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The Mapping Multimodal Teaching Materials for Indonesian EFL Students: A Need Analysis

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Abstract

Multimodality has gained burgeoning attention among scholars from miscellaneous disciplines, such as Linguistics, Discourse Analysis, Semiotics, Sociology, Anthropology, Cultural Studies, and Language Pedagogy. Nevertheless, little is known about the issue of what teaching materials students need to develop their multimodal literacy, notably in the Indonesian EFL milieu. Hence, this case study addresses this void by examining what type of teaching materials university undergraduate students need to cultivate their multimodal literacy. This study involved 99 undergraduate students from three diverse classes as the participants. The data were garnered through a qualitative survey and semi-structured interviews. They were analyzed using thematic analysis (Braun & Clarke, 2006). The findings outlined the needed multimodal teaching materials by the students encompass praxis-oriented multimodal teaching materials, awareness-raising multimodal teaching materials, academic and professional orientation of multimodal teaching materials, simplified and understandable multimodal teaching materials, critical multimodal teaching materials, and visual-verbal relation-informed teaching materials. The shifting needs of communication, literacy, and 21st-century learning skills remain crucial as a nexus between literacy policies and practices in higher education contexts, especially in Indonesia. More importantly, this study attempts to promote the magnitude of multimodal literacy in language education.

Keywords: need analysis; Indonesian EFL students; multimodal literacy; multimodal teaching materials

Introduction

Multimodality has indicated an indispensable role in recent literacy practices of its impacts on how meanings are communicated (Lim, 2018; Wang, 2018), including in language teaching and learning practices. Thibault (2001)) argues that multimodality refers to the implementation of communication modes in which assorted semiotic resources (e.g., language, visual images, gestures, space, movement, audio, or audiovisual) are intersemiotically co-deployed and co-contextualized to make meaning. In addition, since learning experiences tend to run

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multimodally, the composition of semiotic resources (multimodal resources) in the teaching practices characterizes teachers to apply different pedagogical approaches (Abdullah, 2018; Victor, 2011; Xu, 2023). Likewise, the rapid advancement of sophisticated technologies has significantly contributed to a fast-tracking change in multimodal representations of knowledge and contents (Abdullah et al., 2022; Plastina, 2013). Moreover, Liu & Qu (2014) maintain that mixing miscellaneous semiotic modes allows audiences (e.g., students) to shift their perceptions of information. For this reason, teaching multimodality explicitly is required to help students optimize their multimodal literacy.

The rapid development of technologies and increasing attention to the significance of 21st-century skills have shifted the literacy paradigm (Lim, 2018). Walsh (2010) contends that the shifts emerge as a reaction to digitalizing processes of existing curricula, teaching and learning practices, assessments, and policies. Similarly, Kress (2003) elaborated that multimodal literacy is a manifestation of people and their cognitive, affective, cultural, and physical engagement with the world. Further, he claimed that it also deals with how knowledge constructs and is constructed in the current age. Similarly, (Smith, et. al.., 2013) adds that recent communication does not only employ language as a model but also diverse multimodal semiotic resources (e.g., visuals, audio, audiovisuals, graphics, or photography) to make meaning in particular settings. Hence, redefining the notion of literacy remains crucial to understanding that literacy involves not only alphabetic but also more holistic literacy types, namely multimodal

literacy (Christie, 2002; Kress, 2003; Tan et al., 2023).

Multimodal literacy refers to how students understand, respond, and communicate meanings from miscellaneous multimodal texts (Jewitt & Kress, 2010; Kustini, 2023; O'Halloran & Lim, 2011; Van Leeuwen, 2017). Then, Kress (2003) added that multimodal literature heavily emphasizes various 'epistemological commitments' and 'functional specialization to make meaning. In line with this, Mills (2016) postulates that multimodal literacy involves employing two or more modes to make meaning. Also, Mills (2011) assumes that communication tends to occur multimodally due to the involvement of sundry semiotic resources to make meaning, such as spoken or written words, visual images, gestures, posture, movement, sound, or silence. By understanding the pivotal contributions of multimodal literacy practices in language learning and teaching, students are expected to be able to navigate and communicate in the multimodal communicative landscape.

Numerous studies have been conducted to explore multimodal literacy. For example, Lim (2018) probed an instructional approach developed to teach multimodal texts and described the trial of the approach in a secondary school in Singapore. The findings revealed that the systemic functional approach enables students to understand multimodal texts through scaffolding. Also, it supports them in identifying features and certain functions of such texts to make meaning. In another study, Nouri (2019) problematized students' multimodal literacy and design of learning during self-studies in higher education. He found that students became active learning designers.

Besides, they were able to foster their multimodal digital literacy. Lastly, they had a chance to attain learning goals effectively due to available learning technologies.

Furthermore, Damayanti & Febrianti (2020) examined the semiotic resources involved in constructing meanings in picture books. They reported that combining language and images constructed the reading path to outline the flow of information value within the children's book. More recently, Fajriah et al. (2021) scrutinized EFL teachers' competence in interpreting visual-verbal relations to teach multimodal texts. The findings indicated that the teachers had incompletely indicated multimodal competencies. In this case, they could only utilize pictures to facilitate their teaching of the texts. However, they had limited knowledge of how to apply such images for meaning-making activities. More recently, Tan et al. (2023) pored over teaching multimodal literacies with digital technologies and augmented reality. They inferred that digital technologies and augmented realities could engage students through miscellaneous multimodal literacy practices. Given these facts, multimodal literacy is predominant in language pedagogical practices.

Similar to the global context accentuating multimodality in educational areas (e.g., multimodal literacy or multimodal pedagogy), some scholars from Indonesia also conducted studies with the same focus. For example, Drajati et al. (2018) probed English language teachers to develop TPACK and multimodal literacy. Using Technological Pedagogical Content Knowledge (TPACK) significantly contributed to English language teachers' multimodal literacy and professional development. Damayanti & Febrianti (2020) studied the reading path patterns in a children's picture book viewed from multimodal literacy practices. They reported that all parts of the picture book were designed as a page-by-page reading path, enabling readers to have a linear and non-linear reading path. Besides, each page offers a diverse, informative layout, and the wide-ranging patterns guide readers on a linear reading path from the initial to the end of such a picture book. Sidik (2022) dissected the integration of multimodality in English teaching in Indonesian junior high schools. He reported that the teachers applied multimodal artifacts in their English language teaching materials (e.g., images and song video clips). These multimodal artifacts allowed them to optimize other communicative modes (visual, aural, gestural, facial, and spatial) irrespective of the linguistic mode. However, classroom-based multimodal teaching design was not aimed at motivating to participate in multimodality as other meaning resources.

Further, integrating multimodality into English language teaching practices did not affect the School Literacy Movement (SLM) program. Kustini (2023) investigated a project-based multiliteracies instruction to enhance students' multimodal literacy. She mentioned that students could produce assorted multimodal texts with their multimodal knowledge. Also, they could analyze the multimodal features manifested in their multimodal texts well. Sutrisno (2024) recently investigated multimodal literacy and multimodal assignments in Indonesian EFL classrooms. He affirmed that most teachers and students realize the existence of multimodal literacy practices during classroom teaching and

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learning activities. Besides, multimodal assignments support teachers and students in teaching and learning English better. However, this assignment also raised several challenges for teachers and students: inadequate instructional facilities and limited English vocabulary.

Although a plethora of investigative attempts have been performed to address some issues (e.g., multimodal instructional approach, multimodal digital literacy, semiotic resources in children's picture books, and interpreting abilities towards visual-verbal relations), little research on multimodal teaching materials (e.g. (Andriani et al., 2024; Rahikummahtum et al., 2022; Trisanti et al., 2022; Zamzamy, 2021). None have focused on teaching materials students require to develop their multimodal literacy, notably in the Indonesian EFL setting. To fill this gap, the current study investigates what teaching materials students need to cultivate their multimodal literacy.

Methods

Research Design

This study employed an exploratory case study to explore what teaching materials students need to cultivate their multimodal literacy. This type of case study explores phenomena or circumstances where the assessed intervening practices need more obvious information (Yin, 2003). This research method was selected for several reasons. First, it enables the researchers to explore individuals, communities, simple or complicated interventions, relationships, or agendas (Yin, 2003). Second, it allows them to analyze and rebuild the notions of an investigated issue. Eventually, it helps them conceptualize,

appraise, and foster interventions due to its rigor and flexibility (Baxter & Jack, 2008). Briefly stated, this investigative method fits the context and issue of the present study.

Setting and Participants

This case study was conducted in the English Education Department of a state university in Tasikmalaya, West Java, Indonesia. The prominent considerations of selecting the data sources were (1) the existence of Grammar in Multimodal Discourse (hereafter, GiMD) as the course became the investigative focus, (2) the accessibility of gaining the data because one of the researchers of the present study was a teacher in such a course and (3) the aptness of research issues and required data.

The participants of this study were 99 students from three GiMD classes. There were 54 female students and 45 male students. The selected number of participants was based on the notion that the involvement of miscellaneous perceptions of participants in a data set enables the provision of a well-established conceptual framework (Miles & Huberman, 1994). They were 19 to 21 years old. They were the English Education Department. Linguistically, they spoke Sundanese, Javanese, Bataknese, Padangnese, Madurese, and Betawi as their first language (L1), Bahasa Indonesia as their second language (L2), and English as their foreign language (FL). They took part in sixteen meetings during teaching and learning practices. They were recruited since they learned multimodality (multimodal discourse analysis) in the GiMD course. It enables them to have prior knowledge and participate in classroom activities. Also, they agreed to participate in this study. The researchers gave them a consent

form in Bahasa Indonesia to maintain the ethical issue.

This study adopted a purposive sampling technique to recruit the participants (Creswell, 2012). The main consideration of employing this sampling technique was that it allows researchers to select research instruments, collect data, and conduct research appropriately. Besides, this sampling technique helps researchers gain credible, dependable, transferable, and confirmable data (Campbell et al., 2020). Therefore, the purposive sampling technique fits this study's aim and data collection procedures.

Data Collection Procedures

The data were collected through a qualitative survey and semi-structured interview to identify what teaching materials students need to cultivate their multimodal literacy. Braun et al. (2020) argue that qualitative survey allows researchers to obtain contextualized, comprehensive, and new-fangled information and comprehend social problems (Braun et al., 2020). A data collection technique was employed since it encompasses several open-ended questions composed by researchers grounded in a certain issue. In addition, it is self-administered, with questions framed in a permanent form for all investigated participants (Braun & Clarke, 2013). The survey was conducted online. To keep the anonymity and ethical issues, all participants' names were changed into pseudonyms (AI, AF, and DN).

The qualitative survey was distributed in the form of a questionnaire set. This questionnaire set was addressed to 99 students from three GiMD classes. The questionnaire topics were designed by adapting the notion of multimodal

literacy and needs analysis of English language teaching materials (Jewitt, 2008; Showail, 2018; Walsh, 2010). The questionnaire set was divided into four topics, namely (1) the role of GiMD course in preparing the English Education Department students for their learning, (2) reasons for learning GiMD, (3) the most needed multimodal teaching materials for the English Education Department students, and (4) steps in making the multimodal teaching materials appropriate for the English Education Department students. More specifically, 18 questions were created based on such topics. More specific information about the questions is subsequently elucidated.

The table explores the role of the GiMD course in preparing English Education Department Students (EEDSs) for their learning, the reasons for learning GiMD, the most needed multimodal teaching materials, and steps for making these materials appropriate. Each section includes a set of questions aimed at understanding the effectiveness and necessity of the GiMD course and its teaching materials, which are adapted from the works of Jewitt (2008), Showail (2018), and Walsh (2010), reflecting their insights into multimodal discourse and teaching practices.

The first section investigates how the GiMD course helps EEDSs enhance their knowledge of Applied Linguistics. Questions such as "How helpful was the GiMD course in improving your Applied Linguistics knowledge?" and "How well do you think the GiMD course prepared you to use Applied Linguistics knowledge to meet your learning needs in the English Education Department?" aim to gauge the course's effectiveness. Furthermore, the section prompts students to suggest improvements by asking,

"What can the GiMD course do to prepare you better for the kind of Applied Linguistics knowledge required for your teaching practices?" and "What do you think about the content of the GiMD course?" These inquiries highlight the importance of aligning course content with practical teaching needs and ensuring students feel well-prepared.

The second section delves into the reasons behind learning GiMD. Questions like "Why do you need to learn GiMD?" and "How do you think the GiMD course could help you in your academic study?" address the course's motivations. Additionally, the questions explore the course's potential impact on students' future careers, asking, "How do you think that the GiMD course could help your future career?" The section also considers the course's timing, asking, "What is the importance of having a GiMD course in the sixth semester?" and why learning GiMD is essential while studying in the English Education Department.

The third section identifies the most needed multimodal teaching materials for EEDSs. Questions like "Which multimodal teaching materials do you think are the most important for your academic study?" and "Which multimodal teaching materials do you think are the most important for your future work?" encourage students to prioritize materials such as Multimodal Discourse Analysis, Visual Analysis, Multimodality in Textbooks, Social Semiotic Multimodal Frameworks, and Gesture Analysis. Students are asked to choose five materials and provide reasons for their choices, ensuring a thorough evaluation of their academic and professional relevance.

The final section examines how to make multimodal teaching materials suitable for EEDSs. Questions such as "What are the areas of weaknesses in multimodal teaching materials for you as an English Education Department student?" and "How do your weaknesses in multimodal teaching materials affect your achievements in the GiMD course?" aim to identify and address shortcomings. The section also explores students' preferred learning methods, asking, "What is your preferred way of learning?" and assesses the alignment between current materials and Applied Linguistics knowledge. Lastly, it seeks to determine the most effective activities for understanding multimodal teaching materials by asking, "Which kinds of activities are the most important for you as a student in understanding multimodal teaching materials?"

Semi-structured interviews were utilized to calibrate the results of the qualitative survey. They were intended to confirm the qualitative survey data results highlighting what teaching materials students need to cultivate their multimodal literacy. This type of interview is regarded to help researchers collect the data effectively and coherently. Howitt (2016) adds that semi-structured interviews support adjusting interview questions to the participants' unpredictable responses. Similar to the question themes of the qualitative survey, the interviews covered four themes with 18 questions. These topics were (1) the role of GiMD course in preparing the English Education Department students for their learning, (2) reasons for learning GiMD, (3) the most needed multimodal teaching materials for the English Education Department students, and (4) steps in making the multimodal teaching materials appropriate for the English Education

Department students (adapted from Jewitt, 2008; Showail, 2018; Walsh, 2010).

Data Analysis Procedures

Essentially, two types of data were gathered in this study, namely the results of qualitative surveys and semi-structured interviews. On the one hand, the results of the qualitative survey were coded and categorized based on the topics of the distributed questionnaire, namely (1) the role of the GiMD course in preparing the English Education Department students for their learning, (2) reasons for learning GiMD, (3) the most needed multimodal teaching materials for the English Education Department students, and (4) steps in making the multimodal teaching materials appropriate for the English Education Department students. Then, they were analyzed thematically by adopting the Thematic Analysis (TA) (Braun & Clarke, 2006). This study adapted

the thematic analysis. Braun & Clarke (2006) postulate that thematic analysis is an analytical procedure that analyzes, manages, depicts, and informs themes within a data set.

Further, King (2004) and Braun & Clarke (2006) note that thematic analysis provides an adept and plentiful, particular, and diverse strategy, facilitating the researchers' refashioning of them to fit demanded empirical investigations. Similarly, Braun & Clarke (2006) argue that thematic analysis does not require the specific theoretical and technical insight of distinctive qualitative frameworks. The analysis covered six main stages: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006).

Figure 1
Data analysis procedures

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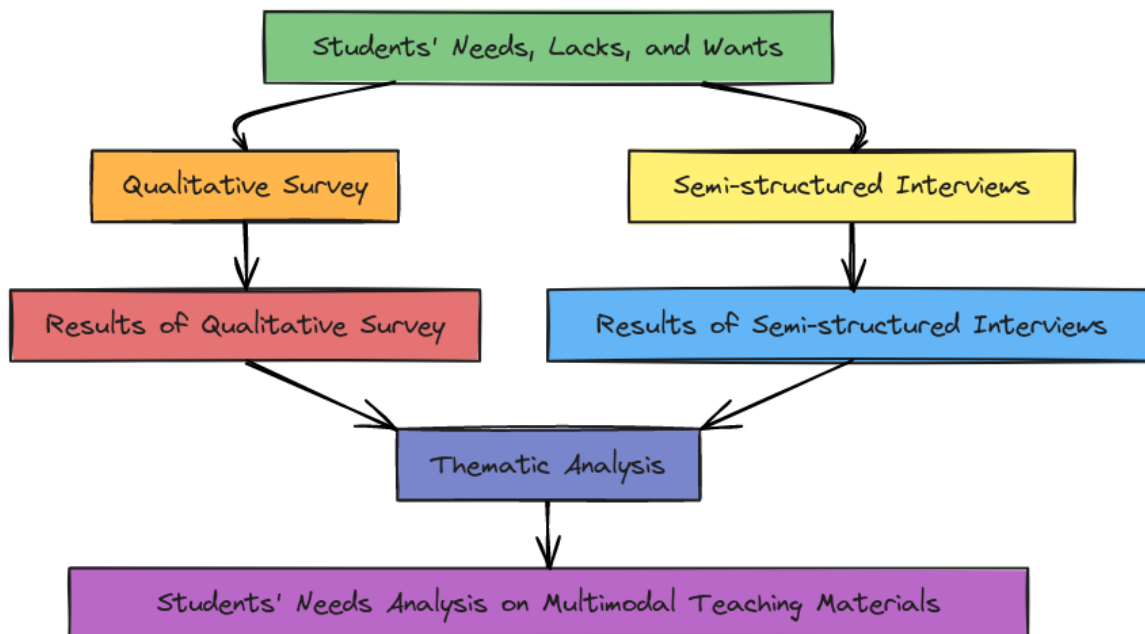
On the other hand, the results of semi-structured interviews were transcribed using a secretarial transcription style that primarily focuses on what is uttered, not how it is uttered (Howitt, 2016). Once the data had been transcribed, they were analyzed by employing TA. The results of the analysis of qualitative surveys and semi-structured interviews were compared as an attempt at triangulation (Creswell, 2012; Howitt, 2016). It was undertaken to ensure the trustworthiness of this study, as viewed from data collection and analysis (Creswell, 2012; Lincoln & Guba, 1985). To facilitate understanding of the data analysis procedures, a flowchart is outlined subsequently.

Findings and Discussion

Praxis-oriented multimodal teaching materials

Praxis-oriented multimodal teaching materials become the teaching material students need to develop their multimodal literacy. Students can understand and practice the conceptual knowledge of multimodality. As an illustration, AI argued that she could enhance her linguistic skills while learning multimodality in Grammar in Multimodal Discourse (hereafter, GiMD) class. Also, she added that the teaching materials enabled her to comprehend meanings represented in various multimodal texts, such as posters, websites, pictures, and facial expressions (e.g., "As in the Gimd course, we studied the meaning of the poster, website, picture, facial expression, and others"). Besides, she acknowledged that these teaching materials equip her to be a more competent English teacher in the future (e.g., we also studied the meaning of facial expressions in the class, which is very helpful for us as the candidate for the teacher in the future).

Table 1

The extracts of praxis-oriented multimodal teaching materials

Participants	Extracts
AI	This course facilitated me to understand meanings represented in posters, websites, pictures, and facial expressions, contributing to being a prospective English teacher.
AF	The multimodal teaching materials allowed us to connect theoretical and practical knowledge in multimodality. This was very helpful to prove our understanding through practical learning activities guided by the teaching materials.
DEI	Multimodal teaching materials helped us comprehend the meaning-making process beyond the linguistic dimension, enriched our knowledge of Applied Linguistics, and bridged our theoretical and practical understanding of multimodality. Briefly stated the teaching materials wrapped in the GiMD course provide new knowledge to learn and apply.

Another participant, AF, contended that multimodal teaching materials bridge her theoretical knowledge of multimodality to practical knowledge. Once she learned

multimodal teaching materials theoretically, she practiced them by accomplishing the given tasks. She claimed that this teaching material led her to prove her understanding of what she comprehended theoretically. In particular, the teacher assigned tasks that represented multimodal teaching materials learned in the classroom, such as analyzing an educational poster through the visual analysis framework proposed by Kress and van Leeuwen (Kress & Van Leeuwen, 2006), website analysis with Multimodal Social Semiotics (MSS) (Kress, 2010), facial expressions with Feng and O'Halloran's facial expressions analytical framework (Feng & O'Halloran, 2012) and other types of multimodal teaching materials.

Likewise, DEI mentioned that multimodal teaching materials enrich her knowledge of Applied Linguistics. As an illustration, the materials encourage her to be able to perform text analysis multimodally. Besides, he mentioned that teaching materials also equip her with specific domains of Applied Linguistics knowledge for the practices of multimodal text analysis. More particularly, she assumed that these materials empower her to bridge her theoretical to practical knowledge of multimodality (e.g., "In addition, in GiMD, we are required to be able to apply our knowledge of applied linguistics in analyzing matters related to visuals, texts, and verbally"). Additionally, she contended that the GiMD course offers teaching materials that have not been learned and applied previously.

Regarding this point, Halliday (1993) argued that language plays a pivotal role in learning practices where experiences produce knowledge. Moreover, Siegel (2014) contends that students should be engaged in a content topic (conceptual knowledge) to begin the process of knowledge building. Similarly, Postholm (2012) adds that theories, demonstrations, and opportunities to practice enable teachers to enhance their professionalism. With these in mind, language learning is related to how a language is understood theoretically through cognitive activities and is practically applied through social activities (Vygotsky & Cole, 1978). To sum up, designing multimodal teaching materials should facilitate students to conceptualize what they learn and practice the learned concepts to optimize learning outcomes.

Awareness-raising Multimodal teaching materials

Awareness-rising multimodal teaching materials become another finding revealed in the current study. The students require this type of teaching material to foster their multimodal literacy. Some students claimed that these teaching materials enable them to comprehend the essence of teaching materials and how they are internalized. AY contended that GiMD offers multimodal teaching materials that shape her applied linguistics knowledge. In this case, she learned how to analyze multimodal texts (e.g., posters, websites, textbooks, facial expressions, and video movement) through various approaches. Besides, such teaching materials help improve her speaking and writing skills. Likewise, she verbalized that awareness-raising multimodal teaching materials encourage her to implement what was learned theoretically in real classroom practices, such as employing multimodal facial expressions analysis to understand the student's learning behavior. She concluded that the teaching materials enabled

her to improve her knowledge of Applied Linguistics.

Like AY, YUS maintained that the teaching materials delivered in the GiMD course stimulated him to think critically and possess language awareness in and out of the classroom. For example, language awareness and situation awareness indicate that he knows the importance of language and situation awareness during communication. He added that this awareness is required for academic purposes (e.g., classroom learning activities) and non-

academic purposes (e.g., real-life communication). In addition, YUL remarked that the multimodal teaching materials promoted meaning-making activities. In particular, he illustrated that the teaching materials supported him to select, comprehend, interpret, and communicate meanings (messages) contained within a variety of multimodal texts (e.g., "I think GiMD help me to interpret the message that the creator wants to deliver the message through their creation to the reader, so after I have learned GiMD I start to analyze the things that the creator made for the public").

Table 2

The extracts of awareness-raising multimodal teaching materials

Participants	Extracts
AY	GiMD provides us with multimodal teaching materials building my knowledge in Applied Linguistics. In such a course, I learned how to analyze posters, websites, textbooks, facial expressions, and video movements by employing miscellaneous approaches. Additionally, the teaching materials enhance my speaking and writing skills. More importantly, I am aware that these teaching materials allow me to link the theories and practices of multimodality in real classroom activities. These activities encompass employing multimodal facial expression analysis to understand the student's learning behavior. Briefly stated I can conclude that the existing multimodal teaching materials help me improve my knowledge of Applied Linguistics, especially multimodal discourse analysis.
YUS	I need to learn GIMD as a language awareness and situation awareness. I need GIMD as a way of critical thinking in life, not only purposes for education critical thinking but also needed it for other activities.
YUL	I think multimodal teaching materials helped me interpret a message communicated by a poster creator through various semiotic resources, such as gestures, body language, symbols, facial expressions, gestures, paralinguistics such as loudness or tone of voice, body language, proxemics or personal space, eye gaze, haptics (touch), appearance, and artifacts.

Further, he elucidated that such teaching materials help him learn to judge someone carefully. He argued that learning multimodality

makes him aware of meanings in dimensions other than language. In other words, understanding what meaning is communicated

should be viewed from miscellaneous perspectives (e.g., speakers, hearers, writers, and readers) and modes of communication, such as visual, audio, tactile, olfactory, spatial, kinaesthetic and audiovisual modes ("we do not know what the creator wants to say, because meaning is not always expressed through speech but also writing, gestures, body language, symbols facial expressions, gestures, paralinguistics"). Overall, the existing multimodal teaching materials vary the students' roles, not only as meaning receivers but also as meaning-makers.

MacLennan (1994) points out that motivating students to investigate and discuss teaching materials (e.g., L1 and L2 metaphors) in the classroom allows them to experience various awareness-raising activities. Similarly, Schmidt (2012) elicits that global alertness to the target language input remains inadequate since language learning practices should be led to what students need in specific areas. Moreover, Saaty (2016) claims that awareness-raising activities help students practice what they have learned (concrete source domains) and theorize what they practice through sensorimotor-based learning experiences. In conclusion, awareness-raising activities in multimodal teaching materials enable them to perform autonomous learning since their self-motivation and self-regulation drive them to learn.

Academic and professional orientation of multimodal teaching materials

The ultimate goal of teaching and learning practices is to encourage students to gain both successful academic and professional orientations. Regarding the context of this study, the learned multimodal teaching materials were designed to facilitate them in attaining academic

and professional success. As evidence, SM mentioned that GiMD was an excellent course to help her prepare to be an English teacher. In particular, she elicited that the offered teaching materials in the GiMD course enabled her to discover appropriate solutions for real English language teaching practices. Also, she added that the solutions emerged from the applied knowledge meeting the student's learning needs. Another student, SAND, uttered that the GiMD course assisted her in making meaning. She affirmed that meaning-making relies not only on language use but also on multimodality. In this sense, she exemplified the employment of semiotic resources in multimodal communication (e.g., images, gestures, or designs). She broadened her insight into what meanings were represented in such semiotic resources and how those meanings were communicated to interlocutors (e.g., readers or hearers). (Mohan, 1986) asserts that language is a vehicle of teaching materials (contents) bringing abstract ideas to the concrete world.

Similarly, TAN spelled out that multimodal teaching materials in the GiMD course prepared her to be an analytical and professional English teacher. She declared that multimodal teaching materials encouraged her to be able to analyze situations so that the student's learning behaviors could be responded to appropriately and proportionally. For example, she revealed that multimodal facial expression analysis is one of the multimodal teaching materials that is assumed to be properly applied in the classroom. By having sufficient knowledge of this teaching material and practicing it concretely in the classroom, she claimed that she could recognize the typical characteristics of her students. In other words, multimodal facial

expression analysis generated her language teaching awareness. Her utterance indicated that conducive classroom learning activities could be attained if she could read and interpret the students' language learning behaviors through their facial expressions. Hence, students should be prepared to have in-depth and broadened insights to comprehend multimodal texts, such as judging, identifying viewpoints, and spelling out the values of such multimodal texts (Fajriah et al., 2021).

Table 3

Participant Feedback on the GiMD Course

Participants	Extracts
SM	In my opinion, GiMD was an excellent course since it gave me a chance to prepare for being a competent English teacher. To exemplify, the course offered me teaching materials that stimulated me to find solutions for my English language teaching activities. Then, it helped me find applied knowledge that fits the needs of students while English language learning.
SAND	I felt that the GiMD course facilitated me to make meaning. I realized that the making meaning process did not only involve the language but also multimodality. For example, I had just known that images, gestures, and designs as semiotic resources played important roles in multimodal communication. They widened my knowledge of meanings characterized in a text. Besides, they helped me communicate my ideas to my hearers or readers.
TAN	With adequate knowledge of these teaching materials, I could identify particular characteristics of my students and manage the classroom atmosphere to be conducive. Multimodal teaching materials helped me to be an analytical and professional English teacher.

Simplified and understandable multimodal teaching materials

For instance, FEL spelled out that the GiMD course helped her comprehend her physical and linguistic environments well through the delivered teaching materials. Even she claimed that the teaching materials were conveyed effectively (e.g., "GiMD has helped me to gain a better understanding of the teaching environment, and this course is effectively already providing excellent materials delivery)." Besides, the phrase excellent materials delivery represents her satisfaction with how multimodal teaching materials were served. Furthermore, she did not only highlight the quality of teaching materials delivery but also the currency of existing materials. She argued that the teaching materials provided in the GiMD course offer updated theories or fresh issues to be discussed. In other words, they enable her to explore new things related to multimodality and expand her insights on how multimodal knowledge is applied in real communication practices, especially in language pedagogy. In addition, she realized that the taught multimodal teaching materials allowed her to activate her linguistic knowledge. For example, she could understand meanings represented in various texts multimodally.

Table 5
The extract of simplified and understandable multimodal teaching materials

Participants	Extracts
FEL	The GiMD course assisted me in understanding my physical and linguistic environments well through the given teaching materials. I perceived that the teaching materials were delivered successfully. This excellent materials delivery was also supported by the updating theories and fresh issues to discuss. With this in mind, the materials allowed me to explore new things concerning multimodality and develop my insights into language pedagogy. Further, the materials encouraged me to foster my linguistic knowledge through multimodal texts.
GIN	Multimodal teaching materials are harmonious with my learning needs. This can be proven through their contributions to my English language learning practices, such as multimodality in a textbook, space and movement analysis in ELT practices, gesture analysis, multimodality on facial expression, and teaching multimodal texts to elementary and secondary school students.

Another piece of evidence comes from GIN eliciting that the GiMD course gave him the needed teaching materials. He mentioned several topics in multimodal teaching materials, such as multimodality in a textbook, space, and movement analysis in ELT practices, gesture analysis, multimodality on facial expression, and teaching multimodal texts to elementary and secondary school students. He explained that multimodality in a textbook supports him in analyzing the contents of a book to meet the student's needs and capacities before being distributed to students. Besides, space and movement analysis in ELT practices helped teachers manage the classroom learning activities to run effectively. One of the classroom management is organizing behavioral learning (e.g., students' movements) and infrastructures (e.g., classroom spaces). Likewise, gesture analysis and multimodality on facial expressions were believed to sharpen his non-verbal communication on what students performed amid teaching and learning practices. Eventually, teaching multimodal texts to elementary and secondary school students facilitated him in selecting and designing proper teaching materials for his students anchored in multimodal text analysis activities (e.g., choosing multimodal texts for elementary school students). Above all, he concluded that simplified multimodal teaching materials can become a realistic and effective solution for the teacher to transfer the multimodal knowledge to the students. By doing so, the complexity of multimodal teaching materials can be minimized, and the student's understanding of them can be maximized.

The findings align with the scrutiny conducted by Rix (2004), claiming that designing shorter and simpler teaching materials allowed students to digest the provided input and increase their understanding. Further, he postulated that simplified language texts have

undergone two major pedagogical philosophical approaches: instructive and constructivist. For this reason, teachers can modify the existing teaching materials to match the student's learning needs through adoption, adaptation, and creation (Edge & Garton, 2009).

Critical multimodal teaching materials

Students did not only wish to have praxis-oriented, awareness-raising, academically and professionally oriented but also critical multimodal teaching materials. To exemplify, BELL described that the GiMD course, through its teaching materials, taught him and his classmates to be critical in understanding the context of the situation and culture. He exemplified that his critical thinking emerged when analyzing a text with a multimodal analytical framework (e.g., Multimodal Social Semiotics). Applying multimodal knowledge to analyze a text enables him to be more critical since the analyzed text informs the explicit and implicit meanings. These meanings can be identified through textually oriented analysis and interpreted with the context of the situation and the context of the culture of the text. Given this fact, multimodal teaching materials build his critical view on a phenomenon, an actor, the goal, and the relationship among them.

In the same way, PIQ admitted that the multimodal teaching materials she had received improved her knowledge of applied linguistics (e.g., "I acknowledged that multimodal teaching materials in the GiMD course increased my applied linguistics knowledge"). She deciphered that one of the impacts of learning such materials was to be more sensitive to various multimodal texts and semiotic resources viewed from multiple perspectives.

Table 6

The extracts of critical multimodal teaching materials

Participants	Extracts
BELL	The GiMD course provided me with teaching materials that helped me generate my critical thinking skills. Besides, they also shaped my understanding of particular contexts and cultures. I got this experience when I was assigned to analyze a text by using a certain tool, such as Multimodal Social Semiotics (MSS). By analyzing the text with such a tool, I can explore not only explicit but also implicit meanings represented in a text.
PIQ	Multimodal teaching materials increased my knowledge of Applied Linguistics, such as my awareness and sensitivity to particular discourses in texts.

It aligns with Borg's notion (201 that teachers should be critical consumers of educational scrutiny to help them filter information and respond to it. Then, Schneider & Schoenberg (1998) claim that people who can think for themselves are free-thinking. Another notion explicates that critical thinking refers to the ability to understand various situations (Norris, 1992; Paul, 2002). Further, Lipman (2003) adds that critical thinking represents the skill to judge

others appropriately by considering the sensitivity to contexts. Conversely, although critical thinking skills allow people to be critical thinkers, they should be able to conceptualize and practice what they learned based on beliefs, tactics, and evidence (Ennis, 1987; Norris, 1992). Briefly stated, the critical teaching materials in the GiMD course activate the students' critical thinking skills as mandated by the curriculum, namely to equip students with higher-order thinking skills (HOTs).

Visual-verbal relation-informed teaching materials

The last thematic finding disseminated in the present study is the visual and verbal relation of teaching materials. In this respect, the provided teaching materials in the GiMD course empowered students to identify and und the visual-verbal relation-informed teaching materials. As an illustration, BRYN commented that visual-verbal relation-informed teaching materials allowed her to make meaning in verbal and non-verbal communication. This meaning-making process appeared when she analyzed assorted multimodal texts, such as posters, social media, space, and movements. It made her aware that images, movements, colors, shapes, sizes, fonts, margins, and other features of multimodal texts indicated meanings. Given this fact, she wanted to use her multimodal literacy part-time as a private English teacher, writer, and content creator. She could emphasize the significance of semiotic resources when communicating her ideas. However, Kress & Van Leeuwen (2006) maintain that students are not introduced to comprehend the meanings behind the pictures representing their attention and engagement. To sum up, multimodal teaching materials can shape the students' multimodal literacy.

Another argument comes from FEL, stating that the visual and verbal aspects of multimodal teaching materials affected the level and rapidity of her understanding of the delivered teaching materials. In particular, she enunciated that a proportional combination of visual and verbal teaching materials in the GiMD course facilitated her in reducing the ambiguity of concepts and practices in multimodality. To illustrate, visual analysis of an educational poster allowed her to observe the poster's visual and verbal (linguistic) characteristics. By doing so, she can conclude what is communicated by the text. A similar assumption was also addressed in other multimodal text analysis practices, such as websites, textbooks, facial expressions, and social media (e.g., Instagram). Furthermore, she asserted that this teaching material potentially invigorated her understanding, literacy, and awareness of multimodal features represented in various texts.

In addition, AI contended that integrating visual and verbal features in multimodal teaching materials helped her write academically (e.g., essays). It did not only assist in writing a text but also in interpreting multimodal features embedded in such a text (e.g., pictures and facial expressions). Further, she claimed that combining visual and verbal teaching materials allows her to visualize, conceptualize, design, and reflect on the ideas in her essays. Lundy & Stephens (2015) contend that visuals facilitate students' understanding of the meanings of multimodal texts contextually. Likewise, Kędra & Žakevičiūtė (2019) state that visual features in the pictures enable students to generate their multimodal literacy and articulate

what they think. Hence, visual-verbal relation-informed teaching materials facilitate students in understanding and internalizing multimodality.

Table 7

The extracts of visual-verbal relation-informed teaching materials

Participants	Extracts
BRYN	I think visual-verbal relation-informed teaching materials allow me to make meaning both verbally and non-verbally. I got this benefit when I was analyzing various multimodal texts, such as posters, social media, space, and movements. By doing so, I realize that images, movements, colors, shapes, sizes, fonts, margins, and other elements of multimodal texts represent meanings. Concerning my job as a private English teacher, an author, and a content creator, I planned to use my multimodal literacy. As an example, I will teach my students multimodal texts. Other examples are related to my brainstorming process to generate ideas before writing and creating content for my social media.
FEL	The visual and verbal aspects of multimodal teaching materials influenced me to understand the given teaching materials. In this case, a balanced blend of visual and verbal teaching materials in the GiMD course helped me minimize the ambiguous notions and practices in multimodality. For instance, when I was analyzing an educational poster with a particular analytical approach, I was required to be able to observe the visual and linguistic evidence of the poster. Once I did it, I should be able to conclude what meaning was communicated by the poster. I also underwent the same learning experiences when analyzing other multimodal texts, such as websites, textbooks, facial expressions, and social media (e.g. Instagram). Additionally, I believe that this type of teaching material enables me to enhance my comprehension, literacy, and awareness of multimodal elements and meanings situated in various texts.
AI	Multimodal teaching materials enable me to produce an effective essay, interpret multimodal features in a text (e.g., images, facial expressions, gestures, etc.), and enhance my understanding of the importance of integrating visual and verbal information to make meaning.

Conclusion

The current study probes what teaching materials students need to develop their multimodal literacy, notably in the Indonesian EFL milieu. The findings reported that the needed multimodal teaching materials to help them develop their multimodal literacy encompass six themes, namely (1) praxis-oriented multimodal teaching materials, (2) awareness-raising multimodal teaching materials, (3) academic and professional orientation of multimodal teaching materials, (4) simplified and understandable multimodal

teaching materials, (5) critical multimodal teaching materials, and (6) visual-verbal relation-informed teaching materials.

Initially, in praxis-oriented multimodal teaching materials, students can understand and practice the conceptual knowledge of multimodality. In this case, they were equipped to have stronger knowledge and more experiences on how multimodal teaching materials help them improve their multimodal literacy. Moreover, awareness-raising multimodal teaching materials portray several students arguing that they enable them to comprehend the essence of teaching materials and how they are internalized. The academic and professional orientation of multimodal teaching materials refers to how the learned multimodal teaching materials were designed to facilitate them in attaining academic and professional success. Moreover, simplified and understanding multimodal teaching materials emerge as a representation of what they need while learning multimodality in the GiMD course. Simplified multimodal teaching materials are expected to facilitate students' understanding of multimodality. Correspondingly, multimodal teaching materials build critical views on a phenomenon, an actor, the goal, and the relationship among them. Finally, visual-verbal relation-informed teaching materials are crucial in generating students' multimodal literacy. The provided teaching materials in the GiMD course empowered students to identify and understand the visual-verbal relation-informed teaching materials. Above all, visual-verbal relation-informed teaching materials facilitate students in understanding and internalizing multimodality.

Pedagogically speaking, multimodal teaching materials adjusted to the student's language learning needs allow students to cultivate their multimodal literacy. Practically, the findings of this study can be a cornerstone for selecting and designing appropriate teaching materials.

Although this study contributes valuable findings, several limitations, such as time constraints, diagnostic investigative attempts, students' perspectives, and descriptive-analytical approach, should be considered. In response to these limitations, future investigations can conduct a longitudinal study, exploratory studies, or Action Research (AR), focus on the teachers' perspectives, and apply critical analytical approaches (e.g., Critical Discourse Analysis or Critical Multimodal Discourse Analysis).

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