



Effects of Multimodal Instructional Strategy on Self-Efficacy in ... Sani, J., Et. al. (2026)

Effects of Multimodal Instruction on Self-Efficacy in English Speaking skills among Colleges of Education Student in North-West, Nigeria

SANI, Jamilu¹

jamilusanimakamagumel@gmail.com

+2348062084660

INUSA, Auwalu²

LAWAL, Hamisu³

AUWALU, Kabiru⁴

KABIRU, Nura⁵

LAWAN, Asma'u Muhammad⁶

¹Department of English, Jigawa State College of Education, Gumel, Jigawa State, Nigeria

^{2,3}Department of Arts and Social Science Education, Ahmadu Bello University, Kaduna State, Zaria

^{4,5}Department of Hausa, Jigawa State College of Education, Gumel, Jigawa State, Nigeria

⁶Department of Hausa, Jigawa State College of Education, Gumel, Jigawa State, Nigeria

Abstract

This study examined the effectiveness of multimodal instruction on students' self-efficacy in English speaking skills in Colleges of Education, North West Zone, Nigeria. The research followed up earlier investigation on multimodal instruction on students' performance in English speaking conducted by the author(s). The aim is to discover whether the earlier multimodal treatment had increased learners' self-efficacy in English speaking. Thus, experimental subjects, comprising intact National Certificate in Education One (NCE 1) classes of Jigawa State College of Education, Gumel (JSCO, Gumel) and Kano State College of Education and Preliminary Studies (KASCEPS), constituted the 97 sample of the study. The instrument for data collection was a Multimodal English Speaking Self-efficacy Scale. It was a Likert type of questionnaire consisting of 21 items, 7 for each of the three categories namely: Linguistic Dimension of Self-efficacy, Interpersonal Dimension of Self-efficacy and Performance Dimension of Self-efficacy. The instrument was administered one week after the completion of the quasi-experimental research on the effects of Multimodal Instruction on Students' Performance in English Speaking Skills. Descriptive statistics was used to answer the three questions. Results showed multimodal instruction was effective on students' performance in self-efficacy in English speaking skills: subjects' self-efficacy in English oral performance increased across linguistic, interpersonal and performance criteria. It was concluded that multimodal instruction was potent enough to raise college-level learners' degrees of self-efficacy in English speaking skills in second language contexts. It was then recommended that a North West Zonal conference be organized by Colleges of Education Academic Staff Union in collaboration with National Commission for Colleges of Education to come up with multimodal frameworks for teaching English speaking skills in Colleges of Education in Nigeria.

Keywords: Multimodal Instruction, Self-Efficacy, English Speaking, Students

Introduction

Over the years, there has been a growing concern over the declining performance of students in English speaking skills in Nigeria. Students display varying dispositions and low self-efficacy levels towards English speaking skills at all levels of education in the country. To substantiate this, for example, Nigerian Tribune (24th April, 2025) and The Vanguard (5th May, 2012) reveal a dwindling communicative competence of students in Nigeria resulting in poor performance of learners in national examinations. The Vanguard further cites a report of an error-ridden use of English by a graduate of English with Second Class Upper Division. It has become apparently observable that the spoken English skills of Nigerian graduates are not in commensurate with the demands of the 21st century society and expectations. Guided by these fears, in reality, in the study area and, indeed, in most states in Nigeria, employment into the teaching profession is subjected to rigorous pre-job tests and pre-job trainings to enable the graduates meet the standards expected of them in the teaching industry. More worrisome is when such problems manifest also persistently in the performance of English language learners in colleges of education. This is because such learners would soon become teachers of the English language in primary and lower secondary schools. Thus, from the personal observation of the researcher, in colleges of education, teachers are still ignorant of the fact that pre-service English teachers are already multimodal savvy. For this, the prevalent use of the mono-modal, traditional lecture method would not enable such learners perform up to the expectations in the



Effects of Multimodal Instructional Strategy on Self-Efficacy in ... Sani, J., Et. al. (2026)

English-speaking skills (Al Hosni, 2014; Banzato & Coin, 2009; Nash, 2018). This would also further inform the basis of the persistent low self-efficacy of college-level learners in English speaking skills in the study area.

Multimodal classroom approach is a contemporary response to the changes in the 21st century mode of communication which also finds reflection and expression in teaching English as a second language contexts (Crawford & Carmen, 2018; Zamani, 2016; Zafiri & Kourdis, 2016). It is an approach involving a mixture of multiple modes, such as audios, videos, texts, gestures, pictures and technology, and the ways these modes interact and enable language production and perception skills (Onyebuchi & Ibrahim, 2017). In English speaking pedagogy, self-efficacy is seen as the learners' belief in their ability to successfully engage and perform meaningful speaking tasks in the classroom. According to Rafiq and Hasheem (2018), one of the several speaking problems of learners of English as a second language include low self-efficacy. Thus, learners are required to interact, engage and perform tasks using multiple modes in an English speaking classroom which will enable the learners express their opinions, participate in socialization and practice the English language speaking skills (Masinde, Mandillah, & Barasa, 2023; Kusumawardani & Mardiyani, 2018; Belabbas, 2024). Unfortunately, in the North West Zone of Nigeria, learners grow in the Hausa language almost entirely (Sani, 2021). The researcher personally observes that, by culture and orientation, speaking the English language outside the classroom has been a source of scornful jocular and ridicule in some contexts in the region. Impliedly, this practice has the tendency to instil scepticism and low self-efficacy in learners even while speaking the language for academic purposes. Against this development. However, as far as the researcher is concerned, no empirical study has established the extent to which multimodal instruction can increase learners' self-efficacy in English speaking skills in colleges of education in North West Zone, Nigeria. This study is expected to contribute to theory, practice and curriculum in English Language Education in the following major ways: (1) in terms of theory, the study contributes to the emerging field of research on multimodality in education; (2) practically, it provides teacher-educators in North West Zone, Nigeria, with empirical evidence and guidance on the use of multimodal framework in the actual English speaking classroom for the enhancement of learners' self-efficacy; (3) in terms of curriculum, the study would enlighten the regulatory body of Colleges of Education in Nigeria (NCCE) to re-assess the areas of English pedagogy in the curriculums of Colleges of Education in order to integrate multimodal framework.

Research Objectives

The main aim of the present study is to investigate the effects of multimodal instruction on students' self-efficacy in English speaking skills in colleges of education in North West Zone, Nigeria. However, this broad aim is reduced to the following specific objectives:

1. To find out the effects of multimodal instruction on students' Linguistic dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.
2. To investigate the effects of multimodal instruction on students' interpersonal dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.
3. To investigate the effects of multimodal instruction on students' performance dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.

Research Questions

Three questions guided the investigation as follows:

1. What are the effects of multimodal instruction on students' Linguistic dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria?
2. How effective is multimodal instruction on students' interpersonal dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria?
3. To what extent does multimodal instruction improve students' performance dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria?

Previous Studies on Multimodal Instruction, Self-efficacy and English-Speaking Skills

Bernarte and Digo (2024) studied multimodal reading model for a rural elementary school. The aim was to provide teachers at the elementary levels in Philippines with a model of reading informed by the principles of multimodal instruction. Data for analysis was acquired through documentary reviews, interviews and focus group discussion with the respondents selected purposively. Based on the results which showed consistent improvement in learners' reading ability following the multimodal reading intervention, the study proposed multimodal reading model for rural elementary school. Although

Effects of Multimodal Instructional Strategy on Self-Efficacy in ... Sani, J., Et. al. (2026)

Bernarte and Digo (2024) focussed on reading, the proposition of multimodal reading framework for rural elementary school would appear to be in consonance with the present study. Despite this, however, Bernarte and Digo did not accommodate the relevance of multimodal instruction in enhancing learners' self-efficacy in English speaking skills. This is a significant research gap for further investigation. Kummin, Surat, Mydin, Othman and Muslim (2020) investigated the use of multimodal texts in teaching English oral skills. The study was motivated by the desire to provide an instructional framework that reflected the latest developments in communication. The study specifically focussed on auditory and visual modes encompassing video recording, YouTube videos, songs and Adobe voice. Based on the tasks learners were engaged, it was found out that students were more proactive; more critical and creative in their use of language and were able to develop language skills both individually and in teams. This provides a significant basis for the present study. Since Kummin et al (2020) concluded that multimodal instruction improves learners' proactivity and engagement, it is essential also to find out how similar approach can enhance self-efficacy of college-level learners. Regina and Ochuba (2024) carried out a study on the effect of multimodal instructional strategy on the students' academic performance in English grammar. The study adopted quasi exponential research design. Purposive sampling procedure was used to select 75 subjects for the research from three Secondary Schools in Yenagoa Local Government Area of Bayelsa State, Nigeria. The data collection instrument was a searcher-made multimodal instructional package titled "English Language Performance Test". Findings revealed that female students outperformed male students in English grammar tasks when taught using multimodal instructional strategy. Based on the findings, it was recommended that teachers of English should incorporate multimodal instructional strategies in English grammar classes to enhance learners' performance. On the basis of Regina and Ochuba's findings and recommendations, the present study investigates whether multimodal instruction is essential in increasing learners' self-efficacy in English speaking skills.

Theoretical Framework

Bandura's Self-efficacy Theory (1997) is adopted for the present study. As a Canadian-American psychologist, Bandura was the first to coin the term self-efficacy. Originally, Bandura utilized the concept to refer to a personal judgment of how well one can carry out courses of action required to deal with prospective situations (Lopez-Garrido, 2023). According to Bandura (1997), self-efficacy is a person's particular set of beliefs that determine how well the person can carry out a prospective action in some defined contexts (Bandura, 1997). In educational settings, academic self-efficacy is a person's belief in his/her ability to succeed in a particular learning task (Bandura, 1977). Similarly, Kolbe (2009) believes that self-efficacy also relates to one's determination and perseverance to withstand obstacles that would seem to discourage one from achieving one's learning goals. Thus, since research on second language learning has shown that learners are characterized with differing levels of performance following various degrees of self-efficacy in writing skills (Maghsoudi, et al 2022), it is imperative to investigate the same approach on self-efficacy in relation to the other language skills. As far as the researcher is concerned, there is little or no empirical evidence linking self-efficacy and English speaking skills among pre-service English teachers in colleges of education. It is even more compounded when the notion of multimodal instruction is introduced into the English speaking classroom in such colleges. This is an important gap in research. It is thus necessary to investigate how effective is multimodal instruction on learners' performance English speaking self-efficacy in colleges of education in North West Zone, Nigeria.

Research Methodology

This study employed a follow-up descriptive method. The population of the study comprised all the 488 NCE 1 students of the nine state-owned colleges of education in North West Zone, Nigeria. The sample size was the 97 NCE 1 students of JSCOE Gumel and KASCEPS who were the multimodal instruction experimental subjects selected purposively and be assigned to experimental groups in the earlier investigation. The instrument for the present study was English Speaking Self-efficacy Scale (ESSES) adapted from Maghsoudi et al (2022). It was intended in the present study to find out whether earlier exposure to multimodal instruction could increase learners' various degrees of self-efficacy in English speaking skills. Thus, to ensure adequacy and coverage of the subjects' English-speaking-related efficacy, the scale was divisible into three subcategories: Linguistic Self-Efficacy, Performance Self-Efficacy and Interpersonal Efficacy. The instrument was a modified Likert type of scale consisting of 21 items; seven for each of the three subcategories. Each item in the scale demonstrated the degree of self-efficacy of the subjects in their capabilities to engage in English speaking after exposure to multimodal instruction.

Effects of Multimodal Instructional Strategy on Self-Efficacy in ... Sani, J., Et. al. (2026)

Presentation of Results

Research Question 1: To find out the effects of multimodal instruction on students' Linguistic dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.

Table 1: Frequencies and Percentages of Experimental Learners' Responses on the Effects of Multimodal Instruction on Students' Linguistic Dimension of Self-Efficacy in English Speaking Skills in Colleges of Education, North West Zone, Nigeria

LDSE	N	Frequencies	Percentages
Always	97	62	9.1
Usually	97	305	44.9
Sometimes	97	283	41.7
Rarely	97	24	3.5
Ne	97	5	0.7

From Table 1 above, cumulatively, the results of the analyses on Linguistic Dimension of Self-efficacy (LDSE), it can be concluded that most of the learners (53.1%) believed that multimodal instruction was highly effective on the linguistic dimension of English-speaking self-efficacy. Others (41.7%) were neutral (sometimes true). However, only few of them (4.2%) showed the approach was rarely effective.

Research Question 2: To investigate the effects of multimodal instruction on students' interpersonal dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.

Table 2: Frequencies and Percentages of Experimental Learners' Responses on the Effects of Multimodal Instruction on Students' Interpersonal Dimension of Self-Efficacy in English Speaking Skills in Colleges of Education, North West Zone, Nigeria

IPDSE	N	Frequencies	Percentages
Always	97	63	9.3
Usually	97	298	43.9
Sometimes	97	276	40.6
Rarely	97	42	6.2
Never	97	0	0

Table 2 above revealed that the largest percentage of the responses (53.9) represented higher confidence of the learners in IPDSE after exposure to the multimodal English speaking treatment. Contrastively, 40.6% showed neutrality while only 6.2% showed little confidence in the approach. From the above, it can be concluded that multimodal instruction was effective on students' IPDSE dimension of English speaking skills. Thus, it can be generalized that multimodal instruction was effective on students' IPDSE dimension of English speaking skills.

Research Question 3: To investigate the effects of multimodal instruction on students' performance dimension of self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.

Table 3: Frequencies and Percentages of Experimental Learners' Responses on the Effects of Multimodal Instruction on Students' Performance Dimension of Self-Efficacy in English Speaking Skills in Colleges of Education, North West Zone, Nigeria

PDSE	N	Frequencies	Percentages
------	---	-------------	-------------

Always	97	65	9.6
Usually	97	289	42.6
Sometimes	97	298	43.9
Rarely	97	27	4
Never	97	0	0
	97		

From Table 3 above, it can be concluded that most of the responses (52.2%) showed that participants had a higher level of confidence in their abilities to accomplish PDSE dimension of the English speaking skills after exposure to multimodal instruction. However, a good number of the responses revealed the neutrality of the participants in whether multimodal instruction could increase PDSE dimension of the English speaking skills. The least of all fell on very low level of confidence of the participants in PDSE dimension of the English speaking skills after exposure to multimodal instruction. This was represented by 4% of the total responses.

Discussion and Summary of Findings

By way of discussion, the finding revealed that the students in experimental group have performed higher with mean score (M=8.16) and standard deviation (SD= 1.563) than the students in the control group who had mean score (M=3.60) and standard deviation (SD=.840) in the area of consonant articulation. At the beginning of the treatment, some consonants were found challenging for the students to pronounce, especially in isolation. Examples are: / ʃ, s, ŋ, θ, and ð / Achieving this significant effect in performance refute the finding by Mahzoun and Han (2019) that the two fricatives consonants /θ/ and /ð/ had the highest number of mispronunciation is minimized through drilling of the students on the places of articulation (dental fricatives) during instruction. The finding showed 4.56 mean difference in favour of the group taught using phonemic transcription-based teaching strategy was significant over the group taught using conventional method in the area of consonant articulation. The finding number two signifies that the students in experimental group did perform higher with the mean score (M=8.13) and standard deviation (SD=1.556) than the students in the control group who had mean score (M=3.19) and standard deviation (SD=1.128) in area of vowel articulation. The mean difference was 4.946 in favour of the experimental group, the one taught using phonemic transcription-based teaching strategy. During the treatment, it was revealed that majority of the students had little knowledge of how sounds, particularly vowels (diphthongs), are pronounced. They were ignorant of vowel sounds beyond monophthongs and features of English vowels e.g tense, lax, round etc. This finding proves right the findings of Sarwat et al (2023) and Aziz et al (2021) about sound substitution error of some vowels (monophthongs /ʌ/, /e/, /æ/, and /ə/ and difficulty in pronouncing diphthongs /uə /, /eə /) in words into normal English orthography. The result indicated that there was positive effect of the instrument on the oral English performance of senior secondary students in Niger State in the area of vowel articulation.

The results from the research questions and null hypotheses are hereby summarized, that;

1. Niger state senior secondary school students taught oral English using phonemic transcription-based teaching strategy had significantly higher performance than their counterparts taught by conventional method in the area of consonants articulation.
2. The students taught oral English using phonemic transcription-based teaching strategy had significantly higher performance than their counterparts taught by conventional method in the area of vowel articulation.

Discussion of Findings

This study essentially established the effect of multimodal instruction on students' self-efficacy in English speaking skills in College of Education, North West Zone of Nigeria. This result was presented earlier in Tables 1, 2 and 3. From the analyses, LDSE scored the highest. This was followed by PDSE and, finally, the IPDSE. Thus, the new ground broken by the finding of the present study is that multimodal instruction has he potent potentials to increase learners' three levels of the English-speaking self-efficacy. This finding is evident also in the works of Bernarte and Digo (2024) and Maghsoudi, Golshan and Naeimi (2022). For example, the former investigated using multimodal writing to motivate struggling students to write and found out that multimodal writing procedures possessed motivational tendencies. In the same vein, the latter also investigated the impact of digital multimodal composition on writing ability of learners with respect to their self-

Effects of Multimodal Instructional Strategy on Self-Efficacy in ... Sani, J., Et. al. (2026)

efficacy. Regina and Ochuba (2024) also discovered that multimodal instruction increased learners' grammar skills in Yenagoa Local Government Area of Bayelsa State, Nigeria. However, the main difference between the present study and the previously accounted research was that both the previous studies were directed at motivation and self-efficacy in English writing skills. Unlike the above, thus, the present study found out the relevance of multimodal instruction in enhancing learners' self-efficacy in English speaking skills. Thus, the ground-breaking revelation of the present investigation is that multimodal instruction effectively increased learners' performance in the three major dimensions of English-speaking self-efficacy, although unevenly. For clarity, LDSE scored the highest. This was followed by the PDSE. Finally, IPDSE scored the least.

Conclusion

In light of the results of the study, it is concluded that the self-efficacy of the experimental learners in English speaking skills increased after being exposed to multimodal instruction. Thus, learners demonstrated higher level of belief in their capabilities to engage in linguistic, interpersonal and performance components of the English-speaking self-efficacy after the treatment. For this, it was concluded that multimodal instruction enhanced learners' self-efficacy in English speaking skills in Colleges of Education in North West Zone, Nigeria.

Recommendations

1. The present study discovered that high self-efficacy is a correlate of better English-speaking skills. Thus, since multimodal instruction has been found to increase learners' English-speaking self-efficacy, then it is recommended that students be provided with regular feedbacks on their performances during multimodal English classroom practices. This is essential because learners would realize consistent improvements in their performances in the language through such exposure and, by extension, in their abilities to accomplish tasks in multimodal English-speaking classrooms.
2. Teachers of English in Colleges of Education need to transit to the modern ways of teaching. The emphasis today champions learner-centeredness: in pairs, in groups and individually. This is in line with the demands of multimodal instruction in which the teachers' role is a facilitator.
3. Teachers of English should optimize the fact that learners possess different learning styles and thus would require diverse multimodal modes to cater for their classroom practices. This would help such diverse learners cope with the classroom practices as earlier argued by Gardner in multiple intelligence theory.

References

- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, 2 (6), 22-30, 260-267, 2014. DOI: <http://dx.doi.org/10.17507/tpls.0602.06>.
- Balebbas, B. (2024). Investigating the Effectiveness of the Multimodal Approach in Developing Speaking Skills among EFL Students. The Case of Second-Year Students of English Department of Mohamed Kheider Biskra University, People's Democratic Republic of Algeria. Unpublished M A Dissertation.
- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. *Journal of Cognitive Psychotherapy*, Volume 13, Issue 2; DOI: 10.1891/0889-8391.13.2.158.
- Banzato, M. and Coin, F. (2009). Does a Multimodal Narrative Workshop Enhance Motivation in Multicultural Class? An Exploratory in a Primary School. *Formazione & Insegnamento* 1 (17), 77-89, 2019
- Bernarte, M. and Digo, G. S. (2024). Multimodal Reading Model for a Rural Elementary School. *International Journal of Social Science and Education Research Studies*. Vol. 4(3), 2770-2782; <https://doi.org/10.55677/ijssers/V0413Y2024-08>.
- Crawford, B. C. and Carmen, M. C.C (2018). Introduction: The Nexus of Multimodality, Multimodal Literacy and English Language Teaching in Research and Practice in Higher Education Settings. *System: An International Journal of Educational Technology and Applied Linguistics*, 77, pp. 1-9
- Kolbe, D. H. (2009). The Semantic and Grammatical Overlap of 'as' and 'that': Evidence from Non-standard English. *Exploring the Lexis-Grammar Interface*, 137-152; 2009. DOI: doi.org/10.1075/sci.35.10kol
- Kummin, S., Surat, S., Mydin, F., Othman, Z. and Muslim, N. (2020). The Use of Multimodal Texts in Teaching English Oral Skills. *Universal Journal of Education Research*. Vol. 8 (12): 7015-7021, 2020.
- Kusumawardani, S. A., and Mardiyani, E. (2018). The correlation between English grammar competence and speaking fluency. *PROJECT (Professional Journal of English Education)*, 1(6), 724-733. Learners. *The Electronic Journal for English as a Second Language*, 18 (4), 2013.
- Lopez- Garrido, G. (2023). Self-Determination Theory: How It Explains Motivation. *Simply Psychology*, 2023 www.simplycomplicated.me/self-determination.



Effects of Multimodal Instructional Strategy on Self-Efficacy in ... Sani, J., Et. al. (2026)

- Maghsoudi, N., Golshan, M. and Naemi, A. (2022). The Impact of Digital Multimodal Composition on Writing Ability of Iranian EFL Learners with Respect to Their Self-Efficacy. *Journal of Modern Research in English Language Studies*, 9 (1), <https://doi.org/10.30479/jmrels.2020>.
- Masinde, R. A., Mandillah, L., and Barasa, D. (2023). Multimodal approaches in the competency of listening and speaking skills among Grade 1 learners in Kenya. *International Journal of English Language Studies*, 5(3), 67-81.
- Nash, B. (2018). Exploring Multimodal Writing in Secondary English Classrooms: A Literature Review. *Journal of English Teaching Practice and Critique*, Vol. 17(4), 2018; www.emeraldinsight.com/1175-8708.htm
- Nigeria, F.R (2020) *National Language Policy*. Lagos: Nigerian Educational Research and Development Council.
- Onyebuchi, C. and Ibrahim, M. (2017). Effect of Multimodal Strategies on the Learning of Listening Skills among Junior Secondary School Students in Sokoto State Metropolis, Sokoto State, Nigeria. *Sokoto Educational Review* 17 (1), 33-47, 2017. Sokedureview.org.
- Rafiq, K. R. M., and Hashim, H. (2018). Augmented reality game (ARG), 21st Century skills and ESL classroom. *Journal of education and learning studies*, 1, 29-34. <https://doi.org/10.32698/0232>.
- Regina, A., and Ochuba, O.O. (2024). Effects of Multimodal Instructional Strategy on Students' Academic Performance in English Grammar in Bayelsa State. *FUO – Journal of Educational Research*, 2024 – foe.fuotuo.ke.edu.ng
- Sani, J. (2021) Effects of Systemic Functional Linguistic Genre Pedagogy on Students' Performance in Narrative Report Writing in English in Senior Secondary Schools, Jigawa State, Nigeria: Unpublished M. Ed Dissertation, Department of Arts and Social Science Education, Ahmadu Bello University, Zaria, Nigeria.
- Vanguard, (2012, May 5). Poor Quality of Education in Nigeria.
- Zafiri, M. and Kourdis, E. (2016). Semiotics in foreign language teaching, boo illustrations as inter-semiotic translation in English language course books. *Discourse and interaction* 4 (2) 1-7.
- Zamani, S. (2016). Semiotics and language teaching (teaching English to Kurd students). *World Scientific*, 42, (3) 293-305 News. <http://www.worldnewsscificnews.com>.