

The Impact Of Multimodal Learning Strategies On English Language Proficiency In Tertiary Vocational Education: A Comparative Study

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ABSTRACT

This study looks at how different ways of learning impact the performance of English as a Second Language (ESL) students who are in vocational programs following high school. The findings are greatly affected by how well these youngsters do in school. Some students from three separate vocational schools took part in the data collection, which used a variety of methods. Some of them were digital storytelling, vocabulary games, video conversations, and online tools that allowed people work together. This research employed a simple random sampling approach and a quantitative comparison design. Using many ways to learn benefited kids a lot with their reading, writing, listening, and speaking. Also, they became a lot better at speaking and writing in English, and they felt a lot more confident doing it. Researchers discovered that the students' intrinsic motivation was a major component since it impacted how they responded to multimodal activities, how interested they were in the material, and how much they participated in group assignments. All of these characteristics made it easier for the kids to acquire the language. Multimodal strategies perform better when students are interested in what they're learning. Statistically, this is evidenced by the fact that learner motivation was partially responsible for the relationship between these strategies and advances in English competency. Multimodal approaches provide students more than one way to learn, but they function best when students are interested in the material. The study's findings imply that employing multimodal learning in vocational English programs could suit the cognitive and emotional needs of students. The findings, which contribute to the area of education, illustrate how crucial it is to create learning environments that use more than one approach and take into consideration what motivates students in order to help them develop their English abilities in postsecondary vocational settings.

Keywords Digital Storytelling, Multimodal Strategies, Kinaesthetic Learning, English as a Second Language (ESL)....

1. INTRODUCTION:

Students who are interested in pursuing jobs in the academic sector should possess the capacity to understand spoken language as it is a vital trait for them to possess. The conventional listening lessons, on the other hand, suffer from a variety of deficiencies that make them unsuitable for all youngsters. There has been a growth in the popularity of multimodal teaching, which is an innovative educational strategy that has gained favour in recent years. This increase in popularity may be attributed to research in cognitive psychology as well as improvements in educational technology. The purpose of those who advocate for multimodal education is to get pupils interested in the process of learning English by using a range of sensory modalities. This is the objective of those who advocate for multimodal education. The purpose of this research is to evaluate the influence that multimodal education has on English listening courses that are given at the upper vocational college level. This is mostly attributable to the fact that English is a language that happens to be used fairly often. According to Ling and Mohammed (2024), the bulk of educational research that is now being carried out in higher vocational schools is focused on the enhancement of students' capacity to communicate while using the English language (Ling & Mohammed, 2024). In an effort to enhance the quality of education that their pupils receive, several educational establishments are putting this regulation into practice. A crucial component of the ongoing effort to improve English education is the use of a variety of learning modes, including auditory, visual, and kinaesthetic learning. As a response to the rising significance of online education and the digitisation of it in the context of issues over educational policy, academics have invested a significant amount of effort into designing instructional strategies that are applicable across the board. Students have a strong foundation in their studies at a vocational high school, which may make it simpler for them to continue academic interests in the future. Those students who are able to successfully finish this program will be prepared with the abilities that are essential to achieve success in either their future schooling or in the job. According to the information that was supplied by (Hamidah, 2022), this vocational school provides instruction in a wide range of courses, some of which include but are not limited to agriculture,

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<https://cal-journal.com/>accounting, tourism, electronics, and chemistry, amongst others. There are a number of well-known resources for teaching ESL, and the learning culture acts as both a regular focus and a source of inspiration when it comes to these materials. Any individual who is getting ready to study English in a different nation could find the information that are offered here to be helpful. In addition to providing the chance to acquire a new language, they also have the ability to make a contribution to the development of an individual's cultural identity. When it comes to the process of preparing lessons, educators who use a multimodal approach make use of a broad range of materials all along the process. When it comes to making the process of learning English much less difficult, the use of multimodality is an essential component. Due to the fact that it enhances students' vocabulary, understanding, and writing abilities, multimodal training may be of great assistance to students who are learning ESL. Students are more likely to acquire and retain new vocabulary when they are exposed to learning strategies that are visual, aural, and interactive. The capacity of students to express themselves in writing improves as they invest more time and effort to become skilled in the English language. This is something that students notice as they progress in their studies. Students are provided with a number of opportunities to learn English in a variety of contexts. These opportunities are made accessible to them (Reyes-Torres & Portalés Raga, 2020).

1. BACKGROUND OF THE STUDY

Students who are interested in enrolling in higher vocational programs are expected to show their fluency in the English language. This is done in order to separate themselves from other applicants in the current highly competitive labour market. Since the beginning of time, the bulk of English instruction at vocational schools has been based on the utilisation of textbooks and has been carried out in a way that comprises lectures. Due to the fact that they would see the process of learning a language as something that is painful, it is very improbable that they will be interested in doing so. As a result of this, there is a considerable need for new educational techniques that not only enhance the language skills of students but also adapt to the many learning styles that it is possible for students to have (Wang, 2022).

The process of language acquisition may be tackled innovatively and creatively via the use of various communication channels. Several distinct types of sensory inputs, including digital information, kinaesthetic information, auditory information, and visual information, are included into the technique. In addition to the standard text, it is possible to include pictures, music, motion, and interactive technology into this educational framework. This is done with the intention of enhancing learning and improving the material's relevance to the learner's daily environment. In accordance with a variety of theoretical frameworks, it is believed that multimodal techniques may improve language learning via the processes of comprehension, memorisation, and application. Getting young people interested and encouraging them to utilise all of their senses in order to motivate them to take action is the most essential thing that can be done (Yang, 2022).

The assessment of the efficiency of multimodal learning strategies is particularly pertinent for higher vocational education due to the significance of the industry and the focus put on the enhancement of practical skills. This is because of the connection between the two. There is a dearth of research that draws a comparison between the efficacy of multimodal training techniques and that of standard training methodologies, despite the fact that this environment has a great lot of promise.

According to Rahmanu and Szeged (2024), the authors of the research anticipate that the results could have a significant impact on forthcoming efforts that are aimed at enhancing classroom teaching and vocational training. Both of these initiatives are likely to be implemented in the near future (Rahmanu & Szeged, 2024).

2. PURPOSE OF THE RESEARCH

This research is meant to find out how well students who are in higher vocational education can speak English by employing different ways of learning and teaching. Because being able to read and write in English is becoming increasingly important in the workplace and throughout the world, there is an urgent need for research on inventive ways to educate that help students do better. The goal of this article is to look at the differences and similarities between traditional and multimodal teaching approaches to see which one is better at helping students improve their reading, writing, speaking, and listening skills. The goal of this research is to shed light on how multimodal education may meet the needs of different students, get them more involved, and improve their language skills. This is going to be done by looking at a lot of various tactics that are used at one vocational school. Legislators and educators could utilise them to learn more about the probable benefits of vocational education programs that use more than one way to teach English.

3. LITERATURE REVIEW

As globalisation and technology advances continue to grow, it is becoming more and more necessary to be able to speak and write English well. This is because the Earth is always becoming bigger. There is going to a lot of demand for English language education because of all these varied classroom settings, where students come from different teaching, cultural, and language backgrounds. This is particularly important to remember while talking about things that have to do with the English language. This approach says that instructors should employ collaborative methods and incorporate model learning to help their students become better at English and get them more involved in class. Research by Emerson et al. (2020) says that the goal of this assessment is to look into the possible pros and cons of these methods in different classroom settings in order to see how they affect students' ability to speak and write in English and their level of engagement (Emerson et al., 2020).

For example, a language learning program that uses auditory, visual, and kinaesthetic methods is an example of a multimodal learning technique. These solutions recognise the fact that people learn in different ways by customising their approaches to fit each student's needs. They could want to use a number of channels to gather and analyse data at the same time to speed up

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<https://www.cer-journal.com/> language. There has been a lot of study and analysis on how beneficial multimodal learning strategies are for helping students improve their English skills in many different educational settings. Chen and Sun (2019) say that English language learners (ELLs) need to become better in listening, speaking, and vocabulary in order to use the multimodal language-teaching method effectively. The method in question uses a lot of different techniques, including gestures, visual assistance, and sound effects, to name a few (Chen & Sun, 2019). A study (Zhou & Wei, 2020) found that multimodal learning methodologies are very helpful for ELLs with special needs. These requirements might be caused by things like trouble learning or trouble hearing. It's possible that this cannot just check how engaged they are, but also how well they are learning the language. Students who are learning ELLs and have trouble comprehending and remembering things may find that using visual aids helps them. People who are deaf or hard of hearing who are studying ELLs may be able to enhance their language and communication abilities by learning sign language, according to Zhou and Wei (2020). But instructors may find it hard to use them with students from a wide range of cultural and historical backgrounds. One of the main problems that new multimodal teaching methods have to deal with is not having enough money or technical help. Not all schools or classes have the money to do multimodal teaching, which is too bad. Even while projectors and other multimedia tools are quite helpful, there are situations when they are not available. Also, teachers may require enough help and training to come up with and use good multimodal teaching methods in order to provide education that is both successful and efficient. This assurance may not apply to certain places, according to (Gao et al., 2025).

4. RESEARCH QUESTIONS

How does learner motivation effect English language proficiency in higher vocational education?

5. RESEARCH METHODOLOGY

6.1 Research Design:

A quantitative data analysis was performed using SPSS version 25. A 95% confidence interval and odds ratio were used to ascertain the magnitude and direction of the statistical link. The researchers used a threshold of $p < 0.05$ to denote statistical significance. A descriptive analysis revealed the essential elements of the data. Data from surveys, polls, and questionnaires, together with data modified by computational tools for statistical analysis, are often analysed using quantitative approaches.

6.2 Sampling:

Research participants completed questionnaires to provide data for the study. Employing the Rao-soft software, researchers identified a study population of 587 individuals, prompting the distribution of 780 questionnaires. The researchers received 673 responses, excluding 24 for incompleteness, resulting in a final sample size of 649.

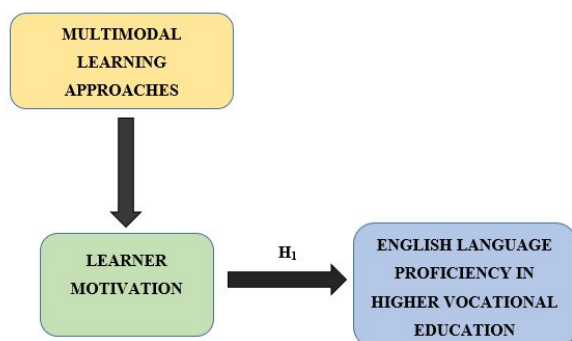
6.3 Data and Measurement:

The major method for data gathering in the study was a questionnaire survey. The survey had two sections: (A) General demographic data and (B) Responses regarding online and offline channel variables assessed using a 5-point Likert scale. Secondary data was obtained from many venues, mostly internet databases.

6.4 Statistical Software: The statistical analysis was performed with SPSS 25 and MS Excel.

6.5 Statistical Tools: Descriptive analysis was used to comprehend the essential nature of the data. The researcher must analyse the data with ANOVA.

6. CONCEPTUAL FRAMEWORK



7. RESULT

• Factor Analysis

Evaluating the essential component structure of a collection of measurement items is a common use of Factor Analysis (FA). The scores of the observable variables are thought to be affected by hidden factors that are not readily identifiable. The FA technique employs a model-based methodology. This research primarily focused on delineating causal networks that link observable events, hidden causes, and measurement errors.

The suitability of the data for factor analysis may be evaluated using the Kaiser-Meyer-Olkin (KMO) Method. The sufficiency of the sample for each specific model variable and the comprehensive model is evaluated. The statistics measure the degree

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<http://www.ajcr.com/> among several variables. Data exhibiting smaller percentages is often more appropriate for factor analysis.

KMO generates integers ranging from zero to one. Sampling is considered sufficient if the KMO value is between 0.8 and 1.

Remedial action is required if the KMO is below 0.6, indicating insufficient sampling. Utilise the researcher's judicious judgement; some writers opt for 0.5 for this objective, yielding a range of 0.5 to 0.6. A KMO score of 0 indicates that the partial correlations are substantial relative to the overall correlations. Component analysis is significantly impeded by strong correlations.

Kaiser's admission requirements are delineated as follows:

An unfavourable range of 0.050 to 0.059.

0.60 - 0.69 is insufficient.

The standard range for a medium grade is 0.70 to 0.79.

Demonstrating a quality point value ranging from 0.80 to 0.89.

The interval between 0.90 to 1.00 is quite significant.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.982
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The importance of the correlation matrices was also validated by Bartlett's Test of Sphericity. The KMO sampling adequacy is 0.982. Utilising Bartlett's sphericity test, researchers obtained a p-value of 0.00. A significant outcome from Bartlett's sphericity test revealed that the correlation matrix is invalid.

❖ INDEPENDENT VARIABLE

• Multimodal Learning Approaches:

The learning process is made more effective via the use of multimodal learning, which involves the integration of a variety of sensory modalities. In the context of information transmission, the term "various modes" refers to the many methods that are used. In order to have a more comprehensive grasp of the issue, the researcher is grateful for any information that might be of that assistance. In order to engage students who are able to remember knowledge most effectively via visual, auditory, kinaesthetic, and verbal modalities, a growing number of teachers are using multimodal learning approaches. According to Rowsell and Walsh (2021), it is beneficial for businesses to include a variety of material formats in their corporate training programs in order to improve the learning outcomes for all of their workers (Rowsell & Walsh, 2021). For the purpose of illustrating my method, let us take into consideration a training program that teach salespeople more than only how to close transactions via the use of resource reading. This presentation for the class may make use of a variety of forms, such as slides that are based on text, images that emphasise important themes, a voice-over, and a role-play simulation. In the latter, students are given the opportunity to see how customers react to their communication strategy via the use of real-life emotions, facial expressions, and gestures (Kress, 2020).

❖ FACTOR

• Learner motivation:

Learner motivation is the collection of things that get students interested in and keep them interested in schoolwork, especially in places that are thought of as formal educational settings. The level of drive that students have is a big factor in how they go about learning a language while they are in higher vocational education. This element decides how much work they are willing to put in, what tactics they choose to utilise, and how driven they are to learn English. When it comes to learning a language, external factors include things like incentives and recognition from outside sources, as well as the expectations of instructors, students, and schools. However, internal factors include things like a person's interests, ambitions, and beliefs that have to do with learning a language. Learners' levels of motivation in multimodal learning settings are directly linked to how they see and engage with different forms of instructional media, such auditory, visual, textual, and kinaesthetic inputs. These interactions have a big and direct effect on how emotionally and mentally involved learners are in the topic. One of the most important parts of intrinsic motivation is being able to choose how you learn. Multimodal learning lets people meet this desire. Students are more likely to create objectives, stay focused on their work, and attempt to master it when they think they have control over their own education and when the material is relevant to their lives (Masood, 2023).

❖ DEPENDENT VARIABLE

• English Language Proficiency in Higher Vocational Education :

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<https://acrfjournal.com/>encies that make up the English language: listening, speaking, reading, and writing of the English language. A person's proficiency in English demonstrates that they have mastered all of these skills. For the purposes of this operational definition, linguistic competence is defined as the ability to get a minimal score on a test in which one is required to demonstrate competency in the English language. To become fluent in a language, it is important to commit more time and effort than just speaking the language fluently (Zelege et al., 2025). This is the only way to obtain fluency in a language.

In order to develop a personality that is both captivating and successful, it is very essential to have a strong command of the English language. In addition, it enables one to more effectively communicate with others. Reading and writing, which means reading and writing, are the most effective techniques to improve one's skills. Reading and writing are both included in this category. Those who are not native English speakers should have their pronunciation improved, with a special focus given on consonants that are essential to the English language. Such improvements should be done. In order to achieve fluency in a language, it is essential vital to have a vocabulary that is quite extensive. An education that is well-rounded should include the study of English in addition to all of the other subjects that are necessary (Masood, 2023). English is an essential component of any well-rounded education.

- ### Relationship Between Learner motivation and English Language Proficiency in Higher Vocational Education

Learner motivation had a big impact on how well students learnt English in higher vocational education. This was because it made pupils less interested in and able to stick with language learning activities, which are important for getting the language skills required for work. People worked harder and spent more time outside of class on listening, writing, reading, and speaking because they wanted to become better at English. These folks likewise wanted to become better at speaking and writing in English. Students who wanted to learn English looked for supplementary tools to assist them learn the language quicker and have more exposure to it. Some of them were films, manuals, tools, and very helpful materials. Motivation made students more positive about learning English, which helped them use it better for work-related tasks including reading technical manuals, talking to coworkers, and writing reports. Motivation has not only made individuals feel less afraid and more confident, but it has also changed how they think about learning a language (Emerson et al., 2020). Teachers who have identified and fostered student motivation can be able to provide sessions that are interesting and useful. These classes linked learning a language to relevant professional possibilities, which gave students greater control over their English language learning and made it more helpful in their everyday lives. Students were far more naturally driven to do well in school and at work since their language abilities were directly tied to their future job. Also, pupils who were more driven were more likely to improve their metacognitive abilities and eventually become reasonably good at the target language. This was because they were more likely to make their own language learning objectives, keep track of their progress, and adapt their approach to get over problems. Because they were motivated, learners were able to be more resilient when they confronted problems related to learning a language. This helped them keep going with hard activities, ask for feedback, and apply strategies to improve their skills. Students have a lot of chances to practice English in real-life situations with the help of digital and interactive technology. These things included online chats, multimedia tools, and collaborative projects like these. In multimodal learning settings, which characterise higher levels of vocational education, motivated learners were more likely to use the resources in question more often (Kress, 2020).

Based on the above discussion, the researcher established the following hypothesis to examine the link between learner motivation and English language proficiency in higher vocational education.

"H₀₁: There is no significant relationship between Learner motivation and English Language Proficiency in Higher Vocational Education."

"H₁: There is a significant relationship between Learner motivation and English Language Proficiency in Higher Vocational Education."

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78635.472	139	4651.976	479.267	.000
Within Groups	869.524	509	9.843		
Total	79504.996	648			

This investigation yields remarkable results. The F value is 479.267, attaining significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis ***"H₃: There is a significant relationship between learner motivation and English language proficiency in higher vocational education"*** is accepted, whereas the null hypothesis is rejected.

9. DISCUSSION

This research looked at the connection between different ways of learning and English language skills in tertiary vocational education. It focused on how student motivation affects this connection. The study was done utilising quantitative methods and basic random sampling. The results showed that the students' reading, writing, speaking, and listening abilities became a lot better when they used multimodal learning methods. Some of the methods that were employed were digital storytelling, gamification, video-based discussions, and working together online in real time. This method not only met the different learning styles of the students, but it also made it feasible to provide them more personalised instruction. Students who used multimodal methods were more interested in and involved in classroom activities. This was because there were many ways

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<https://arc.jeng.ac.id/> helped with deeper language processing and real-world language use. Researchers observed that students' intrinsic desire was an important factor since it was linked to their willingness to do multimodal activities, talk to peers, practise on their own, and learn via reflection. All of these things helped the pupils learn English faster. The results showed that students who were already very motivated to study were even more likely to take full use of the chances provided by multimodal training, which led to an increase in their English language skills. The research also found that multimodal learning settings made students more confident and motivated to speak English. This helped to reduce the stress that usually comes with conventional language learning methods. This, in turn, made it easier for students to communicate English. The results of this research show that how motivated learners are has a big impact on how well multimodal learning works in occupational contexts. This is true even when these tactics are employed as a good way to teach English language skills. Adding goal-setting, feedback, and behaviours that promote autonomy to multimodal education could make learning results even better. This study's results add to the field by showing how important it is to create multimodal learning environments that put the learners' motivation first. By doing this, you may make English language classes in higher vocational education more fun and useful. This can assist pupils learn the language skills they need for both school and work.

10. CONCLUSION

The results of this study suggest that multimodal learning strategies might greatly improve English language skills in higher education if students are motivated enough to keep studying. But this depends on whether or not the pupils want to keep studying. A research that used quantitative methods and basic random sampling found that students who took part in online group activities, digital storytelling, and gamification all saw improvements in their reading, writing, listening, and speaking skills. The researchers came at this conclusion. A key factor in the effectiveness of multimodal learning was how motivated the students were to reach the goals they established for themselves. Students who were very motivated were more likely to be involved, look at a lot of different sources of information, and utilise their language skills with confidence in a variety of situations, both in school and in the real world. The results show that multimodal learning methods are useful for various sorts of learning, but the most essential thing is to keep children interested so they may attain their full linguistic potential. There are many different ways to study in vocational schools, which means there are many different ways to learn. The study's findings suggest that vocational schools may use multimodal learning environments to include motivational elements like establishing goals, getting feedback, and behaviours that help students become more independent. This would allow the English language to evolve even more quickly and attain even higher levels of advancement. This research shows that English language programs in higher vocational education that use a variety of teaching methods and focus on motivating students get them ready for their future jobs quite well. In short, the results of this study show that these programs do a good job of getting students ready for their future jobs

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