Multimodal Learning Approach in the English as a Second Language Education in a Writing Classroom for Higher Education Context: A Systematic Literature Review

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Abstract Multimodal learning approach in English as a Second Language (ESL) has become a growing trend in sustaining education at higher learning institutions. The impact of the Industrial Revolution 4.0 on education has made the integration of various modes and technology are vital in the teaching and learning dyad. The reviews on multimodal learning in ESL writing classroom are inadequate despite its great significance in sustaining education. Therefore, this systematic literature review presents an extensive review and analysis of existing studies of multimodal learning approach in the English as a Second Language context for writing skills. The study's main aim is to explore the effectiveness of multimodal learning in the English as a Second Language context for the writing skills. The study follows the PRISMA 2020 statement guidelines for systematic literature reviews, investigating peer-reviewed articles from the SCOPUS and ERIC databases (2020 – 2024). Seventeen (17) studies were selected based on the inclusion and exclusion criteria. The findings indicate growing research interest in multimodal learning approach in the ESL context for writing skills. The findings provide invaluable insights regarding the additional elements of multimodal learning approach that should be added in teaching and learning by both students and teachers. Additional elements derived from students' and teachers' are aesthetic value, typography, contextual signal, inclusive pedagogical ideas, incorporating technology and incorporating artificial intelligence. To summarise, these findings suggest that stakeholders should take the appropriate measures to effectively implement an extensive additional element in using multimodal learning approach in teaching and learning, and achieve Sustainable Development Goal 4 (SDG4), which aims to ensure inclusive and equitable education for all.

Keywords: English as a second language, systematic literature review; multimodal learning; writing skills; approaches; higher learning

INTRODUCTION

Multimodal learning approach has become an emerging trend in the field of education all over the world. One reason for this is the significant influence of digital technologies on education. In various educational environments, instructors can utilise digital devices to create inventive classroom assessment methods that integrate learning and evaluation (Nurin Erdiani Fadzil, 2023). It has gained even more significant during the COVID-19 pandemic, as it is used as a pedagogical method to tackle the difficulties experienced by educators and learners in the field of education especially in the writing skill (UNESCO, 2020) The multimodal

learning approach is an essential method for ensuring quality education, particularly in offering numerous lifelong learning opportunities, as highlighted in the 4th Sustainable Development Goals (SDG). The importance of high-quality education was emphasised by SDG4, with the aim of ensuring the long-term sustainability of the sector by 2030. The SDG brings attention to a wide range of industries, but it is clear that the education sector holds equal importance to these industries. The English language is considered vital in the field of education as it is internationally established and used as a global communication medium. Multimodal learning approach has been gaining acknowledgment in English as a Second Language

(ESL), English language Teaching (ELT), and English for Specific Purpose (ESP). It is an approach that utilizes more than one mode of the elements in teaching and learning. Its integration is carefully chosen to complement the context of the students and the subject. Multimodal learning approach is widely used in teaching and learning to meet the demands of today's digital generation, as it provides many benefits to learners such as boosting their motivation and engagement level with the help of artificial intelligent (AI), social media, mobile applications, gamification enhancing their interaction and increasing their enthusiasm (Chen, Hung & Yeh, 2021; Mills & Brown, 2021). Besides, this multimodal approach, which employs a variety of modalities, can also improve students' writing comprehension and expression (Rahayu, Iskandar, & Abidin, 2022; Varaporn & Sitthitikul, 2019; Vijayalakshmi & Ganapathy, 2016).

Despite the benefits, learners and teachers still face challenges in teaching writing in which the use of traditional texts that privileged language in classroom activities (Dallacqua & Sheahan, 2020) as well as traditional focus on speech and writing in English language teaching (Jiang & Gao, 2020). Besides, English as a Second Language (ESL) learners have difficulties in acquiring English proficiency (Deris & Shukor, 2019; Lingga et al., 2020). ESL learners in Malaysia face challenges in achieving academic success and language proficiency in tertiary education. As a result, there is a shift towards using a multimodal approach and transitioning from traditional mono-modal text to digital multimodal text. This trend is supported by studies conducted by Fedorenko et al. (2021), Montero-SaizAja (2022), and Sullivan (2017). The integration of educational technology (EdTech) together with a collaborative approach between instructors and students has resulted in the improvement of students' creativity, multimodal literacy, language competence, and cooperation skills (Flint et al., 2019). ESL students have the opportunity to use a diverse range of language materials and connect with the language via online language resources, virtual classrooms, interactive language applications, and digital content. Virtual reality has been discovered to provide a simulated learning environment that successfully engages and motivates students in their English language learning (Chen, Hung & Yeh, 2021; Mills & Brown, 2021). Augmented reality allows students to overlay visuals onto different modes inside their multimodal texts, adding extra layers that improve their overall learning experience. Therefore, it is important to prioritise the development of writing abilities while learning a language with the incorporation of multimodal learning approach.

Before conducting this Systematic Literature Review (SLR), researchers examined the existing SLRs in Multimodal learning approach in writing classroom. While several SLRs were identified; notably, there was a scarcity of SLRs specifically conducted within the writing skills for ESL context. Table 1 shows information available in the SLR regarding multimodal learning approach in the ESL classroom.

Table 1

Authors/Researches	Research area	Number of reviewed studies	Search period
Fei Victor Lim, Weimin Toh, Thi Thu Ha Nguyen (2020)	Multimodality in the English language classroom	98	2010-2020
Blaine E. Smith, Mark B. Pacheco and Mariaa Khorosheva (2020)	Emergent Bilingual Students and Digital Multimodal Composition	70	2016-2020
Bhavarita Subramaniam, Azlina Abdul Aziz, Mohd Effendi @ Ewan Bin Mohd Matore (2022)	Multimodal reading assessment in ESL learning	28	2019-2022

Nasution A.K.P(2023)	Instagram in English Language Learning	24	2016-2023
Francis Moodu Yakubu and Kayode Ezech (2023)	Multimodal tools to facilitate learning in early childhood classroom	15	2020-2023

Therefore, this systematic review aims to review the benefits and expectation of teachers and students in multimodal learning approach in writing classroom for ESL context with the following research question:

RQ1: What are the benefits of multimodal learning approach in the writing classroom for teachers and learners in the English as a Second Language context?

RQ2: What are the additional elements that could be included for the multimodal learning approach in the ESL writing classroom?

METHODOLOGY

Systematic reviews are a valuable tool in research, allowing for a comprehensive exploration of a specific field by mapping out the existing literature. Through this process, researchers can identify key theories, concepts and sources of evidence that contribute to the understanding of the research area. This approach helps researchers identify gaps in a field and emphasise areas that need further investigation. This study utilised a systematic literature review framework that consisted of five stages: formulating research questions, identifying relevant studies, selecting studies, charting the data, and summarising and reporting the results. The following sub-topics will provide a detailed account of each stage conducted in this review.

SYSTEMATIC REVIEW RESEARCH QUESTION

The formulation of the review question is a crucial step that establishes the parameters of this systematic review. Researchers can benefit from being more discerning when selecting relevant journal articles, given the vast number of studies available in their research area.

Therefore, the current systematic literature review examined and selected journal articles that are pertinent to multimodal approaches in the ESL context for writing classes. The results were then analysed and discussed in accordance with the two research questions. The primary objective of this systematic literature review is to improve comprehension of the multimodal approach employed in the writing classroom and the advantages of this approach in the ESL context. The objective is to provide valuable knowledge to both academicians and researchers, as well as practitioners who are interested in improving the efficacy of students' writing abilities.

IDENTIFICATION OF RELEVANT STUDIES

After formulating the study questions, relevant keywords were discovered and used to search for indexed articles that fit certain requirements. The studies were obtained from the Scopus and ERIC databases, which are internationally recognised for the credibility of their published research. The study selection criteria included the years 2020 to 2024, which were chosen to ensure relevancy and up-to-date information. The Boolean technique was used to aid researchers in refining and screening possible studies in this sector. The search keywords used for this evaluation encompassed: English Second Language and Multimodal learning approach

i. English Second Language and multimodal learning approach in writing class
ii. "English as a second language" and "multimodal learning approach" and "writing class"

In order to identify the most relevant literature and high-quality journal articles, researchers considered all publications that had titles, abstracts or keywords that fit the criteria. Based on the data from both databases, it can be inferred that ERIC has a greater number of studies compared to Scopus. However,

further research has shown that several studies focused on the multimodal learning method or the use of technology as a pedagogical tool in traditional face-to-face ESL classes. These studies are not relevant to this comprehensive literature review.

STUDY SELECTION: INCLUSION AND EXCLUSION CRITERIA

The inclusion and exclusion criteria in a systematic literature review serve to establish the parameters within which researchers may define and enhance their search. Table 2 displays the pre-determined inclusion and exclusion criteria used in this systematic literature evaluation.

Table 2

Inclusion and exclusion criteria of this study

Criteria	Inclusion	Exclusion
Language	English	Studies other than English language
Time frame	2020-2024	Journal articles before 2020
Sample	Tertiary	Other than tertiary level
Publication	Peer-reviewed documents	Books, book chapters, editorial, short papers, proceedings
Database	ERIC and SCOPUS	Other databases
Discipline	ESL for writing skills	Studies other than ESL for writing skills

The researchers use the inclusion and exclusion criteria indicated in Table 2 to guide their selection of studies. The first three filters used to determine the relevant research are the language, time frame and sample of the study. Only empirical research papers that have undergone peer review were selected to guarantee the reliability and validity of the results. In order to maintain the accuracy and currency of this evaluation, papers that were published before to 2020 were not included. Subsequently, only papers that specifically address the use of multimodal learning approaches in writing classrooms were included, whereas studies that examine multimodal learning approaches in other skills were eliminated. In order to examine the advantages of a multimodal learning method in an English as a Second Language (ESL) setting, both ESL educators and students were selected to provide comprehensive perspectives. Ultimately, the researchers confirm that the studies primarily centre on the advantages of using a multimodal learning strategy in the context of ESL learning. The inclusion of this last criteria is crucial in order to address the research issues posed in this paper. To complete the search, titles, abstracts and keywords were screened to decide on the relevancy of the journal articles to the present systematic literature review. Any ambiguity was eliminated by conducting a comprehensive reading of the full texts.

CHARTING THE DATA

A meticulous selection process was carried out to categorise and organise the research articles, ensuring that only the most relevant ones that directly addressed the research questions were included. Figure 1 includes the PRISMA Flow Diagram, which shows how the relevant studies were identified. It is commonly used to report items. After carefully selecting the journal articles, researchers proceeded to analyse the studies in order to gather the necessary information.

An initial search was conducted using the keywords that were given, the results showed that 313 journal articles were retrieved from the ERIC database, while 35 journal articles were retrieved from the Scopus database. After excluding duplicated journal articles and conference papers from further analysis, there were a total of 39 articles that were left available for consideration. Each article's title, abstract, keywords and methodology were scrutinised in great detail in order to exclude publications that did not correspond with the subject of our investigation after thorough consideration. In the end, 17 journal articles were selected for

inclusion in this systematic literature review since they were appropriate. Figure 1 depicts the selection procedure that was used for the articles that were included in this research, and Table 3 provides a tabular overview of the results.

Figure 1

PRISMA flow diagram of the literature searches and study selection process
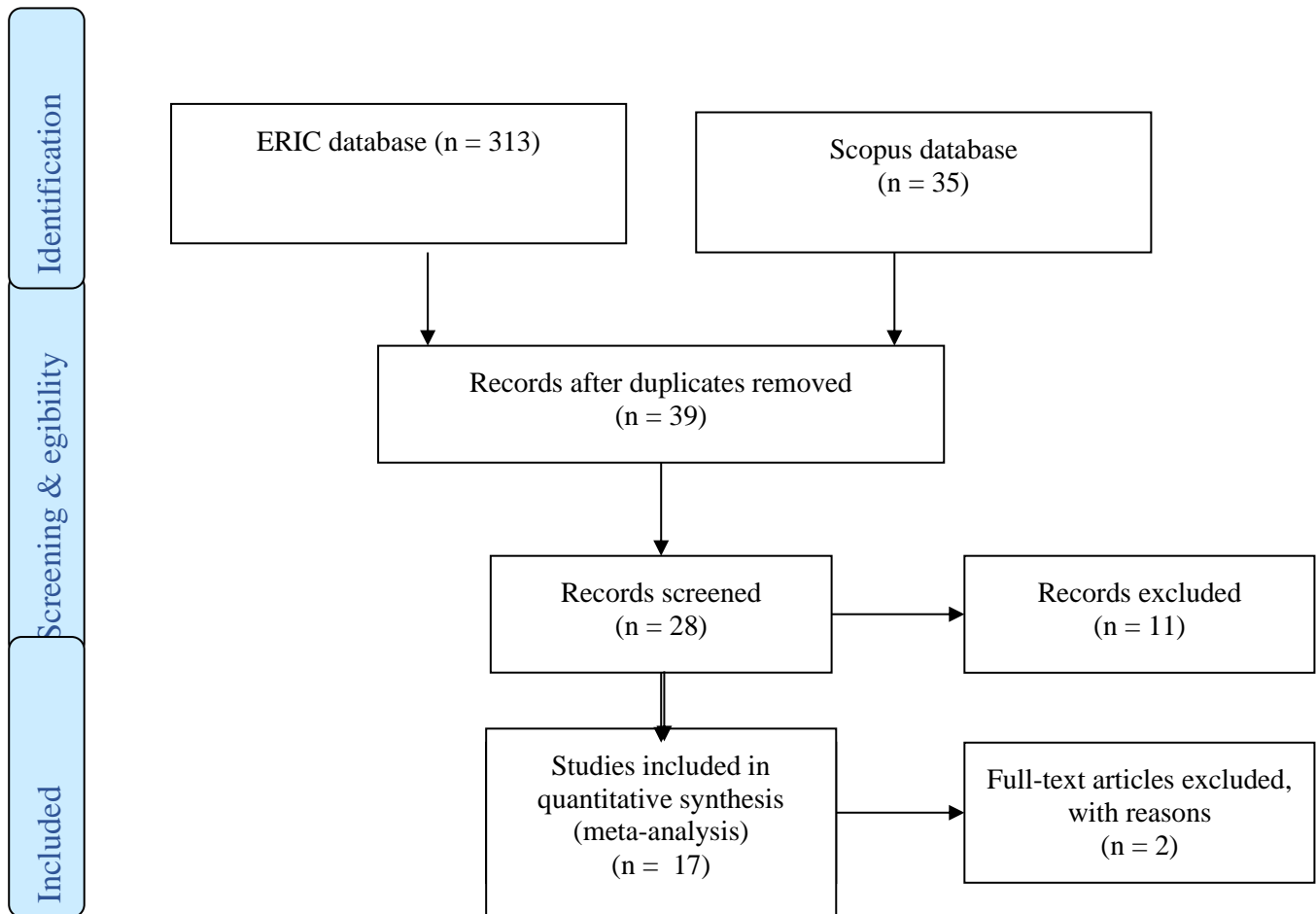
From. Page, M., McKenzie, J., Bossuyt, P., Boutron, I., Hoffmann, T., Mulrow, C. et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews

Table 3
Overall Summary of Information from the Selected Articles

	Author & Year	Research Location	Research Design	Data Collection Method	Education Level	Participants	Aims	Database
1	Hasbullah et.al.,	Indonesia	Quantitative	Questionnaire	University	Staff, curriculum developers, and students	This study aimed to investigate the multiple intelligence learning	ERIC

	-2023						approaches (MILA) which were used to provide students' competence in English writing skills in an institute of IAIN Sorong, West Papua Province, Indonesia	
2	Ais Navila et.al.,	Indonesia	Narrative Inquiry (Qualitative)	Teachers' reflective diaries and semi structured interviews	University	Postgraduate students as pre-service EFL teachers	This study aims to investigate the pre-service teachers' experiences in designing digital storytelling books with digital multimodal composing frameworks.	ERIC
3	Sánchez-Martín & Cristina -2020	US	Mixed method	Questionnaire, a classroom observation and field notes, artifacts, and a semi-structured interview	University	Multilingual graduate instructors	This article reports on an ethnographically oriented case study to respond to the following questions: (1) Does multimodality contribute to a multilingual graduate instructor's socialization into writing and the teaching of writing? If yes, in what ways does multimodality interact with the writer's language repertoire? (2) How does the multilingual graduate instructor's multimodal writing and teaching of writing impact other academic practices?	ERIC

4	George & Patricia (2022)	US	Qualitative	Observations of online interactions and discussions, student reflections, student survey responses, student journal responses, conventional compositions, and multimodal compositions	University	Students	To examining the rhetorical value of multimodal composing practices among first-year college students with diverse academic, sociocultural, and linguistic backgrounds.	ERIC
5	Watcharee Kulprasit (2022)	Thailand	Qualitative	Multimodal e-feedback	University	-	This article aims to introduce multimodal e-feedback that can be formatively employed in the writing process in second language writing virtual learning environments. Some practical pedagogical implications are also presented.	ERIC
6	Andi Hudriati et.al., -2023	Indonesia	Qualitative	Case study-interview and observation	University	Lecturers	The aim of the study focuses on the impact of the change in learning process during the pandemics in terms of EFL students' second language acquisition within academic writing environment and lecturers' perception on the shift in the approaches they used to accommodate safety protocols during the pandemics how lecturers cope with the technological changes made to provide a successful SLA input in a hybrid learning setting.	ERIC

7	Tabley Amos et. al., (2021)	Tanzania	Quantitative	Questionnaire	University	Students	The present study aims at investigating idiom comprehension through multimodal teaching approach among Zanzibar University students.	ERIC
8	Rungwaraphong & Piyawan -2021	Thailand	Qualitative	Direct observations, focused-group discussions, and students' writing scores.	University	Students	The study aimed to investigate the two methods' dichotomy, examine practical issues of the implementation, including the challenges of each method, and give suggestions for English instructors who wish to adopt either of these two methods in their English writing class.	ERIC
9	Djamdjuri et.al., (2021)	Indonesia	descriptive qualitative approach	Questionnaires and interviews with	University	Students	This study aims to find out how students' perspectives on learning English use 21st century learning strategies through a multimodal approach to teaching English for EFL students	ERIC
10	Tarrayo et.al.,(2022)	Philippines	Qualitative	Online semi-structured and follow-up email interviews	University	English language teachers	The present study aims to investigate the challenges and opportunities in teaching writing online amidst the pandemic as experienced by English language teachers in Philippine universities.	SCOPUS
11	Rajendram et.al., (2022)	Canada	Qualitative		University	-	This study examines pre-service teacher candidates' (TCs) stances and use of translanguaging and multimodality to support K-12	ERIC

						multilingual learners' writing.	
13	Elola et.al., (2022)	Poland	Qualitative	Documents review	University	-	This article first identifies a gap in multimodal teaching and research regarding the role and focus on feedback in DMC, and second, provides an assessment rubric from which to base formative feedback that addresses both linguistic and non-linguistic elements to help students develop their multimodal texts.	ERIC
14	Weerinthira et.al., (2024)	Thailand	A quasi-experimental mixed method	Questionnaire student reflection form	University	Students	The research objectives included: (1) examining the effects of the multimodal project on student behavioural engagement, both overall engagement and various interactions, including with peers, the teacher, and the course content, and (2) exploring students' opinions on the use of a multimodal project in the writing class.	SCOPUS
15	Jeanjaroonsri & Rungsima -2023	Thailand	Quantitative	Questionnaire	University	Students	The aim of this study was to explore undergraduate English language learners' independent use and perceptions of mobile technologies for their foreign language writing, a productive skill that requires linguistic	SCOPUS

							expertise in various aspects.	
16	Dian Toa et.al., (2023)	Indonesia	Qualitative	Interview	University	Students	This study aimed at investigating how students perceive the use of AI in their learning. The results showed that the students had positive perceptions towards the use of the AI app. The students enjoyed the learning, and the AI app helped the students in their writing.	SCOP US
17	Santi et.al., (2023)	Indonesia	Mix-method	Questionnaire and Interview	University	Students	This study aims to map perception, obstacles, and recommendations for optimizing use of AI in teaching academic writing in Indonesian	SCOP US

ANALYSIS

The analytical phase of this research used the approach of thematic analysis. This method is often used for analysing text, enabling the comparison, contrast and categorization of gathered data. Researchers created a matrix table to document the results of the study. The table is composed of categories that are linked to the research topics, including the year in which the study was carried out, the design of the investigation and the objectives of the studies. The researchers did thorough analysis of each article and collected pertinent data to fill up the matrix table.

RQ1: What are the benefits of multimodal learning approach in the writing classroom for teachers and learners in the English as a Second Language context?

The researchers used thematic analysis to find reoccurring patterns in the studies. The results are classified into two sections: i) advantages for students and ii) advantages for instructors. The advantages identified by university students, together with the related study references, are shown in Table 3 below.

Benefits of multimodal learning

Table 3

i)   Benefits of learning writing through multimodal learning approach for learners

Benefit	Frequency	Articles (Authors)
Suitable and precise approach	1	Hasbullah et.al., (2023)
Critical	2	Ais Navila et.al., 2023) George & Patricia (2022)

Creative	2	Ais Navila et.al., (2023) George & Patricia (2022)
Higher levels of confidence	2	George & Patricia (2022) Jeanjaroonsri & Rungsima (2023)
Coherent arguments	2	George & Patricia (2022) Jeanjaroonsri & Rungsima (2023)
Better opportunities in comprehending and applying idioms	1	Tabley Amos et.al., (2021)
Interesting	2	Hasbullah et.al., (2023) Djamdjuri et.al., (2021)
Efficiency in their writing	2	Jeanjaroonsri & Rungsima (2023) Djamdjuri et.al., (2021)

Based on the findings in Table three, it can be seen that students perceived multimodal learning approach as an advantageous approach in learning writing in ESL context. It is proof that students perceived multimodal learning approach as a suitable approach. These students proven that they felt content in developing and upgrading their English writing skills using multimodal approach (Hasbullah et.al.,2023). It also had indicated that there was a significant upgrade in the writing skills which has made it a suitable and precise approach in upgrading their writing skills (Hasbullah et.al., 2023).

Besides from feeling contented, students also highlighted that they could be more creative in developing ideas from the multimodal approach (Ais Navila et.al.,2023; George & Patricia, 2022). Besides that, multimodal practices contributed to higher levels of confidence, competence, ad creativity, specifically in the students' ability to communicate coherent arguments, cite sources, and interact effectively during the peer editing process George&Patricia, 2022; Jeanjaroonsri & Rungsima, 2023).

Asides from that, students found that they could have better opportunities in comprehending and applying idioms (Tabley Amos et. al., 2021). On the other hand (Hasbullah et.al., 2023 and Djamdjuri et.al., 202) stated that students found multimodal learning approach was interesting in learning writing in an ESL context. This has also increased the classroom engagement between learners and teachers when they found that using multimodal learning approach was interesting.

Other benefits of learning writing through multimodal approach mentioned by the students was the efficiency in their writing (Djamdjuri et.al., 2021; Jeanjaroonsri & Rungsima, 2023).

ii) Benefits of teaching ESL through multimodal learning approach for teachers

The advantages of a multimodal learning strategy with regard to English as a second language (ESL) instructors in the setting of a university are outlined in Table Four below. Earlier, it was indicated that these advantages are categorised into themes and tallied according to the frequencies that are discovered in the articles.

Table 4

Benefits of teaching writing through multimodal learning approach for teachers

Benefit	Frequency	Articles (Authors)
Assist teachers in building their technological abilities	6	Andi Hudriati et.al., (2023) Ais Navila et.al., (2023) Elola et.al.,(2022) Jeanjaroonsri & Rungsima (2023) Sánchez-Martín & Cristina (2020) Watcharee Kulprasit (2022)
Suitable and precise approach	1	Hasbullah et.al., (2023)
Innovative instructional methodology to improve teaching writing	1	Rungwaraphong & Piyawan (2021)
Optimizing the use of online-teaching platforms and resources, and enhancing one's reflective practice	1	Tarrayo et.al., (2022)
Creative approach for multilingual learners	1	Rajendram et.al., (2022)
Increase in overall student behavioural engagement	1	Weerinthira Krongyut & Aranya Srijongjai (2024)

Assisting teachers in building their technological abilities are viewed as the most significant benefit of teaching writing using multimodal learning approach. Six selected studies (Andi Hudriati et.al., 2023; Ais Navila eta.l., 2023; Elola et.al., 2022; Jeanjaroonsri & Rungsima, 2023; Sánchez-Martín & Cristina, 2020; Watcharee Kulprasit, 2022) have outlined this finding. Jeanjaroonsri and Rungsima (2023) highlighted in their study that mobile technologies play a supportive role and offer pedagogical potential in language learners' lives beyond the borders of classrooms in teaching writing. On the other hand, Tarrayo et.al., (2022) found that teachers could optimized the use of online-teaching platforms and resources, and enhancing one's reflective practice which is also

part of multimodal approach. The use of online platform by incorporating other elements of communicating with students has helped the teaching process in general.

The next benefit drawn by Hasbullah et.al., (2023) is the suitable and precise approach in teaching students writing. The elements of multimodal approach had helped to ease teaching writing to university students. Other than that, in the study by Rungwaraphong & Piyawan (2021), teachers have expressed that the innovative instructional methodology has helped to improve teaching writing. The other two benefits derived from the selected studies are creative approach for multilingual learners (Rajendram et.al., 2022) and

could increase in overall student behavioural engagement (Aranya Srijongjai & Weerinthira Krongyut, 2024). The majority of teachers agree that using multimodal learning approach could improve students writing skills.

RQ2: What are the additional elements that could be included for the multimodal learning approach in the ESL writing classroom?

i)   Elements to be included in the multimodal learning approach.

Element	Frequency	Article
Incorporating technology	6	Andi Hudriati et.al., (2023) Ais Navila et.al (2023) Elola et.al., (2022) Jeanjaroonsri & Rungsima (2023) Sánchez-Martín & Cristina (2020) Watcharee Kulprasit (2022)
Aesthetic Value	4	Ais Navila et.al., (2023) Djamdjuri et.al., (2021) George, Patricia (2022) Hasbullah et.al., (2023)
Coherence	2	George & Patricia (2022) Jeanjaroonsri & Rungsima (2023)
Contextual signal	2	Ais Navila et.al, (2023) George & Patricia (2022)
Integrating Artificial Intelligent (AI)	2	Dian Toar et.al., (2023) Santi Pratiwi et.al., (2023)
Typography	1	Tabley Amos et.al., (2021).

\To address research question two, the research employed thematic analysis to identify recurring themes in the studies. The findings are categorised into one section.

Upon analysis, Table 6 below exclusively presents the additional elements expected by the teachers along with the corresponding research references.

Based on the findings in Table 6, it can be seen that the most significant elements that could be added in multimodal learning approach in the writing classroom is the incorporation of technology. Six selected studies (Ais Navila et.al., 2023; Andi Hudriati et.al., 2023; Elola et.al., 2022; Jeanjaroonsri and Rungsima, 2023; Sánchez-Martín and Cristina, 2020; Watcharee Kulprasit, 2022) have outlined this finding. They highlighted in their study that the incorporation of technology in a wiring classroom could assist teachers in building their technological abilities.

On the other hand, aesthetic value has been drawn by four studies (Ais Navila et.al., 2023; Djamdjuri et.al.,2021; Hasbullah et.al., 2023; George and Patricia, 2022). The aesthetic dimension might support independent thinking and imagination, crucial qualities in a democracy and for developing a future that cannot yet be seen (Marit Ulvik, 2020). Pantaleo(2019) discovered that aesthetic value could be presented in meaning, line, and emotion represented by colours. Next, another element that could be added in multimodal learning approach in the writing classroom is the incorporation of coherence. Two studies highlighted on the impact of

having coherence elements to the writing skills (George and Patricia, 2022; Jeanjaroonsri and Rungsima, 2023).

The other three elements derived from the selected studies are coherence (Ais Navila; Dewi Rochsantiningsih and Nur Arifah Drajati, 2023 and George and Patricia, 2022), contextual signal (Ais Navila et.al, 2023 and George and Patricia, 2022) and Integrating Artificial Intelligent (AI) (Dian et.al., 2023; & Santi et.al,. 2023). Majority of teachers agree that these additional elements could help the students in improving their writing skills which enhanced the multimodal learning approach to higher education students.

Finally, the integration of typography as suggested by Tabley Amos et.al., (2021) could also be added in the additional element of multimodal learning approach. Word size used assessed in all multiple choice, short answer, and essay versions as mentioned by Ghahari and Ahmadinejad (2016) could help the learning process. Besides, image's typography in caption size, letter and symbols used would be helpful in the enhancement of multimodal learning approach.

DISCUSSION

The insights gained from this systematic literature review shed light on the evolving landscape of multimodal learning approach in the writing classroom within the English as a Second Language (ESL) context. The benefits for both learners and teachers shows the significant impact that multimodal learning approach could contribute to the writing classroom for in the higher education institution. As there is a growing trend of technology integration in the classroom, the usage of this multimodal approach can be beneficial for language learning in general.

The benefits of multimodal learning approach in the ESL context can be analysed into learners' benefits and teachers' benefits. Addressing benefits enjoyed by both end users is essential as it may shape the needs of multimodal learning and teaching approach in the future. Educational stakeholders may consider these benefits when designing the curriculum, multimodal learning approach and teaching materials.

Findings from this systematic literature review enhance the understanding regarding the benefits of multimodal learning approach in writing classroom in the context of ESL. These findings provide valuable recommendations and insights applicable to educators, researchers and policymakers. Through the synthesis and critical analysis of current research, this systematic literature review establishes a solid groundwork for future exploration and application in the context of ESL within multimodal learning approach. It is hoped that the insights derived from this review will guide educational stakeholders in effectively implementing and supporting practices of multimodal learning approach, fostering meaningful language teaching and learning experiences for both teachers and students.

IMPLICATION AND RECOMMENDATION

Based on the findings of this comprehensive systematic literature review, there are several valuable insights and recommendations that can benefit educators, researchers and policymakers in this field.

This study explores the advantages of incorporating a multimodal learning approach and suggests potential enhancements for the writing classroom in an ESL context, as perceived by students and teachers. Thus, it is advisable for educational institutions, especially at the tertiary level, to adopt a more extensive use of multimodal learning approaches. This will make knowledge more accessible to individuals from diverse backgrounds.

Additionally, it is crucial to develop engaging learning materials and employ a multimodal learning approach, incorporating interactive modules, to enhance the effectiveness of this method. In addition, it would be beneficial for educators to receive support in the form of specialised training courses that can help them effectively integrate technology and artificial intelligence tools into their teaching environments. In line with these initiatives, it is crucial to equip teachers and learners with technological devices, as the effectiveness of this approach heavily depends on the extensive utilisation of technology. Utilising technological devices can greatly improve the multimodal learning approach in ESL writing

classroom and provide students with a more immersive language learning experience.

CONCLUSION

In conclusion, this systematic literature review provides insights into the benefits and additional elements that can be added in the multimodal learning approach in writing classroom in the ESL context. The identified benefits show the significant use in multimodal approach in the writing classroom in which can be implemented to achieve more beneficial results in the writing skills. By acknowledging and filling in research gaps and taking into account the impact on teaching methods, experts and professionals can play a role in further improving writing skills of students in the field of higher education by incorporating multimodal learning approach in making sure it is both effective and accessible to a wide variety of learners.

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