

Running head: CREOLIZED TEXTS AS A LANGUAGE LEARNING STRATEGY IN THE  
CLASSROOM

**Creolized Texts as a Language Learning Strategy in the Classroom**

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## **Abstract**

### **Creolized Texts as a Language Learning Strategy in the Classroom**

In the modern world, people face a large flow of information daily. Over time, some of this information is forgotten, while others may remain in memory for long. Teachers are increasingly using creolized texts in their practice to help students learn new material better. Such materials make learning more accessible, efficient, and convenient for students and teachers. A creolized text is a message that combines two different components, verbal (linguistic) and non-verbal, based on sign systems. Examples of such texts include advertisements, comics, posters, and posters. This qualitative study aims to investigate the educational use of creolized texts and their effects on the teaching of English at the school. The research design includes participant-based case study methods to explore language teaching strategies together with teacher obstacles and their impact on student learning outcomes from incorporating creolized texts into classroom curriculum. Twelve educators from secondary educational institutions decided to take part in the study. One hundred illustrations were assessed within the document study context. In two different secondary school classrooms, researcher teams made four observations across two days. The research data demonstrates instructors view creolized materials positively because they help simplify tough topics and adapt to individual learning patterns. Study participants stated they used these texts for reading-based activities and grammar instruction and vocabulary learning. A document analysis revealed that textbooks primarily used fully creolized texts as their main written material in English instruction. Students learned grammar and developed vocabulary through these pedagogical materials effectively. This research provides teachers with enhanced understanding of visual-verbal materials for language learning and presents methods to effectively implement these materials in classroom teaching.

*Keywords: creolized texts, verbal components, non-verbal components, multimodal texts, english teaching, learning strategy*

## Аңдатпа

### Креолизацияланған мәтіндер арқылы сыныпта тіл үйрену стратегиясы

Қазіргі әлемде адамдар күн сайын үлкен ақпарат ағынына тап болады. Уақыт өте келе бұл ақпараттың бір бөлігі ұмытылады, ал екіншісі ұзақ уақыт жадыда қалуы мүмкін. Ұстаздар оқушыларға жаңа материалды жақсы меңгеруге көмектесу үшін өз тәжірибелерінде креолизацияланған мәтіндерді жиі пайдалануды бастады. Мұндай мәтіндер оқушылар мен мұғалімдер үшін оқытуды қол жетімді, тиімді және ыңғайлы етеді. Креолизацияланған мәтін-бұл екі түрлі компонентті біріктіретін хабарлама, вербалды (лингвистикалық) және вербалды емес, символдық жүйелерге негізделген. Мұндай мәтіндердің мысалы ретінде жарнама хабарламаларын, комикстерді, плакаттар және ашық түсті бейнелерді атауға болады. Бұл сапалық зерттеу креолизацияланған мәтіндердің білім беру мақсатында қолданылуын және олардың мектепте ағылшын тілін оқытуға ықпалын зерттеуге бағытталған. Зерттеу барысында жекелеген сұхбат қатысушыларының мысалында шетел тілі мұғалімдерінің қолданатын стратегиялары, ұстаздардың жұмысы барысында туындайтын күрделі мәселелер, сондай-ақ креолизацияланған мәтіндердің оқу үдерісіне, оқушылардың қызығушылығы мен тіл дамуына әсері талданды. Зерттеуге орта мектептерден он екі мұғалім іріктеліп алынды. Құжаттарды талдау 100 суреттемелерді бағалау қамтыды. Сонымен қатар, екі күн ішінде екі сыныпта төрт рет сабақтарды бақылау жүргізілді. Нәтижелер көрсеткендей, қатысушылар креолизацияланған мәтіндерге жалпы оң көзқарас білдіріп, оларды күрделі ұғымдарды жеңілдету мен әртүрлі оқыту стиліндегі оқушыларға көмектесу құралы ретінде жоғары бағалады. Мұғалімдер бұл мәтіндерді оқу, грамматикалық түсіндірмелер мен сөздік қорын дамытуға арналған тапсырмаларда пайдаланатынын атап өтті. Құжаттарды талдау ағылшын тілі

оқулықтарында көбінесе толық креолизацияланған мәтіндер қолданылатынын көрсетті. Бұл әсіресе грамматиканы үйретуге және оқушылардың лексикалық қорын кеңейтуге бағытталған тапсырмаларға тән болды. Сайып келгенде, бұл зерттеу мұғалімдердің креолизацияланған мәтіндерді тиімді оқыту құралы ретінде қолдану жөніндегі педагогикалық құндылығын тереңірек түсінуге ықпал ете алады. Сонымен қатар, зерттеу визуалды-вербалды материалдарды шет тілін оқыту үдерісіне қалай енгізуге болатынын айқындайды.

*Түйін сөздер: креолизацияланған мәтіндер, вербалды компоненттер, вербалды емес компоненттер, мультимодальды мәтіндер, ағылшын тілін оқыту, оқу стратегиясы.*

### Аннотация

#### Креолизованные тексты как стратегия изучения языка в классе

В современном мире люди ежедневно сталкиваются с большим потоком информации. Со временем часть этой информации забывается, в то время как другая может надолго остаться в памяти. Преподаватели все чаще используют креолизованные тексты в своей практике, чтобы помочь учащимся лучше усваивать новый материал. Такие материалы делают обучение более доступным, эффективным и удобным для учащихся и преподавателей. Креолизованный текст – это сообщение, которое сочетает в себе два различных компонента, вербальный (лингвистический) и невербальный, основанный на знаковых системах. Примерами таких текстов являются рекламные объявления, комиксы, плакаты и постеры-афиши. Это качественное исследование направлено на изучение использования креолизованных текстов в образовательных целях и их влияния на преподавание английского языка в школе. В этом исследовании на примере отдельных участников интервью были проанализированы стратегии, используемые преподавателями иностранных языков, проблемы, с которыми они сталкиваются, а также влияния креолизованных текстов на учебную деятельность, на вовлеченность учащихся и развитие языка. Для участия в исследовании были отобраны двенадцать преподавателей из средних школ. Исследование документа включало оценку ста иллюстраций. В течение двух дней в двух классах средней школы было проведено четыре наблюдения. Результаты показывают, что участники в целом положительно относились к креолизованным текстам, признавая их ценность в упрощении сложных понятий и оказании помощи учащимся с различными стилями обучения. Участники утверждали, что использовали эти тексты для упражнений по чтению, грамматических пояснений и развития словарного запаса. Анализ

документов показал, что в учебниках английского языка чаще всего используются полностью креолизованные тексты. Это было особенно актуально для заданий, которые были нацелены на изучение грамматики и расширения словарного запаса учащихся. В конечном счете, это исследование может способствовать повышению осведомлённости учителей о педагогической ценности креолизованных текстов как эффективного инструмента обучения. Оно также предлагает идеи по интеграции визуально-вербальных материалов в процесс преподавания иностранного языка.

*Ключевые слова: креолизованные тексты, вербальные компоненты, невербальные компоненты, мультимодальные тексты, обучение английскому языку, учебная стратегия.*

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## Introduction

Can the traditional text withstand the digital age's onslaught, or is it time for a visual revolution in learning? With the rise of "clip thinking", where swift image processing outpaces lengthy reading (Kornuta et al., 2017), the introduction of creolized texts in education has sparked interest. As educators ponder how to bridge the gap between information overload and knowledge retention, the effectiveness of this modern approach to learning is put to the test. Creolized texts are underestimated, yet they stand as the most successful tool in educational discourse (Forceville, 2011). For instance, according to Moreno and Mayer (1999), students learn more effectively when presented with both verbal and visual information. For instance, when studying the lifecycle of a frog, a creolized text that includes diagrams, illustrations, and text descriptions can enhance understanding. The text component provides detailed explanations, the diagrams and photographs offer visual representations of each stage for auditory learning. This approach addresses the diverse learning styles of students, making the content more accessible and engaging (Oprishch & Ogareva, 2020). For example, within an English class focused on learning idiomatic expressions, a teacher might employ multimodal texts to accommodate different learning preferences. So, students benefit from a slideshow that pairs each idiom with illustrative images and textual explanation. Long pages filled only with words are becoming less effective, especially for students who want to understand things right away. This is where picture-and-word combinations, or creolized texts, come into play (Lenkova, 2019). They are changing the game in classrooms by making it easier for students to get and remember information (Oprishch & Ogareva, 2020). Creolized texts could be the key to helping students really get what they're studying, making them eager to learn more and able to think deeply, even when there's a lot to take in fast. Understanding the importance of creolized texts in

educational discourse is crucial for teachers and students seeking to gain an enormous amount of information in a short time (Driga, 2018).

This section will present the research topic, which examines creolized texts as an effective instrument in the Classroom. This section encompasses background information, the research problem, specifies the research purpose and questions, describes the methods, and articulates the significance of the study.

### **Background Information**

English is a mandatory subject within the national curriculum for all schools nationwide. Additionally, the educational policy agenda has featured the trilingual education model since its inclusion in the 2004-2005 period, maintaining it as a priority ever since (Nurseitova, 2017). Trilingual education has been implemented in 110 schools, encompassing 63,000 students, which accounts for 2.3% of the student population (Taldau, 2024). 1202 teachers (2.4%) teach in English (Taldau, 2024). Moreover, in the first half of 2023, the implementation of training in three languages was carried out 48 universities out of 102 civil universities of the Republic of Kazakhstan (in the first half of 2022 – 53 universities), of which: 8 national universities; 25 state; 6 – joint-stock universities; 9 - private universities (Taldau, 2024).

Still, the impact of these measures is not readily apparent in assorted metrics, and Kazakhstan persists as a nation where English proficiency is significantly low. It appears somewhat inconsistent, as the push for multilingual education ranks highly on the agenda of Kazakhstan's educational policies. As per the yearly report from Education First (2023), Kazakhstan trails behind numerous countries regarding proficiency in the English language. In 2023, Kazakhstan was positioned 104th out of 113 countries globally in the English Language Proficiency Index (Education First, 2023).

To bridge the gap in English language proficiency and to catch up with global standards, significant efforts must be directed towards enhancing instructional methods. Identifying the appropriate method is key to addressing challenges in English language learning strategies. Creolized texts stand out as an optimal approach for this issue.

Hrebenshchykova (2021) examines the concept of creolized texts and their utility in teaching English using visual methods. According to Hrebenshchykova (2021) creolized texts are described as a combination of verbal and non-verbal language systems, integrating imagery and text to enhance understanding and interpretation. She states, “various ways in which creolized texts can be employed in classrooms are outlined, especially within the framework of the visual method” (Hrebenshchykova, 2021). Although, Oprishch & Ogareva (2020) explain that creolized texts are a potent form of communication due to their combined use of verbal (speech) and non-verbal (signs and symbols) elements. Oprishch & Ogareva (2020) suggest that these texts can potentially be a useful tool in influencing students’ value perception. It sets up the groundwork for more extensive future research in this area, emphasizing the need to understand and incorporate such innovative communication tools into education.

Through a creolized text, students can select learning materials or representational forms that align closely with their preferred learning modalities (Fedotova et al., 2017). Hence, educators can cater to the needs of diverse student groups within a teaching environment. Incorporation of creolized texts into learning initiatives can boost the creativity of both students and teachers. Multimodal teaching aids educators in conducting various activities, whether they be visual, digital, or more traditional learning tasks (Danielsson & Selander, 2021). A study conducted by Meneses et al. (2018) indicates that implementing blended texts can notably

improve students' reading comprehension skills. It was found that these blended materials greatly boosted engagement and pleasure in reading tasks relative to conventional reading methods.

### **Research Problem**

Existing studies may touch upon the usage of multimodal resources in general, yet there is a discernible shortfall in empirical research that specifically examines the pedagogical impacts of creolized texts within the classroom setting (Kress & Van Leeuwen, 2001). The deficit in this targeted academic inquiry represents a significant research gap that this study aims to begin addressing. For example, an examination of (Archer, 2010) has demonstrated that while there is some recognition of the potential educational value of creolized texts, comprehensive research into their practical applications and pedagogical impact remains limited. Hence, the study's issue centers on examining English language teachers' experiences with employing creolized texts as a strategy for learning a foreign language.

If more research were done, it might help teachers use these texts more effectively, making language classes more engaging and beneficial (Oprishch & Ogareva, 2020). By tackling this research problem, educators could potentially transform language learning to better fit into our world, where images and words often come hand in hand. Research can provide insights into how the interaction of images and words in creolized texts aids comprehension, which could lead to more effective teaching methods that integrate these texts within language curricula (Andrianova et al., 2022).

### **Research Purpose**

This qualitative research aims to examine the educational application and to explore the impact of creolized texts on the English language teaching at the NIS School. By conducting a participant-based case study, this study aims to uncover the strategies employed by language

teachers, the challenges they encounter, and the outcomes on student engagement and language development when creolized texts are integrated into the curriculum.

### **Research Methods**

The research will adopt a case study approach, focusing specifically on the NIS School as a unique instance where creolized texts are utilized in language teaching. This method will facilitate an in-depth understanding of the contextual dynamics influencing the deployment and reception of these texts. Participants will be selected from the NIS School, English language educators who have direct experience with creolized texts in their educational activities. The research will employ a semi-structured interview format as the primary instrument for data collection. This approach allows for guided conversations that can delve into the nuances of participants' experiences and perceptions. For data analysis, thematic analysis will be employed as the chief method. This will involve the identification, examination, and reporting of patterns (themes) within the data. Through coding and synthesizing the qualitative data from interviews, the study will aim to draw meaningful inferences about the role and efficacy of creolized texts in the English language learning process at the NIS School.

### **Research Questions**

For the aims of this investigation, the primary research question have been formulated as follows:

Primary research question:

In what ways do teachers utilize creolized texts within their pedagogical practice to aid language learning?

Subsidiary research question:

How do teachers select creolized texts for use in English language instruction?

### **Significance of the Study**

This research possesses significant educational and societal implications, particularly in the context of Kazakhstan's language learning objectives. It seeks to bridge the gap in existing literature regarding the use of creolized texts in teaching. Furthermore, it seeks to improve English Language Proficiency in Kazakhstan by exploring how well creolized texts work as an educational resource.

In addition, findings from this study may inform policy makers and curriculum developers about the practicality of integrating creolized texts into language education, leading to more grounded and informed educational policies. Lastly, this study could lay the groundwork for further academic inquiry into the role of multimodality in language acquisition, setting a precedent for future research in Kazakhstan. It will be beneficial for teachers and students.

### **Summary**

Creolized texts, which blend verbal and visual information, are emerging as a potent educational tool, suggested to greatly enhance learning effectiveness. The study's importance lies in its potential to address the shortfall in English language proficiency among learners in Kazakhstan, which remains an issue despite the country's multilingual educational aims. By examining the use of creolized texts, research could usher in innovative teaching methods that align with students' cognitive and cultural frameworks and enhance overall language competencies. It can provide advantages to both educators and learners.

### **Literature Review**

Today, many linguists agree that a deeper study of creolized texts is essential and requires interdisciplinary investigation beyond linguistics alone. However, despite this growing attention, there remains a significant gap in the literature. This literature review, therefore, becomes essential as it endeavors to bridge the knowledge gap and enhance the collective understanding of creolized text significance and application. The verbal and non-verbal presentation of educational material is one of the essential aspects of teaching. Bondarenko (2021) asserts that teaching strategies are tools grounded in both theoretical and practical research. Thus, understanding the importance of creolized texts in educational discourse is crucial for teachers and students aiming to efficiently absorb vast amounts of information. The method for selecting materials for review involved a thorough approach, relevant articles from esteemed academic databases and journal repositories. The focus was on sourcing high-quality peer-reviewed articles from JSTOR, Web of Science, Wiley Online Library, and Taylor and Francis. Each potential source was evaluated for relevance to the research topic, rigor in methodology, and contribution to the existing body of knowledge. The review begins with an analysis of the concept of creolized text. Following this, it delves into an examination of the classification of creolized texts. Significant attention is given to dissecting the basic features of creolized text. Furthermore, the review includes an in-depth look at how creolized text can serve as an effective pedagogical resource. The concluding section provides a recapitulation of the central themes and insights gathered from the review.

### **Major Concepts of Creolized Text**

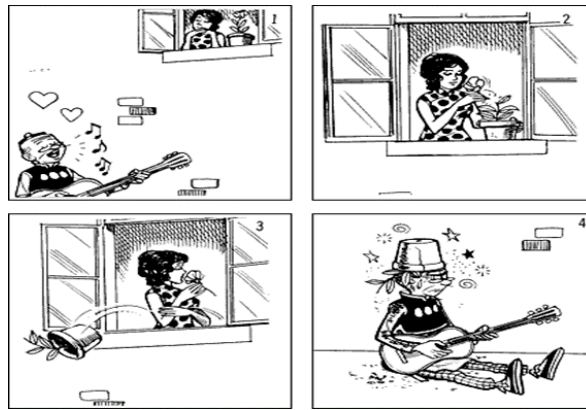
Verbal and paralinguistic forms of communication have been given increased focus in studies nowadays. A wide range of disciplines, including school subjects, music, politics, and

even social media, can benefit from employing creolized texts in both verbal and non-verbal forms (Vashunina & Nistratov, 2020). Therefore, an active process to define the concept of “creolized text” is underway, with various definitions being proposed. However, the concepts of “creolized texts” and “creolization” embody distinct interpretations across various scholarly communities. Western researchers, particularly from the United States and Europe, often interpret “creolization” as a process that gives rise to new cultural forms (Drabinski, 2024). Researchers from the Commonwealth of Independent States, on the other hand, define creolized texts as an amalgamation of verbal and visual (non-verbal) elements in communication (Lenkova, 2019). Considering the varied interpretations, it's important to specify that this research will use the definition of “creolized texts” as established by scholars from the Commonwealth of Independent States.

According to Yeiger and Juht (1974), a polycoded (creolized) text in the broadest semiotic sense should include instances where natural language code is combined with the code of any other semiotic system, such as images or music. Tarasov (1990) states that creolized texts are described as a combination of verbal and non-verbal language systems, integrating imagery and text to enhance understanding and interpretation. Butko (2020) claims that the combination of these elements creates a single semantic unit that can not be fully understood without considering both components together. Anisimova (2003) defines creolized text as a special linguistic phenomenon, a text in which verbal and non-verbal components form one visual, structural, meaning and functioning whole, ensuring its complex pragmatic impact on the addressee, which is well illustrated in Figure 1.

**Figure 1**

*No words comics*

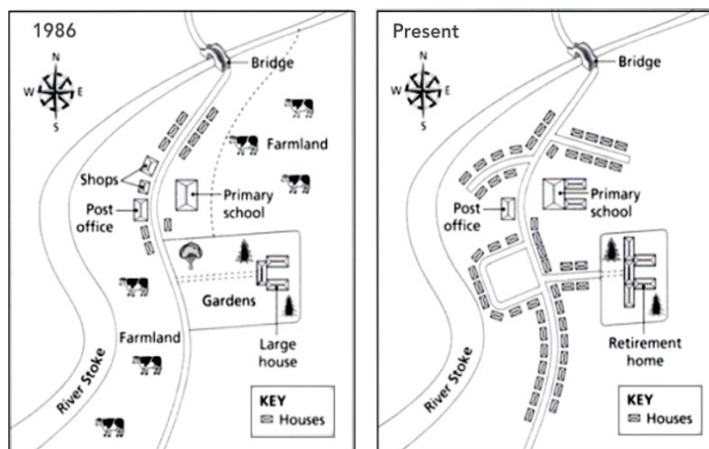


*Note.* The Verbal Component Is Relatively Independent of the Images. However, the Verbal and Visual Components Still Form Autosemantic Relations. From <https://pin.it/2A1dYQ1>.

At the same time, Voroshilova (2006) states that creolized text is a text that has a complex form, which is based on the combination of units of two or more different semiotic systems that enter into relationships of interconnection, complementarity, mutual influence, which causes a complex effect on the addressee (see Figure 2).

**Figure 2**

*IELTS writing task 1: map*



*Note.* The Verbal and Visual Components Are Inseparable and Create Synsemantic Relations.

From <https://i2.wp.com/www.ielts-adviser.com/wp-content/uploads/2015/06/village-of-stokeford.jpg?fit=675%2C383&ssl=1>

A creolized text is regarded similarly to how a homogeneous spoken text is understood. According to Alekseev (2002), the recipient creates a single concept of the creolized text, which includes the knowledge that makes up the addressee's unique cognitive space, as well as the concept of the verbal text and the concept of the image (information extracted from the non-verbal part of the text), it is illustrated in Figure 3.

### **Figure 3**

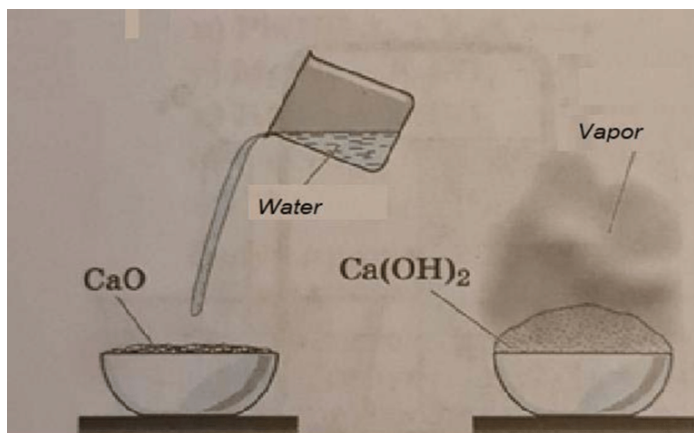
*Pizza*



*Note.* Do Not Contain Direct Image of Pizza, Only a Text. From <https://pin.it/4GEjlof>

In Figure 3, it can be seen that using the word “PIZZA” visually represented as slices of pizza, is an effective way to create a strong visual association with the actual food. This illustration provides the recipient with a clear and memorable connection to pizza.

As claimed by Tarasov (1990) a creolized text consists of both verbal and non-verbal parts: a speech chain and an image. Huggan (1989) notes that creolized texts arise from the process of creolization, in which disparate disciplinary and linguistic elements are brought together and reconfigured in new and unexpected ways (see Figure 4).

**Figure 4***Chemistry scheme*

*Note.* The Figure Contains a Scheme and Text. From Ways of text adaptation by means of creolization in pedagogical discourse, *E3S Web of Conferences* (273), by Pervukhina, S., & Lysova, O. V., 2021, (<https://doi.org/10.1051/e3sconf/202127312162>). Copyright 2021 by Pervukhina, S., & Lysova, O. V.

So, from the given examples, it became clear that creolized texts are characterized by the following basic features. First of all, they can take different forms, including literature, math, memes, QR codes, promotion, and other forms of creative writing. Secondly, creolized texts can create new meanings and interpretations that challenge traditional grammatical structures. Thirdly, they help to enrich our understanding of the complexity and variability of human language. In forth, they serve as a tool for unique communication and facilitate trade, marketing, education, and social interaction.

Thus, creolized texts are a linguistic phenomenon that combines verbal and non-verbal components from different semiotic systems such as language, images, music, graphs, and schemes. They form a cohesive whole with interconnections and mutual influences between the elements (Povoroznyuk, 2022). Creolized texts have a complex form that generates a profound

impact on the recipient, going beyond traditional linguistic communication. Due to creolization, verbal and non-verbal elements are brought together and reconfigured in unexpected and innovative ways. Creolized texts represent a unique form of expression that merges diverse semiotic systems to create a unified structure, meaning, and pragmatic effect (Lenkova, 2019).

### **The Classification of Creolized Texts**

Creolized text classification is a method that categorizes texts based on their level of creolization, namely, the incorporation of visual and verbal elements. In the realm of creolized texts, various classifications help identify the different ways these visual and verbal elements are integrated. According to Anisimova (2003), the classification of creolized texts is based on the presence of images and their connection with the verbal component of the text. Anisimova (2003) classifies texts into three main groups according to the relationship between the verbal and visual components.

Texts with zero creolization: do not contain any images and are not influenced by them in terms of their organization and meaning. Texts with partial creolization: the verbal component is relatively independent of the images. However, the verbal and visual components still form autosemantic relations. Texts with full creolization: the verbal component can not exist on its own, and synsemantic relations are established between the verbal and visual components. At the same time, Aleksandrova (2017) merged the classifications suggested by Anisimova (2003) and proposes her own classification of creolized texts based on the relationship between verbal and visual components. According to Aleksandrova (2017) classification: zero creolization (not accompanied by an illustration): no illustrations or visual components influencing the organization and meaning of the text. Partial creolization (decorative illustrations): the verbal component is relatively independent of the visual component, but they still form autosemantic

relations. This category includes texts with accompanying and decorative illustrations. Fully creolization (the equivalent and dominant illustrations): the verbal and visual components are inseparable and create synsemantic relations. This category includes texts with dominant and equivalent illustrations.

In conclusion, the classifications of creolized texts are essential for understanding the different levels of integration between verbal and visual elements in texts. Anisimova (2003) provides a framework for categorizing texts based on the presence of images and their connections with the verbal component. This classification presents three main groups of texts, each demonstrating varying degrees of dependency or independence between the verbal and visual components. Additionally, Aleksandrova (2017) further emphasizes the importance of the relationship between the verbal and visual components, proposing a similar categorization with slight variations.

### **The Basic Features of Creolized Text**

Creolized texts have emerged as a unique form of communication in contemporary society. They are characterized by a combination of verbal and iconic elements that create a cohesive and integrated framework. These texts serve as complex formations that bridge the gap between different modes of communication. One of the key aspects of creolized texts is their ability to engage the visual channel of perception.

Dvinina (2021) concludes that images can confirm theoretical bases focus attention, and offer a more adequate semantic understanding and may promote the formation of new meanings, which may contradict the fundamental contents of the text and cause substantial changes in the understanding of a verbal part of the creolized text. The use of visual elements was further emphasized by the findings of Shustrova (2016), who stated that the visualization of information

engenders increased reader interest, simplified comprehension, and improved focus on critical aspects. Additionally, Beisenova et al. (2011) highlight a primary objective of creolized texts in a popular scientific context: to create optimal conditions for a non-specialist reader to understand its content. Moreover, Beisenova et al. (2011) note that the interaction between verbal and non-verbal components creates a unified, coherent, and impactful message. Thus, this dual capability to convey information and influence reader perception underscores the value of non-verbal elements.

### **Creolized Text as a Tool for Classroom Teaching**

In today's diverse and interconnected world, it is crucial for educators to employ innovative and engaging teaching methods that can effectively capture the attention and interest of students. One such method that has gained recognition in recent years is the use of creolized texts, complex text formations that combine verbal and iconic communicative means to create a cohesive and visually appealing message, as a tool for classroom teaching.

Meyer and Jiménez (2017) discuss the instructional practices for teaching graphic novels. Meyer and Jiménez (2017) present strategies for educators to help students engage with the multimodal aspects of graphic novels, noting the importance of recognizing and interpreting both visual and textual elements to fully understand the narrative. This approach underlines the active role readers must take when navigating graphic novels, which often requires a deeper level of interaction than traditional texts.

In addition, the study conducted by Romanicheva (2022) asserts that creolized texts have significant lingua-pragmatic potential, as they contain a combination of graphic images and paralinguistic means which supplement the main examination content. Despite the graphics being highly influential, Romanicheva (2022) notes that they do not guarantee success unless

integrated with the verbal component.

The study by Kang (2022) is a qualitative investigation examining how adolescent English learners in Korea develop their multimodal communicative competence. This study was conducted within an after-school program, involving three high school students who created both narrative and argumentative multimodal texts. Applying a social semiotic approach, Kang (2022) collected and analyzed data from interviews, video recordings, and student artifacts. The analysis of the texts was based on three key theoretical orientations that assess the use of various semiotic modes as tools for social action, framing devices, and representation of agency. The study's outcomes demonstrated the value of incorporating multimodal composition in English language learning, proposing that such integration can foster broader communicative competencies and better prepare students for the multimodal nature of contemporary communication.

Çiçek and Selvi (2023) explored the use of educational comics in teaching environmental education to 5th-grade students. The aim was to engage young people with environmental issues through a more engaging and interactive form of education. The experimental groups who used educational comics showed higher scores in environmental interest, motivation, and academic achievement compared to a control group which used traditional teaching methods.

Toh et al. (2017) investigates how comics can be used as a teaching tool in secondary mathematics education to develop 21st-century competencies among students. The study involved the development of an alternative teaching package that includes comic strips covering mathematical concepts and proposed lesson outlines for mathematics teaching. Toh et al. (2017) reports on the use of this package in actual mathematics lessons, which were video-recorded,

and includes insights from interviews with 11 students about their perceptions of comics as an instructional tool. The study found that comics could help in reinforcing learning, enhancing understanding of concepts, and improving mathematical problem-solving. Students responded positively, indicating that comics made material easier to understand and learning more engaging and less stressful (Toh et al., 2017).

Collectively, these studies support the inclusion of creolized texts in instruction to meet diverse learning needs and develop essential competencies for the 21st century.

### **Conclusion**

In conclusion, while creolized texts form a significant part of modern civilization, their use in language education is not fully explored. The use of creolized texts in language education offers a unique and innovative approach to teaching and learning. By incorporating visual elements alongside verbal content, teachers can develop varied and captivating educational tasks that promote active student participation and deepen language comprehension. As highlighted in the review, visual materials not only capture students' attention but also facilitate an enhanced comprehension of the relationship between language and reasoning. Furthermore, the utilization of colors, images, and fonts can significantly enhance language skills, providing a holistic approach to language education. Creolized texts in language education enable an innovative and effective approach, harnessing the power of visual communication to engage students, promote active learning, and improve language abilities. They also provide opportunities for students to develop attention to detail, understand the relationship between language and logic, and enhance overall comprehension. In summary, creolized texts offer a unique and effective way to engage students and enrich their language skills, along with a deeper understanding of linguistic and logical relationships. Despite the need for further investigation and practical guidelines, this

review serves as a valuable starting point for educators looking to enrich their teaching methods and materials.

### **Methodology**

Nowadays, numerous linguists appreciate the necessity for more comprehensive research into the complexities of creolized texts. The verbal and non-verbal presentation of educational material is one of the essential aspects of teaching. Understanding the importance of creolized texts in educational discourse is crucial for teachers and students seeking to gain an enormous amount of information in a short time.

The primary aim of the research work is to figure out the peculiarities of creolized texts translation in domain of education.

It is important to explore the benefits of creolized texts in classroom teaching, as these texts can potentially enhance learning outcomes by catering to diverse learning styles. To thoroughly understand the impact of creolized texts on the educational experience, this study will employ a participant-oriented approach, semi-structured interviews, and thematic analysis. This methodology allows for in-depth insights into teachers' experiences with creolized texts, providing a rich understanding of their value and effectiveness in the classroom setting.

### **Research Design**

The investigation will adopt a case study approach centered on NIS School as a particular example of how creolized texts are applied in language education. This method will enable a comprehensive examination of the unique contextual factors that influence the use and interpretation of these texts in an educational setting. The participants in this study will consist of English language teaching professionals at NIS School with first-hand experience in using creolized texts within their teaching practices. To collect data, the study will conduct semi-structured interviews, which will permit an exploration into the depth of the educators' experiences and insights related to the use of creolized texts. This type of interview structure is

designed to guide the conversation while allowing for detailed, personal responses. The primary method of analysis will be thematic analysis, which is employed to detect, investigate, and report themes within the qualitative data. This will be achieved by coding the data from the interviews and then grouping it to construct a coherent understanding of the significance and impact of creolized texts on English language education at NIS School.

Participant-based research centers the experiences and perceptions of those directly interacting with these texts, providing invaluable insights into the benefits and practical applications within diverse educational settings (Lim et al., 2015). Thematic analysis systematically identifies and distills emergent codes from the data, drawing out patterns and constructing meaningful themes reflective of the collective experiences of the study's participants (Kang, 2022). This level of analysis contributes to a systematic and conceptual understanding of the data, facilitating the interpretation of complex interactions and pedagogical outcomes (Adu, 2017).

Proceeding from the foregoing, a qualitative participant-based study was chosen. The primary goal of a participant-oriented approach is the investigation of first hand experiences and subjective views regarding the integration of creolized texts into language education at NIS School. Through semi-structured interviews with English language teachers, the study will delve into the practical application, challenges, and advantages of using creolized texts in the classroom. The qualitative data gathered will undergo detailed thematic analysis to identify trends and motifs indicative of the effectiveness and influence of these texts on language education at NIS School. Additionally, I will use the analysis of one hundred illustrations in the document study phase. Also, 4 observations will take place within two secondary school classrooms spanning two days.

## **Sampling**

For the selection of research participants, a purposive sampling method was employed. This sampling strategy is deliberate, seeking to align the sample closely with the study's focal issues as explained by Bryman (2004). The decision to use purposive sampling is influenced by considerations such as relevance of expertise, the specific target population, and accessibility. Purposive sampling enables the selection of a small group of individuals that are most suited to addressing the research objectives and questions. In the context of this study, which aims to explore educational practitioners' experiences and perspectives on the use of creolized texts in learning environments, it was deemed appropriate to engage participants who are actively employed at schools. The criteria set for participant selection included having a higher education degree in the education field and possessing practical experience with the integration of creolized texts into teaching. All participants granted their consent for interviews which were performed ahead of time according to a predetermined protocol. Each participant in the study willingly agreed to participate which allowed smooth communication throughout the research process. The original set of 21 core questions formed the base of the interviews but supplementary questions emerged from respondents' answers. Interviews took place through face-to-face encounters and digital platforms. The reason for choosing the NIS school for case study is that combines modern language teaching techniques with a selection of instructional materials including creolized texts Bakytzhanova (2018). As Kazakhstan's leading educational institution NIS serves as an ideal setting to observe how secondary school teachers incorporate visual-verbal instructional resources in their English language teaching. A document analysis will be performed on textbooks that teachers and students use daily in their classroom practices. For observation, students will be divided into experimental (7 "B") and control (7 "C") groups: the

experimental group will work with creolized texts, the control group will follow the standard curriculum.

### **Data Collection**

This investigation will incorporate semi-structured interviews as the principal data collection method. By employing an interview framework that allows for both guided and open-ended questions, it will delve into the depth of the participants' experiences and perspectives. The process of crafting the interview questions involves a thorough approach, aligning with the investigative goals and refining the queries to enhance the effectiveness of the data collection. According to Yin (2012) in case studies, there is not a definitive count for the number of interview participants required. The quantity of participants depends on the research question, the case being studied, and a stage of informational completeness is achieved. Yin (2012) suggests that a single case can be revealing and provide significant contributions to knowledge and theory. Therefore, interviewing 12 teachers can provide a variety of perspectives and may allow for the comparison across different experiences and contexts within the educational environment being studied.

This study will integrate a suite of qualitative measures - thick and rich description, triangulation, and member checking. The implementation of thick and rich description will provide a detailed account of classroom interactions and the varied ways in which students and teachers engage with creolized texts. This approach allows for nuanced insights into the complex processes of teaching and learning with such materials. The study further employs triangulation, drawing on multiple data sources such as classroom observations, semi-structured interviews, and student work analysis. By employing a diverse method, the research aims to construct a

more detailed understanding of the educational effects while strengthening the study's reliability through the corroboration of various pieces of data (Motitswe, 2014).

Lastly, member checking will be conducted to involve participants directly in the validation of the research findings. This participatory step offers the opportunity for participants to review and confirm the accuracy of the data interpretation, fostering a collaborative research environment that adds to the credibility of the study's outcomes (Labaree, 2009).

### **Data analysis**

The analysis process for the gathered data will begin with the transcription of recorded interviews, ensuring each word is captured precisely. Following transcription, the data will be refined by excluding extraneous elements. Thematic analysis will be applied to dissect the data, facilitating the identification and coding of significant themes and patterns. Utilizing a conceptual framework, developed from a thorough review of pertinent literature, the analysis will focus on the distinct characteristics of creolized texts and their efficacy within educational communication. The systematically coded data will then be examined to assess these pivotal skills and competencies.

I initiate my analysis of the interviews by transcribing them. Transcription facilitates a deeper understanding of the subject by allowing the researcher to repeatedly listen to and read the transcribed interviews. Upon completing the transcription of all interviews, I will review the transcripts and attentively listen to the audio recordings, taking significant notes to formulate specific ideas and their interconnections. I carefully reviewed the collected data and organized it into key themes and subthemes that emerged during the coding process. I assigned a unique code to each theme for clarity and consistency. After that, I analyzed the responses to identify similarities and differences in participants' perspectives.

**Ethical Considerations**

Ethical considerations are integral to any research undertaking and involve safeguarding the rights of participants. Participants will be thoroughly briefed about the research methodology, the procedures to be enacted, and their vital role in the study. Prior to participation, consent will be secured. An unwavering commitment to privacy will underpin all interactions, assuring participants that personal information will remain classified. Alignment with Kumar (2012) recommendations will be observed, committing to the collection of data solely with the participants' voluntary agreement. Any reluctance to address certain questions will be met with understanding and respect for the participant's autonomy, upholding their right to opt out without pressure.

Throughout the study, the emphasis will remain on professional subjects to avoid encroachment upon personal dignity. Clarity will be communicated: participation is purely voluntary and participants can choose to leave the study at any stage.

**Limitations**

The scope of this study is confined to a single city and one educational institution (NIS Pavlodar), presenting a notable limitation. Consequently, to obtain a broader perspective on the integration and effectiveness of creolized texts in educational settings, it is advisable for subsequent studies to expand into additional cities and schools. This would enhance the breadth of understanding and contribute to a more nuanced view of creolized texts' application in classroom instruction.

## **Findings**

This research investigates how creolized texts affect English education during classroom instruction. The research design followed qualitative methods by performing observations while analyzing documents alongside in-person semi-structured interviews. A total of twelve instructors serving in secondary schools took part in this research study. The analysis included evaluating one hundred illustrations in the document study phase. Four observations took place within two secondary school classrooms spanning two days. Participants expressed their views regarding the usefulness of creolized teaching resources.

This chapter provides a summarized description of the data collection findings, referencing the respondents' own justifications. The findings were categorized in accordance with the primary factors that were pertinent to the utilization of creolized texts in English language instruction during the data analysis. In general, the chapter answers the research's questions in the following order: how creolized texts are used in educational strategies; how these texts affect students' engagement and comprehension; and how teachers view the usefulness of creolized texts in promoting English language acquisition.

### **Patterns and Usage of Creolized Texts**

This document analysis aimed to identify the most frequently used types of creolized texts in English teaching and to ascertain the specific grammar topics with which they are most commonly integrated in educational materials. The corpus consisted of one hundred visual materials from textbooks. The degree of text-image integration and the educational goal of the creolized parts were the two main criteria used to examine each work.

**Table 1***Types of creolization in analyzed texts*

<b>Degree of Creolization</b>	<b>Description</b>	<b>Number of Texts</b>	<b>Examples</b>
Full creolization	Text and image are tightly integrated; meaning can not be separated	65	Educational comics, illustrated grammar explanations
Partial creolization	Text and image are related but could exist independently	25	Vocabulary posters, flashcards
Zero creolization	Text only or image	10	Textbooks with unrelated illustrations

According to the table 1, it is evident that the most prevalent texts in the textbooks were those that had undergone full creolization. Of the one hundred texts analyzed, sixty-five were identified as examples of fully creolized texts. This represents more than fifty percent of the total sample, comprising sixty-five percent. The visual and verbal components of fully creolized texts are so intertwined that they cannot function alone. During the examination, comic strips and grammatical explanations accompanied by illustrations served as examples of fully creolized texts. Such materials were frequently utilized in textbooks, integrating written explanations with images into a unified format.

Furthermore, twenty-five instances exhibited partial creolization, indicating that the text and image were interrelated yet capable of existing independently. This category constituted twenty-five percent of the sample. Partially creolized texts were predominantly noted in flashcard activities, wherein students received a phrase alongside an image to facilitate comprehension of its meaning. Vocabulary tasks involved utilizing an image to elucidate a new term. The image and text were interconnected in these instances, despite the possibility of their separate existence.

Moreover, only ten of the one hundred texts that were analyzed exhibited no creolization, which accounts for ten percent of the total. In these instances, the images were merely employed to enhance the page’s aesthetic appeal. They did not significantly contribute to the message. The most common examples were short stories in textbooks with a random image next to the text. The images were visually appealing, but they had no significant connection to the content.

**Table 2**

*Grammar topics enhanced by the use of creolized texts*

<b>Grammar Area</b>	<b>Topics Included</b>	<b>Frequency of Use</b>	<b>Examples of Creolized Texts</b>
Word order and sentence structure	Word order in questions, tag questions, indirect questions, emphatic constructions	Medium	Illustrated dialogues, sentence-building charts
Possessives and pronouns	Possessive pronouns (mine, his, hers, etc.)	Low	Ownership posters, illustrated family trees
Prepositions and quantifiers	Prepositions of time (in, on, at), quantifiers (how much/many, too/enough, plenty of, all, every, no/none, most, etc.)	Medium	Illustrated schedules, quantity infographics
Modal verbs	Could, have to, must, should, may, might, can’t, must (deductions)	<b>High</b>	Scenario-based posters, modal verb decision trees
Conditionals and Wishes	Zero, first, second, third conditionals, sentences with wish/if only	<b>High</b>	Cause-and-effect flowcharts, illustrated "wish" posters
Verb Tenses	Past continuous, present perfect, present perfect continuous, past perfect continuous, future continuous, future perfect	Medium	Timeline illustrations, story sequences
Passive and Reported Speech	Passive voice, reported speech (say/tell), indirect questions	Medium	Action-result diagrams, visual examples of transformations
Vocabulary and Expressions	Phrasal verbs, verbs of perception, gerund/infinitive difference, collective nouns, so/neither/nor, conjunctions	<b>High</b>	Illustrated flashcards, mind maps, everyday situation scenes
Grammar Topics with Visual Context	Some/any/many/much, degrees of comparison, used to, adverbs (-ly, -ily), purpose/contrast/future clauses	<b>High</b>	Comparative posters, illustrated timelines of habits, split-scene illustrations

Grammar Area	Topics Included	Frequency of Use	Examples of Creolized Texts
			(before and after, contrasting situations)

In the materials that were analyzed, Table 2 displays the grammar topics that were most frequently confirmed in creolized texts. The following table delineates the primary grammar areas, the specific topics that are included in each, and provides examples of how illustrations were employed to facilitate learning. Modal verbs, conditionals, phrasal verbs, degrees of comparison, and vocabulary expansion were the most frequently employed in creolized texts. It is used to make examples more understandable with the help of pictures. Illustrated scenarios that depicted real-world situations were frequently used to illustrate modal verbs and conditionals, which facilitated students' comprehension of concepts such as obligation, possibility, and hypothetical actions. In degrees of comparison exercises, side-by-side pictures were commonly used to graphically demonstrate distinctions between words such as "taller," "bigger," "more interesting." Phrasal verbs were generally accompanied by little caricatures, which helped to remember the meaning of idioms. Images were also used extensively in vocabulary expansion lessons, particularly when students were comparing and categorizing new words with actions shown in the pictures. The most vital role that creolized texts played in facilitating learning was in these grammar topics.

**Table 3**

*Types of Tasks Involving Creolized Texts and Their Frequency*

Type of Task	Description	Frequency of Using Visuals	Examples
Picture description	Describing scenes, people, and actions in images.	Very High	"Describe what the people are doing."
Matching	Matching words or phrases to images.	Very High	"Match the verbs to the correct pictures."

<b>Type of Task</b>	<b>Description</b>	<b>Frequency of Using Visuals</b>	<b>Examples</b>
Labeling	Adding labels to parts of an image.	High	"Label parts of the house."
Story sequencing (picture story)	Arranging pictures in order to tell a story.	Very High	"Put the pictures in the correct order."
Dialogue building	Creating dialogues based on visual situations.	High	"Build a dialogue based on the cartoon."
Spot the Difference	Finding and describing differences between two similar images.	Very High	"Find five differences between the pictures."
Role-Play Based on Illustration	Acting out scenes shown in pictures.	High	"Role-play buying food at a market."
Inference tasks	Making logical guesses from what is shown in the pictures.	Medium	"What might happen next?"
Comparative analysis	Comparing two or more images using comparative structures.	High	"The elephant is bigger than the dog."
Grammar Correction Based on Picture	Finding and correcting errors in illustrated sentences.	Medium	"Correct the mistakes in these sentences."
Cultural Exploration through Images	Discussing traditions, festivals, or everyday life through illustrations.	Medium	"Describe a festival shown in the picture."
Writing Prompts from Pictures	Writing stories or descriptions inspired by pictures.	High	"Write a short story about the picture."

Table 3 depicts the various types of tasks that employed creolized texts and how frequently they occurred in the evaluated materials. The table includes a brief explanation of each job type and information on how frequently it was employed. The frequency categories denote the prevalence of each task type seen in the studied materials, determined by the number of occurrences across lessons and activities. "Very High" signifies that the task type was present in nearly every unit or lesson throughout the textbooks. "High" indicates that the job occurred frequently, but not uniformly across all sections. The term "Medium" indicates that the task type was infrequently present, occurring less often than the other categories. According to the data, picture description, matching, story sequencing, and "spot the difference" activities were the

most common. Visuals were an important element of the learning process in these assignments, allowing students to relate language to real-life circumstances. Creolized texts were also used in dialogue building, vocabulary labeling, and role-playing exercises, but not as frequently as in the first group.

### **Integration of Creolized Texts into Classroom Practices**

To find out how creolized texts are used in real-life teaching methods, both document analysis and classroom observations were carried out. The goal of the observations was to determine how classroom engagement, student involvement, and understanding were affected by the use of creolized texts in contrast to ordinary texts. Based on four observed lessons, the data in this part is compiled. During two days of classroom observations, two distinct groups of secondary school students took part. Both groups used different teaching materials and methods, but they both talked about the same things: food, customs, and traditions from different countries.

There were obvious differences between the two courses based on the observations made in the classroom. During the first lesson, the teacher implemented a Kahoot assessment with visual questions, vibrant graphics, and flashcards. Students explored international cuisines and cultures using a variety of visual assistance exercises. The class started with a collage that featured foods, traditional attire, and celebrations from many nations worldwide. In matching exercises, students connected foods and traditions to specific countries. They classified components of traditional clothes and used graphic cards to sequence the steps of a cultural celebration. An interactive and competitive study session was facilitated with a Kahoot quiz featuring pictures of various meals and festivities. The class was very engaged, and students

demonstrated excitement, rapid comprehension, and frequent usage of new words in class discussions.

The lesson was characterized by a vibrant, interactive, and student-centered environment. Pupils commented, asked questions, and frequently connected the pictures to what they knew, and had experienced. The implementation of creolized texts and visuals seemed to significantly enhance student engagement, collaboration, and enthusiasm during the lesson.

On the second day, two consecutive lessons were observed with different classes, using just standard text-based resources. In the following lessons, students read about the cuisines and traditions of other countries without any accompanying pictures. Reading comprehension, vocabulary exercises, and textbook-based grammar drills were the most common activities. After reading, students completed comprehension questions in writing. Rather than assessing critical thinking and discussion, those questions primarily assessed factual recall, for instance, "What is the name of the Italian dish mentioned in the text?." Students were required to complete gap-fill exercises that were based on the vocabulary from the texts. These exercises included the insertion of the appropriate words into sentences about cultural traditions. Subsequently, certain grammar-focused tasks were assigned.

These students participated less actively in class discussions, asked more questions, and were less involved than the previous group. The environment in these classes was more formal. There was a noticeable decrease in student participation throughout these classes. The majority of the contact was made up of individual writing and reading assignments. There was a minimal conversation and voluntary participation among classmates. However, a few pupils responded to questions when asked. Most of the sessions were teacher-centered, with the instructor leading

the class through the text, occasionally rephrasing challenging passages, and providing definitions for new terms.

**Table 4**

*Observed Patterns in Lessons with Creolized and Non-Creolized Texts*

<b>Aspect Observed</b>	<b>Lesson with Creolized Texts (2 lessons)</b>	<b>Lesson without Creolized Texts (2 lessons)</b>
Teacher's Use of Visuals	Actively used images and texts together to explain concepts	Used only traditional text explanations
Student Engagement	Higher, more students participated in discussions and tasks	Lower, fewer students actively participated
Student Understanding	Students grasped concepts faster with visual support	Students needed more clarification
Types of Tasks Observed	Picture description, matching, story sequencing	Traditional question-answer tasks
Overall Atmosphere	More lively and interactive	More formal and passive

The primary differences between the two groups that were noted during the lessons are compiled in the following table 4. It compares the overall level of participation and interaction, the types of activities students engaged in, and the type of materials used. The comparison demonstrates how the incorporation of creolized texts and images affected classroom dynamics, student involvement, and the range of learning activities.

**Teachers’ Perceptions of the Use of Creolized Texts**

The results of this section pertain to the perceptions of instructors regarding the utilization of creolized texts in the realm of English language instruction. Teachers in secondary schools participated in semi-structured interviews that uncovered their knowledge of creolized texts, their opinions on how they affect language development and student involvement, and their benefits and drawbacks. Instructors studied texts according to student ability levels while providing projections for implementing these resources in their academic practice.

### *Teachers' Awareness and Understanding of Creolized Texts*

8 of the 12 participants were unfamiliar with the concept of "creolized texts," which accounts for more than half of the sample. Several people asked for more information about clarifying the term before answering. After the explanation of the term, several participants conveyed their comprehension by stating, "Oh, so that's what it is," acknowledging that they had already incorporated such materials into their daily education practices. In spite of the fact that teachers were not familiar with the official nomenclature, teachers admitted that they regularly used creolized texts. This result implies that although the idea was new to the majority of educators, the use of creolized materials in the classroom was already common practice.

*Honestly, I am not familiar with the term. I have never heard it before. Maybe I have used something similar in my lessons without knowing it had a specific name. (Participant 1).*

*I've heard the term before, but I'm not very confident about its exact meaning. I think it has something to do with mixing. (Participant 2).*

*I am somewhat familiar with the concept. I understand creolized texts as materials that combine words and images to help students better understand the content. I have seen examples in textbooks and online resources. (Participant 5).*

*I'm quite familiar with the idea of creolized texts. In fact, I often use them in my classroom, like illustrated grammar explanations, storyboards, and comics. I find them very effective for engaging students. (Participant 9).*

*At first, I didn't recognize the term, but after you explained it, I realized that I work with such texts almost every day. Are they flashcards and posters with grammar rules? (Participant 5).*

Participants' levels of familiarity with the term "creolized texts" are indicated by these responses. While a few instructors (Participants 1 and 9) displayed a thorough comprehension of the idea and reported routinely using such resources, the majority were either unfamiliar with the phrase or confused of its specific meaning. Several participants, including Participant 5, acknowledged that they employ materials such as posters, flashcards, and illustrated grammar explanations in their lessons, but they were previously unaware of the official terminology. This implies that even if the term itself is not well known, many classrooms already incorporate the use of creolized materials.

### **Classroom Experience with Creolized Texts**

The question "Have you used creolized texts in your teaching? If so, in what context?" was asked to explore teachers' practical experience with such materials. The majority of participants stated that they have included creolized books in their classes, even if they were unfamiliar with the term. Vocabulary development, grammar explication, and reading comprehension were among the numerous areas in which these materials were implemented.

*Yes, I often use reading texts that include bright images and thematic illustrations. I've noticed that students are more focused when the visual context supports the topic. (Participant 1).*

*I use posters and printed rules with visual examples. For example, when explaining tenses or modal verbs, I give them small charts with icons or example scenes. It helps them remember faster. (Participant 3).*

*In my lessons, I sometimes give students short texts that describe a situation, and the accompanying image reflects the same context. For instance, when we read about festivals, I*

*include a visual of people celebrating. I think the image helps students imagine the scene and understand vocabulary without translating every word. (Participant 4).*

*I create my own materials, especially vocabulary sheets with short descriptions of pictures. Students read the text and then match it with the right image. They love it! (Participant 5).*

*I've used grammar explanations with visual context like timelines with labeled pictures. It helps clarify rules, especially for visual learners. (Participant 6).*

*Instead of explaining grammar just through rules, I often use mini-posters that show characters in everyday situations. For example, to teach "going to," I use a picture of someone packing a suitcase with a sentence like "She is going to travel tomorrow." (Participant 8).*

*I mostly use flashcards that combine a picture and a sentence. I also include reading passages where the image reflects the situation. (Participant 10).*

*I usually use illustrations during reading or topic introduction. Not just for decoration. I believe images help set the context and reduce confusion, especially when introducing new topics. (Participant 11).*

*Yes, I use tasks where students read a short paragraph describing a picture and then either draw it or find the correct image. It develops both vocabulary and comprehension. (Participant 12).*

In order to facilitate students' comprehension of the material, numerous educators disclose that they implement reading passages that are accompanied by vivid and thematically pertinent illustrations. Posters and written grammar rules that were supplemented by icons and

labeled example scenes were highlighted by other individuals as a means of expanding accessibility to abstract grammar topics. Short descriptions and images were frequently used in paired tasks. For instance, students were required to read a paragraph and then match it with the corresponding image. Additionally, teachers reported utilizing timeline graphics to explain grammatical tenses and flashcards that blend text and images to introduce and refresh vocabulary. There were instances in which teachers created their own resources, such as mini-posters and visual aids, with the intention of lobbying for particular educational objectives. Generally, participants emphasized that creolized texts were particularly beneficial for visual learners and frequently

enhanced the interactive and engaging nature of lessons.

### ***Practical Use and Selection of Creolized Texts***

A variety of methods for choosing and using creolized texts in their classes were discussed by the participants. To boost student engagement, a number of educators stated that they select visual aids according to their interests. Participant 2, for example, asserted that tasks are more engaging when students are able to identify characters or themes, which is facilitated by the use of images from popular films and cartoons. Participant 7 also observed that providing students with the option of selecting from a variety of creolized texts, including labeled diagrams and picture stories, fosters a sense of individuality and enhances motivation.

*When I select visuals for creolized texts, I try to choose something that connects with students' interests. For example, if we're working on describing people or actions, I might use images of popular cartoon characters or movie scenes they recognize. When students see something familiar like a superhero, a character from a recent film, they become much more engaged and motivated to complete the task. (Participant 2).*

*Sometimes I let students choose. I give them a few options picture stories, labeled diagrams, short illustrated readings and ask which one they want to work with. It gives them more ownership and motivation. (Participant 7).*

The students' level was also an important factor in material selection. Participant 8 pointed out that lower-level learners prefer materials with more graphics and less words, and that such resources are frequently changed and produced by the teacher to meet the requirements of the class. To assist students engage their prior knowledge, Participant 10 used creolized text as a warm-up exercise by displaying a picture with a brief sentence.

*I select texts depending on the students' level. For lower-level groups, I use more visuals and fewer words. I sometimes create my own slides with simple phrases and matching pictures. (Participant 8).*

*I use creolized texts mostly at the beginning of the lesson. As a warm-up, I show a picture and a short text and ask students to guess the topic. It helps activate background knowledge. (Participant 10).*

Participant 12 remarked that pair work is a really effective teaching strategy. Speaking and listening skills are developed when one student explains a visual and the other uses a linked text to identify it. Taking everything into consideration, the results indicate that teachers make use of creolized texts not only for enhancing students' understanding but also to boost students' interest and engagement by strategically selecting materials and designing tasks.

*I like to use pair work when working with creolized texts. For example, one student describes an image, and the other finds it based on the text. It works great for practicing speaking and listening. (Participant 12).*

### **Perceived Advantages of Using Creolized Texts**

A number of advantages associated with using creolized texts in the classroom were mentioned by the participants. According to Participant 5, students experience increased confidence when visuals are present, as they are able to determine the meaning of unfamiliar words based on context, thereby reducing tension. Participant 3 pointed out that creolized texts are particularly beneficial for weaker students, referring to them as "a game changer" that enables more equitable participation from all students in class activities.

*For weaker students, these texts are a game changer. They help bridge the gap and let them participate equally in class activities. (Participant 3).*

*I think students feel more confident when visuals are involved. Even if they don't know every word, they can guess the meaning through context. That reduces stress. (Participant 5).*

Regarding language development, Participant 6 found that the use of a visual aid helps children comprehend grammatical rules more readily. These students don't just remember rules, says the teacher; they see how the system works in real life. This opinion was supported by participant 7, who explained that visual aids greatly aid in language recall, particularly when combined with narratives or theme material.

*I've noticed that my students understand grammar rules faster when there's a visual element. They don't just memorize. They actually see how it works in context. (Participant 6).*

*Creolized texts really help with vocabulary retention. When learners associate a word with an image, especially in story-based tasks, they tend to remember it longer. (Participant 7).*

Also frequently referenced were motivation and engagement. After the introduction of visual components, Participant 9 observed a discernible improvement in classroom engagement, stating that students were more ready to contribute, asking more questions, and becoming more interested. Participant 11 underlined that visible assistance motivates even the most quiet kids to speak up in class. Finally, Participant 12 maintained that creolized texts facilitate more inclusive lessons, enabling learners with diverse needs, particularly those who experience literacy difficulties to remain engaged and involved.

*I've seen a huge increase in classroom engagement. The moment visuals are on the screen or handout, students lean in, ask questions, and actually want to contribute. It feels less dry. (Participant 9).*

*One of the biggest benefits is motivation. When we work with picture-supported tasks, even quiet students open up and speak more freely. (Participant 11).*

*I think these texts make lessons more inclusive. Students with different learning style, especially those who struggle with reading feel less left out. (Participant 12).*

### **Challenges and Limitations**

The following section delineates the challenges and limitations that educators have encountered while employing creolized texts to support their English language instruction. Participants were urged to provide feedback on practical challenges they have faced, such as time limits, the availability of appropriate resources, and alignment with students' needs. Teachers also acknowledged the value of taking learners' cultural backgrounds, hobbies, and

preferences into account when choosing visual-text content, as well as their opinions on the appropriateness of creolized texts for a range of competence levels.

*These texts are great for beginners and pre-intermediate levels, but with advanced students, I feel they're not always effective. Some visuals oversimplify the content, and that can feel limiting. (Participant 1).*

*Not all students react the same way. Some, especially older or more academic learners, say pictures are childish and unnecessary. I had one class where they asked to 'just read the text without all the images. (Participant 3).*

Certain participants raised concerns about the efficacy of creolized texts for advanced students. The materials in consideration are effective for beginners and pre-intermediate learners, as stated by Participant 1. However, they may not be beneficial for advanced students. Specifically, the application of simplified visuals was deemed restrictive, as it may not correspond to the depth or complexity necessary at higher proficiency levels. Furthermore, Participant 3 noted that some students thought the usage of visuals was needless and even childish, particularly those who were older and more academically minded. In one case, a class specifically asked to work with text-only materials without any visual aids, suggesting a preference for more conventional teaching resources. When incorporating creolized texts into classroom practice, it is crucial to take learner profiles and preferences into account.

*One of the main challenges is time. It takes effort to find or create creolized texts that actually match the topic and level. Sometimes I end up using very simple materials just because I couldn't find anything better in time. (Participant 4).*

Time restrictions were mentioned by participant 4 as a prevalent problem, saying that finding and creating resources that match the class subject and students' level of competency takes a lot of work. Participant occasionally employed resources that were excessively simplified, which did not entirely satisfy instructional objectives, as a result of inadequate preparation time.

*Sometimes students get distracted by the pictures. Instead of focusing on the task, they start commenting on the image or asking irrelevant questions. It's hard to keep the lesson on track. (Participant 6).*

Classroom management was also mentioned as a possible challenge. The 6th participant noted that the visual components of creolized texts might divert students' attention, causing them to concentrate more on the pictures than the topic at hand. Sometimes, this resulted in off-topic comments and questions which impeded the ability to maintain the cadence and focus of the lesson. While creolized texts have the potential to increase engagement, their efficacy is contingent upon deliberate integration and meticulous classroom facilitation.

*I try to consider students' backgrounds, but it's not always easy. For example, I once used a text about Halloween traditions, and some students didn't relate to it at all. It fell flat. (Participant 7).*

Despite efforts to take into account the backgrounds of the students, Participant 7 highlighted that some culturally specific resources did not connect with the class and did not produce the desired level of engagement. This emphasizes the necessity of choosing information that is meaningful and relevant to the intended student group.

*For large, mixed-ability groups, it's hard to find one text that fits everyone. Visuals help some students, but others want more detail, more depth. You end up constantly adapting.*

(Participant 10).

As stated by Participant 10, it can be challenging to identify a single creolized text that caters to the requirements of all students in large, mixed-ability groups. The teacher has to constantly adapt since some students may benefit from visual aids, while others may need more complex content.

*I've never had serious resistance, but I've heard from colleagues that they avoid visuals because they think it's more for primary school. So, I think there's still a mindset issue in some schools.* (Participant 11).

Regarding the professional setting, Participant 11 mentioned that while students did not directly oppose the usage of creolized texts, some colleagues were reluctant to do so since they believed they were meant for children. It is possible that institutional attitudes and teacher perceptions may continue to impede the widespread adoption of visual-text resources in certain educational environments.

### **Future Perspectives and Recommendations**

In this area, educators share their opinions about the future of using creolized texts. All participants (12 out of 12) supported introducing creolized texts into future classroom practice, emphasizing their importance in today's visually-oriented learning environment. Teachers discussed how using creolized texts has affected their entire teaching philosophy and way of thinking, discussed frequent misconceptions regarding these resources, and offered helpful advice for colleagues.

*I think creolized texts will only become more important in the future. Students are growing up with screens, visuals, and multimedia. If we want to keep them engaged, we need to adapt our materials. (Participant 4).*

*In my opinion, the main barrier is teacher mindset. Some still believe that serious learning only happens through plain texts. But once they see how students react, they usually change their opinion. (Participant 9).*

The attitude of certain instructors is the primary obstacle that prevents widespread adoption, as indicated by Participant 9, who pointed out that the lack of resources is not the primary barrier. This participant claims that some teachers still hold the view that “serious” learning can only take place with simple, text-heavy materials. But the same instructor stressed that once teachers see how well students react to visually supported information, this perspective frequently shifts.

*I believe these texts help bridge the gap between traditional teaching and the digital world students live in. They make content more relatable and keep things moving at a good pace. (Participant 12).*

Participant 12 stated that these materials facilitate the integration of traditional education with the digital world in which students currently reside. The topic is easier to understand and more relevant when phrases and illustrations are combined. The educator also noted that visual aids are crucial for maintaining student attention and ensuring that the lesson proceeds smoothly. Such response demonstrates that many educators view creolized texts as a means of staying up to date with the modern learning styles, rather than merely as a tool.

## Summary

The study's general results were shaped by the analysis of several major themes in this chapter. The data obtained from semi-structured interviews with secondary school English teachers revealed insights into participants' awareness, perceptions, experiences, and challenges concerning the implementation of creolized texts in classroom instruction. Quotations from participants were incorporated to substantiate the findings and confirm that the analysis accurately represented genuine professional viewpoints.

The first important thing that this study showed was that, while most participants were unfamiliar with the word creolized texts, all twelve instructors acknowledged that they have used such materials on a regular basis in their classrooms. These comprised flashcards, illustrated grammatical principles, visually aided reading materials, and poster-based explanations. Creolized texts increased student interest, engagement, and attentiveness, particularly among visual learners and lower-proficiency students, as shown by interviews and observation. Observations in the classroom revealed that classes based on standard, text-only materials were less participatory and interesting than those that contained creolized texts.

The document analysis, which comprised 100 examples from English textbooks, provided additional support for these conclusions. Most of the materials were either fully and partially creolized. The most often utilized texts for reading comprehension, vocabulary introduction, and grammatical explanation have a high level of visual integration. Labeling, matching, and describing pictures were widely used tasks. These results imply that creolized texts are already frequently used in instructional materials and follow standard classroom procedures.

The selection and use of creolized literature by teachers was another significant finding. Participants discussed how to select resources. While some generated their own content to better meet the requirements of students, others chose pre-made textbook illustrations. Techniques including matching exercises, picture-based warm-ups, and pair work using visual cues were frequently used. Visuals that were associated with students' lives, such as well-known cartoon and movie characters, were emphasized by educators as a means of fostering greater interest and task engagement.

Although the general support was present, numerous constraints were identified. Teachers have observed that locating and creating suitable creolized texts might take a lot of effort. Visuals were perceived as unnecessary and immature by certain elder and more academically driven students, and not all students responded favorably. It was characterized as a challenge to identify a visual-text format that is suitable for all students in mixed-ability classrooms. A few participants also mentioned that they occasionally encounter resistance from their colleagues. Observations and interviews demonstrated that the selection of appropriate images was often complex, and materials occasionally did not resonate with learners' backgrounds and experiences.

Future applications and suggestions are the main topics of the last finding. The twelve educators all voiced their support for the ongoing and increased usage of creolized documents. A significant number of participants underscored the necessity of reevaluating outdated perspectives and acknowledging visuals as a means of facilitating a more profound comprehension, rather than as a simplification of the lessons. It was suggested by the participants to begin with small, straightforward visual activities and progressively incorporate more complex ones. In general, the application of these materials was perceived as not only effective but also

essential in maintaining the relevance of classroom instruction in the fast-paced, visually stimulating learning environment of the present day.

### Discussion

This study investigates the perceptions, selection processes, and implementation of creolized texts by English teachers. English language instructors who had firsthand experience teaching languages using visual aids were asked to take part in order to accomplish this aim. Teachers freely expressed their professional opinions and observations based on classroom experiences. Document analysis, classroom observation, and semi-structured individual interviews were all components of the qualitative research design used in this study. The interviews were conducted with twelve secondary school instructors. I also observed two different groups of students in the same classroom over two days. In addition, 100 creolized texts from school textbooks were scrutinized during the investigation. Every interview was audio recorded, fully transcribed, and subjected to theme analysis. To complete the procedure, several stages were followed: thorough reading, coding, topic identification, categorization, and interpretation. The research questions were taken into consideration when developing the themes.

One primary research question and one sub-question served as the foundation for the investigation:

Primary research question:

In what ways do teachers utilize creolized texts within their pedagogical practice to aid language learning?

Subsidiary research question:

How do teachers select creolized texts for use in English language instruction?

The Findings chapter included a thorough presentation and analysis of the answers to the research questions. Even though teachers were initially unfamiliar with the term, the primary

finding of this study demonstrated that secondary school English teachers generally maintain a favorable perspective on the utilization of creolized texts in language instruction. Lower-level students and visual learners were shown to benefit greatly from these resources, which increased their engagement and made it easier for them to comprehend abstract ideas.

The study's second finding is about how teachers choose and use materials. A variety of factors influence the selection process, including the class subject, students' language level, and learners' own interests. It was also noted that teachers utilized a variety of instructional methods, including warm-up activities that included visuals, pair work, and matching exercises.

According to the findings of the document analysis, creolized texts are already extensively present in textbooks and are most frequently utilized in activities that are centered on reading, grammar, and vocabulary.

The final finding discusses the limitations and future perspectives of creolized texts. Time constraints, restricted access to appropriate materials, and occasional resistance from students and colleagues who perceived visuals as unhelpful were among the drawbacks. These problems notwithstanding, all participants supported the continued use of creolized texts and called for their wider use. To help other educators better incorporate creolized texts into contemporary classroom practice, participants underlined the necessity of professional development, mentality shifts, and hands-on training.

This chapter analyzes, interprets, and discusses the findings. The organization consists of two analytical sections:

Classroom Practices and Pedagogical Functions of Creolized Texts.(Primary research question.)

Selection Strategies and Considerations in Choosing Creolized Texts. (Subsidiary research question)

This sections were created to compare and contrast research questions and findings with existing literature on the topic.

The findings were presented in a general and systematic manner in the preceding chapter to establish a narrative that was comprehensible. In order to obtain a multilevel synthesis, the discussion section critically analyzes the data and reconstructs the entire picture.

The study's scope and direction were guided by the emergence of several key themes that emerged during the analysis of how creolized texts are perceived and used at schools. Among these topics are teacher awareness of creolized texts, teachers' practical strategies for selecting and implementing materials of this kind, and teacher' perceptions of the benefits and challenges associated with the use of these materials. The way these results are interpreted helps us learn more about how creolized texts work in real classrooms and what factors affect how well they work. The information has distinct value as an aid for instructors of all experience levels to improve the accessibility and engagement of their educational content.

### **Section1: Classroom Practices and Pedagogical Functions of Creolized Texts**

The first research question one is used to explore the way they implement creolized texts during instruction to improve students' English language acquisition. Participants shared their understanding of creolized texts and what lessons worked best with these materials as well as what positive effects they discovered from using these resources. Teachers incorporated creolized texts across different lesson aspects such as beginning activities, classroom reading sessions and flashcard usage as well as making posters and using pictures during grammar instructions. The designed materials functioned as student comprehension aids that extended

knowledge while aiding vocabulary acquisition and boosting learning engagement with technical language specifically for learners with visual and basic levels. This research indicated that the classroom language becomes more understandable because creolized texts increase clarity and accessibility.

So, Participant (8) remarked that: *“I believe images are an essential part of language learning. They help students understand the material faster and remember it longer. Sometimes just one picture can explain what a whole paragraph cannot”*. This aligns with the view expressed by Barnard et al. (2002), who asserts that illustrations act as supportive reference points for learners. They facilitate language guessing, spark student interest, and aid in memorizing the logical flow of the material (Barnard et al., 2002). Additionally, Barnard et al. (2002) states that visual support is important not only for semantic understanding, but also for the subsequent transmission of content.

Participants emphasize that creolized texts facilitate visual lesson structuring and enhance comprehension, particularly for students who find conventional, text based materials challenging. For instance, participant (12) reinforced this perspective by stating: *“Students understand visual information better. When they see something instead of just reading it, it stays in their memory longer. Pictures really help them focus and learn faster”*.

This is consistent with point of view made by Voroshilova (2007). In her work, Voroshilova (2007) describes that 7% of the information is retained through text alone, whereas 38% is retained through voice features, and understanding goes up by up to 55% when a picture is added. Plass et al. (1998) draws an analogy between the generation of a visual image and the generation of a speech utterance. The image is considered by Plass et al. (1998) as a perceptual statement about the world, having a component semantic structure. Giordano and Maiorana

(2015) expresses a similar idea. Participant (1) described it as follows: *“Some of my students are better with images than with text, so I give them colorful comics with lots of pictures and very little written content. Instead of reading the whole thing, they get the dialogue separately, like in a table, and they have to match it to the right frames. I also use tasks where they put the comic panels in the correct order or create their own short dialogues. It really helps them focus and stay interested.”* Concerning to this Kara and Brooks (2020) highlight that the polycode nature of comics contributes to the effective assimilation of educational and cognitive information by simultaneously activating several mental processes and channels of perception of this information.

The findings present that creolized texts form participants’ essential tools for teaching grammar rules. Visual materials serve two purposes: they break down abstract ideas while helping students understand grammatical form structure. A lack of visual support makes it tougher for students and particularly visual learners and students at lower learning levels to understand advanced grammar material. Related to this, Participant (3) noted that *“I often use creolized texts to explain grammar, especially when we deal with more complex tenses like the Past Perfect Continuous. For many students, it’s hard to understand the difference between similar tenses just through rules.”* The same point is marked by Gabriel et al. (2012). Gabriel et al. (2012) found similar results and state that verbal information affects the recipient’s consciousness rationally, while the use of various paralinguistic means allows individual to automatically transfer the perception of information to a subconscious level.

Some participants mentioned that they prefer using texts without images. For example, Participant (9) outlined below: *“To be honest, I don’t always see much benefit from using visuals. Sometimes they confuse my students more than help. They start focusing on the picture*

*and forget about the task. I feel that for serious topics, plain text works better.*” However, this contrasts with the findings of Levis (2018). Levis (2018) believes that in foreign language teaching, a demonstrative sequence of pictures can serve as visual support for students’ comprehension of foreign speech presented through listening. At the same , it is interesting that the majority of participants failed to identify traditional texts without images (only text) as creolized, despite the fact that these materials represent zero creolization. This perception demonstrates a limited understanding of the full range of creolized texts. The participants show limited recognition of the diverse spectrum of creolized materials. Every participant incorporates creolized texts to some degree in the classroom. The main distinction between participants involves their utilization of creolized texts from zero to full implementation.

## **Section 2: Selection Strategies and Considerations in Choosing Creolized Texts**

Multiple theories discuss how educators should decide their teaching material selection process. Each participant demonstrated a different method for picking creolized texts from his/her curriculum according to participant responses. Different perspectives show that teachers choose materials due to their pedagogical goals and individual instructional preferences. Additional evidence supporting these findings was obtained from observations and document analysis. The selection and instructional use of creolized texts in textbooks exhibits variable adoption patterns due to teaching goals and student needs together with environmental factors.

In connection with this, Participant (10) said: *“I think it’s important to pay attention to students’ personal background when choosing materials. What works for one group might not be suitable for another.”* Giallo and Little (2003) confirms that by noting that the psychological and pedagogical factor is also important: the age of students, their needs and interests. The participants emphasized the need for creolized texts to match learners’ developmental stage

while also meeting their age requirements and cognitive capacities. Educators noted that picking the correct visual style alongside appropriate storylines remains vital for sustaining student interest and ensuring the materials fit developmental levels. Learners' developmental stage shapes both narrative choice and thematic content as well as visual elements used in educational materials. Educators can replace young student-friendly superhero and animal comics with specific details from graphic novels that target advanced literacy groups. Thorough text selection remains vital because it ensures both educational worth and relevancy for learning purposes.

This is confirmed by Participant (6): *"I don't always use ready-made materials. Sometimes I create my own texts to fit the needs of my students. First, I observe what they are interested in and what challenges they face. Based on that, I design short illustrated stories or grammar explanations with pictures. It helps me make the lesson more meaningful for them, and they respond much better when the content feels connected to their own experiences."* Majority of researchers states the essence of selecting teaching materials that are appropriate for cognitive level of the learners. Due to the fact that it is greatly affects their engagement and comprehension. Chan and Lee (2023) confirms that educational illustrations suited to individual requirements become possible through online resources and AI capabilities which teachers can customize to align with student interests and educational targets. Moreover, Chan and Lee (2023) explains that Online resources with AI tools help teachers make illustrations that become more personalized and relevant for students. This leads to content that keeps learners actively engaged. Participant (2) shared: *"I use texts from different countries and cultures to bring more variety into the classroom. It keeps the lessons interesting and helps students see how language is used in different cultural contexts."* This statement is not accepted by all researchers. For instance, Ercan (2014) disagrees, arguing that educational material choices require adherence to cultural

appropriateness principles. So, the selection of instructional materials must match cultural values together with traditional practices and ideological beliefs of nations investigating their languages.

### **Summary**

Teaching foreign language shows success through the implementation of integrated verbal and non-verbal content in creolized texts. Educational texts such as comics an illustrated dialogues, infographics, posters and other multimodal formats help students learn languages by making hard-to-understand concepts more concrete and engaging. According to teacher reports these materials enhance student engagement while helping learners understand the content better especially for visual learners who also lack sufficient language skills. Teachers use creolized resources as educational materials to explain grammar rules and build vocabulary along with reading abilities while supporting conversational practice. Students benefit from these materials through their integration of cultural content and their support of student-directed learning activities such as pair work and storytelling and dialog construction. Data from research shows that fully creolized materials appear most often in the current instructional approaches. Users of texts creolized at various levels without recognizing their place on this spectrum. Importantly, the analysis shows that creolized information must meet specific fundamental guidelines. For content to be valid it needs to fulfill two major criteria: Students learn better with content which meets two requirements: Access to quality learning content, which in this case is content that fits with the learner's development stage and cognitive level but avoids complex elements, influences students' learning process in a better way. By implementing work procedures and available language materials, a workable content is formed. To assist in the development of student cultural knowledge, learning materials must contain key features of target language culture, including cultural values, traditional practices, or worldview understanding. In order for

material to be relevant, it requires two core attributes. So, it should use only realistic content, including the thematic one. This prescribed way of learning also requires that educational materials have real life scenarios showing lexical items and grammatical structures contextualized as it appears in a natural conversation. Teaching materials that are the best match with students' current developmental emotional needs, as well as current language comprehension ability, are where students achieve their greatest learning success. Research demonstrates that textbooks following the guidelines discussed above facilitate students' development in intercultural competency as well as better learning.

### **Conclusion**

The implementation of creolized texts into language education creates numerous challenging dimensions that analysis produces through multiple educational perspectives. The research explores both creolized text notions along with their classroom implementation strategies. Educators utilize creolized texts to enhance language learning at secondary education levels as the study's main research goal. This research goal required the creation of two research questions as follows:

Primary research question:

In what ways do teachers utilize creolized texts within their pedagogical practice to aid language learning?

Subsidiary research question:

How do teachers select creolized texts for use in English language instruction?

The research topics were systematically addressed, and the primary purpose of the study was successfully accomplished.

This research received guidance from eminent experts who connect linguistics to education and multimodal learning while promoting creolized texts to enhance language teaching. International (CIS researchers) sources dominated the researched literature but local studies on this topic are minimal. I revealed essential strengths and gaps within this field which directed research priorities and future exploration. The worldwide rise in interest about multimodal learning shares its spotlight with the educational need for combining spoken and visual educational materials. Research on creolized texts usage in teaching languages across educational settings in Kazakhstan remains understudied and new. Future academic studies on language learning engagement related to creolized text impact could use the results from this research as their foundation.

I chose qualitative methodology to investigate teachers' hands-on experiences with creolized texts. Teachers with practical experience in secondary education served as research participants because they provided relevant and accurate insights. Educators provided detailed information about creolized text application practices through open-ended interviews which employed semi-structured question formats. The research included interviews along with observations of classroom settings and an analysis of textbook materials for more effective understanding of visual-verbal educational materials in real-world teaching situations.

Research findings showed educational practitioners commonly use creolized texts through trial-and-error but they lack clear definitions and theoretical understandings of the concept. The ubiquitous use of creolized texts highlights an ongoing need for formal frameworks helping educators when they select and create materials. AI-based platforms together with digital tools will allow educators to make customized visual-verbal materials more accessible.

Researchers continue developing a consistent definition for creolized texts which remains fluid based on specific contextual needs. The study of this topic lacks extensive investigations across the Kazakhstani secondary education sphere according to existing literature. Modern academic investigations focus mainly on theoretical structures but do not show sufficient evidence about how these texts translate into authentic classroom practices. The lack of available studies substantiated the need for conducting classroom observation paired with text analysis alongside teacher interviews. Finding participants proved time-consuming due to teachers' absence of knowledge about "creolized texts" which led to their first rejection of the study's engagement. Over 18 teachers received my contact and 12 out of them agreed to join the research investigation. The study's data collection reached its research targets and met its study objectives through limited participant numbers and thorough data collection methods. The chosen qualitative approach proved necessary because it enabled thorough research into teachers' actual experiences and their reasoning process.

Results from thematic analysis revealed teachers employ creolized texts regularly but do so without formal labeling while making extensive use of diverse visual-verbal materials to instruct grammar and develop vocabulary and reading comprehension. Throughout this research, three main challenges emerged: limited resources, time constraints, and lack of adequate training. This study contributes significantly to the future academic research by supporting educators in understanding how multimodal teaching strategies can enhance pedagogical effectiveness. Educational staff engaging with young learners in visually-oriented environments must proficiently evaluate, adapt, and integrate creolized texts in the classroom. It is essential for future teachers and researchers to explore this topic further, integration of visual aspects and language education provides considerable student engagement and delivering meaningful

learning experiences in today's globally interconnected and media-saturated educational landscape.

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## Appendix A

### Informed Consent Form

**Title of Research:** Creolized Texts in the Classroom as a Language Learning Strategy.

**Principle Investigator, Affiliation and Contact Information:**

**Institutional Contact:** Maqсут Narikbayev University, 8 (7172) 70 30 30

#### 1. Introduction and Purpose of the Study

The study seeks to explore the educational use and impact of creolized texts (infographics, comics, cartoons, sketches, pictures with text) in teaching the English language.

#### 2. Description of the Research

When you enter the study, you will first receive an explanation of what creolized texts (unknown terms) are. After the explanation, you will be asked to answer a series of questions related to the topic.

#### 3. Subject Participation

We estimate that approximately 12 participants, all of whom are teachers, will take part in this study. Participants must be currently working as educators and be willing to answer questions about the use of creolized texts in English language teaching. Each interview will last approximately 20–25 minutes and can be conducted remotely.

#### 4. Potential Risks and Discomforts

There are no known risks associated with participating in this study. However, if any discomfort arises during the interview, participants may choose to skip questions or withdraw from the study at any time without any consequences.

#### 5. Potential Benefits

Participants in this study may gain a deeper understanding of creolized texts and their potential applications in English language teaching. This knowledge could help enhance their teaching methods and improve student engagement with learning materials.

## **6. Confidentiality**

If you agree to be interviewed “on the record,” your identity may be included in publications resulting from this research. However, if you prefer to remain anonymous, I will ensure that your name is not associated with your responses. In this case, I will not use your name in any quotations or reports of my findings, I will use a pseudonym of your choosing, and I will omit any identifying details to protect your privacy.

The recordings will be securely stored and used only for transcription purposes. Once the data has been fully analyzed, the recordings will be permanently deleted. All electronic files will be stored in encrypted files, and any printed materials will be kept in a locked, secure location.

## **7. Compensation**

Subjects will not be compensated for participation in this study.

## **8. Voluntary Participation and Authorization**

Your participation in this study is completely voluntary. If you decide not to participate, it will not affect any current or future relationships you have with the researcher or the institution where the study is conducted. You are free to withdraw from the study at any time without any consequences.

## **9. Withdrawal from the Study and/or Withdrawal of Authorization**

If you decide to participate in this study, you may withdraw at any time without penalty. If you choose to withdraw, please inform the researcher in writing. Any data collected before your withdrawal will be included in the study, unless you request otherwise. Your decision to withdraw will not affect your relationship with the researcher or the institution.

## **10. Cost**

There is no cost for participating in this study.

Signature Page

**Project title:** Creolized Texts in the Classroom as a Language Learning Strategy.

**Lead researcher:**

Statement of consent

*By signing this form, I agree that:*

- The study has been explained to me
- All my questions have been answered
- Possible harm and discomforts and possible benefits (if any) of this study have been explained to me
- I have been told that my personal information will be kept confidential

*In addition, I understand that:*

- I have the right not to participate and the right to stop at any time
- I may refuse to participate without consequence
- I have a choice of not answering specific questions
- I am free now, and in the future, to ask any questions about the study
- No information that would identify me will be released or printed without asking me first
- I will receive a signed copy of this consent form

You can still participate in the research if you select no:

I agree that I may be quoted directly and anonymously  Yes

I agree that the focus group may be audio recorded  Yes

\_\_\_\_\_

*Name*

*Signature*

*Date*

*Please provide an email address below if you would like to be sent a summary of the study results.*

*Email address:* \_\_\_\_\_

Signature of the person obtaining consent

*By signing this form, I attest that:*

- I have explained the study to the prospective participant
- I answered all of their questions
- I provided a copy of this consent form to the participant
- The participant seemed to understand the consent form and agreed to participate

\_\_\_\_\_

*Name*

*Signature*

*Date*

## Appendix B

### Interview Protocol

*Thank you for agreeing to participate in this interview. The aim of this research is to explore how creolized texts are used in language education.*

*To begin, could you tell me a little bit about your background in teaching ? How long have you been teaching?*

1. How familiar are you with the concept of creolized texts (infographics, comics, cartoons, sketches, and pictures with text) in the context of teaching English?
2. Can you briefly describe your experience with creolized texts? How would you define “creolized texts” in your own words?
3. Can you tell me about a specific instance where you used a creolized text in your classroom? What was the text, and how did you incorporate it into your lesson plan? Why did you choose that particular text?
4. How do you typically select creolized texts for your classes? What factors do you consider when choosing a text? Are there any texts or types of media that you avoid using? Why?
5. In your opinion, what advantages does using creolized texts bring to language learners compared to traditional texts? Can you give specific examples where creolized texts helped your students? Do they make your teaching more interactive or student-centered?
6. How do your students react to these texts? Do you think that creolized texts are more engaging for certain students than others? Why?
7. What impact have you noticed on students’ language proficiency when using creolized texts in your lessons? Do you see improvements in specific areas like vocabulary, pronunciation, or comprehension?
8. How do you think the use of creolized texts influences students’ attitudes toward learning the language? Have you observed a shift in student engagement or motivation over time?
9. Do you have specific teaching strategies or activities that you pair with creolized texts? For example, do you use group discussions, role-playing, or other interactive methods? How do you ensure students are comprehending and engaging with the text during these

activities?

10. Do you integrate any other forms of media with creolized texts, such as videos, songs, or podcasts? How do these enrich the students' learning experience?
11. How do you assess students' understanding and skills when using creolized texts? Do you find traditional assessments, like tests, effective in this context, or do you use alternative methods?

**Appendix C**

**Classroom Observation Form**

Instructor: \_\_\_\_\_

Course \_\_\_\_\_

Peer/Observer: \_\_\_\_\_

Date and Time \_\_\_\_\_

**Use criteria that apply to format of course observed.**

<b>Review Section</b>	<b>Description/Comments</b>
<p>1. <b>SUBJECT MATTER CONTENT</b>                      (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	
<p>2. <b>ORGANIZATION</b>                      (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)</p>	
<p>3. <b>RAPPORT</b>                      (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	
<p>4. <b>TEACHING METHODS</b>                      (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	

Review Section	Description/Comments
<p><b>5. PRESENTATION</b>                      (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	
<p><b>6. MANAGEMENT</b>                      (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	
<p><b>7. SENSITIVITY</b>                      (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</p>	
<p><b>8. ASSISTANCE TO STUDENTS</b>                      (assists students with academic problems)</p>	
<p><b>9. PERSONAL</b>                      (evidences self-confidence; maintains professional comportment and appearance)</p>	
<p><b>10. PHYSICAL ASPECTS OF CLASSROOM (optional)</b>                      (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)</p>	

**Strengths observed:**

**Suggestions for improvement:**

**Overall impression of teaching effectiveness:**