

The Benefits of Multimodality in EFL Reading-Learning Instructions

Kristian Florenso Wijaya

Cita Hati International School

Corresponding Author: kristianwijaya500@gmail.com

Article History:

Submitted: 03/02/2026

Revised: 23/02/2026

Accepted: 02/04/2026

Keywords:

Multimodality, reading,
learning instructions;
library study; thematic
analysis

Abstract. In modern literacy enterprises, process-oriented pedagogical approaches are considered essential elements in guiding learning participants to remain purposeful towards their previously determined objectives. A similar trajectory goes with the meaningful conveyance of reading-learning instructions, where second language educators should actualize supportive, constructive, and comprehensive means of knowledge discovery dynamics. In line with this objective, the researcher conducted this qualitative library study to explore the benefits of multimodality in EFL reading instruction. To do so, the researcher employed a thematic analysis approach in analyzing 30 previously published studies that were harmonious with the main subject-specific matter forming the basis of this investigation. A thematic analysis method was applied due to its usefulness in yielding more reliable, robust, and contextualized findings that contribute to the advancement of specific discipline fields. From the thematically subsumed research results, the internalization of multimodality significantly enhanced the clarity of reading-learning instructions. This is indicated by the promising development of EFL learners' reading proficiency and motivation.

Citation: Wijaya, K.F. (2026). The Benefits of Multimodality in EFL Reading-Learning Instructions. *Journal of English Language and Pedagogy (JELPA)*, 4(2), 1-14. DOI: <https://doi.org/10.51826/jelpa.v4i1.1833>

INTRODUCTION

In English language learning dynamics, reading is considered one of the most pivotal skills to be fully mastered by EFL learners. To be successful in reading, second language learners are required to accurately analyse, interpret, and understand the major ideas as well as supporting details in the targeted texts. Heriyawati et al. (2018) state that reading predominantly consists of painstaking cognitive enterprises in which target language learners are commissioned to be critical thinkers to thoroughly process the essential information. In stark contrast, EFL learners often encounter strenuous reading obstacles while dealing with a wide variety of texts. This is attributed to the lack of vocabulary knowledge, limited understanding of the topics, and low-developed reading motivation. Rawengwan and Yawiloeng (2020) have likewise noted that most EFL learners decide to make an early departure from their regular reading-learning enterprises since they merely possess an underdeveloped lexical and contextual understanding of the texts. The above-explained impediments are further compounded by the absence of effective reading-learning instructors. In modern EFL teaching-learning dynamics, second language instructors are keen on utilizing conventional pedagogical methods as they believe that it must be their learners must bear a high degree of responsibility to improve their reading competencies. Kennedy and Chinokul (2020) assert that target language educationalists prefer applying traditional reading-

Copyright © 2026, The Author (s)

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



learning methodologies since they contend that their learners should be the ones who are accountable for their literacy skills development.

The proponents of second language reading-learning processes theorize that EFL learners will find their texts more enjoyable, convivial, and meaningful when these literacy materials are accompanied by supportive visualizations. Mayer et al. (2021) articulate that it is of utmost importance for second language educationalists to insert adequate images, charts, and tables in their texts in order to put learners at ease while comprehending the imparted information. Andriani et al. (2022) avow that with the help of relevant visuals, EFL learners will have other alternatives in understanding some intricate information, leading them to gain deeper reading comprehension. In another theoretical framework, Cui et al. (2023) underscore the paramount role of relatable visual images enabling EFL learners to have more profound engagement with the author's viewpoints. These aforementioned contentions pertain to one of the most crucial reading-learning components, which is multimodality. By definition, multimodality is the tangible representation of visualisation aiming to depict the main information forming in the designated texts. These visual representations can be manifested in the forms of spatial, audio, and linguistic components. Lam and Putri (2024) aver that the meaningful means of multimodality need to be transcended into three major supportive elements named language, auditory, and spatial. In this ever-changing second language reading-learning context, target language teachers are suggested to implement an efficient use of multimodality upon commencing their main literacy enterprises. It can be said so since multimodality is believed to progressively elevate EFL learners' reading comprehension skills. This belief is supported by Archer (2023) accentuating the indispensable role of embedding multimodality in the designated reading materials, through which second language learners begin to feel encouraged to practice their literacy proficiency to the greatest growth.

The soundest underlying principle of the essentialism of multimodality is the central role of escalating EFL learners' critical reading competencies. The increased critical reading competencies are deemed crucial matters for allowing EFL learners to reap fruitful academic success. One likely reason is that second language learners will regard reading as a constant cognitive, affective, and behavioural enterprise where they can create a mutual interplay between the specifically-attained information and their actual life contexts. Cirocki et al. (2024) argue that multimodality can gradually escalate critical reading skills among EFL learners due to the meaningful incorporation of the targeted subject-specific knowledge in their regular life basis. In the same vein, Handrayani et al. (2024) acknowledge that the main objective of multimodality is to empower EFL learners to be proactive agents of change in resolving their apparent life issues with an accurate deployment of sensible conceptions, knowledge, and understanding. With the continual enlightenment of multimodality, EFL learners are more motivated to conduct more exhaustive exploration of a wide variety of texts. This commendable action matters most for the significant development of their reading performances, skills, and achievements. One likely reason is that learners have simultaneously endured robust intellectual empowerment through the meaningful text exposure. Patty (2025) adds that multimodality is a prominent factor for EFL learners to be proactive knowledge seekers, inculcating robust intellectual curiosity to every single subject-specific matter discussed in their texts. Similarly, Li and Pang (2025) postulate that multimodality is an essential catalyst for EFL learners to start instilling a higher degree of reading enjoyment, contributing to the promising growth of their literacy competencies.

Critical literacy is an inseparable element that cannot be detached from multimodality. Bai and Xian (2024) coined this terminology as an in-depth literacy enterprise where EFL learners are acclimated to appreciate the contents, information, and ideas forming in their texts by

imparting meaningful appraisals and constructive criticisms. Thus, second language teachers need to include more dynamic reading assessments upon embarking on their daily teaching-learning enterprises with the provision of multimodality. With the accompaniment of dynamic reading assessments, EFL learners will be better assisted in acquiring more profound novelty after engaging in a series of reading activities, impacting their paradigm transformation. Hafner and Ho (2020) confess that the strong foundation of multimodality's application is contingent upon the utilization of more dialectical reading assessments, wherein EFL learners' critical standpoints will be appreciably assessed based on the logic of their arguments. Kundu and Bej (2025) validate the necessary role of critical reading assessments in corroborating the meaningful internalization of multimodality, by which EFL learners start learning to address a higher degree of reverence toward the texts they are analysing.

To ensure the fullest utility of multimodality, second language educational stakeholders ought to devise more comprehensible, relatable, and applicable reading guidelines in the presence of diverse EFL learners. With this mutual support, EFL learners will be more purposeful in reading their texts as they have already stipulated clear end goals in their minds. Nurhapsari and Handayani (2025) highlight the importance of addressing more explicit reading-learning instructions while incorporating multimodality in order to allow EFL learners to stay on their right literacy tracks. Tiang and Ngui (2025) advocate that target language educationalists not provide extensive reading support amidst the implementation of multimodality, which may be detrimental to the continual development of their learners' motivation, confidence, and proficiency. Equally important, multimodality can work to its best potential when it is integrated with the prudent use of technology. With more judicious employment of technological learning platforms, EFL learners are more likely to transform into more insightful readers. This probability may more likely occur as learners acquire a richer array of knowledge, skills, and experiences after the accomplishment of their intended reading dynamics. Nyrup and Robinson (2022) posit that with the harmonious integration of digital-based learning applications and multimodality, second language learners constantly transform into more seasoned readers since they experience a higher degree of novelty in terms of their cognitive, affective, and behavioural aspects.

However, educational institutions are crammed with severe constraints upon attempting all these transformative reading and learning enterprises. Some institutions continually face shortages in the facilitation of supportive technological tools. With this drawback, second language teachers are forced to refrain from adopting more innovative reading pedagogical approaches, as the current working situation does not fully provide the desired support to accommodate this breakthrough. Parks et al. (2022) disclose that it is severely challenging for school institutions in rural areas to provide adequate technological learning supports for all community members, discouraging teachers' aspirations to be more innovative subject designers in their respective classes. Santoso and Mangkuluhur (2024) reveal that the predominant number of target language educationalists are not aspired to consistently implement the judicious use of varied technological-based learning models, given the reality that there is an immense facilities shortage derived from their institutional supports. Another major hindrance hampering second language educationalists from ascertaining the meritorious implementation of technology and multimodality in their habitual reading classroom surroundings is their underdeveloped digital literacy skills. This condition invariably deteriorates the whole reading-learning enterprise as the particular reading-learning instructions are more likely to spark constant bewilderment among classroom community members, leading to unproductive and futile literacy efforts. Fälth et al. (2023) suggest that educational institutions equip second language teachers with decent digital literacy competencies in order to enable them to promote more meaningful, enjoyable, and

contextualized reading-learning dynamics. Chatzichristofis et al. (2025) recommend that second language educators incessantly enrich their digital literacy proficiency before incorporating a more technological-oriented reading activity, by which the downsides of this intensive knowledge exposure, boredom, frustration, and demotivation, can preclude EFL learners from showcasing their best reading performances.

Most predominant studies in former ELT investigations have revealed the advantageous values of multimodality in EFL reading-learning processes. However, the vast majority of them relied on quantitative approaches. Yawiloeng (2022) unravelled that a significant escalation of reading motivation occurred among Thailand university EFL learners in accordance with their personal critical reading journals. This evidence might disseminate an unintended bias since there are other supportive external factors prompting EFL learners to be more vigorous in reading their texts. In another study, Le et al. (2024) uncovered that an overwhelming majority of Chinese university EFL learners have significantly increased their academic reading test scores after being equipped with multimodality.

Irrespective of this well-informed finding, the outcome is concurrently manifested in a biased fashion since the previous researchers relied on their investigation in their pre- and post-reading texts. Ifinedo and Kankaanranta (2021) found that the participants taking part in their study were appreciative of the ceaseless incorporation of multimodality through their communal and personalized reading and learning enterprises. This study applied a content analysis approach while delving profoundly into learners' open-ended responses in the questionnaire and interview inquiries. In reverse, the findings of this study are not sufficiently robust since they were only conducted through periodic classroom observations regarding the application of multimodality in some sample reading classrooms. Safitri et al. (2025) unveiled that the vast number of Indonesian EFL educationalists highly appreciated the meaningful integration of multimodality in their reading materials as it helped them to enforce better-facilitated literacy dynamics.

Notwithstanding, this quantitative investigation merely delved into teachers' perceptions, causing subjectivity among the shared findings. Lastly, Novianti and Rukminingsih (2020) discovered that most Indonesian university EFL learners were in favour of the application of multimodality in their textual passages since they could obtain a more comprehensive understanding of the specifically-discussed reading topics. Despite this invaluable outcome, the former researchers have not fully pinpointed under which classroom learning climates multimodality can operate to its utmost potential in sustaining EFL learners' reading skills growth. All the above-expounded studies have exclusively professed an impartial enlightenment concerning the criticality of multimodality in modern EFL reading-learning settings through the deployment of external research variables such as classroom surveys, questionnaires, interviews, perceptions, and scientific observations. On the contrary, these prior investigations did not specifically portray the benefits of multimodality in general EFL reading-learning contexts. With respect to this lacuna, the researcher initiated this qualitative library study to specifically disclose the invaluable benefits offered by multimodality to the impartation of reading-learning instructions. The researcher heeded more exhaustive attention to pedagogical literacy instructions in the hope that second language educational stakeholders are more adept at adapting more lucid, meaningful, and contextual reading-learning dynamics, suitably accommodating all learners' literacy needs, levels, and conditions.

To ensure seamless actualization of the aforesaid action, the researcher relied on the secondary data yielded by 30 specifically-chosen scientific articles selected in this library study. Upon obtaining the research outcomes from this secondary data, the researcher expected that the

second language educational parties are committed to promoting a continual breakthrough in their pedagogical practices enactment by determining varied reading-learning programs compatibly fitting with the best implementation of multimodality. Hence, the researcher aspired that this small-scale library study would contribute to the progressive growth of modern second language reading pedagogical strategies, wherein multimodality is internalized in alignment with the specific conveyance of reading-learning instructions. To achieve this main study objective, one single research inquiry is postulated as constructive guidance in this qualitative library study: What are the benefits of multimodality in EFL reading-learning instructions?

METHOD

The researcher initiated this qualitative investigation with the support of a library study. A library study matters most for the conveyance of more reliable, robust, and relevant findings, as the researcher continuously rechecks the connectivity between the generated results and the main discipline field delved into. Klassen et al. (2012) declare that with the accompaniment of a library study, more dependable, sound, and contextual outcomes may be yielded since an iterative data checking is repeatedly enforced. To substantiate the trustworthiness of these research results, the researcher concurrently made use of a thematic analysis approach, by which more systematic data groupings will be clustered based on similar themes. Braun and Clarke (2021) highlight the notable role of a thematic analysis method, by which more well-organized and comprehensible findings will be clearly addressed due to accurate systematization of identical themes. To ensure the applicability of each finding, the researcher capitalized on an open-coding approach. An open-coding approach is beneficial for identifying unwanted discrepancies among the data, contributing to the significant escalation of more objective research outcomes. Nowell et al. (2017) note that with the enlightenment of an open-coding method, the believability of each subdivided finding may incrementally increase, through which only interrelated research themes will be the precise representations for the finalized result.

The researcher had two main inclusion criteria upon commencing this library study. Firstly, the researcher selected 30 previously-published scientific works taken from varied reputable international and national journal article platforms. Secondly, the researcher took the utmost priority on articles ranging from 2019 to 2025. Anchoring on these two considerations, the researcher can shed a better enlightenment on the pivotal role of integrating the best practice of multimodality in these ever-changing second language reading enterprises. This rejuvenated perspective can be attained after comprehensively attaining the meritorious values of multimodality in relation to EFL reading-learning instructions. For an exclusion criterion, the researcher refrained from adopting studies published in the form of conference papers, theses, and dissertations. The emanation of this stipulation is attributed to an inescapable fact that all these types of studies do not undergo a rigorous peer review process, as the scientifically-oriented works are published in journal article websites.

The researcher aspired to achieve these two objectives after completing this library study. As second language educationalists are still staying in their comfort zone, embedding traditional pedagogical instructions in the targeted reading-learning processes, the thematically-categorized findings are purported to eliminate their perspectives to bring about more conducive and student-friendly literacy activities in respective classroom circumstances. The ultimate objective regards with the dependability of multimodality's application in addressing more intelligible reading-learning instructions to heterogeneous EFL learners. By knowing certain advantageous benefits of multimodality, second language educators are expected to expend more effort in exploring a wide array of promising digital platforms helpful for accommodating the maximum

implementation of this essential literacy element through their regular reading-learning trajectories.

In the data delineation process, the researcher planned to address more descriptive reports concerning the specifically-grouped findings procured in the thematic analysis. By applying this procedure, a more neutral and authentic nuance of each result will be fully obtained. It can be contended that way since the designated findings are harmoniously settled with relevant theoretical underpinnings and robust prior findings revealing the advantages of multimodality in EFL reading-learning instructions. Irrespective of the descriptive nature of these findings, the researcher refrained from inserting his personal beliefs, standpoints, and arguments concerning the subject-specific matter. This action is circumvented to prevent any kind of unwanted misinterpretations, leading to severe biases in the data.

RESULT AND DISCUSSION

The researcher determined two main themes based on the thematic analysis conducted before: 1) Multimodality-based reading-learning instructions cultivated robust reading motivation, and 2) multimodality-oriented reading-learning instructions empowered EFL learners' reading proficiency. The comprehensive delineation of these findings is discernible in the subsequent lines. The stipulated research themes have been tailored with the benefits of multimodality in EFL reading-learning instructions, by which EFL learners' cognitive, affective, and behavioral engagement are significantly elevated to the fullest development as they partake in a wide variety of complex literacy enterprises.

Theme 1: Multimodality-Based Reading-learning Instructions Cultivated Robust Reading Motivation

Theme 1	Studies
Multimodality-based reading-learning instructions cultivated robust reading motivation	Anari et al. (2019); Suwastini et al. (2021); Yawiloeng (2022); Daulay and Dewi (2025) Eisenmann and Summer (2020); Lewis and Lewis (2021); Labibah et al. (2025); Fitri et al. (2025); Yunus (2022); Stankić and Jakovljević (2022); Zhang and Peng (2024); Fang and Xiangming (2023); Carcamo (2025).

It is interesting to note that multimodality-based reading-learning instructions are a potent enabler for EFL learners to transform into more robust reading motivation. The occurrence of this positive literacy outcome is attributed to the interactive, helpful, and student-friendly digital reading features found in accessible texts. As a result of this supportive literacy exposure, EFL learners are keen on exploring a wide variety of texts possessing distinctive genres. From this finding, it is worth suggesting that second language educationalists activate multimodal reading text features as powerful guidelines empowering their learners' reading comprehension skills. By doing so, they are skilled at determining the most important concepts taken from the texts (Anari et al., 2019; Suwastini et al., 2021; Yawiloeng, 2022; Daulay & Dewi, 2025).

With the continuous employment of these hands-on digital reading practices, EFL learners begin inculcating positive perceptions, actions, and behaviours toward their specifically-explored texts. All these commendable attributed serves as potent enlightenment for target language learners to approach their forthcoming reading-learning dynamics confidently, vigorously, and persistently. Resultantly, EFL learners will feel at their fullest ease even though they are crammed with plenty of reading obstacles as they have been more purposeful toward their literacy process. Einsenmann & Summer, 2020; Lewis & Lewis, 2021; Labibah et al., 2025; Fitri et al., 2025). An accurate employment of multimodality plays an essential role of establishing a more persistent character among EFL learners.

This behaviour is a propelling force for second language learners wishing to attain more fruitful academic achievements. One likely reason is that EFL learners have perceived a vast range of unprecedented reading hindrances as invaluable opportunities for them to shift into more insightful target language users, leading them to put forth effortful actions during their personalized literacy processes. All these positive reading growths bring about an influential impact on EFL learners' growth mindset, by which they totally believe that rigorous literacy practices will lead them to be more advanced target language academicians. Instead of infusing a fallacy in their mindset that proficient literacy competencies are just merely innate talents, this growth mindset propels EFL learners to immerse themselves in more consistent reading practices due to the potent belief that they will have equal opportunities to be more competent readers as their seasoned learning companions (Yunus et al., 2022; Stankic & Jakovljevic, 2022).

Lastly speaking, multimodality is a major driving force strengthening EFL learners' reading-learning autonomy character. As language learners constantly obtain a vast range of relevant information, helpful literacy features, and supportive images in their digital reading platforms, they no longer excessively depend on teachers' assistance. This significantly reduced reading-learning dependency takes place due to the robust growth of self-confidence. When EFL learners have shifted into more confident readers, they are more capable of regulating their cognitive, affective, and behavioural engagement in accordance with their designated reading text contents. Thereby, they are also skilled at planning, monitoring, and evaluating their reading comprehension growth in corresponding ways. Hence, it is worth keeping in mind that multimodality can be operationalized to its best implementation when target language educationalists encourage their learners to determine the most doable, achievable, and plausible reading-learning objectives at the outset of intensive text exposure. With an actualization of this in-depth reading habituation, EFL learners can stay on their right reading tracks as they have been cognizant of the forthcoming steps needed to be carried out (Zhang & Peng, 2024; Fang & Xiangming, 2023; Carcamo, 2025).

Theme 2: Multimodality-Oriented Reading-learning Instructions Empowered EFL Learners' Reading Proficiency

Theme 2	Studies
Multimodality-oriented reading-learning instructions empowered EFL learners' reading proficiency	Puspitasari et al. (2025); Kaowiwattanakul (2025); Sanchez (2022); Sherwani and Harchegani (2022); Wijaya (2024); Rocha et al. (2025); Sakulprasertsri (2020); Phengsuai and Suwanarak (2020); Ilmi and Dewi (2022); Kaowiwattanakul (2024); Ilmi et al. (2020); Wahyudin (2025); Durongbhandhu and Suwanasilp (2021); Hidayat et al. (2024); Luo (2025); Salamanti et al. (2023); Patty (2025).

Multimodality-oriented reading-learning instructions are the stepping stones of success for EFL learners aspiring to turn into more proficient readers. One of the notable features of multimodality is an unceasing immersion in critical reading practice. During the activation of critical reading practice, EFL learners are intensively trained to conduct profound, meaningful, and accurate interpretations of the particularly-shared information shared by the targeted authors. By doing this, second language learners subconsciously elevate their reading competencies to the best potential. It may happen since they have been more conscientious, thoughtful, and selective in determining an array of essential ideas guiding their personalized reading pathways accordingly. Another contributive impetus promoting a significant degree of improvements on EFL learners' reading comprehension skills is a mutual orchestration between their background knowledge and the newly-attained concepts. This solid cognitive enterprise can

potentially illuminate EFL learners' reading comprehension process, through which they have possessed a well-developed understanding of the particularly-discussed topics (Puspitasari et al., 2025; Kaowiwattanakul, 2025; Sanchez, 2022; Sherwani & Harchegani, 2022).

Owing to the incessant conveyance of authentic and textually-based texts in the light of multimodality, EFL learners are more prompted to rigorously hone their reading skills to the fullest potential. This proactive reading behaviour is attributed to the mutual peer and group sharing discussions enforced after the completion of personalized reading activities. With this collaborative network, EFL learners can significantly foster others' reading skills as they attain invaluable knowledge, skills, and experiences addressed by their entrusted learning counterparts. This strand of finding is tightly interwoven with social constructivism theory, emphasizing the essentialism of solid collaboration and limitless information sharing, by which more comprehensive knowledge attainment will be procured among classroom community members. This seminal learning theory also pertains to the holistic transformation of EFL learners' roles responding to ever-changing society dynamics, wherein they are commissioned to be influential and active agents of change through the proper implementation of novel conceptions on a daily basis (Wijaya, 2024; Rocha et al., 2025; Sakulprasetsri, 2020).

Delving into the basic nature of multimodality, its implications cannot be detached from an extensive reading culture. It is believed by the former educational experts that multimodality can fully embody its fullest utilities when EFL learners are deliberately allowed to explore a vast array of texts arousing their utmost interests. Through this free reading activity, EFL learners gradually scaffold their reading proficiency levels since they begin adopting the easiest texts before taking on more advanced passages. The above-explicated characteristic will promote a significant degree of contributions toward learners' analytical skills. This rewarding reading and learning event may occur since learners are habituated to propose varied, insightful, and relevant inquiries while comprehending a vast range of intricate information found in their texts. Again, this cyclical process demands robust cognitive enterprises from EFL learners, allowing a more rewarding trajectory for them to be more critical readers who do not passively agree upon every single piece of information addressed by the authors (Phengsuai & Suwanarak, 2020; Ilmi & Dewi, 2022; Kaowiwattanakul, 2024; Ilmi et al., 2020). It is customary for EFL learners to transform into more ingenious readers amidst the incorporation of multimodality. The procurement of this coveted literacy outcome is more likely to iteratively occur given the condition that EFL learners insistently renew their linguistic and lexical repertoires during their digital reading-learning engagement. Simply speaking, second language learners will experience a higher degree of comfort in exploring a wide range of reading texts since they have cultivated sound growth of diction and vocabulary knowledge (Wahyudin, 2025; Durongbhandhu & Suwanasilp, 2021; Hidayat et al., 2024).

Another significant literacy value gained through the meaningful utilization of multimodality is the internalization of accurate and adaptable reading strategy adjustments. This coveted reading-learning outcome may invariably permeate various literacy programs when EFL learners are habituated to employ the most suitable reading strategies harmonious with their text information. This cognitive literacy enterprise can be applied at the onset of literacy enterprises, paving an expedient pathway for EFL learners to not solely rely on their frequently-employed reading strategies. Meaning to say, multimodality is an indispensable reading element purported to raise EFL learners' profound awareness of other meaningful reading approaches. Having this in mind, EFL learners are more prone to undergo more seamless transitions in their reading-learning enterprises as they have been skilful at conducting more flexible reading strategy adjustments. Finally, multimodality stands as a powerful accompaniment for EFL learners to be

more fluent and effective readers. This fruitful reading-learning occurrence is not happening by accident due to the precise main ideas and supporting details identification carried out among these analytical readers (Luo, 2025; Salamanti et al., 2023; Patty, 2025).

CONCLUSION

To sum up, multimodality has benefited EFL reading-learning instructions in diverse, wide-ranging literacy activities. It can be evidently proved by second language learners' eagerness to conduct more disciplined reading practices in their regular classroom surroundings and out of formal literacy programs. This robust reading motivation is credited to the convivial, supportive, and facilitative digital reading features, by which EFL learners are capable of comprehending various kinds of intricate information with the deployment of compatible reading strategies. Having preserved this coveted reading attribute, EFL learners will not merely achieve more fruitful reading-learning outcomes but also progressively transform into more ingenious, insightful, strategic, and proficient readers. With the supportive accompaniment of multimodality, EFL learners' perspectives toward their discipline matters are significantly renewed, resulting in an embodiment of powerful cognitive, affective, and behavioural enterprises.

The thematically-subsumed findings offered some feasible and practical implications to the following educational parties: educational institutions, second language teachers, and EFL learners. First, educational institutions are suggested to cultivate advanced digital literacy skills among their teachers. This can be done by involving them in a wide variety of contextual technological-based learning trainings, particularly those focusing on the development of learners' reading competencies. For second language educationalists, they are encouraged to be more vibrant in devising the exact literacy programs best accommodating the best utilities of multimodality. This aspiration is more likely to be fulfilled when target language educators are committed to conducting deeper exploration of useful technological platforms worth utilizing in their regular reading and learning dynamics. Lastly, EFL learners are advised to inculcate a lifelong reading habit in the long run. With the supportive endorsement of this admirable attitude, second language learners will be more successful while capitalizing on the proper implementation of multimodality. One likely reason is that they have familiarized their cognitive processing with the identification of spatial, audio, linguistic, and visual elements, enabling them to infuse accurate text interpretations.

Finally, the researcher must fairly acknowledge some particular drawbacks arising in this study for the significant advancement of the specifically investigated research field. Firstly, the major dearth of this qualitative library investigation is that it overly relies on secondary data analysis taken from random study samples. For the betterment of more evidence-based and research-informed findings, future researchers should apply purposive sampling upon reviewing the targeted scientific works. By doing so, the forthcoming research outcomes will be presented in more trustworthy and believable fashions as the selection criteria of selective studies are consistently applied. Owing to the fact that this small-scale library study exclusively delves into the advantages of multimodality in EFL reading-learning instructions, it will be more expedient for future researchers to replicate the current library investigation model by investigating the impactful influences of multimodality on the promotion of meaningful literacy programs. With this detailed empirical evidence, second language educational stakeholders are more liable to revisit their current literacy policies with more innovative, relevant, and meritorious reading pedagogical approaches. Moreover, there is an urgent need for future researchers to reveal whether multimodality-based reading-learning instructions promote similar benefits in divergent EFL literacy contexts. For instance, European, American, African, and Asian. By specifically

initiating in-depth investigation in these global literacy arenas, target language educational parties will be supportively assisted to design an array of reading-learning programs suitably corresponding with their learners' heterogeneous and unique academic backgrounds.

ACKNOWLEDGEMENT

The researcher would like to bestow profound thankfulness to his former university colleague named Yohana Triana Ina Weran, who warmly welcomed him to contribute his article to her university journal website. Hence, the researcher had an aspiration that the findings obtained from this qualitative library study will promote a significant degree of contribution to the progressive development of reading-learning instructions amidst the meaningful employment of multimodality.

REFERENCES

- Anari, N. N., Abusaeedi, 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.
- Andriani, D., Ningsih, A. W., Shara, A. M., & Kisno. (2022). The Nexus between Reading Science Informative and Science Fiction Text in Secondary High School. *International Journal of Curriculum and Instruction*, 14(1), 183-195.
- Archer, A. (2023). Exploring multimodal approaches for writing centres in remote and in-person configurations. *Perspectives in Education*, 41(3), 39-49.
- Bai, Y., & Xian, H. (2024). Exploring the interplay of digital storytelling, L2 speaking skills, self-regulation, and anxiety in an IELTS preparation course. *Humanities and Social Sciences Communications*, 11(1), 1-15.
- Braun, V., & Clarke, V. (2021). Conceptual and Design Thinking for Thematic Analysis. *Qualitative Psychology*, 9(1), 3-26.
- Carcamo, B. (2025). Exploring the Impact of Multimodal Artifact Creation in Canva on the Understanding of Multimodal Texts in EFL Learners. *Technology in Language Teaching and Learning*, 7(4), 1-15.
- Chatzichristofis, S. A., Tsopozidis, A., Kyriakidou-Zacharoudiou, A., Evripidou, S., & Amanatiadis, A. (2025). Designing an AI-Supported Framework for Literary Text Adaptation in Primary Classrooms. *AI Switzerland*, 6(7), 1-20.
- Cirocki, A., Sapp, T., & Farrelly, R. (2024). Developing Materials for ELT Classrooms: A Brief Introduction. In *Developing Materials for Innovative Teaching and Sustainable Learning: ELT Practitioners' Experiences from Diverse Global Contexts* (pp. 1-25). Cham: Springer Nature Switzerland.
- Cui, J., Guo, J., Yang, J., Wu, L., & Bao, Y. (2023). Reading for gain or reading for fun: empirical evidence from China on the adoption mechanism of integrated children's books. *Frontiers in Psychology*, 14(1), 1-14.
- Daulay, E., & Utami Dewi. (2025). Reading Comprehension through Multimodal Literacy Approach for English Education. *English Teaching Journal* 16(2), 397-404.
- De Deus Rocha, V., Agnoletto, M. A., & Trevisol, J. R. (2025). Multimodality into the EFL context: from theory to practice. *Revista de Letras*, 27(50), 170-185.

- Durongbhandhu, N., & Suwanasilp, D. (2021). Effectiveness of Multimodal Glossing Reading Program on English Vocabulary Acquisition. *English Language Teaching*, 14(6), 62-75.
- Eisenmann, M., & Summer, T. (2020). Multimodal Literature in ELT: Theory and Practice. *CLELE Journal*, 8(1), 52-73.
- Fälth, L., Brkovic, I., Kerestes, G., Svensson, I., Hjelmquist, E., & Tjus, T. (2023). The Effects of a Multimodal Intervention on the Reading Skills of Struggling Students: An Exploration Across Countries. *Reading Psychology*, 44(3), 225-241.
- Fang, L., & Xiangming, L. (2023). Promoting Young Adolescents' Reading Performance: Evidence from Narrative Transportation on Multimodality Readings. *Computers in the Schools*, 40(3), 231-243.
- Hafner, C. A., & Ho, W. Y. J. (2020). Assessing digital multimodal composing in second language writing: Towards a process-based model. *Journal of Second Language Writing*, 47(4), 1-14.
- Handrayani, D., Suryati, N., & Astuti, U. P. (2024). A Phenomenological Study of EFL Teachers' Experiences in Putting Multiliteracy Pedagogy through Online Teaching. *Indonesian Journal of English Education*, 11(1), 133-154.
- Heriyawati, D. F., Saukah, A., & Widiati, U. (2018). Working memory capacity, content familiarity, and university EFL students' reading comprehension. *Indonesian Journal of Applied Linguistics*, 8(1), 21-27.
- Hidayat, N. H., Sundari, H., & Zuhairi, A. (2024). EFL Reading Comprehension through Digital Storytelling in Multimodal Digital Literacy. *Scope : Journal of English Language Teaching*, 9(1), 380-391.
- Ifinedo, E., & Kankaanranta, M. (2021). Understanding the influence of context in technology integration from teacher educators' perspective. *Technology, Pedagogy and Education*, 30(2), 201-215.
- Ilmi, K. A., & Dewi, D. N. (2022). The Integration of Multimodality in EFL Classes: Students' Perception. *Journal of English Language Teaching*, 9(2), 99-108.
- Ilmi, Y., Retnaningdyah, P., & Munir, A. (2020). Exploring Digital Multimodal Text in EFL Classroom: Transformed Practice in Multiliteracies Pedagogy. *Linguistic, English Education and Art Journal*, 4(1), 99-108.
- Jusak Patty. (2025). Integrating Critical Literacy and Multimodal Pedagogy in English Language Education. *J-Shelves of Indragiri*, 7(2), 176-198.
- Kaowiwattanukul, S. (2024). Voices From the EFL Literature Classroom: Students' Attitudes Towards the Use of Multimodal Literature to Improve Their CEFR Literary Reading Competence at C1 Level. *Theory and Practice in Language Studies*, 14(9), 2889-2899.
- Kaowiwattanukul, S. (2025). Multimodal literature and CEFR reading proficiency: Improving literary reading skills in EFL learners. *Indonesian Journal of Applied Linguistics*, 15(1), 20-34.
- Kennedy, U., & Chinokul, S. (2020). Effect of the scaffolded reading experience using a graphic novel on the English reading comprehension and reading motivation of Thai EFL students. *Language Education and Acquisition Research Network*, 13(2), 158-175.
- Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research*, 21(3), 377-380.

- Kundu, A., & Bej, T. (2025). Melodies of comprehension: exploring music's role in English reading development in Indian classrooms. *The Australian Journal of Language and Literacy*, 10(6), 1-18.
- Labibah, H. F., Mujiyanto, J., Rukmini, D., & Whidiyanto. (2025). Ai-Enhanced Multimodal Reading: Exploring Its Impact on Efl Learners' Reading Comprehension and Engagement in Madrasah. *Indonesian EFL Journal*, 11(3), 693-704.
- Lam, K. Y., & Putri, E. W. (2024). A study on the affordances of digital fairy-tale rewriting: A critical literacy approach to digital multimodal composing. *System*, 127, 10-22.
- Le, H. V., Nguyen, T. A. D., Le, D. H. N., Nguyen, P. U., & Nguyen, T. T. A. (2024). Unveiling critical reading strategies and challenges: a mixed-methods study among English major students in a Vietnamese higher education institution. *Cogent Education*, 11(1), 1-20.
- Lewis, D. R., & Lewis, T. Y. (2021). A multimodal approach to higher order literacy development of low-level EFL university students in Japan. *Innovation in Language Learning and Teaching*, 15(4), 364-383.
- Li, L. X., & Pang, V. H. K. (2025). The effects of shared book reading on language and literacy development of ESL/EFL learners: a multi-level meta-analysis. *European Early Childhood Education Research Journal*, 1807, 1-18.
- Luo, W. (2025). The Practice and Evaluation of Multimodal Teaching Method in English Reading in Senior High School. *Journal of Integrative Education Studies*, 1(2), 29-38.
- Mayer, C., Trezek, B. J., & Hancock, G. R. (2021). Reading achievement of deaf students: Challenging the fourth grade ceiling. *The Journal of Deaf Studies and Deaf Education*, 26(3), 427-437.
- Novianti, H., & Rukminingsih, R. (2020). Implementing CIRC Strategy to Improve Students' Ability in Reading Comprehension and Writing EFL at Higher Education Level. *Journal of English Education, Linguistics and Literature*, 7(1), 29-44.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1-13.
- Nurhapsari, H. A., & Handayani, S. (2025). The Implementation of Digital Flipbook to Enhance Students' Reading Comprehension. *English Research Journal: Journal of Education, Language, Literature, Arts and Culture*, 10(1), 1-8.
- Nyrup, R., & Robinson, D. (2022). Explanatory pragmatism: a context-sensitive framework for explainable medical AI. *Ethics and Information Technology*, 24(1), 1-15.
- Parks, K. M. A., Moreau, C. N., Hannah, K. E., Brainin, L., & Joannis, M. F. (2022). The Task Matters: A Scoping Review on Reading Comprehension Abilities in ADHD. *Journal of Attention Disorders*, 26(10), 1304-1324.
- Phengsuai, P., & Suwanarak, K. (2020). Students and Teacher's Views on a Multimodal Approach to English Reading Skill Development of Thai EFL Students in a University Context. *New English Teacher*, 14(2), 123-138.
- Prodanović Stankić, D. L., & Jakovljević, B. M. (2022). Incorporating Multiliteracies and Multimodality Into Literacy Instruction for Efl Students At Tertiary Level: a Case Study. *Filolog*, 13(25), 68-85.

- Puspitasari, A., Jailani, M. K., Basthomi, Y., Suharyadi, S., & Zen, E. L. (2025). Multimodal scaffolding in critical reading: Pedagogical insights from Indonesian EFL learners. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 12(2), 924–947.
- Rawengwan, W., & Yawiloeng, R. (2020). Reciprocal teaching method for enhancing Thai EFL learners reading comprehension ability. *Sripatum Review of Humanities and Social Sciences*, 20(1), 105–123.
- Safitri, R., Yahrif, M., & Ibrahim, M. (2025). Using Short Stories to Improve Students' Reading Comprehension at Senior High School. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 11(4), 280-288.
- 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.
- Salamanti, E., Park, D., Ali, N., & Brown, S. (2023). Efficacy of Collaborative and Multimodal Learning Strategies in Enhancing English Language Proficiency Among ESL/EFL Learners: A Quantitative Analysis. *Research Studies in English Language Teaching and Learning*, 1(2), 78-89.
- Pellicer-Sánchez, A. (2022). Multimodal reading and second language learning. *ITL-International Journal of Applied Linguistics*, 173(1), 2-17.
- Santoso, W., & Dito Mangkuluhur, B. (2024). Pre-Service English Teachers' Perceptions Towards The Use of Dialogical Learning as Reflective Practice: A Case Study. *SALEE: Study of Applied Linguistics and English Education*, 5(2), 493–507.
- Sherwani, K. A., & Harchegani, M. K. (2022). The Impact of Multimodal Discourse Analysis on the Improvement of Iraqi EFL Learners' Reading Comprehension Skill. *Journal of Tikrit University for Humanities*, 29(12), 1–19.
- Suwastini, N. K. A., Marantika, P. D., Adnyani, N. L. P. S., Mandala, M. A. K., & Artini, N. N. (2021). Multimodal Teaching in EFL Context: A Literature Review. *Edu-Ling: Journal of English Education and Linguistics*, 4(2), 140-150.
- Syarifah Hayatul Fitri, Putra, H. E., Suyono, S., Elfi, E., & Afriandi, M. A. (2025). Students' Perceptions of the Benefits of Multimodal Texts Used by English Teachers at SMA Uswatun Hasanah Padang Panjang. *Ahmad Dahlan Journal of English Studies*, 12(1), 58–73.
- Tian, K. K., & Ngui, W. (2025, September). Morphological Awareness as a Mediator in the Effects of Morphological Instruction on Reading Comprehension and Motivation on Lower Secondary Limited English Proficient Learners: A Preliminary Study. in *conference e-proceedings* (p. 61).
- Wahyudin, A. Y. (2025). Enhancing Eleventh Graders' Reading Skills through Content-Based Instruction Using Multimodal Texts: A Mixed-Methods Study. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(2), 7364-7384.
- Wijaya, K. F. (2024). Invigorating Globalized EFL Learners' Reading Proficiency Growth through the Continual Support of Multimodal Strategy. *Journal of English Language and Pedagogy*, 2(1), 1–12.
- Yawiloeng, R. (2022). Using Instructional Scaffolding and Multimodal Texts to Enhance Reading Comprehension: Perceptions and Attitudes of EFL Students. *SSRN Electronic Journal*, 18(2), 877–894.

Yunus, M. M. (2022). Multimodal teaching practices for EFL teacher education: An action based research study. *Journal for Educators, Teachers and Trainers*, 13(1), 141–148.

Zhang, P., & Peng, Y. (2024). Multimodal reading in reading-only versus reading-while-listening modes: evidence from Chinese language learners. *Chinese as a Second Language Research*, 13(2), 215–236.