



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Multimodal Language Approaches as a Response to
Learning Styles Theory Applied in English Learning”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Statement of authorship

I, Gonzalez Tumbaco Andy Jesus, with ID number 0928411610, undergraduate student of Universidad Estatal Peninsula de Santa Elena at the major of Education Sciences and languages, as a requirement to obtain the degree of Bachelor in Pedagogy of National and Foreign Languages, in my capacity as author of the research work "Multimodal approaches in response to learning styles theory applied in English learning" I certify that this work is of my authorship, except for the quotations and reflections used in this research work.

A handwritten signature in blue ink, reading "Andy Gonzalez", is written over a horizontal line. The signature is stylized and cursive.

Gonzalez Tumbaco Andy Jesús.

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La Libertad, August 8th, 2022

Advisor's Approval

In my role as Advisor of the research paper and title "Multimodal Language Approaches as a response to Learning Styles Theory applied in English learning" prepared by Gonzalez Tumbaco Andy Jesús, and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Declaration.

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY,
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A handwritten signature in blue ink, appearing to read "Andy González", written over a horizontal line.

Gonzalez Tumbaco Andy Jesús.

Acknowledgment

I thank God, because despite all difficulties He has given me strength and wisdom, qualities that have allowed me to lead a full life, full of wonderful people and experiences that have shaped me to this day. To my family, for always believing in me and being willing to help me in each of my steps.

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To the institution that welcomed me, to my instructors who shared their knowledge in order to shape me as a future graduate, and specially to my tutor who advised me in the completion and professional development of this work, thanks for your time, patience and dedication trough all this process.

Dedication

Success is not something of a single person, I consider myself on the road to success because I can enjoy a profession that fulfills me. None of this would have been possible without the unconditional love and support of my family, who are and will always be my engine of struggle, thank you for never losing faith in me and understand each of my decisions.

To my true friends, life companions, thank you for showing me that there is no one who walks alone in this life, and for showing me that there is no time, no distance or difficulty in life that can break bonds as strong as the ones we have formed, having you in my life is a blessing, your successes are part of my happiness, and I am aware that the feeling is mutual.

I dedicate this work to the people I love the most in this world, my mother and my sisters, every action and effort on my part has the objective of giving them back a little bit of what they have given me.

Finally, I dedicate this work to everyone with a goal or dream to achieve, it is always possible.

With love,

Gonzalez Tumbaco Andy Jesus.

Abstract

The present research project has been designed to determine the impact of multimodal approaches as an emerging trend in modern education in response to the learning styles neuromyth. Most of the modern effective educational practices are mainly based on multimodal approaches and educators are not aware of this constant. This work had a qualitative method and phenomenological research type. For this study, 5 teachers from a high school located in the province of Santa Elena participated as the sample. An interview was applied to discover the perceptions and knowledge educators had about multimodality and its relationship with education. Although the concept was not fully understood first, teachers realized that most of the strategies and methodologies applied in their teaching experience have multimodal aspects, presenting notorious benefits when applied specially in the meaning making process and class participation.

Key Words: Neuromyths, learning styles theory, multimodality, teaching strategies.

Resumen

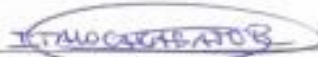
El presente proyecto de investigación ha sido diseñado para determinar el impacto de los enfoques multimodales como tendencia emergente en la educación moderna en respuesta al neuromito de los estilos de aprendizaje. La mayoría de las prácticas educativas modernas eficaces se basan principalmente en enfoques multimodales y los educadores no son conscientes de esta constante. Este trabajo tuvo un método cualitativo y de tipo de investigación fenomenológica. Para este estudio se contó con la participación de 5 docentes de un colegio secundario ubicado en la provincia de Santa Elena como muestra. Se aplicó una entrevista para conocer las percepciones y conocimientos que tenían los educadores sobre la multimodalidad y su relación con la educación. Aunque el concepto no fue comprendido en su totalidad en un primer momento, los docentes se dieron cuenta de que la mayoría de las estrategias y metodologías aplicadas en su experiencia docente tienen aspectos multimodales, presentando notorios beneficios al ser aplicados especialmente en el proceso de elaboración de significados y participación en clase.

Palabras Claves: Neuromitos, estilos de aprendizaje, multimodalidad, estrategias de enseñanza.

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Introduction

Present-day teachers can better integrate their students and pique their interest in learning a second language like English by utilizing cutting-edge pedagogical resources. Enhance students' capacity for meeting expectations, as well as their enthusiasm in and aptitude for learning English as a second language. to make use of significant international research that helps solve issues that develop during students' learning by comprehending their learning styles and processes. Using more than one channel to teach a concept is known as multimodal learning. Learners encounter a diversified learning style that adjusts to all of them by simultaneously engaging their minds in different learning modalities.

Based on the discovery of a unique, sensory preference for informational processing, learning styles theory promises greater academic success. This claim is unsubstantiated and at odds with how we now understand the neurology of learning. Although there is no reliable evidence supporting the Learning Styles "neuromyth," prior research reveals that educators at all levels continue to hold a strong conviction in it.

Due to the significance of multimodal approaches as an emerging trend in education, its potential has been highlighted throughout history as an essential tool for the development of students' cognitive and perceptual skills as it is how they become informed and pick up new knowledge to fit in with modern society. Students that participate in multimodal classrooms learn more, are inspired to be more creative, and are more engaged and responsible for their own education. As a result, skills that will be crucial in the job are developed in addition to knowledge acquisition. There are five chapters in this study project:

Chapter I, "The Problem," outlines the issue, which is based on the persistence in contemporary education of a few neuromyths that have the potential to impact students' learning

processes, such as theories of learning styles. As a result, multimodal approaches are examined as a potential solution to involve and engage the needs of the classroom.

Theoretical Framework, Chapter II: All the theories of significant writers, past research endeavors, such as theses or articles, and their constitutional and educational legal frameworks are disclosed in this chapter.

Section III: Methodology. - discusses the necessary elements to the research's success. It includes the sort of research, the data collection methods and procedures, and the demographic surveyed.

Chapter IV: Results Analysis. - It emphasizes the presentation of the data collected through the interview, in relation to chapter two, the queries posed as well as the writers' endorsement.

Chapter V: Study Reflections: presents a summary and the author's own experiences in regard to the several chapters described above, highlighting the teachers' reactions to multimodal approaches as a new development in contemporary education.

Chapter I: The Problem

Research Topic

Teaching strategies in EFL.

Multimodal language approaches as a response to learning styles theory applied in English Teaching.

Problem Statement

During the last few decades researchers worldwide in education and psychology have been intending to find how students learn best, therefore, they have also dealt with how educators could support their students during this process through the creation of effective learning techniques.

One of the most accepted, spread, and recognized concepts for reaching the best outcome possible in teaching, since its first introduction has been Learning styles theory, being the educational theorist Neil Fleming's 1987 VARK model one of the most popular, whose cores are: Visual, auditory, reading and writing, and kinesthetic learning.

The validation of these theories lies in the premise that each student has different modes of learning that could be recognized and understood in a systematic classification, which can potentially be improved by teaching modes that match students' preferences. The common belief assumes then that some students learn best by looking at pictures, others by listening to lectures and others just by interacting with their surroundings (Newton, 2015).

The problem is generated after several misunderstandings and misinterpretations about learning and how the human brain processes information. It is important to differentiate scientific data and validations established through research, with the

influence learning styles have on students. For example, it is true that different types of information are processed in different parts of the human brain, but brain functions are interconnected in a way that as soon one of these cores is activated, the other ones start working too. Just as there are human differences between preferences and abilities, and still there is no reliable evidence that links students preferred learning styles with academic success or better learning and academic performing (Cuevas, 2014).

Believing in learning styles have influence on the way learners' approach to knowledge acquisition, therefore also in the way they respond to instruction. Learning styles maintain its relevance in modern education, without considering that supporting these theories with no scientific supported validation could deprive students from more effective theories that could help them improving their learning, it is a matter of concern since the application of learning styles-based methodologies has reached all level of educations, being the idea of this concept reinforced by textbooks and teachers.

Problem question

- ❖ How multimodal learning approaches can help to improve English language teaching-learning processes?

Specific questions

- ❖ Which are the benefits and challenges of using learning styles-based approaches for teaching English?
- ❖ How can multimedia and educational technology be integrated into multimodal approaches in English teaching? Which resources are necessary for this integration in the local context?

- ❖ Which methodologies fits better to multimodal approaches in the teaching of English at Unidad Educativa Americano?

General Objective

- ❖ To analyze multimodal approaches as a response to learning style theories in English teaching and learning process.

Specific objectives

- ❖ To describe multimodality as an emerging approach in English language teaching.
- ❖ To identify strategies to integrate multimodality and technology in English teaching and learning processes.
- ❖ To reflect on the importance of emerging approaches as multimodal learning in order to provide students with skills of the new century.

Justification

Multimodal composition creations have become a common practice because of the increased use of education technology in every study field, this migration enables the combination of resources and makes much easier the meaning making process through the use of a wide range of media and modalities.

Thanks to technological developments, educators can put meaning-making into a new focus, with the use of different modalities and digital devices that affect in a positive way the nature of what is tried to be communicated. Young learners of modern society are keen users of all these resources and possibilities, not only in an academic context but also in informal settings too, where their surrounding is a constant combination of writing, sounds, pictures and moving images. In which they are involved in a constant reading and text creation by the influence of the

previously listed media, often presented through digital devices such as smartphones and computers.

While in formal settings, in which schools are considered, they are often under the influence of traditional ways of meaning making, that are not linked to the social changes that current times propose, especially when talking about individualization, globalization and multiculturalism. Therefore, the connection between meaning making in contemporary societies and learning processes (teaching-learning and education) should not be ignored.

This research is intended to approach the modern students' necessities, by considering several resources available that could help improve their English language learning experience, such as multimodal approaches

Chapter II: Theoretical framework

English language classrooms today are significantly different from the last mid to late century, it is fundamental to identify and analyze emerging trends and theories that could benefit the field. The emphasis in language education in the twenty-first century is not on memorization, grammar, or learning by rote, but on using language and cultural knowledge as a way of communication and connection with people all over the world.

Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their language and cultural skills to facilitate the connections they are eager to make (Eaton, 2010). Language study is evolving at an accelerating rate. Newer and more innovative methods about how individuals teach, learn, and acquire knowledge are replacing outdated concepts of education. Not only is knowledge-building an important component of modern language acquisition, but it is also important to show

students the influence language learning have on them. It entails considering students' skills to comprehend, use, and produce language in a range of contexts and formats.

According to learning style theories, every person thinks and learns best in a particular way. These preferences for processing information or doing so in particular ways are not distinctions in ability. If accurate, learning styles theories could have important implications for instruction, because student achievement would be a product of the interaction of instruction and the student's style. There is reason to think that people view learning styles theories as broadly accurate, but, in fact, scientific support for these theories is lacking (Willingham, 2015). The most important thing for learning is not the way information is presented but what is happening inside the learner's head, people learn best when they are actively thinking about the material, solving problems or imagining what happens if different variables change (Muller, 2021). Multimodal approaches in conjunction with different evidence-based methodologies can help in the improving of students' learning process.

2.1. Pedagogical basis

2.1.1. Neuromyths

Neuromyths are identified as teachers' and students' misconceptions about increased learning that weaken teaching and learning rather than strengthening it. All these factors interfere with learning and have an impact on students in the class. According to Howard-Jones (2014) there has been a growing awareness of the fact that these scientific misunderstandings have proliferated in the educational community, and they are quite widespread, there is a seed of truth underlying all these myths, but they have been distorted. From an educational approach, a neuromyth was described by the Organization for Economic Co-operation and Development (2002) as a misconception generated by a misunderstanding, a misreading, or a misquoting of

facts scientifically established to make a case for the use of brain research in education and other contexts.

Since that definition was published, earlier studies have highlighted the neuromyths' pervasiveness and persistence, particularly among people who interact and work in the educational field (Torrijos, 2021). It's crucial to keep in mind how common neuromyths have become among educators, despite two decades of research publications on neuromyths among in-service and prospective teachers. In a survey of educators across the United Kingdom, the Netherlands, Turkey, Greece, and China. Howard-Jones (2014) discovered that instructors were particularly prone to neuromyths, such as the notion that people only use 10% of their brains and that kids are less attentive after ingesting sugary snacks

The findings present neuromyths as the consequence of a lack of scientific knowledge, a communicative gap between scientists and teachers, and the low-quality information sources consulted by teachers.

2.1.2. Learning styles as neuromyth

The neuromyth of the visual, auditory, and kinesthetic (VAK) learning styles is closely tied to schooling. According to this method, each child has a dominant learning style that should be determined in order to teach each one more specifically and develop lesson plans that suit their preferences (McDonald, 2017).

In Willingham's (2015) analysis, there are two simple predictions made by learning styles theories. First, it is suggested that a person's learning style is consistent across different settings because it is an attribute of an individual. Therefore, regardless of the subject matter (such as science, literature, or mathematics) or venue (such as school, sports practice, or the workplace), someone who is deemed to be an auditory learner would learn best through auditory

processes. Considering the initial prediction. It simply means that if you are a visual learner today, you shouldn't switch to being an auditory learner tomorrow, or if you are a visual learner on task X, you shouldn't switch to being an auditory learner on task Y.

Second, cognitive function should be more successful when it is congruent with a person's preferred style; as a result, the visual learner should recall more with visual materials than with other materials (or solve problems or pay attention better) consistent with a person's preferred style; thus, the visual learner should remember, comprehend and consolidate knowledge better with visual materials than with other materials (Willingham, 2015).

Although this hurdle for theoretical prediction seems very low, most learning styles theories have been unable to clear it. There are several inventories and models for determining learning styles, most of them are unreliable (Coffield, 2004).

It has been successfully demonstrated that VAK/learning styles lack supporting data; studies such as “The Myth of Learning Styles” from Reiner Cedar (2010) , or The Scientific Status of Learning Styles Theories by Elizabeth Hughes (2015) and Learning Styles: Concepts and Evidence from Pashler (2009), in all the previous listed studies and researches it was analyzed if a student' preferred learning style had a significant benefit over other modes of learning, surprisingly there was no difference between a mode and another. Nevertheless, it is one of the most pervasive and profoundly ingrained neuromyths (Deligiannidi and Howard-Jones, 2015). The learning styles neuromyth is widely accepted as fact, and some educators insist they will keep using the VAK perspective in their classes despite knowing that it is a neuromyth.

2.1.3. Multimodal Pedagogy

Multimodality is the term used to describe the blending of several sensory and communicative modalities, such as sight, sound, text, pictures, video, music, and so forth, that

produce meaning in any given message. In a way, every communication is multimodal because, even in pre-digital eras, meaning was formed not only through writing but also through font selection, images, page layout, etc., and in spoken communications through both language and paralinguistic means (Dressman, 2019). The importance of multimodality in communication has increased in the digital era, and this is particularly true for language learners who rely on the variety of channels offered by screens for meaning making in a target language.

The four core concepts shared by all multimodal research are: mode, modal affordance, semiotic resources, and inter-semiotic interactions (University College London, 2015). In social semiotics, a mode is viewed as the result of a material's cultural shaping through human interaction on a daily basis. The connection between representational resources and what people do with them can be thought of as the semiotic resources of a mode, which exhibit regularities through the manner in which people use them. Modal affordance, or what can be expressed and represented easily with a mode, refers to the material and cultural characteristics of modes. It is a concept related to a mode's use in both its material and its cultural and social historical contexts. The topic of what a mode is "optimal" for what is brought up by modal affordance. This brings up the idea of inter-semiotic interactions and how modes are set up in specific situations. Multimodal analysis can be done by starting with these four ideas.

2.1.4. Teaching strategies: Blended learning.

Over the past few decades, a diverse range of technologies intended to support teaching and learning have presented challenges to educators at all levels. Despite claims to the contrary, most educational activities still rely on teacher-student interaction in traditional face-to-face classrooms. These technologies include television, microcomputers, presentation software, video games, and simulation programs.

Discussions of blended learning technologies, generational differences, personality traits, learning preferences, and cognitive science have been made. It suggests that the methods faculty members employ during education be determined by the pedagogical goals and activities. It also suggests that blending these objectives, activities, and approaches within multiple modalities might be most effective for and appeal to a wide range of students (Swan, 2009). The model provides strategies for achieving six fundamental pedagogical objectives and activities: Content, instruction, Dialectic/questioning, reflection, synthesizing, evaluating, and assessing. The ability to include additional goals, when necessary, should be taken for granted.

One of the main forces behind instruction is content, and there are numerous ways to convey and deliver content. While a lot of instruction is verbally provided (teacher speaks, students listen; or teacher writes, students write), this is not required in face-to-face or online settings. Visual simulations are frequently used in some subject areas, including science, to illustrate systems and processes. Rich digital images can significantly improve the humanities, particularly art, history, and literature.

Dialectics, or asking questions, is a crucial activity that enables teachers to delve into their pupils' knowledge and aid in its elaboration. Incorporating reflection can be a powerful pedagogical strategy under the right circumstances. There is an extensive body of scholarship on the “reflective teacher” and the “reflective learner” (Dewey, 2004). Even though reflecting can be a very private activity, it can be very helpful to be able to share one's reflections with others. Reflection is extended and enriched by pedagogical activities that require students to think critically about what they are learning and to share their thoughts with teachers and other students.

2.2. Theoretical basis

2.2.1 Multimodal approaches: Principles and cores.

Multimodality is an interdisciplinary approach that sees representation and communication as being about more than just language. Over the past ten years, it has been developed to methodically manage contested issues regarding societal changes, such as those involving new media and technologies.

Concepts, techniques, and a framework for the gathering and analysis of spatial, embodied, acoustic, and visual components of interaction and environments, as well as the connections between these, have been made available through multimodal approaches.

From 2011 to 2015, the multimodality research and training initiative “MODE” held by the University College London was in operation. It operated as one of the nodes of the National Centre for Research Methods and was supported by the Economic and Social Research Council.

According to their findings, multimodality is based on three main interconnected theoretical assumptions. First, multimodality assumes that communication and representation always draw from a variety of modes, each of which adds to meaning. It focuses on analyzing and describing the full range of meaning-making resources that people use in various contexts such as: visual, spoken, gestural, written, three-dimensional, and others, depending on the domain of representation, as well as developing means that demonstrate how these resources are organized to create meaning.

The second presumption of multimodality that the study held by the University College London is that resources are socially changed over time to become meaning-making resources that articulate the different meanings required by the demands of various communities (social, individual and affective). The term "mode" refers to these structured collections of semiotic

resources for meaning-creation that realize communicative labor in many ways, making the choice of mode a crucial element of interaction and meaning.

The same study presents as third presumption that people choose and arrange the modes they use to create meaning, emphasizing the importance of how the modes interact. Thus, all acts of communication are influenced by the social norms and conventions in place at the time of sign making as well as the motives and interests of individuals within a given social environment.

Multimodality can be used to create inventories of the semiotic resources, structuring ideas, and cultural allusions that modes make available to individuals at specific locations and times: the actions, things, and artifacts people communicate with. This has included contributions to mapping the semiotic resources of visual communication and color, gesture and movement, gaze, voice and music, to name a few (Jewitt, 2014).

Additionally, multimodal studies have been carried out with the goal of understanding how semiotic resources are applied to articulate discourses in a range of contexts and media, including school, workplaces, online settings, textbooks, and commercials. Multimodal study places a strong emphasis on the connections between and among the various modes in texts and interactions.

2.2.2. Complex learning contexts unimodal vs multimodal instructions.

In Netherlands, it was compared to unimodal, text-only instruction to see how effective multimodal instruction with text and images was. 44 students deliberately used a textual or visual manual to learn a challenging software program (Gellevij, 2002).

Measurements were made on cognitive load, reaction time, and capacity for error recovery. The authors evaluated the students' learning on tasks that had been trained and untrained. The findings for training time, learning effects, and cognitive load initially supported

the dual coding theory. The results show that even in this complex situation, multimodal instruction led to a better performance than unimodal instruction. That is, the multimodal manual led to a stronger mental model of the computer program. Participants improved window element and object identification and accelerated window element and object positioning through multimodal approaches.

Attempts at multimodal training have showed potential in improving cognition while using this modality. Oscar Wolf (2006) found that people who were randomly assigned to a combined exercise and cognitive training group demonstrated significant gains in a composite measure of cognitive abilities processing speed, memory, attention, and reasoning, after 30 training sessions compared to people in the exercise-only and cognitive training-only groups, and these gains were still noticeable up to five years later.

2.2.3. Learning styles Controversy.

The idea that different people have different preferences for the type of training that works best for them is referred to as learning styles.

Learning styles have dominated the sector since they became widely employed in education in the 1970s. According to research, more than 90% of teachers in every country accept them. However, researchers and academics have sharply criticized learning styles due to their insufficient theoretical underpinning, difficult measurement, and lack of robust studies to back them up (Papadatou-Pastou, 2018). Numerous investigations and research have found that any legitimate validation of learning-styles-based instruction requires rigorous recording of a very specific form of experimental finding that meets several criteria (Pashler, 2009). Pashler, in his research “Learning styles: concepts and evidence” also states, The stark contrast between the immense popularity of the learning-styles approach in education and the paucity of convincing

evidence for its effectiveness is both remarkable and troubling. It remains to be seen whether categorization of pupils' learning styles has any practical usefulness.

2.2.4. What do neurologist say about learning styles?

There have been numerous attempts over the past few decades to categorize how students learn and determine whether people are more competent at understanding new knowledge if it is delivered in one mode over another. Some brain regions become more active than others when we are doing different tasks (e.g., whether we are looking, hearing or touching). Since all brains are different, this functionality of different brain regions is used to support learning style theory (Howard-Jones, 2017). There is little neuroscience to support a VAK approach to learning styles because the brain is so intricately connected that even the sight of the word "bell" can trigger the auditory cortex. In studies such as “Learning styles and pedagogy in post 16 education: a critical and systematic review” by Ecclestone (2004) after a careful examination, researchers concluded that none of the existing theories of learning styles had apparent pedagogical implications.

2.2.5 What neurologist say about multimodal learning?

A long-standing goal of psychological and brain science research has been to improve brain health and provide long-term cognitive benefits that increase the quality of human judgment and reasoning in complicated, real-world contexts (Ward, 2017). It is a mostly untapped possibility that incorporating intervention methods aimed at encouraging neuroplasticity and bringing about learning-enhancing changes in brain structure and function can improve learning (Biamidis, 2014).

Multimodal learning covers a lot of ground, from specific teaching technologies to general teaching philosophies content using different modalities at the same time (Kirkham, 2018). In the area of primary and secondary school, it is widely accepted that learning is made

easier when there is more information present. For instance, modern teaching can use music, films, and even dance that reinforce the curriculum, as opposed to mechanical repetition memorization. This has been referred to as "multimodal learning," and it has served as the foundation for literacy and numeracy training programs for children with typical and atypical development.

2. 3. Legal basis

2.3.1 Organic Law of Intercultural Education.

The legal basis part is required since it demonstrates the laws that underpin the study effort.

Title I: General principles. Art. 2.- Principles. - The educational activity is carried out in accordance with the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the decisions and activities in the educational field.

b. Education for change. - Education constitutes an instrument for the transformation of society; it contributes to the construction of the country, of the life projects and of the freedom of its inhabitants, peoples and nationalities; it recognizes human beings, particularly children and adolescents, as the center of the learning process and subjects of rights; and it is organized on the basis of constitutional principles.

bb. Plurilingualism. - The right of all persons, communes, communities, peoples and nationalities is recognized, communities, peoples and nationalities to be educated in their own language and in the official languages of intercultural relations, as well as in other languages used in relations with the international community (Cordero, 2015).

Variables of the study

Independent Variable:

Multimodality.

Learning Styles.

Dependent Variable:

English Learning.

Chapter III: Methodological framework

In order to gather sufficient data for describing perspectives and beliefs about multimodal approaches in conjunction with neuromyths and learning styles, the current work uses qualitative research. To get at the knowledge and conclusions of this work, it is necessary to examine the study and investigation of the data gathering.

3.-Methods***3.1. Qualitative methods.***

A research method is a method used in science to gather data for specific aims and applications. The qualitative technique is a subjective way for describing and giving meaning to life experiences. The purpose of qualitative research is to thoroughly comprehend a subject from the perspective of the people being investigated. This sort of study also focuses on the subject's thoughts, perceptions, attitudes, or beliefs, which are all intangible and cannot be quantified.

According to Creswell (2012), qualitative research is a method of investigating and comprehending the meaning that individuals or groups attach to a social or human situation. Developing study questions and methodologies, getting data from participants in their environment, inductively analyzing the data, building from details to general themes, and assessing the importance of the findings are all part of the research process. The writing structure of the final report is flexible. According to Creswell (2012), there are five types of qualitative

methods: grounded theory, phenomenological research, case study, grounded theory, and narrative research.

3.2. Type of research

3.2.1. Phenomenological studies.

This research is carried out through a phenomenological study, which is a method that offers a theoretical tool for educational research because it enables adaptable activities that may be used to explain and aid in the understanding of complicated phenomena, such as many facets of social experience in humans.

Phenomenology is a science that studies phenomena or the appearance of things as lived experiences (Streubert, 1999). Worldwide phenomenologists agree that people derive meaning from their experiences in order to make sense of the universe. Individual experience research is an extremely complex phenomenon (Jarvis, 1987). In addition to the complexities of human nature, annotating and explaining the human experience can be difficult because it is a multilayered phenomenon that is mentally directed, culturally influenced, and socially structured. As a result, the description and analysis of an individual's experience are fraught with uncertainty and ambiguity.

3.3. Data collection

3.3.1. One-on-one interview

The purpose of the research interview is to learn about people's perspectives, experiences, convictions, and/or motives on various problems. It is believed that qualitative procedures, such as interviews, provide a "deeper" understanding of social processes than simply quantitative methods, such as questionnaires. One-on-one interviews are frequently employed as a data collection technique. The process of conducting an interview is receiving more attention in the

literature, particularly about the function of the interviewer and the interaction between the interviewer and interviewee (Ryan, 2013). Individual interviews are a useful tool for learning about people's perspectives, understandings, and experiences with a certain issue and can help with comprehensive data gathering. However, the interview is more than just a two-person dialogue and calls for the interviewer to have extensive knowledge and experience.

3.4. Instruments

3.4.1. Questionnaire

To obtain data results on multimodal approaches, neuromyths and learning styles, it was necessary to apply a questionnaire focused on the aspects that affect learning processes and strategies related to multimodality that will help improve it.

According to Creswell (2013), a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. However, there are various kinds of surveys, including ones that are mailed and those that are completed online. The participant must respond to some questions by giving basic information in order to achieve the objective.

Open-ended questions are the ideal to use since they allow interviewees to react however they see fit without feeling pressed. As a result, considering potential opinions from interview participants when constructing the questionnaire is appropriate. Open-ended questions allow the interviewee's ideas or experiences to be considered in the investigation, analysis, and solution. The survey contains five questions. It was conducted in person and one-on-one for the comfort of the interviewees.

3.4.2. Data Collection Processing and Resources

By utilizing tools and approaches like interviews, data collection was developed. They were then simplified and analyzed. These inquiries highlight the significance of the study's

consideration of the English area teachers' perspectives at the "Unidad Educativa Americano" High School.

Table 1

Data collection questions.

Basic Questions	Explanation.
What	In order to obtain supporting data for this research (multimodal approaches in response to learning styles theories), a series of one-on-one interview was applied.
Where	At “Unidad Educativa Americano”, La Libertad-Santa Elena.
When	August 5 th , 2022.
How	Interviews, opened-ended questions.
What for	Analyze the awareness and knowledge of learning styles and multimodality appliance on local educators. As well as perceptions related to neuromyths and learning styles and understanding different perspectives of multimodality.

Note. Qualitative data collected (2022).

3.5. Population and sample

The interviews were conducted with the teaching staff of the English area of the "Unidad Educativa Americano" Highschool, five teachers of the area belonging to the morning and evening sessions participated in the interviews; they shared their points of view and perspectives towards the questions asked

The key words that backup the following states are aprendizaje (learning), neuromitos (neuromyths), educadores (educators) and educación (education). The interviewees were honest when they admitted they were unfamiliar with the terminology or its full range of applications. It is evidenced in the most frequent words recollected from the answers to the first question of the interview, however, they had very good approximations of what the term meant, understanding that the main principle of the neuromyths in education is a misconception or misunderstanding of how a person learns.

Question 2: What is your perception regarding learning styles, do you consider them helpful when teaching? / ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

Figure 2

Frequent word question 2



Note. Illustration of the most repeated words acquired from the answer to this question.

Source: Andy Gonzalez.

The most frequent word gathered from the answers to these questions are estudiantes (students), términos (terms), estilos (styles). The tendency of the participants persisting in

believing that learning styles are essential to educational processes is evidenced in the answers to this question. They regard them as a fundamental guide or methodology to reach students effectively, despite the various research that highlight them as neuromyths. Many of them unintentionally reinforced multimodal practices, continuously bringing up the student's participation and absorption in the course material, mistaking these practices for different learning styles.

Question 3: What changes do you consider necessary in the teaching of a foreign language within the current contexts of our society? / ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

Figure 3

Frequent word question 3



Note. Illustration of the most repeated words acquired from the answer to this question.

Source: Andy Gonzalez.

The key words obtained from the answers of this questions were *estudiantes* (students), *enseñanza* (teaching), *importante* (important), *clases* (classes). The interviewees hinted in their responses to the necessity of considering the study of the English language as an integral process

that enables the learner to comprehend and produce in the target language. They also emphasize how critical it is for learning processes to adapt innovative approaches and technologies. They also underlined the need of regulating the number of students present in the classroom.

Question 4: How do you relate your way of teaching with multimodality, what modes do you constantly use and what is the reaction of your students to them? / ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

Figure 4

Frequent word question 4



Note. Illustration of the most repeated words acquired from the answer to this question.

Source: Andy Gonzalez.

Words like multimodalidad (multimodality), pandemia (pandemic), enseñanza (teaching), metodologías (methodologies) were the most frequent words obtained in the answers to this question. Although for most of them multimodality was a new concept, through their experience, teachers could associate their practices in teaching with the term, they explained that by the combination of different modes students got more interested and participative in classes. They

were empirically applying multimodal practices in different context, and it showed for them significative improving in the teaching-learning processes.

Question 5: Part of the success of multimodality lies in the use of information technologies. What benefits do you find in the use of technology in a classroom, what aspects would you take into account when applying them? / Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

Figure 5:

Frequent word question 5



Note. Illustration of the most repeated words acquired from the answer to this question.

Source: Andy Gonzalez.

The most frequent words gathered from the answers to this question were plataformas (platforms), tecnología (technology), tecnológicos (technologicals), metodologías (methodologies), conocimiento (knowledge). Teachers reflected through their answers the importance and incidence technology have on modern education. They recalled several times that it is important to know how to use it before applying it into a classroom, interviewees also expressed the notorious improvement technology use have on classrooms by catching students'

attention. Giving them more opportunities to make participative classes in which all class members are involved.

4.2. Interpretation of bibliographic review

Multimodality is developed with the purpose of training students as subjects with the capacity to analyze and produce audiovisual texts as well as to prepare them for the critical consumption of mass media products such as cinema, television or advertising. The image and its different expressive forms are considered as a "language" with its own elements and syntax.

If we now narrow our attention to the field of communication, and more specifically to semiotics, we see that multimodality is the potential for creating educational content using a variety of languages (visual, oral, auditory, gestural, kinesthetic, gustatory, olfactory, etc.). This change is a constant in education; we are simply moving toward communication methods that cover an increasing number of digital settings, where it is crucial for each person to comprehend how to use technologies, with educators playing a position in this process.

4.3 Analysis and discussion of the interview or vs bibliographic review

The findings of the interviews indicate that the respondents are aware of some gaps in the understanding of how students learn, and they appear motivated to learn how to address this issue. They also believe that multimodal practices are a useful approach in the English language teaching-learning process. They became aware of their empirical use of multimodal approaches and activities as they described their working methods and strategies, realizing the benefits of multimodality on the meaning-making process and student comprehension. All of these assertions will be backed up and verified by research from chapter two's bibliographical sources.

The study of languages is developing quickly. Older, less effective ideas about education are being replaced with more modern, creative approaches to teaching, learning, and information

acquisition. Teaching can always be improved, but many times poor educational practices or ignorance of emerging theories that are beneficial to education can cause blockages or misunderstandings that end up affecting the student's learning process. A fact that usually happens constantly with neuromyths, defined by the Organization for Economic Co-operation and Development (2002) as a misunderstanding caused by a misunderstanding, misreading, or misquoting of scientifically established facts to construct a case for the use of brain research in education and other contexts. Howard Jones (2014) emphasizes in his research *Perspectives* where he covers topics related to education, including neuromyths, the fact that there is a rising awareness that these scientific errors have grown and are relatively pervasive in the educational community. In the case of this research, this term was not familiar to the interviewees, but it was quickly associated and familiarized, and even in the introduction prior to the interview it was a surprise for some teachers to learn that certain popular beliefs or customs were also considered by the scientific community as neuromyths.

The theory of learning styles is listed as part of the neuromyths, several studies have discredited this theory after the lack of scientific evidence to support the benefits of employing a learning style of preference of a student over the others, but nevertheless this theory is still valid in education today. For this reason, Deligiannidi (2015) defines learning styles as one of the most deeply rooted neuromyths. This statement is corroborated in the context of this research, despite presenting learning styles as one of the most current neuromyths in education, the interview participants continued to emphasize its importance and influence within the classroom, to the point of showing some skepticism towards the idea that the learning theory does not present benefits within a classroom.

Beyond being a neuromyth, the practice of learning styles has shortcomings such as being focused only on the preferences of a student or group, in addition to the use of unimodal approaches. In response to this problem, this research analyzes the advantages of multimodality, which for researchers such as Dressman (2019) represents the combination of several sensory and communicative modalities. Despite being a new term for the interviewees, they were able to empirically associate their teaching practices with the main concepts of multimodality, especially semiotic resources, structuring ideas, and cultural allusions, aspects emphasized in research such as *The Routledge Handbook of Multimodal Analysis* by Carey Jewitt (2014).

An important part of modern multimodal approach is technology usage, through the different interviews conducted, educators agreed that current education presents significant changes, especially when it comes to getting students to produce and be able to express themselves effectively in English language. Like Eaton (2010) in his study *Global Trends in language learning in the Twenty-first Century*, the interviewed educators agreed that technology is breaking down geographical and physical barriers as students learn to reach out to the world around them and utilize their language and cultural skills to help the relationships they want to build.

Chapter V: Reflections of the study

By thinking about what it means to be a teacher, what it means to be a student, and as a researcher studying the fields and dynamics of teaching and learning, we can better comprehend that, while we are being, other people are also being, and each of them has a distinct and special imprint on the world. This is what distinguishes education from other activities in human life, so it is crucial to approach education with awareness of it. Reflecting on education allows us to consider the many different ways that people acquire knowledge, reuse it, and share it with others.

When considering schooling and education, it's critical to bear in mind the goal we're aiming for with this task. As educators, we have the power to guide our students by providing them resources that help them to learn how to function in a variety of settings. Each situation will rely on the personalities of the students and the teacher, but if we do not know what kind of teacher we want to be or the students we want to create, we run the risk of losing a wonderful chance to learn—not just for the student, but also for ourselves.

Education is a never-ending process, and this must be remembered. Every day, we pick up new knowledge. It doesn't matter if it's a new ability, a personal account, or merely gestures, expressions, or acts that we may use or ignore in the future. We have the ability to improve our own reality and that of people around us if we are willing to consider education as a whole, which is a possibility multimodality can offer with all of its variants and options. Education is the only thing that will help us plant the seed for a better world, which is our responsibility.

Teachers stand up for diversity. They stare out over a sea of races, personalities, ideologies, and abilities as they stand in front of their classes each day. Every day, these same

teachers reaffirm their dedication to separating each student's unique needs from the group and giving them the individualized instruction, they all deserve. But as educators remove obstacles to learning, they see a wider spectrum of requirements in their students' classrooms. The potential of every student can be realized through the use of multimodal learning, which is a powerful tool for teachers to create inclusive learning environments.

Teachers plan a wide range of activities and aids to target many modalities throughout a class in multimodal learning. This entails using a variety of media to enhance the delivery of the content, gauging student understanding through differentiated applications of content proficiency, and customizing feedback to the manner in which the content was presented and assessed as well as the students' capacity to comprehend the teacher's comments. There is a relationship between multimodal and blended learning, which may be characterized as a synthesis of diverse educational modalities and the use of a variety of educational events supported by a possible repertory of multimedia variants.

Through multimodality the user has access to a variety of information in a variety of formats and through a range of media, including the same information.

The five modalities of communication linguistic, visual, gestural, spatial, and audio are frequently used to identify multimodal aspects in the field of composition. When discussing compositions that combine text and images, such as posters, presentations, and websites, these concepts are frequently used in conjunction with the language of design to facilitate a more detailed discussion about the various modes.

Multimodality can then be applied in the classroom or in any other programmed space within the curricular design of a course. Its emphasis lies in the semiotic variability of contents

and in the effectiveness of its use among students, according to the use of different communication channels to distribute knowledge.

Researching multimodal approaches gave me different perspectives regarding the broad spectrum of resources that can be employed to make education a meaningful experience, for future research I would like to analyze in depth the scope and limitations of multimodality experimenting within a classroom. Multimodality still has a lot to offer and be discovered, through my research I realized that, as educators, most of the practices we do and consider efficient in a classroom are multimodal practices, we are just applying them empirically, but once we fully understand and translate it to the way we teach and manage classrooms it would become a key element from which we can take much advantage, especially in the meaning making process, that will unlock our students' desires for learning. Learning must be an experience that involves the student, we should challenge and get them immersed in the content we are delivering and nowadays we have infinite possibilities to make that possible. English language is the key to a whole world of information that can easily help each student to understand and relate with modern society.

The approaches teachers use to engage their students should reflect the diversity of their students. In order to see every student, come alive and flourish in their classrooms, multimodal learning might be the ideal approach for teachers to use.

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Appendix.**Certificado Sistema Antiplagio**

En calidad de tutora del Trabajo de Integración Curricular denominado "Multimodal Language Approaches as a response to Learning Styles Theory applied in English Learning" elaborado por el estudiante Gonzalez Tumbaco Andy Jesis, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Lcda. Elena Niola Sanmartín, MSc.
ADVISOR



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Interview Model:



ENTREVISTA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



- 1.- ¿Le resulta familiar el termino neuromito? ¿cuál cree que sea la relación de este término con la educación?

- 2.- ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

- 3.- ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

- 4.- ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

- 5.- Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

Transcription Interview #1:

ENTREVISTA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



1.- ¿Le resulta familiar el termino neuromito? ¿cuál cree que sea la relación de este término con la educación?

A pesar de que no es tan familiar en el ámbito de los educadores y quizás en la educación tradicional, si hay una familiaridad en lo que consiste un neuromito. Como educadores hemos cometido el error de utilizar ciertos conocimientos que no han sido validados científicamente, pero se han generado como costumbre y eso es lo que los vuelve neuromitos. Se cree que se va a dar el aprendizaje a través de estar costumbres cuando resulta erróneo.

2.- ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

Yo como docente los aplico, ya que no solamente aplico modalidades visuales o auditivas, también involucro y vinculo términos con la parte motriz. Llevando mis clases a un entorno real donde se puede interiorizar mucho más los conocimientos.

3.- ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

Uno de los mayores cambios que se debe dar, es evitar las modas y tendencias dentro del aprendizaje, se habla mucho en diversas generaciones de profesores de que primero debe ser

estudiada la gramática, otros que solamente debe ser escuchado el idioma. Es importante buscar la metodología adecuada según el grupo de enfoque, además de entender las etapas de desarrollo de escolares, básicos, básicos medios y adolescentes, debemos relacionar las clases a través de contenido que el estudiante pueda identificar en su cotidianidad. Al tomar esto en cuenta el estudiante podrá sentirse inmerso en un entorno de aprendizaje.

4.- ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

Mas allá de identificarlas técnicamente considero que las aplico constantemente, trato de no enfocarme en una sola habilidad, si no más bien a través de inmersión ya sea por la combinación de modos, role plays o discusiones acerca de situaciones actuales del mundo que vinculen al estudiante.

5.- Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

Es un punto clave, las aulas que no cuentan con recursos tecnológicos dentro del aula pueden seguir en contacto con la tecnología a través de plataformas online, que permitan la inmersión dentro del salón de clases.

Transcription Interview 2:



ENTREVISTA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



1.- ¿Le resulta familiar el termino neuromito? ¿cuál cree que sea la relación de este término con la educación?

El termino lo relacione con la palabra mito, pero no lo había escuchado previamente. Considero que si afecta a la educación, la creencia de estos mitos puede privar a los estudiantes de una mejor forma de aprendizaje, además de que se pueden aplicar nuevas estrategias o metodologías.

2.- ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

Me gustan las clases interactivas, mis clases son basadas principalmente en la práctica, incluso mucho antes de ver la teoría, misma que es entendida a través de las actividades realizadas. Me gusta que mis estudiantes hablen mucho mas de lo que escriben, no me gusta enfocarme en un solo estilo de aprendizaje (solamente writing o vocabulary por ejemplo), sin embargo considero al speaking como parte fundamental de la materia y trato de siempre de incluirlo.

3.- ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

Se necesita llamar la atención del estudiante, una plataforma en la cual pueda practicar listening y speaking con retroalimentación donde puedan escucharse. También es importante que puedan interactuar entre ellos dentro de clases. Es necesario tomar en consideración el número de estudiantes dentro de cada curso. Debido al gran número de estudiantes por aula muchas veces es difícil realizar ciertas actividades.

4.- ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

En un principio trataba de que todas mis clases sean en inglés, sin embargo, debido a vacíos educativos es un poco complicado. Trato a través de gestos, imágenes y demás recursos dar a entender mis clases. Durante la virtualidad, los estudiantes participaban de forma más activa, les llamaba la atención juegos y demás actividades.

5.- Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

Hay varias instituciones que adoptan tecnologías dentro de sus metodologías y les va muy bien, sin embargo, el proceso de aprendizaje de cada estudiante es diferente. No podemos depender enteramente de la tecnología hablando académicamente. Es de vital importancia para ayudar a captar y entender mejor cierto contenido tal como vocabulario donde a través de imágenes se evitaría la traducción.

Transcription Interview 3:



ENTREVISTA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



1.- ¿Le resulta familiar el termino neuromito? ¿cuál cree que sea la relación de este término con la educación?

Estoy al tanto de los neuromitos, pueden ser planteados de diferentes maneras, a través de mi experiencia he podido ser testigo de algunos neuromitos aplicados en el ámbito educativo. En algunos casos los neuromitos pueden presentar vacíos educativos, y en otros casos puedes ser implementados como una realidad.

2.- ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

Todo maestro debe tener estilos de aprendizajes, esto le ayuda a crear metodologías y técnicas de enseñanza, además de diseño de clases dentro del salón. Cada estudiante tiene un estilo diferente, todos aprendemos a diferentes ritmos y estilos y para cada uno de ellos existen formas de enseñar.

3.- ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

La enseñanza de un idioma es vista como una materia, no debería ser así. Debería ser percibida como un lenguaje, que busca producir una nueva forma de comunicación. Al producir

somos capaces de exponer naturalmente dentro de un ambiente métodos de enseñanza en los que el estudiante naturalmente pueda expresarse y entender las diferentes habilidades de este idioma.

4.- ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

La multimodalidad nos ha permitido durante estos últimos años, especialmente durante pandemia, entender diferentes formas de dar una clase. La multimodalidad engloba en parte diferentes teorías y procesos de enseñanza acompañado de recursos que permiten enseñar diferentes procesos para que el estudiante pueda aprender. Todo esto ayuda al análisis de contenido haciendo del aprendizaje un proceso significativo.

5.- Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

Al ser una segunda lengua que se busca aprender, es necesario contar con todos los recursos y herramientas que le permitan comprender e interiorizar el nuevo idioma, no solo gramaticalmente, sino de forma interactiva e integral. A través de videos, juegos académicos, músicas, role plays o procesos disruptivos, que muchas veces son brindados a través de plataformas o recursos tecnológicos.

Transcription Interview 4:



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1.- ¿Le resulta familiar el termino neuromito? ¿cuál cree que sea la relación de este término con la educación?

Tengo una pequeña noción acerca de este término. Tiene que ver mucho con la parte cognitiva del ser humano, en este caso el aprendiz, por lo que va muy ligado a la educación.

2.- ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

Si, es una base y una manera de guiarnos para empezar a trabajar con estrategias metodológicas. En base a estos podemos tomar en cuenta las necesidades del estudiante.

3.- ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

Considero que uno de los cambios que debe tomarse en cuenta es la enseñanza de lengua extranjera en conjunto con la tecnología. Como docente de bachillerato encuentro muchos vacíos en diferentes destrezas y sub-destrezas del área de inglés. La tecnología ayudaría a mejorar considerablemente estas falencias.

4.- ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

Durante la pandemia, fue necesario trabajar con metodologías que nos permita utilizar diferentes modos. También era necesario el trabajo autónomo del estudiante para así en clase respaldar y reforzar el contenido de las clases, esto permite combinar algunas destrezas dentro de la institución.

5.- Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

Al aplicar tecnología podemos encontrar estudiantes mas participativos, dinámicos y confiados en sus conocimientos. La tecnología da apertura a la participación e integración de conocimientos que en conjunto con las diferentes metodologías mejora el aprendizaje.

Transcription Interview 5:



ENTREVISTA
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1.- ¿Le resulta familiar el termino neuromito? ¿cuál cree que sea la relación de este término con la educación?

A decir verdad, en mi proceso de aprendizaje nunca fue tratado el termino neuromito, sin embargo, si me gustaría informarme mas acerca de este término.

2.- ¿Cuál es su percepción respecto a los estilos de aprendizaje, los considera de ayuda a la hora de impartir clases?

Si, me gustaría aprender mas acerca de estos términos, uso los estilos de aprendizaje en habilidades como listening y Reading. Trato de mantenerme creativo a la hora de dar clases.

3.- ¿Qué cambios considera necesarios en la enseñanza de una lengua extranjera dentro de los contextos actuales de nuestra sociedad?

Una problemática presente es el exceso de estudiantes dentro del salón de clases, es complicado llegar a cada uno de ellos. Es necesario poder trabajar con la cantidad adecuada de estudiantes, a pesar de que muchos atienden y captan existe también un porcentaje importante que no atiende.

4.- ¿Cómo relaciona su forma de impartir clases con la multimodalidad, que modos usa constantemente y cuál es la reacción de sus estudiantes ante ellos?

Me he dado cuenta de que hacer dinámicas, juegos educativos o relacionar la enseñanza con cosas que le gusten a los estudiantes ayuda a captar su atención e interés dentro del salón de clases, así que trato de aplicar estas metodologías constantemente.

5.- Parte del éxito de la multimodalidad radica en el uso de tecnologías de la información ¿Qué beneficios encuentra usted en el uso de tecnología dentro de un aula de clases, que aspectos tomaría en cuenta a la hora de aplicarlas?

La tecnología nos ayuda, sin embargo, es importante saber usarla. Nosotros dentro del plantel no tenemos permitido el uso de tecnología, a pesar de este detalle la considero de vital importancia, especialmente en la transición hacia tiempos modernos.