

Multimodal Literacy and Multimodal Assignments in 🇮🇩 Indonesian EFL Classrooms 🇮🇩 : An Analytical Review of Potential Opportunities and Challenges

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INTRODUCTION

The New London
Group (1996)
"Multiliteracies"

Kress (2000,2003)
"All text are
multimodal"

Miller (2007) "Print only" vs
"Digital media composing"
Mills (2010) "Digital Natives"



LITERATURE REVIEW

Yiungjoo Yi (2014)

Reimagine assessment, print vs multimodal
Curriculum follow multimodal or otherwise?

“text-based linguistics” vs “non-linguistics mode”

(Yi & Choi; 2015, Yi, Angay-Crowder; 2016)

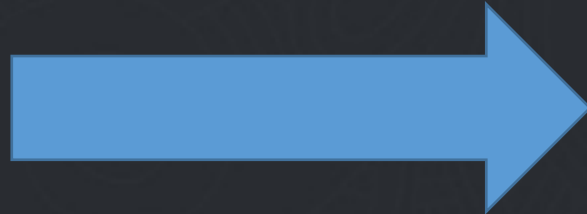
Hafner & Ho (2020)

Multimodal assignments require multimodal grading
“creativity & originality”, “organization”, “delivery”,
“modal interaction”, “variety”, “genre”

Disciplinary vs expression, individual vs collaboration

Lim & Polio (2020)

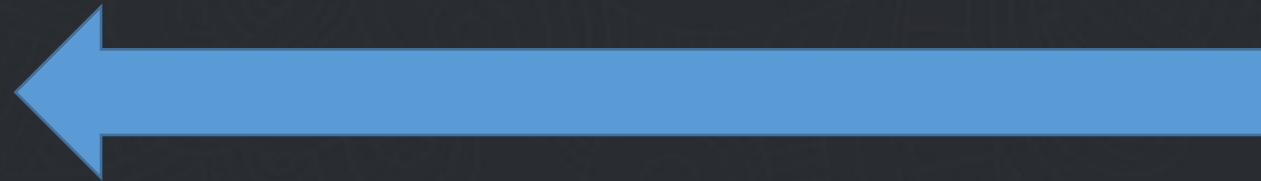
METHOD



(Hsieh & Shannon, 2005)
The Content Analysis

Requirements need to be met for selected studies for this study

1. Studies exploring multimodal literacy & multimodal assignments
2. Collecting data from teachers and students in the EFL Classrooms
3. Published from Indonesian scholars in the past recent years



Research Questions Grouping for selected studies for this study

1. How multimodal literacy and multimodal assignments are incorporated and implemented into Indonesian EFL classrooms
2. What are the opportunities of incorporating multimodal literacy and multimodal assignments into Indonesian EFL Classrooms
- 3 What are the challenges of incorporating multimodal literacy and multimodal assignments into Indonesian EFL Classrooms





FINDING AND DISCUSSION

Incorporating Multimodal Literacy	Potential Opportunities	Potential Challenges
<p>Suherdi (2015) Multimodality enables context and exposure about keywords</p> <p>Promono & Suherdi (2019) Pre-service teachers possess high multimodal literacy</p> <p>Tan et al (2019) Pre-service teachers gain implicit knowledge about multimodality</p> <p>Seftika et al (2021) The use of visuals helps students comprehend the concepts</p> <p>Trisanti et al (2022) In-service teachers able to switch multimodal and traditional</p>	<p>Suparmi (2017) Multimodality environment for better students' writing performance</p> <p>Nabhan & Hidayat (2018) Students' digital natives and digital literacy</p> <p>Djamdjuri (2021) Students' preference for YouTube and Zoom</p> <p>Wulan et al (2022) Exposure to alternatives technology through Digital Multimodal Composing</p> <p>Sholikkah (2023) Multimodality improving students' motivation</p>	<p>Ilmi et al (2020) Students' collaborative work can be seen as a challenge</p> <p>Sari (2020) Wattpad improves students' motivation but not about grammar</p> <p>Aryana et al (2022) Incorporating music is not always helping the students</p> <p>Sidik (2022) Multimodality still used as supplementary therefore there needs to be a specific training for teachers</p>

CONCLUSION

Teachers have been teaching EFL through multi modes of meaning-making aligning with *New London Group* (1996) including visual using PowerPoint slides, and images; auditory using music; or both through videos or YouTube videos.

There are multiple potential opportunities by applying multimodal literacy in Indonesian EFL classrooms due to the fact that students nowadays are considered digital natives caused the smooth transition not only from traditional modes compared to multimodal modes but also in-person meetings to online/virtual meetings. Versatile teachers who accommodate multimodal and non-multimodal practices also support Miller (2007) argument that there needs to be flexibility considering students' diversity in navigating multimodal practices. Moreover, other opportunities that can be seen are the noticeable increase in students' motivation when it comes to multimodal learning as well as the exposure to develop collaborative skills.

Finally, it is also crucial to acknowledge the challenges experienced by not only the students but also the teachers as what Sidik (2022) has found that three needs to be professional development specifically created and aimed for the teachers to be well equipped in regards to the knowledge and skills about multimodal literacy practices to ensure better implementation of multimodal learning in Indonesian EFL classrooms.

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