Investigating Students' Multimodal Literacy on *Prose in Language Education Course* at Billfath University

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Abstract

This research aims to investigate multimodal literacy in the Prose in Language Education course at Billfath University, focusing on how students understand and create meaning through text, images, sound, and digital media. In this research, the applied theory includes multimodality regarding literacy, student and lecturer perspectives, and prose in language education. Using qualitative methods, data from 20 sixth-semester students (academic year 2023/2024) is collected through observations, interviews, surveys, and document analysis. Findings indicate the integration of multimodal literacy in activities such as creative writing and digital application use. Students effectively applied multimodal literacy in tasks such as text analysis and digital presentations despite challenges like limited technology access and technical skills. The research recommends continuous integration of multimodal literacy into the English language curriculum to enhance students' language skills. Furthermore, multimodal literacy has significantly impacted teaching-learning due to several products such as creative writing (anthology of short stories), audio-visual PowerPoint, and an E-book of Prose.

Keywords: *Multimodal, Literacy, Prose*

INTRODUCTION

The ideals, thoughts, intentions, and purposes can be effectively conveyed through language, considered the most crucial mode of communication, especially in an educational environment. According to Moro (2019), language plays a central role in human life as it serves as a tool for communication. Human existence is greatly influenced by the ability to communicate, as emphasized by Dewi et al. (2019), where the ability to communicate effectively becomes key to survival and interaction with the surrounding environment. Each word in language carries an abstract meaning related to a concept or object it represents. Language enables individuals to engage in two-way communication that fellow individuals understand. It is important to note that language is not confined to verbal forms, such as speech and writing, but also encompasses nonverbal elements like gestures, sounds, objects, colors, etc.

In line with the paragraph above, Wahyuni (2018) asserts that verbal communication is the ability to express one's thoughts using words, both orally and in writing. These skills require a good command of vocabulary to select words that make sense to the audience. Oral communication involves using words through direct speech (spoken) or writing. Nonverbal communication is the process through which individuals convey information and emotions non-linguistically. It encompasses how people articulate words, environmental features influencing interactions, and objects influencing personal perceptions and interaction patterns.

Surkamp (2014) underscores the importance of considering non-verbal aspects when interpreting literary texts. He highlights that verbal communication occurs when characters interact, and non-verbal communication plays a significant role. As non-verbal communication skills, body language and eye contact are essential to master. Non-verbal communication is employed to ensure whether the true meaning and verbal message are understood or not. He asserts that verbal and non-verbal communication complement each other and are necessary for effective communication. The communication process takes place through human interaction and the delivery of messages to achieve understanding.

In today's world, communication is heavily influenced by technological advancements. Technology continues to evolve, altering the dynamics of human communication in various life aspects. Technological development has taken various forms over the years. According to O'Brien et al. (2018), pursuing knowledge is key to making life easier, more efficient, and more effective. Technology has permeated various areas of life, including how people learn, socialize, work, and play. People live in an era where rapid technological advancements have revolutionized how humans read, write, and think collaboratively. Vina et al. (2022) argued that technology has become a part of our lives. With the development of technology, humans can easily find and get something. Using the Internet in the learning process is also very practical, mainly in language learning. Since language is essential to learning, as Dewi Aisah (2021) pointed out, language is a means of communication. It plays a vital role in the human life. Its function is not only to interact but also to maintain the relationships among people in a community.

Information and communication technology development has ushered humanity into a new phase, where they can harness the latest technological advancements to enhance their skills and knowledge in completing daily tasks. Along with these developments, this progress has facilitated societal participation through innovative approaches to education in the 1st century. For instance, current students engage in E-Learning, mobile devices, and the internet to effortlessly obtain information and access various learning resources with just a touch. As Salsabila et al. (2021) state, using information and communication technology in education, commonly called e-learning, has proven significantly beneficial by leveraging diverse learning media, such as videos, to facilitate material comprehension.

This is a new challenge in the 4.0 revolution era, which demands innovation in the learning process from traditional learning systems to modern learning systems (Dewi & Maf'ulah, 2023). Technology is needed to support learning, and it must be utilized today. Information and Communication Technology (ICT) use in education is acknowledged as a practical approach to educational transformation. Therefore, Eryansyah et al. (2019) state that English as a Foreign Language (EFL) teachers and students should already be prepared to adapt to these developments, with the integration of information and communication technology being a key component of this transformation. The benefits of using learning media are that it facilitates interaction between teachers and students, aiding students in fully understanding the material. The concept of sequential verbal and nonverbal communication conveying a combined message is known as multimodality.

Furthermore, the use of technology in education is a breakthrough, especially in the management, evaluation, process, and source of its development, to be applied directly to daily learning activities. Technology helps students in a variety of ways. It helps them visualize concepts better, communicate with each other and the teacher more effectively, motivate them, and learn a lot independently (Dewi et al., 2022). About the background above, this research attempts to investigate multimodal literacy in the context of Prose in Language Education, including the application of multimodal literacy in the class, students, and lecturer activities through multimodal literacy, the products of multimodal literacy, and the challenges of multimodal literacy application.

METHOD

This study utilizes a qualitative approach to address research questions, with data collected directly from participants through observation, interviews, and document analysis (Creswell & Creswell, 2022). This approach was chosen to explore students' competencies in applying multimodal literacy in language education at Billfath University and assess the process of learning *Prose in Language Education*. The study also aims to understand students' perspectives on multimodal literacy within the context of language education at the university and identify the challenges faced in applying multimodal literacy in teaching-learning.

The qualitative method is ideal as it allows for in-depth interpretation of data through interviews, document analysis, and social observation. This approach facilitates follows:

1. Questionnaire

Open-ended questions are an effective way to guide thinking by avoiding limited answers. When combined with other interview techniques, open-ended questions can be employed to explore topics deeply, understand processes, and identify potential causes behind observed correlations Weller et al. (2018). This approach enables collecting more prosperous and contextual information, opening the door to a deeper understanding of the researched issue.

2. Interview

Students' multimodal literacy at Billfath University involves face-to-face interviews with a lecturer and students. The students are selected for interviews using a random sampling approach. The interview topic revolves around gauging the interest of first-grade students in the English subject and obtaining the English teacher's perspective on students' enthusiasm for improving their English language skills.

3. Observation

This research thoroughly examines how multimodal literacy strategies are integrated into the learning process by observing the implementation of multimodal literacy. The observation focuses on students' comprehension of multimodal content, their responses to various media, and their impact on developing English language skills. Additionally, the observation assesses the interaction between teachers and students during multimodal learning. Thus, this study aims to provide a comprehensive overview of the effectiveness of multimodal literacy in improving English language skills in the educational context of Billfath University.

Relating to the participants of this research is conducted within the context of the course Prose in Language Education in the sixth semester of the English Language Education program at Billfath University, East Java. The research subjects consist of 20 students currently enrolled in the course. This research aims to explore students' understanding of multimodal literacy in the context of prose, involving the use of written texts, images, audio, and video in language learning. Data collection is carried out through several course sessions to gain deep insights into how students comprehend and respond to multimodal literacy in English language education at the university level.

In addition, the data analysis technique is a set of methods or approaches used to process, analyze, and present data to understand patterns, relationships, and information in the data. It involves systematic steps to generate meaningful and in-depth understanding from the data collected during research or studies. There are three elements, as follows:

1. Data Reduction

This research aims to enhance the English language proficiency of students at Billfath University

through the multimodal literacy approach. Information was gathered through questionnaires, interviews, and observations for the data reduction process to identify the challenges students face in English language learning. By simplifying the data, the focus was on dissecting the primary issues in language learning. The data reduction results provide a clear overview of areas that need improvement. The multimodal literacy approach was introduced as a framework to improve language skills, integrating visual, auditory, and interactive elements in language learning. Multimodal literacy strategies were implemented in English classes at Billfath University as part of this research. Since this study is in its early stages, there has not yet been an evaluation of progress, as it is still in the initial research phase. In the following stages, it is anticipated that the evaluation results will offer a more comprehensive understanding of the effectiveness of the multimodal literacy approach in enhancing the English language proficiency of students at Billfath University.

2. Data Display

The information is conveyed through narrative prose, offering an overview of the overall data or specific components. Following this, a categorization process is employed to enhance comprehension. Clear, detailed, and comprehensive descriptions aid in understanding the characteristics under investigation, aligning with the research findings.

3. Drawing Conclusion

The third stage involves extracting meaning from the analyzed data. Key findings are elucidated in alignment with research objectives, presenting a straightforward summary statement for easy comprehension.

RESULT AND DISCUSSION

This section intended to investigate students' multimodal literacy in the *Prose in Language Education* course of the 6th semester at Billfath University. The participants of this research are 20 students; it investigates how they employ various modes of learning media such as written text, images, audio, and video to comprehend and express language concepts within prose.

1. **The Application of Multimodal Literacy in *Prose in Language Education* Course at Billfath University**

The application of multimodal literacy in the Prose course within language education at Billfath University represents a significant area of inquiry in contemporary educational research. Multimodal literacy encompasses various modes of learning media such as text, image, sound, and video to comprehend, interpret, and create meaning. In the context of language education, understanding how students in their sixth semester engage with these different modes within the realm of prose provides valuable insights into their learning processes and linguistic development. This study explores how 20 sixth-semester students utilize multimodal resources to explore and articulate language concepts through prose by contributing to a nuanced understanding of effective teaching practices and curriculum enhancement strategies.

By examining the application of multimodal literacy in the Prose course, this research seeks to uncover how students integrate diverse media in their language learning and how these practices influence their linguistic competence and communicative skills. Through detailed analysis and interpretation of student work and interactions with multimodal texts, this research highlights the benefits and challenges of incorporating multimedia elements in language education. Ultimately, the findings aim to inform pedagogical approaches that promote a holistic understanding of language acquisition and foster students' abilities to navigate and create meaning in diverse communicative contexts.

1.1. Students' Activities through Multimodal Literacy in *Prose in Language Education*

The activities experienced by the students through multimodal literacy in *the Prose in Language Education course at Billfath University offer an innovative approach to developing students' understanding and communication skills in the language. In this context, sixth-semester students engage with various modes of learning media, such as written text, images, audio, and video,* to delve into language concepts presented through prose works. These activities enable students to explore different dimensions of prose more deeply and facilitate creative and analytical reflection on literary works.

This research investigates the types of activities students undertake in multimodal literacy while studying prose. Through in-depth analysis of student productions and their interactions with multimodal texts, the study seeks to identify patterns that illustrate how diverse media contributes to their understanding of literature and overall language proficiency. The findings are expected to provide empirical groundwork for developing more effective teaching strategies that leverage technology and media in language learning contexts at the university level.

A. Project (Creative Writing)

The final project in the Prose course, involving creative writing products such as an e-book of prose and an anthology of short stories, represents the culmination of academic and creative efforts by students at Billfath University. This project demonstrates students' ability to integrate various modes of media such as text, images, and possibly audio or video. It also shows their proficiency in applying literary concepts learned throughout the course. The e-book format provides a dynamic platform for presenting their work, potentially incorporating interactive elements that enhance reader engagement and deepen understanding of narrative techniques and themes explored in their short stories.

B. Doing Presentation

In this Prose course, students engage in group discussions on analyzing prose texts. These discussions allow them to delve into various literary aspects, such as themes, characters, and writing styles, while sharing their perspectives and interpretations. These activities deepen their understanding of the literary works studied and develop critical and analytical thinking skills in exploring the meanings and messages conveyed within the prose text. Using PowerPoint media in learning activities of the Prose in Language Education course indicates that in this part, students can get a deep understanding of the material of the prose course through several media such as written texts, images that describe the material, audio, and also videos to support in conveying the material to the students effectively.

C. Learning with Prose Application

In this case, students' activities in learning Prose in Language Education are also conducted by applying the Prose Application, namely the English Prose App (EPA), which was created by ex-students of the English Language Study program at Billfath University named Lina Sholikhatun Maf'ulah as her research of an undergraduate thesis. This application was applied by a lecturer in the Prose in Language Education class in the 6th semester at Billfath University and involved engaging in various interactive sessions designed to enhance multimodal literacy. Through EPA, students actively participate in lectures exploring literary concepts using multimedia tools such as text, images, audio, and video. These sessions encourage critical analysis and interpretation of prose texts, fostering a deeper understanding of themes, characters, and narrative techniques.

Furthermore, collaborative group discussions facilitated by EPA allow students to share insights and interpretations, further refining their analytical skills and communication abilities. Practical exercises within EPA involve creating presentations integrating diverse media formats to present their prose interpretations effectively. These activities showcase students' comprehension of literary theories and cultivate their creative expression and technological proficiency in utilizing multimodal resources for academic and communicative purposes.

D. Extensive Reading Activities of Prose by Digilib Komulit Application

The following learning activities in the *Prose in Language Education* course are reading literary works, primarily prose, to enrich students' knowledge about literature, help them comprehend prose well, and familiarize themselves with English literature authors and their works, especially prose. Students are obligated to read more in prose courses because the learning objective of literature can be obtained by reading maximally. Therefore, to strengthen multimodal literacy in the learning process, the lecturer applies reading activities by application, namely *Digilib Komulit*.

This application was created by a magister student of the English Language Education Department at the State University of Surabaya named Amalia Rahmawati, S.S., as she completed her Master of Education. This application completed several interesting features: Graded Books, Fiction, Non-Fiction Videos, Audio Books, Intercultural Reading, Evaluation, and Book Club. Furthermore, by applying *Digilib Komulit* as the media of reading literary work of prose, it offers learning media in supporting students' multimodal literacy because several features are completed by written texts, images, audio, and also videos that help students get more information and knowledge as their needs by fun learning.

E. Watching Film as a Novel Adaptation

This activity is part of the Prose course in the 6th semester at Billfath University, focusing on analyzing literary adaptations from novels to films. It allows students to explore how narrative elements, characters, and themes are translated from text to visual media. By watching these adaptations, students gain insights into the adaptation process, comparing and contrasting the portrayal of literary elements in different mediums. This activity enhances their understanding of storytelling techniques, cinematic language, and the interpretation of literary works in visual forms. It also stimulates discussions on fidelity to the original text, creative liberties taken in adaptation, and the effectiveness of conveying the intended messages and themes through film adaptations of novels. Studying novel-to-film adaptations highlights the importance of understanding the differences between the written text and film mediums. The adaptation process involves translating narrative elements from one art form to another, each with strengths and limitations. Qualitative analysis in this research focuses on how plot, character, and theme are transformed when adapted to the film medium. This approach allows us to identify which narrative elements are retained, altered, or omitted and the reasons behind these decisions.

Furthermore, this research explores how film adaptations can enrich the experience of learning literature. By comparing novels and their film adaptations, students can develop sharper analytical skills and understand how different interpretations can arise from the exact text. The qualitative approach allows them to delve deeper into the creative process behind adaptations and how cultural and social contexts influence these interpretations. Thus, studying adaptations broadens students' understanding of literature and film and enhances their ability to appreciate and analyze works of art holistically.

1.2. Lecturer Activities through Multimodal Literacy in Prose in Language Education

In line with the aforementioned paragraph above, the lecturer also conducts several activities to become a facilitator of the teaching-learning process in this context. By facilitating students with several media, the lecturer would like to obtain the learning objective of the Prose in Language Education course and give a better comprehension of literature to students through multimodality. Therefore, this case can help students improve multimodal literacy through several activities experienced by students and the lecturer.

A. Provide E-Book and PPT

One of the lecturer activities in the Prose course involves providing documents and PowerPoint presentations to enhance student learning experiences. The lecturer distributes PDF files containing

essential readings, literary analyses, and supplementary materials that support students' comprehension of prose texts. These documents serve as primary resources for students to deepen their understanding of literary concepts, themes, and narrative techniques discussed in class. Additionally, the lecturer uses PowerPoint presentations during lectures to illustrate key concepts, analyze prose excerpts, and engage students in interactive discussions. These presentations incorporate multimedia elements such as images, diagrams, and occasionally video clips to enrich the learning environment and facilitate a comprehensive understanding of complex literary theories and interpretations. By integrating E-documents and PowerPoint presentations effectively, instructors aim to create a dynamic and insightful learning experience that enhances students' critical thinking skills and proficiency in literary analysis within the Prose course.

B. Introduce Multimodal Literacy

Introducing multimodal literacy in the Prose course at Billfath University involves understanding various modes of communication beyond traditional text. Multimodal literacy encompasses comprehending, analyzing, and creating texts integrating different modes, such as visual images, audio elements, body movements, and digital technologies. In this context, students learn how these modes can enrich the understanding and interpretation of literary works. They engage in activities such as analyzing visual representations of literary themes, creating multimedia presentations, and discussing the impact of different modes on storytelling. Multimodal literacy is the ability to understand, interpret, and create meaning through various modes of communication, such as written text, images, audio, video, gestures, and spatial arrangements. In a prose course, introducing multimodal literacy can start with explaining that texts are not limited to writing but also include visual, auditory, and digital elements relevant in today's digital era. Integration in prose analysis can be done by combining text with images, for example, using graphic novels or book illustrations to show how images can add depth to the written narrative.

Students can also listen to audiobooks or literature podcasts and discuss how intonation, tone, and music affect the interpretation of texts. The class can analyze how visual and audio elements enrich or alter the original narrative by watching film adaptations of prose works. Digital platforms such as blogs or social media can also be explored to see how prose can be adapted and disseminated through digital media. Practical activities like multimodal projects can be assigned to students, such as creating video interpretations of short stories that combine text with visual or audio elements. Class discussions on how various media affect the understanding of a story, as well as comparative analyses between the original text and its multimodal adaptations, can deepen students' understanding. Evaluation and reflection are also important, with reflective journals encouraging students to write about their experiences in understanding and producing multimodal works and project-based assessments measuring their ability to integrate various modes in prose analysis and production. Through this approach, students develop critical skills in engaging with diverse forms of communication, enhancing their appreciation of literature and preparing them to communicate effectively in an increasingly multimedia-integrated digital world.

C. Introducing Interactive Prose Application

In the Prose course at Billfath University, the English Prose App (EPA) and Digilib Komulit applications are pivotal in enhancing students' learning experiences. EPA allows interactive exploration of literary concepts through innovative technological tools. Students utilize EPA to delve into prose texts using multimedia resources like visual aids, audio recordings, and interactive features like keyword searches and digital annotations. This application deepens students' understanding of narrative elements and themes while fostering critical thinking and analytical skills through interactive engagement with literary content.

Similarly, Digilib Komulit enriches learning by providing a digital library platform where students can access various literary materials. This platform supports comprehensive literary analysis with features like digital text search, automatic translation, and collaborative annotation capabilities. Students benefit from convenient access to diverse literary resources and opportunities to engage deeply with texts through digital tools that enhance their ability to interpret and analyze prose effectively. Moreover, EPA and Digilib Komulit create a dynamic and multifaceted learning environment in the Prose course, preparing students to engage with literature through various technological modalities and advancing their skills in multimodal literacy.

D. Guide Students in Doing the Final Project

In the 6th semester Prose course at Billfath University, instructors are crucial in guiding students through their final projects. This guidance involves providing clear instructions and criteria for the projects, including creating e-books, writing short stories, or developing other multimedia literary works. Lecturers offer regular feedback sessions to help students refine their ideas, structure their projects, and ensure they meet academic standards. These sessions allow students to discuss their progress, receive constructive criticism, and ask questions about their work's creative and analytical aspects.

Additionally, the lecturer supports students by offering resources and tools necessary for completing their projects. This includes recommending relevant readings, suggesting digital tools for creating and editing content, and providing tutorials on using multimedia elements effectively. By fostering a supportive and resource-rich environment, the lecturer helps students navigate the complexities of their final projects, encouraging them to integrate multimodal literacy skills and produce high-quality literary works that demonstrate their understanding of prose and its various interpretations.

E. Giving Feedback

In the 6th semester Prose course, the lecturer provided feedback on students using the EPA and Digilib Komulit applications. This feedback encompassed evaluating students' abilities to utilize these apps for analyzing and interpreting prose texts. The lecturer appreciated the active usage of both EPA and Digilib Komulit, encouraging students to maximize their features. These applications were highlighted as valuable tools for accessing diverse digital and multimedia literature relevant to the course material. Practical guidance and tips were given on effectively utilizing these apps, such as advanced search features and text annotation, to enhance students' analytical quality and deepen their understanding of discussed prose texts.

Additionally, the lecturer emphasized integrating EPA and Digilib Komulit into assigned academic tasks. Students were encouraged to use these apps throughout the analysis process, from information gathering and note-taking to argumentation and conclusion. Both applications' annotation and tagging features facilitated systematic note-taking, aiding students in structuring more organized and profound essays and reports. Concrete examples were provided on using these apps to identify main themes, motifs, and literary techniques in prose texts and connecting them with studied literary theories.

Furthermore, the lecturer highlighted the role of EPA and Digilib Komulit in supporting collaborative learning. Students were urged to share their findings and analyses through these apps' collaboration features. Group discussions were encouraged, allowing each member to contribute insights gained from EPA and Digilib Komulit. This enriched individual understanding and fostered communication skills and teamwork, aiming to develop more comprehensive and critical perspectives among students regarding the studied prose texts.

2. Multimodal Modes on Prose in Language Education Course

The exploration of multimodal modes aims to explore various ways prose texts can be expanded and enriched through diverse communication modes such as text, images, sound, and other multimodal elements. Students will be guided to understand that prose extends beyond written text alone, leveraging technology and media to enhance language learning and comprehension experiences.

The course introduces foundational concepts of multimodality in prose, including the use of visual modes such as images and graphics to support narratives. Additionally, audio will be a crucial focus, where using sound or recordings enriches auditory understanding and appreciation of prose. Written gestures, whether physical or digital, will also be explored to enhance expression in prose texts. Secondly, students will engage with case studies and practical examples of multimodal prose in educational contexts. This includes analyzing how incorporating images, videos, or interactive elements enriches narrative structure and deepens understanding of the studied material.

Thus, students can apply multimodal concepts in concrete and relevant ways within language teaching and learning contexts. Thirdly, the course will encourage active participation in creating multimodal prose texts. This involves developing skills in planning, creating, and analyzing texts that integrate various communication modes, such as written text, visuals, audio, and written gestures. Through these practical projects, students will explore their creative potential in using technology and media to convey ideas and emotions in prose texts comprehensively.

2.1. Visual Mode

Visual modes play a significant role in enhancing students' understanding and interpretation of literary texts. Visual modes include images, diagrams, videos, and other visual aids that help illustrate and convey complex narrative elements, themes, and character development. Students can explore how imagery and visual representation can enhance prose's meaning and emotional impact by incorporating visual elements into their analyses. For instance, students might use digital tools to create visual storyboards that map out key scenes from a novel, highlighting significant moments and character interactions. They might also analyze film adaptations of literary works, comparing how visual storytelling techniques differ from textual descriptions.

Additionally, using infographics to break down themes, symbols, and narrative structures allows students to engage with the material more interactively and engagingly. These visual modes not only make literary analysis more accessible but also help students develop a more profound, multifaceted understanding of the texts they study, aligning with the goals of fostering multimodal literacy as outlined in this study.

2.2. Audio Mode

Audio modes significantly enhance students' comprehension and interpretation of literary texts. Audio modes include sound recordings, podcasts, music, and other auditory elements that help convey a narrative's tone, mood, and atmosphere. Students can explore how sound can influence prose's meaning and emotional impact by incorporating audio elements into their analyses. For instance, students might listen to audio recordings of prose readings to better understand the nuances of tone and pace in the narrative. They can analyze how different narrators' voices and intonations affect the interpretation of the text.

Additionally, students might create podcasts discussing literary themes, characters, and plot developments, allowing them to engage with the material dynamically and interactively. Music can also complement prose analysis, helping to set the mood or underscore particular themes within the text. These audio modes make literary analysis more engaging and help students develop a richer, more nuanced understanding of the texts they study, aligning with the goals of fostering multimodal

literacy as outlined in this study.

2.3. Written Mode

Written modes enhance students' understanding and interpretation of literary texts. Written modes include essays, reflective journals, annotated texts, and digital writing platforms that enable students to articulate their thoughts, analyses, and interpretations in a structured and coherent manner. Students can explore and communicate their insights into prose more profoundly and thoughtfully by engaging with written modes. For instance, students might write analytical essays that dissect various elements of a prose text, such as themes, character development, and narrative techniques. They may also keep reflective journals to document their responses to readings, fostering a deeper connection with the material.

Annotating texts digitally allows students to highlight key passages and add their comments and questions directly to the text, promoting an active reading process. Additionally, digital writing platforms like blogs or discussion forums can facilitate peer feedback and collaborative analysis, enriching the learning experience. These written modes improve students' critical thinking and writing skills and help them develop a comprehensive and nuanced understanding of the texts they study, aligning with the objectives of enhancing multimodal literacy as outlined in this study.

2.4. Gesture Mode

Multimodal literacy, including gesture mode, involves using bodily movements or physical gestures to complement or enhance verbal or visual communication. In the Prose course at Billfath University, gesture mode is employed to explore the emotional expressions of characters in literary texts, elucidate abstract concepts, and portray interactions among characters, thereby enhancing students' comprehension and interpretation of these texts. Gesture mode underscores the importance of non-verbal communication in educational settings by clarifying complex concepts, supporting verbal explanations, and engaging learners interactively. For instance, teachers utilize gestures to demonstrate object sizes or indicate directions in narratives, making abstract concepts more concrete and enriching the learning experience.

Understanding gesture mode also entails recognizing the cultural and contextual nuances embedded in various gestures, as their meanings can vary across cultures and contexts. The lecturer explores gesture mode in multimodal literacy and encourages students to acknowledge these cultural differences and employ gestures sensitively in cross-cultural communication. Furthermore, multimodal literacy expands beyond physical gestures to encompass digital gestures and interactions crucial in digital environments. Digital gestures such as clicking, swiping, and tapping play pivotal roles in interaction design and user experience, significantly contributing to the multimodal composition of digital texts and media.

Understanding how digital gestures enhance multimodal communication is essential for effectively navigating and creating content in digital spaces. Gesture mode in multimodal literacy also promotes inclusivity and accessibility by valuing gestures in communication, particularly for individuals with diverse abilities. For example, sign language serves as a gesture-based language system for deaf communities, highlighting the significance of gestures in inclusive educational practices. Educators and designers integrate sign language and other forms of gestural communication into multimodal learning materials to ensure inclusivity and accessibility in educational contexts.

Gesture mode within multimodal literacy enriches communication by integrating bodily movements and non-verbal cues with written and visual modes. Exploring gesture mode enhances understanding, fosters cross-cultural awareness, embraces digital interactions, and supports accessibility in educational settings and beyond, developing more comprehensive and inclusive communication practices.

Multimodal Product on Prose in Language Education Course at Billfath University

Multimodal product in *the Prose Language Education course focuses on encompassing* a diverse range of creative outputs that integrate multiple modes of communication. These products are designed to deepen students' engagement with literary texts while fostering their skills in interpreting and expressing ideas through various media. An example could be a digital storytelling project where students create interactive narratives using text, images, sound, and video to explore themes and characters in Prose literature. Such projects encourage creativity and enhance comprehension by allowing students to immerse themselves in the narrative world through different sensory channels. Another multimodal approach could involve collaborative projects where students develop multimedia presentations or exhibits that analyze and interpret Prose texts.

3. Multimodal Products on Prose in Language Education

Multimodal product in *the Prose Language Education course focuses on encompassing* a diverse range of creative outputs that integrate multiple modes of communication. These products are designed to deepen students' engagement with literary texts while fostering their skills in interpreting and expressing ideas through various media. An example could be a digital storytelling project where students create interactive narratives using text, images, sound, and video to explore themes and characters in the Prose course. Such projects encourage creativity and enhance comprehension by allowing students to immerse themselves in the narrative world through different sensory channels. Another multimodal approach could involve collaborative projects where students develop multimedia presentations or exhibits that analyze and interpret Prose texts.

These presentations might include elements like creative writing PowerPoint slides that blend textual analysis with visual aids such as artwork or infographics. By presenting their interpretations in this way, students demonstrate their understanding of the text and engage with it on a deeper level, encouraging critical thinking and communication skills. Additionally, multimodal products in Prose courses may extend to creating digital E-books that compile original writings and reflections on Prose literature. These eBooks could incorporate multimedia elements such as audio recordings of readings, interactive quizzes, or hyperlinks to related resources, providing a comprehensive exploration of literary concepts in a dynamic and accessible format.

Such projects support learning objectives and prepare students to communicate effectively in digital environments and across different platforms. Moreover, integrating multimodal approaches in Prose education promotes inclusivity by accommodating diverse learning styles and abilities. For instance, students with strengths in visual or auditory learning may benefit significantly from projects emphasizing these modalities alongside traditional textual analysis. This approach fosters a more holistic understanding of literature and encourages students to consider how different modes of communication shape their interpretations and expressions.

Overall, multimodal products in *Prose in Language Education* courses serve as innovative tools for enhancing learning experiences and deepening students' appreciation for literary texts. By blending textual analysis with creative expression through various media, these projects empower students to explore and interpret Prose literature in dynamic and meaningful ways, preparing them for active participation in today's digital and multicultural society.

A. Creative Writing

Students create an anthology of short stories as a key multimodal project. This involves writing their own short stories, allowing them to explore narrative techniques, character development, and thematic depth. Students incorporate illustrations, audio recordings, and digital annotations to enrich their work, adding visual and auditory dimensions to the written text. This multimodal approach helps

students develop their creative writing skills and appreciate how different modes of expression can enhance storytelling. Through integrating text, visuals, and audio, students produce a dynamic and immersive anthology that showcases their ability to use multimodal literacy in crafting compelling narratives.

B. Multimedia PPT Slide

PowerPoint (PPT) slides are essential for teaching and learning. Students use PPT slides to present their analyses and interpretations of prose texts. These presentations often incorporate visual aids such as images, charts, and diagrams to highlight key points and make their arguments more compelling. Using multimedia elements, including embedded videos and audio clips, helps create engaging and interactive presentations. This approach not only aids in developing students' public speaking and presentation skills but also enhances their ability to effectively communicate complex literary concepts.

C. E-book of Prose

As part of their final projects, students in the Prose course may create e-books that compile their written analyses, creative responses, and multimedia content related to the studied texts. These e-books serve as comprehensive portfolios that showcase students' understanding and interpretation of prose. They often include features such as hyperlinked annotations, embedded multimedia elements, and interactive footnotes. Creating an e-book allows students to integrate various modes of literacy, demonstrating their ability to synthesize information from multiple sources and present it in a coherent, digital format. This project hones students' technical skills and encourages a deeper engagement with the literary material.

4. The Challenges in Applying Multimodal Literacy in *Prose in Language Education* Course

Multimodal literacy in language education courses, mainly when applied to Prose, presents several intricate challenges that educators must navigate effectively—initially, integrating various communication modes such as text, images, videos, and audio demands technical proficiency and significant resources. Educators must access appropriate technologies and tools to create and deliver multimodal content effectively. This requirement can be particularly daunting for institutions with limited budgets or access to technology.

Additionally, ensuring that each mode of communication enhances understanding and complements others requires careful planning and pedagogical expertise. It is not just about combining different media but also about ensuring they work together harmoniously to convey meaning and engage learners. This aspect calls for educators to develop skills in multimedia design and instructional strategies that optimize learning outcomes. Moreover, assessing students' proficiency across multiple modes poses a distinct challenge. Traditional assessment methods may struggle to accurately evaluate students' abilities in reading, interpreting, and creating multimodal texts.

Educators need to explore innovative assessment strategies that can capture the complexity of students' multimodal literacy skills, such as portfolios, multimedia projects, or performance-based assessments. Furthermore, incorporating multimodal literacy into Prose education requires educators to address issues of accessibility and inclusivity. Not all students may have equal access to technology or be equally proficient in navigating multimodal texts. Therefore, educators must consider scaffolding learning experiences that accommodate diverse learner needs and ensure equitable learning opportunities.

Lastly, professional development plays a crucial role in overcoming these challenges. Educators need ongoing training and support to stay updated with technological advancements, refine their pedagogical practices, and develop strategies for integrating multimodal literacy effectively into language education. Collaborative learning communities and professional networks

can also provide valuable resources and insights for educators navigating the complexities of multimodal literacy in Prose education. Here are the challenges of applying multimodal literacy in *prose in language education* course, focusing on the five specific issues mentioned:

4.1. Dealing with Different Ideas

a. Diverse Opinions

Diverse opinions present a multifaceted challenge when applying literacy in Prose within language education courses. Educators must navigate varying perspectives on what constitutes effective literacy practices in a multimodal context. Some may prioritize traditional textual analysis and literary criticism, emphasizing written prose as the primary mode of expression and comprehension. Others advocate for a more expansive view, integrating visual, auditory, and digital elements alongside written text to enhance understanding and engagement.

These differing viewpoints can create tensions in curriculum design and instructional approaches. Educators must reconcile these diverse opinions to develop inclusive learning environments catering to all students' needs and preferences. This challenge is exacerbated by the rapid evolution of digital technologies, which continually expand the possibilities for multimodal literacy and require educators to update their skills and methodologies constantly. Moreover, diverse opinions among educators and stakeholders can impact assessment practices. Traditional assessments may not adequately capture the complexities of multimodal literacy, leading to debates over the validity and reliability of assessment methods.

Some may argue for more flexible and innovative assessment strategies that align with the diverse ways students demonstrate their understanding across different modes of communication. Additionally, diverse opinions extend to students, who bring varying levels of familiarity and comfort with different modes of literacy to the classroom. Educators must be sensitive to these differences and provide scaffolding and support to ensure all students can meaningfully engage with and contribute to Prose literacy activities. Addressing the challenges posed by diverse opinions in applying literacy in Prose requires ongoing dialogue, collaboration, and professional development among educators.

It necessitates a commitment to understanding and integrating diverse perspectives to foster inclusive and effective language education environments that prepare students for the complexities of contemporary communication and literacy practices. Furthermore, navigating diverse opinions in applying literacy in Prose within language education courses requires educators to foster critical thinking and respectful discourse among students. Encouraging students to explore and articulate their perspectives on the role of different modalities in understanding Prose can deepen their engagement with the material.

This process enhances their literacy skills across various modes and cultivates a broader appreciation for diverse forms of expression and interpretation. Moreover, addressing diverse opinions involves adapting instructional strategies to accommodate different learning styles and preferences. Educators may need to employ differentiated instruction techniques, such as flexible grouping and personalized learning pathways, to cater to students with varying proficiency levels in different literacy modalities. By acknowledging and embracing these differences, educators can create inclusive learning environments where all students feel valued and empowered to develop their literacy skills effectively.

b. Collaboration

Collaboration plays a pivotal role in addressing the challenges of applying literacy in Prose within language education courses, especially in the context of diverse opinions. Educators often collaborate with colleagues, instructional designers, and technology specialists to develop comprehensive strategies that integrate various literacy modalities effectively. Educators can create

cohesive curriculum frameworks that balance traditional textual analysis with innovative multimodal approaches by pooling their expertise and perspectives.

Furthermore, collaboration extends to partnerships with students, encouraging them to co-create learning experiences that incorporate diverse opinions and modalities. Engaging students in collaborative projects where they can contribute their unique insights and skills fosters a sense of ownership and enhances their understanding of Prose through different lenses. This collaborative approach enriches learning outcomes and promotes a supportive classroom culture where diverse opinions are valued and respected.

Moreover, collaboration with stakeholders outside the classroom, such as parents, community members, and industry professionals, can provide valuable insights into the relevance and application of literacy skills in real-world contexts. These partnerships can inform curriculum design and help educators align their teaching practices with current trends and expectations in communication and literacy. In essence, fostering collaboration among all stakeholders involved in language education ensures that diverse opinions are acknowledged, integrated, and leveraged to create inclusive and effective learning environments. This collaborative effort enhances students' literacy skills across multiple modalities and prepares them to navigate and contribute meaningfully in an increasingly interconnected and multimodal world.

4.2. Full Storage Space
a. Technological Limitations

Multimodal files such as videos, images, and audio require ample storage space. Schools and students may face issues with limited storage on their devices. Additionally, cloud storage, often used as an alternative, has capacity limits and may incur additional costs. This can become a barrier to effectively accessing and using educational materials. Students might frequently need to delete old files to make space for new ones, disrupting the learning process.

b. File Management

Managing and organizing many multimedia files can be challenging for teachers and students, especially if they are unfamiliar with effective file management systems. Important files can be easily lost or misplaced without proper organization, leading to frustration and inefficiency. Teachers may struggle to quickly find and access the resources they need for their lessons, while students might have difficulty keeping track of their assignments and study materials. Implementing a structured file management system is crucial to ensure smooth and efficient use of multimedia resources in the educational process.

4.3. Unstable Network
a. Implementing multimodal literacy often relies on stable internet access.

An unstable network can disrupt learning, especially when using online resources or digital learning platforms. This can lead to interruptions during critical learning activities, causing frustration for students and educators. Reliable internet access ensures that multimedia elements such as videos, interactive simulations, and collaborative tools function correctly.

b. Online Learning

An unstable internet connection can be a significant barrier to effectively participating in multimodal learning activities for students learning from home. Issues such as buffering, disconnections, and slow load times can hinder a student's ability to engage with content, participate in discussions, and submit assignments on time. This can disproportionately affect students in rural or underserved areas, exacerbating educational inequalities. Ensuring stable internet connectivity is crucial for maintaining consistent and compelling learning experiences.

4.4. A Matter of Time

a. Learning Time

Planning, developing, and implementing multimodal learning materials takes longer than traditional methods. Teachers may struggle to find enough time to do all this within their already busy schedules.

b. Class Duration

The time available in a single class session may not be sufficient to explore multimodal texts in depth, which can limit students' understanding.

4.5. Hard to Find Some Properties

a. Appropriate Materials

Finding multimodal texts that align with the curriculum and students' proficiency levels can be challenging. Not all available online materials are suitable for all students or learning objectives.

b. Licensing and Copyright

Teachers need to be cautious about licensing and copyright issues when sourcing and using multimodal materials, which can limit the available options.

Addressing these challenges requires careful planning and support from various stakeholders, including school administration, teachers, and policymakers, to ensure that the implementation of multimodal literacy is smooth and effective.

Here are brief solutions to address the five challenges in applying multimodal literacy in prose within a language education course:

Dealing with Different Ideas

Open Dialogue and Group Work: Create an environment that values diverse opinions and encourages collaboration through group work.

Full Storage Space

Cloud Storage and File Management: Cloud storage services (e.g., Google Drive) are used to teach students efficient file management.

Unstable Network

Offline Access and Hybrid Materials: Provide materials that can be accessed offline and develop resources that work both online and offline.

A Matter of Time

Efficient Planning and Professional Development: Use efficient lesson planning tools and offer ongoing professional development for teachers.

Hard to Find Some Properties

Curated Resources and Open Licensing: To avoid copyright issues, create a library of curated resources and use open-licensed materials.

CONCLUSION

This research has identified that students enrolled in *the Prose in Language Education course at Billfath University understand multimodal literacy and can apply it to* various academic tasks. They

can utilize different modes of communication, such as text, images, sound, and digital media, to produce more prosperous and more complex meanings. However, the study also found some challenges that hinder the optimization of multimodal literacy, including limited access to technology and a lack of technical skills among some students.

The results of this study highlight the importance of multimodal literacy in the context of language education and the need for stronger integration within the curriculum. By facilitating the development of multimodal literacy, educational institutions can enhance students' overall literacy skills and better prepare them to face communication challenges in the digital era. Overall, the study "Students' Multimodal Literacy in *Prose in the Language Education* Course at Billfath University" demonstrates the significant positive impact of multimodal literacy on students' understanding and engagement. Based on questionnaire responses, the research indicates that students overwhelmingly agree that integrating multimodal literacy, such as combining text with visual, auditory, and interactive elements, enhances their comprehension of the material. This approach not only makes learning more accessible but also caters to different learning styles, allowing students to grasp complex concepts more effectively.

Furthermore, the findings suggest that students feel more confident and motivated when multimodal literacy is employed in their coursework. They believe this method helps bridge gaps in understanding and provides a richer, more immersive learning experience. By leveraging various modes of information, educators can create a dynamic and inclusive educational environment that supports deeper learning and fosters critical thinking skills among students. Thus, implementing multimodal literacy in prose and other areas of language education is highly beneficial and recommended for improving student outcomes at Billfath University.

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