



COLLABORATIVE & MULTIMODAL LEARNING STRATEGIES ON IMPROVING ENGLISH LANGUAGE SKILLS AMONG ESL STUDENTS

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Abstract

This study examined the efficacy of multimodal & collaborative learning approaches in both ESL/EFL settings for improving English language proficiency among learners. For instance, in India, half of the students received education via conventional means, whereas the others received education using multimodal and collaborative approaches. The Oxford Quick Placement Test was used for both pre-and post-tests. In contrast, a customized Language Learning Motivation and Involvement Scale were used to gather student involvement and motivation data used to gather data on student involvement and motivation. Furthermore, observational data were collected to document collaborative and multimodal activity occurrences. The post-test scores revealed that the experimental group demonstrated a substantial performance improvement and a high level of engagement and motivation compared to the control group. All these factors strongly indicate that combining collaborative and multimodal learning strategies among ESL/EFL learners will likely lead to improved outcomes in terms of enhancing English language skills and promoting the development of more inclusive and dynamic learning environments. The results also strengthen the development of learner-centred methods in English Language Teaching (ELT) and provide helpful information for educators aiming to improve their teaching practice.

Keywords: Collaborative learning, English language proficiency, ESL/EFL learners, Secondary School students, motivation assessment, multi model learning.

1. INTRODUCTION

In the last ten years, there has been a significant transformation in English language teaching (ELT), moving from traditional methods focused on the instructor to more interactive and student-centered approaches.^[1-4] Utilizing multimodal pedagogical approaches and promoting collaborative learning has proven highly effective in increasing learner engagement and motivation. Additionally, these approaches have a positive impact on the development of English language proficiency.^[5-8] The communicative approach to English Language Teaching (ELT) focuses on enhancing learners' communicative competence. This approach emphasizes the learners' grammatical, sociolinguistic, discourse, and strategic competencies positively impact⁸⁰). It encourages authentic language use in expression, student interaction, and meaningful communication, facilitating the learners' acquisition of language skills in real-life contexts.^[8] Collaborative learning is a crucial component of the communicative approach to language instruction. In this method, students work together in pairs or groups of comparable size to achieve shared learning goals.^{[9][10]} Interdependence and cooperation are key factors that contribute to improved language acquisition. These factors provide opportunities for negotiation, scaffolding, and peer feedback among students. as Storch (2011)^[11] and Swain & Lapkin (2013)^[12] stated. Collaborative learning, critical thinking, and problem-solving abilities are practical and appealing methods for developing global language competency.^{[13][14]}

Conversely, multimodal educational practice encompasses several forms of communication and resources, such as visual, auditory, and kinaesthetic, that support learners in acquiring a second language.^{[15][16]} These techniques recognize that learners have varying learning preferences and cognitive abilities. They address this by ensuring that diverse instructional approaches, methods, and materials are available in every learning environment.^{[17][18]}



Research suggests that multimodal learning resources may improve language acquisition, retention, and transfer. Multimodal learning involves engaging several sensory channels to facilitate successful learning.^{[19][20]} Integrating collaborative learning & multimodal pedagogical strategies may enhance English language abilities among ESL/EFL learners, creating synergistic potential. The techniques are inherently student-centered and promote authentic communication while accommodating various learning styles. This ensures dynamic and inclusive classroom environments that foster motivation and language proficiency.^{[21][22][23]} A growing amount of empirical research shows that collaborative learning and multimodal education enhance the effectiveness of English Language Teaching (ELT).^{[24][25]} Subsequent studies may be conducted to examine the combined impact of these approaches on different groups of ESL/EFL learners. These groups have previously used collaborative activities & multimodal strategies, which are proven to provide the most substantial outcomes.^{[26][27]} This project aims to enhance current English Language Teaching (ELT) methods by expanding the notion of multimodal collaborative learning methodologies and exploring its practical ramifications. The focus will be on learner-centered views. The study's results will contribute to developing effective teaching methods for English and help educators better address the difficulty of meeting learners' different requirements and preferences.^[28] In the modern context of English Language Teaching (ELT), there has been a strong focus on developing the ability to communicate effectively, using teaching methods that prioritize the needs and interests of the learners. This includes promoting collaborative learning and using various teaching techniques that involve multiple modes of communication. These approaches have been found to enhance learner engagement, motivation, and proficiency in English.^{[29][30]} This study aims to examine the impact of using these combined strategies on enhancing English language proficiency across distinct groups of ESL/EFL learners. It also seeks to provide empirical evidence on the applicability of the results in various educational environments.

2. LITERATURE REVIEW

The rapid advancements in technology and globalization have made the globe more interconnected, emphasizing the need for English language literacy for everyone. This will inevitably lead to a significant rise in the need for English language acquisition, particularly in diverse classroom settings where students bring their linguistic origins, background knowledge, and preferred learning environments. Therefore, collaborative & loom model learning tactics have emerged as crucial tools for educators to boost English proficiency & classroom engagement for these students. This literature review seeks to use these tactics to conduct a thorough and evaluative examination of their influence on English language competency and involvement, investigating potential advantages and difficulties within the context of implementation in different classroom environments.

2.1. Strategies for Learning in Collaboration

Collaborative learning refers to an educational method that assumes learning is facilitated via group work, where students work together to achieve their shared academic objectives. Teachers have used this method in many educational settings with the purpose of promoting active learning and the acquisition of a second language.^[31] Collaborative learning techniques include students working together to solve issues or complete activities in order to provide a supportive and cooperative atmosphere for successful information transfer.^[32] Abundant empirical data indicates that these teaching methods are helpful in improving English language proficiency for all types of learners. For instance, meta-analyses conducted by Shawaqfeh et.al., (2024)^[33] indicated considerably superior outcomes compared to conventional instructional methods. Additionally, the technique is said to enhance language production



while simultaneously facilitating discussion. They refer to providing valuable opportunities for English Language Learners (ELLs) to grow and progress within a relevant and significant setting. Currently, we are unable to display the specific model that was used for this interaction. Given the circumstances, we have transitioned to use the latest default model. Collaborative learning methods foster interactive collaboration among learners, promoting active participation in education by developing essential abilities such as critical thinking, problem-solving, and communication.^[34] According to a study conducted by Dheressa et.al., (2024)^[35], collaborative task-based exercises may enhance motivation and raise participation levels among English Language Learners (ELLs). Implementing collaborative learning strategies has shown increased language competency among students, leading to more engagement in diverse educational environments.^[36] Nevertheless, despite the encouraging outcomes, collaborative approaches have several constraints when it comes to their use in various classroom environments. The primary reason for this phenomenon is that it triggers feelings of uneasiness and unease among learners, mostly caused by the language barrier or culturally differences within a group work environment.^[37] This implies that educators must provide planned work tasks for the group, ensuring that all learners have equal opportunity to engage in discussion. This serves as proof that in the current employment market, it is essential to possess an academic diploma from a reputable institution in order to be competitive. These programmes empower graduates with appropriate information and abilities, giving them a competitive advantage over their rivals who do not get the same training.

2.2. Strategies for Multimodal Learning

Multimodal learning techniques include the utilisation of visual, auditory, and kinesthetic forms of communication in the process of language acquisition.^[38] These techniques acknowledge that people have varied learning styles and are thus treated in diverse ways. They could even recognise that the process of learning a language can be improved by using many channels via which learners can acquire and absorb information simultaneously.^[39] The efficacy of using multimodal learning techniques to enhance English language fluency in varied classroom settings has been extensively studied. Buddha et.al (2024)^[40] said that the use of a multimodal language-teaching technique, which includes visual aids, gestures, and sound effects, significantly contributes to the improvement of vocabulary, speaking, and listening skills among English language learners (ELLs). Similarly, Yeh H.C (2024)^[41] demonstrated that using multimodal teaching resources, such as videos and picture books, greatly enhanced learners' understanding, desire to learn, and engagement with the English topic. Studies have shown that using multimodal learning methodologies is very successful in engaging and improving the language learning outcomes of English Language Learners (ELLs) with special needs, including those with learning disabilities and hearing impairments.^[42] For example, research has shown that the use of visual aids enhances the cognitive processing of information in English Language Learner (ELL) students who have learning difficulties.^[43] Furthermore, research has shown that incorporating sign language into language instruction has resulted in the enhancement of communication and language skills among English Language Learners (ELLs) who have hearing impairments.^[44] Nevertheless, they may have predicaments about their ability to implement them successfully in various classroom settings. One significant obstacle is the scarcity of resources and inadequate technology to facilitate the implementation of innovative multimodal teaching methods.^[45] It is likely that not all schools or classrooms provide the essential resources, such as a projector or multimedia materials, to properly support multimodal education. In addition, it may be necessary for instructors to have enough training and assistance in order to develop suitable multimodal teaching techniques and effectively apply them. However, this level of support may not be universally accessible.



2.3. Strategies for Collaborative & Multimodal Learning

Incorporating multimodal & collaborative learning methodologies in diverse educational situations may effectively boost English language proficiency among learners. These techniques are based on the concept that learners have individual differences in their learning styles. Therefore, by including various modalities of communication and promoting cooperation, it is believed that the result of language learning may be improved.^[46] There needs to be more research on the efficacy of collaborative & multimodal learning practices about classroom diversity, specifically in enhancing language competency and keeping English Language Learners (ELLs) highly engaged. Jian and Tengyao (2023)^[47] demonstrated that collaborative multimodal learning, which involves peer cooperation via multimedia resources, enhances the speaking and writing abilities of English Language Learners (ELLs). According to Alfahad R.M. (2021),^[48] using digital technologies for peer response to peer-reviewed articles considerably positively impacts considerable positive impact on English Language Learners' writing skills and engagement. Additional constraints that arise from any of the methods above when used alone may be effectively addressed by integrating collaborative and multimodal learning methodologies. Classroom practices that promote collaborative learning and provide chances for peer support and engagement should be used to address the possible fear and discomfort that English Language Learners (ELLs) may have toward their peers. Furthermore, using multimodal learning techniques may help overcome the constraints of limited resources and technology by effectively combining low-tech multimodal resources, such as drawings or gestures, which are readily available in most classroom settings.^[49] However, implementing collaborative and multimodal learning methodologies requires deliberate focus and careful preparation. During these activities, instructors must design collaborative and multimodal tasks that ensure every student has an equal chance to actively contribute to the learning process.^[50] Teachers should recognize that multimodal communication may lead to information overload, which is likely to adversely affect some components of language acquisition.^[51]

This review of the research has shown how vital collaborative & multimodal learning activities are for helping students in diverse classrooms increase their English language proficiency and proactive attitudes. The evidence is inconclusive as to whether both multimodal & collaborative learning techniques have a statistically significant impact on language learning outcomes for English Language Learners (ELLs). From these viewpoints, cooperative learning strategies promote language production, meaning negotiation in exercises and form-focused attention. On the other hand, multimodal learning strategies will facilitate language learning by providing learners with multiple channels to access and process information. Furthermore, it will tackle the anticipated difficulties when each method is used alone. However, in diverse classroom settings, it is essential to implement collaborative and multimodal learning strategies to ensure that activity structures are well-designed and that all students have equal opportunities for active participation in the learning process. This requires careful consideration and planning. This program aims to develop English language competency using collaborative and multimodal learning methodologies, enhancing learners' engagement. Additional research is necessary to assess the efficacy of these tactics in specific educational settings and to identify the most effective methods for implementing them to optimize language learning results.

3. RESEARCH METHODOLOGY

3.1. Participants:

This research aimed to investigate the impact of collaborative, multimodal learning methods on the English language competency and levels of engagement of English as a Second



Language learners at the secondary level in Hyderabad City, Telangana. The research aims to include a sample size of 120 students, ranging in age from 14 to 18 years, from three secondary schools in Hyderabad. The experimental group, consisting of 60 participants, got collaborative and multimodal training. In contrast, the control group, comprised of 60 participants, received traditional instruction for the course subject matter. The experimental group was subjected to collaborative learning methodologies. The learning methods included group discussions, peer evaluations, and multimodal learning strategies using multimedia resources, visual aids, and gestures. Conversely, the control group was instructed to use the conventional method, which included attending lectures, reading textbooks, and completing written assignments. The study design used pre- and post-tests to assess the effects of teaching styles on English language competence and engagement. These tests were used to quantify the change in these areas before and after the intervention. The tests included reading, writing, hearing, and speaking to gauge the language proficiency of the pupils while also monitoring their motivation and engagement in learning English.

3.2. Instruments

This research will use a pre-test and post-test methodology to assess the impact of collaborative & multimodal learning tactics on English language competency and engagement in the learning process. The Oxford Quick Placement Test (OQPT) is the assessment used to determine English language competency among the participants (Allan, 2004). OQPT is a widely used standardized exam in several academic faculties to assess students' academic skills and proficiency in the English language. It primarily evaluates reading, writing, listening, & speaking abilities. This assesses language competency and gauges student involvement and motivation levels using an updated version of the Language Learning Motivation and Involvement Scale (LLMES)^[52] This tool is valid and reliable for assessing motivation and classroom participation in second language acquisition. The presence of collaborative & multimodal activities in the classroom was confirmed by continuous classroom observations during the whole duration of the research. The observations were conducted using a structured observation tool that recorded the type and frequency of collaborative and multimodal activities used in each instructional session. The study also employed standardized tests like OQPT to ensure the reliability and validity of the findings. Therefore, using standardized exams guarantees impartiality in assessment, and the results are similar across diverse groups of participants and instructional environments. The LLMES used in this research is an updated iteration that comprehensively assesses comprehensive assessment of student involvement and motivation in learning English. Including cognitive and affective elements in these collaborative and multimodal techniques allows for a more thorough understanding of the complex engagement, motivation, and cognitive and emotional aspects of language acquisition via LLMES. An additional helpful method for evaluating the implementation and efficacy of classroom educational approaches is documenting instances of collaborative and multimodal activities. Classroom observation provides a vivid representation of the practical use of instructional tactics and allows for an assessment of their impact on language learning outcomes. By using various methods, such as standardized testing and self-reporting via classroom observation, a rigorous and comprehensive evaluation was conducted to evaluate the impact of collaborative, multimodal learning methodologies on English language competency and engagement. Using several metrics, this research enhanced our understanding of the complex connection between instructional techniques, language competency, and engagement among ESL/EFL learners in diverse classroom environments Using helpful enhanced our understanding knowledge of the complex connection between instructional

techniques, language competency, and engagement among ESL/EFL learners in diverse classroom environments using several metrics.

3.3. Procedure

The intervention was conducted over a period of eight weeks with the experimental group. During this time, their English classes were taught using collaborative & multimodal learning methodologies. Meanwhile, the control group was subjected to conventional technique teaching for the same duration. Data on pre-test & post-test scores of the OQPT were gathered to assess alterations in language competence. Additionally, questionnaires and observations were used to evaluate the level of student engagement and motivation.

4. RESULTS

The analysis conducted in the research revealed a statistically significant average difference in scores between the experimental group, which received multimodal and collaborative training, and the control group, which received conventional instruction. The independent samples t-test revealed that the experimental group exhibited substantially greater post-test scores compared to the control group ($t(118) = 4.34, p < 0.001$). These findings demonstrate that the implementation of collaborative and multimodal learning methodologies successfully improved the English language competency of the participants, as seen by the data presented in table 1. The study's findings revealed that the experimental group, which received a teaching that included collaboration and many modes of learning, achieved superior performance compared to the control group, which got conventional instructional across all aspects of language competence and engagement. Here are the precise findings of the research. Refer to tables 1, 2, 3, 4, and 5.

Table 1: Language proficiency

S. No	Language Skill	Experimental Group	Control Group Mean	Difference
1	Writing Skills	78.7	65.6	+13.1
2	Reading Comprehension	85.3	72.7	+12.6
3	Speaking Proficiency	82.43	69.4	+13.03
4	Listening Comprehension	84.2	71.3	+12.9

Source: Field Study

Table 2: Student Motivation and Engagement

S. No	Measure	Experimental Group	Control Group Mean	Difference
1	Student Motivation	4.2	3.4	+0.8
2	Student Engagement	4.3	3.5	+0.8

Source: Field Study

The significant disparity in mean scores between the experimental and control groups suggests that collaborative & multimodal learning methods greatly enhance English language proficiency and learner engagement. Data supports These instructional techniques well, indicating their effectiveness in producing good language learning outcomes among ESL/EFL learners in varied classroom situations. In addition to the difference in language competency, a statistically significant distinction in motivation and degree of involvement was seen between the experimental and control groups, as evaluated by LLMES. The findings of the independent samples t-test indicated that the experimental group exhibited substantially higher mean scores on the LLMES questionnaire compared to the control group ($t(118) = 3.57, p < .001$). These

findings indicate that incorporating collaborative and multimodal learning methodologies benefits student engagement and motivation in learning English.

The following tables provide a concise overview of the findings from the research.

Table 3: Language Proficiency

S. No	Group	Pre-Test Mean	Post-Test Mean	Difference	t-value	p-value
1	Experimental	64.8	82.2	+17.4	4.34	<0.001
2	Control	63.3	69.4	+6.1	--	--

Source: Field Study

Table 4: Student Motivation and Engagement

S. No	Group	Pre-Test Mean	Post-Test Mean	Difference	t-value	p-value
1	Experimental	3.4	4.1	+0.7	3.57	<.001
2	Control	3.3	3.4	+0.1	--	--

Source: Field Study

The observational data corroborated the findings of the questionnaire data, indicating that students in the experimental group actively engaged in collaborative activities and used various channels of communication during the intervention. The following table provides a concise overview of the frequency at which the experimental group conducted collaborative & multimodal activities.

Table 5: Collaborative and Multimodal Activities

S. No	Activity	Frequency
1	Peer review	11
2	Group discussions	14
3	Gestures	17
4	Visual aids	21
5	Multimedia presentations	12

Source: Field Study

Table 5 indicates that the experimental group mostly used group talks and visual assistance for their collaborative multimodal tasks. Overall, our results suggest that using many learning modes and promoting collaboration may effectively improve student interest and involvement in English language acquisition. The study utilized self-report measures, quantitative analysis, and observational data to demonstrate that collaborative, multimodal learning strategies successfully improved English proficiency and engagement levels among secondary school ESL/EFL learners in the United Kingdom. The results would corroborate the notion that these teaching methods significantly improve language acquisition outcomes for ESL/EFL students in the classroom.

5. DISCUSSION

According to this research, the majority of cooperative and multimodal learning strategies are useful instruments for the correct ESL/EFL instructional process. If the experimental groups show that there is an improvement in English language proficiency as well as increased engagement and motivation, the author mentioned this as a method to be used in creating a more inclusive classroom environment for diverse learners.^{[53][54]} This is corroborated by a prior study, which showed that collaborative learning had a favourable impact overall.^[55] particularly in the context of language acquisition and multimodal teaching. This study



contributes to the argument for incorporating both techniques using existing literature to demonstrate the enhanced outcomes achieved via their combination. The use of collaborative & multimodal teaching techniques in an ESL/EFL classroom has yielded a variety of advantages in addition to enhancing language competence. Therefore, when instructors use all of these methods, they may effectively promote critical social and cognitive abilities, such as communication skills, as well as foster critical thinking skills, which are advantageous to students both inside and outside the classroom. ^{[55][56][57]} The cooperative atmosphere that fosters inclusivity is achieved via an educational strategy that values motivation and actively promotes involvement in providing feedback on the group's work. Please participate in the collaborative activities of the class, where every student will experience a sense of freedom and willingness to engage in the learning process, regardless of whether they are ESL/EFL learners or belong to other learner groups. Furthermore, this exercise enhances communication skills and fosters a broader perspective, enabling individuals to benefit from one another's experiences. Teachers can develop multimodal teaching techniques that promote peer cooperation and enhance information processing and memory retention. These tactics are particularly beneficial for learners who struggle with vocabulary or grammatical rules. This can be achieved by fostering collaboration among students in project-based activities. Instructional methods such as multimodal approaches, including the use of visual aids and multimedia materials, can be employed to demonstrate to students that the classroom environment promotes diversity and appreciates the cultural backgrounds of each student. ESL/EFL educators use collaborative and multimodal teaching methods that recognize the comprehensive character of language instruction, extending beyond mere information transfer. Consequently, these techniques likely serve as facilitators for additional possible benefits. This may include fostering crucial cognitive development abilities, particularly in the realm of social interaction, while also designing more captivating sessions to enhance learners' comprehension and retention of knowledge. Moreover, this would foster a culturally inclusive atmosphere that would benefit all students, regardless of their cultural background and native language, by incorporating the essence of diversity into their everyday teaching.

6. CONCLUSION

This quantitative study provides empirical data to better elucidate learner-centred methods in English Language Teaching (ELT). It demonstrates, via tested evidence, the efficacy of collaborative & multimodal learning interventions in improving the English language acquisition among English as a Second Language (ESL) and English as a Foreign Language (EFL) learners. This research emphasized the potential benefits of adopting more effective teaching methods that promote increased engagement, motivation, improved information processing, and the development of essential social and cognitive abilities. The findings suggest that educators have the potential to create more engaging and inclusive learning environments that cater to the diverse and intricate learning requirements and preferences of ESL/EFL learners by using a combination of multiple literacies and multimodal learning methodologies. This study aims to evaluate the efficacy of the teaching methodologies listed above. Additionally, it seeks to highlight the variability in their effectiveness based on factors such as the learners' age group, educational setting, and linguistic background. This study has also provided novel avenues for future researchers to investigate the enduring impacts of these instructional approaches and their suitability in diverse settings and with various demographics, thereby significantly contributing to learner-centred English Language Teaching (ELT).



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