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Multimodal Teaching in Enhancing the Students' Language Fluency

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Abstract

Aim: This study aimed to apply multimodal teaching; linguistic, visual, aural, gestural, and spatial and identify the significant difference of multimodal teaching on students' oral language fluency. Furthermore, this attempted to determine a significant difference between performance of the groups after exposure to the mentioned multimodal teaching.

Methodology: Using one-group pre-test-post-test design, the study involved 30 Grade 10 students of San Vicente Integrated High School, during the academic year 2022 - 2023. Researcher-made Lesson Exemplars and adapted rubrics were employed to measure the student's level of Oral Language Fluency in Text Structures, Language, Speaking and Listening skills which underwent internal and external validation through the help of a panel of examiners and a group of teachers.

Results: Results revealed that there is a statistically significant difference between the pre-test and post-test of the students in text structure, language, speaking and listening ($0.000 < p=0.05$). After the students' exposure to Multimodal teaching, the mean scores also increased. This implied that Multimodal teaching could increase the students' text structure skills, language skills, listening, and speaking skills.

Conclusion: There is a significant difference in the pre-assessed and post-assessed oral language fluency before and after exposure to multimodal teaching. Hence, the null hypothesis is not supported.

Keywords: Multimodal Teaching, Oral Fluency, Oral Reporting, Speaking, Listening, Text Structure, Language

INTRODUCTION

The 2016 K–12 English Curriculum gives comprehension of all the fundamental academic disciplines of the 21st century abilities top priority. Language is the fundamental means of expression and communication in daily life, and speaking, writing, and reading are essential parts of that process. In the Philippines, spiral development of language learning and application has been incorporated as part of the K–12 curricula.

Also, according to the K to 12 English Curriculum Guide (May 2016), language is also the basis of all communication and the primary instrument of thought. Thinking, learning, and language are interrelated. Language conventions serve as a set of rules and regulations that guide the exploration and exchange of meaning. It outlines culture, a crucial component of understanding oneself (personal identity), forming interpersonal relationships (socialization), extending experiences, reflecting on thought and action, and assisting in the improvement of society. Language, therefore, is central to the peoples' intellectual, social, and emotional development and has an essential role in all key learning areas.

Language is the foundation of all human connections. All human relationships are established on the ability of people to communicate effectively with each other. We develop and convey our ideas, beliefs, and understandings through language.



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Language is a distinctly human activity that aids in the transmission of feelings and thoughts from one person to another. It is how we express what we think or feel—through sounds and/or symbols (spoken or written words), signs, posture, and gestures that convey a certain meaning.

As mentioned in the International Language Services Inc. of 2020, among people, language is the primary means of communication. It is through language communication, spoken or written, that we can share our ideas, opinions, views, and emotions with another person.

As cited by the University of the People in 2022, personal communication, on the other hand, utilizes the basic understanding of the language and the linguistic processes. This may either be learned through environment or through exposure to some academic and linguistic situations. Though much of human communication is non-verbal (we can demonstrate our thoughts, feelings and ideas by our gestures, expressions, tones, and emotions) language is important for personal communication. Whether it's being able to talk to your friends, your partner, or your family, having a shared language is necessary for these types of interactions.

The use of English as a Second language in the Philippine classroom has been a practice since the global competence and universality has been set. Critical and strategic planning of the curriculum is always a priority to give emphasis on the realization of the learning goal. The English subject, on the other hand, has always been a core platform to embed the teachings of the second language. Competencies and learning targets are aligned with the linguistic needs of each learner in every Grade level. These concepts are scholastically associated with how the linguistic skills are to be assessed and evaluated.

The K-12 Language Arts and Multiliteracies Curriculum is anchored on the following language acquisition, learning, teaching, and assessing principles. All languages are interrelated and interdependent. Facility in the first language (L1) strengthens and supports the learning of other languages (L2). Acquisition of sets of skills and implicit metalinguistic knowledge in one language (common underlying proficiency or CUP) provides the base for the development of both the first language (L1) and the second language (L2). (Cummins, 1991) It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). This principle explains why it becomes easier and easier to learn additional languages.

According to the Department of Education in 2016, language acquisition and learning is an active process that begins at birth and continues throughout life. It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills, and interests.

The Language Arts and Multiliteracies Curriculum (LAMC) is composed of five (5) intricately intertwined and integrated sub-strands (listening, speaking, reading, writing, and viewing) that serve as building blocks for understanding and creation of meaning and for effective communication across curricula. These sub-strands are integrated and contextualized in different linguistic activities and experiences of learners from Kinder to Grade 12, highlighting the significant competence the students must acquire in the specific level.

English for Grade 10 learners has the following domains funneled across the K-12 Basic Education Integrated Language Arts Curriculum: Oral language, fluency, writing and composition, grammar awareness and structure, vocabulary development, reading comprehension, listening comprehension, attitude towards language, literacy and literature, and study strategies. These are incorporated among distinct competencies that will enable learners to be holistically and linguistically competent. Thus, recognizing the possibilities of integrating and utilizing any of the domains to be combined when possible.

According to Litonja (2020), the use of multimodality or multimodal teaching in employing the different domains and skills in English is encouraged to achieve the maximum learning acquisition. Multimodal learning creates an exciting learning environment, which leads to increased engagement from the students. It is because they aren't required to conform to a particular learning style that doesn't suit them.

The Multimodality Theory, introduced by Gunther Kress, is about how people learn, communicate, and convey information using different forms of media. If eLearning professionals are able to determine the best multimedia tools for their audience, they increase the likelihood of knowledge retention and comprehension. As eLearning technologies become more readily available, eLearning professionals must not only know which tools to use, but how to use them most effectively to create immersive and dynamic eLearning experiences.

According to Docebo.com, 2015, the Multimodality Theory in eLearning is all about taking full advantage of the eLearning technology that is available to you and using it to develop eLearning experiences that are anything but



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one-dimensional. Keep these core principles in mind when you're designing your next eLearning course to appeal to all learning needs and preferences.

Contrastingly, as stated by Benjamin W. Domingue (2021), the pandemic brought coercive effects in the teaching and learning of language. Learners are being confined at home with limited means of modality and disabled to experience face-to-face communicative opportunities. The restrictions affect the linguistic aspect of the learners. Students in the first 200 days of the 2020–2021 school years tended to experience slower growth in oral reading fluency relative to pre-pandemic years.

With this, the researchers would like to study the significance of multimodal teaching in the oral language fluency in English of the Grade 10 in School Year 2022-2023.

Research Questions

This study intended to determine if multimodal teaching can enhance oral language fluency of selected Grade 10 students in San Vicente Integrated High School.

Specifically, it aimed to answer the following questions:

1. What is the pre-assessed oral language fluency of the student-respondents before exposure to multimodal teaching in terms of:
 - 1.1. text structure,
 - 1.2. language, and
 - 1.3. speaking and listening skills?
2. What is the post-assessed oral language fluency of the student-respondents after exposure to multimodal teaching in terms of:
 - 2.1 text structure,
 - 2.2 language, and
 - 2.3 speaking and listening skills?
3. Is there a significant difference between the pre-assessed and post-assessed oral language fluency before and after exposure to multimodal teaching?

METHODS

Research Design

The research employed a one-group pretest- post-test design. It was a quasi- experimental research design in which the same dependent variable is measured in one group of participants before (pretest) and after (post-test) a treatment is administered. The researchers aimed to apply multimodal teaching; linguistic, visual, aural, gestural, and spatial and identify the significance difference of multimodal teaching on students' oral language fluency.

Population and Sampling

This study covered Grade 10 students of San Vicente Integrated High School, Third Quarter of S.Y. 2022 – 2023. The respondents came from Grade 10 Bonifacio consisting of 40 students. Cluster sampling was employed in identifying the respondents. As mentioned by Simkus (2023), cluster random sampling is a probability sampling method where researchers divide a large population into smaller groups known as clusters, and then select randomly among the clusters to form a sample.

Data Collection

The researchers employed adapted instruments that measured the oral language fluency in utilizing multimodal literacy. These instruments included lesson exemplars in the multimodal literacy and a T-Test that examined if two sets of normally distributed data are similar or dissimilar (belong or not belong to the same "population") by comparing their standard deviations and means respectively (Mindrila, 2013)

The researchers used an oral fluency rubric composed of the following components: text structure, language, and speaking and listening skills. In addition, the test of relationship between the oral language fluency and multimodal teaching will be measured by a descriptive questionnaire.

The questionnaires were validated by different subject experts and English teachers of the Division of San Pablo City. A copy of approval form from the Schools Division Office to conduct research was secured. In addition, an approval of the lesson exemplar and questionnaire from Subject Experts in the Schools Division of San Pablo City was



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carried out. Further, the researchers requested the teacher's and students' assistance and cooperation in the conduct and retrieval of the instruments easily.

The process of multimodal teaching was carried out following the lesson exemplar guided by the most essential learning competency aligned for English 10 during the pandemic.

The researchers employed a pre-test oral reporting activity among learners. They were given a topic on how to overcome academic pressures during endemic. They were given rubric guide as they presented outputs and reported outcomes.

Each learner reported for three minutes in a one-hour class. They were graded based on the rubric of oral reporting: test structure, language, speaking and listening skills.

The learners were exposed to the different multimodal means of teaching and reporting. For a period of three weeks with three different lessons and competencies, the respondents were exposed to different multimodal teaching process. The researcher used linguistic and visual modes in teaching the introduction to multimodal teaching. The third day was allotted for the exposure of learners in using aural, gestural, and spatial modes in teaching-learning. These modes were exemplified by the researcher and exposed also to the learners at the same time. Each mode was demonstrated and was allowed to experience by the learners. They also identified and gave additional ways in which the multimodal could be utilized in the language classroom.

Further, the multimodal teaching was employed in the oral report presentation of the learners. They were given a topic on developing good study habits in the endemic era. The utilization of five multimodal were integrated in the oral reporting. They were assessed using the oral reporting rubric. And lastly, the researcher tabulated the responses of the students to the questionnaire and use the result of the study to be the basis for this study's output.

Data Analysis

The SPSS in research questions # 1 and # 2 was used; the responses were tallied and tabulated for presentation and interpretation using statistical tools:

- 1) The researchers prepared the frequency table to organize the distribution of the values of data. She determined the frequencies of the following:
 - a. pre-assessed level of oral fluency before exposure to multimodal teaching
 - b. post-assessed level of oral fluency after exposure to multimodal teaching
- 2) In Research Question number 3, the researchers used Paired T-test to identify the significant difference between the pre-assessed oral language fluency and post-assessed oral language fluency of the group

Ethical Consideration

The researchers considered the confidentiality of the learners' personal profile to protect the fundamental human right of privacy as stipulated in Data Privacy Act 2012.

RESULTS AND DISCUSSION

Table 1. Pre-assessed Oral Language fluency of the student-respondents before exposure to multimodal teaching in terms of text structure

Pre-test –Text structure	Frequency	Percent	Interpretation
14 – 16	none	none	Advanced
11-13	11	36.6	Proficient
8 – 10	18	60	Developing
4-7	1	3.3	Beginning
Total	30	100.0	

Table 1 revealed the Pre-Assessed Oral Language fluency of the student-respondents before exposure to multimodal teaching in terms of text structure. The table showed that there were 60% (18/30) of respondents in "Developing", 36.6% (11/30) under "Proficient", and 1/30 or 3.3% under "Beginning". The table also indicated that most of the respondents were "Developing" and none were at the Advanced level of Oral Language Fluency in terms



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of texture before the exposure to multimodal teaching.

The highest percentage level manifested that the respondents were still in the process of understanding the elements of text structures. During the pre-test, the students have different flow of concept being reported and did not follow the proper structure. This could be attributed to the previous writing lessons that they accomplished prior to the test. Meanwhile, there were 11 "Proficient" respondents that signifies that they already have previous knowledge in organizing text structures in reporting.

Table 2. Pre-assessed Oral Language fluency of the student-respondents before exposure to multimodal teaching in terms of language

Pre-test – Language	Frequency	Percent	Interpretation
7-8	None	none	Advanced
5-6	22	73.4	Proficient
3-4	8	26.6	Developing
1-2	None	None	Beginning
Total	30	100	

Table 2 revealed the pre-assessed Oral Language fluency of the student-respondents before exposure to multimodal teaching in terms of language. This showed that 73.4% (22/30) of the respondents already had a "Proficient" level since they were being exposed to the subject as the second language being used among other subjects as well. Meanwhile, 26.6% (8/30) had a "Developing" Oral Language Fluency in terms of language. This could be resulted from the minimum acquired skills and technicalities on the use of language. Grammar, specifically, the use of connectives was moderately used since they did not recall how to incorporate connectives in sentences. In addition, vocabulary also hindered the respondents to express themselves for they could use limited words and terms only.

The use of concepts and how they were being connected to the topic being reported had been done properly as the students have prior experience of oral reporting. However, there were 8/30 who were in developing level where they used limited concepts to express their ideas and minor errors on the use of connectives.

Table 3. Pre-assessed Oral Language fluency of the student-respondents before exposure to multimodal teaching in terms of speaking

Pre-test – Speaking	Frequency	Percent	Interpretation
11 – 12	3	10.0	Advanced
7 – 10	21	70	Proficient
5 – 6	6	20.0	Developing
3 – 4	none	0.0	Beginning
Total	30	100	

Table 3 showed the pre-assessed Oral Language fluency of the student-respondents before exposure to multimodal teaching in terms of speaking. This table showed that 70% (21/30) of the respondents were "Proficient", 20% (6/30) were "Developing", and (3/30) 10% were at an "Advanced" level. This table also suggested that a few of the respondents had already reached the "Advanced" level before exposure to multimodal teaching.

In furtherance, the above table implied that majority of the respondents had knowledge on the processes and basics of speaking and listening but were limited to achieving the advanced level. This can be attributed to some aspects and/or factors affecting their ability to confidently speak in front of an audience. Meanwhile, there were three students who were in advanced level indicating that they can self-confidently express themselves freely following the criteria set by the language reporting competency.



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Table 4. Post-assessed Oral Language fluency after exposure to multimodal teaching in terms of text structure.

Post-test –Text structure	Frequency	Percent	Interpretation
14 – 16	30	100	Advanced
11-13	none	none	Proficient
8 – 10	none	none	Developing
4-7	none	none	Beginning
Total	30	100	

Table 4 was about the Post-assessed Oral Language fluency of the student-respondents after exposure to multimodal teaching in terms of text structure. The table evidently showed that all the respondents got 14-16 points in their post-assessed performance and fell under "the Advanced" Level. This indicated that all the respondents used Multimodal teaching and process as an alternative tool for improving their performances in reporting.

The above table implied that multimodal teaching was an effective tool to apply and improve the performance tasks of students in terms of oral reporting. Also, it can be gleaned that the improvement of the respondents is remarkable when compared to the pre-test oral reporting where multimodal teaching has not yet been utilized. In addition, the proper structuring of texts and the flow of thoughts has been clearly followed with the aid of multi-modes of presentation.

Instructors recognize that multimodal composition assignments can offer students valuable learning opportunities, especially when it comes to building rhetorical skills. An assignment that asks students to plan, script and record their own podcasts, for example, might deepen their understanding of audience and tone. (LSA Swwetland Center for Writing, n.d.)

Table 5. Post-assessed Oral Language fluency after exposure to multimodal teaching in terms of language.

Post-test – Language	Frequency	Percent	Interpretation
7-8	13	43.3	Advanced
5-6	17	56.7	Proficient
3-4	none	None	Developing
1-2	none	None	Beginning
Total	30	100	

Table 5 was the Post-assessed Oral Language fluency of the student-respondents after exposure to multimodal teaching in terms of language. The table showed that 56.7% (17/30) of the respondents got 5 – 6 points in their post-assessed performance and belonged to the "Proficient" Level and 43.3% (13/30) belonged to the "Advanced" Level. The data showed that there was a positive improvement in the performances of the students as language was being emphasized.

The above table manifested that the respondents developed their language skills and have used proper language and its structures in expressing their views and ideas. During the utilization of multimodal teaching and post-test, the respondents identified the key and significant words related to the topic as they were being exposed to multi-modes of language understanding. The exposure of different terminologies in certain topics were being covered under the multimodal teaching; proving that the enhancement of vocabulary and language use have been achieved.

More independence from classrooms and the ability to work on their course content whenever they want could be provided for second language learners using computers, their linked language learning applications, and multimodal. (Jonassen & Salaberry, 1999)

Table 6. Post-assessed Oral Language fluency after exposure to multimodal teaching in terms of speaking and listening.

Post-test – Speaking/Listening	Frequency	Percent	Interpretation
11 – 12	16	53.3	Advanced
7 – 10	14	46.6	Proficient
5 – 6	none	none	Developing



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3 – 4	none	none	Beginning
Total	30	100	

Table 6 revealed the Post-assessed Oral Language fluency after exposure to multimodal teaching in terms of speaking and listening. 53.3% (16/30) of the respondents were in the "Advanced" proficiency level and 46.6% (14/30) were in the "Proficient" level. The data showed that there was an improvement in the respondent's performances in speaking. The exposure to such modes and strategies of speaking enabled the respondents to carefully incorporate their skills with the topics. Moreover, they had the chance to witness different modes of employing speaking rather than using the conventional way of presenting and expressing thoughts.

In furtherance, the exposure to multimodal teaching aided the improvement of speaking and listening skills of the respondents. This can be attributed to the different modes being integrated in speaking and listening. Learners were able to carefully choose proper mode, language, concepts, and mode to be used in expressing their thoughts regarding the lessons. Their gradual speaking activities with the different modes enabled them to freely choose the proper way of reporting. Also, the respondents gained confidence as they can use multi-modes of techniques in speaking. It is creative and useful in the classroom to combine oral English instruction with multimodal teaching. It can successfully raise both student and teacher oral English proficiency standards. (Lingzhu, 2022)

Table 7. The significant difference between the pre-assessed and post-assessed oral language fluency before and after exposure to multimodal teaching.

Variables	Pre-test		Post-test		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	Std. Deviation			
Text Structure	10.0	1.41	14.1	1.26	-11.0	29	.000
Language	5.07	.868	6.57	.898	-5.74	29	.000
Speaking /Listening skills	8.07	1.60	10.5	1.11	-5.91	29	.000

Table 7 showed the significant difference between the pre-assessed and post-assessed oral language fluency before and after exposure to multimodal teaching. The data revealed that there was an increase in Mean on the Text structure, Language, and Speaking and Listening skills.

Table 7 revealed that there was a statistically significant difference between the pre-test and post-test of the respondents in Text structure ($0.000 < p=0.05$). After the respondents' exposure to Multimodal teaching, the mean scores also increased from 10.0 with a standard deviation of 1.41 to 14.1 with a standard deviation of 1.26. This implied that Multimodal teaching could increase the students' text structure skills. Thus, the exposure of modes of understanding lessons and writing structures were evidently effective.

According to Suparmi, 2017, the multimodal learning –using videos had a great effect on improving students' writing performance. One evident point to be taken into consideration was that the video has induced a joyful learning environment for the students to write compared to other students experiencing traditional learning environment.

Table 7 also revealed that there was a statistically significant difference between the pre-test and post-test of the respondents in Language ($0.000 < p=0.05$). After the respondents' exposure to Multimodal teaching, the mean scores also increased from 5.07 with a standard deviation of 0.868 to 6.57 with a standard deviation of 0.898. This implied that Multimodal teaching could increase the students' language skills. According to Prodigy, 2022, Case-based learning means lessons revolve around actual case studies. Students read, hear, or see real examples that relate to the



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concepts they're learning in class. Teachers facilitate class discussions about these cases and ensure students are making important connections. To take learning even further, teachers can also assign questions or projects about the cases. This method gives concrete evidence that the things learned in class are useful and meaningful in the real world, motivating students to learn more and talk about the issues and concerns relative to the given issue. Moreso, the learners can assertively choose proper language and expressions to be used in planning and delivering their thoughts.

Table 7 also shows that there is a statistically significant difference between the pre-test and post-test of the respondents in Speaking and Listening skills ($0.000 < p=0.05$). After the respondents' exposure to Multimodal teaching, the mean scores also increased from 8.07 with a standard deviation of 1.60 to 10.5 with a standard deviation of 1.11. This implies that Multimodal teaching can increase the students' speaking and listening skills. According to Zhussupova, 2022, the atmosphere of real communication when created allow students more likely to express their thoughts "in their own words". Also, tasks were accomplished more enthusiastically, they showed interest in the material being studied, and students felt more confident. Students learned to work independently with hyperlinks, references, and other graphic organizers, there was an interest in obtaining a better result, and a willingness and desire to perform additional tasks.

In addition, as the learners were given different modes of applying their ideas, they eventually become more engaged. It also provides them the ability to choose the proper medium of expression on how they can express and communicate; allowing them also to explore and navigate their own skills and recognize potentials relative to language and speaking development.

The study yielded the following findings:

1. In the pre-assessed oral language fluency test, before exposure to multimodal teaching, the respondents are under "Developing" status in terms of text structure. This can be gleaned from their unimodal views of structuring and writing texts. There were few under "Proficient" level as they were exposed to writing opportunities provided by the previous lessons and activities.
2. In the pre-assessed oral language fluency test, before exposure to multimodal teaching, most of the respondents are "Proficient" in terms of language level. This can be attributed to the previous activities where learners were given opportunities to express themselves in writing and speaking. They gained confidence in speaking in front of an audience and can communicate using the second language but not to exceed to the level where they can meaningfully direct all their ideas at once.
3. In the pre-assessed oral language fluency test, before exposure to multimodal teaching, most of the respondents are "Proficient" in terms speaking and listening level. As the previous competencies and activities set for Grade 10 learners, they were able to gain confidence to speak and process listening as primary acts of communication. However, some guidelines and criterion were not achieved as the respondents' communication vocabulary was only limited to the topics discussed.
4. In the post-assessed oral language fluency test, after exposure to multimodal teaching, all the respondents are "Advanced" in terms of text structure. This can be gleaned from covering the various ways on how a speaker can organize ideas based on the given set of activities and the type of text the respondent wants to pursue. The proper structure and format of text relevant to oral reporting have been developed among respondents.
5. In the post-assessed oral language fluency test, after exposure to multimodal teaching, most of the respondents improved their language in "Proficient" level. With the series of multimodal teaching being used in the teaching-learning process, the respondents were more engaged to the set of language and vocabulary relevant to the common set of language being used in oral reporting. They were also exposed to the process of integrating multi-modes of integrating technology into language.
6. In the post-assessed oral language fluency test, after exposure to multimodal teaching, most of the respondents achieved "Advanced" and "Proficient" levels. This indicates that the facility of multimodal teaching improved their abilities to express and listen. The clarity of understanding the set of activities, the objectives, and the modes to be used in oral reporting have been carefully carried out by the respondents gleaning to successful outcomes of the lessons.
7. The pre-assessed and post-assessed language fluency of students revealed that there is significant difference upon the utilization of multimodal teaching. It also revealed that the use of multimodal can increase the students' language fluency.



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Conclusion

Based on the findings of the study, there is a significant difference in the pre-assessed and post-assessed oral language fluency before and after exposure to multimodal teaching. Hence, the null hypothesis is not supported.

Recommendations

Based on the findings and conclusions, the researcher formulates the following recommendations:

1. Multimodal Teaching can be utilized in improving the text structure development of learners in language classes and can be used in different language subjects in different grade levels. The use of graphic aids and text models in different visual modes can stimulate learning and text planning and construction.
2. The use of multimodal teaching can be integrated in developing students' language acquisition and understanding. It can be associated in different activities and can initiate critical and creative thinking. Exposure to modes of visual and auditory vocabulary activities can improve learners' interest on understanding and facility of language.
3. Multimodal teaching can also be contextualized and used in teaching speaking and listening not only in the language classes but also in other learning areas and grade levels. Oral presentations and the like can be presented with the use of visual, auditory, and spatial modes.
4. Multimodal Teaching can be utilized in all language components emphasizing its flexible structure and processes based on learners' skills, needs, and interests.
5. Teachers may look for a way to execute multimodal in executing different language and oral report performances like research reporting, reading from manuscript, speech presentation and others. Results showed that upon application of the multimodal teaching process, students oral fluency achieved improvement in different set of criterions. Teachers may also explore the use of multimodal teaching in other subjects or fields of discipline since the study proved that students' language and critical thinking skills were enhanced upon exposure to it.
6. School principals may encourage teachers to consider applying multimodal teaching in classroom language classes since the study revealed that there is a significant relationship between pre-assessed and post-assessed oral language fluency when multimodal teaching has been utilized.
7. Future researchers may conduct a study investigating the perceived experiences of learners under the multimodal teaching process. They may also formulate multimodal activities and learning materials suited for different types of learners based on the set of modes incorporated in the multimodal teaching.

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