

**UTILISATION OF MULTIMODAL APPROACHES IN THE TEACHING AND
LEARNING OF ORAL SKILLS TO GRADE ONE PUPILS IN SELECTED
PRIMARY SCHOOLS IN WESTERN KENYA**

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**A Thesis Submitted in Partial Fulfillment for the Requirements of the Conferment
of the Degree of Doctor of Philosophy in English Language Education of Masinde
Muliro University of Science and Technology**

November, 2023

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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ELE/H/01-53109/2018

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled, *‘Utilisation of Multimodal Approaches in the Teaching and Learning of Oral Skills to Grade One Pupils in Selected Primary Schools in Western Kenya.’*

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DEDICATION

This thesis is dedicated to my grand-daughter Kayllanne Rose Freeman.

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ABSTRACT

This study is about utilisation of multimodal approaches in the teaching and learning of the English oral skills to Grade One learners among selected primary schools in Western Kenya. The objectives of the study were to: Describe multimodal approaches used in the teaching and learning of oral skills among Grade One learners; determine effectiveness of multimodal approaches in the teaching and learning of oral skills by Grade One learners; examine the perception of teachers of English of Grade One on the use of multimodal approaches and assess the factors that determine the choice of multimodal approaches in teaching oral skills in primary schools in Western Kenya. The 'Social Semiotic Theory' by Halliday (1978) and Multiple Intelligence Theory by Gardner (1999) were used to explain the interaction amongst multimodal approaches and how they blend to bring out meaningful learning in classrooms. The main purpose of this study was to explore multimodal approaches as utilized in the teaching of English oral skills among Grade One learners in selected schools within Western Kenya. The theory vests its strength in the visual, audio, reading and writing and kinaesthetic (VARK) principle which postulates that multimodal approach utilisation during instruction enhances communication competency. Self-generated conceptual framework was employed to show how variables interact to create a formidable lesson during the teaching/learning process. The study adopted a cross-sectional descriptive research design with both 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 their pupils in Grade One as well as 7 Curriculum Support Officers (CSO'S). This was to ensure that the population was grouped into homogenous subsets that bore similar characteristics. Questionnaires, observation schedule, Key Informant Interview (KII) and rubrics 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. Qualitative data was analysed using content analysis and presented thematically. Statistical Package for Social Sciences (SPSS) was utilised in analysing quantitative data followed by discussions. The study findings revealed that: teachers of English were able to identify multimodal approaches in teaching oral skills, but they did not blend them during class interaction; the use of multimodal approaches was effective, and when properly blended, it improved the learners' scores in oral skills; that teachers of English perceived that the use of multimodal approaches could improve the learners oral skills if properly applied; that teachers of English considered some factors before employing particular multimodal approaches. These factors included class size, resources available, work load among others. The study recommends that in teaching oral skills; rigorous professional guidance and targeted sensitization be enforced on in-service teachers of English to ensure utilisation of all categories of multimodal approaches; the newly designed multimodal model of teaching and learning oral skills should be strictly adhered to to direct the teachers of English on how to blend the various approaches; performance monitoring and support through supervision be reinforced.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	ii
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
ABBREVIATIONS AND ACRONYMS	xiv
OPERATIONAL DEFINITIONS OF TERMS	xvi
CHAPTER ONE:GENERAL INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	12
1.4 Purpose of the Study	14
1.5 Objectives to the Study	14
1.6 Research Questions	15
1.7 Null Hypothesis.....	15
1.8 Assumptions of the Study	15
1.9 Significance of the Study	16
1.10 Scope and Delimitation of the Study	19
1.11 Study Limitations	21
1.12 Chapter Summary.....	23
CHAPTER TWO:LITERATURE REVIEW AND THEORETICAL FRAMEWORK	24
2 .1 Introduction.....	24
2.2 Oral Skills.....	24
2.2.1 Global Trends on Multimodal Approaches in Teaching of Oral Skills	26
2.2.2 Teaching Oral Skills Using Multimodal Approaches	30
2.2.3 Multimodal Approaches of Teaching and Learning	37
2.3 Identification and Description of Multimodal Approaches in Teaching	39
2.3.1 Effectiveness of Using Multimodal Approaches in a Classroom Setting	47

2.3.2 Perceptions of Teachers on Effects of Multimodal Teaching English.....	54
2.3.3 Factors that Determine Choice of Multimodal Approaches	61
2.4 Competency Based Curriculum	66
2.4.1 Levels of Schooling in Kenya.....	69
2.4.2 The County Government.....	70
2.5 Theoretical Framework	72
2.5.1 Social Semiotic Theory	72
2.6 Chapter Summary.....	79
CHAPTER THREE:RESEARCH DESIGN AND METHODOLOGY.....	81
3.1 Introduction.....	81
3.2 Research Philosophy	81
3.3 Research Design.....	82
3.4 Area of Study	83
3.5 Target Population.....	84
3.6 Sample and Sampling Procedures.....	84
3.7 Instruments of Data Collection	87
3.7.1 Key Informant Interview Schedule	87
3.7.2 Observation Schedule.....	88
3.7.3. Questionnaire	89
3.7.4. Document Analysis (Performance Rubrics).....	90
3.8 Data Collection Procedures.....	91
3.9 Piloting.....	92
3.10 Validity of the Research Instruments.....	94
3.10.1 Reliability of the Research Instruments	94
3.11 Data Analysis Presentation	96
3.12 Ethical Considerations	99
3.13 Chapter Summary.....	100
CHAPTER FOUR:DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS	101
4.1 Introduction	101
4.2 Response Return Rate	101
4.3 Demographic Information of the Respondents	102
4.3.1 Gender of the Respondents	103
4.3.2 Educational Background of the Respondents	104

4.3.3 Length of Time in the Teaching Profession	105
4.3.4 Schools Categories Involved in the Study.....	106
4.4: Quantitative Results for Description and Usage of Multimodal Approaches in the Teaching English oral Skills among Grade One Learners in Western Kenya .	107
4.4.1 Qualitative Results on the Description and Usage of Multimodal Approaches in the teaching of Oral Work	117
4.4.2 Quantitative Findings on the Description and Usage of Multimodal Approaches Used in Teaching of Oral Skills in Grade One in Primary Schools in Western Kenya	131
4.5 Quantitative Results on the Effect of Multimodal Approaches in the Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya	140
4.5.1 Quantitative Results on the Performance of the Learners.....	145
4.5.2 Performance of Public Rural Schools Before and After Use of Multimodal Approach in Teaching Oral Skills.....	146
4.5.3 Descriptive Statistics.....	146
4.5.4 Wilcoxon Singed Ranks Test.....	147
4.5.5 Performance of Public Urban Schools After Use of Multimodal Approaches in Oral Skills	147
4.5.5.1 Descriptive Statistics.....	147
4.5.6 Performance of Private Urban schools after use of multimodal (Descriptive Statistics).....	148
4.5.5.2 Wilcoxon Singed Ranks Test.....	149
4.5.7 Performance of Private Rural schools after use of multimodal	150
4.5.7.1 Descriptive Statistics.....	150
4.5.7.2 Wilcoxon Singed Ranks Test.....	150
4.5.8 Correlation between Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya	151
4.5.9 Regression Analysis for Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya	153
4.6. Testing of Hypothesis One	155
4.6.1 Qualitative on the Effects of Using Multimodal Approaches When Teaching Oral Skills	155
4.7 Quantitative Findings on the Perceptions of Teachers on the Effect of Using Multimodal Approaches in Teaching Oral Skills in Primary Schools in Western Kenya	164
4.8 Quantitative findings on the Factors Determining the Choice of Multimodal Approaches in Teaching English Oral Skills in Western Kenya	171
4.9 Conceptual Framework	176

4.10 Chapter Summary..... 184

CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATIONS

..... 186

5.1 Introduction..... 186

5.2 Summary of the Study Findings..... 187

5.3 Conclusion..... 189

5.4 Recommendations 190

5.4.1 Recommendations for Further Research..... 192

REFERENCES..... 193

APPENDICES 210

APPENDIX I: KEY INFORMANT INTERVIEWS (KII)..... 210

APPENDIX II: CLASSROOM OBSERVATION WORKSHEET 215

APPENDIX III: TEACHER QUESTIONNAIRE 219

APPENDIX IV: APPROVAL LETTER FROM DPS 236

APPENDIX V: PERMIT FROM NACOSTI..... 237

APPENDIX VI: APPROVAL LETTER FROM COUNTY DIRECTOR OF VIHIGA
COUNTY 238

LIST OF TABLES

TABLE	PAGE
Table 3. 1: Sampled School Types and Teachers of English.....	85
Table 3. 2: Sampling Frame for County Curriculum Support Officers	86
Table 3.3 shows the score grid arranged according to the learners' scores.	91
Table 3.4 Criteria for Judgement of Cronbach Alpha.....	94
Table 3. 5: Reliability Analysis of the Instruments	95
Table 3.6: Cronbach's Reliability Test.....	98
Table 4. 1: Response Return Rate.....	102
Table 4. 2: Gender of the Respondents.....	104
Table 4. 3: Educational Background.....	105
Table 4. 4: Length of Time in the Teaching Profession	106
Table 4. 5: School Category.....	107
Table 4. 6: Types of Multimodal Approaches Used by Teachers.....	109
Table 4. 7: Use of Multimodal Modes by the Teachers in the Various School Categories.....	115
Table 4. 8 a: Observed Lesson Strand Areas in Public Rural Schools	117
Table 4.8 b: Observed Lesson Strand Areas in Public Urban Schools.....	120
Table 4.8c: Observed Lesson Strand Areas in Private Urban Schools	121
Table 4.8d: Observed Lesson Strand Areas in Private Rural Schools,	122
Table 4.9: Number of lessons investigated	123
Table 4.10: Frequency Distribution of the Multimodal Approaches Used.....	132
Table 4. 11: Multimodal Approaches and Teaching of Oral Skills	141
Table 4.12: Scores Obtained During Assessment.....	146
Table 4. 13 Test Statistics	147
Table 4.14: Descriptive statistics	147
Table 4.15: Test Statistics	148
Table 4.16: Descriptive statistics	149
Table 4.17: Test Statistics	149
Table 4.18: Descriptive Statistics	150
Table 4.19: Test statistics.....	151
Table 4.20: Correlation Analysis between Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya	151

Table 4.21:Regression Analysis for Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya	153
Table 4.22: Teachers' Perception on Usage of Multimodal Approaches in Teaching Skills.....	164
Table 4. 23: Bartlett Test of Sphericity.....	166
Table 4.24: Factor Analysis Result on Perceptions of Teachers on Use of Multimodal Approaches.....	168
Table 4. 25: Factors influencing the use of multimodal approaches in Teaching Oral Skills.....	172
Table 4.26: Correlations.....	173

LIST OF FIGURES

FIGURE	PAGE
Figure 4. 1: School Categories Observed in the Study	124
Figure 4. 2: Scree Plot of after Factor	167
Figure 4. 3: Contribution of factors to the efficacy of multimodal approaches.....	169
Figure 4.4: Eight Components of Multimodal Variables.....	179
Figure 4.5 The Teaching and Learning Multimodal Model	183

ABBREVIATIONS AND ACRONYMS

BECF	-	Basic Education Curriculum Frame
CBC 1	-	Competency-Based Curriculum
CBC 2	-	Content-Based Curriculum
CSO	-	Curriculum Support Officer
CVI	-	Content Validity Index
EFL	-	English as a Foreign Language
ESL	-	English as a second language
ICT	-	Information Communication Technology
KCPE	-	Kenya Certificate of Primary Education
KICD	-	Kenya Institute of Curriculum Development
KII	-	Key Informant Interview
KNEC	-	Kenya National Examination Council
L2	-	Second Language
MMs	-	Multimodal Modes
MoE	-	Ministry of Education
MHEST	-	Ministry of Higher Education, Science and Technology
NACOSTI	-	National Commission for Science, Technology and Innovation
NIC	-	Newly Industrialised Country
PPron.	-	Personal Pronoun
PTC	-	Primary Teacher College
PTE	-	Primary Teacher Education

SL	-	Second language
SMS	-	Short Message Service
T/L	-	Teaching and Learning
TSC	-	Teachers Service Commission
TTC	-	Teacher Training Colleges
UNESCO	-	United Nations Education Scientific Cultural Organisations
VARK	-	Visual, Aural or auditory, Read/write and Kinaesthetic

OPERATIONAL DEFINITIONS OF TERMS

Audio- recorded sound effects that can be heard like music, recorded voices or presentations like songs and poems.

Aural- These are sounds that can be heard through the ears or sense of hearing like sound, music, voice.

Competency Based Curriculum (CBC) - The current education Curriculum in Kenya that was introduced in December 2017 (KICD, 2019) to enhance education system from that of conformity and compliance to that of creativity, innovation and diverse skills in line with the rest of the world.

Communicative Competence- the learner's ability to articulate second language in both spoken and written forms in primary schools flawlessly.

Curriculum Support Officer (CSO) - These are the Teachers Service Commission officials in charge of Sub-Counties who have been assigned the mandate of ensuring that teachers are apt in implementing the CBC curriculum

Eclectic- This is a skill of choosing teaching strategies and amalgamating them to bring out the best lesson delivery during instruction

'Foreign' language- in this context, 'foreign' is used to refer to a language that sounds unfamiliar to the learners unlike their language which they are familiar with

Grade One - The first year of formal compulsory elementary education in primary schools in Western Kenya and Kenya as a whole.

Images- These are designed objects pertaining to form, things, personalities or in art like pictures, portraits, drawings, photographs just to mention a few

Kinaesthetic-A multimodal approach where a learner gains competency in oral skills by doing physical exercises such as: playing, dancing, music instruments and sporting

Literacy- ability to read and write as well as interpret multimodal and semiotic signs

Modes- multiple representations of cultural and social resources of different types to create meaning from what is found in a context

Multimodal- the use of diverse modes during instruction such as spoken or written languages, gestures, dress, lighting, movement, four-dimension objects

Multimodal Approaches- the use of different modes in the classroom during instruction like pictures, images, gestures, kinaesthetic

Oral skills- these are the two fundamental skills that are taught to the learners in primary schools. They include oral skills. The pupils learn them orally without writing them

Rural Public Schools- these are the government owned and governed schools found in the rural parts of Kenya (in the countryside)

Semiotics- the use of diverse signs and drawings to interpret meanings especially during instruction

Sign- movement such as gesture, visual, that can be acted to show communication, e.g signals, gestures, cues

Sub-strand- This is a Competency Based Curriculum term meaning ‘sub-topic’.

Sub-theme- This is a Competency Based Curriculum term meaning ‘sub-topic’.

Symbol- concrete representation of something abstract using materials or objects

Teacher Perception- this is what the teachers of English in primary schools are aware of concerning the use of multimodal modes

Theme- This is a Competency Based Curriculum (CBC) term meaning ‘Topic’.

Vintage- A specific durations of time under which it is expected that various skills have been applied to the learners’ intellect and that the learner understands using these skills either concurrently or individually to show comprehension of the target language

Visual- objects relating to sight, seeing or perception like pictures, photographs, graphics, images, illustrations, diagrams

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The trend of globalisation, technology and multimedia expansion has led to increased demand for teachers of English to execute a balanced representation of multimodal approaches in their classrooms during interaction in order to communicate effectively (Jewitt, 2008; O'Halloran, *et al.* 2016; KICD, 2019). Innovation in education has revolutionised and replaced yester year academic practices with novel ones which include eclectic introduction of multimodal competencies across diverse communicative platforms (Wang, 2020). Therefore, it would not be practical for the teachers of English in primary schools to think about sufficiently teaching literacy (communication competence) during the oral skills lesson in primary school classrooms in isolation- without application of multimodal approaches (Jewitt, 2008; Borg, 2014).

This chapter discusses the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and the study assumptions. The chapter also highlights the significance of the study, scope and delimitation as well as the limitation of the study.

1.2 Background to the Study

Teaching English as a second language has been marked by diversified knowledge and advancement in invention that would enable learners to speak fluently in that language (Lyons, 2016; Wang, 2020; Lim *et al.*, 2017). Furthermore, the rise in the need to acquire literacy skills that necessitate human communication in the contemporary world has led to accelerated interest in the creation of diverse modes and approaches of communication other than speech and sound.

Thus, it is through acquisition of oral literacy skills that a learner is deemed to start getting familiarized with learning the English language. In the contemporary world, the literacy ability of a learner is purported to be skewed without knowledge in use of the visual, aural and kinaesthetic alongside the verbal and print text approach (Lyons, 2016; Wang 2020; Lim, 2021).

In this regard, educators find themselves in doubt when they think about the best approach to use in the teaching/learning (T/L) of oral skills, so that all learners can engage and comprehend what they are being taught because different learners have diverse learning styles (Lyons, 2016; Laadem & Mallahi, 2019; Ladeem & Makena, 2022). Thus, it becomes difficult to find a scholarly plan that works entirely for all the learners without involvement of multimodality.

A plethora of studies which have focused on multimodal approaches have defined multimodality as utilisation of semiotics signs and application of different modes. This is achieved through the use of diverse modes to ascertain representation of comprehension and production of meaning via discourse accomplished through modes like; images, layout, letters, colours and gestures during instruction, visual, audio and audio-visual technology in order to create order out of their use in the classrooms (Zafiri & Kourdis, 2016; Ryu & Bogg, 2016; Firmansyah, 2021; Jiang *et al.*, 2020). Hence, in the present times, a written page in a book can be processed, developed and presented in diverse dimensions – ranging from verbal to visual, aural and to kinaesthetic (Bezemer, 2016; Jacobsen, 2015; Laadema & Mallahi, 2019; Firmansyah, 2020).

Consequently, in multimodality, a teacher will use different approaches to carry out different activities in the classrooms to communicate ideas. For example, a teacher who applies multimodal approaches in a classroom setting would vary his/her teaching by

using: imitating real life (simulation); using diagrams to illustrate; photographs consisting of one, two and three dimensions; moving and stationary pictures, including cloze tests, crosswords; power point, internet and diverse social media alternatively or concurrently to make a point during instruction. In essence, multimodality is meant to provoke every sense of a learner who is interacting with English as a Second Language (ESL) for the first time to have an environment that is richly endowed with different communicative illustrations and in several modes for easier comprehension of the oral skills. Based on this realisation, Stein (2008) argues that;

“Some worlds may be realised mainly through language. Others may be realised in complex multimodal ensembles which move beyond language, for example, into gestures, action, images or sound. Some may be represented in the absence of language and the presence of silence. The riches in children’s texts lie undetected because most teachers need the tools to unearth them. (Stein, 2008, p. 147)

Stein’s study is relevant to the present study because it points out the fact that, teachers of English in primary schools have the discretion of identifying suitable approaches that can offer communication competence to the learners so as to unearth the ‘undetected riches’ in the learner’s texts. However, the study fails to point out, the necessary modes for teachers to equip themselves with which include: semiotic materials (language and code) and sensory materials (smell and taste) to appeal rightly to the learners’ senses to achieve communication competence which is the main concern of the present study.

In this regard, multimodal approaches in teaching oral work in this study were exploited with an aim of establishing their effect in T/L of the English oral skills among Grade One learners in selected primary schools in Western Kenya. Firmansyah (2021) opines that manipulation of multimodal approaches coupled with oral skills are important stages of learning and comprehending a particular language. Firmansyah observes that

early introduction of diverse approaches in the lives of a learner may be linked to their success in the competence of listening and speaking in English (oral skills) later in their lives.

Oral skills according to (Hashim, 2018) is a basis upon which a learner's communication competence in every subject is hinged. To achieve this task, teachers of English in Grade One in Kenya need to skilfully equip themselves with the knowledge that can harness a learner's learning styles efficiently. This is because there is no mode used in isolation that can sufficiently yield to comprehension of the English oral skills competence in English language (Cope & Kalantis, 2022). Similar sentiments are voiced by (Cope & Kalantzis, 2015; Suwalska, 2021; Cope & Kalantis, 2022) who argue that no learning style in isolation can assume total responsibility for the skills that are required for a learner to gain competency in oral skills.

On the contrast, learners have to grapple with the acquisition of English language oral skills - yet for most learners it is the first time to encounter such a language (Brown, 2007; Belcher, 2017). Likewise, Zandieh and Jafarigohav (2012) resonate that learners experience difficulties in the language due to limited opportunities of interacting with the target language outside class and as a result retention cannot be well facilitated. This brings about conclusion that is two fold. Firstly, the teachers' perception on the use of multimodal approaches in teaching oral skills plays a role on how the learners are to be taught the oral skills. Secondly, certain factors have to be put in place to ascertain sound teaching of oral skills. For example, in Kenya, learners come from diverse ethnic orientations (Barasa, 2016; Barasa, 2005). Due to this, there is a great difference between their first language (L1) orientation and their second language (L2) orientation in terms of their linguistic set up. As a result, learners may not be able to comprehend the English; language as efficiently as could be expected of them.

A study carried out in Kenya by Uwezo (2017) revealed that the primary grade notwithstanding, most of the primary school learners who were investigated were at the beginner-level English stage of learning – this scenario suggests paucity in acquisition of the oral skills. Furthermore, most of the Grade One learners come from rural places where they only interact with the English language when they join Pre-primary 1 (PP1). The languages they rely upon for communication is either their own native language or Kiswahili which is Kenya's national language (Barasa, 2005; Mandillah, 2019). Thus, aspects of dynamics in the teaching approaches are yet to be explored in this academic field of which is the key focus of the present study. Additionally, previous studies' focus is on the challenges affecting the learners' acquisition of English language while the present study underpins the application of multimodalism with focus on mastering the oral skills during interaction in Grade One in primary schools.

In this regard, extant research has suggested various approaches to ameliorate this drawback (Lukas & Yunus, 2022; Wang, 2018; Yi *et al.*, 2020). According to Oskoz and Elola (2019) other approaches had been tried in isolation without success. Print-centric approach- which entails teaching using only printed texts- was a good approach nevertheless, it was not balanced enough to fulfil each and every learner's learning styles. Based on this realisation, Cheng & Liu (2014) pointed out that a print text approach applied in isolation without applying multimodal approach undervalues the gains that would have been made if multimodal approaches would have been applied. Similar sentiments are voiced by Coccetta (2018); Jewitt, 2008; Jewitt, 2009; Firmansyah (2018); Freyn, (2017) who argue that as opposed to print- centric texts, multimodal learning approach provides analytical, critical thinking and reflective context that normally propels the learner to develop multimodal competencies.

Teaching oral skills in English as a Second Language (SL) to Grade One learners is not easy because the language is not familiar to the learners (Oskoz and Elola, 2019; Adhikari, 2017; Borg, 2014). Learners need to interact with the language in order to become competent in its use in during instruction, and answering questions (ibid). Based on this, Wang (2018) argues that in the 21st century, literacy needs to be multifaceted and integrated with new technologies and multimodality. Therefore, for a learner to gain total competence in oral skills and attain freedom in literacy, such a learner needs not only to acquire competency in the target language but also comprehend multimodal tools and incorporate multi aspects of other practices and activities- such as technology, semiotics and images.

The multimodal approach amalgamates all the learners' learning styles which entail: Visual, aural, kinaesthetic and print text. In this regard, application of multimodal approaches in the teaching and learning of English has transformed the whole process of acquiring English competency in the 21st century (Wang, 2018). While heralding the multimodal approaches to teaching oral skills, (Firmansyah, 2020; Akoto, 2021; Smith et.al., 2020) pointed out that this approach has been designed in the 21st century to mitigate the limitation of the laborious print-centric approach and other approaches that were utilised in teaching oral skills.

Countries like Norway, Sweden, Denmark, Australia and the United Kingdom have fully embraced multimodality in their curriculum (Loerts, 2013; Tonnesen, 2010; Christensen, 2016). To reinforce what needs to be done to the learners in the contemporary times so as to equip them with skills that accelerate their acquisition of the English language in Grade One (beginner class), research on multimodal approaches in teaching and learning of English to Grade One learners was essential.

Adhikari (2017) suggested that teachers need to consider factors such as classroom setting, work load, the curriculum being offered, and the content being taught while designing multimodal approaches. Wang (2018) asserts that communication competence in learners go beyond just the acquisition of the target language. This means that the teachers need to be careful while selecting the multimodal approaches to utilise. This is in a bid to ensure that there is achievement of every strand to provide a competent learner in oral skills.

In Kenya for example English being recognized as the main language of instruction in all institutions of learning need to be introduced to the learners with an ultimate aim of mastering it. According to the language policy in education in Kenya, English is taught as a subject from Pre-Primary One (PP1) and it is also a medium of instruction from Grade 4 going forward (Otunga, 2011; Jewitt, 2003). On this account, English in Kenya is an official language, used for instruction in upper primary, secondary and tertiary institutions. It is used in parliament, churches, courts and other areas where an official language is required to transact business. National examinations at all levels of education are written in English with the exception of the Kiswahili paper. Barasa (2005) argues that this language needs to be taught initially with a professional touch because once learners begin to interact with it, they do it throughout their lives hence, their successes or failures in classrooms depend on how quickly they are able to master the English language.

Often times, the nexus between the use of multimodal approaches and comprehension of English oral skills entwine to ensure achievement in acquisition of oral skills. Thus Barasa (2016) brings in the other perspective of reinforcement of T/L English oral skills using multimodal approaches that emanate from the need to master the English language for future use.

He introduces another concept which reasons that English is only used as a third language (after the first language and Kiswahili) in the rural setups in Kenya, while the urban setups use it as a second language so it is difficult for the learners to master it effortlessly. Both Barasa (2016) and Firmansyah (2021) bring out knowledge that is very helpful to this study which entail finding approaches that can enhance acquisition of oral skills. However, they fail to point out important factors to consider in order to select suitable approaches to ameliorate the challenge. Therefore, this is a major concern in the present study.

The Kenyan curriculum requires that learners progressively acquire the English language as they enrol in Grade One (KICD, 2019). During the end of the first year a learner in Grade One is supposed to communicate appropriately using verbal and non-verbal modes in a variety of contexts (KICD, 2019). By the time they are in Grade 4, they are supposed to have acquired the English language competence to be able to answer questions, offer opinions, speak it and follow instructions during formal classroom learning and even out of the classroom (KICD, 2019). However, this has not been the case.

Irrespective of the great potential that the use of multimodal tools has in the improvement of the learners' competence in English, this tool has not been sufficiently exploited by the teachers and learners (Ladeem & Makena, 2022). Arguably, we learn that poor mastery of oral skills does inhibit a learner from becoming competent and autonomous in active participation of their day-to-day English learning tasks. Therefore, inception of the Competency Based Curriculum (CBC) in Kenya which demands the amalgamation of all forms of multimodal modes to cater for each and every learner's learning styles (KICD 2019), renders this study valid.

Zafiri & Kourdis (2016); Ryu & Bogg (2016); Firmansyah (2021); Jiang et al. (2020) while commenting on the development of Second Language (L2) do emphasise the importance of the perception of teachers in the use of multimodal approaches in teaching oral skills. However, few studies have directly dwelt on the perception of the teachers in the utilisation of multimodal approaches in teaching oral skills in the Grade One of primary schools in Kenya.

According to the recently released report on CBC (MOE, 2021), majority of the learners in the lower grades in primary schools are unable to comprehend the English language and therefore not able to read and write. This deficiency comes as a result of lack of exposure to approaches that can enhance oral skills in the classroom (Harmer, 2007). However, the perception of teachers concerning the use of multimodal approaches need to be positive in order for them to gain interest of using them in a classroom setting. Application of multimodal approaches in teaching of oral skills in Kenya therefore needs to be revolutionised in order for teachers to determine their influence on instruction (Firmansya, 2021).

This can be achieved through 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 use of multimodal approaches should further eliminate conformity and compliance amongst learners and introduce them to creativity, innovation and autonomy during interaction (Godhe & Magnusson, 2017; KICD, 2019). Jewitt (2014) identifies multimodal approaches based on three principles. Firstly, that communication always applies to more than one mode and that continuous interaction forms aids in the creation

of meaning (Jewitt, 2014; Cope & Klantis, 2020). Secondly, meaning is constructed based on the identification and configuration of the different approaches and how they entwine and interrelate. Thirdly, resources applied by interactants are shaped socially within a particular period to create a cultural way of sharing meaning (Jewitt, 2014). These three principles according to Jewitt (2014) directly relate to the diverse learning styles of the learners.

Therefore, the use of these identified principles in relation to multimodal approaches in the teaching of English would appeal to all the senses and learning styles of the learners. Consequently, the absence of these important principles hinder sound acquisition of the oral skills in English. One of the tasks that teachers of English are faced with as they teach English oral skills is to ensure that they use the teaching approaches and tasks that will be compatible with each and every learner's learning style in order for active learning amongst learners to be realised (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. According to Thembi and Hugo (2022), there exists disparity between what teachers think they may have taught and what learners comprehend as proved when tests in form of examinations or other assessment indicators are administered to them 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 faced with are: How do they identify and describe tasks that would directly address each learner's learning styles? Is the teaching and learning of listening skills effective in primary schools? Can they amalgamate the learning and teaching constructs to result in impactful comprehension of oral skills and improved academic achievement? What learning styles and multimodal approaches can be identified and adapted in lower grades to ameliorate the learners' conception and comprehension of the English oral skills? What are the perceptions of teachers concerning the use of multimodal modes during instruction?

Many studies have been carried out in the area of competence in English language, but there is continued proof that these studies have not sufficiently addressed the learners' concerns. Reports from 'uwezo' confirm that primary school learners from the lower grades in the Kenyan primary schools cannot comprehend English language (Uwezo, 2012; 2015; 2016; 2017). Based on this scenario, Kenyan teachers of English have a heavy task of ensuring that the learners become competent in listening, speaking, reading and writing skills. It will also be an important area in language that forms a base of their learning in schools and colleges.

The only vehicle for attaining this is the use of multimodal approaches which most scholars talk about but do not optimally dwell on its basics. For instance, Loerts (2013) carried out a study on exploring teaching in an adolescent classroom. He found out that multimodality played an important role in the youth's acquisition of language. Even though he expresses the need for the teachers to reinforce multimodal approaches in these classrooms, it is important to realise that the effectiveness of competence amongst the adolescent class must stem from the basics which is Grade 1- an area that has not been fully researched otherwise we would not be having challenges in L2 acquisition in Kenya (Uwezo, 2017).

The present study was undertaken in Western Kenya. Western Kenya comprises of four counties namely: Kakamega, Busia, Bungoma and Vihiga. This region has schools in different categories such as the public urban, the public rural, the private urban and the private rural. Buoyed by the advantages earned from the Competency Based Curriculum (CBC) which entails: individual wellbeing of the people; acquisition of cooperation skills and meaningful self-governing skills, Kenya is implementing the new curriculum (Mandillah, 2019; Amutabi, 2021). It is in line with the above observations that the study investigated utilisation of multimodal approaches in teaching of English oral skills to Grade One learners in Western Kenya with a view to achieve communication competence within and outside the classroom set up.

1.3 Statement of the Problem

Studies have shown that the use of Multimodal approaches is effective in the teaching and learning of English as a Second Language (L2). The application of multimodal approaches such as signs, symbols, visual aids, aural, kinesthetics and the use of Information and Communication Technology (ICT) by teachers help in the enhancement of the learning capacity of the learner both at cognitive and meta-cognitive levels as they listen and try to learn L2 in the classroom. For example, it helps pupils to easily capture the meaning of vocabulary items, or grammar rules and language patterns by the help of visuals and body language. Similarly, it helps them to acquire correct pronunciation of the English language sounds and syllables and therefore speeds their oral skills. Further, it assists them in developing their four skills of listening, speaking, reading, and writing in EFL and ESL which forms a base in the acquisition of English as a language. Additionally, application of multimodal approaches in the teaching of English enhances learner autonomy. Learner autonomy

in turn enhances the skill of critical and creative thinking at early ages (Lyons, 2016; KICD, 2019).

On the other hand, teaching and learning of oral skills in English in Kenya needs to depart from print-centric mode of instruction to multimodal mode of instruction. Dale (1946) in his study discovered that in 'the pyramid of learning', there is 90% retention when the learners see, hear, do and say what they are learning. Furthermore, uwezo (2017) report show that learners in Grade three can not communicate simple sentences in English. Therefore, there is need to design a more inclusive platform in learning experience to unlock all the categories of students' potential.

In the light of the above sentiments, it takes less justification to assert that acquisition of L2 in Kenya is seriously limited in the absence of consistent engagement in different tasks that give learners opportunities to expose them to the Second Language (L2). This can only be generated through proper utilisation of multimodal approaches to learners in Grade One which is a start-up class in the teaching of oral skills. Despite the importance attached to multimodal approaches of teaching, little attention and research has been conducted in this area in the Kenyan context making this study timely. Furthermore, studies have shown that learners in Grades 1 to Grade 3 are not competent in the English language. Some of the reasons given for inadequacy in communication competency in English language include; mother tongue interference, poor utilisation of the teaching strategies by teachers and lack of enough teaching and learning resources.

However, there is little information and limited focus on how multimodal approaches can be blended to enhance oral skills in the teaching and learning of English in primary schools which is the basic level of learning that forms the basis for subsequent learners.

It is against this background that this study sought to establish how utilisation of multimodal approaches could help to improve the teaching and learning of English oral skills amongst Grade One learners.

1.4 Purpose of the Study

The main purpose of this study was to investigate the utilisation of the multimodal approaches in the teaching of English oral skills among Grade One learners in selected schools in Western Kenya.

1.5 Objectives to the Study

The study was guided by the following research objectives:

1. To identify and describe the multimodal approaches used in teaching and learning of oral skills to Grade One learners in Western Kenya.
2. To determine effectiveness of multimodal approaches in facilitating competence in oral skills by Grade One learners in primary schools in Western Kenya.
3. To examine the perceptions of Grade One teachers of English on the use of multimodal approaches in teaching of oral skills in primary schools in Western Kenya.
4. To assess the factors that determine the choice of multimodal approaches in teaching English oral skills in Western Kenya

1.6 Research Questions

1. How do teachers of English identify and use multimodal approaches that teachers describe and use in the teaching and learning of English oral skills to Grade One learner in Western Kenya?
2. How effective is the use of multimodal approaches on facilitating acquisition of English listening and oral skills to Grade One learners in primary schools in Western Kenya Western?
3. How do teachers of English perceive the use of multimodal approaches in the teaching and learning of English oral skills to Grade One learners in Western Kenya?
4. How do factors that determine the choice of multimodal approaches in the teaching of English oral skills to Grade One learners in primary schools in Western Kenya affect teachers of English?

1.7 Null Hypothesis

The study sought to test the following null hypothesis

H₀: The use of multimodal approaches has had no significant effect in the teaching of English oral skills to Grade One pupils in primary schools in Western Kenya.

1.8 Assumptions of the Study

The study is based on the following assumption:

1. That multimodal approaches to be used in teaching English oral skills are utilised in both public and private schools in Western Kenya.

2. That the use of multimodal approaches by teachers of English language in Grade One in the teaching of oral skills in primary schools in Western Kenya has positive effect to the T/L of oral skills.
3. That teachers of English in primary schools can sufficiently have a positive perception about the effects of application of multimodal approaches in the teaching of oral skills in Western Kenya.
4. That there are factors that determine the choice of multimodal approaches in the T/L of oral skills among teachers of English in Grade One in primary schools in Western Kenya.

1.9 Significance of the Study

Research has shown that in the expansive field of knowledge transaction and communication, 65% of comprehended meaning is communicated through the use of non-verbal cues of communication, (Birdwhistell, 1970; Anderson, 1999; Hargie, 2011). Ganapathy (2016) argues that learners who are taught oral skills by use of multimodal approaches are directed to a wider range of literacy practices both in verbal, practical and digital technologies. Competency in language requires well set skills which should not pose a challenge to be achieved if there are well set mechanisms and systems in place to direct them.

English as a second language among young learners is difficult to comprehend (Omulando & Barasa, 2009). The use of multimodal approaches in the teaching and learning of English helps in enhancing comprehension of the English language (Wang, 2018). However, scientific proof shows that inclusion of multimodal approaches in the teaching of English has been applied vaguely without comprehensive focus on

multimodal approaches that teachers can sufficiently rely on during instruction (Ganapathy, 2016).

The outcome of this study will enable the English language educators to gain knowledge to formulate efficient strategies and sufficiently endowed approaches to conveniently engage the multimodal approaches that are up to the level of Grade One learner's comprehension.

One of the functions of Curriculum Support Officers (CSO'S) in primary schools is to ensure that teachers of English and other subjects apply multimodal modes in their teaching (KICD, 2019). This study will enlighten them to re-evaluate and reassess the area of semiotics, images, audio visual and technology. This area needs to be considered as a holistic entity rather than separating constructs into semiotics, images, letters and technology as it is now. In this manner, CSO's will advise teachers to make meaningful reviews in their designs of multimodal approaches to amalgamate these constructs and create a holistic study. This would cause the teachers of English to come up with activities and teaching strategies and suggestions that will enhance the performance of ESL in Grade One and consequently in other grades.

Lack of English language competence amongst learners in the lower grades in primary schools has become a matter of concern to the government of Kenya not only because English is a service language in the school curriculum but also because English is greatly utilised in all social and economic disciplines in the country and globally (Barasa, 2005). These concerns have been raised in various forums right from policy level, at the Kenya Examination Council (KNEC) and among (Barasa, 2005; Uwezo, 2012; 2013; 2017). This study therefore provides a framework under which the policy

makers will adapt as they come up with a language policy in education that will guide the T/L that is relevant to individual needs of the learners.

According to Hollerer *et al.*, (2018), there is an urgent need to improve English both in quality and quantity. Moreover, KICD being a body that is empowered to advise government on curriculum development; design curriculum; print, publish and disseminate information relating to curriculum for basic education, it should ensure that there is sufficient provision of avenues to improve English in quantity and in quality (Christensen, 2016).

The results of this study would facilitate this body with sufficient knowledge on what to include in Grade One English language curriculum to create an environment that is sufficiently comprehensive and retentive to a Grade One learner. Moreover, since Grade One is considered an important class because it is a foundational class, (Masinde, 2018), this study will aid the KICD in assessing and evaluating the current status of the curriculum support materials with an aim of enhancing multimodal materials that relate to Grade One learners. There seems to be a gap on the type of multimodal approaches that can be applied at this level for easy comprehension and retention of the English oral skills.

The results presented in this study would be used as reference data in conducting studies on the use of multimodal approaches in the teaching of English language in primary schools. When conducting new research as well as testing the validity of findings in related disciplines, this study would be cited as a source of reference. Further, this study would be applied as a cross-reference which would facilitate them with the background or overview of the impact of application of multimodal approaches in the teaching of English. This research would add value to the existing literature in the field of English

by equipping this discipline with materials to be used as reference, citation and quotation by the future researchers (Wang, 2018). Additionally, this study will enable future researchers to have a basis of coming up with desirable outline and guidelines on how and what instructors of Primary Teacher Training Colleges (PTC) need to engage their students, to make the program more practical to the learners and teachers of English (Barasa, 2016; KICD, 2019). This is because this study suggests and enumerates the various multimodal approaches that can provide a holistic approach towards the teaching of oral skills.

Through this study, a scholarly and novel description of multimodal approaches and resources to cater for the learners' needs such as "visual, aural, Kinaesthetic and read/write" as provided for in the CBC curriculum have been provided (KICD, 2019). The studies carried out on multimodality such as (Firmansya 2018; Wang, 2018) have omitted this concern which has sufficiently been covered in this study.

1.10 Scope and Delimitation of the Study

According to the Basic Education Statistical Booklet (2022), there are 32,437 primary schools in Kenya out of which 23, 379 are public government schools whereas 9,058 are private schools. Additionally, public secondary schools are 8,609 and private secondary schools are 1,357. However, the present study was delimited to primary (public and private) schools in Western Kenya. Focus on public and private schools alone was prompted by the dominance of these type of schools in the Western region and Kenya as a country at large which formed the main study sample. The primary special schools and secondary schools (which are equally of concern) were not included in the study.

Western region was selected because of firstly the dismal performance documented in the area of English language and specifically in speaking in the lower grades (Uwezo, 2017). Secondly, according to Akoto (2021), the Western region of Kenya is classified amongst rural areas which experience challenges in the English language development in oral skills because of the contrast in the learners' native languages compared to the English language (Barasa, 2005). The researcher therefore strove to give a scholarly bridge to the existing gap on the need to ameliorate the challenge of English competency of learners in the area of oral skills.

The study limited itself to Grade One because Grade One being recognized as the main class where the English language is introduced both in communication and in exam evaluation, great skill and professionalism in T/L of such language need to be observed to ensure solid foundation in the area of communicative competence that is being sought for (Masinde, 2018). Extant literature also identifies Grade One as a fundamental class where early introduction to sound T/L approaches may contribute towards competency in English language (Otunga, 2011; Barasa, 2005). Additionally Grade One was selected due to the central role it plays in the current CBC curriculum. According to (KICD, 2019), administration of skills, knowledge and attitude amongst learners should emanate right from beginner classes and progressively be administered in subsequent Grades. In response to this knowledge, Grade One was the most suitable of all the grades to be investigated.

This study was also limited to oral skills, according to Almalki and Algaithemi (2022), oral skills are the most important skills in the pupils' lives but they receive less attention during instruction in the English oral skills classrooms. Additionally, Ikasari et al. (2019) asserts that even though oral skills are fundamental in the young learners' lives, the prime implementers of these skill (who are teachers of English) seem to be deficient

of time, training in this skill and confidence to administer the skills. It is against this premise that the study ventured into this area which is important but receive little attention from teachers and scholars in equal measures. Further the study was limited to multimodal approaches even though there are many other approaches. This was mainly due to the eclectic role that inclusion of multimodal approaches play in the academic life of the learners.

Nevertheless, studies show that the use of multimodal approaches are opaquely applied without the teacher's and learner's knowledge of the significance placed upon them in the acquisition of ESL (Ritonga et al. 2022; Hashim, 2018; Cameroon, 2001; Darizak, 2011; Erton, 2006). This affects learners in the lower grades in primary schools in the mastery oral skills in the English language.

1.11 Study Limitations

The researcher experienced time constraints: First on the onset of the research, there was an outbreak of the dreaded COVID 19 pandemic (from March 2020 to January 2021) that affected the plan for data collection since the respondents were not present in schools to respond to questionnaires, interviews and attempt assessment. This unfortunate scenario kept the researcher from collecting the required data for almost one year. Upon the resumption of schools, some respondents were not committed to the schedules that had been administered forcing the researcher to make several visits to some schools in search of the respondents. To mitigate the above challenges, upon resumption of schools, the researcher rescheduled the school visits in a manner that was convenient to the respondents. This included visiting some schools during the afternoon to catch up with the work that was under investigation. The researcher had to make

several visits in some schools in order to complete the study because sometimes the time allocated for the visit would not be enough.

Sarkar, (2016) asserts that, language comprises four skills namely listening, speaking, reading and writing. This being the case, he asserts that the four skills in language are the pinnacles of language that determines a learner's competency in a language. The present study was however, limited to oral skills. The focus on these skills was prompted by the fact that Rao (2019) argues that oral skills are the main basic skills that a learner is introduced to before learning reading and writing. He argues that they are the most important of the four skills yet more attention has been given to reading and writing at the expense of oral skills.

Despite English being taught as a subject in all grades and is a medium of instruction in these grades, this study focused on Grade One teachers and learners. According to Paul and Francis (2007), a good educational foundation in formative years in school is important because this is a time when vital connections that have been proved to be critical in laying a foundation for future development lies. If a child misses to acquire these formative language skills especially in Grade 1, they may not be fully competent in speech as they progress to the higher grades. Further, English is taught as a second language in Kenya and it is known to be quite different from the learners' L1 in terms of its linguistic composition (Omulando, 2009). This language is 'foreign' to Grade 1 Onelearners and most of them encounter it for the first time when they join Pre-primary One (PP1). Yet, it is the compulsory language of instruction in a learner's life besides Kiswahili (Barasa, 2005).

This study was limited to multimodal approaches by teachers of English because according to Jiang (2020) the teachers of language in institutions are actively involved in thinking and making decisions, they usually make instructional choices that affect learners, so they are in a key position to know what is right and wrong in the utilisation of multimodal modes. Further, the study focused on both private and public schools to get a balanced representation of the use of multimodal Approaches in both institutions.

Another limitation experienced in this study was that it was majorly based on the application of multimodal approaches in the Grade One classrooms. Thus, the authenticity of the study outcome basically relied on the information given by the respondents (the teachers of English and the CSOs), the observation by the researcher, the interviews and the performance rubrics that were analysed.

1.12 Chapter Summary

This chapter has presented the background to the study; the statement of the problem, the purpose of the study, objectives of the study, research questions, assumptions of the study significance of the study; scope and delimitation and the limitations of the study. Further, an operational definition of the key terms used in the study has been presented. The next chapter presents the literature review and the theoretical framework.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews empirical and theoretical literature on multimodal approaches in teaching oral skills. Further the study introduces two theoretical frameworks that were used to guide this study.

2.2 Oral Skills

Listening is defined as a process that involves activation of meaning from aural sounds and decoding of the sounds to create meaning (Lopez *et al.*, 2021; Nunan, 2004). Speaking is the production of systematic verbal utterances to convey meaning and the ability to be listened to by an audience (Jansen & Wubbels, 2017). Oral skills is therefore achieved when the listener keenly attends to what the speaker is saying with an aim of understanding it while the speaker in turn produces verbally systematic utterances that convey meaning. This naturally happens as the listener hears the utterances and decodes them with an aim of giving the utterance consideration in the form of feedback. Further according to (Jansen & Wubbels, 2017) selection of good oral skills process can be achieved by offering appropriate and sufficient teaching and learning skills approaches in a systematic manner. They argue that this can be achieved by eclectic selection of teaching and learning approaches.

Almalki and Algaithemi (2022) echo that oral skills are fundamental in the learners' lives yet they receive least attention during instruction in the English oral skills classrooms. At the same time Camilleri (2021); Daryonyo (2020) and Wulan (2017) argue that effective conception of oral skills emanates from a spectra of plans to activate each and every learner's learning styles. This implies that teachers of English have to

explore complex aspects of multimodal styles such as maps, graphics, and colours in order to capture different learners' interests.

These arguments resonate with those of Rao, (2019) who asserts that even though oral skills are fundamental in the young learners' lives, teachers of English who are supposed to implement them are deficient of time, training in this field, confidence and correct use of multimodal approaches designed for teaching oral skills. The aim of this study is to assess utilisation of multimodal approaches with an aim of highlighting how they can be blended and displayed in a learning context to improve competence in acquisition of oral skills (which is a vital skill that is not given much attention by the above scholars (ibid).

The current plethora of studies about multimodal approaches such as Bukoye (2019) are deficient in substantively defining how the teaching of oral skills can easily be conveyed in terms of images, pictures, aural and kinaesthetic in a classroom situation. In addition, the study seeks to explore how teachers of English can blend multimodal approaches with the text to come up with a lesson that can cater for each and every learner's learning styles. This is because every learner in a classroom has his or her own learning style (Gardner, 2020).

Achievement in oral skills in the classroom require that teachers of English carefully select approaches that can be used to activate this skill. In this regard, Rao (2019) argues that contemporary non-native speakers of English will activate their language skill of oral skills through the use of correct selection of multimodal approaches. In addition, Jewitt (2014) argues that incorporating multimodal approaches correctly in an English classroom assists the learners in developing their activation of sentence structures and pronunciation. Akala (2021) concurs that inadequate utilisation of multimodal

approaches and incorrect administration of the same has impeded effortless implementation of the English language in the Competency Based Curriculum (CBC) classrooms in Kenya.

The above studies are relevant to present study because they point out the invaluable multimodal approaches usefulness of multimodal approaches in the teaching of the English language. The above study also introduces the activation of the sentence structures and pronunciation which form a base in the study of oral skills in the present study. The above studies highlight manipulation of the approaches and an eclectic approach towards the teaching of oral skills but fail to point how this manipulation relates to dynamism in every learner's acquisition of the oral skills.

2.2.1 Global Trends on Multimodal Approaches in Teaching of Oral Skills

Globally in the 21st century, learners engage in multimodality due to advancement in technology (Wang 2020; Wang 2018; Rao, 2019; Ikasari et al. 2019). Unlike the previous decades, a gradual but remarkable shift has taken place resulting in less emphasis on the traditional ways of teaching and greater emphasis on the use of multimodal approaches or at least inclusion of multimodal materials in the print texts. It is with this multi-flexibility that the main concepts in the teaching and learning of oral skills are to be presented in diverse modes. The above authors belaboured to highlight the global trend in line with its relevance in the employment of multimodal teaching. In Africa, few of these studies are realized. They entail (Zamani 2016; Zafiri & Kurdish 2016).

In this regard, Rao (2019) investigated the global trend of teacher and learner perspective on the application of multimodal approaches in the classroom. He found out that there was a need to reorganise the teaching and learning of oral skills with

emphasis on modern trends and practices within the environment because it improves the learners' outcomes and equips learners with the current knowledge during instruction. Rao (2019) believes that one of the ways that propel learners into becoming autonomous in the contemporary society involves the inclusion of multimodal tools in teaching and learning in classrooms that would link the learner to the current terrains of learning oral skills. He argues that this way a learner is nurtured to be able to seek individualised engagement and approach to the tasks they are given.

Similar sentiments are echoed by Ikasari et al. (2019) who argue that interaction with multimodal materials during teaching eases the teachers' engagement in the classrooms thereby offering collaborative opportunities in the contemporary society. These scholars investigated the students' engagement in the classroom activities involving multimodal learning materials. Additionally, the above authors assert that competency in application of multimodal approaches can be achieved when the various multimodal approaches are introduced to learners during the oral skills lessons. In this way, these modes interact and form a complete spectrum of knowledge to the learners. They assert that during this time, crucial distinctions amongst learners on who are able to comprehend the oral skill (hence becomes a good listener and speaker) and who are not able to comprehend the oral skills (hence becomes a poor listener) are identified. The inclusion of the social semiotic theory by Halliday (1978) and theory of multiple intelligence by (Gardner, 1999) in the present study illustrates the active and flexibility aspect as demonstrated by the above authors.

The two theories further highlight the crucial distinctions in the learners' capabilities using different modes. Thus, some learners comprehend better with written texts while others do better using other multimodal approaches during instruction. Gardner's theory of multiple intelligence which categorizes learners learning styles in to several

ability groupings that he coins and call “multiple intelligence” provides this study with a comprehensive illustration of how multiple learning styles can be dealt with in a classroom setting with learners with diverse learning styles. Thus these theories are relevant to this study since they introduce a new twist in the use of multimodal approaches by introducing the interaction of the various collaborative opportunities to form a new spectrum of the learning environment and autonomy in the contemporary learning environment.

According to Zamani (2016), semiotics (which entails the use of multimodal modes) is the science that rummages the signs and the influences they have over interchanging ideas. Of course, it mainly deals with signs to form and using those signs to facilitate interactions. He asserts that there would be no language without signs. He further asserts that the overall nature of language is based on signs and with signs; it could be taught and learned better. Zamani (2016) study informs the present study with the novelty it carries (introduction of semiotics and signs). While the present study bases on the application of multimodal approaches in Grade One in oral skills, the other study deals with the general teaching of English.

Zafiri and Kourdis (2016) argue that primary school teachers need to understand how children make sense of the world around and how they learn. They assert that teachers need skills of analysing learning tasks and using language to teach new ideas to groups of children in a class environment. Furthermore, Cameroon (2001) argues that “teaching English as a second language to children needs all the skills of good primary school teachers in managing children and keeping them on task, plus a profound knowledge of the language of teaching and of language of learning,’ (p. xii). The authors above agree to one thing, that the use of semiotics in teaching leads to quick adaptation of the target language. Further they assert that a good language lesson

requires an equally competent teacher who is able to study multimodal approaches and know which signs and features are appropriate to be applied in particular circumstances.

The authors above argue that there is need for the language teachers to harness multimodal approaches to introduce their learners to various teaching items in the target language. However, they fall short of suggesting the multimodal approaches to be delivered holistically to an audience in relation to the class, age and cultural orientation of the learner. In this regard, the present study sought to probe the multimodal features that were be applied in teaching effective English language teaching and give examples to the Grade One learners in western Kenya. Further, Smith et al. (2020) argues that learning English as a second language grants the learners skills that can help them to cope with real communication circumstances both expected and not expected. He says that this is done using paralinguistic or even non-linguistic forms of teaching. Similarly, Taratore-Tsalkatidou (2002) argues that teachers of English benefit from enhanced awareness of semiotic signs which makes them have more informed professional decisions during instruction. In the present study, semiotic signs are amalgamated with the use of visual, aural, and kinaesthetic to bring out the multimodal aspect that was largely referred to in the teaching of oral skills. Additionally, Borg (2006) asserts that teachers who read accounts of other teachers' professional lives are bound to benefit from the added understanding of their own work which reading about someone else's work can bring.

This implies that multimodal pedagogy should be used frequently and that teachers who are succeeding in utilising multimodal approaches should educate those not utilising them so that they can also start utilising them, (Smith *et al.*, 2020). To enhance these skills, this study intends to investigate the practicality of a multimodal approaches set classroom. This is because, although various studies have been carried out to analyse

multimodal approaches and visual texts, (Mulat, 2017; Yi, 2020), few studies are yet to guide the practicality of the multimodal skill on the learners in a primary school setting in Kenya especially in Grade One. It is on this basis that the present study sought to assess the use of multimodal approaches and how these features affect teaching of oral skills either negatively or positively.

The present study also sought to look for mechanisms which could be applied to ensure that primary school teachers of English impact positively to the learners and the practicality of how Oral skills could be taught in a classroom situation. To get Grade One learners in primary school classrooms comprehending a non-native language is not an easy task because it demands the use of vocabulary, grammatical structures and rhetorical conventions that are very different from conversational language (Chappel, 2020). It is on this premise that the present study identifies the various multimodal approaches and how effective they are in a classroom situation.

2.2.2 Teaching Oral Skills Using Multimodal Approaches

According to Borg (2006), foreign language teaching is the only subject where effective instruction requires the teacher to use medium that the learners do not yet understand; yet the teacher is supposed to ensure that this learner becomes competent and acquire the four English language skills (that are still very abstract to the learner).

According to Zamani (2016), semiotics (which entails the use of multimodal modes) is the science that rummages the signs and the influences they have over interchanging ideas. He expounds further by arguing that learner's ability to comprehend and utter words, phrases and eventually sentences in a language is inert. Although, he hypes the effectiveness of inertness in the acquisition of the learners, skills, without good multimodal approaches to blend the teaching, it will lead to poor comprehension of oral

skills. The inert skills need to be activated in order to become relevant to the English language learners. In this regard it takes less persuasion to assert that early introduction to multimodal approaches in teaching oral skills enhances the learners' early comprehension of the English language.

Based on this position, Zafiri and Kourdis (2016) argues that the need for teachers of English to understand how children make sense of the world and how they learn makes a remarkable difference in the preparation for their oral skills. He asserts that teachers need skills of analysing learning tasks and using language to teach new ideas to groups of children in a class environment; while Cameroon (2001) enumerates three steps that accomplishes teaching English as a second language to children in primary schools. These skills entail: Managing children's diverse learning styles, keeping the learners on task and granting the learners profound knowledge in the language of teaching and of language of learning. The authors above agree to one thing, that the use of multimodal approaches in teaching lead to quick adaptation of the target language and increase score in post-oral skills tests. Further they assert that a good language lesson requires an equally competent teacher who is able to study diverse approaches and apply signs and features that are appropriate in particular circumstances during teaching.

Quintessentially, the authors above argue that there is need for the teachers of language to harness multimodal approaches which they should introduce their learners to during introduction to the teaching of various teaching items in the target language. However, they fall short of suggesting the specific multimodal approaches to be delivered to a given audience in relation to the class, age and cultural orientation of the learner. It is on this premise that this study sought to probe the multimodal features that can be applied in teaching effective English language teaching and give examples to the Grade

One learners. The study also sought to find out if there could a specific way to guide the teachers in applying the multimodal approaches in Grade One.

Further, Sougari (2000) argues that learning English as a second language grants the learners skills that can help them to cope with real communication circumstances both expected and not expected. He says that this is done using paralinguistic or even non-linguistic forms of teaching. Similarly, Taratore-Tsalkatidou (2002) argues that teachers of English benefit from enhanced awareness of semiotic signs which make them have more informed professional decisions during instruction.

Additionally, Borg (2001) asserts that teachers who read accounts of other teachers' professional lives are bound to benefit from the added understanding of their own work which reading about someone else's work can bring. This implies that multimodal pedagogy should be used frequently. Further, teachers who are succeeding in utilising multimodal approaches should come out and share their experience with those not utilising them so that they can also start utilising them, (Shatri & Buza, et al. 2017). Basing on the above premise, the present study investigated the practicality of a multimodal approaches set classroom. This is because, although various studies have been carried out to analyse multimodal approaches and visual texts (Jewitt, 2014), few studies are yet to apply the practicality of the multimodal skill on the learners in a primary school setting in Kenya especially in the teaching of oral skills. It is on this basis that this study sought to assess the use of multimodal approaches and how these features affect teaching of oral skills either negatively or positively.

The present study sought to look for mechanisms which could be put in place to ensure that primary school teachers of English impact positively to the learners and the practicality of how oral skills can be taught in a classroom situation to Grade One

pupils. To get Grade One learners in primary school classrooms comprehending a non-native language is not an easy task because “it demands the use of vocabulary, grammatical structures and rhetorical conventions that are very different from conversational language” (Fu, 2009, p. ix). This clearly show that without proper utilisation of multimodal practises proper learning may not take place in the classrooms. Further, a study carried out by Loerts (2013) in the United States of America on multimodal learning opportunities revealed that primary school learners’ learning and teaching opportunities were mostly manifested in the classroom teaching when the teachers’ knowledge on multimodal concerns took primary stage. It is therefore a teacher’s responsibility to creatively identify suitable multimodal approaches to be applied in their classrooms during the teaching of oral skills in English (Adhikari 2017; Brown 2007; Littlewood 2007). Nevertheless, studies have also shown that in primary classroom teaching, the use of multimodal approaches are vaguely applied without the teacher’s and learner’s awareness of the important role they play in the acquisition of ESL (Ritonga *et al.*, 2022; Karthivel & Hashim, 2020; Cameroon, 2001; Darizak, 2011; Erton, 2006). As a result, the learners in the lower grades in primary schools do not have sufficient mastery of oral skills in the English language.

This is line with Ganapathy (2016) who did research on Malaysian students on the effects of multimodal application on students and found out that there was need to reorient the teaching and learning of ESL with focus on the use of multimodal approaches because it promotes: positive learning outcomes; promote the learners’ autonomy and improve the learners’ creativity. In the light of this development, the present study shows the effects of multimodal approaches with an intention of highlighting what the teachers of English base on when selecting the multimodal approaches. A fact which has not been comprehensively highlighted by scholars who

have who have studied the use of multimodal approaches in the teaching of English language. For instance, Lim *et al.*, (2017) argue that globally learners can only be rendered literate in the English language when they are able to simultaneously attend to a series of cognitively defined modes and approaches. He identifies: Content, grammar, lexis, discourse and information structuring and the sound system and prosody, as well as appropriate register and pragma linguistic features of English as some of the parts in English that learners need to sufficiently respond to if they have to comprehend the English language skills (Lim *et al.*, 2017). Even though the study identifies content, lexis, discourse to be effective for the learners' comprehension of the English language, their main purpose is to achieve cognitive reasoning-which is quite important- but does not cater for the development of oral skills which form an integral part in a learner's achievement of gaining the necessary language skills.

In this regard, the multimodal approaches would blend the above sufficiently since the teacher can decide to have audio-visual gadgets containing voices of the native speakers to aid in the pronunciation and articulation of the sounds correctly (Hamer, 2007; Karthivel & Hashim, 2020). The scenarios discussed above has resulted in researchers having interest to study the ways that teachers of language seek to ameliorate the key learning needs and goals of learners. This may inhibit a learner's performance as is seen in the research (Uwezo, 2012; 2013 & 2017). Karthivel and Hashim (2020) assert that the influence of multimodal approaches in the teaching of learners has brought a paradigm shift in the definition of literacy. Thus, conventional teaching strategies have been replaced by contemporary teaching strategies that have increased the learner comprehension of oral skills.

Therefore, application of multimodal approaches on Grade One learners forms an important foundation that other studies will base on with respect to giving a holistic literacy assistance to primary school learners in English. However, existing studies highlight the importance of multimodal modal without delving extensively on Grade One which should form the basis of multimodal studies. Most studies highlight dwellings in upper primary, junior secondary, senior secondary or higher institutions of learning neglecting Grade One and the learning of oral skills which are equally vital at that level. Furthermore, there are inconsistencies in the scholars' research of multimodal approaches (Jiang & Gao, 2020), they argue that teaching approaches should cater for all learning styles - yet this has not been exploited comprehensively in the Kenyan research domain.

This study therefore acknowledges the aforementioned studies; however, the studies are fragmented with some highlighting illustrations, images, letters and semiotics in isolation. In the light of this, this study seeks to identify and describe multimodal approaches that are used in the teaching and learning of oral skills amongst the Grade 1 learners. The present study focuses on teaching English oral skills in Grade One. Many countries of the world have incorporated multimodal approaches in their curricula as has been demonstrated above (Umar, 2014; Tonnesen, 2010; Christensen, 2016).

In Kenya, however, we have little information about the use of multimodal approaches in the teaching of English even though this study has been embraced in the rest of the world. Further the inception of the Competency-Based Curriculum (CBC) is multimodal oriented with many skills pointing towards application of multimodal approaches (KICD, 2019). Further, it states that:

The pedagogical approaches advocated by CBC ensure that the learner is able to exhibit the desired level of competence. CBC focuses on competencies, is learner centred and is flexible with opportunities for specialisation. It emphasises formative assessment and lifelong learning. The vision of CBC is to have an ethical, engaged and empowered citizen, while its mission is to nurture every learner's potential (KICD, p. 1).

In regard to the above sentiments, even though they do not directly point towards multimodality, learners are supposed to acquire the skills that would enable them to exhibit the above competence. This can easily be realised if the teachers eclectically apply multimodal approaches. However, studies show that they have not yet attained this level of competency (Uwezo, 2012). Several multimodal links that direct teachers of English in the texts have been provided in the learners' texts (KICD, 2019). This is consistent with the Hallidayan approaches that connect linguistic choices with particular cultures where every learner comes from. Halliday, 1978 (as cited in Wang, 2018) argues that diverse texts are advanced as a result of specific social context. Most primary school learners in Kenya begin to actively interact with English when they join Grade One. This being the case, the teachers of English in Grade One need to equip the learners with tools that can harness the skills that the learners need to acquire during instruction. This is because acquisition of oral skills is key to enable Grade One learners to comprehend the English language- yet the language is 'foreign' to a Grade One learner and therefore 'difficult to comprehend' (Omulando & Barasa, 2009, p. 105).

This study acknowledges that studies have been carried out in Kenya on application of multimodal modes. However, obscure information in the utilisation of multimodal modes in the teaching of English oral skills in the primary schools' lower grades have necessitated it. The-present study focuses on the effect of multimodal approaches on the acquisition of oral skills among Grade One learners in primary schools. Mastery of English language at the lower grades hasten development and progress of attainment of

communication competence amongst learners (Omulando & Barasa, 2009). Therefore, early competence in English communication may determine the good performance of a learner in subsequent grades. Applying multimodal modes as a tool to the young learners in the English language teaching merits much more discussion than it has been awarded in the present times.

2.2.3 Multimodal Approaches of Teaching and Learning

Multimodal approach is a rising and novel phenomenon that is characterised by classroom interaction using different modes of lesson presentations such as; the visual, the aural, reading and writing and kinaesthetic. A plethora of modern literature hypes multimodal approach as sufficiently suitable for the learners' comprehension and mastery of the oral skills.

Studies which have focused on multimodal approaches have defined multimodality as utilisation of semiotics signs and application of different modes during instruction (Wang, 2018; Aslam *et al.*, 2022). This happens in classrooms during interaction; the different modes are to ascertain representation of comprehension and production of meaning via discourse accomplished through various modes. These modes include: Images, layout, letters, colours and gestures during instruction, visual, audio and audio-visual and technology in order to create order out of their use in the classrooms (Zafiri & Kourdis, 2016; Ryu & Bogg, 2016; Firmansyah, 2021; Jiang *et.al*, 2020). The effects of this approach are effortless acquisition of oral skills and retention of vocabulary in oral skills (Dzanic & Pejic, 2016).

Similar sentiments are echoed by (Laadem and Mallahi, 2019; Janssen & Wubbels 2017) who assert that application of multimodal approaches is the way several clusters of resources that are perceived to be suitable for learning and teaching can be identified,

amalgamated, and grouped with an aim of creating an environment that would appeal to each and every learner's senses, intellect and learning styles. Multimodal approaches in essence provide teachers with an opportunity to diversify creativity in their classrooms so that learners can sufficiently comprehend the oral skills lessons. Multimodal tools develop resources that appeal to various human sensory modes and as such aids in activating the learners' literary skills during instruction, the learners in primary schools are supposed to be prepared socially, economically, technologically and equitably to fulfil their mandate of nation building as they grow up (KICD, 2017).

Empirical studies have shown that the use of multimodal approaches in teaching and learning of oral skills enable the learners to gain communication competence and improve the mastery of the English language more than when only verbal communication is applied (Ajayi, 2008; Early & Marshall, 2008; Loerts, 2013).

It should therefore be the dream of every teacher of English to seek to identify the best approaches that would enhance acquisition of learner competency during and after interaction in their classrooms in order for them to be motivated (Akoto, 2021). This is because practically it has been established that mono-modal approaches are limited towards a single learning style or isolated learning styles, thus ignoring a spectrum of other diverse learning styles (Loerts, 2013; Ryu & Boggs, 2016; Wang, 2018).

Quintessentially, the above authors have identified what is entailed in the multimodal approaches and how they can be used in a classroom situation. Based on this, the authors assert that multimodality entail a combined application of the activities and artefacts used to communicate (they may be produced psychologically, with muscles- to create facial expressions, with technology- with pen and ink and paper, with

computer hardware and software) (Ryu & Bogg, 2016; Wang, 2020; Zafiri & Kourdis, 2016).

According to the present study, multimodality is the application of different modes characterised by display of different activities and occurrences of different methods during instruction with an aim of creating learning. Some researchers reason that multimodal research is geographically inclined and therefore each study is unique based on its geographical orientation. For instance, Borg (2006) laments that foreign language teaching vary depending on the geographical set up. This is because in areas where the language is not native, learners find it difficult to grasp it immediately. He argues that teachers need to consider the environment (which he calls context) when teaching the English language in order to think of which multimodal approaches to apply. Further, the current inception of the CBC curriculum whose major aim is to give learners quality education that enables them to compete with the rest of the globe inclines the application of multimodal approaches to the fulcrum of teaching English oral skills in primary schools. Application of multimodal approaches in their learning and teaching provides a sufficient platform for the learners to benefit in all aforementioned spheres.

2.3 Identification and Description of Multimodal Approaches in Teaching

Identification and description of the use of multimodal approaches in teaching English oral skills is fundamental for the learners' achievement in English (Phelippe et al. 2020). According to Philippe et al. (2020), multimodal literacy which gained prominence in the 21st was invented as a result of the urge for the teachers of English to creatively discover approaches that were both learner active and learner centred. Based on this, they identified approaches that comprised elements of print, visual, aural, images and design. This was precisely because assessment of the learners in oral skills

is basically pegged on meta-language skills which are achieved during teaching with multimodal approaches (Suwalska 2021). Unlike the above authors, Wang (2018) and Jewitt (2009), assessment of multimodal approaches in teaching and learning of oral skills does not only include use of visual resources but also the use of multimodal modes such as images, writing, gesture, gaze, technology, speech, and posture.

Wang (2018) and Jewitt (2009) attributed the achievement of oral skills to the identification of the most potent categories of multimodal tools which provide comfortable access to education and an alternative to the traditional print text and verbal teaching. Based on this position, Philippe et al. (2020); Cope and Kalantis (2015); Smith et al. (2000) examined the productivity of the identified multimodal approaches in addition to other teaching approaches and realised that the inclusion of the former provided a paradigm shift in the provision of teaching oral skills in present times. They also noted that this inclusion fundamentally activated the learners' oral skills. The present study explores the presentation of the identified multimodal approaches with a view of bridging the linguistic gap that exists in the learner's acquisition of oral skills among the Grade One learners.

In Sweden, Spiteri and Chang (2020) investigated factors that hindered learners from acquiring oral skills in primary schools. They discovered that most primary school teachers of English did not understand the potential that lay in the use of multimodal approaches while teaching oral skills. Thus, they did not sufficiently identify and use the correct multimodal approaches during teaching due to ignorance. Similar findings were reported by Ritonga et al. (2022), these Indian researchers conducted studies on teachers of English. Their aim was to find out how teachers of English identified and used multimodal approaches in teaching EFL. They discovered that it was really challenging for those teachers to be trained in the use of multimodal approaches.

Furthermore, they realised that most of the teachers were reluctant to apply multimodal approaches in their classrooms. The study further established that there was a need for the teachers of English to establish a clear way of developing the multimodal practices as well as designing a road map for future EFL teaching and training.

The study which mainly targeted both pre-service and in-service teachers of English also discovered that most of those teachers were hesitant to blend multimodal approaches with the conventional approaches during instruction. This greatly hindered the learners from gaining competency in the oral skills. This study hyped inclusion of correct identification and use of multimodal approaches. The underlying question in these studies was whether exposure to the multimodal approaches influenced the way the learners would acquire the oral skills and accelerate competency in oral skills. They concluded that teachers of English needed to be exposed to approaches would enable them to teach oral skills.

Spiteri & Chang (2020) discovery of teachers yields another point of view that emanates from the side of the teachers- ignorance. With this revelations, the authors above introduces two points that seem to emanate from distinct directions: these are; ignorance and reluctance. The former highlights the fact that the teachers have knowledge of the existence of the multimodal approaches but are reluctant to put them in to use. The present study differ from the one above in that it interrogates the two phenomena-ignorance and reluctance. Thus, it should not be a matter of conjecture as to whether the teachers of English are not aware of the existence of these approaches or whether they are aware of their existence but do not consider them during instruction. Therefore, the present study intends to find out.

A study conducted in Pakistan by Kausar (2013) to find out the insightfulness of the use of audio-visual approaches revealed two ideas. Firstly, the study found out that the learners could effortlessly recognize the vocabulary items when audio-visual approaches were applied in the classrooms. Secondly, the use of these approaches led to the learners recalling the real events as they unfolded in the classroom situation, the time they had heard or observed the task in question, consequently remembering the new words they had learned.

These observations resonate with those of Makubaya (2021) on the application of audio-visual approaches. He argues that learners largely recognize something they have seen and heard because it creates a permanent image in their mind so that at a mere mention of the image, they easily identify and describe action that took place in the classroom and the exact activities that were carried out. This literature especially on the idea that the use of multimodal approaches could leave a permanent image in the mind of a learner was relevant to the present study. Further, these studies inform the present study on the role of teachers' intuition during interaction with learners. On the contrary the studies focused on the teachers' mastery of the approaches while the present study focuses on the learners' comprehension of oral skills. Furthermore the present study sought to examine the oral skills which have not really been exploited in the Kenyan setting yet they form a base of language development that enable learners acquire other skills of reading and writing.

In Saudi Arabia, Albahiri and Alhaj (2020) conducted a study to find out the elements that could aid in the stimulation of the speaking skills amongst the ESL learners. They mainly focused on the technology-aided multimodal approaches in English lessons. They discovered that this media motivated the learners who interacted freely and sufficiently and were able to communicate with one another in the target language.

These scholars mainly focused their study on You-Tube as a source of providing videos which were to function as multimodal aids.

A quasi-experimental research design was used to experiment on 48 learners from higher institutions of learning. The outcome of that study revealed that visual elements in the videos displayed fundamental advantages in motivating the ESL in interacting with the language. Similarly, Thaseem and Kareema (2017) posited that audio-visual multimodal approaches enable learners to counter the bottlenecks that barred them from mastering the English language vocabulary items thereby increasing their prowess in verbal skills. The above studies inform the present study because they both introduce another phenomena which underpins the overall outcome of the utilisation of the visual multimodal approaches. The fact that the audio-visual approaches accelerate their verbal skill is relevant to this study since this study aims to interrogate oral skills. The main difference between the above study and the present study is in the methods of data collection. While the present study adopted the mixed method, Albahiri and Alhaj (2020), adopted the quasi design.

While conducting research on the multimodal forms of texts, Rafiq and Hashim (2018) and Lim *et al.*, (2021) identify the use of multimodal forms of texts and amalgamation skills of knowing how to listen and speak as well as being able to comprehend input and output (such as identifying an event poster or information on the website and composing an e-poster or responding to a friend through email with visuals and words) as the key way to render literacy to learners. Despite this, Mupa and Chinooneka (2015) and Makubaya (2021) posit that learners in primary schools post dismal results in their summative evaluation tests because of among others little exposition to multimodal texts, less application of multimodal modes and poor utilisation of multimodal approaches in the classrooms with multimodal media such as visual media. He claims

that this deficiency of multimodal approaches is one of the key factors that avert teachers from achieving their goal of realising competency in teaching oral skills.

More explicitly, mono-texts and print texts content exposure to Grade One learners is not only abstract to the young learners' brains to comprehend English language tasks but also gravely limits the concentration span in the classroom during teaching, (Rohiminia *et al.*, 2019).

Mupa and Choneka (2015) present a comprehensive account of how paucity of exposition in multimodal texts diminish achievement in the summative evaluation. They examined the poor utilisation of the multimodal texts as well as document lack of the visual media as the main hindrance in the learners' achievement in class. Important to note in their literature is the role that the visual media play in the acquisition of oral skills and how this media interacts in the classroom situation. The above study informed the present study on the need to integrate the mono and print texts with the multimodal texts during interaction in class. It points out that being exposed to visual multimedia has got its own advantages in the teaching of oral skills. The present study has adopted this simultaneous adoption of the multimodal approaches towards teaching oral skills. Ideally, audio-visual approach works in tandem to bring about achievement during instruction.

According to Mona and Yehia (2017), Africa as a third world continent has not explored suitable approaches to enable the learners to sufficiently acquire communication competence. Furthermore, he decries that the use of multimodal approaches in Africa is still not fully exploited. In Kenya, Mukubuya (2021) investigated professional development on multimodal literary and transformative teaching in some rural low-income schools in Trans Nzoia County in Western Kenya. He utilised interviews as the

main data collection instrument. He also found out that multimodal centred instruction was a vital vehicle to propel the learners' receptive skills forward.

He also noted that despite the important part that technology plays in improving the learners' oral skills, the local primary schools only utilise the available technological gadgets outside classrooms- in the offices for record keeping rather than engaging the learners in digital multimodal practice. The limitations of the above findings are relevant to the present study because they highlight importance of technology which in part of the current and the methodology applied. Both studies utilize interview as one of the methods of data collection, however the present study employs the use of kinaesthetic as one of the multimodal tools while the other study focuses only on the main multimedia. According to the above authors, the use of technology as a multimodal tool has got its influence the learners. The fact that teachers of English do not incorporate them is what inhibits sound implementation of oral skills.

Jewitt and Kress (2003) identify and describe multimodal approaches as important tools in promotion and development of English as a second language in young learners. The realisation that the success of comprehending skills in verbal communication has to work in tandem with the use of combined aural and visual approaches as well as kinaesthetic approaches in the classroom situation has caused much exploration in visual, aural and kinaesthetic approaches, (Makubuya 2021; Kress, 2010; Mona & Yehia 2017). Further, these researchers assert that failure by teachers to propel their learning contexts to cater for the learners' needs in lower primary schools have slowed the learners from acquisition of competency in English language in their early years in schools. The present study relates to this study because the researcher endeavoured to examine efforts that have been put in place to enable a multimodal learning

environment in the lower Grade in primary schools in Kenya. To add to that, there is little documentation initiative on multimodality context targeting the lower grades.

The present study identify with the above study in a way because it sought to analyse the multimodal contexts in the Kenyan primary school setting. A multimodal environment paucity in primary schools can be detrimental to the learners' academic achievement because learners who proceed to the upper grades without proper mastery of the oral skills are in danger of not being able to follow the lesson in the upper grades since lessons in the upper grades are taught in English (Paul & Francis, 2007). As a result, these learners do not attain remarkable grades in English throughout their stay in primary schools (Makubuya, 2021). This problem lingers on even in secondary schools and as a result, these learners do not perform in the KCSE examination and further they do not fare well in the job market (KNEC, 2020).

As informed by this scenario, this study is worth being carried out. The contextual framework at the end of this chapter comprehensively illustrates the outcome of the multimodal context a multimodal context while the teaching and learning model directs teachers of English on how to blend diverse multimodal approaches. It is against this premise that this study endeavours to assess the way primary school teachers apply multimodal approaches to the teaching of ESL. This is because research that deals with the use of multimodal context has not yielded consistent results concerning the utilisation of these approaches in the classroom orientation. Yet the scholars do not sufficiently give suggestions on how the teachers can generate a learning environment that can cater for these learners of diverse abilities. Furthermore Grade One learners are normally left behind when this type of investigation takes place and so doing hinder the sound implementation of oral skills (Albahiri & Alhaji, 2020; Spiteri & Chang, 2020).

Currently, in many primary schools, there appears to be a gap between the level of knowledge or skill the learner is being asked to demonstrate and general cognitive ability of the learner in the lower grades (Musa, & Orouji, 2020).

As a result, most primary schools produce learners that are not able to express their verbal prowess in oral skills Uwezo (2015). Based on this position, instructors in these grades struggle to implement the creative and critical thinking amongst learners (which forms the core values that learners should attain in the CBC curriculum), independent cognitive activities, invention of new ideas through integrating multimodal tools (Cope & Kalantis 2022; Suwalska 2021; Darizak, 2011).

Amutabi (2021) observes that teachers are central when it comes to achieving universal access and quality education for all learners. The CBC curriculum appears uncomplicated in design, but it is not as easy as it appears, it requires teachers to be knowledgeable of the key principles of the curriculum and equipped with skills and desirable attitudes to teach using the CBC approaches (KICD, 2019). This study acknowledges the aforementioned observations; however, it is important to note that the gap created in the social, cultural and economic context of the learner should be sealed for outcomes to be realized. This study laid emphasis on the identification and use of multimodal approaches towards meaningful learning of individual pupils in relation to their Kenyan context in teaching oral skills.

2.3.1 Effectiveness of Using Multimodal Approaches in a Classroom Setting

We have many aspects of multimodal approaches that have been studied by diverse scholars. In spite of the existence of many of these studies, this study acknowledges (Zafiri & Kourdis, 2014), who assert that "...the present learner's needs are diverse and complex, ...the influx of new technologies, new information and rapid advances made

by Science have made it mandatory to approach the teaching of ESL in a different angle, and in this case use of icons and symbols are very key...”, (p. x).

Although research has shown that teachers of English in primary schools to some extent apply multimodal approaches in their day-to-day teaching of oral skills, they do not pay attention to these aspects of teaching modes leading to failure in achieving their goals (Zamani, 2016).

These observations resonate with those claimed earlier in this work by (Licin, 2018; Spireti & Chang 2020; Freyin, 2017) which showed that teachers display ignorance to some extent when it comes to the use of multimodal approaches in the classrooms leading low competence in acquisition of the language skills. He argues that learners who are not competent in the English language and without the ability to understand certain actions, impact poorly in the performance of simple tasks and grasping of simple instructions. While commenting on the learners’ and teachers’ use of the aural modes and pedagogy, Mulenga and Kabombwe (2019) argue that learners are supposed to be provided with practical experience during teaching and learning processes. Such experiences are likely to help them gain competency in the English language communicative skills.

Based on this literature and the researcher’s collection in the field, the literature provided hypes a combined use of multimodal approaches in the teaching of oral skills. This information widens the understanding that icons and images in the life of a learner in the preliminary classes helps to reduce the abstractness of the subject matter thereby helping learners to understand. Therefore the above studies form a significant base in the present study. While Zamani (2016) reinforce the use of icons and symbols, Mulenga and Kabombwe (2019) reinforce practical teaching. The present study bears

proof that none of the above approaches can be utilized in isolation. The study shows how the above approaches are combined to bring about achievement in the classroom during interaction.

Further, while commenting on the effects of using multi-modal approaches many scholars agree that educationalists have been slow to embrace multimodality. They argue that instructors have not exposed the learners to sufficient multimodal resources to enable them to become competent exhibitors in their performance, thus creating a negative influence on the performance of ESL, (Mona & Yehia, 2017; Stables, 2005; Wells, 2009). Wells (2009) further argues that the use of multimodal resources as taught to the learners of all ages in a new language enables them to construct knowledge together and thereby enhancing their individual understanding of the environment and provoke their potential of competency in the acquisition of ESL.

These sentiments are reiterated by Bezemer (2016) who argues that the absence of well-structured application of creativity by teachers in the classroom discourse may have negative influence on the learner's engagement and interest in the target language. In comparison between the use of multimodal approaches and the traditional verbal method, Wells (2007), argues that teachers who apply multimodal approaches influence the teaching of oral skills better than those teachers who apply the traditional verbal approach towards their teaching, which is based on the teacher merely providing instruction and subsequently developing the lesson.

He argues that students do not learn anything substantial because learning is a process that is heavily influenced by sociolinguistic, cultural and ethnic orientations of the learners. From the aforementioned, the studies are influential to the current because they introduce us to the idea that creativity based on sociolinguistic, cultural and ethnic

orientation. This study therefore reinforces the teachers' professionalism during instruction.

However, the studies fail to provide extensive information on the aspect of the isolated modes such as the voice, graphics, miming and kinaesthetic and their effects so those aspects are the concerns of this study. The influence of the use of multimodal approaches in the classroom setting when teaching oral skills.

Research findings have indicated that the teaching of oral skills in many corners of the world encounter diverse barriers most common among them being the structural differences between the learners L1 and the structure of the English language (Bezemer, 2016; Boggs & Ryu, 2016). They believe that these differences block the process of message transfer from the teacher's explanation to the learners' mind, however, they found out that relying on multimodal approaches, eliminates complications that arise as a result of not understanding the subject matter and lead to comprehension of the subject matter (positive impact) (Zamani, 2016). Likewise, Moreno and Mayer (2007) believe that multimodal learning environments use different modes to represent content knowledge, for instance, verbal and non-verbal, where the non-verbal mode is depicted in picture-mode including both still life and mobile pictures. These different presentation modes (verbal and non-verbal) are used to appeal to the learners' diverse sensory organs thus the (visual and auditory).

From the analysis of the above scholars, the authors examine structural diversity in the learners L1 and lack of how to present the content knowledge as the factors that slows comprehension of oral skills during interaction. These two points of reference are comparable to the present study. Secondly, the above documentation have guided the present study on the important aspects of teaching the learners from known (concrete)

to unknown (abstract). However, the present study permeates into the usage of images, signs, aural, visual and kinaesthetic thereby providing a detailed description and analysis of the multimodal approaches. Further, Multimodal courses allow teachers to present the subject matter in more than one sensory mode (multiple representations), thus have been used to further facilitate students' learning (Shah & Freedman, 2003). Additionally, Tonnessen (2010) asserts that omission of multimodal approaches in the teaching of oral skills deprives learners of better understanding of language, gaining acceleration of the language and most of all, introduces cross-cultural failure in the classroom. Similarly, while giving a report on the research he carried out on the learner's awareness of the structure and tense of the target language, Jacobsen (2015) concluded that, just as languages had their own structures and tenses, the same applies to English language, therefore, to eliminate the above barrier, relying on multimodal features to compensate the shortages or assimilate the structures can prove to be very helpful.

Ryu and Bogg (2016) carried out a study, the main aim of the study was to determine how writing lecture activity based on multimodal approaches affected the Korean students' writing skills- cartoon caricatures were selected as visual texts for analysis. The findings of this study revealed that textual analysis based on the multimodal approaches was more influential in the writing skills of the learners than the traditional writing methods with respect to their areas of evaluation. The study recommended that more multimodal discourse in respect of the above subject be utilised as an alternative to the traditional methods that were currently being used in schools. Likewise, Kiran and Kiran (2011) asserted that out of the different theories and methods applied in analysing different types of texts, multimodal approaches offered the best tool for analysis in the dimension of narrative discourse.

In the light of this, the present study identifies with the above studies because they offer a base for the present study. This is because the above works provided gaps (in the area of multimodal tools to be utilized) that justified the present study to be carried out.

For instance, Ryu & Borg (2016) reinforces texts based on multimodal approaches, but this study focused on multimodal texts as well as multimodal teaching and learning approaches which are not necessarily texts.

Further, the study probes the comprehension and development of oral skills in the CBC classrooms in Western Kenya. This is because even though research reveals that multimodal application is present in some schools, its impact has not been felt in the teaching in primary schools, dismal competence in the mastery of ESL has caused it to rank among the noticeable shortcomings of ESL teaching in the Kenyan primary schools, (KNEC, 2020, KICD, 2017). The present study sought to investigate why the existence of multimodal tools in primary schools have not impacted positively to acquisition communication competency in ESL which has been missing according to (Uwezo, 2012; 2013; 2017; 2021) reports.

It is important to note that learners are a key variable amongst many variables elicited in the teaching of a second language (Borg 2014; Griffith, 2006). In addition to that, the success of every step-in teaching is basically determined by how the learners are able to exhibit their competency in the target language. Therefore, the dream of every teacher of ESL should be to think of ways of transferring and exchanging of the perceived information to their audience who in this case is the learner, (Hargie, 2011). According to Hargie (2011), learners comprehend multimodal language better than the traditional verbal language. However, he laments that teachers do not recognize multimodal approaches because unlike the verbal language, which is directed by rules

of grammar that structure its communication, the multimodal aspect of communication is neither structured nor rule governed. Likewise, there are no dictionaries and thesaurus that define or expound on the use of multimodality therefore the teachers tend to brush it aside while teaching due to lack of guidance on how to execute it, (ibid).

In this regard, they teach using the lecture method which is systematic and rules governed. However, the learners do not benefit much in this case. In this regard, the study has attempted to design a rule governed model to direct the teachers of English in Grade One on how to blend different multimodal approaches in the teaching of English. This model can be extended to the other grades too. In addition to that, Hargie (2011) asserts that human beings are unique grasp in using abstract ideas. According to Hargie (2011), this scenario causes the teachers of ESL not to recognize and perceive the existence of non-verbal communication despite using them in their day today activities and communication during instruction.

The present study operationalizes multimodality in the teaching of ESL firstly as an authentic language that needs to be taught in day to day use in a class setting or contextual setting that may be executed through watching, participation and speaking rather than reading (Aksaçlıoğlu & Yilmaz, 2007)- which is one of the goals of the CBC curriculum. Secondly, as an example of visible characters that are much easier to understand because they can be seen and touched.

The whole of this idea is best understood by Jacobsen and Tennessee (2018) who asserts that it is much easier to understand a language in which one has limited proficiency if there is adequate context that is talking about what is present and observable helps the learner to understand and is crucial to acquiring language. In this context, Jacobsen and Tennessee (2018) talks about 'adequate context' and says that

it helps to elaborate unfamiliar language. Jacobsen and Tennesseen (2018) fail to indicate that adequate context in isolation cannot help to understand unfamiliar language without blending appropriately with the multimodal modes of the cultural context (Suwalska, 2021).

In regard to the issue of emotional impact of doing a task, scholars argue that emotions produce impact to everyone's work and they should not be ignored (Holloway, 2012). Following the above argument, the researcher claims that the issue of multimodal approaches and how they emotively appeal to the learner is of great importance. Learners who are greatly informed, liberated and motivated enjoy their lessons and are able to get a clear and accurate comprehension in oral skills, (Dörnyei, 2007; Kubanyiova, 2007).

This being the case it is important to note that the use of multimodal approaches in the teaching of oral skills in our primary schools, especially Grade One is of great importance because it motivates the learners. Therefore, it cannot be stressed enough to claim that there exists a gap in the use of multimodal resources available in their cultural settings. By carrying out this study, the researcher hopes to contribute towards a well oriented program by holistically identifying all the interrelated multimodal approaches and consolidate all the multimodal constructs in a unified mode as stated in the problem under the study. This well elaborated in chapter four.

2.3.2 Perceptions of Teachers on Effects of Multimodal Teaching English

The main purpose of this section was to examine how teachers of English in Grade One perceive the effect of using multimodal approaches. Perception of teachers regarding teaching of oral skills using multimodal approaches plays a central role in ensuring competency in the English language since they determine the level of the learners'

achievement. (Ventouris *et al.*, 2021; Yonas 2018). While investigating the use of digital multimodal approaches in teaching (Ventouri *et al.*, 2021) engaged teachers of various school institutions through the use of interviews.

They wanted to find out the perception of the teachers concerning the effect on the learners during the application of the digital multimodal approaches in classrooms. The outcome of this study shows that teachers gave positive perceptions concerning this task. The teachers said the following: That the use of video gaming as a multimodal approach activated retaining of the learned content and this enhanced performance; that learners became active in task based and cortical activities such as ‘imagery’; they also said that the use of technology aspect of multimodal modes played a key part in the in the process of teaching and learning.

These observations resonate with those of Mundy *et al.* (2008) who concurs that the use of the technology aspect of multimodal approaches greatly accelerated the learner’s engagement both inside and outside classrooms. The present study which was carried out in the Kenyan classrooms relate to this study because it focuses on the teachers’ perception in the teaching of the English language. The main difference between the present study and the other studies is that it considers each and every perception on the mode to be unique and has a different role to play based on the learners’ needs. The present study examines the teachers’ perception on the application of every multimodal mode as applied. Similar sentiments are noted by Thaseem and Kareema (2018) who did a study to examine what teachers and learners thought about scores in the English language when the teachers applied multimodal approaches in the teaching and learning oral skills. The findings which involved interviews, observations and questionnaires showed that the use of multimodal approaches revealed improvement in the scores of the learners.

In Ethiopia, Make and Yonas (2018) carried out a study to examine the perception of the teachers on the use of audio-visual aspects of the multimodal approaches in the teaching of the speaking skills. The study incorporated teachers of English in grades 5, 6, 7, and 8. These teachers of language were mainly asked through the interviews to state what they thought about the use of the visual aspect of multimodal approaches in teaching speaking skills. The teachers had echoed that: in the speaking lesson, audio-visual multimodal modes activated the skill by enabling interaction over what is seen and perceived and in so doing aid the lessons to be enjoyable, interacting and manageable.

Unlike the above, Mansour (2015) whose audience were teachers of various schools established both negative and positive perceptions while commenting on the use of multimodal approaches. The latter noted that multimodal approaches had the ability to connect learning with the academic global view since it embraced the modern channels of sending messages. Contrastingly, Mansour, (2015) also established through the teachers who were interviewed that sometimes the teachers and learners experienced fatigue and excessive involvement while using the visual multimodal approaches. Additionally, Maaga (2012) also noted that visual multimodal approaches played a vital role in the enhancement of the learning experience.

In contrast, his audience also established that irrelevant and unrelated visual multimodal approaches diverted the attention of the learners from acquiring the real content and thus failing to achieve the intended objective of instilling competency in teaching oral skills. Based on this position, the present study intended to extend this discussion by finding out how these approaches could be modified to achieve the targeted communicative competence in oral skills during classroom interaction.

This is because even though teachers reacted positively towards the use of multimodal approaches, some pointed towards some limitations which needed to be addressed. Consequently, this study intended to find suitable approaches to amalgamate with an aim of easing the acquisition of oral skills in primary schools. For instance, a similar type of communication could be used to send information using different modes. Multimodal approaches, for instance, Pourhosemi and Gilakjani, (2016) explored points that may affect teachers' attitudes and perceptions regarding teaching multiliteracies as cited in (Ryu & Boggs, 2016).

The results indicated that: 1) Students recognize cultural, ethical, and social changes in the classroom; 2) Students bring a range of diverse representational resources into the classroom and integrate them to make intercultural texts; 3) Teachers recognize linguistic and cultural diversity, and use them as teaching resources; 4) Teachers recognize students' different interests, preferences, and dialects, and use them as opportunities to teach and learn; and 5) Literacy practices provide chances for negotiating, contesting, and refiguring attitudes and mind-sets. Teachers could ensure that students' personal and cultural resources are rooted locally and socially, and that the school is not isolated from their communities (Hollerer *et al.*, 2012).

From the above analysis, it is evident that the teachers' perceptions are positive, that the learners adapt to their individual contexts and cultural settings individually according to their geographical settings. Further, the teachers' perceptions were that they recognize linguistic and cultural diversity amongst students, student's different interests and dialects. However, it is important to note that this study has not accessed the use of multimodal approaches in the teaching of Grade One learners. Further, the study is general and does not specifically target ESL learners in primary schools. The

present study based its analysis on the primary school teachers' perceptions in Grade One.

A study carried out by Ryu and Boggs (2016) on Korean teachers of ESL had this to say about the perception of teachers: That the dominance of traditional teaching which primarily rely on direct instruction by teachers to provide skills and knowledge has led to the neglect of the use of multimodal tools in the Korean classrooms.

According to Bateman, (2014), the teachers' perception towards the use of multimodal approaches in the teaching of ESL is significant in the success of teaching because it enhances creativity. Erton (2006) recorded that teachers perceived that effectiveness in teaching needed knowledge in pedagogy that provided the learners with opportunities to access the four skills: listening, speaking, reading and writing easily. According to Erton (2006), there is no ideal language teaching or learning method that would meet all the needs of a language learner. Rather, a teacher of English would have to make some critical decisions about the course material, activities, content, but all these may not be enough. He says that there are multimodal tools that the learners and their teachers would actively apply to help them conceive concealed meaning in the teaching and learning of ESL. He further argues that most language learning methods have multimodal elements. Ertons (2006) proposition concerning the use of multimodal tools allows an eclectic way of amalgamating skills to seal loop holes for any weakness of one method of teaching. This style of instruction is crucial for any teacher of English who wishes to execute instruction effectively.

While commenting on the teacher's perceptions of using multimodal modes, Kuzu (2012) asserts that there are accelerating changes in society that require them to continuously create new strategies, tools and modes of teaching in order to remain

relevant and competent, (Kuzu, 2012). Currently in Kenya, the CBC curriculum has been introduced.

According to KICD (2019), teachers need bridge the gap that exist between the learning institution and the job market by introducing the learners to practically perform whatever they learn, this can be accomplished by abandoning or rejecting some methods of teaching in order to come up with successful ones to acquire proficiency in the new curriculum. Direct scrutiny of the teachers' perception in these studies does not specifically express the teachers' roles and the learners' standings in their perception of the use of multimodal tools. The present study identified the teachers' perception in the use of multimodal approaches to specifically develop and illustrate how these roles have been perceived in the teaching and learning of English oral skills.

Bearing in mind that 21st century education paradigm required teachers of foreign language to become creative the presentation and delivery of the lessons to the learners, Julinar (2019) carried out a study to find out the teachers' perception towards the use of multimodality in the teaching of new items in the secondary school classroom. The study sample consisted of 3 teachers of English who were mainly interrogated using questionnaires as the main tool in the study. The main design was qualitative in the collection of data. The study which prioritized senior high schools that were well endowed with multimodal facilities to support the study discovered the following: That teacher of English were familiar with multimodality at 40%; at least 60% of the teachers were competent in multimodal, frequency of multimodality in teaching was 60% and the impact of multimodality was at 65%. The study therefore concluded that results of the study indicated that teachers of English had relatively positive attitudes towards teaching of English.

While commenting on the need for teachers of English to better their teaching strategies, Omulando (2009) asserts that the ESL teacher are required to manipulate the situation to ensure that the most appropriate language teaching strategies are used so that the teaching can be enhanced. Consistent with the above, Quist (2000) as cited in Masinde (2018) acknowledges that:

...to be a good teacher, one needs to have a variety of personal and professional skills to help you teach successfully... a more knowledgeable and experienced teacher is likely to have a better ability in utilising the learner's capability to enhance the learning process", (Masinde, 2018 p. 6).

From above explanation, we realise that these scholars alternately point out that teachers should be aware of the choices they make of correct multimodal approaches to use in a particular context but unlike Camelleri, 2021 (Wells, 2009; Omulando, 2009; Quist, 2000) strongly point out the choice of correct multimodal tools in relation to the strategies that the teachers need to consider. In the same vein, the present study contributes to this debate by providing real inquiry in multimodal approach and how teachers perceive them especial in Grade One during the teaching of oral skills.

Ngware and Opoku-Amankwa (2010), observed that in most African schools, the choice of multimodal tools is limited in knowledge production and is constrained due to the learners' anxiety of not interpreting them. The above scholars assert that this renders learners as recipients of scripted knowledge which the learner does not comprehend in his/her mind. The researchers who carried out the study of discourse in the Kenyan primary school classrooms (Wells, 2007; Roy-Campbell, 2014) observed that recitation by the teacher and memorization and rote repetition by learners has dominated the classroom discourse.

They note that there are few or no student-generated questions and if any they may not necessarily relate to the cultural overtones of the African communities. Similar observations have been outlined by (Mundy, 2008) who argues that despite the teachers' training and innovativeness, and despite evidence that validates the notion that the teacher is the most critical participant in educational reform (Mundy, 2008; Masinde, 2018), multimodal materials which do not relate to the learners' culture hinder comprehension of ESL. Based on this information, the present study the researcher felt that perception of multimodal approaches in ESL teaching in primary schools' merit much more discussion than it has been awarded by scholars to date.

2.3.3 Factors that Determine Choice of Multimodal Approaches

In the teaching of oral 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. 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 teaching approaches and teaching materials were the class size. The study that involved interviewing teachers of English 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. The above study found out from the interviews that these teachers choose these approaches because they believed that 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 asserts that it is from the knowledge that the teachers of English possess compels them to effectively select the multimodal approaches that deems good to them during instruction. Similar sentiments are echoed by (Jiang and Luk, 2016; Masinde, 2018) 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 use 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 the right of getting the opportunity to learn and interact in the classrooms appropriately. Important to note here is the fact that even though the scholar above insists on teacher cognition as a factor that teachers consider while selecting multimodal approaches, they don't delve into how the teachers need to blend these approaches to come up with sufficiently good lessons.

They 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 oral 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 that 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 preparedness factor where the support on the ground and the ability of the device to multitask were some of the factors that were considered. The third factor that the teachers considered was the environment. 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.

Spiteri and Shu-Nu (2020) researched on factors affecting the primary teachers' choice and use of the digital technological aspect of multimodal approaches. The results indicated that the key factors that the teachers considered before choosing this approach was the teachers' knowledge; the teachers' attitude; and the teachers' skills to execute the learning process using the multimodal approach. 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.

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 will master components of the language being taught with little struggle to adhere to the rules of the target language.

Consistent with these sentiments are observations from Prado (2017) who states that “verbal communication is a codified system of learning (with its set of rules) which is taught fluently because it is easier to teach, understand and memorise” (p. 5) this becomes easier for the teachers to teach but difficult for the learners to comprehend. Basing on the above argument, Prado (2017) argues that teachers of English base on the availability of concrete multimodal tools when choosing the multimodal tools to apply. Additionally, he says that if the learners do not learn the culture of a language’s multimodal tools, it will be difficult for those students to sufficiently become proficient in English. To add on that, Borg (2006), asserts that: “language teaching means more than teaching the language; it involves teaching the culture behind the language and knowledge related to all spheres of life; it is not just about studying topics but also developing communication related skills”, (p. 21). The above studies relate to the present study in the sense that the unit of analysis which entail multimodal tools are similar to the present study.

However, unlike the present study which employed the use of interviews by the Curriculum Support Officers and the use of document analysis, the above study mainly utilized observation.

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 oral 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 *et al.*, (2013) 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 One, Two and Three learners. Based on this, the above study informs the present study in the cognitive aspect.

This is because the authors assert that it is correct to say that the teachers in the above rural schools deny the Grade One learners important opportunities to interact with the approaches that would cultivate autonomy in their future academic endeavours. Drawing from this position, we realise that print texts and mono-texts mode of teaching is not only taxing to the mind of the young learners but also laborious and abstract. The main concern of the present study is to limit the use of mono-approaches and expound on the use of multi-approaches to enhance the oral skills. It is on this premise the present study sought to examine the way teachers of English identified and used multimodal approaches in their teaching of oral skills lessons during class interactions.

2.4 Competency Based Curriculum

According to Mulunga and Kabombwe (2019), academic orientation in the world is changing and with-it dynamic advancement in the area of technology. In this regard, the world is yearning for novel and skilled manpower that can be mentored to fit into the labour market in line with the urge to be at par with the rest of the world. With the fast and complex advancement in technology, Kenya has designed and implemented the Competency Based Curriculum (CBC) since the year 2016 to facilitate sufficient and novel knowledge, skills, values and attitudes through the education system which will advance the latest world knowledge.

Consequently, the present study took place on the on-set of the implementation stage of the CBC curriculum. This curriculum requires teachers of English to creatively design activities that enhance sound communication with their learners (KICD, 2019). According to this curriculum, teaching of the English language structures in isolation is not only boring to the learners but also results in producing learners who are low in comprehension as far as competence in the English language is concerned (KICD, 2017; Spiteri & Chang, 2020). The CBC curriculum has been designed in a way that the teachers should guide the learners to engage in activities that enhance cooperation, creativity and unity (KICD, 2019). This requires teachers of English to come up with activities that will enhance these styles of learning. The content that will be covered in this type of learning will therefore mean that a teacher will survey multimodal approaches to practically and effectively manage such kinds of lessons. This also implies that teachers would have to focus not only on the skill to be acquired but also the content to be delivered. However, multimodal studies focus so much on the challenges that learners face without realising that teachers are the machinery that will propel sound acquisition of the language (Spiteri & Chang, 2020).

The present study having considered inclusion all aspects of multimodal approaches in its study forms a base on which the current curriculum can incline itself to bring out a successful lesson in oral skills rather than focusing on the challenges. Basing on this, a teacher's professional knowledge, skill, attitude and achievement play a key role in the implementation plan of the various curriculums throughout the world because he/she is the ultimate transmitter of the said knowledge to clients (in this case learners).

Recent research concerning the use of multimodal approaches in classrooms show that learners have different strengths in their understanding of concepts that are acquired in schools and therefore verbal and visual texts have been analysed according to multimodal strengths applied in them (Godhe & Magnussion, 2017). However, according to these scholars, few studies are yet to apply and direct these strengths in institutions of learning -in primary schools.

The government of Kenya (through KICD) has outlined the learner's different strengths in the (CBC) curriculum as: Musical-rhythmic (sensitivity to sounds, rhythms, tones and music), bodily - Kinesthetic (control of one's bodily emotions and the capacity to handle objects skilfully), interpersonal (sensitivity to others' moods, feelings, temperaments, motivations), verbal-linguistic facility with words and languages), logical-mathematical (logic, abstractions, reasoning, numbers and critical thinking), naturalistic (able to recognize flora and fauna), intrapersonal (introspective and self-reflective capacities) and visual-spatial (spatial judgement and the ability to visualise with the mind's eye), (KICD, 2019, p. 27). From these illustration, we learn that learners in primary schools have different strengths that need to be exploited during instruction. Further, the strengths above we realise that the Kenyan curriculum aligns itself with the 21st century literary principles that requires it to cater for all learner learning styles.

Contrastingly, Ritonga (2022) laments that anecdotal evidence shows that teachers in schools are reluctant to incorporate multimodal approaches in the classrooms. He argues that teachers have an assumption that they lack the skills to make them practical in the classrooms. Therefore, it is the responsibility of every teacher to ensure that he/she challenges this assumption. Teachers of English also need to understand the academic strengths of every learner and how to enhance them to succeed in teaching oral skills to Grade One learners. The present study sought to acknowledge that the strengths listed above- which reflects aspects of multimodality- can be used as a base for introducing multimodal approaches in the primary grades.

In the same vein, the above application shows musical rhythmic, bodily-kinaesthetic, interpersonal and verbal linguistics as being beneficial to the learners with limited English language comprehension. Therefore, it helps them to engage in multiple listening, speaking, reading and writing activities which basically form a sufficient part of English language communication competence, (Gilakjani, 2012). The last three strengths which entail: Naturalistic, intrapersonal, visual-spatial appeal to the other learners' senses (KICD, 2019, p. 27). According to Gathumbi et al. (2013), "... conscious understanding of a second language learning principles help teachers to examine those principles critically and to make the necessary adjustments there by improving their teaching", (p. x).

The above discussion and Gathumbi et al. (2013) concerns point to the very fact that research based on the impact of multimodality has not sufficiently and comprehensively been dealt with. As much as the researcher acknowledges the aforementioned previous studies, she notes that their studies provide a wider perspective of general teaching and learning English in institutions of learning- mostly leaving the primary or Grade One teachers with little or nothing to direct them.

Furthermore, the present study delves in oral skills. The present study will dwell on execution of multimodality in the teaching of oral skills to Grade One learners in a CBC classroom setting.

2.4.1 Levels of Schooling in Kenya

Of the many levels of schools in Kenya, this study focused on the primary schools basing on the premise that they are the ones that lay an academic foundation in the learner's lives. Schools found in both rural and urban areas have similar challenges in the implementation of the multimodal approaches. Ever since the implementation of Free Primary Education (FPE), there has been increased record of learners' enrolment both in public and private schools. According to MOE (2020), public school enrolment has increased with over 22% while that of the private schools has increased from 48% to 62%. Basing on this, implementation of the (CBC) curriculum should be put in a way to accommodate the changes. This should be by the use of multimodal approaches to cater for the learners with the various learning styles.

Application of multimodal approaches is the way several clusters of resources that are perceived to be suitable for learning and teaching can be identified, amalgamated, and grouped with an aim of creating an environment that would appeal to each and every learner's senses, intellect and learning styles in a classroom setting. Multimodal approaches in essence provide teachers with an opportunity to diversify creativity in their classrooms so that learners can understand the lessons better. Multimodal tools develop resources that appeal to various human sensory modes and in so doing aids in activating the learners' literary skills (Laadem & Mallahi 2019; Janssen & Wubbels 2017; Janse, *et al.*, 2021).

During instruction, the learners in primary schools are supposed to be prepared socially, economically, technologically and equitably to fulfil their mandate of nation building as they grow up (KICD, 2017). Application of multimodal approaches in their learning and teaching provides a sufficient platform for the learners to benefit in all aforementioned spheres.

2.4.2 The County Government

The county government in Kenya has endeavoured to enhance quality education by putting the emphasis on the Early Childhood Education (ECE). In Kenya, pre-primary education forms significantly an integral part of the early advancement in education (Kabiru & Njenga, 2011). With the promulgation of the 2010 constitution, the county governments have been bestowed with the mandate of administering pre-primary childcare and training facilities (GoK, 2012). In the Basic Education Act (2012), the county governments have been mandated to provide funds for the pre-primary schools' infrastructure. They should ,therefore, be expected to mentor their teachers to prepare their learners well using the rightful multimodal approaches.

Further studies in acquisition of oral skills reveal that to be communicatively competent in a second language, a learner needs to be proficient in other knowledge areas such as pragmatics, sociocultural and semiotics, (Natsir, 2006; Mundy, 2008). This implies that teachers of English language in the Pre-Primary 1 and 2 and in Grades 1, 2, and 3, should invest their time in multimodal approaches which specifically introduce activities in gaming, body expression exercises involving dance, drama, mimicry, storytelling just to mention but a few to raise awareness and familiarise them to the new language, (Natsir, 2006; Mundy, 2010).

According to Natsir (2006) teachers have laid more emphasis on the verbal communication in both oral and written form and ignored the multimodal and semiotic aspects which bring concrete images in the learners' minds. These arguments are consistent with Zafiri and Kourdis (2016), who asserts that failure to pay attention to the selection of the right multimodal tools in communication in a classroom setting leads to failure in achieving one's teaching goal and therefore limits the learners' acquisition of knowledge in English.

It is important to note that the publications above tend to focus on the teacher's competency much more than the learner's competency. These publications tend to forget that we may have a teacher with all the competent skills above but all that may not help learners to comprehend the lesson. They lean so much on the teacher and fail to give sufficient information of the choice of multi modal modes in relation to the learners' competency- who should be the main focus especially in the CBC syllabus of the new curriculum. The present study therefore will dwell much on the choice of multimodal tools in relation to the teachers' and learners' competency.

Findings on how multimodal analysis on pedagogy can effectively develop the learners' writing skills, a study was carried out on students' scores in pre-and post-test score of essays written by 7th grade. The graded essays addressed the message of a text that students scored by analysing a caricature using multimodal modes. Field experts assessed the essay to find a statistically significant difference in favour of multimodal modes. The results were as follows: the learners' attentiveness to the class content increased until the end, learners were motivated, there was effective operation of the student's cognitive process as observed; (Kuzu, 2016). Thus, the application of multimodal modes was given preference over the traditional verbal teaching.

Similarly, students who were limited in English language proficiency were asked to analyse advertisements and generate their own interpretation, they used words and images, this pedagogy of applying written literacy and visual literacy proved very effective, (Arney, 2012). This study categorically identifies with the above sentiments. The aforementioned states the important aspects of multimodal modes in the seventh grade. The present study will specifically dwell on Grade One learners in primary schools in the Kenyan public schools which have introduced the CBC curriculum.

2.5 Theoretical Framework

The study was supported by an eclectic representational approach of two theories namely: The Social Semiotic Theory by Michael Halliday (1978) reinforced by (Halliday & Mattlessen, 2004) and the Multiple intelligence theory propounded by Howard Gardener (Gardener, 1985; Morgan, 2021). The two theories were used to inform the foundational thoughts in the multimodal approaches of teaching and learning oral skills.

2.5.1 Social Semiotic Theory

For a comprehensive assessment of multimodal approaches, the theoretical framework that anchored this study was a broad framework of the Social Semiotic Theory propounded by Halliday (1978); and reinforced by (Halliday & Mattlessen, 2004). It originates from the works of Ferdinand de Saussure (Saussure 1916) and the works of Charles Sanders Peirce (Peirce, 1985). According to Corballis (2017), multimodal theories trace their roots to a Swiss Linguist named above and Sanders. These two scholars saw the study of language as made up of ‘signs’ ‘sign systems or structures. They therefore gave a proposition where human beings could communicate verbally or nonverbally using different representations such as sound, images, symbols and

gestures. The theory posits that language learning is an active process of interaction between learners and multimodal tools other than language and the context. These resources entail the use of images, architecture, music, symbolism, gesture, clothing, technology, just to mention but a few. In this theory, the learners would construct new ideas or concepts based upon their current or past knowledge by the help of semiotic modes other than the abstract language.

According to Halliday (1978) mode is the information exchange form between the human brain and the environment where information is realised by sensitising several channels. These channels are many and interact harmoniously in a unifying mode which the researcher has called 'multimodal reciprocity'. This theory is relevant to this study since it provides a platform on which the teachers of English can express themselves using multimodal language rather than mono-texts. It also bridges the gaps in the area of context, technology and kinaesthetic modes which interact during the teaching of oral skills. Thus, every mode reciprocates and complements another, therefore communication competence is achieved through the function of various possible vintages ranging from: behavioural, cognitive, personal and environmental modes which interact in a continuous relationship. For instance, this study illustrates how, a teacher may want to express a 'railway line' which is abstract in the mind of a learner. In order for the teachers to express the point clearly, he/she would display a picture or photo of the railway line for the learners to see and name it. However, up to this extent some learners may not understand what the pictures display. This is when a teacher will introduce a video showing a moving train with all the sounds that are produced by the locomotive as it strides on the railway line. This is the time you may see some learners understand what a railway line is. Further the teachers can bring a model of a railway live in class, get the learners to visit on or ask them to model the same.

Additionally, this theory is apt for this study because of the analysis of the various variables applied. It yields a comprehensive exposition of the impact of multimodal application in primary schools. The theory also adheres to the learners' learning styles which are enumerated in the objectives as visual (seeing), aural (hearing), kinaesthetic (doing) reading and writing and technology which are effective in the teaching of oral (KICD, 2019; Liu, 2009 & O'Halloran, 2011).

Multimodality features the use of a variety of modes such as visual, audio, and spatial multimodality to enable learners to interact with their classroom environment. This theory advocates for other signs systems apart from language thus they are also sources of meaning (Beicher & Jeurgen, 2017). For example, during interpersonal communication- if one mode of information cannot specify a speaker's meaning, other modes of channels will be used to enhance, add information and clarify the meaning to make the speaker's presentation of meaning clearer and more detailed thus reaching the goal of being understood (Belcher & Jeurgen, 2017; Kress, 2010).

In this mode, meaning is communicated and represented using linguistic and non-linguistic forms or both to accelerate the English language comprehension. A learner who is not able to comprehend various vocabulary items like those of colours, greetings, traffic lights, dressing just to mention but a few, through the use of multimodal can be directed by the use of different modes like photographs, gestures, illustration and many others.

Jewitt (2008) further explains that multimodal entails meaning made through the situated configurations across images, gestures, gaze, body posture, sound writing, music and communication technology. The theory informs the present study in matters of learner empowerment. According to this theory the teachers are empowered to apply

different modes of meanings to facilitate English language communication thus granting the learners autonomy to explore the various in respect to their learning styles. Further, this theory directed the present study to portray the fact that although in a school environment, oral and written language is usually considered as one of the modes of communication during the teaching and learning of English, there may be other modes such as visual resources, gestural and aural through which teachers and pupils can sufficiently explore to represent other meanings, (Kress & Jewitt, 2003; O'Halloran, 2011).

Jewitt (2009) as cited in Wang (2018), outlines four assumptions of multimodal modes, two of which state that: Language is acknowledged as the most significant mode of communication, however other representational and communicative modes all have the “potential to contribute equally to meaning”, (p.14). However, different modes contribute differently depending on different messages they convey and communicate. For instance, real objects may operate and contribute differently but significantly from photographs in that the real object may speak to the learner with the use of a few words to explain it. However, a real object in an illustrated essay may have a contribution with elaborate words. The second assumption describes the social meaning of signs and suggests that “meaning of signs fashioned from multimodal semiotic resources is like speech”, (p. 16).

This implies that signs are relevant to a given cultural and geographical setting, and they communicate to learners differently in different contexts. For instance, learners from western part of Kenya would understand better the context of *mealie/ugali*, a delicacy in western Kenya, more than a Maasai learner. This is because *mealie (ugali)* is a very popular dish in Luhya land (Western Kenya) as compared to Maasai land. Likewise, a Maasai learner would understand the context of *'fresh blood'* mixed and

drank with *'fresh milk'* more than a child from Western Kenya. This is because this dish is quite common and can be consumed on a daily basis with a Maasai learner. It is therefore the duty of a teacher to interpret which multimodal resources and semiotic signs to apply in different cultural contexts of his or her learners and in turn utilize them during the teaching and learning of oral skills. The choice of this theory ensures that the aforementioned assumptions outline multimodal modes, assess them and explain how their choices can make a grade lesson easier to present.

2.5.2 Theory of Multiple Intelligence

Multiple intelligence theory stems from Howard Gardner's thoughts which postulates intelligence as the ability to solve puzzles or creatively make products that are of worth. According to this theory, multiple intelligence can take place within one cultural setting or multicultural settings (Morgan, 2021). Gardner's theory breaks down intelligence into eight sub-units namely: linguistic, logical/mathematical, spatial, bodily/kinaesthetic, musical, interpersonal, intrapersonal and naturalistic. According to Gardner, a learner who is verbally intelligent majorly delves in being textual smart or book smart. This intelligence emanates from the learners ability to internalize textual content in terms of reading, eloquence in speech, creativity in idioms, play in words and can comfortably bring out linguistic humour. The next sub-unit of Gardener's level of intelligent is the mathematical intelligence which he says emanates from the ability to indulge logic to unveil various life patterns such as; thoughts, numbers, visuals and colour patterns.

Such learners he says may begin internalizing concrete issues which progressively become abstract. He says that such learners easily solve puzzles, engage experiments, engage cosmic inquiries, analyse circumstances and rationally approach issues (Gardener, 1999; Morgan, 2021). These learners are able to engage mathematical

formula and solve complex problems in a systematic way and are able to come up with logical, rational and empirically probed arguments. The third, fourth, and fifth types of intelligence chronologically entail: Interpersonal intelligent, bodily or kinaesthetic intelligence and interpersonal intelligence. He argues that these intelligences delve in: Self-reflection and self-awareness in terms of own feelings, values, beliefs and thinking processes; body mechanism skills such as dancing, maintenance of balance; gain knowledge through personal interaction, able to perfectly mediate two warring parties, have ability to make many friends and the learner becomes good at piggy backing your ideas on other peoples' thoughts.

Quintessentially, the last three of Gardener's type of intelligence delve in musical, naturalistic and spatial intelligence. He says that these types of intelligence majorly delve in rhythmic intelligence, love of prosodic patterns discernment of nature including recognition and full range of knowledge in whether pattern, animal species, world phenomena such as earthquakes and recognition of diverse flora and fauna.

Gardener's theory in the present study accounts for activities that feature the creativity aspect in all the eight spheres of Gardener's sub-units when it comes to teaching oral in primary schools. The main tenet in this theory portrays the linguistic environment as being dynamic and always ready to adapt to change according to circumstances. Emphatically, the theory seems to caution those teachers who narrow themselves to only one way of delivering content.

The theory asserts a non-discriminative way of delivering content which does not favour any given learner who is stronger in one area of intelligence. This type of approach undermine rote learning which only narrows itself to memorization (Morgan, 2021). The theory provides the present study with insight in the nature of creativity that

a teacher of English in an oral skills lesson needs to equip himself/herself with to effectively deliver given strand. Further this theory align itself with the present study in the area of the learning styles. This is because rather than calling the unique learner ability to solve problems ‘multiple intelligence’, the present study calls the different unique abilities that learners possess to tackle diverse challenges ‘learning styles’.

The present study recognize the fact that rather than having an isolated way of attempting to solve problems, different learners possess different and unique abilities to tackle challenges differently. The creativity aspect in the present study comprises of the ability to produce a given lesson in several modes in order to bring out a presentation that appeals to the learning style of several cluster of learners. Gardener advises teachers to provide multimodal tools and software that presents content in diverse ways every learner to apply his/her intelligence skilfully and productively (Edutopia, 2009).

This theory presents a learner as a ‘being’ filled with intelligence that requires some bit of mental activation to hinge itself to the right belonging. Such a learner requires a brilliant teacher who gets to know the learner’s area of linguistic strength and redirects it in line with the learner’s diverse level of intelligence, an assertion that is being tested in the present study. This theory therefore provides a base in the present study where multimodal approaches can be conceptualized and presented in a classroom setting during the teaching of oral skills lesson.

2.6 Related studies

In the related study, a study carried out by Kelly *et al.*, (2022) investigated how pedagogical choices affected how learners engagement influenced their cognitive behaviours. These analyses presented novel findings that provided the present study with clarity about teachers’ prioritisation of pedagogies and multimodal approaches as

they support the learners' engagement. From the results of this study, future researchers are encouraged to continue exploring the crucial role of the teacher on learners' engagement, as a pivotal influence for creating and fostering engagement in the

These related studies provided firstly a scholarly step by step description of how teachers and learners benefit from applying the varied multimodal approaches in teaching and learning of English oral skills in primary schools. Secondly, after the findings in the field, the study have developed a multimodal model that would practically address the Kenyan child whose background in English at this time is relatively low and needs to be worked upon (Barasa, 2005). The model chronologically arranges the language items in relation to the relevant multimodal approach to be utilized by teachers and learners of English in primary schools. This is important to Grade One learners who need to develop core competence in "communication and collaboration, critical thinking and problem solving, creativity and imagination and digital learning among others" (KICD, 2019, p. 30).

This literature has highlighted several related studies in the teaching using multimodal approaches. However, the studies fail to provide extensive information on the aspect of the isolated modes such as the voice, graphics, miming and kinaesthetic and their effects so those aspects are the concerns of this study. The influence of the use of multimodal approaches in the classroom setting when teaching oral skills.

2.6 Chapter Summary

This chapter has analysed and presented available literature in the utilisation of multimodal approaches in the teaching of English oral skills and their application in the classroom. The chapter has provided an invaluable elaboration concerning the issues of application of multimodal approaches. It has unveiled various multimodal approaches

that can be utilised to provide adequate reasoning and probing for this study. The next chapter lays out the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology used in the study. It focuses on; research philosophy, research design, the area of study, sample and sampling procedures, research instruments, piloting, data analysis and presentation of the findings. Ethical considerations of the study are also outlined.

3.2 Research Philosophy

It was important for the researcher to adopt a research philosophy that guided the thoughts in this study. This philosophical approach essentially directs the what, how and why the research has to be undertaken. The two main paradigms used in research entail interpretivism and positivism. These world views direct the researcher on whether to embrace quantitative, qualitative or mixed methods approaches in their designs (Creswell, 2009). Positivism as an ontology focuses on observable social reality and encompasses formulating hypotheses based on existing theories which results to law like generalization. It mainly focuses on facts and figures that can be statistically represented.

Quintessentially, positivism views human related phenomenon as stable and constant and can be objectively reported. In this study, generation of figures based on scores of the learners in the oral tests in Grade One, and teachers' perception in the use of multimodal approaches and identification of the multimodal approaches facilitated objective interpretation of the relationship between phenomena. Interpretivism or phenomenological approach on the other hand focuses more on the humane aspect. Key to the Interpretivism epistemology is empathy.

According to Finlay (2009) and (Mkansi and Acheampong (2012), a researcher is part of the world of the research subjects and apparently strives to understand the world from the subjects' perspective. Therefore, interpretivism is guided by the premise that human behaviour is complex and unique. In essence feelings and attitudes change and may not be accurately predictable. In this study which entails probe on utilisation of the multimodal approaches on Grade One learners in primary schools, class observation schedule with the teachers of English in Grade One and interviews with CSO's facilitated personal interaction. The facial expressions, body language and tonal variations provided insight into the actual attitudinal and emotional state of the individual. The interaction gave a humane perspective to the respondents rather than when they were just filling the questionnaires. The research adopted both positivism and interpretivism philosophical approach because it used a mixed method approach which entailed collecting qualitative and quantitative data. The point argument is that there are aspects of human beings that are predictable and stable but some are unpredictable and can only be described as per the specific time and moment. Additionally, even though facts and figures are important they may not accurately represent the human aspects holistically.

3.3 Research Design

The study adopted a cross-sectional descriptive research design with both quantitative and qualitative paradigms. Primary schools were sampled from the four Counties of Western Kenya namely: Kakamega, Bungoma, Busia and Vihiga with a focus on Grade One learners. This design amalgamates both the quantitative and qualitative research methods within a single study (Creswell *et al.*, 2003; Orodho *et al.*, 2016). Dornyei (2007) asserts that mixed method designs do justice to inquiries with mixed multiple purposes by providing a clear comprehension of the problem under investigation.

Dörnyei (2007) further asserts that mixed methods are best carried out in complex environments such as the classrooms (which is the main concern of this study). Additionally, Dörnyei, (2007) assert that mixed methods offer "...pluralism and eclecticism that results in superior research compared to mono-method research" (p. 14). The study therefore adopted an embedded mixed method design where collection of both qualitative and quantitative data was done concurrently, analysed and interpreted (Orodho *et al.*, 2016; Dörnyei, (2007). In this study, inquiry was based on the assumption that collecting diverse types of data provides sufficiently comprehensive information on the research problem. Questionnaires were used to elicit quantitative data whereas qualitative data was elicited through observation and interviews. Assessment rubric analysis also provided the study with comprehensive performance scores that were used to elicit data for objective two.

3.3.1 The Embedded Research Design

The study utilized the embedded design which combines both quantitative and qualitative strands and worked in tandem to bring out the results (Orodho *et al.* 2016). In the this embedded design, the strands from both paradigms were blended to enhance the overall design (Orodho *et al.* 2016).

3.4 Area of Study

The study was carried out in selected primary schools within the four Counties which form the larger Western region. These four counties are part of the 47 Counties that were created when the Kenyan Constitution was promulgated on 27th, August 2010. The Counties include; Kakamega with 12 sub-counties; Bungoma 9 sub-counties; Busia six (6) sub-counties and Vihiga five (5) sub-counties. This counties contain a vast

categories of the type of schools that the researcher has sampled. This was the main reason that the study identified the larger part of Western Kenya.

3.5 Target Population

According to the (Report from the Western Regional Office 2021) the four counties have a total of about 2387 primary schools (KCPE, 2019) with a pupil enrolment of nearly 98% and a pupil teacher ratio of 1:40. The selected primary schools consisted of public rural, public urban, private rural and private urban schools.

Target population was 119, 350 Grade One learners: 3, 580 teachers of English and 36 Curriculum Support Officers (CSO).

3.6 Sample and Sampling Procedures

The study adopted a stratified sampling technique. Stratified sampling was applied to select the 75 primary schools in the four counties. This was done to ensure that all the schools in the area had an equal chance of being selected (Orodho, 2016). Similarly, categories of various primary schools were stratified into public rural, public urban, private rural and private urban. The schools were stratified as follows: public rural (30) schools; public urban (15) schools private rural (15) schools and private urban (15) schools (Das, et al, 2016). As shown in Table 3.1 the reason for picking diverse schools was to generate a diverse and representative sample.

After this 75 Grade One teachers of English were stratified in accordance with their school categories, and the same criteria was employed to select the 7 Curriculum Support Officers (CSO's) who geographically hailed from the areas where those schools were located. Total number of learners were 3035 distributed in various schools as follows: 1233 from public rural schools, 713 from public urban schools, 582 from private urban schools and 507 from private rural schools. This was to ensure

uniformity in the data collection was being carried out. The 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. In this regard, theoretical sampling was identified. Theoretical sampling is a type of sampling that is not bound by the limits of the prior selection. Rather, it entail a jointly collection and data analization to decide which data to collect next and where to obtain them to develop theory (Glaser & Strauss (2006). The learners in Grade One in the sample areas were subjected to a simple assessment with and without the use of multimodal approaches to ascertain the efficacy of the utilisation of multimodal approaches in teaching oral skills.

Table 3.1 gives a summary of the school categories that were sampled and the respective teachers of English in each of those classes.

Table 3. 1: Sampled School Types and Teachers of English

County	Pub. /Rural	Prv. /Rural	Pub. /Urban	Prv. /Urban	Total
Kakamega	12	6	6	6	30
Bungoma	6	4	4	4	18
Busia	6	3	3	3	15
Vihiga	6	2	2	2	12
TOTAL	30	15	15	15	75

From Table 3.1, 5 sub-counties from each of the 4 Counties were stratified according to the school categories found in the areas. This was to account for a balanced representation of schools that were in the area (Orodho et al. 2016). From the 4 counties, 12 public rural schools were selected from Kakamega County. Six primary schools were selected from each of the three school categories namely; the private rural, public urban and private urban respectively. In Bungoma County, 6 public rural schools were selected while 4 each from the other school categories were selected. In Busia County, 6 public rural 1 schools were selected followed by 3 schools each from the remaining

school categories. Lastly in Vihiga County 6 public rural schools were selected while the rest of the categories were allocated 2 schools each school category. In total 30 schools were allocated for public rural and 15 schools for each of the other school categories respectively.

The reason why rural public schools were allocated more schools than the other school categories was because majority of the primary schools in Kenya are public and most of them are in the rural set-up. For a balanced data analysis outcome Orodho, et al. (2016), the researcher deemed it necessary to allocate more schools to the public rural category.

Grade One being the foundational class where most of the oral activities are introduced in primary schools was deemed the best class to be sampled since it provided most of the basic activities that multimodal approaches and semiotics were being applied. Private and urban public schools on the other hand generated data for another category of the schools that the researcher wanted to draw samples from in order to get a balanced representation of how schools of all these categories utilise the multimodal approaches in the teaching of oral skills in Grade One. Table 3.2 presents the sampling frame for the CSO's in the Western Region.

Table 3. 2: Sampling Frame for County Curriculum Support Officers

County	Number of CSO'S	Curriculum Support Officers	Percentage
Kakamega	13	3	33.5
Bungoma	10	2	27.7
Vihiga	7	1	19.4
Busia	7	1	19.4
TOTAL	36	7	100

(Source: Field data, 2022)

Curriculum Support Officers (CSO's) were duly sampled from the areas that had already been stratified. The CSO'S are responsible for identifying the training needs of classroom teachers and advising on teaching techniques, appropriate textual materials and multimodal tools to be utilised (Nyankanga et al., 2013). They were therefore the right officials to be interviewed since they understand what type of multimodal approaches Grade One teachers of English need to have in order for them to deliver sufficiently successful lessons in their teaching.

3.7 Instruments of Data Collection

To realize sufficient triangulation of the study, following instruments were used for qualitative and quantitative data collection: observation schedule, key informant interviews, questionnaires and assesment rubrics analysis.

3.7.1 Key Informant Interview Schedule

Key Informant Interviews (KII) were administered to the 7 Curriculum Support Officers (CSOs) from the selected counties. The Key Informant Interview Schedule (KII) allowed the researcher to probe the Curriculum Support Officers with several questions in order to understand details of the inquiry. Orodho et al. (2016) postulates that KII contain open-ended questions that allow the respondent to give an in-depth discussion of the topic under discussion. The aim of the interview administered was to elicit data for objectives (1, 2, 3 and 4) in order to find out the CSO's thoughts about the impact of utilisation of multimodal approaches to the learners in Grade One during class interaction.

In objective one, the interview schedule consisted of likert scale questions. Objective one which required the Curriculum Support Officers to list down to what extend the teachers of English were able to identify and use multimodal approaches qualified to

be a likert scale. Objective two was also a likert scale because it enumerated the effectiveness of using multimodal approaches.

However objective three and four contained open ended questions because the CSO's were required to explain what they thought about the teachers' perceptions of using multimodal approaches and factors that determined their choice of particular multimodal approaches.

The Curriculum Support Officers were selected on the premise that they interacted closely with Grade One teachers of English in their day-to-day duty of ensuring that the Competency Based Curriculum is implemented to the latter. The researcher interviewed 1 Curriculum Support Officer from every sub-county that was visited. CSO's were interviewed on the premise that they were the main custodians of the CBC curriculum in primary schools (KICD, 2019). They therefore related closely and advised Grade One teachers of English in primary schools in Kenya. They visit schools at least once every week to ascertain that the teachers are up to date with the CBC curriculum. They are therefore in a better position to give a reliable report concerning the utilisation of the multimodal approaches in Grade One.

3.7.2 Observation Schedule

Observation entails the recording of people's activities by the researcher as she/he watches. The study applied systematic observation (this implies that there was an observation check list). Observation was carried out on 10 of the teachers of English in Grade One who were involved in the study. A total of 75 teaching activities were observed. A checklist from the observation schedule (APP 2) was used to elicit observation data. Out of these schools, 4 were from the rural public, and 2 schools per every other school categories were collected. The checklist comprised of the

multimodal tools that were available in the classroom; the multimodal approaches that were applied by teachers, and available multimodal rubrics that were used (performance rubrics).

Observation schedule elicited data for objectives 1, 2 and 4. Objective 1 sought to describe the use of multimodal approaches and objective two examined the influence of multimodal approaches on the teaching and learning of oral skills while objective 4 sought to find out what teachers caused teachers of English to select particular multimodal approaches. The observation schedule provides more accurate and credible data (Orodho *et al.*, 2016; Kothari, 2005). According to Cohen *et al.*, (2007), observation is a vital tool in research since it generates data which is authentic. During this research, the researcher was able to confirm the authenticity of the data from questionnaire to ensure that what the respondents said were in tandem with what they were doing in the classroom.

3.7.3. Questionnaire

A total of 75 questionnaires were administered to the 75 teachers after they were observed in class (Appendix 3). The rationale for this was to avoid manipulation of the lessons later on by the respondents and to ensure that the data collected was reliable (Orodho, *et al.*, 2016; Kothari, 2005). The questionnaire elicited data for objective 1, 2, 3 and 4. Objective 1 sought to identify and describe the multimodal approaches used in the teaching of oral skills in Western Kenya; objective 2 sought to discuss the effects of using multimodal approaches in teaching English oral skills, objective 3 sought to assess the English language teachers' perception in the effects of teaching oral skills while objective 4 sought to determine the factors considered when the teachers selected

particular multimodal approaches during interaction in class. Personal delivery of questionnaires omitted the difficulties that come as a result of question interpretation.

The researcher's presence also enabled the respondents to fill in answers to all the questions on the questionnaire. Grade One teachers of English were dully sampled from the schools that were identified to fill the questionnaire and later on be observed. The researcher identified Grade One teachers of English language on the premise that they were duly trained (and had knowledge and information on the use of multimodal approaches in Grade One which formed the major variables in the study) (KICD, 2019). The use of the questionnaire was aimed at corroborating the data that the researcher would have observed.

3.7.4. Document Analysis (Performance Rubrics)

Document analysis was carried out to elicit data for objective 2 which sought to find out the effects of using multimodal approaches in the classrooms. The researcher examined the performance rubrics which determined what scores the learners earned before the application of the multimodal approaches and after. This was done in such a manner that the teachers were requested to administer an oral assessment to the learners without multimodal modes and record the scores. The teachers were to teach the learners using multimodal approaches and test the learners' oral skills after a span of two weeks and give the researcher the results as shown in (APP 4). The teachers of English were then requested to record the two sets of tests in the assessment rubrics and send the scores to the researcher for data analysis. The results of the score prior to introduction to multimodal approaches and after the use of multimodal approaches were to determine whether there was any significant difference in their use prior to and after the constant use of multimodal approaches use.

3.7.4.1 Performance Rubrics Scoring Guide

To record the learners' scores, the researcher provided a performance rubric scoring guide. Performance rubric scoring guide is a grid-based tool that allows a researcher to assess and interpret the participants' performance against specific criteria and standards (KICD 2019). The researcher therefore provided a scoring guide to guide the learners on how they were to award the scores and rate the learners appropriately.

Table 3.3 The Score Grid Captured According to the Learners' Scores.

Question	Task 1 Sentence production (1-7)	Task 2 phonemic awareness (8-14)	Task 3 auditory discrimination (15-20)	Task 4 letter identification (21-25)	Task 5 Demonstration (26-30)	TOTAL SCORES
Maximum score(s)	7	6	6	6	5	30
Learner's Score						

There after assessment rubric was attached on the appendices to show the teachers of English how to rate the learners according to the current CBC ratings calibrated as EE Exceeding Expectations, ME- Meeting Expectations, AP-Approaching Expectations and BE- Below expectations, (APP 4).

3.8 Data Collection Procedures

The researcher visited the respective primary schools, seeking permission from the heads of the institutions and explaining to them the motive of her visit. The study was scheduled to take place in a span of three months that is from May 2020 to August 2020. However the onset of COVID 19 pandemic delayed the present study from happening for one year. The research was therefore carried out from January 2021 to August 2021. The researcher had to agree with the head of the institutions that the study was to be conducted upon agreement between the teachers of English and the researcher when the teachers were ready.

In this regard, the researcher visited schools, observed the lessons and gave each respondent a questionnaire to fill and return immediately. This happened between January 2021 and August 2021. The researcher agreed with the respondents to administer the oral tests in oral skills and record the marks in the rubrics. The tests were supposed to be administered within a span of 2 weeks to 3 weeks from the time the researcher left the respective schools. Intermittently, the researcher carried out interviews on the Curriculum Support Officers. The same steps were followed while addressing the respondents. The researcher with the assistance of the respondents scheduled the time when the instruments were to be administered. First of all, the teachers were informed on how to test the learners before and after use of multimodal approaches in oral skills. Later on the teachers were expected to now examine the learners before and after administering the multimodal approaches. The scores were to be sent over to the researcher via the Short Message Service (SMS). On the material day, the researcher came early to the school and took time to administer the questionnaire to the respective teachers of English after observing the respondents in the classroom.

This took a duration of 30 minutes which is equivalent to 1 lesson in the lower primary schools according to the primary school curriculum, (KICD, 2017). After which the teachers of English were to hand over the scores to the researcher. The researcher ensured that the questionnaires were filled and collected on the same day. Similarly, the researcher carried out interviews with the CSOs which lasted for 35 minutes for a span of four months.

3.9 Piloting

Piloting of the instruments was carried out prior to the actual research. The aim of the pilot study was to assess the items utilised in the research for relevance, efficacy, clarity

and precision in eliciting the required data. A pilot study was carried out in four selected schools in Kisumu County. Kisumu County was selected on the premise that the schools that were selected for piloting were in the same geographical area with the ones that were being investigated; therefore, they shared the same learning characteristics, environmental, challenges, culture and climate. The pilot study enabled the researcher to examine their suitability of the word questions in the data collection instruments and the flow of the questions. Further, the pilot study enabled the researcher to do necessary corrections, addition and elimination of items on the research instruments based on the outcome of the pilot study.

From the respondents' responses, spearman's rank correlation coefficient was used to determine the correlation coefficient that existed amongst the variables in order to determine the extent to which the instruments elicited similar results in the two concurrent occasions. A correlation coefficient of between 0.9 was realised and therefore the instruments were considered excellent enough at the 0.5 alpha level to render the instruments reliable (Kothari, 2005).

Further the non-statistical was determined by the researcher with the help of her supervisors. The Content Validity Index (CVI) is 0.8 was realised, so the researcher applied the instruments, (ibid).

Following the pilot study, there was need for the researcher to retain the questionnaire, observation schedule and the Key Informant Interview Schedule. In addition, the researcher deemed it necessary to include the document analysis to authenticate the study results further.

3.10 Validity of the Research Instruments

In order for this study to enhance validity of the research instruments, clarity of the questions and application of several research instruments to capture the same information required by the researcher was applied. In addition, Content Validation Index (CVI) was applied to the instruments to test their validity and content. As a result, validity of the research instruments were determined by the researcher's supervisors after analysing the results of the pilot study. These experts read through the results of the pilot study and proposed to have questionnaire, observation schedule and performance rubrics for analysis. With a yield of 0.8 Content Validity Index (CVI), the data collection instruments were deemed suitable enough to be applied in the present study by the experts.

3.10.1 Reliability of the Research Instruments

Cronbach's alpha (α) test was applied to determine the reliability of the instruments that were applied in sourcing this for data. According to Das *et al.*, (2016), Cronbach alpha is the most common measure of internal consistency (reliability) in terms of how closely related those items are (Taber, 2018). It is expressed as the function of the number of the test items and the mean of every item as shown in the figure below: For clarity, 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 (Taber, 2018). Table 3.3 explains the criteria for judging cronbach's alpha

Table 3.4 Criteria for Judgement of Cronbach Alpha

Cronbach's Alpha	Internal Consistency
<i>a</i> 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

Das *et al.*, (2016) cautions usage of a great number of items because 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 present 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 3.4 provides a summary of Cronbach's alpha coefficients that was obtained by the researcher in the present study.

Table 3. 5: Reliability Analysis of the Instruments

Instruments	Items Tested	Cronbach's Alpha	Verdict
Questionnaire	31	0.75	Acceptable
Observation Schedule	10	0.85	Good
P. Rubrics Analysis	2	0.9	Excellent
Interview Schedule	4	0.9	Excellent

In Table 3.4, 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 (ibid).

3.11 Data Analysis Presentation

Both quantitative and qualitative techniques were applied in the study. Quantitative analysis entailed 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 and performance rubrics Analysis data was analysed qualitatively through narration.

The quantitative aspect of the data involved calculation of the mode of the items that were involved in the study. Since 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 (Das, 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:

H₀: Data is Normally Distributed

H₁: 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 (Shapiro & Wilk, 1965). Objective one being in a likert scale the mode was applied to determine the way the respondents' responses were being distributed. Later on, 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. These was presented in form of narrations.

Later on a scholarly critique of the findings was also presented. In objective two, which involved the determining the effectiveness of using the multimodal approaches, the spearman's rank-order correlation was administered to determine the correlation amongst the variables. In addition, to determine the performance analysis which compared the two tests that had been administered to the learners on different occasions, The Wilcoxon Signed-Rank Test was administered to compute the difference between each test of the matched pairs. After that a hypothesis was tested. This was followed by the qualitative account of the results obtained from the key informant interviews and the observation schedules followed by the result interpretation.

In objective three, factor analysis was carried out to determine the underlying factors which were measured by the number of observed variables. But before factor analysis, the study carried out internal consistency and reliability using Cronbach's alpha to ascertain whether the items were actually measuring similar constructs. The alpha statistics is presented in Table 3.5.

Table 3.6: Cronbach's Reliability Test

Item	Ob s	item-test correlati on	item-rest correlation	average interitem covariance	alpha	Average Alpha
Appeals to every sense organ of the learners	75	0.433	0.377	0.099	0.933	
Provides comprehensive learning environment for the learners	75	0.415	0.358	0.099	0.933	
Accelerates competency in attainment of oral skills	75	0.429	0.376	0.099	0.933	
Accelerates attainment of learner autonomy	75	0.379	0.315	0.100	0.934	
Accelerates attainment of core competence such as cooperation , integrity and love	75	0.467	0.410	0.098	0.933	0.933
Motivates learners since the multimode directs the learners to learn from known to unknown	75	0.807	0.778	0.092	0.926	
Provokes and stimulates the learning environment in both teaching and learning of oral skills	75	0.779	0.746	0.092	0.926	
Makes teaching and learning easier and therefore covers a larger areas as far as syllabus coverage is concerned	75	0.804	0.775	0.092	0.926	
Enhances both core values and core competence because it is learner-centred and practical respect, cooperation, English language competence	75	0.756	0.721	0.093	0.927	
Immensely increases the concentration span of the learners	75	0.819	0.792	0.092	0.926	
Enhances attainment of effective achievement of the given objectives	75	0.816	0.789	0.092	0.926	
Enhances the understanding of the weak learners	75	0.788	0.757	0.092	0.926	
Provokes the learners to ask questions and solve other questions amongst themselves	75	0.812	0.784	0.092	0.926	0.926
Is inclusive since all the learners are involved in the active discussion in the classroom	75	0.754	0.718	0.093	0.927	
Take account of learners with different challenges and different levels of understanding	75	0.772	0.739	0.092	0.927	
Highlights the learners consistencies and inconsistencies and therefore assists teachers in preparation of remedial lessons	75	0.765	0.731	0.093	0.927	
Test understanding of various language items	75	0.799	0.769	0.092	0.926	
Minimize perpetual mismatches making perception easy	73	0.721	0.681	0.093	0.928	
Activates mastery of the use of ICT which enhances literacy in ICT which enhances literacy in ICT	75	0.675	0.631	0.094	0.929	0.927
Raises cultural consciousness since most of the multimodal approaches applied consists of locally available materials	75	0.311	0.241	0.101	0.936	
Foster English language awareness	75	0.268	0.198	0.102	0.937	0.936
Overall coefficient				0.095	0.932	

The items in Table 3.5 yielded a coefficient of 0.932 which by large surpassed the threshold of 0.7 suggested in different research working papers and studies (Janse et al. 2021).

In objective four, spearman's rank correlation was applied to the results that were obtained from the likert scale that had been administered and the results were computed and presented in the tables. This was followed by the qualitative overview of the results obtained through the interviews and the observation schedule. They were presented in form in indepth narrations in the document.

3.12 Ethical Considerations

This study was guided by three ethical considerations by Cohen et al, (2007). These were consent, confidentiality, and anonymity. The researcher ensured that each respondent filled a consent form (App.). Consequently, the researcher ensured confidentiality and protection of respondents from any sort of emotional or physical manipulation during the study. The researcher further informed the respondents about her intentions of carrying out the research and gave them a chance to decide if they wanted to be involved in the research or not. To uphold confidentiality, the researcher assigned fictitious names and aliases to the questionnaires and observation schedules. In the Key Informant Interviews (KII), only the surnames of the officers interviewed were included in line with the APA referencing regulations where a surname of the respondent is to be included in the referencing. Further, data gathered in the field was kept safely and used only for the intended purpose of the study.

The researcher also sought official permission from the Masinde Muliro University of Science and Technology (MMUST) institutional research ethics Committee to go to the field and carry out research with this consent letter, the researcher obtained a research

permit from the National Commission for Science, Technology and Innovation (NACOSTI) allowing her to carry out the study. After receiving the research permit, the researcher sought permission from the County Director of Education in the Western region, (the Kakamega Regional Office) to be allowed to carry out research in the selected primary schools in the region.

3.13 Chapter Summary

This chapter focused on the methodology used in the study. It presented the research design, the area of study, sample and sampling procedures, research instruments, piloting, data analysis and presentation of the findings. Ethical considerations of the study were also outlined.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter sought to provide a systematic outlook on the results of multimodal approaches in the teaching of English oral skills in Grade One in Western Kenya and procedures by which the collected data was processed so as to realise the outcomes of the findings. In so doing, the study responds to the research questions as guided by the objectives, the theory of multiple intelligences as well as the social semiotic theory (Gardner, 1999, Halliday, 1978). Later in the chapter, important factors were extracted and grouped and complex details were simplified (Orodho, et al. 2016). The findings were presented and discussed in the context of the study objectives. The chapter also presented the testing of the null hypothesis which was hypothesized as follows:

H₀: The use of multimodal approaches has no statistical significant effect on the acquisition of Acquisition of English oral skills by Grade One pupils in primary schools in Kenya.

Subsequent analyses of the two sets of literature yielded a conceptual framework that unveiled the hypothesized linkages amongst the concepts which have been operationalized to discuss the variables that have been measured in the study followed eventually yielded a to teaching and learning multimodal model that would henceforth aid the teachers of English in both primary and secondary schools in the teaching of English language.

4.2 Response Return Rate

The study administered questionnaires to 75 teachers from both public and private primary schools in Western Kenya. Also, 7 Curriculum Support Officers from Western Kenya were interviewed for qualitative data using interview schedules. The response rate is presented in Table 4.1.

Table 4. 1: Response Return Rate

Category of Response	Respondents Sampled	Respondents Involved in the Study	Achieved Rate (%)
Teachers	75	75	100.0
CSOs	7	6	85.7
Total	82	81	98.9

Table 4.1 indicates that the study achieved response rate of 100% for teachers, given that all of them returned the duly filled questionnaires for analysis. As for the CSOs, all except one officer participated in the interview hence achieving a response rate of 85.7%. This percentage by far surpassed the minimum threshold by (Fincham, 2016) which hypes a minimum return rate of 75% of the sample population that should participate in a given study. The high response return rate was achieved due to self-administration of the questionnaires, providing ample time to fill in the questionnaires and making follow ups to ensure completeness of the questionnaires. Moreover, the researcher conducted an initial orientation to establish rapport and explaining the purpose of the study to the respondents.

4.3 Demographic Information of the Respondents

Demographic characteristics are quantifiable and they describe attributes of the population under study. Cline *et al* (2006), opines that, demographics comprise an array of socio-economic, socio-political information, to include a breakdown of respondents by gender, age, as well as employment status that capture a snapshot in time. The author further concludes that socio-demographic data are important in understanding the

phenomenon under the study (in this case multimodal approaches in teaching and learning of English oral skills in primary schools- Grade One) as well as the diverse objectives.

In this study, question 1 of the questionnaire (Appendix 3) demanded for the demographic characteristics of the respondents to test their application of the multimodal approaches in the teaching of oral skills. Demographic characteristics and data of all categories of the study population; as regards their distribution by gender and education was essential. This information was used to determine how gender, education level and teaching experience influence the use of multimodal approaches in the teaching of English oral skills in primary schools. According to (Bukoye (2019) and Bunyi (2013), teacher experience and knowledge in instructional resources and materials intensely improves learners' acquisition of knowledge.

The study further endeavoured to find out how many teachers of English in every category utilised multimodal approaches in their teaching of oral skills. This is because according to Andoh (2012), teachers' educational level has a remarkable influence on the teachers' utilisation of teaching resources. According to Andoh, teachers who pursue higher education have increased opportunities interacting with diverse multimodal tools such as the internet and therefore are in a better position to utilise them more than those who have not pursued higher education. Andoh further posits that, these teachers (with higher academic qualifications) are more likely to demonstrate a high rate of multimodal application in their teaching of English oral skills than the rest in classroom during interaction.

4.3.1 Gender of the Respondents

Respondents were asked to indicate their gender. The results are highlighted in Table 4.2.

Table 4. 2: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	36.0	36.0	36.0
	Female	48	64.0	64.0	100.0
	Total	75	100.0	100.0	

Results from Table 4.2 indicate that the majority of the respondents were females (48[64.0%]) while merely (27[36.0%]) were males. Cumulative results indicate an increase in the number of the female teachers of English more than their male counterparts. These results resonate with those of Wambiri and Ndani (2017) who found out that in the lower classes, female teachers were more than their male counterparts. They found out that there were 66.3% females and 33.3% males as they investigated the preparedness of the lower primary teachers in implementing the use of multimodal approaches- ICT to be precise. They attributed this reason to the fact that naturally female teachers are designed to mother the young learners. Therefore, it was probably assumed that the female teachers would bond well with the learners in Grade One so as to introduce them to the academic tasks comfortably. Similarly, Musa (2020) posited that there were more female teachers teaching in the early childhood classes than their male counterparts because of similar reasons.

4.3.2 Educational Background of the Respondents

Respondents were asked to indicate their education background, given that level of education among teachers may influence use of multimodal approaches in the teaching of English oral skills in primary schools. Table 4.3 shows the results.

Table 4. 3: Educational Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cert	29	38.7	38.7	38.7
	Diploma	24	32.0	32.0	70.7
	Degree	21	28.0	28.0	98.7
	Other	1	1.3	1.3	100.0
	Total	75	100.0	100.0	

Results of the study shown in Table 4.3 indicate that the majority of the teachers had qualifications above the Primary Teacher Education (PTE). In their education levels, none of the respondents had a postgraduate level of education- Masters or a PhD level of education. The highest education level obtained was a first degree (obtained by (21[28.0%])). However, (29[38.7%]) had certificate levels of education while (24[32%]) had diploma levels of education. Drawing from this position, it is true to say that all teachers under the study were dully trained and qualified to teach in a primary school. In this regard, they were qualified to take part in this study. This is because according to the Teachers Service Commission- a body which is responsible for inter alia employment of the teachers - requires that primary school teachers should possess a minimum Primary Teacher Education (PTE) certificate (Nyankanga et al. 2013). These findings are in agreement with Otunga & Barasa, (2011) who found out that all primary teachers in Kenya must have a minimum qualification of a Primary Teacher Education Certificate (PTE) to teach in primary school.

Further, Nyankanga et al. (2013) posits that teachers require sufficient training to be able to gain adequate training in teaching content and strategies before being deployed to teach in classrooms.

4.3.3 Length of Time in the Teaching Profession

Respondents were asked to indicate their length of time in the teaching profession, given that duration of teaching among teachers may influence use of multimodal approaches in the teaching of English oral skills in primary schools. Results are given in Table 4.4.

Table 4. 4: Length of Time in the Teaching Profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 1 yr	5	6.7	10.6	10.6
	1 - 5 years	11	14.7	23.4	34.0
	6-10 yrs	31	41.3	66.0	100.0
	Total	47	62.7	100.0	
Missing	System	28	37.3		
Total		75	100.0		

As presented in Table 4.4, the majority of Grade One teachers of English have been in the teaching profession between 6 – 10 years. It was noted that the (28 [37.7%]) of the teachers did not want to disclose their ages. None of the teachers that were investigated had taught for more than 20 years. This showed that most of the teachers of English that were investigated were still young in the profession.

4.3.4 Schools Categories Involved in the Study

Teachers of English who were involved in the study hailed from public rural schools, public urban, private rural and private urban schools in Western Kenya. Majority of the teachers were from public rural schools (40.0%). The rest were from the public urban schools, private rural and private urban. This category of schools being the most dominant in western Kenya and Kenya as a whole were suitable to be used because they exhibited a balanced representation from the study area. A summary of the school categories is represented in the Table 4.5.

Table 4. 5: School Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public rural sch.	30	40.0	40.0	40.0
	Public urban sch.	15	20.0	20.0	60.0
	Private rural sch.	15	20.0	20.0	80.0
	Private urban sch.	15	20.0	20.0	100.0
	Total	75	100.0	100.0	

The analysis also focused on determination of the usage of multimodal approaches in the four school categories. According to Figure 4.5, the percentages of the teachers who participated in this research from public rural schools were (30[40%]; public urban schools were (15[20%]); private rural schools were (15[20%]) while from private urban schools, they were (15[20.0%]). The purpose of this analysis was to determine the rate at which multimodal approaches in the teaching and learning of oral skills in the four school categories in Western Kenya was spread per every school category.

Teachers of English were assessed on how the school categories utilised multimodal approaches in the Grade One teaching of English oral skills in the primary school classrooms. Public rural schools were given double share of representation because they form the majority of the schools in western Kenya.

4.4: Quantitative Results for Description and Usage of Multimodal Approaches in the Teaching English oral Skills among Grade One Learners in Western Kenya

This section presents results for objective one of the study which sought to describe multimodal approaches used in the teaching and learning of oral skills among Grade One learners in Western Kenya. In this study, the respondents were required to identify the various multimodal modes they applied in their day to day teaching of oral skills during different stages of their teaching. For instance they were asked which multimodal approaches they applied while: clarifying language patterns and

introducing new strand, just to mention but a few. Data was collected using Questionnaires, Key Informant Interviews and observation schedule. Their responses were presented in subsequent tables and subsequent narrations:

Table 4. 6: Types of Multimodal Approaches Used by Teachers

Statement	Aural	Aural/ reading	Aural/ visual	Aural/ writing	Reading	Visual/ reading	Visual	Reading/ writing	Visual/ writing	Writing	Aural/ kinaesthetic	Kinaesthetic	Kinaesthetic /visual
Clarifying or verifying language pattern	3(4)	1(1.3)	38(50.7)	-	4(5.3)	4(5.3)	20 (26.7)	-	1(1.3)	1 (1.3)	2(2.7)	1(1.3)	-
Introducing new language items e.g vocabulary.	11(14.7)	5(6.7)	23(30.7)	2 (1.5)	6(8)	1(1.3)	13 (17.3)	4(5.3)	-	3(4)	2(2.7)	2(2.7)	3(4)
Teaching the practice of language structures	8(10.7)	3(4)	1(1.3)	2 (1.5)	27(36)	7(9.3)	11 (14.7)	3(4)	2(2.7)	2 (1.5)	1(1.3)	9(12)	2(2.6)
Teaching images and sounds	7(9.3)	4(5.3)	13(17.3)	-	6(8)	-	19 (25.3)	4(5.3)	2(2.7)	3(4)	-	11(14.7)	8(10.7)
Reviewing the oral work that was learnt	15(20)	9(12)	2(2.7)	-	14 (18.7)	-	9 (12)	3(4)	-	7 (9.3)	3(4)	14(18.7)	3(4)
When reciting poems or miming	8(10.7)	2(2.7)	6(8)	2 (2.7)	19 (25.3)	4(5.3)	6(8)	1(1.3)	1(1.3)	5 (6.7)	3(4)	24(18)	2(2.6)
Polishing and revising oral items	12	3(4)	6(8)	-	10(13.3)	4(5.3)	21(28)	4(5.3)	-	10 (13.3)	1(1.3)	5(6.7)	3(4)
Carrying out repetition to reinforce	13	1(1.3)	8(10.7)	1 (1.3)	17 (22.7)	4(5.3)	10 (13.3)	6(8)	2(2.6)	5 (6.7)	2(2.7)	5(6.7)	2(2.6)
Asking the learners to describe different items	9(12)	1(1.3)	8(10.7)	2 (2.7)	9(12)	2(2.7)	18(24)	5(6.7)	1(1.3)	5 (6.7)	2(2.7)	9(12)	4(5.3)
Overcoming limitations in a speaking lesson	10(13.3)	3(4)	8(10.7)	-	7(9.3)	6(8)	-	5(6.7)	1(1.3)	1 (1.3)	3(4)	13(17.3)	2(2.6)

Memorising the learnt language pattern items	11(14.7)	4(5.3)	8(10.7)	-	8(10.7)	6(8)	16(21.3)	3(4)	-	4(5.3)	3(4)	12(16)	1(1.3) ‘
Learners are expressing themselves in English	8(10.7)	2(2.7)	4(5.3)	1(1.3)	13(17.3)	3(4)	11(14.7)	3(4)	-	7(9.7)	7(9.3)	13(17.3)	2(2.7)
Learners are speaking to one another	11(14.7)	2(2.7)	13(17.3)	-	16(12)	1(1.3)	14(18.7)	2(2.7)	1(1.3)	2(2.7)	3(4)	10(7.5)	-
Testing understanding of various language items	17(22.7)	4(5.3)	-	3(4)	14(18.7)	4(5.3)	14(18.7)	5(6.7)	1(1.3)	4(5.3)	1(1.3)	5(6.7)	3(4)
Teaching language use during oral work	7(9.3)	3(4)	10(13.3)	3(4)	6(8)	1(1.3)	14(18.7)	6(8)	-	13(17.3)	2(2.7)	5(6.7)	3(4)
Highlighting use of explanations and illustrations	13(17.3)	2(2.7)	4(5.3)	3(4)	10(13.3)	3(4)	19(25.3)	2(2.7)	1(1.3)	5(6.7)	3(4)	5(6.7)	5(6.7)
Promoting learner autonomy	10(13.3)	-	2(2.7)	1(1.3)	3(4)	-	12(16)	2(2.7)	-	4(5.3)	3(4)	25(33.3)	13(17.3)

In Table 4.6, the teachers of English described the multimodal approaches they utilized during interaction at different times. The study found out that while clarifying or verifying language pattern, the most used multimodal approach was a combination of aural and visual (N=38 participants- 50.7%) while writing, reading and kinaesthetic were the least used multimodal approaches (each 1 participant 1.3%). According KICD (2019), learners should be able to “communicate appropriately using verbal and/or non-verbal modes in a variety of contexts” (p. 6). The analytical scrutiny of the results above indicate major utilisation of visual and aural aspect of multimodal approaches while least utilizing the kinaesthetic aspect of multimodal approaches. The study further revealed that teachers of English hardly utilize kinaesthetic multimodal approaches during interaction. What appears clearly here is that contrary to the directives given in the curriculum design concerning utilisation of multimodal approaches, teachers ignored some aspects of multimodal approaches. Based on the above results, we conclude that during clarification or verification of the language pattern teachers’ application of multimodal approaches were skewed towards the use of visuals while undermining the use of kinaesthetic.

Rafiq, (2018) posits that teachers need to plan activities that suits every stages of their lessons. He asserts that kinaesthetic activities are suitable for the learners during the various stages of lesson development because they appeal to the learners’ needs. However evidence from the data indicated no substantial use of the aforementioned multimodal approaches. In contrast, teachers of English leaned more on some multimodal approaches while ignoring other aspect of the same. Owing to that, the researcher concluded that there was need for a rule-governed system of administering multimodal approaches. Thus, a rule governed model would direct teachers of English

on a balanced criteria of blending the various aspects of multimodal approaches that would seek to guide the teachers in the use of multimodal approaches.

This study therefore attempted to design a teaching and learning multimodal model to guide the teachers of English on the day-to-day use of multimodal approaches in a balanced way during T/L of oral skills.

According to the study outcome, (23 participants 30.7%) rated a combination of aural and visual approach as the most utilized approach while combination of visual and reading (1 participant 1.3%) was the least approach utilized. Results from the table above revealed that the most used approach when introducing the new language items was the use of aural and visual multimodal tools. These results are similar to the ones recorded during observation schedule. However in the observation schedule, visual approaches surpassed aural ones by a greater margin. Gardner (2020) in his book about the theory of multiple intelligence discourages teachers from skewed inclination of multimodal approaches during teaching. Gardner argues that by doing so, the teachers tend to over emphasize some learning styles while totally ignoring other learning styles.

He postulates that overuse of some multimodal approaches while ignoring other approaches greatly disadvantage a section of learners. In contrast other learners gain advantage over their counterparts whose varied intelligence is not catered for. Focus on classroom observation indicated that many teachers of English used the visual multimodal approach in the teaching of oral skills. The CSOS who were interviewed concurred that the teachers utilized the visual multimodal approaches the most. While teaching the practice of language structures, the most used multimodal approach by the participants was reading (27participants-36%) and the least approach was a combination of Aural and visual and a combination of aural and kinaesthetic (each 1

participant-0.013%). Based on this it is correct to say that during instruction, teachers use much of aural and visual. These results are consistent with (Wang 2018) who suggests that teachers should use aural multimodal tools. However, during observation, not much use of the aural aspect of multimodal approaches were utilized.

During the teaching of images and sounds, the most utilized multimodal approach was visual (19 participants- 25.3%) and the least approach was reading and writing (1 participant- 1.3%). While reviewing the oral skills lesson that was learned the most used multimodal approach was aural (19 participants- 25.3%) and the least used approach was a combination of aural and visual (2 participant- 2.7%).

When reciting poems or miming, the most utilized multimodal approach by the participants was kinaesthetic (24 participants- 32%) and the least used was a combination of visual and writing and combination of reading and writing (each 1 participant- 1.3%). In polishing and revising oral items, the most used multimodal approach by the participants was visual (21 participants- 28%) and the least used approach was a combination of aural and kinaesthetic (1 participant- 1.3%). In carrying out repetition to reinforce, the most used multimodal approach used by the participants was reading (17 participants- 22.7%) and the least used was a combination of aural and writing and combination of aural and visual (each 1 participant-1.3%). When asking the learners to describe different items the most used multimodal approach used by the participants was visual (18 participants- 24%) and the least approach was a combination of aural and reading (1 participant-1.3%). In overcoming limitations in a speaking lesson, the mostly used multimodal approach used by the participants was Kinaesthetic (13 participants-17.33%) and the least approach was Writing (1 participant-1.3%).

When memorising the learnt language pattern items, the most used multimodal approach by the participants was Visual (16 participants-21.33%) and the least approach was a combination of Kinaesthetic and Visual (1 participant-1.3%). When learners are expressing themselves in English, the most used multimodal approach used by the participants was reading and kinaesthetic (each 13 participants- 17.33%) and the least common approach was a combination of aural and writing (1 participant- 1.3%). When the learners are speaking to one another, the most used multimodal approach used by the participants was Reading (16 participants- 17.33%) and the least used was combination of Visual and Writing and combination of Visual and Writing (1 participant 1.3 %). When testing understanding of various language items, the most multimodal approach used by the participants was Aural (17 participants- 22.67%) and the least approach was a combination of Visual and Writing (1 participant- 1.3%).

When teaching language use during oral work, the most used multimodal approach by the participants was visual (14 participants- 18.7%) and the least approach was a combination of Visual and Reading (1 participant- 1.3%). When highlighting use of explanations and illustrations, the most used multimodal approach used by the participants was Visual (19 participants- 25.33%) and the least approach was a combination of Visual and Writing (1 participant- 1.3 %). When promoting learner autonomy, the most used multimodal approach used by the participants was Kinaesthetic (25 participants- 33.33%) and the least approach was a combination of Aural and Writing (1 participant- 1.3 %).

From the aforementioned outcomes, the teachers engaged the visual aspect of the multimodal approaches much more than any other approach put together. According to a research conducted by research (Ord et al. (2021) the main purpose of the visual

multimodal approaches is to engage the pupils; accelerate their grasping and capture of content; ignites the pupils' emotional response thereby assisting the teachers to convey the subject matter in an easy way. He goes on to assert that the visual approaches not only assist the pupils to retain materials but also stimulate their brains to creatively carry out tasks that they have been assigned.

The overuse of the visual aspect of the multimodal approaches indicated paucity of ideas on the side of the teachers of English concerning how well to design other forms of multimodal aspects other than just using the visual aspect. The KII by the CSO's indicated that the teachers of English lacked sufficient time to design other aspects of multimodal approaches and so they ended up using the visual aspect. However, Spireti and Chang (2020) and Zamani (2016) found out that some teachers were reluctant to be creative and so depended on the already designed multimodal approaches.

On the other hand (Firmansya, (2020) found out that children who are exposed to visual approaches will have significantly good prowess in the pronunciation, articulation and communication. Firmansya, (2018) also concurs that visual approaches elicit components and concepts that are invisible and difficult to integrate into their mental model.

Arguably, learners tend to easily depict visual information that otherwise cannot be comprehended verbally and thus aiding both pupils with high and low learning styles. The above results show that the teachers of English mostly utilized visual multimodal during teaching once again.

In order to find out the multimodal approaches which were identified described and used by the respondents in the various school categories, the teachers were asked to enumerate the multimodal approaches they utilized in their day to day teaching. The results are shown in Table 4.7.

Table 4. 7: Description and Usage of Multimodal Modes by the Teachers in the Various School Categories

Multimodal Mode	Public Rural		Public Urban		Private Rural		Private Urban	
	Freq	%	Freq	%	Freq	%	Freq	%
Text books	30	100	15	100	15	100	15	100
Posters	5	27	3	20	2	13.3	1	6.7
Pictures/ Photographs	25	83	14	93.3	13	86.7	15	100
Charts	23	77	15	100	12	80	14	93.3
Maps	0	0	0	0	0	0	0	0
Models	4	13	3	20	3	20.0	4	46.7
Images	1	3	0	0	1	6.7	0	0
Realia	18	60	8	53.3	6	40	9	60
Portraits	0	0	0	0	0	0	0	0
Drawings	26	87	13	86.7	12	80	14	93.3
Graphs	0	0	0	0	0	0	0	0
Illustrative diagrams	20	66.7	12	80	12	80	14	93.3
Colours	14	47	13	8	7	46.7	9	60

The results in Table 4.7 indicate that teachers of English wholly identify, describe and use learners' and teachers' course texts as their main mode of teaching. Further, the use of pictures, photographs, charts, drawings and realia follows in that order. To resolve the research problem that sought to conceptualize the blending of multimodal approaches, the researcher queried the use of multimodal approaches with regard to the use of maps, portraits and graphs. The results showed that in as much as they use visual multimodal approaches, teachers of English have not identified maps, portraits, and graphs as modes of teaching and hardly ever use them.

Gardner (2004) attempts to investigate academic changes that may occur when certain type of multimodal approaches are applied in teaching English. Gardner concludes that teachers who ignore certain types of intelligence in learners not only provide an unfairly

skewed environment for the learners but also make learners feel inadequate due to inability to master the content being taught (Gardner, 2020). Based on these realization, we can conclude that some learners' manifestations of low self- esteem emanate from the teachers' inability to correctly blend the multimodal approaches in line with the learners' learning styles. These results were consistent with Garner's findings of children deficient of certain types of teaching and learning contexts that fitted their intelligence.

Report from the interviews indicated that teachers of English were not inclined to using graphs and maps due to the fact that graphs and maps are specific field oriented and therefore may not have been relevant in the teaching oral skills. Arguably though, the teachers could use their own creativity to find out how these type of multimodal approaches can be applied during classroom teaching. According to Firmansyah (2021) textual modes of teaching alone are not sufficient to activate the skills of oral skills which engage the learners in correcting pronunciation, and responding to stress and intonation effectively. Since the multimodal approaches mainly delves on representation of understanding and the manifestation of meaning through diverse forms of multimodal approaches (Firmansyah, 2021), it is not enough for teachers of English to focus on texts or pictures alone during instruction in the teaching of oral skills.

In public rural schools, besides the use of textbooks, teachers used pictures/photographs and charts (83% and 77.0% respectively). However, in Public urban schools, they mainly used charts (100%) and Pictures/photographs (93.3%).

In private rural schools, teachers used Pictures/ photographs (86.7%), charts (80%) and drawings (80.0%). Private urban schools' preferred multimodal mode through picture/ photographs (100%), charts (93.3%) and drawings (93.3%). These results reveal that a paltry percentage of teachers use other type of multimodal approaches while majority of the teachers apply the commonest types of multimodal approaches which are visual. Based on the above, the study concluded that all the primary school categories applied almost similar multimodal approaches during class interaction.

4.4.1 Qualitative Results on the Description and Usage of Multimodal Approaches in the teaching of Oral Work

The study used non-partisan observation checklist to establish the usage of multimodal approaches of teaching English to Grade One learners in Western Kenya. The results were as shown in subsequent Tables.

Table 4. 8 a: Observed Teaching Activities Strand Areas in Public Rural Schools

Teaching Activities	Lesson Strand	Specific Learning Experience.
1	Attentive listening	The learners to listen to conversation
2	Pronunciation & vocabulary	Learners discrimination of sounds
3	Attentive listening	Learners respond to non-directional instructions
4	Language structures & functions	Learners' polite use of the verb "to be"
5	Attentive listening	Learners practice correct sitting posture
6	Pronunciation & vocabulary	Make sentences with girls, bed, pen, chalk, table...
7	Pronunciation & vocabulary	Identify minimal pairs e.g., measure, pleasure
8	Language structure & functions	Describe people using verb "to be"
9	Language structure & functions	Discuss people in their environment
10	Language structure & functions	Practice a language game of gratiny
11	Attentive listening	Identify objects by painting.
12	Pronunciation & vocabulary	Identify new words from picture stories.
13	Pronunciation & vocabulary	Practice good eye contact
14	Attentive listening	Listening to conversations
15	Attentive listening	Give simple instructions and obey by miming
16	Language structure & functions	Repeat sentence structures from a poem
17	Pronunciation & vocabulary	Practice distinguishing similar sounds in response to picture cues.
18	Pronunciation & vocabulary	Listen to audio and repeat sounds pronounced.
19	Pronunciation & vocabulary	Listen to audio recording & mimic
20	Attentive listening	Demonstrate turn taking by being quiet when others are talking
21	Pronunciation & vocabulary	Identify word with sounds: - /p/, /b/, /t/, /d/, /z/, /s/, /ts/, /dz/
22	Pronunciation & vocabulary	Listen to audio and pronounce sounds
23	Language structure & functions	Make sentences with real singular and plural objects.
24	Language structure & functions	Construct sentences about actions demonstrated by learners.
25	Pronunciation & vocabulary	Say words beginning with common sounds
26	Language structure & functions	Describe themselves using short sentences
27	Language structure & functions	Make sentences with objects like doors, chairs, black board
28	Attentive listening	Listening to conversations
29	Language structure & functions	Make sentences using pronouns
30	Language structure & functions	Make sentences with singular and plural items

From Table 4.8a, a total of 30 teaching activities were observed in the teaching of oral skills. Out of the thirty teaching activities observed, 8 out of 30 activities (26.6%) were on the (auditory discrimination (attentive listening)); 11 out of 30 (36.7%) activities taught 'pronunciation and vocabulary' while 11 out of 30 (36.7%) activities covered 'language structure and functions'. These were the required strands that teachers of

English were supposed to teach the learners in Grade One in oral skills according to the curriculum design (KICD, 2019).

The main reason for the researcher's observation was to find out whether the teachers of English created any learning opportunities to occupy the learners with the various multimodal approaches to improve the teaching and learning of oral skills. This is because Bukoye (2019) had indicated that most teachers displayed paucity in the manipulation of multimodal approaches during teaching. Results from observation showed that in as much as some teachers of English displayed substantial usage of these approaches, majority of the teachers were not creative enough to engage their learners on multimodal approaches. This study therefore sided with Bukoye's argument.

This data provides a clear evidence that teachers of English require a guide through the teaching of oral skills so that they are able to distribute the multimodal approaches in line with the learners' learning styles. This is because there is clear indication of multimodal approach use however, observation which corroborated these results depict biased classroom engagement of multimodal approaches. These results are consistent with those relayed by Jewitt (2003); Firmansya (2021), and Loerts (2013) about the inconsistencies in the real classroom appearances and what the teachers of English really do in the classroom as proved by the observation results.

Table 4.8 b: Observed Teaching Activities Strand Areas in Public Urban Schools

Teaching Activities	Lesson Strand	Specific Learning Experience.
1	Pronunciation & Vocabulary	Pronounce words as modelled by the teacher
2	Language structure & functions	Make sentences in present continuous tense
3	Attentive listening	Learners are shown demonstrations and pictures on correct sitting postures
4	Attentive listening	Learners practice correct sitting posture
5	Pronunciation & Vocabulary	Practice good eye contact, facial expressions
6	Language structure & functions	Make sentences using the words, bat, book, dog...
7	Language structure & functions	Tell their daily routines in group pairs
8	Pronunciation & Vocabulary	Recitation of rhyming words like hare, hair
9	Pronunciation & Vocabulary	Get meanings of new words by looking at pictures
10	Attentive listening	Give simple commands and obey by acting and miming.
11	Language structure & functions	Demonstration in relation to gender, number
12	Language structure & functions	Use pronouns in simple sentences
13	Pronunciation & Vocabulary	Get meaning of new words, pictures, story
14	Language structure & functions	Demonstration in relation to gender
15	Pronunciation & Vocabulary	Identify minimal pairs /z/, /s/, /ts/ & /dz/

From Table 4.8b, a total of 15 teaching activities from public urban schools were observed. Out of these activities, 3(20%) were from the ‘attentive listening’ strand; 6(40%) were from ‘language structure and functions strand’ while 6(40%) were from ‘pronunciation and vocabulary’ strand. Most of the activities that were observed from the field seemed to replicate in all the school categories, for instance the isolation of selected multimodal use was observed in all the school categories apart from a few schools where observation testified a few blends of existence of kinaesthetic multimodal approaches. Classroom observation further displayed prolonged moments of sheepish indecisiveness over which multimodal approaches to apply in particular situations. According to Gardner, teachers of English need to differentiate instruction and vary their teaching approaches because the learners display varied levels of intelligence, (Edutopia, 2009).

He argues that teachers who develop varied intelligences while suppressing others are ignorantly practising discrimination against the learners who display strength in those intelligences (ibid). From the observation, learners displayed multiple intelligences

that teachers of English seemed to be unsure of how to cope with. As a result, only a handful of learners seemed to comprehend the instruction that was being displayed in some classrooms. Gardener here suggests provision of diverse resources to be displayed in the classrooms. However he fails to provide a framework of how these resources can be displayed in the classroom. This study has solved this gap by designing a teaching and learning model that will guide teachers of English on how to use these approaches.

Table 4.8c: Observed Teaching Activities Strand Areas in Private Urban Schools

Lesson	Lesson Strand	Specific Learning Experience.
1	Attentive listening	Listening to conversation
2	Pronunciation & Vocabulary	Identify words which have the taught sounds
3	Language structure & functions	Make sentences using bats, doors, chairs...
4	Pronunciation & Vocabulary	Construct sentences using words with the taught sounds /k/,/ae/,/z/
5	Pronunciation & Vocabulary	Construct sentences using words with the taught sounds /k/,/ae/,/z/
6	Language structure & functions	Talk about things around the-this is a girl, boy, door, chair...
7	Language structure & functions	Making sentences in plurals and singulars
8	Attentive listening	Identifying objects by pointing orally,
9	Attentive listening	Practice correct sitting posture
10	Pronunciation & Vocabulary	Identify minimal pairs
11	Language structure & functions	Make sentences on pictures using singular and plural nouns
12	Language structure & functions	Engage in simple question and answer dialogue
13	Attentive listening	Learners showed demonstrations and pictures. Listen to audio pronunciation of sounds /z/, /dz/,/s/
14	Pronunciation & Vocabulary	Identify minimal pairs
15	Attentive listening	Give simple commands and obey by miming.

According to Table 4.8 c, a total of 2 teachers of English teaching Grade One were observed during the oral skills lessons. A total of 15 teaching activities were observed.

Out of these activities, 5 out of 15 (33.3%) emanated from the strand ‘attentive listening’; 5 out of 15 (33.3%) emanated from the strand ‘pronunciation vocabulary’ while 5 (33.4%) emanated from the strand ‘language structure and function. The above primary schools belonged to the private urban school category. Results from these teaching activities were not different from the previous results observed in the public

rural school. The researcher concluded that teachers of English across the four stratum displayed similar strengths and challenges during classroom interaction.

Table 4.8d: Observed Teaching Activities in Private Rural Schools

Teaching activities	Lesson Strand	Specific Learning Experience.
1	Attentive listening	Practice correct sitting postures
2	Pronunciation & Vocabulary	Name words that have sounds /p/, /b/,/f/,/v/
3	Language structure & functions	Describe themselves in short sentences
4	Language structure & functions	Describe people using the verb “to be”
5	Language structure & functions	Talk about things around them e.g chair, table
6	Attentive listening	Learners shown demonstrations and pictures and photos, models on correct sitting postures
7	Pronunciation & Vocabulary	Pronounce words by.....
8	Pronunciation & Vocabulary	Recitation of hymn words
9	Language structure & functions	Introduce themselves politely
10	Pronunciation & Vocabulary	Distinguish similar sounds in groups
11	Attentive listening	Identify objects by painting orally
12	Language structure & functions	Describe themselves in short sentences
13	Attentive listening	Demonstrate rules of turn taking by being quiet when others are talking
14	Attentive listening	Give simple commands & obey by acting
15	Pronunciation & Vocabulary	Get meanings of new words by looking at pictures from a story and demonstration.

From Table 4.8d, a total of 15 teaching activities from the private rural school category were observed. Out of those activities, ‘attentive listening’ occupied 5 (33.3%); ‘pronunciation and vocabulary’ occupied 4 (26.7%) while ‘language structure and functions’ occupied 6 (40%) schools.

A total of 10 teaching activities were observed in the classes where the teachers of English had been made to fill the questionnaire. The main aim of this observation was to corroborate the observed results with the information from the questionnaire and the interview. This was mainly to strengthen the quality of the study and increase the investigator’s comprehension of the probability that the findings are worthy of acceptance by the other researchers. Results observed showed no much discrepancies from the four school categories that were identified. Three sub-strands dominated the lessons during observation. These were the laid down strands that teachers of English

were supposed to teach according to the curriculum design (KICD, 2019). Table 4.9 displays the total strands investigated.

Table 4.9: Number of Teaching Activities investigated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Attentive listening	21	28.0	28.0	28.0
	Pronunciation and vocabulary	27	36.0	36.0	64.0
	Language structures	27	36.0	36.0	100.0
	Total	75	100.0	100.0	

In Table 4.9, cumulatively a total of 75 oral skills learning activities were investigated from 10 teachers. Out of the 3035 learners involved in the study, 1233 hailed from public rural schools (40.60%), 713 of them hailed from public urban schools 23.49%, 582 learners hailed from private urban schools (19.20%) while 507 learners (16.70%) hailed from private rural schools. A total of 4 teachers of language from public rural schools were observed to ascertain how best they were able to identify and use the multi-modal approaches in teaching of oral skills.

From the public urban, private rural and private urban, 2 teachers of English were investigated respectively. Figure 4.1 shows the distribution of learners in terms of percentages in different school categories.

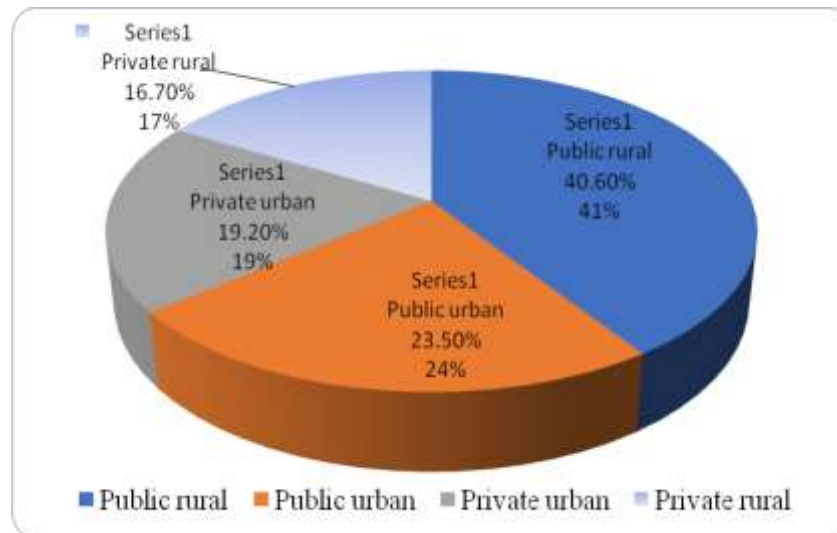


Figure 4. 1: School Categories Observed in the Study

The results in Figure 4.1 show the distribution of the various school categories. In this regard, analysis of the teachers' questionnaires generated, revealed that some teachers effortlessly described and used visual multimodal approaches largely. For instance, during observation, diagrams, pictures, photos, and drawings dominated some classroom walls unlike some multimodal approaches such as models, portraits and maps which were minimally seen in the classrooms. The results observed are consistent with the ones obtained through the teacher's questionnaires, rubric analysis and interviews from Curriculum Support Officers (CSO's).

Further, the researcher observed that the use of pictures in all the school categories seemed to stimulate all learners' conceptions of vocabulary during the oral skills lessons. For instance, in a certain class in the public rural school category, observation from the sub-strand "Pronunciation and vocabulary" required learners to pronounce the given vocabulary correctly. The *'learning experience'* demanded that the learners identify and name a series of common nouns such as *bed, girl, ball, chair, table, board*, just to mention but a few, and construct sentences using the said nouns. The respondent provided pictures of the objects above and asked the learners to identify them using the

list of words she had written on the board and construct sentences. Some learners were quick to identify them and easily constructed sentences using the nouns while others struggled to identify and construct sentences.

Here the researcher thought that had the respondent included aural multimodal approaches where the learners listened to recorded sentences and watched the real objects, this lesson would have achieved its objectives. Unfortunately this did not happen and therefore learners of difference intelligences were disadvantaged. Similarly, from the interview session with the Curriculum Support Officers (CSO's), it was confirmed that teachers of English in Grade One heavily relied on photographs and pictures in the learners' texts to teach oral skills (oral work). In the words of one of the CSOs,

You know the teachers' workload is heavy, so they find it convenient to use the multimodal approaches which are easily accessible and readily available to make their work less tedious but convey message or effect teaching to the learners. Therefore, pictures and photographs are mostly used as teaching aids used for teaching the Grade One. (Seveni, H., Personal Communication, 12 August, 2022).

From these sentiments, it can be deduced that teachers of English overly rely on the visual multimodal modes because they are readily available. It also implies that the use of pictures was precisely useful in enabling the learners to infer the meaning of new words especially during the vocabulary lessons. These sentiments were also supported by O'Halloran (2011) who observed that diverse multimodal approaches assist learners by visual communication rather the lecture approach. Likewise, Hashim, (2018); Mulenga & Kabombwe, (2019) resonate that the use of pictures, diagrams, drawings accelerate the learners' skills of inference in oral skills. They argue that teachers largely narrow themselves to the use of pictures and photographs, especially those that are

found in their learners' course texts because they are readily available. They then minimally source for drawings and diagrams which they feel are relevant to them.

Another CSO pointed out,

In CBC Curriculum where no one wants to disadvantage even the slow learners, pictures are the most convenient source of multimodal modes because they aid the learners to quickly identify the words during the vocabulary lessons. In fact, most of the teachers will over-rely on illustrations, pictures, diagrams, drawings and objects which all constitute visual multimodal modes given that they normally lack of enough time to design and seek for alternative modes of teaching in classroom. (Mukaisi, L., Personal Communication, Aug 20, 2022).

These sentiments imply that the use of a multimodal approach such as use of pictures and diagrams for teaching in the classroom help learners choose or negotiate the meaning derived from modalities to create conceptions about the world. This mode involves information that becomes the learner's resource in constructing meaning. However, each modality has a different element of phenomena that could trigger the learner's conception of oral skills, therefore teachers of English should have a discretion of introducing each one of them to the learners (Lyons, 2016).

These findings concur with that of Shea & Makubaya. (2021) who underscores the reason teachers consciously or unconsciously prefer using certain modalities for teaching English language. He posits that teachers use them because they create a direct sensory connection between learners and the multimodal approaches in question which in turn discovers new levels of interest and attention (ibid).

Similarly, Cuban (2001) posit that learners understand 1% of what is learned from the sense of taste, 1-5% of what is captured from the sense of touch, 3-5% of what is learned from sense of smell 11% of what is learned from the logic of hearing and a nearly universal 83% of what is learnt from the sense of sight. From the observation checklist,

it was also noted that in all school categories teachers of English minimally applied oral and audio-visual multimodal modes during the study. This was equally consistent with the results of the questionnaire where the majority of the teachers in all school categories stated that they rarely used the aural aspect of multimodal modes.

Observation further established that some private schools in the rural areas applied to a lesser extent, the audio-visual and aural aspects of multimodal modes to activate all learners' internalisation of oral skills. Some interview participants indicated that the application of audio-visual multimodal modes was sometimes overlooked in the classrooms due to the assumption that those learners were exposed to audio-visual tools such as television, computers and internet in their homes. They also indicated that the use of audio-visual multimodal modes was hampered by lack of funds to sustain the internet connection in the various schools. This observation was witnessed in most schools in all stratum.

During the interview sessions with the CSOs, it was revealed that most of the teachers in both private rural and public rural primary schools focused more on the visual multimodal modes because they found it to be a cheaper way of teaching as compared to the use of audio-visual. One of the CSOs had this to say;

Visual aids help teachers establish, explain, connect, and associate ideas and concepts to make the process of learning more interesting, enjoyable, and effective. It is also cheaper to acquire these visual aids and as well implement and therefore help or inspire the learners to study more effectively (Njite, C., Personal Communication, August, 14, 2022).

This shows that classroom learning is enhanced significantly through the time-tested use of visual aid posters that teach information and concepts. These educational posters can hang on a classroom wall, serving as a convenient point of reference for learners and enhance the visual appeal of the classroom. These sentiments were consistent with

those of Loerts (2013) who found out that visual learning is one of the best types of learning styles that helps you to perceive information and later conceive it. It captures the image of what it sees, based on spatial awareness, images, colour, brightness, or any other visual information. Jakobsen and Tennesen, (2018) also found that nowadays teachers adapt visual approaches for teaching by using whiteboards, hand-outs, images, videos, presentations, just to mention but a few for effective learning. They assert that visual learners can boost their confidence and performance in school.

However, the aforementioned sentiments ignore the multiple intelligence theory as posited by Gardner and Haliday (Gardner, 1999; Halliday, 1978). Teachers should not assume that all the learners understand better by the use an isolated approach.

Given that mono-text approach was refuted by researchers as it did not cater for learners with multiple intelligence, the use of visual multimodal approaches should be used in tandem with other types of modes for similar reasons.

Observation of the strand ‘attentive listening’ in the oral skills lessons, in line with the identification and use of multimodal modes revealed inadequate conception of the oral skills was as a result of teachers paying less attention to learners who needed more of their attention. For instance, in lessons 1 and 28 in public rural schools, lesson 3 in public urban schools, lesson 13 in private rural schools and lesson 1 in private urban schools, the suggested multimodal approaches for the lesson included from the English lower primary Curriculum Design was: “Realia, pictures and photographs, models and computer devices illustrating attentive listening (KICD, 2007 P. 197). However, the mentioned teachers heavily relied on the conversation in the learners’ texts. They disregarded the use of any other media even though it was obvious that the learners

would benefit much if they opted to use the multimodal modes that they had been advised to use.

Throughout the lessons stated above, teachers of English in Grade One failed to apply multimodal devices that clearly illustrated ‘attentive listening’. The respondents therefore failed to use required multimodal modes, which according to Harmer (2007) hampers effortless acquisition of oral skills. Specifically, Harmer (2007) asserts that effortless mastery of oral skills can be achieved when the teachers of English expose the learners’ correct pronunciation of phonemes, correct use of stress, and coherently speaking in the target language using the oral pronunciation gadgets. Unfortunately none of them were utilized in these lessons.

He further asserts that in order for the learners to achieve this, they need to see, perceive, and hear to understand pronunciation of phonemes from – especially from the L2 speakers in order for them to imitate them. In this regard, the above teachers missed the opportunity to expose their learners to the multimodal approaches.

Similar observations were noted in the teaching activities 13, 18 and 21 (public rural), 15 (public urban) 4 and 5 (private urban) and 2 & 8 (private rural). In all these teaching activities, it was noted that application of aural aspect of multimodal modes was far below average with participants explaining that the oral and audio-visual multimodal modes were not locally available and that getting to consolidate them during instruction sometimes wasted a lot of time in these lessons, the following sounds were to be articulated and later on used in constructing sentences; /p/, /b/, /t/, /d/, /z/, /s/, /dʒ/, /ʒ/, /ei/. In the suggested learning experiences, the learners were supposed to pronounce the sounds by taking turns as modelled by the audio record, (KICD, 2017 P. 198).

In this lesson, rather than using the recorded sounds from the native speakers, participants pronounced the sounds to the learners. Observation detected that the some teachers failed to articulate words like ‘measure’ and ‘pleasure’ correctly. This scenario hampered the learners from receiving correct pronunciation of the above sounds. This assertion implies that failure by the teachers of English to use multimodal modes appropriately in every context is likely to hinder the learners’ achievement in the teaching and learning of oral skills. For instance, teachers mistakenly interchanged sounds /p/ and /b/, /t/ and /d/. Further, there was no clear distinction between sound /z/ and /dʒ/ thereby conditioning the learners to adopt incorrect pronunciation.

Consequently, as observed in the public urban and private rural participants were equipped with audio-visual materials and the sounds in the said lessons were pronounced appropriately by the native speakers. In this regard, learners were able to capture the correct pronunciation and effortlessly construct sentences from the sounds above. In this context, teachers sufficiently identified and used the correct multimodal modes which resulted in effective lessons.

In conclusion, the study established that failing to apply the aural and kinaesthetic multimodal modes denied the learners the opportunity to link the sounds and their correct pronunciation. However, teachers who took their time to organise and facilitate their learners with correct multimodal approaches enabled their learners to competently articulate the sounds with much ease. These assertions corroborate views expressed by Hashim (2018) regarding the great sufficiency in the use of the oral aspect of the multimodal approaches.

Similarly, Gardner (2020), Mondada (2016), agree that inadequate application of appropriate multimodal approaches during instruction hinder teachers from oral skills that learners are supposed to acquire. Further, Oskoz and Elola (2019) and Albahiri and Alhaj (2020) advised that teachers of English need to gap up the known knowledge from and unknown knowledge by exposing the learners to fundamental multimodal approaches that would effectively guide them to conjecture what to expect in the ongoing lessons. These sentiments reiterate those documented by Halliday (1978) in the theory that guides this study, who posits that the active process of interaction between the ESL Learners and multimodal tools actuate the English learning process in their own contexts.

During observation, it was noted that teachers majorly rely on teachers and learners' texts. This overreliance on the textual modes emaciates the learners wider focus of the other learning dimensions which would have been accomplished had the teachers of English applied other visual appliances modes such as models, images, graphs, colours and acting in real life. For instance, of all the lessons observed, the following table shows utilisation of the visual multimodal modes by all teachers, of learners visual.

4.4.2 Quantitative Findings on the Description and Usage of Multimodal Approaches in Teaching of Oral Skills in Grade One in Primary Schools in Western Kenya

Six multimodal approach categories were aggregated to determine the extent to which teachers applied the audio (aural), visual, ICT, symbols and semiotics. The out-put was scaled into four main categories of 'always', 'sometimes', 'rarely'. The mode from every category was also included. In this regard, the teachers who 'always' use multimodal approaches with each category were deemed to be very consistent with

using the multimodal approaches. Those who ‘sometimes’ were deemed to be consistent with the use of the multimodal approaches while those who said ‘rarely’ were deemed not to be consistent with the use of the multimodal approaches.

A comprehensive summary of their description and use are shown in the Table 4.10.

Table 4.10: Frequency Distribution of the Multimodal Approaches Used

Multimodal approach	Mode	Always	Rarely	Sometimes	Skewness
a) Audio- music					
Recorded Voice	2	8(10.7%)	25(33.3%)	42(56.0%)	-0.207
Sound Effects	1	30(40)	21(28%)	24(32%)	0.228
(b) Visual – Textbooks					
Graphics	2	8(10.7%)	21(28.0%)	46(61.3%)	-0.083
Photographs and pictures	1	58(77.3%)	5(6.7%)	12(16.0%)	1.891
Images	1	45(60.0%)	13(17.3%)	17(22.7%)	0.915
Illustrations	1	66(88%)	1(1.3%)	8(10.7%)	2.932
Diagrams	1	69(92.0%)	6(8.0%)		3.160
Posters	1	58(77.3%)	5(14.7%)	6(8.0%)	1.862
Charts	1	68(90.7%)	1(1.3%)	6(8.0%)	3.509
Maps	2	11(14.7%)	11(14.7%)	53(70.7%)	0.000
Models	2	11(14.7%)	15(20.0%)	49(65.3%)	-0.009
Realia	1	39(52.0%)	4(5.3%)	32(42.7%)	0.639
(c) ICT: Internet					
AURAL-Audio tape	3	15(20.0%)	35(46.7%)	25(33.3%)	-0.508
Audio recorder	1	27(36.0%)	22(29.3%)	26(34.7%)	0.124
Radio broadcasts	2	15(20.0%)	21(28.0%)	39(52.0%)	-0.107
Phones	1	53(70.7%)	11(14.7%)	11(14.7%)	1.344
(d) Voice					
Portrait	3	5(6.7%)	39(52.0%)	31(41.3%)	-0.686
Drawings	1	63(84.0%)	5(6.7%)	7(9.3%)	2.412
(e) Symbols- Token					
Signs	1	43(57.3%)	15(20.0%)	16(21.3%)	0.802
Representations	1	46(61.3%)	10(13.3%)	19(25.3%)	1.029
(f) Semiotics – Signs					
Gestures	1	68(90.7%)	7(9.3%)	-	2.853
Winks	1	62(82.7%)	1(1.3%)	12(16.0%)	2.168
Raising hands	1	72(96.0%)	-	3(4%)	4.791
Clapping hands	1	74(98.7%)	-	1(1.3%)	8.660
Signals	1	62(82.7%)	2(2.7%)	11(14.7%)	2.320
Cues	1	66(88%)	2(2.7%)	7(9.3%)	3.045

Further, information on the Table 4.10 was captured using the mode because it was Likert scale data- in Likert data we cannot use the mean as a measure of central tendency as it has no meaning (Ikasari, 2019; Dörnyei, 2007b).. The most appropriate measure is the mode or the median (ibid). The best way to display the distribution of responses i.e. (% that agree, disagree etc) is to use a bar chart.

The first multimodal approaches introduced to the teachers were the use of audio (aural) multimodal approaches. Results in Table 4.3 indicate that in the category of music as an aural multimodal approach, of the 75 teachers who filled the questionnaires, (8[10.7%]) applied music ‘always’. Contrastingly, (42[56.0%]) ‘sometimes’ applied them while (25[33.3%]) of them ‘rarely’ used them. They had a mode of 2 and a skewness of -0.207; from the results above, it is true to conclude that teachers of English ‘sometimes’ used the music but not ‘always’. Results on ‘recorded sound effects’ showed that (30[40.0%]) ‘always’ used them, (24[32.0%]) sometimes used them while (21[28.0%]) ‘rarely’ used them. Further they had a mode of 1 and a mode of 0.228. Based on the above, the analysis yielded a computed mode of 2 which suggested that the use of audio (aural) was only sometimes used by the teachers. Therefore, it means that teachers of English moderately utilised the ‘music and sound effect’ in their teaching of oral skills.

The second category of the results highlighted the use of visual multimodal approaches. This category comprised textbooks, graphics, photographs and pictures, illustrations, diagrams, posters, charts, maps, models, realia and ICT. Results of the use of the textbooks showed that (72[96.0]) ‘always’ used them; (2[[2.7%]) ‘sometimes’ used them while a paltry (1[1.3%]) ‘rarely’ used them. Further results showed a mode of 1 in the use of textbooks and skewness of 5.754.

The results of the use of graphics revealed that (8[10.7%]) of the teachers ‘always’ used graphics; (46[61.3%]) of the teachers ‘sometimes’ used graphics, while (21[28.0%]) of the teachers ‘rarely’ used the graphics. Cumulative results indicate that (54[72.0%]) used graphics while (21[28.0%]) did not use them. Results further indicated a mode of 2 and skewness of -0.083. Results of the use of photographs and pictures showed that (58[73.3%]) of the teachers ‘always’ applied photographs and pictures, (12[16.0%]) ‘sometimes’ applied them while (5[6.7%]) ‘rarely’ used them. Cumulatively, (70[89.3%]) applied them while only (5[6.7%]) rarely used them, attracting a mode of 1 with skewness of 1.891. Of the teachers who used images, cumulative results showed that (62[82.7%]) of the teachers used them, (13[17.3%]) of the teachers ‘rarely’ used them. This attracted a mode of 1 and skewness of 0.915. In the category of illustrations, (66[88.0%]) ‘always’ used them during teaching, (8[10.7%]) ‘sometimes’ used them while (1[1.3%]) of the teachers contested the use of illustrations. This brought about a mode of 1 and a skewness of 2.932.

Results from diagram, posters and charts showed that: (69[92.0%]), (58[77.3%]), and (68[90.7%]) respectively ‘always’ used them; (0[00.0%]), (6[8.0%]) and (6[8.0%]) respectively ‘sometimes’ used them while only (6[8.0%]) and (5[4.7%]) and (1[1.3%]) ‘rarely’ used them. These approaches yielded modes of 3.160, 1.862 and 3.509 respectively. The use of maps, models and realia recorded the following respectively; (11[14.7]), (11[14.7]) and (39[52.0%]) ‘always’ used the above approaches; (53[70.7%]), (49[65.3%]) and (32[42.7%]) ‘sometimes’ used them while (11[14.7%]), (15[20.0%]) and (4[5.3%]) said that they ‘rarely’ used them.

Based on this, the analysis obtained a computed mode value of 1, 2, 2, and 1 respectively and skewness of 0.000, -0.009 and 0.639 respectively as shown in Table 4.10 above. This showed that teachers significantly applied the visual approaches.

These results were in consistency with the results from the scholars who discovered that teachers of English largely applied the visual multimodal modes more than other types of multimodal modes put together (Almalki & Algethami, 2022; Rohiminia, 2019; Ikasari, 2019). Contrastively, results reveal dismal use of aural (audio) multimodal approaches. From the figure 4.3 above, the results show that teachers of English did not apply the aural aspect of the multimodal approaches just as much as they did not utilise the portrait, models, maps and graphics. The researcher assumed that this may have been because the above multimodal modes are not synonymous with the English language. For instance, multimodal modes such as maps can be best applied in other subjects other than English.

According to Darcy et al (2021) young learners during instruction can pay attention to listening for about half of their age. In this regard, it will not be prudent for the teachers of English to conduct instruction using aural multimodal approaches. Consequently, teachers of English need to blend these aural approaches with other multimodal modes to enhance the listening skills. Results from the study revealed that teachers of English who were investigated sparingly utilised the aural aspect of multimodal approaches. What the researcher did not understand was whether the teachers of English were aware of the existing findings in regard to the learners' lack of comprehension with the aural multimodal modes of the learners or they unconsciously failed to use the aural multimodal approaches. All the same the results from the field were in tandem with what the researchers had discovered scientifically.

In the category of teachers of English who applied audio and audio-visual approaches, the results for those that applied internet were as follows: (36[48%]) 'always' used internet, (25[33%]) 'sometimes' applied internet while (14[18%]) 'rarely' applied internet. This shows that cumulatively, of the 75 teachers of English who were

investigated, those who used internet were (61[81.0%]) while (14[19%]) rarely used them. Among the teachers who used audio-tape, (15[20%]), 'always' used them, (25[33%]) 'sometimes' used them while (35[46.7%]) 'rarely' used them. Those who 'always' used the audio recorders were (27[36.0%]), (26[34.0%]) said that they 'sometimes' use it while (22[29.3%]) 'rarely' used it. Among the 75 teachers of English in the category of radio broadcast, (15[20%]) 'always' used it, (39[52.0%]) 'sometimes' used it while (21[28.0%]) 'rarely' used it. Amongst the teachers who used the mobile phones, (53[70.7%]) 'always' used the phone, (11[14.7%]) 'sometimes' used the phone, (11[14.7%]) 'rarely' used their mobile phones. This yielded a mode of 1 and skewness of 1.344. Based on this, the analysis yielded a computed mean of 1.172 suggesting significance in the use of phones as multimodal approaches.

Results in the category of 'symbols' yielded the following outcomes; (51[68.0%]) applied tokens, (16[21.3%]) while (8[10.7%]) rarely used them. Of the category of signs, (43[57.30%]) 'always' used them, (16[21.3%]) 'sometimes' used them, while (15[20.0%]) 'rarely' used them. Of the 75 teachers who used representations; (46[61.3%]) of them 'always' used them, (19[25.3%]) 'sometimes' used them, while (10[13.3%]) 'rarely' used them. Based on this, analysis yielded a computed mean of 1.4 which suggested significance utilisation of symbols.

Further investigations were carried out on the use of semiotics. The results revealed that those teachers who 'always' used gestures were (68[90.7%]) and (7[9.3%]) 'rarely' used gestures. Among the teachers who used winks, (62[82.7%]) 'always' affirmed use of winks, (12[16.0%]) 'sometimes' used winks, while (1[1.3%]) contested the use of winks. Amongst the category of raising hands (kinaesthetic) (72[96.0%]) stated that they 'always' asked the learners to raise hands while (3[4.0%]) 'sometimes' used them. Amongst the category of clapping hands, (74[98.7%]) 'always' asked the learners to

clap hands while (1[1.3%]) sometimes used clapping. Of the signals category, (62[82.7%]) ‘always’ used signals, (11[14.7%]) ‘sometimes’ used signals while a mere (2[2.7%]) rarely used signals. Amongst those who used cues category, (66(88.0%)), (7[9.3%]) ‘sometimes’ used cues while (2[2.7%]) rarely used them. Based on this, analysis yielded a computed mode of 2.853 for gestures, 2.168 for winks, 4.791 for raising hands, 8.660 for clapping hands, 2.320 for signals and 3.045 for verbal cues. In this regard, it is correct to say that meaning that the teachers of English significantly made use of semiotic multimodal approaches.

A computation of the mode responses was carried out for the stated use of the facilities using. This transformed categorical data to numerical data. The findings revealed that teachers significantly “always” used semiotics (skewness 8.660) and visual activities (skewness response 5.745) in teaching of English on a scale of (1-always, 2- sometimes, 3-rarely). The least used practice was that of audio (skewness -0.686) which was only “sometimes” used by the teachers. Considering each category, when teaching oral skills, most of the teachers ‘always’ used; clapping hands (98.7%), diagrams (92.0%), drawings (84.0%), phones (69.3%), representation (61.3%), sound effects (38.7%).

The findings indicated that teachers always used clapping of hands (mean response 1.01), visual textbooks (mean response 1.05) and Diagrams in teaching (mean response 1.08). Rarely did they use portraits (mean rating 2.45).Further, following the nature of responses in Table 4.10, four revelations come out clearly:

Firstly, the majority of the teachers of English in Grade One are fully aware of the existence of multimodal approaches. From the way they responded to the questionnaires, only six of the teachers (6[8.0%]) did not have an idea of certain

multimodal approaches that were enlisted. This means that the rest of the teachers (67[94%]) had an idea of the identification and use of multimodal approaches.

The second revelation is that the least described and used multimodal approaches as indicated are the use of: music, recorded voice, graphics, portraits, audio-tape and radio broadcast. All the above-mentioned approaches lie in the category of the aural modes. According to many scholars, aural approaches are least used in the classrooms (Makwinya, 2021; Ordy, 2021; Bukoye, 2019; Joseph 2015). These researchers posit that even though the use of video clips, mobile pictures and the internet are important in 21st century literacy learning, they are less utilised in the classrooms. Similar observations were noted during classroom observation. During the interviews the researcher asked the CSO's if there was a way that these teachers could be made aware that multiple approaches benefit all learners. The CSO's said that due the nature of the teachers' workload, it was almost impossible for them to get time to design the aural multimodal approaches when they could easily replace them with the visual approaches.

Thirdly, from Table 4.10, a high number of teachers investigated used either the teachers' or learners texts. Teachers also had their walls painted with diagrams, pictures, illustrations and diagrams.

These revelations are similar to those observed by scholars who say that teachers used more visual multimodal approaches put together. Scholars like (Hashim, 2018; Albahiri and Alhaj, 2020; Midin *et al.* 2018) assert that visual multimodal approaches are fundamental in the realisation of meaningful learning in the classrooms.

Fourthly, the use of (ICT) internet, projectors and other computer hardware did not occupy centre stage in the minds of the teachers investigated. Investigation results reveal that out of (75[100%]) of the teachers, only (36[45%]) used the internet. Of those teachers, (25[33.3%]) ‘sometimes’ used while (14[18.7%]) rarely used the gadget. This is worrying because literacy in the 21st century is defined as the ability to read and write and also use the internet effectively. Further, the CBC curriculum in Kenya is aiming at creating a 21st century learner who is aligned and equipped with the holistic literacy competence that regards ICT knowledge as key (Thaseem & Kareema, 2018).

This revelation also implies that teachers of English in Grade one express a shallow comprehension of how useful the use of the internet as a multimodal approach is in the process of teaching the oral skills. In relation to achievement in oral skills, cumulative results showed that among the teachers of English who used images in the teaching of oral skills, (62[82.7%]) affirmed their use while (13[16.3%]) rarely used the approach; (67[89.3%]) affirmed the use of illustration. Similarly, teachers of English who affirmed utilisation of diagrams were (75[100%]) while those who used charts were (69[91.3%]).

The data was grouped on a scale of (1-4) where 1-Always, 2-Sometimes, 3- Rarely and 4-Never. From the Table 4.10 it was evident that Clapping hands (98%), Visual Textbooks (96%), Raising hands (96%), Diagrams (92%), Gestures (90%) and Charts (90%) were the most used multimodal approaches. Portrait (52.0%), aural-audio tape (46.7%), Recorded Voice (33.3%) and Audio Recorder (29.39%) were the most rarely used multimodal approaches. In relation to the teaching of oral skills, results of the application of the above approaches were the ones used by the majority of the teachers. Majority of the teachers.

4.4.3 Discussions in relation to the study Questions

From the study question of objective one, the study goals were two fold: identification of the multimodal approaches and description and use of the multimodal approaches during classroom interaction. Guided by the theory Social Semiotic theory and the Multiple intelligence theory, the study focused on the role of the teachers in identifying and using the multimodal approaches in the classrooms. This is because extant literature confirms the fact that classrooms are deficient of multimodal approaches while they are print centric oriented (Loerts, 2013; Firmansya, 2021). In the researcher's classroom visitation, it was noted with concern that teachers of English struggled to implement any other type of multimodal approaches in the classroom rather than the visual multimodal approaches.

It was not easy to address the learners with multiple intelligence or with learners with unique learning styles. Thus, Gardner's theory of multiple intelligence was ignored. During observation, classrooms were characterized by teacher-directed over-dicussions with definite prominence emphasis on print-text discussions and pictorial text displays. Kinesthetics and aural approaches were lessly utilized contradictions between what the CBC curriculum design stipulated and the reality on the ground was different. The researcher concluded that in such a scenario, a teaching and learning model was appropriate to guide the teachers on how to blend various multimodal approaches.

4.5 Quantitative Results on the Effect of Multimodal Approaches in the Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya

The second study objective sought to assess the effectiveness of multimodal approaches in the acquisition of English oral skills by Grade One learners in primary schools in Western Kenya. Assessing the effects of using multimodal approaches in the acquisition of English language, was established from the teachers' responses to 31 questions in a Likert scale of 1 – 4 (1 – strongly agree, 2—agree, 3-disagree, 4-strongly disagree) were established. Further, the learners were subjected to assessment of their rubrics to ascertain how the learners scored before and after the introduction of the multimodal approaches. Table 4.11 below illustrates the teachers' identification, description and use of the multimodal approaches they enumerated.

Table 4. 11: Multimodal Approaches and Teaching of Oral Skills

Statement	SA	A	D
Leads to meaningful English learning experiences	54(72.0%)	18(24.0%)	3 (4.0%)
Improves learners' attitude towards teaching and learning of English	55(73.3%)	18(24.0%)	2 (2.7%)
Provide a reach and conducive environment for the learners	66 (88.0%)	9 (12.0%)	-
Enable learners to develop personal enrichment of the language both in speech and in writing	42 (56.0%)	33(44.0%)	-
Acts as a motivator for the learners to acquire the English language	67(89.3%)	7 (9.3%)	1 (1.3%)
It enables students' active participation in the lesson	45(60.0%)	30 (40.0%)	-
These approaches quicken the learner's comprehension of the English language	70(93.3%)	5 (6.7%)	-
They cater for the learners with different learning styles	52(69.3%)	23(30.7%)	-
Encourages creativity due to the learner's ability to make sentences from the multimodal tools	55(73.3%)	20(26.7%)	-
Encourages autonomy amongst learners	30(40.0%)	45(60.0%)	-
Learners are able to develop creative and critical thinking skills	70(93.3%)	5 (6.7%)	-
Helps learners to gain self-confidence hence lifting up their self esteem	54(72.0%)	21(28.0%)	-
Has created a paradigm shift from the usual monotony of print-based text approaches	47(62.7%)	28(37.3%)	-
Promotes positive learning outcomes during placement	55(73.3%)	19(25.3%)	1(1.3%)
Facilitates various learning styles	56(74.7%)	18(24.0%)	1 (1.3%)
Evoke the learners' interest with continuous use	56(74.7%)	18(24.0%)	1 (1.3%)
Improves both spoken and written language	69(92.0%)	6 (8.0%)	-
Leads to accumulation of the English language vocabulary	56(74.7%)	19 (25.3%)	-
Trains the learner in to achieving skills that will direct them to their future careers	40(53.3%)	35(46.7%)	-
Easy comprehension because of the presence of multimodal tools	38(50.7%)	36(48.0%)	1 (1.3%)
Learners acquire extensive knowledge in all fields	44(58.7%)	31(41.3%)	-
Involvement of learners in various learning styles	34(45.3%)	40(53.3%)	1 (1.3%)
Expose the learners into dealing with different learning gadgets	50(66.7%)	25(33.3%)	-
Easy English language comprehension	37(49.3%)	38(50.7%)	-
The learners find the lesson interesting	45(60.0%)	30(40.0%)	-
Increases the learner's autonomy	33(44.0%)	40(53.3%)	2 (2.7%)
It is learner centred	42(56.0%)	33(44.0%)	-
Requires very minimal guidance from the teacher	31(41.3%)	42(56.0%)	2 (2.6%)
Leads to acquisition of values such as coordination	58(77.3%)	17(22.7%)	-
Learners are motivated	25(33.3%)	49(65.3%)	1 (1.3%)
Lead to increased scores	52(69.3%)	22(29.3%)	1(1.3%)

Results from Table 4.11 indicate that majority of the teachers (93.3%) strongly agreed that multimodal approaches quickened the learner's comprehension of the oral skills during the teaching of English. Similarly, a paltry 4% of the respondents disagreed that the approaches lead to meaningful English learning experience.

Results from Table 4.11 on the effectiveness of using multimodal approaches, a Likert scale calibrated as 'strongly agree', 'agree', 'and disagree' and was used indicate language agreed with the declaration. None of the teachers disagreed with the statement. Based on the statement 'they cater for the learners with different learning styles', (52[69.3%]) strongly acknowledged the assertion while (23[30.7%]) acknowledged the assertion. None of the respondents disputed the assertion.

On the statement 'Encourages creativity due to the learner's ability to make sentences from the multimodal tools', (55[73.3%]) strongly agreed while (23[30.7%]) agreed. None of the teachers disputed the statement. On the declaration 'Encourages autonomy amongst learners', (30[40%]) strongly affirmed the statement while (45[60%]) affirmed the statement. On the statement 'Learners are able to develop creative and critical thinking skills', (70[93.3%]) of the teachers 'strongly agreed' while a paltry (5[%]) 'agreed'. On the declaration 'helps learners to gain self-confidence hence lifting up their self-esteem', (54[72%]) of the teachers strongly affirmed the declaration while (21[28%]) affirmed.

On the pronouncement, 'has created a paradigm shift from the usual monotony of print-based text approaches' (47[62.7%]) strongly acknowledge this statement while (28[37.3%]) acknowledge it. Contrastingly on 'promotes positive learning outcomes during placement', (55[73.3%]) 'strongly agreed', (19[25.3%]) 'agreed' while a paltry (1[1.3%]) disagreed. The statement 'facilitates various learning styles' and 'evoke the learners' interest with continuous use', (56[74.7%]) affirmed the statement strongly,

(18[24.0%]) affirmed the statement while (1[1.3%]) disagreed with the statement. On the pronouncement 'improves both spoken and written language', results revealed that (69[92%]) strongly agreed with the statement, (6[8%]) agreed with the statement.

The pronouncement 'leads to accumulation of the English language vocabulary' (56[74.7%]) strongly supported the statement while (19[25.3%]) supported the statement. The statement 'trains the learner in achieving skills that will direct them to their future careers', (40[53.3%]) 'strongly agreed' with this statement while (35[46.7]) merely agreed with the statement. The statement 'easy comprehension because of the presence of multimodal tools', (38[50.7%]) strongly agreed with the statement, (36[48.0%]) agreed with the statement while (1[1.3%]) disputed the statement.

On the statement 'learners acquire extensive knowledge in all fields', (44[58.7%]) strongly agreed with the statement while 31(41.3%) agreed with the statement. On the statement 'Involvement of learners in various activities' (34[45.3%]) strongly agreed, (40[53.3%]) agreed while (1[1.3]) strongly disagreed. On the pronouncement 'expose the learners into dealing with different learning gadgets', (50[66.7%]) strongly agreed while (25[33.3%]) agreed. On the statement 'easy English language comprehension' (37[49.3%]) strongly affirmed the assertions, (38[50.7%]) affirmed the results. On the statement of 'the learners find the lesson interesting ', (45[60.0%]) affirmed the statement, while (30[40.0%]) agreed on the statement.

On the pronouncement 'increases the learners' autonomy', (33[44.0%]) strongly affirmed the statement, (40[53.3%]) affirmed the statement. On the statement 'it is learner centred' (42[56.0]) strongly agreed with the statement while (33[44%]) disagreed with the statement. On the statement 'requires very minimal guidance from the teacher' (31[41.3%]) strongly agreed with the statement, (42[56%]) agreed with the statement while (2[2.7%]) disputed the statement.

On the statement 'leads to acquisition of values such as coordination' (58[77.3%]) strongly agreed with the statement while (17[22.7]) agreed with the statement. On the statement 'learners are motivated', (25[33.3%]) strongly agreed with the statement, (49[65.3%]) agreed with the statement while (1[1.3]) disagreed. On the statement 'lead to increased scores', (52[69.3%]) strongly agreed to the statement, (22[29.3%]) agreed to the statement while a paltry (1[1.7%]) disagreed.

Based on this, it is true to say that the use of multimodal approaches brings a positive effect on the attainment of the oral skills. Overwhelming evidence proves that use of multimodal approaches is important if achievement of the teaching and learning of oral skills. Contrastingly, teachers of English do not seem to be motivated by the multimodal approaches. They minimally use them even though they acknowledge the advantages of this approaches in the achievement of oral skills. This scenario evidently manifested during observation.

4.5.1 Quantitative Results on the Performance of the Learners

To further find out effectiveness of using multimodal approaches in oral skills in the classrooms, oral assessment was administered to the learners to determine how they performed with the use of texts alone without inclusion of multimodal approaches. Three weeks later after some multimodal approaches had been administered, the learners were assessed in oral skills. Oral assessment was therefore administered to the learners to gauge their achievement. The scores were subjected to the Wilcoxon signed-rank test. This test is non-parametric which is equivalent to the dependent t-test. It is used to compare two sets of scores that emanate from same participants.

The Wilcoxon matched-pairs signed rank test computes the difference between each set of matched pairs, then compares the sample against the median. Therefore the results that were found were computed using Wilcoxon signed-rank to compare the scores. The results are tabulated in the subsequent tables.

The hypothesis that was tested:

H0: The median difference of before and after multimodal approaches is equal

H1: the median difference of before and after Multimodal Approaches is not equal

4.5.2 Performance of Public Rural Schools Before and After Use of Multimodal Approach in Teaching Oral Skills

4.5.3 Descriptive Statistics

In the public rural schools, when multimodal approaches had not been applied, a total of 213 of the learners scored below expectation and 170 exceeded expectation. The scores changed when multimodal approaches were consciously introduced where 88 of the learners scored below expectation and a larger number, 275 exceeded expectation. As illustrated in Table 4.12.

Table 4.12: Scores Obtained During Assessment

	Descriptive Statistics							
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25 th	50 th (Median)	75 th
Below Expectation	30	7.10	3.387	2	16	5.00	6.50	9.25
Approaching Expectation	30	14.40	4.658	7	25	11.00	13.00	17.25
Meeting Expectation	30	14.03	5.881	2	29	11.00	13.00	18.25
Exceeding Expectation	30	5.67	3.089	1	14	3.00	5.00	8.00
Below Expectation	30	2.93	1.818	0	7	2.00	3.00	4.00
Approaching Expectation	30	10.13	4.200	0	20	8.00	9.50	11.25
Meeting Expectation	30	18.77	5.606	9	29	13.00	20.00	23.00
Exceeding Expectation	30	9.17	3.957	2	17	6.75	9.00	11.00

4.5.4 Wilcoxon Singed Ranks Test

The p-value is less than 0.05 level of significance hence we rejected null hypothesis. A Wilcoxon signed rank test showed that use of multimodal approaches elicited significant change in the scores of the learners in public rural schools. A scrutiny of the results reveal substantial favour of the use of multimodal approaches.

Table 4. 13 Test Statistics

Test Statistics^a				
	Below Expectation (After) - Below Expectation (Before)	Approaching Expectation (After) - Approaching Expectation (Before)	Meeting Expectation (After) - Meeting Expectation (Before)	Exceeding Expectation (After) - Exceeding Expectation (Before)
Z	-4.725 ^b	-4.306 ^b	-4.380 ^c	-3.896 ^c
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

4.5.5 Performance of Public Urban Schools After Use of Multimodal Approaches in Oral Skills

4.5.5.1 Descriptive Statistics

In the public urban schools, when multimodal tools were not applied, a total of 65 of the learners scored below expectation and 149 exceeded expectations. The scores changed when multimodal approach was used where 48 of the learners scored below expectation and a larger number, 171 exceeded expectations as illustrated in Table 4.14.

Table 4.14: Descriptive statistics

	Descriptive Statistics							
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Below Expectation(Before)	15	4.33	.976	3	6	4.00	4.00	5.00
Approaching Expectation(Before)	15	10.13	2.997	6	16	8.00	10.00	12.00
Meeting Expectation(Before)	15	14.67	4.082	9	22	11.00	14.00	18.00
Exceeding Expectation(Before)	15	9.93	5.189	6	26	7.00	9.00	10.00
Below Expectation(After)	15	.40	.910	0	3	.00	.00	.00
Approaching Expectation(After)	15	3.93	1.387	2	6	3.00	4.00	5.00
Meeting Expectation(After)	15	14.47	5.069	9	26	11.00	12.00	18.00
Exceeding Expectation(After)	15	19.33	5.900	10	28	14.00	20.00	23.00

4.5.5.3 Wilcoxon Singed Ranks Test

The p-value is less than 0.05 level of significance hence we rejected null hypothesis.

A Wilcoxon signed rank test showed that use of multimodal approaches showed elicit a significant change in the scores of the learners in Public Urban Schools.

Table 4.15: Test Statistics

Test Statistics ^a				
	Below Expectation (After) - Below Expectation (Before)	Approaching Expectation (After) - Approaching Expectation (Before)	Meeting Expectation (After) - Meeting Expectation (Before)	Exceeding Expectation (After) - Exceeding Expectation (Before)
Z	-3.316 ^b	-3.417 ^b	-.379 ^b	-3.191 ^c
Asymp. Sig. (2-tailed)	.001	.001	.005	.001

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

4.5.6 Performance of Private Urban schools after use of multimodal (Descriptive Statistics)

Urban private schools, had a total of 131 learners scoring below expectation when multimodal was not used and 251 learners exceeding expectation. The scores changed when multimodal approach was used, where 48 scored below expectation and 461 exceeded expectation when multimodal approach was used.

Table 4.16: Descriptive statistics

	Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles			
						25th	50th (Median)	75th	
Below Expectation(Before)	15	4.40	2.694	0	9	3.00	5.00	6.00	
Approaching Expectation(Before)	15	18.40	4.517	13	26	14.00	17.00	23.00	
Meeting Expectation(Before)	15	18.93	5.311	10	29	15.00	18.00	23.00	
Exceeding Expectation(Before)	15	6.80	3.144	3	15	4.00	6.00	9.00	
Below Expectation(After)	15	2.80	2.042	0	6	1.00	3.00	5.00	
Approaching Expectation(After)	15	13.73	3.432	8	20	11.00	13.00	16.00	
Meeting Expectation(After)	15	19.60	4.085	13	25	16.00	20.00	23.00	
Exceeding Expectation(After)	15	11.40	5.275	6	25	7.00	10.00	15.00	

4.5.5.2 Wilcoxon Singed Ranks Test

The p-value is less than 0.05 level of significance hence we rejected null hypothesis.

A Wilcoxon signed rank test showed that use of multimodal approaches elicit a significant change in the scores of the learners in Private Urban Schools.

Table 4.17: Test Statistics

Test Statistics^a					
	Below Expectation (After) - Below Expectation (Before)	Approaching Expectation (After) - Below Expectation (Before)	Meeting Expectation (After) - Meeting Expectation (Before)	Exceeding Expectation (After) - Exceeding Expectation (Before)	-
Z	-2.684 ^b	-3.428 ^b	-.597 ^c	-2.960 ^c	
Asymp. Sig. (2-tailed)	.007	.001	.041	.003	

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

4.5.7 Performance of Private Rural schools after use of multimodal

4.5.7.1 Descriptive Statistics

Private schools had 84 learners scoring below expectation when this approach was not used and when multimodal was used, a total of 24 learners scored below expectation when multimodal approach was used.

Table 4.18: Descriptive Statistics

	Descriptive Statistics							
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25 th	50 th (Median)	75 th
Below Expectation(Before)	15	5.60	1.844	3	9	4.00	6.00	7.00
Approaching Expectation(Before)	15	9.93	3.369	5	16	7.00	10.00	12.00
Meeting Expectation(Before)	15	12.93	5.189	7	25	9.00	12.00	16.00
Exceeding Expectation(Before)	15	5.40	2.530	1	11	4.00	5.00	6.00
Below Expectation(After)	15	1.60	1.595	0	5	.00	1.00	3.00
Approaching Expectation(After)	15	7.13	2.800	3	12	5.00	7.00	9.00
Meeting Expectation(After)	15	12.27	3.453	6	18	10.00	12.00	15.00
Exceeding Expectation(After)	15	12.80	4.945	5	24	9.00	11.00	16.00

4.5.7.2 Wilcoxon Singed Ranks Test

The p-value is less than 0.05 level of significance hence we rejected null hypothesis.

A Wilcoxon signed rank test showed that use of multimodal approaches showed elicit a significant change in the scores of the learners in private rural schools.

Table 4.19: Test statistics

Test Statistics ^a				
	Below Expectation (After) - Below Expectation (Before)	Approaching Expectation (After) - Approaching Expectation (Before)	Meeting Expectation(Aft er) - Meeting Expectation(Bef ore)	Exceeding Expectation(Aft er) - Exceeding Expectation(Bef ore)
Z	-3.311 ^b	-3.195 ^b	-.599 ^b	-3.415 ^c
Asymp. Sig. (2-tailed)	.001	.001	.549	.001

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

The study revealed a slight improvement in the scores when multimodal approaches were administered unlike when they were not utilized.

4.5.8 Correlation between Multimodal Approaches and Acquisition of English

Oral Skills by Grade One Learners in Primary Schools in Western Kenya

To determine the relationship between multimodal approaches and acquisition of English oral skills by Grade One learners in primary schools in Western Kenya, Pearson correlation was employed. Since the variables were measured on the ordinal Likert for individual items, there was need for conversion to continuous data for the analysis. The resulting scores formed paired data points and the analysis results were as shown in Table 4.20.

Table 4.20: Correlation Analysis between Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya

Variables		Multimodal Approaches	Acquisition of Oral Skills by Grade One
Multimodal Approaches	Pearson Correlation	1	0.614**
	Sig. (2-tailed)		0.000
	N		75
Acquisition of Oral Skills by Grade One	Pearson Correlation	0.614**	1
	Sig. (2-tailed)	0.000	
	N	75	

** . The value is significant at the 0.05 level (2-tailed).

The results in Table 4.19 depicts a strong positive relationship ($R = .614$) being statistically significant ($p \leq 0.05$). The implication being that, statistically as the use of multimodal approaches increases, acquisition of English oral skills by Grade One learners in primary schools in Western Kenya also increases significantly. With the strong positive correlation, use of multimodal approaches have a greater boosting effect on acquisition of English oral skills by Grade One learners. This is because with multimodal approaches, teachers can move beyond just using texts. Instead, they can utilize multimedia resources that include images, audio and video to give students a wider variety of learning experiences.

Höllerer et al, (2018) found that teachers use various photos in their presentations to get their point across. They show a video with subtitles, speech, music, and gestures that deepen understanding of a topic. The more senses a student uses while being taught, the better they will remember what they've learned and how to apply it in real life (Cocchetta, 2018). Using multiple approaches can help students better understand complex topics and concepts and provide differentiated instructions.

4.5.9 Regression Analysis for Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya

To determine how multimodal approaches were used to determine achievement of oral skills by Grade One learners in primary schools in Western Kenya, the two variables were modelled through regression. Sum of scores for items in each scale for individual participants was determined to obtain a continuous range of scores. Thus, the paired data points that resulted were analyzed and presented in Table 4.21

Table 4.21: Regression Analysis for Multimodal Approaches and Acquisition of English Oral Skills by Grade One Learners in Primary Schools in Western Kenya

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	0.741 ^a	0.549	0.543		0.226	
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.71	1	9.71	12.93	0.000 ^b
	Residual	56.22	74	0.757		
	Total	65.93	75			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.523	.461		27.16	0.000
	Multimodal Approaches	0.469	0.189	0.412	2.48	0.000

a. Dependent Variable: acquisition of English oral skills by Grade One learners

b. Predictors: (Constant), application of multimodal approaches

It was found that application of multimodal approaches accounts for 54.9% (R square = .549) acquisition of English oral skills by Grade One learners. Analysis model showed statistical significance as $F(1, 74) = 12.93 [p \leq .05]$. Hence from regression, application of multimodal approaches significantly contribute to 54.9% of resulting acquisition of English oral skills by Grade One learners.

Analysis of the regression model coefficients as shown in table 4.21 shows that there is a positive beta co-efficient of 0.469 as indicated by the co-efficient matrix with a P-value = 0.000 < 0.05 and a constant of 12.523 with a p-value = 0.000 < 0.05. Therefore, both the constant and, application of multimodal approaches contribute significantly to the model. Therefore, the model can provide the information needed to predict acquisition of English oral skills by Grade One learners from application of multimodal approaches. The regression equation is presented as follows: $Y = 12.523 + 0.469X_2$; Where Y = acquisition of English oral skills by Grade One learners, X_2 is the application of multimodal approaches. The equation shows that a unit change in teachers' teaching experience would cause a 0.469 change in application of multimodal approaches in the teaching of English. Thus, application of multimodal approaches covered in this study had a significant and positive effect on acquisition of English oral skills by Grade One learners.

According to Moreno and Mayer (2007) believe that multimodal learning environments use different modes to represent content knowledge, for instance, verbal and non-verbal, where the non-verbal mode is depicted in picture-mode including both still life and mobile pictures. These different presentation modes (verbal and non-verbal) are used to appeal to the learners' diverse sensory organs thus the (visual and auditory). Further, Multimodal courses allow teachers to present the subject matter in more than one sensory mode (multiple representations), thus have been used to further facilitate student's learning (Shah & Freedman, 2003). Additionally, Firmansya (2001) asserts that omission of multimode in the teaching of oral skills deprives learners of better understanding of language, gaining acceleration of the language and most of all, introduces cross-cultural failure in the classroom.

Consistent with these sentiments are the findings by Anil (2015 and Thaseem and Kareema (2017) who noted the learners' increase in scores upon usage of multimodal approaches.

4.6. Testing of Hypothesis One

Hypothesis one was designed to test if there was significant relationship between application of multimodal approaches and acquisition of English oral skills by Grade One learners. Thus, the null hypothesis was stated as:

H₀₁: There is no significant influence of application of multimodal approaches on acquisition of English oral skills by Grade One learners.

The Pearson correlation analysis depicts a strong positive relationship ($R = .614$) being statistically significant ($p \leq 0.05$). While the regression analysis shows that there is a positive beta co-efficient of 0.469 as indicated by the co-efficient matrix with a P-value = $0.000 < 0.05$ and a constant of 12.523 with a p-value = $0.000 < 0.05$. The implication being that, statistically as there is more application of multimodal approaches increases, acquisition of oral skills by Grade One learners also increases significantly. Therefore, we reject the null hypothesis that *there is no significant influence of application of multimodal approaches on acquisition of English oral skills by Grade One learners*, and accept the alternative hypothesis.

4.6.1 Qualitative on the Effects of Using Multimodal Approaches When Teaching Oral Skills

In this section the researcher endeavoured to examine the effect of using multimodal approaches in acquisition of oral skills (oral skills).

Details of the subsequent analyses during observation are presented below. Observation results revealed that the learners were more active in the classroom when the teacher used multimodal modal approaches more than if the teachers applied a mono approach or a course book alone. These observations resonate with those of Wang (2018) who argues that mono-modal form of teaching emasculates the learners, thereby depriving them of important skills that they would have acquired had they utilised multimodal modes. The observation results presented in the foregoing subsection are in line with the ones obtained through the teachers' questionnaire and the interviews from the CSO's plus those obtained from the rubrics analysis. In this regard, information generated by the observation results showed that more learners effortlessly acquired the oral skills when the teacher applied different multimodal approaches in one lesson. On the other hand, the absence of the multimodal modes delayed the learners' response to most of the questions that were asked by the teacher.

For instance, in most of the activities observed the researcher realised that learners responded nearly universal when various modes were exposed to them. Nevertheless, they responded sub-optimally when few multimodal modes were exposed to them. In one lesson in public rural school, the 'sub- strand' indicated that the learners were supposed to be taught, 'Language structures and functions. Specific learning experiences were that the learners were supposed to describe various objects using the verb 'to be' (KICD, 2017). The suggested multimodal modes to be applied according to the curriculum design were: realia, pictures /photographs, audio or usual computer device showing greetings and people welcoming others to a new place. During the lesson, the teacher introduced the strand (which was Oral Work).

After introducing the lesson, asked the learners to imitate and mime the various actions that other learners were performing. The following were some of the actions that the learners were acting; writing, shaving hair, driving a car and dancing. Therefore, the first learner introduced herself by saying the following:

Learner 1: My name is Clinton. (*Then the learner mimes writing*)

Teacher: Very good Clinton. Class, what is Clinton doing? (*There's some silence and then one. Pupils raise her hand*), Yes Diana.

Diana: (*Hesitates a bit as if not sure and then says*) 'Anaandika'

Teacher: Yes, Clinton is writing everybody say 'writing'

Class: Writing.

Teacher: Yes, very good. 'Yaani kuandika' is called writing in English.

In the above lesson, two dents are identified which suggest that the teacher was not well prepared for the lesson. Firstly, the teacher in question did not follow the suggested multimodal approaches that were supposed to be applied during instruction (*the suggested multimodal modes to be used according to the curriculum design were: realia, pictures /photographs, audio or visual computer devices showing greetings and people welcoming others to a new place*) (KICD, 2019). The teacher in question used realia as part of the multimodal mode however, the learners had no prior exposure to the vocabulary that was to be taught- "writing", "dancing", and "shaving hair" just to mention but a few. In this regard, we noticed that Clinton knew the action that was being mimed. However, he lacked the correct language to express himself.

From this observation, we can conclude that if the learners had prior exposure to the audio-visual multimodal mode such as the visual computer device showing people miming the various actions and talking about them, he would have answered the question correctly.

Secondly, the teacher assumed that the learners were aware of the vocabulary that she was introducing. This was not the case as the learners were not able to communicate appropriately in the English language. These results corroborate with the rubrics analysis results which recorded higher scores when learners were supplied with sufficient multimodal modes and tested in their classrooms. Moreover, Ordu (2021) echoes that prior exposure of learners to pictures, videos clips, real objects and internet before assessment aids the learners' comprehension and exposes them to real-life experience. Joseph (2015) further affirms that the above multimodal modes excite the learners' interest and motivates them creating the urge to continue learning. In the teaching activity 14, (public urban schools) the sub-strand to be taught was language structures and functions. In the learning experience, the learners were supposed to make sentences using personal pronouns in this lesson, the teacher started by asking the following questions:

Teacher: Who cooks for you at home? (*Learners raise their hands*) Hopestacia

Hopestacia: Mother

Teacher: Who plays with you at home?

Class: (*Chorus answers are heard*) Father, brother, sister, aunt, uncle, grandma, grandpa)

Teacher: Who buys for you books?

Learners: (*Chorus answers are heard*) Father, mother, uncle...

The teacher displays photographs of a girl, boy, man, woman and explains that females are referred to as 'she' and male as 'he'.

The teacher then displays a computer with recordings on the compact disc highlighting gender (*the use of he, she, him, her,*) and the pupils listen keenly. The teacher poses and explains to the learners and assists the learners to repeat the sentences that are being mentioned in the computer device. The learners echo sentences that are being said like: "The boy is Alvin. *He* goes to school every day. *His* father is a teacher...The girl is Nancy. *She* loves swimming. *Her* mother is a hairdresser"

She then asks the learners to repeat the sentences using the personal pronouns *she, he, her, him, his, he* as being said in the compact disc. In this lesson, three things are achieved at once. First, the learners are entertained by the audio-visual photographs displayed on the screen. Secondly, they are able to mime the actions that take place at the same time repeat the actions orally. Thirdly, they are able to coherently construct sentences using the learned pronouns and the verb to be'. The lesson turned out to be more interesting than the first lesson. In this regard, observation results showed that those learners who were exposed to many multimodal approaches during instruction responded better than the learners that were exposed to mono mode or no multimodal modes at all.

Studies conducted by scholars in various countries identified multimodal approaches such as the visual, audio, audio-visual, kinaesthetic which should be applied in tandem to contribute towards activating the skills of oral skills to learners with various learning styles (Mudin et al. 2018; Hashim, 2018; DzaNic and Pejic 2016). On one same note, Joseph (2015) agrees that mono-mode type of learning cannot be relied upon to execute sound learning.

This amplifies the need for teachers of English to embrace multimodal approaches as a way of carrying out instruction. Further analysis of qualitative data in rubrics analysis showed that classes that did not apply multimodal modes performed far below average in the English oral work. Previous studies decried underutilisation of particular multimodal modes such as the use of Information and Communication Technology (ICT). For instance, Hashim (2018) assert that oral skills are considered to be the most essential skills in assisting the learner to competently and sufficiently communicate with the others. They argue that these skills should be taken seriously in the lower grades where younger learners (those learning ESL) are found. They further argue that aural multimodal approaches improve the ESL learners' oral skills. These observations resonated well with the results from the interviews in which one of the CSOs had this to say during the interview session,

When the teachers of English apply multimodal approaches, the learners perform better than when they do not apply them or when they use the course books alone. In fact, teachers should apply diverse multimodal modes should be applied so that the learners can get what they are taught. (Ottichilo, 14 August, 2022)

These observation implies that multimodality approach promotes full learner's involvement in learning process which results in total engagement that is relevant in out-of-school environment and increase concept grasping and acquisition of knowledge among the learners. In the same vein, studies conducted by some scholars discovered that lack of creativity amongst teachers in inventing various multimodal approaches on teaching slowed down the learners' acquisition of oral skills (Mohammad, 2018). Similarly Lim, (2017); Kuzu *et al.*, (2014)) assert that in order for the teachers to optimise their teaching and learning, they need to have skills and knowledge to wittily select correct multimodal approaches to implement the teaching with fidelity.

They reiterate that the former must be practised consistently, effectively and with efficacy so that the support, progress and growth of learners can be enhanced.

Positive perception of teachers ought to be accompanied by critical action to be taken in order for them to get positive results (Wang 2018; Hashim, 2018). In this regard learners exposed to multimodal approaches are more likely to interact autonomously in oral skills lessons more than those learners who are not exposed because they lack fundamental skills that activate oral skills (ibid). Analysis further revealed that lack of inclusion of enough paralinguistic features such as eye contact; semiotic signs such as the use of winks, facial expressions, use of portraits and kinaesthetic such as pointing towards items, dancing (where necessary) and practice hampered the learners' concentration in class. According to Shatri, (2017), proper application of semiotic signs that portrays the learners' context familiarises the learner with their context thereby accelerating their level of comprehension in oral skills.

Similarly, Zamani (2016) agrees that the use of gestures, body language and rhythms in tandem with oral skills enable novice learners to grasp abstract ideas. Tonnessen (2010) indicated that the use of semiotic signs and kinaesthetic is often ignored by teachers of English in the lower grades yet they play a fundamental role in acquisition of oral skills. This is more so because teachers assume that the learners would understand the lesson without much probing. Consequently, failure to apply semiotics and kinaesthetic equally deny the learners the autonomy to explore their learning environment (Belcher, 2017).

In some large classes, (lesson 19 public rural) and (lessons 5 and 6 private urban), the learners were distracted from learning due to lack of sufficient multimodal activities that would have otherwise made the learners busy.

Their teachers struggled to ensure that each and every one of them paid attention to the lesson but it was not fully possible because there were many pupils in those classes with just a few multimodal modes. This is consistent with observations made by Wamalwa and Wamalwa (2014) who assert that large numbers of learners in classes hinder optimum achievement of diverse learning skills due to the overstretched use of multimodal modes.

In some lessons, the teachers explored the multimodal approach of engaging their learners in picture drawing after observation of the photographs that she had pinned on the chalkboard. The researcher believed that this was in a bid to activate the learners' oral skills. Similarly, during the interview session with the CSO it was established that teachers applied multimodal approach in teaching to enable learners activate their creativity, mastery of the concept and also enhances learner's autonomy and motivates self-directed and independent learning. Here is an excerpt of one of the CSOs:

Multimodal approach show how almost all communicative events have multimodal aspects in that spoken or written modes, as examples, are almost invariably linked with other modes, such as the gestures that accompany speech or the visual dimensions of page design or font that accompany print-writing. With the rapid growth of screen based digital media resources these multimodal dimensions have become more viable. Therefore, some learners who may not understand language can express themselves through writing. Since the CBC curriculum is supposed to cater for the learners from all learning styles, these teachers are right in allowing the learners to draw what they are instructed to (Ananda, 18 August, 2022).

Form the above statement, it can be deduced that in teaching oral skills, learners can be exposed to exercising their creativity and autonomy by viewing the pictures and drawing, thereby producing their own multimodal modes through their own creativity. These findings concur with that of Hargie, (2011) who also found that learners comprehend multimode language better than the traditional verbal language. Likewise, Kiran and Kiran (2011) asserted that out of the different theories and methods applied

in analysing different types of texts, multimodal approaches offered the best tool for analysis in the dimension of narrative discourse. Contrastingly, Ritonga (2022) laments that anecdotal evidence shows that teachers in schools are reluctant to incorporate multimodal approaches in the classrooms. He argues that teachers have an assumption that they lack the skills to make them practical in the classrooms. Therefore, it is the responsibility of every teacher to ensure that he/she challenges this assumption.

4.6.2 Discussions Based on the Research Questions

The second research question addressed how effective the use of multimodal approaches were to the learners competency in the English oral skills. It was found that indeed the use of multimodal approaches was effective.. this scenario clearly manifested itself when the teachers assessed the learners before the introduction of the multimodal approaches and after the introduction of the same.

The opportunities to expose the learners to diverse multimodal approaches brought about change in the scores as witnessed in the recordings from the rubrics. Introduction of the multimodal approaches before and after in the assessment illustrates a more complex and dynamic nature of the learners learning environment.

Further findings suggested that explicit multimodal approaches might have enhanced the learners' comprehension of the oral skills. According to the curriculum design KICD (2019), there are a surplus of opportunities for learners to interact with various multimodal approaches thus enhancing competency. For instance the curriculum design suggests that learners interact with various multimodal modes from all multimodal categories. However in what was observed most, teachers tend to take lightly the directives that are suggested in the curriculum design suggesting paucity in their creativity.

Basing on these findings it is no wonder that many learners are not able to comprehend the English oral world even up to the standard three and four levels (Uwezo, 2017).

4.7 Quantitative Findings on the Perceptions of Teachers on the Effect of Using Multimodal Approaches in Teaching Oral Skills in Primary Schools in Western Kenya

The third study objective sought to assess the teachers' perception on the effects of using multimodal approaches in teaching and learning of oral skills in primary schools in Western Kenya.

Therefore, perceptions of English Grade One teachers on the effect of using multimodal approaches in teaching oral skills was established using a 4 point likert scale calibrated as: 1 – 4 (1-strongly agree, 2-agree, 3-disagree, 4-strongly disagree). The results are shown in table 4.22.

Table 4.22: Teachers' Perception on Usage of Multimodal Approaches in Teaching Skills

Perception of Respondents on Application of Multimodal Approaches in Teaching oral Skills	SA	A	D	SD	Mean
Appeals to every sense organ of the learners	56(74.7%)	19(25.3%)	-	-	1.25
Provides comprehensive learning environment for the learners	20(26.7%)	55(73.3%)	-	-	1.73
Accelerates competency in attainment of oral skills	58(77.3%)	17(22.7%)	-	-	1.23
Accelerates attainment of learner autonomy	27(36.0%)	48 (64.0%)	-	-	1.64
Accelerates attainment of core competence such as cooperation , integrity and love	52(69.3%)	23(30.7%)	-	-	1.31
Motivates learners since the multimode directs the learners to learn from known to unknown	41(54.7%)	34(45.3%)	-	-	1.45
Provokes and stimulates the learning environment in both teaching and learning of oral skills	36(48.0%)	39(52.0%)	-	-	1.52
Makes teaching and learning easier and therefore covers a larger areas as far as syllabus coverage is concerned	42(56.0%)	33(44.0%)	-	-	1.44

Enhances both core values and core competence because it is learner-centered and practical respect, cooperation, English language competence	39(52.0%)	36(48.0%)	-	-	1.48
Immensely increases the concentration span of the learners	41(54.7%)	34(45.3%)	-	-	1.45
Enhances attainment of effective achievement of the given objectives	37(49.3%)	37(49.3%)	1(1.3%)	-	1.50
Enhances the understanding of the weak learners	38(50.7%)	37(49.3%)	-	-	1.49
Fast learners are able to creatively acquire more knowledge because of the talking walls and classes	39(52.0%)	36(48.0%)	-	-	1.48
Provokes the learners to ask questions and solve other questions amongst themselves	42(56.0%)	33(44.0%)	-	-	1.44
Limit teacher talking time and increases pupil engagement	37(49.3%)	37(49.3%)	1(1.3%)	-	1.50
Encourages the learners to speak English both inside and outside the classroom	39(52.0%)	36(48.0%)	-	-	1.48
Is inclusive since all the learners are involved in the active discussion in the classroom	40(53.3%)	35(46.7%)	-	-	1.47
Take account of learners with different challenges and different levels of understanding	38(50.7%)	37(49.3%)	-	-	1.49
Highlights the learners consistencies and inconsistencies and therefore assists teachers in preparation of remedial lessons	42(56.0%)	33(44.0%)	-	-	1.44
Test understanding of various language items	41(54.7%)	34(45.3%)	-	-	1.45
Minimize perpetual mismatches making perception easy	37(49.3%)	36(48.0%)	2(2.7%)	-	1.49
Activates mastery of the use of ICT which enhances literacy in ICT which enhances literacy in ICT	40(53.3%)	35(46.7%)	-	-	1.47
Raises cultural consciousness since most of the multimodal approaches applied consists of locally available materials	32(42.7%)	43(57.3%)	-	-	1.57
Foster English language awareness	45(60.0%)	30(40.0%)	-	-	1.40

Table 4.22 yielded 24 perceptions that teachers of English said resulted when teachers of English applied multimodal approaches when teaching oral skills. Therefore, factor analysis was employed with an oblique rotation method that enabled each item to load to distinctive factors.

This was in line with Nsenge et al. (2023) who applied a similar method when using factor analysis. The factors were subjected to the Cronbach Alpha test to ascertain reliability. The results are shown in table 4.23.

To test whether the items were correlated and could be used in factor analysis stage Bartlett Test of Sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy were both used as shown in table 4.23. From the results, Bartlett Test of Sphericity test was significant signifying that the items were highly correlated among themselves and therefore could be used in the factor analysis phase.

Table 4. 23: Bartlett Test of Sphericity

Bartlett test of sphericity	
Chi-square	1841.769
Degrees of freedom	210
p-value	0.000
H0: variables are not intercorrelated	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.593

The items were then subjected to factor analysis using the method of iterated principal factors. The scree plot and amount of variance explained by factors formed the basis of verdict on the number of factors to predict. The factor 1 to factor 4 had eigenvalues greater than 1 as shown in figure 4.2 below and accounted for approximately 82% variance in the efficacy of multimodal approaches. Therefore, the study retained the four factors to be used in subsequent analysis of factor analysis stage. The oblique rotation criteria method was used to yield the uncorrelated factors, this ensured the study had each item loading to only one distinctive factor for easy categorization and identification of underlying constructs (Di-Park. 2021; Nsenge, 2023).

Among the factors retained, the study used the item with the highest loading to form the basis of getting the underlying construct as shown in Figure 4.2.

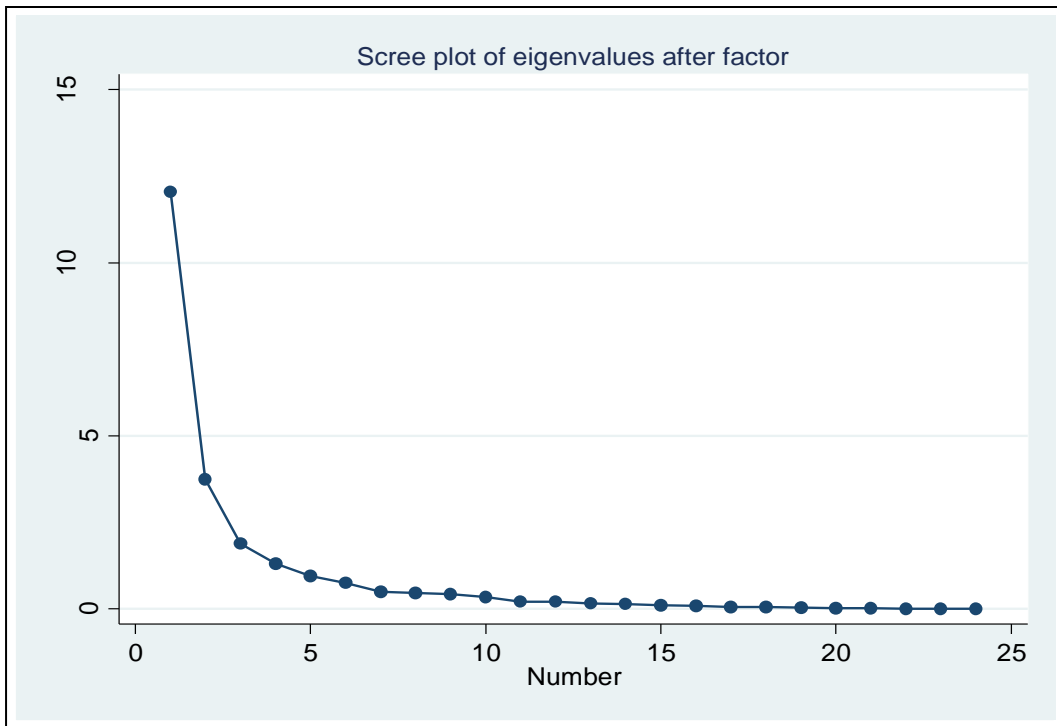


Figure 4. 2: Scree Plot of after Factor

In Figure 4.2 above, after the processing of the data using factor analysis, the 24 perceptions were reduced to 4 factors. Among the factors retained, the study used the items with the highest loading to form the basis of getting the underlying construct (Leite, 2010; Lopez, 2021) as shown in the Table 4. 24.

Table 4.24: Factor Analysis Result on Perceptions of Teachers on Use of Multimodal Approaches

Variable (Items)	Conducive Environment	Tracking Learners Point of Challenges	Competency Boost	Fostering English Awareness	
	Factor1	Factor2	Factor3	Factor4	Uniqueness
Appeals to every sense organ of the learners			0.822		0.3127
Provides comprehensive learning environment for the learners			-0.8508		0.2291
Accelerates competency in attainment of oral skills			0.8602		0.2627
Accelerates attainment of learner autonomy			-0.7993		0.3747
Accelerates attainment of core competence such as cooperation, integrity and love			0.7361		0.4279
Motivates learners since the multimode directs the learners to learn from known to unknown	0.9637				0.1484
Provokes and stimulates the learning environment in both teaching and learning of oral skills	-0.9709				0.1887
Makes teaching and learning easier and therefore covers a larger area as far as syllabus coverage is concerned	0.6653				0.2443
Enhances both core values and core competence because it is learner-centred and practical respect, cooperation, English language competence	-0.663				0.4059
Immensely increases the concentration span of the learners	0.7743				0.244
Enhances attainment of effective achievement of the given objectives	-0.8366				0.1683
Enhances the understanding of the weak learners	0.7866				0.2024
Provokes the learners to ask questions and solve other questions amongst themselves	0.7643				0.2388
Is inclusive since all the learners are involved in the active discussion in the classroom		0.7645			0.2373
Take account of learners with different challenges and different levels of understanding		-0.8655			0.1911
Highlights the learners consistencies and inconsistencies and therefore assists teachers in preparation of remedial lessons		0.8694			0.1889
Test understanding of various language items		-0.8117			0.1726
Minimise perpetual mismatches making perception easy		0.8387			0.325
Activates mastery of the use of ICT which enhances literacy in ICT which enhances literacy in ICT		-0.7421			0.3287
Raises cultural consciousness since most of the multimodal approaches applied consists of locally available materials				-0.897	0.1795
Foster English language awareness				0.904	0.1409

The factor 1 which was highly loaded on to by the item “Provokes and stimulates the learning environment in both teaching and learning of oral skills” was named conducive environment. Factor 2, similarly was highly loaded by item- “Highlights the learners’ consistencies and inconsistencies and therefore assists teachers in preparation of remedial lessons” was named tracking learners point of challenges. Factor 3 was loaded highly with the item “Accelerates competency in attainment of oral skills” and named competency boost.

Lastly, factor 4 was named fostering English awareness owing to high loadings with the item- “Foster English language awareness”. Based on this, we conclude that the four factors enumerated above were highly perceived to be the factors that contribute to the efficacy attained when multimodal approaches are used in the teaching of oral skills in Grade One in primary schools.

Subsequently, to assess the factors contributing the efficacy construct of the multimodal approaches in teaching and learning oral skills, the correlation matrix of factors were extracted and converted to percentage scaling from 0 to 100. The results are as shown in Figure 4.3.

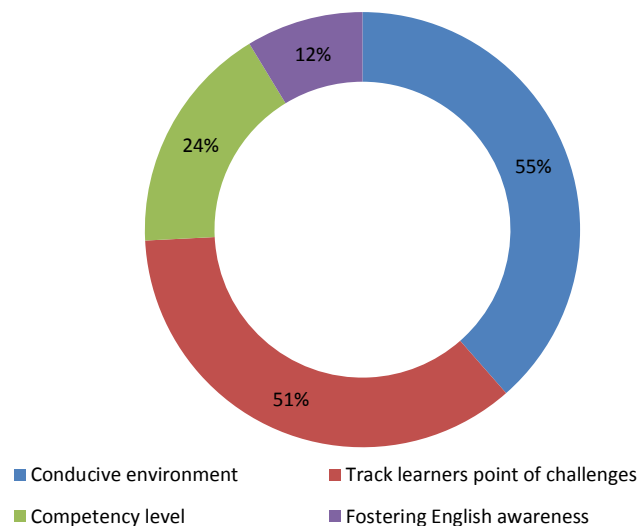


Figure 4. 3: Contribution of factors to the efficacy of multimodal approaches

From Figure 4.3, conducive environment contributed highly to the efficacy of teaching oral skills using multimodal approaches, explaining 55% of the observed efficacy. The advantage of tracking and identifying learners' areas of challenges when using multimodal approaches in teaching oral skills became second as the perceived effects of using multimodal approaches in teaching oral skills in English. Similarly, the use of multimodal approaches was perceived to scale up the competency level of the learners, contributing 24% of the observed efficacy while 12% perception was recorded on fostering English awareness.

The findings above speak to the results obtained from this study and are therefore of great significance to this study. For instance Gardner (2020) argues that if teachers do not track the learners' point of challenges, their lesson delivery risks being biased. Gardner argues that skills such as gymnastics, vocalists and visual arts all need to be considered when thinking about multimodal approaches to apply in the given study.

He posits that learners who feel that their academic need are not put into consideration tend to have a low self-esteem. Similar sentiments are echoed by Mulat (2017) who posits that teachers who bear positive perception about their learners enable them to gain high self-esteem thus increasing their academic achievement.

In this regard Sheykhan *et al.*, (2014) admits that self-esteem has for a long time been associated with high academic achievement. Omulando (2009) point out that encouragement of learner autonomy is paramount if academic achievement is to be realized. She further posits that teachers should engage the learners in tasks and activities that encourage learner autonomy. Thus, the findings of this study are in line with above however the above scholars did not provide a framework to guide the

teachers of English on how to blend the multimodal approaches. An activity that this study has fulfilled.

4.7.1 Discussions Based on the Research questions

From the findings, it was revealed that teachers of English are aware of the multimodal approaches with all its aspects of diversity. However it was also quite clear that the teachers of English either were ignorant of how to blend the multimodal approaches or they just did not want to use them during teaching. In this case the teachers' perception just were upheld as the teachers perception without much use of the perception. This scenario contradicted the findings of Ventouris et al. (2021); Yonas (2018).that perception of teachers regarding teaching of oral skills using multimodal approaches plays a central role in ensuring competency in the English language since they determine the level of the learners' achievement. as stated in the literature review.

Prominently lacking was also the identification of learners with different learning styles. It therefore became clear that what teachers of English perceive may not necessarily reflect in their lessons in the classrooms during instruction. However some teachers were using multiple multimodal approaches in the day to day teaching and the lessons were very well presented and enjoyable.

4.8 Quantitative findings on the Factors Determining the Choice of Multimodal Approaches in Teaching English Oral Skills in Western Kenya

The fourth study objective sought to assess the factors determining the choice and usage of multimodal approaches in teaching English oral skills in Western Kenya. A likert scale calibrated as 'always', 'sometimes', 'rarely and 'never' were used. Table 4.25 shows the responses.

Table 4. 25: Factors influencing the use of multimodal approaches in Teaching Oral Skills

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%)

From Table 4.25, it was evident that the always influencing factor in choice of multimodal approaches when teaching oral skills was, work load (77.3%) and the factor that was never 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), multiple intelligence theory does recognizes the contribution that context plays in the acquisition of competence in the area of oral skills while giving little importance on 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 proves that the desire to use multimodal approaches should emanate from the teachers’ inner motivation and has got nothing to do with experience of the teacher. From these findings we can conclude that

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.

Table 4.26: 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).

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, etc. Table 4.26.

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 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).

4.8.1 Qualitative Findings on Factors to consider When Choosing Multimodal Approaches

Similarly observation results revealed that workload greatly hindered not only designing of multimodal approaches but also personal attention to individual learners. Teachers had many lessons to attend to and had very little time to meet learners with challenges.. 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 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, (Abedi, 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%). These 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 findings 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 CSOs 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 oral skills, early priority should be given to ear training in order for learners to improve their oral skills. She noted that teachers who relied heavily on the visual multimodal tools denied the learners chances of sufficiently acquiring listening prowess.

4.8.1 Discussions Based on the Research Questions

Educators consider how to value utilization of multimodal approaches and not see it as just a yardstick into what some teachers may still consider to be "real work" (Bailey, 2012, p. 48) that is, print. Multimodal utilisation needs to be an integral part of the teaching curriculum and in this case a CBC curriculum (Elliot-Johns, 2011); otherwise learners will seek other ways of expressing their interests in multimodally (Chandler-Olcott & Mahar, 2003), as also seen in the findings. This is why teachers need to consider designing diverse categories of multimodal tools in the teaching of English in the classrooms. For instance during class visitations, some teachers admittedly lamented that they would be glad to design all sorts of multimodal tools if only they had time to do so. Thus, it stands to reason that there needs to be a further rethinking

of what counts as utilisation of multimodal approaches blending within a classroom setting (Bainbridge & Heydon, 2013; Walsh, 2011). In this case one is not sure of what should be done in case teachers of English are not able design and blend multimodal tool due to a large class size.

Jewitt & Kress (2003) discuss determinants that qualify choice of the teachers multimodal approaches. This calls for decisions that need to be made to better understand teaching and learning within the multimodal milieu of the classroom setting. To summarize, the most potent aspect of teachers determining factors in the choice of multimodal approaches, we need to consider the number of learners teachers of English have in a classroom setting – what do they want to communicate at a particular moment in time.

This early planning will enable teachers of English to ensure they design multimodal tools to use in their daily teaching with ease. In order to do this, teachers workload- teachers need to have access to the tools necessary to practice a range of approaches and media this can be when they have enough time. The learners need opportunities and teaching activities to develop their learning style and media including understanding the affordances and materiality of each learner. (Jewitt and Kress (2003); Shanahan (2013); Walsh (2011) talk about learners' learning areas that can make meaning that is relevant to the learners' experiences while at the same time trying to be sensitive to their competency in listening and speaking skills..

4.9 Conceptual Framework

The data collected from the field prompted the researcher to provide a conceptual framework that was used to guide the study in designing the teaching and learning multimodal model. Therefore, a self-generated conceptual framework which sought to

combine with the social semiotic theory and the multiple intelligence theory to bring out a reinforced frame work that was going to guide this study was designed. The study outlined the variables identified and how they interacted with one another to come up with a successful or not a successful outcome during class interaction. The variables in the study were outlined in eight components derived from the Multiple Intelligence Theory and the Social Semiotic Theory comprising four independent (causative) variables and two dependent (caused) variables.

The independent variables were: Identification and use of the multimodal approaches in grade one classrooms (teachers of English, learners of Grade one and oral skills); effects of using multimodal approaches in Grade One classrooms (teachers and learners of grade one); perception of teachers on the effect of using multimodal approaches (teachers of English in Grade one); the factors that determine the choice of multimodal approaches in teaching English oral skills (teacher of English in Grade one). The dependent variables are: Communication competence; proficiency in execution of oral skills during interaction; improved and effective performance outcome in the English language (Gardner, 2020).

During the learning process, the teacher needs to be alert concerning the various multimodal approaches to be applied in tandem with the context. For instance, the teacher should provide the learner with the correct and adequate and blended multimodal tools to sufficiently facilitate the lesson. This is because these variables will interact to come up with a successful lesson or unsuccessful lesson. Teachers must be sensitive to how the multimodal approaches are used for teaching and how they interact with one another to make the lesson effective.

They should also be aware of the impact these multimodal approaches bear in order to know which of the tools to be applied, which ones to omit and which ones to introduce. In addition, they need understand when to introduce each of the approaches and perceive their significance upon introduction.

The Social Semiotic Theory and Multiple Intelligence Theory interact with this self-generated conceptual framework to bring out a formidable combination in the interaction of the various modes within a given linguistic environment to facilitate an oral skills lesson. The social semiotic theory hypes the empowerment of various modes while the conceptual framework amalgamates context, technology and voice. On the other hand, the multiple intelligence theory supplies the conceptual frame work with the eight component aspects of multimodal approaches as aforementioned. Together the conceptual framework and theoretical framework work in tandem and reciprocate in this study. As a result the two provides the present study with the influence to account for the various approaches within a linguistic environment (in this case classroom).

As a result the study designs a teaching and learning multimodal model to directthe teachers of English on the best way to blend the various categories of multimodal approaches.

Figure 2.1 presents a diagrammatic summary of the eight multimodal components of various variables outlined in this study.

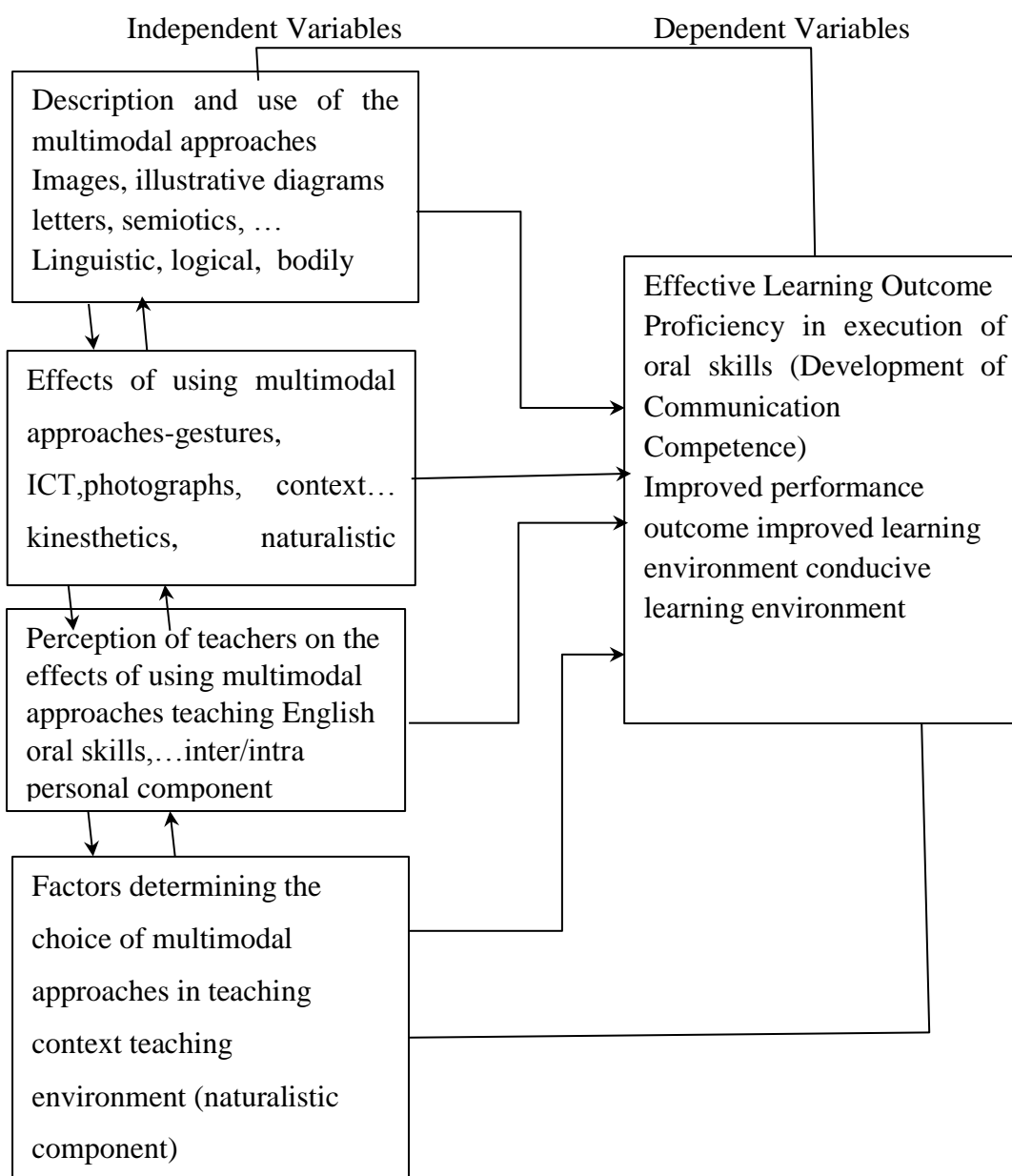


Figure 4.4: Eight Components of Multimodal Variables

(Source: Field Notes, 2022)

In Figure 4.4, the aspect of multimodal approaches was measured according to the responses that were extracted from the questionnaires, the rubric analysis, interviewing the Curriculum Support Officers and the observation schedule.

Identification and description of the nature of multimodal approaches, effectiveness of applying multimodal approaches, perception of teachers in the application of multimodal approaches and the effects of applying kinaesthetic in the teaching of oral skills in a multimodal context formed the independent variables under this study. From the independent variables, the eight components of multimodal approaches were extracted according to how best they interacted

Dependent variables entailed Communication Competence, proficiency in execution of oral skills improved performance outcome. In this regard, various techniques were utilised to determine the statistical significance of the relationships that had been observed in the hypotheses and between the independent variables and the dependent variables. Hypothetically, there was connection between the independent variables and the dependent variables through the null hypothesis.

4.9: Teaching and Learning Multimodal Model for Teaching Oral Skills

An in-depth inquiry in the reasons why there was failure of application of multimodal approaches in primary schools to bring out the required change in the teaching of oral skills. The study identifies a number of internal and external factors that inhibited the sound process of administering the multimodal approaches.

Key among these factors that seems to be implicated in the laid down themes was the skewness of the use of some multimodal approaches. From the results, it was obvious that change in the desired direction was not going to be realized without a teaching and learning model to give guidance on how to blend multimodal approaches during the teaching of oral skills. The researcher intended to find out how correct blending of multimodal approaches can bring about competence in the teaching of oral 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).

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 at the expense of multimodal approaches (Anil, 2015; Aksaciloglu, & Yelkpir *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 about which multimodal approaches to introduce, what time to introduce them and how to introduce them. Further, a rule governed teaching and learning multimodal model would compel teachers of English to design the required multimodal approaches before they go to their classrooms since it becomes part of their professional requirement.

This multimodal model sought to accommodate complex and rear multimodal approaches and blend them with the common visual multimodal approaches to diffuse overdependence on a single multimodal approach.

This model would therefore offer a blended, theoretically proven and empirically rooted multimodal model that the future researchers can probably build upon while doing their own research. This model responds to the argument advanced by Gardner (1999) in theory used in this study. 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 a particular learning style which is absent in the present multimodal approaches available.

As illustrated in the model, teachers would need to demonstrate commitment and consider designing balanced multimodal approaches a central and key step towards realization of achievement of the oral skill (competence in the life an individual learner). Figure 4.5 therefore provides a detailed teaching and learning multimodal model that can direct teachers of English in the teaching of oral skills in primary schools.

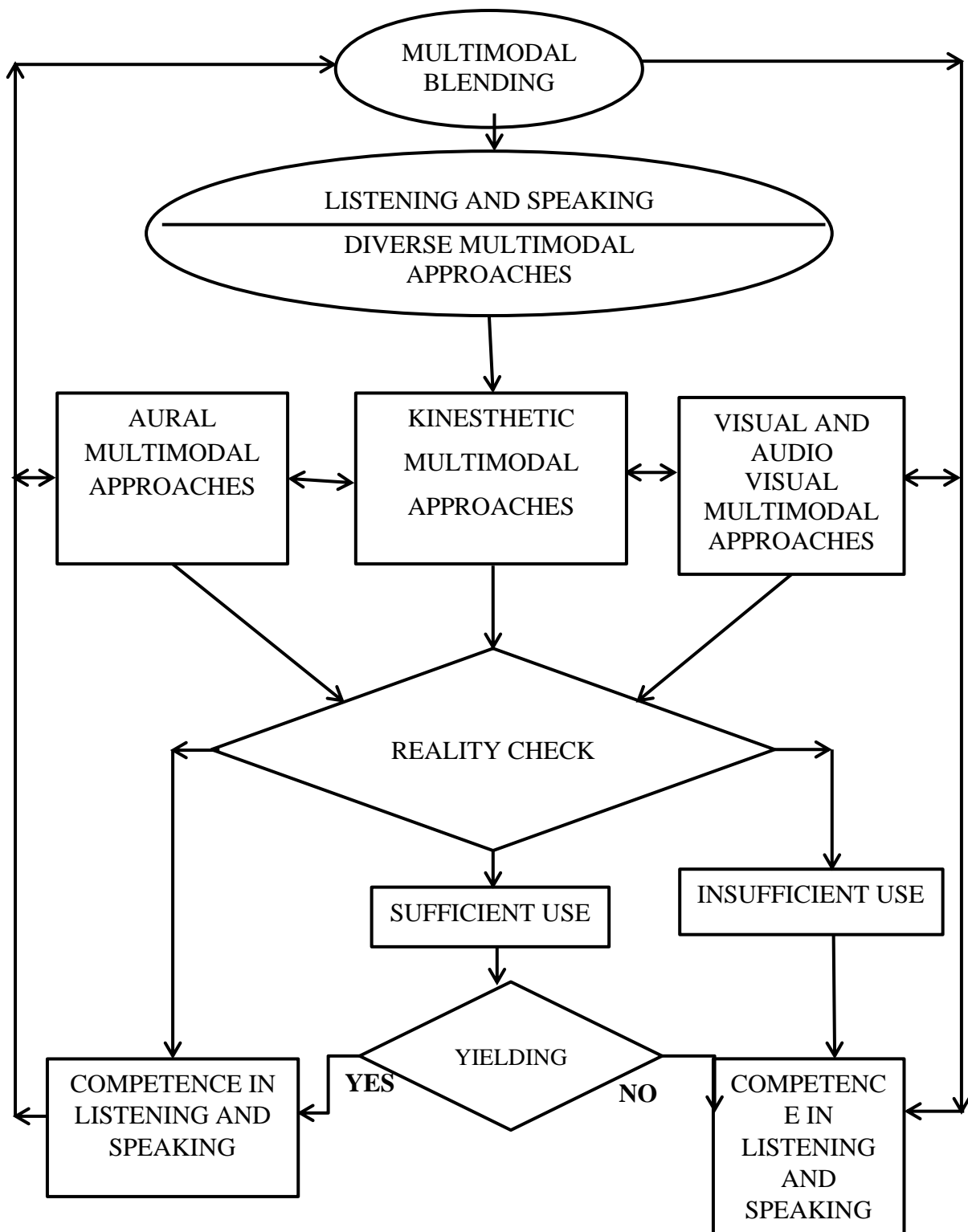


Figure 4.5 The Teaching and Learning Multimodal Model (Source notes from the field 2022)

In Figure 4.5, the researcher introduces a cluster of multimodal approaches well aware that she is dealing with a class of learners with multiple learning styles (intelligence).

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.

4.10 Chapter Summary

This chapter has focused on data presentation, interpretation and discussion. In a nutshell, the general survey of the sampled schools recorded inadequate balancing of the use of multimodal approaches from the aural, technology and kinaesthetic aspects of multimodal tools. It was noted that majority of the teachers over-relied on the visual multimodal tools for teaching of oral skills. These findings are consistent with those of Chappell (2020) who posits that there is overreliance on the use of visual multimodal approaches. Further, Chappell asserts that early training in the area of oral skills of learners contributes to sufficient acquisition of oral skills.

According to Chappell, this training strengthens the learners' aural faculty while instilling problem-solving skills and knowledge acquisition of multitasking because as the learners listen to aural multimodal approaches, they can be carrying out other activities like say dancing, playing instruments or noting down important points. Gardner (2004) in the theory that guides this study agrees to these remarks. Sentiments by the two scholars point to the fact that teachers of English when teaching oral skills need to engage the use of other multimodal tools without over-relying on any one of the multimodal approaches.

Observation results also showed that availability of multimodal tools in some classrooms were under sourced. This was evident in all school categories where either few or no evidence of use of multimodal tools in the classes were witnessed. In most classes that were visited, charts, text books, real objects were seen displayed in the classes, this was good. However, in other schools, there was no evidence of usage of multimodal tools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to determine the effects of the use of multimodal approaches in the teaching of oral skills in Grade One in selected primary schools in Western Kenya. To achieve this task, the study laid its focus on the following main objectives: Description and use of multimodal approaches in the teaching of oral skills; effectiveness of using multimodal approaches in teaching oral skills with; teachers' perception concerning the use of multimodal approaches and what teachers put into consideration while selecting multimodal approaches to apply in the teaching of oral skills.

A total of 75 five primary schools, 75 teachers of English, 3, 333 Grade One learners and 7 Curriculum Support officers in Western Kenya were involved in the study. From the above, 75 questionnaires were issued to the teachers of English to shed light on how they utilised multimodal approaches in the teaching of oral skills. In the same vein, a total of 75 classroom teachers of English and their learners were observed with an aim of establishing how multimodal approaches were being utilised in the classrooms. The learners were assessed using two oral tests. Furthermore, Curriculum Support Officers (CSO's) were interviewed to determine the way teachers of English utilised multimodal approaches and tools in Grade 1. The data collected was systematically analysed using descriptive statistics in line with the laid down objectives of the study.

Also presented herein are conclusions and recommendations for insightful interventions.

5.2 Summary of the Study Findings

Objective one sought to identify the various categories of multimodal approaches. From the analysis, the study established that the teachers of English were able to describe and use the various multimodal approaches during the teaching of English oral skills. The study which was set investigate the use of multimodal approaches also established that they had a positive effect to the learners in the teaching of oral skills. Such multimodal approaches included visual, aural, audio-visual and kinaesthetic multimodal approaches. However, the blending of the various multimodal approaches during the real teaching is what was established to be skewed towards the use of visual multimodal approaches. Results also revealed that the learners utilised semiotic signs and symbolic in large proportions- winking, clapping hands, facial expressions, tone just to mention but a few. In the same vein, the aural multimode approach was utilised in small proportions. Consequently, the first null hypothesis Ho1, stating that there was no significant relationship between description of multimodal approaches and their uses was rejected and the study asserted that there was significant relationship between the identification of the multimodal approaches and their uses.

With reference to objective two which sought to determine the effectiveness of using the multimodal approaches in a classroom, results revealed that learners performed better with introduction of multimodal approaches than before their exposition. The results from the various tests showed that the learners performed very well when their teachers exposed them to a multimodal approach rather than when the print centric method was solely applied.

Further, results from the interviews showed that the teachers of English largely utilised visual multimodal approaches because they were readily available and ready for use. While weighing the effect of use the Multimodal approaches statistical significance at 95% confidence level for the objective two led to the rejection of the Null hypothesis HO2. Notably, the Curriculum Support Officers affirmed that the teachers used the various multimodal approaches available although they were afraid to venture into the more advanced approaches that exposed the learners to the ICT such as the use of the internet by way of projector and the aural lesson that at most times exposed the learners to the pronunciation of the native speakers especially during the vocabulary lessons and pronunciation lessons. Thus the study which was envisaged to be a comprehensive analysis of multimodal approaches in equal measures ended up showing more results in a single approach than the rest.

With reference to objective three which probed the teacher's perception on the use of multimodal approaches indicated positive perception on the side of teachers. They perceived that their engagement in the use of multimodal approaches improved their effectiveness in use of oral skills in addition this perception objective attracted a 95% confidence level which showed that it was statistically significant. This prompted the rejection of the Null hypothesis H0. Results further showed that work-load, context, teaching methods and experience, pictures in the learners' texts among others were some of the factors that determined the teachers' selection of different multimodal approaches.

The study which employed multiple methods in analysis of data generated a rich account of both quantitative and qualitative data that culminated in conceptualization of the variables that led to designing a teaching and learning multimodal model.

The model was the researcher's major contribution in the field of language education. This model sought to give guide lines on how teachers of English can blend multimodal approaches to come up with a rule governed multimodal lesson that caters for the multiple intelligence as alluded by Gardner.

With reference to chapter four, it was found that teachers of English mentioned the following factors that compelled them to select particular multimodal approaches while teaching listening: work load, methods of teaching, among others were some of the factors that prompted or prevented teachers from using some multimodal approaches. These factors attracted 95% confidence level which consequently rejected the null hypothesis that stated that these factors have no significant effect on what Grade One learners and acquisition of oral skills. Lack of time to design multimodal approaches emerged as the biggest factor that prevented teachers of English from designing multimodal tools. Other factors included the teaching methods and professional skills of the teachers of English. Notably though, CSO's admitted that teachers of English in Grade One were not very keen to creatively design multimodal. Instead, they focused mostly on the availability of the multimodal tools available. In the end as stated in objective three they ended up dwelling on the use of visual multimodal tools.

5.3 Conclusion

Based on the findings which stated that teachers of English depended on the visual type of multimodal approaches while ignoring the rest of the approaches, the study concluded the CSO's should design a program in their zones to fully offer trainings on the teachers of English and teach them how to blend the various types of multimodal approaches. The CSO's should make the teachers of English understand that other

aspects of multimodal approaches are just as important as the visual multimodal approaches.

With to the finding which showed that the aural and kinaesthetic aspect of multimodal approaches were not optimally exploited during class interaction. It was concluded that the KICD should put a program such as the inservice training to enable the teachers of English to endeavour to use kinaesthetic and aural aspects in their learning. Suggestion of the radio programmes should be returned in primary schools with an aim of teaching listening and speaking skills.

5.4 Recommendations

The study made the following recommendations based on the findings:

1. It was found that teachers of English depended on the visual type of multimodal approaches while ignoring the rest of the approaches. Therefore it was recommended teachers of English should capitalise on the fact that the success of learners with different learning styles are diverse and require diverse multimodal modes to cater for their daily teaching in order for them to comprehend the lessons as stipulated in Gardner's theory of multiple intelligence (Gardner, 1999).
2. The study found out that the aural and kinaesthetic aspect of multimodal approaches were not optimally exploited during class interaction. This study therefore recommends that the Ministry of Education should come up with the policy guidelines regarding all Primary Schools in Kenya to be trained on blending of the multimodal approaches to come up with a balanced person.

3. If implemented, learners with diverse learning styles will be catered for. The ministry of Education should put down laid routines on ensuring that learners follow a given schedule (module) while teaching oral skills. This is likely to direct the teachers of English to follow a laid-up routine for teaching oral skills in primary schools.
4. It was found out that due to the work-load, teachers of English lacked enough time to design variety of multimodal approaches. This study recommends that the Teachers Service Commission (TSC) should strive more teachers of language to give them enough time to design multimodal approaches.
5. It was found out that teachers of English were not enthusiastic enough to design multimodal approaches in teaching oral skills to cater for the multiple intelligence the study therefore recommends that the Ministry of Education develop and distribute policy rules with an aim of sensitising head teachers, learners of English, panel heads of English in various Schools creatively embrace innovation and use of locally developed multimodal tools to cater for the learners. This would probably prepare the learners of English in the routine to emphasise multimodal materials necessary in the teaching of oral skills.
6. Given the key role that the English language is given in School set up, the Ministry of Education should strive to flood the subject with enough manpower to teach it, multimodal tools to implement it, and lessons to cover the curriculum design throughout the year.
7. From the study, the Curriculum Support Officers admitted that teachers of English in Grade One were not very keen to embrace the use of multimodal approaches.

8. The study therefore recommends that Teachers' Service Commission facilitates zones and CSOS with enough funding to provide opportunities to offer workshops, seminars and conferences for teachers to be able to keep in touch with the current trends, knowledge concerning multimodal approaches.
9. The study also found out that multimodal approaches in technology were not maximum exploited. The study recommends that teachers should be trained on how to use the ICT aspect of multimodal approaches in teaching oral skills in line with the current trends in literacy.

5.4.1 Recommendations for Further Research.

The following are suggestions for further research based on the findings drawn from the study and the areas that were underscored:

1. The present study focused on multimodal approaches in teaching and learning oral skills amongst Grade One learners in Western Kenya. The study was concerned with application of the aforementioned approaches. The study therefore recommends that similar research should be conducted in other parts of Kenya before generalization of the findings can be made.
2. Further, another study should be carried out in the factors that influence the effective application of multimodal approaches in primary schools.
3. In the same vein another study should be carried out on the modification of the teaching and learning multimodal model to reinforce on the designed model in the teaching of oral skills.

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APPENDICES

APPENDIX I: KEY INFORMANT INTERVIEWS (KII)

Centre Code:

Sex: Male:

Female:

1. What is your academic qualification?

2. As a Curriculum Support Officer (CSO), how often do you interact with Grade teachers of the English language and learners? Tick one
 Daily Weekly Monthly Occasionally

3. How often do the teachers in your territory apply the following multimodal approaches?

Multimodal Approach Application	Alway s	Sometime s	Rarel y
1) Visual Aids			
a) Posters			
ii) Photographs			
iii) Pictures			
iv) Illustrations			
iii) Realia			
iv) Images			
v) Layout			
Gestures			
Visual aids			
Audio-visual aids			

Videos			
Audio			
Aural			
Technology			
Use of illustrative diagrams			
Use of photographs-1, 2 and 3 dimensions			
Mobile and static pictures			
Inclusion of cloze			
Crossword puzzles			
Paralinguistic features			
Facial expressions			
Costumes and props			
Diagrams			
Cartoons			
Portraits			
Real objects			
Social media: internet			
Moulded images			
Dramatization			
Artefacts			
Resource persons			
Field excursions			

Educational trips			
Resource persons			
Library			
Advisory centres, archives and cultural centres			

4. As a teacher educator, what are the advantages of using the multimodal approaches as compared to the text based approaches in the English language? Please enumerate them in the space below

.....

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5. According to your knowledge have the teachers in your zone embraced the use of multimodal modes when teaching? Yes No

b. If your answer above is yes, how have the learners benefited tangibly from the use of multimodal modes in the classroom? Please tick in the spaces provided.

Use of Multimodal Tools During Instruction	Strongly Agree	Agree	Disagree
Competency in English as a second language			
Recognition of simple language patterns			
Recognition of complex language patterns			
Proper articulation of the English syllables			
Appreciation of group work due to cooperation			

Create a presentable learning environment			
Boosts the learners' concentration span			
Easy syllabus coverage			
Easy mastery of the English language use			

c. If your answer is no, what measures can you put in place to ensure that they start using the multimodal modes during instruction?

.....
 ...

6. Briefly explain what you think are the perceptions of your teachers about the use of multimodal modes in the teaching of English language.
7. The researcher intends to develop an English language teaching/learning multimodal model/programme Grade One learners and primary schools in general. What areas do you think should be included in the model?

Learning Activities and Process	Yes	No	Not Sure
Guessing/ inductive inference/ intelligent guessing			
Proper articulation of English language structures			
Application of images and sounds			
Repeat the words taught using gestures			
Analyzation and reasoning			

Memorization of the learned language pattern			
Overcoming limitations in the four skills			
Application of new language items when speaking English language			
Communicate fluently in the English language			
Empathise with others during language learning			
Paraphrase information as taught by the teacher			
Comprehension of the language as spoken by the native speakers on the ICT gadgets			
Remembering the new English words or phrases and use of them			
Watch TV shows and lessons and follow them			
Answer questions in English			
Offer opinions in English			
Listen keenly and understand the English language			
Follow instructions			
Ask and answer question in English			

8. Do you think the influence of multimodal tools in the teaching and learning of oral skills in English can impact learners? Briefly explain

.....
.....

...

9. Which of the following processes do you think the learners engage in during the process of instruction (as the teachers use multimodal approaches) as they try to comprehend English as a Second Language?
10. Why do you think the grade one learners find it difficult to comprehend the English language during teaching and learning of oral work in English?

THANK YOU

APPENDIX II: CLASSROOM OBSERVATION WORKSHEET

Grade Being Observed

Grade One

Part 1

What are the more educated respondents doing that the rest of the other respondents are not doing? What about gender? Are the female ones doing better than the male ones or vice versa?

Class size (number of learners)

0-20_____

20-25_____

26-30_____

31-35_____

36-40_____

41-45_____

46-50_____

Above 50_____

Specific areas being observed (grade one English language areas)

-Listening

-Speaking

Available multimodal modes in the classroom:

The identification and use of multimodal modes/tools. Did the teachers in any way apply the following tools?

Identification and Use of Multimodal Approaches in Class	Available	Not Available
Visual – text books, posters, pictures/photographs, charts, maps, models, images, realia, portraits, drawings, graphs, illustrative diagrams, colours		
- Aural- voice, sound, music, recorded sound, audio-tapes, audio recorder, radio broadcasts, phone,		
Audio-visual- films, video tapes, compact discs, computer, slides, Digital Versatile Disk (DVD), television broadcasting, mobile pictures,		
Kinesthetic- modelling, drawing, dancing, tapping foot, clapping hands, shaking the head, simulation, miming		
-Semiotics- symbols token, sign, representations, gestures, signals, use of gestures, facial expressions		
Technology- use of ICT (PowerPoint, internet...) Use of computer hardware, computer software		
Technology- use of ICT (PowerPoint, internet...) Use of computer hardware, computer software		
Other resources: resource persons, library, advisory centres, museums, historical sites, cultural centres		
-Any other tools applied but not recorded in this list		

Observation of the Learners During Instruction

The learners seem to:

Repeat what the teacher says _____

Keep staring in the space a sign of lack of comprehension _____

Ask questions as a sign of understanding _____

Answering questions correctly and confidently _____

They give wrong answers evident that they don't understand the teacher _____

They do not use English language as they answer the questions _____

Active participation in group activities _____

Are able to make contributions of what is being taught _____

Do the teachers pay attention to behaviours exhibited by learners

From observation, what do you think the teachers base on when selecting multimodal approaches utilized in the classrooms?

END

PART B: Identification and Description of Multimodal Approaches in the Teaching of English Oral Skills

Teacher Activity (The use of)	Rate of Use			
	Always	Sometimes	Rarely	Never
a) Audio –Music				
-Recorded Voice				
- Sound Effects				
b) Visual- Text Books				
-Graphics				
-Photographs and Pictures				
-Images				
-Illustrations				
-Diagrams				
Posters				
Charts				
Maps				
Models				

Realia				
ICT: -Internet				
AURAL-Audio Tape				
Audio Recorder				
Radio Broadcasts				
Phone				
Music				
d)				
-Voice				
-Portrait				
-Drawings				
e) Symbols- Tokens				
Signs				
- Representations				
f) Semiotics- Signs				
-Gestures				
Winks				
-Raising Hands				
-Clapping Hands				
-Signals				
-Cues				

Part B: The Effects of Using Multimodal Approaches in the Acquisition of English Language in Oral Skills to a Grade one Learner in Selected Primary Schools in Kenya

4. What do you think are the effects of teaching English oral skills using multimodal approaches? Please list them in the spaces below.

	S	A	D	S
	A		A	D
Leads to meaningful English learning experiences				
Improves learners' attitude towards teaching and learning of English				
Provide a rich and conducive environment for the learners				
Enable learners to develop personal enrichment of the language both in speech and in writing				
Acts as a motivator for the learners to acquire the English language				
It enables students' active participation in the lesson				
These approaches quicken the learner's comprehension of the English language				
They cater for the learners with different learning styles				
Encourages creativity due to the learner's ability to make sentences from the multimodal tools				
Encourages autonomy amongst learners				

Learners are able to develop creative and critical thinking skills				
Helps learners to gain self-confidence hence lifting up their self esteem				
Has created a paradigm shift from the usual monotony of print-based text approaches				
Promotes positive learning outcomes during placement				
Facilitates various learning styles				
Evoke the learners' interests with continuous use				
Improves both spoken and written language				
Leads to accumulation of the English language vocabulary				
Trains the learner into achieving skills that will direct them to their future careers				
Easy comprehension because of the presence of multimodal tools				
Learners acquire extensive knowledge in all fields				
Involvement of learners with various learning styles				
Expose the learners into dealing with different learning gadgets				
Easy English language comprehension				

The learners find the lesson interesting				
Increases the learner's autonomy				
It is learner centred				
Requires very minimal guidance from the teacher				
Lead to acquisition of values such as coordination				
Learners are motivated				
Lead to increased scores				

5. Do we have instances when you do not apply multimodal modes and approaches during instruction? If yes when? Heavy workload

When the network is low

When there are no multimodal tools

b) How do the learners respond to the lesson when you do not involve multimodal modes and tools?

6. Outline the type of multimodal approaches you use whenever you are doing the following during instruction: (clarify whether you use visual, aural, reading or writing, or kinaesthetic).

Instances I Apply MM Approaches. When:

Multimodal

Approaches Used

- Clarifying or verifying language patterns
- Introducing new language items such as Vocabulary
- Teaching the practise of language structures
- Teaching images and sounds
- Reviewing the oral work that was learnt
- Reciting poems or miming
- Polishing and revising oral items
- Carrying out repetition to reinforce
- Asking the learners to describe different items
- Overcoming limitation in a speaking lesson
- Memorising the learnt language pattern items
- Learners are expressing themselves in English
- Learners to speaking to one another
- Testing understanding of various language items
- Teaching language use during oral work
- Highlighting use of explanations and illustrations
- Promoting learner autonomy

7. Part C: To Examine the Perceptions of English Grade One Teachers on the Effects of Using Multimodal Approaches in the Oral Skills to a Grade One Learner in Primary Schools in Kenya

What is your perception in the light of the effectiveness in application of multimodal approaches to teaching and learning of oral skills in English? That effective application of multimodal modes in the teaching and learning of oral skills:

Application of Multimodal Approaches	S	A	D	SD
a) Appeals to every sense organ of the learners				
b) Provides comprehensive learning environment for the learners				
c) Accelerates competency in attainment of oral skills				
d) Accelerates attainment of learner autonomy				
e) Accelerates attainment of core competence such as cooperation, integrity and love				
f) Motivates learners since the multimode directs the learners to learn from known to unknown				
g) Provokes and stimulates the learning environment in both teaching and learning of oral skills				
h) Makes teaching and learning easier and therefore covers a larger area as far as syllabus coverage is concerned				
i) Enhances both core values and core competence because it is learner-centred and practical respect, cooperation, English language competence				
j) Immensely increases the concentration span of the learners				
k) Enhances attainment of effective achievement of the given objectives				
l) Enhances the understanding of the weak learners				
m) The fast learners are able to creatively acquire more knowledge because of the talking walls and classes				

n) Provoke the learners to ask questions and solve other questions amongst themselves				
o) Limit teacher talking time and increases pupil engagement				
p) Encourage the learners to speak English both inside and outside classroom				
q) Is inclusive since all the learners are involved in the active discussion in the classroom				
r) Take account of learners with different challenges and different levels of understanding				
s) Highlight the learners' consistencies and inconsistencies and therefore assist teachers in preparations of remedial lessons				
t) Test understanding of various language items				
u) Minimise perpetual mismatches making perception easy				
v) Activates mastery of the use of ICT which enhances literacy in ICT				
w) raises cultural consciousness since most of the multimodal approaches applied consist of locally available materials				
x) foster English language awareness				

Key

SA=Strongly Agree

A= Agree

D= Disagree

SD= Strongly Disagree

Part D: Factors that Determine Choice of Multimodal Tools on the Teaching of oral Skills

8. How often do the following influence your choice of multimodal approaches:

Influencing Factors	Always	Sometime	Rarely	Never
	s	s		
Language Teaching Methods				
The Pictures in the Text				
Personal Knowledge				
Work Load				
Learners' Age				
Learners' Abilities				
Content to be Taught				
Teaching Experience				
Learning Environment				
Learners' Competence				

Multimodal Tools Available				
Size of the Class				

b. Explain briefly why the choices you have enumerated above influence the choice of multimodal modes that you apply in the teaching and learning of oral skills

9. Do you think the application of multimodal approaches assist in the attainment of communication competence such as cooperation, remembrance, word recognition, correct pronunciation? Why?

Part D: Influence of Using Multimodal Tools in the Teaching of oral Skills

10. How do you rate the learners' performance in the literary activities when you use multimodal tools?

Assessment Tasks	Exceeds Expectation	Meets Expectation	Approaching Expectation	Below Expectation
Improved Articulation of English Vocabulary Items				
Improved Answering of Questions				
Increase in Asking Questions to Show Understanding				
Inductive Inferring/Guessing Intelligently				
Free Creation of Sentences Without Monitoring				
Competency in Speaking English Language				
Paraphrasing of Information Learnt When Necessary				
Use of When Speaking English				

11. In your own words, please comment on what you would wish was done in the CBC curriculum to better the application and use of multimodal approaches in the teaching and learning of oral skills?

.....
.....
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.....

Thank you very much and God bless you immensely!!!

APPENDIX IV: PERFORMANCE RUBRICS ANALYSIS

PERFORMANCE RUBRICS TO BE ANALYSED

Continuous Assessment Performance Rubrics

Sentence Production

1. Good morning? (2 mrks)
2. Identify the pictures drawn in the boxes? (5 mrks)

**Listen to the following sentences and answer the questions: Auditory
discrimination**

b) Identify the sounds that begin with

3. /s/ and /sh/ (2 mrks)
4. /t/ and /d/ (2 mrks)
5. /g/ and /k/ (2 mrks)

Identify the objects which contains the sounds above:

6. Glass, key, tray, dog, teacher, sugar, star. (6 mrks)

syllable Segmentation

Spell the following words;

7. Book (2 marks)
8. Umbrella (2 mrks)
9. Banana (2 mrks)

12. Demonstrate the following:

- walking slowly, (1 mrk)
- running, (1 mrk)
- kick a ball (1 mrk)

➤ dancing (1 mrk)

➤ singing (1 mrk)

Assessment Rubric

LEVEL	4	3	2	1	QUESTION	SCORE
CRITERIA	EE	ME	AP	BE	NUMBER	
GREETINGS TASK 1	Any learner scoring	Any learner scoring	Any learner scoring	Any learner scoring	1,2,3,4,5,6,7	7
ARTICULATION OF SOUNDS TASK 2	Any learner scoring 5-6	Any learner scoring 4-5	Any learner scoring 2-3	Any learner scoring 0-2	8,9,10,11,12,13	6
IDENTIFICATION OF OBJECTS TASK 3	Any learner scoring 5-6	Any learner scoring 4-5	Any learner scoring 2-3	Any learner scoring 0-2	14,15,16,17,18,19	6

SPELLING TASK 4	Any learner scoring 5-6	Any lear ner scor ing 4-5	Any learn er scori ng 2- 3	Any learner scoring 0-2	20,21,22,23,2 4,25,	6
DEMONSTRATION TASK S	Any learner scoring 5	Any lear ner scor ing 4	Any learn er scori ng 3	Any learner scoring 0-2	26,27,28,29,3 0	5
TOTAL SCORE						30

Score Sheet

	LEARNER'S NAME	TASK1 SENTENCE PRODUCTION	TASK AUDITORY DISCRIMINATION 2	TASK 3 PHONE MIC AWARENESS	TASK 4 SYLLABLE SEGMENTATION	TASK 5 DEMONSTRATION
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

APPENDIX IV: APPROVAL LETTER FROM DPS



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Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

Date: 16th October, 2020

Rose Ambiyo Masinde,
ELE/H/01-53109/2018
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Masinde,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your PhD proposal entitled: “*Effects of Applying Multimodal Modes in Teaching and Learning Oral Skills to Grade 1 Pupils in Primary Schools in Western Kenya*” and appointed the following as supervisors:

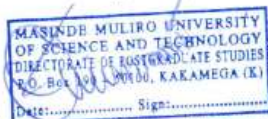
1. Dr. David Barasa - Department of Languages- MMUST
2. Dr. Lucy Mandillah - Department of Languages- MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director of Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Arts & Social Sciences Graduate Studies Committee and Chairman, Department of Languages. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,



Prof Stephen Odebero, Ph.D, FIEEP
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX V: PERMIT FROM NACOSTI

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 739558	Date of Issue: 27/November/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. ROSE AMBIYO MASINDE of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Bungoma, Busia, Kakamega, Vihiga on the topic: EFFECTS OF APPLYING MULTIMODAL MODES IN TEACHING AND LEARNING ORAL SKILLS TO GRADE 1 PUPILS IN PRIMARY SCHOOLS IN WESTERN KENYA for the period ending : 27/November/2021.</p>	
License No: NACOSTI/P/20/7679	
739558 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

**APPENDIX VI: APPROVAL LETTER FROM COUNTY DIRECTOR OF
VIHIGA COUNTY**



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram
Telephone (056)51450

SUB COUNTY EDUCATION OFFICE,
VIHIGA SUB COUNTY,
P.O BOX 645 -50300
MARAGOLI.

When replying please quote
REF: MMU/COR: 509099

DATE: 20/1/2021

TO

ROSE AMBIYO MASINDE

(ADM NO.ELE/H/01-53109/2018) C/O MASINDE MULIRO UNIVERSITY OF SCIENCE AND
TECHNOOY.

RE: PERMISSION TO CARRY OUT A RESEARCH.

The above subject matter refers.

Following your request to carry out a research "Effects of Applying Multimodal Approaches In Teaching and Learning of Listening And Speaking Skills to Grade I Pupils in Primary Schools in Western Kenya". I hereby grant you authority to carry out research in the Vihiga Sub County.

The research period will range from 20/1/2021 to 30/8/2022.

I want to wish you well during the research period.

DANIEL M ANEKEYA.

SUB COUNTY DIRECTOR OF EDUCATION

VIHIGA SUB COUNTY.

