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THE ROLE OF MULTIMODAL TEACHING AND LEARNING IN ENGLISH LANGUAGE CLASSROOM

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ABSTRACT

This thesis informs about the significance of multimodal modalities in teaching and learning. Teaching methods that use several senses at once are referred to as multimodal learning. Instructors can design resources for students with various learning styles, including kinesthetic, visual, auditory, and written. Multimodal learning increases variety, fosters learner autonomy, keeps students interested, and motivates them to apply what they learn in practical settings. Using multimodal language learning activities like task-based, project-based, problem-solving questions, discussions, and student-made podcasts and digital stories, this study suggests a methodology for improving EFL students' listening, speaking, reading, writing, vocabulary, and grammar skills. Students can search for images or videos about a current worldwide incident, summarize the information, write a brief essay about it, or share their thoughts on a class blog.

Keywords

Multimodal, speaking, techniques, enhance, vocabulary, interaction, exercise

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INTRODUCTION

Multimodal learning, according to Massaro (2012) and Jewitt, describes instructional techniques and learning scenarios that incorporate several sensory systems at once. For pupils with various learning styles, including auditory, visual, kinesthetic, reading, and writing, teachers can provide resources[2;1-6]. Multimodal learning increases variety, fosters learner autonomy, keeps students interested, and encourages them to apply what they learn in practical settings.

According to Massaro, multimodal language teaching and learning activities include text and a range of visual inputs (graphic organizers, pictures, video, art, and film), auditory inputs (spoken language games, text-to-speech synthesizers, musical instruments, singing, and rhyming), tactile inputs (fact-learning puzzles), kinesthetic engagement (motor behavior and gesture), physical engagement (traditional hands-on board games with miniaturization technology), computer animations, and an interactive multimedia environment[3;2375-2378].. Additionally, they help acquire and enhance recall for target vocabulary and grammatical structures by incorporating text and visual imagery into vocabulary instruction. The pupils are actively reading, writing, pronouncing, and listening to the words.

The following forms of interaction should be considered when designing the multimodal learning environment because multimodal instruction is student-centered: (i) learner-learner, (ii) instructor-learner, (iii) learner-content, and (iv) instructor-instructor. Instructors can use WhatsApp, Facebook, Telegram, or ConnectYard to establish a community of inquiry, learning partnerships, collaborative writing exchange projects, student collaboration, social interaction, integrate text-chat and webcam, and use technology-mediated task-based language teaching in order to engage, motivate, and encourage student-student and student-instructor interaction[4;98-111].

The instructor must be kind, amiable, and humorous in order to foster a positive learning atmosphere. The learning environment should be enjoyable, engaging, encouraging, and safe for making mistakes. Students' active participation in their education should be guaranteed by the instructor. She can use Facebook Messenger, Whats App, Telegram, email, or any other technology to communicate with the pupils and award extra credit.

The instructor should provide communicative comments regarding the kind and location of mistakes. Students can focus on one kind of mistake at a time, like tenses. They correct each other as well as their own mistakes (self-feedback). Additionally, they receive descriptive feedback that includes specific, in-depth information about how to improve their learning. The instructor provides personalized comments in private and makes indirect corrections. She acknowledges even the smallest progress and provides encouragement [1;32-41] .

There are three stages to instruction using multimodal activities. The instructor informs the pupils of the task they will be working on and the technology that will be utilized during the pre-task phase. She shares an example on any online discussion forum, blog, Facebook, WhatsApp, Telegram, X platform, Zoom, Microsoft Teams, Blackboard, or any other LMS (Learning Management System). She explains the task's goal, which is what the students will accomplish, study, or practice. She explains to them how they will complete the assignment—individually, in pairs or small groups, at home or in class, synchronously or asynchronously.

The instructor provides comments and criticism on the pupils' performance during the Post Task Phase. She gives the pupils encouragement.

to employ particular technology and acknowledges their use. Students critique each other's work and make corrections to classmates. Every student maintains a journal detailing the tools and activities she has used, along with her assessment and remarks on each.

A facilitator is the instructor. For every skill, she chooses or creates the multimodal exercises. She meets the needs and goals of the pupils and assists them in brainstorming. She aligns the pupils' level of competency with the activity's and the material's level of difficulty. She urges the pupils to participate completely in the multimodal exercises. She encourages the pupils to attempt, engage, and be active, offers advice and support, and provides feedback. She answers the queries and issues raised by the pupils.

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She follows up with the children to ensure they are utilizing the technology or activity as effectively as possible. For taking part in the activity and finishing the exercises and tasks, she awards extra credit. To encourage students to take the assignments and activities seriously, examinations might incorporate the additional material that has been taught and the skills that have been exercised. She cooperates and shares with coworkers.

Lastly, students can be interviewed in small groups to study and discuss specifics of the multimodal technique used when practicing EFL language skills both inside and outside of the classroom. This will assist the students make even more progress in EFL. Group interviews will increase students' understanding of multimodal teaching and learning techniques and give them a crucial chance to concentrate on their language learning strengths and shortcomings. Tests at the end of the semester can be used to determine whether incorporating multimodal activities into EFL college courses has improved students' hearing, speaking, reading, writing, vocabulary, grammar, knowledge, and accomplishment.

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