THE USE OF MULTIMODAL COMMUNICATIVE METHODS IN TEACHING EFL: LITERATURE REVIEW

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Abstract: This research aims to undergo a comprehensive literature review on the use of multimodal communicative methods in teaching English as a foreign language (EFL). The multimodal communicative method integrates diverse types of media and communication modalities, such as text, images, audio, and video, to enhance the effectiveness of English language learning. This article will present an in-depth review of the basic concept of the multimodal communicative method, the benefits of its use in EFL teaching contexts, as well as relevant research results. By understanding this concept, English language educators can improve the quality of their teaching and assist students in achieving a deeper and more sustainable understanding of the language. This research has the potential to provide valuable insights in the development of English language education in the growing digital age.

Keywords: ELT, communication, multimodal, multimodal teaching

INTRODUCTION

The advent of technology has exerted substantial influence on the landscape of education, particularly in the adoption of interactive and innovative learning methodologies. Among these, multimodal communication stands out as a prominent approach embraced in contemporary education, leveraging technology to enhance instructional practices. This literature review critically delves into the multifaceted impact of technology on education, with a specific focus on the incorporation of communicative multimodal methods.

In recent scholarly inquiries, considerable attention has been directed towards investigating the impact of technology on educational paradigms and its potential to enhance the efficacy of learning. Notably, a study conducted by Lai and Bower (2019) delved into the integration of advanced technologies, including augmented reality and virtual reality, within educational frameworks. The findings of this study revealed a positive correlation, indicating that the incorporation of such technologies has the capacity to elevate learners' motivation levels and foster heightened engagement in the learning process.

Furthermore, numerous scholarly inquiries have delved into the impact of technology on language acquisition, with a particular emphasis on the deployment of communicative multimodal approaches. Noteworthy is the investigation conducted by Zhang and Li (2020), which scrutinizes the efficacy of incorporating video and animation in language learning, revealing substantial enhancements in both student motivation and proficiency. Additionally, the research by Kukulska-Hulme and Shield (2018) delves into the utilization of mobile technologies as facilitators of language learning, establishing a correlation between their deployment and heightened learner engagement, along with the facilitation of more adaptable learning paradigms.

The integration of technology in language education has given rise to diverse learning platforms and applications employing multimodal communicative approaches. Prominent examples include Duolingo and Rosetta Stone, which incorporate images, audio components, and interactive features to enhance language acquisition. An evaluation conducted by Ziegler et al. (2021) scrutinized the efficacy of the Duolingo application in English language learning, revealing its potential to enhance students' linguistic proficiency.

The impact of technology on education has ushered in an era of innovative and interactive learning methodologies, notably the incorporation of multimodal communicative approaches. This technological integration offers the potential for more engaging, efficient, and adaptable learning environments, contributing to heightened learner motivation and involvement. However, it is imperative to recognize that the utilization of technology in education is not without constraints and necessitates a strategic approach to fully harness its effectiveness within the context of learning.

METHODOLOGY

A literature review is a systematic analysis of scholarly sources focused on a specific topic, serving as a foundation for identifying hypotheses, strategies, and research gaps, particularly in the realm of multimodality (Aveyard, 2014). In addition to delineating the various types and approaches within multimodality, conducting a literature review facilitates the synthesis of existing knowledge, essential for a comprehensive understanding of the chosen subject. The research's overarching objective, centered on investigating multimodal teaching in the context of English as a Foreign Language (EFL), underscores the necessity of rigorous data collection. Within this category, the chosen themes encompass the definition, types, and approaches of multimodal instruction in the EFL context. To conduct the literature review, reputable online repositories such

as the Education Resources Information Center (https://eric.ed.gov/), Google Scholar (https://scholar.google.com), and ResearchGate (https://www.researchgate.net) were utilized. The sources considered for inclusion in this study were English-language papers containing keywords such as "English as a foreign language," "English language instruction," and "multimodal teaching." The researchers adhered to specified criteria to meticulously select relevant references for the literature review.

FINDINGS AND DISCUSSION [500 to 1000 words]

Multimodality

Multimodality, as conceptualized by Kress and Van Leeuwen (2001), pertains to the utilization of diverse communication modes, encompassing verbal and nonverbal elements, as well as visual, auditory, and textual components, to convey meaning. Jewitt et al. (2016) further characterize multimodality as the integration of various modes of representation, semiotic resources, and media in composing meaning within communication. This perspective posits multimodal communication as a fundamental facet of human interaction, particularly pronounced in contemporary society. Kress and Van Leeuwen (2001) contend that multimodal communication involves a nuanced interplay of semiotic resources like language, images, gestures, and spatial arrangements, each contributing distinct meanings. Consequently, understanding multimodal communication necessitates meticulous analysis of how these resources function in specific contexts. The literature underscores the significance of multimodality in comprehending communication in modern society, emphasizing its reliance on diverse semiotic resources to engender meaning across contexts.

Within the educational domain, multimodality assumes a pivotal role in teaching and learning approaches. Cope and Kalantzis (2009) posit that adopting multimodal strategies in education can effectively engage learners, foster critical thinking, and facilitate literacy skill development. In linguistics, multimodality serves as a lens to unravel the intricate interplay between language and various semiotic resources in communication. Norris and Jones (2005) contend that multimodality entails the integration of different modalities, including language, gesture, and facial expressions. Extending its purview, multimodal analysis has been instrumental in scrutinizing diverse communication practices, ranging from advertising and film to television. For instance, Kress et al.'s (2001) examination of a television news report elucidated how visual and auditory cues were deployed to underscore specific aspects of the narrative and evoke distinct tones or moods.

Moreover, multimodality finds application in the realm of digital technologies, exploring contexts such as online communication and video games. Djonov et al. (2016), in their study on a massively multiplayer online game, revealed that players harnessed a variety of modalities, including text, voice, and gesture, for effective communication. In summary, the scholarly inquiry into multimodality has provided insights into the intricate ways individuals employ diverse modes of communication to construct meaning across varied contexts. Its ramifications extend to diverse disciplines, including linguistics, education, media studies, and technology.

Types of Multimodality

Multimodality has two types, there are modes and mediums. Mode refers to the symbolic system used to send messages or information, such as text, images, sound, and gestures. Whereas medium refers to the tools or channels used to transmit messages or information, such as books, computer screens, or mobile devices.

Modes in multimodality refer to the different channels or forms of communication that are used to convey meaning. Multimodal communication typically involves the use of several modes

in combination to create a more complex and nuanced message. Here are some more details on the meaning of modes in multimodality:

1. Linguistic mode: This mode refers to the use of language to convey meaning. In multimodal communication, linguistic mode can include both written and spoken language, as well as other linguistic features such as grammar, syntax, and discourse structure (Kress and van Leeuwen, 2001).
2. Visual mode: This mode refers to the use of visual elements such as images, diagrams, and illustrations to convey meaning. Visual mode can be used to create emotions, convey information, and provide additional meaning beyond what is conveyed through language alone (Jewitt, 2008).
3. Audio mode: This mode refers to the use of sound to convey meaning. Audio mode can include spoken language, music, and other audio elements. Audio mode can be used to create a mood, convey emotions, and provide additional information beyond what is conveyed through language or visuals (Kress and van Leeuwen, 2001).
4. Gestural mode: This mode refers to the use of body language, facial expressions, and other nonverbal cues to convey meaning. Gestural mode can be used to convey emotions, attitudes, and other meanings that are not easily expressed through language or visuals alone (Streeck, Goodwin, and LeBaron, 2011).
5. Spatial mode: This mode refers to the use of physical space and the arrangement of objects and people to convey meaning. Spatial mode can be used to convey social relationships, power dynamics, and other meanings that are not easily expressed through other modes of communication (Van Leeuwen, 2013).

Understanding the different modes of communication and how they work together can help researchers and practitioners develop more effective communication strategies and improve their understanding of the complex nature of human communication.

Mediums of communication refer to the specific technologies or tools that are used to convey or transmit messages. According to researchers, mediums can be thought of as the physical means of transmitting messages across space and time. Here is a more detailed explanation of the meaning of mediums in communication:

1. Print medium: The print medium refers to the use of printed materials such as newspapers, books, and magazines to convey information. Print medium is one of the oldest forms of communication and continues to be used today (Lievrouw, 2014).
2. Broadcast medium: The broadcast medium refers to the use of technologies such as television and radio to transmit messages to a wide audience. Broadcast medium is used to convey news, entertainment, and other forms of information (Lievrouw, 2014).
3. Digital medium: The digital medium refers to the use of digital technologies such as computers, smartphones, and the internet to convey information. Digital medium has become increasingly important in recent years and has revolutionized the way people communicate and access information (Lievrouw, 2014).
4. Oral medium: The oral medium refers to the use of spoken language to convey information. Oral medium has been used for thousands of years and is still an important form of communication in many cultures (Ong, 1982).
5. Visual medium: The visual medium refers to the use of visual technologies such as photographs, film, and video to convey information. Visual medium is often used in advertising, marketing, and entertainment (Lievrouw, 2014).

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There is another example of using multimodality with several modes and mediums that are analyzed from a boyband.

https://akcdn.detik.net.id/visual/2019/10/27/4bd52b6d-8a38-4ec5-86a6-408870b4c520_169.jpeg?w=650&q=90

A boyband when they sang a song, they used more than one modes and mediums. They used simple words and became interesting lyrics just like poems with good rhyme. The choice of the song title made it curious for readers so that they wanted to listen to it. The music they played made the listeners want to join in to dance together. The costumes they wore were incredibly eye-catching with bright and calm colors that represent their identity. The position of each member is situated based on the size of their body, and portion of their song. To get the band well known by people around the world. They recorded their song and produced it on CD, Cassette, DVD, LED and TV. This band's performance used all the modes and lots of mediums.

Approaches of Multimodality

Multimodality refers to the use of multiple modes of communication, such as language, image, and sound, to convey meaning in communication. There are several different approaches to studying multimodality, each with its own theoretical and methodological perspectives.

1. Social semiotics approach: This approach emphasizes the analysis of how different semiotic resources, such as language, image, and sound, are used in different contexts to create meaning. Social semiotics considers the social, cultural, and historical factors that shape multimodal communication (Kress and Van Leeuwen, 2001).

2. Multimodal discourse analysis: This approach focuses on how different modes of communication, including language, gesture, and visual elements, are used in different types of discourse, such as advertising, film, and news. Multimodal discourse analysis considers the interaction between different modes and the role they play in shaping meaning (Jewitt and Oyama, 2001).

3. Multimodal interaction analysis: This approach examines the ways in which people use multiple modes of communication in face-to-face interaction. Multimodal interaction

analysis focuses on how different modes are used to convey meaning, establish relationships, and coordinate actions (Streeck, Goodwin, and LeBaron, 2011).

4. Cognitive approach: This approach examines how people process and understand multimodal communication, including how they integrate information from different modes and how they interpret nonverbal cues. Cognitive approaches to multimodality draw on theories from cognitive psychology and neuroscience (Spence and Driver, 2004).

5. Critical approach: This approach to multimodality emphasizes the role of power and ideology in shaping multimodal communication. Critical multimodal analysis examines how multimodal texts are used to represent social groups and promote certain beliefs or values, and how these representations reflect and reinforce social hierarchies (Machin and Mayr, 2012).

6. Design approach: This approach focuses on how designers and producers use multimodal resources to create effective and engaging communication products. The design approach considers how different modes can be combined in innovative ways to achieve specific communicative goals, such as increasing brand recognition or persuading an audience to take a particular action (Black, 2008).

7. Educational approach: This approach focuses on how multimodal communication can be used to support learning and teaching. The educational approach emphasizes the importance of providing learners with opportunities to engage with and produce multimodal texts, and to develop critical multimodal literacy skills that will help them navigate the increasingly complex communication landscape (Cope and Kalantzis, 2009).

These different approaches to multimodality reflect the diversity of perspectives and research questions within the field. By taking a multimodal perspective, researchers can gain a deeper understanding of how communication works in different contexts and how it can be used to achieve different goals.

Each of these approaches provides a different lens through which to analyze multimodal communication, and researchers may draw on multiple approaches depending on their research questions and the context of the communication being analyzed. By examining the different ways in which multiple modes of communication work together to create meaning, researchers can gain a more comprehensive understanding of the complex nature of human communication. For instance, a social semiotics approach may be used to analyze the use of different modes of communication in a political campaign advertisement, taking into account the cultural and historical context in which the advertisement was produced. A multimodal discourse analysis approach may be used to analyze the interaction between language, image, and gesture in a news report, considering how each mode contributes to the overall meaning of the report. A cognitive approach may be used to investigate how people process and interpret different modes of communication in a virtual reality environment. A critical approach may be used to examine the representation of gender or race in a film or television program, considering how these representations may reflect and reinforce social hierarchies

In summary, the different approaches to multimodality highlight the importance of taking a broad and nuanced perspective on communication, recognizing the complex ways in which multiple modes work together to create meaning in different contexts. The examples of the approaches of multimodality are (1) Multimedia presentations: Teachers can use multimedia presentations that combine text, images, and videos to clarify complex concepts and help students understand the material better. (2) Interactive whiteboard: Interactive whiteboard allows teachers and students to write, draw, and display text, pictures, and videos interactively to increase student engagement and

clarify difficult concepts. (3) Multimedia writing: Students can develop multimedia writing that combines text, images, and videos to express ideas and ideas in a more creative and meaningful way. (4) Interactive simulations: Students can use interactive simulations that combine video, sound, and graphics to understand complex concepts and develop practical skills.

CONCLUSION

A multidisciplinary perspective known as multimodality sees representation and communication as being about more than just language. It has been developed during the past ten years to methodically handle hotly contested issues regarding societal changes, such as those related to new media and technologies. The term "multimodality" refers to the process of creating meaning through the use of a variety of modes, including linguistic, aural, visual, gestural, and spatial, as well as the mediums that enable and deliver the modes to the audience, such as TV, newspapers, magazines, tapes, computers, the internet, Instagram, Twitter, etc. Multimodality is thought to make communication simpler and easier to understand.

The use of multimodality is not only used by many practitioners as a tool to communicate with their recipients, but also by teachers as their teaching method in teaching English. Using more than one mode and medium in the teaching process will attract students' interest in learning English. So for teachers, this method should be considered as a tool to be applied and learned to be a better teacher.

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