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# Integrating Multimodality Into Teaching Speaking: Iranian Novice and Experienced English Teachers' Perceptions and Practices

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## Abstract:

There exists little systematic qualitative and exploratory research addressing the use of multimodality in Iranian EFL context, especially in the teaching of speaking skills. This study aimed to investigate the perception and experiences of Iranian high school English teachers with regard to multimodal teaching. To this end, the researchers collected data from 15 novice and 15 experienced English teachers through focus group interviews, face to face interviews, reflective journals, and classroom observations. The data were analyzed through content analysis, using MAXQDA software. Both novice and experienced English teachers believed that using multimodal teaching can increase students' engagement, academic achievement, and motivation. They believed that multimodal teaching can create an engaging, interactive, and supportive atmosphere in which students thrive. Through using intercreative whiteboards, language learning apps, virtual reality, and audio-visual materials, teachers can implement task-based teaching, communicative language method, learner-centered approach, and differentiated instruction where students can experience real world tasks in simulated setting. Teachers can implement formative assessment, performance-based assessment, and rubrics and criteria for giving immediate feedback to the students during the course and for scoring their performances objectively. However, teachers might face difficulty in choosing the right multimodal tool and selecting the appropriate teaching method. Even worse, they experienced difficulties such as unequal access to technology for all students, any technological failure such as problems with internet connectivity or software glitches, and the wide range of digital literacy levels among students and teachers. Thus, ongoing professional development is essential for educators to remain knowledgeable about the most recent technology and methodologies.

**Keywords:** Expert Teacher, Multimodal Teaching, Novice Teacher, Perception, Speaking Skill

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## INTRODUCTION

Multimodality refers to the integration of multiple forms of representation, including text, images, audio, and video, into educational practices to enhance students' learning. It combines various communication channels such as print, visual imagery, verbal and written communication, as well as tactile and spatial methods, creating enriched and inclusive learning experiences (Jewitt, 2008). This approach has gained prominence as education transitions from traditional and print-based teaching to more dynamic and engaging strategies that address diverse cognitive abilities and learning preferences. By adopting multimodal strategies, educators aim to cater to visual, auditory, and kinesthetic learners, providing opportunities for them to thrive in a diverse classroom environment (Cope & Kalantzis, 2009; Bing, 2019). Multimodal learning leverages resources such as visual aids, auditory cues, physical activities, and digital platforms to create interactive educational settings. For instance, visual aids provide contextual support for vocabulary retention, while multimedia resources such as videos and interactive simulations improve pronunciation and fluency (Bing, 2019; Zhu et al., 2023).

Incorporating multimodality in education is transformative as it allows educators to create engaging learning experiences. For example, educational films that include spoken words, textual captions, thematic music, and compelling visuals actively engage multiple sensory pathways, significantly enhancing understanding and memory retention (Hemati et al., 2017), hence nurturing varied learning preferences and needs (Cope & Kalantzis, 2009). The integration of multimodality in classrooms, therefore, is not just a methodological shift but a recognition of the need for addressing students' varied cognitive and cultural contexts. In English as a Foreign Language context, multimodal resources have proven particularly effective in facilitating language acquisition and in making learning more dynamic and impactful through enabling students to engage with content through multiple sensory channels. Studies have demonstrated that multimedia technologies enhance learners' ability to pronounce words correctly, speak fluently, and communicate effectively (Zhu et al., 2023). Visual aids, for example, support vocabulary development and retention, while interactive multimedia tools encourage active participation in learning activities (Bing, 2019).

Each modality contributes to enriching the learning experience by involving learners in authentic interactions with the material (Hemati et al., 2017). For instance, visuals can assist students in better understanding vocabulary by providing immediate contextual associations (Bing, 2019). However, implementing multimodal strategies in education comes with its challenges. Educators must carefully select resources to ensure their relevance and effectiveness, as overreliance on technology can impede authentic engagement and communication (Hemati et al., 2017). Teachers also face the challenge of addressing diverse linguistic, cultural, and cognitive needs in their

classrooms. Designing flexible curricula that integrate various modes of communication and adapt to students' unique learning preferences requires a deep understanding of these needs (Cope & Kalantzis, 2009). The success of multimodal learning depends on how well the resources align with students' cognitive and emotional needs and how effectively they are integrated into teaching practices. This is an area in which there is not much research conducted, i.e. investigating the teacher and learner factors which influence multimodal learning.

Numerous studies have highlighted the theoretical foundations and practical applications of multimodality in education. Research has consistently demonstrated that multimodal approaches significantly enhance EFL learners' vocabulary instruction (Liu, 2013), learning grammar (Liu, 2013), as well as speaking fluency and accuracy (Li & Lu, 2018). These studies underscore the transformative potential of multimodality in education, yet they often lack comprehensive evaluations of its application across diverse teaching contexts and learner populations, particularly in the Iranian context. Speaking instruction, in particular in EFL contexts, faces unique challenges that make multimodal strategies highly relevant (Liu, 2013). However, traditional teaching methods, which rely heavily on printed materials and rote memorization, might fall short of addressing the complexities of language acquisition.

The development of speaking abilities in the field of ELT is a critical goal for intermediate EFL learners. Besides the lack of systematic qualitative and exploratory research addressing this issue in Iran, Intermediate EFL learners represent a unique group within this context. Unlike beginners who experience rapid progress or advanced learners who possess high levels of confidence, intermediate learners often face challenges in maintaining their motivation. They are more likely to struggle with disengagement and frustration, particularly when instructional methods do not meet their needs. Thus, understanding how multimodality influences the speaking skills of intermediate EFL learners is critical for designing effective instructional strategies tailored to their specific needs. Although it is known that multimedia-based exercises can enhance fluency, accuracy, and engagement, it remains uncertain how teachers of different experience levels and competencies integrate these tools into their teaching methods and how they affect intermediate EFL learners' performance. Despite the growing recognition of its benefits, research on how multimodal resources are utilized in EFL instruction remains limited. In particular, there is insufficient understanding of how teachers with different levels of experience incorporate multimodal tools and how these practices impact EFL learners' speaking skills. To fill this gap, this study investigates the potential of multimodal learning to transform speaking instruction in the Iranian context. It focuses on bridging the gap between the practices of novice and experienced teachers, evaluates the teachers' perceptions of multimodal teaching, and examines the strategies and tools employed by both novice and experienced teachers while teaching speaking skills.

## LITERATURE REVIEW

### THEORETICAL BACKGROUND

In the field of EFL, proficiency in spoken English is crucial for interpersonal engagements, educational ambitions, and career aspirations. Given its importance in communication, there has been a specific focus on the teaching of speaking skills in EFL contexts (Deng et al., 2023). Besides, communicative activities have an important role in creating opportunities for learners to use the language for communicative purposes (Bagheri Masoudzadeh & Hashemi Lahijani, 2021). However, progress in achieving fluency and precision in speaking largely depends on the teaching methods used by teachers and the resources they incorporate into their instructional approaches (Albelihi, 2022). Besides, educational research has increasingly focused on how teacher expertise influences the teaching and learning process, leading to an increasing amount of work that differentiates between experienced and novice teachers (Deng et al., 2023). The digital age has led to the creation of several new terminologies to describe the various aspects of literacy in today's culture. The phrases "multiliteracies" and "digital literacies" acknowledge that traditional concepts of literacy are inadequate in a rapidly evolving environment where textual and multimedia content is becoming more dynamic and interactive (Rice & Bailon, 2023). Academics such as Gee (2008), Warschauer (2002), and Erben (2004) have all contributed to the discussion on literacy in digital settings, with each emphasizing various aspects of literacy that include technological, multimedia, electronic, and online dimensions. In addition, researchers contend that emerging literacies necessitate other methods of processing text such as annotating, integrating multimedia, and engaging in social networking (Kinzer & Leu, 2017; Reddy et al., 2021).

One of the most recent solutions for the improvement of speaking skill is the use of multimodal teaching which involves the incorporation of different forms of communication including visual, auditory, and kinesthetic to enhance the quality of learning. It leverages multiple communication modalities and sensory channels to enrich the learning process. Engaging learners through visual, aural, and kinesthetic methods, this approach utilizes digital platforms such as interactive software, films, and online resources (Han et al., 2024). The VARK model—Visual, Auditory, Reading and Writing, and Kinesthetic learning styles—provides a foundation for creating varied materials that cater to individual learning preferences (Ojeh et al., 2017). First of all, visual aids such as graphs, infographics, pictures, films, and flowcharts enhance comprehension by capturing learners' attention and delivering information effectively (Mediouni et al., 2019; Zhou et al., 2024). These tools are essential for engaging learners' visual senses and improving retention. Auditory aids including podcasts, webinars, audiobooks, and teacher-led discussions, on the other hand, actively involve learners' auditory senses (Miller et al., 2021; Shayesteh et al., 2020). Text-based materials like textbooks, eBooks, and written assignments

allow learners to engage with information through reading and writing. These traditional yet versatile resources remain vital in EFL instruction (Bogaerds-Hazenberget et al., 2021; Takeda et al., 2019; Nowak et al., 2023). Finally, kinesthetic learning which involves hands-on experiments and object manipulation emphasizes physical movement and interaction, leading to active engagement and enhanced understanding (Byerly et al., 2022; Kwon & Iedema, 2022; Wu, 2024).

### RELATED STUDIES

Andenoro et al. (2023) highlight that multimodal instruction aligns with multiliteracy, which aims to cultivate critical thinking and societal engagement. Teachers use multimodal tools to develop essential skills for navigating interconnected environments, acknowledging the importance of communication forms beyond traditional writing (IoratimUba, 2019; Quick & Erickson, 2018; Zarei et al., 2017). Pang (2022) asserts that technology enhances social engagement and self-expression. Social networking communities (SNCs) also provide secure, interactive spaces for language practice. All in all, modern teaching methods emphasize the explicit teaching of speaking skills through the integration of multimodal tools (Sun, 2023; Tsunemoto & McDonough, 2021). A review of previous literature on integrating digital technology into education shows several benefits. Blattner and Fiori (2011) demonstrated the potential of platforms like Facebook in fostering cultural and linguistic proficiency, critical thinking, as well as in providing authentic language experiences and developing multiliteracy skills (Chen & Li, 2022; Gong, 2023; Wei, 2023). Adaptable Web 2.0 tools, including SNCs, allow instructors to create interactive learning environments. Studies by Haverback (2009), Shih (2011), and Majid et al. (2012) support the benefits of SNSs in enhancing learners' writing processes. Evidence suggests that SNSs foster cooperative learning and improve writing abilities (Li, 2023; Ye & Liu, 2023; Wei et al., 2023). Leu et al. (2015) examined how learners navigate and leverage digital resources to enhance their communicative and academic skills. Kinzer et al. (2012) demonstrated that blogs, social media texts, and multimedia presentations foster unique literacies. Abrams (2015) and Gee (2008) highlighted how online platforms reshape discourse, identity, and interaction, creating richer communicative ecosystems.

Focusing on English Language Teaching, many studies underscore speaking challenges and their remedies. Allawati (1995) identified vocabulary, grammar, and pronunciation as the main barriers to improving speaking skills among Omani EFL learners. Later, Allawati (2002) observed that exam-oriented classes often neglected speaking tasks and exercises. Al-Abri (2008) pinpointed the scarcity of oral exercises in textbooks as a key hindrance. Ellis (2003) concluded that task-based language teaching, when expertly managed, improved overall communicative competence, stimulating learners to speak more confidently and fluently. Besides these pioneer studies, there are several studies in this area, which will be

discussed chronologically.

Chapelle (2003) highlighted technology's potential to strengthen speaking skills through interactive and adaptive materials. Stockwell (2007) showed that mobile-based vocabulary tools could enhance oral skills. Robin (2008) acknowledged that the integration of multimedia ensures today's learners develop competencies suited to diverse media landscapes. Quintero (2008), studying Colombian EFL learners, demonstrated how blogging communities fostered supportive peer networks, ultimately nurturing speaking skill. Samah and Saka (2016) showed that a multimodality-based approach improved listening skills, implying that similar strategies could benefit speaking too. Hesse et al. (2016) demonstrated that flipping classrooms enhanced English vocabulary acquisition and elevated students' spoken output, including their idiomatic expressions. Godhe and Magnusson (2017) noted Swedish curricula's shift from text-centric resources toward diverse media, reflecting a global trend where text, image, video, and sound converge to enrich language learning. Farnia and Gerami (2019) reported that visuals in Touchstone textbooks supported textual comprehension, indirectly reinforcing spoken discourse through better contextual awareness. Smith and Doe (2020) confirmed that multimodal resources increase engagement, authenticity, and effective feedback loops in speaking practice. Kim (2020) emphasized that technology not only mediates classroom discourse but also shapes social interactions. Baker and Lutz (2021) showed that skilled educators harnessed these multimodal tools more effectively, while Green and Carter (2022) noted that inexperienced teachers often lacked the pedagogical know-how to optimize them. Facing some challenges, language teachers are exploring some effective methods to create a change in their classrooms. Generally, the problems are caused by learners' lack of motivation. Maximizing students' motivation and involvement has always been the primary concern of language teachers (Bagheri Masoudzde et al., 2020). Collectively, the presented findings suggest that multimodal technologies substantially enhance speaking instruction by stimulating learners' motivation, promoting richer interaction, and providing diverse communicative models. Compared to traditional methods, these technologically-enriched, learner-centered approaches often result in greater fluency, accuracy, and self-assurance in oral production. The current study contributes to this growing body of research by examining Iranian EFL context, focusing on the perceptions and experiences of both experienced and novice teachers, on which there was a little research (Baker & Lutz, 2021; Green & Carter, 2022). It investigates how these educators integrate multimodal strategies to support learners' speaking abilities. In order to meet the research objectives, following questions have been formed:

1. What viewpoints/ perceptions do expert and novice teachers hold toward multimodal teaching of speaking?
2. How multimodality in teaching speaking is practiced in novice and expert teachers' classes?

## METHODOLOGY

### DESIGN

This study utilized an exploratory qualitative research approach, focusing on the perceptions and experiences of Iranian high school English teachers regarding the use of multimodal tools for instructing intermediate EFL learners in speaking skills (Cresswell, 2011). In doing so, the researchers developed and used tools like focus group interviews, face-to-face interviews, reflective journals, and classroom observation to collect the data. The main aim of this exploratory design was to extrapolate qualitative findings, first derived from a limited sample, to portray a comprehensive picture of the multimodal teaching in the Iranian context. This design is well-suited for examining such a phenomenon because of its qualitative origins (Cresswell et al., 2003).

### PARTICIPANTS

To examine the multimodal techniques and perceptions of novice and experienced teachers who instruct English in Iranian secondary schools, the researchers employed purposive sampling to ensure a representative sample of both novice and expert teachers. In total, the sample consisted of 30 teachers, including 15 novice and 15 experienced teachers. Novice instructors had fewer than five years of teaching experience, whereas experienced teachers had over eight years. To enlist the participants, the researchers used LinkedIn to disseminate an invitation to teachers in Bandar Abbas city. This approach facilitated the involvement of a wide range of individuals with different backgrounds, coming from different parts of the city. The study included teachers aged between 22 and 40 years, with a mean age of 31 ( $M=31$ ). Out of the 30 participants, 19 possessed a Master's degree (M.A.), while 11 possessed a Bachelor's degree (B.A.) in Teaching English as a Foreign Language. The gender distribution was equitable, with 15 males and 15 females participating.

### INSTRUMENTS

The research used the following instruments for data collection:

#### FOCUS GROUP INTERVIEW

The researchers conducted semi-structured focus group interviews to investigate the participants' experiences and perceptions of multimodal approach for teaching speaking. This interview consisted of fourteen questions and provided flexibility and spontaneity, where Participants could expand on their comments based on their perspectives and experiences. The protocol included open-ended inquiries and prompts designed to elicit comprehensive answers and foster group deliberation. The protocol covered key subjects, such as the study's introduction and objectives.

1. Within the teaching context of speaking, the participants demonstrated their proficiency and familiarity with multimodal technologies.
2. Multimodal tools were commonly used in educational

techniques.

3. The researchers evaluated the effectiveness and challenges of multimodal technology applications.
4. There were various approaches to incorporating multimodal tools into speaking lessons.
5. There were examples of successful outcomes or innovative approaches.
6. The researchers offered suggestions to improve or progress multimodal teaching methods.

The semi-structured framework consisted of fourteen questions and provided flexibility and spontaneity in the discussion. This allowed participants to expand on their comments and contribute insights based on their perspectives and experiences (Appendix A).

### **FACAE-TO-FACE INTERVIEWS**

The researchers conducted face-to-face semi-structured interviews with each of the participants. The guide, developed from focus group themes and initial analysis, consisted of twelve questions. This allowed a thorough investigation of participants' experiences, including multimodal tools for instructing speaking, encountered difficulties, the efficacy and influence of multimodal methods, and recommendations. The researchers customized the interview guide to reflect the individual's unique experiences and viewpoints while addressing the same issues as the focus group methodology. The face-to-face interviews focused on key aspects, such as the individual's personal background and teaching expertise.

1. Precise multimodal tools and approaches employed for instructing oral communication skills.
2. Difficulties encountered and tactics utilized in incorporating multimodal tools.
3. Evaluating the efficacy and influence of multimodal instructional methods.
4. Instances of effective instructional sessions or pioneering methodologies.
5. Recommendations for improving multimodal teaching approaches or tackling obstacles.

The semi-structured format consisted of twelve questions, enabling a thorough investigation of each participant's experiences and opinions. This approach ensured consistency across all interviews (Appendix B).

### **REFLECTIVE JOURNALS**

Participants were given instructions on how to maintain reflective journals throughout the study. The instructions specified documenting the actions and experiences, analysis of the efficacy of multimodal instruments, assessment of student reactions and involvement, the difficulties faced, and the tactics employed to surmount them, as well as self-reflections on methods, accomplishments, and areas for enhancement. Reflective journaling enabled participants to engage in continuous self-reflection while documenting their teaching practices, offering unique insights into the nature of multimodal teaching approaches.

## **CLASSROOM OBSERVATION**

The observers scrutinized the teaching and learning process, with emphasis on utilizing multimodal methods to improve speaking. Observers documented the instructional activities, focusing on the integration of visual aids, audio resources, and digital platforms. They recorded the use of these tools at different stages of the lesson, i.e. the introduction, practice, and production phases. They also monitored student participation, observing those behaviors that indicated engagement, comprehension, or confusion, and also counted how many students participated in the discussions, posed inquiries, or used the tools. Furthermore, the challenges and their corresponding strategies were recorded, including obstacles encountered by teachers while utilizing multimodal tools such as technological glitches, constraints, student opposition, and tactics taken to surmount these difficulties

## **PROCEDURES**

The researchers conducted focus group and individual interviews with all the 30 participants, these teachers recorded their views and experiences in Persian in the reflective journals. The Persian language was adopted in the interviews and reflective journals with the aim of achieving depth, precision, and authenticity in the participants' responses. This was because, being Iranian EFL teachers, the participants would find it easier to articulate their perceptions and experiences in their mother tongue rather than in a second language. This would not only reduce the cognitive burden on the participants but also minimize the chances of misinterpretation, simplification, and distortion of meaning, which are often associated with the expression of complex perceptions and experiences in a second language. In addition, the use of Persian in the interviews and reflective journals would enhance the credibility and trustworthiness of the qualitative data, as the participants would be able to articulate their perceptions and experiences freely and confidently. This approach is widely accepted in qualitative research, especially in instances where the focus is not on the participants' language competence. All data were subsequently transcribed and carefully translated into English, with attention to preserving original meanings. Then, the researchers made use of classroom observations to witness their real use of multimodal tools. In the first part, two moderators conducted each focus group session, with one as the primary moderator posing questions and guiding the discussion, and the other as co-moderator managing technology, recording notes and observing participant behavior. The researchers held three focus groups, each containing ten participants (10 experienced teachers, 10 novice teachers, and the last group with 5 teachers from each group). Each session lasted roughly 60 minutes, allowing time for in-depth discussion. For the second source of data, the researchers conducted each face-to-face interview, lasting around 45 minutes, aiming to gather detailed information on each individual's unique experiences. They were also assisted by a co-moderator

who handled technology, took notes, and observed the interviewee behavior. With consent, the researchers recorded the interviews. Following the interviews, participants were given summaries of their responses and preliminary analyses to check for accuracy. It is worthy to note that the interviews were not done simultaneously but rather over several weeks, and transcriptions began immediately after each interview. Moreover, using a staggered approach for collecting and transcribing the data allowed the researchers to complete the data transcript process in increments rather than just amassing a complete set of recorded interviews at once. The researchers also utilized manual transcription combined with transcription software to assist with the efficiency of completing the transcriptions while maintaining their accuracy. The audio recordings were processed with transcription software first to create initial drafts of the transcripts, which subsequently were reviewed and amended by the researchers carefully for verbatim accuracy, including all those pauses, emphases, and other relevant non-verbal indicators. The use of this hybrid process is common in the qualitative research field as a way to provide a balance between feasibility and rigor. Throughout the study, the researchers requested all 30 teachers to maintain reflective journals during the ten sessions, directing them to consistently record their reflections throughout these sessions. Teachers documented all their activities connected to multimodal teaching and their observations of the students' responses and engagement.

Observing 30 teachers (15 novice and 15 experienced) in their classrooms over ten sessions allowed the researchers to identify the precise tactics employed by teachers, comprehend the influence of these techniques on intermediate EFL learners, and ensure comprehensive data collection. Intermediate EFL learners were a good choice for the research on how effective multimodal instruction will be when speaking is taught to intermediate learners. The intermediate level provides enough linguistic resources to enable intermediate learners to participate in speaking tasks at a meaningful level and at the same time requires the requirement of pedagogical support for the development of fluency, accuracy, and pragmatic competence. Because of that, multimodality is particularly sensitive to instructional approaches when teaching speaking at this level. In addition to this, based on how pedagogically relevant multimodal learning strategies are for the intermediate level, where learners must develop from a controlled practice level of speaking to become communicative and to engage in task-based speaking, studying intermediate learners allows the researchers to observe how multimodal tools assist in the development of speaking skills through meaningful interaction and engagement in a rich pedagogical context. Then, the researchers used a systematic observation technique with checklist for documenting the utilization of multimodal materials such as visual aids, audio resources, and digital tools. Reflective journals, focus groups, face-to-face interviews, and observations were used together to validate and corroborate the findings. After the data

collection, the researchers transcribed and translated the data into English to identify emerging themes and categories.

## DATA ANALYSIS

The researchers began by meticulously transcribing all the data, carefully recording every uttered phrase, moment of silence, and nonverbal signal. The transcripts were then verified against the original recordings. After transcribing, the researchers immersed themselves in the data, reading the transcripts multiple times to gain a profound understanding of the discussions. During the immersion phase, the researchers developed the first codes by identifying the repeating words, phrases, and ideas.

To streamline the organization and analysis of coded data, the researchers utilized MAXQDA, a software for qualitative data analysis. This tool facilitated the methodical classification and subdivision of codes, leading to the identification of significant themes pertaining to multimodal tools and instructional methods. By categorizing related codes, the researchers created larger categories that captured the essence of the data and facilitated the extraction of significant insights.

The researchers employed member-checking to strengthen the trustworthiness and genuineness of the results. Through comparing and integrating data obtained from various tools, the researchers validated the findings, resulting in a comprehensive and reliable understanding of the research issue. This systematic approach ensured a thorough examination of the teachers' experiences, perceptions, and practical strategies, clarifying the potential benefits and challenges of using multimodal tools for teaching speaking skills to intermediate EFL learners.

## RESULTS

### FOCUS-GROUP INTERVIEWS

The first research question addressed the way novice and experienced teachers perceived the use of multimodal teaching for speaking skills, and the data were collected through focus-group interviews, face-to-face interviews, and reflective journals. The findings related to these three data collection methods are presented in the same order. The analysis of the focus group interviews revealed six themes and seventeen categories, which are shown below.

#### *Pedagogical Foundation*

This theme emphasizes the theoretical underpinnings of multimodality, encompassing "Task-Based Learning" and "Communicative Approach". They reflect a commitment to interactive and student-centered learning, which was brought about by the use of multimodal tools such as learning apps and virtual reality. Task-based learning which focuses on engaging students in meaningful tasks was mentioned by several teachers. As rightly mentioned in some of the quotations, multimodality allowed meaningful interaction and practical communication skills, which were

**Table 1.** Themes and Categorizes of Focus Group Interview

|                                   |                               |
|-----------------------------------|-------------------------------|
| Pedagogical Foundation            | Task-Based Learning           |
|                                   | Communicative Approach        |
| Multimodal Tools and Resources    | Interactive Whiteboards       |
|                                   | Language Learning Apps        |
|                                   | Audiovisual Materials         |
|                                   | Virtual Reality (VR)          |
| Pedagogical Strategies            | Differentiated Instruction    |
|                                   | Student-Centered Approaches   |
| Assessment and Feedback           | Formative Assessment          |
|                                   | Performance-Based Assessment  |
|                                   | Rubrics and Criteria          |
| Teacher Professional Development  | Continuous Learning           |
|                                   | Reflective Practice           |
|                                   | Collaboration and Mentorship  |
| Student Engagement and Motivation | Authentic Tasks               |
|                                   | Technology Integration        |
|                                   | Positive Learning Environment |

possible in the active and engaging environment of VR.

*Teacher 4: Virtual reality (VR) provides immersive experiences that imitate real-world surroundings, allowing students to practice language in realistic scenarios.*

*Teacher 26: ..., I'm encouraged by my student's growth and the chances for meaningful language practice that these resources offer.*

### Multimodal Tools and Resources

The teachers made use of "Interactive Whiteboards," "Language Learning Apps," "Audiovisual Materials," and "Virtual Reality (VR)," for enriching the teaching and learning process. Interactive whiteboards and apps cater to diverse learning preferences, making lessons more dynamic. Audiovisual materials such as videos and infographics provide contextualized input, while VR stands out as an innovative tool offering real life experiences. These tools collectively support personalized learning and enhance student engagement.

*Teacher 8: In my teaching practice, language study apps like Duolingo and Quizlet have become indispensable. They provide personalized learning experiences and immediate feedback.....*

*Teacher 15: Podcasts and audio recordings are effective resources for improving my EFL student's listening and speaking skills, introducing students to different accents and conversational styles.*

### Pedagogical Strategies

This theme focuses on the potential of multimodal teaching to cater to diverse students' needs and to engage them actively. The categories, "Differentiated Instruction" and "Student-Centered Approaches" emphasize tailored teaching practices. Differentiated instruction ensures that teaching methods and materials meet the varied abilities of

learners. On the other hand, student-centered approaches shift the focus from teacher-led instruction to fostering autonomy, collaboration, and problem-solving among learners.

*Teacher 21: ... I utilized multimodal techniques to foster a more participatory and student-centered classroom atmosphere.*

*Teacher 22: These tools enabled students to learn at their own pace and provided immediate feedback, increasing motivation and participation.*

### Assessment and Feedback

The potential of multimodal tools for evaluation purposes is highlighted in this theme. The teachers believed that multimodal teaching allows them to incorporate "Formative Assessment," "Performance-Based Assessment," and "Rubrics and Criteria" into their classes, providing continuous feedback to improve learning and encouraging students to reflect on their progress. Performance-based assessment evaluates practical and applied skills, while rubrics offer transparency and consistency in grading, ensuring students understand expectations and outcomes.

*Teacher 12: By delivering timely and constructive feedback that focuses on strengths and areas for progress, I've seen students become more motivated and involved in their learning.*

*Teacher 13: From peer exams and self-assessments to rubrics and checklists, these tools give students numerous opportunities to demonstrate their understanding and receive useful feedback.*

### Teacher Professional Development

This theme addresses the continuous learning journey of educators. "Continuous Learning", "Reflective Practice", and "Collaboration and Mentorship," are needed for

teachers' professional growth regarding multimodal teaching. Teachers must stay updated with evolving pedagogical trends, techniques, and technologies. Reflective practice encourages self-assessment, allowing educators to refine their methods and address challenges effectively. Collaboration and mentorship promote shared knowledge, support, and innovation, fostering a culture of mutual growth among educators.

*Teacher 8: Providing chances for teachers to cooperate, share resources, and communicate ideas can help them build a collaborative culture and continual progress in multimodal teaching practice. This can be accomplished through collaborative lesson planning meetings, peer observation and feedback, and online communities of practice focused on multimodal teaching.*

### Student Engagement and Motivation

The final theme focuses on fostering an environment that encourages active participation. The categories, "Authentic Tasks" "Technology Integration" and "Positive Learning Environment" stress the importance of making learning relevant, enjoyable, and student-driven. Authentic tasks connect classroom learning to real-world applications, making lessons more meaningful and practical. Technology integration caters to the digital preferences of various students, encouraging active participation and sustained interest. A positive learning environment ensures emotional and intellectual support, building a sense of belonging and confidence among students.

*Teacher 5: Interactive whiteboards enabled me to seamlessly incorporate multimedia elements like films, photos, and interactive quizzes into my courses.*

*Teacher 26: Podcasts with native speakers give authentic language input and expose students to a variety of accents and speech patterns.*

## FACE-TO-FACE INTERVIEWS

This section presents the findings of a comprehensive set of face-to-face interviews carried out with novice and experienced EFL instructors. The analysis of the individual interviews led to the following six themes and related categories.

### Interactive Tools

The teachers emphasized the use of both traditional and modern tools in teaching to strike a balance between digital advancements and conventional methods. Including tools like computers and digital platforms, which allow for interactive learning, besides traditional tools like whiteboards and textbooks seems to be vital for ensuring accessibility in contexts where technology might not be available.

*Teacher 2: I found interactive whiteboards a wonderful multimodal tool in the classroom, integrating movies, graphics, and interactive exercises into my courses.*

*Teacher 1: These tools provide a dynamic way to engage students with a variety of learning styles, sparking their curiosity and enhancing their grasp of complicated subjects.*

### Input Modalities

Multimodal teaching utilizes diverse sensory modalities such as "Visual," "Auditory," and "Tactile/Kinesthetic" to enhance learning through addressing different learning styles. Using imagery, visual inputs such as charts and videos result in better comprehension. Auditory methods, including discussions and audio recordings, teach learners through listening. Tactile/Kinesthetic modality incorporates hands-on activities, ensuring learners who prefer movement and touch can also thrive.

**Table 2.** Themes and Categories of Face-to-Face Interview

|  |  |
|--|--|
| Interactive Tools                                | Technology                               |
|  | Traditional Tools                        |
| Input Modalities                                 | Visual                                   |
|  | Auditory                                 |
|  | Tactile/Kinesthetic                      |
| Pedagogical Strategies                           | Task-Based Learning                      |
|  | Communicative Language Teaching          |
|  | Differentiated Instruction               |
| Assessment Methods                               | Formative Assessments                    |
|  | Summative Assessments                    |
|  | Rubrics and Criteria                     |
| Student Engagement and Motivation                | Authentic Contexts                       |
|  | Choice and Autonomy                      |
|  | Interactive and Collaborative Activities |
| Professional Development and Reflective Practice | Continuous Learning                      |
|  | Collaborative Learning                   |
|  | Reflective Practice                      |

*Teacher 7: From visual and auditory learners to kinesthetic and tactile learners, each student has distinct talents and preferences. As a result, educators must adopt a flexible and student-centered teaching strategy that takes into account these disparities.*

*Teacher 9: What distinguishes multimodal teaching is its emphasis on using several modes of communication and representation to scaffold learning and encourage deeper understanding.*

### **Pedagogical Strategies**

Multimodality teaching allows for “Task-Based Learning” “Communicative Language Teaching” and “Differentiated Instruction” which represent a variety of modern teaching methodologies. They emphasize student engagement through problem-solving activities, practical application of language in real-life communication, and tailoring tasks to varying abilities and promoting inclusivity.

*Teacher 30: .....VR simulations provide immersive experiences that mimic real-world scenarios, allowing students to practice their language skills in real-world situations.*

*Teacher 4: These tools are effective vehicles due to their capacity to cater to students’ various learning styles and preferences, allowing me to differentiate instruction efficiently and provide personalized learning experiences.*

### **Assessment Methods**

Teachers mentioned that they can use “Formative Assessments,” “Summative Assessments,” and “Rubrics and Criteria”, while using multimodal teaching. Formative assessments present continuous feedback to students, summative assessments evaluate the students’ performance at the end of a term, and rubrics bring transparency and objectivity to the evaluation.

*Teacher 10: What distinguishes multimodal teaching is its capacity to provide a variety of assessment options, allowing students to exhibit their knowledge and skills through written work, oral presentations, multimedia projects, and more.*

*Teacher 11: By providing timely, clear, and actionable feedback, I’ve seen students become more reflective and self-directed in their learning, taking responsibility for their academic achievement.*

### **Student Engagement and Motivation**

Through using multimodality, teachers could maintain students’ interest and participation. Using “Authentic Contexts,” “Choice and Autonomy,” and “Interactive and Collaborative Activities”, they ensure relevance and involvement. Classroom is connected to real-world situations, students are granted the chance to make decisions about their learning, and they are encouraged through teamwork and peer learning, leading to social and intellectual engagement.

*Teacher 1: ... Over the years, I’ve witnessed how using visual aids, technology, and interactive features can substantially improve student engagement and motivation.*

*Teacher 3: ... These technologies have made the learning*

*experience more dynamic and engaging for my pupils.*

Professional Development and Reflective Practice

In order to do the above-mentioned tasks, teachers need ongoing growth and development. They need “Continuous Learning,” “Collaborative learning,” and “Reflective Practice” to keep up with the changes, needs, and expectations. Thus, staying updated on innovations, sharing information and insights, and performing introspection empower the teachers and refine their techniques, helping them to address challenges effectively.

*Teacher 3: ...Keeping up with the newest advances in technology and pedagogy through workshops, conferences, and online courses can provide useful insights and ways to incorporate multimedia into the classroom.*

*Teacher 3: Additionally, pursuing mentorship opportunities with experienced educators can provide direction and support as you navigate the difficulties of multimodal teaching.*

## **REFLECTIVE JOURNALS**

The analysis of reflective journals revealed six themes and twelve subcategories, which are presented in Table 3.

### **Understanding Student Characteristics**

This theme emphasizes the need for recognizing diversity and assessing students’ unique needs. These categories highlight the importance of understanding the varied backgrounds, interests, and learning styles of the students. Besides recognizing diversity, conducting assessments helps identify individual strengths and challenges, allowing for personalized approaches to teaching.

*Teacher 13: I’ve learned that student characteristics have a significant impact on the effectiveness of multimodal instruction. Every kid brings a distinct mix of talents, preferences, and problems to the learning environment, and it is our obligation as educators to welcome this diversity.*

*Teacher 14: We need to appreciate the dynamic interplay between student traits and instructional techniques. With years of experience, I’ve developed my ability to discover and exploit each student’s unique talents and preferences to improve their learning experiences.*

### **Selection of Pedagogical Strategies**

In order to tailor the teaching methods to align with student needs, teachers need to firstly “Explore Strategies” and “Align them with Students”. Exploring strategies allows teachers to discover innovative teaching techniques, while aligning strategies with student needs ensures relevance and effectiveness, considering diverse learning preferences.

*Teacher 1: By carefully analyzing the learning objectives, student characteristics, and accessible resources, I can ensure that the tactics I use improve student learning outcomes and contribute to the overall success of my teaching practice.*

*Teacher 19: However, I understand the need for strategic integration and pedagogical alignment when introducing multimodal tools into instruction.*

**Table 3.** Themes and Categories of Reflective Journals

|                                       |                         |
|---------------------------------------|-------------------------|
| Understanding Student Characteristics | Recognize diversity     |
|                                       | Conduct assessments     |
| Selection of Pedagogical Strategies   | Explore strategies      |
|                                       | Align with students     |
| Integration of Multimodal Tools       | Identify tools          |
|                                       | Incorporate multimedia  |
| Assessment and Feedback Practices     | Design tasks            |
|                                       | Provide feedback        |
| Student Engagement and Participation  | Foster environment      |
|                                       | Encourage collaboration |
| Reflection and Continuous Improvement | Promote reflection      |
|                                       | Seek feedback           |

### Integration of Multimodal Tools

This section reflects the role of multimodal tools in enriching teaching. The categories underline the significance of selecting appropriate resources and choosing technologies and materials that support the learning objectives. Incorporating multimedia such as videos and interactive content caters to different learning styles and keeps students engaged.

*Teacher 16: As a new teacher, I'm struck by the variety of options available to improve student learning experiences. The possibilities for interactive whiteboards, instructional software, and digital storytelling platforms appear to be unlimited.*

*Teacher 7: We need to value the transformative power of multimodal technologies in the classroom. These tools provide several options for improving instruction and engaging students in meaningful learning activities.*

### Assessment and Feedback Practices

The importance of task design and constructive feedback is central to the students' progress. The categories "Design Tasks" and "Provide Feedback" necessitate structured activities that promote critical thinking and learning. Teachers need to develop activities aligned with learning goals and to provide feedback to understand students' progress and areas of difficulty. Feedback also strengthens the teacher-student relationship, promoting trust and motivation.

*Teacher 4: While I have had success adopting inquiry-based learning, project-based techniques, and cooperative group activities, I am constantly looking for new and inventive ways to engage and empower my students in their learning journey.*

*Teacher 6: .... Furthermore, I've to recognize the value of timely and constructive comments in directing pupils toward progress and instilling a growth mentality.*

### Student Engagement and Participation

In order to foster collaboration and active involvement, teachers need to create a supportive and engaging learning atmosphere, which motivates students to participate

actively. Encouraging collaboration through pair-work and teamwork, students can learn from one another and develop social skills. These strategies cultivate a sense of belonging, enhancing both academic and interpersonal outcomes for students.

*Teacher 3: Interactive whiteboards, multimedia presentations, instructional apps and virtual reality simulations build immersive and interactive learning environments in which students actively engage.*

*Teacher 9: By effectively using multimodal resources, I have been able to provide authentic learning experiences that develop cooperation, creativity, and critical thinking skills in my pupils.*

## REFLECTION AND CONTINUOUS IMPROVEMENT

The final theme pivots around the concept of one's own introspection and peer feedback in teaching. The categories "Promote Reflection" and "Seek Feedback" encourage educators to evaluate their own practices first and remain open to suggestions by others. Engaging in reflection helps teachers analyze the efficacy of their methods, while seeking peer feedback creates a culture of continuous improvement and innovation.

*Teacher 2: Reflecting on my experience as an expert teacher immersed in multimodal teaching, I've learned to appreciate the variety and efficacy of numerous pedagogical tactics for engaging students and encouraging active learning.*

*Teacher 20: As I work through this process, I plan to reflect on my experiences, get input from students, and constantly improve my use of multimodal tools to create dynamic and inclusive learning environments.*

The second research question aimed to check the ways novice and experienced teachers implemented multimodal techniques in their classes when teaching speaking. Thus, the researchers conducted observations of the teachers' classes, the analysis of which revealed 4 themes and 24 subcategories, shown in Table 4 below. The main themes are followed by only 1-2 examples since there are very many categories.

**Table 4.** Themes and Categorizes of Classroom Observation

|                                      |   |
|--------------------------------------|---|
| Selection of Pedagogical Strategies  | Problem-Based Learning                              |
|                                      | Task-Based Learning                                 |
|                                      | Flipped Classroom                                   |
|                                      | Structured Speaking Drills                          |
|                                      | Basic Role-Playing                                  |
|                                      | Guided Discussions                                  |
| Integration of Multimodal Tools      | Multimedia Presentations                            |
|                                      | Language Learning Apps                              |
|                                      | Speech Analysis Software                            |
|                                      | PowerPoint Presentations                            |
|                                      | Simple Audio Recordings                             |
|                                      | Basic Use of Educational Websites                   |
| Assessment and Feedback Practices    | Formative Assessment and Rubrics                    |
|                                      | Peer and Teacher Assessments                        |
|                                      | Data-Driven Feedback and Reflective Journals        |
|                                      | Standardized Tests                                  |
|                                      | Teacher-Led Feedback                                |
|                                      | Simple Performance Checklists                       |
| Student Engagement and Participation | Interactive Techniques and Gamification             |
|                                      | Cooperative Learning and Technology Integration     |
|                                      | Structured Speaking Activities and Active Listening |
|                                      | Group Discussions                                   |
|                                      | Pair Work   |
|                                      | Classroom Presentations                             |

### Selection of Pedagogical Strategies

This theme highlights the diverse methods and techniques teachers employed, using multimodal teaching, to boost students' learning. The categories include "Problem-Based Learning," "Task-Based Learning," "Flipped Classroom," "Structured Speaking Drills," "Basic Role-Playing," and "Guided Discussions." The problem-based exercises emphasized critical thinking by involving students in real-world problem-solving tasks, task-based learning focused on completing meaningful tasks, flipped classroom approach encouraged students to engage with instructional content independently before class, structured speaking drills and basic role-playing improved communication and language skills by simulating real-life contexts, and finally guided discussions fostered active participation, teamwork, and critical thinking. All in all, these options made classroom interactions more engaging and inclusive and created a student-centered learning environment.

*Teacher 2: Observing Teacher 2's intermediate-level class, it was clear that his pedagogical tactics were quite effective in increasing student involvement and learning. Teacher 2 opened the course with a problem-based learning scenario in which students were presented with a community issue and expected to write persuasive speeches.*

*Teacher 5: Teacher 5's intermediate-level speaking class used pedagogical tactics that were adapted to the needs of the language learners. She used task-based language*

*training, which involved students in real-life chores like ordering food at a restaurant or reserving a hotel, offering actual contexts for speaking practice.*

### Integration of Multimodal Tools

The teachers were observed while making use of technological and traditional resources to support students' diverse learning needs. "Multimedia Presentations," "Language Learning Apps," "Speech Analysis Software," "PowerPoint Presentations," "Simple Audio Recordings," and "Educational Websites" help teachers cater to visual, auditory, and interactive learners. Multimedia presentations and PowerPoint slides enhance engagement through visuals, language learning apps and speech analysis software provide immediate feedback and self-paced learning, simple audio-recordings support auditory learners in pronunciation and listening skills, and educational websites offer diverse, easily accessible resources. To sum it up, teachers enriched the learning experience both in and out of the classroom and flexibility and engagement across varied learning styles.

*Teacher 16: Observing Teacher 16's classroom reveals that they used digital technology such as interactive whiteboards, multimedia presentations, and educational apps to engage students and deliver engaging learning experiences.*

*Teacher 23: Teacher 23 used a mix of digital and non-digital*

*tools such as visual aids, manipulatives, and multimedia presentations, to accommodate different learning styles and preferences.*

### **Assessment and Feedback Practices**

For evaluating and improving student performance, teachers made use of “Formative Assessment and Rubrics,” “Peer and Teacher Assessments,” “Data-Driven Feedback and Reflective Journals,” “Standardized Tests,” “Teacher-Led Feedback,” and “Simple Performance Checklists.” Formative assessments and rubrics offer insights and feedback into students’ progress, and peer and teacher assessments create a collaborative learning environment by encouraging shared responsibility. Data-driven feedback offers exact, practical suggestions for improvement, while reflective journals allow students to assess their own growth. Finally, standardized tests and teacher-led feedback provide benchmarks for progress and deliver personalized guidance respectively. All these need simple performance checklists to establish clear criteria for evaluation, promoting accountability and objectivity in assessment practices.

*Teacher 25: Throughout the lesson, Teacher 25 used a number of formative assessment tools to measure student comprehension and provide timely feedback such as exit tickets, quizzes, and class discussions.*

*Teacher 7: During a speaking activity in which students presented on a topic of their choice, Teacher 7 used a detailed rubric to evaluate characteristics such as content, organization, and delivery.*

### **Student Engagement and Participation**

This theme revealed techniques to involve students actively in the learning process. The categories, “Interactive Techniques and Gamification,” “Cooperative Learning and Technology Integration,” “Structured Speaking Activities and Active Listening,” “Group Discussions,” “Pair Work,” and “Classroom Presentations,” point out the diverse strategies employed for maintaining engagement. Interactive techniques and gamification create an enjoyable atmosphere, cooperative learning combined with technology fosters collaboration, structured speaking activities boost oral communication skills and active listening, group discussions and pair work bring about peer learning and critical thinking, and classroom presentations build students’ confidence and polish their public speaking abilities.

*Teacher 10: Throughout the lesson, Teacher 10 employed a range of participatory tactics, including think pair share and small group discussions, to ensure that every student had a chance to speak. He also used gamified learning features such as a speaking bingo game, to help pupils practice various types of speech actions in a fun and competitive setting.*

*Teacher 12: Teacher 12’s intermediate-level class demonstrated student-centered engagement and participation. She used cooperative learning tactics such as jigsaw puzzles, in which pupils were separated into expert groups to learn different elements of a topic before reassembling into new groups to teach each other.*

## **DISCUSSION**

One of the main findings of the study was that multimodal tools can contribute to increased students’ engagement, comprehension, academic achievement, and motivation in speaking activities, as perceived by teachers and observed in classroom practices. It should be noted that references to students’ engagement and motivation are based on teachers’ perceptions and classroom observations rather than direct quantitative measurement of student outcomes. That is to say, clarification of direct measurement of students’ engagement, motivation, and associated growth was not conducted via standardized quantitative means but was explored indirectly and interpretatively using teacher’s perceptions and evidence gathered qualitatively from the classroom which fit with the qualitative, teacher-related design of the study. Particularly, evidence of students’ engagement and motivation was derived from teachers’ reports in both interviews, teachers’ reflective journals documenting students’ participation, responsiveness, and interaction in speaking tasks, and systematic classroom observations by the researchers, focusing on observable indicators of engagement such as willingness to speak, participation, collaboration, and use of multimodal tools. This finding aligned with prior studies on the use of multimodal tools in language instruction, which frequently emphasized the positive influence of these tools on student engagement and academic achievement (Jewitt, 2008; Mayer, 2009; O’Bannon & Thomas, 2015). Besides these, Beatty (2013) and Herrington and Herrington (2007) showed that employing a range of media and interactive technology can enhanced student’s capacity to understand and remember new knowledge. Finally, various studies (Herrington & Herrington, 2007; Isaías et al., 2015; Lee, 2019) approved of the practical uses of multimodal aids in a more profound comprehension and a longer-lasting memory of information. The capacity of multimodal teaching lies in the fact that it integrates visual, aural, and textual components, making the learning environment more dynamic and interactive. Another reason is that research substantiated the notion that multimodal tools augmented language acquisition by rendering it more dynamic and culturally pertinent (Mayer, 2009). Still another reason is that through multimodal teaching, teachers can incorporate various tactics such as incorporating diverse instructional approaches, promoting collaborative learning settings, and mindfully integrating technology (Fredricks et al., 2004; Skinner et al., 2008).

The next finding of the study was that using multimodal teaching, teachers can cater to the needs and expectations of various students. Research on differentiated instruction and inclusive education strongly supported the importance of understanding student characteristics and adjusting teaching techniques accordingly (Heacox, 2012; Tomlinson, 2014). They explained the ways in which teachers could utilize technology to customize instruction and offer various methods of presenting information, expressing ideas, and fostering students’ involvement. Based on the reflective

journals in this study, teachers highlighted the need to use a variety of teaching methods and individualized approaches to instruction, which aligned with earlier research on differentiated instruction and inclusive education (Tomlinson, 2014). Hattie (2009) and Marzano (2007) also came to the same conclusion, underscoring the ability of experienced teachers in catering to individual learning requirements and preferences. To be more exact, one of the few solutions to the classes with large number of students, classes with different levels of proficiency, and classes with various needs is that skilled educators customize their teaching methods to suit individual variations, providing individualized education that cater to each learner's distinct learning characteristics, which is possible through using technology and multimodal teaching. Multimodal teaching allows for implementing flexible grouping, scaffolding, and differentiated assignments. Having done so, teachers guarantee that each student receives the appropriate assistance and stimulation required for their academic development.

Nevertheless, both novice and experienced teachers faced particular obstacles such as lack of dependable technology, limited or unreliable internet connectivity, obsolete gadgets, and being labor-intensive. They also had to allocate significant resources toward the careful selection of suitable equipment, the creation of captivating activities, and the resolution of technological problems. These findings corresponded with previous discoveries in the literature. Warschauer et al. (2004) highlighted that the problem of technical access, the existence of a digital divide, as well as unequal distribution of technology and differing degrees of digital skills among students and teachers was a major obstacle. Mishra and Koehler (2006) and Warschauer et al. (2004) also emphasized the importance of providing fair and equal access to technology as well as continuous technical assistance to guarantee that all students could effectively utilize multimodal teaching methods. Multiple studies (Allan, 2007; Flores et al., 2019) continuously emphasized the difficulties inexperienced teachers encountered when choosing appropriate instructional strategies and incorporating multimodal tools. This tendency emphasized the ongoing need for focused assistance and professional growth programs designed to improve the ability of new teachers to use a variety of teaching methods effectively.

Furthermore, as mentioned above, this study emphasized the necessity of sufficient training and professional growth for educators, reflecting the findings of Mishra and Koehler (2006), underscoring the necessity of teacher preparedness in effectively integrating technology into the classroom. Mishra and Koehler (2006) indeed proposed the paradigm "Technological Pedagogical Content Knowledge (TPACK)". Hennessy et al. (2005) emphasized the significance of collaborative professional development, where teachers could exchange exemplary methods and assist one another in incorporating new technologies. Proponents of collaborative learning also claim that the active exchange of not only increases interest among the participants but also promotes critical thinking (Bagheri

Masoudzadeh, 2021). By adopting this cooperative method, it was possible to establish a community of individuals who actively engaged in ongoing learning and adjusted to technology improvements. It also aligned with prior research that supported the need for regular training to stay up-to-date with technological breakthroughs and pedagogical innovations (Chai et al., 2016; Guskey, 2002; Hargreaves & Fullan, 2012). Existing research on assessment and feedback methods also highlighted the importance of continual professional development in helping new instructors improve their evaluation techniques (Hattie & Timperley, 2007; Ten Cate et al., 2011).

Next finding was that experienced teachers had a deeper understanding of teaching methods, skillfully combining conventional and modern approaches to create an engaging and inclusive learning space. This finding corroborated the previous research that highlighted the crucial importance of experience in employing personalized and diverse instructional strategies (Hattie, 2009; Marzano, 2007). Expert teachers skillfully utilized a wide range of teaching approaches, combining established approaches with cutting-edge practices, skillfully blending lectures, debates, practical exercises, multimedia tools, and collaborative projects.

Another finding was experienced educators offered timely and valuable feedback, through multimodal teaching, to students using various methods such as digital annotations, video critiques, and interactive rubrics. This focus on formative evaluation and prompt feedback was consistent with prior research stressing their significance in fostering student learning and growth (Hattie & Timperley, 2007). The findings of this study were consistent with a wider range of research showing that experienced teachers possessed a sophisticated comprehension of teaching methods, adeptly incorporated technology into their teaching methods, used a variety of assessment and feedback techniques, and finally prioritized student involvement and participation (Danielson, 2007).

## CONCLUSION

The findings obtained from interviews, reflective journals, and classroom observations acknowledged the positive effects of multimodal tools on students' engagement, learning outcomes, and the establishment of interactive learning environments. Experienced teachers, inexperienced teachers, and reflective practitioners all agree that multimodal instruction is a viable way to accommodate different learning styles and increase student engagement. Next, novice teachers, although excited about the possibilities of multimodal technologies, struggle with the technical difficulties and pedagogical changes needed to integrate these tools into their lesson plans successfully. They regularly face serious challenges when choosing suitable teaching methods and integrating multimodal tools into their educational sessions. This highlights the ongoing need for specific assistance and professional growth initiatives tailored to improve the capacity of new teachers

to use a variety of instructional approaches effectively. Despite these difficulties, inexperienced teachers acknowledge the importance of multimodal technologies in delivering prompt feedback, promoting interactive learning encounters, and accommodating their student's varied needs. Furthermore, studies on differentiated instruction, inclusive education, and culturally responsive teaching emphasize the importance of addressing student's diverse needs, backgrounds, and preferences through the use of multiple modes of instruction. Studies on assessment and feedback also emphasize the importance of ongoing professional development in helping inexperienced teachers improve their evaluation and teaching methods. Through continuous training and mentorship, teachers can cultivate more efficient assessment strategies that are in harmony with their student's learning requirements and goals. To summarize, the combined knowledge gained from interviews, reflective journals, and previous research emphasizes the significant impact that multimodal education can have on language development. Implementing various teaching methods, cultivating cooperative learning settings, and skillfully integrating technology can augment student engagement and involvement. By continuously improving their skills through professional development, engaging in reflective practice, and adopting student-centered teaching methods, teachers may establish inclusive and effective learning environments that empower all students to flourish in their language-learning journey. Within the limitations of this qualitative study, the findings suggest that multimodal approaches may offer valuable pedagogical possibilities for EFL speaking instruction.

These findings can be interpreted in the light of the following theories and frameworks. Danielson (2007) highlights the significant importance of pedagogical content knowledge (PCK) in expert teaching. Proficient instructors exhibit not just a profound comprehension of their field of expertise but also expertise in employing the most efficient pedagogical methods to transmit that information to their pupils effectively. Guskey's (2002) research underscores the importance of continuous learning and thoughtful practice in the development of teachers, emphasizing the necessity for teachers to actively participate in ongoing professional learning to enhance their abilities and stay up-to-date with developing trends and optimal methods. Furthermore, studies indicate that collaborative professional learning communities have a crucial impact on promoting the progress and advancement of teachers (Hargreaves & Fullan, 2012). These communities cultivate an atmosphere that promotes ongoing enhancement and originality in teaching methods by promoting cooperation, exchanging perspectives, and mutual education among teachers.

This study has some pedagogical implications based on the findings and offer practical recommendations for applying multimodal techniques in language training. It provides practical insights for teachers, curriculum creators, and

educational policymakers who aim to improve teaching techniques and promote student learning results. Teachers can gain advantages by integrating a range of teaching techniques and instructional strategies that employ multimodal approaches. They can enhance their courses by using multimedia presentations, interactive simulations, and virtual reality, creating dynamic and captivating learning experiences that accommodate various learning styles and preferences. This educational change promotes active engagement from students and improves their understanding of intricate linguistic ideas. The study also emphasizes the importance of providing extensive training and professional development opportunities for instructors to use technology in their instructional methods effectively. Educational institutions need to prioritize projects that focus on providing instructors, particularly those who are new to the profession, with the essential skills and abilities to use multimodal tools comfortably. This may encompass a range of educational activities such as workshops, seminars, and ongoing support programs that specifically target the development of skills in digital literacy, multimedia design, and the use of technology to enhance language learning. Moreover, promoting introspective practice among teachers is critical for continuous improvement and innovation in instruction. It is important to motivate teachers to think carefully about their teaching methods, consider the impact of using multiple modes of instruction, and make necessary modifications based on student input and learning outcomes. Engaging in reflective practice promotes a professional development environment. It allows teachers to improve their teaching methods in order to effectively cater to the requirements of a wide range of students.

While the present study provides qualitative insights into EFL teachers' perceptions and practices regarding multimodal speaking instruction, several avenues for further research can be suggested. First, longitudinal studies can be done on teacher development. Subsequent investigations could delve into the enduring impacts of professional development programs on teacher advancement and instructional methodologies. Conducting longitudinal studies that follow beginner teachers for multiple years could offer significant insights into how they progress in integrating multimodal techniques into language instruction. Second, investigation of student perspectives can be considered. By directly collecting feedback from students, researchers can get a more profound comprehension of how multimodal techniques influence student engagement, motivation, and learning results. Third, further researcher can address comparative studies across educational contexts. Conducting comparative research across various educational contexts and cultural settings has the potential to provide insights into the efficacy of multimodal techniques in distinct language learning environments.

**Authors' contributions**

All authors have contributed equally to prepare the paper.

**Availability of data and materials**

The data that support the findings of this study are available from the corresponding author, upon reasonable request.

**Conflict of interests**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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## APPENDICIES

### Appendix A

Semi-structured interview questions for a focus group:

1. Can you tell me about your experience teaching speaking in an EFL context?
2. What are your initial thoughts or expectations about our study on the use of multimodal tools in teaching speaking?
3. What is your experience with using multimodal tools, such as visual aids or technology, in your speaking lessons?
4. How familiar are you with the concept of multimodal teaching and its potential benefits for language learning?
5. Could you describe some of the multimodal tools you typically use in your speaking classes?
6. Which specific tools or resources do you find most effective for enhancing speaking skills among your students?
7. In your experience, how effective have multimodal tools been in facilitating speaking practice and skill development?
8. What are some of the main challenges or obstacles you encounter when incorporating multimodal tools into your speaking lessons?
9. Can you share some strategies or techniques you use to integrate multimodal tools into your speaking activities seamlessly?
10. How do you ensure that multimodal tools complement and enhance your speaking lesson objectives rather than detract from them?
11. Could you provide an example of a speaking lesson where you successfully integrated multimodal tools and saw positive outcomes?
12. Have you experimented with any innovative approaches or creative uses of multimodal tools in your speaking classes? If so, could you describe one?
13. Based on your experiences, what recommendations would you offer for improving the effectiveness of multimodal teaching practices in speaking instruction?
14. Where do you see opportunities for future research or development in the use of multimodal tools for teaching speaking?

### Appendix B

Semi-structured interview questions for face-to-face interview:

1. Can you provide a brief overview of your teaching background and experience, particularly in teaching speaking skills to EFL learners?
2. How did you become interested in teaching speaking, and what led you to pursue a career in language education?
3. Could you describe some of the multimodal tools and techniques you have used in your speaking lessons?
4. How do you select and integrate specific multimodal tools into your speaking activities, and what considerations do you take into account?
5. What are some of the main challenges you have encountered when integrating multimodal tools into your speaking lessons?
6. Can you share any strategies or approaches you have used to overcome these challenges and effectively integrate multimodal tools?
7. From your perspective, how effective have multimodal teaching practices been in facilitating speaking skill development among your students?

8. What feedback or observations have you received from students regarding the impact of multimodal tools on their speaking proficiency?
9. Could you share an example of a speaking lesson where you successfully integrated multimodal tools and saw positive outcomes in student learning?
10. Have you experimented with any innovative approaches or creative uses of multimodal tools in your speaking classes? If so, could you describe one?
11. Based on your experiences, what recommendations or suggestions would you offer for enhancing the effectiveness of multimodal teaching practices in speaking instruction?
12. Are there any specific areas where you believe additional support or resources would be beneficial in overcoming challenges related to integrating multimodal tools?