

Exploring EFL Teachers' Perceptions and Practices of Using Multimodal Texts in Teaching Writing

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This qualitative study examines English as a Foreign Language (EFL) teachers' perceptions and practices of using multimodal texts in teaching writing to EFL students at a Vietnamese university in Mekong Delta. Through in-depth interviews and classroom observations, the research explores the perceptions, practices, experiences, and challenges faced by EFL teachers in utilizing multimodal texts in their writing instructions. Drawing upon multimodal and constructivist theories, the study delves into the context of EFL teaching writing in Mekong Delta. It aims to explore EFL teachers' perceptions and practices in using multimodal texts including visuals, audios and digital texts in their teaching writing classrooms. The expected outcomes will reveal EFL teachers' perceptions align with their practices in using multimodal texts in teaching writing and promoting student engagement, creativity, and language proficiency. Additionally, the study is expected to uncover the importance of teacher training, pedagogical flexibility, and technology integration in successful use of multimodal texts in writing instructions. The research will contribute to the existing literature on EFL pedagogy by offering insights into perceptions and instructional practices that support writing development among EFL learners in Vietnam. Recommendations for curriculum design, teacher professional development, and future research directions are discussed.

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