



Exploring Teachers' Multimodal Pedagogy Practices: Leveraging Visual Resources in English Classroom

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Abstract

Research Background: English language education has evolved significantly in recent decades, especially with the increasing use of visual resources in teaching. The use of visual resources such as images, videos, and infographics has become an integral part of modern pedagogy, known as multimodal pedagogy. This research was conducted to understand how teachers utilize visual resources in their teaching practices in English classrooms. **Research Objective:** This study aims to explore and document multimodal pedagogical practices used by English teachers in utilizing visual resources to enhance students' learning experience. **Research Method:** This research uses a qualitative approach with a case study method. Data were collected through classroom observation, in-depth interviews with teachers, and analysis of teaching documents. Observations were made at several junior high schools in major cities, and interviews were conducted with ten experienced English teachers. **Research Results:** The results show that teachers use a variety of visual resources to support their teaching. The use of relevant images and videos helps students understand the subject matter better. In addition, infographics and visual sketches are used to explain complex concepts. Teachers also incorporate digital technologies such as multimedia presentations to make learning more interactive and engaging. **Research Conclusion:** This study concludes that the use of visual resources in multimodal pedagogy practices is very effective in increasing students' understanding and involvement in the teaching and learning process. Teachers who use this strategy succeed in creating a more dynamic and interactive learning environment, which ultimately improves student learning outcomes..

Keywords: *multimodal pedagogy, visual resources, English classroom*

Introduction

English language education has undergone various significant changes along with the development of technology and teaching

methods (Mubarok et al., 2020). The use of technology in education allows for more interactive and engaging teaching for students. Teachers in different parts of the world are beginning to integrate visual resources into their teaching, such as images, videos, and infographics. The use of visual resources aims to increase students' understanding of the material taught (Aldila, 2016).

Research shows that the use of visual media in the learning process can increase student retention and understanding. Visual media helps simplify complex and abstract concepts, making them easier for students to understand. Visual resources are also able to attract students' attention and make them more involved in the teaching and learning process. The use of visual resources is also aligned with multimodal learning theory which puts forward the use of various modalities to facilitate effective learning.

In the English classroom, the use of visual resources is becoming increasingly important along with the need to teach language in a more real and relevant context (Hidayat, 2020). Images and videos can provide visual context that helps students understand actual communication situations. The use of infographics and visual sketches also helps explain English grammar and structure that students often find complex. This makes English teaching more interesting and relevant for students (Suwarno & Julaiakah, t.t.).

Teachers who use a multimodal pedagogy approach by utilizing visual resources show a better ability to keep students' attention (Abourehab, 2023). Studies have shown that students who learn by using a variety of modalities tend to have better learning outcomes compared to those who learn with one modality alone. The use of digital technology in teaching also allows teachers

to create more dynamic and interactive learning materials.

The use of visual resources in English language teaching also allows teachers to more easily assess student understanding. Visual media such as images and videos provide opportunities for students to demonstrate their understanding visually, which is often more accurate compared to written assessments (Arifin & Ilyas, 2020). In addition, visual resources also help students with a variety of learning styles, including those who are more likely to learn visually.

This study aims to explore how English teachers use visual resources in their teaching practice. The study also sought to understand the impact of visual resource use on student engagement and understanding. Thus, the results of this study are expected to provide new insights for educators in improving the effectiveness of English language teaching through the use of visual resources.

The use of visual resources in English language teaching has been recognized to provide various benefits for the teaching and learning process. However, despite numerous studies demonstrating the effectiveness of visual media use, there are still a number of unanswered questions regarding how teachers implement these practices in real contexts in the classroom. Knowledge of the specific strategies used by teachers, as well as the obstacles they face in integrating visual resources, is still limited (Pambudi et al., 2024).

Previous research focused more on student learning outcomes without delving deeper into the processes and methods used by teachers (Huda, 2022). The need for a more comprehensive understanding of how teachers design and implement multimodal teaching is urgent. In addition, the long-term impact of the use of visual

resources on the development of students' English skills has not been explored much.

There is still little information about variations in multimodal pedagogy practices across different educational contexts, especially in countries with limited resources. This research needs to pay attention to how cultural differences and educational systems affect the use of visual resources. By understanding these differences, we can identify the most effective and adaptable strategies in different learning environments.

This research aims to fill the knowledge gap by exploring the practice of multimodal pedagogy used by English teachers. The main focus of this research is to identify effective strategies, challenges faced by teachers, as well as the long-term impact of the use of visual resources on student learning outcomes. Through this approach, it is expected to make a significant contribution to the development of more innovative and inclusive teaching methods in English language learning.

A deep understanding of the practice of multimodal pedagogy is essential to improve the effectiveness of English language teaching. Through this research, it is expected to find various strategies used by teachers in utilizing visual resources, as well as the challenges they face in the teaching process. Identifying effective strategies can help other teachers to adopt similar methods and adapt them to their own teaching contexts.

The study also aims to provide insight into how the use of visual resources can improve students' engagement and understanding in learning English. The results of this study are expected to provide empirical evidence that supports the importance of integrating visual resources in teaching. Thus, it can make a

significant contribution to the development of more innovative and inclusive curriculum and teaching practices.

It is hoped that this research can provide practical recommendations for educators and policy makers in implementing and supporting the use of visual resources in English classrooms. Through a better understanding of multimodal pedagogy practices, it is hoped that a more effective and engaging learning environment can be created, which will ultimately improve student learning outcomes.

Method

This research uses a qualitative research design with a case study approach to explore multimodal pedagogical practices used by English teachers (Drewski, 2023). This design was chosen because it allows researchers to gain an in-depth understanding of complex phenomena through detailed analysis from multiple perspectives. Case studies provide flexibility in exploring teaching practices across a range of different educational contexts.

The study population consisted of English teachers who taught in junior high schools in large cities. The study sample was taken purposively, by selecting ten teachers who were considered to have experience and ability in using visual resources in their teaching. The teachers selected for this study have diverse backgrounds in terms of teaching experience and the type of school they teach in (Mason, 2020a).

The main instruments used in this study were classroom observation, in-depth interviews, and analysis of teaching documents. Class observation is conducted to observe firsthand how teachers utilize visual resources in the teaching process. In-depth interviews were conducted to explore the understanding, strategies, and

challenges faced by teachers in implementing multimodal pedagogy. Teaching documents such as lesson plans and teaching materials were also analyzed to support observation and interview data (Mason, 2020b).

The research procedure begins with conducting class observations on each teacher who is the research sample. After that, in-depth interviews were conducted with each teacher to get more information about their teaching practices. Data obtained from observations and interviews were then analyzed thematically to identify key patterns and themes related to the use of visual resources in English language teaching. Analysis of teaching documents was also carried out to strengthen findings from observations and interviews (Bakken, 2023).

Results and Discussion

The description of the data obtained from classroom observations shows that 70% of the observed teachers actively use visual resources in their teaching. This data was taken from 10 different classes, with each teacher teaching an average of 25 students per class. The use of visual resources such as images, videos, and infographics is recorded in observation records. Table 1 presents detailed statistics on the use of different types of visual resources by teachers.

Visual Resource Types	Number of Uses by Teachers (%)
Picture	50%
Video	30%
Infographic	20%

Table.1 Types of Visual Resource Usage

An explanation of this data shows that images are the type of visual resource most often used by teachers. As many as 50% of teachers use pictures as their

primary teaching aid. Video usage reaches 30%, while infographics are used by 20% of teachers. This analysis shows that images are more accessible and integrated into teaching compared to videos and infographics that require more preparation.

The description of the data further shows variations in the use of visual resources based on the teacher's teaching experience. Teachers with more than 10 years of experience tend to use infographics more often compared to newer teachers. Teachers who are new to teaching (with less than 5 years of experience) use pictures and videos more often. Table 2 presents the distribution of visual resource use by teaching experience.

Teaching Experience	Image (%)	Video (%)	Infographic (%)
< 5 years	60%	35%	5%
5-10 years	50%	30%	20%
> 10 years	40%	25%	35%

Table 2. Visual Resource Usage Distribution

This data explanation shows that teaching experience influences the choice of visual resources used by teachers. More experienced teachers tend to choose infographics for their ability to present visually complex information. Newer teachers may feel more comfortable with images and videos because of their ease of use and familiarity with digital technology.

Data relations show that the use of visual resources has a significant effect on student engagement in the learning process. Students in classes that use visual resources are more active and engaged in class discussions compared to students in classes that use only traditional teaching methods. Observational data shows an increase in student participation of up to 25% in classes that use visual resources regularly.

Data descriptions from case studies show that the use of infographics by experienced teachers results in a better understanding of complex concepts. One teacher who has been teaching for over 15 years uses infographics to explain complex sentence structures in English. Students show better understanding and are able to apply the concept in the exercises given.

This data explanation indicates that infographics are an effective tool in simplifying and conveying complex information. Teachers who use infographics report that students find it easier to remember and understand the material taught. This case study reinforces the finding that infographics can improve the quality of teaching and student understanding.

Data relations show that student engagement increases with the use of more interactive visual resources. Students in classes that use videos and infographics are more likely to participate in classroom activities and show greater interest in the lesson. Data from interviews with teachers confirm that visual resources help create a more dynamic and engaging learning environment.

Discussion

A summary of the study's "results" shows that English teachers who utilize visual resources in their teaching tend to see increased student engagement and understanding. The use of images, videos, and infographics varies based on the teacher's teaching experience, with more experienced teachers tending to use infographics more often. Observational and interview data show that visual resources help simplify complex concepts and make learning more engaging for students. The results of this study indicate that the use of multimodal pedagogy can increase the effectiveness of English language teaching.

The relationship between the results of this study and other studies shows consistency with previous findings stating that visual media can increase student understanding and retention. Several other studies have also highlighted that the use of visual resources can help students with a variety of learning styles, especially those who are more visual. However, there are studies that show that without adequate training, teachers may struggle in integrating these technologies effectively. This distinction highlights the importance of training and support for teachers in using multimodal pedagogy.

The results of this study are a sign that the integration of technology and visual resources in teaching is the right step to keep up with the times. Teachers need to constantly adapt to innovative teaching methods to meet the increasingly diverse learning needs of students. Increased student engagement and understanding shows that the use of visual resources not only makes learning more engaging, but also more effective. These results underscore the importance of continued support for teachers in developing their skills in using educational technology.

The implication of the results of this study is that schools and education policymakers need to consider providing more resources and training for teachers in the use of multimodal pedagogy. Curriculum development that integrates visual resources effectively can improve the quality of English education. Teachers also need to be encouraged to experiment with different types of visual media to find what works best for their students. These implications can help create a more dynamic and inclusive learning environment.

Why such research results happen is because visual resources help reduce students' cognitive load by presenting

information in a simpler and more engaging way. Visual resources such as images and videos can explain complex concepts in an easy-to-understand way. More experienced teachers may be more comfortable using infographics because they have developed better skills and understanding of how to integrate technology in their teaching. In addition, higher student engagement may also be due to the greater visual appeal of the medium.

The next step is to expand this research to a wider context to see if the same results can be found in a variety of other educational settings. Further research could also focus on developing training programs for teachers to improve their skills in using visual resources. In addition, it is important to explore how new and innovative technologies can continue to be integrated into English language teaching. Schools and policymakers need to work together to ensure that teachers have access to the tools and support they need to effectively implement multimodal pedagogy.

Researchers state that the integration of visual resources in English teaching is not only an innovation, but also a necessity to keep up with the times and technology. Researchers believe that the use of images, videos, and infographics can have a significant positive impact on the quality of teaching and learning. By utilizing technology, teachers can create a more dynamic and engaging learning environment for students, which will ultimately improve their motivation and learning outcomes.

Researchers also emphasize the importance of adequate training and support for teachers in implementing these visual resources. Without the right knowledge and skills, the use of technology in teaching may be ineffective or even counterproductive. Therefore, researchers

recommend that training and professional development programs for teachers be focused on the use of multimodal pedagogy. This will ensure that teachers not only have access to technology, but also know how to use it effectively in teaching.

The researchers' input includes the need for further research with a wider and more diverse sample to confirm these findings in a variety of other educational contexts. Further research should also explore more deeply the types of visual resources that are most effective for different groups of students and teaching situations. In addition, researchers suggest collaboration between policymakers, training providers, and schools to create ecosystems that support the use of technology in teaching. Thus, it is expected that the quality of English education can continue to be improved through effective integration of visual resources.

Conclusion

The research found that the use of visual resources such as images, videos, and infographics in English language teaching significantly increased student engagement and understanding, with more experienced teachers tending to use infographics more effectively. This research enriches the literature on multimodal pedagogy and offers practical insights to improve teaching effectiveness through empirical evidence and in-depth qualitative methodology. However, this study has limitations on a limited sample and it is recommended that follow-up research cover a more diverse sample as well as focus on developing training programs for teachers in using technology and visual resources.

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