

Exploring teachers' perceptions of integrating multimodal literacy into english classrooms in Indonesian primary education

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Abstract

Multimodal literacy is seen as an integral part of 21st century learning since children are growing with various modes of communication in their daily life. Despite its significance emphasized in the national curriculum, the study about multimodal literacy in English classrooms in Indonesia is still limited. This study aimed to expose the incorporation of multimodal literacy into English classrooms from the perspective of elementary and middle schools' English teachers across Indonesia. This research was conducted through an online questionnaire distributed through WhatsApp. There were sixty-one English teachers from different regions in Indonesia who volunteered to participate. A descriptive qualitative approach was used to analyze the data to understand teachers' perspectives and challenges of integrating multimodal literacy in English classrooms. The study revealed that the majority of participants had the awareness of multimodal literacy in the digital era. Moreover, they held positive attitudes towards the integration of multimodal literacy in English classrooms even though there were limitations, such as the lack of school facilities, teachers' understanding in effective strategies and teachers' skills in using technologies. The teachers also realized that multimodal literacy has been highlighted in the national curriculum, yet they have not fully understood the concept of multimodal literacy. This study contributes to the understanding of multimodal literacy in English classrooms, that despite the positive attitudes and opportunities to integrate multimodal literacy in English classrooms, there is still a wide area for improvement. Thus, teachers' professional development should promote effective strategies to include multimodal literacy in English language classrooms in response to the curriculum reform.

Keywords: Multimodal Literacy, Primary Education, Teachers' Perceptions

INTRODUCTION

Children and teenagers nowadays are digital natives which means they grow up in a world where they actively consume digital technology and surrounded by multimodal texts (Unsworth, 2001). Due to this fact, the notion of literacy in the modern world has reformed the concept of literacy

from traditional view of paper-based literacy to multimodal literacy. According to G. R. Kress and Van Leeuwen, 2001, the fundamental idea of multimodal literacy is that meanings are created and interpreted through a variety of representational and communicational resources. In the era of conventional printed media, literacy is described as the ability to read, interpret, and utilize written materials in a broad range of situation. However, in this digital age this definition is not enough since having the ability to read and write cannot guarantee that the person can comprehend any information through various resources. Literacy is not solely being able to read and write printed texts only, but it should be expanded in a broader sense, in which the written, oral, and audiovisual modalities are incorporated into multimodal systems (Snyder, 2002). Thus, the priority of literacy which was previously placed on the ability to read and write in written texts (Tan, 2014), has shifted for being literate through the reconfiguration of various representational and communicational resources (Jewitt, 2008).

In educational purposes, the notion of literacy should be expanded to accommodate multimodal concepts to acquire the pedagogy of literacy (Walsh, 2009). Embedding multimodal literacy in educational institutions holds significant importance, specifically in primary education. Multimodal literacy is crucial to be integrated in childhood education (McKee and Heydon, 2015). Students in primary education are not necessarily involved in reading and writing activities using printed texts only, but they have to able to read and write different kinds of texts using conventional and new technology and working in digital environments (Serafini, 2012). In addition, young learners prefer information presented in a combined and multidimensional strategies and the knowledge will be long remembered by children (Edwards and Willis, 2000). Similarly, previous research state that multimodal literacy is integral to help students become proficient with texts where language is not the only mode of representation since texts are formed through a "planned complex of many modes" (G. Kress, 2015; Bezemer and Kress, 2008). Even for young children, learning various modes that come together such as using the combinations of printed words, drawings, gestures, songs, music, dance, tastes, and smells are regarded as essential activities in the classrooms (Taylor and Leung, 2020).

Studies in the Indonesian context have justified the effectiveness of integrating various modes of language learning. Using traditional games "engklek" can support children in fostering their English vocabulary (Authar et al., 2021). In a similar vein, game-based learning through MOFIN Mystery Box can increase vocabulary mastery and engagement in learning (Fidyningrum et al., 2021). In English writing class, the use of Padlet as a digital tool helped promote elementary school students' skills in collaborative writing (Ramadhani et al., 2023). Additionally, the use of hand puppets for storytelling and digital picture storybooks in PowerPoint could help children improve their language development (Mujahidah et al., 2021; Ariyanto and Tanto, 2021). From the cases above, it can be seen that various communication modes are feasible to be introduced in Indonesian elementary schools to increase students' ability in literacy skills, such as in reading and writing. However, the teachers may not be aware that involving different modes in classroom activities can simultaneously influence students' ability in multimodal literacy and thus, there is no emphasis on improving students' multimodal literacy in the classroom situations.

Even though it is important to integrate multimodal literacy in the classroom at the basic education level, it turns out that there are still many challenges to implementing learning practices as the main challenge in integrating multimodal literacy in basic education. First, a previous study states that many teachers need more experience with multimodal literacy concepts and, as a result, are unsure of how to teach it in the teaching and learning practices. They adds the need for more knowledge among teachers regarding the visual structures and design elements of multimodal texts is a challenge that needs to be highlighted. Secondly, the teacher education focusing on literacy education concentrates excessively on reading and writing in printed texts in the same manner as elementary classrooms have traditionally conducted (Serafini, 2015). Another obstacle is that texts

containing multimodal elements and visual images have yet to be mandated in elementary school classrooms (Serafini, 2015). Lastly, students are frequently exposed to multimodal texts outside of classrooms rather than within school contexts (Fleckenstein, 2002). As students increasingly engage in digital and online environments, teachers need to adapt their instructional methods and equip students with the strategies and skills to understand the various forms of multimodal texts.

With this in mind, the recognition of multimodal literacy becomes the impetus of the new English curriculum in Indonesia that has introduced the concept of multimodality in English education. The new Merdeka curriculum has been mandated to include visual texts and multimodality in all levels of English instructional practices. For the first time, Indonesian English curriculum emphasizes multimodality, which consists of viewing and presenting skills aside from the other four English skills (listening, speaking, reading, and writing). In order to achieve those skills, the curriculum encourages the teaching and learning process to include multimodality, described in the learning achievement (Capaian Pembelajaran). This change aims to improve students' multimodal literacy, contributing to competitiveness and rapid changes in the 21st century. Many studies have reported that multimodal literacy is beneficial for students without limitation to educational purposes but to engage with various areas of life. For example, students can develop creative places for meaning-making, exploring their world, and voicing their experiences through literacy based on technology and multimodal texts (G. Kress, 2003). Therefore, English teachers are expected to facilitate multimodal literacy in English pedagogy aside from learning the linguistic aspects.

Incorporating multimodal literacy in the English instructional practice can only be achieved if English teachers have adequate knowledge about multimodal literacy and implement it effectively in the classroom. English teachers have significant roles in determining the quality of students and the teaching-learning process, including infusing multimodal literacy into instructional practices. In addition, it is crucial to prepare teachers' ability to comprehend and deal with multimodal resources to handle 21st-century quality learning. Therefore, it is necessary to investigate teachers' perceptions of multimodal literacy, reflecting their perspectives and knowledge about multimodality in educational practice, particularly in English classrooms.

Previous studies on multimodal literacy in the Indonesian context have been carried out (Drajati et al., 2018; Sidik, 2022). The most teachers needed to become more familiar with the term multimodal literacy although many of them have understood about involving multimodality modes such as images, words, gestures, sounds, and movements in the teaching practices (Drajati et al., 2018). The study also argues that most Indonesian teachers have utilized various modes in teaching texts. However, the preparation was not yet anticipated in designing the meaningful learning in teaching multimodality and in deciding the focus of teaching images in constructing meanings. Similarly, a multiple case study of the integration of multimodal literacy in three middle schools located in Indonesia based on the School Literacy Movement (SLM) policy in Curriculum 2013. The study shows that the teachers have utilized multimodality in teaching materials, but there was no sign of engaging students' multimodal literacy through the availability of multimodal resources.

By referring to the previous empirical studies that have been done, integrating multimodal literacy in English classrooms is still seen as an unfamiliar concept in Indonesia. Despite the importance of enacting multimodal literacy in primary education, more studies still need to examine teachers' perceptions of multimodal literacy based on the Merdeka curriculum in Indonesian. This issue is receiving little attention because the inclusion of multimodality in the English curriculum is still regarded as new and has yet to be established in the educational system. Moreover, there needs to be more clarity among EFL teachers in Indonesia about the incorporation of multimodality with the hope of fostering students' multimodal literacy. In order to address this research gap, this study seeks to examine the perceptions of elementary and secondary school English teachers on integrating multimodal literacy in English classrooms. Primary education becomes the concern of this study since multimodal literacy is considered vital to be taught at the elementary and secondary levels. This

idea is supported by studies that show that children are more likely to recall and enjoy knowledge presented in a multidimensional manner, and it can be an effective educational strategy that enables them to become knowledgeable individuals (Edwards and Willis, 2000). This study is of critical significance as it aims to investigate teachers' initial knowledge and perspective about multimodal literacy. Additionally, the findings from this study can serve as a valuable resource for guiding future teacher professional development.

METHOD

This study used a survey design by utilizing an online participants to expose teachers' views on incorporating multimodal literacy in English classrooms. Sixty-one in-service teachers from fourteen Indonesian provinces participated in the study (Table 1), including 45 junior high school teachers and 16 elementary school teachers. The sample was recruited from acquaintance teachers of the first author and English teachers who join PELTIN (Primary English Language Teachers of Indonesia) community.

Table 1. The Details of Participants

Province	Number of Participants
Aceh	2
Sumatera Utara	6
Bengkulu	1
Jambi	3
Sumatera Selatan	1
Lampung	1
Banten	1
DKI Jakarta	3
Jawa Barat	19
Jawa Tengah	7
Yogyakarta	13
Jawa Timur	2
Sulawesi Selatan	1
Kalimantan Selatan	1

Even though this study involved a small portion of the English teachers' population in Indonesia, and most of them were based in Java and Sumatra, all of the respondents in this research were cooperative in providing their opinions through the online questionnaire. Based on their educational background, 53 teachers had an undergraduate degree, and eight had a graduate degree. As for their teaching experience, 25 teachers are categorized as novice teachers with less than five years of teaching experience, while 36 teachers are experienced teachers who have teaching experience more than five years.

Data Collection

A five-point Likert scale questionnaire was used in this study, containing 27 statements of 22 close-ended and five open-ended questions. The open-ended questions were designed to obtain further details from teachers about multimodal literacy, including their familiar modes, teaching strategies, teaching materials, activities, and difficulties in integrating multimodal literacy. The purpose of the survey was to gather information on teachers' perceptions of four different aspects of multimodal literacy implementation: the incorporation of multimodal literacy in 21st century learning, teachers' views on multimodal literacy according to Merdeka curriculum, teachers' experience and professional development related to multimodal literacy, and the challenges encountered by teachers in the integration of multimodal literacy. Theories about multimodality and multimodal literacy from (Walsh, 2011; G. R. Kress and Van Leeuwen, 2001; Unsworth, 2001), were utilized as the references for generating the questionnaire's items (Walsh, 2011; G. R. Kress and Van Leeuwen, 2001; Unsworth, 2001). An expert in the field of multimodal literacy validated the items of the questionnaire. The

following table (Table 2) demonstrates the grid of research instruments.

Table 2. Research Instrument Grid

Dimensions	Item Number	Total Number
The perceptions of English teachers on multimodal literacy in the context of 21st-century learning	1, 2, 3, 4, 5, 6, 7	7
Teachers' perceptions about integrating multimodal literacy in Merdeka Curriculum	8, 9, 10, 11, 12, 13, 14	7
Teachers' experience and professional development about multimodal literacy	15, 16, 17, 18, 19, 20 21, 22, 23, 24,25	11
Teachers' Challenges in Integrating Multimodal Literacy into English Classrooms	26, 27	2

The participants were asked to choose a scale of 1 to 5. Score 1 represents strongly disagree, while five represents strongly agree. They participated in this study through online data collection through an online questionnaire on Google Forms. After confirming the participants, the questionnaire was distributed via WhatsApp. The researchers contacted the teachers from different regions and asked them to share an online questionnaire open for five weeks.

Data Analysis

The quantitative data from the online questionnaire were analyzed using descriptive statistics presented using percentages and frequency. To support the quantitative data, the open-ended item results were organized using thematic analysis to draw reasonable interpretations. By coding the data, it could scrutinize the recurring common patterns.

RESULT

The present study investigates the perception of Indonesian primary and middle school English teachers related to multimodal literacy, and the findings resulted from quantitative and qualitative methods. The analysis was based on the descriptive statistics of the quantitative data in order to gain evidence of numerical outcomes related to the integration of multimodal literacy in ELT. Moreover, the thematic analysis of qualitative data was used to support the quantitative data. The analysis was used to describe the general perceptions held by the participants about multimodal literacy-related concepts, namely the distribution of English teachers' perceptions of multimodal literacy in 21st-century learning, teachers' views about integrating multimodal literacy in Merdeka Curriculum, teachers' experience and professional development about multimodal literacy, and teachers' challenges in integrating it into English Classrooms. In reporting the results, tables are presented to explore the data.

The Perceptions of English Teachers on Multimodal Literacy in the Context of 21st Century Learning

Referring to Table 3, the teachers demonstrated a positive attitude towards multimodal literacy in 21st-century learning by showing significant agreement. 96.7% of the participants accepted that students are highly engaged in multimodal content in the digital era. They also claimed that writing and reading skills through printed sources are not the only concern of literacy in English, and language knowledge is not the focal point of ELT. The notion of promoting multimodal literacy was responded strongly, as shown in statements 4 and 5, receiving 59% and 54.1% agreement on whether students should be taught about viewing and presenting skills in learning English.

Table 3. The Distribution of English Teachers' Perceptions of Multimodal Literacy in the 21st Century Learning

Statements		In-service teachers N=61				
		Distribution of answers to each statement				
		SA	A	U	D	SD
English language teaching should contain texts with the combination of visuals, audios, gestures, since students nowadays are active in consuming videos, photos, images, animations, etc.	Frequency	34	25	2	0	0
	Percentage	55.7%	41%	3.3%	0	0
In this digital era, students should only learn writing and reading skills through the printed sources	Frequency	1	1	8	31	20
	Percentage	1.6%	1.6%	13.1%	50.8%	32.8%
Linguistic is the only aspect that should become the focus of English language teaching	Frequency	2	8	6	28	17
	Percentage	3.3%	13.1%	9.8%	45.9%	27.9%
Students need to be taught about comprehending texts with the combination of visuals, videos, audios, etc.	Frequency	36	23	2	0	0
	Percentage	59%	37.7%	3.3%	0	0
The skills to present texts with combination of visuals, videos, audios, gestures are important to be taught in English classrooms.	Frequency	33	25	2	1	0
	Percentage	54.1%	41%	3.3%	1.6%	0
The use of visuals, videos, audios, and gestures in ELT can foster students' understanding in the learning process	Frequency	39	21	1	0	0
	Percentage	63.9%	34.4%	1.6%	0	0
The explanation and teaching materials with the combination of visuals, videos, audios, gestures, can help students to enjoy and understand the learning process.	Frequency	37	23	1	0	0
	Percentage	60.7%	37.7%	1.6	0	0

The participants also agreed that students can obtain many benefits by incorporating multimodal elements, as shown in statements 6 and 7. Combining texts complemented with visuals, sounds, videos, gestures, and other modes can create a more exciting learning process (60.7%) and foster students' understanding of the learning process (63.9%). These numbers indicate high acceptance of the multimodal literacy perspective in terms of its benefits in English language teaching. From the result above, most participants fully acknowledge the significance of integrating multimodal literacy in English to adjust to the development of 21st-century learning. Most of them are aware that linguistic aspects, writing, and reading skills through printed materials are not relevant to the characteristics of students who are digital natives. Therefore, incorporating multimodal literacy, such as comprehending and producing texts with visuals, videos, audio, gestures, and other multimodal elements, should be involved in the teaching practices. In addition, most of them also agreed that multimodal literacy contains many advantages, such as helping students to understand the materials and bringing a more likable learning process.

Teachers' Perceptions about Integrating Multimodal Literacy in Merdeka Curriculum

The results presented in Table 4 illustrate teachers' views about incorporating multimodal literacy within the context of the Merdeka curriculum. The study specifically focuses on the curriculum's components, including learning outcomes (Capaian Pembelajaran), lesson planning (Modul ajar), the role of multimodality, and assessment. Overall, the results indicate that there is a positive attitude toward the idea of embedding viewing and presenting skills in ELT. At the same time, the participants may need a comprehensive understanding of viewing and presenting skills. Most perceived these skills as essential and should be incorporated into English instructional practices.

Table 4. The Distribution of Teachers' Perceptions about Integrating Multimodal Literacy in Merdeka Curriculum

Statements		In-service teachers N=61				
		SA	Distribution of answers to each statement			
		A	U	D	SD	
The learning outcome (Capaian Pembelajaran) only covers four skills: reading, listening, writing, and speaking.	Frequency	10	19	8	20	4
	Percentage	16.4%	31.1%	13.1%	32.8%	6.6%
The lesson plan (Modul ajar) should cover skills to comprehend and respond written texts and digital texts with the combination of visuals, video, audio, and other modes.	Frequency	30	29	2	0	0
	Percentage	49.2%	47.5%	3.3%	0	0
With the combination of visuals, videos, graphics, audios, and other elements, students can deliver their ideas and present texts better	Frequency	30	27	4	0	0
	Percentage	49.2%	44.3%	6.6%	0	0
Non-verbal element in the form of gesture/body language is required to help students' understanding in learning process.	Frequency	29	30	2	0	0
	Percentage	47.5%	49.2%	3.3%	0	0
The function of multimodality (visuals, audiovisuals, etc) is only limited to provide additional information to the verbal texts.	Frequency	6	7	16	25	7
	Percentage	9.8%	11.5%	26.2%	41%	11.5%
The use of visuals, videos, graphics, animations, and other elements has the role to convey the social contexts and meaning-making.	Frequency	19	38	2	2	0
	Percentage	31.1%	62.3%	3.3%	3.3%	0
Assessment aspects in English language teaching should involve texts with visuals, videos, graphics, and other modes.	Frequency	20	31	10	0	0
	Percentage	32.8%	50.8%	16.4%	0	0

Regarding the learning outcome (Capaian Pembelajaran), the participants had divergent opinions about the skills students should achieve. There were 31.1% of the participants who agreed that English language teaching should solely focus on the four skills (reading, listening, writing, and speaking).

On the other hand, 32.8% of the teachers disagreed with this statement. In terms of non-verbal elements, the participants also stated that including gestures or body language as a component of non-verbal communication can enhance students' understanding. Regarding the assessment aspect, the participants argued that assessment should contain various multimodal components. Most of the teachers also have an awareness of the role of multimodal elements in which they provide additional information on verbal texts and convey social contexts and meaning-making of texts. For this result, teachers were aware of the functions of multimodal elements and utilized them as mandated by the Merdeka curriculum. However, many needed to become more familiar with viewing and presenting skills.

Teachers' Experience and Professional Development about Multimodal Literacy

The results of five close-ended statements asking about in-service teachers' experience in integrating multimodal literacy are presented in Table 5. More than half of the participants reported using a combination of multimodal modes, showing they are already familiar with integrating multimodality through various strategies.

Table 5. The Distribution of Teachers' Experience and Professional Development about Multimodal Literacy

Statements		In-service teachers N=61				
		SA	Distribution of answers to each statement			
		A	U	D	SD	
I only use verbal texts and printed resources in my teaching practice.	Frequency	2	3	16	17	23
	Percentage	3.3%	4.9%	26.2%	27.9%	37.7%
I use combination of modes (e.g. visuals, videos, songs, gestures) in the teaching activities.	Frequency	26	30	3	1	0
	Percentage	43.3%	50%	5%	1.7%	0
I apply certain teaching methods or approach in using combination of visuals, audios, gestures, in the teaching process.	Frequency	14	32	13	1	1
	Percentage	23%	52.5%	21.3%	1.6%	1.6%
I design teaching activities by involving visuals, videos, audios, to help students understand the social context.	Frequency	24	30	5	2	0
	Percentage	39.3%	49.2%	8.2%	3.3%	0
I use teaching resources in the form of interactive digital text with the use of pictures, videos, music, graphics, and other.	Frequency	19	35	6	0	1
	Percentage	31.1%	57.4%	9.8%		1.6%
I have the initiative to participate in professional development related to the use of pictures, videos, music, in English instructional practice.	Frequency	12	33	7	7	2
	Percentage	19.7%	54.1%	11.5%	11.5%	3.3%
I receive professional development related to pictures, videos, music, animation, and other modes which influences my teaching ability.	Frequency	19	29	10	2	1
	Percentage	31.1%	47.5%	16.4%	3.3%	1.6%

According to the responses to the open-ended questions, the participants reported employing specific instructional techniques or approaches, including genre-based approach, project-based

learning, cooperative learning, and problem-based learning. The teachers also provided various teaching activities incorporating multimodal literacy, including designing posters, delivering presentations, engaging in storytelling, producing vlogs, participating in game-based learning, and making comics. Approximately 57.4% of teachers mentioned using instructional materials that feature multimodal elements, such as textbooks, online resources, interactive worksheets, online quizzes, mobile applications, and visual aids. Most participants (54.1%) expressed that they have the initiative to engage in professional development activities to enhance their skills in utilizing multimodal literacy. Additionally, professional development positively influences their teaching ability (47.5%).

Teachers' Challenges in Integrating Multimodal Literacy into English Classrooms

Generally, more participants expressed that integrating multimodal literacy is not easy for four main reasons. First, the participants voiced that insufficient teaching facilities at schools, such as internet connection, gadgets, LCD projectors, and electricity, became the challenges of incorporating multimodal literacy in the classroom. Moreover, they also admitted that operating the technologies can be difficult, such as being not familiar with editing tools the use of applications. Thirdly, the respondents acknowledged that teachers' capacity in applying effective strategies and activities was still very limited. Regarding time management, the limited time to prepare the lesson containing multimodal literacy also became a restriction.

DISCUSSION

This study discloses Indonesian primary school and middle school teachers' positive perception of integrating multimodal literacy in English classrooms concerning 21st-century learning, the implementation of it based on the Merdeka curriculum, and teachers' initial experience in incorporating multimodal literacy. This study also highlights the teacher's belief that the multimodal elements' role is not limited to providing additional information on verbal texts but showing the social context and meaning-making. However, the results also reveal that teachers have not fully comprehended the terms viewing and presenting skills and the effective strategies to involve multimodal literacy in the classroom, mainly because of the lack of facilities, the limited skills in utilizing the technology, teachers' limitation in designing multimodal literacy-based pedagogy and limited time allocation for the lesson. The findings of this study supported the previous studies, which indicated that English teachers in Indonesia continue to face challenges and constraints when it comes to incorporating multimodal literacy in English classes. Moreover, this study also aligns with a previous study, which stated that it was uncommon for most Indonesian teachers to understand multimodal literacy. However, many were familiar with including multiple communication modes such as images, sounds, gestures, and movements in the teaching practices (Drajati et al., 2018; Sidik, 2022).

This study revealed that English teachers in elementary and middle schools admitted that in 21st-century learning, teachers could not neglect students' change in communication through various multimodal resources, such as videos, pictures, animations, and other digital content. Students nowadays learn differently since there is a shift in communication, which significantly impacts social changes (Prensky, 2001). Consequently, there should be a change in literacy skills that should be taught to students. Academic learning without involving various representational modes can be ineffective for children since access to communication in their daily lives is restricted (Narey, 2008). In addition, participants of this study agreed that literacy skills in the form of writing and reading skills are not the only focus of literacy in English and that the linguistic aspect is not the primary concern in ELT. This view aligns with a study on language skills conducted by (Walsh, 2009), showing that multimodal texts change remarkably in the nature of reading, writing, speaking, and listening skills and, thus, the overall educational process in language skills courses. Teachers also believed that by integrating multimodality and multimodal literacy, students could gain many benefits, fostering students' understanding and creating a more enjoyable learning process. Research has suggested that students prefer learning through multimodal texts to printed ones (Bearne, 2012;

Tuzel, 2013). As reported by previous studies, multimodal texts in courses provide students with opportunities to improve their cognitive skills more extensively and be productive in the classroom (Callow and Zammit, 2012).

Regarding teachers' perceptions about integrating multimodal literacy based on Merdeka curriculum, the teachers shared their opinions about the learning achievement (Capaian Pembelajaran), lesson plan (Modul Ajar), the roles of multimodal elements, and assessment. There was a divided opinion about the skills that should be learned by the students. There were more participants who expressed that reading, listening, writing, and speaking are required to be taught, even though most of the participants showed positive attitudes toward the idea of embedding viewing and presenting skills in the lesson plan and teaching practices through multimodal elements. Such perceptions imply that teachers are not fully aware of viewing and presenting aspects as part of the multimodal literacy. Moreover, they also perceived positively towards the use of gesture as part of non-verbal element which can help students to comprehend the lesson. This perception is in line with the study conducted by (Harrison, 2021) which investigated the interplay of speech-gesture-slide used in TED talks to engage with the audience's attention. Embodied actions such as gestures, eye-gaze shifts, and postures are important since it enables speaker and the audience "makes sense in the manners in which acting in the material world makes sense" (Streeck, 2017). In terms of assessment as one part of the curriculum, the participants claimed that assessment should include multimodal literacy practices as well. This result shows that assessment containing multimodal literacy should be advocated who suggest the use of rubrics that acknowledged both product and design processes, as well as the "assessment of student learning" (Yi et al., 2017).

In the category of teacher's initial experience about integrating multimodal literacy, this study disclosed their perceptions regarding teaching methods, teaching activities, teaching resources, and participation of professional development. In teaching methods and activities, this research reported that most of the teachers are familiar with certain methods in ELT such as genre-based approach, problem-based learning, project-based learning and they already utilized various activities which integrate multimodal literacy, such as making presentation, creating posters, storytelling, making comics, and other interactive activities. In terms of teaching resources, teachers had the initiative to employ various resources from the internet, textbooks, online quiz, worksheets, LMS, and other resources containing multimodal elements. These components in the teaching practice are integral to be involved since the recent technology has changed the way students interact with texts, especially in consuming and composing texts. For example, by using blog, students need to consider the design which involve images, graphics, layout, composition, and other aspects such as colors, size, angles, that should be appropriate for the readers (Walsh, 2009). Moreover, this study highlights that many teachers have strong awareness to participate in professional development to gain more insights regarding integrating multimodal literacy into English classrooms.

The main implication which could be concluded from this study is that teachers' professional development (TPD) needs to reflect on the challenges encountered by English teachers in integrating multimodal literacy. TPD becomes the space for the teachers to engage with the most recent strategies for instilling multimodal literacy in the classroom. Three primary skills need to be learned by teachers in order to develop their multimodal literacy skills: ICT skills, digital pedagogy skills, and content-related skills (Tuzel, 2013). The design of TPD should sharpen teachers' understanding of various communicational resources to foster students' multimodal literacy. The goals of language instruction will inevitably shift as new forms of media and technology for communicating become more prevalent. In order to meet current social and cultural needs, all texts and genres of literature should be used while teaching language skills. In this sense, to be literate in the twenty-first century, a person must be able to comprehend and produce written words and various types of sounds and pictures. The rationale is that multimodal texts describe the combination of words, sounds, and images surrounding us in the real world. Moreover, the government should acknowledge the impacts

on teachers' perceptions by creating significant policies to integrate various modes in the learning materials and provide an assessment corresponding to multimodal literacy. Therefore, language assessment should not only focus on language knowledge and grammatical aspects. Materials and classroom practices should facilitate literacy activities where verbal literacy is not the only aspect to be taught. However, it should critically examine students' comprehension of meaning-making and social context. Additionally, students should be provided with a model of materials and assessments focusing on knowledge and skills to respond to the different types of multimodality to accommodate multimodal literacy pedagogy.

CONCLUSION

This study contributes to the favorable opinion of English teachers towards involving multimodal literacy in English classrooms. To this date, research has shown a similar result, in which most English teachers in Indonesia are highly aware of using multimodality to improve students' multimodal literacy in instructional practices. This study demonstrates that teachers' positive views have been supported by their efforts to embrace multimodal literacy, taking into account students' characteristics in the digital age environment. Nevertheless, it has been understood that implementing multimodal literacy poses challenges due to its intricate nature. These challenges include the need for adequate resources and facilities, teachers' preparedness in utilizing technology, teachers' proficiency in designing effective strategies and methodologies, and the allocation of time for teaching and lesson preparation involving multimodal literacy. The positive attitude to integrating multimodal literacy indicates teachers' acceptance of the transition from conventional to multimodal literacy. Thus, integrating multimodal literacy into English classrooms in primary education is feasible.

This study also contributes to understanding the challenges of adopting multimodal literacy. First, the facilities should be improved to accommodate multimodal literacy integration in the instructional practice. Another challenge is teachers' understanding of the design and application of appropriate multimodal literacy to be integrated. This finding is similar to a previous study, which argued that teachers only focus on operating the technology but need to learn more about applying it to teaching and learning (Mishra and Koehler, 2006). Moreover, they have less attitude to adapt to the change and need more time and facilities to support their teaching quality (Koehler and Mishra, 2009). Consequently, teacher professional development needs to cover these issues to support multimodal literacy as mandated by the newer curriculum in Indonesia. As agents of change who attempt to instill multimodal literacy into the educational system, teachers need to acquire new skills in designing multimodal literacy-based pedagogy. Thus, it is crucial to identify the skills and knowledge teachers should acquire in professional development where multimodal literacy pedagogy is growing. This study has a limitation since it only investigates teachers' perceptions without examining their designs and performances in integrating multimodal literacy. Therefore, future research is suggested to investigate English teachers' practice to demonstrate multimodal elements to foster the meaning-making process in multimodal literacy as the national curriculum instructs.

AUTHOR CONTRIBUTION STATEMENT

The authors' roles in this study are outlined as follows: E.D.J. conceived the research idea and designed the study. I.L.D. and E.D.J. formulated the theoretical framework. E.D.J. and I.L.D. ensured the appropriateness of the analytical methods employed in the research. I.L.D. carried out the data analysis and its interpretation. E.D.J. provided guidance and oversight throughout the research process. All authors actively engaged in discussions regarding the results and made substantial contributions to the final manuscript.

DECLARATION

The authors confirm that they have no associations or involvement with any organization or entity that has a financial interest (such as payments, grants for education, participation in speakers'

events, employment, consultancy, stock ownership, or other financial interests, as well as expert testimony or patent licensing arrangements) or non-financial interests (like personal or professional relationships, affiliations, knowledge, or beliefs) in relation to the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset produced and/or analyzed during the present study can be obtained from the corresponding author upon reasonable request.

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