

The semiotics of the image in the reading text and its impact on the formation of the learner through the textbook of the third year of primary education

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Abstract:

This study, tagged with: "the semiotics of the image in the reading text and its impact on the formation of the learner through the book of the third year of Primary Education" aims to show the effectiveness of both the image and non-linguistic symbols-such as color, for example - in the reading texts prescribed in the book of the third year of primary in the educational-learning process, and achieving the set goals of this educational activity, which primarily seeks to achieve the successful formation of a budding learner. Therefore, the study was built on highlighting the role of non-linguistic signs and their influence on the formation of the learner and the success of the educational process. The descriptive approach to linguistic and non-linguistic phenomena was used, relying on analysis in the Applied and field aspects, based on the interview. The study reached a set of results that proved the effectiveness of signs and their importance in the formation of the learner.

Keywords: Reading text, Non-linguistic sign, image, color, learner, denotation, semiotics.

1-Introduction:

The instructional text is the core of the entire educational process, and the reading text comes to form the essential support for this process through classroom reading activity. Generally, the reading text blends linguistic and non-linguistic knowledge that contributes to the development of learners' linguistic, cognitive, and expressive skills. Reading activity, through good textual selection, works towards building a well-rounded learner, aiming to achieve the outlined objectives in serving the educational process, and enabling the learner to attain good reading skills, comprehensive understanding, and the required formation.

Based on the above, our article aims to reveal the depths of the meanings stored in the attachments of reading activity texts, such as images and colors, attempting to identify the dimensions that have been employed to serve the learner in the elementary stage, by focusing on the most important signs with connotations and semiotic meanings that have been utilized in the programmed reading texts for learners in the third year of primary education, highlighting their importance in the learner's formative aspect.

In general, the research aims to demonstrate the effectiveness of the images and colors that constitute them, as well as the non-linguistic signs - included in the reading texts according to the school curriculum for primary education in its initial phase in Algeria - in the process of the educational learning process.

- The significance of image and color and their effects on the learner's formation:

2- The concept of image and color:

The image is one of the most important means of influence and persuasion in the educational process leading to understanding the corresponding written text, and color also has significance and impact on understanding and clarification.

2-1- The image:

- **Language:** It was stated in "Al-Mu'jam Al-Wasit": "The image is the form and solid sculpture: and in the Noble Quran, the saying of Allah Almighty: 'O mankind, what has deceived you concerning your Lord, the Generous, Who created you, proportioned you, and balanced you? In whatever form He willed, He assembled you.' (Surah Al-Infitar, verses 6-8), and the image of the issue or matter is its attribute. The type, it is said: this matter is in three forms, and the image of the thing: its abstract essence and its imagination in the mind or intellect." Al-Zayat et al (1989:528), and thus the image is the true meaning of the thing and its description.

- **Terminologically:** There are several definitions of the image, including:

- Definition by "**Adham Mahmoud**": "The image is a set of symbols (shapes, and colors) that form a semantic structure for this image, as it is considered the simplest means for illustration, explanation, and influence more than what words do. We resort to the image to achieve a wider impact by considering the techniques used to achieve the goal." (Fassel (1997:06,07)

In the educational field, we find that the educational image is defined as one of the means discussed with the learner, where illustrations are composed of schematic drawings or colored or plain photographs, containing limited elements with clear writings indicative of those elements. Al-Hashmi (2014:160)

Therefore, we can say: The educational image is a cognitive mental image on one hand and an emotional and affective means on the other hand, and it is considered an assisting tool to achieve educational goals.

2-2The color:

• **Language:** The owner of the tongue said about color: "Color: a form like black and red, and it was colored so it varied in color. The color of everything: what distinguishes it from others, and the plural is colors. It may vary in color, and he colored it.

And "colors: types, and color: kind. And so-and-so is diverse if he does not adhere to one character. And color: the date palm, which is a type of palm tree." Ibn Manzoor (484)

So we understand from this definition that color is what distinguishes one thing from another, indicating form, change, and variation.

Majdi Wahba defines local color as what precedes what surrounds the individual in his external world: "Local color, the local character is the precise description of a specific spatial structure in which the events of the narrative take place, especially where the genius of this environment plays an important role in depicting and characterizing these events with local color." Al-Muhandis, (1979: 176)

This definition focuses on the external shape of the structure or place, depending on a specific quality that distinguishes it from other environments.

• **Terminologically:**

Color is one of the most prominent aesthetic aspects in the arts, so it has a wide presence that can negatively or positively change the course of creative form. Al-Samarrai, (2008: 14), meaning that color in its beauty and attractiveness is linked to how it is employed.

Colors are considered a secret of secrets, a means of understanding and expression, requiring time and place, and color is one of the influences that individuals are attracted to and perceive closely culturally through the visual icon. Medakane, (2022: 10)

2-1-3The educational text / the reading text: It is not a literary text, nor is it a scientific text, but rather an educational text that is adapted cognitively according to educational needs. Certain modifications are made to provide knowledge that is suitable for the age stages of the learner at each educational level. Soltani, (2020) includes it in an educational book designated for the educational stage.

As for its structure, it should be based on coherence in its construction, so that each form is used to convey specific knowledge, simplify certain rules, or develop linguistic and lexical abilities. Bekadi, (2019:224), it is governed by standards that aim to achieve the objectives set for this purpose.

Therefore, based on the aforementioned, we can deduce a concept of the reading text as an educational text directed to serve the activity of reading within the field of understanding written text.






The term "reading text" is a descriptive compound consisting of the term "text" with the adjective "reading" added to distinguish it as belonging to the field of reading, with specific characteristics designed for it and to serve its purposes.

The reading text is considered the core of all educational units in their various applications, as it is the basis for receiving and comprehending knowledge, being texts with a tight fabric of language and a network of semantic relationships built on its vocabulary, structures, and linguistic elements, including phonetic, morphological, and syntactic aspects, as well as visual elements such as colors and shapes with semantic connotations that work together to establish the content of this fabric, to present aesthetic, spiritual, material, educational, and ethical values, which must be instilled in the learner, fostering love for the country, family, society, language spoken, religion, values, customs, traditions, activities, and work, taking into account his comprehension abilities, intellectual inclinations, and psychological readiness.

It is certain that these values are achieved by decoding semantic and suggestive symbols, whether linguistic or non-linguistic, which contain programmed and regulated goals according to official regulations and laws. Alloush, (2019:152)







3-Counting the attached images of the texts and the important marks in them: bourni, & al.

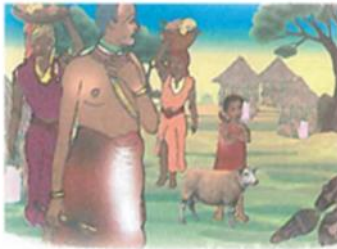
(Table 1): Illustrates the texts' images (components, colors, and shapes)

The text.	Type of image	The most important components of image and drawing.	The most prominent colors and shapes in the image.	The image
I am not selfish	Drawn	Characters of the text- Sofa- Cushions- Wall- Door- Lamp- Gifts- A pot with an artificial plant.	Green- White- Gray- Red- Brown- Orange- Black- Blue- Rectangles- Squares- Circle	
The promise is the promise	Drawn	Characters of the text: dolls- cushions- sofa- shelves- books- floor	red-pink-white-gray- brown-blue-black- yellow-squares- rectangles-circles	
The butterfly and the ant	Drawn	Insects: (butterflies- ant)- weeds- flowers- clouds- sky-	Blue White- Green- Red- Black- Purple- Circles	
The feast	Drawn	Characters of the text: Mosque- House- courtyard- Rams- Trees- Window- Balloons- Henna	pink-green-black- white orange-blue- brown-purple-yellow squares-rectangles- oval shapes-arches- circles	
Circumcision of Zuhair	Drawn	Characters of the text: candles- traditional clothes- flowers- fez- jewelry	Characters of the text: candles- traditional clothes- flowers- fez- jewelry	

<p>The merchant and the great month.</p>	<p>Drawn</p>	<p>Characters of the text: Hut- Grass- Stones- Trees- Mountains- Clouds- Sky- Butterflies- Flowers- Door</p>	<p>blue- white- green- brown- black- rectangles- polygons</p>	
<p>The service of the land</p>	<p>Drawn</p>	<p>Characters of the text: Mountains- Plains- Farmland- Hat- Basket of seeds</p>	<p>green-yellow-brown- orange-blue- rectangles-squares</p>	
<p>Omar Yasif</p>	<p>Photographic</p>	<p>The character of the text (a human face).</p>	<p>White and black.</p>	
<p>For you, Algeria.</p>	<p>Drawn</p>	<p>Characters of the text: Algeria flag- Sewing machine- Table- Window- Curtains</p>	<p>green-red-white- brown-yellow-gray- orange- rectangles-squares- star-crescent</p>	
<p>Elsie Lunis Mill</p>	<p>Drawn</p>	<p>character of the text: spikes- windmill- houses- fields- trees- tree leaves- hat- tractor- mountains- sky</p>	<p>Yellow-brown- Green- gray- orange- blue- triangles- rectangles-</p>	
<p>The four seasons (bourni& al.)</p>	<p>Drawn</p>	<p>Characters and animals of the text: Sun- Snow- Rain- Mountains- Grass- Butterflies- Dolphin- Flowers- Clouds- Sky- Birds.</p>	<p>blue-purple-white- yellow-black-green- orange-brown-circles- hearts-triangles</p>	

Sea cancer	Drawn	Marine animals and plants: (sea crab- fish- sea turtle- jellyfish- starfish)- coral reefs- rocks- bubbles.	purple-blue-green- orange-yellow- circles-star	
Football	Drawn	Characters of the text: Computer, wall clock, desk or table, cushions, sofa.	Orange-blue-gray- brown-pink-squares- rectangles-circles	
Infectious disease	Drawn	Characters of the text: plant - sofa - cushions - table - rug	Green- gray- pink- blue- brown- squares- rectangles	
The beneficial food.	Drawn	Characters of the text: window- chairs- dining table- plates- cups- spoons- bread plate- juice.	pink-green-black- white- orange-blue- rectangles-circles- oval shapes-curves	
How much I love music! (bourni& al.)	Drawn	Characters in the text: A wheelchair with a girl on it - Musical instruments: (piano - oud - qanun - kamanga - mandolin - saxophone - electric guitar - drum set "drum machine").	Purple-Orange- Pink- Yellow-Black-Gray- Light blue-Yellow- Squares- Rectangles-Circles- Triangles	

<p>The theater</p>	<p>Drawn</p>	<p>Characters of the text: Media- Stars- Curtains- Stage lights</p>	<p>Green-Red-Yellow- Brown-Black- Orange-Blue- Rectangles-Oval shapes-Stars- Triangles</p>	
<p>Habits from the Aurès.</p>	<p>Drawn</p>	<p>Characters of the text: -Windows- Handheld wall lamps- Grinders- Flour- Measuring cups of water</p>	<p>Green-White-Orange- Yellow-Red-Brown- Oval shapes- Triangles-Rectangles</p>	
<p>My grandmother's mobile.</p>	<p>Drawn</p>	<p>Characters of the text: Sofa - Star - Window - Mobile phone - Electric heater</p>	<p>green-pink-white- blue-brown-black- oval-rectangular- squares</p>	
<p>The Wind Carpet</p>	<p>Drawn</p>	<p>Characters of the text: Sofa- Story- Curtains</p>	<p>green-red-pink-brown</p>	
<p>The compass. (bourni& al.)</p>	<p>Drawn</p>	<p>The characters of the text: -Sunset-Rooftop- Plants.</p>	<p>yellow-brown-green- pink-cones-circles- rectangles</p>	
<p>With an Irish taxi driver.</p>	<p>Drawn</p>	<p>Characters of the text: Taxi - School bus - Traffic light pole Skyscrapers</p>	<p>yellow-black-green- red-white-rectangles- squares-circles</p>	

Okoth	Drawn	Characters of the text: Caves - Masks - Tree - Sheep - Baskets of fruit	blue-green-yellow- oval-shaped-objects	
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4-Reading in the images of texts:

Through our tracking of the attached images of the texts, I noticed that all the attached images are drawn images of different sizes and colors except for one image (photographic) which is the image of the martyr child: "Omar Yasif" bourni, & al.,

We also notice the cognitive blending with the alignment of the image information and the information in the text and the relational confirmation between the image and the text, which makes the educational process convincing and leads its cognitive role accurately, as those images were characterized by realism and this is what should be in this age stage.

The presence of such images aims to help the learner understand the written text on one hand, and to develop his linguistic performance on the other hand.

It is also noticeable that most of the images are social and cultural images that refer the child to his environment in which he lives through: images of the family embodied by the attached images of the following texts: bourni, al "I am not selfish", "A promise is a promise", "Eid", "Zuhair's circumcision", "For you, Algeria", "Football", "Contagious disease", "The wind's carpet", "Football", "My grandmother's mobile phone".

As the learner in this period is still in his narrow environment between school and home, where such images encourage the idea of the small family consisting of : father, mother, and only two children (the nuclear family).

Among these images, we find images of nature, animals, and other entities that he constantly interacts with, and realizes their intellectual reference. This is represented by the accompanying images of the text "The Four Seasons" and "The Butterfly and the Ant". In addition, some text images are rich in symbols of cultural identity, including what contributes to planting cultures among learners and fostering love and cooperation among individuals, as shown in the image of the text "Habits from the Aurès" and the accompanying image of the text "Zuhair's Circumcision", which shows the way of celebrating occasions and the most famous traditional clothing, jewelry, and decorations that varied from one region to another across the country.

The presence of symbols of national identity in the axes of educational curricula is a necessity for the formation of the generation. The symbols carried by the images were put in place to achieve the purpose and establish historical identity, as seen in the accompanying image of the text "Omar Yasif". Through this, in the photographic image of the martyr child, it instills a sense of pride and honor in the learner, and pride in the glorious history of Algeria. Meanwhile, the national flag appeared clearly in colors and shapes as a symbol of patriotism in the accompanying image of the text "For You, Algeria" bourni,& al.

5-Colors in reading texts and their meanings:

Colors in the images of texts have varied and differentiated according to their components, in addition to considering the needs of the learner. It is noticeable that the color blue dominates the images, as no image is devoid of it. It is a primary color suitable for this age group, as it "suits the age after six years and suggests activity, lightness, and peace" (Al-fadhli, 2010:477). It is also a color that enhances concentration, representing life and tranquility.

Furthermore, the color white also had a presence in the accompanying images of reading texts. White is a beloved color to the heart of the learner, symbolizing hope, optimism, clarity, and forgiveness. It signifies purity and conveys affection and love, mostly carrying positive connotations (Al-Zahrawi, 2008:77). In addition to white and blue, there are other colors that have proven effective in influencing children, such as red, which stimulates the mind, yellow, which increases activity, and green, which promotes calmness, enhances memory, relaxes the eyes, and keeps them away from distress and melancholy (Al-hashmi, 1990:123). Green is among the colors cherished by children, always associating it with paradise, doing good deeds, the mosque, and performing worship.

6- Analysis of models from the attached images of texts from the third-grade reading book:

Each image has its own meanings, implications, and symbols that have been designed to serve the text it accompanies, and to achieve cognitive harmony between the words and what the eyes see. I have chosen some of the attached images of the texts from the book for analysis and to demonstrate their impact on the learner's formation.

6-1- Analysis of the image accompanying the text: "For You, O Algeria" by Bourni, & al.:

The image (1): Within the third section of the book dedicated to national identity.



6-1-1The image: (Components, Nature, Significance):

This image is formed of a set of iconic symbols, highlighting the two central characters mentioned in the text. The image depicts a scene in a house with a medium-sized window with curtains, a mother sewing the Algerian flag with an old-fashioned sewing machine, and her son Hamdi watching his mother's actions closely. The mother is shown holding the flag with precision and professionalism, symbolizing the value of this national flag, which at that time was the only deadly weapon used by the Algerian people to defy the French colonizers.

The significance of the image is based on the symbolic colors of the flag, representing the essential components of the state. Because this is a fundamental aspect that does not change, altering the color of the flag is considered a violation of the state. The colors have intense meanings, explaining that the red color symbolizes the blood of martyrs, the green color represents the land, and Algeria is known as the White Algeria. The white color, universally recognized, symbolizes

peace, harmony, purity, and tolerance (Al-Zewahra, 2008:77). Through semantic composition, the blood of Algerian martyrs becomes a national symbol of peace.

The notable point here is that the significance of the image is distributed among the text, the image, and the colors in harmony and integration, with the image playing the final role in solidifying the information in the learner's mind.

6-1-2 The imagery of images and their impact on the formation of the learner:

The image, despite its simplicity, carries several messages, the most prominent of which are:

- Pride in the national flag, as it is not just a piece of cloth but a symbol of independence, pride, and the identity of all Algerians. It reminds us of the sacrifices.
- The Algerian mother during the revolution is an example of the modest and sacrificing woman, as seen through the headscarf worn by the mother, a cover on her head that Algerian women used to wear, a symbol of modesty.
- The impact of the image on the learner is evident:
 - The learner interacts with the image, repeating the colors of the national flag and their meanings.
 - Striving to make flags out of paper or draw and color them to fulfill the desire that arose in him as a result of his interaction with the image.
 - His influence by the image is evident in the way he holds the flag with caution and precision, while performing the flag salute or celebrating national holidays and days.

6-2 Analysis of the image accompanying the text "Nutritious Food" by Bourni, & al.: Image (2): Within the fifth section: "Sports and Health"



6-2-1 The image (components, nature, and significance):

This image is formed of a set of iconic symbols where we notice the presence of a family consisting of a mother, father, and son, with the presence of the aunt sitting around a table loaded with a variety of foods.

In terms of formal symbols, we notice the frequent use of curved and straight lines, in order to increase the clarity of the image and ease of perception.

It is noteworthy that the colors in the image ranged between blue and orange, as the wall was colored blue, which stimulates the learner's creativity and helps achieve a state of calm and relaxation, as well as conveys tranquility and clarity, and orange, which stimulates attention and expresses vitality, activity, and enthusiasm.

Perhaps the most striking aspect of this image is the appearance of the family members happy, in addition to some indicators indicating the place, which is the home, in signifying the virtue of hospitality by receiving guests in homes rather than in restaurants.

The image was characterized by logic through its colors and nature, as it respected the environment in which the learner is present and did not deviate from what is familiar to them.

6-2-2-Imagery of the image and its impact on the formation of the learner:

The observer of the image sees that it translates the following:

- The relationship between the title and the image, where it is clear to us that the image reflects a large part of the content of the title, as it represents a family sitting around a table; with a variety of food placed on it (vegetables, juice, lentil soup, etc.).
- Presenting the family in a way that suggests their joy at the arrival of the guest (the aunt) and favoring this guest over the hosts of the house through what appeared in the image (offering a glass of juice to the aunt before everyone), where the true image of honoring the guest is manifested.
- Showing family and familial cohesion (kinship).
- The importance of caring for health through diversifying meals and adhering to healthy food.

The impact of the image on the learner is evident in:

- Their interaction with the image and commitment to healthy eating, and embodying the values that the image carries (honoring the guest, kinship, maintaining health through proper nutrition).

6-3 Analysis of the accompanying image of the text: "Habits from the Aurès" bourni, & al:

The image (3): Within the sixth section "Cultural Life"



6-3-1 The image (components and nature and significance):

This image is composed of a group of iconic and visual signs, as straight and curved lines were used, which made the image of the house appear with precise and equal proportions, "these lines symbolize simplicity, clarity, and directness" kaassis, (2021:12), they are suitable for the young viewer.

This image shows us a group of women reviving a tradition of the people of the Aurès region, as they gather around a pot and engage in making couscous, in an atmosphere of affection and www.psychologyandeducation.net

warmth for which the women of the countryside are known. The image also shows the traditional dress of the Aurès region, "the Shawiya wrap" and "the headscarf", and some accessories such as "the necklace" which are usually made of silver due to their significance in the cultural heritage.

The image contained several icons, including: the pitcher, the sieves, the pottery vessels, and the hand-held lamps hanging on the walls of the house, as such tools and traditional Algerian objects were used in the past.

As for the use of colors, they varied between green, which "is associated with the spirit of defense and self-preservation" (Omar, 1997:154), and purple, which enhances perception, attention, and alertness (Omar, 1997:166), and gray, which appeared on the wall of the house characterized by transparency and free from any excitement (Omar, 1997:185) because the focus in the image was not on the walls as much as it was on traditional industries.

- The image showed a linguistic and non-linguistic blending in reconciling it with the words mentioned in the text, as it justified, explained, and clarified the reference and answered the learner's inquiries, thus fulfilling its pedagogical functions of: "diagnosing the contents of the text, whether they are words, phrases, ideas, or images, as tangible things can be presented more effectively through images rather than words" (Al-Djabiri, Ayat Dousson, 2004:30,39)

6-3-2The suggestive image and its impact on the formation of the learner:

This image included several visual and artistic signs that came with various suggestions, the most important of which are:

- The image suggests the essence of the past, in terms of solidarity in making couscous and saving.
- Introducing the learner to his heritage, customs, and traditions of his country and inviting him to be proud of them and revive them.
- Preserving this heritage and linking the learner's past to his future.
- Instilling a spirit of cooperation and the necessity of collective work and its role in strengthening social ties, which was clearly evident in the image (collaborative work and exchanging goods).
- The impact of this image on the learner is evident in the enthusiasm of each learner in displaying the types of customs and traditions of his region, from traditional clothing and popular dishes to the way of celebrating occasions (applying henna, preparing sweets, receiving the bridal procession...).

6-4 Analysis of the accompanying image of the text "Okoth" bourni, & al:

The image (4): Within the eighth section "Journeys and Travels"



6-4-1 The image (components and nature):

The image consists of a set of signs and visual symbols through which we can determine the type of place, as we find it containing people with dark skin, indicating their constant interaction with nature, the scorching sun, and the harshness of wild life. They wear clothing that covers only a few parts of their bodies and wear necklaces with beads, carrying baskets of fruits that distinguish their region. We also notice icons indicating an unfamiliar environment to the viewer, represented by wooden masks and huts all made from natural materials. What is most striking in the image is the presence of the boy "Okoth" standing next to a sheep, with a look of confidence on his face, indicating that the sheep belongs to him.

Through these symbols, anyone who sees the image realizes that it represents an environment in an African country, specifically "Kenya," as specified by the accompanying text. The image used multiple colors that contributed to its clarity, including the green color, the light blue color reflecting trust, innocence, and youth, and the yellow color associated with brightness, daylight, and stimulation, giving the image a shine, radiance, and excitement.

The image carries the connotation of strength and confidence through the touch added by the brown color.

6-4-2 The imagery and its impact on the formation of the learner:

The educational system seeks through these images to:

- Provide the learner with necessary knowledge about the African environment and the world of travels, and these topics are more appealing to the learner than other familiar and studied topics.
- This diversity allows the learner to explore different human experiences and acquire diverse experiences and general culture.
- Developing courage and strength that characterizes the hero's personality by attempting to influence the learner's intellectual aspect in accordance with the age group of the character and the learner's age.
- Instilling some theoretical values in the learner, represented in protecting private property.

As for the learner's influence by the image, it shows:

- His respect for the cultures and civilizations of the world.
- His openness to foreign languages, as he asks about some words in a foreign language.
- Acceptance of differences and the pursuit of peaceful coexistence, interacting and trying to mention everything he does towards these (African) groups. Ben Zitoun, Zourli, (2017: 230)
- The ability to present a clear image of a person, a place, or a thing, with mentioning its details.
- He recalls some stories similar to what he saw in the image.

The field side:

Presenting the interview data and analyzing it:

Here we present the interview data and its results; which included answers to the questions raised about the non-verbal signs to support the practical side and ensure the quality of the research.

Table (2): Does the image or drawing accompanying the written text play a role in the success of the educational process?

Alternatives	Repetition	Percentage
Yes	5	100%
Some times	0	000%
No	0	000%

Analysis:

All professors agree that the images or illustrations accompanying the written text play a prominent and effective role in the success of the educational process, as indicated by the 100% "yes" response rate. This is due to the image's ability to convey information and motivate the learner to read, providing a foundation from which to start. A learner may come without prior knowledge, and the image helps him to start with his own ideas.

The second question: Where does the impact of the image appear in the educational process?

The answers varied and diversified, as each teacher presented us with what he had in his arsenal about the question's topic. However, we tried to identify the most important answers, which we present as follows:

- The learner can easily discover the title of the text.
- The image is a means to save time and effort.
- Good presentation of the material through the interaction of learners with the image.
- Equipping the learner with the skill of expression (the image is a support for expression).
- The moral impact achieved by the image on the learner through its meanings and symbols.

Conclusion :

- Text images are compatible with the mental readiness of learners.
- Most images are harmonious, and the linguistic content and presence of the text are effective, as they match in their meanings and linguistic discourse.
- Images are the reference on which the learner's mind relies, with their colors, shapes, and symbols, especially in this period where the direct connection between the spoken word and the visual is weak.
- The image trains the learner to develop the imagination, and easily builds his linguistic vocabulary based on it, enabling him to understand linguistic texts.
- Text images are strongly linked to the text, often explanatory or illustrative of it, expressing ideas within it.
- Emotional and sentimental interaction by the learner is more achieved through images than through linguistic text.

- The colors in the images accompanying the texts are realistic and consistent with the environment in which the learner lives, considering artistic and aesthetic imagination that aligns with the learner's level.
- Visual messages try to instill noble values in learners at this stage.
- The learner is influenced by everything contained in reading texts, such as titles, vocabulary, sentences, expressions, ideas, images, drawings, colors, and values, during his interactions, and through his oral and written expressions.
- Verbal and non-verbal languages complement each other, intertwining and consistent, performing an educational function, and increasing the effectiveness of the learning process for the student.
- The linguistic and non-linguistic signs acquired by the learner contribute to the acquisition of linguistic competence, linguistic growth, and cognitive understanding.

Recommendations:

- It is important to pay more attention to selecting appropriate colors for the age group that have a positive impact on the learner's psychology.
- Work on training the learner on how to read images as they are considered a fabric of linguistic and cognitive relationships just like text.
- Pay more attention to the image as it is a fundamental source of language acquisition, acquiring reading and speaking skills, and developing visual and cognitive perception.

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