

ABSTRACT

The study addressed the limited research examining how English teachers strategically integrate multimodal media into vocabulary instruction and how they perceive its implementation in elementary EFL classrooms. This study aimed to investigate an English teacher's strategies in using multimodal media for teaching vocabulary to young learners and to explore the teacher's perceptions of its implementation in the classroom. This study employed a qualitative descriptive design and was conducted at an elementary school in Ciamis Regency, West Java, Indonesia. The participant was one English teacher selected through purposive sampling based on teaching experience and the active use of multimodal media in classroom instruction. Data were collected through non-participant classroom observations and a semi-structured interview and were analyzed using thematic analysis to identify recurring themes related to the teacher's instructional strategies and perceptions. The findings revealed that the teacher integrated various multimodal resources, including visual, auditory, and kinaesthetic media, to support vocabulary learning. In addition, instructional strategies such as repetition, questioning, pronunciation practice, and interactive activities were implemented to reinforce vocabulary learning. However, several challenges were identified, particularly related to classroom management, media preparation, and the selection of appropriate instructional resources. Overall, multimodal media functioned as valuable pedagogical resources that supported vocabulary learning by promoting young learners' engagement and active participation. Their effective use depended on the teacher's ability to strategically select, integrate, and adapt instructional resources according to classroom needs. These findings highlight the importance of teachers' pedagogical competence in maximizing the effectiveness of multimodal media for vocabulary instruction.