

BIBLIOGRAPHY

- Al-Seghayer, K. (2024). Comparative efficacy of digital and nondigital texts on reading comprehension and EFL learners' perceptions of their merits. *Language Learning & Technology*, 28(1), 1–30. <https://hdl.handle.net/10125/73589>
- Bezemer, J., & Kress, G. (2008). Writing in multimodal texts: A social semiotic account of designs for learning. *Written Communication*, 25(2), 166–195. <https://doi.org/10.1177/0741088307313177>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Creswell, J. W., & Poth, C. N. (2024). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Deni, R., & Fahriany, F. (2020). Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 48–61. <https://doi.org/10.21580/vjv9i14862>
- Guo, X., Chen, S., & Guo, Y. (2024). Advancing multimodal teaching: A bibliometric and content analysis of trends, influences, and future directions. *Humanities and Social Sciences Communications*, 11(1). <https://doi.org/10.1057/s41599-024-04254-0>
- Habiba, U. (2024). *Vocabulary instruction practices across primary school english language learners: a systematic review*.
- Hafner, C. A. (2020). Digital multimodal composing: How to address multimodal communication forms in ELT. *English Teaching*, 75(3), 133–146. <https://doi.org/10.15858/engtea.75.3.202009.133>
- Helmi. (2023). The impact of multimodal vocabulary instruction on the acquisition and retention of English vocabulary among young EFL learners in rural settings. <https://qjurnal.my.id/index.php/educurio>
- Hidayat, L. E., Ratnawati, R., & Widiati, U. (2025). Promoting EFL students' agency for learning (AfL) through differentiated instruction: Experiences, challenges, and strategies. *The Journal of AsiaTEFL*, 22(3), 618–627.

- Hjetland, H. N., Hofslundsengen, H., Klem, M., Karlsen, J., Hagen, Å. M., Engevik, L. I., Geva, E., Norbury, C., Monsrud, M. B., & Næss, K. A. B. (2023). Vocabulary interventions for second language (L2) learners up to six years of age. *Cochrane Database of Systematic Reviews*, 2023(8). <https://doi.org/10.1002/14651858.CD014890.pub2>
- Kress, G. R., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. Arnold.
- Kusumaningrum, S. R., Dewi, R. S. I., Mardhatillah, M., Pristiani, R., Rizal, M. S., & Mustakim, S. S. (2024). Multimodal texts implementation in Indonesian primary and secondary EFL classrooms: Prospects and challenges. *Jurnal Pendidikan Progresif*, 14(3), 1475–1488. <https://doi.org/10.23960/jpp.v14.i3.2024102>
- Lakew, B. M., Yigzaw Filatie, A., & Simegn Chanie, B. (2025). Exploring innovative pedagogical approaches: Primary school EFL teachers' utilization of teaching strategies. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2510030>
- Lee, S. H., & Aspiranti, K. B. (2023). Using multimodal educational apps to increase the vocabulary of children with and without reading difficulties. *International Journal of Child-Computer Interaction*, 36. <https://doi.org/10.1016/j.ijcci.2023.100579>
- Lena, M. S., & Nikolov, M. (2025). Young Learners' Perceptions of How Their Teachers, Peers, and Parents Impact Their EFL Motivation and Task Engagement: A SEM Study. *Education Sciences*, 15(9). <https://doi.org/10.3390/educsci15091169>
- Li, W., Yu, J., Zhang, Z., & Liu, X. (2022). Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners' Vocabulary Learning. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.834706>
- Mahdi, H. S., Mohsen, M. A., & Almanea, M. (2024). Multimedia glosses and second language vocabulary learning: A second-round meta-analysis. *Acta Psychologica*, 248. <https://doi.org/10.1016/j.actpsy.2024.104341>
- Mayer, R. E. (2002). Multimedia learning. In *Psychology of learning and motivation* (Vol. 41, pp. 85–139). Academic Press. [https://doi.org/10.1016/S0079-7421\(02\)80005-6](https://doi.org/10.1016/S0079-7421(02)80005-6)
- Mayer, R. E., & Fiorella, L. (2021). The Cambridge handbook of multimedia learning (3rd ed.). Cambridge University Press. <https://doi.org/DOI:10.1017/9781108894333>

- McWayne, C. M. ., & Gadsden, V. L. . (2024). *Early childhood research for educational equity : family-school-systems connections*. Paul H. Brookes Publishing Co.
- Nation, I. S. P (2001). *Learning vocabulary in another language* (Vol. 10). Cambridge university press Cambridge.
- Nugraha, G., Ratnawati, R., & Surachmat, AM. (2019). Exploring low and high students perception on engaging e-dictionary in mastering vocabulary: cross-sectional survey. *Indonesian EFL Journal*, 5(1), 37. <https://doi.org/10.25134/ieflj.v5i1.1609>
- Paudel, P. (2025). Use of multimodal glosses in teaching English vocabulary for non-English specialised undergraduates in public university in Nepal. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1443803>
- Phillips, B. M., Oliver, F., & Willis, K. B. (2022). Engaging, Explicit, and Elaborated: An Initial Trial of Media-Enhanced Preschool Vocabulary Instruction. *Topics in Language Disorders*, 42(4), 304–318. <https://doi.org/10.1097/TLD.0000000000000297>
- Piaget, J., & Inhelder, B. (2008). *The psychology of the child*. Basic books.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rajayi, S., & Maleki, R. (2023). On the Impact of Teaching Vocabulary through Asynchronous Social Media on EFL Learners' Vocabulary Learning and Retention. *Anatolian Journal of Education*, 8(2), 181–194. <https://doi.org/10.29333/aje.2023.8212a>
- Ratnawati, R., & Nurhasanah, I. (2021). Investigating students' experiences and preferences on tools and activities in emergency remote learning amidst COVID-19 pandemic. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 6(1), 36–57.
- Ratnawati, R., & Romansyah, R. (2022). Analyzing EFL classroom interaction in contextual teaching and learning among class members. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 9(2), 164–176.
- Smaldino, S. E. ., Lowther, D. L. ., Mims, Clif., & Russell, J. D. . (2019). *Instructional technology and media for learning*. Pearson Education, Inc.
- Sutrisno, D., Noor Azlinda Zainal Abidin, Nanda Pambudi, Aydawati, E., & Sulfikar Sallu. (2024). Exploring the benefits of multimodal literacy in english teaching: engaging students through visual, auditory, and digital

- modes. *Global Synthesis in Education Journal*, 1(2), 1–14.
<https://doi.org/10.61667/xh184f41>
- Swee, P., Goh, C., Chee, L., Loy, N. A., Wahab, R., Nor, S., & Raja, H. (2020). Preschool teachers' use of English as a medium of instruction: A systematic review of barriers and strategies. In *Issues in Educational Research* 30 (3).
- Teng, M. F. (2023). The effectiveness of multimedia input on vocabulary learning and retention. *Innovation in Language Learning and Teaching*, 17(3), 738–754. <https://doi.org/10.1080/17501229.2022.2131791>
- Trifonova, M., & Kiryakova, G. (2025). Multimodal Learning Resources: A Way to Engage Students' Senses. *Engineering Proceedings*, 103(1).
<https://doi.org/10.3390/engproc2025103013>
- Veliz, L., & Véliz-Campos, M. (2025). Multimodality as a “third space” for English as an additional language or dialect teaching: early career teachers' use and integration of technology in culturally and linguistically diverse classrooms. *Educational Review*, 77(4), 1140–1154.
<https://doi.org/10.1080/00131911.2023.2287415>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.
- Walsh, M. (2010). Multimodal literacy: What does it mean for classroom practice? *Australian Journal of Language and Literacy*, 33(3).