From Screen to Story: Freshmen's Writing Skills Through Multimodal Task-Based Approach

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Abstract

Writing remains a persistent challenge for freshmen in English as a Foreign Language (EFL) context, particularly in generating ideas, applying grammar accurately, and producing coherent texts. This study employs a case study method to investigate students' perceptions of an e-Multimodality Workbook that integrates visual stimuli within a Task-Based Learning (TBL) framework to enhance writing proficiency in a Basic Writing class. Data were gathered from twelve purposively selected students through semi-structured interviews and analyzed using the CIPP (Context, Input, Process, Product) evaluation model. The findings show that colored visual prompts effectively enhance imagination, idea development, and comprehension of abstract concepts, whereas black-and-white images and insufficient grammatical guidance hinder clarity and engagement. A pedagogical framework was used in designing the e-Multimodality Workbook, which serves as a learning aid and a medium that facilitates assessment. A linguistic expression in term of visual meaning proses was used in this book. A technology-based adaptive learning materials that integrate multimodal tasks and student feedback is a product of this research. This supports the development of writing competencies at a higher level. Furthermore, the findings suggest that this book can enhance learner autonomy across various levels of EFL proficiency.

Keyword: English Writing, Multimodality, Task-based Approach.

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Introduction

There are four skills in English and writing skill is notorious challenging skill for non-native English students. The students at both beginner and intermediate, as evidence, have a level of insight about how a complex of writing process. It requires mastery of various language components in daily life, such as understanding grammar and vocabulary, knowing the syntax, and creating cohesion paragraphs (Gatcho & Ramos, 2020). One of significant challenges in writing is linguistic knowledge. Here, the students have an obstacle to compose sentence structure correctly, such as understanding past tense verbs, changing verbs to nouns, and placing certain prepositions (Bampoe et al., 2025). Furthermore, a central role in determining the success of writing is a understanding of tenses, ensuring that the message is conveyed and accurately interpreted by the target audience (Curtin, 2021). Not just that, it will help students to avoid unclear or ambiguous ideas in the process of writing. This study was conducted to measure how first-year students who frequently face difficulties in choosing appropriate verb forms and conjunctions in writing cope with these challenges. It will also demonstrate how effective instruction can be applied to focus on the use of situational grammar. Furthermore, it was found that aspects of these linguistic difficulties not only hinder written expression but also reduce students' confidence and motivation to write in English.

To address these challenges, researchers have explored various pedagogical strategies aimed at improving writing competence. In response, the use of visual and textual stimuli is one approach implemented to generate students' ideas for writing. This is supported by the results of a study that used illustrated poetry in a writing class to encourage students to express and interpret the images through written narratives in English (Rajendra & Kaur, 2022). In line with these findings, other researchers used the Picture-Word Inductive Model to encourage students to write descriptive texts and found that students were more engaged when visual image simulations were embedded alongside the textual material (Oktafiani & Husnussalam, 2021). Both studies clearly applied the Visualization Auditory Kinesthetic (VAK) learning theory, where multimodal stimuli (color, sound, and movement) can improve students' linguistic and cognitive abilities and enhance their writing (Kusumawarti et al., 2020). These research findings were then reviewed and integrated with recent advances in educational technology that further expand the possibilities for providing visual media in writing classes. This media can be integrated with artificial intelligence (AI)-based tools that enable the transformation of text into images and vice versa, thus

facilitating the access to multimodal teaching materials in both linguistic and visual forms (Zhu et al., 2023). From the results of this study, a writer is no longer limited to mere textual communication between teacher and student, but is increasingly assisted by the processing of ideas from semiotic sources.

This is likened to a paradigm shift in literacy, where writing is not only through words but also through the interaction of various modes of communication, visual, auditory, gestural, and spatial, which is then called multimodal (ELT, 2023) (Trisanti et al., 2022). Meanwhile, multimodal literacy refers to an individual's ability to interpret and create messages from various modes used when writing or reading, then consciously process language within a broader semiotic system, which can strengthen understanding, stimulate creativity, and encourage critical thinking (Lim & Polio, 2020). An example of this is that multimodal assignments in higher education challenged students to analyze and synthesize information from various sources such as images, videos, and audio, thereby deepening their understanding of meaning beyond the surface level of text to critical thinking level (Lim & Polio, 2020). Similarly, another study showed that integrating video-based storytelling activities encouraged learners to construct digital narratives that combined linguistic and visual elements, thereby increasing engagement and self-expression (Tanrıkulu, 2022). These examples demonstrate that multimodality enriches writing instruction by connecting abstract linguistic learning with real-life, contextual experiences.

Within EFL pedagogy, several instructional models have been adopted to enhance writing development. Traditional lecturing remains common, but its limitations in promoting active learner participation have prompted educators to adopt more interactive (Malikovna et al., 2022). Alternative approaches include the use of electronic media such as TED Talk commentaries to engage learners in critical reflection (Allagui, 2021), Problem-Based Learning (PBL) to enhance problem-solving and scientific writing skills (Sari et al., 2021), and Task-Based Learning (TBL) to improve writing performance through authentic communicative tasks (Tusino et al., 2020). Among these, the Task-Based Learning approach has received increasing attention for its emphasis on meaningful communication and learner autonomy. TBL engages students in goal-oriented tasks that mirror real-world contexts, promoting experiential learning and authentic language use. As some researchers observe, integrating multimodal elements, such as images, audio, and video, into task-based assignments can further support learners in overcoming linguistic barriers while enhancing creativity and engagement. Through such integration, students are encouraged to think critically, apply grammar contextually, and express themselves with greater

fluency and confidence. The combination of TBL and multimodal literacy thus offers a comprehensive framework for addressing the multifaceted nature of writing in EFL contexts. (Davis, M. & Lin, 2023) note that collaborative multimodal tasks also promote social interaction, problem-solving, and creativity, enabling students to co-construct meaning and refine their writing skills within supportive learning environments. However, a key distinction of the present study lies in its focus on a structured, sequential workbook format, which contrasts with the more open-ended or technology-heavy digital projects often described in prior multimodal-TBL research. This approach provides a scaffolded bridge for beginners, systematically guiding them from visual interpretation to linguistic production within a coherent TBL framework.

Despite the growing body of research on writing pedagogy, several gaps and limitations remain. First, most studies investigating visual-based writing strategies have focused primarily on print-based or static materials (Davis, M. & Lin, 2023). While these materials stimulate imagination, they often fail to capture the interactive and dynamic dimensions of multimodal learning made possible through digital media. Consequently, the full potential of multimodal literacy, especially its integration with task-based instruction, remains underexplored in EFL writing contexts. Second, previous studies have tended to emphasize product-oriented outcomes, such as grammatical accuracy or vocabulary improvement, rather than exploring process-oriented insights into how learners experience and respond to multimodal tasks. For example, while (Davis, M. & Lin, 2023) demonstrated the effectiveness of TBL for improving writing performance, their analysis centred on quantitative results rather than qualitative evidence of learner engagement, perception, or creativity. Similarly, (Davis, M. & Lin, 2023) discussed multimodal assignments in theoretical terms but provided limited empirical data on students' voices in experiencing such practices. Third, while there is a wealth of research on the application of multimodality in language learning, very little research has examined how multimodal resources can be strategically aligned with the specific grammatical and cognitive challenges faced by beginning or novice writers. For this reason, researchers continue to examine studies that identify persistent difficulties learners face with verbs and conjunctions, but the results show that few studies integrate visual or multimodal frameworks to address this linguistic gap between what is seen and what is written (Curtin, 2021). While previous findings have confirmed that multimodal learning enhances linguistic intelligence (Kusumawarti et al., 2020), the multimodal shaping of linguistic production, particularly in EFL writing, remains under-theorized. Therefore, many multimodal writing initiatives have been implemented in advanced or professional

English language settings, leaving few studies focused on freshmen or basic writing courses in non-native contexts. Because early writing experiences significantly influence students' confidence, motivation, and, later academic performance, the lack of attention to beginning-level learners still remains problematic. As other research has shown, writing fluency and critical thinking are related to the ability to interpret and manipulate multimodal resources and suggest that first-year students would benefit greatly from structured multimodal exposure (Kusumawarti et al., 2020).

This gap became the starting point for this research. This study aimed to investigate new students' perceptions of the digitally enriched e-Multimodality Workbook within a Task-Based Learning (TBL) framework for the Basic Writing course. Furthermore, the researcher specifically addressed the underexplored integration of dynamic digital media with TBL by going beyond static, print-based materials. The results, which were initially only product-oriented, became a qualitative testing activity of the learning process that prioritizes student voice, engagement, and experiential data to understand how students were directly involved in completing multimodal tasks. This illustrated Multimodal Workbook is also strategically designed to address specific grammatical challenges, such as the use of verbs and conjunctions, that are common among freshmen. This study is to bridge theoretical claims about multimodality with empirical evidence of its practical application, ultimately explaining the mechanisms by which multimodal input can shape linguistic production in elementary writing contexts. The design of e-multimodal book is to integrate various semiotic resources such as images, color schemes, and spatial designs with structured writing tasks. Each task design requires first-year students to describe, narrate, or interpret visual scenes within each unit, then translate visual perception into written linguistic production. Through this process, learners were expected to engage in deeper conceptual thinking, apply grammatical structures contextually, and expand their vocabulary. Here, the inclusion of image-based stimuli aligns with previous findings that visual prompts enhance students' ability to generate ideas and construct meaning (Rajendra & Kaur, 2022). However, unlike previous print-based materials, this workbook employs digital and colour-enhanced visuals to create a more immersive learning environment. Furthermore, it differentiates itself from prior multimodal-TBL studies by explicitly targeting foundational grammar issues (e.g., verbs, conjunctions) through tailored visual-textual tasks, rather than focusing solely on broad communicative competence or digital storytelling. This study seeks to investigate freshmen's perceptions and responses to multimodal tasks in a Basic Writing course, identify the challenges they face, and analyse how their engagement with the

researcher-developed e-Multimodality Workbook informs the improvement of writing pedagogy within EFL settings. By giving voice to students' reflections, the research provides empirical grounding for a learner-centred model of multimodal writing instruction, one that not only addresses linguistic difficulties but also redefines writing as an integrated process of seeing, thinking, and creating.

Methodology

Research Design

This study employed a qualitative case study design to gain an in-depth understanding of first-year students' experiences in using the e-Multimodality Workbook in a Basic Writing class (Rajendra & Kaur, 2022). The case study approach was chosen because it allows for a comprehensive exploration of participants' perceptions, attitudes, and interactions with the pedagogical tool in its authentic instructional setting. To ensure methodological rigor and systematic analysis, the study was guided by the CIPP Evaluation Model (Rajendra & Kaur, 2022) which examines four interrelated dimensions: Context, Input, Process, and Product (Stufflebeam, 2003). This framework provided an analytical lens for evaluating how effectively the workbook supported learning, how students engaged with its multimodal content, and how it influenced their writing development.

Participant

The participants consisted of twelve undergraduate students aged between 18 and 20 years, enrolled in a Basic Writing course within an English Education Department at a university in Indonesia. Participants were purposively selected from three different classes based on their regular attendance, willingness to participate, and ability to express reflections during interviews. Each participant had completed twelve instructional meetings using the e-Multimodality Workbook before the data collection phase. The use of purposive sampling ensured that those selected had comprehensive experience with the workbook and could offer rich, contextualized insights into its pedagogical value.

Instrument

Two primary instruments were employed for data collection in this study: semi-structured interviews and students' written assignments. The process of conducting semi-structured interviews began with the systematic development of an interview protocol designed to explore students' perceptions of their multimodal writing experiences through the framework of the CIPP Evaluation Model (Context, Input,

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Process, and Product). The initial step involved formulating a pool of potential interview questions derived from an extensive review of scholarly works on multimodal literacy, English as a Foreign Language (EFL) writing pedagogy, and task-based instruction (e.g., Lim & Polio, 2020; Kress, 2022; Davis & Lin, 2023). These preliminary questions were then organized according to the four dimensions of the CIPP model. The Context dimension addressed students' initial challenges, needs, and expectations in writing; Input examined their perceptions of the e-Multimodality Workbook's design, organization, and visual quality; Process focused on their engagement during task completion, interaction with multimodal features, and perceptions of grammar scaffolding (Chen, 2022); while Product explored their reflections on learning outcomes such as writing improvement, motivation, and confidence.

Following the initial design, the interview protocol underwent expert validation to ensure its content validity, clarity, and theoretical alignment. Two specialists in English education and qualitative research reviewed the questions and provided constructive feedback. A pilot interview with two students outside the main participant group was then conducted to test the flow, clarity, and appropriateness of the questions. Based on the pilot results, minor revisions were made to simplify the wording and eliminate redundancies. After the validation phase, individual face-to-face interviews were conducted with the twelve participants at the end of the twelfth instructional meeting. The interview protocol contained fifteen open-ended questions such as "How do the images in the workbook help you generate ideas?" and "In what ways do grammar instructions support or hinder your writing?" Each interview lasted approximately 30–40 minutes, was conducted in Indonesian to ensure fluency and comfort, and was audio-recorded with participants' consent before being transcribed verbatim for qualitative analysis.

The second instrument consisted of students' written assignments, which were collected from twelve sessions of the multimodal writing course. These assignments served as supporting data for triangulation, enabling the researcher to cross-validate themes identified from the interview results. The written works were analyzed qualitatively to identify indicators of linguistic development such as grammar accuracy, vocabulary expansion, idea organization, and textual coherence. The integration of interview and writing data provided a comprehensive understanding of how the multimodal learning experience influenced both students' perceptions and their observable writing performance.

Data Analysis

The data were analyzed using a combination of thematic and content analysis to ensure comprehensive evaluation aligned with the study's framework. Thematic analysis was conducted following six-phase model, which includes familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing the final report (Braun, V., & Clarke, 2006).

All interview data were transcribed verbatim immediately after the interviews and carefully reviewed several times to identify recurring patterns and meanings. Each transcript was manually coded by the researcher to highlight key expressions related to students' experiences in using the e-Multimodality Workbook. For instance, when a student stated, "*I like the pictures because they help me imagine the story before writing,*" it was initially coded as "*visual aids support imagination.*" Similarly, another student's comment, "*Sometimes I don't know what tense to use because the instruction doesn't say clearly,*" was coded as "*need for explicit grammar guidance.*" These initial codes were written in the margins of printed transcripts and later compiled in a coding matrix for further comparison. To ensure inter-coder reliability and consistency, a second researcher independently coded two sample transcripts. For example, both researchers identified the same statements under codes such as "*color images increase engagement*" and "*lack of grammatical instruction clarity.*" The degree of coding agreement between the two researchers was 90%, and discrepancies were discussed until consensus was achieved. This cross-checking process strengthened the credibility of the coding and minimized subjective interpretation bias.

The emerging codes were then grouped into broader themes using the CIPP Evaluation Model (Stufflebeam, 2003), which provided a structured lens to interpret students' perceptions and experiences. For instance, comments reflecting students' initial struggles to generate ideas were categorized under the Context dimension, while statements regarding the design of visuals and clarity of instructions were grouped under Input. Descriptions of active engagement during multimodal writing activities were classified as Process, and reflections on improved confidence, vocabulary, and writing fluency were included under Product. For example, the quote "*The colorful images make me more interested and help me describe things bette*r" was categorized under Input, representing how visual clarity contributed to learning engagement. Another student statement, "*Now I can write faster because I can imagine what happens in the picture,*" was coded under Process, emphasizing how multimodal stimuli improved idea generation and task flow. To illustrate the alignment of this

thematic organization, the Context dimension captured challenges such as lack of writing ideas and difficulty starting sentences; Input addressed the clarity, color quality, and layout of workbook visuals; Process included evidence of how students interpreted images, interacted with instructions, and collaborated with peers; and Product reflected learning outcomes such as increased confidence, improved grammar accuracy, and broader vocabulary use. It means that this e-Multimodality Workbook has offered solution among the challenges.

On the other hand, exploring linguistic development and learning outcomes should be done by evaluating content analysis. The four main indicators of content analysis are: 1) grammatical accuracy, 2) vocabulary range, 3) textual coherence, and 4) integration of visual content into the writing. For example, in an early draft of a chapter on the airport, a student wrote;

"Mary go to airplane and bring many bags…",

This sentence contained verb and pluralization errors. By the end of the semester, the same student wrote;

"She is going to the airplane and carrying many bags to check in…"

The students demonstrated improvement in tense consistency and sentence structure. Similarly, in the Living Room unit, a student's first description;

"The man sit chair watch TV…"

Then, the students developed into;

"The man is sitting on the chair and watching television with his family…"

It reflects as an enhanced grammatical accuracy and syntactic complexity. In the next step, the researchers interviewed those students about the content analysis and the themes. Most of students have reported that the visuals or pictures on the workbook helped them while writing. They trigger to find idea about the vocabularies showed on the pictures. It means that the richer lexical variety students have, the more precise descriptive sentences the students write. From triangulation proses, the students totally agree that thematic and content analysis could strengthen the findings and it means that the data of the study is valid. To conclude, the e-Multimodality Workbook not only increased learners' motivation and engagement, but it also contributed to measurable linguistic development.

Findings

Freshmen' Voice on Visual Quality of the Multimodal Workbook: Input

The students' views of the workbook's visual quality illustrated that color, clarity, and visual detail strongly influenced their comprehension and writing fluency. Based on data, most of students agreed that colored images improved understanding and idea generation, as those participants could better interpret actions, objects, and contexts in the provided pictures. One participant noted about colored visuals;

"I *see clearly and in detail the activities that need to be described...."*(Student 5).

The student found the object is easier convey in writing form. Similarly, Student 7 stated that;

"*The colors on pictures make facial expressions (of the characters) and objects clearer...*",

It means that the vibrant colors help students to organize ideas more effectively. However, some students expressed that excessive visual brightness or detail could distract focus. It also caused eye fatigue. Student 2 reflected that;

"*...focused too much on colorful objects like fruits in a market makes my eyes tired....*" Here, this student had to repeatedly look at brightly colored images, which led her to experience visual discomfort and express complaints. Respond to this issue, some students ended up describing those vibrant items repetitively rather than exploring the broader context. The researchers suggests that even though color imagery promotes comprehension, the designers of the book should consider to use bright colors. A balance between image clarity and students' focus should be ensured in order to support the target of students' cognitive understanding in interpreting images within a deeper contextual framework.

The content analysis supports these perceptions. Students' later writing tasks demonstrated more detailed and coherent descriptions when using color images. For example, in the *Market Scene* unit, earlier writings included simple phrases such as *"There is a fruit",* whereas later submissions expanded to *"A woman is selling fresh fruits on the wooden cart beside the road."* This linguistic improvement illustrates how vivid visuals enhanced descriptive vocabulary and spatial awareness in writing.

Freshmen's Voices on the Content Quality and Grammatical Guidance (Input and Process Dimensions)

In the second theme, the researchers examined students' perceptions of content quality. Here, they assessed the clarity of grammar instructions and writing

prompts. Nearly half of the participants emphasized that the workbook instructions were sometimes unclear about the tenses or structures to use when discussing the topics they were writing about. Student 9 noted that although a chapter focused on using the present perfect tense to write about the required topic, the accompanying exercises did not explicitly remind them to apply it. They suggested that narratives should be added to explain the use of specific grammar when writing about the required topic, rather than simply sharing a list of vocabulary related to the topic

Similarly, from Student 1, he reported that he felt confusion between using present and past tenses when describing pictures, attributing this to;

"Unclear sentence structure examples…".

These reflections indicate a need for more explicit linguistic scaffolding, as students relied heavily on grammatical cues to structure their writing. Student 12 added that clearer examples specifying *when* to use certain tenses, such as *past*, *present perfect*, or *future*, would reduce confusion and strengthen grammatical accuracy. This concern was also reflected in the written assignments. The content analysis showed that early writings often contained inconsistent tense use, such as:

"He is play football yesterday…" or *"She go to market last week…".* (Student 1 and 12)

However, after repeated workbook use, students began producing more accurate constructions like *"He played football yesterday"* and *"She went to the market last week."* This development suggests that, despite limited grammatical guidance, exposure to repeated visual and contextual writing tasks gradually improved grammatical accuracy.

Freshmen's Voices on Linguistic and Cognitive Challenges (Process and Product Dimensions)

The final theme highlights the linguistic and cognitive challenges students encountered while using the workbookIn this study, difficulties in choosing appropriate prepositions, vocabulary, and contextual expressions when describing visual elements were experienced by most students as explained by Student 4, the difficulties included whether to use; "*next to*," "*besides*," or "*near*" when describing spatial relationships in the writing process. As evidence, Student 11 mentioned that:

"…there were some challenges in finding appropriate English words for objects in certain unit….".

He wrote a paragraph about the objects and the activities in the Kitchen or Classroom. Of course, these activities required the use of a dictionary before writing.

In addition, the popularity of the topic also played a crucial role in students' writing comfort. The interview of Student 3 noted that:

"...*familiar topics like traffic jams are easier...*".

While unfamiliar ones, such as *Independence Day*, were "*more difficult because of long and complex vocabulary*".

Other views, the retention issue was experienced by the student 10. He said that:

"...*although workbook exercises were manageable, the lesson of grammar was still difficult to recall during exams without repeated practice...*".

The findings also said that the content analysis where students produced richer descriptions and more accurate grammar in familiar topics than in abstract or culturally loaded ones. For instance, writings about *Traffic Jam* included more fluent use of action verbs such as *waiting, crossing, honking*, whereas essays on *Independence Day* displayed limited vocabulary range and grammatical errors.

Discussion

The research findings illustrate that freshmen students consciously received encouragement to write longer texts through the context-based e-Multimodal Workbook, enabling them to develop their writing skills in a structured manner. From the interview results, first-year students expressed interest in the diverse themes and colorful visuals rich in meaning in the workbook. The students also emphasized that the visual images of a place and its characters functioned as conceptual scenes that encouraged them to express ideas and write those ideas from their individual perspectives. The image of a family interaction in the kitchen can be presented differently by students. Here, some wrote that they were having breakfast, others wrote that they were preparing for a birthday party because they were focused on the cake on the table, and still others considered them busy with their own things. In previous research, clear and contextually relevant images motivated students to imagine and supported the construction of meaning from the images in written symbols. Furthermore, tasks accompanied by colorful visuals encouraged students to produce more complex sentence structures and richer descriptive vocabulary. This means that visual symbols effectively support the output of in-depth linguistic understanding and are translated into everyday contexts (Rajendra & Kaur, 2022).

Negative responses to this book were also expressed by students, who noted that the overly contrasting, colorful visual details in the textbook easily distracted

them from thematic writing assignments. However, the colorful images are believed to enhance a deeper understanding of the scenes depicted by the characters in the images, making it easier for students to analyze the dialogue that might emerge as the narrative of the writing in the images. These negative and positive responses are expressions of visible visual stimulation. Initially, these first-year students were encouraged to improve their understanding through the images. Then, they were forced to cognitively process or think critically about what might be happening in the images. If the images are blurry or black and white, this process will be significantly hampered, as items cannot be identified properly. Therefore, it is recommended to design clear instructions and provide professional teaching materials (Mayer, 2021). On the other hand, balancing clear visual images with simplicity of content should be considered for a good cognitive process so that students remain focused on linguistic production in written form rather than simply observing visuals. This finding concludes that colorful, bright and clear visual designs actually show good aesthetic value, but what is more needed is the function of images as a pedagogical goal to train students to think and write down their thoughts in a foreign language.

The results of student interviews related to the grammar guide at the beginning of each unit are still categorized as inadequate. Researchers need to revise the tense formula section and provide examples of its use, not just entering commands without any explanation of grammar material. There were two first-year students who expressed uncertainty or doubt about which tense or sentence structure should be used in certain parts, for example, a picture of an airport. In the picture, the airport is visible and several people are carrying suitcases and luggage, other items are also visible such as small counters selling various products, in this case the students are hesitant to write a description of the picture using the present tense or past tense because the context could be telling an event when arriving at an airport abroad. This problem clearly has an impact on determining the appropriateness of student writing grammar, contextual doubt will greatly affect student writing in English. This finding is also consistent with previous research that emphasizes the importance for an instructor to provide situational or context-dependent grammar teaching and then that knowledge explicitly connects linguistic forms to communicative contexts in the form of written forms or communicative passives (Curtin, 2021). In addition to the writing guidelines for tense types, researchers also analyzed student writing samples that were found to contain tense inconsistencies and missing grammatical markers throughout the paragraphs, for example, not including the nominal "to be" (am/is/are) or not using the present participle after "to

be." Document analysis was conducted for each unit, a total of 12 units written by first-year students, and after repeated work on the assignment. The students were ultimately able to perform better in writing after receiving similar instructions but different topics. Here, the students began to gradually improve their tense accuracy from meeting to meeting. Therefore, it can be concluded that visual and contextual repetition can support the acquisition of implicit or unconscious grammar. This improvement provided students with the opportunity to engage in the observation and hypothesis testing process from the beginning to the end of the study. The repeated exposure to similar tasks allows them to self-correct and internalize grammatical patterns. In line with a study, multimodal materials can effectively strengthen grammatical awareness when tasks are carefully sequenced and supported by explicit instruction (Chen, 2022). However, the present research highlights that multimodal writing tasks require balanced integration of visual and linguistic input, visuals to inspire ideas, and grammar-focused scaffolds to refine linguistic accuracy.

Related to the third theme of the book, the students complained that they had difficulty remembering vocabulary, correct prepositions, and interpreting ambiguous visual details. Among the students interviewed, some admitted to relying on digital dictionaries to identify unknown words, or sometimes asking the teacher directly, this was especially the case in topic-based units such as Independence Day where students had difficulty understanding the English words tug of war, jump-sack, etc. Other studies has done identifying the limited vocabulary and prepositional errors as persistent barriers to EFL writing (Zhu et al., 2023). In English classes, first-year students are exposed to a large vocabulary base as input for learning English language skills. Over time, the students develop a vocabulary bank, and the problem is that some vocabulary words have more than one meaning, making it difficult for them to choose the right words for abstract or unfamiliar topics.

These issues prompted researchers to revise the textbook by expanding receptive vocabulary. Initially, this feedback was ineffective in encouraging the students to actively engage in using topic-specific vocabulary in their writing. This confirms that using vocabulary in productive writing activities without directed practice is useless. Subsequently, after interviews, the researchers triangulated data with all respondents. They revealed that basic knowledge of a topic can result in more fluent and accurate writing because students imagine familiar scenarios, such as traffic jams. Conversely, abstract or culturally specific themes, such as Independence Day, present unfamiliar vocabulary despite their basic knowledge of the day. This pattern underscores the importance of contextual relevance and experience in designing

multimodal materials. Furthermore, student reflections on confusion in using prepositions *such as "next to," "beside," or "near"*, indicate that multimodal stimuli alone are insufficient to develop syntactic accuracy without a focused understanding of linguistics. Teachers need to co-instruct grammar with writing classes so that input and output processes occur simultaneously.

This study makes a distinct contribution to multimodal writing research by demonstrating that the synergy between visual engagement and linguistic scaffolding is crucial for developing both fluency and accuracy. While earlier studies emphasized visual literacy primarily as a tool for comprehension (Lim & Polio, 2020; Kress, 2022), the present research shows that multimodal task-based writing fosters integrative learning in which visual prompts stimulate idea generation and structured grammar instruction sustains linguistic accuracy.

Moreover, the framework of a structural CIPP model which can evaluate multimodal teaching materials do not just become the product itself but the entire multimodal writing ecosystem. The model starts from contextual input and visual design to the cognitive process of writing and the final linguistic output. This study makes a significant contribution by integrating the CIPP evaluation model with qualitative interview data, which was then triangulated. The interviews and content analysis process in this study yielded useful findings for the process of creating a good e-multimodality textbook for writing classes. The students' assessments of multimodality textbook writing in the context of everyday life were shown to provide feedback that improved the textbook. In contrast to previous research, this study actually links students' self-reported multimodal textbook writing experiences with tangible linguistic improvements in their writing, whereas other studies using CIPP have not seen a tangible process of revision and evaluation over a long period. This study was conducted throughout the semester. The approach used shows that multimodal materials not only increase students' affective engagement with gradually honed writing skills but also produce measurable improvements in grammar, vocabulary, and textual coherence, and this is testable.

This study provides several important pedagogical implications for textbook design and the implementation of multimodal writing materials. The first finding suggests that visual clarity should be prioritized over decorative complexity to prevent cognitive overload. As previously mentioned, textbook images should be high-quality, with eye-pleasing colors, and contextually relevant or age-appropriate for students. Interviews led to the conclusion that unclear textbook images could lead to biased or even unexplained perspectives. Unnecessary details should be revised, as they can

distract students from items that do not explain the context of the images. The second finding suggests that grammar guidance should be explicit and integrated directly into multimodal assignments. It should also be placed or discussed at the beginning of each unit before the main material, for example through opening sentences, tense reminders, and model texts highlighting target structures placed at the beginning of the unit or on the first page. The third finding suggests that providing pre-task lexical materials within thematic units, such as word banks and collocation exercises, can address vocabulary and preposition challenges, particularly for topics that are culturally unfamiliar to students.

Finally, bookmakers should create tasks sequentially from easy to difficult unit levels or from the easiest and most familiar basic grammar to contexts that are less familiar to students, and include repeated exercises to reinforce grammatical forms and vocabulary, thus bridging the gap between receptive understanding and productive use

The effective implementation of this multimodal e-workbook is believed to support the development of writing skills by enhancing idea generation, organization, and motivation through visual and task-based stimuli. However, in the process of data triangulation, learners remain dependent on the clarity of the linguistic framework and the balance between visual stimuli and the cognitive load involved in the content. It was confirmed that although multimodal input improves descriptive quality with the addition of colorful images, improving grammatical accuracy and lexical precision requires explicit and repeated instruction in separate sessions. The potential exists for making the Electronic Multimodal Workbook an adaptive and pedagogically grounded tool for EFL writing instruction and provides a basis for future refinements in multimodal curriculum design.

Conclusion

An electronic Multimodality Workbook integrating Task-Based Learning (TBL) principles into a Basic Writing course has been evaluated in stages using the CIPP (Context, Input, Process, and Product) evaluation model as an analytical framework. The findings indicate that the integration of visual stimuli and structured writing tasks effectively improves first-year students' ability to generate ideas, organize content, and use vocabulary appropriately in communicative contexts. Furthermore, in the multimodal design section, the book successfully supports students in visualizing abstract concepts, fostering creativity, and connecting visual interpretations with written expression in their performance sheets, a process that involves personal

reflection and writing autonomy among students. However, several limitations emerged. The first difficulty reported by first-year students was unclear grammar instructions, such as the absence of expected tense and preposition usage guidelines in the assignments. Therefore, the proposed solution required more explicit linguistic guidance, allowing researchers to revise the workbook accordingly. The second problem was the use of black-and-white images. The students reported that black-and-white images hindered their comprehension and imagination of the objects depicted. This is clearly a significant problem for visually oriented learners. Based on these issues, the researchers realized that the workbook desperately needed further refinement to provide a clearer grammatical framework and more stimulating and colorful visual input. The results of this study provide pedagogical benefits for EFL teachers, as they can develop similar teaching materials to achieve the target of improving students' English writing skills. The next proposed solution is the use of explicit grammar, thematic, and colorful visuals to strengthen linguistic accuracy and creativity in EFL students' writing. This study sheds more light on the potential of multimodal task-based materials to bridge language form and communicative function, supporting both the cognitive and creative aspects of learning. With these conclusions, the researchers acknowledge that this study is still very limited due to the small sample size of only three classes in a basic writing class at a university in Jambi and the relatively short duration of implementation. The researchers suggest that future studies could involve a broader group of participants, employ a mixed-methods design, and explore digital multimodal platforms to further enhance engagement and measure writing development over the long term.

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