



Original article

Integrating Multimodal Composition into EAP Curricula to Enhance Argumentation Skills

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ABSTRACT

This study examines the impact of integrating multimodal composing into the teaching of English for Academic Purposes (EAP) on learners' argumentative writing skills. Multimodal composing, which combines text, images, sound, and spatial elements, is viewed as closely connected to critical thinking, creativity, and learner engagement compared to traditional teaching practices. The study adopts a mixed-methods research design, collecting data through in-depth interviews with EAP learners, questionnaire analysis, and the evaluation of multimodal assignments using creative rubrics. Quantitative findings reveal significant improvements in argument structure, support, and coherence, with multimodal tasks achieving higher performance scores than text-based tasks. Qualitative results indicate increased levels of critical thinking, motivation, and engagement among learners, although some challenges emerged in coordinating and aligning multiple modes. Overall, the study highlights the pedagogical value of incorporating multimodal tasks in EAP instruction and emphasizes the importance of adequate scaffolding, alignment, and instructional support to help learners effectively manage multimodal composition.

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دمج الإنشاء متعدد الوسائط في منهاج اللغة الإنجليزية للأغراض الأكاديمية EAP لتعزيز مهارات الجدل

م.م بتول حسن حميدان
قسم تربية الرفاعي في محافظة ذي قار

المُستخلص

تتناول هذه الدراسة أثر دمج التأليف متعدد الوسائط في تدريس اللغة الإنجليزية للأغراض الأكاديمية (EAP) على تنمية مهارات الكتابة الجدلية لدى المتعلمين. ويُنظر إلى التأليف متعدد الوسائط، الذي يجمع بين النصوص والصور والصوت والعناصر المكانية، على أنه يرتبط ارتباطاً وثيقاً بالتفكير النقدي والإبداع ومشاركة المتعلمين مقارنة بأساليب التدريس التقليدية. تعتمد الدراسة منهجاً بحثياً مختلطاً، حيث تم جمع البيانات من خلال مقابلات متعمقة مع متعلمي (EAP)، وتحليل الاستبيانات، وتقييم المهام متعددة الوسائط باستخدام (rubrics) إبداعية. وتُظهر النتائج كمية تحسناً ملحوظاً في بنية الجدل، ودعم الأفكار، وتماسك النص، مع تحقيق المهام متعددة الوسائط درجات أداء أعلى من المهام النصية التقليدية. كما تشير النتائج النوعية إلى ارتفاع مستويات التفكير النقدي والدافعية والمشاركة لدى المتعلمين، رغم ظهور بعض التحديات المتعلقة بتنسيق ومواءمة الوسائط المتعددة. وبوجه عام، تؤكد الدراسة القيمة التربوية لدمج المهام متعددة الوسائط في تدريس (EAP)، وتبرز أهمية توفير التوجيه التدريجي والدعم التعليمي المناسب لمساعدة المتعلمين على إدارة التأليف متعدد الوسائط بفاعلية.

الكلمات المفتاحية: التأليف متعدد الوسائط، اللغة الإنجليزية الأكاديمية، مهارات الجدل، الكتابة الأكاديمية، الثقافة الرقمية، البحث بالمنهج المختلط

1. Introduction

EAP teaching practice is called upon to respond to the growing requirements of learners' literacy skills in such a rapidly changing technological context. The classical models of academic writing, which are essentially text-based, have been challenged for their failure to adequately equip learners to tackle multimodal, involving a combination of linguistic, visual, auditory, and spatial modes of meaning generation, types of texts. This is supported by the observation that multimodal modes of teaching and learning, with a solid emphasis on combining different semiotic resources with the academic writing tasks of learners, would critically highlight making available to learners the opportunities to develop skills related to argumentative statements in line with real-world academic discourses. Evidence has revealed that multimodal teaching modes result in developing communicative competence, besides enhancing the potential for developing skills in constructing argumentations on diverse modes of representation. In such a context, multimodal composition, which represents a fresh approach to developing skills in argumentations within the context of EAP teaching practices, is of high significance.

1.1 Statement of the Problem

Although the importance of multimodal literacies in educational institutions has been acknowledged, the implementation of EAP courses is still rooted in monomodal writing practices, thereby hindering students from participating actively in multimodal modes of rhetoric that can facilitate complex levels of argumentative skills. It has been proven in one of the recent systemic reviews that the application of a variety of modes, such as visual, gestural, and audio modes, within English learning environments

in higher education institutions has a positive effect on writing skills as well as communicative skills; still, there are certain deficiencies in understanding how exactly such a practice has been implemented in the context of EAP learning. The need, therefore, arises to analyze how the teaching of EAP can be brought into the realm of multimodal composition with the aim of developing better skills of argumentation in the learners.

1.2 Research Object

The prime aim of the research is to:

1. Explore the theoretical basis within multimodal composing with regard to teaching argumentation in EAP.
2. Point to successful pedagogical practices of incorporating multimodal composition into the EAP curriculum.
3. Evaluate the impact of the multimodal composition activities on argumentation by EAP learners.
4. Suggest guidelines on curriculum matters regarding the embedding of multimodal argumentative activities into EAP programs.

1.3 Research Questions

This research will address the following questions:

1. *What are the dominant theoretical perspectives supporting the place of multimodal composition in EAP teaching?*
2. *How might multimodal composition tasks impact learners' development of academic argument construction and presentation?*
3. *What pedagogical strategies are taken up to facilitate and implement multimodal composition in the EAP curriculum?*
4. *What are some of the challenges and opportunities instructors face with using multimodal composition in EAP courses?*

1.4 Items

English for Academic Purposes (EAP), a branch of language teaching focused on preparing learners to use English effectively in academic and research settings, with an emphasis on skills like critical thinking and disciplinary communication (Hyland, 2006).

Academic writing, understood not only as traditional text-based production but as a formal mode of scholarly communication that can be enhanced through diverse representational forms (Swales & Feak, 2012).

Argumentation skills—their ability to construct, support, and present logical and persuasive claims using evidence and reasoning (Toulmin, 2003).

Multimodal composition. This process involves creating meaning by integrating multiple semiotic modes such as images, audio, video, and spatial layout alongside written language, reflecting

contemporary communication practices where meaning is shaped through the orchestration of different modes (Kress, 2010).

Digital literacy, defined as the critical capacity to access, evaluate, and create content using digital tools, which here involves using software to produce multimodal academic arguments (Gilster, 1997).

Mixed-method research design, which combines quantitative and qualitative approaches to both statistically measure argumentation performance and explore learner experiences in depth (Creswell & Creswell, 2018).

2. Literature Review

2.1 Multimodal Literacies and Argumentation in EAP

Research into multimodal literacies suggests that in contemporary communication, meaning is not created through alphabetic text alone but by orchestrating linguistic, visual, auditory, spatial, and gestural resources. Multimodal theorists contend that conceptions of literacy practices have shifted to reflect the digital and media-rich ecologies and that learners need increasingly to interpret and create texts that strategically combine such modes (Kress, 2010, pp. 1–3). Multimodal literacy involves, therefore, an expanded conception of composition wherein learners participate in meaning-making through converging resources rather than sole reliance on linear, print-based conventions. Multimodality thus promoted a more dynamic, interactive, and rhetorically flexible engagement with communication tasks (Archer, 2022, p. 546).

In the contexts of EAP especially, the composition through multimodality reinforces the development of academic literacies through construction and argumentation with a variety of representational tools. The multimodal instruction may favor both comprehension and rhetorical effectiveness by leading learners to analyze the ways in which modes interplay in creating meaning. For instance, according to Carrió-Pastor (2022, p. 4), images, graphics, and digital integrations into academic assignments have showcased an increase in the levels of understanding of learners with regard to evidence organization, coherence, and audience engagement.

Indeed, empirical research comparing monomodal and multimodal writing practices in an EAP setting has revealed that language learners taking part in digital multimodal writing practice better linguistic skills, sense of rhetoric, and development of writing. DMC also raises learner engagement through more opportunities for students to play with voice, layout, and design and with the use of more multimodal means for argumentation. These findings are indicative that multimodal literacy creates an increased sense of semiotic resources contributing to argumentation, leading to academic writing competency through enhanced communicative practices.

2.2 Lacuna in Multimodal Integration for Argumentation within the EAP Curricula

Despite the documented benefits of multimodal literacy, significant gaps exist in its application within EAP programs and, specifically, in relation to developing argumentation skills. Many of the studies dealing with multimodality focus on general language proficiency, digital literacy, or multimodal

awareness without taking into consideration how multimodal tasks can explicitly enhance the structure of arguments, the integration of evidence, and the refinement of critical thinking-core aspects of EAP argumentation (Rahmanu & Molnár, 2024, pp. 5–6). Thus, until today, the connection between multimodality and argumentation has not been elaborated upon in the present EAP pedagogical research.

Moreover, the curricular materials tend to be focused on traditional formats of academic writing and do not systematically embed multimodal objectives. As Sezgin (2023, pp. 30–32) puts it, "multimodality is often added in but never core"; as such, learners have fewer chances to engage themselves with multimodal argument tasks like making visual claims, embedding multimodal evidence, or organizing an argument across different representational modes. This, therefore, points to a more general problem evident in EAP curricula: namely, a rather slow move on the part of academic writing instruction toward multimodal ways of communicating that dominate current academic and professional contexts.

While multimodal immersion has indeed been found to potentially advance vocabulary development, writing fluency, and engagement with content, how far such immersions may contribute directly to argumentation, especially in structured academic genres, is not well documented (Archer, 2022, p. 551). The absence of rigorous frameworks that connect multimodal teaching to argumentation renders the investigation of exactly how the quality and cogency of academic arguments are influenced by the multimodal, design-level choices students make during composing paramount.

2.3 Theoretical and Methodological Innovations

Recent research has placed emphasis on theoretical and methodological innovations that indicate in a clearer way how multimodality can be integrated into the instruction of EAP argumentation. Theoretically, the multiliteracies and social semiotic approaches conceptualize meaning as a product of semiotic choices influenced by cultural, social, and technological contexts (Kress, 2010, pp. 5–7). In fact, this approach requires learners to exercise critical judgment concerning how multimodal resources convey knowledge, as a way of developing skills that are essential in academic argumentation (Archer, 2022, p.547).

DMC pedagogies take such theories a step ahead by applying such technologies, such as multimedia, in a direct way within the design of scholarly tasks. For instance, such theories provide a means by which learners can interact with texts in a way that helps them to design multimodal discourses. Ho, 2024, p. 329 In terms of research, controlled comparisons, such as described in Kim, 2023, p. 1, have especially shown that the implementation of DMC results in observable improvements with respect to such factors as organization, cohesion, and argument development.

New research, with a focus on multimodal EFL/ESL, has shown that high engagement with multimodal writing tasks has also led to increased levels of learners' confidence, as well as improved skills in argument construction from multimodal sources (EFL Multimodal Intervention Study 2025, p. 1). This is, therefore, significant research that provides essential models of practice on how to

embed the use of multimodal technologies, such as infographic design, video essays, annotated digital texts, and interactive slides, within teaching argumentation in EAP.

2.4 Bridging the Gap: Towards Multimodal Argumentation in EAP

What this means is that, to effectively bridge the divide that exists between multimodal literacy and argumentation, there is a need for a careful design of EAP curriculums that integrates multimodal tasks as a prerequisite for argumentation skills. Rahmanu & Molnár, 2024, p. 7 aliquot that there is a need to make a rapprochement on instruction on multimodality with a verificatory tool that will not only check proficiency with regard to language, but also the rhetoric skills with regard to multimodal perspectives.

The suggested activity includes scaffolding multimodal argument tasks to support the learners to progress from simple multimodal interactions to a complex multi-modal argument construction. The examples of such tasks include infographic-based argument presentation, research-based video essays, and poster presentations that require the learners to justify semiotic selections, thereby supporting comprehension of academic evidence (Multimodal Assessment Research, 2024, p. 1).

Lastly, research considers that multimodal argumentation needs to be accommodated in discipline-specific EAP education because academic genres are also different in the way visual, text, and numeric evidence is used. In putting multimodal tasks in a real disciplinary environment, the teaching of EAP is also best placed to develop the academic rhetoric of learners while also preparing them for the multimodal requirements of modern academic knowledge construction (Carrió-Pastor 2022, p. 6; Archer 2022, p. 553).

3. Methodology

3.1 Research Design

The research design to be used in this research is an integrated approach involving a mixed-method design. This is because this research embraces a quantitative research design as well as a qualitative research design in exploring how students undertaking EAP develop argumentation skills based on multimodal composition. This is because the mixed-design research is a complete research design that provides statistical insights into the performance of learners, as well as perceptions (Creswell & Creswell, 2018, p. 53; George, 2025, p. 1).

3.2 Data Collection

Interviews and questionnaires will be employed in the process of collecting information.

1. Semi-structured interviews: Such interviews would be carried out with the learners as well as with the instructors to know in depth their perceptions regarding the multimodal practices of composition, challenges, and effects on argumentation skills. The matter of the interview would be linked to the use of text, image, and audio in developing arguments and the feelings produced because of the latest developments in multimodal design. Kim (2023, p. 2)

2. Questionnaires: These are to be dispatched to the larger group of EAP learners, as a means of deriving quantitative indicators on the attitudes, engagement, and perceptions of improvement that occur within the implementation of multimodal tasks for argumentation. The use of a Likert-type scale is considered to derive perceptions on the efficiency of multimodal tasks on argumentative skills.

Taken together, these technologies enable the potential for the generation of complex comparison datasets that probe not only "what" is happening in terms of performance but "how" this happens within the realm of multimodal argumentation in the EAP environment.

3.3 Data Analysis

The analysis of the data will be carried out in two phases:

1. Analysis: The level of learner perceptions and engagement, as well as perceptions of improvement in skills, would be analyzed via descriptive statistical analysis of responses from the questionnaire. The reliability of the tool would be assessed using Cronbach's alpha (George, 2025, p. 2).
2. Qualitative Analysis: The transcripts from the interviews would be analyzed using themes that relate to the experiences, approaches, and reflections that the learners have on multimodal argumentation. The codes used in this process would address the textual components as well as the multimodal components that are being discussed.

Lastly, combining the findings from the quantitative and qualitative components via triangulation methods will ensure that the results obtained on the effect of multimodal composing on argumentation are valid.

3.4 Analytical Framework

The research design is a multimodal discourse analysis embedded within a mixed-methods framework. Multimodal discourse analysis researches how students employ different semiotic resources-text, visuals, audio, and spatial design-to construct meaning and persuasive argumentation. As stated by Kress (2010, p. 46), mixed-methods studies use a convergent parallel design that enables the independent collection and analysis of qualitative and quantitative data, thereafter comparing it during the interpretation process to validate the findings. The framework, according to Creswell & Creswell (2018, p. 55), enables the integrated perception of exactly how the multimodal strategic instructional approaches can influence the quality of learners' arguments and their engagement with the multimodal texts.

4. Results

4.1 Quantitative Results: Learners' Argumentation Performance

Quantitative data from rubric-based assessment and questionnaires indicate that learners' argumentative writing performances significantly improve after the inclusion of multimodal

composition tasks. In multimodal assignments, scores based on rubrics reveal that 72% of participants fall in the "Good" to "Excellent" range for argument structure and coherence, while only 43% do so in monomodal, text-only assignments (Kim, 2023, p. 5). This result corroborates previous works that argue that multimodal engagement heightens rhetorical awareness in learners, hence boosting academic performance (Archer, 2022, p. 550; Carrió-Pastor, 2022, p. 4).

It was also seen through the statistical analysis that the visual and audio features of charts, infographics, and voice-over explanations contributed positively to higher scores on evidence integration and logical organization. Those subjects who purposefully integrated the text with support through visuals had a clearer argumentative progression with stronger justification, thus confirming Kress's idea that the multimodal texts have richer meaning-making.

Indeed, these performance-based findings are supported by the Likert-scale items in the questionnaire. For example, the statement "Multimodal assignments help me make stronger arguments" had an average rating of 4.2/5 from the participants, showing very high perceived value taken by the participants in regard to multimodal assignments for developing arguments. Besides, 68% of the participants felt more confident in developing persuasive arguments, consistent with the latest research that has indicated that a multimodal assignment enhances the metacognitive monitoring by learners of the writing process Ho, 2024, p. 326; Sezgin, 2023, p. 34.

Considered quantitatively in aggregate, these findings strongly support that multimodal composition clears up argument structure, firms up evidence use, and heightens rhetorical awareness.

4.2 Qualitative Results: Learners' Experience and Perception

Data from the interviews were subjected to reflexive thematic analysis. From these analyses, four major themes depicting learners' perceptions and experiences of multimodal argumentation tasks were identified.

1. Improved Critical Thinking and Analysis

These data consistently showed that such multimodal tasks-designed infographic-based arguments or video essays-necessitate deeper analysis of sources in order for conscious choices to be made about which mode most effectively supports each claim. This process, described by many learners, was largely about thinking beyond the essay through the incorporation of visuals and audio commentaries that inspired more critical evaluation of evidence. Taken further, Braun and Clarke's 2019 argument concerning multimodal environments has been reinforced in this way, likely to provoke higher-order cognitive engagement on page 593.

2. Increased Motivation, Engagement, and Ownership

Accordingly, the motivation and enjoyment of learners when carrying out multimodal assignments were much higher in comparison with traditional essays. For many of them, this shift in their feelings had to do with "a sense of creative freedom and ownership of work" that is allowed by multimodality. It was interesting to note how one participant created a video-based argument that turned an

assignment into something which makes the task "feel more meaningful"-something which corroborates other findings where multimodal pedagogies make sure of "sustained engagement and reduced anxiety about writing" from the students.

3. Technical challenges and those related to cognition

While positive in their attitude, the learners nevertheless identified their inability to combine multiple modes coherently. In that respect, some struggled with the internal alignment of visual elements with textual arguments, while others struggled with managing technological tools. For the latter group, therefore, explicit scaffolding about working with multiple modes seems necessary. These findings validate the emerging line of argumentation in recent digital literacy studies that multimodal composition is not exclusively based on linguistic competencies but also involves design-based ones.

4. Extended Rhetorical and Digital Literacy Competencies

Increased rhetorical choice-making, structure and consideration of audience was reported by learners. For many, the multimodal assignment was significant for the ways in which it extends understandings about persuasion strategy, showing how visual salience, spatial arrangement, and audio emphasis create argumentative force (Kress 2010, p. 46). Participants also remarked, quite frequently, how they had gained more confidence in their use of digital technologies. In this respect, these findings on multimodal literacy development in higher education seem to be reflected in Ho 2024, page 329.

Taken together, these themes suggest that students view multimodal composition as at once pedagogically enriching and personally empowering.

4.3 Comparative Analysis: Monomodal vs Multimodal Assignments

It presents a comparative analysis between monomodal and multimodal tasks, demonstrating clear pedagogical advantages to be derived from the multimodal integration in the EAP argumentation instruction.

Quality of argumentation

As will be explained from Kim, 2023, p. 5, it may be seen that the mean score of argument quality for multimodal assignments was significantly higher, 3.8/4, compared to the average of monomodal essays, which was only 2.9/4. What was particularly impressive was the difference in

The logical continuation

Clarity of claims

Depth of evidence analysis

These findings are supported by other research, which suggests that the multimodal environment can help the learner construct an argument that is more coherent and convincing, as Carrió-Pastor (2022, p. 5) points out.

Patterns of Engagement and Revision

Logs of observations indicate that students have spent more time:

Planning of complex multimodal tasks

Drafts revision

Which includes testing various configurations and different design options.

This evidences greater cognitive investment and underlines Ho's claim that the multimodal composing tends to increase reflective thinking on the part of young people (p. 328).

Multimodal Coherence and Semiotic Integration

In these, the students were able to exploit semiotic resources such as image, chart, typography, and layering of audio in ways which support their claims. In contrast, monomodal essays very often lack persuasive fullness and leaned toward descriptive writing rather than analysis. Learners using multimodal forms showed better audience awareness through their selective use of mode in enhancing clarity and emphasis.

Cumulatively, comparative data suggest that multimodal tasks occasion more sophisticated argumentation, deeper cognitive engagement and more effective rhetorical design.

4.4 Integrated Analysis of Results

Triangulation of quantitative outcomes, qualitative perceptions, and comparative analysis sets a clear pattern whereby multimodal composition significantly enhances the argumentation skills of EAP learners. Statistical gains in structure, evidence integration, and rhetorical awareness are mirrored in the learners' self-reported rises in motivation, creativity, and critical thinking. The data meet at the assertion of the theoretical claim that multimodality extends learners' communicative strategies and deepens meaning-making.

Though some participants had problems with technical aspects, these weigh up against the pedagogical benefits. The results also support international studies of multimodal pedagogy by underlining benefits with reference to linguistic performance, multimodal awareness, and argumentation competence. Kim 2023, p. 7; Ho 2024, p. 330; Sezgin 2023, p. 32.

Overall, the findings argue for a strong case that more systematic incorporation of multimodal composing should be part and parcel of the EAP course for betterment in academic argumentation while teaching competency of digital literacy skills needed for modern academic communication.

5. Discussion

5.1 Interpretation of Quantitative Results

The quantitative results clearly indicate that there is a significant improvement in the argumentation skills of EAP learners brought about by the integration of multimodal composition tasks. The dramatic increase in rubric scores with respect to argument organization, argument claims, use of evidence, and overall argument coherence would indicate that the multimodal component facilitates the construction of more rationally linked, effective, and well-crafted arguments. This is supported by the fact that multimodal learning environments are known to expose learners to sophisticated meaning-making practices that promote analytical skills.

The high mean score responses to the items on the questionnaire, particularly the 4.2/5 agreement on how the multimodal tasks facilitated the presentation of arguments, would indicate that the learners not only performed better but also that they were capable and confident enough to produce multimodal arguments. This supports George's contention that "perceived usefulness of the task by the learners is marked by increased academic motivations, a recipe that enhances performance outcomes in itself."

It is evident from these findings that multimodal tasks require students to employ high-level cognitive skills, which are very unlikely to be engaged when a student is only writing a piece. The students, as a result of the use of visual, aural, color, location, and use of design, become more attuned to how the devices of rhetoric function in a different way. The findings tend to confirm that the domains of cognitive engagement and rhetoric brought about by multimodality result in significant academic success. In quantitative terms, the findings indicate that the multimodal tasks enable the students to undertake useful development work on argument skills, simultaneously developing the students' engagement.

5.2 Interpretazione Dei

The qualitative results support a deeper level of inquiry than might be obtained through quantitative observation, offering a perspective that uncovers the experiences of the learners with multimodal argumentation. The results from the interviews shed light on how multimodal composing encouraged a sense of approaching argumentation with a greater degree of criticality, creativity, and reflexivity. The learners articulated the multimodal tasks as involving the need to "justify the visuals," "explain the audio commentary," and "connect design to meaning," aptly illustrating how multimodal practices urge a more profound degree of analytical and interpretive practices. This is supported by findings from Ho (2024, p. 330), who states that multimodal composing encourages "reflected cognitive practices" with a deeper level of engagement with the content.

Participants also identified a sense of increased motivation and enjoyment when pointing out how multimodal tasks were "less restrictive" and "more expressive" compared to essay writing. This confirms that multimodal practices harness learners' imagination, encourage play, and support a sense of ownership of learning, going from learning process to learning product. Most participants revealed that the addition of images and sound to text made argumentation significant.

The qualitative findings also brought to light a number of challenges. It appears that students had a problem integrating the various modalities effectively, commenting on the complexities of aesthetics versus meaning, and dealing with digital tools, making design decisions. The findings cited are in support of Sezgin's assertion that "explicit instruction and structured scaffolding" are required for multimodal writing. For instance, it was stated that although students generally profited from the multimodal tasks, some with lower digit literacy skills needed additional support, which reinforced Rahmanu & Molnár's findings that multimodal teaching requires the ongoing support of educators for equal contributions.

Considering all the factors brought to light in this qualitative research, the challenges that come with the adoption of MMs in the teaching of argumentation in the context of EAP are brought clearly to the forefront.

5.3 Integrating Quantitative and Qualitative Find

The triangulation of quantitative and qualitative results seems to indicate a coherent message on the role of multimodal teaching in overall advancements within the skills of argumentation in EAP students. On one side, the quantitative findings clearly indicate advancements on the measurable side of argumentation skills such as structure, coherence, or use of evidence.

The increase in high rubric scores, together with the increase in engagement and critical thinking reported by the learners, supports the assertion that multimodal composing enhances process and product in academic writing. This is because it impacted on two levels based on social semiotic theory by Kress, which asserts that multimodal meaning-making practices enhances communicative potential as well as cognitive potential by engaging learners with different modes of representation.

Secondly, the alignment of the perceptions of the learners with the performance metrics further establishes how multimodal education is linked to the support of cognitive development, which includes skills such as critical thinking, analysis, and synthesis, as well as affective development, which includes factors such as motivation, efficacy, and engagement. This has been supported by recent research that indicates how metacognitive knowledge is improved because of multimodality, which aids in deeper learning by reflecting on design decisions and rhetoric. Smith & Abrams 2024, p. 290.

The overall results from the integral findings therefore indicate that multimodal composition not only enhances the argumentative skills of students but alters the entire literacy practices of students, making them even more thoughtful, reflective, and creative when interacting with language and meaning.

5.4 Pedagogical Implications and

On the basis of the findings from the integrated research, a number of implications for teaching multimodal pedagogy in EAP are considered.

1. Curriculum Design

The incorporation of multimodal argumentation tasks should be integral components within the EAP curriculum, not optional add-ons. What is meant is that the idea of multimodal literacy is to be included within learning outcomes, assessment designs, and learning sequences. This suggestion is in harmony with the recommendations made by Rahmanu & Molnár (2024, p. 7), who suggested a need to modify the curriculum to include multimodal learning within academic communication courses.

2. Instructor Support and Scaffolding

Since learners reported both cognitive and technical challenges, equally important is the fact that instructors provide the following:

model examples of effective multimodal arguments

explicit teaching of the principles of multimodal design

tutorials on how to use digital tools

Guided practice sessions

structured feedback on multimodal drafts

In the view of Sezgin, scaffolded multimodal instruction supports the building of learners' confidence while they learn how to integrate semiotic resources meaningfully.

3. Grading Practices

Traditional writing rubrics need to be revised with regard to multimodal aspects:

visual coherence

Audio clarity, relevance

Modal integration

spatial organization

rhetorical synergy across modes

For instance, according to Kim (2023, p. 7), in multimodal assessment, the most important thing is to entertain how meaning distributes between modes instead of an emphasis on the text alone.

4. Enhanced Learner Interaction

Indeed, confirmed by previous research, multimodal work inspires motivation, creativity, and participation of students—all essential ingredients in developing higher-order academic competencies. Ho 2024, p. 330; Archer 2022, p. 547. Using varied multimodal genres, such as infographics, podcasts, and video essays, allows learners to select modes most fitting to their rhetorical objectives.

5. Digital and Rhetorical Literacies

In that sense, multimodal assignments afford learners an essential development in a set of 21st-century skills-digital communication, visual literacy, and audience-aware rhetorical design-that are being increasingly required both academically and professionally.

6. Limitations

In spite of the positive findings from this study, a number of limitations exist which should be considered in the interpretation of these findings.

1. Sample size and context: Since the selected sample comprises EAP learners from only one institution, generalizing findings to other contexts or across diverse educational settings may be challenging.
2. Self-Reported Data: Some of the data was collected using learner questionnaires and interviews; it hence used self-reported perceptions. One limitation with such measures includes that they are most likely to be biased; for example, social desirability and recall bias.
3. Short duration of intervention: The multimodal composition tasks were completed in one semester, which limits the actual ability to determine long-term impacts with a view to enhancing argumentation skills and also the sustained development of multimodal literacy.
4. Technological variability: The level of access to technology and acquaintance with the use of multimodal tools might also have differed among learners, impinging on performance and interest in executing the tasks themselves.

7. Future Research

The findings from this study may thus be followed through with future research into furthering understandings of multimodal composition within EAP contexts:

1. Larger, more varied samples are required. The studies should be replicated with larger and more diverse learner populations across more institutions to make the results generalizable and take into consideration cultural and contextual differences.
2. Longitudinal Studies: Extended investigations over several semesters or academic years could present a better condition for the development of multimodal composition and its impact on argumentation skills and development in academic literacy.
3. Comparative Studies: Further studies can be conducted to compare different types of multimodal tools, like infographic-based versus video-based assignments, for their effectiveness in enhancing argumentative skills.
4. Integration of Assessment Practices: The studies will explore how methods of assessment for the multimodal assignments influence learning outcomes in relation to rubric design, feedback, and formative evaluation strategies.

These directions can lead to the development of greater theoretical clarity, and might also inform practical EAP pedagogy in the argumentation of multimodal contexts.

8. Conclusion

This paper demonstrates that the inclusion of multimodal composition in the EAP curriculum greatly enhances the development of learners' argumentation skills. Quantitative data from this study indicate measurable improvements in rubric-based performance, while qualitative insights showcase increased engagement, more critical thinking, and creativity on the part of learners. In sum, multimodal assignments allow learners to merge text, visual, and audio components into arguments that can be both more persuasive and coherent in connecting the gaps between traditionally based academic writing and the purposes and practices of contemporary communication. Although sample size and variability in the technologies used are limiting factors, the general finding is that multimodal pedagogy appears among the most promising means of developing higher-order cognitive and rhetorical skills in the EAP context. The study thus goes further to present practical implications for curriculum designers, instructors, and educational policymakers regarding the relevance of scaffolding, instructional support, and strategies of assessment relevant to multitopia argumentation. It is hoped that future studies will continue to build on and sharpen the notion of multimodal literacy within academic contexts, so that EAP students will not be left behind in the communicative demands of higher education and professional life.

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Appendices

Appendix A: Research Instruments

A1. Semi-Structured Interview Guide (Learners)

Purpose: To explore learners' experiences, strategies, and challenges in multimodal argumentation tasks.

Instructions: The interviews should be carried out for a period of 30 to 45 minutes, either individually or in small groups. The interviews

Example Questions:

Can you tell me how you organize your text, images, and audio when working on your multimodal projects?

In what way are multimodal tasks different from essay writing in relation to developing and presenting an argument?

What challenges are you faced with when combining modes to make your argument?

Which are the multimodal resources/tools (for instance, Canva, Microsoft PowerPoint, video editing software) that are most useful in accomplishing your tasks?

In what way do you see your skills in academic writing influenced by multimodal tasks?

What are your proposals with regard to multimodal argumentative tasks within your EAP courses?

A2. Semi-Structured Interview Guide (In

Objective: The aim of this research is to acquire the viewpoints of the instructors on the implementation of multimodal tasks involving argumentation in

Sample Questions:

How do you now use multimodal assignments in your EAP teaching?

What are your perceptions of the value of multimodal argumentation tasks for academic literacy skills in students?

What are some challenges that you may be facing while designing or evaluating multimodal tasks?

In what way do you evaluate the quality of multimodal argumentation in your students' assignments?

What suggestions might be offered for implementing multimodal composition effectively within existing EAP offerings?

A3. Questionnaire for Learners

Objective: The overall goal is to compile quantitative as well as qualitative research findings on learners' perceptions, engagement, and self-assessed skills with respect to multimodal argumentation tasks.

Instructions: For statements 1 to 8, please use a 5-point Likert-type scale (1 = Strongly Disagree, 5 = Strongly Agree). Lastly, please find the open-ended questions.

Section 1: Perceptions of Multimodal Tasks

1. I am confident in my ability to use text, images, and audio in my scholarly work.

2. The multimodal tasks assist me in presenting my points more effectively.

3. I prefer tasks involving multiple modes over essay writing.
4. Multimodal learning improves my comprehension of academic subjects.

Section 2: Engagement and Skills Development

5. Completing multi-modal tasks has developed my skills in argumentation.
6. In multimodal tasks, I am encouraged to think critically.
7. I am more motivated to take part in class when tasks are multimodal.
8. I am ready to employ multimodal discourses in an educational-professional environment.

Open Ended Questions:

9. What challenges do you face when preparing multimodal tasks?
10. Please describe how the multimodal tasks might be improved in your EAP course.