Multimedia-Supported Genre-Based Instruction in EFL Reading: A Systematic Review

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Abstract

The increasing prominence of multimodal texts in digital learning environments has intensified the need for EFL reading instruction that integrates linguistic, visual, and interactive meaning-making. While the Genre-Based Approach (GBA) is well established for scaffolding genre awareness and literacy development, and multimedia is widely recognized for enhancing engagement and comprehension, research examining their integration remains fragmented. Addressing this gap, this study reports a Systematic Literature Review (SLR) of 35 empirical studies published between 2018 and 2025, conducted in accordance with the PRISMA 2020 guidelines. The review investigates (1) the pedagogical affordances and limitations of integrating interactive multimedia within GBA for EFL reading instruction and (2) the global implications of these insights for EFL pedagogy in digitally mediated contexts. The synthesis reveals that multimedia-supported GBA affords enhanced learner engagement and motivation, strengthened genre awareness through scaffolded instructional stages, improved reading comprehension via multimodal reinforcement, increased cultural relevance through localized materials, and support for higher-order cognitive processing. However, recurring limitations were also identified, including insufficient teacher preparedness, unequal access to digital resources, superficial use of multimedia as supplementary add-ons rather than pedagogically embedded scaffolds, and a lack of longitudinal evidence on sustained literacy development. Synthesizing evidence across diverse educational contexts, this review highlights the global relevance of multimedia-supported GBA while emphasizing the conditions necessary for its practical and equitable implementation.

Keywords: Genre-based approach, multimedia, EFL reading, multimodal literacy, systematic literature review.

INTRODUCTION

Reading in contemporary educational contexts is no longer confined to linear, print-based texts but increasingly involves engagement with multimodal forms that integrate written language, visuals, audio, and interactive elements (Lenters & Winters, 2013; Simpson et al., 2013; Hahnel et al., 2015). For learners of English as a Foreign Language

(EFL), this shift introduces new literacy demands that extend beyond decoding and literal comprehension to include the ability to interpret meaning across multiple semiotic modes (Reiber-Kuijpers et al., 2020; Pido & Sujitno, 2022). Such demands are particularly salient in digitally mediated learning environments, where meaning is constructed through the interplay of linguistic and non-linguistic resources (Hahnel et al., 2017; Kiili et al., 2019; Coiro et al., 2015). As a result, EFL reading instruction must address not only linguistic challenges but also learners' capacity to navigate, evaluate, and synthesize multimodal information critically (Kammerer et al., 2016; Johnson et al., 2015). This transformation has positioned multimodal literacy as a central component of contemporary language education, with implications that transcend local classrooms and reflect broader global communication practices (Rahmanu & Molnár, 2024; Camiciottoli & Campoy-Cubillo, 2018; Mardones et al., 2024). Consequently, pedagogical approaches that fail to account for the multimodal nature of texts risk misaligning reading instruction with the realities of digital literacy in a globalized world (Serafini, 2013; Hutchison & Woodward, 2013; Zhang, 2012).

In response to these evolving literacy demands, the Genre-Based Approach (GBA) has been widely adopted in EFL contexts as a pedagogical framework that makes reading processes explicit and accessible to learners (Kartika-Ningsih & Gunawan, 2019; Nadjib & Triastuti, 2023; Triastuti et al., 2022). GBA conceptualizes reading as a socially situated activity in which texts are understood in relation to their communicative purposes, schematic structures, and characteristic linguistic features (Sadeghi et al., 2013; Tribble & Wingate, 2013). Rather than treating comprehension as an individual decoding task, GBA emphasizes guided interaction with texts through scaffolded instructional stages that typically progress from modeling and deconstruction to joint construction and independent interpretation (Becerra et al., 2019; Hermansson et al., 2019; Thongchalerm & Jarunthawatchai, 2019). In EFL reading classrooms, this staged pedagogy supports learners in recognizing how meanings are organized within specific genres, thereby strengthening genre awareness and enhancing comprehension, while aligning instructional support with the functional and contextual nature of texts (Andreani et al., 2021; Damayanti, 2017; Hibino & Matruglio, 2024).

The integration of multimedia within Genre-Based Instruction represents a logical and pedagogically grounded response to contemporary EFL reading challenges (Rahmanu & Molnár, 2024; Jiang et al., 2022; Abdullah et al., 2020). Multimedia resources, when thoughtfully designed, have been shown to enhance learner engagement and support comprehension by presenting information through multiple representational modes, such as visual, auditory, and interactive elements (Perez et al., 2014; Unsworth, 2013). However, in the absence of a coherent pedagogical framework, multimedia use risks remaining superficial, functioning merely as an attention-grabbing supplement rather than as a meaningful scaffold for literacy development (Kessler, 2018; Esfijani & Zamani, 2020; Karatza, 2022). Conversely, while the Genre-Based Approach offers a structured pathway for guiding learners' understanding of text purpose, organization, and meaning-making processes, its implementation without multimedia support may appear disconnected from the multimodal realities of digital reading environments (Singer & Alexander, 2017; Delgado et al., 2018; Mangen et al., 2013). Integrating multimedia into the scaffolded stages of GBA enables learners not only to recognize genre conventions but also to interpret how meanings are constructed across modes within authentic digital texts (Unsworth, 2014; Serafini et al.,

2020; Molin & Godhe, 2020). This convergence allows multimedia to be pedagogically anchored within explicit instructional stages, while GBA is revitalized through resources that reflect contemporary literacy practices (Hafner, 2013; Unsworth & Mills, 2020). As such, multimedia-supported GBA holds particular promise for EFL reading instruction by combining motivational affordances with structured genre scaffolding, thereby fostering deeper, more sustained engagement with texts (Lin, 2014; Varaporn & Sitthitikul, 2019; Huang, 2012).

Previous research has shown that genre-based instruction and multimedia-supported learning both contribute positively to reading development, though they are often examined separately. Studies on genre-based pedagogy indicate that explicit instruction on text purpose and structure enhances learners' comprehension and organization of meaning in reading tasks (Chen & Su, 2011; Karbalaei & Hejazi, 2015). Research integrating genre pedagogy with technology further suggests that digital tools can support scaffolding across genre stages and activate learners' background knowledge, thereby strengthening literacy outcomes (Wardani et al., 2021). At the same time, studies on multimedia and digital environments demonstrate that interactive and multimodal resources can improve reading performance, engagement, and assessment efficiency by accommodating diverse learning needs (Hautala et al., 2020; Praheto et al., 2025). More recent work explicitly combining multimodal texts with the Genre-Based Approach reports increased engagement, critical thinking, and learning flexibility, alongside challenges related to teacher preparedness and resource accessibility (Hidayat et al., 2024). These findings suggest that while both genre-based instruction and multimedia offer clear benefits for reading development, further synthesis is needed to clarify how multimedia can be systematically embedded within genre-based pedagogy to support EFL reading in digital contexts.

Existing research has documented the benefits of genre-based instruction for enhancing reading comprehension and genre awareness, as well as the positive role of multimedia in supporting learner engagement and comprehension; however, these strands of research have been mainly examined independently. Studies focusing on genre-based pedagogy rarely address how interactive multimedia can be systematically embedded within its scaffolded stages. At the same time, research on multimedia-supported learning often lacks a coherent literacy framework to guide instructional design. Furthermore, much of the available evidence is derived from short-term and context-specific interventions, offering limited insight into pedagogical constraints, contextual challenges, and broader implications across diverse EFL settings. This study addresses this gap by offering a systematic synthesis of empirical research on multimedia-supported Genre-Based Instruction in EFL reading. The novelty of this study lies in its integrative focus on both pedagogical affordances and limitations, moving beyond outcome-oriented claims to examine conditions such as teacher preparedness, digital access, and sustainability of literacy development. By adopting a cross-contextual perspective, the study also extends existing scholarship by articulating how insights from multimedia-supported GBA can inform global EFL teaching in digitally mediated contexts. Accordingly, the study addresses two research questions: (1) what pedagogical affordances and limitations emerge when combining interactive multimedia with the Genre-Based Approach (GBA) in EFL reading instruction? and (2) how can these insights inform global EFL teaching in digital contexts?

METHOD

This study employed a systematic literature review (SLR) to synthesize empirical evidence on the integration of interactive multimedia within the Genre-Based Approach (GBA) in EFL reading instruction. The review was reported in line with PRISMA 2020 to strengthen transparency, rigor, and replicability across identification, screening, eligibility assessment, and inclusion decisions (Page et al., 2021; Haddaway et al., 2022). Search planning, execution, and reporting followed contemporary evidence synthesis guidance, emphasizing comprehensive retrieval and reproducible documentation (Booth et al., 2019). The review targeted studies published between 2018 and 2025 to maintain a clearly bounded and methodologically defensible evidence base. A total of 35 empirical studies met the inclusion criteria and were synthesized using a thematic analysis to address the two review questions (Brunton et al., 2020).

The review was conducted in accordance with the PRISMA 2020 guidelines to ensure transparency, rigor, and replicability across the identification, screening, eligibility assessment, and inclusion stages (Page et al., 2021). To enhance reporting clarity for evidence syntheses beyond health-oriented templates, the review procedures were also aligned with the ROSES reporting standards, particularly in documenting search, screening, and inclusion decisions (Haddaway et al., 2018). The review focused on studies published between 2018 and 2025 to capture recent developments in digital and multimodal pedagogy. A systematic search was conducted across Scopus, Web of Science, ERIC, and Google Scholar using Boolean combinations of keywords related to genre pedagogy, multimedia and digital tools, EFL contexts, and reading outcomes, informed by evidence on the variable retrieval qualities and functionalities of academic search systems for systematic searching (Gusenbauer & Haddaway, 2020). All retrieved records were managed using Mendeley, and duplicates were removed prior to screening. Titles and abstracts were screened against predefined inclusion and exclusion criteria and subsequently advanced to full-text assessment using established screening practices to reduce bias and enhance screening accuracy and efficiency (Polanin et al., 2019). This process resulted in a final corpus of 35 empirical studies that explicitly examined multimedia-supported GBA in EFL reading instruction.

Data from the included studies were extracted using a structured template covering bibliographic information, methodological characteristics, multimedia types, GBA stages, reported outcomes, and identified limitations, consistent with reporting expectations for systematic reviews (Page et al., 2021). The extracted data were analyzed through an iterative coding process combining deductive coding aligned with the research questions and inductive coding to capture emergent patterns, with analytic decisions systematically documented to enhance transparency and trustworthiness. Cross-study comparison and traceability were supported through matrix-based data management and systematic tabulation procedures that facilitate organized reduction and synthesis of qualitative information (Watkins, 2017).

To enhance trustworthiness, initial coding was conducted independently on a subset of studies and subsequently cross-checked by two coders, with discrepancies resolved through discussion, resulting in an intercoder agreement coefficient of 0.87. The synthesis adhered to PRISMA 2020–aligned reporting and documentation practices across the stages of identification through inclusion, and first conducted a descriptive synthesis to map how

frequently specific affordances, limitations, and global implications were reported across the included studies (Haddaway et al., 2022; Page et al., 2021). An interpretive thematic synthesis then integrated findings across contexts, methodologies, and geographical settings to identify convergences, divergences, and contextual influences, with results organized into two overarching thematic clusters (Carmona et al., 2021).

FINDING AND DISCUSSION

This section presents the findings of the systematic literature review examining the integration of interactive multimedia within the Genre-Based Approach (GBA) in EFL reading instruction. The findings are organized thematically in line with the two research questions, addressing (1) the pedagogical affordances and limitations of multimedia-supported GBA and (2) the global implications of these insights for EFL teaching in digital contexts. The synthesis is based on 35 empirical studies published between 2018 and 2025 that met the established inclusion criteria.

Pedagogical Affordances and Limitations of Multimedia-Supported GBA

The reviewed studies indicate that integrating interactive multimedia into Genre-Based Approach (GBA) instruction offers a range of pedagogical affordances, alongside several limitations that may constrain its effective implementation. These recurring themes, identified across the 35 included studies, are summarized in Table 1.

Table 1. Pedagogical affordances and limitations of multimedia-supported GBA

Category	Description	Supporting Studies
Engagement & Motivation	Multimedia increases interest, participation, and enjoyment in reading.	Praheto et al. (2025); Rodríguez-Fuentes et al., (2025); Nurhasanah & Firdaus (2025); Afriyeni et al., (2025); Lien (2025); Khoiriyah et al. (2021); Mansooji et al., (2021); Jarssa et al. (2025); Ni et al., (2022); Patra et al., (2022)
Genre Awareness & Scaffolding	Multimedia strengthens learners' understanding of genre structures.	Gunawan (2022); Aprilianti & Sukarno (2025); Rezaee et al., (2020); Hidayat et al. (2024); Nugraha et al., (2024); Aslamiah, (2021); Said & Munawir, (2022)
Multimodal Learning Benefits	Text, audio, and visuals reinforce comprehension via multiple channels.	Samat & Aziz, (2020); Zhang et al., (2022); Hidayat et al. (2024); Emiliasari et al., (2025); Khoiriyah et al. (2021); Nurviyani et al., (2020); Nugraha et al., (2024); Chavangklang et al., (2019)
Cultural Relevance	Locally embedded multimedia makes texts meaningful and relatable.	Siregar et al., (2020); Setiawan (2021); Nurmahanani (2021); Rahayu et al., (2024)
Cognitive Processing	Multimedia scaffolds inferencing, analysis, and synthesis.	Hidayat et al. (2024); Emiliasari et al., (2025); Nabella & Rini (2023); Azwar et al., (2024); Sari et al., (2023); Emilia et al., (2022)
Teacher Preparedness (Limitation)	Limited digital and pedagogical skills hinder effective implementation.	Marzuki et al. (2024); Ni et al. (2022); Hidayat et al. (2024); Gunawan (2022); Aslamiah, (2021)

Category	Description	Supporting Studies
Resource Accessibility (Limitation)	Unequal access to the internet, devices, and platforms limits use.	Silmi (2023); Samat & Aziz, (2020); Marzuki et al. (2024); Lien (2025)
Superficial Integration (Limitation)	Multimedia is used as an add-on rather than fully embedded in GBA pedagogy.	Afriyeni et al., (2025); Hidayat et al. (2024); Aprilianti & Sukarno (2025); Praheto et al. (2025)
Lack of Longitudinal Evidence	Few studies track sustained literacy or autonomy development.	Lien (2025); Praheto et al. (2025); Afriyeni et al., (2025); Samat & Aziz, (2020); Wang & Ye (2025)

On the affordance side, engagement and motivation emerge as the most consistently reported benefits, with multimedia elements increasing learners' interest, participation, and enjoyment during reading activities. This heightened engagement is particularly salient in EFL contexts where reading is often perceived as monotonous. Closely related are genre awareness and scaffolding, in which multimedia resources are used to clarify genre purposes, schematic structures, and linguistic features when embedded within the staged GBA cycle. By supporting modeling, deconstruction, and guided practice, multimedia helps learners better understand how texts are organized and how meanings are constructed within specific genres. The table also highlights the benefits of multimodal learning, indicating that combining text, visuals, and audio reinforces comprehension across multiple channels, thereby supporting learners with diverse learning preferences. In addition, cultural relevance is identified as an important affordance, as locally contextualized multimedia materials make texts more meaningful and relatable, strengthening learner–text connections. Several studies further report gains in cognitive processing, showing that multimedia-supported GBA can scaffold higher-order reading skills such as inferencing, analysis, and synthesis, rather than limiting learners to surface-level comprehension.

Alongside these benefits, Table 1 documents several systemic and pedagogical limitations that constrain effective implementation. Teacher preparedness is a prominent challenge, with limited digital competence and insufficient understanding of how to integrate multimedia pedagogically within GBA, reducing instructional effectiveness. Resource accessibility also remains a persistent barrier, as unequal access to devices, internet connectivity, and digital platforms restricts the consistent use of multimedia across contexts. Furthermore, superficial integration is frequently reported, with multimedia treated as an add-on rather than meaningfully embedded within the GBA stages, thereby limiting its pedagogical impact. Finally, the lack of longitudinal evidence underscores a significant gap in the literature, as few studies examine whether short-term improvements in engagement or comprehension translate into sustained literacy development or learner autonomy over time.

Global Implications for EFL Teaching in Digital Contexts

The second research question explores how integrating multimedia and GBA can inform EFL teaching globally in an increasingly digital and multimodal era. Findings from the reviewed studies suggest six key implications, summarized in Table 2.

Table 2. Global implications of multimedia-supported GBA for EFL teaching

Category	Description	Supporting Studies
Pedagogy & Curriculum	Multimedia-supported GBA offers a flexible and adaptable model of literacy instruction that aligns with global shifts toward multimodal and student-centered learning.	Samat & Aziz, (2020); Emiliasari et al. (2025); Rodríguez-Fuentes et al., (2025)
Teacher Professional Development	Teachers require sustained training to integrate genre pedagogy with digital tools, bridging pedagogical and technological knowledge gaps.	Marzuki et al. (2024); Hidayat et al. (2024); Gunawan (2022); Aslamiah (2021)
Digital Equity & Access	The digital divide remains a global concern; equitable access to resources and infrastructure is necessary for effective implementation.	Silmi (2023); Rochmiyati et al., (2024); Lien (2025); Wang & Ye (2025)
Learner Autonomy & Critical Literacy	Multimedia-supported GBA fosters independent learning, collaboration, and critical engagement with multimodal texts, skills crucial for digital citizenship.	Praheto et al. (2025). Rodríguez-Fuentes et al., (2025); Nugraha et al. (2024); Nabella & Rini (2023); Emilia et al., (2022)
Policy & Infrastructure	System-level support is essential and requires policies that promote investment in technology, localized content, and sustainable access.	Siregar et al. (2020). Setiawan (2021); Rahayu et al. (2024)
Future Research Directions	Comparative and cross-cultural language studies are needed to understand the sustained impact of multimedia-supported GBA better.	Rodríguez-Fuentes et al., (2025); Lien (2025); Afriyeni et al., (2025); Wang & Ye (2025); Emiliasari et al. (2025)

Table 2 outlines the global implications of multimedia-supported Genre-Based Approach (GBA) for EFL teaching, extending the discussion beyond classroom-level outcomes to broader pedagogical, institutional, and policy considerations. At the levels of pedagogy and curriculum, the reviewed studies indicate that multimedia-supported GBA provides a flexible, adaptable model of literacy instruction that aligns with global shifts toward multimodal, student-centered, and digitally mediated learning. By combining explicit genre scaffolding with multimodal resources, this approach can be adapted across diverse educational contexts while remaining responsive to contemporary literacy demands. A second key implication concerns teacher professional development. Multiple studies emphasize that effective implementation of multimedia-supported GBA depends on sustained teacher training that integrates pedagogical knowledge of genre with technological competence. Without systematic professional development, teachers may struggle to move beyond surface-level use of digital tools, limiting the pedagogical value of multimedia integration. Closely related to this issue is digital equity and access, which remain persistent global challenges. The literature highlights that disparities in access to devices, internet connectivity, and institutional support can constrain the scalability and sustainability of multimedia-supported GBA, particularly in under-resourced contexts.

Table 2 also underscores the potential of multimedia-supported GBA to promote learner autonomy and critical literacy. By engaging learners with multimodal texts and interactive tasks, this approach supports independent learning, collaboration, and critical engagement with digital information, competencies that are increasingly essential for digital citizenship. At a systemic level, the findings point to the importance of policy and infrastructure, suggesting that successful implementation requires coordinated investment in technology, culturally responsive content, and long-term institutional support. Finally, the table highlights future research directions, with scholars calling for longitudinal, comparative, and cross-cultural studies to better understand the sustained impact and transferability of multimedia-supported GBA across different EFL contexts. Collectively, these implications position multimedia-supported GBA not merely as a classroom strategy, but as a globally relevant framework for advancing equitable and future-oriented EFL pedagogy.

DISCUSSION

The findings indicate that multimedia-supported GBA offers a pedagogically promising response to contemporary EFL reading challenges, particularly in enhancing learner engagement, strengthening genre awareness, and supporting higher-order reading processes, while also revealing persistent constraints related to teacher readiness, digital access, and sustainability of learning outcomes. One of the most consistently reported affordances of multimedia-supported GBA is its capacity to enhance learner engagement and motivation in EFL reading. Studies across diverse contexts show that interactive and multimodal resources increase students' interest, participation, and persistence in reading tasks, particularly when compared to text-only instruction (Nurhasanah & Firdaus, 2025; Praheto et al., 2025; Lien, 2025; Jarssa et al., 2025). These findings align with multimodal literacy research suggesting that meaning-making in digital environments is distributed across linguistic, visual, and auditory modes, which can sustain attention and reduce affective barriers to reading (Camiciottoli & Campoy-Cubillo, 2018; Unsworth, 2014; Karatza, 2022). Importantly, the reviewed studies indicate that engagement gains are strongest when multimedia is embedded within the structured stages of GBA rather than used as an isolated motivational tool, reinforcing the view that pedagogical design mediates the effectiveness of digital resources (Wardani et al., 2021; Hidayat et al., 2024).

Beyond engagement, the synthesis demonstrates that multimedia-supported GBA strengthens genre awareness and reading comprehension by making textual purposes, schematic structures, and language features more explicit. Several studies report that multimedia resources support learners during the modeling and deconstruction stages of GBA, enabling more precise visualization of genre patterns and functional language use (Nugraha et al., 2024; Aprilianti & Sukarno, 2025; Said & Munawir, 2022). This finding is consistent with genre-based literacy research, which emphasizes that reading comprehension is closely tied to learners' understanding of how texts are socially organized to achieve communicative goals (Chen & Su, 2011; Karbalaei & Hejazi, 2015; Sadeghi et al., 2013). When combined with multimedia, genre instruction appears to enhance learners' ability to recognize structural regularities and meaning-making conventions, thereby facilitating deeper comprehension across text types (Andreani et al., 2021; Nabella & Rini, 2023). The review also highlights the contribution of multimedia-supported GBA to higher-

order cognitive processing in reading, including inferencing, analysis, and synthesis. Several studies indicate that multimodal texts prompt learners to integrate information across modes, encouraging active interpretation and critical engagement rather than surface-level decoding (Nurviyani et al., 2020; Emiliasari et al., 2025; Nabella & Rini, 2023). This finding resonates with research on digital reading, which shows that comprehension in online and multimodal environments requires strategic navigation, evaluation, and synthesis of information (Coiro et al., 2015; Hahnel et al., 2017; Kiili et al., 2019). Within a genre-based framework, multimedia appears to scaffold these cognitive demands by anchoring interpretation within recognizable textual structures, thereby supporting deeper reading without overwhelming learners cognitively (Becerra et al., 2019; Hibino & Matruglio, 2024).

Despite these pedagogical affordances, the review identifies several limitations that constrain the effective implementation of multimedia-supported GBA. Teacher preparedness emerges as a recurring challenge, with multiple studies reporting that limited digital competence and insufficient pedagogical understanding of multimedia integration hinder meaningful enactment of genre-based instruction (Gunawan, 2022; Hidayat et al., 2024; Marzuki et al., 2024). This pattern is consistent with broader EFL and literacy research indicating that technology integration is most effective when teachers possess both pedagogical and technological knowledge aligned with instructional goals (Hutchison & Woodward, 2013; Kessler, 2018). In the absence of such preparation, multimedia tends to be used superficially, functioning as an add-on rather than an integral component of the genre-teaching cycle (Aprilianti & Sukarno, 2025). Resource accessibility and digital equity further limit the scalability of multimedia-supported GBA, particularly in under-resourced EFL contexts. Several studies report constraints related to limited devices, unstable internet connectivity, and insufficient institutional support, which restrict consistent implementation and widen disparities between learners (Silmi, 2023; Lien, 2025). These findings echo concerns in digital literacy scholarship that unequal access to technology can exacerbate existing educational inequalities if pedagogical innovation is not accompanied by systemic support (Warschauer & Matuchniak, 2010; Reiber-Kuijpers et al., 2020; Singer & Alexander, 2017). The review thus suggests that the pedagogical potential of multimedia-supported GBA is inseparable from broader infrastructural and policy conditions.

At the global level, the findings point to significant implications for EFL pedagogy in digitally mediated contexts. Multimedia-supported GBA emerges as a flexible instructional framework that aligns with international shifts toward multimodal, student-centered literacy education and the growing emphasis on critical digital reading skills (Unsworth & Mills, 2020; Varaporn & Sitthitikul, 2019; Rahmanu & Molnár, 2024). At the same time, the emphasis on teacher development, digital equity, and institutional support highlights the need for coordinated efforts across curriculum design, professional learning, and educational policy. Without such alignment, the implementation of multimedia-supported GBA risks remaining fragmented and context-bound rather than globally transferable (Kartika-Ningsih & Gunawan, 2019; Nadjib & Triastuti, 2023). The review underscores important directions for future research. The predominance of short-term, context-specific studies limits understanding of the long-term impact of multimedia-supported GBA on sustained reading development, learner autonomy, and the transfer of skills across contexts. Scholars consistently call for longitudinal, comparative, and cross-cultural investigations that examine how genre awareness and multimodal reading competencies evolve (Wang &

Ye, 2025; Rahmanu & Molnár, 2024; Reiber-Kuijpers et al., 2020). Addressing these gaps would strengthen the evidence base and support more informed decisions regarding curriculum innovation, teacher education, and equitable implementation of digital literacy pedagogy.

CONCLUSION

This systematic literature review synthesized evidence from 35 empirical studies to examine the integration of interactive multimedia within the Genre-Based Approach (GBA) in EFL reading instruction. The findings demonstrate that multimedia-supported GBA offers a pedagogically robust framework for addressing contemporary literacy demands by enhancing learner engagement, strengthening genre awareness, and supporting higher-order reading processes through multimodal meaning-making. When multimedia is purposefully embedded within the scaffolded stages of GBA, it contributes to deeper comprehension by making textual purposes, structures, and language features more explicit and accessible, while also encouraging analytical and critical engagement with texts. These outcomes align with broader scholarship on genre pedagogy and multimodal literacy, which emphasizes the importance of explicit instruction and multimodal resources in fostering meaningful reading development in digital environments.

At the same time, the review highlights that the effectiveness and sustainability of multimedia-supported GBA depend on contextual and systemic conditions. Persistent challenges related to teacher preparedness, digital equity, and superficial integration of technology continue to limit its pedagogical impact in many EFL contexts. The predominance of short-term interventions further constrains understanding of long-term literacy development and transferability across settings. Taken together, the findings suggest that multimedia-supported GBA holds significant potential as a globally relevant approach to EFL reading pedagogy, but its success depends on coherent instructional design, sustained teacher professional development, equitable access to digital resources, and stronger empirical attention to longitudinal outcomes. Addressing these conditions is essential for advancing multimedia-supported GBA from isolated classroom practices toward a sustainable and inclusive model of EFL literacy instruction in digitally mediated learning contexts.

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