

CHAPTER V

CONCLUSION AND RECOMENDATION

This concluding chapter synthesizes and integrates key findings derived from the multimodal semiotic analysis of the Grade 12 English textbook *Life Today*, highlighting its implications for theoretical advancement and educational practice. In addition, this chapter provides detailed, evidence-based recommendations targeted at textbook designers, curriculum developers, educators, and future researchers.

5.1 Conclusion

This study aimed to examine how multimodal resources—particularly linguistic, visual, and spatial modes—are employed in the Grade 12 textbook *Life Today* to represent and develop key 21st-century skills: critical thinking, communication, collaboration, creativity, information literacy, and media literacy. Utilizing Halliday’s Systemic Functional Linguistics (SFL), Kress and van Leeuwen’s Visual Grammar, and the P21 Framework as analytical lenses, the study identified consistent and effective integration of multimodal elements that support these skills.

Critical thinking and communication emerged as prominently represented skills throughout the textbook. These were fostered effectively through structured dialogues, evaluative discussions, and reflective activities. Collaboration was notably represented through peer interactions, group discussions, and role-play exercises. Creativity appeared prominently in open-ended tasks, particularly narrative writing and multimedia projects. Additionally, activities involving infographics and structured digital interactions successfully supported information and media literacy. These findings illustrate the textbook’s intentional use of multimodal resources to support robust educational goals.

5.2 Implications of the Study

The study provides both theoretical and practical implications. Theoretically, this research enriches existing literature in multimodal discourse analysis by

demonstrating concretely how linguistic and visual elements function synergistically to represent educational content and 21st-century competencies. The integration of SFL, Visual Grammar, and the P21 Framework offers a replicable analytical model beneficial for further studies in multimodal educational analysis.

Practically, this research informs textbook authors, educators, and curriculum developers on the significant role multimodal features play in language education. Specifically, it underscores the necessity for textbooks to employ multimodal elements strategically to foster cognitive and communicative competencies, as demonstrated through the analyzed textbook's design and structure.

5.3 Recommendations

The detailed analysis in this research provides a basis for comprehensive recommendations directed toward various stakeholders involved in educational material development and classroom implementation.

5.3.1 Recommendations for Textbook Designers and Authors

Textbook designers and authors should systematically ensure balanced integration of multimodal resources, consistently aligning visual elements with textual content across all units. Visual aids should explicitly illustrate complex linguistic structures, such as argumentative and narrative elements, thereby enhancing comprehension and engagement. Moreover, activities specifically designed to promote critical thinking, such as structured comparative analyses and evaluative discussions of real-world scenarios, should be explicitly embedded throughout the textbook, following successful examples observed in Units 2 and 3. Activities promoting communication, such as structured dialogues, podcast creations, and interactive role-playing exercises, should be consistently incorporated to strengthen students' spoken and written communication skills.

Additionally, textbook authors should prioritize explicit instructions and structured prompts that encourage collaborative learning, incorporating tasks like peer-review sessions and group decision-making clearly modeled within the

analyzed units. Creative tasks should be designed with greater frequency and explicitness, fostering student autonomy and innovative expression. To further enhance information and media literacy, designers should include a greater number of structured diagrams, infographics, digital QR-linked resources, and clearly articulated analytical tasks, enabling students to critically engage with multimodal content effectively.

5.3.2 Recommendations for Curriculum Developers

Curriculum developers should formulate explicit guidelines outlining multimodal literacy expectations, clearly articulating benchmarks for effective integration of visual, textual, and interactive resources within educational materials. Such frameworks should define how multimodal resources specifically foster critical thinking, collaboration, creativity, communication, information literacy, and media literacy. Regular and systematic reviews of educational materials should be instituted, ensuring continued alignment with contemporary pedagogical standards and technological developments, as exemplified by themes such as digital finance and digital etiquette analyzed in the study. Continuous curriculum updates are vital to reflect evolving digital literacies and educational paradigms, thereby maintaining the relevance and practical effectiveness of multimodal teaching materials.

5.3.3 Recommendations for Educators

Educators should be supported with professional development opportunities that specifically address multimodal instructional strategies, providing practical training in the use of frameworks like SFL and Visual Grammar. Teachers must be empowered to systematically integrate multimodal activities—such as podcasts, structured dialogues, role-plays, peer-evaluation tasks, and reflective writing exercises—into their regular classroom practices, drawing inspiration from successful tasks analyzed within this textbook. Furthermore, educators should

receive explicit guidelines for adapting textbook multimodal content to diverse classroom contexts, ensuring inclusive, differentiated, and student-centered learning environments.

5.3.4 Recommendations for Future Research

Future research should focus on empirical studies examining student interaction and reception of multimodal materials, specifically investigating how different modes affect learners' comprehension and engagement. Longitudinal studies examining sustained impacts of multimodal instructional practices on students' language proficiency and skills development would provide deeper insights into long-term educational outcomes. Additionally, cross-cultural comparative research is recommended to further validate and potentially refine the analytical frameworks employed, thereby enhancing the generalizability and effectiveness of multimodal semiotic analysis across diverse educational settings globally.

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