



MULTIMODAL TEACHING-LEARNING STRATEGIES AND ENGLISH PROFICIENCY OF GRADE 10 STUDENTS IN CABUYAO CITY PRIVATE SECONDARY SCHOOLS

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ABSTRACT

The primary objective of this research was to assess the utilization of multimodal teaching-learning strategies by English teachers and its correlation with the English proficiency of Grade 10 students in Cabuyao City Private Secondary Schools. Using a Quantitative Research approach with a Descriptive Correlational Research Design, the study involved 5 English teachers and 150 Grade 10 students selected through stratified sampling. Data collection utilized a validated researcher-made questionnaire and an adopted English Proficiency Test. Statistical analysis, including mean, T-test, percentage and frequency, and Chi Square, were applied to scrutinize the gathered data. The results uncovered a significant relationship between Critical Thinking/Problem Solving and the English proficiency of Grade 10 students. However, no significant relationship emerged between the utilization of multimodal teaching-learning strategies associated with creativity, adaptability, communication/collaboration, and the English proficiency of Grade 10 students. Furthermore, the research generated an action plan aimed at enhancing students' language proficiency through the effective incorporation of multimodal teaching-learning strategies. This plan serves as a strategic roadmap for educators and institutions, offering insights into optimizing language instruction and aiding students in achieving heightened proficiency levels in English. The study contributes to the ongoing discourse on innovative pedagogical approaches, emphasizing the importance of tailored strategies in cultivating language skills among secondary school students.

Keywords: *multimodal teaching-learning strategies, English proficiency, creativity, critical thinking/problem solving, adaptability, communication/collaboration*

INTRODUCTION

The rise of English as a global language has led scholars for a paradigm change in English Language Teaching (ELT) to better reflect the changing sociolinguistic context of the twenty-first century. To explore these ideas, a significant amount of classroom-based and language teacher education research emerged in recent years (Rose et al., 2020). English language teaching has been greatly influenced by the notion of learning strategy. It is currently utilized in EFL classes as a methodological tool for teaching English. Understanding the learning strategy is just one aspect of teaching English as a second language. Another is helping English teachers and students become proficient in this knowledge (Khansir et al., 2021).

There exist several problems when it comes to implementing technology-based learning approaches and a range of activities in the Philippines. Unreliable internet connections in rural areas provide a significant challenge as not everyone has simple access to technology and the internet. Furthermore, implementing student-centered learning, customized education, and active learning is a pedagogical shift necessary for multimodal strategies. Incorporating multimodal aspects into traditional teaching techniques while adhering to assessment standards and learning objectives might pose challenges for educators (Tupas, 2020).

According to Garcia-Pastor & Gómez-Martnez (2020, as cited in Anis, 2023), to guarantee that language acquisition is fair and available to every student, inclusive education needs to be a top priority for English language teachers (ELT). ELT practitioners strive to create inclusive classrooms that can accommodate a variety of students, such as those with disabilities, students from underprivileged neighborhoods, and students with different language backgrounds. The use of multimodal strategies gained attention as a means of better addressing the diverse learning needs and preferences of students. Multimodal strategies combine many communication modalities, such as visual, aural, and kinesthetic, to enhance learning and engage students in meaningful ways. Through combining multiple methods, educators may provide a range of learning opportunities, consider different learning styles, and encourage a more welcoming and stimulating setting for language learning.

One of the biggest English-speaking countries in the world is said to be the Philippines. The Philippines recognizes English as one of its official languages. On the other hand, the EF English competency Index, the Test of English for International Communication (TOEIC), and the average score of Filipino IELTS takers all show a progressive decline in English language competency among Filipinos over time (Santos et al., 2022.) Additionally, according to the Department of Education (DepEd), the Philippines' dismal performance in the 2022 Program for International Student Assessment (PISA) suggests a five- to six-year gap in the nation's learning competencies. In the student assessment for 15-year-old learners conducted by the OECD, the Philippines came in at number 77 out of 81 nations worldwide. With math scores of 355,

reading scores of 347, and science scores of 373 in the 2022 student assessment, the country performed almost 120 points lower than average (Ines, 2023).

The K–12 Basic Education Integrated Language Arts Curriculum includes the following areas in English for Grade 10 learners: oral language, fluency, writing and composition, grammar awareness and structure, vocabulary growth, listening comprehension, reading comprehension, attitude toward language, literacy, and literature, as well as study techniques. These are integrated into many competencies that help students become linguistically and holistically competent. Consequently, realizing the potential for leveraging and integrating any of the domains to be integrated when appropriate. To attain the greatest amount of learning acquisition, Litonja (2020, as cited in Tangkeko & Diva et al., 2023) stated that the use of multimodality or multimodal teaching in utilizing the various domains and abilities in English is advised. Students become more engaged when learning takes place in a stimulating setting created by multimodal instruction. It's because students are free to choose a different learning style if one doesn't work for them.

In particular, the study of Tope (2021) put forth the need for Multimodal Texts in Enhancing the Level of Performance in Afro – Asian Literature in English of Grade Eight Students. The efficiency of multimodal texts is evaluated in terms of their features and components using a specially designed questionnaire that was based on the Multimodal Literacy Scale. Validated pre- and post-assessments are employed to ascertain the academic performance level of Pedro Guevara Memorial National High School Grade 8 students in Afro-Asian Literature in English. As confirmed by Pedro Guevara Memorial National High School master teachers and teachers, it is clearly usable, appropriate, consistent, and well-organized. The results of the learners' pretest and posttest showed that the experimental group performed academically at a significantly higher level than the control group. The pre- and post-assessments of the experimental group and control group differ significantly from one another. Consequently, the null hypothesis – which holds that the use of created multimodal texts improved students' understanding of Afro-Asian literature – was rejected. By offering several input modalities and boosting learners' motivation, they can lead to a deeper comprehension.

In the recent years, a variety of learning style models have emerged, drawing attention to the notion that students learn in a variety of ways and that a single teaching strategy does not work for all or even the majority of students. A significant shift in the way learning is done and the development of new learning platforms resulted from the recognition that the necessity for learning and the provision of high-quality education must continue regardless of the circumstances brought about by the pandemic. Therefore, this study seeks to determine the Multimodal Teaching-Learning Strategies and English Proficiency of Grade 10 Students in Cabuyao City Private Secondary Schools.

Research Questions

The study aimed to look into the Multimodal Teaching-Learning Strategies and English Proficiency of Grade 10 Students in Cabuyao City Private Secondary Schools.

Specifically, it sought answers to the following questions:

1. What is the level of multimodal teaching-learning strategies utilization of English teachers in Cabuyao City Private Secondary Schools as assessed by teachers and the students in terms of:
 - 1.1 Creativity,
 - 1.2 Critical Thinking/Problem Solving,
 - 1.3 Adaptability, and
 - 1.4 Communication/Collaboration?
2. Is there a significant difference between the assessment of the teachers and the students on the multimodal teaching-learning strategies utilization level?
3. What is the proficiency level of Grade 10 students in English?
4. Is there a significant relationship between the multimodal teaching-learning strategies utilization level of the English teachers and the proficiency level of the Grade 10 students in English?
5. Based on the findings of the study, what action plan may be proposed?

METHODOLOGY

This study involved a quantitative design to improve the research and ensure its validity and reliability. Lheavy (2022) characterizes quantitative design as a strategy that prioritizes statistical descriptions, generalizability, and breadth. Through the application of organized and regulated procedures, objectivity, control, and accurate measurement are the main goals of quantitative design. The deductive research design, upon which this approach is founded, begins with theories and hypotheses that are subsequently examined and verified or disproved in light of actual data.

The descriptive correlation method was used to determine the link between multimodal learning strategies in English and students' English proficiency. According to Bhandari (2022), a correlational research design investigates relationships between variables without the researcher modifying or controlling any of them. A correlation shows the intensity and/or direction of the relationship between two (or more) variables. A correlation might point in either a positive or negative direction. This research design offers a reliable account of the characteristics and current state of the topic under study and determines potential relationships between the variables being examined for the use of suitable tools and definite action plans that would spur the learner's learning achievement.

The data were gathered from five private secondary schools in Cabuyao City. The research used a stratified sampling technique. According to Simkus (2023), it is a method of sampling that involves dividing a population into homogeneous subgroups or 'strata', and then randomly selecting individuals from each group for study. Moreover, stratification can improve a sample design's efficiency in terms of survey expenses and estimate accuracy.

The research population included Grade 10 students from five private secondary schools in Cabuyao City with a total of 433 students. One (1) Grade 10 English teacher and thirty (30) Grade 10 students were selected in each school.

This study utilized two sets of instruments. The first part of the questionnaire focused on the level of multimodal teaching-learning strategies utilization of English teachers as assessed by teachers and the students in terms of Creativity, Critical Thinking/Problem Solving, Adaptability, and Communication/Collaboration. The second instrument was composed of a set of questions to know the level of English proficiency of Grade 10 students in Cabuyao City Private Secondary Schools.

The first instrument was a researcher-made questionnaire. It underwent a validation process. The questionnaire was validated by two LCBA professors, a statistician, a research director, and one department head of a private institution. This was checked by the researcher's adviser for the validation of the tool in terms of its relevance and clarity. The data was computed to get to the Content Validity Index which yielded an acceptable CVI Value of 1.00. The final draft of the questionnaire was used for Pilot Testing to obtain feedback and establish the rigorous reliability and validity of the test. The data were tabulated and submitted to the statistician. The results of Cronbach's Alpha in each sub-variable were the following: Creativity (.825), Critical Thinking/Problem Solving (.790), Adaptability (.785), and Communication/Collaboration (.809). After the computation, one question was rejected in one sub-variable. Finally, having a positive outcome in general, the statistician gave a signal indicating that the questionnaire was ready to be used for data gathering.

The second instrument, the Language Proficiency Test, was adopted. The researcher sought permission from the owner of the instrument. However, before moving forward, the researcher asked for help from the thesis adviser and the thesis writing professor to double-check the instrument to ensure its suitability and coherence.

The researcher presented a consent form to the principal/head of the five chosen private secondary schools in Cabuyao City before the data collection method to request their permission. Once the request had been approved, the researcher went over its relevance, goals, how to conduct the survey, and when to retrieve the data. The questionnaire was designed to make it simple for all respondents to access. Both actual and online distribution of questionnaires were done.

Initially, the questionnaire was administered to one hundred fifty (150) Grade 10 students and five (5) English teachers to collect numerical data regarding their level of

multimodal teaching-learning strategies utilization. Subsequently, the Grade 10 students completed an English Proficiency Test to determine their level of proficiency. The advisers' support was evident to ensure effective data collecting. Finally, all the data was collected and tallied. The results were given to the statistician for the proper statistical treatment.

This study was a descriptive-correlational quantitative type of research. The data gathered from the questionnaires were classified, tabulated, tallied, statistically treated, analyzed, and interpreted. The following statistical treatment methods were used to ensure a valid interpretation of data.

1. Mean was used to determine the level of multimodal teaching-learning strategies utilization by English teachers as assessed by teachers and the students in terms of Creativity, Critical Thinking/Problem Solving, Adaptability, and Communication/Collaboration.
2. A T-test independent sample was used to assess the significant difference between the assessment of the teachers and the students on the multimodal teaching-learning strategies utilization level.
3. Percentage and Frequency distribution were used to determine the academic performance level of the students.
4. Chi-Square was used to determine the significant relationship between the multimodal teaching-learning strategies utilization level of the English teachers and the proficiency level of Grade 10 students.

RESULTS AND DISCUSSION

Research Question 1: What is the level of multimodal teaching-learning strategies utilization of English teachers as assessed by teachers and students in terms of:

1.1 Creativity

Table 1.1

Level of Multimodal Teaching-Learning Strategies Utilization of English Teachers as assessed by Teachers and Students in terms of Creativity

| Indicators | Teachers | | Students | | Composite | |
|--|----------|----|----------|----|-----------|----|
| | X | VI | X | VI | X | VI |
| <i>The teacher is utilizing multimodal teaching-learning strategies by...</i> | | | | | | |
| 1. Using learning media such as audio, visual, and audio-visual materials and resources when teaching English which helps students to enrich their thoughts. | 3.80 | FU | 3.39 | FU | 3.60 | FU |
| 2. Engaging students in creative activities including visuals such as charts, graphs, diagrams, and images that helps them to be more proficient in English. | 3.60 | FU | 3.35 | FU | 3.48 | FU |
| 3. Making use of digital materials and resources like mobile and virtual conferencing rooms to prosper students' ideas. | 3.60 | FU | 3.17 | U | 3.39 | FU |

| | | | | | | | |
|---------------------------|---|-------------|-----------|-------------|-----------|-------------|-----------|
| 4. | Employing the creative use of literature (poetry, fiction, and drama) including audio elements like lectures, discussions, podcasts and music to foster students' proficiency in English. | 3.80 | FU | 3.53 | FU | 3.67 | FU |
| 5. | Applying collaborative method, which is best suited to develop students' knowledge in the English language classroom. | 3.80 | FU | 3.45 | FU | 3.63 | FU |
| GENERAL ASSESSMENT | | 3.72 | FU | 3.38 | FU | 3.55 | FU |

Legend: 3.25-4.00 Fully Utilized (FU) 2.50-3.24 Utilized (U) 1.75-2.49 Partially Utilized (PU) 1.00-1.74 Not Utilized (NU)

Creativity was Fully Utilized (3.55) as to the level of multimodal teaching-learning strategies utilization of English teachers as assessed by teachers and students. The indicator “The teacher utilizing multimodal teaching-learning strategies by employing the creative use of literature (poetry, fiction, and drama) including audio elements like lectures, discussions, podcasts and music to foster students’ proficiency in English.” yielded the highest mean score of 3.67 verbally interpreted as Fully Utilized. On the other hand, the indicator “The teacher utilizing multimodal teaching-learning strategies by making use of digital materials and resources like mobile and virtual conferencing rooms to prosper students’ ideas.” received the lowest mean score of 3.39 verbally interpreted as Fully Utilized.

It implies that students' learning experiences are enhanced by the creative use of audio and literary components. This makes the teaching strategy multimodal and accommodating to various learning preferences. However, multimodal teaching and learning approaches that emphasize digital tools and materials can suggest that not all teachers and students are at the same level of comfort with technology, which could result in varying degrees of effectiveness in the classroom.

In support of this, Li (2020) mentioned that as information and communication technology have advanced, more English language learners are utilizing a variety of multimodal techniques outside of the classroom in the digital age. Multimodal practices helped ESL students develop their multiliteracy abilities, manage their identities, and increase their learning motivation and autonomy. According to Peng (2019), students expressed their appreciation for multimodal teaching and concurred that utilizing various modalities such as videos and audio helps them better understand the course material. As Veliz and Hossein (2020) mentioned, enhancing students' language learning experiences almost demands the integration of digital multimodal tools into language training. As a result, there was an ongoing demand for teacher education programs to equip aspiring educators with the skills necessary to close the gap between traditional literacy and multiliteracies.

1.2 Critical Thinking/Problem Solving

Table 1.2

Level of Multimodal Teaching-Learning Strategies Utilization of English Teachers as assessed by Teachers and Students in terms of Critical Thinking/Problem Solving

| Indicators | Teachers | | Students | | Composite | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|
| | X | VI | X | VI | X | VI |
| The teacher is utilizing multimodal teaching-learning strategies by... | | | | | | |
| 1. Involving active participation and communication which assist students in language enhancement. | 3.80 | FU | 3.66 | FU | 3.73 | FU |
| 2. Applying critical thinking in language learning through presenting real-world problems that require critical analysis and problem-solving which helps students acquire better presentation skills and improve their communication skills. | 3.60 | FU | 3.45 | FU | 3.53 | FU |
| 3. Evaluating multimedia presentations, videos, or documentaries which critically assists students' academic performance as active learning takes place. | 3.20 | U | 3.31 | FU | 3.26 | FU |
| 4. Implementing critical thinking on exploring cause-and-effect relationships using visual representations that allows students to open up their mind in their academic performance, and this enables them to obtain more knowledge. | 3.20 | U | 3.50 | FU | 3.35 | FU |
| 5. Applying critical thinking in task-based learning such as analyzing literature articles or academic texts. | 3.60 | FU | 3.52 | FU | 3.56 | FU |
| General Assessment | 3.48 | FU | 3.49 | FU | 3.49 | FU |

Legend: 3.25-4.00 Fully Utilized (FU) 2.50-3.24 Utilized (U) 1.75-2.49 Partially Utilized (PU) 1.00-1.74 Not Utilized (NU)

Critical Thinking/Problem Solving was Fully Utilized (3.49) as to the level of multimodal teaching-learning strategies utilization of English teachers as assessed by teachers and students. The indicator "The teacher utilizing multimodal teaching-learning strategies by involving active participation and communication which assist students in language enhancement." yielded the highest mean score of 3.73 verbally interpreted as Fully Utilized. On the other hand, the indicator "The teacher utilizing multimodal teaching-learning strategies by evaluating multimedia presentations, videos, or documentaries which critically assists students' academic performance as active learning takes place." received the lowest mean score of 3.26 verbally interpreted as Fully Utilized.

It can be assumed that with participation, dialogue, and real-world application, students are more likely to acquire language skills naturally. It also aids in the development of the students' efficient communication abilities, which are essential for language competency. On the other hand, an analysis of documentaries, movies, or multimedia presentations may indicate that certain students might not function at their best on tests that largely rely on multimedia content. Learning styles among students vary, therefore this approach might not work for every student.

To back this up, Salma (2020) stated that students can gain from one another as they work together to complete a task in small groups and look for understanding. For students, adopting a collaborative learning environment has several benefits. It improved students' experiences while progressively advancing social communication. This kind of instruction had an impact on the development of student-centered learning, which

enabled students to create meaning through mutual engagement. It was crucial to emphasize the role that collaborative learning played in language learning. Learners improved their communication ability by using it in language classes.

1.3 Adaptability

Table 1.3

Level of Multimodal Teaching-Learning Strategies Utilization of English Teachers as assessed by Teachers and Students in terms of Adaptability

| Indicators | Teachers | | Students | | Composite | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|
| | \bar{X} | VI | \bar{X} | VI | \bar{X} | VI |
| <i>The teacher is utilizing multimodal teaching-learning strategies by...</i> | | | | | | |
| 1. Requiring students to use English language in communicating with their classmates and teachers which helps them to be more proficient. | 3.80 | FU | 3.19 | U | 3.50 | FU |
| 2. Providing real-time feedback based on student responses and adjusting the approach to clarify concepts and facilitate faster adaptation for students. | 3.60 | FU | 3.51 | FU | 3.56 | FU |
| 3. Considering the cultural backgrounds of the students and incorporating diverse perspectives and examples to make learning more inclusive. | 3.20 | U | 3.36 | FU | 3.28 | FU |
| 4. Seeking out new teaching methods and staying informed about the latest educational research to make the learning experience more meaningful. | 3.20 | U | 3.44 | FU | 3.32 | FU |
| General Assessment | 3.45 | FU | 3.38 | FU | 3.42 | FU |

Legend: 3.25-4.00 Fully Utilized (FU) 2.50-3.24 Utilized (U) 1.75-2.49 Partially Utilized (PU) 1.00-1.74 Not Utilized (NU)

Adaptability was Fully Utilized (3.42) as to the level of multimodal teaching-learning strategies utilization of English teachers as assessed by teachers and students. The indicator “The teacher utilizing multimodal teaching-learning strategies by providing real-time feedback based on student responses and adjusting the approach to clarify concepts and facilitate faster adaptation for students.” yielded the highest mean score of 3.56 verbally interpreted as Fully Utilized. On the other hand, the indicator “The teacher utilizing multimodal teaching-learning strategies by considering the cultural backgrounds of the students and incorporating diverse perspectives and examples to make learning more inclusive.” received the lowest mean score of 3.28 verbally interpreted as Fully Utilized.

It can be deduced that feedback encourages students to grasp the subject matter more deeply and quickly. Furthermore, the learning process becomes more dynamic and participatory, and pupils may feel supported. Above all, cultural variations within the classroom should be properly recognized and acknowledged by teachers as this can impede the development of an inclusive learning environment.

Entika (2019) discussed the importance of immediate constructive feedback in increasing instrumental motivation towards English speaking. The research also made it clear that teachers' actions could support students' greater instrumental drive to learn the English language. Furthermore, it is essential to give students instant, positive feedback during the teaching and learning process since it increases their drive to speak English.

According to Marvi (2023), given the range of cultural backgrounds represented in the class, a diversified classroom experience typically has a different effect on students. The teacher's abilities and lessons could be applied to manage and fix that. Pedagogies that emphasize diversity as a resource and an advantage can coexist with multicultural concepts in the classroom. Examples of such approaches include studying cultural diversity and employing materials that are considerate of various cultural backgrounds.

1.4 Communication/Collaboration

Table 1.4

Level of Multimodal Teaching-Learning Strategies Utilization of English Teachers as assessed by Teachers and Students in terms of Communication/Collaboration

| Indicators | Teachers | | Students | | Composite | |
|---|-------------|-----------|-------------|-----------|-------------|-----------|
| | X | VI | X | VI | X | VI |
| The teacher is utilizing multimodal teaching-learning strategies by... | | | | | | |
| 1. Applying social interaction through debates or discussions on controversial topics which contributes to students' learning. | 3.60 | FU | 3.24 | U | 3.42 | FU |
| 2. Integrating social media platforms for discussions or collaborative projects to enhance students' English language competencies. | 3.60 | FU | 3.19 | U | 3.40 | FU |
| 3. Implementing collaboration to help students become more confident in doing speaking activities though participating in sharing information and making decisions. | 3.80 | FU | 3.46 | FU | 3.63 | FU |
| 4. Assigning students to create presentations that incorporate visual aids, audio elements, and interactive components which allows students to gain a deeper understanding about the text. | 3.80 | FU | 3.24 | U | 3.52 | FU |
| 5. Using collaboration techniques such as interactive concept mapping to support students in enhancing their understanding about complex concepts and reinforce visual learning. | 3.40 | FU | 3.24 | U | 3.32 | FU |
| General Assessment | 3.64 | FU | 3.27 | FU | 3.46 | FU |

Legend: 3.25-4.00 Fully Utilized (FU) 2.50-3.24 Utilized (U) 1.75-2.49 Partially Utilized (PU) 1.00-1.74 Not Utilized (NU)

Communication/Collaboration was Fully Utilized (3.46) as to the level of multimodal teaching-learning strategies utilization of English teachers as assessed by teachers and students. The indicator "The teacher utilizing multimodal teaching-learning strategies by implementing collaboration to help students become more confident in doing speaking activities through participating in sharing information and making decisions." yielded the highest mean score of 3.63 verbally interpreted as Fully Utilized. On the other hand, the indicator "The teacher utilizing multimodal teaching-learning strategies by using collaboration techniques such as interactive concept mapping to support students in enhancing their understanding about complex concepts and reinforce visual learning." received the lowest mean score of 3.32 verbally interpreted as Fully Utilized.

The results imply that students get additional opportunities to practice and improve their speaking abilities through collaborative activities. Fluency, pronunciation, and articulation can all be developed through regular discussion and decision-making procedures. Concept mapping, however, might not be the best way for all students to grasp difficult concepts. Different visual learning methodologies may be more beneficial for certain children, or they may have different learning preferences.

To support this claim, Buzkort (2023) mentioned that since collaborative learning enhances language proficiency and output, learners in face-to-face settings have a favorable view of it. According to certain research, working together has a beneficial impact on language learning and aids in language acquisition. Govindasamy and Shah (2020) found comparable findings to earlier research in their current study on learners' views. As a result of feeling more assured, driven, and involved in the process, learners felt that collaborative projects had a beneficial impact on their speaking proficiency.

Later, the implications of collaborative teaching in online learning environments have become more prominent due to improvements in educational technology. Badr (2020) conducted a study in which it was discovered that online collaborative instruction was beneficial for enhancing social presence and English-speaking abilities.

Research Question 2: Is there a significant difference between the assessment of the teachers and the students on the multimodal teaching-learning strategies utilization level?

Table 2

Test of Significant Difference between the Assessment of Teachers and Students on the Multimodal Teaching-Learning Strategies Utilization Level

| Variables | T test | P Value | Remarks | Decision |
|-----------------------------------|--------|---------|-----------------|-----------|
| Creativity | 1.621 | .107 | Not Significant | Accept Ho |
| Critical Thinking/Problem Solving | .052 | .961 | Not Significant | Accept Ho |
| Adaptability | .345 | .750 | Not Significant | Accept Ho |
| Communication/Collaboration | 1.511 | .133 | Not Significant | Accept Ho |

There was no significant difference in the assessment of the teachers and the students on the multimodal teaching/learning strategies utilization level. Table 2 showed that the probability values of .107, .961, .750, and .133 respectively were greater than the level of significance at .05; thus, the null hypothesis was rejected.

It can be implied that there is no significant difference in the assessment of the teachers and the students on the multimodal teaching/learning strategies utilization level. This implies that the shared assessment of teachers and students on multimodal teaching-learning strategies points to a mutual understanding and favorable perception. This alignment emphasizes good communication, demonstrates the possibility for increased teaching effectiveness and student involvement, and validates the strategies selected.

According to Laadem and Mallahi (2019), a multimodal pedagogy is an emerging educational theory and method. Both teachers and students valued it as a source of modernism and innovation. In reality, it alluded to paradigm shifts in education that were based on what might be practical, efficient, and pertinent to students' needs and interests, and whose development would underpin the tenets of a student-centered approach.

Research Question 3: What is the proficiency level of Grade 10 students in English?

Table 3

The Proficiency Level of Grade 10 Students in English

| Indicators | frequency | Percentage | |
|---------------------------|-----------|--------------------------|-------|
| Outstanding | 90-100 | 51 | 34.00 |
| Very Satisfactory | 85-89 | 40 | 26.67 |
| Satisfactory | 80-84 | 19 | 12.67 |
| Fairly Satisfactory | 75-79 | 22 | 14.67 |
| Did not meet expectations | 74 below | 18 | 12.00 |
| Total | 150 | 100.00 | |
| GENERAL ASSESSMENT | 85 | Very Satisfactory | |

The proficiency level of Grade 10 students in English was Very Satisfactory (85%). There were 51 out of 150 students who got (34.00%) Outstanding rating, 40 out of 150 students (26.67%) were Very Satisfactory, 19 out of 150 students (12.67%) were Satisfactory, 22 out of 150 students (14.67 %) were Fairly Satisfactory, and 18 out of 150 students (12.00%) Did not meet expectations.

The Satisfactory proficiency level of Grade 10 students indicates that they have acquired foundational skills in English. They probably meet the minimum expectations for their grade level in terms of communication, grammar, and vocabulary. This suggests that students can still improve in several areas of English competency, such as sophisticated writing techniques, nuanced language comprehension, and the use of advanced vocabulary.

Santos et al. (2022) mentioned that the Philippines was considered one of the largest English-speaking nations in the world. English is one of the official languages in the Philippines. However, throughout the years, a gradual deterioration in English language proficiency can be observed among Filipinos based on the EF English Proficiency Index, Test of English for International Communication (TOEIC), and the average score of Filipino IELTS takers.

Research Question 4: Is there a significant relationship between the multimodal teaching-learning strategies utilization level of the English teachers and the proficiency level of Grade 10 students in English?

Table 4

Test of Significant Relationship between Multimodal Teaching-Learning Strategies Utilization Level of English Teachers and the Proficiency Level of Grade 10 Students in English

| Variables | Chi square | P Value | Remarks | Decision |
|-----------------------------------|------------|---------|-----------------|-----------|
| Creativity | 308.67 | .353 | Not Significant | Accept Ho |
| Critical Thinking/Problem Solving | 402.457 | .000 | Significant | Reject Ho |
| Adaptability | 190.163 | .833 | Not Significant | Accept Ho |
| Communication/Collaboration | 354.270 | .575 | Not Significant | Accept Ho |

There was a significant relationship between Critical Thinking/Problem Solving and the proficiency level of Grade 10 students in English, as shown in their probability value of .000, which was less than the level of significance at .05. Thus, the null hypothesis was rejected. On the other hand, there was no significant relationship between multimodal teaching-learning strategies utilization level in creativity, adaptability communication/collaboration, and the proficiency level of Grade 10 students in English. The probability values were greater than the level of significance at .05. Thus, the null hypothesis was accepted.

It denotes that there is a substantial link between the multimodal teaching-learning strategies utilization level of the English teachers in terms of critical thinking/problem solving and the proficiency level of the Grade 10 students in English. It implies that the higher the utilization of critical thinking and problem solving, the better the proficiency level of the Grade 10 students in English.

Multimodality became more significant in the educational field with the advent of the technological era in the 21st century, not only to engage and excite students but also to foster the development of a new kind of literacy in young children. This may be observed in the Hasset and Curwood (2019) research, which included suggestions for multimodal instruction in elementary classrooms from a variety of children and teachers.

D'Allesio et al. (2019) stated that since it is thought to improve academic achievement, strengthening critical thinking skills is an important part of education and has been a goal of many teachers throughout the years.

Research Question 5: Based on the findings of the study, what output may be proposed?

The proposed action plan's main objective is to improve the language proficiency of students in connection to the utilization of multimodal teaching/learning strategies.

| AREA OF CONCERN | OBJECTIVES | STRATEGIES/ ACTIVITIES | TIME FRAME | PERSONS INVOLVED | SOURCE OF FUND | SUCCESS INDICATORS |
|-----------------|--|--|----------------|------------------|----------------|---------------------------------------|
| Creativity | Assign students tasks that require them to create multimedia | Integrate digital resources and platforms (such as | September 2024 | English Teachers | School's Fund | 95% of the objective referring to the |

| | | | | | | |
|--|---|--|--|--|---------------|---|
| Making use of digital materials and resources like mobile and virtual conferencing rooms to prosper students' ideas. | content to motivate them to utilize language in interesting and creative ways. | interactive whiteboards, educational applications, and language learning software) that facilitate multimodal learning. | | Academic Head | | tasks requiring students to create multimedia content has been attained. |
| Critical Thinking/ Problem-Solving | Engage students in conversations that call for critical study of spoken subject matter, attentive listening, and well-spoken responses. | Analyzing several viewpoints on a specific topic will allow students to develop critical thinking. | 2 nd Grading Period | English Teachers | School's Fund | 95% of the objective in line with engaging students in conversations that call for critical thinking has been accomplished. |
| Evaluating multimedia presentations, videos, or (Continuation) | | The students will study materials that offer a range of opinions, argue and assess these opinions in small groups, get ready for and take part in an organized discussion, and think back on the knowledge they have received from examining different points of view. | | Grade 10 Students | | |
| documentaries that critically assist students' academic performance as active learning takes place. | | Students' capacity to evaluate information critically, comprehend other points of view, and participate in meaningful discussion are all intended to be enhanced by this activity. | | | | |
| Adaptability | Expose students to a variety of linguistic and cultural contexts to develop cross-cultural communication competency. | Participate in or organize cultural festivals and events recognizing linguistic and cultural diversity. | May 2025 | English Teachers | School's Fund | 90% of the objectives for students' development of cross-cultural communication competency have been well-emphasized. |
| Considering the cultural backgrounds of the students and incorporating diverse perspectives and examples to make learning more inclusive. | | | This is the month when World Day of Cultural Diversity for Dialogue and Development is celebrated. | Activity Coordinator | | |
| Communication/ Collaboration | Implement project-based learning strategies where students must work together to complete language-focused, real-world tasks. | Engage students with a community service activity that requires them to interact with people in the target language (such as planning language workshops for a community). | August 2024 | English Teachers | School's Fund | 90% of the objective regarding the implementation of project-based learning strategies has been achieved. |
| Using collaboration techniques such as interactive concept mapping to support students in enhancing their understanding of complex concepts and reinforce visual learning. | | | | Activity Coordinator | | |
| | | | | School Community Relations Coordinator | | |

Conclusions

Based on the abovementioned findings of the study, the following conclusions have been obtained:

1. That students' learning experiences are enhanced by the creative use of audio and literary components. This makes the teaching strategy multimodal and accommodating to various learning preferences. However, multimodal teaching and learning approaches that emphasize digital tools and materials can suggest that not all teachers and students are at the same level of comfort with technology, which could result in varying degrees of effectiveness in the classroom.

2. That there is no significant difference in the assessment of the teachers and the students on the multimodal teaching/learning strategies utilization level. The shared assessment of teachers and students on multimodal teaching-learning strategies points to a mutual understanding and favorable perception. This alignment emphasizes good communication, demonstrates the possibility for increased teaching effectiveness and student involvement, and validates the strategies selected.
3. That the Satisfactory proficiency level of Grade 10 students indicates that they have acquired foundational skills in English. They probably meet the minimum expectations for their grade level in terms of communication, grammar, and vocabulary. This suggests that students can still improve in several areas of English competency, such as sophisticated writing techniques, nuanced language comprehension, and the use of advanced vocabulary.
4. That the higher the utilization of critical thinking, the better the proficiency level of the Grade 10 students in English.
5. That the proposed action plan can improve the language proficiency of students in connection to utilization of multimodal teaching/learning strategies.

Recommendations

The following recommendations are strongly encouraged in light of the findings and conclusions:

1. The school may create and execute focused professional development initiatives for English teachers to improve their ability to incorporate multimodal teaching and learning strategies. Additionally, it has been proposed that the efficiency of multimodal strategies may be impacted by teachers' comfort levels with technology. By providing specialized training, it is possible to resolve potential discrepancies and enable teachers to safely incorporate multiple teaching modes into their lessons.
2. The English teachers may integrate technology-enhanced language learning tools and resources into the curriculum. Through interactive and multimedia resources, utilizing technology can improve language learning and correspond with the interests of modern students. In addition, promotes the integration of multimodal teaching and learning strategies into the English curriculum for Grade 10 students. The results point to a favorable relationship between linguistic competency and multimodal strategies. Students will receive frequent exposure to and experience with these tactics if they are incorporated into the curriculum.
3. Teachers are encouraged to use multimodal strategies by encouraging them to integrate differentiated instruction according to students' learning styles. Multimodal strategies can be optimized for language competency by tailoring teaching methods to each student's unique learning style.
4. Upgrade students' proficiency in critical thinking and the English language. The results of the study showed that students' difficulties stemmed not just from their poor critical thinking abilities but also from their low English language proficiency and heavy rote learning. As a result, educational institutions ought to take on the

task of implementing meaningful reforms that will ultimately raise students' proficiency in English and strengthen their capacity for critical thinking. Additionally, more effort ought to be put into developing a curriculum that encourages lifelong learning.

5. With the aid of multimodal teaching-learning methodologies, the study's proposed output could help students deal with the areas in which they are having difficulty. Additionally, this will raise their level of English proficiency.
6. The results of this study may be incorporated by future researchers in their endeavors to help all students become more proficient in the English language. They would be able to access and use the relevant studies and literature as a resource.

Compliance with Ethical Standards

Ethical consideration in research served as a guide for study designs and procedures. There was a code of conduct that researchers must always follow when gathering information from respondents. The following ethical considerations served as guidelines for the duration of the research. The respondents were made aware of their voluntary participation in the study, and they were free to leave at any time without suffering any consequences. To protect against threats to data privacy, the researcher maintained the confidentiality of the data that was being collected. The research's findings were disseminated in an honest, trustworthy, and credible manner. The researcher closely monitored any potential research misconduct as well as ethical lapses (Bhandari, 2021).

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