



## INTEGRATING MULTIMODAL COMPOSITION IN PROCESS- BASED WRITING AND SPEAKING CURRICULA

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### ABSTRACT

*Multimodal composition has become more important in language education, especially in writing and speaking. This study explores how integrating multimodal elements (such as visuals, audio, and digital tools) into process-based language instruction can support learners' communication skills. Based on recent literature, the study argues that multimodal tasks enhance engagement, help learners organize their thoughts, and improve both language accuracy and creativity. It also discusses challenges teachers face and gives suggestions for practical classroom application*

### Introduction

In the modern digital age, students are surrounded by many modes of communication beyond traditional text, such as video, audio, and images. Multimodal composition refers to combining these modes to make meaning (Shipka, 2011). In English as a Foreign Language (EFL) classrooms, writing and speaking have usually been taught in a linear way, with focus on grammar and vocabulary. However, researchers now suggest that a process-based approach, which includes planning, drafting, revising, and reflecting, is more effective (Hyland, 2003). When this is combined with multimodal elements, it can create a richer, more realistic language learning experience.

### Methods

This paper is based on a literature review of recent studies between 2010 and 2024. Academic databases such as JSTOR, Google Scholar, and ERIC were used to select peer-reviewed journal articles on multimodal composition, process-based instruction, and EFL pedagogy. Around 15 articles were closely reviewed. Key themes and suggestions were organized to understand how multimodal composition fits into process-based curricula.

### Results

The literature shows three main benefits of integrating multimodal tasks into language teaching. First, multimodal composition increases student motivation and confidence (Serafini, 2015). For example, making a video script and recording it helps learners think carefully about pronunciation, fluency, and audience. Second, it encourages creativity and critical thinking (Mills, 2011). Students often express their ideas better when they can choose different modes. Third, it improves language accuracy through peer feedback and revision

stages (Hafner, 2014). However, some challenges were found. Teachers often lack training in using digital tools, and some students may not have equal access to technology (Walsh et al., 2020). Also, assessing multimodal texts fairly can be difficult.

### **Discussion**

These findings suggest that process-based writing and speaking curricula can benefit from integrating multimodal composition. Teachers can start with small projects, like photo essays or podcast interviews, and include clear rubrics. Giving students freedom to choose modes can increase their ownership and engagement. While there are challenges, they can be solved by providing teacher training and using free online tools like Canva or Audacity.

Multimodal composition not only supports language skills but also prepares learners for real-life communication, where text, image, and sound are often combined. Therefore, its integration into EFL classrooms is both necessary and beneficial.

### **Conclusion**

Integrating multimodal composition into process-based writing and speaking curricula offers meaningful benefits for language learners. It encourages creativity, supports language development, and prepares students for modern communication contexts. Although challenges such as digital access and teacher training exist, they can be addressed with proper planning and support. Future classrooms should continue to explore and adapt multimodal strategies to make language learning more engaging and effective.

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