

ENGLISH TEACHERS' PERSPECTIVES ON THE INTEGRATION OF PROCESS GENRE APPROACH AND MULTIMODAL COMPOSITION IN EFL ESSAY WRITING

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ABSTRACT

This study investigates teachers' perspectives on integrating the Process-Genre Based Approach (PGBA) and multimodal composition in EFL essay writing instruction. It addresses the gap between theoretical developments in writing pedagogy and their implementation in classroom practice. A qualitative descriptive design was employed involving ten university-level English teachers. Data were collected through questionnaires and semi-structured interviews. The findings reveal that teachers have a positive understanding of PGBA and acknowledge the importance of multimodal composition in enhancing student engagement and supporting learning in the digital era. However, the actual integration of PGBA and multimodal elements in classroom practice remains limited. Several challenges were identified, including limited teaching materials, insufficient training, time constraints, and low confidence in using technology. The study also highlights teachers' strong need for practical support, particularly integrated coursebooks and clear instructional guidelines. Overall, the findings emphasize the importance of systematic support to facilitate the effective implementation of innovative approaches in EFL writing instruction..

Keywords: EFL Writing, Process-Genre Approach, Multimodal Composition, Teacher Perception..

INTRODUCTION

Writing is often considered one of the most challenging skills for students in English as a Foreign Language (EFL) contexts, particularly at the university level. Unlike other language skills, writing requires students to manage linguistic

accuracy, organization of ideas, critical thinking, and awareness of audience and purpose simultaneously. In essay writing, these demands become more complex because students are expected to construct well-structured arguments, apply appropriate rhetorical patterns, and follow academic conventions. However, many EFL students still experience difficulties in generating ideas, organizing their thoughts, and expressing them coherently in written form (Rahmatunisa, 2020; Pratama & Suherdi, 2021).

One factor contributing to these difficulties is the traditional way writing is taught. Writing instruction often emphasizes the final product rather than the writing process, providing students with limited guidance in planning, drafting, revising, and editing. Consequently, writing is treated as a one-time activity instead of a recursive process, creating a gap between expected academic writing standards and actual classroom practices (Fitriani et al., 2021; Suryani & Amalia, 2022).

To address this issue, the Process-Genre Based Approach (PGBA) has been introduced as a more comprehensive framework. PGBA combines the process approach, which emphasizes stages of writing, with the genre approach, which focuses on text structure and

communicative purpose. This integration helps students understand both how to write and why texts are constructed in particular ways (Nagao, 2020; Emilia & Hamied, 2022). Previous studies have shown that PGBA can improve students' writing quality, particularly in terms of organization and coherence (Indriyani & Hamzah, 2021; Widiati & Cahyono, 2022).

In addition, the development of digital technology has transformed writing practices by introducing multiple modes of communication, such as text, images, audio, and video. This development has increased the importance of multimodal composition, which enables students to express meaning through various semiotic resources. Research has shown that multimodal approaches can enhance student engagement, creativity, and digital literacy (Hafner & Ho, 2020; Jiang & Luk, 2022; Zhang & Yu, 2023).

Despite these advantages, the implementation of PGBA and multimodal composition in many EFL classrooms remains limited. Writing instruction still tends to rely on traditional text-based methods, indicating a gap between theoretical developments and classroom practices (Kessler, 2021; Widodo, 2022). Teachers play a central role in addressing this gap because their knowledge, beliefs,

and experiences strongly influence instructional practices. However, teachers may encounter challenges such as limited training, lack of resources, insufficient technological support, and institutional constraints when attempting to adopt innovative approaches (Nguyen & Habók, 2021; Apriliyanti et al., 2023).

Previous studies have investigated PGBA and multimodal composition separately. Some studies focused on the effectiveness of PGBA in improving students' writing performance, while others examined the role of multimodal composition in enhancing engagement and digital literacy. However, research exploring the integration of these two approaches, particularly from teachers' perspectives in higher education contexts, remains limited. Understanding teachers' perspectives is important because it provides insights into both the opportunities and challenges involved in implementing innovative approaches effectively in real classroom settings.

Therefore, this study aims to explore English teachers' perspectives on

integrating the Process-Genre Based Approach and multimodal composition in EFL essay writing instruction. It focuses on teachers' understanding of these approaches, their attitudes toward integration, their readiness to implement them, and the challenges they encounter in teaching practices. By examining these aspects, the study seeks to provide a comprehensive understanding of the current state of EFL writing instruction.

The novelty of this study lies in its attempt to connect two important frameworks—PGBA and multimodal composition—through the lens of teachers' perspectives. While previous studies have discussed these approaches independently, few have explored their integration in a systematic and contextualized manner. Furthermore, the findings are expected to contribute to the development of more effective instructional materials, particularly coursebooks integrating PGBA and multimodal composition that are both theoretically sound and practically applicable in EFL classrooms.

REVIEW OF RELATED LITERATURES

2.1 EFL Essay Writing: Persistent Challenges and Instructional Gaps

A substantial body of recent research indicates that EFL university students continue to experience difficulties in producing well-developed academic essays. These difficulties are not only linguistic but also rhetorical and cognitive in nature. Students often struggle with constructing arguments, maintaining coherence, and applying appropriate genre conventions. Empirical studies have shown that these challenges are closely related to limited exposure to structured writing instruction and insufficient opportunities for revision and feedback (Fitriani et al., 2021; Pratama & Suherdi, 2021).

More importantly, several studies highlight a persistent mismatch between theoretical recommendations and classroom practices. While contemporary writing pedagogy emphasizes writing as a recursive and socially situated process, classroom instruction in many EFL contexts may tend to prioritize accuracy and final products (Suryani & Amalia, 2022; Widiati & Cahyono, 2022). This gap suggests the need for instructional approaches that can simultaneously

address students' writing processes and their understanding of genre conventions.

2.2 The Process-Genre Approach in Practice

Recent studies have moved beyond defining the Process-Genre Approach (PGBA) and instead focused on how it operates in classroom contexts. PGBA is typically implemented through a sequence of stages, including modeling of target texts, joint construction, independent writing, and iterative revision. These stages are designed to scaffold students' understanding of both the writing process and the structural features of specific genres (Nagao, 2020; Emilia & Hamied, 2022).

Empirical evidence suggests that PGBA contributes significantly to students' ability to control schematic structures and linguistic features in their writing. For instance, students exposed to PGBA demonstrate improved organization, clearer thesis development, and more appropriate use of cohesive devices (Indriyani & Hamzah, 2021). In addition, the integration of peer and teacher feedback within the writing cycle has been found to enhance students' awareness of audience and purpose.

However, the effectiveness of PGBA depends heavily on how teachers implement it. Some studies report that teachers tend to emphasize either the process dimension or the genre dimension, rather than integrating both in a balanced way. Time constraints, large class sizes, and limited pedagogical training are frequently cited as barriers to effective implementation (Apriliyanti et al., 2023). These findings indicate that while PGBA is pedagogically promising, its classroom realization remains complex and context-dependent.

2.3 Multimodal Composition and Digital Writing Practices

The growing emphasis on multimodal composition is rooted in social semiotic perspectives, which conceptualize meaning-making as the integration of multiple modes, including linguistic, visual, and spatial resources. In EFL writing instruction, this perspective has led to the incorporation of tasks such as digital storytelling, infographic design, and video-based projects (Hafner & Ho, 2020).

Recent empirical studies have demonstrated that multimodal composing can enhance students' engagement and expand their communicative repertoires.

For example, learners involved in multimodal tasks tend to show greater motivation and produce more meaningful content, as they are able to draw on various semiotic resources to express their ideas (Jiang & Luk, 2022; Zhang & Yu, 2023). Moreover, multimodal composition has been shown to support the development of digital literacy, which is increasingly recognized as an essential component of academic competence.

Despite these benefits, the adoption of multimodal composition in EFL classrooms remains uneven. Research indicates that many teachers still rely on traditional text-based assignments and may feel uncertain about how to design, implement, and assess multimodal tasks (Kessler, 2021; Widodo, 2022). In addition, institutional constraints and limited access to technology can further restrict its implementation. These challenges highlight the need to explore how multimodal approaches can be integrated into existing pedagogical frameworks in a feasible and context-sensitive manner.

2.4 Toward an Integrated Pedagogical Framework

While PGBA and multimodal composition have been widely

investigated, studies that integrate these two approaches remain limited. Conceptually, however, the integration is highly compatible. PGBA offers a structured pedagogical sequence that guides students through the writing process and genre awareness, while multimodal composition expands the range of expressive resources available to learners.

A small number of recent studies suggest that combining structured writing instruction with multimodal tasks can create more meaningful learning experiences. For instance, incorporating multimodal elements into genre-based writing tasks allows students to explore how meaning is constructed across different modes while still adhering to genre conventions. This integration has the potential to support not only linguistic development but also critical and creative thinking.

However, existing research has not sufficiently examined how such integration can be implemented in real classroom contexts, particularly from the perspective of teachers. Most studies focus on student outcomes rather than instructional decision-making processes. As a result, there is still limited understanding of how teachers interpret,

adapt, and negotiate these approaches in practice.

2.5 Teachers' Perspectives and Instructional Decision-Making

Teachers' perspectives play a central role in shaping classroom practices. Drawing on research on teacher cognition, it is widely acknowledged that teachers' beliefs, knowledge, and prior experiences influence how they interpret and implement pedagogical innovations (Nguyen & Habók, 2021). In the context of EFL writing instruction, teachers' understanding of approaches such as PGBA and multimodal composition can significantly affect their classroom application.

Recent studies indicate that teachers who have a strong conceptual understanding of writing pedagogy are more likely to adopt student-centered and process-oriented practices. Conversely, teachers who are less familiar with these approaches may rely on more traditional methods. In terms of multimodal composition, teachers' technological competence and access to resources also play a crucial role in determining whether and how such approaches are implemented (Apriliyanti et al., 2023).

Furthermore, institutional factors, such as curriculum requirements and assessment systems, can either support or constrain pedagogical innovation. Teachers often need to balance between meeting institutional expectations and

experimenting with new approaches. This highlights the importance of examining teachers' perspectives not only at the individual level but also within broader educational contexts.

.METHODS

This study employed a qualitative descriptive approach to explore English teachers' perspectives on integrating the Process-Genre Based Approach (PGBA) and multimodal composition in EFL essay writing instruction. A qualitative design was selected because it enables researchers to gain an in-depth understanding of participants' experiences, beliefs, and classroom practices (Creswell & Poth, 2021; Merriam & Tisdell, 2021).

Respondents

The respondents of this study were ten English teachers from several higher education institutions, namely Universitas Jambi, Universitas Batanghari, UIN Sulthan Thaha Saifuddin Jambi, and Universitas Merangin. They were selected through purposive sampling because they had direct experience in teaching essay writing and were familiar with current approaches in EFL writing instruction.

This selection ensured that the data obtained were relevant to the focus of the study.

All respondents had at least two years of experience teaching writing courses, particularly essay writing. Several respondents had also been exposed to the Process-Genre Based Approach (PGBA), although their levels of understanding and classroom implementation varied.

To protect participants' privacy, all respondents were assigned codes (e.g., T1, T2, and T3) instead of using their real names. Participation in this study was voluntary, and all respondents agreed to share their perspectives and experiences for research purposes.

Instruments

This study used two main instruments: a questionnaire and a semi-structured interview. Both instruments were designed to explore teachers' understanding, perceptions, challenges, and needs related

to the integration of the Process-Genre Based Approach (PGBA) and multimodal composition in EFL essay writing instruction.

The questionnaire consisted of Likert-scale items ranging from strongly disagree to strongly agree. It was developed to obtain general information about teachers' views and classroom practices. The items covered several aspects, including teachers' understanding of PGBA, their perceptions of multimodal composition, the challenges they faced, and their need for instructional materials. The questionnaire was designed in a clear and simple format to ensure that respondents could answer easily and accurately.

To strengthen the methodological quality of the study, the validity and reliability of the questionnaire were established before the main data collection process. To ensure content validity, the questionnaire items were reviewed by two experts in EFL writing and educational research. They evaluated the relevance, clarity, and appropriateness of each item in relation to the research objectives. Based on their feedback, several items were revised to improve wording clarity and avoid ambiguity. In addition, a pilot study was conducted involving several English

teachers who were not included in the main participants of the study. The pilot study aimed to identify unclear statements, evaluate the readability of the items, and examine the overall effectiveness of the questionnaire. The results indicated that the questionnaire items were understandable and relevant to the respondents' teaching context. To measure reliability, the internal consistency of the questionnaire was analyzed using Cronbach's Alpha, and the results showed that the questionnaire had acceptable reliability. Therefore, the questionnaire was considered appropriate for collecting data related to teachers' perspectives on integrating PGBA and multimodal composition in EFL essay writing instruction.

In addition, a semi-structured interview was used to gain deeper insights into teachers' responses. The interview guide included open-ended questions that allowed respondents to explain their experiences in more detail. This type of interview provided flexibility, enabling the researcher to ask follow-up questions when necessary and to explore unexpected but relevant issues. Before being used, both instruments were reviewed to ensure clarity and relevance to the research

objectives. The combination of the questionnaire and interview helped to collect both broad and in-depth data, which strengthened the overall quality and credibility of the study.

Data Collection Procedures

The data were collected in several stages to ensure comprehensive and reliable findings. First, the questionnaire was distributed to all respondents to gather general information about their understanding, perceptions, challenges, and needs related to the use of PGBA and multimodal composition in essay writing instruction. The Likert-scale format helped identify patterns in teachers' responses.

After the questionnaire data had been collected and reviewed, semi-structured interviews were conducted with selected respondents to obtain deeper insights into their responses and classroom experiences. The interviews were carried out flexibly, allowing participants to express their opinions openly and in their own words.

All interviews were conducted online and recorded with participants' consent. The recordings were then transcribed for analysis. To ensure data accuracy, the researcher reviewed the

responses and clarified unclear points during the interview process. The combination of questionnaires and interviews allowed the researcher to collect both general and detailed information, which strengthened the credibility of the findings through data triangulation.

Data Analysis

The data were analyzed using descriptive and thematic analysis to provide a comprehensive understanding of teachers' perspectives. Questionnaire data were analyzed descriptively by calculating the percentage of responses for each item. This analysis helped identify general trends related to teachers' understanding, perceptions, challenges, and needs regarding the integration of PGBA and multimodal composition.

Meanwhile, interview data were analyzed using thematic analysis. First, all interview transcripts were read repeatedly to achieve familiarity with the data. Next, meaningful statements were identified and coded. Similar codes were grouped into categories, which were later developed into broader themes. These themes were used to explain teachers' experiences, beliefs, and challenges in greater depth.

To ensure trustworthiness, the researcher compared the questionnaire and interview findings to determine whether they supported each other. In addition, member checking was conducted by sharing interview summaries with participants to confirm the accuracy of the

interpretations. Through this process, the study combined general patterns from the questionnaire with deeper insights from the interviews, resulting in a more comprehensive understanding of the research problem.

RESULTS AND DISCUSSION

This section presents the findings derived from both questionnaire and interview data. The analysis focuses on five major themes: (1) teachers' understanding of the Process-Genre Based Approach (PGBA), (2) perceptions of multimodal composition, (3) perceptions of integrating PGBA and multimodal composition, (4) challenges in implementation, and (5) teachers' pedagogical needs. The integration of quantitative and qualitative data provides a more comprehensive understanding of the issue.

1. Teachers' Understanding of PGBA in Essay Writing

The questionnaire results indicate that teachers generally demonstrate a high level of understanding of the Process-Genre Based Approach (PGBA), with an overall mean score of 4.41. Teachers showed strong understanding of

writing stages, essay structure, and process-based instruction. The highest scores were found in writing process stages and essay structure teaching ($M = 4.6$), followed by understanding writing as a process and guiding students through writing activities ($M = 4.5$). These findings suggest that teachers are familiar with the core principles of PGBA and recognize its importance in improving students' writing skills.

However, slightly lower scores were found in the use of model texts ($M = 4.2$) and integrating process and genre elements ($M = 4.3$), indicating that some teachers still face difficulties in applying PGBA consistently in classroom practice.

The interview data support these findings. Most teachers demonstrated clear conceptual understanding of PGBA, although some admitted challenges in implementing all writing stages

effectively. For example, T1 stated that PGBA combines writing stages with genre structure, but classroom instruction still tends to focus on the final product. Similarly, T3 explained that students often skip revision stages, while T9 mentioned that guiding students step by step requires considerable time.

These findings align with previous studies emphasizing that PGBA helps

students improve organization and coherence in writing (Nagao, 2020; Emilia & Hamied, 2022). However, the findings also confirm that practical implementation remains challenging, particularly in time management and maintaining recursive writing processes in real classroom settings.

Table 1. The Percentage of Students' Reading Comprehension

Item	Statement (Shortened)	Mean	SD	Category
1	Understanding PGBA concept	4.4	0.52	High
2	Writing process stages	4.6	0.52	Very High
3	Writing as a process	4.5	0.53	Very High
4	Role of genre knowledge	4.3	0.48	High
5	Essay structure teaching	4.6	0.52	Very High
6	Use of model texts	4.2	0.63	High
7	Integrating process & genre	4.3	0.48	High
8	Guiding writing process	4.5	0.53	Very High
9	Providing feedback	4.4	0.52	High
10	Confidence in PGBA	4.3	0.48	High

Overall Mean: 4.41 (High)

2. Teachers' Perceptions of Multimodal Composition

The findings reveal that teachers hold positive perceptions toward multimodal composition, with an overall mean score of 4.40. Teachers strongly agreed that multimodal composition enhances creativity, engagement, and the use of digital media in writing instruction. The highest scores were

found in the use of presentation tools and digital platforms ($M = 4.6$), followed by supporting creativity and digital media use ($M = 4.5$).

These results indicate that teachers recognize the importance of integrating digital and visual elements into writing instruction to create more interactive and student-centered learning environments. Teachers also perceived multimodal

composition as effective in increasing students' motivation and participation in writing activities.

Interview responses further confirmed these positive perceptions. T2 explained that students become more interested when they can use images or videos in writing tasks, while T4 noted that multimodal learning makes writing less boring, particularly for vocational students.

Despite these positive views, some teachers expressed uncertainty regarding the use of digital tools and multimodal assessment. T6 admitted limited familiarity with digital technology, and T8 highlighted difficulties in assessing multimodal assignments. These findings suggest that although teachers appreciate the benefits of multimodal composition, they still require greater competence in digital pedagogy and assessment practices.

The findings support previous research showing that multimodal composition enhances engagement, creativity, and digital literacy in EFL learning (Hafner & Ho, 2020; Jiang & Luk, 2022). Nevertheless, this study also highlights the continuing need for practical guidance in assessment and technology integration.

Table 2. Descriptive Statistics of Multimodal Composition (N=10)

Item	Statement (Shortened)	Mean	SD	Category
1	Using digital media	4.5	0.53	Very High
2	Combining text & images	4.4	0.52	High
3	Using video/audio	4.2	0.63	High
4	Encouraging multimodal tasks	4.3	0.48	High
5	Using presentation tools	4.6	0.52	Very High
6	Supporting creativity	4.5	0.53	Very High
7	Enhancing engagement	4.4	0.52	High
8	Digital platform use	4.6	0.52	Very High
9	Multimodal assessment	4.2	0.63	High
10	Confidence in multimodal teaching	4.3	0.48	High

Overall Mean: 4.40 (High)

3. Teachers' Perceptions of Integration (PGBA + Multimodal)

Teachers demonstrated strongly positive perceptions toward integrating PGBA and multimodal composition, as reflected in the overall mean score of 4.44. The highest scores were found in

improving writing quality, enhancing creativity, and the overall value of the integrated approach ($M = 4.6$). Teachers also believed that this integration supports idea development and student engagement ($M = 4.5$).

These findings indicate that teachers perceive PGBA and multimodal composition as complementary approaches. PGBA provides structured guidance in writing processes and genre organization, while multimodal composition encourages creativity and meaningful communication through various media.

Interview responses strongly supported this view. T1 explained that combining PGBA with multimodal tasks makes writing more meaningful because students can express ideas in different ways. T7 further noted that PGBA focuses on structure, whereas multimodal composition supports creativity, making the two approaches mutually reinforcing.

However, teachers also acknowledged several implementation difficulties. Some respondents mentioned limited technical knowledge, uncertainty in connecting multimodal activities with writing stages, and differences in students' digital skills. T10 emphasized

the need for proper training and resources to implement the approach consistently.

These findings suggest that teachers are conceptually ready to accept pedagogical innovation, but successful implementation depends on sufficient professional support, practical guidance, and institutional readiness.

Table 3. Integration of PGBA and Multimodal Composition

Item	Statement	Mean	SD	Category
1	Integration improves writing	4.6	0.52	Very High
2	Helps idea development	4.5	0.53	Very High
3	Enhances creativity	4.6	0.52	Very High
4	Improves organization	4.4	0.52	High
5	Supports student engagement	4.5	0.53	Very High
6	Makes teaching effective	4.4	0.52	High
7	Facilitates feedback	4.3	0.48	High
8	Helps low-	4.2	0.6	High

	level students		3	
9	Aligns with curriculum	4.3	0.48	High
10	Worth implementing	4.6	0.52	Very High

Overall Mean: 4.44 (High)

4. Challenges in Integrating PGBA and Multimodal Composition

Although teachers showed positive perceptions toward integration, several practical challenges were identified. The overall mean score for challenges was 4.37, indicating that implementation barriers remain significant. The most dominant challenge was limited facilities ($M = 4.6$), including inadequate digital devices, unstable internet access, and limited multimedia resources.

Other major challenges included limited time ($M = 4.5$), lack of resources ($M = 4.5$), insufficient training ($M = 4.4$), and assessment difficulties ($M = 4.4$). These findings indicate that implementing PGBA and multimodal composition requires additional preparation, classroom management, and technological support.

The interview data provided more detailed insights into these difficulties.

T5 identified time limitations as the biggest problem because PGBA requires multiple writing stages that are difficult to complete within limited class hours. T6 explained that differences in students' digital literacy slow down classroom activities, while T10 mentioned internet connectivity issues during multimedia activities.

These findings confirm previous studies indicating that institutional constraints, limited resources, and insufficient teacher training remain major obstacles in adopting innovative pedagogical approaches (Nguyen & Habók, 2021; Apriliyanti et al., 2023). The findings also suggest that successful integration requires support not only from teachers but also from educational institutions.

Table 4. Challenges Faced by Teachers

Item	Statement	Mean	SD	Category
1	Limited time	4.5	0.53	High
2	Lack of training	4.4	0.52	High
3	Limited facilities	4.6	0.52	Very High
4	Students' low skills	4.3	0.48	High
5	Assessment	4.4	0.5	High

	nt difficulty		2	
6	Large class size	4.2	0.6	High
7	Technical problems	4.3	0.4	High
8	Curriculu m constraints	4.2	0.6	High
9	Lack of resources	4.5	0.5	High
10	Limited support	4.3	0.4	High

Overall Mean: 4.37 (High)

5. Teachers' Pedagogical Needs

The findings reveal very high pedagogical needs among teachers, with an overall mean score of 4.65. The highest scores were found in the need for multimodal training and continuous professional development ($M = 4.8$), followed by PGBA training, teaching materials, and digital tools training ($M = 4.7$).

These findings indicate that teachers strongly recognize the importance of improving both pedagogical and technological competence. Teachers also expressed strong needs for practical support, including teaching guidelines, lesson

plans, classroom strategies, and assessment guidance. In addition, institutional support received a high score ($M = 4.6$), highlighting the importance of administrative and infrastructural support in implementing innovative instruction.

Interview findings reinforced these results. T1 emphasized the need for practical training on applying PGBA in real classroom situations, while T7 requested step-by-step guidance for integrating multimodal elements. T4 highlighted the importance of ready-to-use teaching materials, and T10 stressed the need for assessment guidelines for multimodal writing tasks.

These findings demonstrate that teachers are willing to adopt innovative approaches but require systematic support to bridge the gap between theory and practice. The findings also imply that future instructional development should focus not only on conceptual understanding but also on practical implementation tools that are applicable in real EFL classroom contexts.

Table 5. Teachers' Need

Item	Statement (Shortened)	Mean	SD	Category
1	Need for PGBA	4.7	0.48	Very High

	training			
2	Need for multimodal training	4.8	0.4 2	Very High
3	Need for teaching guidelines	4.6	0.5 2	Very High
4	Need for teaching materials	4.7	0.4 8	Very High
5	Need for lesson plan support	4.5	0.5 3	Very High
6	Need for assessment guidance	4.6	0.5 2	Very High
7	Need for digital tools training	4.7	0.4 8	Very High
8	Need for classroom strategies	4.5	0.5 3	Very High
9	Need for institutional support	4.6	0.5 2	Very High
10	Need for continuous development	4.8	0.4 2	Very High

Overall Mean: 4.65 (Very High)

6. Thematic Coding Summary

The thematic analysis identified several recurring patterns across the interview data. The dominant themes include positive perceptions toward integration, benefits for student engagement and creativity, implementation challenges, limited pedagogical readiness, and strong needs for professional support.

Teachers generally viewed the integration of PGBA and multimodal composition as meaningful, engaging, and beneficial for students' writing development. However, they also emphasized practical barriers such as limited facilities, lack of training, assessment difficulties, and varying levels of students' digital literacy.

Overall, the findings suggest that the integration of PGBA and multimodal composition has strong pedagogical potential in EFL essay writing instruction. Nevertheless, effective implementation requires continuous teacher training, practical teaching resources, assessment guidance, and institutional support to ensure sustainable classroom application.

Discussion

The results of this study show that teachers have very high pedagogical needs when implementing the integration of the Process-Genre Based Approach (PGBA) and multimodal composition. These findings are in line with recent developments in EFL writing pedagogy and reflect current challenges faced by teachers in adapting to more innovative teaching practices.

First, the strong need for training in PGBA suggests that teachers still find it challenging to apply the approach effectively in real classroom contexts. Although PGBA has been widely recognized as an effective method for teaching writing, recent studies indicate that teachers often need more practical guidance to connect theory with practice. This becomes even more complex when PGBA is combined with multimodal approaches, which require additional skills and instructional strategies.

Second, the high demand for multimodal training highlights the growing importance of multimodal composition in modern education. In recent years, multimodal literacy has become an essential part of 21st-century learning, as students are expected to communicate not only through text but

also through images, videos, and digital media. Previous studies have shown that multimodal approaches can significantly improve students' engagement and creativity in writing. However, many teachers still feel unprepared to design and implement multimodal activities, which explains their strong need for training in this area.

In addition, teachers' need for teaching materials, lesson plans, and assessment guidelines shows that practical support is crucial for successful implementation. While teachers may already understand the basic concepts of PGBA and multimodal composition, they often lack ready-to-use resources that can help them apply these approaches in their classrooms. Recent research confirms that structured teaching materials and clear instructional frameworks play an important role in supporting both teachers and students in the learning process.

Another important issue highlighted in this study is assessment. Teachers reported difficulties in evaluating multimodal writing, which is consistent with findings from recent studies. Traditional assessment methods are usually designed for text-based writing and may not fully capture the

complexity of multimodal compositions. Therefore, teachers need more appropriate assessment tools and rubrics that can evaluate both linguistic and visual elements in students' work.

Furthermore, the findings emphasize the importance of continuous professional development and institutional support. Although teachers generally show positive attitudes toward integrating PGBA and multimodal composition, they often face external challenges such as limited facilities, lack of training opportunities, and insufficient technological support. This indicates that successful implementation depends not only on teachers' competence but also on

support from schools and educational institutions.

Overall, this study confirms that integrating PGBA and multimodal composition has great potential to improve EFL writing instruction. However, to implement it effectively, teachers need comprehensive support, including training, teaching resources, and institutional backing. The consistency between questionnaire and interview data also strengthens these findings, showing that teachers are willing to adopt innovative approaches but still require guidance and support to do so successfully.

CONCLUSIONS

This study reveals that English teachers generally have a strong understanding of the Process-Genre Based Approach (PGBA) and positive perceptions toward multimodal composition in EFL essay writing instruction. Teachers believe that the integration of PGBA and multimodal composition can improve students' writing skills, creativity, and engagement by combining structured writing processes with meaningful digital and visual elements.

However, the findings also show that teachers face several challenges in implementing these approaches, including limited time, inadequate facilities, lack of training, and difficulties in assessing multimodal writing. These challenges indicate that successful implementation requires not only teachers' readiness but also sufficient institutional and technological support.

In addition, teachers expressed strong pedagogical needs, particularly for professional training, practical teaching

materials, assessment guidance, and clear instructional strategies. These findings suggest that continuous professional development and supportive learning resources are essential to help teachers apply innovative approaches effectively in classroom practice.

Overall, this study concludes that integrating PGBA and multimodal composition has significant potential to enhance EFL writing instruction.

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Practically, the findings may contribute to the development of integrated coursebooks, teacher training programs, and classroom guidelines for EFL writing instruction. For future research, further studies are recommended to investigate the effectiveness of this integrated approach in improving students' writing performance across different educational contexts and levels.

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