A MULTIMODAL DISCOURSE ANALYSIS OF A MEDICAL TEXTBOOK IN VIETNAM - PRELIMINARY FINDINGS

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Abstract: Visual images in textbooks can stimulate students' interest and encourage them to learn language in more critical and creative ways (Canning-Wilson, 1999). As a natural requirement of the field, medical textbooks contain a variety of visual images, but they seem to have received little attention from textbook developers in Vietnam possibly due to both a lack of awareness and research. Therefore, the study attempts to explore the visual elements in a medical textbook in use in the country, analyze their functions as well as their appropriateness for pedagogical purposes. This paper presents preliminary findings from the qualitative analysis of the yielded results couched with Kress and Van Leeuwen's (2006) Visual Grammar framework to primarily identify three metafunctions of visual elements in the medical textbook. The study is believed to give pedagogical benefits to both teachers and students, and suggest practical improvement to critical aspects of the visual images, which is ultimately useful to developers of medical textbooks in particular, and other textbooks in general.

Keywords: metafunction, multimodality discourse analysis, visual images, visual grammar design, medical textbook

1. Introduction

In the teaching and learning process, visual images play a motivational role in supporting the effectiveness of teaching materials. "In compliance with the needs of the visual world of today, illustrations or images should be able to serve as valuable teaching tools, bringing to the eye what otherwise can only be imagined" (Evan, Watson & Willows 1978, p. 86). Therefore, visual images in textbooks can stimulate students' interest and encourage them to learn language in more critical and creative ways. "Visual materials can be employed by teachers and learners to enhance language learning in classrooms" (Jahangard, 2007, p. 139). They can act as communication tools (Moghtadi, 2013) and powerful elements in constructing students' knowledge relating to the real world that cannot otherwise be formed in classroom activities (Canning-Wilson, 1999). Illustrations accompanying explanations of the text can also help students to achieve the highest level of cognitive processing. Furthermore, Canning-Wilson (1999, cited in Tahririan & Sadri, 2013, p. 139) states that "visual images in EFL textbooks provide excellent testing prompts; images lend themselves to be developed into tests to manipulate language structures, vocabulary, functions, situations, and skills to determine what the learner has acquired". Therefore, visual images enable students to relate to the learning materials in meaningful ways. For instance, they can help prepare students for an exercise, task, or activity.

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In analysing the images of educational books, Torres (2015) drew upon Kress and Van Leeuwen's (2006) visual grammar to examine an EFL textbook taught in South Korean University context. Her findings showed "some instances where the visual message was in contradiction with the verbal message" (p. 250), reflecting the embedded ideologies in the texts and images. Additionally, a number of Iranian researchers have studied the visual and aesthetic aspects of English language teaching books in the educational system of the country. For example, Rouhani and Saeidfar (2013) studied the visual components of guidance books. In another study by Tahririan and Sadri (2013), the findings show that the images were not fully used in the language learning process.

Based on those previous studies above, there is a need for research on the visual images in textbooks in relation to their functions and characteristics, and whether they are more decorative than pedagogically useful. In medical education of Vietnam, there is a lack of research on visual images in textbooks in relation to their functions and characteristics. Therefore, this study will adopt the framework proposed by Kress and Van Leeuwen (2006) to investigate visual images in a medical textbook and analyse three metafunctions as well as their appropriateness for pedagogical purposes. The research questions are formulated below:

1. What are the modes of visual images in the medical textbook?
2. How can meaning-making metafunctions be interpreted in the medical textbook?

2. Literature Review

2.1. Multimodal Discourse Analysis (MDA)

Firstly, modality is presented as one of the features of interpersonal/interactive metafunction (Kress & Van Leeuwen, 2006). Moreover, multimodality determines "the combination of different semiotic resources, or modes, in texts and communicative events, such as still and moving image, speech, writing, layout, gesture, and/or proxemics" (Adami, 2016, p. 451). In fact, all kinds of discourse are said to be multimodal. For instance, spoken discourse characterizes the combination of language, intonation, voice quality, gestures, facial expressions and posture in addition to self-representation such as dress and hairstyle. On the other hand, written discourse includes the combination of language, typographic expressions, illustration, layout and colour.

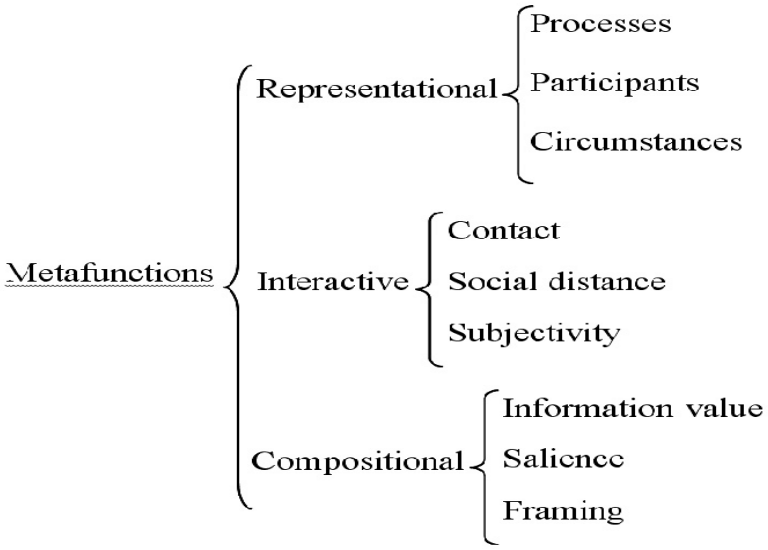
In this vein, modality in Multimodal Discourse Analysis refers to semiotic resources. (Kress & Van Leeuwen, 2006). It also deals with various forms of meaning units (language, image, sound, body language, and special arrangement), and focuses on how they work together to realize the communicative function. It also reveals the way writers articulate their intended meanings and intentions. Multimodal discourse analysis is essentially concerned with the theory and analysis of semiotic resources and the semantic expansions which occur as semiotic choices combined in multicultural phenomena. Researchers in this area seek to 'identify the influence of mode on meaning within a given context, focusing on co-occurrence interaction between multiple semiotic system' (Baldry & Thibault, 2006, p. 31).

2.2. Kress and Van Leeuwen's Multimodal Discourse Analysis

In Grammar of Visual Design developed for the analysis of images, Kress and Van Leeuwen (2006) distinguishes between three different types of meaning (also called metafunctions), namely, representational, interactive and compositional. The framework is illustrated below in Figure 1.

Figure 1

Kress and Van Leeuwen's Metafunction Framework of Visual Grammar (2006)



Based on Halliday's systemic functional linguistics, Kress and Van Leeuwen's approach of Multimodal discourse analysis shows how different semiotic modes (like images, diagrams, photographs and graphics) work constructively together to implicitly or indirectly communicate through texts.

Significantly, the contemporary Systemic Functional Linguistics is taken as the principle for key texts in multimodality, especially in the work of Kress and Van Leeuwen where the analysis should begin from Halliday's metafunctions to establish the underlying system of any case of communication (Ledin & Machin, 2018, p. 2). Therefore, Kress and Van Leeuwen (2006) mention that all images perform language metafunctions suggested by Halliday through three patterns:

2.2.1. Representational Mode

According to Kress and Van Leeuwen (2006), the representational mode relates to the ways in which visual structures represent people, animals, and places; their actions, experiences, and relationships; as well as the characteristics and qualities attributed to them. Thus, to analyze this mode of meaning made in the images under study, in the first place, the type (in terms of being human, non-human, male, female, child, and adult) and frequency of presence of the participants in the images were figured out. Then the relationships and characteristics of the participants were investigated to reveal the covert meanings (e.g., sociocultural connotations, gender stereotypes) represented by the images.

2.2.2. Interactive Mode

According to Kress and Van Leeuwen (2006), the interactive mode of visual meaning refers to ways in which the visuals address, communicate, and connect with the viewers. The image-viewer interactions in the images under study were analyzed based on these three aspects: distance, perspective, and modality.

Distance (or social distance) relates to the size of the visual frame. Kress and Van Leeuwen (2006) suggest that the amount of participant's body shown in the visual frame

determines the degree of social distance and intimacy between the participants and the viewers. More specifically, a close shot which shows the head and shoulders of the participants implies an intimate relationship, a medium shot which cuts off participants approximately at waist conveys a familiar or social connection, and a long shot frame which shows full human figure demonstrates that the social relation between the visual and the viewer is a public, largely impersonal one.

Perspective specifies the degrees of involvement and power. This is realized through various choices of visual horizontal and vertical angles. Put differently, the perspective or point of view from which viewers and participants interact denotes different levels of involvement, abstraction, power, or inferiority. More specifically, Kress and Van Leeuwen (2006) propose that along the horizontal axis, a frontal plane associates with an attitude of involvement whereby the viewer is invited to become part of the world depicted in the image. On the other hand, the use of an oblique angle conveys a sense of detachment and connotes that what the viewer sees is not part of his or her world. The vertical axis and its variants (e.g. high, low, or eye-level) signify power at different levels and in different relationships (Kress & Van Leeuwen, 2006). For example, whenever a represented participant is pictured from a high angle, he or she is seen from the perspective of inferiority to the viewer. Conversely, if the represented participant is shown from a low angle, he or she is said to have power over the viewer. Finally, if the image is at eye-level, it encodes a relation of equality between the viewer and the participants.

Modality refers to ways of modulating reality in visual representations. Kress and Van Leeuwen (2006) define modality as the criteria against which viewers express judgments about the truth or credibility of visual structures. According to Kress and Van Leeuwen (2006), two critical factors in credibility or naturalistic modality of visuals are color and contextualization. They suggest that the use of color is of great importance in expressing visual modality in that the more the color is abstracted from naturalistic presentations, the lower is the modality. They contend that in order for visuals to have high modality, they should have high color saturation rather than black and white; diversified colors rather than monochrome; and modulated colors rather than unmodulated flat colors. Naturalistic modality is influenced by the contextualization of the image as well; that is, by its background and the extent to which the settings are represented in detailed and itemized manners. Generally speaking, Kress and Van Leeuwen (2006) maintain that the presence of background in an image increases its modality from a naturalistic perspective whereas the absence of background lowers it.

2.2.3. Compositional Mode

Compositional meanings have to do with the principles of layout, or the ways visuals are composed or structured, and the kinds of meanings conveyed by the various possible compositions. These include single mode forms, as in the composition of just a single visual, and multiple mode forms, as in the composition of a text comprising one or more visuals and accompanying verbal text (such as English as Foreign Language course books in the present research). Based on this, the compositional mode was analyzed in terms of two features: (a) text-image status and (b) information value. Text-image status refers to the relative relationship between the text and its co-occurring image. Kress and Van Leeuwen (2006) suggest that in texts on humanistic subjects such as English course books, images may have the following relations with their co-occurring texts:

- Information: the written text may become less important, with the message articulated primarily in the visual mode.

- Illustration: the visual representation is an account or evidence of the truth of the claims made in the linguistic part.

- Decoration: the visual and linguistic components have no immediate semantic relationship and the visual mode is redundant.

Another aspect of the layout, defined by Kress and Van Leeuwen (2006) as information value, has a major role in conveying compositional meanings. The information value involves considerations about the placement of image elements or pictorial zones (left/right; top/bottom). Kress and Van Leeuwen (2006) suggest that if verbal-visual compositions follow a left-right structure, the left hand element conveys the meaning of a familiar and self-evident piece of information (or the 'Given') and the right hand element of the layout demonstrates a piece of new information which should be attended to (or the 'New'). On the other hand, the information value of atop/bottom positioning carries different features in that the upper section of a verbal-visual composition is believed to contain what is presented as 'Ideal' (idealized or generalized essence of information) whereas the lower section what is 'Real' (more practically oriented information).

3. Methods

3.1. Research Design

As stated in the theoretical framework, three metafunctions developed by Kress and Van Leeuwen (2006) in their Grammar of Visual Design have grounded our qualitative analysis in this paper. The researchers tend to analyze the selected images by adopting the qualitative method supported by quantitative information that is considered an effective way for understanding the situation in depth and identify the ways how a problem is addressed (Creswell et al., 2007).

3.2. Data Collection

For the present study, images from a medical textbook were selected and analysed in the context of multimodal visual social semiotic (Kress &Van Leeuwen, 1996), based on our experience and familiarity with them. The selected textbook - *Medical Terminology: A Living Language* by Bonnie F. Fremgen, Suzanne S. Frucht (2016) is among the most commonly-used English medical instructional textbook for students of a medical university in Vietnam as one of their learning sources. This edition provides streamlined medical terminology content in a highly visual format to help students interested in the health sciences field succeed. The researchers have selected this book because of its wider scope as in medical context. It is considered as the most basic and fundamental degree of medical students. After it, students go to higher level where the system of studies changes in medical practice and students are required to be autonomous and independent learners so that they can produce more productive things. In a variety of settings, medical students will use medical terminology to communicate with coworkers and patients. Employing a carefully constructed learning system, *Medical Terminology: A Living Language* has helped thousands of students gain a successful grasp of medical language within a real-world context (Bonnie & Suzanne, 2016). The selection of the visual images was based on the medical issues. With 14 chapters covering essential topics and full color images illustrating anatomical and pathological terms, the book uses a carefully constructed learning system to help readers gain a successful grasp of medical language within a real-world context. It also serves as a useful reference for practising professionals. The data in this study cover all the visual images in the textbook, a total of 320 images including 312

colorful images and 08 black and white images as the following Table 1.

Table 1

Information Related to Visual Images (Bonnie & Suzanne, 2016)

Chapters	Topics	Numbers of images
1.	Introduction to Medical Terminology	03
2.	Body Organisation	14
3.	Integumentary System	34
4.	Musculoskeleton System	33 (04 black-white)
5.	Cardiovascular System	27
6.	Blood and the Lymphatic and Immune System	24
7.	Respiratory System	19
8.	Digestive System	25
9.	Urinary System	20
10.	Reproductive System	29
11.	Endocrine System	19 (01 black-white)
12.	Nervous System	25
13.	Special Senses: The Eye and Ear	27
14.	Special Topics	21 (03 black-white)
	Total	**320 (08 black-white)**

3.3. Data Analysis

According to Kress and Van Leeuwen (2006), three main visual categories are selected to analyse the present data as follows: representation, interaction and composition which are summarized in the following Table 2.

Table 2

The Selected Categories of Kress and Van Leeuwen's MDA for the Data Analysis (2006)

Mode	Category		Subcategory
Representational	Participant	Human	Age Gender Sociocultural Portrayal
		Non-human	
	Distance	Close-up Medium shot Long shot	
Interactive	Perspective	Horizontal	Frontal / Oblique

		Vertical	High /Low/ Eye-leveled
	Modality	Color	
		Contextualization	
Compositional	Information value	Left-Right	
		Top-Bottom	
	Salience		

4. Findings and Discussion

The study identifies modes of visual images in the medical textbook by analysing the images according to their representational, interactive and compositional meaning, so as to interpret meaning-making metafunctions in the medical textbook. In this part, the statistical distributions of the main visual categories along with their subcategories are also briefly detailed.

4.1. Representational Meaning

Table 3 shows the representational meaning in the images contained in *Medical Terminology: A Living Language.* There are two major categories: human participants or non-human participants.

Table 3

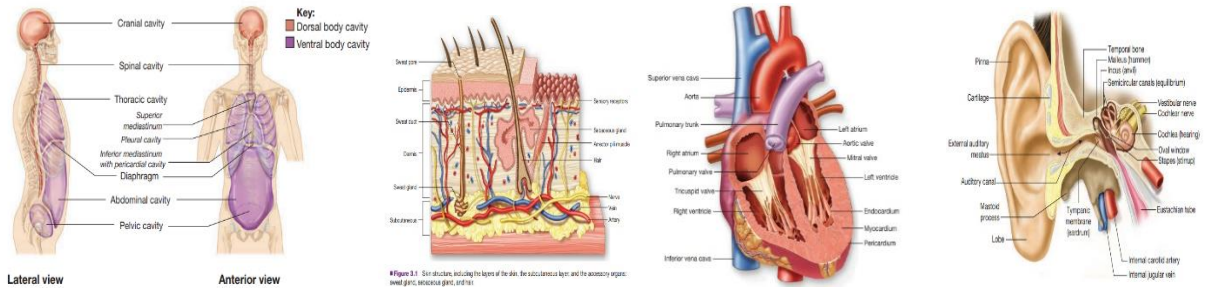
Results of Representational Meaning

No	**Representational meaning (Participant)**	**Category**	**N**	**%**
1	Human	Adults	88	27.5
		Children	7	2
2	Non-human	Objects	26	8
		Anatomy illustrations	167	52
		Health disorders	33	10.5

It is clear that the majority of the participants presented in the textbook are non-human. Non-human with Anatomy illustrations category is presented in 167 images or 52%, non-human with Objects is presented in 26 images or 8%, and non- human with Health disorders is presented in 33 images or 10.5%. Secondly, the human participants are divided into adult and children. This book features more adult participants, with 88 images depicting adults. Meanwhile, the number of images available to children is limited, with only 7 visible. Because this book is offered in medical context at university level, more non-human participants are involved. This is in line with the results found by Aytug (2007), stating that most Indonesian textbooks are contextualized for their users. In this case, the textbook is contextualized in terms of its participants to fit university medical students. Examples can be seen in Figure 2.

Figure 2

Images Representing Non-Human Participants of Anatomy Illustrations (Bonnie & Suzanne , 2016, p. 36, 51, 142, 477)



Later, concerning non-human participants, the result shows that the textbook uses more Anatomy illustration participants because many texts can be illustrated by using anatomy illustration rather than other non-human participants. This is unlike what has been found by Yasin et al. (2012) that most participants are human.

4.2. Interactive Meaning

The following table provides information about interactive meaning in the images contained in the textbook *Medical Terminology: A Living Language*. There are three categories examined in the interactive meaning, namely distance, perspective, and modality. The features of distance, perspective, and modality can be described in all types of represented image, irrespective of human- or non-human status. For human participants, there are 95 images in sum.

Table 4

Results of Interactive Meaning

No	Interactive meaning (Narration)	Category	N	%
1	Distance	Long-shot	25	26.5
		Medium-shot	56	59
		Close-shot	14	14.5
2	Perspective	Frontal	28	29.5
		Oblique	67	70.5
3	Modality	Colour (saturated)	95	100
		Background	51	54

The table above shows that there are three categories of interactive meaning to outline the narrative values in the images: distance, perspective, and modality (colour and background).

First, the result about distance in the book is dominated by medium shot. Medium-shot is the image taken half-body that is neither too far nor too close. There are 56 images or 59%, which are presented in the medium-shot distance. Then, the long-shot images are presented in 25 pictures or 26.5%. Long-shot images are full-body images. Close-shot images are the least

used distance in textbook images with 14.5% of the whole human images. Close-shot images are images that present face area. In most pedagogic textbooks, medium shot images are preferred. Additionally, close shot rarely serves as pedagogical needs in school textbook (Elmiana, 2019). Tahririan and Sadri (2013, p. 150) argue that close up shots are infrequent in picture-based textbooks, unless they appear on the front cover and medium and long shots are prominent in such books as a way of revealing character. The example of long-shot images is as shown in Figure 3 below.

Figure 3

Long Shot – Full Body Standing (Bonnie & Suzanne, 2016, p. 163)

The image above shows a long-shot take. The participants are the patient placed on a treadmill and then subjected to steadily increasing levels of work and the physician monitoring his condition for evaluating cardiovascular fitness. Thus, it is important to show their whole body.

Regarding the perspective of the images from a frontal eye-level, the frontal level signifies viewers' involvement and inclusion, and the eye-level perspective conveys power equality between images and the viewers (Kress and Van Leeuwen, 2006). This study found that 28 (29.5 %) of 95 human images were represented in a frontal and eye-level perspective, indicating that there is no power discrepancy between images and the viewers, as students are able to make connection with the images. Figure 4 demonstrates frontal eye-level perspectives in the textbook images.

Figure 4

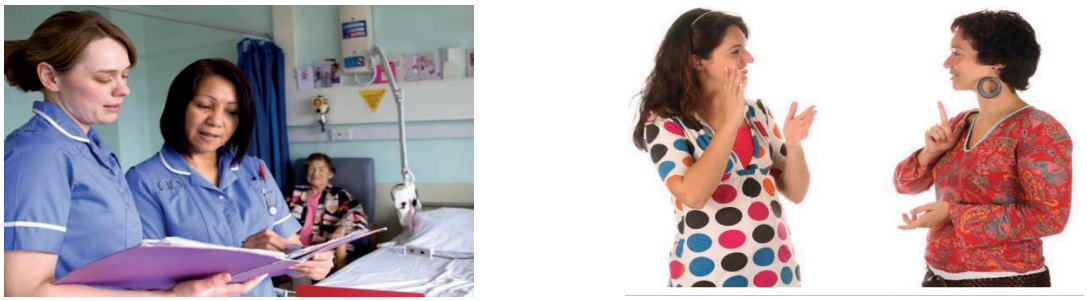
Frontal Perspective – A Woman With Exophthalmos (Bonnie & Suzanne, 2016, p. 399)

The picture shows a woman suffering from exophthalmos that is associated with hypersecretion of the thyroid gland. This frontal perspective shows that the woman is looking directly at the viewer. It makes the viewer catch her eyes saying that she is in painful and risky condition.

Additionally, in terms of modality (colour and background), it was found that all images in the textbook use full colour saturation images, which gives a real experience for the viewers when they engage with the images. According to Kress and Van Leeuwen's theory (2006), the absence of colour identifies particular meaning and a lowered level of authentic image representation. The level of colour modality in the medical textbook is high. Regarding contextualisation, the study shows that 51 (54%) images are equipped with background, but this is blank in 44 (46%) images. Elmiana (2019) found that the portrayals of full saturated pictures in pedagogic textbook can favour students' effort in language learning. However, some images in the textbook represented real life activities (Figure 5). Thus, the analysis of images based on contextualisation modality indicates that they represent authentic meaning in real life settings.

Figure 5

Images With Background and Blank (Bonnie & Suzanne, 2016, p. 15, 486)



In the figure above, it can be clearly seen that in the left image, the condition exposed is the situation in the hospital and encompassed two represented participants, a nurse and a medical assistant who are reviewing a patient's chart and planning her daily care. We can see the background behind them, there are a patient and some medical equipment for their treatment and healthcare services. In the right image, two women are having a conversation using American Sign Language for persons who are deaf and persons with speech impairments.

4.3. Compositional Meaning

Concerning the compositional meaning of the images contained in the textbook, Kress and Leeuwen (2006) suggest two categories to analyze the compositional meaning: text-image relationship and information value. The table below shows the compositional meaning of the images contained in the textbook *Medical Terminology: A Living Language*.

Table 5

Results of compositional meaning

No	Compositional meaning (Information)	Category	N	%
1	Text-image relationship	Informative	213	66.5
		Illustrative	107	33.5
		Decorative	0	0
2	Information value	Left/right	85	26.5

	Top/bottom	176	55
	Centered	59	18.5

Firstly, text-image relationship is the relevance between the image and the text. Informative relationship means that the students can answer the task merely based on the image. Illustrative relationship means that the image helps students expand ideas when they do the tasks by becoming examples. Meanwhile, the decorative relationship means that the image does not support the students in doing the task; it only serves as decorations (Kress and Leeuwen, 2006). In this textbook, the majority of the text-image relationship is informative, which is presented in 213 images. It means that the images help students find the core information when they do the tasks that follow. Then, the illustrative images are presented in 107 images. These images help students to become examples when they do the tasks that follow. This is in line with the results of Salbego et al. (2015) that images are important in the pedagogic textbook because they can help students understand the topics and activities provided in the book. Figure 6 below illustrates the data for a text-image relationship in the category Informative images.

Figure 6

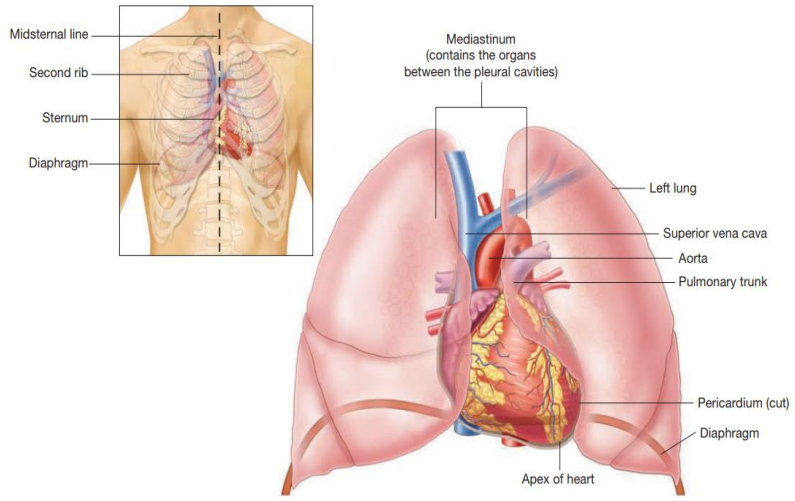
Informative Image – Patient Undergoing Hemodialysis (Bonnie & Suzanne, 2016, p. 322)

Figure 6 is surely an informative image. As we can see, the task following the image is supposed to be fulfilled based on the provided image. In the image, we can see a room with an artificial kidney machine. The patient's blood passes through a hemodialysis machine for cleansing and is then returned to the body. Then, the task asks medical students to describe the healthcare service. So it can be seen that there is a correlation between the image and the task.

Secondly, regarding the informational value or the positioning of the images, from a total of 320 images in this textbook, 176 images (55%) are positioned in the top/bottom position, 85 images (26.5%) posited in the left/right position, and few images (59 images) are positioned in the top/bottom of the page. The top/bottom structure is important in the science textbook because this position determines the values of an image. Images in top position are general images, and the ones at the bottom are detailed and specific images. (Unsworth, 2006). Top/bottom position images are as shown in the following example.

Figure 7

Top/Bottom-Positioned Image-Location of the Heart Within the Mediastinum of the Thoracic Cavity (Bonnie & Suzanne, 2016, p. 141)



As can be seen in the figure above, the image is positioned at the top or at the bottom of the page because the main point is to display as an anatomy illustration of the position of the heart which is located in the centre of the chest cavity. By "top/bottom", Kress and van Leeuwen (2006) refers to the text-image relationship. According to Unsworth (in Tahririan and Sadri 2013:154), the ideal or real distinction in textbooks conveys specific meanings; the top part deals with the more generalised, abstract, conceptual information, while the bottom part deals with the specific, concrete, and observable information. Therefore, the positioning of images in this textbook underpins the conceptual meaning of the text.

5. Conclusion

This study has tried to adopt the framework proposed by Kress and Van Leeuwen (2006) to investigate visual images in the medical textbook *Medical Terminology: A Living Language.*

Firstly, the qualitative analysis of selected images has indicated that there are relative variations in three modes of visual images: representational mode, interactive mode and compositional mode in the medical textbook.

Secondly, the analysis of the representational, interactional and compositional metafunctions suggests that these visual resources play a very important role in scaffolding students' understanding of the language content. These meaning-making metafunctions and visual resources can not only be described and observed but also interpreted. With respect to the representational metafunction, most participants employed in the medical textbook are non-human participants (52%) and the non-human participants mostly used are anatomy illustration participants. Besides, in terms of interactive meaning, the textbook supports the medium shot (59%) and the oblique perspective (70.5%). Most of the images in the book are coloured (unsaturated) (100%). Additionally, 54% images have a background. Lastly, with regard to the compositional meaning, the informative images showed the highest percentage (66.5%), indicating that they can help students to find the core information effectively when they do the tasks that follow. Furthermore, the dominant positions of the images are top/bottom position (55%).

In short, the findings highlight the value of images as semiotic resources in conveying multi-layered meanings. This study also suggests teachers be more selective in choosing the appropriate textbook and paying attention to the function of visual images in relation to medical context so that students can interpret the images effectively associated with the topic in the textbook. The researcher's future goal based on these preliminary findings is an analysis of how teachers use images to foster students' learning would add to the practicality of theories in the area of Visual Grammar. Moreover, there should be the practical improvement to critical aspects of the visual images, for example, integrating visuals and imagery into the design to improve engagement and create the ultimate content experience, which is ultimately useful to developers of medical textbooks in particular, and other textbooks in general.

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PHÂN TÍCH DIỄN NGÔN ĐA THỨC TRONG MỘT GIÁO TRÌNH TIẾNG ANH CHUYÊN NGÀNH Y TẠI VIỆT NAM - NHỮNG KẾT QUẢ BAN ĐẦU

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Tóm tắt: Hình ảnh trực quan trong sách giáo khoa, giáo trình có thể kích thích hứng thú của người học và khuyến khích việc học ngôn ngữ bằng phương pháp sáng tạo và phản biện hơn (Canning-Wilson, 1999). Theo yêu cầu của lĩnh vực, giáo trình y khoa chứa nhiều hình ảnh trực quan đa dạng, nhưng dường như ít nhận được sự quan tâm của các tác giả biên soạn giáo trình ở Việt Nam, có thể do hạn chế trong nhận thức và nghiên cứu. Vì vậy, nghiên cứu này tìm hiểu các yếu tố hình ảnh trong một giáo trình y khoa đang được sử dụng tại Việt Nam, phân tích chức năng của hình ảnh cũng như tính phù hợp với mục đích sư phạm. Bài viết này trình bày kết quả ban đầu của việc phân tích định tính theo Khung Ngữ pháp hình ảnh của Kress và Van Leeuwen (2006) để xác định ba siêu chức năng của yếu tố hình ảnh trong giáo trình y khoa. Kết quả của nghiên cứu này có ý nghĩa sư phạm đối với cả giảng viên và người học, từ đó đề xuất định hướng đổi mới hình ảnh trực quan, hỗ trợ cho công tác biên soạn giáo trình y khoa nói riêng và các giáo trình khác nói chung.

Từ khóa: siêu chức năng, đa phương thức, hình ảnh trực quan, thiết kế ngữ pháp trực quan, giáo trình y khoa