

ABSTRACT

Ary Maulana Muaripin, Multimodal Analysis of English Teachers' Verbal and Nonverbal Communication in Classroom Interaction (A Case Study at a Vocational High School in Bandung Regency)

This study employed a qualitative case study design at a vocational high school in Bandung Regency, West Java, Indonesia. The participants consisted of two English teachers and students from eight classroom groups. Data were collected through eight video-recorded classroom observations, each lasting approximately 90 minutes, and semi-structured Video-Stimulated Recall (VSR) interviews with the participating teachers. The data were analyzed using a multimodal discourse analysis approach, focusing on the use and coordination of speech, gesture, and gaze in classroom interaction. To ensure coding reliability, an inter-coder check was conducted on the video segments. The analysis examined four speech codes, two gesture codes, and two gaze codes.

The findings show that speech was the most frequently identified communicative mode, accounting for 61.2% of the recorded occurrences, followed by gaze at 21.7% and gesture at 17.1%. The speech codes consisted of Explanation, Questioning, Instruction, and Feedback. Gesture was represented by Illustrating and Pointing, while gaze consisted of Directing Attention and Turn-taking. The findings further indicate that these communicative resources were coordinated to present and clarify instructional content, direct students' attention, invite responses, regulate participation, and organize classroom interaction. The co-occurrence analysis showed recurring relationships among the three modes. Explanation frequently occurred with Illustrating and Directing Attention, while Questioning showed a notable relationship with Turn-taking. The cross-case analysis revealed that variations in multimodal configurations were driven by distinct pedagogical contexts, such as explaining text structures versus grammar instruction. The VSR interviews provided contextual insights into the teachers' communicative intentions and pedagogical considerations, supporting the interpretation of the observed multimodal practices.

The study concludes that classroom communication in the observed vocational EFL context was inherently multimodal and predominantly teacher-led. Speech functioned as the primary communicative mode, while gesture and gaze contributed complementary visual, embodied, and interactional resources. The coordination of the three modes reflects a multimodal repertoire through which instructional meaning was constructed, students' attention was directed, participation was regulated, and classroom interaction was organized. This coordination is consistent with the concept of intersemiotic complementarity and contributes to teachers' Classroom Interactional Competence. However, the teacher-led interactional pattern should be understood as a context-specific characteristic of the observed classroom rather than as a general characteristic of vocational education or as a consequence of multimodal communication itself. Multimodal communication and teacher-led classroom interaction can coexist within the observed vocational EFL context.

Keywords: Multimodal Communication, Classroom Interaction, Multimodal Discourse Analysis, Vocational EFL, Teacher-Led Interaction.