MULTIMODALITY MATTERS FOR AN ENGLISH TEACHER YOUTUBER!: A SYSTEMIC FUNCTIONAL MULTIMODAL DISCOURSE ANALYSIS OF A RAMADAN VOCABULARY LESSON VIDEO

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ABSTRACT

YouTube has been one of the prominent and significant social media platforms used for many purposes in various fields in recent times, particularly without doubt in the English language teaching field too. To make use of it effectively, teacher YouTubers are required to take into account several factors. One of which is the use of more than one semiotic resource in delivering their messages. Nevertheless, to the best of the writers' knowledge, prior studies inspecting the meanings made by a teacher YouTuber within a systemic functional multimodal discourse approach were found to be limited, particularly those that address a vocabulary lesson about Ramadan by a native teacher. Thus, the present study is intended to investigate the ways a male native teacher YouTuber makes meanings through such a social media platform, YouTube. A systemic functional multimodal discourse analysis focused on the ideational meaning was employed to analyse the artifact, an English vocabulary lesson video about Ramadan. Three types of semiotic resources comprising the language, gesture, and picture used by the male English native teacher YouTuber in the video lesson will be investigated. The findings reveal that the ideational meanings were realised through a number of processes or representations. The relational processes were the most frequently realisations found for language. For gestures, the ideational meanings were commonly realised through the indexical action to represent relation and the symbolic attributive for pictures. Both co-contextualising and re-contextualising relations were found among the realisations of the three semiotic resources. It was highly recommended that the use of more than one semiotic resource was employed so as to make the messages were intelligible and accessible.

INTRODUCTION

Multimodality, which refers to the use of more than one semiotic resource in communicating particular messages either in a written form or in a spoken form or even in digital settings, constitutes one of the prevalent issues in today's communication. It is by virtue of the advancement of technology, nearly all the here and now texts are multimodal. To bear in mind, the text here is not only confined to a written text, but it also includes the spoken one (Eggins, 2004), or even a mixture of these two forms. Therefore, the messages delivered in any types of communication are not likely to hinge upon on a language solely, but the interplay of the representations of gestures and images along with the use of language are considered to have key roles too (Leeuwen & Kress, 1995). Such notion also works with digital text realised on YouTube for this type of social media platform integrates written forms and other forms encompassing digital image, audio or video formats (Benson, 2017). Nevertheless, it should be noted here, as Kress (2010) points out, whether the use of the other semiotic resources other than language are significantly meaningful or they are simply used peripherally will be the issue to take into account.

To start with, the potential and significant use of the multimodal text deriving from YouTube in the context of English language teaching has been proven by a number of researchers. For instance, it was found that the exposures of multimodal texts in English for Academic Purposes (EAP) had resulted in students' significant understanding of a particular topic which is complex, e.g. globality (Chun, 2012). Also, Eisenlauer (2020) reveals that YouTube was found to be significant to promote students' multimodal and computational literacies particularly in the context of an EFL setting. Similarly, it was also found that the use of YouTube was able to foster EFL students' intracultural understanding. Additionally, Widiatmoko and Endarto (2018) also reveal that the of YouTube containing audio-visual material were considered to have some potentials not only for teachers but also for students, particularly in terms of promoting motivation and engagement of the students in EFL classrooms. In a similar vein, Sholikhah (2023) asserts that YouTube was found to be useful in enhancing the EFL students' critical thinking skills. Apart from the evidence showing the significance of the use of multimodality with respect to YouTube in the English language teaching and learning, it is, however, to best of the writers' knowledge, studies that construe the ways meaning is generated in this social media platform within systemic functional multimodal discourse approach are found to be limited. It is, therefore, the present study tries to examine the meaning-making within this type of social media platform using this approach.

The main theoretical foundation of the current study derives from the systemic functional theory (Halliday, 1994, 2004; Halliday & Matthiessen, 2014). In this light, the present study puts

the emphasis on revealing the ideational metafunction. To begin with, it is deemed essential to clarify the meaning of a metafunction here. A metafunction is defined as a particular way through which language is employed by human (Bloor & Bloor, 2004). Additionally, the ideational metafunction has to do with the ways a language is used to realise realities, events, and experiences (Gunawan, 2020). To bear in mind, the ideational metafunction is divided into two types of meaning, namely experiential meaning and logical meaning (Martin, 1992). The former addresses the issue with respect to construing meaning regarding the real world which is experienced, in particular any recognizable phenomenon is seen through various types of processes (Halliday & Hasan, 1989). Meanwhile, the latter has to do with understanding meanings associated with logical relations (p. 21). The logical relations are realised through logical elements of grammar. They particularly involve the types of connections generated between the propositions or ideas (Thompson, 2014). Furthermore, the logical metafunction is also known as the conjunction system through which conjunctive connections between events and happenings are constructed (Emilia, 2014). To bear in mind, in this case, due to some constraints, the present study was focused on one of the ideational metafuctions, i.e. experiential metafunction. It is based on a credence that the investigation of one metafunction solely is expected to provide more in-depth findings in comparison with studies investigating more than one metafunction (Hermawan & Sukyadi, 2020). In this regard, recent studies that investigate with a focus of one metafiction, for instance, are Sugianto, Prasetyo, and Asti's (2022) study on interpersonal meaning of an image in an EFL primary school textbook, Hood (2004) whose concern is on the interpersonal meaning of academic scholarly work, Sugianto, Prasetyo, and Andriyani's (2021) inspection on the ideational meanings of the interrelations between two semiotic resources of images and language on a phonics material of an EFL primary school textbook, Hao's (2015) study on knowledge building in biology subject within the ideational meaning, in particular in the meaning-making level of discourse semantics, Sugianto, Prasetyo, and Widy (2022b) investigating the ideational meaning of the gesture and language used by a native teacher in a British sitcom.

In terms of the ideational metafunction of language, particularly the experiential meaning, there are some processes used to construe particular experiences, events or realities. The processes comprise of material processes show the processes of doing (involving some participants, such as actor, process, and goal/range/beneficiary as well as some circumstances consisting of circumstances of extent, cause, location, matter, manner, role, and accompaniment), mental processes which have to do with sensing including cognition, feeling, and perceiving (the participants may encompass senser, process, and phenomenon), verbal processes which is considered to be the processes of saying (the respective participants are sayer, process, and receiver), behavioural which is also known as processes of behavioural (encompassing behaver and process), existential or the processes of existence (typically started with *there* followed with process and existent), and relational which is called the processes of being (which can be classified into attributive processes encompassing carrier and attribute and identifying processes

encompassing token and value) (Emilia, 2014; Halliday, 1994; Halliday & Matthiessen, 2004, 2014). Some scholars were found the usefulness of construing a particular text using transitivity system involving the types of processes above. In this case, a study conducted by Agustina and Suarnajaya (2021) who examined students' writing narrative text which were found mostly in the material processes. By having an adequate portions of material processes in that type of genre, readers might grasp the story vividly since the use of the material processes is essential to indicate the actions of the characters in a narrative text. Another study conducted by Emilia, Moecharam, and Syifa (2017) also reveal that the use of transitivity system is able to demystify the gender construction of some reading passages in an EFL textbook.

In addition to the ideational metafunction of language, this type of metafunction was also developed further to construe the other type of semiotic resource, such as gesture. In this light, the ideational meaning of gesture was advocated initially by Martinec (2000). To some extent, his proposals regarding the processes of gestures are similar to those in language, but he left out one process, namely the mental process for it is unable to be realised. Nevertheless, such notion was criticized by Lim (2017) who argues that mental processes of gestures are observable through the actions of index fingers touching temples (Lim, 2017). Further, he advocates three types of the ideational meanings of gestures, comprising presenting action which typically are likely to have no semantic meaning for it is considered to be simply performative gestures, for instance, a teacher taking a pen or a teacher writing on the whiteboard; the other type of gesture is representing actions which are considered to be communicative gestures consisting of some participants, such as participants, processes, and circumstances; lastly, another type of gesture is indexical actions which are divided into several meanings, such as to show some representations, namely importance indicated by rhythmic beat, receptivity indicated by open palms, relation typically shown by pointing a particular object, and others indicating uncertainty shown by scratching one's head (Lim, 2017).

Furthermore, the ideational meanings are also developed for construing images. This concept was introduced by Kress and van Leeuwen (2006, 2021). They argue that the representations in general can be divided into two main categories, namely narrative representations associated with revealing actions, events, spatial arrangements, and conceptual representations which refers to representing particular entities which are stable and timeless. In detail, in terms of narrative representations, the realisations comprise an unidirectional transactional action (typically indicated by a vector formed by an actor directed towards a goal), a bidirectional transactional action (typically indicated by a vector, commonly a double-headed arrow connecting an actor and a goal), non-transactional action (typically indicated a vector from an actor which is not directed to a particular goal) event (typically represented by an only goal participant), unidirectional transactional reaction (typically indicated by an eyeline vector from a

reacter directed towards a phenomenon), bidirectional reaction (typically indicated by eyeline vectors from and to both participants, the reacter and phenomenon), non-transactional reaction (typically indicated by an eyeline vector from a reacter but it does not have any phenomenon), conversion (typically indicated by chain or cycle; thus, a participant might act both as an actor and a goal), mental process (indicated by a thought bubble, with the participants are a senser and a phenomenon), and speech process (indicated by dialogue balloon with the participants are a sayer and an utterance) (pp.71-73). The latter, the conceptual representations can be classified into classification structures which refers to hyponymical ('kind of') relations between the participants, analytical structures which refers to meronymical ('part of') relations, and symbolic structures which refers to the representations of identities of the participants (pp.76).

Moreover, the understanding of the relations between the semiotic resources are also an essential concept to apprehend. It is intended to ascertain which types of relation that might lead to bring benefit or drawbacks for the students. Some scholars have advocated the respective frameworks, for instance, intersemiotic complimentarity (Royce, 1998, 2002) and re-contextualising relations for the unrelated semantic relations among the semiotic resources and co-contextualising relations for the related relations among the semiotic resources (Lim, 2004, 2019). Based on the previous studies and conceptual frameworks above, the present study puts the emphasis on examining a YouTube video about Ramadan vocabulary lesson using systemic functional multimodal discourse approach, particularly in terms of the ideational meanings of the language, gesture, and image. Albeit this field has drawn some scholars' attention, for instance, in terms of political issues (Surdiasis & Eriyanto, 2018), advertisement (Sari et al., 2021), the studies unfolding the use of semiotic resources with respect to the English language learning or teaching on YouTube video using the approach was found to be relatively limited. Therefore, the present study was intended to fill in the gap left by the previous respective studies. In this regard, it was directed by the following research questions: 1) How are the ideational meanings are realised in the English teacher YouTuber's language, gestures, and pictures? 2) What is the nature of the relations of the semiotic resources used by the English teacher YouTuber?

METHODOLOGY

The objective of the present study is to construe the ways the ideational meanings of the English teacher Youtuber's semiotic resources comprising language, gesture, and picture realised as well as it is to unveil the nature of the relations of these three semiotic resources. A systemic functional multimodal discourse approach was employed in the present study. Its use was based on some reasons, for instance, as limited studies using this approach was found, particularly those that related to the artifact investigated in the present study. Furthermore, it is deemed to be suitable with the artifact which involves a multimodal text (Jewitt et al., 2016). Moreover, the artifact was selected based upon some rationales. In this light, it was unique for it was delivered by Alastair William, a native teacher, who used at least three types of semiotic resources in his YouTube video

with respect to Ramadan vocabulary lesson entitled *Ramadan Vocabulary!-English Vocabulary Lesson* (Williams, 2017), namely gestures and pictures along with his language. Besides, he was an English language teacher with more than ten year teaching experience both in England and overseas such as Japan, Korea, Colombia, Jordan, and Russian (Williams, 2013). Moreover, the informed consent obtained was another concern that underlay the present study was conducted. In addition, analysing the artefact, there were some steps used. To start with, all the native teacher's speech was transcribed. The transcription was input into ELAN 6.4 software (Max Planck Institute for Psycholinguistics, 2022) so as to be analysed with the other semiotic resources, the gestures and pictures. This software was employed for its features which can be used to analyse a video clip in detail, frame by frame or pixels by pixels (Sugianto & Yusuf, 2023). Once the transcripts of the language had already been available on the software, the video was analysed based on the ideational meanings with regard to the three semiotic resources. The results were then tabulated using Microsoft Excel program to see some trends of the processes with respect to the ideational meanings realised by the three types of semiotic resources. Lastly, the findings were consulted with the respective previous studies which is also considered to be one of the ways through which the present study meet the trustworthiness criteria, namely building referential adequacy (Guba, 1981).

FINDINGS AND DISCUSSIONS

This section is emphasised on revealing the ideational meanings of three semiotic resources consisting of the English teacher YouTuber's language, gesture, and picture, as well as the nature of the relations of these semiotic resources. Thus, this section will be divided into some sub-sections, comprising the ideational meanings of language, the ideational meanings of gesture, and the ideational meanings of picture respectively.

Ideational Meanings of the English Teacher YouTuber (ETY)'s Language

To find out the ideational meanings of the ETY's language, transitivity analysis was utilised. In conducting the analysis, each utterance of ETY was broken down into knots of clauses to figure out their types of processes. There were mainly six types of processes, namely material, mental, verbal, behavioural, existential, and relational (identifying and attributive). Each type of process has its own participants. Table 1 shows the number of participants of each type of process.

Table 1.
The Ideational Meanings of the ETY's Language

No.	Types of Processes	Participants	Total
1.	Material	Actor	30
		Goal	21
		Range	2

		Beneficiary	4
		Circ:Extent	8
		Circ:Cause	2
		Circ:Location	24
		Circ:Matter	1
		Circ:Manner	10
		Circ:Role	-
		Circ:Accompaniment	4
2.	Mental	Senser	19
		Phenomenon	9
3.	Verbal	Sayer	17
		Receiver	1
		Verbiage	24
4.	Behavioural	Behaver	-
		Behaviour	-
		Phenomenon	9
5.	Existential	Existent	-
6.	Relational Identifying	Token	16
		Value	16
7.	Relational Attributive	Carrier	42
		Attribute	34

The transitivity analysis of ETY's language conducted reveals some findings. It was found that the highest processes found were relational processes, particularly in terms of the relational attributive processes followed with the material processes. On the other hand, the behavioural processes were not found in the data deriving from ETY's language. It seems perpetually reasonable that the relational processes and material processes were found to be the most frequently data for the ETY was managing to explain some particular words or phrases with respect to the concerned topic, namely Ramadan as shown by Figure 1.
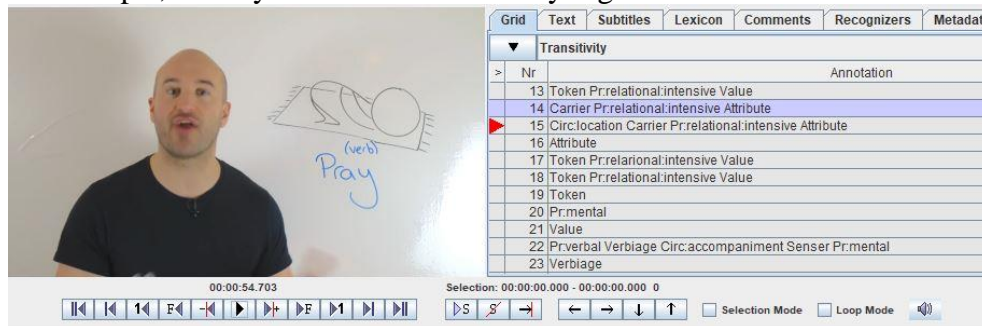
Figure 1.
The Relational Processes

The clauses that have to do with the relational processes emerged as the ETY was managing to explain the word *pray*. In detail, the clauses are as follows:
Pray (Token) *is* (Pr:relational) *a verb* (Value) → identifying relational process
And it (Carrier) *'s* (Pr:relational) *a regular verb* (Attribute) → attributive relational process
So, in the past (Circ:location), *it* (Carrier) *'s* (Pr:relational) *just "prayed"* (Attribute) → attributive relational process

Moreover, the material processes were found in some clauses. In particular, as ETY was managing to portray the words or phrases that require or have an association with a particular action. For instance, it was found in the excerpt 2, as he was explaining the word dawn and dusk. In detail, the clauses are as follows:
In the morning (Circ:location) *when the sun* (Actor) *goes up* (Pr:material) *we* (Sayer) *call* (Pr:verbal) *that:* (Circ:matter) *dawn* (Verbiage) → material process, verbal process
The way ETY uses the material process in excerpt 2 is to give a more vivid explanation with regard to the way a dawn happened. The material process was followed by the verbal process. It provides emphasis of the description mentioned previously is *dawn*.
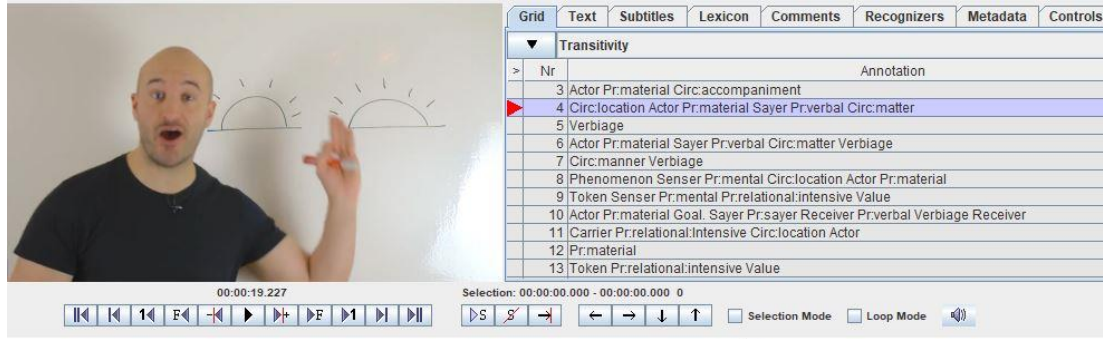
Figure 2.
The Material Processes

Ideational Meanings of ETY's Gestures

To construe the ideational meanings of the ETY's gestures, the notion of gestures categories based on Lim's (2017) and Martinec's (2000) proposals. In this case, there three main types of gestures comprising of representing action which are classified into three types of participants (participants, processes, and circumstances), presenting action which have, to some extent, have the same terms as those that are used in language (such as material process, mental process, verbal process, behavioural process, state processes, verbal process). Table 2 provides the summary of the findings in regard to the types of gestures realised by the ETY.

Table 2.
The Ideational Meanings of the ETY's Gestures

No.	Types of Gestures	Types of Processes	Total
1	Presenting Action (PA)	Material	27
		Behavioural	-
		State	-
		Verbal	2
		Mental	3
2	Representing Action (RA)	Participants	16
		Processes	11
		Circumstances	4
3	Indexical Action (IA)	Importance	64
		Receptivity	52
		Relation	112
		Others	5

Table 2 above shows that the ETY's gestures were realised through several types of actions and processes. In this light, indexical action was found to be the most frequently found gestures used by the ETY followed with representing action and presenting action respectively. To bear in mind, in the data of the study, the presenting action, particularly the verbal processes simply derived from the data which are meaningful; in this case, it was used for a particular purpose, for instance, as the ETY was pronouncing some particular key respective word or phrases related to the topic in question. In terms of the indexical action, it was found that the representation of *relation* which was characterised mainly by the ETY's deictic gesture was the most frequently found gesture. It was found mostly as he was managing to point some respective pictures regarding the respective word of Ramadan, for instance the word *dusk*, as shown by Figure 3 below.
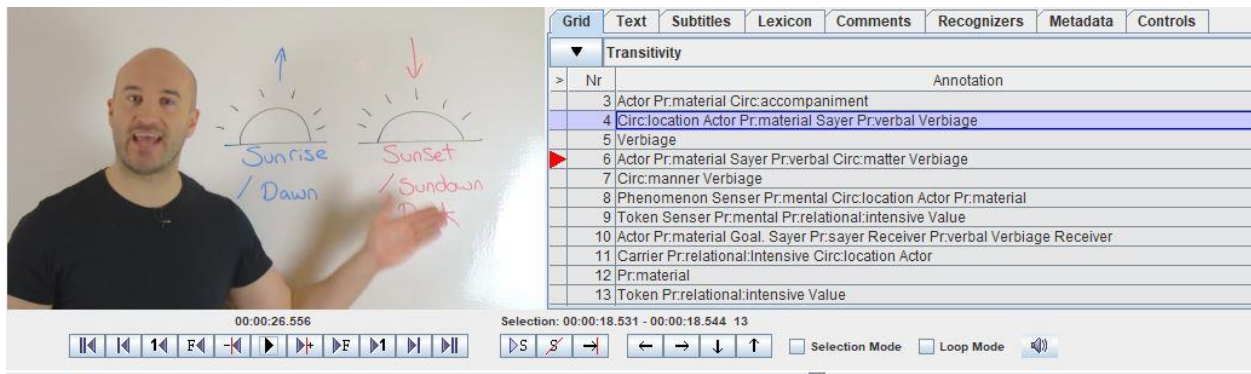
Figure 3.
The Indexical Actions to Represent Relation and Receptivity

Figure 3 above also shows a combination of two types of reprentations of indexical action, namely the representation of receptivity along with the representation of relation. It was indicated by the supine palm as he was managing to point the picture with the written word enclosed it. Moreover, it was also found that the ETY also utilised a combination of the other indexical actions, for example, those that were used to represent importance along with the indexical action representing relations. In terms of the representation of importance, he mainly used rhythmic beats whilst at the same time he was also found to use another indexical action showing the representation of relation as shown by Figure 4 below.

Figure 4.
The Indexical Action to Represent Importance

In another occasion, it was also found that the ETY used another indexical action. It is particularly in connection with the other type of gesture, namely to represent the 'other things'. As shown by Figure 5 below, he had supine hand followed with a should shrug as he expressed *You can't follow the rules, and you're a bad child*. The open palm and shoulder shrug along with the speech might be interpreted that he was defenseless and receptive to the rules. In addition, the other types of actions were also found, namely the presenting actions. In this case, the most frequently found presenting action was the material process. It was particularly found as he was drawing the pictures or writing the respective words on the whiteboard behind him.

Figure 5.
The Indexical Action to Represent 'Others'
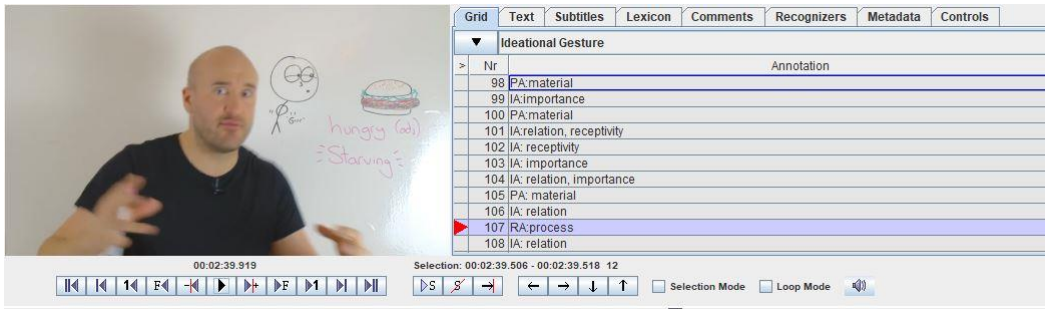
Figure 6.
The Representing Action: Participant

Figure 7.
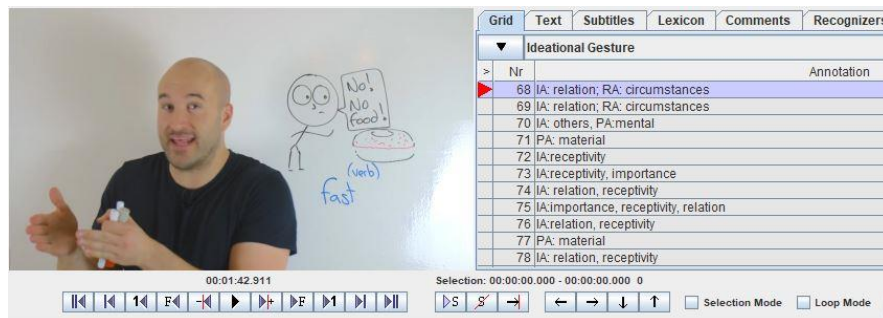**The Representing Action: Process**

Figure 8.
The Representing Action: Circumstance

Figures 6, 7, 8 were the representing actions to represent participant, process, and circumstance respectively. In this case, Figure 6 illustrates the way the EYT portrayed the phrases '*the extreme version*' represented by his stretching hands. Meanwhile, Figure 7 provides an illustration of the phrase '*doesn't mean*' represented by the EYT's crossing hands gestures. Lastly, Figure 8 depicts the representation action particularly in terms of circumstance. In this light, EYT moved both his hands from his right side to the left one to represent the phrases '*from when in the day until when in the day*'.

Ideational Meanings of ETY's Pictures

The ideational meanings of pictures were construed based on the narrative structures and conceptual structures deriving from Kress and van Leeuwen's (2006, 2021) proposals. It was found that symbolic attributive constitutes the most frequently found type of realisations of the YET's pictures followed with unidirectional transactional action and speech process. The detail realisations were depicted in Table 3 below.

Table 3.
The Ideational Meanings of the ETY's Pictures

| No.	Types of Structures	Subtypes/Realisations	Total
1	Narrative Structures	Unidirectional Transactional Action	3
		Bidirectional Transactional Action	1
		Non-Transactional Action	1
		Event	-
		Unidirectional Transactional Reaction	2
		Bidirectional Reaction	1
		Non-Transactional Action	-
		Conversion	-
		Mental Process	-
		Speech Process	3
2	Classificational Structures	Covert Taxonomy	-
		Single Level Overt Taxonomy	-
		Multi-Levelled Overt Taxonomy	-
3	Analytical Structures	Assembled	-
		Inclusive	-
		Temporal	-
		Quantitative Temporal	-
		Centralised	-
		Decentralised	-
		Distributed	-
		Exploded	-
		Topographical	-
		Topological	-
4	Symbolic Structures	Symbolic Attributive	4
		Symbolic Suggestive	2
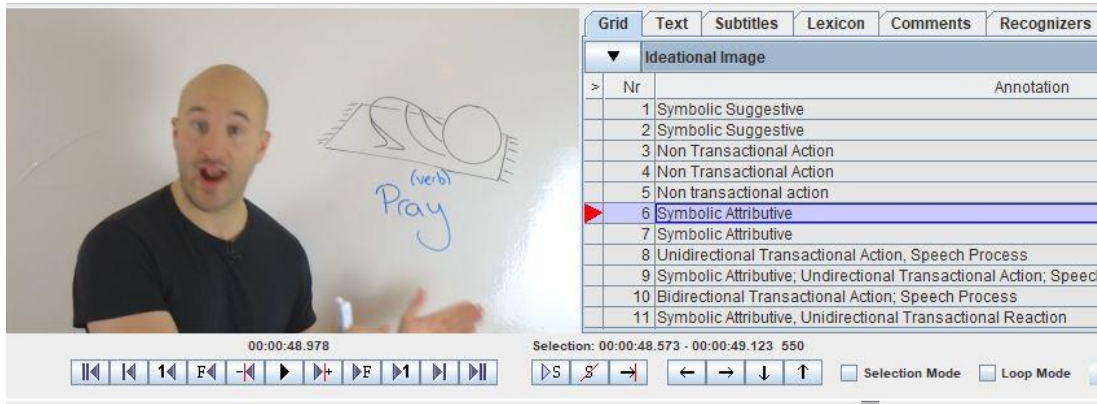
Figure 9.
Symbolic Attributive

The symbolic attributive, for instance, was illustrated by Figure 9. In this regard, the stick man was considered to be the Carrier which was depicted to do an action (bowing from kneeling position and his forehead touching the prayer rug) as the respective word given *pray*, while the prayer rug was considered to be the Symbolic Attributive that represent symbolic value as an object related to or required as the action of praying was conducted. The other realisations, speech process and unidirectional transactional action, were illustrated by Figure 10 below. The speech process was shown by the speech bubble (Kress & van Leeuwen, 2006, 2021)while at the same time the stick man was considered to be an Actor forming a vector with one of his hand directed towards the Goal, cupcake.
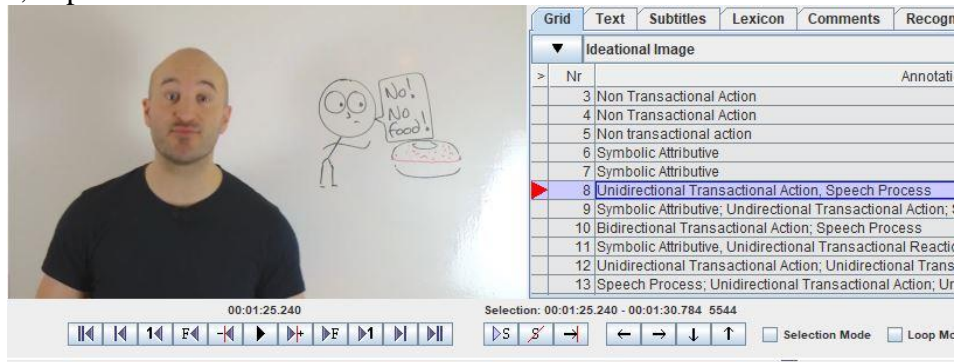

Figure 10.
Unidirectional Transaction Action and Speech Process

Intersemiotic Relations of ETY's Language, Gesture, and Picture

The intersemiotic relations among the three semiotic resources were investigated through two types of relations, namely re-contextualising relations and co-contextualising relations; the former refers to for the unrelated semantic relations among the semiotic resources and the latter were associated with the related relations among the semiotic resources (Lim, 2004, 2019). In this case, it was found that co-contextualising relations were frequently found in the video. For instance, a co-contextualising between the ETY's language and gesture emerged as he explained about the word *dawn*. It was represented by his supine left hand which goes up at the same time as he uttered *when the sun goes up* as depicted by Figure 11 below. Nevertheless, it was be noted that during this time, re-contextualising between pictures and the gesture and/or language emerged. As it can be shown that the realisation of the picture was symbolic suggestive which contradicts with the other two semiotic resources associated with the phrase '*going up*' which has to do with actions. The *up arrow* above the picture *sun* indicating a particular action had just been drawn by him after he explained the phrase '*going up*'.
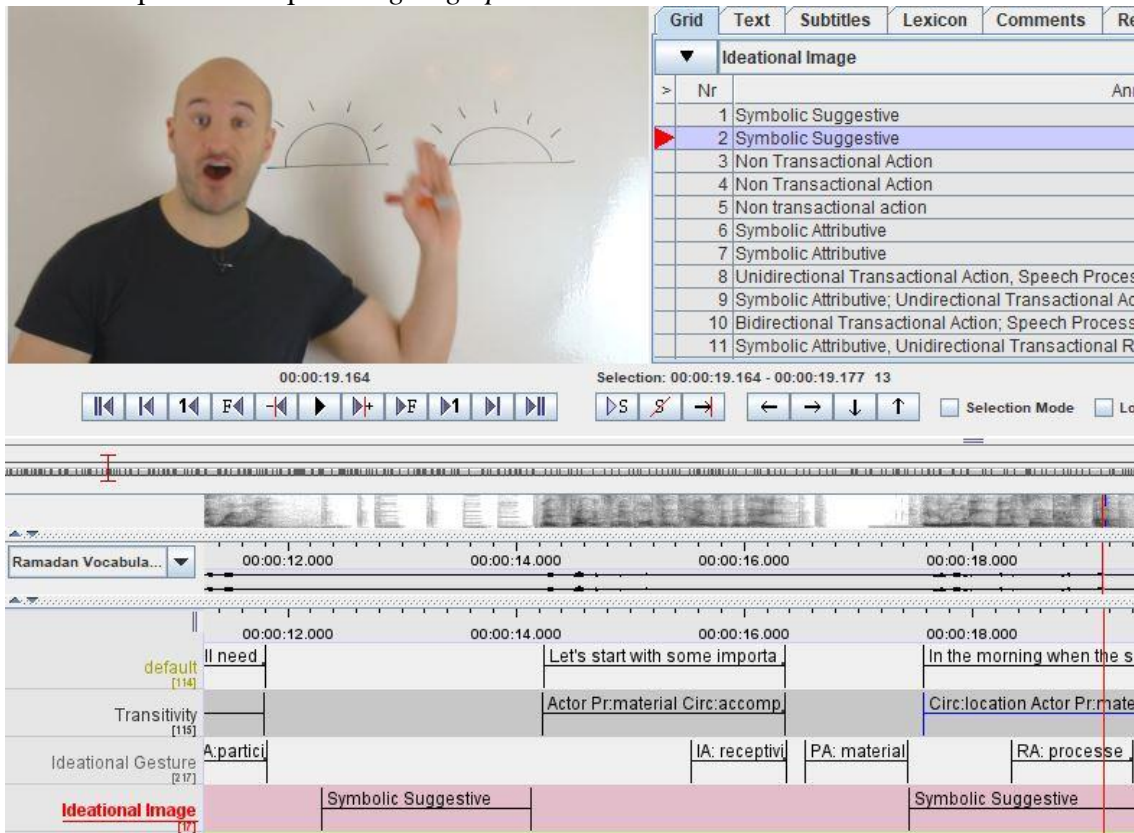

Figure 11.
Intersemiotic Relations between the ETY's Language, Gesture, and Picture
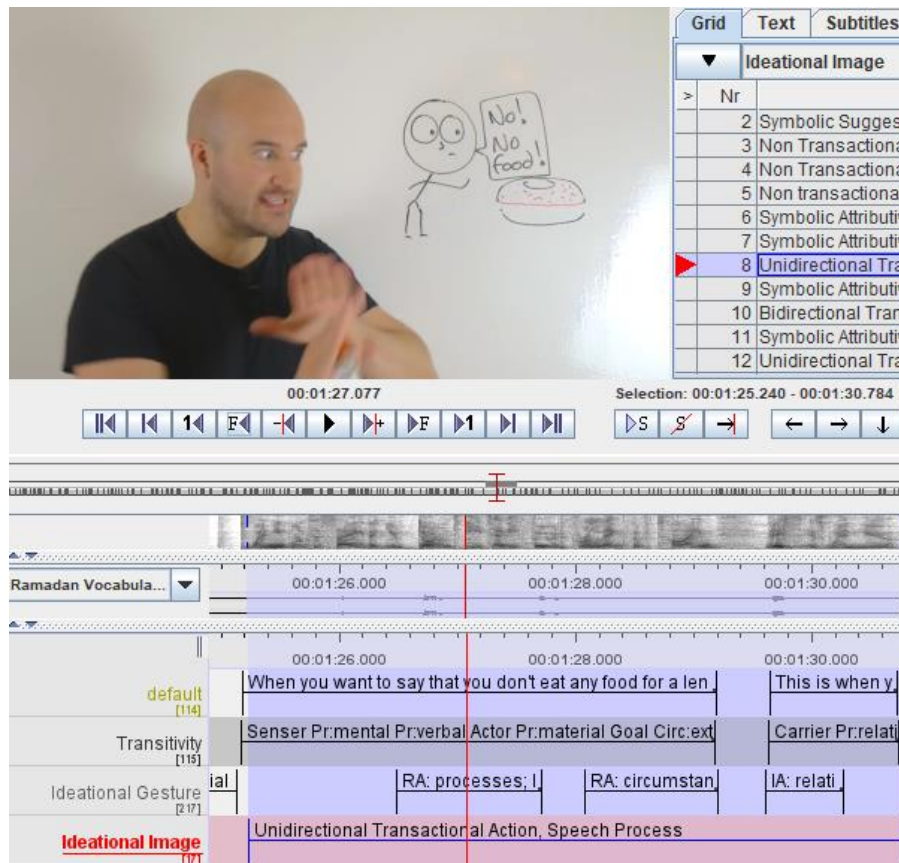
Figure 12.
Co-contextualising Relations of the ETY's Language, Gesture, and Picture

Furthermore, the co-contextualising relations of ETY's language, gesture, and picture was also found in the data. In this case, the relations among the three semiotic resources were found as he expressed *You don't eat any food* along with his crossing gesture indicating the representing action (process) and at the same time the picture also reveals the same action unidirectional transactional action represented by a stick man forming a vector to a cupcake as well as the bubble speech saying *No! No food!*. This co-contextualising relations among these three semiotic resources are useful for it might be understood easily by the audience or the viewers. This finding was in line with a study conducted by Sugianto, Prasetyo, and Asti (2022b) who suggest the significance of co-contextualising relations between the semiotic resources used by English teachers in the English language teaching.

CONCLUSION

Based on the findings and discussion aforementioned, this study draws some conclusions followed some recommendations. First, there were various realisations of the semiotic resources used by English teacher YouTuber. In particular, the three semiotic resources relatively have the same realisations as shown by the most frequently found realisations for the three semiotic

resources. In this regard, the most frequently processes found in terms of language were the relational processes which correspond to the highest numbers for the types of realisations for gesture (indexical action to represent relations) and pictures (symbolic attributive). Next, both co-contextualising and re-contextualising relations of the semiotic resources were found in the English teacher YouTuber's Ramadan vocabulary lesson delivery. Moreover, the present study suggests that the use of more than one semiotic resource is necessarily required to be used, particularly in the context of a social media platform, such as YouTube, for they have some essential roles. Also, it is highly recommended that further studies will make use of other frameworks to construe deeper understanding regarding the resources used. Additionally, more artefacts as well as the use of other social media platforms are highly suggested for further studies to give vivid portrayals of the effective ways and significant use of various semiotic resources in the platforms. Also, the other metafunctions might be the possible areas that are worth investigating.

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