

‘ROLE OF ILLUSTRATIVE PICTURES IN THE UNDERSTANDING OF A TEXT  
DURING A READING FOR COMPREHENSION LESSON, CASE OF 3RD FORM AT  
‘COMPLEXE SCOLAIRE LA RECONNAISSANCE DE KANANGA’

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**Abstract**

*We were concerned to find a strategy that could facilitate the understanding of the text for students, that of associating illustrative images with a text in order to capture the attention of a reader; then led to determine whether illustrative images are effective in improving learners' reading comprehension ability. Thanks to qualitative and quantitative analysis methods, we conducted our surveys with two groups of 65 students, the first called "experimental of 30 students" and the second "control of 35"; all subjected to the Pretest, Test and Post-test, the first was evaluated on the basis of texts with images, and achieved an average score of 61.8, while the second was evaluated on the basis of texts without images and obtained 50.8. in the student's t test, the difference between the two means proved to be significant at the threshold of 0.01, i.e.  $t_{obs}(4.47) > t_{tab}(2.66)$ , which led to rejecting  $H_0$ , and confirming our hypotheses. Therefore, the experimental group performed itself better than the control group, one understood the texts better than the other, thanks to the association of illustrative images.*

**Keywords:** *Role/image/illustration/comprehension of the Text/Reading*

## 0.1. INTRODUCTION

Mastering the learning of a foreign language means mastering the basic skills essential to completing the learning process. Indeed, reading is an essential language skill, as it is conducive to the development of general language proficiency and greater progress in all academic areas. It is therefore an interactive process in which readers construct a meaningful representation of the text using effective reading strategies.

In this study, we investigate how the visualization strategy, which involves associating illustrative images with the text when teaching and learning a reading for comprehension lesson, can influence learners' comprehension of the text and how it can play an important role in student improvement reading comprehension skills.

GIASSON Jocelyne believes that there is today a completely different and consensual vision of reading comprehension: the reader, far from being a simple passive receptacle of the meaning of the text, is a creator of meaning, a meaning certainly constructed thanks to the text but also by relying on one's own knowledge and one's reading intention. Thus, reading is listening to a word: reading is certainly understanding what the author says but it is also agreeing to listen to him, welcoming him and experiencing otherness. When writing, the author addresses someone; when reading, the reader listens to someone but his listening is guided by his own knowledge and his project as a reader. Reading is therefore thought of as "an interactive process" composed of three variables: the text, the reader and the context. Of course, the more intertwined these variables are, the better the understanding is. (GIASSON, J., 2011: 6.15).

VALERIE REVEL declares: "Progressively, the image will take more place in educational practice, and not only as an auxiliary or attractive support, but also thanks to its descriptive and documentary functions. (VALERIE, R., 2010-2011:26).

## 0.2. LITERATURE REVIEW

A thousand and one researchers have addressed this theme in one way or another, but we are mentioning a few. It is:

SANAA RIZK, B. declares that the influence of the mode of presentation of information was evaluated by means of a comparison of the comprehension of illustrated and non-illustrated versions of the same text, carried out using two experimental groups. In order to measure achievements, he adopted a pretest plan - post-test and designed a knowledge assessment questionnaire comprising questions applying the rule presented and others requiring the transfer of knowledge to new situations. His general hypothesis assumed that the elaborate diagrams, and which make explicit the relations between the relative clauses and the nominal groups of which they constitute the expansion, would allow a fairer and cognitively less costly representation of the extralinguistic reality to which the text refers. Specifically, he expected the illustrations to have a positive impact on higher-order cognitive processes, and manifest in situations involving inferential reasoning. His results indicate a positive impact of illustrations on the speed of information processing and on the ability to use acquired knowledge in new linguistic contexts. These data go in the direction of multiple studies which have been interested in the question, and reinforce the idea that the illustrations representing relations participate in the construction of a mental model of the text, hence a positive impact on inferential reasoning. (SANAA RIZK, B., 2009)

VALERIE, R., suggests that the colorization of the image is an important parameter in the reading of the image, and that all children do not react in the same way when faced with a color image, or when faced with a black and white color image: color, by increasing the degree of iconicity of the image, promotes understanding in some children; black and white, because it can channel or on the contrary give free rein to the imagination, allows other children to obtain better results. Beyond the question of the evaluation of the understanding of the story, it analyzes the reading of the image and in particular, the impact of the colorization on the understanding of the story. It is important to keep in mind that the images can cause reading difficulties in unfamiliar children, such as errors in character identification or temporality for the most frequent, but also errors in interpretation. emotions, problems in reading the different plans of the image (ref. little boy who thinks that the fox is burning its tail) ... The image is a medium widely used in speech therapy to work on sequence, lexicon, syntax, and many other things. However, the image can facilitate or hinder the construction of meaning. The speech therapist must therefore remain vigilant with regard to the choice of this medium and the reading difficulties that the type of image may induce. Besides, reading the image will sometimes require specific support. (VALERIE, R.,2010-2011)

The reason for making illustrations an object of analysis in their own right becomes obvious due to the cognitive and affective processing that they generate in situations as strategic as the reading/comprehension of scientific texts. In this type of text, the image is opposed to the verbal, that is to say to the linguistic information. Only this illustration provides direct access to the meaning of the sign. The contribution of the analogical and conceptual diagram to the understanding and memorization of a scientific text, depending on the level of prior knowledge of the reader, finds its full extent in this experience. The results of the analysis of the additions show that efficient exploitation of the diagram, in relation to the text to which it subscribes, could contribute to the anticipation and construction of a global meaning of the specialized text. Facilitating conditions are widely described by research. The effect of image supplantation has already made it possible to show a very clear superiority of imaged conditions compared to conditions without images. The beneficial role of diagrams in this experiment on the memorization and understanding of texts seems difficultly questionable by referring to the results obtained. The identification of differentiated strategies according to the field of knowledge in the reading of the "text / image" report indicates that effective support, inscribed in a perspective of pedagogical engineering of multimedia, is appropriate. (REMMAS, B., 2021)

On the other hand, in our study we will see the impact of images on students in understanding a text during a reading for comprehension course. This study will help us improve the teaching of the reading for comprehension lesson to such an extent that eventually a new strategy will be part of the teaching strategies of a reading for comprehension lesson.

**0.3. METHODS**

To carry out this study, we used the following methods:

- ❖ Qualitative: in order to collect the impressions of students and teachers on the understanding of texts with or without illustrative images;
- ❖ Quantitative: in order to analyze the scores achieved by students in the Pretest, Test and Post-test on the Comprehension of texts based on the indicators.

**0.4. RESULTS**

**0.4.1. Data presentation**

Our surveys were conducted with two groups of pupils aged 14 to 16 in the 3rd year on the understanding of texts:

**Table 1:** Scores obtained in the Pretest, Test and Post-test

Scores realized by groups of selected pupils											
Experimental group (With illustrative images)	41	45	46	48	50	51	52	54	55	55	57
	57	58	59	60	61	62	63	64	65	66	68
	69	70	73	76	78	79	84	88	-	-	-
Control group (Without images)	41	41	41	41	41	41	42	42	43	44	45
	46	47	47	49	50	51	52	53	53	53	53
	54	54	55	56	56	57	57	57	58	62	63
	65	68	-	-	-	-	-	-	-	-	-

Source : From field work

**0.4.2. Analysis and interpretation of results**

To draw objective conclusions, we applied the student’s t test. The t-test, also called Student's test or t-distribution, is a popular statistical test used to measure the differences between the means of two groups or a group relative to a standard value. It is based on a probability law called Student's law. Performing this test allows you to understand if the differences are statistically significant, that is to say if they are not the result of chance.

In a t-test, you start by establishing a null hypothesis, that is, the two populations are the same and there is no significant difference between them. The student t test will prove or disprove your null hypothesis. This type of analysis can be used when studying one or two groups, whether dependent or independent. Since the variances are different (unequal) and the sizes of two samples are not the same ( $n_1 \neq n_2$ ). ([Http://www.qualtrics.com](http://www.qualtrics.com)). The Student's t test model below applies:  $t =$

$$\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

**Tableau 2 :** Résultats issus du traitement

Pupils groupes	N	Max	Mean	Variance	t <sub>obs</sub>	t <sub>tab</sub> ddl(63)	Statistical decision Level (0.01)
Experimental Group	30	100	61.8	132.96	4.47	2.66	Significance
Control Group	35	100	50.8	56.56			

The table opposite indicates that the Experimental Group achieved a mean score of 61.8 and a variance of 132.96. On the other hand, the control group obtained an average score of 50.8 and a Variance of 56.56. After treatment, the  $t_{obs} 4.47 > t_{tab} 2.66$  with a degree of freedom of 63, at the significance level of 0 .01 turns out to be higher. Therefore, the difference between the means of these two groups is significant, because not all applied in the same way; those using text with images apply better than those using text without images. We reject the null hypothesis (H0). This implies that students with texts with images have a better understanding of the texts than those whose texts do not have images; which marks the immeasurable role that images play in the exploitation of texts. In other words, we confirm our initial hypotheses that if illustrative images are associated with text in a text comprehension lesson, they are likely to play a large role in understanding the text. They would influence the improvement of learners' ability to understand texts. They would improve and facilitate the teaching of a reading lesson for the teacher's comprehension.

When the teacher uses texts with images, understanding becomes easy and students easily convey the main idea of the text. Texts with images are economical and do not require enough effort and operating time to understand them. The images are at the service of an inductive pedagogical method which has an encyclopedic and totalizing aim. They have the function of making things present like men. They can turn into a lesson, summarizing what has been learned or developing the vocabulary or providing an explanation. They aim to facilitate the transition from experience to knowledge. Because where the text imposes

its sense of reading, the image offers a possible ordering and opens the horizon of meaning of the text.

KHAOULA MAHFOUD points out that the use of illustrations has an impact on the assimilation of the foreign language by providing the learner with pleasure and motivation, which has an impact on the learner's performance. The image is a source of pleasure and entertainment in class, attracts the learner with its meaning components, which arouses in learners the desire to understand texts. (KHAOULA, M.,2015-2016:68-69)

**0.5. DISCUSSION**

Some predecessors believe that reading is a linguistic process where different linguistic processes, such as word recognition or structural organization, contribute to the understanding of the text. Good readers use relevant prior

knowledge to understand reading and be able to visualize and create mental images of ideas in the text. Good readers are able to create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved in what they read. They still believe visualization helps readers understand by merging previous experiences and text to create visual images. Visualization can also help fill information gaps in the text. Others believe that the color of the image has an impact in the understanding of texts and the image can generate difficulties. However, in teaching reading comprehension, the teacher must help his or her learners understand the material written in the text and give them the knowledge and ability to read other materials outside the classroom and later in life with ease and pleasure. A good teacher should train learners to read and understand materials. In other words, to understand the text, the teacher and students must represent an idea in their mind and form an image of the story told in the text; understanding wants to be abstract. Unlike them, a text read with concrete or semi-concrete material is better understood compared to others read in an abstract way, that is to say without the concrete object, without any photo or image. We thus note that the comprehension of the text proves to be a thorny question for the pupils in order to master any language. Reading is one thing, but understanding what you read is another. This is why we are looking for strategies likely to facilitate students' understanding of texts and to associate illustrative images with a text in order to capture the reader's attention is one. The implementation of the project that promotes the teaching of a reading lesson for comprehension with texts associated with illustrative images will be a good strategy involving the improvement of the level of reading comprehension of the pupils. Thus, it is useful when teaching a lesson of reading for comprehension with pictorial texts to improve the reading comprehension skill level of students.

Indeed, we set ourselves the objectives according to which to study the impact of illustrations in the comprehension of the text during a course of reading for comprehension, to determine if the illustrative images are effective in improving the capacity of comprehension in reading of learners.

Remember that after experimentation, we observed the following:

- In the experimental group, the first student achieved a score of 41/100 and the last obtained 88/100;
- While in the control group, the first student obtained 41/100 and the last achieved 68/100.

From this, we can say that the two groups applied themselves differently. To be more pragmatic, the experimental group obtained an average score 61.8; on the other hand, the control group achieved an average score of 50.8. But to certify this difference in application on the understanding of texts, we noted that the observed  $t$  of 4.47, compared to tabular  $t$  of 2.66 at the significance threshold of 0.01 having as degree of freedom 63, is proved superior. This always implies that the two groups of students did not apply themselves in the same way; the difference between the two means turns out to be significant. Better yet, the experimental group performed better than the control group. This means that the first group certifies its high performance in understanding the texts Before-During-After the evaluation thanks to the illustrative images.

In turn, the experiment revealed to us that the images associated with the texts play a major role in understanding, improve and/or facilitate the reading lesson for common understanding (teacher and students).

This is why, MAATALLAH WAFAA attests that the image and the text both give meaning to the document. It leads to an intimate relationship with the text and almost all of the images in the student manual are accompanied by linguistic messages, these two sign systems work together for better understanding. (MAATALLAH, W.,2015-2016:9)

Reason why DEKDOUK KENZA thinks that the image is one of the auxiliaries used in the reading comprehension session, in addition to its decorative and attractive role, it facilitates understanding and access to meaning and to understand elements not included in the text itself, this is a trigger for motivation among students. (DEKDOUK, K.,2015-2016:28)

In essence, the image remains the mystery of a clear understanding of the texts and the message that an author transmits through his writings.

## 06. CONCLUSION

Our study was carried out on two groups of students (experimental and control) whose age is between 14 and 16 years of the 3rd year of the La Reconnaissance School Complex of Kananga, with a view to evaluating the performance of the students in understanding texts with or without illustrative images. The experimental group whose size is 30 obtained an average score of 61.8. While the control group composed of 35 students also achieved an average score of 50.8 in the Pretest, Test and Post-test in English.

But to achieve this, we used methods such as descriptive quantitative and qualitative analysis for data collection and analysis.

After treatment, we found that the experimental group performed better than the control group, because their understanding of the texts was influenced by illustrative images, on the other hand, the control group was poor. Therefore, the experimental group showed what it is capable of Before-During and After assessment compared to the control group. The difference between the two averages turned out to be significant, which is not stochastic because the illustrative images were the keystone of the singular success of the experimental group. In essence, the presence of the fix image in class is therefore likely to make the learner more effective in their learning, more efficient, more satisfied and, consequently, more motivated.

In this study, we propose illustrative images as strategies and techniques for improving performance and understanding of texts. Despite all these analyses, our study did not propose approaches and didactic methods likely to further improve learning on the comprehension of texts, because the image will only constitute a good and true guide to the extent that it moves away from simple illustration to return to illustration: it is by moving away from a "technical" representation, term

by term, that it will make sense and really illuminate the text alongside which it appears. It has a certain affective and emotional power that the text does not have.” Certain images represent a driving element of texts because they facilitate understanding, they motivate them, therefore the image attracts the attention of learners, can provoke an emotion, a sensation due to its visual character. Which often makes us say that images are often more powerful than words in transmitting messages. The image indeed has the power to arouse emotions and to communicate a complex message quickly and effectively.

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