

# Effects of Multimodal Texts on Grade 7 Learners' Intensive Reading of Literature Texts in English First Additional Language Classroom



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## ABSTRACT

This study investigated the effects of multimodal texts on Grade 7 English First Additional Language (EFAL) learners' reading proficiency. A qualitative research approach was used, and ten Grade 7 EFAL learners and four EFAL teachers were sampled to participate in this study. The data were collected using semi-structured interviews to determine the effects of using multimodal texts on learners' reading proficiency during intensive reading lessons, and the data was inductively analysed. The findings revealed that learners become bored when they only read traditional texts, but they find the use of multimodal texts interesting. This study recommends that the Department of Basic Education should organise workshops on strategies to improve reading comprehension in EFAL by using multimodal texts, and teachers should implement different teaching modes in classrooms to deal with different learners who have different learning needs. Future research should focus on the comparison of the effectiveness of different types of multimodal texts (e.g., videos, graphic novels, digital storybooks) across various age groups and proficiency levels.

*Keywords: Multimodal texts, Intensive reading, English First Additional Language, Multimodality in English language teaching.*

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## INTRODUCTION

Several research studies were conducted from different angles to understand how multimodality contributed to English language learning and teaching in this study. Ganapathy and Seetharam provided a variety of practical activities showing how the use of multimodal texts could help in meaning-making in classrooms.<sup>1</sup> They asserted that in today's globalised digital era, learners are inevitably engaged in various multimodal texts due to their active participation in social media and frequent usage of mobile devices daily. Thus, such daily activities advocate the need for transformation in the teaching and learning of English First Additional Language (EFAL) lessons to promote learners' capabilities in making meaning of different literacy texts, which learners come across in their language learning activities. The study discovered that the use of multimodal texts helps to promote students' engagement in the teaching and learning of the English language by enhancing their meaning-making abilities with the supplement of Information and Communication Technology (ICT) as a tool. It further established that using multimodal texts in language classrooms provides lessons that are described as highly

<sup>1</sup> Malina Ganapathy and Saundravalli A Seetharam, "The Effects of Using Multimodal Approaches in Meaning-Making of 21st Century Literacy Texts among ESL Students in a Private School in Malaysia.," *Advances in Language and Literary Studies* 7, no. 2 (2016): 143–55.

engaging, self-directed, and learner-centred, and promotes meaning-making, with minimal guidance from the teachers.

Lirola also investigated the use of multimodal materials such as videos and Facebook in English language and literature subjects on learners' development of five language skills, namely, listening, speaking, reading, writing, and interacting.<sup>2</sup> In this case, learners were required to write an essay in response to a multimodal text with social content and present their analysis to their classmates orally. The findings showed that multimodal classes facilitated the learning process in a manner that encouraged learners' creativity, motivation, and autonomy. Not only did they effectively learn the content, but they also developed critical thinking skills because of their involvement in playing an active role in making decisions about the topic of the oral presentation and its organisation, using multimodal resources.

In addition, Varaporn and Sitthitikul conducted a study based on the effects of multimodal tasks on learners' critical reading ability and perceptions.<sup>3</sup> They compared the effects on critical reading ability, whereby learners were randomly assigned to experimental and control groups and assessed with pre- and post-critical reading tests. They also used reflective journals and semi-structured interviews to gain in-depth information about learners' perceptions of the multimodal tasks. The study revealed that the learners who used multimodal tasks significantly improved their critical reading ability and generally developed positive perceptions towards multimodal tasks. In addition to fostering analytical thinking and critical reading skills, the learners perceived multimodal tasks as useful for enhancing their motivation towards reading and for preparing themselves for out-of-school experiences. In this regard, Drood and Hanieh concur that learners retain more of what they hear, see, and feel than what they merely hear.<sup>4</sup> This suggests that using multimodal texts makes abstract ideas more concrete to the learners, thus making learning lively and authentic.

Viewed from a different angle, Verhoeven and Perfetti argue that print-based text reading processes are necessary, but they are not as effective for meaning making out of texts accompanied by visual images, graphic elements, or sound effects.<sup>5</sup> Verhoeven and Perfetti (ibid) concur with Kewalramani, Palaiologou and Dardanou that learners who use both traditional texts and multimodal texts are expected to read more comprehensively than learners who use only print-based texts; and that comprehension cannot be achieved with only the information that is present in the text.<sup>6</sup> In other words, learners should also use their knowledge to construct new knowledge, which is relevant to their experiences and situations. Kewalramani, Palaiologou and Dardanou further highlighted that the components of multimodal text processing allow a learner to make inferences about what is in the text based on their prior knowledge.<sup>7</sup> Accordingly, to activate readers' prior knowledge, other sources of information, such as images and supplemental videos, are essential to augment the text-based technique.

This study was triggered by the concern that developing reading comprehension skills is more difficult for Grade 7 learners in EFAL classrooms. Learners struggle to engage effectively with intensive reading literature texts due to a lack of adequate reading strategies. This is problematic for learners' comprehension of the literature texts prescribed for them because EFAL teachers use a traditional teaching approach that focuses on grammar-translation and teacher-centred strategies.<sup>8</sup> Thomson and McIlroy concur with the researchers' observation of learners' low motivation and interest in engaging

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<sup>2</sup> María Martínez Lirola, "The Importance of Promoting Multimodal Teaching in the Foreign Language Classroom for the Acquisition of Social Competences: Practical Examples," *International Journal for 21st Century Education* 3 (June 30, 2016): 77–88, <https://doi.org/10.21071/ij21ce.v3iSpecial.5709>.

<sup>3</sup> Savika Varaporn and Pragasit Sitthitikul, "Effects of Multimodal Tasks on Students' Critical Reading Ability and Perceptions," 2019.

<sup>4</sup> Pooya Drood and Hanieh Davatgari Asl, "The Effects of Audio- Visual Recorded and Audio Recorded Listening Tasks on the Accuracy of Iranian EFL Learners' Oral Production," *English Language Teaching* 9, no. 9 (August 4, 2016): 110, <https://doi.org/10.5539/elt.v9n9p110>.

<sup>5</sup> Ludo Verhoeven and Charles Perfetti, "Universals in Learning to Read across Languages and Writing Systems," *Scientific Studies of Reading* 26, no. 2 (2022): 150–64.

<sup>6</sup> Sarika Kewalramani, Maria Dardanou, and Ioanna Palaiologou, *The Integration of Internet of Toys in Early Childhood Education* (London: Routledge, 2023), <https://doi.org/10.4324/9781003185840>.

<sup>7</sup> Kewalramani, Dardanou, and Palaiologou, *The Integration of Internet of Toys in Early Childhood Education*.

<sup>8</sup> Wimophon Rawengwan and Rattana Yawiloeng, "Reciprocal Teaching Method for Enhancing Thai EFL Learners' Reading Comprehension Ability," *Sripatum Review of Humanities and Social Sciences* 20, no. 1 (2020): 105–23; Rattana Yawiloeng, "Using Instructional Scaffolding and Multimodal Texts to Enhance Reading Comprehension: Perceptions and Attitudes of EFL Students," 2022..

with the texts.<sup>9</sup> Additionally, this lowers learners' reading comprehension success because the use of a traditional teaching approach creates a learning environment that disconnects learners from a positive learning atmosphere. Thus, recent studies propose the use of alternative or additional instructional scaffolding and multimodal texts that include pictures, videos, and audio texts in EFAL reading classrooms to overcome difficulties in reading comprehension, to enhance learners' interest, and memory. This will help learners gain knowledge and comprehension of literature texts because they appeal to multiple senses.<sup>10</sup> However, little attention has been devoted to investigating the impact of multimodal texts on enhancing reading comprehension in the South African Grade 7 EFAL classrooms. Therefore, this study aims to investigate how the use of multimodal texts can improve learners' engagement, comprehension, and overall performance in intensive reading literature lessons.

Based on the different perspectives highlighted above, this study focuses on the effects of using multimodal texts on learners' intensive reading of literature texts in EFAL classrooms. It demonstrates that teachers can use multimodal texts, which engage learners' several senses – visual, auditory, and kinaesthetic- when doing intensive reading of literature texts, to increase their learners' interest and motivation.<sup>11</sup> The study intends to answer the following questions:

- What are the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency?
- How do Grade 7 EFAL teachers use multimodal literature texts to develop their learners' reading proficiency in EFAL classrooms?
- What are Grade 7 EFAL learners' perceptions of multimodal literature texts about reading proficiency?
- How do learners react to the use of multimodal literature texts in their reading of EFAL literature texts?

## LITERATURE REVIEW

Several scholars researched how multimodality contributes to English language learning and teaching. According to Atsusi, learners are not fully right if they study using traditional ways only because many factors in learners' lives have changed because of the influence of television, the internet, cell phones, and other technologies.<sup>12</sup> This suggests that technology plays an important role in developing curriculum knowledge.<sup>13</sup> In other words, multimodal literature can be a motivating educational resource for learners due to its integration of different learning modes, visual appeal, and learner-centred themes. Thompson and Mcilnay concur that teachers should adopt a permissive approach to books, styles, and genres that learners like reading to develop a love of reading.<sup>14</sup> Researchers agree that reading authentic texts encourages learners to engage in free voluntary reading (FVR), which can have a significant impact on their development, affectively and cognitively. According to Ji and Luo, employing multimodality, like pictures, videos, audios, and texts, as multimodal symbols in teaching to gain knowledge and comprehension can increase learners' learning interest and memory.<sup>15</sup> This suggests that using multimodality to appeal to various senses can increase learners' interest, memory, reading expertise, and attention to the relevant information.

According to Fitzgerald, Higgs, and Palinscar, multimodal texts can help various learners build comprehension skills.<sup>16</sup> Furthermore, Paul and Miguel stated that multimodal texts effectively support

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<sup>9</sup> Riki Thompson and Matthew Mcilnay, "Nobody Wants to Read Anymore! Using a Multimodal Approach to Make Literature Engaging," *Journal of English Language and Literature* 7 (January 1, 2019): 21–40.

<sup>10</sup> Jing Ji and Chen Luo, "Scaffolding Theory Study Based on Multimodality\*," in *Proceedings of the 5th International Conference on Economics, Management, Law and Education (EMLE 2019)* (Paris, France: Atlantis Press, 2019), <https://doi.org/10.2991/aebmr.k.191225.214>.

<sup>11</sup> C. Lawless, "Multimodal Learning: Engaging Your Learner's Senses, Digital Marketing Manager," *Learn Upon*, 2019.

<sup>12</sup> Atsusi, *Bermain Game Di Sekolah: Video Game Dan Permainan Komputer Simulasi Untuk Anak SD Dan SMP*. ( Jakarta: Permata Puri Media, 2014).

<sup>13</sup> Nur Amalia et al., "Primary Teachers' Perspectives on Teaching Critical Reading Incorporating Multimodal Text," *Journal of Physics: Conference Series* 1842, no. 1 (March 1, 2021): 012034, <https://doi.org/10.1088/1742-6596/1842/1/012034>.

<sup>14</sup> Thompson and Mcilnay, "Nobody Wants to Read Anymore! Using a Multimodal Approach to Make Literature Engaging."

<sup>15</sup> Ji and Luo, "Scaffolding Theory Study Based on Multimodality\*."

<sup>16</sup> Miranda, Fitzgerald, Jennifer Higgs, and Annemarie Sullivan Palinscar. *New Media, New Literacies: Implications for Reading for Understanding*. (Washington, DC: National Academy of Education, 2020).

additional language learners' reading skills by providing them with the input that caters to their different learning styles, due to their familiarity, authenticity, and contextualization to learners' lives.<sup>17</sup> Paul and Miguel add that multimodal texts, or visual reading resources, improve the comprehensible input of abstract concepts and understanding of the print text.<sup>18</sup> As such, they can help learners improve their reading comprehension by allowing them to engage more directly with the textual content. Additionally, the studies conducted on learners' perception of the usage of multimodal texts have revealed that learners' perceptions of instructional scaffolding were assessed at a high degree of agreement. EFAL learners unanimously agreed that multimodal texts improved their reading comprehension. The overall findings showed that learners believed that instructional scaffolding strategies may improve their reading comprehension. In terms of the activity given to the learners, the results showed that EFAL learners had good opinions of their teachers' instructions to use multimodal texts to activate their prior knowledge of the given texts to improve their reading comprehension. This means that using multimodal texts can help EFAL learners in overcoming challenges in reading English literature texts. Subsequently, learners who are given a combination of text and pictures learnt better than those who simply receive text inputs only. In some cases, learners began with onomatopoeic expressions and familiar words, but progressed to produce more individual words and to extend individual words to multi-item chunks from the visual text, so that by the third encounter, they were almost ready to tell the story on their own.

## THEORETICAL FRAMEWORK

This study adopted a compound theoretical framework consisting of schema and multimodal learning theories. The former theory revealed the level of, and specific schemata (linguistic, content, or formal) in which each learner's prior knowledge is too low, to the point that it dampens learners' interest in further engagement with the text.<sup>19</sup> On the other hand, the role played by the multimodal learning model was to bring in a variety of text modalities that took reading beyond its print and visual modes and presented the content to the learners in digital, auditory, and kinaesthetic modes.<sup>20</sup> This makes it conversely clear that a reading that a learner is contextually unfamiliar with will offer a limited level of schemata that the learner currently needs to make sense of what s/he is reading. In other words, learners' competence in decoding and predicting a text direction reflects what they have experienced, seen, or acquired before. This theory complements schema theory by identifying learners according to their sensory strengths, and further facilitates the presentation of literature content to them by providing them with different multimodal texts.

## RESEARCH METHODOLOGY

This study used a qualitative approach to explore the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency. This research approach assisted in exploring how the use of multimodal texts can improve learners' engagement, comprehension, and overall performance in intensive reading literature lessons.

### Sampling

The research sample for this study included ten Grade 7 learners and their four EFAL teachers from one of the ten primary schools in Kgakotlou Circuit in Limpopo Province, South Africa. We used purposive and convenience sampling strategies to select learners and EFAL teachers. This type of sampling was

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<sup>17</sup> Abraham Paul and Fariás Miguel, "Reading with Eyes Wide Open: Reflections on the Impact of Multimodal Texts on Second Language Reading," *Ikala, Revista de Lenguaje y Cultura* 22, no. 1 (2017): 57–69, 66.

<sup>18</sup> Paul and Miguel, "Reading with Eyes Wide Open: Reflections on the Impact of Multimodal Texts on Second Language Reading."

<sup>19</sup> Zeng Wenying, "The Use of Schema Theory in the Teaching of English Reading Comprehension," *International Journal of Social Science and Education Research Studies* 2, no. 3 (2022): 66–69; Xigui Yang, "Creating Learning Personas for Collaborative Learning in Higher Education: AQ Methodology Approach," *International Journal of Educational Research Open* 4 (2023): 100250.

<sup>20</sup> A. S. F. Siha, A. J. P. Alan, and E. Fauziati, "A Review of Schema Theory in Students' Reading Comprehension.," *Jpgenesis: Jurnal Pendidikan Generasi Nusantara* 3, no. 1 (2025): 62–67; Ana Pellicer-Sánchez, "Multimodal Reading and Second Language Learning," *ITL-International Journal of Applied Linguistics* 173, no. 1 (2022): 2–17; Zhou Lu, "A Theory of Multimodal Learning," *Advances in Neural Information Processing Systems* 36 (2023): 57244–55.

undertaken to select reliable respondents who would provide relevant data to optimise learners' EFAL reading proficiency.

### **Data Collection and Instrument**

Qualitative data were collected through semi-structured interviews with ten Grade 7 learners and four EFAL teachers to elicit their experiences and understanding of the use of multimodal texts to improve learners' engagement, comprehension, and overall performance in intensive reading literature lessons. The interviews lasted for 10 to 15 minutes per participant. A list of questions to be asked during the interviews was prepared. The interview questions for Grade 7 learners and EFAL teachers were different. However, the open-ended nature of the interviews encouraged all the participants to express their ideas freely on the use of multimodal texts to improve learners' engagement, comprehension, and overall performance in intensive reading literature. The interviews were conducted in a classroom that was not used for lessons, for the convenience of all participants. These were recorded on a voice recorder for later analysis. The research questions mentioned earlier were designed to examine the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency and their perceptions of multimodal literature texts in enhancing their reading proficiency.

### **Data Analysis**

The study used an inductive thematic analysis approach to analyse the data collected, with a view to getting an in-depth understanding of the lived experiences of the participants on how they make sense of their experiences of using multimodal texts during intensive reading lessons in enhancing learners' reading interest and improving their reading proficiency. The researchers familiarised themselves with the data, assigned preliminary codes to the data to describe the content, identify common patterns or themes that come up repeatedly from the semi-structured interview data, reviewed themes, and started with the writing up. This is consistent with Strauss and Corbin's description of inductive thematic analysis.<sup>21</sup> In other words, researchers began with an area of study and allowed the theory to emerge from the data, wherein themes were derived from the transcribed semi-structured interview. Researchers read transcribed recordings several times until they reached a saturation point to identify the themes and categories on the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency and their perceptions of multimodal literature texts in enhancing their reading proficiency.

### **Ethical Considerations**

The researchers got permission to conduct the study from the University of Limpopo's Research and Ethics Committee (TREC) (Ethical Clearance Certificate, project number: **TREC/112/2023: PG**). Consent letters were issued to teachers and parents or guardians of underage learners who were taking part in the study to allow all participants to take part in the study willingly and understand the procedure that will be taking place during the investigation and mostly parents to be aware of their children that are taking part in the research and give their permission to allow their children to take part in the study. Furthermore, learners who participated in the study were given assent forms to sign to declare their willingness to participate. This study ensured that the name of the school was anonymous and the participants' information was kept confidential. Codes or numbers were used where names are supposed to be used to identify the participants, to avoid revealing their identities, or to influence their free contribution in the study. The researchers also ensured that all participants were protected from any physical harm, losing resources or their dignity.

## **PRESENTATION OF FINDINGS AND DISCUSSION**

The purpose of this study was to investigate the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency. The following themes emerged from the data collected through semi-structured interviews:

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<sup>21</sup> A. Strauss and J. Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (Thousand Oaks, CA: Sage Publications, Inc., 1998); Iryna Kushnir, "Thematic Analysis in the Area of Education: A Practical Guide," *Cogent Education* 12, no. 1 (December 31, 2025), <https://doi.org/10.1080/2331186X.2025.2471645>.

### **Learners' attitude toward intensive reading of literature texts when there is no use of multimodal material in their reading activities**

This theme sought to determine learners' attitudes when reading literature without the supplementation of multimodal texts. Teachers indicated the following about learners' attitudes towards the use of multimodal reading activities:

*Learners don't read at home, and that affects their reading culture; when they get to class to read literature texts, they don't find it exciting. (Excerpt 1)*

*There are certain literature texts that learners enjoy reading in class, and with some, they don't. e.g., Poetry. (Excerpt 2)*

*Learners often lose interest during the period of reading, and it could be mainly because they are tired of looking into their books, and they are too playful, so they cannot concentrate for too long. Lastly, they sometimes find reading boring. (Excerpt 3)*

The study found that learners' reading culture influences their attitudes toward reading, hence they end up not finding it exciting. The findings also show that there are certain types of literature texts that learners enjoy, such as poetry, and that learners frequently lose interest during reading because they become tired and distracted. Thompson and Mcilnay concur with the findings of this study that teachers should employ a strategy that draws on the works, forms, and genres that learners enjoy reading to help them develop reading interests.<sup>22</sup> This implies that teachers should use certain techniques to motivate learners to read while also taking into account their learners' differences in order to select relevant learning materials that they would like and relate to. Therefore, using alternative materials may provide greater stimulation and increase learners' motivation to read.

### **The Importance of using Multimodal Material to teach Literature Texts in EFAL Classes**

This theme was meant to find out if the use of multimodal materials is important when teaching literature.

*It is important because the learners get to read something authentic, something that they can see and relate to. That way, they get to enjoy it because they can relate. (Excerpt 4)*

*Multimodal texts make our lessons interesting, and learners seem to be having a deeper understanding of the content taught at the end of the lessons, and it stimulates participation in our class. (Excerpt 5)*

*They make learning interesting, and learners enjoy using them in class. (Excerpt 6)*

The above extracts indicate that using multimodal texts makes lessons more interesting to improve learners' comprehension because it adds authenticity to their learning. Bunga and Nur concur that multimodal texts can improve comprehension for learners and that when learners learn through different modes, they get opportunities to learn and understand information in different ways.<sup>23</sup> In addition, Ji and Luo state that using multimodality to appeal to various senses can stimulate learners' interest, memory, and attention to the relevant material.<sup>24</sup> Consequently, they can acquire knowledge and improve comprehension quality because multimodal texts can help diverse learners acquire comprehension skills.<sup>25</sup> Moreover, Paul and Miguel indicate that multimodal texts more effectively

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<sup>22</sup> Thompson and Mcilnay, "Nobody Wants to Read Anymore! Using a Multimodal Approach to Make Literature Engaging."

<sup>23</sup> Bunga Ikasari, Nur Arifah Draji, and Sumardi Sumardi, "The Use of Multi-Modal Texts in An English Classroom of Hard-of-Hearing Learners," *Pedagogy: Journal of English Language Teaching* 7, no. 2 (December 25, 2019): 95, <https://doi.org/10.32332/pedagogy.v7i2.1661>.

<sup>24</sup> Ji and Luo, "Scaffolding Theory Study Based on Multimodality\*."

<sup>25</sup> Miranda Fitzgerald, Jennifer Higgs, and Annemarie Sullivan Palincsar, *New Media, New Literacies: Implications for Reading for Understanding* (Washington, DC: National Academy of Education, 2020).

support second language reading by providing input that caters to different learning styles; and that they are familiar, authentic, and contextualised to the learners' lives.<sup>26</sup>

### **Effective multimodal materials that enhance learners' comprehension during intensive reading of literature texts**

This theme sought to determine the most effective multimodal material that can help to improve learners' comprehension when they engage in actual reading.

*Videos are the most effective in enhancing learners' comprehension during intensive reading of literature texts. (Excerpt 7)*

*Pictures are more effective for enhancing learners' comprehension during intensive reading of literature texts. (Excerpt 8)*

*Videos are used because most learners are always on TV. (Excerpt 9)*

The study found that the use of videos and pictures is the most effective way of improving learners' understanding when they engage in intensive reading. The multimedia principle asserts that learners learn better from words and pictures than from words alone. On the other hand, the redundancy principle postulates that learners learn better from animation and narration than from animation, narration, and text.<sup>27</sup> According to Rosmawar, one of the most essential advantages of video materials is that EFAL learners can not only listen to the expressions but also view and engage with them to comprehend.<sup>28</sup> Moreover, Marsh asserts that video materials can increase learners' enjoyment in the reading and writing processes.<sup>29</sup> This suggests that the regular use and application of multimodal texts, whether printed, digital, visual, audio, spatial, or linguistic, can be an effective technique and growing resource for developing learners' comprehension skills as well as their communicative abilities.

### **Factors that hinder or reduce the use of multimodal material in EFAL classrooms**

The theme sought to determine the factors that could affect the usage of multimodal texts in EFAL when teaching literature.

*Time is one of the factors, because in most cases they use videos after reading the story to enhance learners' comprehension, at times they run out of time, so they end up not being able to view the videos, sometimes they don't view until completion. (Excerpt 10)*

*Availability and inability to use the resources, the multimodal texts are mostly found with the use of technology, and as an old teacher, it is difficult to produce content using this technology. We are used to the traditional way of teaching literature. (Excerpt 11)*

*The use of multimodal texts requires more than having resources themselves; it needs and consumes time to prepare and sometimes time to deliver the lesson. For example, the viewing of videos sometimes requires extra lessons, unlike delivering a lesson using the traditional way of teaching. (Excerpt 12)*

The study found that time is one factor that influences the use of multimodal texts in EFAL when teaching literature, as learners read the traditional text before viewing the videos to improve their comprehension. It was also found that some teachers are unable to teach using multimodal materials due to a lack of resources and the skill to use them. Zhussupova (2023) supports these findings by stating that most English language teachers lack facilities and resources that could be used to help students have a better comprehension of the topic or skill being taught.<sup>30</sup> They also emphasise how challenging it is to

<sup>26</sup> Paul and Miguel, "Reading with Eyes Wide Open: Reflections on the Impact of Multimodal Texts on Second Language Reading," 66.

<sup>27</sup> Paul and Miguel, "Reading with Eyes Wide Open: Reflections on the Impact of Multimodal Texts on Second Language Reading."

<sup>28</sup> Rosmawar Rosmawar, "The Effect of Using English Video Clips with Pair Work Activity on Students' Speaking Skill," *Research in English and Education Journal* 3, no. 1 (2018): 63–75.

<sup>29</sup> Jackie Marsh, "Productive Pedagogies: Play, Creativity and Digital Cultures in the Classroom," in *Play, Creativity and Digital Cultures* (Routledge, 2012), 200–218.

<sup>30</sup> Roza Zhussupova, "Teaching English Using Multimodal Texts," in *New Paradigm in Modern Language Teaching*, ed. Dzintra Iliško (Access Press Publishing house, 2023).

teach while using multimodal texts within the time constraints set for covering a lesson and the syllabus. This suggests that the Department of Education should create workshops where teachers will be trained to use various teaching tools while instructing learners to read literary texts.

### **Learners' attitudes towards literature texts and reading activities in the EFAL class without using any multimodal material in their reading activities.**

This theme is intended to find out how the learners feel when they are given literature texts and reading activities without any supplement of multimodal texts. The learners indicated the following regarding how they feel when they read literature without the use of multimodal materials:

*Sometimes it is hard to comprehend because the language used is not our home language, so the use of multimodal materials often gives us an idea or clarity of what they are talking about. (Excerpt 13)*

*I often feel bored, but multimodal texts are interesting. (Excerpt 14)*

*Most of the literature texts are boring because they are long, and sometimes we even end up forgetting what took place in the text and are not able to answer questions based on what we have read. (Excerpt 15)*

The study found that the use of multimodal texts makes learning interesting and adds clarity to the learners about the texts. Since English is their additional language, the multimodal texts help them interpret what they do not understand when reading literature. The study also found that some learners find literature texts long, since they are often lengthy. Thus, learners end up not being able to answer questions based on the text, and they sometimes forget what the text is about. Barton supports the findings of this study by indicating that the use of multimodal texts allows learners to use their prior and new knowledge to share and understand meaning through all the modes and make connections between their own experiences and those of others.<sup>31</sup> Multimodal texts also help learners draw appropriate and diverse conclusions from a range of texts. Therefore, this suggests that the use of multimodal texts in intensive reading classes could increase learners' interest and motivation and add clarity to the topic being studied.

### **RECOMMENDATIONS**

Based on these findings, it is recommended that teachers implement different teaching modes in their EFAL classrooms to cater to learners who have different learning needs. It is also recommended that teachers be encouraged to be innovative to reduce their reliance on the teaching methods prescribed by the Department of Basic Education. Future research should focus on the comparison of the effectiveness of different types of multimodal texts (e.g., videos, graphic novels, digital storybooks) across various age groups and proficiency levels. The pedagogical implications of the results of this study indicate that educational policy makers should provide guidelines for the use of multimodal learning resources, and EFAL teachers should be aware of the advantages of multimodal literacies in the digital era for developing learners' reading comprehension.

### **CONCLUSION**

The purpose of this study was to examine how using multimodal texts enhanced Grade 7 EFAL learners' intensive reading of literature texts. The findings revealed that using multimodal texts is more effective than using only the prescribed traditional texts. Therefore, reading textbooks only was found to be tedious and thus reduced effective learning. Conversely, increased exposure of learners to the use of multimodalities makes learning more interesting. The study further found that using multimodal texts to supplement intensive reading is more effective in EFAL classrooms. **It can be concluded that** the use of multimodal texts as a supplement to traditional texts is a valuable strategy for improving learners' comprehension and interest in EFAL literature.

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<sup>31</sup> G. Barton, *Multimodal Texts, Multimodality, Teaching Literacy* (Edu Research, 2018).

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