

How to Cite:

Sidabutar, U., Sinaga, N. T., Sitorus, N., & Lestari, F. D. (2021). A multimodal analysis on a vocational English book and its effect on students' English proficiency. *Linguistics and Culture Review*, 5(S3), 1651-1665. <https://doi.org/10.21744/lingcure.v5nS3.1951>

A Multimodal Analysis on a Vocational English Book and its Effect on Students' English Proficiency

Usman Sidabutar

Universitas HKBP Nommesen, Medan, Indonesia

Nenni Triana Sinaga

Universitas HKBP Nommesen, Medan, Indonesia

Nurhayati Sitorus

Universitas HKBP Nommesen, Medan, Indonesia

Febrika Dwi Lestari

Universitas HKBP Nommesen, Medan, Indonesia

Abstract--The digitization of education is the use of technology as an aspect of the learning system, from the curriculum to the education system, which has a very big influence on innovation. As society and academic demand increase in the modern era, the online learning system (OLS) is encountered by society and academics. The multimodal approach refers to the huge learning competence in English ability as if the method or application is integrated in a digitizing manner. The multimodal approach contains using images, verbal and visual integration with words or text which provides meanings in the mode of communication. The process of analyzing and disclosing the text will give essence to the meaning of a picture message in a printed book will reveal projection, enhancement, concurrence. All of which are discussed based on linguistic analysis to relate the text to the general characteristics of language both verbally and visually. Systemic function Linguistics based on the concept of metafunction has ideational, interpersonal, and textual components linking the internal forms of language and their use in semiotic social contexts will be enacted to the research. The research will use descriptive and qualitative methods.

Keywords--ELT, multimodal, SFL, verbal, visual.

Introduction

Concern about online learning and the digitization of education have become central issues in educational policy decision-making, and as a result, much research in recent years has focused on the development of learning approaches that are globally in demand. Vocational high school is an upper level of education before going to college. This education is devoted to preparing graduates who are ready to be placed in work or college. This vocational school is based on aspects of specialization with a concentration of different majors such as vocational agriculture, machinery, accounting, tourism, electronics, chemistry and other specializations. Commonly used ELT materials can be considered as sources and targets of learning culture (Stec, 2018). They can help students prepare for English learning in a different context. In addition, they can be used to find cultural identity in language courses.

The increasing prevalence of technology to support English language learning has led to questions about the role of teachers (Mercer et al., 2019; Sewell & Denton, 2011; Sun, 2015). The development of different technologies is a cost-effective system to create students who are more active and engaged in the interactive teaching and learning process, (Anastopoulou, 2004; Laadem & Mallahi, 2019; Saha & Deb, 2020; Twiner et al., 2021). According to (Li et al., 2021; Perniss, 2018; Sullivan, 2018), the use of digital technologies in experimental paradigms is constantly reshaping the ways individuals access information, share ideas, and communicate with one another, necessitating the development of a new paradigm in the study of language. New perspectives and horizons of discourse analysis develop descriptive skills to discuss language by analyzing grammar, sound realization, intonation, vocabulary, syntactic structure, semantics, context, culture and language ideology, and multimodality or the use of visual analysis of discourse. Teaching and learning through a multimodal modal approach applied to dialogue has created a wider and potential application in mobile interaction and modified the traditional technique for the efficiency and integrity of information expression to be superior (Gilakjani et al., 2011; Philippe et al., 2020; Ming-Hao & Jian-Hua, 2019).

Combining multimodal perfectives and digital modes provides a meaningful picture of students' learning (Baldry & Thibault, 2008; Sankey, 2006). The design process shows the evidence for affordance and potential relevance for practice (Fjørtoft, 2020). English teachers who have quite high multimodal levels enhance the successful implementation of a rich learning environment for their students (Martínez Lirola, 2020). This study attempts to investigate the construction of verbal texts and visual texts found on the printed English book and ELT materials and to explain the mode used in the printed English book and ELT materials in online and distance teaching of English. Teaching and learning through a multimodal modal approach applied to dialogue has created a wider and potential application in mobile interaction and modified the traditional technique for the efficiency and integrity of information expression to be superior (Ming-Hao & Jian-Hua, 2019). Combining multimodal perfectives and digital modes provides a meaningful picture of students' learning. The design process shows the evidence for affordance and potential relevance for practice (Fjørtoft, 2020; Höllerer et al., 2019). English teachers who have quite high multimodal levels enhance the

successful implementation of a rich learning environment for their students (Sun, 2015).

The systemic approaches to teaching visual texts emphasize the explicit teaching of the common features of visual text and introduce a common multimodal approach used to engage learners, (Firmansyah, 2018; Salbego et al., 2015; Twiner et al., 2021). Technology implementation through software application is linked to a multimodal approach that encourages students to be more respectful and achieve more results (Nouri, 2018; Papageorgiou & Lamerias, 2017; Sewell & Denton, 2011). The use of pictures and dynamic pictures in the video aids the students in understanding the meaning of the words they heard. The roles contained in the multimodal approach such as pictures, videos, and visual integration with words, sentences, and sentences have a very significant role in the meaning of communication (Westberg, 2021). The trend of multimodal applications is contained in books, digital devices that can be used to carry out these methods when they are applied in the world of work or the realm. Language metafunction is present in every use of language in semiotic social contexts. Metafunction describes two things that influence each other between language and the world outside the language. Metafunctions as theoretical concepts that give a person the ability to understand language with the world outside the language as well as meeting points that have formed the 'form' of grammar.

Semiotically, language is seen as a system of systems that includes three metafunctions to make, the concept of metafunction has ideational, interpersonal, and textual components linking the internal forms of language and their use in semiotic social contexts. The ideational function is language as a representation or reflection, where speakers as observers of reality explain the nature of reality. The interpersonal function is language as a means of giving and receiving information or activities, where speakers as intruders of reality explain the intersubjective interpretation of reality (Cocchetta, 2018; Jiang, 2018; Mikoladze, 2020). The textual function is language as a message in which speakers translate semiotic reality by relating reality to the context in which meanings are made.

The concept of language metafunction was later developed by (Kang, 2020) into another meaning system, namely in the form of multimodal text. For example, text consisting of text and images. Multimodal meaning systems that are formed verbally through writing and visually through pictures can represent various social experiences. (Kang, 2020; Pagano et al., 2018), For example, a printed book image's verbal component may not lead to meaning prejudices, but the visual component maybe the other way around, leading to sexist gender prejudices. The process of analyzing and disclosing the text will reveal multiple meanings, alternatives, ambiguities, metaphors, and others, all of which are discussed based on linguistic analysis to relate the text to the general characteristics of language both verbally and visually (Pagano et al., 2018).

Following the analysis in terms of the expansion to visual and verbal in multimodal, (Unsworth, 2007), has elaborated the character to match the metafunction found on the English Text Book as concurrence related to the image-language agreement and correspondence (clarification, exposition and exemplification, enhancement related to the image-language enrichment in terms

of manner, condition and space and the projection related to the image-language presentation (verbal and mental) in the context of perception and cognition. The Enhancer's linguistic component builds or modifies the meaning derived from the interaction between the Lead and the Announcement. Enhancers are image components in a printed book that are usually conveyed through paragraphs. The linguistic component of Call-and-Visit Information is the contact information that can be contacted by the user community who wants to get the meaning displayed, and usually, Call-and-Visit Information is printed in small writing in certain picture sections in a printed book.

The visual component of images in printed books is the lead. This component plays an important role in the image of a printed book displayed with the size, position and or color that must have the potential to save the impression and meaning for the user. (Pagano et al., 2018; Westberg, 2021), lead components into two categories: locus of attention (LoA) and complement to the locus of attention (Comp.LoA). LoA as being the core of advertising messages, appearing in sizes and colors with distinctive qualities compared to other visual components while Comp. The LoA has a function as a liaison and to focus the public's attention on specific sections of the LoA. The visual component of the display serves to describe the real and explicit meaning, but the implicit function shown here is the realization of the form of meaning or service that is not real to be real through other media. Meanwhile, the visual component of Congruent displays serves to realize meaning without going through symbolization and Incongruent displays realize products through symbolization. The visual component of the emblem is visually realized through the meaning logo contained in the image, which is linguistically manifested through textual meaning or ideational meaning. The Emblem function provides identity or status for products that have a position on any side to adjust the proportion of image text.

Method

In this study, the researcher used descriptive qualitative research. Qualitative is used to investigate a problem to get a clear understanding of a particular phenomenon. In this study, researchers analyzed the data to describe the multimodal application used on the printed English book by SMK 3 Medan and SMK Era Utama Deli Serdang. The variables of this research are the integration analysis of the verbal and visual applied by multimodal on the printed English book Student's and the student's perception. The two variables have different data and data sources. The subjects of this study consisted of 2 English textbooks and 40 students for both schools. To find data sources, researchers will carry out two stages, namely collecting data sources from English textbooks and then from English teachers. To find sources of data from English textbooks, researchers carried out stages through visits to schools that would be the source of data and selecting English textbooks based on schools, majors and grade levels (Ekşi & Yakışık, 2015; Kasni & Budiarta, 2021). Selecting and determining the components of an English printed book that contains verbal and visual components in accordance with the study theory to find sources of data from English teachers, researchers carried out stages through visits to schools that would be the source of data and selecting English teachers based on schools, majors and grade levels and categories based on an understanding of the use of

computer and internet applications. The next is the collection of English textbooks taught by English teachers according to the printed books used

This research is descriptive qualitative research that is to describe by giving an interpretive analysis orientation to the text and images in printed books and ELT materials that display verbal language and visual images (Unsworth, 2007). The analytical method used is multimodal analysis through an analysis of the verbal and visual language metafunction components (Halliday et al., 2014; Kang, 2020), after the texts are grouped first based on their structure following the analytical method (Pagano et al., 2018). In the first stage, the units of text analysis appear in their entirety, followed by classifying the structures contained in the two texts. Furthermore, the text was analyzed using multimodal analysis and language metafunctions. In the last stage, the author interprets the text of the images in the printed book and the ELT material to see the construction in the text and images in the printed book and the ELT material and the ideology contained in the text.

Results and Discussions

Ideational metafunction - projection, verbal and mental (perception, cognition)

The ideational function of projection shows the quality of the image content in the student's book so that it is feasible to be used as material to improve the quality of students to speak English. The interpersonal function of enhancer is persuading and influencing students to express and witness with words that evoke perception, cognition, and also words that contain values implied in image content and visual literacy

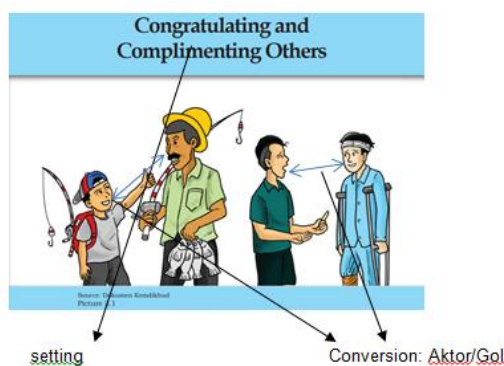


Figure 1. Projection, verbal and mental (perception, cognition)

The conversion process in the text above describes actors and goals as well as active and passive participants. Participants in this process show the expressions displayed by different actors. An actor who shows a happy facial expression after getting success in his work. The actor in the picture expresses the face according to the purpose and conditions that occur. It can be observed in the visual text above how the facial expressions of the men in the picture after getting the results from the previous action. The two actors showed happy faces when he did his job.

In contrast to the two actors depicted on the right, facial expressions are seen according to the action that has occurred, namely the circumstances experienced. Meanwhile, the Setting functions as a background that explains the actor's expression that is being drawn. Additive relationships in multimodal texts explain various visual information through verbal texts that are complementary in nature and Comparative relationships through Settings and Actor and Goals explain the expressions contained in the image. Based on the results of the image analysis, it will be easier for students to describe the expression of the image in English. Figure b has developed this expression by taking elements that are implied in the actor's face. The development of the conversion setting provides the interpretation of the actor (Nehe et al., 2018; Erfiani et al., 2021).

Interpersonal metafunction – enhancement

Enhancement related to image-language enrichment in terms of manner, condition, and space. The interpersonal metafunction of the visual text above explains the relationship between the participant and the student as a reader. The interaction between the participant and the reader is realized through eye contact, which functions as a demand. In this case, the participant is expressing something about the circumstances they experienced, which can then be known through various verbal texts that show the condition or situation as well as the effects it gave through the goal. The way of taking the visual elements in the text above is socially and equality, which provides information to the reader that the facial reflections, gestures, and actions are reflections possessed by actors whose realization can be found in Enhancement. Another interpretation of how to use visual elements like this is the nature of facial reflexes and gestures when using verbal texts. The image asks the reader to apply social functions, text structures, and linguistic elements of interaction texts to interpersonal oral social interactions. Through the actors in the image, the different viewpoints and movements, and gestures between them can be seen. Indeed, the image does not explain verbally the image in which the actor and circumstances are involved.

Task 2: Introduction Game - Party Time

A. Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



The source: English Book, page. 26.

Demand/Social/Equality

Figure 2. Enhancement in terms of manner, condition and space.

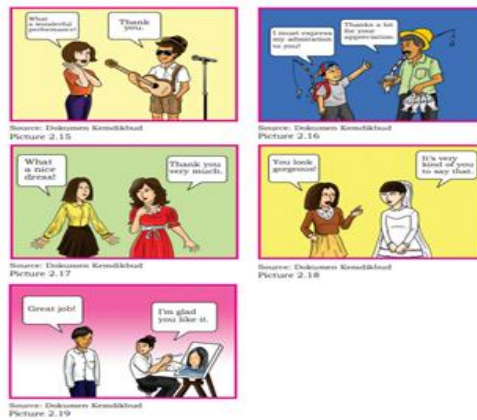
The ideational enhancement function shows the quality of the image content in the student's book so that it is feasible to be used as material to improve the quality of students to speak English. Interpersonal function enhancer persuades and influences asking students to express and witness with words that evoke

emotions and also words that contain the values implied in the image content and visual literacy. The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialogue silently first. Pay attention to how to introduce yourself.

Demand/Social/Equality in the visual text below describes the Participant as the main message of the text. Participants who are Attributes are depicted dramatically through the enjoyment of food available for dining. Representation of food availability images are very relevant to the topical text in the image below is the essence of this message. Indirectly, the image wants to convey to the reader that all-luxury food in a luxurious place symbolizes the atmosphere of the party as a luxurious party. This salience invites readers to express the atmosphere of parties that have been visited and comparisons of parties that occur with different cultures. This image has a salience actor and observable circumstances that will cause variations in words that are not revealed

Textual metafunction as concurrence

Concurrence related to the image-language agreement and correspondence (clarification, exposition, and exemplification). The following is an example of a conversation between Edo and Slamet who meet for the first time at a party like in picture 1.5. They introduce themselves to each other to get to know their acquaintance better. Read the dialogue silently first. Take note of how you introduce yourself. Concurrence in the visual text below describes the participant as the main message of the text. Participants who have attributes are depicted dramatically through the enjoyment of food available for dining. Representation of food availability images are very relevant to the topical text in the image below, which is the essence of this message. Indirectly, the image wants to convey to the reader that all-luxury food in a luxurious place symbolizes the atmosphere of the party as a luxurious party. This salience invites readers to express the atmosphere of parties that have been visited and comparisons of parties that occur in different cultures. This image has an observable concurring actor and circumstantial circumstance that will cause an unspoken word variation. Based on the perspective of actors and circumstances, image and text become clarification, exposition, and exemplification, which can be categorized as an image with the ideology of luxury and freedom to enjoy the food served. Through a thorough interpretation of the meaning of the various components of its metafunction, it can be explained that the representation of the movement, the gesture of the invitation through the image is a commodity that can be imitated at a party. The image directly shows the existence of the party as a visualized meaning of luxurious food and guest responses (Susanty et al., 2021; Suryasa et al., 2019).



The source: English Book X, page. 43

Figure 3. Concurrence as agreement and correspondence (clarification, exposition and exemplification).

Answer the questions that follow.

Dialog 1

dr. Nahda : Hello...

Fafa : Hello, doctor.

dr. Nahda : You look terrible.
What can I do for you?

Fafa : I can't go to school today.

dr. Nahda : Oh, I am sorry to hear that.
What's the problem?

Fafa : My stomach hurts terribly. I think I have a fever as well.

dr. Nahda : *Okay, let me check your stomach.* (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?

Fafa : Not that one.

dr. Nahda : Here?

Fafa : Yes, that's really terrible.

dr. Nahda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?

Fafa : Okay, doctor.

dr. Nahda : Good. Get well soon, Fafa. Bye.

Fafa : Thanks a lot. Bye, doctor.

Figure 4. Concurrence as agreement and correspondence (clarification, exposition, and exemplification).

The source: English Book XII, pg. 13

The conversion process in the text above describes actors and goals as well as active and passive participants. Participants in this process show the expressions displayed by different actors. An actor who shows a happy facial expression after achieving success in his work. The actor in the picture expresses the face according to the purpose and conditions that occur. It can be observed in the visual text above how the facial expressions of the men in the picture change after getting the results of the previous action. The two actors showed happy faces when he did his job. In contrast to the two actors depicted on the right, facial

expressions are seen according to the action that has occurred, namely the circumstances experienced. Meanwhile, the setting functions as a background that explains the actor's expression that is being drawn. Additive relationships in multimodal texts explain various visual information through verbal texts that are complementary in nature and Comparative relationships through settings, actors, and goals explain the expressions contained in the image. Based on the results of the image analysis, it will be easier for students to describe the expression of the image in English. Figure B has developed this expression by taking elements that are implied in the actor's face. The development of the conversion setting provides the interpretation of the actor.

Based on the table above, the visual and verbal occurrences in the book have stimulated the students' intention to speak English. Ideational Metafunction through Projection, verbal and mental (perception, cognition) 51.50% of the overall image found in the book. Hence, the interpersonal metafunction in enhancement is as follows: manner, space, space of 35.60%. However, the Textual Metafunction for Concurrence 12.90% of the time is spent on clarification, exposition, and exemplification. was found to be evidence that teachers can carry out the teaching and learning process through applying the theory and practice of multimodality in the online learning system during the COVID-19 pandemic situation. Some of them stated that the teaching and learning processes carried out at home through the online learning system were quite good. They argue that this multimodal is arguably quite effective because it is the only way to continue learning online while the COVID-19 pandemic is still going on in Indonesia, so they can still learn even if they don't directly attend school. The teaching and learning process through an online learning system has many advantages, such as students can be more independent learners, so they do not depend on the teacher, and the time and place to study is flexible at any time and anywhere, but in this context, they have to stay at home due to government regulations during the pandemic. The result of the analysis is shown in the following cycle.

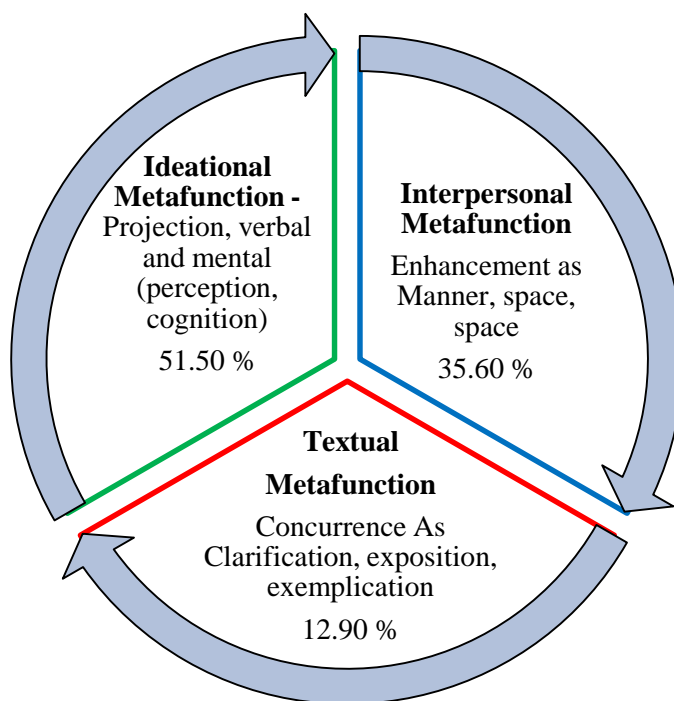


Figure 5. The cycle of teaching and learning process

To find out the assessment of students who are members of the English Class course, which is guided in English lessons in the first semester, it is found that students can communicate in English. Their assessment of multimodal learning applied to learning in the English Class course has a side effect on proficiency in speaking English. The side effects of this study are introduced in the attached section. All students who were visited as research subjects reacted firmly to the question because they assume that multimodal teaching works for learning. The fundamental reason that is given is to support the quality and acceleration of learning during the pandemic and prepare for the learning challenges that will be faced in the era of digitalization. It is easier to learn and explore other sciences with multimodal tools. Based on the results of the lecturer's questionnaires for the first statement until the tenth statement, the students choose to agree or strongly agree. The students' perception of the multimodal approach is positive. The teaching and learning process through applying the theory and practice of multimodality in the online learning system has many advantages, such as students being more independent in their learning, preventing boredom in students, and encouraging students to be motivated to apply in the teaching practice ahead. It showed that the respondents chose the question to agree with the most answers because the process of teaching-learning by a multimodal approach is easier to understand and prevents boredom while learning the subject. The multimodal approach stimulates students' passion not to be monosyllables but to turn them into talkative agents. A multimodal approach designed with visuals can affect student English skills such as writing and listening. Students either agreed or disagreed that a multimodal approach can

foster students' attitudes toward independent learning. From the results of the questions, it shows that the multimodal approach is varied, as you can summarize many chapters with a sort of time on image by PowerPoint. The role of linguistics can help to advance society's traditional teaching tradition. One might be conducted of the students regarding the ten questions is to imply that the application of multimodality in the approach brings up the impact on their English speaking ability. Furthermore, this will also highlight the role of a multimodal approach based on the content in the digital enhancement of their English quality. So it can be concluded that the respondents chose to agree with most of the answers to the statement, inferring that a multimodal approach can guarantee quality in the process of transferring ideas and knowledge of any subject course, especially English speaking. From the results of the student's selected tenth question, the content of images or videos attached with varieties of words can enhance the students' vocabulary, pronunciation, speaking and listening ability. Overall, the comparisons of the surveys indicated that the questions were satisfying.

The above responses could be summarized as indicated in the following table.

Table 1
The percentage of students' perception in the multimodal approach

No	Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree/
1	I like to study English by Multimodal as visual and verbal online learning	4	10	3	41	42
2	Digital technology help me to learn English speaking	-	4	1	67	32
3	I like to learn English speaking by multimodal as visual and verbal text either by digital or printed book	3	3	4	56	34
4	Multimodal (visual and verbal) makes me easy to get vocabulary for English speaking	6	2	13	49	30
5	Digitizing multimodal (visual and verbal text) in our English book is more efficient and interesting to English speaking proficiency	4	3	12	44	36
6	My English book consists of multimodal (visual and verbal text) which is relevant to English speaking learning	2	8	7	72	11
7	Students will not be bored learning to speak English by using visuals in the form of pictures and verbal text	5	2	4	65	24
8	I am ready to adopt multimodal (visual and verbal text) as model of teaching and learning on <i>speaking</i> English	-	6	3	58	33

9	The multimodal e-learning made me shift towards digital ability	1	3	-	42	54
10	Multimodal (visuals in the form of images and verbal text) in English books makes students creative in learning English Multimodal	-	5	2	53	

The survey results above as the overall percentage of respondents who rated the image of ELT in teaching through multimodal approach as "agree and strongly agree". It was surprising to see the percentage of strongly agree and agree to refer to the students' satisfaction was achieved. The comparison of the results indicated in the table shows that digitalization in multimodal approach for online learning enables students to achieve English speaking were arisen with highly motivated and interested in. In terms of students' feedback on their achievement having experimented.

The enrolled respondents for this survey were 40 students. Based on the results of the study, it was found that the acquisition of English, especially in speaking, must be colored by innovative learning. The conventional language learning tradition, such as face-to-face guided by books, has often been carried out with not great results. Especially with the demands of modern times being challenged by globalization, the digital has become a tool for teachers and students to use as a variety of teaching and learning methods. This is inextricably linked to the support of experts who claim that innovation has provided new tools for us to think with; as a result, the ways we think have changed (Sankey, 2006). The same is described (Martínez Lirola, 2020). One of the key features of the twenty-first century is the multimodal nature of modern societies. Humans will be required to deal with the modern era's developments as well as the demands of educational development. The implementation of teaching with a multimodal approach that has taken place in the vocational high school has contributed to the development and acceleration of English language acquisition, especially in speaking. Not only in speaking, but it will have an impact on knowledge skills that are relevant to their chosen professional goals as well as being a competent teacher. It is true that, likewise, the use of the multimodal approach permits understudies to exploit education outside of school and assists them with becoming more proficient in proficiency (Sewell & Denton, 2011). Someone's interest in learning English speaking finally moved forward. Students become active in speaking and get new ideas with the emergence of a multimodal approach. It can be concluded that by looking at pictures and videos, a person can tell the contents of the images or videos seen in their first language. This is the driving demand for speaking English, especially supported by the combination of words, phrases, and sentences in the image. Students who are respondents in this article have stated with honesty that the multimodal approach guarantees real, innovative, and quality learning. The difficulties they have imagined will be helped by the use of a multimodal approach. Of course, what (Baldry & Thibault, 2008), said is that the multimodal approach is characterized as a structure that requires aggregate translation of at least two writings, visuals, recordings, designs, liveliness, sound, music, developments, and looks to create an implying that will make it simpler for understudies to get information.

Conclusion

The practice of implementing multimodal learning of English at the vocational level has become a necessity to face the world stage. This makes it possible for students to learn English speaking in a very easy and practical method, especially in the digital era. Teaching and learning practice through multimodal approval is the application of a very targeted method where teachers can use digital components such as power points in presentations, videos, and animations, websites, and computer applications that are connected to the internet. This means that teachers and students need to be motivated to apply practical speaking and English language skills through a multimodal approach. The learning and teaching approach, especially in English, is not a limited space movement from the multimodal aspect of competence in the view of constructivism. The practice of implementing the multimodal approach, which is the main reason for this article, is invited to guide the opportunities for teachers and students in the digital era to learn how to make materials to be taught with great creativity. Student motivation has been proven through the courage to speak and enthusiasm in exploring information related to the topic of learning. Having done the teaching practice through a multimodal approach, the process of learning to speak English can grow rapidly. This cannot be separated from students with the aim of building skills to become superior education pioneers in the digital era. It could be possible that the multimodal approach described in this article can answer the demands of society in the 4.0 era and even prepare for the 5.0 era. The results of the observations contained in this article prove that under the answers and results of learning through a multimodal approach is the tendency to be motivated to learn, speak English, and explore sources and implicit information. This is evidenced by the statements of respondents to prepare them for the world market, which must be full of creativity that is flexible, directed, and achieved with high quality.

Acknowledgments

The author is grateful to the Indonesian Minister of Education and Universitas HKBP Nommensen Medan for the supports and efforts to encourage the research competence of Lecturers. Gratitude is conveyed to all the team and informants of this research completion

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