

EVALUATION OF DEVELOPED MULTIMODAL LITERACY MATERIALS FOR ENGLISH LANGUAGE LEARNING AMONG GRADE 11 STUDENTS

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ABSTRACT

Teaching English in today's digital environment presents challenges, particularly in maintaining student engagement and improving language proficiency using traditional approaches. In response, multimodal literacy materials were developed to provide more interactive and meaningful learning experiences through the integration of various communication modes. This study aimed to evaluate the acceptability of the developed multimodal literacy materials for English language learning in public senior high schools in the District of Pililla, Division of Rizal, during the School Year 2025–2026. The study employed a mixed-methods research design utilizing both quantitative and qualitative approaches. A total of thirty-five (35) English teachers from five public secondary schools served as respondents for the quantitative phase, while five (5) participants were selected for semi-structured interviews. A researcher-made questionnaire checklist and interview guide were used to gather data. Quantitative data were analyzed using frequency, percentage, weighted mean, t-test, and ANOVA, while qualitative data were examined through thematic analysis following Colaizzi's method. Findings revealed that the developed multimodal literacy materials were rated "Very Much Acceptable" across all criteria. Significant differences were generally absent except for usefulness when grouped according to sex. Qualitative findings indicated that the materials enhanced vocabulary development, increased student participation, and strengthened instructional practices. The study concludes that the developed multimodal literacy materials are effective and appropriate for senior high school English instruction and recommends their utilization alongside continued teacher support for effective implementation.

Keywords: *Multimodal Literacy; English Language Learning; Senior High School Students; Instructional Materials; Learning Outcomes*

INTRODUCTION

Technology integration is becoming increasingly common in today's educational environment, changing how teaching and learning are traditionally done. There is an urgent need to investigate and comprehend the implications of multimodal literacy in supporting English language learning in the digital age within the context of the K–12 Philippine English Curriculum. The ability to understand, evaluate, and produce texts using a variety of communication modalities—such as visual, linguistic, aural, spatial, and gestural elements (Arola, Sheppard, and Ball, 2014).

With the introduction of the K–12 curriculum, the Philippines, like many other countries, has started a journey toward educational reform to improve the caliber and applicability of education. English language competency is emphasized heavily in this curriculum because it is a prerequisite for international communication, employment, and higher education. Nonetheless, learners immersed in a digitally mediated world may have different communicative requirements and preferences that are not fully satisfied by traditional methods of English language training.

The idea of multimodal literacy shows promise to improve English language learning in this setting. Teachers can engage students in dynamic, immersive, and genuine learning settings that mimic the intricacies of real-world communication by utilizing the affordances of digital technologies. Through interactive websites, podcasts, multimedia projects, or video presentations, multimodal literacy gives students the chance to express themselves creatively, create meaning, and hone their critical thinking abilities in English language situations.

Numerous academics in the field of education have realized that for English instructors and students to succeed in the twenty-first century, multimodality must be encouraged, and multimodal literacy must be developed. More crucially, because of the shifting demands of the modern world, the use of digital multimodal integration in English Language Teaching (ELT) has gained widespread acceptance (Liang and Yao, 2023). Additionally, the incorporation of multimodal literacy is in line with the overall objectives of the K–12 Philippine English Curriculum, which place a priority on the development of 21st-century competencies including communication, cooperation, creativity, and critical thinking. Teachers can cultivate students who are not only proficient in language norms but also capable of engaging with digital discourse communities and contributing significantly by integrating multimodal strategies into English language training.

Notwithstanding the possible advantages, there are difficulties and complexity associated with incorporating multimodal literacy practices into the Philippine English Curriculum for grades K–12. These should be investigated. There are concerns about the equal distribution of learning opportunities across various socio-economic circumstances, the suitability of teacher preparation and support, and the accessibility of digital resources. It is also necessary to investigate how multimodal literacy affects Filipino learners' language identity, language use, and language learning. English language instruction, in particular, must adapt to students' varied exposure to multimedia content across digital

platforms. In response, educators are increasingly turning to multimodal strategies to enrich language learning experiences, allowing learners to engage with content not just through text, but also through images, audio, video, and interactive media. As such, developing and evaluating multimodal literacy-based materials for English language teaching is a timely endeavor that aligns with current pedagogical directions.

Despite its growing relevance, the acceptability and practical integration of multimodal literacy materials among teachers—particularly in the Philippine public secondary education sector—remains underexplored. While studies have affirmed its positive impact on student engagement and communication (Liang & Yao, 2023), there is a need to determine how such approaches are perceived by teachers who serve as key implementers of curriculum innovations. The evaluation of acceptability encompasses aspects such as the material's clarity, relevance, usability, appropriateness to learning objectives, and alignment with curriculum standards.

Teaching English in today's digital environment presents challenges, particularly in maintaining student engagement and improving language proficiency using traditional approaches. Recent reports indicate that Filipino senior high school learners continue to demonstrate low proficiency in written and communicative English, as evidenced by national and institutional assessments (American Institute for English Proficiency, 2021; Philippine Institute for Development Studies). These findings highlight the urgent need to adopt innovative instructional approaches such as multimodal literacy to address gaps in language learning.

This study, therefore, focuses on assessing the level of acceptability of the developed multimodal literacy materials in the context of English language teaching. The primary respondents are public secondary school English teachers in the Pililla District, whose insights are vital to determining the material's practical application in classroom settings. Through a mixed-method approach, the study will not only gather quantifiable ratings on the material's acceptability but also explore qualitative feedback to improve its content, design, and usability.

By centering the voices of educators, this research contributes to the meaningful integration of multimodal literacy in the Philippine educational context, ensuring that innovations in teaching materials are grounded in classroom realities and aligned with national educational goals.

Learning English is emphasized heavily in the K–12 Philippine Curriculum as a critical ability for academic success, international communication, and job readiness. However, traditional approaches to teaching English might not be enough to provide students the language and literacy skills they need for the digital age given the speed at which digital technologies are developing and the changing communication needs of the workforce in the twenty-first century. This has made it necessary to investigate and create cutting-edge teaching strategies that complement students' varied learning preferences as well as technological advancements. One possible technique is to integrate multimodal literacy, which enables students to perceive and generate meaning using a variety of

visual, aural, verbal, spatial, and gestural modes (Arola, Sheppard, & Ball, 2014). Multimodal literacy in English language instruction improves student engagement and learning by incorporating interactive and creative activities including digital storytelling, multimedia presentations, podcasts, and collaborative online projects. These approaches encourage not only language competency, but also critical thinking, creativity, and digital communication skills, all of which are necessary in today's global and media-rich environment.

Despite its promise, concerns concerning the loss in English competence among Filipino students remain. According to the American Institute for English Proficiency (2021), and backed up by the Philippine Institute for Development Studies (PIDS), senior high school students do poorly in written English, which is often reflected in their academic outputs and poor communication skills. This nationwide trend is evident at Pililla National High School, where recent performance results indicate that a significant number of senior high school students fall below proficiency levels in English based on quarterly examinations, written outputs, and standardized school-based assessments.

The present researcher observes and believes that this persistent issue can be attributed to outdated teaching methods, the mismatch between students' learning needs and instructional strategies, and the lack of innovative and learner-centered teaching materials. Teachers often rely on traditional print-based resources, which may not effectively engage students or reflect their digital experiences and communication habits. Thus, the research gap lies in the limited availability of contextually relevant, multimodal literacy materials specifically designed for English language learning in Philippine senior high schools. While some schools have experimented with digital tools, few studies have evaluated the effectiveness or acceptability of multimodal resources developed for the local curriculum, particularly from the perspective of teachers who are directly involved in classroom implementation.

To address these problems, this research focuses on the development of a multimodal literacy resource specifically developed for English language instruction in the K-12 Philippine Curriculum. Recognizing that the success of such material is heavily dependent on its acceptability by the teachers who will implement it, the study aims to determine how English teachers from public secondary schools in the Pililla District evaluate the developed material in terms of relevance, clarity, usefulness, and overall suitability for classroom use. By evaluating the acceptability of the developed multimodal literacy content, the study provides insights into the alignment between innovative educational tools and the actual teaching and learning conditions in public high schools. Moreover, it contributes to the broader discourse on enhancing English proficiency through pedagogical innovation, supporting the shift toward more interactive, inclusive, and digitally responsive teaching strategies.

Ultimately, this research addresses the urgent need to modernize English language instruction. It highlights the importance of multimodal approaches in transforming traditional educational practices and underscores the role of teachers in evaluating and sustaining such innovations for long-term impact in the classroom.

Research Questions

1. What is the profile of respondents in terms of:
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Length of Service
 - 1.4 Educational Attainment
 - 1.5 Grade Level Taught?
2. What is the level of acceptability of the developed multimodal literacy materials in terms of:
 - 2.1 Relevance
 - 2.2 Usefulness
 - 2.3 Engagement Value
 - 2.4 Overall Suitability?
3. Is there a significant difference in the level of acceptability of the developed multimodal literacy on English Language? Based on the different criteria when the respondents are grouped according to profile variables?
4. What are the perceived strengths of the developed multimodal literacy material as identified by the English teachers?
5. What challenges or limitations do teachers experienced in using the developed material in their English language instruction?
6. What training program can be proposed based on the results of the study?

Hypothesis

There is no significant difference in the level of acceptability of the developed multimodal literacy materials when respondents are grouped according to profile variables.

Scope and Limitation

This study focused on evaluating the level of acceptability of a developed multimodal literacy material designed to support English language instruction in line with the K–12 Philippine English Curriculum. Specifically, the study evaluated the material based on five criteria: relevance, clarity, usefulness, engagement value, and overall suitability. The material incorporated various modes of communication such as visual, auditory, linguistic, and interactive elements intended to enhance English language teaching in a digitally mediated learning environment.

The primary respondents of the study were 100 percent of the English teachers from five (5) public secondary schools in the Pililla District, Rizal namely: Pililla National High School, Quisao National High School, Hulo National High School, Malaya National High School, and Bugarin National High School. Their perspectives were considered vital as they were directly involved in classroom instruction and curriculum implementation and therefore were in a strong position to assess the practicality, relevance, and educational value of the developed material.

The scope of this study was the evaluation of the acceptability of the instructional material, and did not include measurement of actual student performance, language proficiency outcomes, or long-term impact on learning. Furthermore, the study did not assess the comparative effectiveness of multimodal literacy versus traditional instruction methods, as the pretest-posttest approach was not used in accordance with university guidelines.

The study took place only in one geographical area (Pililla District) and a specific group of respondents who are English teachers. As such, findings might not be generalizable to other districts, regions, or subject areas. In addition, the evaluation was based solely on teacher perception, which may have been influenced by personal teaching experiences, access to technology, and familiarity with multimodal strategies.

METHODOLOGY

This study employed a mixed-methods research design utilizing descriptive quantitative and qualitative approaches. The study was conducted in selected public senior high schools in the District of Pililla, Division of Rizal. Total sampling was used for the quantitative phase, involving 35 English teachers, while five respondents were selected for qualitative interviews.

Data were gathered using a researcher-made questionnaire checklist composed of Likert-scale items measuring relevance, usefulness, engagement value, and suitability, alongside a semi-structured interview guide. The instruments underwent validation procedures prior to implementation.

The researchers secured administrative approval before conducting surveys and interviews. Statistical treatments included frequency, percentage, weighted mean, t-test, and ANOVA, while thematic analysis was used for qualitative data. The scope of the study was limited to teachers' evaluations of the developed materials and did not directly assess student academic outcomes.

RESULTS

This study employed a mixed-methods research design; therefore, the results are presented through the integration of quantitative statistical findings and qualitative thematic findings to provide a comprehensive evaluation of the developed multimodal literacy materials for English language learning.

Table 1. Profile of the Respondents

Variable	Category	Frequency	Percentage
Sex	Male	4	11.40%
	Female	31	88.60%
Age	21–30 years old	19	54.30%
	31–40 years old	13	37.10%

	41–50 years old	2	5.70%
	60 years old and above	1	2.90%
Length of Service	Below 5 years	15	42.90%
	5–9 years	13	37.10%
	10–14 years	6	17.10%
	15 years and above	1	2.90%
Educational Attainment	Bachelor's Degree	14	40.00%
	With Master's Units	12	34.30%
	Master's Degree	5	14.30%
	With Doctoral Units	3	8.60%
	Doctoral Degree	1	2.90%
Grade Level Taught	Grade 11	19	54.30%
	Grade 12	12	34.30%
	Both Grade 11 & 12	4	11.40%

The majority of respondents were female, young educators, with early teaching experience, and directly involved in Grade 11 instruction.

Table 2. Level of Acceptability of the Developed Multimodal Literacy Materials

Criteria	Weighted Mean	Verbal Interpretation
Relevance	4.87	Very Much Acceptable
Usefulness	4.85	Very Much Acceptable
Engagement Value	4.89	Very Much Acceptable
Overall Suitability	4.88	Very Much Acceptable
Composite Mean	4.87	Very Much Acceptable

The developed materials were rated highly acceptable across all indicators.

Table 3. Significant Difference in the Level of Acceptability According to Respondent Profile

Profile Variable	Significant Difference
Sex	Significant in Usefulness
Age	No Significant Difference
Length of Service	No Significant Difference
Educational Attainment	No Significant Difference
Grade Level Taught	No Significant Difference

Table 4. Themes on the Strengths of the Developed Multimodal Literacy Materials

Theme	Description
Vocabulary Enhancement	Improved vocabulary acquisition and comprehension
Student Engagement	Increased learner participation and motivation
Instructional Delivery	Enhanced teaching effectiveness and lesson delivery

Table 5. Themes on Challenges and Limitations

Theme	Description
Technological Constraints	Limited access to devices and digital tools
Teacher Facilitation	Need for scaffolding and instructional guidance
Reinforcement Activities	Need for supplemental exercises

The quantitative findings established high acceptability ratings across all evaluation criteria, while qualitative findings revealed practical strengths and implementation barriers. Together, these results confirm that the developed multimodal literacy materials are instructionally sound, highly acceptable, and relevant to modern English language teaching.

Proposed Training Program Design

A proposed training program was developed based on the findings of the study to enhance teachers' competence in effectively implementing multimodal literacy materials in English language instruction. The program focuses on three major sessions: Introduction to Multimodal Literacy Instruction, Instructional Strategies and Classroom Management, and Monitoring and Evaluation. It aims to strengthen teachers' pedagogical skills, technological readiness, and adaptive instructional practices to ensure effective, sustainable, and context-responsive use of multimodal literacy materials in senior high school English education.

DISCUSSION

The findings demonstrated that the developed multimodal literacy materials are highly acceptable for English language instruction among Grade 11 students. The high ratings in relevance confirm strong alignment with the K–12 English curriculum and learning competencies, ensuring instructional appropriateness. Similarly, high usefulness ratings indicate that the materials can effectively support teachers in delivering engaging and meaningful lessons. The materials' engagement value suggests that multimodal elements such as visual, textual, and interactive components significantly improve

student motivation and participation. This aligns with existing literature emphasizing that multimodal approaches enhance communication skills, comprehension, and learner-centered instruction.

The absence of significant differences across most demographic variables suggests that the material's acceptability is broadly consistent regardless of professional background. This implies its versatility and adaptability across diverse teaching contexts. Qualitative findings further support the quantitative data by emphasizing vocabulary enrichment, increased classroom interaction, and instructional enhancement. However, technological limitations and the need for sufficient teacher preparation highlight that successful implementation requires institutional support, resource allocation, and professional development. Overall, the developed multimodal literacy materials represent an innovative instructional intervention responsive to the needs of 21st-century English education.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. Acceptability of the produced multimodal literacy material among English teachers in the District of Pililla was high, in terms of its appropriateness, utility, interest value, and grade level to senior high school English instruction.
2. The best feature of the developed material was its relevance to both the prescribed curriculum and the teachers' classroom practices. This is evidence that the product of the study is instructionally aligned and pedagogically sound.
3. The product was equally acceptable among the respondents despite the varying classifications (by age, length of service, level of education, and grade level). A considerable sex-related difference on utility is worth noting, for it is possible that teachers may respond differently on how the material can be readily utilized in instruction.
4. The developed material has strengths as far as vocabulary building, learner involvement and instructional delivery are concerned. But its effective use has its limits as it requires facilitation by teachers, complementation of activities and presence of technology.
5. A capability-building program is needed to enable teachers to fully maximize the potential of the developed multimodal literacy material, overcome its limitations in classroom implementation and sustain its context-responsive usage in English language instruction.
6. The results provide compelling evidence for the creation of a training program that emphasizes the use of multimodal literacy resources in English language teaching. The suggested program, which is based on both quantitative and qualitative research, focuses on important aspects of teacher competency, such as resource-sensitive practices, lesson adaptation, assessment support, and scaffolding tactics.

Recommendations

In the light of the conclusions drawn from the study, the following are hereby recommended:

1. The developed multimodal literacy material may be used, with necessary adaptations depending on the classroom situation, as an additional learning tool for high school students in English classes in Pililla District.
2. Teachers of English may continually integrate the material into the Most Essential Learning Competencies and enhance it by providing complementary tasks that further support students' receptive and productive English skills.
3. Teachers may incorporate instructional support and guiding questions, along with differentiated tasks, for learners who require extra support in utilizing multimodal texts.
4. Schools may help support the material by preparing reinforcing worksheets, printed copies, and low-tech options for schools that are in areas with minimal technology.
5. School heads and English coordinators may conduct trainings such as LAC sessions, mentoring, or demonstration teaching to help the teachers in developing their use of multimodal literacy texts.
6. The proposed training program may be conducted to help enhance teachers' skill in adapting the material, guiding the students, assessing student learning, and addressing technical issues with the material.
7. Future researchers may continue to study how the material in itself helps in the student's real performance in English, vocabulary development, comprehension, and written tasks.
8. Future researchers may also expand the study to other subject areas, schools or districts to know if the material is applicable to other students and fields.

Compliance with Ethical Standards

The researchers ensured full compliance with ethical standards throughout the conduct of this study. Informed consent was obtained from all respondents prior to their participation, and they were fully informed about the purpose, procedures, and significance of the research. Participation was entirely voluntary, and respondents were given the freedom to withdraw from the study at any time without penalty or negative consequences. The anonymity and confidentiality of all participants were strictly maintained, and all collected data were handled in accordance with Data Privacy regulations to ensure the protection of personal information. The well-being, dignity, and rights of the respondents were safeguarded throughout the research process. The researchers affirm that no conflict of interest existed in the conduct of the study. Plagiarism was strictly avoided through proper citation and acknowledgment of all references and sources used. Objectivity, honesty, and fairness were observed in the interpretation and analysis of the findings, ensuring that no bias influenced the results. The findings of this study were used solely for academic and research purposes. Artificial intelligence-assisted tools were utilized only for technical and organizational support, while all analyses, interpretations, and final conclusions remained the sole responsibility

of the researchers. Ethical clearance was secured from the appropriate institutional research ethics body prior to the implementation of the study.

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