

**THE EFFECTS OF USING MULTIMODAL TEXTS ON GRADE 7 LEARNERS'
INTENSIVE READING LITERATURE TEXTS IN EFAL CLASSROOMS: A CASE
OF KGAKOTLOU CIRCUIT, CAPRICORN-SOUTH DISTRICT, LIMPOPO
PROVINCE, SOUTH AFRICA**

BY

MACHETE TUWANI

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SUPERVISOR: MR CHAUKE GT

CO-SUPERVISOR: DR MOTLHAKA HA

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DECLARATION

I, Tuwani Machete, student number [REDACTED], hereby declare that this dissertation titled “**The Effects of Using Multimodal Literature Texts on Grade 7 English First Additional Language Learners’ Reading Proficiency**” submitted in accordance with the requirements for the Master’s degree at the University of Limpopo, is my own original work and has not previously been submitted for degree or examination to any other institution of higher learning. All the sources that I have cited or quoted in this research paper have been duly acknowledged in the list of references.



Signature:

Date: 11 February 2024

Supervisor: *GT Chauke*

Date: 11 February 2024

Mr Chauke GT

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ABSTRACT

This study investigated the effects of using multimodal texts on Grade 7 English First Additional Language learners' reading proficiency. A qualitative research approach was used, which involved a sample of ten Grade 7 EFAL learners, and four of their EFAL teachers to participate in this study. The data was collected using observations, document analysis and semi-structured interviews to determine the effects of using multimodal texts on learners' reading proficiency during intensive reading lessons. For data analysis, inductive thematic analysis method was used. The findings of this study revealed that learners become bored when they only read traditional texts, but they find the use multimodal texts interesting. This study recommends that the Department of Basic Education should organize workshops on strategies to improve reading comprehension in EFAL using multimodal texts. The study recommends also that teachers should be encouraged to be innovative and not rely on teaching methods prescribed by the Department of Education only.

Keywords: Multimodal texts, intensive reading, English First Additional Language, multimodality in English language teaching.

LIST OF ABBREVIATIONS

BED - Bachelor of Education

CAPS - Curriculum and Assessment Policy Statements

DBE- Department of Basic Education

DOE- Department of Education

EFAL - English First Additional Language

ICT- Information and Communications Technology

VARK- Visual, Aural, Read/Write and Kinesthetics

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. BACKGROUND AND MOTIVATION

Multimodal texts include picture books, textbooks, graphic novels, comics and posters, where meaning is conveyed to the reader through varying combinations of visual (still image) written language, and spatial modes (Barton, 2018). Ganapathy (2016) asserts that in today's globalised digital era, learners are inevitably engaged in various multimodal texts due to their active participation in social media and frequent usage of mobile devices on a daily basis. Ganapathy (2016) adds that such daily activities advocate the need for a transformation in the teaching and learning of English First Additional Language to promote students' capabilities of making meaning of different texts they come across in their language learning activities.

Verhoeven (2021) argues that print-based text reading processes are necessary, but not sufficient for making meaning out of texts accompanied by visual images, graphic elements, or sound effects. In a similar vein, Kleemans and Nouwen's study (2020) observed that students who use both traditional texts and multimodal texts are expected to read more comprehensively than learners who use only print-based text, and that comprehension cannot be achieved with only the information that is present in the text. Learners should also use their knowledge to construct new knowledge which is relevant to their experiences and situations. Kleeman and Nouwen (2020) also explained that the components which are mixed up in multimodal text processing allow the learner to make inferences about what is in the text based on their prior knowledge. Accordingly, to activate readers' prior knowledge, other sources of information such as images and supplemental videos can accompany the text.

The researcher's observation of classroom practice in the EFAL classes she currently teaches and in some rural schools where she did her teaching practice was that most learners, lack intensive reading skills. She attributes this to a range of virtually inherited factors among which poor reading culture and lack of school media centres in most South African schools are topmost. Juke (2010) notes that this phenomenon is made worse by the digital era we are living in. Today's school learners are surrounded by a

lot of media and visual stimuli which carry irresistible power to shift their focus further away from intensive reading of hardcopy texts prescribed for their English literature.

The CAPS document as promulgated by the DBE (CAPS, 2011: 28–32), points out that the teaching of intensive reading in EFAL classrooms should be aimed at developing learners' text decoding and vocabulary-building skills. This will help learners to achieve sound competence in envisaged critical thinking skills such as comprehension, analysing, synthesising and evaluation, among others. To achieve all these, the policy recommends that a reading process approach be taught to learners to enable them to work on their own with ease. It is in this process that they will be exposed to the reading stages and techniques they should know and apply when dealing with literature in their own intensive reading spaces, especially when tasked to read for formal assessment purposes in developing reading proficiency. Reading proficiency, as defined by Sammela (2020), is the ability to read a text effectively, with a clear comprehension of the message being delivered. It is an essential skill in language development, particularly for the kind of primary school learners observed in the research site for this study. Reading proficiency means having a sound ability to interpret a text; which is derived from a fair amount of exposure to reading, and having effective reading strategies. This helps learners decode the meaning of the different words, phrases, and paragraphs they come across. As a result, they begin to draw inferences and connections within a text. Improving reading proficiency is essential for overall language development and academic success. Efforts to improve reading proficiency can involve the implementation of specific instructional strategies such as interesting textbooks, group reading activities, and access to a variety of materials for reading.

CAPS clearly recommends the use of multimodal texts, which may come in the form of audio-visual technological devices and other authentic material close to learners' reality to the reading session. The purpose here is to help connect the classroom with the real-world learners come from. In addition, these helps encourage learners to understand the relationship between learning and practicing what they learn in their classrooms. Multimodal texts bring in an inspiring and entertaining angle which captivates learners' attention and enhance comprehension during reading and viewing sessions in second and foreign language classes (Ojowu, 2014). As noted by

Libsdnetwork (2013), the good thing about learners is that their depiction of meaning goes beyond the visual sense since learners get to learn through the combination of other senses like hearing and movement, among others.

The research has shown that the use of multimodal text to support teaching and learning results in better achievement and increases learners' interest and motivation, and add clarity to the topic understudy, than learning only with the use of subject prescribed textbooks. Research evidence, as established by Dhood and Hanieh (2016), reveals that learners retain most of what they hear, see and feel than what they merely hear. The use of multimodal texts makes abstract ideas more concrete to the learners, thus making learning live and authentic. Therefore, the aim of this study was to examine the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency.

1.2. PROBLEM STATEMENT

On the backdrop of what has been discussed in the background, teachers can no longer make ends meet by just teaching using chalkboard and prescribe textbooks. Faced with diverse learners with varied backgrounds and literacy skills, teachers find themselves having to grapple with multiple factors just to get their learners to participate and show interest in intensive reading activities in language classrooms.

In literature reading and viewing classes, Grade 7 EFAL learners demonstrate lack of interest in reading any hard copy material or texts prescribed for their formal intensive reading. When they are assigned reading assignments to complete at home, their demeanour deteriorates. Some would openly disregard the assigned task, while others would either attempt it or abandon it halfway through.

Thomson and McInay (2019) concur with the researcher's observation of learners' declining interest in reading. Their research found that when students are given texts that are not compatible with today's digital or multimedia formats, they lose interest in reading. It appears that hard copy material creates a boring learning exercise that learners quickly disconnect from. According to Ukiah (2015), problems with literacy skills are likely to affect a learner's performance across the school curriculum and have a negative impact on their motivation to learn. As a result, the study sought to establish

the use of multimodal texts in reading practice in order to spark learners' interest in changing their attitude and current learning approach.

1.3. LITERATURE REVIEW

The literature presented in this section covers the key themes that highlight key issues or those that have a direct bearing on the use of multimodal texts to scaffold intensive reading practice in Grade 7 EFAL classrooms.

1.3.1. The concept of multimodal texts

Multimodal texts are socially and culturally shaped resources for meaning making. They include not only language but gestures, images, sounds and space (Barton, 2018). The use of multimodal texts allows learners to use their prior and new knowledge to share and understand meaning through all the modes, and make connections between their own experience and other's experience. They also help learners draw appropriate and diverse conclusions from a range of texts and to create different texts because of interpreting other texts. Therefore, this tells that, the use of multimodal texts in intensive reading classes could increase learners' interest and motivation and add clarity to the topic under study.

1.3.2. Teaching literature

According to Meyer (2014), literature refers to any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama and poetry. Literature is a method of recording, preserving, and transmitting knowledge and entertainment, and can have a social, psychological, spiritual or political role. The aim of teaching and reading literature in the classroom is to develop learners' sensitivity to a special use of language that is more refined, literary, figurative, symbolic and deeply meaningful than much of what else they may read. The teaching of literature involves learners sharing their personal, thoughtful and honest interpretations. Hence teachers often need to restrain their own interpretations and ideas of literary texts and allow as much learner participation as is reasonable. "Interpretation is not about right or wrong, it is about searching for what is meaningful to the reader" (DBE, 2011:5).

1.3.3. Multimodal teaching approach in language classrooms.

The application of a multimodal learning theoretical approach, which involves blending the literature text itself, any form of audio, visual images like posters, adverts and videos. This theory views the combination of a variety of these modes as a way in which learning can cover learners according to their different learning styles. The point here is that learners are different; some are visual learning types, others are strong in auditory modes while others may be only learning through actions that require creative movement like dancing or role playing in class.

Van Leeuwen (2014:281) describes multimodality as “The integrated use of different semiotic resources (e.g., language, image, sound and music) in texts and communicative events”. The key idea is to apply anything that could inspire learners and trigger their interest in exploring the text at the initial point so that when they are sent to read intensively in response to a set of given question, they will be able to approach the text in a friendly attitude. In this fashion, learning becomes more effective for learners.

1.3.4. Intensive Reading

Intensive reading is a reading method wherein learners are supposed to read the short text carefully and deeply to gain maximum understanding. Intensive reading can be understood as the reading method, which requires intimate study of a text with the objective of getting its literary or linguistic meaning. The readers read the text with concentration and required care, in detail, as it has certain learning aims and tasks. Basically, it is the in-depth reading of a comparatively shorter piece of reading material to gain complete knowledge from it. It aims at identifying the answers to the questions of reading comprehension. Moreover, it can be used for the purpose of skimming and scanning, and the concatenation of the sentences (Surbhi, 2020).

It involves an analysis of the text by the deconstruction of the sentences and looking over each word, phrase and collocation which is not understandable with an aim of extracting the essence and meaning of the text as much as possible, and learn the grammar and syntax rules. Further, the goals of intensive reading include understanding the gist and subject matter of the text, improving grammar and

vocabulary, and understanding the thought of the author behind the text. The focus of the learner is on the language used rather than the text.

1.3.5. Extensive reading

Extensive reading can be defined as a casual reading performed for pleasure or gaining general understanding on a topic when the students are engrossed in a book, magazine or newspaper. In this approach, students read long texts and refer to various supporting study material, only to enjoy the reading and gain better understanding of concepts (Surbhi, 2020).

In extensive reading, the readers look for easy, interesting and amusing books to improve their reading fluency and speed. The text is comparatively simple, containing a few unfamiliar words. The individual selects the book or material of his choice on the topic that matches their interest. Further, there is no follow-up discussion to be held in the class for what the students have learnt during their reading. Extensive reading is only meant to encourage the habit of reading for pleasure in students and make them a voracious reader. Hence, it does not really matter whether the reader understands each word written in the text or not, to get the basic concept of the passage.

1.4. THEORETICAL FRAMEWORK

The study was guided by two theories, namely: schema and multimodal learning approach theories. Blending two or more theories confers additional value as compared to using one, by bringing in an additional perspective to cover a critical aspect the primary theory does account for (Al-Tahitah, 2018). Firstly, the role of schema theory was to help reveal the level of, and specific schemata (linguistic, content or formal) in which each learner's prior knowledge is too low, to the point that dampens their interest in further engagement with the text. On the other hand, the multimodal learning model brings in a variety of text modalities that take reading beyond its print and visual mode and present the content to learners in digital, auditory and kinaesthetic modes.

1.4.1. Schema Theory

When schema theory is applied in the teaching of intensive reading, as outlined by Rummelhart; Xue (2019), a learner's success in decoding the meaning of a given text

depends largely on their level of prior knowledge accumulated ages prior to the current reading act. Their linguistic depth, relevant contextual background and familiarity with the text type being studied, all form a point of reference from which the learner will draw tools (schemata) to use, to decode or predict the meaning of the text. This makes it conversely clear, that a reading that a learner is contextually unfamiliar with, will offer a limited level of schemata the learner currently needs to make sense of what s/he is reading. Simply put, a learners' competence in decoding and predicting a text direction, reflects what they have experienced, seen or acquired before.

1.4.2. The VARK Multimodal Learning Model

Fleming and Mills (1992)'s VARK model emphasizes' the need for learners to approach intensive reading from their individual learning strength areas, rather than chasing a unilineal printed text first. The VARK acronym stands for the four types of learners one would always have in a class. These are visual, auditory, reading/writing and kinaesthetic types. This follows the assumption that a learner who decodes meaning visually may not necessarily be strong when the information is presented orally or through body language or physical performance. For this reason, the reading material brought to class may include texts that come in the form of audios (music) or videos, posters and a range of digital sources like quizzes or cartoons. This theory adds to scaffold schema theory by identifying learners according to their sensual strengths; and the need to present the literature content to learners in different multimodal texts.

1.5. THE PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of this study was to examine the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency.

1.5.1. Main Research Question

What are the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency?

1.5.2. Sub-research questions

How do Grade 7 EFAL teachers use multimodal literature texts to develop their learners' reading proficiency in EFAL classrooms?

What are Grade 7 EFAL learners' perceptions of multimodal literature texts reading proficiency?

How do learners react to the use of multimodal literature texts in their reading of EFAL literature texts?

1.6. RESEARCH METHODOLOGY

A qualitative research approach was used in this study. According to MacLeod (2019), qualitative research is the process of collecting, analysing and interpreting non-numerical data, such as language. It can be used to understand how an individual or a community subjectively perceives and gives meaning to their own social reality. This may only be done through observing and exploring learners' and teachers' behavioral patterns as they work in their natural intensive reading environment. This is what situates the study within an interpretivist paradigm, by virtue of the fact that all manner of analysis and judgment were concluded on the basis of subjective interpretation of the researcher and research participants. Interpretivist paradigm believes that reality is multi-layered and complex, and a single phenomenon can have multiple interpretations (Rehman & Alharlhi, 2016). The paradigm was deemed relevant for this study because the whole process of gathering and analysing data in this study relied largely on both the researcher and participants' interpretation of their own views, feelings and perceptions about their own reality in broader terms. This means that any conclusions drawn from this study should be viewed from their shoes since this phenomenon is about their reality.

1.6.1. Research Design

The study used a case study design to explore intensive reading activities of EFAL learners in the sampled school, with a view to establish how learners react to the use of multimodal texts as a complementary tool to stimulate their reading interest. A case study is defined as an empirical inquiry that examines a contemporary phenomenon within the context of its real life (Shona, 2019). The use of this research design helped the researcher to gain concrete, contextual and in-depth knowledge about the effect of using multimodal texts on intensive reading in EFAL classrooms.

1.7. Population and sampling

1.7.1. Population

This study's population was drawn from one of the ten primary schools in Kgakotlou Circuit in Limpopo Province, South Africa. As described by Allen (2017), a population is a group of persons, objects or events of a certain type about which researchers seek knowledge or information. The population for this study comprised 156 Grade 7 EFAL learners and 4 English First Additional Language educators in the selected school.

The school is divided into three Grade 7 classes, designated as A, B, and C, each with 52 learners.

1.7.2. Sampling

The study adopted purposive sampling technique. Purposive sampling is a judgmental, selective or subjective sampling, and a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study (Gizmo Blog, 2018). Thabelo (2016) sums it up as a technique we use to identify participants who sure have the information or qualities of the research data that the study seeks to use to understand the phenomenon under investigation. For this study, ten learners were selected from Grade 7 B class and four EFAL teachers. The class was chosen because it had the highest number of learners who struggled with intensive reading of literature texts. Secondly, the class also had many learners who hardly ever carry out intensive reading homework activities they are given, on the prescribed literature texts for their grade. Lastly, with the guidance of the subject teachers, the selected class was deemed the most suitable to select the sample for this study from, in view of the poor results they obtain when assessment in EFAL were administered. Therefore, the researcher believed that since the selected sample was based on using participants that had practical reading limitations that affected their performance, the study would be able to reveal the effectiveness that multimodal material brings to literature learning at Grade 7 level.

1.8. Data collection

In this study, data was collected using semi-structured interviews, non-participant observation and document analysis to build the credibility of the findings of this study.

Data collection tools are discussed below:

1.8.1. Semi-structured interviews

A semi-structured interview is a type of interview in which the interviewer asks only a few pre-determined questions, but still creates a sizable room for other spontaneous questions to arise in the course of the discussion (Doyle, 2020). In this study, the researcher used this data collection tool to gather the views and opinions of Grade 7 EFAL teachers and learners since they are both key stakeholders in the reading process that takes place in the sampled EFAL classroom under study (Creswell, 2003). The learners were asked questions in Sepedi Home Language to avoid confusion when answering questions.

1.8.2. Observations

An observation entails a construction of a picture of what transpires during a classroom practice (Sauro, 2015). In this study, non-participant observation was used, in which the researcher observed participants' classroom reading practice without taking an active part in the situation under scrutiny (Oxford University Press, 2020). The researcher used an observation schedule and field notes to gather classroom contextual data, learners' attitude and any reading patterns that unfold in the intensive the reading process using traditional and multimodal texts during intensive reading sessions.

1.8.3. Document Analysis

Frey (2018) refers to document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. This tool was used to place a range of texts, traditional, digital or multimodal, under a scrutiny to elicit the nature of effect they have on the learners during intensive reading lessons. The researcher hoped that this might shed some light to the level of cognition it demands from the learners and justify if what is given to learners is on, above or below the expected cognitive level of the grade. In this case, the researcher used learner's assessment scripts to determine effects of using multimodal texts on learners' reading proficiency, reading interest and performance during intensive reading lessons. Documents helped the researcher to have a clear picture of how learners responded to the tasks given to them by their teacher.

1.9. Data Analysis

This study used thematic analysis method to analyse data because it is a method, which systematically identifies, organises and offers insight into themes across the data set of the collective or shared meaning of the participants' experiences (Guest, Bunce & Johnson, 2006). The researcher used inductive thematic analysis to analyse data because it is concerned with trying to understand the lived experiences of respondents on how they make sense of their experiences of using multimodal texts during intensive reading lessons in stimulating learners' reading interest and improving their reading proficient. The researcher familiarized herself with data, assigned preliminary codes to data in order to describe the content, identify common patterns or themes that come up repeatedly from the semi-structured interview, observation and document analysis data, review themes and start with the writing up. This is consistent with Strauss and Corbin's (1998) description of inductive thematic analysis

(Seidel & Urquhart, 2016). In other words, the researcher began with an area of study and allowed the theory to emerge from the data wherein themes were derived from transcribed semi-structured interview, observation and document analysis data. The researcher read transcribed recordings as well as the analysis of the observation and document data several times until she reached saturation point.

1.10. Quality Criteria

These are criteria generally agreed upon as measures to be used to assess the trustworthiness of the findings of a given study (Lincoln & Guba, 1985; Bryman, 2016). The following criteria were proposed: credibility, transferability, dependability and confirmability for quality assurance.

1.10.1. Credibility

This refers to the level of acceptability derived from the research findings. Credibility determines whether the research findings represent credible information drawn from the original data of the participants and are a correct interpretation of the participants' original views (Nahid, 2020). This was achieved in this study by keeping a record of the participants' interview transcripts as they were captured during the data collection process. The degree of agreement from the triangulated data could significantly add more weight to the element of credibility of the findings.

1.10.2. Transferability

This refers to the degree to which the results of this study can be applied in other social contexts. This can be achieved through ensuring that there is a thick description of the research process and the data collected (Nahid, 2020). The researcher ensured that the study design was clearly stated, and that the data was systematically recorded and safely stored, so that other researchers could be able to follow the same steps that led to the findings of this study.

1.10.3. Dependability

This refers to the consistency of results over time. Dependability entails participants' evaluation of the study's findings, interpretation and recommendations—all of which are supported by data collected from the participants (Nahid, 2020). The researcher kept systematic records of the collected data as evidence, and also held a closing meeting

with the participants to confirm that the findings in the report remained as unaltered as originally captured.

1.10.4. Confirmability

In a qualitative research, confirmability tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others (William & Sydney, 2020). In this study, the researcher asked the participants the same questions in different ways to find out if they gave same responses.

1.11. Significance of the Study

This study could contribute significantly towards enriching:

Teachers' pedagogical knowledge of how to promote reading comprehension as it will inform them on the strategies to use in dealing with the issues of teaching intensive reading.

English language teachers and learners will benefit from this study as it will be used as reference material.

Language practitioners and students of English will have an additional source to use for further research on learners' intensive reading skill in English First Additional Language.

Policy makers, educational specialists and curriculum advisors will also benefit from the study as its findings will help them to identify reading barriers and develop strategies that could enhance the reading abilities of learners.

The study will enable the researcher to suggest strategies to improve and enhance the intensive reading in Kgakotlou Circuit, Capricorn-South District in Limpopo Province.

1.12. Ethical Considerations

According to Creswell (2007), the researcher has an obligation to respect the informants' rights, needs, values and desires. The necessary precautions have been taken to protect participants' privacy, confidentiality, informed consent, voluntary

participation and anonymity. Participants have the right to refuse to participate or withdraw from the study at any time, regardless of the implications for the study.

1.12.1. Permission

The researcher sought permission to conduct the study from the University of Limpopo's Research Ethics Committee (TREC). The researcher obtained permission to conduct the study from the Provincial District Director of Education (Capricorn-South District), the principal of the selected school, the learners' parents and teachers of the sampled primary school. As she worked with minor children, the researcher asked the learners' parents for permission to conduct the study with their children. She sent consent forms for parents and teachers to sign to indicate their willingness to participate in the study. The researcher requested permission to conduct the study by writing a letter to the school principal.

1.12.2. Voluntary participation

Prior to the commencement of the study, participants were informed that their participation was voluntary. This means that none of the study's research participants were coerced into taking part. It was emphasised that they all have the right to withdraw or skip any questions that they find difficult to answer during the data collection process. Parents were required to sign consent forms as a way of granting permission and indicating their agreement to participate in the study. The learners had to decide whether they wanted to stay in the study until the end or withdraw at any point. According to Zuckerman-Parker and Shank (2008), participants cannot be forced, coerced or ordered to participate. The researcher made it clear to the participants (both learners and teachers) that the research is only for academic purpose, and that their participation is voluntary.

1.12.3. Informed consent

The researcher began by explaining the purpose of the study to all participants and stakeholders. The school principal was given a hard copy of the research proposal to ensure that they captured all of the study's details. Then consent forms were issued out to all willing and eligible participants. Underage learners took consent forms to their parents, so that they can sign the forms (See appendix C).

1.12.4. Privacy, anonymity, and confidentiality

The researcher informed all participants that codes would be used to identify them instead of their real names (e.g., Learner 1, 2 and so on). Furthermore, whatever occurred during research process was sealed and stored away so that it remained confidential between the researcher and all stakeholders affected. These included the transcripts and record cards, which a unique number was assigned to each, to ensure anonymity.

1.12.5. Protection from Harm

The principle was followed by the researcher by ensuring that all participants were protected and safe from physical, emotional, psychological, verbal harm or discomfort. Participants were assured that if they foresee potential danger, they should notify the researcher or simply withdraw midway through the process. The participants were informed of any potential risks associated with their participation in the study. The participants were given all of the information.

1.13. DEFINITION OF TERMS

1.13.1. Reading proficiency is defined as the ability of learners to meet the state of reading standards (decoding skills that enable learners to read a text and meaning-making or comprehension skills that enable learners to understand and get involved with a piece of text) (Leek, 2013).

1.13.2. Multimodal texts are texts that create meaning by combining two or more modes of communication, such as print, the spoken word, sound and images (ACARA, 2014).

1.13.3. Traditional texts refer to print based text (paper-based resources such as books (DeVoss et al., 2010).

1.13.4. Intensive reading, refers to a reading whereby the readers carefully and closely read a text with the intention of gaining an understanding of as much detail as possible (Sijing, 2021).

1.14. OUTLINE OF CHAPTERS

All the chapters are summed up hereunder to present a well-structured research report in which the content flows in a chronological order:

Chapter 1: Introduction and background

This chapter describes the background of the study, the purpose of the study and the research questions. It also provides a brief discussion of the research design and methodology, data analysis, definition of key concepts as well the organisation of the chapters.

Chapter 2: Literature review

This chapter provides the theoretical framework and literature substantiating the research. In this chapter, the approaches that teachers use when teaching literature are highlighted. It also outlines the reading models and the affective factors in reading.

Chapter 3: Research Methodology

In chapter three, the research methodology of the present study is outlined. The research design, methods and procedures that are used in the data collection process and data analysis are outlined. The sample size and the sampling techniques, as well as the issue of validity, reliability and ethical considerations employed are discussed.

Chapter 4: Presentation and analysis of data

This chapter provides feedback on the data collected. The findings from the interviews, and observation as well as the themes emerging from the data are discussed in detail.

Chapter 5: Discussion of Findings, Conclusion and Recommendations

This chapter presents the summary of the main findings of the research, the significance of the study, recommendations from the study, the limitations of the study, and further research. The chapter concluded with the implications and conclusion of the findings of the study.

1.15. CONCLUSION

This chapter has presented the context of the present study, the background of problems to be addressed in this study, the purpose of the study, the rationale, the research questions, the definition of key terms, and the chapter organisation. It also provided background information on the impact of using multimodal texts to support the intensive reading of literature texts. The following chapter outlines the theoretical framework and in-depth recent literature that underpins this study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter will present empirical literature review on the effects of using multimodal texts on intensive reading of literature texts. The purpose of a literature review, according to Western Sydney University Library (2016), is to understand the existing research and debates relevant to a specific topic or area of study and present that knowledge in the form of a written report. This chapter reviewed literature using keywords, and concepts identified in chapter one, to search for literature relevant data regarding the use of multimodal texts to scaffold intensive reading practice in Grade 7 EFAL classrooms.

2.2. Definition of Reading

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words (Sandhu, 2022). According to Blakeley (2022), reading is a process that begins with word recognition and progresses to understanding. It is a process in which the meaning of a text is negotiated between the text and its reader. The reading process involves three stages, the pre-reading, during reading and after reading stages. These are outlined below:

The first stage is **pre-reading**, which enables the reader to activate background knowledge, preview the text and create a reading purpose. During this step, learners can use a strategy such as looking at the title of the selection and writing down everything that comes to mind about it.

The second stage happens **during reading**, when the reader makes predictions as they read and then confirms or revises those predictions. For example, a double-entry journal allows the reader to record the text from the reading on one side and their personal reaction on the other.

The final stage happens **after reading** and enables the reader to retell the story, discuss the elements of a story, answer questions, and/or compare it to another text. For example, learners can create summaries by reducing a large selection to its main points for a more concise comprehension.

2.3. Theoretical Framework

The study was guided by two theories, namely: schema and multimodal learning approach theories. Blending two or more theories confers additional value as compared to using one, by bringing in an additional perspective to cover a critical aspect the primary theory does account for (Al-Tahitah, 2018).

Firstly, the role of schema theory in this study was to help reveal the level of, and specific schemata (linguistic, content, or formal) in which each learner's prior knowledge is too low, to the point that dampens their interest in further engagement with the text. On the other hand, the multimodal learning model brings in a variety of text modalities that take reading beyond its print and visual mode and present the content to learners in digital, auditory and kinaesthetic modes.

2.3.1. Schema Theory

In 1932, researchers such as Bartlett took part in the study of psychology whereby, they introduced the term schema as an active organisation of past reactions or experiences, then later schema was introduced in reading by Rumelhalt (Kyrsha, 2017). This theorist argues that in language reading, learners use prior knowledge to comprehend a text. He also emphasised that learners' reading skill is key to their progress at school.

When schema theory is applied in the teaching of intensive reading, as outlined by Rumelhalt; Xue (2019), a learner's success in decoding the meaning of a given text depends largely on their level of prior knowledge accumulated ages prior to the current reading act. Their linguistic depth, relevant contextual background and their familiarity with the text type being studied, all form a point of reference from which the learner will draw tools (schemata) to use, to decode or predict the meaning of the text. This makes it conversely clear that a reading that a learner is contextually unfamiliar with,

will offer a limited level of schemata the learner currently needs to make sense of what s/he is reading. Simply put, a learners' competence in decoding and predicting a text direction reflects what they have experienced, seen or acquired before.

2.3.2. The VARK Learning Theory

Fleming and Mills (1992)'s VARK model emphasizes the need for learners to approach intensive reading from their individual learning strength, than chasing a unilineal printed text first. The VARK acronym stands for the four types of learners one would always have in a class. These are visual, auditory, reading/writing and kinaesthetic learners. This follows the assumption that a learner who decodes meaning visually may not necessarily be strong when the information is presented orally, through body language or physical performance. For this reason, the reading material brought to class may include texts that come in the form of audios (music) or videos, posters and a range of digital sources like quizzes or cartoons.

Thus, this theory adds two things to scaffolds schema theory: identifying learners based on their sensual strengths, and the necessity to offer literature content to learners in various multimodal texts.

2.4. Types of Reading

Reading is classified into two types based on how it works and the level of concentration required, namely, the intensive reading and extensive reading.

2.4.1. Intensive Reading

Intensive reading is a reading method wherein learners must read the short text carefully and deeply to gain maximum understanding. Intensive reading can be understood as the reading method which requires intimate study of a text with the objective of getting its literary or linguistic meaning. The readers read the text with concentration and due care, in detail, as it has certain learning aims and tasks. Basically, it is the in-depth reading of a comparatively shorter piece of reading material, to gain complete knowledge from it. It aims at identifying the answers to the questions of reading comprehension. Moreover, it can be used for the purpose of skimming and scanning, and the concatenation of the sentences, (Surbhi, 2020).

It involves an analysis of the text by the deconstruction of the sentences and looking over each word, phrase and collocation which is not understandable with an aim of extracting the essence and meaning of the text as much as possible and learn the grammar and syntax rules. Further, the goals of intensive reading include understanding the gist and subject matter of the text, improving grammar and vocabulary, and understanding the thought of the author behind the text. The focus of the learner is on the language used, rather than the text.

2.4.2. Extensive Reading

Extensive Reading can be defined as a casual reading performed for pleasure or gaining general understanding on a topic when the learners are engrossed in a book, magazine or newspaper. In this approach, learners read long texts and refer to various supporting study material, only to enjoy the reading and gaining a better understanding of the concept (Surbhi, 2020).

In extensive reading, the readers look for easy, interesting and amusing books to improve their reading fluency and speed. The text is comparatively simple, containing a few unfamiliar words. The individual selects the book or material of their choice, on the topic that matches their interest. Further, there is no follow-up discussion to be held in the class for what the learners have learnt during their reading. Extensive reading is only meant to encourage the habit of reading in learners for pleasure and make them a voracious reader. Hence, it does not really matter whether the reader understands each word written in the text or not, to get the basic concept of the passage.

In addition, Nkomo (2021) asserts that extensive reading can also have benefits on the affective aspects of reading such as attitude, motivation and interest. Learners become motivated to read because of the rich input they receive when reading their self-selected books. Thus, when learners are given enough time to read for pleasure, they become more creative and critical thinkers. Reading for pleasure can contribute to positive attitudes and increase self-confidence.

2.5. Reading Models

According to Chapel (2021), reading models are methods used by educators to teach learners reading skills. Similarly, Nadeau (2022) defines reading models as tools used to teach reading. Each is centred on a notion of how learners learn to read. The different types of reading models are classified into four categories, namely, the Bottom-up, Top-down, text modelled reading, and the interactive reading model.

2.5.1. Bottom-up Reading Model

This model, according to Browne (1998); Osama (2017), explains reading as a process that begins with the learner's understanding of letters, sounds and words, as well as how these words are formed to produce sentences. This model is known as the part-to-whole model because it transitions from partial to complete information. This strategy is quite beneficial in early childhood, particularly for young learners. It works because the emphasis is on the letters, recognising their shapes, and reading specific words. However, if utilised at higher levels, this approach has significant drawbacks because it disregards the reader's expectations, experience and views. Furthermore, because it just encourages remembering, it ignores the context.

2.5.2. Top-down Reading Model

This model incorporates the reader's prior knowledge and what he or she brings to the reading material. According to Osama (2017), this model suggests that readers begin to read by drawing on what they know about the structure and meaningfulness of language, the structure of stories and other genres, as well as their understanding of the world to predict the general meaning and specific phrases. This model is more comprehensive and realistic. It should be noted that the more the learners' experience is involved, the more effective the instruction will be. Furthermore, this model fosters speculation. One of its disadvantages is that cross-cultural identifications may play a significant role in recognising such writings. For example, some cultures may lack information about certain topics, and readers may struggle to understand what the topic is about.

2.5.3. Text-Modelled Reading

Modelled reading involves learners listening to a text read aloud by the teacher. The teacher models skilled reading behaviour, enjoyment and interest in a range of different styles of writing and types of text. It provides an opportunity for teachers to demonstrate their enjoyment in reading, and allows learners to see a purpose in learning to read.

The use of modelled reading relates to Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) notion of scaffolding. The practice of modelled reading falls outside the zone that a learner can successfully undertake with guidance. However, when a teacher or adult reads to learners, they provide an opportunity for learners to see and hear skilled reading behaviours. Through this high-level scaffolding, learners begin to imitate and internalise the modelled reading strategies in shared reading and guided reading (i.e., which fall within the Zone of Proximal Development), so that the reader can gradually experience success and read independently (Bruner, 1986; Jonson, 2010).

During modelled reading, learners develop an appreciation and an understanding of literature and the skills required of readers. They gain practice in constructing images of events, people and objects removed from themselves. Unfamiliar and unusual vocabulary, increasingly complex sound-letter patterns, and structures and features of different text genres can be introduced and explained through this practice (Heath, 1983; Jason, 2010). These sessions also provide an opportunity to nurture a passion for literature.

2.5.4. Interactive-Reading Model

According to Osama (2017), interactive model combines the elements of the bottom-up and top-down models to give reading more significance. The readers are more engaged in reading. They make predictions about the reading text based on their knowledge of the topic theme, prior experience with written words, their reading and their own expectations. As a result, textual details are the greatest approach to recognise the words and letters contained in the text. The most significant advantage of this model is that communicative activities and reading skills are integrated.

2.6. Teachers' approach when teaching literature

According to Yimwilai (2014), the three main approaches to teaching literature are the language model, the cultural model and the personal growth model. These are outlined in the following subsections:

2.6.1 Language Model

Yimwilai (2014) defines the language-based approach as the most common approach to teaching literature in the EFAL classroom. This model assists EFAL learners in improving their target language knowledge by working on familiar grammar, lexical and discourse categories, paving the way for a better understanding of a text and the formation of meaningful interpretations. This approach allows learners to study examples of specific linguistic features, literal and figurative language, and direct and indirect speech in a systematic and methodical manner.

This approach lends itself to the repertoire of EFAL teaching activities such as the, prediction exercises, jumbled sentences, summary writing, creative writing and role play, which teachers use to deconstruct literary texts in order to serve specific linguistic goals.

2.6.2 Cultural Model

According to Latif (2014), cultural model is a traditional approach to teaching literature that aims to understand and appreciate cultures and ideologies different from one's own in time and space. The cultural model assists EFAL learners in dealing with a literary work in context, such as literary history or genre. It requires learners to investigate and interpret the social, political, literary and historical context of a particular text. This model allows learners to investigate their cultural backgrounds, resulting in a genuine understanding of literary works and encouraging learners to understand different cultures and ideologies in relation to their own.

2.6.3 Personal Growth Model

The personal growth model, also known as the enrichment model, tries to bridge the gap between the language model and the cultural model by focusing on the specific use of language in a text while also placing it in a cultural context (Yimwilai, 2014).

Personal, intellectual and emotional experiences of learners are incorporated into this model. Learners are encouraged to express their feelings and opinions, as well as to draw parallels between their personal and cultural experiences and those described in the text. This model aims to help learners achieve an engagement with the reading of literary texts. The test of a success in teaching is the extent to which learners carry with them beyond the classroom an enjoyment and love for literature which is renewed as they continue to engage with literature throughout their lives.

According to the preceding discussion, these three models of teaching literature differ in terms of their emphasis on texts. Texts are used as a focus for grammatical and structural analysis in the language model, as cultural artefacts in the cultural model and as a stimulus for personal growth activities in the personal growth model.

However, each approach has distinct advantages and disadvantages. According to Savvidou (2004), the cultural model is teacher-centred, with little opportunity for extended language work. As a result, an integrated approach model incorporating key elements from all three models is required so that literature is accessible to EFAL learners and most beneficial to their development.

2.7. Affective Factors in Reading

Learners' reading attitudes, motivations and beliefs were found to be associated with their reading attainment across countries in the 2001, 2006 and 2011 PIRLS assessment cycles (Tse & Xiao, 2014). Although previous research has found a general relationship between these affective factors and reading attainment, the influences of these factors on reading attainment may differ across cultures. According to Liu and Luo (2021), affective factors are emotional factors that influence learning. Barzallo (2021) defined affective factors as a collection of emotions and attitudes that people have about themselves or their surroundings.

2.7.1 Motivation

Motivation in psychology refers to the internal process by which people are stimulated to take specific actions in order to meet specific needs. "Motivation in language learning refers to the learners' desire and impulse to learning language, which provides power and impetus to the learners" (Douglas, 2014:19).

According to research, being motivated to read improves both reading comprehension and the persistence of effective reading behaviour (Morgan & Fuchs, 2007). People who are highly motivated to read and are interested in a subject will usually persevere in attempting to comprehend the meaning of unfamiliar vocabulary and concepts encountered in text (Griffiths & Snowling, 2002). Poor readers, on the other hand, frequently have little interest in reading, either as a hobby or as a means of learning: they lack the motivation and impulse to learn through reading (Lepola et al., 2000). Their lack of practice deciphering textual meaning makes them hesitant to work on improving their reading skills (Stanovich, 1986).

Despite the fact that different dimensions of reading motivation are evident across studies, the well-accepted theoretical constructs of reading motivation as including both intrinsic and extrinsic elements tend to dominate (Guthrie et al., 1999). Intrinsic reading motivation is associated with personal interest in the reading activity itself (Hidi, 2000), whereas extrinsic reading motivation is associated with reading engagement that is influenced by external values and demands (Ryan & Deci, 2000). According to this distinction, intrinsic and extrinsic motivation have different associations with reading achievement.

2.7.2 Attitude

According to Barzallo (2021), attitude encompasses a student's feelings toward the teacher, classmates, classroom, school and even learning materials. Tse and Xiao (2014) define reading attitude as "A state of mind accompanied by feelings and emotions that makes reading more or less likely" (p. 215). Fitzgibbons (2004) defines reading attitude as learners' feelings toward reading. He believes that these feelings are important in guiding learners to avoid or approach different reading situations.

It is widely acknowledged that the attitude learners have toward reading is critical during the period when they are being groomed to be competent readers with high academic achievement (Guthrie et al., 2000). In addition, Walberg and Tsai (1985); Tse and Xiao (2014) discovered a strong correlation between positive reading attitudes and reading achievement in their research. In their study, these attitudes included believing that reading is important, enjoying reading, having a high self-concept as a reader, and having a verbally stimulating home environment with frequent verbal interaction.

For example, a learner may like his or her teacher, which can influence her learning. However, when a learner despises the reading textbook used in their EFAL lessons. She/he finds the material to be overly complicated and boring. This, in turn, has a negative impact on the learners' reading abilities. EFAL learners may dislike learning materials because of the topic, voice or even physical appearance.

2.7.3 Beliefs

According to Barzallo (2021), beliefs about learning are a person's subjective judgments about the relationship between learning and his or her values or characteristics. Learners' attitudes toward language learning may influence their academic performance. For example, if a student believes she lacks aptitude for language learning, she may put forth little effort to learn the language.

Learner beliefs can influence overall motivation and anxiety in addition to influencing language learning strategies. Unrealistic beliefs about the most effective ways to learn a language can lead learners to use ineffective language learning strategies, such as focusing their efforts on memorising vocabulary words or translating.

2.8. Teachers' use of multimodal texts to teach literature

According to Amalia (2021), multimodal texts include several forms of communication (for example, linguistic, visual, aural, gestural, and spatial) to express meaning. According to Atsusi (2014), learners today are not fully right if they study using traditional ways only because many factors in learners have changed. These changes are the result of the influence of television, the internet, cell phones, and other technologies. The present generation of pupils, known as Digital Natives, have grown up in a technologically advanced world because they are adaptable and fluent in the ICT language. Technology, according to (Jewitt , 2008, cited in Utami et.al.2020), plays a role in developing curriculum knowledge. In contrast, the majority of instructors who teach the current generation are Digital Immigrants because they face difficulties adapting to change and understanding the language of ICT (Prensky, 2001, as cited in Carroll, 2011). This shift in the literacy landscape needs a multimodal educational approach in which teachers support learners in generating and making sense of multiple texts and modalities.

Teachers, according to Thomposon and McInay (2019), must devise techniques to assist learners engage with literature and develop a love of reading. They also argue that educators must take a permissive approach to the books, styles, and genres that pupils like reading. Educators must develop a curriculum that acknowledges and develops multimodal literacy skills. Multimodal literature can be a motivating educational resource for learners due to the integration of different modes, their visual appeal, and learner-centered themes. Researchers today agree that reading authentic texts and encouraging learners to engage in free voluntary reading (FVR) can have a significant impact on the development of foreign language proficiency. Language acquisition can thus be facilitated by providing rich and relevant input through texts that engage the learner affectively and cognitively. This entails that the English language teachers need is a hands-on approach to incorporating multimodal texts like picture books and graphic novels to help their learners grasp the interplay of several modes within the text. This is critical so that both learners and teachers see reading multimodal literature as pleasurable and valuable. Summer and Eisenmann (2020).

2.9. Learners' perceptions of the use of multimodal texts

According to Ji and Luo (2019), employing multimodality to gain knowledge and comprehension can increase learners' learning interest and memory. Ji and Luo (2019) identified pictures, videos, audios, and texts, as multimodal symbols in teaching. According to the researchers, using multimodality to appeal to various senses can increase learners' interest, memory, and attention to the relevant information. As a result, they might gain expertise and increase overall quality.

Multimodal texts, according to Fitzgerald, Higgs, and Palinscar (2020), can help various learners build comprehension skills. Furthermore, Abraham and Farias (2017, p. 66) stated that "multimodal texts more effectively support additional language learners reading by providing input that caters to different learning styles and is familiar, authentic, and contextualized to the learners' lives." According to Abraham and Frai (2017), multimodal texts, or visual reading resources, improve the comprehensible input of abstract concepts and understanding of the print text. In brief multimodal texts can help learners improve their reading comprehension by allowing them to engage more directly with the textual content.

The studies conducted on learners' perception of the usage of multimodal texts have revealed that learners' perceptions of instructional scaffolding were assessed at a high degree of agreement. EFAL learners unanimously agreed that multimodal texts improved their reading comprehension. The overall findings show that learners believed that instructional scaffolding strategies may improve their reading comprehension. In terms of the activity given to the learners, the results showed that EFAL learners had good opinions of the teacher's instructions to use multimodal texts to activate their prior knowledge of the given texts in order to improve their reading comprehension. This means that using multimodal text can help EFAL learners in overcoming challenges in reading English literature texts.

According to the findings of a previous study by Safadi and Rebabah (2012), visual representations, graphic organizations, and diagrams used in teaching materials to improve learners' reading comprehension "helped the learners to organize their thinking process and utilize the supplement given" (p. 20). The findings of this study are also consistent with Harraqui's (2017, p. 87) assertion that allowing learners to interact with visuals and other sources of information includes meaning construction. In other words, this contextualising method can help teachers bring complicated ideas closer to learners' real-world experiences, allowing them to acquire language more effectively, lower cognitive demands, and improve information memory.

2.10. Learners' reaction to the use of multimodal texts

Multimodality contributes to a universal design for learning by presenting concepts in the most effective ways and ensuring that everyone receives exactly what they require. For example, having both text and audio improves reading and hearing. Images and animation can help focus attention. Multimodal learning can benefit learners and improve their abilities. According to Cisco (2023), research, pupils who were given a combination of text and pictures learnt better than those who simply received text inputs. Multimodal learning is more effective at teaching than the more rigid unimodal learning that you might imagine when thinking about traditional classroom settings.

The studies conducted on the learners' response towards the use of multimodal texts have revealed that access points for comprehension, encourage participation, and stimulate repeated practice so that samples of real language are memorized and can become part of the learners' vocabulary. According to Kaminski (2023), the analysis

of classroom discourse found that learners' vocal contributions increased with each contact with a text. In some cases, learners began with onomatopoeic expressions and familiar words, but progressed to produce more individual words and to extend individual words to multi item chunks from the visual text, so that by the third encounter, they were almost ready to tell the story on their own.

2.11. A Review of literature on the use of Multimodal Reading Approach in English classrooms

Several research studies were conducted from different angles to understand how multimodality contributed to English language learning and teaching. Ganapathy (2016) presented a convincing argument for incorporating multimodal texts into language classrooms. He provided a variety of practical activities showing how the use of multimodal texts could help in meaning making in classrooms. He asserted that in today's globalised digital era, learners are inevitably engaged in various multimodal texts due to their active participation in social media and frequent usage of mobile devices daily. Thus, such daily activities advocate the need for a transformation in the teaching and learning of EFAL lessons to promote learners' capabilities in making meaning of different literacy texts which learners come across in their language learning activities. The study discovered that the use of multimodal texts helps to promote student's engagement in the teaching and learning of the English language by enhancing their meaning-making abilities with the supplement of ICT as a tool. The study further discovered that the use of multimodal texts in language classrooms provides lessons that are described as highly engaging, self-directed and learner-centred, and promotes meaning-making with minimal guidance from the teachers.

Lirola (2016) investigated the use of multimodal materials such as videos and Facebook in English language and literature subjects on learners' development of five language skills, namely, listening, speaking, reading, writing and interacting. The learners were required to write an essay in response to a multimodal text with social content and presented their analysis to classmates orally. The findings showed that multimodal classes facilitated the learners' learning process and favoured their creativity, motivation and autonomy. Not only did the learners learn the content, but they also developed critical thinking skills because they had to take an active role in making decisions about the topic of the oral presentation and its organisation using multimodal resources.

Varaporn and Sitthitikul (2019) conducted a study based on the effects of multimodal tasks on learners' critical reading ability and perceptions. They compared the effects on critical reading ability, whereby learners were randomly assigned to experimental and control groups and assessed with pre- and post-critical reading tests. They also used reflective journals and semi-structured interviews to gain in-depth information about learners' perceptions towards the multimodal tasks. The study discovered that the learners who performed multimodal tasks significantly improved their critical reading ability and generally had positive perceptions towards multimodal tasks. In addition to fostering analytical thinking and critical reading skills, the learners perceived multimodal tasks as useful for enhancing their motivation towards reading, as well as for preparing them for out-of-school experiences.

However, this study is mainly focused on the effects of using multimodal texts on learners' intensive reading of literature texts in English First Additional Language classrooms. Teachers can use multimodal texts in intensive reading classes to increase learners' interest and motivation; and add to clarity to the topic under study. According to Lawless (2019), multimodal learning suggests that when several of our senses – visual, auditory, kinaesthetic – are being engaged during learning, we understand and remember more. By combining these modes, learners experience learning in a variety of ways to create a diverse learning style.

2.12. Conclusion

This chapter provided a literature review on the use of multimodal approach in English classroom. In addition, the chapter reviewed literature on literature teaching approaches and the models of teaching reading in EFAL classrooms. It also emphasised the affective factors in reading as well as the types of reading. The following chapter describes the research methodology, research design, population and sampling process, data collection methods and data analysis procedures used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used to investigate the effect of using multimodal texts on Grade 7 learners' intensive reading in their study of literature texts in EFAL classrooms. This entails looking into what was happening in the selected school as a research setting, as noted by Ramalepe (2013), that the aim of research methodology is to understand the process and not the product of scientific inquiry. The following aspects will thus be covered: the research approach, research method, population and sampling, ethical considerations, data collection instruments and quality criteria followed in the process.

3.2. Research Methodology

Research methodology refers to the process of gathering data or information for decision-making purposes (Howell, 2013). For this study, a qualitative research approach was adopted. A qualitative research approach involves embarking on social process that requires collecting, analysing and interpreting non-numerical data, such as language. In this study, qualitative research approach helped the researcher to understand the lived experiences of respondents on how they make sense of their experiences of using multimodal texts during intensive reading lessons in stimulating learners' reading interest and improving their reading proficient. This may only be done through observing and exploring learners' and teachers' behavioural patterns as they work in their natural intensive reading environment (MacLeod, 2019).

3.3 Research Design

This study used qualitative case study research design. Qualitative case study research design provides tools for researchers to study complex phenomena to gain concrete, contextual and in-depth knowledge about a specific real-world subject (Yin, 2018). Qualitative case study ensures that the issue under investigation is not explored through one lens, but rather a variety lenses, which allow in-depth, multi-faceted explorations of complex issues in their real-life (Takahashi & Araujo, 2020). A qualitative case study was relevant to this study because it enabled the researcher to use multiple methods and sources of data such as semi-structured interviews and observation method to generate data to understand the effects of using multimodal texts on Grade 7 learners' reading proficiency and interest during intensive reading lessons.

3.4 Research Paradigm

Teddlie and Tashakkori (2009:4) define a paradigm as a worldview, together with the various philosophical assumptions associated with that point of view. Similarly, Creswell and Plano Clark (2007:21) refer to a paradigm as “a worldview”. This study adopted interpretivist paradigm, which is the belief that reason is the best way to generate knowledge about reality. This situates the study within an interpretivist paradigm, as Khan (2014) found that the interpretive paradigm contains multiple realities and truths that are socially constructed and constantly changing. Creswell (2009), as cited by Scotland (2012), also found that interpretivists bring hidden social power and structure to consciousness. Interpretative methodologies seek to comprehend phenomena from an individual's point of view in order to investigate interactions between individuals and the historical and cultural contexts in which they live. Against this backdrop, the researcher found the paradigm adopted for this study suitable to unravel how learners use multimodal texts to supplement their traditional texts when reading literature intensively. In addition, the researcher employed the interpretivist paradigm because an interpretivist paradigm is appropriate for qualitative and is considered most appropriate for addressing the research problem which involves an observation and semi-structured interviews.

3.5 Population and Sampling

3.5.1. Population of the Study

According Allen (2017), population refers to a group of persons, objects or events of a certain type about which researchers seek knowledge or information. The school understudy is situated in Nobody Thakgalang, in Capricorn-South District, Limpopo Province. The school draws learners from the nearby townships, including ga-Thoka, Turfloop, ga-Mothapo, ga-Makanye and Mamadimo Park. The pupils' Home Language is Sepedi, but the language of teaching and learning is English (First Additional Language). Kgakotlou Circuit has ten primary schools. This study's population was drawn from one of the ten primary schools in Kgakotlou Circuit in Limpopo Province, South Africa. As described by Allen (2017), a population is a group of persons, objects or events of a certain type about which researchers seek knowledge or information. The population for this study comprised 156 Grade 7 EFAL learners and 4 English First Additional Language educators in the selected school. The school is divided into three Grade 7 classes, designated as A, B, and C, each with 52 learners.

3.5.2. Sampling

The study adopted purposive sampling technique. Purposive sampling is a judgmental, selective or subjective sampling, and a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study (Gizmo Blog, 2018). Thabelo (2016) sums it up as a technique we use to identify participants who sure have the information or qualities of the research data that the study seeks to use to understand the phenomenon under investigation. For this study, ten learners were selected from Grade 7 B class and four EFAL teachers. The class was chosen because it had the highest number of learners who struggled with intensive reading of literature texts. Secondly, the class also had many learners who hardly ever carry out intensive reading homework activities they are given, on the prescribed literature texts for their grade. Lastly, with the guidance of the subject teachers, the selected class was deemed the most suitable to select the sample for this study from, in view of the poor results they obtain when assessment in EFAL were administered. Therefore, the researcher believed that since the selected sample was based on using participants that had practical reading limitations that affected their performance, the study would be able to reveal the effectiveness that multimodal material bring to literature learning at Grade 7 level.

3.6. Data Collection

According to Bhandari (2022), data collection is a process of gathering, measuring and analysing accurate data from a variety of relevant sources to find answers to research problems, answer questions, evaluate outcomes and probabilities. In this study, data was collected using semi-structured interviews, non-participant observation and document analysis to build the credibility of the findings of this study. Data collection tools are discussed below:

3.6.1. Semi-structured interview

A semi-structured interview is a type of interview in which the interviewer asks only a few pre-determined questions, but still creates a sizable room for other spontaneous questions to arise during the discussion (Doyle, 2020). In this study, the researcher used this data collection tool to gather the views and opinions of Grade 7 EFAL teachers and learners, since they are both key participants in the reading process that takes place in the sampled EFAL classroom understudy. The researcher employed the use of semi-structured interview guide, to probe for more information. Educators

and learners from the selected school were briefed about the aim of the interview to allay their anxiety and any possible doubts. They were also assured of the confidentiality of the interviews. Appointments were secured with all Senior Phase educators and learners for the interview sessions. The actual interview sessions with each of the selected Senior Phase educators and learners took place on the school premises during school hours, but did not compromise teaching time. Each interview session took between 8 and 15 minutes. The researcher used an audio recording device during the interviews.

3.6.2. Observation

An observation entails a construction of a picture of what transpires during a classroom practice (Sauro, 2015). In this study, non-participant observation was used, in which the researcher observed participants' classroom reading practice without taking an active part in the situation under scrutiny (Oxford University Press, 2020). Maree (2007) says that observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. Observation is an everyday activity whereby we use our senses (seeing, hearing, touching, smelling, and tasting) - but also our intuition - to gather bits of data. As a qualitative technique, observation is used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed. The researcher used an observation schedule to gather classroom contextual data, learners' attitude and any reading patterns that unfolded in the intensive reading process using multimodal texts during intensive reading sessions. In this study, the researcher observed the lesson presentations by teachers i.e., the strategies teachers used to teach intensive reading with the aid of multimodal texts.

3.6.3. Document Analysis

Frey (2018) refers to document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. This tool was used to place a range of texts, traditional, digital or multimodal, under a scrutiny to elicit the nature of effect they have on the learners during intensive reading lessons. The researcher hoped that this might shed some light to the level of cognition it demands from the learners and justify if what is given to learners is on, above or below the expected cognitive level of the grade. In this case, the researcher used learner's assessment scripts to determine effects of using multimodal texts on learners' reading proficiency, reading interest and performance

during intensive reading lessons. Documents helped the researcher to have a clear picture of how learners responded to the tasks given to them by their teacher.

3.7. Data Analysis

This study used thematic analysis method to analyse data because it is a method, which systematically identifies, organises and offers insight into themes across the data set of the collective or shared meaning of the participants' experiences (Guest, Bunce & Johnson, 2006). The researcher used inductive thematic analysis to analyse data because it is concerned with trying to understand the lived experiences of respondents on how they make sense of their experiences of using multimodal texts during intensive reading lessons in stimulating learners' reading interest and improving their reading proficient. The researcher familiarized herself with data, assigned preliminary codes to data in order to describe the content, identify common patterns or themes that come up repeatedly from the semi-structured interview, observation and document analysis data, review themes and start with the writing up. This is consistent with Strauss and Corbin's (1998) description of inductive thematic analysis (Seidel & Urquhart, 2016). In other words, the researcher began with an area of study and allowed the theory to emerge from the data wherein themes were derived from transcribed semi-structured interview, observation and document analysis data. The researcher read transcribed recordings as well as the analysis of the observation and document data several times until she reached saturation point.

3.8. Quality Criteria

These are criteria generally agreed upon, as measures to be used to assess the trustworthiness of the findings of a given study (Lincoln & Guba, 1985; Bryman, 2016). The following criteria were subsequently proposed for quality assurance: credibility, transferability, dependability and confirmability.

3.8.1. Credibility

This refers to a degree of acceptability that can be derived from the research findings. Credibility establishes whether the research findings represent believable information drawn from the participants' original data and is a correct interpretation of the participants' original views (Nahid, 2020). This can be achieved through keeping record of the participants' interview transcripts as captured during the data collection process. The degree of agreement from the data triangulated could add much more weight on element of credibility of the findings.

3.8.2. Transferability

This refers to the degree to which the results of this study can be applied in other social contexts. This can be achieved through ensuring that there is a thick description of the research process and the data collected (Nahid, 2020). The research ensured that the study design is clearly stated and that data is systematically recorded and safely stored, so that other researchers may be able to follow the same steps that led to the findings of this study.

3.8.3. Dependability

This refers to the stability of findings over time. Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data received from participants (Nahid, 2020). The researcher systemically kept the records of the collected data for evidence and further had a closing meeting with the participants to confirm that the findings in the report are unaltered and as originally captured.

3.8.4. Confirmability

Confirmability in qualitative research tends to assume that each researcher brings a unique perspective to the study. Confirmability refers to the degree to which the results could be confirmed or corroborated by others. There are number of strategies for enhancing confirmability. The researcher can document the procedures for checking and rechecking data throughout the study (William & Sydney, 2020). In this study, the researcher asked the participants the same questions in different ways to find out if they will give same responses.

3.9. Ethical consideration related to data collection

The sensitivity of researching social or human phenomena demands that researchers conduct their enquiries within strict common moral boundaries. De Vos, Strydom, Fouche and Delport (2011) refer to such a set of moral rules and behaviours expectations as ethical principles. They outline the following as the most basic ethical requirement a study should be guided by:

3.9.1. Gaining access to the research site

This is an act of showing respect for all participants and educational stakeholders connected to the school earmarked to be used as research site. The researcher sought permission from the university to conduct the study as planned. Thereafter, the

permission to access the research site was formally requested in writing, from the district manager, circuit manager and the school principal (see Appendices A and B).

3.9.2. Voluntary participation

The participants were informed prior to the commencement of the study that their participation in the study is voluntary. This means that none of the research participants in the study were forced into participation. Assurance was also emphasised that they all have the right to withdraw or skip the question they find uncomfortable to answer during data collection process.

3.9.3. Informed consent

The researcher began by explaining the purpose of the study to all participants and stakeholders. The school principal was provided with a hard copy of the research proposal to ensure that they capture the full details of the study. Then, consent forms were issued to all willing participants. The underage learners were given consent forms for their parents to sign and allow them (learners) to participate in the study (See Appendix C).

3.9.4. Privacy, anonymity and confidentiality

This is where the researcher informed all participants that codes would be used to identify them (such as Learner 1, 2 and so on), instead of their actual names. Beyond that, whatever transpired in the research process was sealed and stored away so that it remained confidential between the researcher and all stakeholders affected.

3.9.5. Protection from harm

The researcher adhered to this principle by ensuring that all participants are protected from physical, emotional, psychological, verbal harm or discomfort. The participants were assured that they should inform the researcher in the event where they foresee potential danger, or simply withdraw midway through the process.

3.10. Conclusion

This chapter outlined the methodological steps followed in demonstrating how the data required to help address the problem identified was collected. This involved describing the research design, participants sampling, data collection instruments and process, and highlighting data analysis technique adopted. The next chapter presents a detailed analysis and interpretation of the data collected in the course of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents data and findings in relation to the research question and objectives outlined earlier. Following the case study procedures, the study examined Grade 7 learners' reading demonstrating the effect of using multimodal texts on intensive reading of literature texts in EFAL classrooms. Included in this chapter, are the school, teachers', and learners' profiles. Following hereafter is the presentation of the collected data.

4.2. Profile of the Selected School

The selected school is located in a semi-urban area within Kgakotlou Circuit, in Capricorn-South District, Limpopo Province, and it is referred to as a community school. It comprises Grades R to Grade 7. Most of the parents' work in and around the City of Polokwane, while some work in other provinces like Gauteng and North-West. For security purpose, the school is fenced and manned by two security guards.

4.2.1. Infrastructure

In terms of facilities, the school is well equipped. There is a water borehole and other good facilities such as sports grounds for soccer and netball, and a kitchen. The school also has a well-built administration office and there are facilities like computers, laptops, photocopying machines, a fax machine and a direct telephone line. There are flushing toilets for males and females. The school is well looked after by state paid general workers who have been employed to look after the school yard and facilities. In short, it is evident that the school is different from others in terms of infrastructure and geographical location. This is attributed to the fact that the school is commonly referred to as a community school, as it receives its funding support from the community and occasional good Samaritans (such as local business people and individual donors).

4.3. LEARNERS' DEMOGRAPHIC PROFILE

It was critical to understand the background information of the study's participants to determine the impact of EFAL on the learner's academic performance. Learners' gender, age and Home Language were determined using biographical information.

Learner code	Gender	Age
L1	Female	11
L2	Male	10
L3	Female	11
L4	Female	11
L5	Male	12

The table above shows that there was a gender imbalance in the study, with five participants, three of whom were females and two of whom were males. The selected three female learners were eleven years old, while one male was ten and the other was twelve.

4.4. TEACHERS' DEMOGRAPHIC PROFILE

To determine the influence of EFAL teachers' demographic qualities on learners' academic performance, it was necessary to understand the background information of the teachers involved in the study. The demographic information furnished included the level of qualifications, gender, age and years of teaching experience in the subject teaching.

Name of teacher	Age	Gender	Qualification	Experience
T1	25	Female	B.Ed Hons	2
T2	54	Female	B.Ed	30
T3	27	Female	B.Ed	3

The table above shows that the three female teachers selected for the study are qualified to teach at the senior phase level. Their teaching experience in English First Additional Language ranges from two to 30 years.

4.5. Presentation of Data

4.5.1. Data Segment 1: Observation

An observation entails a construction of a picture of what transpires during a classroom practice (Sauro, 2015). In this study, non-participant observation was used in which the researcher observed participants' classroom reading practice without taking an active part in the situation under scrutiny (Oxford University Press, 2020). The researcher used an observation schedule and field notes to gather classroom contextual and non-contextual data with the use of multimodal texts in the classrooms, learners' attitude and any reading patterns that unfolded in the intensive reading process. The following themes emerged after the analysis of the observation data: teaching and learning resources, concentration and reading proficiency.

Teaching and Learning Resources

A projector was used to display the multimodal text (a clip of a story that was read in class). The learners read a novel called '*The big match*' written by L Evans. The clip was well visible for all learners in the classrooms. The use of the projector helped to support learning to be more actual and active. When reading, the projector provided learners with accurate image of what the novel is about and helped to create an interesting environment for the learners. Ghulam (2015) supports the researcher's observation by indicating that projectors arouse the interest of learners and help the teachers to explain the concepts easily and increase the learners' practice. Therefore, it could be concluded that the use of teaching and learning resources such as a projector as a way of displaying multimodal texts has a positive way of enhancing learners understanding of the reading texts.

Concentration

The researcher's intention was to observe learners' behaviour in the classroom during lessons to see how these learners participate in class discussions, respond to questions, and whether the use of multimodal texts or traditional text induces learners' concentration in the classroom. Learners were concentrating without disturbing one another. They were completely focused and appeared to be interested in the text. Shah and Freedman (2003) assert that visualisation in a learning environment helps maintain learners' attention by making the information learnt more appealing and motivating, hence making complex information easier to comprehend. Warman (2016) concurs that adopting multimodal texts in learning can motivate learners and draw their attention to the content of reading materials as well as the reading task. Therefore, this suggests that the use of multimodal texts aids in motivating learners and maintaining their concentration during learning. The study found that when learners were reading, some preferred to take notes to remember what they could possibly forget, whereas others preferred to listen without even looking at their texts. Doolittle, Terry and Sgeer (2005) support the findings of the study by indicating that, depending on their predominant learning style, learners self-select the learning object, or presentation that best suit their modal preference. According to Hill and Nicolas (2006), the integration of all modes stimulates learning, critical comprehension, debate and interactions about topics that multimodal texts raise. Thus, multimodal texts can cover many different learning styles which can help learners engage in the class (Hill & Nicolas, 2006).

Reading Proficiency

Reading proficiency is defined as the ability of learners to meet the state of reading standards (decoding skills that enable learners to read a text and meaning-making or comprehension skills that enable learners to understand and get involved with a piece of text) (Leek, 2013). In this study, the researcher observed whether multimodal texts or traditional texts are conducive to intensive reading and whether they improve learners' reading proficiency. Majority of learners in all of the three observed classrooms appeared to enjoy reading using multimodal text, and they showed complete concentration and understanding. They were able to interact with one another and answer text-based questions. The study found that multimodal texts improve reading comprehension in EFAL, that they make learning interesting, and allow learners to engage in their learning. Moreno (2007) concurs with the findings of

the study by indicating that multimodal texts are presented in a variety of modes, hence they lead learners to perceive that it is easier to learn and improve attention—thus leading to improved learning performance. Furthermore, Fitzgerald (2020) asserts that multimodal texts usage helps diverse learners to develop comprehension skills.

4.5.2. Data Segment 2: Teachers' Interviews Findings

In this study, the researcher used semi-structured interviews to gather the views and opinions of Grade 7 EFAL teachers and learners, since they were the key stakeholders in the reading process in the sampled EFAL classroom. The analysis and interpretation of interviews with teachers is presented according to the research questions as indicated below:

1. Briefly describe your learner's attitude toward intensive reading of literature texts when there is no use of multimodal material in their reading activities.

This question seeks to determine learner's attitudes when reading literature without the supplementary of multimodal texts. Teachers indicated the following with regard to learner's attitudes towards the use of multimodal reading activities.

Teacher 1: *"Learners don't read at home, and that affect their reading culture and when they get to class to read literature texts, they don't find it exciting."*

Teacher 2: *"There are certain literature texts that learners enjoy reading in class and with some they don't. e.g., Poetry."*

Teacher 3: *"Learners often lose interest during the period of reading, and it could be mainly because they are tired of looking into their books and they are too playful so they cannot concentrate for too long. Lastly they sometimes find reading boring."*

The study found that learners' reading culture influences their attitudes toward reading, hence they end up not finding it exciting. The findings also show that there are certain types of literature texts that learners enjoy, such as poetry; and that learners frequently lose interest during reading because they become tired and distracted. This implies

that teachers must devise techniques to motivate learners to read while also taking into account their learners' differences in order to select relevant learning materials that they would like and relate to.

According to Brown (2000), most people regard motivation to be the most significant factor in completing activities. Motivation is viewed as the determining element in second language acquisition success or failure (Brown 2000). Ahmaida and Suliman (2013) discovered that language learners' motivation can be altered positively or adversely depending on whether the material utilised is interesting or boring. As mentioned above, textbooks are frequently said to be uninteresting and offer little variety. Therefore, using alternative material may provide greater stimulation and increase learners' motivation to read. In support of the findings of the study, Thompson and McInay (2019) assert that teachers must employ a strategy that liberally draws on the works, forms and genres that learners enjoy reading in order to help them develop reading interests.

2. In your opinion, how is it important to bring multimodal material into your teaching of literature texts in your EFAL classes?

This question was meant to find out if the use of multimodal materials is important when teaching literature.

Teacher 1: *“It is important because the learners get to read something authentic, something that they can see and relate to. That way, they get to enjoy it because they can relate.”*

Teacher 2: *“Multimodal texts makes our lessons interesting, and learners seems to be having a deeper understanding of the content taught at the end of the lessons and it stimulates participation in our class.”*

Teacher 3: *“They make learning interesting, and learners enjoy using them in class.”*

The study found that using multimodal texts helps make lessons more interesting and improves learners' comprehension. Furthermore, it was found that using multimodal texts is important because it adds authenticity to their learners' learning. Bunga and Nur (2019) concurs that multimodal texts can improve comprehension for learners and that when learners learn through different modes, they get opportunities to learn and understand information in different ways. In more support of the findings of the study, Ji and Luo (2019) state that using multimodality to appeal to various senses can stimulate learners' interest, memory and attention to the relevant material. Consequently, they can acquire knowledge and improve comprehensive quality. It is also supported that multimodal texts can help diverse learners acquire comprehension skills (Fitzgerald, 2020). Moreover, Abraham and Farias (2017:66) indicate that "Multimodal texts more effectively support second language reading by providing input that caters to different learning styles and that they are familiar, authentic and contextualised to the learners' lives".

3. Which multimodal material do you find most effective in enhancing learner's comprehension during intensive reading of literature texts? Elaborate.

This question sought to determine the most effective multimodal material that can help to improve learners' comprehension when they engage in the actual reading.

Teacher 1: *"Videos are the most effective in enhancing learners' comprehension during intensive reading of literature texts."*

Teacher 2: *"Pictures are more effective for enhancing learners' comprehension during intensive reading of literature texts."*

Teacher 3: *"Videos because most learners are always on TV."*

The study found that the use of videos and pictures is the most effective way of improving learners' understanding when they engage in intensive reading. The multimedia principle asserts that learners learn better from words and pictures than

from words alone. On the other hand, the redundancy principle postulates that learners learn better from animation and narration than from animation, narration and text (Farias, 2017). According to Harmer (2001), one of the most essential advantages of video materials is that EFAL learners can not only listen to the expressions but also view and engage with them in order to comprehend. Moreover, Marsh and Millard (2000) assert that video materials can increase learners' enjoyment in the reading and writing processes. This suggests that the regular use and application of multimodal texts, whether printed, digital, visual, audio, spatial or linguistic, can be effective technique and growing resource for developing learners' comprehension skills as well as their communicative abilities.

4. In what way do you think the use of multimodal material revive learners' interest in reading the hard copy of the literature texts prescribed for them?

This question seeks to determine the manner in which multimodal texts evoke learners' interest to read the traditional texts prescribed for them.

Teacher 1: *“When prescribed books have pictures learners get to be more interested in reading because by mere looking at the pictures, they get an idea of what is transpiring in the story, so they get to have an interest in knowing in detail what is really happening.”*

Teacher 3: *“The use of multimodal texts evokes learners' interest in learning. Learners are exposed to multimodal texts than they are to reading, so using multimodality helps to grab their attention into an actual reading.”*

Teacher 2: *“Learners like to have fun, so if their learning involves having fun then that means they will engage more in their learning. Multimodal texts make learning to be enjoyable.”*

The responses above show that the use of multimodal texts increases learners' interest in reading hard copy literature because they prefer fun learning. It also shows that using multimodality helps to draw learners' attention into an actual reading.

Ruxandra (2015) supports the findings of this study by indicating that multimodal learning creates an exciting learning environment, which leads to increased engagement from the learners. This is mainly because learners are not required to conform to a particular learning style that does not suit them. Thompson and McInay (2019) support the findings of the study by stating that using multimodal text in an English language classroom had been shown to have positive outcomes such as increasing learner participation, improving learner reading habits, motivating learners, assisting learners in appreciating their own culture, and building learner confidence. Therefore, this suggest that educators and schools must find new and creative ways to encourage learners to read. As such, adopting multimodal text is one way to inspire learners to continue reading and mastering the English language.

5. Are there any factors that you think hinder or reduce the use of multimodal material in EFAL classrooms when you teach literature? Outline them and explain how they do that.

The question searched for factors that could affect the usage of multimodal texts in EFAL when teaching literature.

Teacher 1: *“Time is one of the factors, because in most cases they use videos after reading the story so to enhance learners’ comprehension, at times they run out of time, so they end up not being able to view the videos, sometimes they don’t view until complete.”*

Teacher 2: *“Availability and inability to use the resources, the multimodal texts mostly are found with the use of technology and as an old teacher it is difficult to produce content using this technology. We are used to the traditional way of teaching literature.”*

Teacher 3: *“The use of multimodal texts requires more than having resources itself, it needs and consumes time to prepare and sometimes time to deliver the lesson. E.g., the viewing of videos sometimes it requires extra lessons unlike delivering a lesson using the traditional way of teaching.”*

The study found that time is one factor that influences the use of multimodal texts in EFAL when teaching literature, as learners read the traditional text before viewing the videos to improve their comprehension. It was also found that some teachers are unable to teach using multimodal materials due to lack of resources and the skill to use them. Ahmaida and Suliman (2013) support these findings by stating that most English language teachers lack facilities and resources that could be used to help students have a better comprehension of the topic or skill being taught. They also emphasise how challenging it is to teach while using multimodal texts within the time constraints set for covering a lesson and the syllabus. This suggests that the Department of Education should create workshops where teachers will be trained to use various teaching tools while instructing learners to read literary texts.

4.5.3. Findings from the learners' interviews

The researcher conducted semi-structured interviews with 5 learners in Grade 7 at the selected primary school. The questions aimed at finding out about the impact of the use of multimodal texts to supplement the intensive reading of literature texts in EFAL classroom. Data was analysed based on learners' responses to interview questions. All the learners were asked open-ended questions. The analysis and interpretation of interviews with the learners is presented according to the research questions as indicated below:

1. Briefly describe how you feel when you are given literature texts reading activities in your EFAL class without using any multimodal material in your reading activities.

The question intended to find out how the learners feel when they are given literature texts reading activities without any supplement of multimodal texts. The learners indicated the following with regard to how they feel when they read literature without the use of multimodal materials:

Learner 1: *“Sometimes it is hard to comprehend because the language used is not our home language, so the use of multimodal materials often gives us the idea or clarity of what they are talking about.”*

Learner 2: *“I often feel bored multimodal texts are interesting.”*

Learner 3: *“Most of the literature texts are boring because they are long, sometimes we even end up forgetting what took place in the text and not being able to answer questions based on what we have read.”*

The study found that the use of multimodal texts makes learning interesting and adds clarity to the learners about the texts. Since English is their additional language, the multimodal texts help them interpret what they do not understand when reading literature. The study also found that some learners find literature texts long since they are often lengthy. Thus, learners end up not being able to answer questions based on the text, and they sometimes forget what the text is about. Barton (2018) supports the findings of this study by indicating that the use of multimodal texts allows learners to use their prior and new knowledge to share and understand meaning through all the modes and make connections between their own experiences and those of others. Multimodal texts also help learners draw appropriate and diverse conclusions from a range of texts. Therefore, this suggests that the use of multimodal texts in intensive reading classes could increase learners’ interest and motivation and add clarity to the topic under study.

2. In your study of literature, do you sometimes use multimodal texts or material to help you understand your set works better? Name them.

This question aimed to discover if there are any multimodal texts used in EFAL classroom to enhance comprehension.

Learner 3: *“Yes, we sometimes use pictures, sometimes our teacher brings videos.”*

Learner 2: *“Our teacher sometimes brings videos to class and display them on a projector. As well as charts and pictures.”*

Learner 1: *“Our teacher brings comics and most recent marvel movies from comics, like Spiderman, and give us few quizzes about it before the actual reading.”*

The study found that learners use pictures and videos in classrooms to enhance their comprehension. Ganapathy (2016) supports the findings of this study by indicating that in today’s globalised digital era, learners are inevitably engaged in various

multimodal texts due to their active participation in social media and frequent usage of mobile devices daily. Thus, such daily activities advocate the need for a transformation in the teaching and learning of EFAL lessons to promote learners' capabilities in making meaning of different literacy texts which learners come across in their language learning activities. In the study of Chayaburakul (2003), he used multimodal texts with images on his learners and discovered that integrating multimodal texts in learning can motivate learners and draw their attention to the content of reading materials as well as the reading tasks. Therefore, this implies that the use of multimodality helps in promoting reading comprehension in language classrooms.

3. Which one/ones do you find most interesting and easier to understand, the literature texts you study? Explain why it is the case.

This question wanted to discover the types of literature texts that learners find interesting and easy to understand.

Learner 1: *“Short stories, the teacher brings those that we can relate to and easily understand.”*

Learner 2: *“The novels are interesting and easier to understand, because the teacher pauses and explains each part of the story.”*

Learner 3: *“Drama, they sound fun as we are reading in class with our peers.”*

The study found that some learners preferred short stories and novels, whereas some preferred drama. This suggests that learners prefer different learning styles and materials even if they are in the same classroom. Thus, different learning and teaching techniques should be employed when teaching. As Lawless (2019) has already indicated, in multimodality, several senses should be engaged in a learning so that learners can understand and remember more. By combining these modes, learners experience learning in a variety of ways to create a diverse learning style. Tomlinson (2014) supports the study's findings by stating that multimodality promotes differentiated instruction. Each learner learns in a different way in class. Therefore, integrating multimodal texts in teaching can help meet the needs of all learners. According to Hanna, David and Francisco (2010), when multimodal texts are used, learners can alter their learning style in order to learn and retain information from the

presentation of various modes. This teaching style allows learners to find the content that they identify as most useful for their learning.

4. In what way do you think the use of multimodal texts in your study of literature texts as a learning material helpful for you when you study prescribed literature texts in EFAL classrooms?

This question needed to determine ways in which the use of multimodal texts as a supplement to literature texts is helpful to the learner's understudy, when reading their prescribed texts.

Learner 1: *"They help us understand better."*

Learner 2: *"The multimodal texts help us by providing a picture of the prescribed literature texts. Most often we find literature interesting, but the figurative meanings used in there are sometimes hard to understand."*

Learner 3: *"Since we learn English as our second language, they play a role of interpreting and clarifying the written texts that we are given every day to read."*

The study found that multimodal texts provide learners with a deeper understanding of the prescribed texts that they read in their classrooms because they sometimes find it hard to understand the language used in the printed text. Drood and Hanieh (2016) support these findings when indicating that learners retain most of what they hear, see and feel than what they merely hear. The use of multimodal texts helps learners to understand abstract concepts on a more concrete level, thus making learning more engaging and real. As was found by Hanif and Wiedarti (2021), the findings of this study also revealed that using multimodal texts as English learning materials can increase learners' motivation, provide new experiences, provide instructional content, provide cultural diversity information, improve comprehension skills and ensure material authenticity. This can also improve learners' reading habits as they would learn to read subtitles when watching the movies.

4. Is there other new or different way you would like to try (that your teacher does not use with you) when you study literature, that you feel would enhance your understanding of literature better than you do today?

This question was meant to discover if there is anything learners would like to add or do differently in their learning of literature to enhance their learning.

Learners 1: *“No, there is no new or different way I would like to try.”*

Learner 2: *“When reading texts like drama, I would prefer that our teacher allow us to perform it, instead of reading because that will help us remember and understand better.”*

Learner 3: *“No, there is no new or different way I would like to try.”*

The study found that learners find the methods that their teachers use to teach them literature to be effective, hence, one learner expressed that they also want to be involved in their learning. According to Kabilan (2010), the objectives of English literature programme are that students should be able to develop the ability to enjoy the experience of reading literature, understand and respond to literary texts in different periods and cultures through an exploration of areas of human concerns as depicted in the selection of short story, novel, poetry and drama. This suggests that teachers need to engage learners in an experiential learning environment so that learners can be able to experience learning literature as an element of enjoyment and intellectual stimulation, this could heighten learners' interest and motivation to learn literature.

5. If you had your wish, would you prefer your teacher to give all your reading activities in the form of multimodal texts only, or mixed with the reading of your hard copy texts? Give a reason.

The question envisioned to find out if learners prefer their reading activities to be in the form of multimodal texts or mixed with their hard copy texts.

Learner 1: *“I would prefer reading because some of us can't focus for too long, some of us don't have TVs at home, so we are not used to view and when doing it in class we happen to miss some parts when given videos. Thus, reading helps to grab all the information and saves time than watching.”*

Learner 2: *“In the form of multimodal texts because they are Interesting throughout reading gets boring sometimes.”*

Learner 3: *“Both, some of us can't focus for too long, so reading will help get the information we have missed.”*

The above responses show that some learners prefer reading since they do not have long concentration span, and that when reading, they would be able to obtain more of the information presented in their prescribed textbook than when learning with the use of multimodal texts. One learner also stated that reading saves time, as compared to viewing multimodal texts, whereas other learners preferred both print-based texts and multimodal texts. Richards (2001); Nilsson (2006) points out that the problem of using textbooks is that their content is not necessarily authentic and objective. Additionally, there is a lack of depiction of real issues because editors eliminate problematic themes in order for the textbooks to be more universally accepted (Richards, 2001; Nilsson, 2006). Moreover, using textbooks is risky because teachers and learners can become overly connected to the textbook and disregard all other sources of information. As a result, the textbook will dominate classroom instruction. Nurfaiqoh (2021) supports the study's findings by stating that using multimodal texts to supplement traditional texts improves learners' reading comprehension skills by building background knowledge, generating new knowledge, and providing positive feedback to learners. According to Nouwen (2020), learners who use both traditional texts and multimodal texts are expected to read more comprehensively than learners who use only print-based text. This connotes that comprehension cannot be achieved with the information that is present in the text only.

5.4. Data Segment 3: Findings from Learners' Documents

Frey (2018) refers to document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. The researcher used learner's assessment to determine effects of using multimodal texts on learners' reading proficiency, reading interest and performance during intensive reading lessons. The performance of participants using multimodal texts is illustrated below.

Learner 1

...READING COMPREHENSION
(how I love to worry)

Read the story at the back of the question paper and answer the following questions

The story is written in...
 a) Past tense
 b) Future tense
 c) Present tense ✓ [1]

2. The boy wake up with a..... on his face
 a) Blue eye
 b) Pimple ✓ [1]
 c) Rash

Is the narration written in the first person or third person? [1] ✓ 18
 first person

How is Bub Tub related to the narrator? [2]
 Bub Tub is narrator's litter sister

How is the narrator's zit, according to the story? [2] ✓
 bigger than the biggest zits

What are the three excuses the narrator gives his parents trying not to go to school? [2] ✓
 I have a sore throat, my head hurts too, the flu is going around the school.

7. How does Mum handle the situation fairly? [2] ✓
 all Danny's situation but she found nothing

8. Is the following statement TRUE or FALSE: Danny ended up not going to school? [1] ✓
 false

9. Find the synonym for plaster used in this short story [1] ✓
 band-aid

10. What excuse does Danny give for the use of the plaster? [2] ✓
 I cut myself with a tin opener

11. Is the narrator a girl or a boy? Why do you say so? [2] ✓
 according to the story Danny is a boy

12. "Girls! They are too smart!" why do you think is the reason for Danny to say this words? [2] ✓
 because her labeled his secret

18 Total: [20] marks

Learner 2

Question 1: Reading Comprehension

1. Present tense ✓
 2. Pimple ✓
 3. The narration is written in the first person ✓
 4. Bub-tub is the narrator's little sister ✓
 5. the narrator's zit is big and red. ✓
 6. what (a) I have a sore throat ✓
 (b) My head hurts too ✓
 (c) There's flu going around the school. I think I'm probably coming down with something. If I go to bed now, I'll probably be OK by about say Friday. ✓

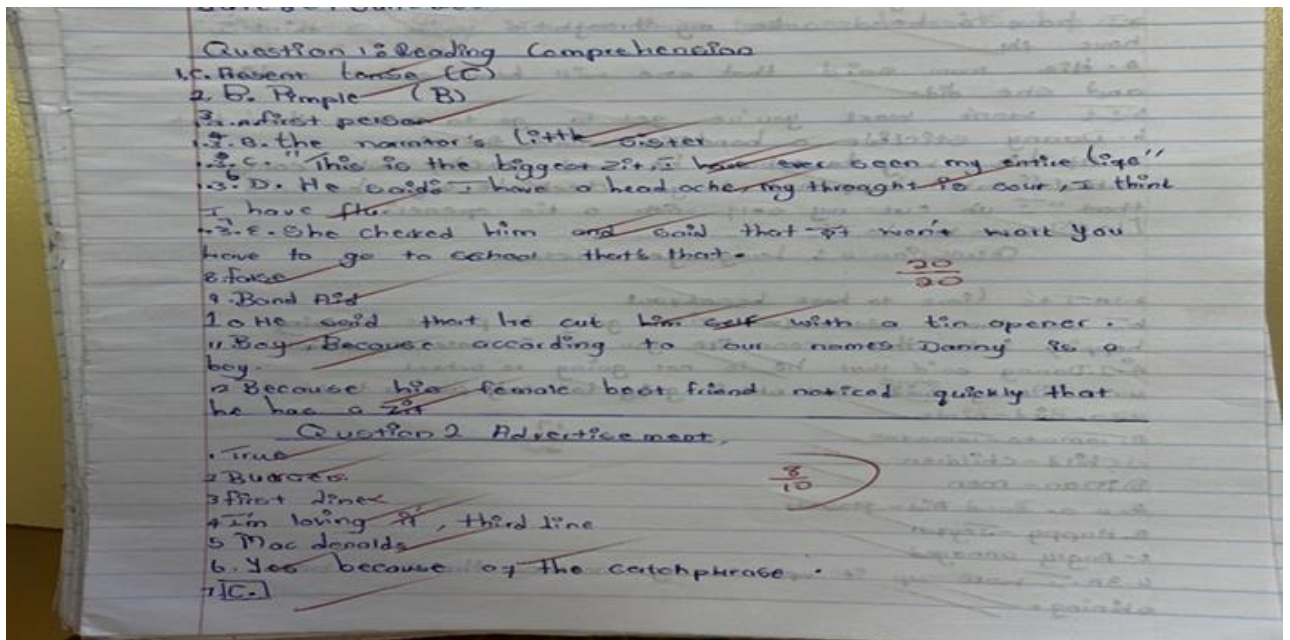
7. Mum checks him and she says that his fine and decided that he is going to school. ✓
 8. false ✓
 9. the synonym for plaster is Band-Aid. ✓
 10. I cut myself with a tin opener. ✓
 11. Boy according to the story Danny is a boy. ✓
 12. Because boys are stupid for things that doesn't make sense. ✓

20
20

Question 2: Visual text [Advertisement]

1. true ✓
 20

Learner 3



The illustrations above show that learners who used multimodal texts to supplement their prescribed texts performed better. These findings suggest that using multimodal texts to supplement prescribed texts is the most effective way of improving learners' performance and comprehension when they engage in intensive reading of literature. These findings are in line with those of Thompson and McInay (2019) who found that in English language classrooms, the use of multimodal text had been demonstrated to have positive feedbacks such as increasing learner participation, improving learner reading comprehension, motivating learners, assisting learners in appreciating their own culture, and building learner confidence. Therefore, it can be concluded that the use of multimodal texts is more conducive in the teaching and learning of English literature.

4.6. Conclusion

This chapter presented qualitative data collected through interviews with both teachers and learners, as well as observation and documentation methods. Interviews, observations and documents analysis were used to collect the presented data. The findings revealed the difficulties that learners face when reading such as lack of resources, lack of reading proficiency, and a poor reading culture. The following chapter contains a summary of the study's main findings, recommendations for the current findings, suggestions for future research, study limitations and a conclusion to present and further research.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

Based on the data collected, research findings and discussions, this chapter presents a summary of the findings, conclusions and recommendations. The purpose of this study was to examine how using multimodal texts affected Grade 7 EFAL learners' intensive reading of literature texts. The study sought solutions to improve learners' reading comprehension during intensive reading. Thus, the summary of the findings is presented in consideration of the research questions and objectives, whereas the conclusions are drawn based on the study's findings. The recommendations are based on the major study findings, and are followed by suggestions on areas that need further research. The study addressed the following questions:

5.1.1 Main Research Question

What are the effects of using multimodal literature texts on Grade 7 EFAL learners' reading proficiency?

5.1.2. Sub-research questions

How do Grade 7 EFAL teachers use multimodal literature texts to develop their learners' reading proficiency in EFAL classrooms?

What are Grade 7 EFAL learners' perceptions of multimodal literature texts reading proficiency?

How do learners react to the use of multimodal literature texts in their reading of EFAL literature texts?

5.2. Summary of the main findings in the study

Lack of reading proficiency

The research findings show that one of the most common problems that EFAL learners face is that they cannot read literature with comprehension and that they cannot

concentrate for a long period of time when engaged in intensive reading. Learners comprehend better when they read multimodal texts rather than printed texts from their prescribed books. The findings have also shown that learners become bored when they only read traditional texts, but they find reading multimodal texts interesting. The study has further revealed that most students comprehend their texts best when they use multimodal materials to read the literature from their assigned books. Because the majority of them do not engage in extensive reading, actual reading in class becomes a challenge.

The difficulties in reading when using traditional texts from the prescribed books

The findings show that learners have difficulties in reading printed literature or texts, especially from their prescribed books. Lack of reading comprehension, lack of concentration, poor word pronunciation, and learners' reading audibility are among the issues that learners faced. The study also found that when learners were reading the texts, some of them were unable to properly pronounce words and were not audible enough. Learners appeared tired and were making noise in class, which was caused by a lack of concentration. Furthermore, learners demonstrated no understanding after reading the texts because they were unable to answer questions based on the text they were reading.

5.3. Recommendations

Considering the above conclusions, this study makes the following recommendations:

5.3.1 Recommendations for the Department of Basic Education are that:

The Department of Basic Education should go out to the schools to run workshops on strategies to improve reading comprehension in EFAL.

The government should build more libraries in the communities so that learners can be able to engage more in extensive reading.

The department should build libraries in schools and equip them with adequate resources in order to promote and instil the culture of reading. This will ensure that both teachers and learners are exposed to relevant teaching and learning materials in schools.

The department should establish competitions such as reading relay competition and reading aloud at different structural levels such as at school, cluster, circuit and national level to expose learners to reading in English language.

Curriculum planners should involve teachers to give inputs or suggestions regarding Annual Teaching Plan (ATP) to enhance teaching and learning in schools.

The DBE should educate parents, teachers and learners about the importance of reading at school and at home.

There should be policy implementation on the teaching and learning of all subjects using ICT to enhance teacher productivity and learner achievement.

5.3.2 Recommendations for the teachers

Learners' reading comprehension difficulties should be addressed by giving them more reading and viewing activities.

The strategies used by teachers to improve reading comprehension with the aid of multimodal materials should be revisited to ensure that they are effective for yielding good results.

Teachers should sometimes repeat their lesson presentations to cater for all learners (including slow learners and those with learning barriers) because some of the learners take time to grasp what they have been taught.

Teachers should be encouraged to be innovative and not rely on teaching methods prescribed by the Department of Education all the time.

Language policy must always be implemented.

Teachers should encourage and support learners to improve on their reading skills through the formation of reading clubs.

5.3.4 Recommendations for the learners

Learners should visit their nearest libraries in their communities or resource centres to gain more knowledge.

Learners should read a lot of materials at home (extended reading) from resources such as newspapers, magazines, novels, poems, etc.

They should also listen to English radio stations and watch more television programs to improve their concentration span.

Learners must be self-disciplined, self-motivated, self-reliant, and have positive attitude to become good language learners.

5.4. Limitations of the study

Three teachers and three classes from Grade 7 were selected for this study. Due to time constraints, the researcher did not interview all the learners in the selected grades at the school.

5.5. Conclusion

The purpose of the study was to examine how using multimodal texts affected Grade 7 EFAL learners' intensive reading of literature texts. According to the findings of the study, using multimodal texts is more effective than using only the prescribed traditional texts. Therefore, reading textbooks only was found to be tedious, and resulted in a lack of learning. Today's learners are exposed to the use of multimodalities, which makes learning more interesting. As such, the study discovered that using multimodal texts to supplement intensive reading is more effective in EFAL classrooms. It is therefore safe for the researcher conclude and recommend that teachers must implement different teaching modes in classrooms because deal with different learners who have different needs, and thus require different learning styles.

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APPENDICES

APPENDIX A: ETHICS CLEARANCE CERTIFICATE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4713, Fax: (015) 268 2306, Email: moore.hutamo@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 04 April 2023
PROJECT NUMBER: TREC/112/2023: PG
PROJECT:

Title: The Effects of Multimodal Texts on Grade 7 Learners' intensive Reading Literature Texts in EFAL Classrooms: A Case of Kgakotlou Circuit.
Researcher: T Machete
Supervisor: Mr GT Chauke
Co-Supervisor/s: Dr HA Motlhaka
School: Education
Degree: Masters of Language Education (English)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) **This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.**
- ii) **Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.**
- iii) **PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.**

APPENDIX B: LETTER TO THE PRINCIPAL

P.O BOX 275
RADITSHABA
0718
10 April 2023

The principal
Mapudithomo Primary School
P.O BOX 2890
Sovenga
0727

Dear Sir/ Madam

PERMISSION TO CONDUCT A RESEARCH

I Tuwani Machete, student no: [REDACTED], enrolled as a Masters student at University of Limpopo. I hereby request permission to conduct a research at your school with grade 7 English FAL teachers and learners. The topic of my study is: **The effects of using multimodal texts on Intensive Reading Literature texts in EFAL Classrooms.** The study will be under the supervision of Mr. Chauke G.T. Please find attached research proposal and Ethical Clearance Certificate.

I would be grateful if you could provide me with the opportunity to do my research at your school. I will do my best to conduct my study in the most efficient and discreet, manner possible.

Learners who choose to participate in the focus groups must first obtain their parent's permission. Please find an attached consent letter for parents.

Thanking you in advance

Principal:

Signature:

Date:

APPENDIX C: LETTER TO THE DEPARTMENT OF EDUCATION

P.O BOX 275

RADITSHABA

0718

10 April 2023

PROVINCIAL DEPARTMENT OF EDUCATION

Private Bag X9489

Polokwane

0700

Dear Sir/Madam

PERMISSION TO CONDUCT A RESEARCH AT MAPUDITHOMO PRIMARY SCHOOL.

I Tuwani Machete, student no: [REDACTED], enrolled as a Masters student, Faculty of Education, at the University of Limpopo (U.L). I am doing research on the effects of using multimodal texts on intensive reading of literature texts in EFAL classrooms in Mapudithomo Primary School, Capricorn-South District. I hereby request a permission to conduct a research at the above-mentioned school

For further information, please contact me on cell no: 0604335822 or email: tuwanimachete1@gmail.com.

Thank you in advance

APPENDIX D: CONSENT FORMS FOR RESEARCH PARTICIPANTS

Dear participant.

I Tuwani Machete, am enrolled as a Masters student, Faculty of Education, at the University of Limpopo (UL). I am doing research on the effects of using multimodal texts on grade 7 learners' intensive reading of literature texts in EFAL classrooms: a case of Kgakotlou circuit. I hereby request permission to participate in the research under study.

I agree that:

I have read the project information regarding the purpose of the study.

I may decide to withdraw my participation at any time without penalty.

All information obtained will be kept confidential.

My names will not be used in any written reports about the study.

My school will not be identifiable in any written reports about the study.

A report will be made available to me and my school if needed.

I understand that I will be expected to complete the relevant questionnaire and if necessary, participate in a follow-up interview. My decision is as follows:

Option A

I AGREE to take part in the research.

Signature:

Date:

Option B

I DO NOT AGREE to take part in the research. The reason for my decision is as follows:

.....

Signature: Date.....

APPENDIX E: CONSENT FORM FOR PARENTS

Dear parents.

I Tuwani Machete, am enrolled as a Masters student, Faculty of Education, at the University of Limpopo (UL). I am doing research on the effects of using multimodal texts on grade 7 learners' Intensive Reading of Literature Texts in EFAL Classrooms: A Case of Kgakotlou Circuit. I hereby request permission for your child to participate in the research under study.

I agree that:

- I have read the project information regarding the purpose of the study.
- I may withdraw my child from participating at any time without penalty.
- All information obtained will be kept confidential.
- My child' name will not be used in any written reports in the study.
- If necessary, a report will be made available to me and my school if needed.

Option A

I **PERMIT** my child to participate in the research.

Signature:

Date:

Option B

I **DO NOT PERMIT** my child to participate in the research. The reason for my decision is as follows:

.....

Signature: Date:

APPENDIX F: OBSERVATION SCHEDULE

DIMENSION	OBSERVED BEHAVIOUR	YOUR COMMENT /IMPRESSION
Circuit Level		
Research Site		
Classroom Practice		
Teachers' Patterns		
Learners Patterns		

APPENDIX G: TEACHER'S INTERVIEW GUIDE

1. Briefly describe your learner's attitude toward intensive reading of literature texts when there is no use of multimodal material in their reading activities.
2. In your opinion, how is it important to bring multimodal material in your teaching of literature texts in your EFAL classes?
3. Which multimodal material do you find most effective in enhancing learner's comprehension during intensive reading of literature texts? Elaborate.
4. In what way do you think the use of multimodal material revive learners' interest in reading the hard copy of the literature texts prescribed for them?
5. Are there any factors that you think hinder or reduce the use of multimodal material in EFAL classrooms when you teach literature? Outline them and explain how they do that.

APPENDIX H: LEARNERS' INTERVIEW SCHEDULE

1. Briefly describe how you feel when you are given literature texts reading activities in your EFAL class without using any multimodal material in your reading activities.
2. In your study of literature, do you sometimes use multimodal texts or material to help you understand your set works better? Name them.
3. Which one/ones do you find most interesting and easier to understand, the literature texts you study? Explain why it is the case.
4. In what way do you think the use of multimodal texts in your study of literature texts as a learning material helpful for you when you study prescribed literature texts in EFAL classrooms?
5. Is there other new or different way you would like to try (that your teacher does not use with you) when you study literature, that you feel would enhance your understanding of literature better than you do today?
6. If you had your wish, would you prefer your teacher to give all your reading activities in the form of multimodal texts only, or mixed with the reading of your hard copy texts? Give a reason.

APPENDIX I: LEARNERS' INTERVIEW SCHEDULE (In Sepedi Home Language)

1. Hlaloša ka boripana gore naa o ikwa bjang ge o fiwa mešomo ya go bala dingwalwa ka phapošing ya gago ya EFAL ntle le go šomiša di dirišwa tša mehuta ye mengwe mešomong ya gago ya go bala.
2. Thutong ya gago ya dingwalwa, naa ka dinako tše dingwe o fela o šomiša dingwalwa tša mehuta ye mengwe go o thuša gore o kgone go ba le kwešišo go mešomo ye o fiwago yona ya go bala? Efa mehlala
3. Ke efe yeo o e thabišago, ebile e le go bonolo go e kwešiša mo dingwalong tše o ithutago tšona? Hlaloša gore ke ka lebaka la eng o re bjalo.
4. O nagana gore tšhomišo ya dingwalo tše di nago le mehuta ye mentši ya go ithuta, di ka go thuša bjang go ithuta dingwalong tše le rutwago ka tšona ka phapušing ya EFAL?
5. Naa o na le tsela ye nngwe ye ntshwa goba ye e fapanego ye o ka ratago go e leka (yeo morutiši wa gago a ka e šomišago le yena) ge o ithuta dingwalwa, yeo o kwang gore e ka godiša kwešišo ya gago ya dingwalwa go feta ka moo o ithutago bjale?
6. Ge nkabe o na le takatso ya gago, naa o be o ka rata gore morutiši wa gago a o fe mešomo ka moka ya gago ya go bala ka mokgwa wa dingwalwa tša mehuta ye mengwe, goba e kopantšhitšwe le go bala dingwalwa ka mokgwa wa ditemana? Efa lebaka.

APPENDIX J: EDITORIAL LETTER

Semano Tshwenyego Benny
P O Box 1077, Senwabarwana 0790, South Africa
Cell: 0724168689 / 0812180898
Email: semonobt@gmail.com

TITLE: THE EFFECTS OF USING MULTIMODAL TEXTS ON GRADE 7 LEARNERS' INTENSIVE READING LITERATURE TEXTS IN EFAL CLASSROOMS: A CASE OF KGAKOTLOU CIRCUIT,

To : To whom it may concern

From : Semano T.B

Date issued : 18 January 2024

Subject : Ms. Machete T. [REDACTED]


I hereby declare that the above-mentioned dissertation is accurately edited.

The editing process involved refining the work at five distinct levels:

- Editing for structure to help the reader follow the logic of the writer's arguments.
- Editing for language to ensure good use of grammar, coherence and consistency in tense.
- Editing for writing styles and consistency in technical presentations (i.e., font sizes and colour, alignment, paragraphing and other technicalities) such that the reader will be able to concentrate on the content.
- Proof-reading to eliminate repetition, spelling errors, punctuation errors, redundant statements, inconsistent formatting and other exasperating distractions.
- Editing to fix citation errors and to ensure that all the sources acknowledged in the text are enlisted in the bibliography. This level of editing involved ensuring that all citations and bibliographic formats are correct and consistent with the method of referencing applied herein.

I am therefore confident that the document is reader-friendly and proficient enough to evaluate.

Sincerely,



Date: 18 January 2024