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MULTIMODALITY AS A MODE OF TEACHING AT PRIMARY LEVEL IN INTERNATIONAL PUBLIC SCHOOL, ABBOTTABAD: A THEMATICAL ANALYSIS

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Abstract

In the ultra- modern era, the world of teaching is also evolving and has come to the point where it is not limited to the traditional ways of teaching. The integration of multi modes of teaching, known as Multimodality, has gain remarkable attention. Similarly the current study provides the understanding and effective learning modes at Primary level. The study explores the how the role of Multimodality is different from traditional methods and highlights it's significant role and how It effects the cognition of young learners. It examines how the use of multi modes in teaching, such as kinesthetic (sensory perception), visuals, auditory and interactive material can enhance the learning outcomes and serve the diverse needs of today's learner. The study further aims to highlights how this advancement in teaching can benefit the students in a classroom as compared to traditional methods which are limited to only single mode of teaching. The study explores the function of Multimodality through the lens of Lev Vygotsky's sociocultural theory (1978). The study used the thematical analysis to identify the key themes and dig into the ways how students can be affected either positively or negatively

by incorporating Multimodality in pedagogy, student engagement and teacher professional development. Additionally the study uses the quantitative analysis supplements qualitative findings, scrutinizing into the diversities of the topic. The topic explores the nuances of teaching methodologies at primary level and tries to investigate the multimodality teaching approach through the lens of Vygotsky socio-cultural theory. To further narrow down the framework certain notions of that theory have been selected or scrutinized in order to more efficiently conduct the research and better analyze the data and the findings.

Keywords: *Engagement, Diversities, Primary, Professional, Cognition.*

INTRODUCTION

The integration of Multimodality in teaching has opened the gate of diverse dimensions not only for educators who seek to execute more engaged learning classes for the students But also for the learners themselves leading to robust outcomes. By adopting different modes educators can cater to different learning styles simultaneously. Teaching has evolved so is educator and learner following more proficient ways. South and laslett (1993) argued that teaching is an all purposed engaged Human resource development.

This study aims to inquire the interest that educators can develop among students by using Multimodality but also it leads to the inclusive classroom environment where students have the opportunity to thrive. By Integrating modalities into daily lesson plans, educators can create a dynamic learning experiences that cater to learner's individual needs. Hampel, Hauck and Lancaster (2009) discuss the diverse modes through which meaning is communicated and recorded in educational context.

The study investigates how multimodal approaches that are in line with Vygotsky' s sociocultural principles can improve primary education. With the help of thematic analysis the study uncovers the patterns and the themes that represents the effectiveness of using different modes in the cognitive and social development of young learners. Studies have shown that Multimodal teaching can improve student engagement and comprehension (Jewitt, 2008).

According to Vygotsky learning is a social process where a learner develop more knowledge by interacting with more knowledgeable others and

cultural tools(symbols, artifacts , language) plays a crucial role in for internalizing knowledge. Lev Vygotsky' s sociocultural theory suggests that cognitive development is mediated by social interaction and cultural tools (1978). The junction between Multimodality and sociocultural theory lies in the use of different cultural tools to facilitate learning leading to more interactive teaching sessions. Four different principles or notions of Vygotsky theory have been explored in this research. Vygotsky stated that engaging cultural tools can facilitate learning by making educational experience more relevant and interesting for students. This principle has been explored in this study by analyzing the responses of the respondents. Vygotsky also emphasizes that the cultural tools mediate cognitive development by providing students with multiple ways to internalize and process the information. This notion of Vygotsky theory has also been explored in this study. Vygotsky argues that the social nature of learning as well as he was of the view that education must be tailored to cater for the individual needs of the learners. This research is conducted using this lens of Vygotsky.

STATEMENT OF PROBLEM

Nevertheless the acknowledged potential of multimodality in teaching. There still remains a gap of its efficiency and practical implementation in primary classrooms within sociocultural theory's principles. This study aims to address gap by analysing the alignment of Multimodality with sociocultural theory' s principles with the help of quantitative and qualitative analysis.

RESEARCH OBJECTIVES

Following are the research objectives for this study:

- *Investigating the effectiveness of Multimodality as a mode of teaching and it's preference at primary level.*
- *Examining the role of Multimodality and it's implications for educational purposes for young learners.*

The research objectives are aligned with research gap and seek to understand the practical implementation of multimodality as a teaching

method at primary level.

RESEARCH QUESTION

The research seeks to understand about these two questions:

- *How does multimodal facilitate learning experiences and what are the implications of these experiences on the educational practice?*
- *How the practical implementation of multimode in teaching can enhance student's comprehension and learning?*

The researcher seeks to find answer of these questions as these relate to the research gap the researcher has identified.

SIGNIFICANCE OF STUDY:

The study bridges the gap between theoretical principles of Vygotsky's sociocultural theory and practical implementation of Multimodality. The implementation of Multimodality will the better chances to educators to promote better learning environment. Mercer (2000) discusses the importance of dialogue in learning and teaching emphasizing how it leads to better understanding and collaboration. Though it highlights only one aspect of multimode the study is more broader and concerns with more effective ways in teaching at primary level.

The study also add to the innovative and creative teaching methods and how they impact the education ta primary level. By diving deep into this domain of study, the researcher investigates that how cognitive support and social development is addressed through Vygotsky, s socio cultural theory. This study is beneficial for the teachers that tend to implant practical learning strategies in their teaching methodology to achieve the learning outcomes and enhance student engagement in the classroom as well. Hall and Higgins (2005) found that student perceive interactive whiteboard as versatile tools that enhance multimedia learning and enjoyment.

This study is important because it has the potential to change elementary education by integrating multimodal teaching methodologies with actual data and theoretical backing. By relating these tactics to Vygotskian ideas, the study emphasizes how important cultural resources and social interaction are for the growth of cognition. This alignment provides educators with a strong framework to create inclusive and more successful teaching approaches. Education has become more interesting and.

accessible through the use of Multimodality. As it is important for the young children's entire learning growth and benefit the students in a positive way.

The result of the study will help the students in nurturing academically. Though the integration of Multimodality requires effort and has its economic barriers. The serves as the basis for the introduction and the integration of Multimodality in teaching. In the end the study highlights how multimodal instructions has the ability to transform.

DELIMITATIONS :

The study is limited to primary grades (1-5) only. It focuses on the private primary schools in urban settings to observe consistency in curriculum and resources. Additionally the study doesn't address the impact of multimodal teaching in other subject areas or educational levels.

METHODOLOGY

RESEARCH DESIGN:

This study makes use of quantitative and qualitative data also known as mixed method approach to explore the new dimensions the quantitative data reveals the patterns of how educators think multi modality plays a role in teaching. The qualitative study used thematical analysis to explore the effectiveness of multimodal teaching methods within the framework of social cultural theory and it uncovers the themes that represent how different modalities develop learning aligning with the social cultural principles

SAMPLE POPULATION

The study involved primary school teachers as a sample population . Convenience sampling technique is used to select the population that are known to implement Multimodal teaching strategies

DATA COLLECTION METHOD

Data was collected through questionnaire having close ended questions and two open-ended questions. Total of 20 questionnaires were distributed and 20 responses were recorded than pilot testing was done to select the appropriate responses and 15 responses were finalized and analyzed the rest were discarded. The reason for including open-ended questions in the questionnaire was due to the reason that they facilitate teachers' views on

multimodal learning experiences.

DATA ANALYSIS

To analyze the effectiveness of multimodal teaching method in teaching, quantitative analysis was carried out to assess the efficacy of multimodality at primary level.

To analyze the qualitative data thematical analysis was used aligning with the principles of sociocultural theory. Firstly, the data was coded to identify the recurrent themes and patterns related to the use of multimodal strategies and their alignment with Vygotskian principles. The generated themes were examined and analyzed to understand how Multimodality, as a mode of teaching, supplements the cognitive and social development of young learners at primary level.

FINDINGS AND DISCUSSION :

Qualitative Data Analysis :

Codes		
Engaging, involve, eager to learn, motivated	Engagement and motivation	
Better understanding, comprehension, long term information	Enhanced comprehension and retention	
Interactive , socially active, group activities	Interaction and collaborative learning	
Individual capabilities	Differentiation and inclusivity	
Difficult to use, time consuming	Challenges and considerations	

Theme 1: Engagement and Motivation :

This analysis revealed that incorporating multimodal approach in teaching greatly enhanced the student engagement and motivation. Teacher reported that the use of multitude of modes such as visual aids, audio lessons, physical activities and digital tools, help capture the attention of the students to a greater degree and keep them concentrated for a longer time period. This response aligns with Vygotsky's idea that by incorporating cultural tools in learning can facilitate the learning process by making the educational experience more relevant and interesting for the students.

Theme 2: Enhanced Comprehension and Retention:

From analyzing the responses of the 15 respondents (teachers), it was inferred that multimodal strategies help students make better connections between different concepts. For instance, combining visual aids with verbal explanation can reinforce understanding. This finding also supports another notion of Vygotsky's theory that cultural tools mediate cognitive development by providing students with multiple ways to internalize and process information.

***Theme 3: Social Interaction and Collaborative Learning** :*

Another notion of Vygotsky's theory is that learning is social in nature. He lays emphasis on the social nature of learning, where interaction with peers and more knowledgeable others play a crucial role in cognitive development. The researchers findings also stood in alignment with this notion of the socio cultural theory of Vygotsky. The teachers in their responses reported that the use of multimodal strategies such as activities including group work and discussions develop a sense of community and motivates learners to learn from each other. So this finding also stood in alignment with Vygotsky principle.

Theme 4: Differentiation and Inclusivity :

Multimodality caters to the individual learner differences (IDL). Multimodal strategies promote inclusivity by catering to the diverse learning needs and styles of the learners. The teachers in their responses noted that by incorporating multimodal strategies in their teaching methodology allows them to reach students with different strengths and preferences,

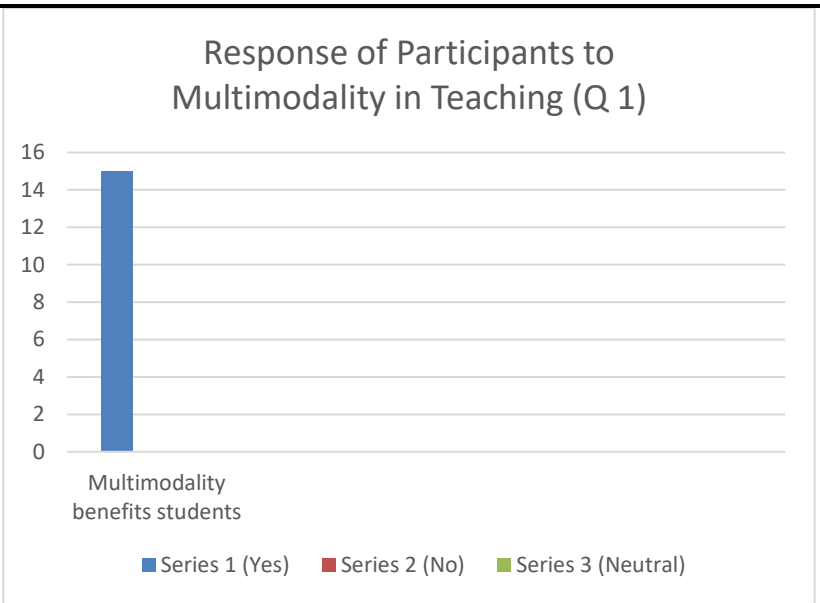
ensuring that all learners get equal opportunities to succeed. This finding also stands in alignment with another belief of Vygotsky that to support optimal development of the students, education should be tailored to meet the individual needs of the students.

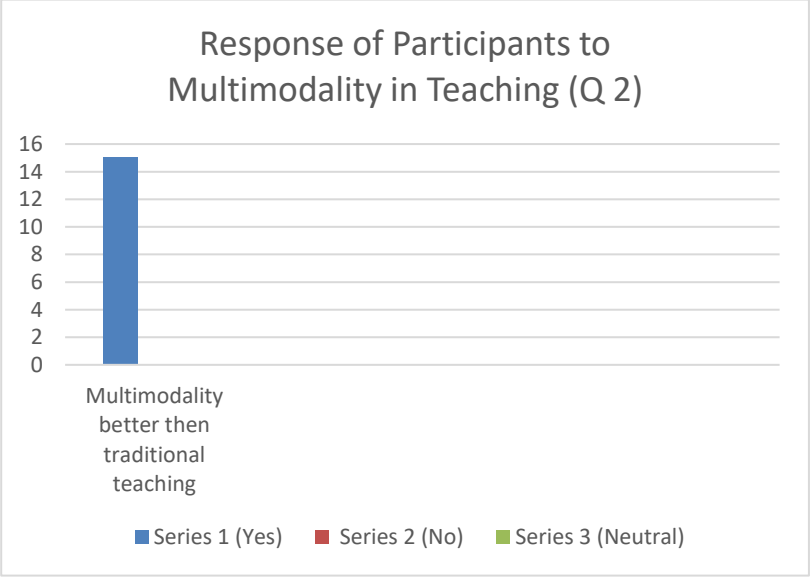
Theme 5: Challenges and Considerations:

While the advantages of incorporating multimodality as a mode of teaching are quite obvious, the study also identified several challenges. The teachers also highlighted the need for adequate training and resources to effectively implement these strategies. Furthermore, balancing different modes of teaching and devising the most effective strategy can be quite hectic and time consuming job and it requires delicate planning. Only after addressing these challenges the maximum potential of multimodality can be utilized at the primary level.

Quantitative Data analysis :

In a recent questionnaire conducted with 20 participants (out of which only 15 responses were finalized and analyzed after pilot testing) two questions were posed regarding the effectiveness of multimodality as a teaching method. The first question asked, "Do you think multimodality as a mode of teaching is better than traditional ones?" All 15 participants (100%) responded affirmatively, indicating unanimous support for multimodality over traditional teaching methods. The second question inquired, "Do you think multimodality can benefit students in the classroom?" Similarly, all 15 participants (100%) answered "yes," reflecting a consensus on the perceived benefits of multimodality for students. This data highlights a strong positive perception among participants towards multimodal teaching approaches. The following chart figuratively represents the response of the participants.





IMPLICATIONS FOR PRACTICE :

The findings of this study have several practical implications as well. Since it deals with the primary level so these findings can be beneficial for the educators teaching at the primary level. Educators on their own can

incorporate a variety of multimodal strategies in order to enhance their students learning and engagement. They can also take inti account the diverse learning styles of their students also known as Individual Learner Differences so as to generate better outcomes and foster a Conducive learning environment. For instance, a dynamic learning environment can be created by combining visual aids with interactive activities and digital tools. This will help to tackle the diverse learning styles as well. Also the professional developing programs should focus on teacher training that could lead to the effective implementation and development of multimodal strategies for the young learners.

Schools should also take necessary steps for the development of a conducive and collaborative learning environment. They should invest in the necessary resources and technology to support multimodal teaching. Furthermore, establishing a collaborative culture among the educators can lead to sharing of best teaching practices and development of multimodal strategies.

LIMITATIONS AND FUTURE RESEARCH :

The study has several limitations that should be considered. The research is confined to a single school that can limit the generalizability of the findings of this research. Secondly it focuses on arts subject at primary level, marginalizing other subjects that might also benefit from multimodal approach.

Future research should take into account the other dimensions or domains related to multi modality. For instance, the future researcher can explore the impact of multimodal teaching on student's academic performance and investigate its effectiveness across different subjects and areas. Additionally, the domain of educational needs of the special children can also be explored that how multimodality can cater to the special educational needs of special students.

CONCLUSION

This study conducted by the researcher demonstrates that if multimodality is incorporated in the teaching methodology of the educators at primary level – in accordance with Vygotskian Principles –can significantly improve and enhance learning experiences and outcomes for

the young learners. Taking into account the Individual Learner Differences (IDL), better comprehension and fostering collaborative learning, multimodal approach in teaching support cognitive and social development in young learners. However, it is important to understand that to fully realize the benefits of this approach, adequate training for the educators and sufficient resources to carry out different activities and tasks are required. Not only this but a supportive school environment is also a mandatory requirement for the implementation of multimodality at primary level. Shulman (1987) argues that effective teaching involves comprehension, transformation and reflection. For the very first one multimode plays a vital role and make learning effective.

In short, the study underscores the importance of multimodality to create inclusivity and foster collaborative learning environments. Future research should explore the long terms impact of multimodality as well the effect of implementing multimodality at otger educational levels as well.


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