EFL LEARNERS' PERCEPTIONS OF MULTIMODALITY IN LANGUAGE LEARNING MATERIALS

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INTRODUCTION

This research paper examines the integration of multimodality in English teaching at the tertiary level, aligning with the 21st-century learning framework. It explores how teachers utilize various modes—such as visuals, texts, animations, gestures, and technology (Choi & Yi, 2016; Jones, 2012; Kress, 2010; Van Leeuwan, 2015)—and assesses student perceptions of this integration. The study also investigates how multimodality enhances English proficiency, contributing to the development of a 21st-century EFL classroom.

METHODOLOGY

A questionnaire regarding undergraduate students' perceptions towards integration of multimodality into English classroom practices was constructed by the researcher and used for collecting quantitative data.

Modes of Teaching Employed in English Classroom	M	SD
1. My English teacher integrates multiple modes including written and oral language, gestures, visuals, sounds, and movements into English classroom practices.	5.63	.522
2. My English teacher designs many activities to get students involved in his/her class.	5.44	.702
3. My English teacher utilizes online tools e.g. Kahoot, Plickers, Quizlet, Google Applications in his/her class.	5.20	.846
4. My English teacher uses PowerPoint Slides with various pictures and animations in his/her class.	5.58	.700
5. My English teacher writes all important concepts on the board while teaching.	4.97	.890
6. My English teacher often assigns tasks that allow students to utilize multiple modes to illustrate knowledge gained from a particular module or unit.	5.41	.673
7. Teacher's integration of multimodality into English classroom practices distracts from the teaching and learning process.	2.98	1.824

RESEARCH QUESTIONS

1. To what extent do university English instructors incorporate multimodal approaches into their instructional practices?
2. How do undergraduate students perceive the integration of multimodality by instructors in their English language classrooms?

FINDINGS

- Teachers at university level in Vietnam employ different modes of teaching (e.g. visuals, texts, animated images or digital graphics) in their classroom practices.
- Furthermore, the findings suggest that English teachers who teach at the university level in Vietnam utilize online tools in their classrooms including Kahoot, Plickers, Quizlet, Google Applications, etc.
- Therefore, the results yielded positive teaching and learning outcomes in terms of teacher's integration of multimodality into English classroom.

CONCLUSIONS

The study suggests that multimodality can support students in the 21st century and help them apply their knowledge in real-life situations. Future studies should include more students and explore intertextuality and different modes for meaning making in English classroom practices.

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