MULTIMODAL AFFORDANCES IN ENGLISH TEXTBOOKS FOR CLASSROOM ENGAGEMENT

Hery Yanto The
Department of Buddhist Education, Faculty of Education and Dharma, Nalanda Institute
Email: heryyantothe@gmail.com

Abstract

The fast development of English Language Teaching (ELT) has placed multimodal resources at the forefront of modern pedagogy, especially with global trends favoring visual and interactive learning. This study presents a qualitative multimodal analysis of chapter opening covers from three English textbooks published by Indonesia's Ministry of Education under the SIBI platform. Using Kress and Van Leeuwen's framework, covering representational, interactional, and compositional meanings, alongside Carl Jewitt's view on intersemiotic complementarity, the research explores how visual and textual elements work together to create meaning. Findings show that the covers contain rich multimodal features that support deeper understanding and student engagement. These elements help teachers design apperception activities, activate prior knowledge, and motivate learners. By using the chapter covers effectively, educators can ease transitions into lessons, clarify language points, and link students' experiences with new contexts. In Indonesia's educational setting, where relevance and engagement are key, these multimodal tools offer practical benefits for innovative teaching. This study highlights how textbook design can serve as an active resource in ELT, aligning with global trends while addressing local needs.

Keywords: *ELT practices, Indonesian context, Multimodal Analysis, Textbook Design, Visual Literacy*

INTRODUCTION

Modern English Language Teaching (ELT) places greater emphasis on the integration of multimodal resources that combine visual, textual, and interactive elements to enhance comprehension (Lotherington et al., 2019; Xu, 2024). Research in English language education underscores the importance of multimodal design in fostering dynamic and inclusive learning environments (Al-Jarf, 2024; Hidayati et al., 2024; Putri et al., 2024). Based on the work of Kress and Van Leeuwen (2020), these methods are especially helpful for English as a Foreign Language (EFL) students, who often have trouble with language and culture in the classroom. When used correctly, multimodal materials can fill these gaps by turning traditional, passive learning spaces into places where people can connect with each other (Putri et al., 2024). Multimodal approaches offer diverse alternatives for learning by enhancing student engagement, understanding, and overall communicative competence (Rohi & Nurhayati, 2024). Consequently, they are an essential component of efficient language instruction in many different educational settings.

Recent studies confirm the positive effects of multimodal texts on student engagement and comprehension (Fitriani et al., 2024; Novita et al., 2024). Digital

storytelling and visual tales have shown that they can create more welcoming learning spaces by increasing motivation and participation (Parsazadeh et al., 2021; Roy, 2024). Digital storytelling, which combines pictures, videos, and personal stories, is a powerful way to encourage creativity and cultural exchange (Hřebačková & Štefl, 2022; Huang & Loranc, 2023; Murad et al., 2023). These tactics not only help students learn a language, but they also help them feel better about themselves.

Multimodal resources not only encourage participation but also align with Gardner's theory of multiple intelligence, accommodating various learning styles and reducing disengagement (Yavich & Rotnitsky, 2020). The flexibility of learning improves students' confidence and makes it easier to teach in varied ways (Brintha et al., 2021; Veletsianos & Houlden, 2019). Recent research has shown the efficacy of multimodal media in enhancing EFL learning outcomes (Al-Jarf, 2024; Lotherington et al., 2019; Putri et al., 2024). Infographics improve multimodal literacy and understanding (Lestari & Purnama, 2023; Tarkhova et al., 2020), and the pictures in texts help people remember what they read, get more involved, and learn new words (Kühl & Münzer, 2023; Scherer et al., 2023). These multimodal learning studies underscore the pedagogical importance of integrating visual and textual components in language education.

Despite the growing interest in multimodal learning, there is not much study that focuses on how to construct textbooks. Even while more and more academics are interested in digital storytelling and infographics, there is not much study on how to combine different types of media in classroom textbooks (Kress & Van Leeuwen, 2020). Studies conducted by Ji, Mokmin, and Wang (2025) as well as Hastuti (2024) indicate that visual elements can augment students' motivation to interact with educational resources. Researchers have not sufficiently explored the interplay between verbal and visual elements in promoting meaning-making. The lack of attention is particularly apparent in government-issued textbooks, where the design often does not integrate multimodal principles effectively.

This research analyzes three English textbooks released by Indonesia's Ministry of Education to rectify this deficiency. Investigating the various ways in which visual and textual components interact to construct meaning, the study draws on Kress and Van Leeuwen's (2020) model of visual grammar as well as Jewitt's concept of intersemiotic complementarity. The research investigates ways in which multimodal attributes improve apperception processes, ease transitions among learning stages, and clarify linguistic concepts. These characteristics offer pedagogical opportunities to enhance the effectiveness of classroom instruction, especially in resource-limited settings.

The significance of this research extends beyond theoretical examination to include actual use in educational settings. The study shows how multimodal resources can help students learn, and it encourages schools to make the most of the high-quality, easily accessible textbooks they have. When made with contextual relevance and multimodal awareness, these materials can help create learning environments that are more inclusive, engaging, and fair. This alignment between textbook design and broader educational goals highlights the need for innovative teaching methods grounded in local settings.

The use of multimodal resources offers excellent chances to improve EFL teaching. Looking at Indonesian English textbooks from a multimodal perspective adds to talks about global literacy while also meeting specific local educational needs. Understanding

how visual and textual elements work together gives teachers useful ideas for developing learning experiences that are both dynamic and adaptable. Ultimately, these strategies work for different types of learners and help them connect with language on a deeper level.

METHOD

This study analyzes the written and visual components of English textbook chapter opening covers that were published by the Indonesian Ministry of Education via the SIBI platform, utilizing qualitative multimodal analysis. The theoretical foundation of the study is grounded in the frameworks of Kress and van Leeuwen (2020) and Jewitt et al. (2025), which together offer robust methodologies for the analysis of multimodal texts. Kress and van Leeuwen's methodology, rooted in social semiotics, considers visuals, layout, and other semiotic resources as fundamental to meaning production (Kress & Van Leeuwen, 2020). Jewitt's concept of intersemiotic complementarity enriches the study by highlighting the interplay of several modes in the formation of nuanced meanings (Jewitt et al., 2025)

The study utilized two samples of chapter-opening covers from each of three English textbooks: Work in Progress, English for Change, and Train of Thoughts, to ensure concentration and manageability. These textbooks were selected due to their widespread use and their representation of contemporary multimodal designs in Indonesian English Language Teaching (ELT). The decision to limit the sample to two chapter covers per book was made because each design has a lot of complex and varied multimodal elements. This focused approach makes it easier to fully examine how visual and textual aspects work together without making the research more difficult.

The selected chapters comprise chapter 1 and chapter 2 from Work in Progress, chapter 2 and chapter 5 from English for Change, and chapter 2 and chapter 3 from Train of Thoughts. A random sample procedure was used to choose these specific chapters. This was done to make sure they were representative and to cut down on bias, which made the results more valid. The multimodal coding method was organized based on essential indicators from Kress and van Leeuwen's framework, concentrating mainly on representational meaning, interactional meaning, and compositional meaning. Representational meaning examines the depiction of humans, objects, and concepts, as well as their interrelations (Kress & Van Leeuwen, 2020). Interactional meaning looks at how visual and textual elements link the observer, the producer, and the people shown in the text (Kress & Van Leeuwen, 2020). Compositional meaning investigates the way the arrangement and integration of diverse components yield a cohesive whole (Kress & Van Leeuwen, 2020). Furthermore, Jewitt's concept of intersemiotic complementarity was utilized to analyze how visual and textual modalities mutually enhance one other to produce more nuanced and complex meanings (Georgakopoulou & Spilioti, 2016; Jewitt et al., 2025). These multimodal indicators served as a framework throughout the coding process, ensuring that the analysis remained focused and connected with the research question.

After that, we looked at the results of the multimodal coding to see if they might be used in the classroom for teaching. This investigation utilized a backward design

·methodology, initially identifying the desired learning goals and subsequently establishing the most effective multimodal qualities to achieve those outcomes (Wiggins & McTighe, 2008). The study focuses on the affordances of the chapter beginning covers, illustrating how educators can leverage these multimodal elements to develop perception exercises, activate students' prior knowledge, and motivate them. The pictures and words on the covers can help students learn about new topics, explain language principles, and connect their experiences to new places. This approach encourages innovative ways of teaching and fits in with the larger goals of education, which are to make learning relevant and encourage involvement.

Table 1. Framework for Analyzing Multimodal Elements

Multimodal Elements	Indicators	Analysis Procedure
Representational Meaning (Kress & van Leeuwen)	Narrative Processes and Conceptual Processes	Analyze images for semiotics showing action, groupings, cultural symbols
Interactional Meaning	Contact, Offer, Social Distance, Perspective, and Objective	Examine character eye contact with reader, image proximity, camera angles
Compositional Meaning	Information Value, Salience, and Framing	Assess page layouts for text-image alignment
Intersemiotic Complementarity	Reinforcement, Elaboration, and Contradiction	Identify labels directly describing images, metaphorical illustrations, and contrasts

The current study demonstrates methodological excellence by the systematic implementation of established multimodal frameworks and a rigorous sampling strategy. By limiting the analysis to a manageable number of chapters covers and utilizing clear indicators for classification, the study ensures that its results are both reliable and relevant to classroom practice. The backward design technique enhances the research's utility by correlating distinct textbook attributes with targeted learning objectives (Scalcione, 2022). This study demonstrates that qualitative multimodal analysis can provide substantial insights into the design and application of English textbooks, particularly in contexts where multimodal resources are underutilized. The findings contribute to the ongoing discussion regarding the importance of multimodality in English language instruction and offer practical suggestions for educators seeking to enhance student engagement through innovative textbook design.

This study employed qualitative multimodal analysis, based on the frameworks of Kress and van Leeuwen (2020) and Jewitt et al. (2025), to examine the affordances of chapter-opening covers in three Indonesian English textbooks. The research methodology is characterized by precise sample selection, comprehensive multimodal coding, and a retrogressive design framework for instructional analysis. These methodological choices ensure that the study produces meaningful and applicable insights for both researchers and practitioners in the field of English language instruction.

RESULTS AND DISCUSSION

This section highlights the results and discussion in three parts. The first part shows the multimodal elements of text. Following that is the sub-section about multimodal affordances of multimodal features. Finally, a presentation of the potential of instructional design using backward design principles.

Multimodal Features

In the field of English as a Foreign Language (EFL) teaching, textbook covers are important multimodal texts that transmit subject information and engage students visually and cognitively. This essay analyzes two chapter covers from EFL textbooks: Great Athlete and Sports Events. By comparing their representational, interactional, compositional meanings, and intersemiotic complementarity, we may see how these parts work together to improve the learning experience and transmit thematic significance.

Table 2. Representational Meaning of the Chapter's Cover

Unit Title	Representational Meaning
Great Athlete	Images of young people expressing their sportive actions; Focus on conceptual question ("What makes an athlete great?")
Sports Events	Images of diverse sports and the athletes showing their performances; Focus on conceptual questions ("Where is the best place for watching sports games?").
Love Your Environment	Images of individuals engaging in environmental cleanup activities (e.g., picking up trash, using recycling bins); Focus on practical actions to care for the environment.
Personal Money Management	Images of individuals managing finances (e.g., using an ATM, planning purchases, considering financial goals like buying a house; Focus on conceptual understanding of financial literacy and personal money management
Connected to Social Media	Visuals of a person interacting with various social media icons (e.g., like, comment, subscribe, share, emoji); Focus on the immersive and engaging nature of social media.
Get in Touch with Nature	Illustration of a serene natural landscape featuring traditional huts, lush greenery, and mountains under a clear sky; Focus on the beauty and tranquility of nature.

The Great Athlete cover's representational meaning starts with young people doing different sports and asks the question, "What makes an athlete great?" This picture emphasizes personal success and excellence. On the other hand, the Sports Events cover shows a wider range of players playing different sports, which makes one wonder, "Where is the best place to watch sports games?" This larger emphasis on inclusivity and diversity indicates a transition from individual achievement to shared experience in athletics. Both covers use pictures to bring out certain concepts. Great Athlete is about individual brilliance, while Sports Events is about the community.

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Table 3. Interactional Meaning of the Chapter's Cover

Unit Title	Interactional Meaning
Great Athlete	Strong gaze and gestures; High emotional engagement; One standout character, and all of them in closer proximity; Title implies symbolic meaning (greatness in athletes).
Sports Events	Energetic and sportive gestures; Symbolic visuals promote inclusivity and victory oriented; Title suggests classificational analysis (types/locations of sports events).
Love Your Environment	Characters are actively involved in cleaning and organizing; High level of cooperation and teamwork among characters; The title emphasizes a call to act and aware to environmental issues.
Personal Money Management	Characters are engaged in decision-making processes related to finance; One character is interacting with technology (ATM), while another is planning or reflecting on financial decisions; The title "Personal Money Management" highlights the importance of financial skill The character is actively reaching out and interacting with digital elements, symbolizing engagement;
Connected to Social Media	High level of dynamic interaction between the character and the digital world; Title reinforces the idea of "connection", highlighting how social media fosters links between people and information.
Get in Touch with Nature	No direct human interaction depicted; instead, the scene invites viewers to imagine themselves in this peaceful environment; The title "Get in Touch with Nature" encourages reflection and connection with the natural world; The title suggests an active engagement, prompting viewers to seek out and experience nature firsthand

The Love Your Environment cover takes this idea of representation further by showing people doing things to clean up the environment, such picking up rubbish and using recycling bins. This picture stresses acts that help the environment, which fits with the chapter's focus on being responsible for the environment. The cover of "Personal Money Management," on the other hand, shows people managing their money by doing things like using an ATM and making plans for purchases. This emphasis on financial literacy underscores the need to comprehend personal money and decision-making methodologies (Kress & van Leeuwen, 2006). Love Your Environment focuses on community responsibility, whereas Personal Money Management focuses on individual financial knowledge.

The Connected to Social Media cover also has pictures of a figure using several social media icons, including likes, shares, and comments, to show what it means to be connected to social media. This picture shows how social media is immersive and engaging, which is an important part of modern communication and connection. The cover of Get in Touch with Nature, on the other hand, shows a peaceful natural scene with traditional huts, abundant foliage, and mountains. This picture makes people think about being in a quiet place, which shows how important it is to connect with nature and

appreciate the environment. The first cover is about digital interactions, while the second cover is about going back to a simpler, calmer way of life.

These covers are also different because of their interactional meaning. The Great Athlete cover uses strong looks and motions to show that the subject is very emotionally involved. The character is the focus, with others nearby. This arrangement makes people feel respect and hope. The Sports Events cover, on the other hand, has vigorous movements and a symmetrical design that promotes notions of inclusion and winning (Nurhayati et al., 2023; Rohi & Nurhayati, 2024). The many ways people interact show how the creators wanted learners to feel. Great Athlete wants to motivate personal success, while Sports Events wants to create a sense of belonging and enthusiasm.

In Love Your Environment, characters are actively involved in collaborative endeavors, demonstrating teamwork and a collective dedication to environmental concerns. The title encourages learners to reflect on their responsibility in environmental stewardship. In Personal Money Management, personalities are portrayed in contrasting environments, with one engaging with technology (ATM) and another contemplating financial choice. This configuration underscores the intricacies of financial management and invites learners to engage in critical analysis of their financial decisions. The varying interactional dynamics illustrate the desired emotional responses, with Love Your Environment promoting a sense of community and Personal Money Management facilitating personal introspection.

Furthermore, in Connected to Social Media, the figure is portrayed as actively engaged with digital aspects, signifying a profound level of dynamic contact with the digital realm. This depiction cultivates a feeling of enthusiasm and urgency. In contrast, the Get in Touch with Nature cover omits direct human interaction, instead encouraging viewers to engage with the serene natural surroundings. This absence of direct interaction fosters contemplation of nature's beauty and underscores the significance of detaching from the digital realm. The differing interactional dynamics illustrate the desired emotional reactions, with "Connected to Social Media" eliciting excitement and vigor, whereas Get in Touch with Nature" inspires tranquility and reflection.

The transition to compositional meaning highlights that each cover is essential in conveying its own themes. The Great Athlete cover demonstrates significant prominence through dynamic stances and limited contrast, successfully highlighting individual athletes and their accomplishments. The title underscores the symbolic significance of greatness. The Sports Events cover has a minimalist style with distinct section divides and great prominence, employing vivid colors to attract attention to diverse sports and players (van Leeuwen, 2008). This compositional approach highlights the dynamic essence of sporting events and the thrill they evoke, effectively captivating learners' interests.

The Love Your Environment cover features soft pastel colors that create a calm and fresh atmosphere, reinforcing the environmental theme. The clear division between different activities emphasizes the importance of specific actions in promoting sustainability. In contrast, the Personal Money Management cover uses bright, contrasting colors to draw attention to key elements like the ATM and location pin, dramatizing the complexity of financial decisions through thought bubbles and symbolic imagery. This compositional strategy enhances learner engagement by visually representing the themes and concepts being taught.

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Table 4. Compositional Meaning of the Chapter's Cover

Unit Title	Compositional Meaning
Great Athlete	Foregrounded characters; High salience via action pose; Minimum contrast; Clear section division.
Sports Events	Symmetrical and clean design; High salience via action poses and different colors' circles; Clear section division.
Love Your Environment	Foregrounded characters perform specific tasks; Clear division between different activities (e.g., picking up trash, using recycling bins); Soft pastel colors create a calm and naturally fresh atmosphere.
Personal Money Management	Characters positioned in distinct settings (e.g., ATM, street corner) to represent different aspects of financial management; Use of thought bubbles to convey internal decision-making processes; Bright, contrasting colors draw attention to key elements (e.g., ATM, house, location pin).
Connected to Social Media	Dynamic composition with the character in motion, emphasizing activity and connectivity; The overall design uses vivid imagery and interactive symbols to illustrate the concept of connectivity; Bright, vibrant colors and floating icons create a sense of excitement and energy. Calm and balanced composition with a harmonious blend of natural elements;
Get in Touch with Nature	Soft, muted colors and open spaces evoke a sense of peace and serenity; Overall design attracts viewers in the natural setting, reinforcing the call to action.

The compositional meaning in each cover also plays a vital role in conveying their respective themes. The Connected to Social Media cover employs dynamic composition, with the character depicted in motion, emphasizing activity and connectivity. Bright, vibrant colors and floating icons create a sense of excitement and energy, reinforcing the theme of digital engagement. In contrast, the Get in Touch with Nature cover features a calm and balanced composition, harmonizing natural elements to evoke feelings of serenity and simplicity. This compositional strategy enhances learner engagement by visually representing the contrasting themes of digital connectivity and natural tranquility.

The intersemiotic complementarity shows how visuals and writing can strengthen understanding. The Great Athlete cover employs images that accentuate the metaphor of voice, with figures arranged in proximity to highlight their significance. Conversely, the Sports Events cover accentuates the concept of athleticism through imagery that promotes equitable competition and a preparedness to triumph (Kaur & Sharma, 2019). The synergy between images and text enhances understanding and enriches the learning experience by forming a continuous narrative that matches with the educational goals of each chapter.

In line with this concept, the Love Your Environment cover features a written prompt, "What can you do with your environment?" which enhances the graphics by promoting contemplation and proactive engagement concerning environmental stewardship. The cover of Personal Money Management has the phrase, "Why is financial literacy important?" highlighting the importance of financial skills. The integration of graphics and text enhances understanding and enriches the learning

experience by forming a continuous narrative that matches the educational objectives of each chapter.

Table 5. Intersemiotic Complementarity of the Chapter's Cover

Unit Title	Intersemiotic Complementarity
Great Athlete	Reinforces empowerment theme; Visual dramatizes the "voice" metaphor; Clearer characters and less text, positioned side by side
Sports Events	Reinforces sportive theme; Visuals support fair competition and readiness to win the game; Characters positioned in the middle of the page, while texts are above and below them.
Love Your Environment	Visual elements reinforce the theme of environmental responsibility; Text ("What can you do with your environment?") complements the visual by prompting reflection and action.
Personal Money Management	Visual dramatizes the complexity of financial decisions through thought bubbles and symbolic imagery (house, location pin);Text ("Why is financial literacy important?") complements the visuals by raising awareness about the topic.
Connected to Social Media	Visual elements reinforce the theme of being "connected" through social media interactions; Text ("Connected to Social Media") complements the visuals by highlighting the central idea of digital connectivity.
Get in Touch with Nature	Visual elements emphasize the theme of nature's beauty and simplicity; Text ("Get in Touch with Nature") complements the visuals by prompting viewers to engage with the natural environment.

The Connected to Social Media cover also has the title Connected to Social Media, which underscores the notion of connection and shows how important social media interactions are in today's world. This text goes well with the pictures since it talks about the main principle of digital connectivity. The cover of Get in Touch With Nature, on the other hand, has the words "Get in Touch" on it, which makes learners think about how they relate to the natural world. This synergy between graphics and text not only helps students understand but also makes the learning process more enjoyable by generating a story that fits with the goals of each chapter.

The comparative examination of Great Athlete and Sports Events, Love Your Environment and Personal Money Management, as well as Connected to Social Media and Get in Touch with Nature shows that their multimodal features are very different. Each pair successfully captivates learners through the interaction of visual and verbal elements, while also offering unique subject themes and emotional resonances. Comprehending these multimodal tactics not only underscores the variety in EFL materials but also acts as a significant resource for instructors in choosing and creating materials that engage students and improve their language learning and educational experiences.

Multimodal Affordances

The inclusion of multimodal texts into EFL training has grown crucial in today's digital and visually oriented environment. According to Kress and van Leeuwen (2001), students can better engage with material, build their critical thinking abilities, and

improve their language learning with multimodal resources. These resources incorporate linguistic, visual, aural, and spatial modes. In this essay, we'll look at how the concepts of backward design might be applied to book covers in order to make them multimodal affordances and instructional design aids. The context is used to analyze two tables: one that looks at the multimodal affordances of six chapter covers from three books, and the other that looks at how these covers might help with curricular development through backward design. This article will explain how visual aids in English as foreign language (EFL) classes promote not only understanding but also participation, creativity, and real-world application.

The affordance of an object or setting is defined as the range of opportunities it presents for engagement (Berthelsen & Tannert, 2020; Bock, 2023). How multiple semiotic resources (pictures, text, layout, color, and symbols) can assist different parts of learning is what is known as multimodal affordances in the field of education. In language learning environments in particular, multimodal texts provide learners with many entry points, enabling them to obtain meaning through distinct sensory channels (Jewitt et al., 2025). Table 1 classifies the multimodal affordances of six chapter covers according to three important criteria: helping students express their views and grasp the material, improving their understanding of the material, and providing opportunities for engaging and interactive experiences. Each facet represents a unique way the covers aid the student's linguistic growth and development.

Learners can access meaning through a variety of sensory channels because texts offer several entrance points. When it comes to learning a new language, this method really shines. Table 1 also shows how six-chapter covers are organized according to the multimodal affordances that help students with engagement, comprehension, and expression of ideas and interpretation of meaning. Each of these factors emphasizes a different way in which the material covered in the chapter improves the learning experience and aids in the acquisition of linguistic abilities. Multimodal texts aid in language acquisition and foster a more personal connection with the subject matter in a variety of ways, and these dimensions can be better understood by looking at them.

When visuals inspire participation, like dynamic motions, direct eye contact, or vibrant images, learners can be much more engaged (Mackey & Gass, 2022).   The cover of Connected to Social Media has floating icons that look like real-life digital interactions. "Like," "comment," and "emoji" are some of these icons.   These images make the students think about their own experiences with social media, which helps them connect with the material and motivates them to learn new words and phrases related to the issue. The cover of the Sports Events book shows active players in motion, which makes readers think of playing sports or watching events. This physical and emotional involvement encourages active participation and deeper cognitive processing (David, 2014).

To facilitate learners' comprehension of abstract concepts, visual elements' clarity and organization are essential. For example, the cover of Personal Money Management employs thought bubbles and colors that are different from each other to show how people make decisions about money. The graphic helps students understand difficult concepts like budgeting and planning by showing them in a way that makes them easier to understand and less mentally taxing for students who have trouble with long, dense text. The Love Your Environment cover uses soft pastel colors and clear pictures of

.things people do to help the environment (such recycling bins and picking up trash) to make the concept of sustainability easy to understand and relate to. Visual signals like these assist students learn new words and put them in the context of real-life situations.

Table 6. Multimodal Affordances and Instructional Benefit of the Chapter's Cover

Unit Title	Multimodal Affordances	Instructional Benefit
The Great Athlete	Conceptual question: "What makes an athlete great?"	Sparks discussion and critical thinking
Sports Events	Active players in motion	Encourages emotional and physical engagement; promotes participation
Love Your Environment	Soft pastels, clear eco-friendly visuals	Makes sustainability relatable; supports contextual vocabulary
Personal Money Management	Thought bubbles, contrasting colors	Clarifies abstract concepts like budgeting; reduces cognitive load
Connected to Social Media	Floating icons (like, comment, emoji)	Relates to real-life digital interaction; motivates vocabulary learning
Get in Touch with Nature	Peaceful, open-ended natural scene	Promote creativity and reflective writing

The ability to express oneself clearly is a fundamental skill for English as a foreign language (EFL) training. The cover of Get in Touch with Nature shows a peaceful environment with no people in it. This lets students put their own spin on the scenario. This lack of structure stimulates creative writing and writing that makes you think, both of which are important for improving higher-order language skills (Richards & Rodgers, 2001). The Great Athlete cover also asks a conceptual question: "What makes an athlete great?" This topic can start a conversation or argument. The cover becomes a tool for critical thinking by connecting the image to a leading question. This makes students think for themselves, back up their points, and say what they want in a clear way.

The covers play a significant role, serving not only as decorative elements but also as vital semiotic resources in the language learning process. By engaging students emotionally, these covers evoke curiosity and interest, which draws learners into the material and fosters a personal connection with the content. Furthermore, cognitive engagement facilitated by the visual and textual elements prompts deeper thinking and exploration. In addition, the interactive aspects encourage collaboration and discussion among students, ultimately enriching their language acquisition experience.

Applying Backward Design Principles

After identifying the multimodal affordances of the book covers, the next step involves integrating them into an effective instructional design. Wiggins and McTighe (2008) advocate for backward design, a curriculum planning approach that begins with identifying desired learning outcomes before selecting instructional methods and materials. This ensures that all activities and assessments are aligned with clear goals

and provide evidence of student learning. Table 2 applies the three stages of backward design to the six chapters: Identify Desired Results: What should learners know and be able to do? Determine Acceptable Evidence: How will we know if learners have achieved their goals? Plan Learning Experiences and Instruction: What activities and materials will lead to successful learning?

Backward design emphasizes starting with clear learning objectives. For example, in the Sports Events chapter, the desired result is for learners to classify and describe different types of sports events and locations. The corresponding cover image, which shows diverse athletes in varied settings, directly supports this objective by providing visual stimuli for vocabulary building and descriptive language practice. By aligning the content of the cover with the learning goals, educators ensure that the visual is not just supplementary but integral to achieving the unit's purpose. In the Sports Events chapter, the goal is for learners to classify and describe various types of sports events and their locations. The accompanying cover image, featuring diverse athletes in different settings, effectively supports this objective by offering visual stimuli that enhances vocabulary development and descriptive language practice. By aligning the cover content with the learning goals, educators ensure that the visual element is not merely supplementary but essential to fulfilling the unit's purpose. This strategic integration of visuals not only engages students but also reinforces the connection between imagery and language comprehension, potentially leading to deeper learning outcomes. Additionally, the choice of diverse athletes emphasizes inclusivity, promoting a broader understanding of global sports culture.

In the Personal Money Management chapter, acceptable evidence might include simulations where learners create budgets or savings plans. The cover's depiction of characters interacting with ATMs and contemplating financial decisions offers a concrete reference point for these assessments. Students can draw upon the visual context to explain their choices, demonstrating both comprehension and application of new language structures. This alignment between assessment and visual input reinforces the principle that assessment should be authentic and tied directly to what students are expected to learn. Learners create budgets or savings plans. The cover's depiction of characters interacting with ATMs and contemplating financial decisions offers a concrete reference point for these assessments. Students can draw upon the visual context to explain their choices, demonstrating both comprehension and application of new language structures. This alignment between assessment and visual input reinforces the principle that assessment should be authentic and tied directly to what students are expected to learn. Additionally, integrating real-world scenarios helps to engage students, making the learning experience more relevant and impactful. By connecting language skills to practical financial situations, educators can enhance students' critical thinking and problem-solving abilities.

Table 7. Applying Backward Design to the Chapter's Cover

Unit Title	Desired Results	Acceptable Evidence	Learning Experiences & Instruction

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Great Athlete	Identify what qualities make an athlete great; Engage with the concept of empowerment	Essays or discussions reflecting on the characteristics of greatness in athletes; Role-play or group activities where students embody the roles of athletes.	Initiate a brainstorming session on athleticism; Incorporate interactive activities that mimic the strong gaze and gestures seen on the cover.
Sports Events	Classify and describe various sports events and their locations; Discuss the importance of inclusivity and fair competition	Presentations or posters showcasing different sports and their venues; Debates or discussions on fairness in sports competitions	Use the symmetrical design to teach organizational skills in presenting information; Simulate sports events in class to enhance engagement and understanding.
Love Your Environment	Embrace the importance of environmental responsibility; Express their ideas on how to protect the environment.	Creative projects (e.g., posters, videos) advocating environmental care; Writing assignments or dialogues on practical actions to care for the environment.	Organize a classroom cleanup activity inspired by the cover's visuals. Use soft pastel colors and cooperative visuals to foster a collaborative learning environment.
Personal Money Management	Identify the complexities of financial decision-making; Articulate the importance of financial literacy.	Role-plays or simulations involving financial planning and budgeting; Essays or presentations explaining why financial literacy is crucial	Use the distinct settings and thought bubbles to guide learners through financial scenarios; Introduce real-world financial tools (e.g., mock ATMs) to enhance engagement.
Connected to Social Media	Explore the impact of social media on communication and connectivity; Evaluate the benefits and challenges of digital connectivity.	Projects or discussions analyzing the role of social media in modern life; Debates or essays on the pros and cons of social media	Use dynamic visuals to simulate social media interactions in class; Create a classroom social media platform to practice digital communication skills.
Get in Touch With Nature	Express appreciation to the beauty and simplicity of nature; Express their personal connections to nature	Artistic representations or written reflections on natural landscapes; Poetry, journal entries, or drawings depicting their relationship with nature.	Plan a virtual or actual field trip inspired by the serene natural scenes; Use the lack of direct human interaction to encourage introspective writing and artistic expression.

Backward design helps teachers make learning experiences that are meaningful and fun. The Connected to Social Media cover has bright, dynamic pictures that are perfect for activities like making fake social media profiles, leaving comments, or talking about online safety. These assignments not only help the chapter reach its aims, but they also

show how people really communicate in English. The Love Your Environment cover can also get kids to do things like planning a class cleaning or making posters that are good for the environment. These kinds of activities let students use language in real-life situations, which helps them improve both their language skills and their civic skills.

The multimodal affordances and backward design analysis can be used together to make some important points about teaching English as a foreign language. First, pictures are not simply for decoration; they are also useful for helping people understand, starting conversations, and helping people express themselves. Also, multimodal literacy needs to be taught directly, especially in situations when students may not yet be able to fully control the language mode on their own. It is also crucial to say that instructional design should be planned such that every part, from visuals to tests, fits with the learning goals. This method also supports learner-centered instruction, which means that students are encouraged to make sense of the materials they are given by interpreting, critiquing, and creating meaning from them. It goes beyond just passively consuming content and encourages active use of language.

CONCLUSION

Looking at book covers using multimodal affordances and backward design shows a strong way to improve English as a Foreign Language (EFL) teaching. The first table illustrates how visuals can engage learners, clarify meaning, and support expressive language use. The second table demonstrates how these same visuals can guide curriculum planning, ensuring that instruction is purposeful, coherent, and effective. Educators who take the time to analyze and strategically incorporate multimodal materials into their teaching are better equipped to meet the diverse needs of EFL learners. As Kress and van Leeuwen (2020) argue, meaning making is inherently multimodal, and classrooms that embrace this reality are more likely to foster engaged, literate, and confident language users.

The integration of multimodal materials in educational settings is essential for effective curriculum planning, particularly in teaching English as a foreign language (EFL). The second table illustrates how visuals can serve as a guiding framework for educators, allowing them to design instruction that is not only purposeful but also coherent and effective. By strategically analyzing these visuals, teachers can create lessons that resonate with students' varied learning preferences. For instance, incorporating images, videos, and interactive elements can help clarify complex concepts and make language acquisition more relatable. This thoughtful approach to curriculum design ensures that the instructional materials are aligned with learning objectives, thereby enhancing the overall educational experience for EFL learners.

Educators who prioritize the use of multimodal resources are better equipped to address the diverse needs of their students. EFL learners often come from different linguistic and cultural backgrounds, which can impact their understanding and engagement with the material. By utilizing a range of visual aids and other multimodal materials, teachers can cater to these differences, providing multiple avenues for students to engage with the content and deepen their comprehension.

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