

Exploring Multimodal Text Practice Among Junior High School EFL Teachers: A Case Study

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Abstract

The increasing popularity of multimodal text in the digital era is due to its capacity to facilitate more interactive and engaging communication. These texts employ a variety of modes of communication, including text, images, sound, video, and gestures. This research aims to describe how teachers incorporate multimodal text into their English as a Foreign Language (EFL) writing classrooms. This research used a qualitative case study approach to examine two EFL teachers who teach in private secondary school in Indonesia. The research collected data through classroom observations, employing a qualitative case study approach. The researchers identified how teachers incorporate the use of multimodal texts in writing classes, specifically in relation to planning, organizing, identifying, and evaluating in the English as a Foreign Language (EFL) classroom. Further research is necessary to determine the impact of using multimodal texts in EFL writing classes.

Keywords: Case Study; EFL writing class; Multimodal; Multimodal Text .

I. INTRODUCTION

In the current digital age, multimodal texts are becoming increasingly popular, allowing for more engaging and dynamic forms of communication. According to Jewitt (2013), multimodality is a technique that uses multiple modes to convey information. Kress and Leeuwen (2001) provide a more detailed definition, stating that multimodality involves the use of various semiotic modes to create semiotic products or events (p. 20). Dressman and Sadler (2019) define multimodality in the context of language education theory and research as the use of multiple signifier systems to communicate a cohesive message effectively. Multimodal composition includes written, oral, nonverbal, and visual communication. Teachers can improve their role as educators by integrating multimodal texts into the classroom to facilitate the writing instruction process actively. Aligned with the 'Merdeka Curriculum' for English instruction, the Indonesian government has prioritized the development of English competence in this year's curriculum change. The program requires students to improve their English communication skills by using multimodal texts. The introduction of the new curriculum has resulted in changes to the usual teaching methods used by teachers, including those in the English as a Foreign Language (EFL) classroom. Teachers are motivated to explore and implement innovative instructional materials. According to Huang, Hoi, & Teo (2018), English language learning outcomes are a crucial aspect of EFL classrooms. Furthermore, there has been a significant improvement in instructors' understanding and familiarity with multimodal texts, which are materials that incorporate various forms of communication, including visual images, audio, video, gesture, and other elements.

This improvement is closely related to changes in instructional methodologies for English as a Foreign Language (EFL) writing courses. Teachers are increasingly using multimodal texts in their teaching to enhance students' communication skills and promote critical thinking. The use of multimodal texts has been shown to be effective in English as a Foreign Language (EFL) classrooms. The objective of the researcher was to investigate the process by which teachers can select appropriate multimodal text materials to improve the development and execution of multimodal writing tasks for language learners in the junior high school academic setting. Additionally, the preliminary research survey revealed that teachers face several challenges when integrating multimodal texts into writing lessons. In EFL writing classrooms, the

selection of materials need to be carefully thought through, especially in the case of multimodal texts. This study aligns with prior research, such as the Swedish qualitative study conducted by Eva and Anna (2017), which examined the perspectives of both students and instructors on the use of multimodal texts in the classroom. Nash (2018) examined the use of multimodal writing teaching in secondary school English classes. The research aims to provide empirical evidence of the various applications of multimodal theory to writing classroom practice and the resulting outcomes for students. Educators must also possess extensive knowledge and skills in digital platforms and multimodal writing pedagogy (Unsworth & Mills, 2020).

Based on a thorough review of the existing literature, the researchers recommend that additional research be conducted to explore teachers' decision-making processes when selecting instructional materials that include multimodal texts. The concept of multimodality has been extensively studied in the context of English as a Foreign Language (EFL) writing courses, providing valuable insights. This study aims to offer insight into the materials, resources, and practical instructional methods that teachers use when teaching writing with multimodal texts.

II. LITERATURE REVIEW

According to Kress & van Leeuwen (1996), the concept of multimodality is defined as the simultaneous use of multiple modes of communication by humans. This approach to communication encompasses not only verbal or written language but also a range of semiotic resources, such as images, gestures, music, and spatial arrangements. In addition, Jewitt (2008) identifies linguistic, visual, auditory, gestural, and spatial modalities. Jewitt (2008) defined the linguistic mode as including vocabulary, general organization, and spoken and written language grammar. The theory of Multimodality provides a framework for understanding how individuals express and interpret meaning through various channels (kress, 2009). By examining these modes, researchers can gain insights into the cognitive and social processes that underlie communicative practices in various cultural and institutional settings. Kress (2009) defines a mode as a resource for socially constructed and culturally provided meaning-making. As emphasized by Kress & Leeuwen (2001), modes include visual elements such as images and symbols, written text, and the organization of space (layout); auditory aspects like music and sound effects (aural); physical movements and expressions (gestural); spoken language (verbal); as well as dynamic visual narratives (video/moving picture). Meanwhile, according to Chen (2010), the term 'multimodal' refers to using various verbal and visual sources to achieve different levels of dialogic involvement within a textbook. This practice aims to enhance teaching and learning by incorporating multiple modes of representation and expression (Danielsson & Selander, 2021).

Bezemer and Kress (2015) researched the combination of verbal and visual modes, which is the focus of Multimodality. The text adheres to a conventional academic structure and employs clear, objective language with precise word choice. The grammar, spelling, and punctuation are correct. Suherdi (2021) explains that language includes verbal, written, and non-verbal forms such as movement, sound, objects, and colors. Moreover, the study employs the concept of "multimodal texts," which Kress (2009) defines as texts composed of various modes of communication. Furthermore, Dahlström (2021) defined multimodal text as a pedagogical approach that integrates diverse media and materials to facilitate the writing process for students. Supporting by Bezemer and Kress (2015), they stated that multimodal writing combines language with additional forms of communication, such as visual, auditory, or spoken, in one text. In the study cited by Suredi (2021), Serafani offers a definition of multimodal text that encompasses a variety of communicative elements. These texts combine semiotic resources such as visual images, audio elements, gestures, and spatial arrangements to convey meaning and are not limited to traditional written or spoken language. Additionally, Bezemer and Kress (2017) argue that while making texts, the question that needs to be explored is what role each mode can play in a text that uses more than one mode. Students are increasingly expected to reflect on learning in dynamic multimodal texts. Therefore, learning opportunities that explicitly allow students to move across diverse text design and presentation modalities are needed to explore and expand their creative potential.

According to Danielsson & Selander (2021), two approaches can be taken when teaching students to write multimodal texts: the first utilizes printed multimodal text, while the second uses technological assistance. Students have widely recognized the value of multimodal text in writing, appreciating its potential to enhance their information and research literacy skills, as opposed to traditional writing skills (Allagui, 2023). In order to achieve the aforementioned objectives, students must comprehend how meaning is conveyed through the various modes utilized in the text and how these modes interact with one another to portray the story or material being presented. Students must be able to imaginatively and meticulously determine which modes can express particular meanings at various points in their writing and how to effectively combine modes to convey their stories. The term has been expanded to encompass the ability to comprehend a diverse range of visual media, including photographs, web pages, and films (Miller & McVee, 2012). Furthermore, new social literacy practices have emerged from digital, non-digital, and mixed-format representations. Borshem, Merritt, and Reed (cited in Suherdi, 2021) posited that the integration of technology into multimodal instruction yields beneficial outcomes. In the contemporary digital age, the teaching of writing can involve assisting students in identifying the significance of their own lives. Moreover, multimodal teaching that employs technology can assist students in attaining conventional curriculum objectives, such as the creation of complex texts and participation in the writing process.

It is of significant importance to note that the utilisation of technology in the field of writing instruction extends beyond the mere facilitation of writing skills. Ultimately, education in technology-based literacy equips students with the ability to manage online resources, utilize technology for revising and collaborating on writing, and leverage technology to accomplish tangible goals and interact with real individuals. In the field of language teaching and learning, any material that is used to assist language learners is considered to be part of the language learning process (Richards and Schmidt, 2002; Tomlinson, 1998). These materials can take the form of language, video, sound, or movement. They can be presented in various formats, such as print (e.g., textbooks, workbooks, photocopied handouts, etc.), audio, video, CD-ROM, online, live performance, or display. According to Tomlinson (2016), any information related to the target language, such as English in this case, can be used as a learning tool. According to McGrath (2013), materials as content are essential because communicative interaction is stimulated, while materials as language are helpful because they provide knowledge of the target language and carefully selected examples of its use.

III. METHODS

This research examines the strategies employed by secondary school teachers of English as a Foreign Language (EFL) to integrate multimodal text teaching materials into their writing lessons. The research focuses on private Indonesian junior high school teachers from a school with an "A" accreditation who employ multimodal text education and have achieved success in various other fields. Priya (2020) characterizes this research as a case study for multiple reasons. The study delves into the educational program of the teachers in question, scrutinizing the phenomenon in question instead of hypothesizing. It also conducts a thorough investigation of a handful of individuals, and the educational program gathers data to enhance its reliability and effectiveness. As suggested by Creswell (2012), qualitative research can make use of a variety of data sources, including observation. This research focuses on teachers of seventh and eighth-grade students at the junior high school level, where the majority of students are enrolled. Data was gathered from the teachers' interactions with students during their coursework. The research included two middle-school teachers from Indonesia who instruct English as a Foreign Language (EFL). The participants were selected based on their voluntary involvement and eagerness to integrate multimodal text into their classroom activities. The following is the outline of the participant's profile.

Table 1. The outlines of the participant's profile.

| No | Participant | School | Teaching years | Educational Background | Gender |
|----|-------------|----------------|----------------|------------------------|--------|
| 1 | Teacher H | Private school | 14 | Bachelor's degree | Male |
| 2 | Teacher F | Private school | 16 | Bachelor's degree | Female |

The participants were selected based on their voluntary involvement and eagerness to integrate multimodal text into their classroom activities. In this study, teachers were invited to provide information about the conditions of their classrooms during lessons that used multimodal texts in writing classes. The researcher adopted Davis and Glaser's (1962) model to explore the integration of multimodal text in the writing classroom. This model points out that the entire structure of teaching comprises four steps: the first is planning of teaching, which includes content analysis, identification, and writing of objectives; the second is organization of teaching, which involves determining the teaching strategies for achieving the teaching objectives; the third is identification of suitable teaching-learning strategies for effective communication of content; and the fourth is evaluation of the teaching-learning management, where the focus is on assessing the learning objectives in terms of student performance, and this provides feedback to both the teacher and students. In this research, the researchers conducted observations through direct observation while maintaining passive involvement in the process

IV. FINDING AND DISCUSSION

This section presents the results of observations on how teachers incorporate multimodal texts into their junior high school EFL students' writing classrooms. The observation findings were analyzed to determine how teachers incorporated multimodal text media into their writing instruction. Four separate observations were conducted. Researchers utilize non-participant observation, where the observer remains an 'outsider' while leading the activity. The researchers simply document, record, and verify the results of their observations. They also document the learning process and carry out learning documentation activities while making observations. The purpose of note-taking is to document every aspect of the learning process. The process of documenting learning involves collecting documents, such as observation papers, and using a camera to capture the learning process in class. The results of the observations are as follows:

a. Observation findings by Teacher H on the use of multimodal texts in writing classes in the English as a Foreign Language (EFL) classroom

On September 22, 2023, teacher H was observed during the teaching of a multimodal text in an EFL writing class. The observation focused on teacher H's teaching process and classroom management skills. These are the researcher's observations of Teacher H in the EFL writing class when teaching with multimodal text.

Table 4.1. Multimodal text use in EFL writing classes: Teacher H's observations

| No | Activities | Teacher (What teachers do) |
|----|----------------|---|
| 1 | Planning | The teachers start by ensuring students understand what they need to learn by outlining specific language and multimedia skills. The selection of multimodal text material is chosen according to the conditions of students' abilities and it is ensured that the material is in accordance with students' interests and language skills. The teacher integrates text with images in the lesson plan during an English lesson with the theme "things around us". |
| 2 | Organization | The teacher identifies teaching strategies that are appropriate for the EFL class, namely using flashcards. Students get these new words through flashcards that the teacher has prepared before class starts. |
| 3 | Identification | Teachers integrate traditional vocabulary flashcards with multimedia elements projected onto an interactive whiteboard. When explaining the meaning of new vocabulary, teachers use body language to stimulate student engagement. Each students actively engage with different flashcards containing new pictures and words. After gaining their interest, the teacher provides activities for students to create simple sentences using the pictures and words related to the flashcards. |
| 4 | Evaluation | During the evaluation, the teacher moves around to each student in the class and gives students immediate feedback on their writing. A brief class discussion followed, where students shared their writing with the class and discussed the impact of the multimodal text. The evaluation approach fosters a positive and collaborative learning environment. |

The second observation took place on Tuesday, September 26th, 2023. Teacher H demonstrated a commitment to creating an engaging learning environment, which resulted in positive student responses. These observations offer insight into Teacher H's teaching style and effectiveness in conveying information to students.

Table 4.2. Multimodal text use in EFL writing classes: Teacher H's observations

| No | Activities | Teacher (What teachers do) |
|----|----------------|---|
| 1 | Planning | The teacher used the lesson plan before, because the lesson plan used for two meeting. In the class the teacher started the lesson by showing a YouTube video entitled "Thinks around us (this is my world)". The teacher instructs students to observe and listen to films that present various vocabulary words and their appropriate pronunciations. Teachers also explain the reasons and benefits of acquiring new knowledge, especially to improve their skills in communication and understanding English. |
| 2 | Organization | The teacher then divides the students into pairs and allocates to each pair a set of flash cards containing the appropriate pictures and new words. The teacher directs students to use the dictionary function to find out the meaning, pronunciation and spelling of the word. Students collaborate with their peers to review and practice using flashcards. |
| 3 | Identification | On the flash card, they write sentences with words that match the flash card. In addition, each pair is required to compose sentences using the words provided on the flashcards. After completing the flash cards, the teacher instructs each pair of students to present their work to the whole class. The teacher and other students listen and evaluate together the linguistic aspects |
| 4 | Evaluation | Teachers evaluate and provide feedback on their writing and are asked to correct their writing which is still not correct. Also teachers assess students' flashcards using a vocabulary acquisition rubric that includes characteristics such as accuracy and the relevance. |

The theme refers to the teaching and learning strategies a teacher plans to implement in an English as a Foreign Language (EFL) classroom. These strategies are based on the observations made by Teacher H. The focus of these observations is the use of multimodal texts in writing classes. Multimodal texts, which combine different modes of communication like text, images, and sound, can enhance the learning experience by catering to various learning styles and making the content more engaging. The planning process involves using the insights from Teacher H's observations to design effective teaching methods and learning activities that leverage these multimodal texts to improve students' writing skills and overall language proficiency in the EFL classroom.

b. Observation findings by Teacher F on the use of multimodal texts in writing classes in the English as a Foreign Language (EFL) classroom

The researcher conducted the first observation of Teacher F on Friday, October 6, 2023. This observation was designed to explore integrating multimodal texts in writing classes. The following are the results of his observations.

Table 4.3. Multimodal text use in EFL writing classes: Teacher F's observations

| No | Activities | Teacher F (What teachers do) |
|----|----------------|--|
| 1 | Planning | Upon entering the EFL writing class, Teacher F developed a clear lesson plan with the specific goal of improving students' descriptive writing skills, which is an important component in English language acquisition. In the lesson plan, the teacher uses text teaching materials combined with images taken from the internet. |
| 2 | Organization | Teacher F has prepared various multimodal text sources, including text, images, and audio, such as flashcards and descriptive audio. After observation, Teacher F created a lesson plan that smoothly progresses from the introduction of vocabulary to the final descriptive writing activity. The given text is consistent with the lesson plan, with only minor deviations. |
| 3 | Identification | Teacher F started with a presentation by bringing 2 sheets of paper showing pictures of animals in the EFL class, then showed them to every student in the class. Apart from pictures, the teacher also demonstrates how the animal sounds. When students do not understand what teacher F means, teacher F will use body gestures to help students understand what teacher F means. After that, the teacher distributes flashcards to students which will be presented in front of the class. Students enthusiastically identify and discuss the words, fostering a collaborative learning environment. |
| 4 | Evaluation | Teacher F's evaluation strategy involves written content and effective use of multimodal components. He moves around the class as students work on their descriptive paragraphs, providing targeted feedback and guidance. The concluding segment includes a peer sharing session, during which students present the results of their work. This peer evaluation facilitates a collaborative atmosphere and allows for the sharing of insights. |

After the first observation was made, the researcher made a second observation to support the results of the first observation. The second observation was carried out on Monday 9 October 2023 at around 10.00 am.

Table 4.4. Multimodal text use in EFL writing classes: Teacher F's observations

| No | Activities | Teacher (What teachers do) |
|----|----------------|---|
| 1 | Planning | The class begins as usual on a regular basis by including multimodal elements in the text material that will be provided in the lesson plan before class begins. After that, the next activity is for the teacher to reintroduce the concept of descriptive text that has been studied previously. The purpose is to improve students' ability to write explanatory texts using multimodal sources. |
| 2 | Organization | Students are shown examples of descriptive text from online educational platform resources. Teachers and students discuss the importance of using clear language and sensory details to bring subjects to life in descriptive texts. Students are then asked to choose one of the objects in the classroom and write a short descriptive text, combining words and sketches or symbols to represent their visual experience. |
| 3 | Identification | The next activity is for the teacher to give the children time to share adjectives and phrases that can be used in their writing. Students use their textbooks to access images that can inspire their writing or include them in their multimodal texts. Teachers encourage students to think about how different modes of communication (visual, auditory, and textual) can complement each other to create richer, meaningful descriptions. |
| 4 | Evaluation | Teacher F utilized a standard rubric to evaluate the effectiveness of multimodal text learning in descriptive text lessons. He observed increased engagement and enthusiasm among students, which he attributed to the diverse range of multimodal learning techniques employed, including the use of text combined with images, audio, video, and gesture. However, the author acknowledges the need for ongoing professional development to explore additional tools and ensure the continued integration of multimodal texts in future learning. |

Multimodal texts employ five distinct modes to articulate meaning, as outlined by Anstey et al. (2010). These modes comprise linguistic, visual, gestural, auditory, and spatial organization components. They can be disseminated electronically, in print, or person. Multimodal texts, whether in print or not, maintain written materials that incorporate a variety of modes as recommended by the teacher and their interrelation in interpreting a narrative or data. The observations show that the teacher has effectively employed multimodal text to teach writing to junior high school students learning English as a foreign language. Even though the teacher uses a limited range of multimodal texts, it aligns with the classroom environment and the student's abilities. The teacher's creativity and innovative learning strategies are vital elements of the classroom learning process to ensure the achievement of the intended objectives. The learning process, guided by the teacher, is viewed as dynamic and engaging. Furthermore, it facilitates effective time management and a comprehensive understanding of the subject matter. This field study presents the findings and their interpretation in response to the research questions about the incorporation of multimodal text into English as a Foreign Language (EFL) writing classrooms. In an EFL classroom, teachers incorporate multimodal texts into their teaching activities to enhance the learning experience. Multimodal texts have become an important part of teaching English as a Foreign Language for teachers who want to help their students improve their writing skills. The combination of different modes of communication, including text with images, audio, gesture, and video, is referred to as multimodal text.

This approach involves the use of a diverse range of materials, such as images, movies, and digital tools, to create a dynamic and engaging learning environment. By employing multimodal texts in the classroom, teachers can accommodate diverse learning styles and foster creativity and analytical thinking in their students. The findings of this research are consistent with those of Nash (2018), which revealed a variety of practices for incorporating multimodal writing into writing instruction in secondary English courses. These practices include combining modalities in assignments, pairing print writing with multimodal compositions, and redesigning entire units or courses around multimodality in the classroom. The following is a discussion of previous findings on how teachers incorporate multimodal texts into their writing classroom activities in an EFL classroom. In planning, the researcher found that the two teachers prepared

the class by creating lesson plans before teaching. The lesson plan is an instrument that guides teachers in creating an inclusive learning environment, thus enabling students to develop their writing skills through multimodal texts. To engage student-teachers in diverse modes of communication, the lesson plan incorporates a variety of teaching strategies, including interactive discussions, presentations, and hands-on activities. Moreover, the teacher anticipates potential issues and incorporates solutions, thereby ensuring the multimodal text teaching is conducted in an efficient and effective manner. The initial step is for the instructor to identify the learning objectives.

This entails clearly defining the learning objectives for writing activities, including language skills, writing competencies, and multimodal literacy goals that students aspire to achieve through the use of multimodal texts in their learning. Once the objectives are defined, the instructor can then select the most appropriate multimodal text. Select multimodal texts that are aligned with the learning outcomes and appropriate to the language proficiency levels of the students in the EFL class. In the context of educational organization, teachers of English as a Foreign Language (EFL) utilize a variety of strategies to effectively integrate multimodal texts into writing instruction. These strategies typically begin with an introduction to various types of multimodal texts, including visual media such as images and videos, as well as auditory resources like watching movies on YouTube. This initial exposure helps students become familiar with diverse modes of communication and lays the foundation for incorporating these elements into their writing. Following the introduction, teachers design writing tasks that encourage students to engage with multimodal resources. For instance, assignments may prompt students to create multimedia presentations using flashcards, incorporating visual elements and written content. Alternatively, the teacher may also use images shown through a projector to help students develop ideas for writing. Jun (2000) suggests that images offer several benefits, including ease of preparation, straightforward arrangement, entertainment value, significance, and authenticity. Pictures have the ability to infuse elements of reality into the contrived environment of language teaching. The role of images is crucial in bolstering the language abilities of students. This cultivates their writing skills and enhances their ability to communicate ideas through multiple modalities.

Teachers may dedicate specific sessions or segments of lessons to explore and create multimodal texts within the classroom's organizational structure. In order to integrate multimodal elements, collaborative activities with friends play an important role. Teachers assign collaborative assignments to foster teamwork and a variety of skills in the classroom. These efforts may involve analyzing and responding to multimodal content, helping students develop critical thinking skills and writing proficiency. The organization of EFL classroom activities involving multimodal texts includes the strategic introduction of such texts, the purposeful design of writing tasks, and the facilitation of peer collaboration. By incorporating various modes of communication, these organizational strategies contribute to a dynamic and engaging learning environment that enhances students' writing skills. In the identification phase of incorporating multimodal texts into EFL writing instruction, teachers must identify appropriate opportunities and contexts for integrating different modes of communication. The initial step is to identify pertinent and authentic multimodal texts that align with the learning objectives of a specific writing task. The identification process entails selecting texts that align with students' interests and abilities. Teachers should facilitate students' analysis of multimodal text materials. This entails identifying the various modalities present in the selected texts and highlighting how visuals, sounds, gestures, and written elements work collectively to convey meaning. It is the responsibility of educators to guide students through the analysis of multimodal text materials. This involves identifying the different modalities present in the selected texts and highlighting how visuals, sounds, gestures, and written elements work together to convey meaning.

It is of paramount importance to maintain a clear and logical structure when presenting this information to students. Educators must identify writing assignments that allow for the incorporation of multimodal elements. This involves selecting tasks that align with visual or auditory components, allowing students to experiment with diverse means of expression. For instance, a writing assignment might entail the creation of a multimedia presentation or a story based on pictures. Identifying these tasks ensures that multimodal elements are integrated into the learning outcomes for writing skills. Additionally, technology

plays a pivotal role in this identification phase. Teachers identify digital tools and platforms that facilitate the exploration and creation of multimodal projects for students. For instance, students may be introduced to multimedia software, online platforms, or applications that allow them to integrate different modes in their writing. Moreover, the incorporation of multimodal texts into EFL writing necessitates the selection of texts, the guidance of students in their analysis, the identification of appropriate writing assignments, and the utilization of technology to integrate different modes. This process prepares students to effectively incorporate multimodal elements into their writing, thereby developing a comprehensive approach to language learning in the EFL classroom. In the evaluation phase of integrating multimodal texts into EFL writing instruction, teachers assess students' comprehension of materials that include multimodal elements and their ability to effectively incorporate these elements into their own writing. This phase involves a systematic feedback process aimed at improving students' writing skills.

First, the teacher evaluates students' understanding of multimodal texts by examining their ability to identify and analyze their writing results from various modes of thought to help them find ideas or inspire their imagination. Evaluation processes may include individual or group tasks where students examine multimodal texts and explain how each modality contributes to their outcome assignment. Teachers also assess students' critical thinking skills regarding multimodal content. This is part of evaluating their capacity for understanding and considering how sounds, gestures, video, and images affect the entire message. The primary goal of the evaluation procedure is to assess students' ability to identify the complexity of multimodal communication and apply this knowledge to their writing. In the context of classroom organization, teachers design evaluation criteria that consider traditional writing standards and the effective integration of multimodal elements. To assess student work, teachers utilize rubrics or assessment guidelines that are typically employed for other lessons. The teachers do not explicitly outline the assessment by including visuals, sounds, or other modalities in the written assignment. Teachers provide feedback on students' multimodal assignments, primarily addressing communication clarity, modes integration, and the multimodal composition's overall effectiveness. This evaluative input assists students in refining their comprehension and utilization of multimodal components in writing. The evaluation process also promotes self-reflection among students. Teachers can encourage discussions and prompt students to reflect on their writing processes, considering how the integration of multimodal aspects affects their communication goals.

V. CONCLUSION

The integration of multimodal texts into EFL writing activities necessitates the assessment of students' comprehension of multimodal components, their critical thinking skills in interpreting and producing multimodal content, and their ability to integrate these elements in their writing processes. This process cultivates comprehensive language abilities and the use of multimodal texts in the English as a Foreign Language (EFL) classroom. Furthermore, observations in English as a Foreign Language (EFL) classes have shown that teachers strategically incorporate multimodal texts into their teaching activities to enhance the learning experience. During the planning phase, teachers select and design multimodal texts that align with the learning objectives and cater to the diverse learning styles of the students. In the organizing phase, teachers structure these multimodal texts in a way that facilitates coherent and sequential learning.

The identification phase requires teachers to guide students in recognizing and comprehending the various elements of multimodal texts. In the evaluation phase, teachers assess students' comprehension and application of the knowledge gained from these texts. This comprehensive approach enriches the teaching process and fosters an interactive and engaging learning environment. This study demonstrates that language teaching is a dynamic process that necessitates flexible and innovative combining different modes of communication. Teachers can utilize technology, collaboration, and interaction to assist students in improving their writing skills in an English as a Foreign Language (EFL) classroom. It is recommended that EFL teachers incorporate multimodal text into their lessons in an effective manner. This can be achieved by enhancing the text with relevant images, videos, audio, gestures, charts, and mind maps.

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