

Multimodal Teaching in EFL Context: A Literature Review

¹Putu Dita Marantika, ²Ni Komang Arie Suwastini*, ³Ni Luh Putu Sri Adnyani,
⁴Made Astawa Kusuma Mandala and ⁵Ni Nyoman Artini

^{1,2,3,5}English Language Education, Post-graduate Program,
Universitas Pendidikan Ganesha

⁴Teaching English to Speakers of Other Languages,
Post-graduate Study, University of Nottingham

Corresponding Author, arie.suwastini@undiksha.ac.id

Received on March, 19th, Revised on June, 5th, Published on July, 30th 2021

ABSTRACT

In the 21st century, the development of technology has had much influence on the educational process. Technology brings many new approaches to the classroom, such as multimodal teaching. The current study intended to review the implementation and effectiveness of multimodal teaching in English language teaching. The review followed Aveyard's (2010) design, with the criteria of selecting the articles used as sources of data are research articles from journals. The result of the review found that the characteristics, benefits, and procedures of multimodal teaching vary significantly according to the needs and abilities of teachers to design the teaching and learning activities. The review also found that multimodal teaching affected students' motivation, productive skills, reading skills, and learning autonomy. This study suggests the implementation of multimodal teaching in ELT classrooms.

Keywords: English as Foreign Language, English Language Teaching, Multimodal Teaching

ABSTRAK

Pada abad 21 ini, perkembangan teknologi telah memberikan banyak pengaruh pada proses pendidikan. Teknologi membawa banyak pendekatan baru ke dalam kelas seperti pengajaran multi modal. Penelitian ini dimaksudkan untuk meninjau implementasi dan efektivitas pengajaran multimodal dalam konteks pengajaran bahasa Inggris. Penelitian ini merupakan penelitian literature review yang mengikuti desain Aveyard (2010), dengan kriteria pemilihan artikel yang dijadikan sumber data adalah artikel penelitian dari jurnal. Hasil kajian menemukan bahwa karakteristik, manfaat dan prosedur pembelajaran multimoda sangat bervariasi sesuai dengan kebutuhan dan kemampuan guru dalam merancang kegiatan belajar mengajar. Selain itu, hasil tinjauan juga menemukan bahwa pengajaran multimodal berpengaruh terhadap motivasi, kemampuan berkomunikasi, kemampuan membaca, dan kemandirian belajar siswa. Penelitian ini menyarankan penerapan pembelajaran multimodal di kelas ELT.

Kata Kunci: Bahasa Inggris sebagai Bahasa Asing, Pengajaran Bahasa Inggris, Pengajaran Multimodal

INTRODUCTION

In the 21st century, the development of technology has provided many changes to our education system. The presence of technology brings about many changes and the development of learning systems, methods, strategies, and learning materials (Mofareh, 2019). Especially during this pandemic, teaching and learning must be carried online to prevent the spread of the Covid-19 virus (Onyema, 2020). The presence of technology is beneficial for teachers and students to continue to carry out learning online.

The advancement of technology transforms people's learning styles. Therefore, previous expectations of students' understanding and competency have been replaced by novel criteria of what they must be capable of (Pacific Policy Research Center, 2010). To fulfil this demand, teachers and schools are required to develop 21st-century skills such as creative thinking, information, and communication, thinking and problem-solving, and interpersonal and self-directional (Pacific Policy Research Center, 2010; Sakulprasertsri, 2020).

According to Bateman, Wildfeuer, & Hiippala (2017), multimodality characterizes a practical communicative situation by mixing different forms of communication. Multimodal teaching has been viewed as

beneficial as it offers creativity and flexibility, such as but not limited to digital storytelling, visual learning material, and media to enhance the teaching and learning process and to construct knowledge (Freyne & Gross, 2017; Jewitt, 2008). As an example, children movies can be used as an entertaining media to introduce new vocabularies, target language culture, as well as building children's good character (Adnyani, 2011; Hutapea & Suwastini, 2019; Suwastini, Lasmawan, Artini, & Mahayanti, 2020; Suwastini, Utami, & Artini, 2020; Utami, Suwastini, Artini, & Kultsum, 2020). Despite the advantages, multimodality also possesses some challenges. It is regarded as a new and unfamiliar term to teachers resulting in different understandings of the term. Issues pertinent to the implementation of multimodality also include the procedure, time management, facilities, and students' workload (Sakulprasertsri, 2020; Siegel, 2012; Varaporn & Sitthitikul, 2019a)

Multimodal teaching has been widely researched in the context of ELT. For instance, a study shown by Sakulprasertsri (2020) found that multimodal teaching enhanced students' language skills and helped them apply their knowledge and skill in an authentic context. Ganapathy and Seetharam (2016) identified that multimodal

teaching created a positive learning environment and motivated students to learn independently. Considering the importance of students' learning styles and adapting to the context of their learning, this paper seeks to elaborate on the definition and characteristics of multimodal teaching, the procedures, benefits, and challenges as proposed by previous literature.

METHODOLOGY

A literature review is a study of academic sources on a given subject, which offers an outline to recognize hypotheses, approaches, and research gaps, specifically multimodality (Aveyard, 2014). Conducting a literature review will lead to developing a new understanding that could be grasped only when every piece of information regarding the relevant Topic is collected. Besides, the definition, procedure, and benefits of implementing multimodal teaching are described.

To collect the data, the purpose of the study, which is to investigate multimodal teaching in the EFL context, was first identified. The topics chosen regarding multimodal teaching were the definition, procedures, and benefits of multimodal teaching in the context of EFL. In searching the literature, the current study used reliable sources from the internet, including

Education Resources Information Center (<https://eric.ed.gov/>), Google Scholar (<https://scholar.google.com>), and Research Gate (<https://www.researchgate.net>). English articles that contain keywords such as English as foreign language, English language teaching, and multimodal teaching were chosen as the sources for this paper. Those above are the standards used by the researchers to choose a reference.

FINDING AND DISCUSSION

Multimodal teaching: Definition

Bateman et al. (2017) define multimodality as a way of characterizing a communicative situation that is considered very broadly, relying upon combinations of different 'forms of communication to be effective. It showed that people use multimodal teaching to communicate by using different modes at the same time. Adami (2016) adds that the mode of communication could be in the form of moving images, speech, writing, layout, gesture, or proxemics. Furthermore, Sharples, de Rooc, & Ferguson (2016) stresses that the mode of communication that can be used are verbal (spoken and written) and non-verbal (pictures, emoji, sounds, animation, gestures). Kress (2010) mentions an increasing importance of using different modes of communication to create communicative communication.

Papageorgiou and Lameris (2017) found that several participants from Germany and Finland define multimodality as being involved in the modes such as talk, visual communication, action, gesture, posture, and movement. In his study, it was explained that most teachers consider multimodality as a communication practice using such modes whose benefits are to develop and convey subject or content. Because multimodal teaching is to focus or function to convey information or transfer the subject or content that is taught or given. The information provided can use voice and gestures when explaining or giving knowledge or explaining something by giving assignments or tests which explain multimodality is more interactive, which is also a constructive and interactive way of teaching. This statement is emphasized by Beetham & Sharpe (2013) stated that there is also another media for teaching the students by using PowerPoint media and prepare the discussion session for the tutorial discussion that will be conducted. Thus, the learning process will be more meaningful and can improve students' understanding.

Procedure of Multimodal Teaching

Sun (2015) presents the activities that can be carried out in implementing multimodal teaching. The first is Basic

Tasks. In Basic Tasks, students are required to learn the words and sentence patterns that are related to them. This is conducted to increase students' vocabulary and grammar. Then it is continued with Watch a Sitcom. In the Watch a Sitcom section, the teachers can play a sitcom for the students. The sitcom is suggested to contain an authentic setting. This is aimed at training students' listening skills and add new vocabulary. The next step is Becoming a Movie Star. Here, the students are provided a room to imitate the figure from the watched sitcom. This was to improve the oral skill. After that, the step is continued with I Have Questions. Here, the students can ask everything that they do not understand. Then, it is followed by Share Something activity. The students share their new vocabulary and sentence patterns even gossip to create a happy learning environment. The last step is One Day, One Topic. One Day, One Topic means a written format chat room where a social phenomenon or current news can be selected every day as the Topic to combine education with recreation and change the rigid image of traditional teaching.

On another side, Nouri (2019) mentions what teachers can do in multimodal teaching. The first is providing pre-writing digital text. In this step, the students can write summaries of lecture material, course

literature, video material, and of own and other students' notes. The second activity is taking pictures. The students are given the freedom to pictures of lecture slides, drawings, and notes made by teachers on whiteboards; their own and other students' notes and, interesting pages in articles and books. The third is making audio recordings. The students can make audio recordings of lectures; their reasoning when studying for a subject, summaries, and other students' explanations and group discussions. The last activity is providing video recording. Teachers can provide videos to support students' learning.

A study by Ikasari, Drajadi, & Sumardi (2019) about the use of multimodal texts to hard-of-hearing learners was conducted with five steps. Selecting the teaching theme to be the material was the first step. Various forms of teaching aids were utilized such as PowerPoint Presentation and websites. Secondly, the teacher continued with the students' learning preparation that was achieved with brainstorming activities. In the third step, students were informed about the Topic of the learning. The main activities of the teaching process were done with the use of PPT and a video. The last step is closing, which was achieved by reviewing, questioning, and clarifying students' understanding.

Looking at the results of the review on the implementation of multimodal teaching, it can be said that each study has its ways of integrating digital and electronic media into the multimodal teaching process. Archer (2017) states that multimodal teaching encourages the use of a range of modes (such as talking, writing, music, and images) and a range of resources (including multilingual, experiential, embodied, and technology-enriched resources). However, the similarity that can be seen is that every study is that the use of digital and electronic media will help students gain insight into their knowledge in an authentic context. Students are motivated when they are engaged in the authentic learning environment (Kim, 2017). This is supported by Ikasari et al., (2019) who state that multimodal approach in the classroom setting emphasizes the use of multiple modalities in real learning environments. Mofareh (2019) adds that integrating ICT content in teaching gives learners opportunities for authentic social interactions as a mean to practice the real-life skills obtained through engagement in real activities.

Benefits of Multimodal Teaching Increasing Students' Motivation

Previous research has proven that students' motivation increases by the use of

multimodal teaching (Falk-Ross & Evans, 2014; Fang, 2015; Ganapathy & Seetharam, 2016; Varaporn & Sitthitikul, 2019b). It is believed that motivation grows as students are engaged more in a class with various modalities. Multimodal teaching was found to have a significant impact on students' motivation to read (Ueai-Chimplee, 2007) and to write (Darrington & Dousay, 2014; Lee, 2014).

Teaching using multimodality strategy will support the teacher in teaching and learning in visual or non-visual, in digital or non-digital activities, indeed in the learning using technology can increase students capacity for their innovation, their leadership discipline in any aspect, intelligence, have critical skills and collective problem-solving in the participation of digital learning environment (Beetham & Sharpe, 2013). Xiaoli Bao (2017) states that this multimodality makes the atmosphere in the classroom very relaxed and interesting and also motivates students to read more and also increases their confidence in learning English, especially reading. Here student in their learning using their mobile phone or device and their gadgets every time, even it is in school or out of school. They admit that when they complete their school task by using their device, they used them to find, search or seek information related to their

school tasks. They have a smartphone, social media, and useful applications on their mobile device. They use online resources or mobile applications to improve their skills of English Language. Malini Ganapathy & Seetharam (2016), a study entitled *The Effects of Using Multimodal Approaches in Meaning Making of 21st Century Literacy Texts Among ESL* This study found that the implementation of multimodal teaching engaged the students in the learning process, increase students' motivation, and creating a self-directed learning environment.

Moreover, a research conducted by Apriyani & Melati (2018), a study entitled *Enhancing Student's Writing Skill Through Blogging*. Among the use of technology in the process of teaching in the EFL context. This study found that this kind of activity which is blogging can be used to motivate students in the process of writing. Through blogging students' can develop their writing skills or any other communication skill. Teachers use blogs to help the students write constructively and enhance their motivation.

Improving Students' Productive Skills

In addition to increasing students' motivation, multimodal teaching has also been found to improve students' speaking and writing (Fang, 2015; Hong, 2012; Lee, 2014). Multimodal teaching employs

different modes of teaching materials such as audio, videos, or pictures and different modes of delivery, which encourage students to communicate with others.

Some studies had found that using multimodal teaching brings improvement to students' productive skills such as speaking and listening. Fang (2015) states that using pictures, videos, audio files in multimodal teaching have a great chance to efficiently improve students listening and speaking skills. He proposed the basis of a design multimodal teaching in teaching listening and speaking which consists of leading in, presentation, extension, and assessment.

Another study was conducted by Hong (2012). The study focuses on how the application of multimodal teaching in the classroom. The study found that multimodal teaching applications greatly influence students' motivation in communication using English. During multimodal teaching application, students and teachers create a learning environment that promotes language input and output.

Improving Reading Skill

Various research has also shown that the reading skill of the students greatly improves after the use of multimodal teaching (Ganapathy & Seetharam, 2016; Varaporn & Sitthitikul, 2019). Students' comprehension

relies on visual and auditory channels, which are provided when they learn with multimodal teaching (Mayer, 2005). Visualization and audibility motivate students as their motivation increases resulting in a better understanding of the reading passage.

A study from Bao (2017) entitled *Application of Multimodality to Teaching Reading*, found that multimodality affects the reading ability and the application of it was effective, which the application of multimodality can help improve students' reading skills, especially for students majoring in English.

Anari, Abusaeedi, & Shariati (2019) experimented with the effect of multimodality on Iran EFL learners' reading comprehension and vocabulary mastery. They found that that multimodality greatly improves students' reading comprehension because it provides input and motivation for students to process the language. In improving reading skills, Varaporn and Sitthitikul (2019) studied the effect of multimodal tasks on students' critical reading ability. The findings revealed that the experimental group with the treatment of multimodal tasks outperformed the control group in critical reading test scores. The result was derived from a statistically significant difference between groups at the

0.05 level (sig.= .034). In addition to fostering analytical thinking and critical reading skills, the students experienced that multimodal tasks as useful for enhancing their motivation towards reading, as well as for preparing them for out-of-school experiences. On another side, research conducted by Tandiana, Abdullah, & Saputra (2020) found that Genre-Based Multimodal Texts Analysis can facilitate the students in the building multimodal discourse analysis, comprehending text, give the challenges and the solution of the comprehending it in teaching material, and this a better learning strategy in the future engagement on multimodal learning issues and multimodal text analysis. Anggrainy (2016) found that besides improving students' reading skills, the implementation of multimodal teaching also improved students' writing skills since both skills can be integrated.

Looking at the results of previous research, it can be said that multimodal teaching affects students' reading ability. Students who are taught multimodal or given multimodal text can show an improvement in reading skills. Niknejad and Rahbar (2015) found that visualizing the reading text significantly affected students' motivation in reading the text and thus enhance their comprehension of the text.

Furthermore, according to Choi and Yi (2016), implementing multimodal practices support students' language, literacy, identity, and content area learning. From their study, it was also identified that multimodal instruction can ultimately enhance students' self-esteem, which is believed impacted students' academic achievement.

Promoting Students' Autonomy in Learning

Extensive reviews on the effect of multimodal teaching on students' learning show that students' independence in learning is affected positively with the use of multimodal teaching (Ganapathy & Seetharam, 2016; Varaporn & Sitthitikul, 2019b). Compared to the traditional mode of teaching that relies much on teachers' facilitation, multimodal teaching involves fewer teachers' facilitation.

A study in a private school in Malaysia by Ganapathy & Seetharam (2016) found that students' independence in learning was greatly promoted in the class with multimodal learning. The students asserted that they required less help from the teachers as multimodal learning allowed them to use technology. Thus, any obstacles found during the learning could be helped with the use of it.

Another study on the effects of using the arts-integrated multimodal approach by Lee (2014) found that the students' confidence

grew when taught with multimodal teaching. As the confidence grew, students rely less on their teacher when dealing with a problem in learning. The confidence of the students was found in the way they communicate and provide answers to the questions posed by the teacher.

CONCLUSION

This very fast technological development must be able to be utilized by teachers in the multimodal teaching process. From the results of the review conducted, it can be concluded that multimodal teaching has a positive influence on the ability to understand the text and present an authentic learning environment to students. Besides, the use of multimodal teaching attracts students' interest in learning so that they are motivated and further impact students' learning achievement. Therefore, English teachers are acknowledged to apply multimodal teaching both in online learning situations and in the future when learning has returned face-to-face. Multimodal teaching is an influence in the education world. It is very helping the teacher and students in the process of learning English, especially in the classroom in the EFL context. Multimodal teaching is the better learning strategy for teaching in the EFL context especially in Indonesia. It is really useful for the teacher to use such application in the process of learning, and also students can use their mobile phone and internet to find resources and the information,

solution about the task that they got from the teacher. The use of multimodal teaching also beneficial which is help teacher in such activities for teaching using such media like what explain above. Besides that, it also can help students improve their skills in English even it is speaking, listening, reading, or speaking. Thus, teachers can use this strategy to teach their students and help them in improving their skills, improving their understanding, and many more.

REFERENCES

- Adnyani, N. L. P. S. (2011). Introducing Target Language Culture Through Movie Watching and Discussion. *Jurnal Pendidikan Dan Pengajaran*, 44(1-3), 77-83.
- Adami, E. (2016). Multimodality. In O. Garcia, N. Flores, & M. Spotti (Eds.), *Oxford Handbook of Language and Society* (pp.451-472). Oxford: Oxford University Press.
- Anari, N. N., Abusaedi, A. A. R., & Shariati, M. (2019). The Effects of Multimodality on Reading Comprehension and Vocabulary Retention among Iranian EFL Learners. *Iranian Journal of English for Academic Purposes*, 8(4), 86-101.
- Anggrainy, S. (2016). Multimodal Media and Its Possible Application to Improve Reading and Writing of Students. *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan*, 9(2), 444-460.
- Apriani, L. & Melati, M. (2018). Enhancing students' writing skill through blogging.

- Journal of English Education and Linguistics*. 1(2). 10-18.
- Archer, A. (2017). Using multimodal pedagogies in writing centres to improve student writing. *Stellenbosch Papers in Linguistics Plus*, 53(1), 0–12. <https://doi.org/10.5842/53-0-730>
- Aveyard, H. (2014). Doing a Literature Review in Health and Social Care. In *Mc Graw Hill Education*.
- Bao, X. (2017). Application of Multimodality to Teaching Reading. *English Language and Literature Studies*. <https://doi.org/10.5539/ells.v7n3p78>
- Bateman, J., Wildfeuer, J., & Hiippala, T. (2017). *Multimodality*. De Gruyter Mouton.
- Beetham, H. & Sharpe, R. J. (2013). *Rethinking pedagogy for a digital age: designing 21st century learning*. London: Routledge.
- Choi, J., & Yi, Y. (2016). Teachers' Integration of Multimodality Into Classroom Practices for English Language Learners. *TESOL Journal*, 7(2), 304–327. <https://doi.org/10.1002/tesj.204>
- Darrington, B., & Dousay, T. (2014). Using Multimodal Writing to Motivate Struggling Students to Write. *TechTrends*. <https://doi.org/10.1007/s11528-015-0901-7>
- Falk-Ross, F., & Evans, B. (2014). Word Games: Content Area Teachers' Use of Vocabulary Strategies to Build Diverse Students' Reading Competencies. *Language and Literacy Spectrum*.
- Fang, X. I. E. (2015). A Study of College English Listening and Speaking Teaching on the Basis of Multimodal Theory. *Studies in Literature and Language*, 10(6), 93–95. <https://doi.org/10.3968/7148>
- Frey, A. L., & Gross, S. (2017). An Empirical Study of Ecuadorian University EFL Learners' Comprehension of English Idioms Using a Multimodal Teaching Approach. *Theory and Practice in Language Studies*, 7(11), 984–989. <https://doi.org/10.17507/tpls.0711.06>
- Ganapathy, M., & Seetharam, S. (2016). 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(2). <https://doi.org/10.7575/aialc.all.v.7n.2p.143>
- Hong, L. (2012). Application of the Multimodal Discourse Analysis Theory to the Teaching of College English Listening and Speaking. *IERI Procedia*, 2, 319–324. <https://doi.org/10.1016/j.ieri.2012.06.095>
- Hutapea, J. V., & Suwastini, N. K. A. (2019). Using Short Films for Teaching English While Building Characters. *Lingua Scientia*, 26(1), 33. <https://doi.org/10.23887/ls.v26i1.18846>
- Ikasari, B., Drajiati, N. A., & Sumardi. (2019). The Use of Multi-modal Texts in An English Classroom of Hard-of- Hearing Learners. *Pedagogy: Journal of English Language Teaching*, 7(2), 95. <https://doi.org/10.32332/pedagogy.v7i2.1661>

- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32, 241–267. <https://doi.org/10.3102/0091732X07310586>
- Kim, M. S. (2017). Multimodal modeling activities with special needs students in an informal learning context: Vygotsky revisited. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(6), 2133–2154. <https://doi.org/10.12973/eurasia.2017.01218a>
- Kress, G. (2010). *Multimodality. A social semiotic approach to contemporary communication*. London: Routledge.
- Lee, H. C. (2014). Using an arts-integrated multimodal approach to promote English learning: A case study of two Taiwanese junior college students. *English Teaching*.
- Mayer, R. E. (2005). Cognitive theory of multimedia learning. In R. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning, Second Edition* (pp. 31–48). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369.005>
- Mofareh, A. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, 2(3), p168. <https://doi.org/10.22158/fet.v2n3p168>
- Niknejad, S., & Rahbar, B. (2015). Comprehension through Visualization : The Case of Reading Comprehension of Multimedia-Based Texts. *International Journal of Educational Investigations*, 2(5), 144–151.
- Nouri, J. (2019). Students Multimodal Literacy and Design of Learning During Self-Studies in Higher Education. *Technology, Knowledge and Learning*, 24(4), 683–698. <https://doi.org/10.1007/s10758-018-9360-5>
- Onyema, E. M. (2020). Impact of Coronavirus Pandemic on Education. *Journal of Education and Practice*, May. <https://doi.org/10.7176/jep/11-13-12>
- Pacific Policy Research Center. (2010). 21 st Century Skills for Students and Teachers. *Research & Evaluation*.
- Papageorgiou, V. & Lameris, P. (2017). Multimodal Teaching and Learning with the Use of Technology: Meanings, Practices and Discourses. *CELDA: Cognition and Exploratory Learning in the Digital Age*. 133-141.
- Sakulprasertsri, K. (2020). Teachers' integration of multimodality into 21st Century EFL classrooms in Thailand: Practice and perception. *LEARN Journal: Language Education and Acquisition Research Network*, 13(2), 225–242.
- Sharples, M., de Rooc, R., Ferguson, R. (2016). *Innovating Pedagogy*. Open University Innovation report. Milton Keynes: The Open University.
- Siegel, M. (2012). New times for multimodality? Confronting the accountability culture. In *Journal of Adolescent and Adult Literacy*. <https://doi.org/10.1002/JAAL.00082>

- Sun, M. (2015). Application of multimodal learning in online English teaching. *International Journal of Emerging Technologies in Learning*, 10(4), 54–58. <https://doi.org/10.3991/ijet.v10i4.4697>
- Suwastini, N. K. A., Lasmawan, W., Artini, N. N., & Mahayanti, N. W. S. (2020). Mixed Messages about Environmental Awareness in Disney's 2016 Finding Dory. *The Asian EFL Journal*, 27(4.1), 73–93.
- Suwastini, N. K. A., Utami, I. G. . L. P., & Artini, N. N. (2020). Dory's Paradoxical Characterizations in Disney's Animated Feature Film Finding Dory (2016). *NOBEL: Journal of Literature and Language Teaching*, 11(1), 27–37. <https://doi.org/10.15642/nobel.2020.11.1.27-37>
- Tandiana, S. T., Abdullah, F., & Saputra, Y. (2020). Learning Multimodality through Genre-Based Multimodal Texts Analysis: Listening to Students' Voices. *Vision: Journal for Language and Foreign Language Learning*, 9(2), 101. <https://doi.org/10.21580/vjv9i25406>
- Ueai-Chimlee, A. (2007). *Effects of English reading instruction based on the reader-response approach on critical reading ability and critical thinking ability of upper secondary school students*. <http://cuir.car.chula.ac.th/handle/123456789/42279>
- Utami, I. G. A. L. P., Suwastini, N. K. A., Artini, N. N., & Kultsum, U. (2020). Values of Character Education in the Characterizations of Dory in Disney's Animated Feature Finding Dory (2016). *International Conference on Innovative Research Across Disciplines (ICIRAD 2019)*, 394(Icirad 2019), 119–126. <https://doi.org/10.2991/assehr.k.200115.020>
- Varaporn, S., & Sitthitikul, P. (2019). Effects of multimodal tasks on students' critical reading ability and perceptions. *Reading in a Foreign Language*, 31(1), 81–108.