

doi <https://doi.org/10.58256/njhs.v7i2.1255>



Check for updates

Research Article

Section: Literature, Linguistics & Criticism



Published in Nairobi, Kenya
by Royallite Global.

Volume 7, Issue 2, 2023



Article Information

Submitted: 15th May 2023

Accepted: 4th July 2023

Published: 1st August 2023

Additional information is available at the end of the article

<https://creativecommons.org/licenses/by/4.0/>

ISSN: 2520-4009 (Print)

ISSN: 2523-0948 (Online)

To read the paper online,
please scan this QR code



How to Cite:

Masinde, R., Barasa, D., & Mandillah, L. (2023). Forms of multimodal approaches in the teaching of listening and speaking skills. *Nairobi Journal of Humanities and Social Sciences*, 7(2). <https://doi.org/10.58256/njhs.v7i2.1255>



Forms of multimodal approaches in the teaching of listening and speaking skills

Rose Masinde, David Barasa and Lucy Mandillah

Department of Language and Literature Education, Masinde Muliro University of Science and Technology, Kenya

Correspondence: masinde.rose@yahoo.com

<https://orcid.org/0000-0002-7143-3589>

Abstract

This study sought to explore the factors that determine the teachers of English's choice of multimodal approaches when teaching listening and speaking skills to Kenya's Grade 1 learners. The study adopted a cross-sectional descriptive research design with quantitative and qualitative paradigms. Primary data was sourced from 75 public and private primary schools in Western Kenya. Stratified sampling was employed to identify teachers of English and 7 Curriculum Support Officers (CSO'S in the area). This was to ensure that the population was grouped into homogenous subsets that bore similar characteristics. Questionnaires, observation schedule and Key Informant Interview (KII) were used to elicit data. Validity of research instruments was determined through two expert judgements whereas their reliability was determined through Cronbach's alpha formula. Descriptive statistics was applied to analyse quantitative data. Content analysis was used to analyse qualitative data. The findings of this study revealed that factors considered while selecting multimodal approaches are significant in the success of teaching of listening and speaking skills. The study recommends that teachers of English should be trained on the most desirable factors that they should consider when selecting multimodal approaches to use in the teaching of listening and speaking skills. Further, the study has attempted to design a teaching and learning model that will guide the teachers of English in the selection of appropriate approaches to blend when teaching listening and speaking skills. This model will guide teachers of English in the inclusion multimodal approaches from all categories.

Keywords: approaches, choice, multimodal, modes

© 2023 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY-NC-SA) license.

1.0 Introduction

Effective implementation of multimodal approaches in the teaching of listening and speaking skills remains elusive although there is increasing body of evidence that these approaches aid in learners' attainment of aptitude during teaching of listening and speaking skills in primary schools in Western Kenya and Kenya as a whole (Cope & Kalantzis, 2022; Jewitt, 2013). According to Odindo et al., (2018), sufficient choice of teachers' instructional approaches coupled with mastery of content yield to increase in the mastery of listening and speaking skills. Therefore, comprehension of listening and speaking skills plays a critical role in facilitating second language (L2) learning and continuous cognitive and meta-cognitive development amongst learners (Eskos & Elola, 2019). Consequently, researchers who examine the best approaches to use in teaching listening and speaking skills agree that determining the choice of multimodal approaches to use in the teaching of listening and speaking have a bearing on achievement in the attainment of effective communication. The extent to which learners are able to competently achieve in the mastery of listening and speaking skills are gauged from the learners' individual cognitive knack. However, correct determination of choice of teaching and learning approach is key in provision of skills needed to master the art of listening and speaking skills (Eskos & Elola, 2019). The use of multimodal approaches stands out as the appropriate approach to apply in the teaching of listening and speaking skills (Jewitt, 2013). However, the teachers of English have shown less interest in the factors they consider while choosing multimodal approaches (Cope & Kalantis 2020).

As a result, despite the fact that English language has been given preponderant opportunity in the Kenyan curriculum, studies have continued to show that over 70% of learners in the lower primary schools in Kenya cannot dully express themselves in English (Uwezo, 2017). This paper highlights the various categories of multimodal approaches that teachers of English are exposed to and which they need to choose from when carrying out instruction. The most portend of these being the use of visual images (images, videos), audio (music, sounds), gestural (movements facial expressions and paralinguistic features need to be enforced in order for the learners to respond to the comprehension of the English language diversely (Lyons, 2016; Cope & Kalantis, 2022). Thus, the learners need to respond to the teaching using diverse sensory modes which enhance comprehension. The sound choice of multimodal modes should further eliminate conformity and compliance amongst learners and introduce them to creativity, innovation and autonomy during interaction (Godhe & Magnusson, 2017; KICD, 2019).

Extant studies which have focused on multimodal approaches have defined multimodality as amalgamation of semiotics signs and utilization of different modes with an aim of ensuring that all the learners' learning styles have been catered for. This can be realized through the use of different modes to ascertain representation of understanding and production of meaning using discourse which is accomplished using modes like; images, graphics, layout, letters, colours and gestures during instruction, visual, audio and audio-visual technology with an aim of creating order in classrooms interaction (Zafiri & Kourdis, 2016; Ryu & Bogg, 2016; Firmansyah, 2021; Jiang et al., 2020). Hence, contemporarily, a written page in a book can be designed, developed and presented in numerous dimensions – ranging from verbal to visual, aural and to kinaesthetic (Bezemer, 2016; Jacobsen, 2015; Laadema & Mallahi, 2019; Firmansyah, 2020).

One of the tasks that teachers of English are faced with as they teach English listening and speaking skills is to ensure that they use the teaching approaches and tasks that will address each and every learner's learning style in order for active learning amongst learners to be realized (Shine

et al., 2020; Walsh & Simpson, 2015; KICD, 2019). However, it does not always result in successful transmission of knowledge. If that would be the case, we would not have challenges of learners not being able to comprehend what they are being taught as witnessed during assessment (Uwezo, 2016).

According to Thembi and Hugo (2022), there exists a gap between what teachers think they may have instructed and what learners comprehend as ascertained when assessment in form of examinations or other test indicators are applied to the learners to measure their achievement. Teacher educators sometimes feel nearly impossible to design a curriculum that can work comfortably for each and every individual learner (Kaur & Ganapathy, 2014). The questions that teachers of English are perennially faced with are: How do they identify or select tasks that would directly address each learner's learning styles? Can they amalgamate the learning and teaching constructs to result in impactful comprehension of listening and speaking skills and improved academic achievement? What learning tasks and multimodal approaches can be identified and adapted in lower primary grades to ameliorate the learners' conception and comprehension of the listening and speaking skills? What are the factors that determine the choice of multimodal approaches when teaching listening and speaking? Many studies have been carried out in the area of competence in English language, but there is continued proof that the researchers have not been able to comprehensively address certain concerns.

Studies reveal that primary school learners from the lower grades in the Kenyan primary schools cannot comprehend and speak the English language (Uwezo, 2012; 2015; 2016; 2017). Based on this scenario, researchers in the area of the use of multimodal approaches need to explore determinants that teachers of English should consider in order to select good multimodal approaches as they teach listening and speaking skills. This is because teachers of English have a heavy task of ensuring that the learners become competent in listening, speaking, reading and writing skills. One of the ways of ensuring attainment of this is to consider the best approaches to select, amalgamate and apply during teaching of listening and speaking skills. Against this background and the ongoing debates on the use of multimodal approaches in the teaching of English, this paper attempts to elucidate how effective choice of multimodal approaches can aid in the teaching of the listening and speaking skills during classroom interaction.

2.0 Literature Review

In the teaching of listening and speaking skills, scholars acknowledge that there are a number of factors that determine the choice of multimodal approaches during instruction (Goldin-Meadow & Brentari, 2017; Adhikari 2017; Freyin, 2017). Thus, available literature on the choice of multimodal approaches sheds insight on several factors that determine choice of these approaches by the teachers of English. For instance, Adhikari (2017) carried out a study in Nepal to examine the factors that influenced the way the teachers of language selected their teaching approaches and teaching materials during instruction. He found out that the most prominent factor that determined the choice of instructional approaches and teaching materials were the class size. Further, the study that utilized interviews as instruments of data collection also revealed that prominent among these factors were the teacher cognition (how teachers think, know belief and contextual factors), classroom setting, interest of the teachers, curriculum design, time to design the multimodal modes and availability of the multimodal tools. They found out that the teachers selected these approaches because they believed the multimodal approaches, they adopt would be effective for their learners' acquisition of the EFL. He found out that most teachers of English

believed that in their context, some multimodal approaches were the most appropriate depending on the learners' environment, the learners' learning style, time and how available the learning materials are. In the same vein, Borg (2006) concurs that teachers' knowledge, beliefs and what they think is the key factor that drives them to select multimodal approaches the way they do. Borg (2006) further opines that it is from the knowledge that the teachers of English possess that compels them to effectively select the multimodal approaches that deems good to them during instruction. Similar sentiments are echoed by (Chang, 2011; Liu, 2004) who argue that the teachers' thoughts, knowledge, and contextual factors are key in the teachers' consideration of the kind of multimodal approaches they select for the use during instruction. Cheng and Liu (2014) amalgamate the teacher cognition (what teachers think, know, and believe) together with the contextual factors in the learners' or teachers' environment. What comes out from these assertions is the fact that teachers need to realise that it is their responsibility (which comes as a result of what they know, think and belief) to sufficiently source, comprehend and choose multimodal approaches that would be suitable for the learners' needs and their learners' learning styles. In this regard, the absence of the above factor implies that the teachers of English would be deficient in selecting the right approaches to be used during teaching. This in essence deprives the learners' right of getting the opportunity to learn and interact in the classrooms appropriately.

Further analysis show that consistent consideration of how best to select the suitable multimodal approaches in the teaching of English and speaking skills results in keeping the teachers of English alert. This alertness enables them to discover to blend these approaches to come up with good combinations of multimodal approaches to use for teaching. On the other hand, this Borg (2006) introduce teachers' knowledge, their thinking and contextual factors, however they do not sufficiently explain how those teachers utilise the knowledge to identify the credible multimodal approaches to use for instruction in the elementary grades of primary schools. This study intends to extend this discussion by demonstrating how to creatively blend these approaches to enhance the English listening and speaking skills. The study has designed a rule governed model to direct the teachers of English on how they can blend the multimodal approaches in teaching listening and speaking skills.

In Nigeria, Eze et al. (2020) did a study on factors that influence the choice of the e-learning facilities in institutions of higher learning. The findings revealed four key factors that the teachers considered: The first factor was digitally related- here the researcher outlined the speed of the multimodal mode during operation, how easy it was to be used, how accessible it was and its efficient- were some of the factors that drove the teachers to consider using these devices in their teaching. The second factor was the teacher preparedness. This involved the teacher support on the ground and the ability of the device to multitask. Environmental factor was the third one. These factors included the attitude of the users and the outcome that accompanied the usage of the multimodal approach that was being applied. The last factor was impact related where the learning outcomes, learning experience, learners' skill development and their academic progress were considered. Similarly, Spiteri & Shu-Nu (2020) researched on factors affecting the primary teachers' choice and use of the digital technological aspect of multimodal approaches. The results pointed at the teachers' knowledge; the teachers' attitude; and the teachers' skills to execute the learning process using the multimodal approaches. From the results in this section, it is clearly stated that teacher cognition plays a key role as a factor that the teachers consider before choosing the multimodal approaches that they use in their day-to-day activities. Drawing from the above, it is true to opine that there is a correlation between the factors that teachers of English

determine while selecting multimodal approaches and consistency with which teachers of English select particular multimodal approaches.

In Kenya, Maaga (2014) investigated the factors that teachers of English based on while the choosing multimodal approaches during instruction in Starehe Sub-County. He found out that teachers mostly considered the relevancy of the multimodal approach that was going to be used and the quality of the multimodal tools that were going to be applied. According to Smith (2010); Kress (2010) the use of multimodal strategy and semiotics is a vital component in a curriculum. According to him, multimodal strategy as a pedagogy leads to a programme that allows for the mastery of the rules of the system as well as the freedom to “break the rules” and to “see” beyond the systems” p. 44. This implies that with these tools, a learner would master components of the language being taught with little struggle to adhere to the rules of the target language.

While carrying out a study on what the teachers of English base on when selecting the best method to use in teaching, Thaseem & Kareema (2017) and Gilakjani et al., (2011) found out that some teachers based their choice on the learners’ cognitive ability. This is because multimodal approaches greatly enhance the learners’ level of input during the teaching of listening and speaking skills and limit the challenging factors that inhibit acquisition of the same skills. Consequently, the learners of every capability are able to gain from the lesson that is being offered. Further, according to Bunyi (2008) and Gathumbi, (2008) the teaching of English as a second language in Kenya reveals that most Kenyan learners are not competent in English at the end of Grade 3 to effectively learn subject content in Grade 4. Uwezo (2012) while commenting on the level of the learners’ English language proficiency and communication revealed a significant level of underperformance of Grade 1, 2 and 3 learners. Based on this, the above study informs the present study in the cognitive aspect. In this regard, analysis in contexts suggest that factors considered when selecting suitable multimodal approaches are conceptually connected with achievement in the comprehension of listening and speaking skills.

3.0 Methodology

This paper adopted a stratified sampling technique. Stratified sampling was utilized to source for the 75 primary schools in four counties of Western Kenya. This was done to ensure that all the schools in the area had an equal chance of being selected (Orodho, 2016; Kinyua & Barasa, 2022). Similarly, four categories primary schools were stratified. The schools were stratified as follows: public rural (30) schools; public urban (15) schools private rural (15) schools and private urban (15) schools. As shown in Table 1 below the reason for picking diverse schools was to generate an all-inclusive and representative sample. Seventy-five Grade 1 teachers of English were stratified in accordance to their school categories. Similarly, 7 Curriculum Support Officers (CSO’s) who hailed from the same geographically areas were selected. This was to ensure uniformity in the data collection. This sampling was carried out in line with Saunders et al. (2018) concept of saturation and value information who argue that once enough data has been hitherto collected any more data collected is not necessary.

Cronbach’s alpha (α) test was applied to determine the reliability of the instruments that were applied in sourcing this for data. According to Shemwel et al., (2015), Cronbach alpha is the most common measure of internal consistency (reliability) in terms of how they are related. It is expressed as the function of the number of the test items and the mean of every item as shown in the Table 1 below: For comprehension, k is the number of the items and r is the mean inter item correlation. Cronbach

alpha is increased as the inter correlations among the test items are increased. If the correlated items measure the same construct, then they are maximised while the opposite happens if they do not measure the same construct. Table 1 explains the criteria for judging cronbach’s alpha

Table 1 Criteria for Judgement of Cronbach Alpha

Cronbach’s Alpha	Internal Consistency
0.9	Excellent
0.8 less a less than 0.9	Good
0.7 less a less than 0.8	Acceptable
0.6 less a less than 0.7	Fairly acceptable
0.5 less a less than 0.6	Poor
A less than 0.5	Unacceptable

Shemwel (2015) warns against usage of a great number of items. He argues that they inflate alpha’s value while a narrow range value deflates it. The value of the alpha indicates the % of the reliable variance. In the current study for example, if the computation of the alpha is 0.90, it implies that 90% of the variance is reliable. This means that 10% is error variance. This study utilised the Cronbach’s alpha coefficient whereby the level reliability of the data instruments were determined using the SPSS package. Table 2 provides a summary of Cronbach’s alpha coefficients that was obtained by the researcher in the current study.

Table 2: Reliability Analysis of the Instruments

Instruments	Items Tested	Cronbach’s Alpha	Verdict
Questionnaire	31	0.75	Acceptable
Observation Schedule	10	0.85	Good
Interview Schedule	4	0.9	Excellent

Source: Designed by the authors based on the research data (2021-2022)

In table 2 above, the results show that data which was collected and the data instruments applied were above the minimum threshold for the internal consistency based on the judgement criterion advanced by (Shemwel, 2015).

Both quantitative and qualitative techniques were used in the study. Quantitative analysis utilized the use of tabulation to determine the statistical significance of the percentages obtained by the usage of multimodal approaches. Data was triangulated during the analysis by using both qualitative and quantitative methods of analysis. Data generated from questionnaires was analysed quantitatively whereas observation schedule, KII data was analysed qualitatively.

The quantitative aspect of the data involved calculation of the mode of the items that were involved in the study. Before carrying out any study an assessment of the normality of the data is required, this study carried out a normalcy assessment to ascertain that its normalcy (Orodho,et al., 2016). In this study, normality tests were conducted to test whether the data was consistent with a normal distribution. In this regard, the Kolmogorov-Smirnov test and Shapiro-Wilk test were used to test for normality. The Shapiro-Wilk test was deemed appropriate. This is because for small sample size

(less than 50 samples) while Kolmogorov-Smirnov test is used for sample size greater than 50. In the case of this study the sample was 75.

For both tests the hypothesis:

H_0 : Data is Normally Distributed

H_1 : Data is not Normally Distributed

Decision Rule:

When the p-value is less than the level significance, say 0.05, the null hypothesis is rejected. In objective 1, The Shapiro Wilk test was applied to test the level of significance in the variations that were obtained when a questionnaire was administered to the teachers of English with the 31 items. Spearman’s Rank-order correlation was used to determine how the variables in the study were related. Similarly, qualitative analysis involved an in-depth presentations of the results of the data obtained from the interviews and the classroom observation.

4.0 Results

In seeking to assess the factors determining the choice and usage of multimodal approaches in teaching listening and speaking skills, a likert scale calibrated as ‘always’, ‘sometimes’, ‘rarely and ‘never’ were used. Table 1 shows the responses.

Table 3: Factors influencing the use of multimodal approaches in Teaching Listening and Speaking

Influence factor	Always	Sometimes	Rarely	Never
Language teaching methods	39(52.0%)	27(36.0%)	7(9.3%)	2(2.7%)
Pictures in the text	33(44.0%)	28(37.3%)	13 (17.3%)	1 (1.3%)
Influence of personal knowledge	47(62.7%)	15(20.0%)	11(14.7%)	2(2.7%)
Influence of workload	58(77.3%)	13(17.3%)	4 (5.3%)	-
Influence of learner’s age	17(22.7%)	55(73.3%)	2(2.7%)	1 (1.3%)
Influence of learner’s ability	41(54.7%)	29(38.7%)	5 (6.7%)	-
influence of content to be taught	37(49.3%)	32(42.7%)	4 (5.3%)	2 (2.7%)
influence of teaching experience	18(24.0%)	13(17.3%)	12(16.0%)	32 (42.6%)
Influence of learning environment	35(46.7%)	33(44.0%)	5 (6.7%)	2 (2.6%)
influence of learners’ competence	37(49.3%)	33(44.0%)	5(6.7%)	-
influence of multimodal tools available	57(76.0%)	12(16.0%)	4 (5.3%)	2 (2.7%)
influence of size of the class	16(21.3%)	24 (32.0%)	31(41.3%)	4(5.3%)

Source: Designed by the authors based on the research data (2021-2022)

From Table 3 above, it was evident that the always influencing factor in choice of multimodal approaches when teaching listening and speaking skills was, work load (77.3%) and the factor that was least an influence is ‘teaching experience’ (42.6%). The viability of the aforementioned explanation can be traced in the results of the interview which point out that work-load, experience and available multimodal tools do contribute in the teachers’ choice of multimodal approaches. According to Hargie (2011) and Gardner (2020), multiple intelligence theory does recognizes the contribution that environment plays in the achievement of competence in the area of listening and speaking skills while giving little importance

to internal factors. In the present study assessing whether the two variables had a relationship, it was clear that work load has a negative strong correlation with teaching experience (the p-value was less than 0.05 level of significance leading to rejection of null hypothesis (No correlation). The two variables, workload and teaching experience, have a monotonic relationship of as the value of on variable increases, the other variable value decreases.

In conclusion, the information obtained from these findings prove that the desire to use multimodal approaches emanates from the teachers’ inner intuition and has got nothing to do with the teachers’ experience. From these findings we can conclude that teachers who consider prevailing circumstances such as the class size, environment, and content to be taught benefit their learners’ achievement in listening and speaking skills more than those who do not consider such circumstances. Learners who are taught with teachers who do not take time to analyse and design multimodal approaches in line with their learners’ learning styles disadvantage learners in their classes with different types of intelligence. It is therefore hoped that teachers of English will seriously engage the T/L multimodal model to be part of their professional tools while carrying out instruction the model directs the teachers of English on how to blend the various category of multimodal tools.

Table 4: Correlations

		Correlations		
			influence off work load	influence of teaching experience
Spearman’s rho	influence off work load	Correlation Coefficient	1.000	-.405**
		Sig. (2-tailed)	.	.000
		N	75	74
	influence of teaching experience	Correlation Coefficient	-.405**	1.000
		Sig. (2-tailed)	.000	.
		N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Designed by the authors based on the research data (2021-2022)

Stated factors that influence choice of multimodal tools include; language teaching methods, personal knowledge, work load, learners’ age, content to be taught, learning environment, available tools, size of class, just to mention but a few as shown in Table 4 . Majority of the teachers noted that choice of multimodal tools is always influenced mainly by either; workload (77.3%), availability of the tool (76.0%), personal knowledge (62.7%), learner’s ability (54.7%) or language teaching method used (52.0%).

Based on the influence of the factors stated by the teachers in a 4 level Likert scale calibrated as 1 – 4 (1-always, 2-sometimes, 3-rarely, 4-never), a mean response was computed based on this scale for the overall influence of each factor. Most influencing factor was the workload (mean 1.28) followed by availability of the multimodal tools (mean response 1.35). Minimal influence was noted to be as a result of teaching experience (mean response 2.76).

Similarly observation results revealed that workload greatly hindered not only designing of

multimodal approaches but also personal attention to individual learners. Teachers who had many lessons to attend to and had very little time to meet learners with challenges rarely designed multimodal approaches. They relied on the pictures in the learner texts most of the time. Admittedly, many teachers said that they would be glad to design all sorts of multimodal tools if only they had time to do so. One of the CSO's had this to say in response to the teachers' workload say:

The use of multimodal approaches is heavily influenced by the availability of the multimodal tools in the locality. The teachers workload is sometimes too much and we see why is happening but our hands are tied. There is nothing we can do. We just hope that the learners will gain something at least. This is because many of the teachers have many lessons to teach and therefore they do not find time to look for other multimodal tools out of the classrooms (Ottichilo, B., Personal Communication, 26 August, 2022).

Another CSO had this to say:

Work load, availability of the multimodal tools and I think the strand that is being taught heavily influence the choice of multimodal tools that teachers of English use. More so these days when they have to teach very many lessons, (Mkaiisi, S., Personal Communication, 15, August, 2022).

The CSO's observations concur with those of many scholars regarding to the response teachers use visual multimodal approaches more than the rest of the approaches (Chappel, 2020; Gardner, 2020) who stated that majority of those who apply visual multimodal approaches do so because of the availability of the multimodal tools in their locality.

Important to note is the fact that the respondents recorded low scores on: The size of the class (21.3%), learners age (22.7%) and teaching experience (24.0%). This factors point to a preference for the 'work load' and 'multimodal tools available' perhaps because the use of the latter tools place less demand on the teachers in terms of availability of the said multimodal tools. These finding are consistent with the findings from the interview and observation. During observation, the researcher realized that teachers heavily relied on the pictures in the learners texts. The CSO's equally acknowledged that teachers of English relied on the multimodal available because they did not have time to go searching for the other multimodal tools. Additionally, Chappell (2020) while commenting on the overuse of the visual multimodal tools stated that in the teaching of listening and speaking, early priority should be given to ear training in order for learners to improve their listening and speaking skills. She noted that teachers who relied heavily on the visual multimodal tools denied the learners chances of sufficiently acquiring listening prowess.

5.0 Teaching and Learning Multimodal Model for Teaching Listening and Speaking

The tabled findings relay a clear picture of the outcomes in relation to the problem under the study. An in-depth inquiry on the reasons why there was insufficient choice of multimodal approaches in primary schools to bring out the required change in the teaching of listening and speaking skills pointed towards insufficient guide towards choice of correct multimodal approaches. The study identifies a

number of internal and external factors that inhibited the sound process of administering the multimodal approaches. Key among these factors biasness in the selection of multimodal approaches that led to a skewed choices of multimodal approaches. From the results, it was obvious that for effective change in the desired direction, a teaching and learning model was to be designed to give guidance on how to blend multimodal approaches during the teaching of listening and speaking skills. The researcher intended to find out how correct blending of multimodal approaches could bring about competence in the teaching of listening and speaking skills.

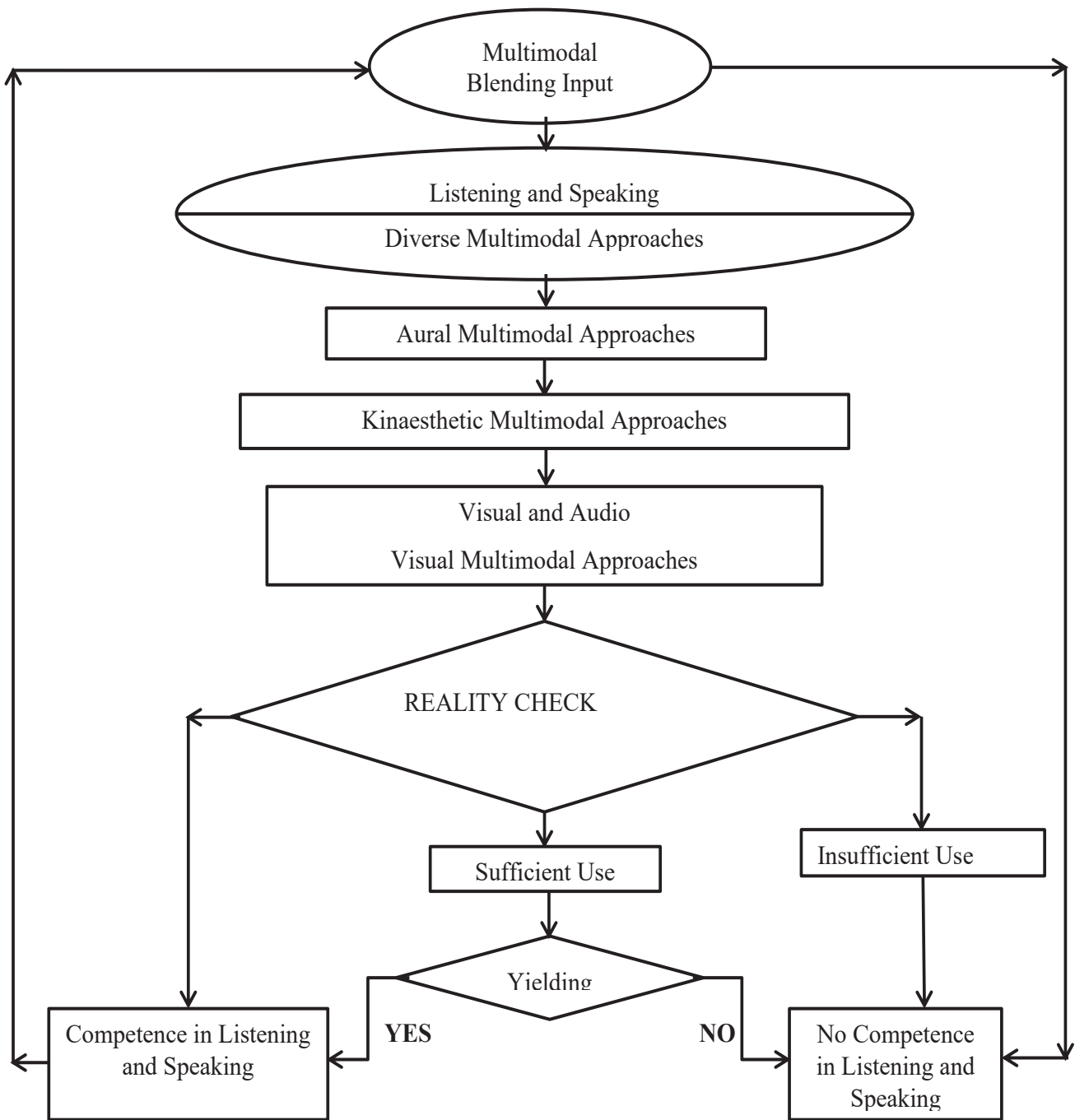
This gap prompted the researcher to design a rule-governed teaching and learning multimodal model to direct the teachers of English on how to introduce each multimodal approach in a given lesson in order to cater for multiple intelligence as stated by Gardner (Gardner, 1999; 2020).

This school of thought emanated from the fact that mono-method approach of teaching English is commonly used by teachers of English is rule governed (Hargie, 2011). Extant researchers also hype the use of multimodal approaches though they posit that teachers of English tend to overuse visual multimodal approaches while overlooking the other categories of multimodal approaches (Anil, 2015; Aksaclioglu, & Yelkper et al., 2012). The researcher therefore deemed it necessary to introduce rule governance in the teaching of multimodal approaches to avoid a scenario whereby teachers of English are in doubt concerning which multimodal approaches to be introduced, what time to introduce them and how to introduce them during classroom instruction. Further, a rule governed teaching and learning multimodal model would compel teachers of English to design the required multimodal approaches before they commence classrooms interaction since it becomes part of their professional requirement.

This multimodal model sought to amalgamate complex and rear multimodal approaches such as the (graphics, kinaesthetic and the aural categories) and blend them with the common visual multimodal approaches to diffuse overdependence on a single multimodal approach during the teaching of listening and speaking skills. This model would therefore offer a blended, theoretically proven and empirically rooted multimodal model that teacher of English can adapt in classroom during the teaching of listening and speaking. This model responds to the argument advanced by Gardner (1999) in theory used in this study and the findings from the field. Further the model would facilitate this field of study with a blueprint for exposition of underlying multimodal approaches which are hardly touched and are rare yet vital in the classroom because they address particular learners' learning styles which are not commonly featured in the present multimodal approaches used by teachers of English during classroom interaction.

As illustrated in the model, teachers would need to demonstrate commitment and consider designing balanced multimodal approaches. This would be a central and key step towards realization of achievement of the listening and speaking skills during teaching. Figure 5 below therefore provides a detailed teaching and learning multimodal model that can direct teachers of English in the teaching of listening and speaking skills in primary schools.

Figure 5: Multimodal Teaching and Learning Model



Source: Designed by the authors based on the research data (2021-2022)

In Figure 5 above, the researcher introduces an amalgam model which leverages the strengths of all the multimodal modes in all categories. This model above enables the teachers of English to amalgamate the aural component, visual component, kinaesthetic component and the reading and activates them in a single lesson. Each component of the model directs the teacher of English in adapting it and using it in the classroom. In this manner, a class of learners with multiple learning styles (intelligence) are catered for. The researcher suggests that lessons should commence with the rarely used but very important multimodal approaches which entail the use of aural multimodal approaches followed by the kinaesthetic multimodal approaches. The visual multimodal approaches should be only introduced after the first two

have been utilized. This will rule out the possibility of teachers relying on the quick and inherent visual multimodal approaches which may not appeal to all the learners' learning styles.

The 'reality check' enables a teacher of English to carry out a self-evaluation to ascertain whether his/her objectives have effectively been achieved. If a teacher of English realizes that his/her objectives have been achieved that teacher moves to the next lesson. If not the teacher re-introduces the model rule once again and proceeds to teach a remedial lesson. This way learners with multiple intelligence benefit during the lesson.

6.0 Conclusion

This study explored the factors that teachers of English consider when selecting multimodal approaches in the teaching of listening and speaking skills in primary schools in Western Kenya. With respect to the results, analyses did show that significant consideration in what determines the choice of multimodal approaches keeps the teachers of English alert. From these findings we can conclude that teachers who consider prevailing classroom circumstances such as the class size, environment, and content to be taught before selecting multimodal approaches in the teaching of listening and speaking skills benefit their learners' more than those who do not consider such circumstances. Learners who are taught with teachers who do not take time to analyse and design multimodal approaches in line with their learners' learning styles disadvantage learners in their classes with different types of intelligence. It is therefore hoped that teachers of English will seriously engage the teaching and learning multimodal model to be part of their professional requirements during classroom interaction.

References

- Adhikari, B. R. (2010). Teaching speaking in the Nepalese context: Problems and ways of overcoming them. *Journal of NELTA*, 15(1-2), 1-9.
- Aksaclioglu, A., & Yilmaz, B. (2007). Impacts of watching televisions and computer using of students' reading habits. *Turk Kutuphaneciligi*, 21(1), 3-28
- Anil, B., (2015). 'Use of technology in English teaching classroom- A study', *American International Journal of Research in Humanities, Arts and Social Sciences*, 15, 316-318.
- Daniel, J. (2013). 'Audio-visual aids in technology of English', *International journal of innovative research in Science- Engineering and technology*, 2(8), 381-384.
- Bezemer, J., & Kress, G., (2016). *Multimodality, learning and communication: A social semiotic frame*. Oxon Routledge.
- Borg, S. (2006). A tool for promoting and understanding researcher development. *The research Journal* 5(2) 156-177.
- Bunyi, G. W. (2008). Introducing English language teaching and learning in Kenya. In T. Groenewegen, (Ed.). *Benchmarks for English language education* 25-444. Nairobi: Phoenix Publishers.
- Chappell, E., (2020). Research- to- resource: The importance of aural learning in the strings classrooms. Update: *Application of research in Music education*, 38, (5), 5- 8. <https://doi.org/10.1177/8755123320908687>.
- Chen, I. C. (2018). Incorporating task-based learning in an extensive reading programme. *ELT Journal*, 72(4), 405-414. <https://doi.org/10.1093/elt/ccy008>
- Cheng, Y., & Liu, W. (2014). A Multimodal Discourse Analysis of the Relationship between Pi and Richard the Tiger in the Movie Life of Pi. *International Journal of Language and Literature*, 2(4), 191–219. <https://doi.org/10.15640/ijll.v2n4a11>
- Cope, B. & Kalantis, M., (2020). *Making sense. Reference urgency structure of multimodal meaning*. Cambridge UK: Cambridge University Press.
- Cope, B., and Kalantis, M., (2022). *Towards educational justice: A pedagogy of multi literacies, Revised.* Cambridge University Press.
- Eskoz, A., & Elola, I., (2019). Digital stories: Bringing multimodal texts to the Spanish writing classroom. *ReCALL; The journal of Eurocal Cambridge* 28: 326-342.
- Eze, S. C., Vera, C. A., Chinedu,-Eze, Clinton, K. O. and Adeniko D. B., (2020). Factors influencing the use of e-learning facilities by students in a private higher education institution (HEI) in a developing economy. *Humanities and social sciences communications*. 7, 133. <https://doi.org/10.10571S41599-020-00624-6>.
- Firmansyah, Mochamad Bayu. (2021). Multimodalitas model pembelajaran psikologi sastra (T. D. D. Khatulistiwa (ed.); 2021st ed.). *Delta Pijar Khatulistiwa*.
- Firmansyah, Mochammad Bayu, Siswanto, W., & Priyatni, E. T. (2020). Multimodal Smartphone : Millennial Student Learning Style. *Test Engineering & Management*, 82(January-February 2020), 9535–9545.
- Fleming, N. D., (1992). Not another inventory, rather a catalyst for reflection. *To improve the academy*, 11, 137-155.
- Freyn, A. L., & Ed, D. (2017). *Effects of a Multimodal Approach on ESL / EFL University Students' Attitudes towards Poetry*. 8(8), 80–83.

- Ganapathy, M., (2016). The effects of using multimodal approaches in meaning-making of 21st century literary texts among ESL students in a private school in Malaysia. *Advances in language and literary studies Australian academic Centre* 7 (2), p. 143.
- Gardener, H., (1999). *Intelligence reframed: Multiple intelligence for the 21st Century*. New York: Basic Books.
- Gardener, H., (2020). *A synthesizing mind: A memoir from the creator of multiple intelligences theory*: Cambridge, MA: The MIT Press.
- Gathumbi, A. W. (2008). *The process of developing English literary norms*. In T. Groenewegen, Godhe, A., & Magnusson, P., (2017). Multimodality in language education exploring the boundaries of digital texts. New Zealand: *Asia-Pacific society for computers in Education* pp.845-853.
- Halliday, M. A. K., (1978). *Language as a social semiotic: The social interpretation of language and meaning*. London: Arnold.
- Halliday, M. A. & Matthlessa, (2004). *An introduction to functional grammar*, (3rd ed.). London: Hodder Arnold.
- Hargie, O., (2011). *Skilled interpersonal interaction: Research, theory and practice*.
- Harmer, J., (2007). *The practice of English language teaching*. New York: Longman.
- Hashim, H. (2018). Application of technology in the digital era education. *International journal of research in counselling and education*, 2, 1-15. <https://doi.org/10.24036/00229002>.
- Ikasari, B., Drajadi, N. A. & Sumardi, (2019). The use of multimodal texts in an English classroom of hard-of-hearing learners. *Pedagogy of journal of English language teaching*, 7, (2) 2580-1473. Doi: 10.32332/pedagogy.v7i2.1661
- Jacobsen, I. K. (2015). Multimodality literacy Practice-English. *Poster presented at the 4th international NAFOL conference*, Kristiansand, Norway.
- Jakobsen, I. K., & Tennesen, E.S. (2018). A design-oriented analysis of multimodality in English as a foreign language. *Designs for learning* 10, (1), pp. 40-52. <http://dx.doi.org/10.16193/dfl.89>.
- Jewitt, C., (2003). Re-thinking and assessment: Multimodality, literacy and computer mediated learning. *Assessment in education*, 10(1) pp. 84-102.
- Jewitt, C. (2008). Multimodality and literacy in schools' classrooms. *Review of research in education* 32 (1), 241-267. Doi: 10.310210091732x017310586
- Jewitt, C., (2009). Deficient approaches to multimodality. In C Jewitt (ed.). The Routledge. *Handbook of multimodal analysis*, 1st edition. (London Routledge), 28-39.
- Jewitt, C. (2014). Introduction. In Jewitt, C. (ed.). *The Routledge handbook of multimodal analysis*. (2nd ed.). 1-7. London: Routledge.
- Jiang, L., Yang, M., & Yu, S., (2020). Chinese ethnic minority students in investment in English learning empowered by digital multimodal composing. *Tesol Quarterly* 54, (3), 954-79.
- Kaur, S., & Ganapathy, M. (2014). Multi literacies in Education: Concept and Focus. In: S. Kaur & S. Abdul Manan, *Contemporary Perspectives in English Language Studies: Linguistics and Literature* 1st (ed.), pp. 152-167. Penang: Universiti
- K.I.C.D., (2019). *Competency Based Curriculum, Teacher's Handbook for English Activities, early year's education*. Kenya Institute of Curriculum Institute.
- Kinyua, S., & Barasa, D. Anthroponymy in Eastern Nilotic: A Case of Turkana Personal Names. *Research Journal in Advanced Humanities*, 3(2), 58-78. <https://doi.org/10.58256/rjah.v3i2.843>

- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary Communication*. New York: Routledge.
- Laadem, M., and Mallahi, H., (2019). Multimodal pedagogies in teaching English for specific purposes in higher education: Perceptions, challenges and strategies. *International journal on studies in education*, 1, (1) doi.10.46328/ijon.3.
- Liu, Y. & O'Halloran, K. L., (2009). Intersemiotic texture. *Analysing cohesive devices between languages and images, social semiotics* 19 (4), 367-388.
- Loerts, T. S., (2013). "Multimodal Literacy Learning Opportunities in One Grade Six Classroom: Possibilities and Constraints" (PhD thesis). Electronic Thesis and Dissertation Repository 1735 retrieved from <https://ir.lib.uwo.ca/etd/1735>
- Lyons, A., (2016). Multimodality. In: Zhu Hua (ed.). *Research methods in intercultural communication: A practical guide*. Wiley-Blackwell. Pp. 268-280.
- Maaga, O. Y., (2014). *Perceptions of teachers on the role of learning aids in teaching of English in Starehe Sub- County, Kenya*. Unpublished thesis, University of Nairobi
- Odundo, P.A., Ganira, K.L., & Ngaruiya, B.(2018). Preparation and Management of Teaching Practice Process at University of Nairobi, Kenya: Appropriateness of Methods and Resource. *International Journal of Learning, Teaching and Educational Research*, 17, (8), 107-128. <https://doi.org/10.26803/ijlter.17.8.7>
- Orodho, A. J., Khatete, I., & Mugiraneza J. P. (2016). *Concise statistics: An illustrative approach to problem solving*, Kanezja Publisher. Nairobi.
- Ryu, J., & Boggs, G. (2016). Teachers' perceptions about teaching multimodal composition: The case study of Korean English teachers at secondary schools. *English language teaching*, 9 (6), 52. <https://doi.org/10.5539/elt.v9n6p52>.
- Saunders, B., SIM, J., Kingston, T., et al., (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Qual Quant*, 52, 1893-1908. <https://doi.org/10.1007/s11135-017-0574-8>.
- Shemwel, J.T., Chase, C., & Schwarts, D. L., (2015). Seeking the general explanation; A test of inductive activities for learning and transfer. *Journal of research in science and technology*, 52, (1), 58-83. Doi:10.1002/tea.21185.
- Shin, D., Cimasko, T., and Youngjoo, Y., (2020). Development of metalanguage for multimodal composing: A case study of a second writer's design of multimedia texts. *Journal of second language writing* 47: 100714.
- Smith, H. A. (2010). Peircean theory, psychosemiotics, and education. In I. Semetsky, (Ed.). *Semiotics education experience*. Pp. 37-45. The Netherlands: Sense Publishers.
- Smith, B. E., Mark, B. P., & Khoroshera, M., (2020). Emergent bilingual and students and digital multimodal composition: A systematic renewal of research in secondary classrooms. *Reading-Research Quarterly* 56: 33-52.
- Spiteri, M., Chang Rundyren, S. N., (2020). Literature review on the factors affecting primary teachers on the use of digital technology. *Tech Know Learn*, 6, (25), 115-128. <https://doi.org/10.1007/s10758-018-937X>
- Thaseem, W., & Kareema, M. I., (2017). Implication of multimedia Audio-visual aids. In the *English language classroom*. 7th International symposium, p. 7-8. <https://www.researchgate.net/>

publication/322499103-implicatio_of_multimedia_audiovisual_aids_in_the_English__language_classroom/download.

Thembi, P. & Hugo, A., (2022). Difficulties in teaching grade 3 learners with reading problems in full-service schools in South Africa. *African journal of disability*, 11, (4), 1-9.

Uwezo, (2017). *Are our children learning? Literacy and numeracy across East Africa*. Nairobi: Uwezo, Kenya.

Uwezo, (2016). *Are our children learning? Literacy and numeracy across East Africa*. Nairobi: Uwezo Kenya.

Uwezo, (2013). *Are our children learning? Annual learning assessment report*. Nairobi: Uwezo Kenya.

Uwezo, (2015). *Literacy and numeracy across East Africa: Are our children learning across East Africa?* Nairobi: Uwezo, Kenya.

Walsh, M. D. & Simpson, A., (2015). Moving in a multimodal landscape: Examining 21st Century pedagogy for multicultural and multilingual students. *English in Australia*, 50 (1), 67-76.

Zafri, M. & Kourdis, E. (2016). Semiotics in foreign language teaching, boo illustrations as intersemiotic translation in English language course books. *Discourse and interaction* 4 (2) 1-7.