

Creolized Texts as the Part of Visual Method in Teaching English

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ABSTRACT

This article presents the theoretical analysis of visual information, visual method and creolized texts in English teaching. Creolized texts are the main elements of the visual method. The research is based on the book “Nuclear English” for students of non-linguistic specialties by S. Gorlin. Texts and exercises in this book are accompanied with the photos, cartoons, caricature, tables, pictures. These exercises give opportunity to create a hierarchy of multifarious types of assignments in teaching and learning English. The aim of this research to make theoretical analysis of the visual method and determine the efficiency of using creolized texts in teaching English. The paper provides a new vision of working with the creolized texts taking into consideration visual method’s elements and characteristics.

Index terms - an assignment, creolized text, elements, English, teaching, visual method

I. INTRODUCTION

The development of technologies leads to use a huge number of new teaching methods and approaches. Teaching methods are appliances of theoretical and practical findings. One of the new methods in teaching English is the visual method. Visual method (VM) enables to see information during the learning process. The visual method is adapted by using information in the form of images, pictures, hangouts, presentations. Visual information is one of the forms of images that are fixed in the mind. The transition to distance learning in pandemic situation attracts interest in visual method. The pandemic turns the world in the age of visual information. Distance learning requires organized teaching material for accurate perception, understanding and memorization. In general, teaching materials should be related, coherent and integrated with previous and forthcoming topics.

The visual presentation of information is one of the important aspects in teaching subjects during distance learning. Visual information is used in various fields of communication. In the English-Russian dictionary of information technology, the meaning of visual information is an information in a visual form [1]. In computer science, according to the form of presentation there are the following types of visual information: text (a combination of words, texts, essays, i.e. written works), numerical (examples, table, accounts), graphic (diagram, photograph, drawing, drawing, diagram, map), video information (images, animation, sound).

Thus, visual information is a type of communication that serves as a means of conveying information. Currently, during the quarantine period (online), we receive a large flow of information at the same time, which requires fast processing. During the flow of information there is no time for a careful consideration of each case or problem [2]. Quick sending of an image and a sketch increases the transmission of information and negates the value of a long-term finished work [3]. Visual information introduces the use of intellectual capabilities, critical thinking, active imagination, a creative approach to the transfer of information. The process of imagination makes a person undertake and bring to the end the tedious work in practical life [4].

In 1946 Edgar Dale made his own modifications of the visual information and insisted on using media to do the tasks. Visual forms of media with the combination of texts and sound help to understand the information and learn to harness the experience. Dale’s model is based on the concept that learning evolves from the concrete to abstract. Visual representations of facts enable to capture the concrete fact and enrich the experience in various ways. The Cone experience was the visual device which included the varied types of mediated learning experiences (direct experience, contrived experience, dramatized experience, demonstrations, study trips, exhibits, motion pictures, recordings, radio, visual symbols, verbal symbols). Dale experienced a numerous number of learning activities to help teachers to design appropriate visual materials [5]. However, Hoban, Zisman made a breakthrough of constructing a graph as a visual object to rise the learner’s interest in learning. They proposed the following categories of visual information such as total situation, objects, models, films, stereographs, slides, flat pictures, maps, diagrams, and words [6].

Teaching English requires to pay much attention to the types of textual, numerical, graphic, and video information. Derdizova writes that visualization is the process of converting verbal information into visual information [7]. The main approaches to converting verbal information into visual are highlighted in the works of A.E. Anisimova, V.M. Ageeva, R. Barth, A. Berger, M.B. Voroshilov, V. Kolshansky, Ch.U. Morris, Ch.S. Pierce.

This paper attempt to make theoretical analysis of the visual method and determine the efficiency of using creolized texts in teaching English for students of nuclear physics specialty on the basis of Serge Gorlin’s book “Nuclear English”.

II. PRACTICAL ANALYSIS OF USING VISUAL METHOD

Scientific and methodological works describe and present the usage of visual teaching, visual material, visual information and visual aids. Approximately 65 percent of population are visual learners who relate mostly to visual information, notes, pictures and diagrams [8]. Visual aids become a language in order to understand and create information. There are four elements of visual method to develop skills: full-spectrum visual learning; active and performance based learning; dynamic translation, and multidisciplinary approach [9].

Full-spectrum visual learning

This element is used to understand the visual material by means of visual encoding (expressing ideas and thoughts in visual form) and visual decoding (explaining the content of visual information).

Active and performance based learning

It is an active approach into the real world using the visual information. This element implies working with photos, pictures and apply knowledge to new and authentic situations.

Dynamic translation

This type of element assumes the process of expressing ideas in new forms. In English teaching, students express their ideas not simply in the form they can. Students should use complex grammar structure, new vocabulary, passive structure, referencing form, precise facts or figures.

Multidisciplinary approach

This approach involves developing writing, creative expression, imaging and visual thinking. Moreover, this element reflects using of various styles of learning and experience. All of these elements can be used in English teaching in order to develop all skills (reading, writing, listening, speaking). Teachers should provide learning environment and materials to allow students to create their own visual opinion or expression and guide students through the process of learning. Furthermore, these elements can be used in teaching in different levels of English language proficiency (Table 1).

Table 1 – Visual learning elements in English teaching

Full-spectrum visual learning		Active and performance based learning	Dynamic translation	Multidisciplinary approach	
A 1	A 2	B 1	B 2	C 1	C 2
– can use very basic expressions to satisfy concrete needs; – can introduce the topic, ask and answer questions	– can use keywords, phrases and expressions in speaking; – can describe in simple terms aspects of visual information	– can deal with the visual situations; – can produce simple connected texts on topics that are familiar or of personal interest; – can describe events in visual format or make a plan in brief	– can understand the main ideas of a visual information; – can interact with a degree of fluency and spontaneity; – can produce clear, detailed analysis on a visual information	– can understand and recognize implicit meaning of visual information; – can express ideas fluently and spontaneously without much obvious searching for expressions	– can understand with ease virtually everything seen, heard or read; – can summarize information; – can express themselves spontaneously, very fluently and precisely

Visual method elements are appropriate in using creolized texts in teaching English. Creolized texts are texts which consist of verbal (linguistic / speech) and non-verbal (other language systems). The term “creolized” appeared in linguistics at the end of the 20th century [10]. Creolized texts provide readers conditions for understanding and interpretation the information with the help of pictures, symbols, color, print.

Texts with the verbal and non-verbal components compose one visual whole [11]. The basis of the creolized text is occupied by a pictorial means integrated into a verbal message in the content, compositional and linguistic aspects. There are a huge number of creolized texts: illustrated literary texts, advertisements, posters, posters, comics, etc. The functional advantage of the creolized text is the ability to vary the emphatic emphasis on different sign systems, choosing in a certain context the necessary element for pragmatic saturation.

Texts and exercises in the book “Nuclear English” are accompanied with the photos, caricature, tables, pictures. These exercises give opportunity to teachers to create a hierarchy of six types of assignments (ICE): investigating and inspiring assignments (use new vocabulary, answer the questions, discussion in pairs, preparing visual-making maps or cards, to use real photos to influence others); chronicling and communicating assignments (matching the words or expressions, find the chronicle data of situations, determine the dates, sharing visual information, prepare visual reports); expressing and envisioning assignments (present short writing about the content, note ideas, summarizing the main points, offer new ideas and personal visual goals). These assignments are the core of critical visual thinking (Picture 1).



Picture 1 – Hierarchy of assignments using creolized texts

ICE assignments assumes to develop skills as comparison, classification, sequencing, cause and effect, patterning, forecasting, planning, hypothesizing, investigating, chronicling, deductive (true or false) and inductive reasoning. These assignments help to create multifarious ideas in teaching and learning English, motivate students to participate actively in classes, encourage making own visual materials, engrave creolized texts summarizing the information.

III. PERSPECTIVES OF APPLYING THE CREOLIZED TEXTS IN LESSONS

The main components of the creolized text are verbal (text) and non-verbal, i.e. visual (photography, drawing, image, diagram, etc.). There are three degree of classification of creolized texts; weak, moderate and strong [12]. The weak category includes texts which are presented in the form of graphics; moderate category infers using symbols or elements of cartoons. The creolized text is presented without any additional descriptions and definitions; strong category is characterized by the equality of components. The type of creolized text is introduced with a strong poster including some additional information (the content of the picture and verbal part should be coincided and serve each other).

Depending on the presence of the image and the nature of the relationship between the verbal and non-verbal components, A.E. Anisimova identifies the following types of creolized texts (Picture 1, 2):

- texts without illustration (zero creolization);
- texts with partial illustration (partial creolization);
- texts with a full illustration (full creolization).



Picture 1 – Partial creolization

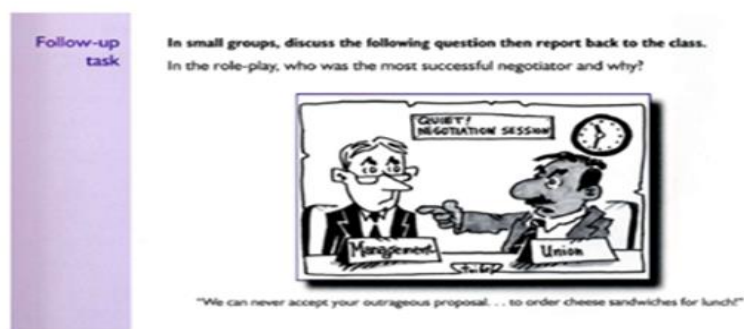


Picture 2 - Full creolization

In partial creolization, the verbal component does not depend on the illustration and it is optional (popular science text, newspaper article, artistic text); in complete creolization, the verbal component cannot be without the non-verbal, where the illustration is an obligatory element of the text. Thus, the role of visual information (illustration), its combination with verbal text helps to clearly perceive the text, understand its content and draw conclusions. The visual component contributes to the rapid understanding of information and leads to effective memorization of meaningful knowledge and

stimulates the creation of a speech product. When perceiving a creolized text, there is a transition from the text to the meaning, the main source of which is the processing and interpretation of verbal signs into semantic images, which are then converted into inner speech [13].

The study of creolized text is closely related to the use of images in advertising, with the use of captions for photographs in the media and cartoons. The textbook «Nuclear English» (by S.Gorlin) involves cartoons after reading the texts for the development of speech and securing the material under study [14].

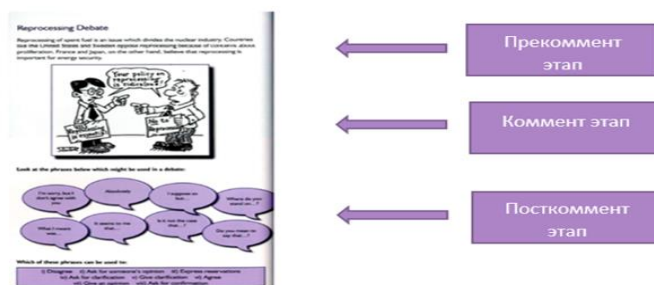


Picture 3 – «Negotiations and conditions» topic for discussion

A caricature is a creolized text where its verbal and non-verbal components make up a semantic unity. A distinctive feature of the caricature is the involuntary attraction of attention to the image due to the effective combination of visual and verbal components (Picture 3).

The visual component contains the scene of actions, characters and their actions (graphics, drawing, frame). The verbal component complements the information provided by the image. In addition, the verbal component of the caricature also includes the words of the author or characters (title, signature, comment, remarks) depicted in the picture. Analysis of the textbook «Nuclear English» by S. Gorlin for the presence of creolized texts shows that this edition consists of 12 lexical and grammatical topics. Each topic is accompanied by a caricature with sequential tasks, as one of the types of creolized texts. In addition, this textbook contains texts with partial and full creolization.

Commenting is considered a fundamental technique for the formation of students' communicative competencies on the basis of creolized texts. Working with cartoons consists of three stages: pre-comment, comment and post-comment. At the pre-comment stage, students get acquainted with lexical and grammatical material, perform practical tasks and exercises. At the comment stage, students present the theme of the caricature, formulate the main idea, describe the image. Post-comment stage presumes students to answer questions, establish presented problems and lead arguments on the subject (Picture 4).



Picture 4 – Stages of working on caricature «Reprocessing»

In fact, there is no single algorithm for working with caricatures in teaching foreign languages. Teacher independently builds his own algorithm of work. There are some tips or technology to work with caricatures:

1. identify the characters depicted in the picture;
2. encrypt the actions of the heroes or their position in this situation;
3. understand or recognize the symbols, graphic metaphors, sayings, idioms or popular expressions presented;
4. find «verbal partners» and compose a verbal analogue of the graphic message of the caricature [15].

The use of creolized texts makes demonstrate the topics under study visually, develop cognitive tasks, extract new information and information, obtain completely new additional knowledge, develop parsing and analysis skills, develop critical thinking, study material from various angles, and consolidate the studied material in memory.

IV. CONCLUSION

Teaching and learning languages is connected with the working on texts. All assignments and exercises are based on the content of the texts. Texts help to understand the lexical theme, make grammar analysis, learn new vocabulary and use the experience in practice. The final analysis of the learned materials is effective using creolized materials. Creolized materials are the visual information in the form of pictures, caricature, cartoon, graph, tables, photos.

This research presents four elements of visual method to develop skills: full-spectrum visual learning; active and performance based learning; dynamic translation, and multidisciplinary approach. All of these elements can be used in English teaching in order to develop all skills (reading, writing, listening, speaking). Visual method elements are appropriate in using creolized texts in teaching English.

There are a huge number of creolized texts: illustrated literary texts, advertisements, posters, posters, comics, etc. The functional advantage of the creolized text is the ability to vary the emphatic emphasis on different sign systems, choosing in a certain context the necessary element for pragmatic saturation. The research is based on the book "Nuclear English" which is accompanied with numerous photos, caricature, tables, pictures. These visual materials give opportunity to create some types of assignments: investigating and inspiring (I), chronicling and communicating (C), expressing and envisioning (E). These assignments help to create multifarious ideas in teaching and learning English, motivate students to participate actively in classes, encourage making own visual materials, engrave creolized texts summarizing the information.

As a result of this research it has been determined the efficiency of using the creolized texts in teaching English as one of the visual methods. Creolized texts occupy a special position in modern educational system. The main task of creolized texts in teaching English is to provide students with effective conditions to understand and interpret the learning material.

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