ESL Primary Teachers' Perspectives of Multimodality in 21ˢᵗ Century English Classroom

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Abstract
The aim of this paper is to explore primary ESL teachers' perspectives of multimodality in English teaching. Multimodality is an evolution of means of communication through evolving technology encouraging teachers to integrate them in the classroom to support learners' learning. Thus, it is of importance to study teachers' perspectives of multimodality in 21ˢᵗ Century English classrooms. This study employed a mixed method design with data collection of questionnaire survey and semi-structured interview. The data were analysed using SPSS and descriptive analysis. This present study investigates primary ESL teachers' perspectives on multimodality in the classroom by collecting data from 42 ESL teachers through a survey and 3 teachers in an interview session from Jempol, Negeri Sembilan. The major findings revealed that teachers have positive perspectives on the integration of multimodality in English classrooms. Teachers are mostly familiar with the concept and frequently implement more than one resource to cater to students' learning preferences as suggested by VARK. Teachers also emphasized that the implementation of multimodality benefited the most to speaking & listening skills, reading comprehension and vocabulary acquisition. It also highlighted that multimodality improves learners' language, motivation and classroom engagement. The only challenge highlighted was 'access to good technology and Internet' which can be a topic focus for further research.
Keywords: English as a Second Language (ESL), Multimodality, Technology Integration, 21ˢᵗ Century Classroom, English Language Teachers (ELT)

Introduction
The 21st century's technological advancements promote the use of the Internet and technology in the classroom. Both teachers and students will see several changes as a result in the way English is taught and learned. Conform to the Sustainable Development Goals (SDGs), an international framework established by the United Nations (UN) aimed to tackle deficiencies in education. The SDGs' fourth goal, "Ensure inclusive and equitable high-quality education and promote lifelong learning opportunities for all," is specifically focused on education. Goal 4 aims to guarantee that all learners obtain the necessary knowledge and abilities to flourish in the areas of education, human rights, gender equality, peace culture,

global citizenship, appreciation of cultural diversity, and the role that culture plays in advancing towards sustainable development.

Consequently, there must be a ready supply of qualified teachers who are also adept at using technology. It is best believed that teachers nowadays are exposed to technology. Teaching and learning need to be impactful for teachers and learners to be able to produce a wholesome individual in the future. Thus, multimodality came into education. Multimodality promotes 'inclusivity' to all learners. The target being by incorporating it in the English classroom. In Malaysia, the background and socioeconomic status could be divided into three: rural, semi-urban and urban. The Ministry of Education needs to work harder to encourage inclusivity because it is in line with SGD fourth goal which is the opportunities for all learners to receive equal learning opportunities regardless of their background. Equal chances for education will lessen the gap between learners of low and the higher socio-economic background.

The gap between learners from urban schools and learners from rural schools should also be addressed. Learners from rural school have less chance for technological exposure. Learners' attitudes towards multimodal resources will be affecting teachers' attitudes over multimodality in the classroom. A study by Schiller (2003) found that factors affecting teachers' attitudes towards the use of technology in the classrooms are personal characteristics and educational experience. In the study by Anis & Khan (2023), shares that further research is required to understand the effects of multimodal practices able to enhance language acquisition on various groups of learners. And for this particular study, primary school teachers.

Therefore, it is of significant importance to explore Jempol primary ESL teachers on their perspectives, approaches, benefits and challenges in implementing multimodality in the classroom. Since there is a scarcity of research on multimodality in the Malaysia primary ESL context, this research is considered timely. In conclusion, the results of these studies have consequences for ELT practice, underlining the significance of utilizing multimodal practices, utilizing technology, and giving educators opportunities for professional development.

Thus, the aim of this study is to explore the experiences, benefits and challenges of integrating multimodality in ESL of primary teachers in Jempol. To achieve this purpose, the following research aims were formulated:

1. To find out the frequency of the integration of multimodality by primary ESL teachers.
2. To determine the frequently used multimodal resources among primary ESL teachers.
3. To discover the English skills or concepts that benefit the most from multimodality.
4. To identify the benefits and challenges faced by the primary ESL teachers in the implementation of multimodality in the classroom.

Literature Review
English as a Second Language (ESL)
English plays a fundamental role in our life. As individuals that came from places with native language aside from English, we are taught it as a second language. According to Jantmary & Melor (2014) as cited in Abdul Halim et al (2020), English is referred to "as a bridge language in Singapore, a coordinating language in the Philippines, an associate official language in India, an additional language in Ghana, a link language in Kenya and Nigeria, and a strong second language in Malaysia." Therefore, acquiring English as a medium of communication is important in this globalised world. In line with the eminence of the English Language, the Ministry of Education put greater emphasis on ESL through the adaptation and

implementation of many programmes and activities ranging from different age groups (Ahmad et al., 2019).

The main objective of ESL is to enhance learners' language skills, including listening, speaking, reading, writing, and grammar. Its ultimate goal is to equip learners with the necessary skills to communicate effectively in a world that is increasingly driven by technology and social interaction. The English language has become an essential tool for communication in today's globalised world. The ability to speak and write fluently in English is crucial for job opportunities, business expansion, and technology use. It is a key factor in educational advancement and provides access to English language media. Therefore, it is crucial for individuals to acquire English language skills to keep up with the demands of today's society. The Ministry of Education's initiative to make English a core subject in schools and the development of ESL classes demonstrate the recognition of the English language's significance in Malaysia.

Multimodality through Technology in ESL Classroom
In the 21st century, multimodality is promoted to be one the best approaches for teaching and learning a second language. Multimodality can be referred to "the various modes of meaning-making, such as images, sound, gestures, animations and others (Cope and Kalantzis, 2015). Multimodality refers to the use of many approaches that can be combined to provide information in multiple ways and engage pupils. It is encouraged for teachers to use multimedia presentations, including audio, video, and image files, in their lessons. Because the variety of modes promotes creativity in material delivery and flexibility in teacher-student interaction, the learning environment can be enhanced (Drajati, 2021).
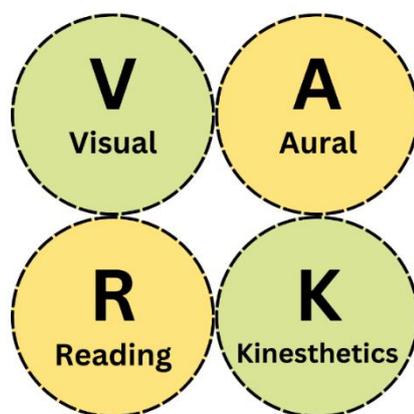

Figure 1. Adapted from The VARK Model by Fleming (1987)

The utilisation of different modes and strategies aid teachers in their teaching and also support learners in their learning process. Technology and new applications made it easier for teachers to incorporate multimodality in the teaching and learning sessions. There are many different resources to implement multimodality in the classroom such as videos, image & infographics, audio, websites, and social media.

Multimodality is synonymous with the VARK model. The VARK model is a learning style model developed by Neil Fleming in 1987. VARK stands for Visual, Auditory, Read/Write, and Kinesthetic. This model categorizes individuals into one or multiple of these four learning styles based on their preferred way of receiving and processing information. According to the VARK model, individuals may have a dominant learning style or a combination of two or more

styles. By understanding their preferred learning style(s), individuals can adapt their study techniques and teaching methods to maximize their learning potential. Therefore, multimodality is aligned with VARK, due to its focus on utilising different modes and strategies for teaching and learning methods.

Teachers play a crucial role in the incorporation of multimodality in the classroom. Julinar (2019); Phengsuai & Suwanarak (2020) believed that multimodal approach promotes teachers to teach and deliver effective lessons. Due to many challenges in using technology in the classrooms, teachers usually shy away from the implementation. Ertmer (2005), stated that "teachers' beliefs are the true gatekeeper of their practice." To incorporate multimodality, teachers need to act as facilitators and also participants. Both the teacher and the learners participate equally in experiencing technological immersion of teaching and learning English (Wu, 2020). First and foremost, teachers should understand multimodal technology. This knowledge enables them to effectively implement multimodal activities and tasks in the classroom.

Past Studies
i. Teachers' Role in the Incorporation of Multimodality through Technology
When it comes to implementing multimodality in the classroom, teachers are essential. According to Julinar (2019), a multimodal approach encourages educators to create and present engaging lessons. Teachers typically avoid implementing technology in the classroom because it presents so many difficulties. "Teachers' beliefs are the true gatekeepers of their practice," (Ertmer, 2005). Teachers must take on the roles of both facilitators and participants in order to integrate multimodality. When teaching and studying English through technology immersion, both the teacher and the students contribute equally (Wu, 2020). Teachers need to be knowledgeable about multimodal technology first and foremost. With this understanding, they may carry out multimodal tasks and activities in the classroom with effectiveness.

Multimodality refers to the combination of many approaches that can be used to provide information in multiple ways and engage pupils. It is recommended that educators incorporate multimedia presentations, sounds, graphics, and videos into their lessons. By combining several forms, teachers and students can interact more freely and creatively while presenting the subject, which can enhance the learning environment (Drajati et al., 2021). Since not every student has access to technology, educators should make resources and technologies available in the classroom for use in instruction. In order to accommodate students' diverse learning styles and preferences and enable them to communicate what they comprehend; teachers play a critical role in fostering an inclusive learning environment and increased student engagement through the use of multimodality in the classroom. This is to guarantee that the learning objectives are achieved.

ii. Benefits and challenges of multimodality in classroom
The implementation of multimodal approach believed to improve the proficiency and skills. These studies Phengsuai & Suwanarak (2020); Sakulprasertsri (2020) support the notion that multimodal approach caters to different learning styles among the learners. This aligned with the 21st century learning which technology aids in increasing the language proficiency of ESL learners such as in vocabulary, sentences, idiom comprehension Amos & Abas (2021) and also communication as a whole. Teachers are encouraged to implement multimodal approach and activities in the classroom Hakim (2020) for better learning and language acquisition.

Kaminski (2019) centre around learning story and storytelling using technology. It is believed that learners acquire new vocabularies and comprehend the story quickly. It also made them more interested in learning stories. The learners agreed that ICT-based multimodal have positive effects on their language learning.

The teachers believe that there are many positive impacts on technology usage in teaching and learning of English. Rofiawai & Wirza (2022) supported the statement with "Teachers find that technology helps in performing tasks such as preparing lessons and reports, accessing the internet to search for teaching materials, creating computer teaching aids, and making presentation slides." The use of technology help teachers in developing creativity in designing learning materials and emphasizing common vocabulary. Therefore, teachers and educators are recommended to implement multimodal in language teaching and learning to cater learners of different styles and enable an interactive and well-rounded learning experiences. Lee (2019); Drajati et al (2021) findings mentioned that the learners admit to using multimodal technology increase their motivation to learn preparing them to become successful learners. The learners feel the immersive experience of learning a story through technology that it led them to being interested to learn and know more. From the observation shown that the learners improve in their vocabulary and also classroom engagements. Moreover, they are willing to learn individually with the aid of technology. Mandilla (2021); Yuliana (2022) further support the idea by indicating that multimodality enhances learner engagement, motivation and autonomous learning and "by using multimodal learning material, they become more motivated and engaged during the class." The progress and the outcome of implementing multimodal technology in the classroom are positive.

However, the use of technology within the school vicinity does not come without any challenges. There are several obstacles to overcome when integrating multimodal technology into the classroom. Hakim (2020); Ding et al (2019); Almusharraf & Engemann (2020) all emphasised the difficulties associated with having restricted access to technology. Teachers and students still struggle with the same issue in the twenty-first century: not being able to use the Internet or contemporary technology. According to Ng & Yunus (2021); Majitol & Yunus (2023), this is one of the biggest barriers preventing ESL teachers from properly using ICT into their teaching. It is the absence of fundamental ICT infrastructure and amenities, the restriction of internet access in homes and schools, and the unstable power supply.

This is now hindering teachers' ability to instruct students effectively, and it is undoubtedly a major loss for the students to be unable to participate in fully immersed technology-assisted learning experiences. Therefore, regardless of the challenges associated with employing technology, it is critical to comprehend how it affects everyday teaching and learning. Remarkably, multimodality is broad and flexible, allowing teachers to tailor it to their own creative vision. In order to facilitate effective learning, it is the responsibility of the teacher to utilise all resources to the fullest extent possible (Harti, 2021).

Methodology
Research Design
This method adopts a mixed method of research. This mixed method research employed a convergent parallel design. This mixed methods research involves the collection and analysis of quantitative and qualitative data in a single study in which the data are collected concurrently and the data is integrated at data analysis process of the research (Teddlie & Tashakkori, 2003). A mixed method approach enables the study to have a "more panoramic view of their research landscape" where it provided additional perspectives and helped to

have a better picture of the data collected compared to a standalone quantitative or qualitative study (Shorten & Smith, 2017, p.74). Data triangulation had been done through data collection method: survey and interviews; and also data analysis method by using SPSS and thematic analysis.

Sampling

Bartlett et al (2015) define a sample as a subset of the population chosen to accomplish the study's goals. In other words, a sample size is a smaller group of people drawn from a large population. The sampling method utilised in this research is convenience sampling for both the survey and semi-structured interviews. The survey participants are from Jempol district of Negeri Sembilan. "This group was chosen with care to be representative of the entire population and to have the relevant features" (Bartlett et al, 2015). For the interview, the participants were identified purposively based on three pre-determined criteria: must teach in primary education, incorporate multimodality in the classroom, and have at least two years of teaching experience.

The sample size is determined by the table by (Krejcie & Morgan, 1970). The population size of ESL primary teachers in Jempol is estimated to be 110, thus, the sample size is supposedly 86. However, only 42 has completed the survey. The interview took place with 3 participants. According to Creswell and Guetterman (2021), though the researchers are unable to say with confidence that the subjects of this study are representative of the population, this sample may provide useful information in answering research questions and hypotheses.

Table 1
Participants of the Study

Gender	Frequency (N)	Percentage (%)
Male	11	26.2
Female	31	73.8

Instruments

The data collection instrument employed in this research were survey and semi-structured interview. The survey was adapted from the study of (Sakulprasertsri, 2020; Yunus et al., 2021). This notion is supported by Creswell and Guetterman (2021) in their book where they encourage the adaptation of existing questionnaires rather than developing a new one. To ensure the reliability and validity of the items in the questionnaires and interview, they were then validated by three academics of ESL background. Validations and suggestions from the experts were taken into considerations and amendments are made accordingly. Pilot test was also conducted to confirm reliability.

According to scholars Creswell and Creswell (2018); Creswell and Guetterman (2021), survey allows researchers to investigate a trend in a specific field and explore the reasons behind it. Meanwhile, semi-structured interviews allow for open-ended questions that encouraged participants to share their experiences, opinions, and reflections on multimodality in the ESL classroom. The interview format enabled the researchers to delve into participants' unique perspectives while also allowing for flexibility to explore unanticipated insights (Ruslin et al., 2020).

Data Collection Procedure

The survey was collected via Google Form to ensure convenience. The link to the survey was forwarded to the main district ELT Telegram group and also different schools' group. The

interviews were conducted online for time efficacy and flexibility. In order to protect the participants' rights, the respondents were given a guarantee that their personal details were treated confidential and would not be shared to other participants or individuals not related to this research.

Data Analysis
For survey, the data were analysed using the statistical instrument (SPSS) for descriptive analysis (frequency distributions). Descriptive statistics provided the summary of overall trends in this study and helped the researchers to answer the research question. And for the interview, the recordings were transcribed and then the data were analysed using thematic analysis.

Results & Findings
The findings and discussions are presented below. Table 2 is an analysis on the demographic of the participants for this research. There are four items to focus on which displayed the participants' information.

Table 2
Demographic analysis

Item	Category	Frequency (N)	Percentage (%)
Gender	Male	11	26.2
	Female	31	73.8
Years of teaching	0 – 2 years	10	23.8
	3 – 10 years	3	7.1
	11 – 20 years	4	9.5
	21 – 30 years	23	54.8
	31 years above	2	4.8
Education level	Diploma	1	2.4
	Degree	34	81
	Masters' degree	7	16.7
	PHD	-	-
Education background	TESL major	27	64.3
	TESL minor	1	2.4
	Non-TESL background	14	33.3

In terms of gender distributions, most participants are female teachers at 73.8% and male teachers which make out 26.2%. Majority of these teachers have been teaching for 21 to 30 years in schools. Most of the respondents' qualification is Degree (81%) with majoring in TESL at 64.3%. Teacher with TESL as minor is at 2.4% and non-TESL background teachers are at 33.3%.

Meanwhile, for interview participants, the data is as below.

Table 3
Demographic analysis (Interview participants)

Participants	Teacher A	Teacher N	Teacher J
Gender	Female	Female	Female
Years of teaching experience	5 years	16 years	20 years
Highest Qualification	Bachelor's Degree in TESL	Master's Degree in Education	Bachelor's Degree in TESL

Research Question 1: What are the frequency of primary ESL teachers' implementation of multimodality in the classroom?
The table below presented the frequency and percentage on how frequent do teachers implement multimodal in English classroom.

Table 3
Teachers' insights on multimodality

Item	Category	Frequency (N)	Percentage (%)
Familiarity to the concept of multimodality	Not familiar	3	7.1
	Slightly familiar	18	42.9
	Moderately familiar	16	38.1
	Very familiar	5	11.9
The frequency of implementation of multimodal in English classroom	Never	1	2.4
	Occasionally	24	57.1
	Frequently	13	31.0
	Always	4	9.5

The table shows that many teachers are 'Slightly familiar' with the concept of multimodality at 42.9% and 'Moderately familiar' at 38.1%. Only 5 teachers are 'Very familiar' with multimodality at 11.9%. Meanwhile 7.1% of teachers were not familiar with multimodality. Familiarity to the concept of multimodality thus will impact the frequency of implementation in the classroom. As presented in Table 3, more than half of respondents answered 'Occasionally' as their frequency of multimodal implementation in the classroom. 'Frequently' came in second (31%), 'Always' (9.5%) and 'Never' (2.4%).
Ertmer (2005) mentioned "teachers' beliefs are the true gatekeeper of their practice." Teachers need to be ahead of their game to ensure the smoothness of lessons using multimodality. According to the data analysed, familiarity to multimodality reflects upon the frequency of implementation of multimodality in the classroom. Teachers that are 'Slightly familiar', 'Moderately familiar' and 'Very familiar' to the concept of multimodality will implement it many times in the classroom. Therefore, teachers play a significant part in incorporating multimodality in the classroom to deliver an impactful lesson and need to be extremely familiar to the concept.

Research Question 2: What are the frequently used multimodal resources among primary ESL teachers?

Multimodal resources have been a great help in the implementation of multimodality in the classroom. Teachers have access to different types of resources especially in the 21st century era. Figure 2 below revealed the results:
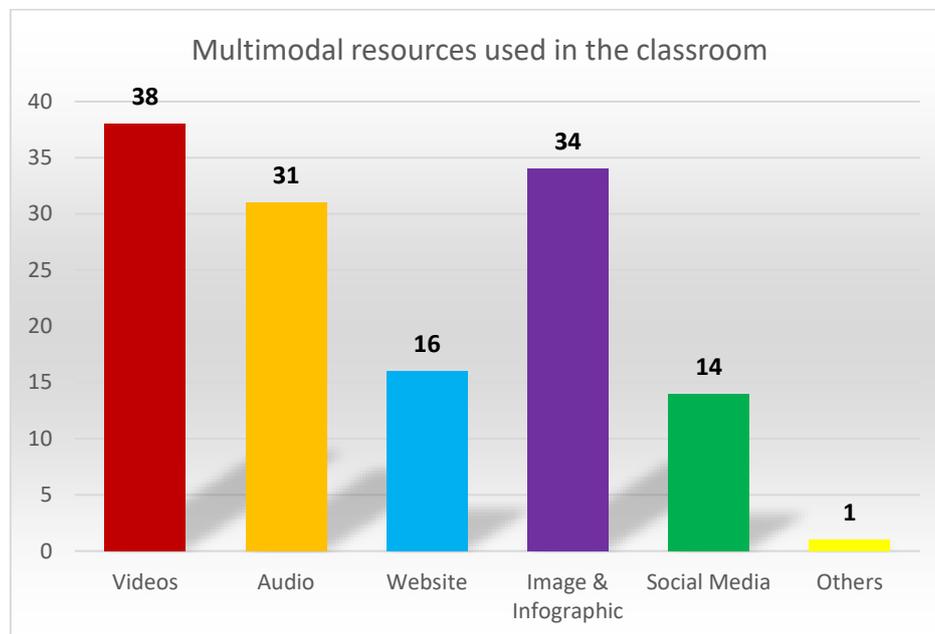

Figure 2. Frequently used multimodal resources in English classroom

The questionnaire asked the respondents to choose the multimodal resources they have used in the classrooms. Videos has been chosen as the most used resources at the frequency of 38, second would be Image & Infographics (34), Audio (31), Website (16), social media (14) and Others (1). Videos are the highly used resource by teachers in the classroom due to its' nature of combination. Videos can be a combination of visual and aural, and sometimes visual, aural and kinaesthetic too. Studies by Sakulprasertsri (2020); Ilmi & Dewi (2022) concluded that a multimodal approach refers to the use of many modalities or techniques of teaching and learning, including textual, audio, visual materials, gestures, and spatial components. Aligned with the VARK learning model, learners may have a dominant or combination of learning styles in the classroom. Therefore, teachers are encouraged to use more than one resources or techniques in the classroom.

Research Question 3: What is the English skill(s) or concept(s) that benefit the most from multimodality?

Figure 3 presented the skills and concepts of English that benefits from multimodality. Speaking & listening skills came in first as the highly benefited from multimodality at 29%. Vocabulary acquisition and reading comprehension came in tied at second (22%). Next is Grammar understanding, together with Writing skills at 13%.
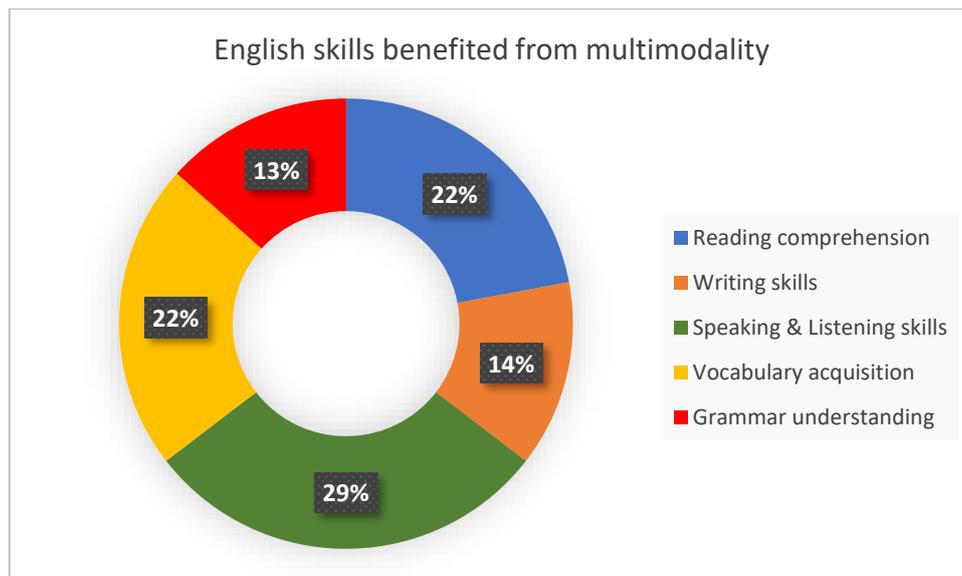
Figure 3 English skills & concepts that benefits from multimodality

Speaking & listening skills are chosen as the skills that highly benefited from implementing multimodality. This is probably due to learners' reluctance in having to communicate using the targeted language. Second language learners are known to be very nervous and afraid of speaking and listening skills. All English skills could benefit from the integration of multimodality in the classrooms. Studies by Phengsuai & Suwanarak (2020); Sakulprasertsri (2020) bolster the idea that a multimodal approach accommodates learners' varying learning preferences. This was in line with 21st-century learning, where technology helps ESL learners become more proficient in vocabulary, sentences, understanding idioms, and overall communication (Amos & Abas, 2021). This shows that multimodality able to cater to different language skills through differentiated strategies.

Figure 4 presented the teachers' belief on the learners' motivation level with the implementation of multimodality. Teachers mostly answered 'High' (22), 'Very high' (13) and Moderate (7). Therefore, learners are concluded as having high motivation due to the implementation of multimodality in the classroom.
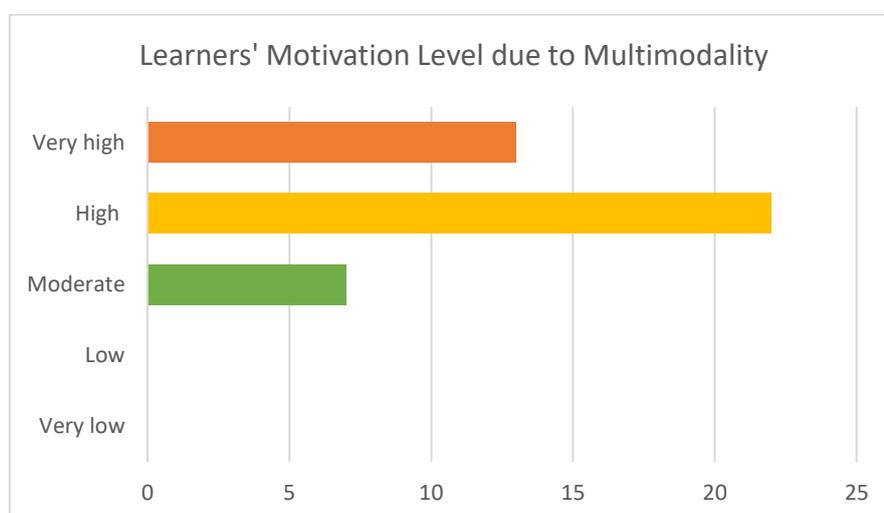

Figure 4 Learners' motivation level with the implementation of multimodality

When the learners' motivation level is high, it gives positive impacts towards the teachers' teaching. It reflects on how effective the multimodal teaching strategies are in enhancing students' engagement and understanding English concepts. Teachers believe on the positive impacts of multimodal on their English lessons. According to Ng & Yunus (2021), teachers find that using technology makes it easier to complete duties like designing computer teaching aids, creating presentation slides, writing lessons and reports, and accessing the internet to discover teaching resources.

Research Question 4: What are the benefits and challenges faced by the primary ESL teachers in the implementation of multimodality in the classroom?
In the survey collected, all of the teachers agree that multimodality benefited in primary ESL classrooms. They believe that multimodality support the English lesson by positively impacting student engagement and motivation, enhancing student understanding and knowledge retention, encouraging creativity and critical thinking skills, and facilitating differentiated learning for diverse student needs.
Figure 5 Multimodality benefits English learning in the classroom.
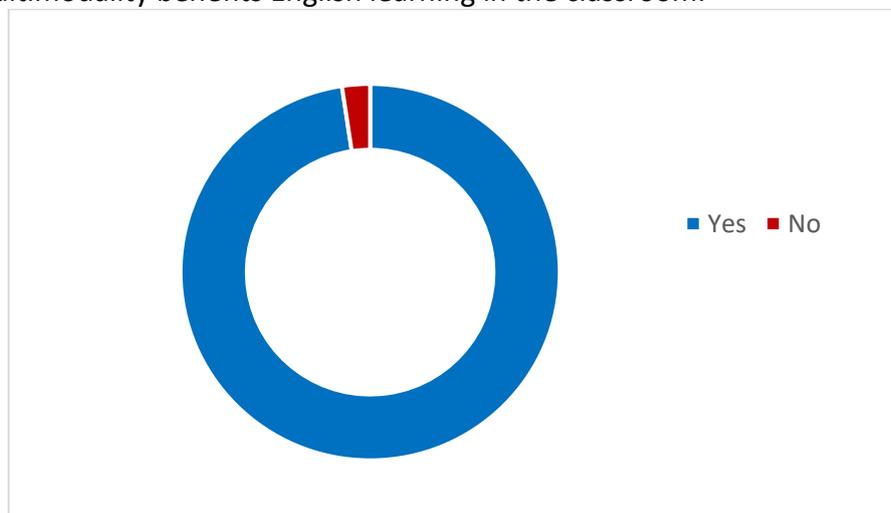
The benefits, as well as challenges, were then further explored through the interview. The data collected during semi-structured interviews were then analysed using thematic analysis. The focus themes are on the benefits and challenges faced in implementing multimodality in the classroom. Three teachers were interviewed and the findings and discussion are as below:

Theme 1: Benefits of Multimodality in the classroom
From the analysis, all three teachers agree that multimodality benefits in improving the learner's language and their mastery in different skills due to its' nature. The combination of resources enables the learners of different levels and abilities to be included in the lessons. Moreover, learners are more motivated to learn English and be engaged in the classroom. They are able to interact with their peers using at least minimal and basic English. "Teachers find that technology helps in performing tasks such as preparing lessons and reports, accessing the internet to search for teaching materials, creating computer teaching aids, and making presentation slides," Ng & Yunus (2021) said in support of the preceding assertion. Technology use fosters creativity in educators by allowing them to emphasise common terminology and create engaging learning materials (Rofiawati & Wirza, 2022).

i.   Multimodality improve English skills and literacy.

*"When multimodal teaching strategies be applied, it enhances pupils understanding of the vocabularies, thus they can perform well for the writing task." - **Teacher N***

*"Due to the nature of vocabulary and grammar, it is much easier to teach using multiple modes so that pupils able to understand the concept better." – **Teacher J***

*"As for reading comprehension and vocabulary acquisition, pupils with low proficiency may easily gain information/details through visual aids. As for speaking and listening skills, they might imitate the sound from the audios thus enhance pupils' listening & speaking skills" - **Teacher A***

*"Multimodality can definitely help with reading comprehension, speaking and listening skills and vocabulary acquisition through watching and listening to the modes (process) and followed by tasks given by the teachers which produces the speaking and reading comprehension parts (product)." - **Teacher N***

ii: Multimodality promotes Motivation and Classroom engagement

*"Multimodality engages pupils' senses and hence enable them to participate more actively in class." – **Teacher A***

*"Some students usually will feel bored with the old teaching methods and will feel sleepy. Therefore, with multimodal teaching strategies, it might catch the students' attention as the students will find more creative, innovative and fun methods for learning, thus improving their basic skills such as reading, writing and speaking." – **Teacher J***

*"Attract pupils' attention in the classroom and create an interactive environment." – **Teacher N***

*"Pupils will be more understand if teacher shows support materials during the lesson such as video and pictures. This also will make the lesson more interesting and attractive. This will make the pupils engage actively during the lesson." – **Teacher N***

Theme 2: Challenges of Multimodality in the classroom

There are several obstacles to overcome when integrating multimodal technology into the classroom. Hakim (2020); Almusharraf & Engemann (2020) all emphasised the difficulties associated with having restricted access to technology. Teachers and students still struggle with the same issue in the twenty-first century: not being able to use the Internet or contemporary technology. According to Ng & Yunus (2021); Majitol & Yunus (2023), this is one of the biggest barriers preventing ESL teachers from properly using ICT into their teaching. It is the absence of fundamental ICT infrastructure and amenities, the restriction of internet access in homes and schools, and the unstable power supply. Through the interview analysis, these four teachers highlight on the common problem.

*"My school is situated at the suburban area where internet connection can be a huge problem. Although the technological tools are sufficient but it's not enough to sustain more than one class at a time. Other than that, the tools available are not user friendly - slow processor, unable to install apps that help to run the modes properly, etc. We only have one computer lab which can accommodate maximum 33 students comfortably but our average enrolment is 35 to 38 students per class. As a teacher myself, I sometimes reluctant to integrate technology because integrating technology into primary school lessons needs a lot of efforts, patience and classroom management." – **Teacher A***

"Outdated technology is the main problem; low internet coverage and teaching period will consume more time. Teachers also need to buy our own tools. These problems will demotivate the teachers in using technology." – **Teacher N**

"I think some schools do not have a fully functioning or limited capacity ICT lab. This in turn, makes us slightly tougher for the teacher to run lessons as planned." – **Teacher M**

"I have to use my own resources (internet) due to the poor and limited internet connection though the school is provided with Wi-Fi router." – **Teacher N**

In conclusion, multimodality do come with both benefits and challenges. However, benefits do override the challenges as per findings revealed. Teachers and educators need to find solution and be creative in overcoming the challenges.

Limitation and Future Research
Despite the findings and measures taken to ensure validity and reliability of the data, the researcher admits the following limitations. The self-reported survey data may not accurately reflect teachers' actual multimodal practices in ESL classrooms due to bias. The interview participants are of purposive sampling; thus, it could affect their answers. Moreover, the study only focuses on ESL teachers in Jempol area. Thus, it does not represent Negeri Sembilan or Malaysia ESL teachers as a whole. To gain wide ranging scope of data, future research could be done on different states in Malaysia to ensure comprehensive and reliable findings. Consequently, it is not possible to generalise the results of multimodality practices from other populations and environments. Therefore, future researchers could look at teachers' practices in different grade levels and locations to fully comprehend ESL teachers' integration of multimodality in 21st century classroom.

Conclusion
This study expounds on teachers' perspectives on the integration of multimodality in English classrooms. It is noted that teachers agree that integrating multimodal technology in the classrooms as advantages to both teachers and learners. The main findings proven that teachers do integrate multimodality in the classroom to a certain extent. The frequency of useage and the frequently used resources suggest that teachers tried their very best to integrate multimodality. However, it also came with certain challenges, mainly, the Internet connection. To sum up, multimodality and technology have revolutionized primary education by expanding the range of modes and mediums available for communication and learning. Through digital platforms and tools, students can engage in interactive and collaborative learning experiences, while also developing essential digital literacy skills. As technology continues to evolve, it will likely play an even more prominent role in primary education, enabling further innovations in multimodal learning. All in all, it is hoped that the findings of this study will provide insights for the teachers to further explore multimodality gain confidence to incorporate them into English lessons.

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