



Teachers' Multimodal Literacy in Practice: Investigating Pedagogical Decision-Making in the Design of English Lesson Plans

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-08 Keywords: English Language Teaching; Lesson planning; Merdeka Curriculum; Multiliteracies Pedagogy; Multimodal literacy DOI: 10.24256/ideas.v14i1.12038 Corresponding Author: Tria Amelia Kartika Dewi triiiaamelia@gmail.com Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Semarang, Jawa Tengah	<i>Multimodal literacy has become an essential component of twenty-first-century English language teaching; however, previous research has predominantly examined it through classroom implementation, with limited attention to its representation in instructional planning. Addressing this gap, this study investigated how multimodal literacy was represented in English lesson plans developed by teachers at an Indonesian secondary school implementing the Merdeka Curriculum. Employing Qualitative Document Analysis, three English lesson plans were analyzed through within-case and cross-case comparisons to identify recurring pedagogical patterns. The findings revealed four major themes. First, multimodal literacy remained implicit within learning outcomes and objectives despite being reflected in instructional design. Second, teachers consistently integrated multimodal resources across instructional components. Third, student-centered learning activities incorporated multiple modes of communication that encouraged collaboration and active meaning-making. Fourth, assessment practices continued to focus primarily on language competence, indicating that multimodal literacy was not yet systematically represented across all components of lesson plans. Collectively, these findings suggest that multimodal literacy had not yet achieved constructive alignment among intended learning outcomes, teaching and learning activities, and assessment. This study contributes to multimodal literacy research by positioning English lesson plans as pedagogical evidence of teachers' instructional decision-making rather than focusing solely on</i>

classroom implementation. The findings also provide practical implications for English teachers and curriculum developers in designing lesson plans that explicitly align multimodal learning outcomes, instructional activities, and assessment to strengthen the implementation of multimodal literacy within the Merdeka Curriculum.

1. Introduction

The increasing complexity of communication in the twenty-first century has transformed English language teaching (ELT) from a predominantly text-based practice into one that requires learners to interpret and construct meaning through multiple semiotic modes. As contemporary communication increasingly integrates linguistic, visual, audio, gestural, and spatial resources, multimodal literacy has become an essential competence for English language learners. Rather than viewing literacy solely as the ability to read and write written texts, multimodal literacy recognizes meaning-making as a process emerging from the interaction of multiple semiotic resources (Jewitt, 2008). This perspective aligns with Indonesia's Merdeka Curriculum, which encourages teachers to design learning experiences that engage students with diverse multimodal texts while promoting critical thinking, communication, and creativity. Consequently, integrating multimodal literacy into instructional planning has become an important consideration for English teachers seeking to design meaningful learning experiences that reflect contemporary literacy demands (Galbraith, 2000; Kalantzis et al., 2012; Lim et al., 2022; Si et al., 2022).

Within this perspective, multimodal literacy extends beyond the use of digital technologies or instructional media. It refers to learners' ability to interpret, evaluate, and create meaning through the coordinated use of linguistic, visual, audio, spatial, and gestural modes within authentic communicative contexts (Carcamo & Pino, 2025; Guo et al., 2024; Lei & Zhang, 2024; Liu & Lim, 2024). Such an understanding is closely associated with Multiliteracies Pedagogy, which positions learning as an active process of meaning-making through diverse representations and communicative practices. Rather than emphasizing technological competence alone, this pedagogical perspective highlights how instructional design can provide opportunities for learners to engage with, critically interpret, and redesign multimodal texts across different learning contexts (Galbraith, 2000; Lim et al., 2022). Together, multimodal literacy and Multiliteracies Pedagogy provide a complementary theoretical foundation for examining how teachers design English learning experiences that reflect contemporary literacy practices.

Growing scholarship has demonstrated the educational value of multimodal literacy across diverse areas of English language education. Previous studies have

primarily examined its implementation during classroom instruction, showing that multimodal pedagogies enhance students' engagement, communication, collaboration, and language learning through digital multimodal composing, technology-enhanced instruction, and interactive classroom practices (Jiang, 2021; Lin et al., 2021; Si et al., 2022; Walper et al., 2021). Other studies have emphasized the importance of multimodal resources and teachers' pedagogical beliefs in shaping instructional practices, suggesting that effective multimodal learning depends not only on technological tools but also on teachers' pedagogical decisions and instructional contexts (Guo et al., 2024; Liu & Lim, 2024). Within the Indonesian context, research has similarly reported positive teacher perceptions toward multimodal literacy while identifying challenges related to pedagogical readiness and instructional support (Dwi Jayanti & Damayanti, 2023; Humairoh et al., 2025). More recently, Trisanti et al. (2026) further demonstrated that multimodal teaching practices positively influenced students' engagement and learning preferences in Indonesian EFL classrooms. Collectively, these studies confirm the growing importance of multimodal literacy in English language education; however, they have predominantly examined how multimodal literacy is enacted in classroom practice rather than how it is conceptualized in instructional planning.

Despite the expanding body of research on multimodal literacy and lesson planning, these areas have largely developed along separate trajectories. Previous studies on multimodal literacy have predominantly examined classroom implementation, digital multimodal composing, technology-enhanced learning, and teachers' instructional practices (Jiang, 2021; Joyce et al., n.d.; Lin et al., 2021; Si et al., 2022; Walper et al., 2021). In contrast, research on lesson planning has primarily focused on instructional design, curriculum implementation, lesson adaptation, and the integration of emerging technologies into teaching (Farhang et al., 2023; Fujii, 2016; Quan et al., 2026; Yao et al., 2026). Although these studies have contributed substantially to the understanding of multimodal pedagogy and instructional design, limited attention has been paid to how multimodal literacy is systematically represented in instructional planning prior to classroom implementation.

This gap is particularly relevant within the context of Indonesia's Merdeka Curriculum, which encourages English teachers to integrate multimodal texts and multiple modes of meaning-making into classroom learning (Sari et al., 2023). As pedagogical documents, lesson plans articulate intended learning outcomes, teaching materials, learning resources, instructional activities, and assessment. Consequently, they provide valuable evidence of teachers' pedagogical decision-making rather than merely serving as administrative documents. Examining lesson plans, therefore, offers an opportunity to investigate how curriculum expectations are translated into instructional planning before they are enacted in classroom practice. By positioning lesson plans as pedagogical evidence, the present study extends previous Indonesian multimodal literacy research, which has primarily

emphasized classroom implementation, teacher perceptions, and students' learning experiences, by examining how teachers conceptualize multimodal literacy during the design of English lesson plans.

Figure 1 presents the conceptual framework underpinning this study. Situated within the Merdeka Curriculum, multimodal literacy serves as the theoretical foundation and is operationalized through Multiliteracies Pedagogy. These pedagogical principles are represented in English lesson plans, which are treated as evidence of teachers' pedagogical decision-making across five instructional components: learning outcomes, teaching materials, learning resources, learning activities, and assessment. The alignment among these instructional components provides the conceptual basis for examining how multimodal literacy is integrated throughout lesson planning and subsequently interpreted through the lens of constructive alignment (Biggs & Tang, 2011).

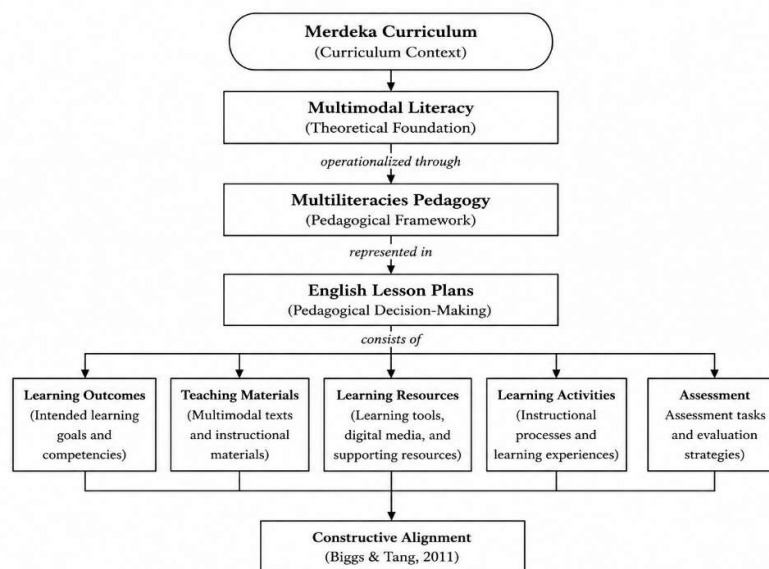


Figure 1. Conceptual Framework of Multimodal Literacy Integration in English Lesson Planning

Based on this conceptual framework, the present study aims to investigate how multimodal literacy is integrated into English lesson plans developed under Indonesia's Merdeka Curriculum through Qualitative Document Analysis (QDA). Specifically, the study examines the representation of multimodal literacy across learning outcomes, teaching materials, learning resources, learning activities, and assessment while identifying pedagogical patterns emerging from teachers' lesson planning. By focusing on instructional planning rather than classroom implementation, this study provides a complementary perspective on multimodal literacy research and contributes to understanding lesson plans as pedagogical evidence of teachers' instructional decision-making.

To achieve these objectives, the study addresses two research questions: (1)

How is multimodal literacy represented across English lesson-plan components developed under Indonesia's Merdeka Curriculum? and (2) What pedagogical patterns emerge from teachers' integration of multimodal literacy in English lesson planning?

2. Method

This study employed Qualitative Document Analysis (QDA) to investigate how multimodal literacy was integrated into English lesson plans developed under the implementation of Indonesia's Merdeka Curriculum. QDA is an appropriate method for systematically examining documents to identify meanings, patterns, and relationships embedded within textual data (Bowen, 2009). Rather than focusing on classroom implementation, this study examined lesson plans as pedagogical documents that reflect teachers' instructional decision-making in designing learning objectives, materials, learning resources, instructional activities, media, and assessment. A qualitative approach was adopted because it enables an in-depth understanding of how multimodal literacy was represented throughout instructional planning (Creswell & Poth, 2018).

The study was conducted at SMK Muhammadiyah 1 Semarang, a vocational secondary school implementing the Merdeka Curriculum. The documentary data consisted of three English lesson plans independently developed by three English teachers teaching different grade levels within the same school. Although the lesson plans addressed different instructional topics, they were designed within the same curricular and institutional context, enabling meaningful comparison across cases. The lesson plans were selected through purposive sampling because they represented information-rich cases for examining multimodal literacy integration in instructional planning (Creswell & Poth, 2018). The use of three lesson plans was considered sufficient because the purpose of the study was not statistical generalization but an in-depth exploration of pedagogical decision-making through detailed document analysis. Furthermore, analyzing lesson plans developed by different teachers allowed within-case and cross-case comparisons while maintaining consistency in curriculum implementation and school context. Data adequacy was achieved when recurring patterns identified across the three lesson plans consistently converged into the same thematic interpretations, indicating that additional documents were unlikely to generate substantially different analytical insights.

The data consisted of lesson-plan documents collected directly from the participating teachers. Each document was examined in its original form to preserve the authenticity of teachers' instructional planning. Prior to detailed analysis, the lesson plans were read repeatedly to obtain a comprehensive understanding of their structure, content, and instructional organization (Bowen, 2009). The analysis was guided by an analytical rubric developed by synthesizing indicators derived from the Merdeka Curriculum (Ministry of Education, Culture, Research, and Technology, 2022), multimodal literacy theory (Kress & van

Leeuwen, 2006; Lim et al., 2022), and the Multiliteracies Pedagogy framework (Cope & Kalantzis, 2009). The Merdeka Curriculum informed the analysis of instructional planning components, multimodal literacy theory provided indicators for identifying the integration of multiple semiotic modes, and the Multiliteracies Pedagogy framework guided the evaluation of pedagogical design and learning experiences. Based on these foundations, the rubric examined nine lesson-plan components, including lesson identity, learning outcomes and objectives, teaching materials, learning resources, learning media, instructional methods, learning activities, assessment, and overall instructional alignment.

Before implementation, the rubric underwent iterative refinement through consultation with the research supervisor to ensure its conceptual alignment with the research objectives and theoretical framework. The refinement process focused on improving the clarity, relevance, and consistency of the analytical indicators. To support systematic comparison across cases, each indicator was evaluated using a three-point descriptive scale, where 1 indicated the absence of the indicator, 2 indicated partial or implicit integration, and 3 indicated appropriate integration. The numerical scores functioned solely as analytical support for organizing within-case and cross-case comparisons and were not interpreted as quantitative findings.

Data analysis followed an iterative process adapted from qualitative data analysis procedures proposed by Miles et al. (2020). First, each lesson plan was examined individually through within-case analysis using the analytical rubric to identify how multimodal literacy was represented across instructional components. Second, the results of the three individual analyses were compared through cross-case analysis to identify similarities, differences, and recurring patterns across cases. Third, recurring patterns identified from the comparison process were coded and grouped into broader analytical categories. Rather than relying exclusively on numerical scores, the coding process emphasized recurring pedagogical characteristics and relationships among lesson-plan components. The categories were continuously refined through iterative comparison across cases until four overarching themes were generated. These themes represented the dominant patterns of multimodal literacy integration across the lesson plans and formed the basis for the interpretation of findings.

To maintain analytical consistency, all lesson plans were evaluated using the same rubric, indicators, and scoring criteria throughout the study. The researcher repeatedly revisited previously analyzed documents during the cross-case comparison process to ensure consistency in interpretation and coding across cases. Trustworthiness was established through prolonged engagement with the documents, systematic comparison across cases, and the maintenance of an explicit analytical framework throughout the study. Consistent with Lincoln & Guba (1985) criteria for qualitative research, credibility was strengthened through repeated document examination and iterative analysis, while dependability was supported

through transparent documentation of analytical procedures.

Ethical considerations were addressed prior to data collection. Permission to access and analyze the lesson plans was obtained from the participating teachers and the school. The teachers were informed that their lesson plans would be used for academic research purposes, and all identifying information was removed from the documents to protect confidentiality. Throughout the study, the teachers were anonymized as Teacher A, Teacher B, and Teacher C.

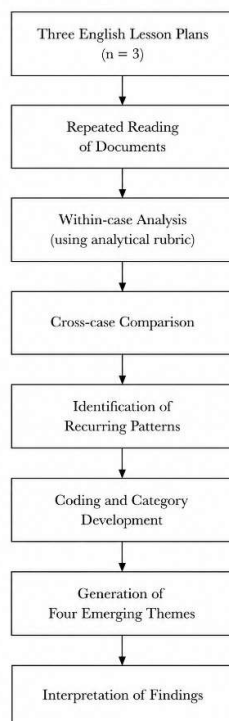


Figure 2. Analytical Procedures of the Study

3. Result

The findings are presented in two stages. Following the within-case analyses, a cross-case analysis compared the three English lesson plans across the nine analytical components of the lesson planning rubric. The recurring descriptive codes identified through this comparison were synthesized into recurring patterns and subsequently refined into four overarching themes representing multimodal literacy integration across the lesson plans. Table 1 presents the cross-case comparison, followed by the thematic findings.

Table 1. Cross-case Comparison of Multimodal Literacy Integration across Three English Lesson Plans

Lesson Plan Component	LP1	LP2	LP3	Cross-case Pattern
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Learning outcomes	Language competence	Language competence	Language competence	Outcomes consistently prioritized linguistic competencies.
Learning objectives	Implicit multimodal literacy	Implicit multimodal literacy	Implicit multimodal literacy	Multimodal literacy was embedded but not explicitly articulated.
Teaching materials	Texts, images, posters	Texts, videos, infographics	Texts, videos, authentic examples	Materials combined multiple representational modes.
Learning resources	Internet, worksheets	Internet, digital references	Internet, authentic resources	Digital and authentic resources supported learning.
Learning media	PowerPoint, Padlet	Canva, Google Docs, Mentimeter	PowerPoint, Kahoot	Diverse digital media facilitated instruction.
Learning activities	Discussion, poster creation, presentation	Infographic creation, collaborative discussion	Quiz, collaborative analysis, presentation	Student-centred multimodal activities were evident across lesson plans.
Assessment	Discussion, presentation	Project, presentation	Quiz, presentation	Assessment mainly evaluated language performance.
Learning model	Problem-Based Learning	Problem-Based Learning	Problem-Based Learning	Consistent use of student-centred learning model.
Learning approach	CRT, SEL	Deep Learning	Deep Learning	Contextual approaches supported active engagement.

The cross-case comparison identified several recurring patterns in the representation of multimodal literacy across the three lesson plans. Although each lesson plan emphasized different learning focuses within the same instructional unit, they demonstrated considerable consistency across the nine lesson planning components. Learning outcomes and objectives primarily emphasized English language competencies, whereas multimodal literacy was embedded implicitly through instructional components, including teaching materials, learning

resources, learning media, learning activities, and assessment tasks. Digital technologies and multiple representational modes were consistently incorporated across the lesson plans, while assessment remained predominantly language-oriented.

Despite these common patterns, several differences distinguished the lesson plans. Lesson Plan 1 relied primarily on PowerPoint, Padlet, and poster-based activities, whereas Lesson Plan 2 incorporated a wider range of digital resources, including Canva, Google Docs, Mentimeter, and YouTube. Lesson Plan 3 employed interactive platforms such as Kahoot alongside PowerPoint to support collaborative learning. Variations were also evident in instructional tasks, with Lesson Plan 2 emphasizing infographic production and Lesson Plan 3 incorporating more interactive digital engagement. Nevertheless, these variations reflected different instructional designs while maintaining similar patterns of multimodal literacy integration across the three lesson plans.

To identify the dominant patterns across the lesson plans, the recurring descriptive codes generated through the cross-case comparison were synthesized into recurring patterns based on their shared characteristics. These recurring patterns were subsequently refined into four overarching themes that represent multimodal literacy integration throughout the lesson-planning process. As presented in Table 2, the four themes comprise: (1) multimodal literacy remained implicit within learning outcomes and objectives, (2) teachers integrated diverse multimodal resources across instructional components, (3) student-centered learning activities incorporated multiple communication modes, and (4) assessment practices primarily emphasized language competence despite multimodal instructional activities.

Table 2. Development of Four Themes from Recurring Patterns

Recurring Pattern	Supporting Lesson Plan Components	Developed Theme
Pattern 1. Strong curriculum alignment with implicit multimodal literacy	Learning outcomes, learning objectives	Theme 1. Multimodal Literacy Remained Implicit within Learning Outcomes and Objectives
Pattern 2. Consistent integration of multimodal resources across instructional components	Teaching materials, learning resources, learning media	Theme 2. Teachers Integrated Multimodal Resources across Instructional Component
Pattern 3. Student-centered multimodal learning	Learning activities	Theme 3. Student-centered Learning Activities

activities	Incorporated Multiple Communication Modes
Pattern 4. Language-oriented assessment despite multimodal instruction	Assessment Theme 4. Assessment Practices Focused Primarily on Language Competence

Theme 1. Multimodal Literacy Remained Implicit within Learning Outcomes and Objectives

Across the three lesson plans, learning outcomes and learning objectives consistently prioritized students' English language competencies. The intended competencies focused on identifying the social function, text structure, and language features of discussion texts, analysing information, and communicating ideas through speaking and writing activities. Although multimodal resources and learning activities were integrated throughout the lesson plans, multimodal literacy was not explicitly articulated as an intended learning outcome or objective.

This pattern was consistently observed in all three lesson plans. Lesson Plan 1 stated that students were expected to "identify the social function, text structure, and language features of discussion texts" before communicating their ideas orally. Likewise, Lesson Plan 2 required students to "identify and analyse discussion texts" through collaborative classroom activities, while Lesson Plan 3 emphasized students' ability to "identify language features and present arguments" related to discussion texts. These learning outcomes and objectives consistently focused on language competencies. However, the corresponding learning activities required students to engage with multimodal resources through presentations, visual materials, digital platforms, collaborative discussions, and interactive learning tasks. Despite these instructional experiences, none of the stated learning outcomes or objectives explicitly referred to interpreting, creating, or communicating meaning through multiple semiotic modes.

Across all three lesson plans, multimodal elements appeared in instructional activities and learning resources rather than in the stated learning outcomes and objectives. This recurring pattern was consistently identified despite variations in instructional design and digital resources across the lesson plans.

Theme 2. Teachers Integrated Multimodal Resources Primarily to Enrich Instruction Through Multiple Modes of Representation

The three lesson plans consistently integrated multimodal resources across teaching materials, learning resources, and learning media. Rather than relying solely on printed texts, the lesson plans incorporated combinations of written, visual, audiovisual, and digital resources to support English language instruction. Multimodal resources were embedded throughout instructional planning,

particularly in the selection of teaching materials, supporting learning resources, and digital learning media used during classroom activities. This pattern was consistently identified across all three lesson plans.

Documentary evidence from the lesson plans showed variation in the types of multimodal resources employed. Lesson Plan 1 combined verbal texts with visual learning resources and utilized PowerPoint, Padlet, posters, and online resources to support classroom instruction. Lesson Plan 2 incorporated discussion texts, videos, diagrams, digital infographics, Canva, Google Docs, Mentimeter, YouTube, and other online resources. Meanwhile, Lesson Plan 3 integrated discussion texts with PowerPoint slides, digital quizzes, YouTube, Kahoot, Google Docs, and additional digital resources appropriate to students' learning environment. Across the three lesson plans, teaching materials, learning resources, and learning media consistently combined printed and digital resources representing multiple modes of communication.

Although the specific resources differed across the lesson plans, all three incorporated multimodal teaching materials, digital learning resources, and technology-supported learning media within their instructional planning. The recurring pattern across the three lesson plans showed that multimodal resources were consistently integrated into instructional components regardless of variations in instructional design and classroom activities.

Theme 3. Student-centered Learning Activities Incorporated Multiple Communication Modes

The instructional processes described in the three lesson plans consistently emphasized student-centered learning through collaborative and multimodal classroom activities. Across the lesson plans, students were actively engaged in group discussions, presentations, problem-solving tasks, and project-based activities that required interaction with various communication modes. Learning activities incorporated opportunities for students to analyse texts, exchange ideas, present information, and complete collaborative tasks using both conventional and digital learning media.

The three lesson plans demonstrated variation in the specific learning activities while maintaining a common student-centered orientation. Lesson Plan 1 required students to discuss issues collaboratively, analyse learning materials, and produce posters based on discussion topics. Lesson Plan 2 engaged students in analysing multimodal texts, discussing environmental issues, and collaboratively producing digital infographics. Lesson Plan 3 combined collaborative discussions, digital quizzes, presentations, and technology-assisted classroom activities using platforms such as Kahoot and Google Docs. Among the three lesson plans, Lesson Plan 2 placed greater emphasis on collaborative production of digital infographics, whereas Lesson Plan 3 incorporated a wider range of technology-assisted classroom activities. Lesson Plan 1 primarily emphasized poster production and collaborative discussion. Despite these variations, all three lesson plans

consistently incorporated collaboration, communication, and multiple modes throughout the learning process.

Across the three lesson plans, learning activities consistently integrated interaction, collaboration, and multiple forms of communication throughout the instructional process. Although each lesson plan adopted different classroom tasks and digital tools, the recurring pattern showed that student-centered learning activities consistently incorporated multiple communication modes across the instructional sequence.

Theme 4. Assessment Practices Focused Primarily on Language Competence

Assessment across the three lesson plans was consistently designed as authentic assessment and aligned with the planned learning activities. The lesson plans incorporated various assessment tasks, including presentations, speaking performances, writing activities, projects, digital quizzes, and infographic production. These assessment tasks provided students with opportunities to demonstrate their learning through classroom performance and collaborative activities.

Despite the variety of assessment tasks, the assessment criteria consistently emphasized students' English language competence. Lesson Plan 1 assessed students' language performance through presentations and classroom discussions, with criteria focusing on linguistic achievement rather than multimodal communication. Lesson Plan 2 incorporated infographic production as an assessment task; however, the assessment criteria primarily evaluated students' language performance and content. Likewise, Lesson Plan 3 combined presentations, digital quizzes, and collaborative activities, yet the assessment indicators remained focused on analysing information, presenting arguments, and demonstrating English language proficiency. Across the three lesson plans, explicit criteria for evaluating visual communication, integration of multiple communication modes, or multimodal meaning-making were not identified within the assessment rubrics.

Although the assessment formats differed across the three lesson plans, they consistently prioritized language competence within authentic assessment practices. While multimodal learning activities and digital resources were incorporated into instruction, the assessment criteria remained predominantly oriented toward students' English language performance across all cases.

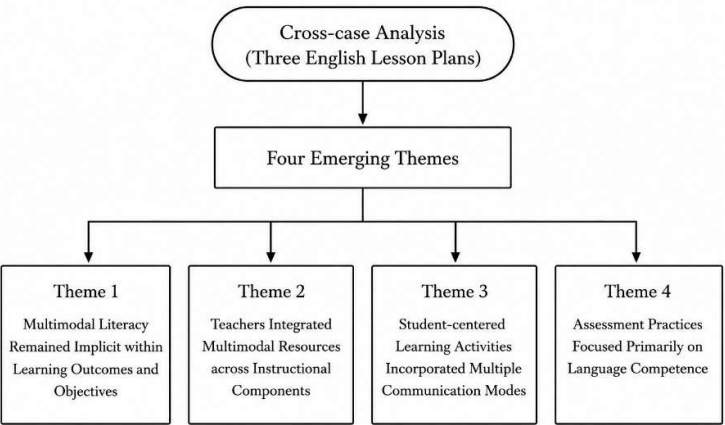


Figure 2. Conceptual Model of the Four Emerging Themes Identified from the Cross-case Analysis

4. Discussion

The four emerging themes collectively indicate that multimodal literacy has become an integral component of instructional planning under Indonesia's Merdeka Curriculum, although its integration remained uneven across lesson-plan components. While multimodal literacy was consistently embedded in teaching materials, learning resources, learning media, and learning activities, it was less explicitly represented in learning outcomes and assessment criteria. This pattern highlights the importance of constructive alignment, which emphasizes coherence among intended learning outcomes, teaching and learning activities, and assessment to achieve instructional goals. Unlike previous studies that have primarily examined multimodal literacy during classroom implementation, the present study demonstrates that lesson plans can serve as pedagogical evidence of how teachers conceptualize multimodal literacy at the instructional planning stage. The following discussion interprets these findings in relation to multimodal literacy theory, curriculum design, and previous lesson-planning research.

Theme 1. Multimodal Literacy Remained Implicit within Learning Outcomes and Objectives

The implicit positioning of multimodal literacy within learning outcomes and objectives suggests that teachers recognized the instructional value of multimodal resources but had not yet conceptualized multimodal literacy as an explicit learning competency. Rather than formulating learning outcomes that addressed students' ability to interpret, create, and communicate meaning through multiple semiotic modes, the lesson plans continued to frame intended learning primarily in terms of English language competence. One possible explanation is that teachers appeared to perceive multimodal literacy as a pedagogical strategy for supporting language learning rather than as a distinct competency requiring explicit

articulation within curriculum outcomes. This interpretation is consistent with Jewitt (2008), who argues that contemporary literacy extends beyond linguistic modes and requires learners to engage with multiple semiotic resources. Likewise, Lim et al. (2022) emphasize that multimodal literacy should be explicitly represented within instructional design because it provides learners with a shared metalanguage for understanding and producing meaning across linguistic, visual, audio, spatial, and gestural modes. From a curriculum design perspective, explicitly articulating multimodal literacy as a learning outcome also strengthens coherence among curriculum intentions, instructional activities, and assessment.

This finding extends previous multimodal literacy research in two important ways. Studies by Jiang (2021), Trisanti et al. (2022), Lin et al. (2021), Walper et al. (2021), and Si et al. (2022) primarily examined multimodal literacy through classroom implementation, digital composing, teaching materials, and classroom interaction. While these studies demonstrate how multimodal practices support English language learning, they provide limited attention to how multimodal literacy is formulated during instructional planning. By contrast, the present study shows that teachers' conceptualization of multimodal literacy can already be identified in lesson plans, where multimodal resources were systematically integrated but remained implicitly represented in intended learning outcomes. This finding reinforces the value of lesson plans as pedagogical evidence of teachers' instructional decision-making under the Merdeka Curriculum and highlights instructional planning as an important stage for examining how multimodal literacy is conceptualized before classroom enactment.

Theme 2. Teachers Integrated Multimodal Resources across Instructional Component

The consistent integration of multimodal resources across instructional components reflects teachers' recognition that English language learning can be supported through multiple forms of communication rather than through written language alone. From the perspective of multimodal literacy, meaning is constructed through the interaction of linguistic, visual, audio, spatial, and gestural modes, requiring instructional planning to purposefully integrate a range of semiotic resources (Jewitt, 2008; Kress & van Leeuwen, 2006). The integration of multimodal resources throughout teaching materials, learning resources, learning media, and classroom tasks therefore illustrates an instructional orientation that acknowledges the diverse ways in which students access, interpret, and communicate meaning in contemporary English language learning.

This interpretation extends previous multimodal literacy research by shifting attention from classroom implementation to instructional planning. Earlier studies have predominantly examined how multimodal resources facilitate classroom interaction, digital composing, and language learning during instruction (Jiang, 2021; Lin et al., 2021; Si et al., 2022; Walper et al., 2021). Although these studies

demonstrate the pedagogical value of multimodal resources, they provide limited evidence of how such resources are intentionally incorporated during lesson planning. The present study addresses this gap by showing that teachers' multimodal pedagogical decisions were already evident in the design of teaching materials, learning resources, and instructional media before classroom enactment. This finding reinforces the role of lesson plans as pedagogical evidence rather than merely administrative documents.

These findings also carry important implications for teacher education and professional development. Beyond developing teachers' ability to select diverse multimodal resources, professional learning should also support teachers in integrating those resources coherently with learning outcomes and assessment so that multimodal literacy becomes an explicit and systematically planned component of English lesson design.

Theme 3. Student-centered Learning Activities Incorporated Multiple Communication Modes

The incorporation of multiple communication modes within student-centered learning activities indicates that teachers conceptualized multimodal literacy through learning experiences that required students to interact, collaborate, and communicate using multiple forms of representation. From the perspective of Multiliteracies Pedagogy, learning occurs through meaningful engagement with diverse forms of representation, enabling students to construct, negotiate, and communicate meaning across multiple semiotic modes (Cope & Kalantzis, 2009). The present findings therefore indicate that multimodal literacy was embedded within instructional experiences designed to promote active participation, collaboration, and knowledge construction rather than passive knowledge transmission.

This interpretation both aligns with and extends previous multimodal literacy research. Earlier studies have shown that multimodal learning activities foster student engagement, collaboration, and language development during classroom implementation (Jiang, 2021; Lin et al., 2021; Si et al., 2022; Walper et al., 2021). While these studies primarily examined multimodal pedagogy as enacted classroom practice, the present study demonstrates that student-centered multimodal learning was intentionally incorporated during the instructional planning stage through the design of lesson-plan activities. This finding further supports the role of lesson plans as pedagogical evidence of how teachers translate multimodal literacy principles into planned classroom practice before implementation.

These findings also have implications for teacher education and professional development. Beyond encouraging collaborative classroom activities, teachers need opportunities to strengthen their pedagogical expertise in designing learning experiences that intentionally connect multiple communication modes with clearly defined instructional goals. Such preparation may facilitate more systematic

integration of multimodal literacy throughout lesson planning rather than limiting it to classroom implementation..

Theme 4. Assessment Practices Focused Primarily on Language Competence

The emphasis on language competence within assessment practices indicates that multimodal literacy had not yet been fully translated into assessment design, despite its integration within instructional resources and learning activities. From the perspective of constructive alignment, effective curriculum design requires intended learning outcomes, teaching and learning activities, and assessment to consistently represent the same learning goals (Biggs & Tang, 2011). In the present study, multimodal literacy was evident within instructional planning; however, assessment remained predominantly oriented toward evaluating students' English language competence. This pattern suggests that multimodal learning experiences were incorporated into instruction more readily than into assessment practices, resulting in uneven representation of multimodal literacy across lesson-plan components.

This interpretation extends previous multimodal literacy research by demonstrating that challenges associated with multimodal assessment begin during instructional planning rather than solely during classroom implementation. Previous studies have highlighted the pedagogical benefits of multimodal learning activities and digital resources for supporting students' engagement and language development (Jiang, 2021; Lin et al., 2021; Si et al., 2022; Walper et al., 2021). However, relatively limited attention has been given to how assessment criteria are aligned with multimodal learning objectives during lesson planning. The present study therefore contributes to multimodal literacy research by showing that assessment planning remains predominantly language-oriented even when instructional activities have incorporated multiple communication modes.

These findings have important implications for curriculum implementation, teacher education, and professional development. Supporting teachers in integrating multimodal literacy into lesson planning should extend beyond selecting digital resources and designing collaborative learning activities. Professional learning should also strengthen teachers' capacity to formulate multimodal learning outcomes and develop assessment criteria that evaluate students' ability to interpret, create, and communicate meaning through multiple communication modes. Such alignment may facilitate more coherent integration of multimodal literacy across all components of English lesson planning under the Merdeka Curriculum.

Taken together, the four themes reveal that multimodal literacy was progressively integrated across instructional planning but had not yet achieved full constructive alignment among intended learning outcomes, teaching and learning activities, and assessment. These findings highlight the need for teacher education and professional development programs to move beyond developing teachers'

digital competencies toward strengthening their capacity to design lesson plans in which multimodal learning outcomes, instructional activities, and assessment are coherently aligned. As multimodal learning environments continue to evolve, emerging technologies, including generative AI, may provide additional opportunities to support teachers in designing multimodal instructional materials and assessment; however, such technologies should complement rather than replace teachers' pedagogical decision-making. These interpretations should nevertheless be considered in light of the study's document-based design and the analysis of three lesson plans, which offer insights into instructional planning but do not capture how teachers subsequently enact and adapt those plans during classroom implementation.

5. Conclusion

This study investigated how multimodal literacy was represented in English lesson plans developed under Indonesia's Merdeka Curriculum through Qualitative Document Analysis. The findings indicate that multimodal literacy has become an important component of instructional planning, particularly through the integration of multimodal teaching materials, learning resources, digital media, and student-centered learning activities. However, its representation remained uneven across lesson-plan components. While multimodal resources were consistently incorporated into instructional design, multimodal literacy was not explicitly articulated in learning outcomes and was only partially reflected in assessment practices. Consequently, the integration of multimodal literacy had not yet achieved constructive alignment among intended learning outcomes, teaching and learning activities, and assessment.

Beyond describing instructional planning practices, this study contributes to multimodal literacy research by demonstrating that English lesson plans constitute valuable pedagogical evidence for examining teachers' conceptualizations of multimodal literacy prior to classroom implementation. Whereas previous studies have primarily focused on multimodal literacy as enacted classroom practice, the present study highlights instructional planning as an important stage in which teachers' pedagogical decisions become visible. This perspective extends prior Indonesian multimodal literacy research by showing that the strengths and limitations of multimodal literacy integration can be identified through lesson-plan analysis before instruction begins.

This study was limited to the analysis of three lesson plans developed by teachers at a single secondary school that implements the Merdeka Curriculum. Furthermore, the document-based design did not examine how lesson plans were enacted in classroom practice or how teachers adapted their instructional decisions during implementation. Accordingly, the findings should be interpreted within the context of instructional planning rather than classroom practice.

Future research may examine multimodal literacy across broader educational contexts by combining lesson-plan analysis with classroom observations, teacher

interviews, and students' multimodal learning artefacts. Such studies would provide a more comprehensive understanding of how multimodal literacy is translated from instructional planning into classroom implementation. The findings also underscore the importance of supporting English teachers in designing lesson plans that explicitly align multimodal learning outcomes, instructional activities, and assessment practices to strengthen the implementation of multimodal literacy under the Merdeka Curriculum.

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