation, it is said that we are creating multimodality. They may be live, paper or digital. Multimodal texts in non-print form are film, video and, increasingly, those texts through the electronic screen such as email, the internet and digital media such as CD Roms or DVDs.(Walsh,2010). Multimodal is the dynamic convergence of two or more communication modes within the same text and where all modes are attended to as part of meaning-making (The New London Group, 1996).
1.1   Types of multimodality
          There are five major types of multimodal modes which may vary from one source to another
          but at the heart of the list, the following is presented:
a)   Linguistic
The linguistic multimodal mode includes whatever means uses the language, whether spoken or written, such as word choice or vocabulary selection, structural organization of the written text or spoken discourse, cohesion and coherence.
b)   Visual
This refers to the use of pictures, images and any other features that can be seen including colour, layout, style, size and background. "Visual mode is concerned with the still and moving images through use of colour, saliency, page layouts, vectors, viewpoints, screen formats, visual symbols, shot framing, subject distance and angel, camera movement, subject movement" (Adopted from The New London Group, 1996)
c)   Audio/Aural
The audio or aural mode of multimodality focuses upon certain issues concerning sound such as sound effects, music, tone of voice, volume, emphasis, noise, ambient noise, pitch and accent as well as silence in language classes.
d)   Spatial
 Spatial is one mode in which physical arrangement plays an important role in the language teaching-learning process. "It includes aspects as environmental

spaces and architectural space and use of proximity, direction, layout, position of and organization objects in space" (The New London Group, 1996).

e)   Gestural

  It is mainly concerned with how the body language, facial expressions, eye-contact and hand   gestures   can contribute to the success or failure of the interaction.

        Moreover, the multimodal texts allow students to "make meaning of a text," by interpreting the text's different symbols known as semiotic systems, (Anstey & Bull, 2006, p.25). Multimodal texts bear meaning over a number of components that draw upon such semiotic systems which are usually comprised of five elements; visual, linguistic, spatial, gestural and audio. Multimodal texts contain the interaction and integration of more than one semiotic resource to attain the communicative functions of the text. Examples are:

- Websites which contain audio clips alongside the words , or
- Films which use words, music, sound effects and moving images (Introduction to Digital Storytelling,2016). In addition, DVD Covers, advertisements, leaflets, books and e-books, posters are considered on several occasions to be multimodal semiotic sources.

1.2Importance of multimodal texts

      Applying multimodality in EFL classes plays a considerable role in enhancing

 students' understanding and use of the target language. It is claimed that multimodal texts can cover many different learning types which can help learners engage in the class(Hill & Nicolas,2006). Since the late 1990s, the new area of multimodality research has developed a range of theoretical approaches and methods for the investigation of cultural items whose sign functions are based on a number of different semiotic modes (e.g. Kress & Van Leeuwen 2001; O'Halloran 2004; Bateman 2008). New approaches and transcription systems that consider the semiotic relations between the participating modes have been developed from different theoretical perspectives (Jäger & Stanitzek 2002)

Adopting multimodal strategies in EFL classes incorporates using technology which can be regarded as a tool to further multimodal classroom practice. Besides, it can increase leaners' enjoyment in the reading and writing processes (Marsh & Millard,2000). It is worth mentioning that the regular use and application of multimodal texts, whether printed, digital, visual, audio ,spatial or linguistic, can be effective technique and growing resource for developing learners' comprehension skills as well as their communicative abilities. Furthermore, using such multimodal in EFL classes helps learners to read and write for several purposes both on paper and on screen, to speak and listen for a wide range of purposes in different contexts(Marsh & Millard, 2000).

However, the successful creation of multimodal texts in any system involves the ability of using the resources accessible to communicate meaning to the other

party – a reader, a viewer, a listener. Such a process entails learners to know how the communication means offered to them can be used to communicate meaning comprising how different meaning systems can work together to create a well- organized, coherent and cohesive texts.

1.3 Advantages of multimodal texts.

   Based on readings for several scholars and the researchers' personal experiences, being experts in the field of teaching for more than fifteen years, the following benefits can be suggested:

-        Multimodal ease the task of both the teacher and the learners in EFL classes as they provide such classes with a funnier, more exciting and more creative atmosphere.

-        In multicultural settings, learners' awareness of language is promoted as they are exposed to the target culture via films, animation, digital and audio material.

-        Multimodality saves time and effort as it utilizes different language learning styles and modes.

-        Since using such technologies in EFL classes is based on several and updated technological items, it is thought it helps learners, especially at early stages, get motivated, inspired and more self- confident when using the language.

- Multimodal texts give clues for intended meanings.
- In multimodal settings, leaners are usually encouraged to communicate in a variety of forms as they listen to, watch, read and react to several forms of daily communication. This leads, in one way or another, to picking up vocabulary and readymade chunks used within suitable contexts.
- Visual modes, films and animation, help learners, particularly children, recognize the world using moving images.
- Both digital visual and audio modes generate enthusiasm and motivation in literacy.
- Using multimodal collaborates pair work and team work.
- It is supposed to provide opportunities to use technology and platforms in a safe learning environment. Meanwhile, it provides learners with opportunities to become visually literate through television, films, computer games and the internet.
- The combination of all modes encourages learning, critical understanding, debate and conversation concerning issues that multimodal texts rise.
- Multimodal texts are seen by many as a vehicle used by learners to develop their creativity and extend their vocabulary especially the use of emotive language (BFI,2003,Film: 21st Century Literacy: A Strategy for Film Education Across the UK http:// www.21stcenturyliteracy.org.uk/;DfES,2006).

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1.4. Disadvantages of using multimodal texts:

Searching the literature, we have acknowledged that Little research had been carried out on the usefulness of multimodal texts in the development of English language. It is believed by most researches that multimodal texts contribute to the enhancement of the language learning of EFL students and improvement in students language skills (Kress & Van Leeuwen, 2001; Kress et al, 2001; Kress, 2003; Unsworth, 2001, 2002, 2003 and others). However, there are many reasons described as disadvantages that Libyan EFL teachers and students encounter with the use of multimodal texts in the classroom with the four main skills as well as the sub-skills. The first reason believed to be essential for most English language teachers would be lack of facilities and resources that the teacher may use to bring more knowledge and understanding to the topic or the skill being taught. The second reason would be time, it is very difficult to teach and at the same time use multimodal texts within the time limit provided to cover a class or a lecture as well as the syllabus, which is in most Libyan schools 40 minutes and in universities one hour and thirty minutes. Most teachers find it very difficult to organize their time. While this is true in terms of a number and a variety of multimodal texts, unless you have an awful lot of time on your hands to choose or present something of more or less the right level with the right language focus, as well as having the ability to write a full lesson plan and a set of tasks and activates for EFL students and for how, when and why to use these multimodal texts. Not only this but also, the large number of students in the class can actually make the selection of good multimodal texts difficult and challenging. A third reason would be the information of the multimodal texts used can quickly become out of data. This can be a problem bot for EFL students, for whom the language might fly out of their heads at the same time as the information gets replaced with something more important. It can also be an issue for the teacher, who might have spent lots of time preparing the texts, only to have to throw the texts away after a couple of days. For example, this mainly could be a problem for pictures, any kind of news, that are downloaded from the internet, news from television, stories, and moreover, some of the movies or programs that are described by some students as boring, challenging or out of interest. This can come with technical problems like sometimes the technology simply does not work or sudden cut of electricity and power. Furthermore, another reason would be for some people the challenge and the achievement of reading, writing, speaking and listening using multimodal texts, can distract students attention to something else far from the content. It is just boost to their motivation that they need. For instance students, however, the struggle of dealing with multimodal texts can just convince them that teaching EFL should happen even without modal texts, because some Libyan students are poor English learners or traditional learners, they prefer the teacher to focus only on the textbook, therefore, they believe that they will never be worth the effort by being

overloaded with extra texts or the use of technology. "Limited English language proficiency can also effect access to information and knowledge"(Lavoie&O'Neill,1999; Gill, 2005 ; Ridge2004). To add more reasons to the above, when teaching English Language it could be very difficult for some EFL students, because they lack English language proficiency to focus and understand the amount of information presented in the multimodal texts. Therefore, a possibility is just to use short simple data from the multimodal texts that only has the right kind of information that needs to be explained. The last disadvantage that could come with the use of multimodal texts would be some multimodal texts may fail to arouse student interest. It is not unusual for Libyan EFL students to reject texts in the classroom simply because they are not interested or motivated by the extra data provided to cover the topic. Therefore, to solve the above problems, it is very important to provide EFL teachers the enough time, space and ability to be free to modify, change, eliminate, or add any multimodal texts to provide interest in the classroom because teachers are the only ones who better understand the needs of their students.

2   Teaching Skills using multimodal texts in EFL classrooms

The fundamental purpose of teaching is to bring about students learning and growth. Like any other profession, teaching English as a Foreign Language offers personal challenges, including the need to gain a recognition for a job well done, to overcome the fear of failure, to develop emotional stamina, to respect students, and to earn their respect as well (MeCwan, 2002, p. 188). In other words, it is the process of becoming the best teacher that one can be. Teaching EFL and with it creating multimodal texts using the skills (listening, speaking, reading, writing and grammar), is a huge responsibility in Libyan classrooms. For teachers it could either be satisfying and exhilarating, or else frustrating and utterly exhausting. Those taking an interest in this situation must begin by realizing that, with the modern change happening in Libyan EFL teaching by applying the communicative approach using multimodal texts with the skills, it is becoming ever more difficult to be successful in the classroom and, most of all, to satisfy students. On the understanding that" effective teaching is mission driven, feeling a call to teach as well as a passion to help learn and grow" (McEwan, 2002, p.191), it is plain that restoring a .sense of direction and control with be essential to overcome success. Creating multimodal texts in teaching the four skills,(listening and speaking; reading and writing), and the sup-skill grammar, will help Libyan students to become more motivated to study English diligently and effectively. This use can provide a feeling of comfort because they will

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sense that they are not learning the language to pass; they are learning because they have a chance to communicate realistically in English. "Undoubtedly using the multimodal texts in teaching English language has proved its efficiency as a means of conveying information to the language learners as well as applying it practically" (Kress, 2003). In addition, this chapter explores English language teachers creativity in Libyan classrooms using multimodal texts using different methods and techniques according to the skill applied in an instructional setting. By analyzing Libyan English language teachers in classrooms and their personal teaching experiences, the researchers reports how EFL teachers approach multimodal texts with the skills mentioned above to add or conduct modification in any way possible to the curriculum and syllabus used in schools. Furthermore, some EFL teachers, while still curriculum and examination focused, have found strategies that give them space to make connections between texts and the experiences of their particular student intake. They do so in ways that link to wider social and moral issues, drawing on their own and their students' life experiences, to make cultural connections with the texts studied with any of the skills being taught. In this sense, this shows how a multimodal analysis of social interaction in classrooms facilitates and extends understanding of the teaching that is taking place (Leo Van Lie'rs, 2004). It is also clear that the way in which a certain engagement value can be scaled is strongly associated with the intrinsic property of a given multimodal resource. In other words, the use of multimodal texts in EFL teaching in general whatever is done in the class to teach the knowledge of the language or the language skills are deployed to enable dialogic engagement for example when students are reading. A range of multimodal features in the textbooks, including illustrations and the labeling on illustrations, dialogue balloons, incomplete jointly-constructed texts, and highlighting, are identified as enabling editor voice to negotiate meanings with character and reader voice. Drawing upon and interrogating the appraisal systems of engagement and graduation, the use of pictures and the supporting role of illustrations. This is hoped to help EFL teachers, shed light on the understanding of dialogic process in a pedagogic context.

(Leo Van Lie'rs, 2004).

1.2Reading and Writing

The re-conceptualisation of texts over the last years, as well as the development of a multimodal understanding of communication and representation of knowledge, has profound consequences for the reading

and writing as well as understanding of multimodal texts, not least in educational contexts (Danielsson & Selander,2016). The analysis of the general structure, sequencing and thematic orientation of the text in reading and writing can be connected to the notion of setting in the designs for learning framework (Selander & Kress, 2010). In this chapter, the concept is used to capture the ways in which a text invites its reader or the writer and calls for certain types of activities by its means of representing the content area. If Libyan EFL teachers and students are given tools to unwrap multimodal texts, they can develop a deeper understanding of texts, information structures, and the textual organization of knowledge. One side of this this work, presents a modal for working with multimodal texts in Libyan educational settings with the intention to highlight mutual multimodal text analysis in relation to the subject content. There is a believe by the researchers that this work demonstrates that the framework is versatile and applicable across different cultural contexts.

For the above skills, let us start by looking at the thematic orientation and sequencing of any given reading and writing text, and then go on to examining what content offers through the various resources provided, such as different kinds of images, headings, and text boxes. At this stage, any text the teachers use is examined at a relatively general level, both as regards layout and content. For meta-textual discussions in the classroom, this is considered by most a suitable starting point, and even quite young EFL beginners students are involved in such discussions. Things that Libyan EFL teachers highlight in such discussions would be what content seems to be expected to be found in the text from the information that, for instance, headings and illustrations give the reader or writer, what resources stand out, what roles different types of illustrations seem to play, and if there seems to be an expected way to go about reading and writing the text. This helps both, for teachers to understand the challenges students would face and for students to express their feelings towards the use (advantages and disadvantages)of multimodal texts. In addition, in this research we also take into account the following aspects of texts in reading and writing; the general structure, how different semiotic resources operate, the ways in which different resources are combined including coherence, the use of figurative language, and explicit/implicit values. Since learning operates on different dimensions – such as social and affective dimensions besides the cognitive ones – our inclusion of figurative language and values as components for textual analysis is

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considered a contribution to multimodal text analysis for learning. To provide more, one cannot deny the importance of using multimodal texts with the grammar skill, especially in Libyan schools where teaching is changing from the use of the traditional to the communicative approach. For instance, Maria Nikolajeva and Carole Scott (2000) present a taxonomy outlining the various word-image interactions in Picture books. Lewis (2001), Unsworth and Wheeler (2002), and Serafini (2009) draw upon Kress and van Leeuwen's (1996) framework of visual grammar to interrogate the images and elements of visual design contained in contemporary picture books and multimodal texts. In addition, Golden and Gerber (1990), Patricia Crawford (2000) and Lawrence Sipe (1998) offer approaches to understanding Picture books from a semiotic perspective. Drawing upon Halliday's (1975, 1978) notion of meta functions in systemic functional linguistics, Kress and van Leeuwen set forth a grammar of visual design to be used to understand how visual images are produced, depicted, and interpreted. Halliday proposed three ''met functions'' for linguistic systems, namely: (1) ideational, (2) interpersonal, and (3) textual. The ideational met function focuses on the content or knowledge of the world represented in language. The interpersonal meta function focuses on the relationships constructed by participants through language. Finally, the textual meta function deals with the ways texts are structured and composed, in particular issues of grammar.

  Another side in this chapter, would be an important aspect of multimodal texts in learning is the relationship between the different semiotic resources on the page or equivalent, and the different ways the resources are used for expressing various aspects of the content. Here we also examine to what extent the different resources give the same, overlapping, or different/supplementing information (see also Unsworth, 2007). When different resources supplement each other, they can sometimes appear to give partly contradictory information. One such example could be when a concept like the atom is presented as a static phenomenon consisting of various particles in an image, while at the same time other resources like verbal text or gestures (in the classroom practice, or in a video) focus on the dynamic aspects of the atom, with electrons swirling around a nucleus (e.g. Danielsson, accepted). This last view of using electronics takes us to the third side of this discussion in this chapter, which is as known, frequently reading and writing is now no longer the central mode of representation in learning materials— textbooks, Web-based resources, teacher-produced materials. Still, as well

as moving images are increasingly prominent as carriers of meaning. Different types of multimodal texts that students commonly encounter in their educational environment in print form are picture books, information books, newspapers and magazines. Multimodal texts in non-print form are film, video and, increasingly, those texts through the electronic screen such as email, the internet and digital media such as CD Roms or DVDs. This makes us think about an important question which is, is the reading of multimodal texts a different process from the reading of print-based texts? A reader of a picture book or an information book needs to simultaneously process the message in the words, picture, images and graphics. With an electronic or digital screen there will be added combinations of movement and sound. Kress and van Leeuwen (1996, 2001) have challenged the notions of traditional literacy's emphasis on print in the light of the growing dominance of multimodal texts and digital technology.

They contend that a language based pedagogy is no longer sufficient for literacy

practices that are needed in our information age. Crucial issues being raised by Kress

and others (e.g. Heath, 2000; Bearne, 2003) are that the screen and multimodal texts

are developing new ways of communication. Written texts are only one part of the

message and no longer the dominant part. Heath (2000) has argued that visual texts are impacting on 'neural networks' and changing conceptual schemata. New types of texts require different conceptualizations and a different way of thinking. Kress (1997, 2003) describes significant differences between the words and images. He shows that, with writing, words rely on the 'logic of speech' involving time and sequence, whereas the 'logic of the image' involves the presentation of space and simultaneity. Thus the reading of visuals involves quite a different process than the reading of words. Kress and Bearne (2001) have shown that schools foster the 'logic of writing' whereas contemporary children's life experiences are grounded in the 'logic of the image' and the logic of the screen.

Furthermore, as words fly onto the computer screen, revolve, and dissolve, image, sound, and movement enter school classrooms in new and modern significant ways, ways that reconfigure the relationship of image and word. In the realm of literacy education there is much

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discussion of the textual shift, and thus paradigm shift (Bearne, 2003) that has occurred for today's students whose environment is filled with visual, electronic and digital texts, those texts that are referred to as multimodal (Kress & Van Leeuwen, 2001; Kress et al, 2001; Kress, 2003; Unsworth, 2001, 2002, 2003). For example, uses and forms of writing have undergone profound changes over the last decades, which calls for a social, pedagogical, and semiotic explanation. These two trends mark that history. The digital media, rather than the textbook, are more and more the site of appearance and distribution of learning resources, reading and writing is being displaced by image as the central mode for representation. This poses sharp questions about present and future roles and forms of writing. For text, design and principles of composition move into the foreground. Here we sketch a social semiotic account that aims to elucidate such principles and permits consideration of their epistemological as well as social/pedagogic significance (Dondis, 1973 ; Jewitt & Oyama, 2001 Goodman, 1976; Gombrich, 1961; Culler, 1997; Fish, 1980). Linking representation with social factors, we put forward terms to explore two issues: the principles underlying the design of multimodal ensembles and the potential epistemological and pedagogic effects of multimodal designs. (Arizpe & Styles, 2003; Callow & Zammitt, 2002; Jewitt, 2002; Lankshear, Snyder & Green, 2000; Lankshear & Noble, 2003; Lemke, 2002 and Gee, 2003). Moreover, we discuss the above modal configurations and explore how they impact on Libyan EFL students' text production, reading and writing in Libyan schools. We look at the changing role of reading or writing on screen, in particular how the visual character of writing or reading and the increasingly dominant role of image unsettle and decenter the predominance of word., we explore how they seem to promote image over reading or writing. More generally, we discuss what all of this means for literacy and how readers and writers of Libyan schools interpret multimodal texts. Rogers (2009) suggests, ''rather than searching for one particular set of methods, our challenge is to continue exploring the range of methodological tools that can be used alongside different critical theories to analyze students literature'' (p. 142). Finally, broadening the methods and perspectives brought to bear on multimodal texts presented in visual images and multimodal texts. In order to be successful understanding multimodal texts, readers and writers will need to draw upon a variety of converging and interconnected perspectives. To fully participate in today's cultural and political contexts one must become

competent in the design, production, and dissemination of representations as messages (Kress, 2010). Each of the interconnected perspectives presented in this research provides a different focus, a different set of interpretive strategies and analytical tools, calling readers and writers' attention to different aspects of the construction, design and analysis of multimodal texts.

Speaking and listening 2.2

Speaking and listening, is the foundation for thought and understanding as well as the key to English language learning, especially, literacy learning. This chapter draws on ideas and data from Libyan EFL teachers expressing their own experiences in the classroom using a multimodal approach teaching speaking and listening'. It suggests that learning is realized through the interaction between visual, active and linguistic communication, which means learning is multimodal and involves the transformation of information across different communicative systems modes; for example, from speech to image. It demonstrates that learning is a process of selection, adaptation and transformation motivated by the interests of students and the context of learning. The essence of this part, is to use multimodal texts to enhance critical thinking when it comes to listening and speaking . We believe that, by engaging and empowering Libyan students to think critically and learn about contemporary social and environmental issues as students listen and discuss a selection of diverse texts. Using diverse, multimodal texts and a dialogic approach to enhance students critical thinking is an important and timely topic. In addition, Students need to be able to critically transact with the multimodal and "multimedia texts they encounter in order to participate fully in our dynamic, technological and culturally diverse societies" (Mills, 2009, p. 103). We as researchers and EFL teachers do hope that by deepening students understanding and awareness, students will then undergo a personal transformation – in effect, they will demonstrate the qualities of a socially responsible and active English language graduate and feel compelled to take action on these issues. Graduates of the English department need to be able to speak out and present different topics participating in any kind of event, for instance, interacting with natives in the field of their work. Teachers are required to use different multimodal texts that can help to encourage students speaking and listening skill, and one way to make this happen, is by integrating both skills reading and writing to listening and speaking. In other words, to use literacy as a multimodal text in order to help students deeply read then write and

discusses the article by listening to a variety of views and discussing different topics. Since the overall aim of the education in Libya and learning English language is to empower and equip EFL students with the skills necessary to achieve their full potential and actively participate in society. The use of "a dialogic approach to literacy learning in order for students to collectively construct understanding, explore ideas, and talk about the issues they encounter"(Nixon, 2014,p.5). He suggests that "a multimodal approach to understanding social interaction around texts and show that higher-order literacy skills are realized and constructed through the configuration of talk and writing with a range of other representational and communicational modes, such as gesture, gaze, movement, and posture" (p.1). Moreover, using multimodal texts can help provide

a chance and space for students to discuss and communicate their ideas, thoughts, perspectives, and worldview. The use of multimodal texts, could help make a student-centered classroom, because teachers will use them with speaking and listening to enable students to explore their thinking, consider multiple perspectives, interact with others, and cooperatively construct meaning (Bakhtin, 1984; Barnes, 2008; Berk & Winsler, 1995; Smagorinsky, 2007; Vygotsky, 1978). Using a dialogic in the classroom can also lead to a deeper understanding of subject material and encourages students to partake in higher order thinking processes (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Reznitskaya, et. al, 2009; Reznitskaya & Gregory, 2013). Finally, multimodal texts   do motivate students critical thinking and the ability for students to speaking and listen in the classroom, they feature the importance of asking deep questions, considering multiple perspectives, and creating a classroom environment where diverse voices are encouraged; therefore, it makes sense to create an instructional unit that seeks to combine tenets of the ideas that could be used with multimodal texts. Even more importantly, in EFL Schools in Libya evolving curriculum climate, greater emphasis is presently being placed on the importance of critical thinking and on learning that is authentic which has real-world relevance.

Conclusion

This present chapter, seek to present the impact of multimodal texts on the development of English language, the motivation to conduct this study is very relevant at the present time, because as mentioned throughout this chapter, in Libya EFL teachers are challenged to find the best methods and techniques possible to teach EFL and students specifically are struggling to learn English. Rogers (2009) suggests, ''rather than

searching for one particular set of methods, our challenge is to continue exploring the range of methodological tools that can be used alongside different critical theories to analyze children's literature'' (p. 142). Broadening the methods and perspectives brought to bear on multimodal texts expands the interpretations generated, allowing readers to challenge the messages presented in visual images and multimodal texts. Furthermore, widening the range of theoretical frameworks to draw upon during the reading, writing and interpreting of multimodal texts enriches the literary and visual experience and allows readers to bring multiple perspectives to their interpretive repertoires.

All studies in this field, confirmed the existence of multimodal texts in contemporary society as well as in the lives of students. It is clear that for many Libyan students, multimodal texts played a dominant role in communicating information and knowledge as well as other values and virtues. Students spend many hours of their lives outside of the classroom more than inside the class , reading, writing, listening and speaking using multimodal texts (Nallaya,2006). It seems that the use of multimodal texts facilitated the development of their use of the English language. Students can read, view or listen, as well as write and produce the text outside classroom time and indeed inside the class. This enabled students to make meaningful connection between
literacy and their lives.

We believe that, The multiple dimension of multimodal texts facilitate cross- referencing of information. Learn(2007), stats that the term multimodal refers to five modes of meaning making linguistic, visual, gestural, spatial and audio working together to create texts. These hybrid combinations form multimodal texts"(p.1). Moreover, from the above illustrated information in the chapter, it is obvious that students face challenges in the learning of the language; therefore, teachers have requirements towards to support their students by using a variety of multimodal texts. We assert that this support is important because the world is changing and information communication and technology play a major part in student lives . students today listen to the latest English songs on DVDs, on their i-Pods, and the radio, watch English movies on television and on their laptops and computers, read the subtitles or captions in English. They also speak to their friends and family on Skype or voice chats, as well as write emails, SMS and texts in chat rooms

increasingly in English. Acknowledging this in the classroom, can make learning English more meaningful, students stop seeing learning English separate from living and working. In addition, making multimodal texts part of learning English language can for sure help to bridge the formal and informal learning process by formal instruction in class reinforced by informal learning outside the class, using different multimodal texts since the use of them nowadays is considered widely available and accessible in non- speaking countries like Libya.

Drawing upon literature, this chapter investigated what changes occurred to teaching practices when Libyan EFL teachers incorporated the creation of multimodal texts, mediated by technology, into their classroom curriculum, and what influence these changes had on students outcomes. The shifts in teaching practices identified include explicit teaching of different semiotic modes to create a text, the inclusion of authentic tasks for creating multimodal texts, the use of a collaborative approach to the construction of a text, and changes to assessment practices. The influence on students' outcomes relate to learning of content, knowledge, skills, and level of engagement in learning. It has been found that, The majority of teachers in Libya indicated that the use of multimodal texts is preferred to using print based texts. Students also specify that multimodal texts encompass all the information they need and are very easy to understand. Moreover, both teachers and students believe it is easier to obtain information from multimodal texts compared to print texts. Thus, from our experience, multimodal texts are according to Libyan EFL students more interesting if effective texts were chosen according to students level and needs. Consequently, this chapter does not represent a final statement of the effectiveness of using multimodal texts and its influence on teaching and learning. Finally, we can conclude ending this chapter with this simple statement, in order to collect more data on this topic in the decades ahead it is important that research continues in this field.

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