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Facultad de Filosofía, Letras y Ciencias de la Educación

**Maestría en Lingüística Aplicada a la Enseñanza del Inglés como
Lengua Extranjera Cohorte: II**

**LEARNING IDIOMS THROUGH THE MULTIMODAL APPROACH:
A QUASI-EXPERIMENTAL STUDY AT UNIVERSIDAD DE
CUENCA**

Trabajo de titulación previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera.

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ABSTRACT

The Multimodal Approach is an efficient alternative that allows the presentation of written content through the combination of different modes the Linguistic Design, the Visual Design, the Audio Design, the Gestural Design, and the Spatial Design. All these modes can be easily connected to the Multimodal approach creating interactive atmospheres of teaching and learning content for both teachers and learners. The present study investigated the effects of using the Multimodal Approach combined with technology toward teaching English idioms to Ecuadorian EFL students at Universidad de Cuenca. The participants of the study were 24 EFL learners majoring in Math, Social Work, Law, Journalism, Physical Education, Philosophy, and Engineering. A mixed method approach including both quantitative and qualitative data methods was used in the study. The quantitative part consisted of a pretest, posttest, and survey while the qualitative part data was collected through a questionnaire, and an interview applied at the end of the study. The analysis and interpretation of the quantitative data revealed that the Multimodal Approach had a positive effect when teaching English idioms to EFL students. The data gathered qualitatively supported this finding. All the participants showed positive perceptions on learning idioms by the Multimodal Approach.

Key Words: Multimodal approach. Modes. Idioms. Effects.



RESUMEN

El Enfoque Multimodal es una alternativa eficiente que permite la presentación de contenido escrito a través de la combinación de diferentes modos el Diseño Lingüístico, el Diseño Visual, el Diseño de Audio, el Diseño Gestual, y el Diseño Espacial. Todos estos modos se pueden conectar fácilmente con el enfoque multimodal, creando atmósferas interactivas de contenido de enseñanza y aprendizaje tanto para profesores como para estudiantes. El presente estudio investigó los efectos del uso del Enfoque Multimodal combinado con la tecnología para enseñar frases idiomáticas en Inglés a EFL estudiantes ecuatorianos en la Universidad de Cuenca. Los participantes del estudio fueron 24 EFL estudiantes con especialización en Matemáticas, Comunidad Social, Derecho, Periodismo, Educación Física, Filosofía, e Ingeniería. En el estudio se utilizó un método mixto que incluye métodos de datos cuantitativos y cualitativos. La parte cuantitativa consistió en una prueba previa, pos-prueba y encuesta; mientras que, los datos cualitativos se obtuvieron mediante la recopilación de las percepciones de los estudiantes con respecto al enfoque multimodal a través de una encuesta y una entrevista aplicada al final del estudio. Los análisis e interpretación de los datos cuantitativos revelaron que el Enfoque Multimodal tuvo un efecto positivo al enseñar frases idiomáticas en Inglés a los estudiantes. Los datos recopilados apoyaron cualitativamente estos resultados. Todos los participantes mostraron percepciones positivas sobre el aprendizaje de frases idiomáticas por medio del Enfoque Multimodal.

Palabras Clave: Enfoque multimodal. Modos. Frases idiomáticas. Efectos.

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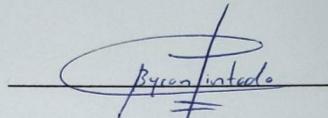
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INTRODUCTION

The use of English idioms has an important influence in the process of learning and teaching English as a Foreign Language due to the fact that it could be on the ways for students to improve their communicative skills, increase their lexicon, understand the hidden meaning of idioms, use them in proper contexts, and of course gain knowledge of the use idioms at different social and cultural contexts. Yagiz and Izadpanah (2013) mention that “idioms, as a major component of native-like communication, enable a language learner to understand the thoughts, emotions and views of the speakers of target language” (p.953). Therefore, idioms are not simple words or expressions that can be used in formal or casual conversations to transmit ideas, as mentioned by Baştug and Salihagić (2014) idioms also “serve to a purpose of establishing relations among people by providing an insight into the culture of language being spoken” (p.73).

Since idioms are important words at the moment of learning English as a Foreign Language, certain common and passive practices regarding the teaching and learning of these kinds of expressions have been used like memorization, conversations, writing, etc. that are commonly used in the practice of idioms. Nevertheless, a new vision and way of teaching these expressions can be used in order to obtain better results through the creation of different environments that allow the learning and teaching of idioms become less passive and more active, the Multimodal Approach combined with technological resources.

The Multimodal Approach combines different modes that become the written content into a more visual, practical, and dynamic way of teaching idioms. The different modes that can be combined through the Multimodal Approach are the Linguistic Design,



Visual Design, Audio Design, Gestural Design, and Spatial Design that combined to the Multimodal Approach dynamic connection is produced.

In this sense, this study presents the effects that the Multimodal Approach has when teaching English idioms combined with some technological resources in order to promote a more interactive and dynamic way of teaching and learning idioms. The chosen population for this study was a class of 24 EFL students at Universidad de Cuenca in the city of Cuenca, Ecuador.

There are 6 chapters along this study that will explain in detail all the content and results found before, during, and after the intervention:

Chapter one provides the background of the study, the rationale statement of the problem and purpose, research questions, general objective and specific objectives.

Chapter two presents theoretical framework and literature review used in this study and that synthesize information compiled from published research articles in reliable databases, books, and web resources, which were used to analyze the effects of the multimodal approach when learning idioms.

Chapter three explains the methodology applied along this research study, which deals with the setting, participants, data collection instruments, quantitative and qualitative data, data collection, data analysis, and ethical issues.

Chapter four presents, the results through a quantitative and qualitative analysis of the data obtained from the pretest, posttest, survey, and interview. The data analysis reveals and analyzes the main objective of this research study the effects of the multimodal approach when learning idioms.



Chapter five provides a discussion of the study, findings, and contributions.

Finally, in chapter six some conclusions, recommendations, and limitations are described.



CHAPTER I

THE SCOPE OF THE STUDY

1.1 Background

Nowadays, the integration of technology in the 21st century has changed the manner in which people think, work and live; plus it is also considered a relevant point in many areas including education (Ghavifekr & Athirah 2015; Grabe & Grabe, 2007). Since technology plays an important role within education Afshari, Amla, and Ghavifekr suggest that “[...] schools and other educational institutions which are supposed to prepare students to live in ‘a knowledge society’ need to consider ICT integration in their curriculum” (as cited in Ghavifekr & Athirah, 2015, p.175). Albirini points out that the objective of ICT integration relies on improving and incrementing the quality, accessibility and cost-efficiency of learners’ instruction (as cited in Ghavifekr & Athirah, 2015). Furthermore, the role and integration of technology is relevant and thanks to it “education has gone from passive and reactive to interactive and aggressive” (Raja & Nagasubrami, 2018, p.34).

Tinio asserts that the implementation of ICT in educational contexts has increased access to education and has also promoted a significant impact within education in terms of acquisition and absorption of knowledge between teachers and learners through the promotion of: Active Learning (learner engagement), Collaborative and Cooperative learning (interaction and cooperation among students, teachers, and other groups), Creative Learning (creation and manipulation of one’s own knowledge), Integrating



Learning (integrative approach to teaching and learning), and Evaluating Learning (student-centered) (as cited in Raja & Nagasubrami, 2018).

The impact promoted by ICT has also increased the role of participation of student in the classroom. Sianturi (2017) points out that “in the past, students participated and learnt by listening to the teacher’s lecture, raising their hands to answer questions or working independently on some written assignment” (p.1). In fact, students were less participative and more passive rather than active learners, which basically, limited their capacities to explore and expand their knowledge (Sianturi, 2017). Nonetheless, this has changed because of the new technological resources that exist within the classrooms; therefore, the inclusion of technology in the classroom motivates a learner to be active learning and transmitting high expectations (Sianturi, 2017).

Besides, Masrom (2017) claims that “the massive growth of Information and Communication Technologies (ICTs) is rapidly changing the world, and it has changed the common traditional classroom methods into technology-enhanced learning systems” (p.933). Some traditional methods used by teachers were based on students’ recited lessons, memorization, controlled written and oral tests, illustration of concepts and content with the help of chalks/markers and whiteboard, lectures, reduced practice, lack of critical thinking, among others (Gupta, 2015; Sultana, 2016). Nevertheless, Finger and Trinidad assert that thanks to the advance of technologies within education, most of the common traditional ways of teaching and learning are left behind, and new ways to teach students and learning arise which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www), preparing multimedia presentations, among others that will



make the learning process more fulfilling and meaningful (as cited in Ghavifekr & Athirah, 2015; OECD Members, 2016). Therefore, it can be said that technology is taken one step closer to new views of education and new doors for learners to expand their knowledge and capacity to solve global problems. As Masrom (2017) claims “despite various challenges in teaching and learning, educators are moving towards greater practice of ICT in classroom instruction and exercises so that learning could be enhanced” (p.933).

Since technology can be applied in different teaching backgrounds, it also gives the opportunity to teach contents like idioms that have been taught in different studies through the implementation of the multimodal approach. As mentioned in Kress and Cullen's study “the multimodal approach focuses on the combination of text, audio and image as individual modes and how these can be creatively combined to produce meaning, encourage interaction and learning in the classroom” (as cited in Marchetti & Cullen, 2015, p.39). Since the multimodal approach offers a variety of ways of teaching by combining the content and technology, some researchers like Freyn and Gross (2017), Tabatabaei and Gahroei (2011), Yang and Xie (2013), Tafazoli and Kargozari (2012), and Thiruvengadam (2016) have applied this approach to teach idioms using a series of technological resources. In their studies, they have proved that the multimodal approach has caused a positive impact in the teaching and learning of idioms in the classroom. Therefore, the use of the multimodal approach might be possible when teaching idioms to students at Universidad de Cuenca since it combines different designs or modes such as linguistic, visual, audio, gestural, and spatial that may allow students learn and acquire idioms by combining different designs.



Finally, it is necessary to look beyond the use of ICTs as its fast-growing advance has positive contributed into the English Language field. As Kramsch and Thorne mention “the use of technologies provide learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use” (as cited in Tri & Nguyen, 2014, p.32). Such technological advances have permitted learners to have a different way to perceive, interact, and learn English by means of different programs, devices, or any technological tools that allow them learn English in a more modern way. Furthermore, Alberth (2018) points out, “ in the EFL context, among the major benefits provided by the Internet is the abundant authentic EFL materials with a vast array of genres and discourse styles, all of which can serve as crucial sources of comprehensible input” (p.7). Besides, these EFL materials that can be found on the Internet help learners select information that suits with their own level of understanding, and at the same time practice all the different English skills iteratively on real life situations to increase their critical thinking (Alberth, 2018). In fact, the different English resources that can be obtained from any virtual platforms or websites contribute in the process of teaching English. One such example is YouTube, a website where teachers and students can find a variety of videos that can be used to learn English. These videos promote the acquisition of this language. Some videos like tutorials, movies, vocabulary, etc. allow teachers and students teach and learn English through a series of backgrounds.

In short, considering the aforementioned studies, it is imperative to mention that the inclusion of ICTs might bring benefits when teaching in class. Besides, its use matches with the multimodal approach that combines a series of modes to produce



learning and interaction in class. This is why this approach has been proposed as the main focus of the present study.

1.2 Rationale

As it has been already mentioned, the use of technological resources enables a better comprehension when learning English as a foreign language. Furthermore, the use of ICTs brings about some important benefits that have been examined by Schoepp and Erogul; Frith; and Galavis: motivation enhancement, learner independence, and acquisition of skills (as cited in Tri & Nguyen, 2014).

Additionally, Dang explains that the implementation of ICTs lets students gain a lot of experience and access to different authentic resources to make English more enjoyable (as cited in Tri & Nguyen, 2014). Dang asserts that “the application of the online resources available to the inside and outside classroom activities can result in the enhancement of their competences in listening, speaking, reading, and writing”(as cited in Tri & Nguyen, 2014, p.35), which in fact is true since learners, when exposed to digital applications, have the opportunity to practice and reinforce what they learn during and after their English classes.

This is why the use of the *multimodal approach* to teach idioms at Universidad de Cuenca might result as a good opportunity for learners and teachers to acquire, learn, and interpret idioms in a more dynamic form as it combines different modes; besides, “this combination allows for creativity and flexibility in teacher-student interaction and can enhance the learning environment” (Marchetti & Cullen, 2015, p.39). The contribution of



this study will be significant as it looks for analyzing its effects during the English class as well as to promote an innovative way of teaching idioms combined with technology.

Finally, it is necessary to point out that the relationship that exists between idioms and the multimodal approach is significant. In this regard, Freyn and Gross (2017) claims that teaching idioms by means of the multimodal approach is a modern way to present idioms in the class by means of different modes that encourage students gain a more ingenious approach to learning. Hence, since the multimodal approach offers variety of ways to learn any topic by means of technology, the same authors state,

through technology-induced interactions, multimodality provides resources and opportunities that challenge the traditional forms of teaching. Examples of multimodal teaching may include, but not limited to: digital storytelling, virtual gaming, kinetic typography, hyperlinked texts/stories, blending visual and print media, audio recordings, and writing and editing wikis. (p.988)

1.3 Statement of the Problem and Purpose

Currently, all the teachers at the Language Institute of the University of Cuenca have access to different tools, virtual platforms (E-virtual), electronics, and websites that let them teach English in a more modern way. Teachers at the Language Institute put a lot of emphasis in developing the main skills of the English language: Speaking, Reading, Writing, Listening, and Use of Language in order for learners to acquire the desired English proficiency. Nevertheless, it has been evident the lack of interest that is put when it comes in terms of teaching idioms, which is also important at the moment of acquiring a Foreign Language. This is noticeable since within the different topics and contents



presented on the syllabi created for each one of the English Credits Courses, idioms are not included as a topic (See Appendix 1).

Each syllabus contains different topics that match the four skills of the English Language. Commonly, the syllabus contains 17 units to be taught in 6 hours per week with a total of 96 hours per semester. The topics for each syllabus contain themes that go according to each level necessity; within each theme it is found the different learning activities to be covered during the course. It is here where it can be identified the lack of importance to topics related to idioms as they are not implicitly included in the syllabi and learning activities leaving behind opportunities for students to learn idioms that can help them increase their vocabulary, communicate thoughts, understand informal ways of communication, among others. On the other hand, although idioms are not implicitly included, there might be teachers that teach idioms and this could be possible since the different content and topics within the syllabi are flexible, which means that teachers are allowed to make adjustments if necessary.

Based on this situation, the researcher proposes using the *multimodal approach* to enhance the acquisition of idioms through a series of activities based on the use of technology, devices, videos, and the Quizlet platform that reinforce the learning and use of idioms. What is more, the researcher considers necessary to promote the importance of the acquisition and learning of idioms in the EFL classroom as Miquel suggests, “the knowledge and practice of these expressions contribute to fluency, naturalness and rhythm in the conversation” (as cited in Sanchez, 2015, p.117). Based on this idea, it can be said that the importance of acquiring a new language not only depends on the amount of formal words a learner learns, but also, among other important language components



that are not subject of this research, on the way a learner uses idioms. In fact, by the use and implementation of idioms “[...] the speaker adds flavor and color to his speech, along with the wit and humor with which these structures are often used” (Sanchez, 2015, p. 117). Idioms not only color the speech of the speaker, they also give learners better ways to improve the communicative skills in the everyday context (Roberto de Caro, 2009), as well as the contribution to fluency, naturalness and rhythm in the conversation (Sanchez, 2015).

Linguistic studies from authors like Jermóškin (2017), Vasiljevic (2015), Freyn and Gross (2017), Thyab (2016), Roberto de Caro (2009), Çakir (2011) have concluded that idioms not only need to be learnt by heart or used with no purpose; on the contrary, they all agree that these kinds of words should be acquired through a series of activities that enable a significant use of idioms. This can be possible through different activities that could include technology, apps, PowerPoint presentations, communicative activities, among others, reducing the use of traditional methods like the ones mentioned by Chen and Lai, “using memorization and rote learning, which means that the students are not given any context, but only the descriptions of the idioms” (as cited in Jermóškin, 2017, p.23).

Finally, this study also expects to raise consciousness in teachers and learners on how important it is to learn the way other people express themselves in their native language. This will be possible because the study might demonstrate that idioms are useful to learn in order to expand their previous knowledge of idioms, as stated by Bohlken (2013), “the students gain insight when they learn that idioms play a significant part in language” (p. 218).



1.4 Research Questions

Considering the importance of teaching idioms through the use of the multimodal approach, the following research questions are proposed:

1. To what extent does the Multimodal Approach enhance the learning and use of idioms in EFL students?
2. What are students' perceptions about learning idioms by means of the Multimodal Approach?

1.5 Objectives

1.5.1 General Objective

To analyze the effects of the multimodal approach when learning idioms in an A2 EFL classroom at Universidad de Cuenca.

1.5.2 Specific Objectives

- To determine students' knowledge about English idioms before and after the treatment by the use of a pretest and posttest regarding idioms.
- To examine students' perceptions of the multimodal approach and its activities, at the end of the study by means of a survey.
- To analyze students' perceptions about the use of the multimodal approach to learn idioms based on an interview to the participants at the end of the study



CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The following Theoretical Framework and Literature Review synthesize information compiled from published research articles in reliable databases, books, and web resources, which were used to analyze the effects of the multimodal approach when learning idioms.

2.1 Theoretical Framework

2.1.1 Multiliteracies: a Brief Background

In the last years, educators, researchers, policymakers and other educational stakeholders have been interested in the need of developing new literacy practices that help to reduce traditional pedagogical and traditional literacy practices (Rajendram, 2015). By traditional literacy Moats refers to it as “the ability to use written language actively and passively or the ability to read, write, spell, listen and speak” (as cited in Deursen & Van, 2016, p.14). In order to reduce traditional pedagogical practices in literacy, Cazden et al. (1996), a group of 10 educational researchers known as the London Group that appeared in 1996, proposed a new pedagogy concept of Multiliteracies which goes towards traditional understanding of literacy to a modern pedagogy called ‘multiplicity of discourses’ better known as Multiliteracies. This pedagogy is established in two relevant ideas: “(i) the expanding variety of text forms related to the expansion of mass media, multimedia and the Internet, and (ii) the increasing importance of linguistic and cultural diversity” (Rajendram, 2015, p.2). Besides, the Multiliteracies Pedagogy is



focused on promoting the “pedagogical acts or knowledge processes of experiencing, conceptualizing, analyzing and applying” (Kalantzis & Cope, 2005, p. 6).

On the other hand, Kalantzis and Cope mention that this type of pedagogy recognizes that “not every learner brings the same lifeworld experiences, linguistic ability, sociocultural resources, and interests to their learning, and it supports a Multimodal Approach where learners move between linguistic, visual, auditory, gestural and spatial modes of meaning-making and learning” (as cited in Rajendram, 2015, p.2).

Additionally, Rowsell, Kosnik, and Beck point out that the concept of multiliteracies proposed by Cazden et al. sees literacy as “continual, supplemental, and enhancing or modifying established literacy teaching and learning rather than replacing traditional practices” (as cited in Boche, 2014, p.116). That is why, the perspective of Cazden et al. regarding traditional literacy, relying on printed text “was a limited and restrictive approach and they saw the necessity to expand to new forms in order to engage students [...] to variety of text forms associated with information and multimedia technologies” (as cited in Marchetti & Cullen, 2015, p.41).

Cazden et al. point out that multiliteracies develop a new type of pedagogy in which different modes of meaning are interactive representational resources that combine the textual with the visual, the audio, the spatial, and the behavioral, among other modes.

In short, the authors’ goal basically considers that the implementation of their concept regarding multiliteracies is to overcome the limitation of common or traditional approaches of literacy. To do so, it is necessary to include Multimodalities that encourage students to become active learners rather than passive ones, and at the same time,



incorporate ways that allow students to learn new concepts from different perspectives such as visuals, audios, or any kind of multimodal contexts.

2.1.2 Multimodal Learning Approach

According to Sankey, Birch, and Gardiner (2010) “multimodal learning environments allow instructional elements to be presented in more than one sensory mode (visual, aural, written)” (p.853). The Multimodal Approach arises as the necessity to create a relationship of six significant modes, channels used in a classical classroom situation, proposed by Cazden et al. (1996), which are Linguistic Design, Visual Design, Audio Design, Gestural Design, Spatial Design and the Multimodal Design that combines two or more modes of Design. The Multimodal is considered the most important out of the six modes as it connects all the other modes creating a significant dynamic connection.

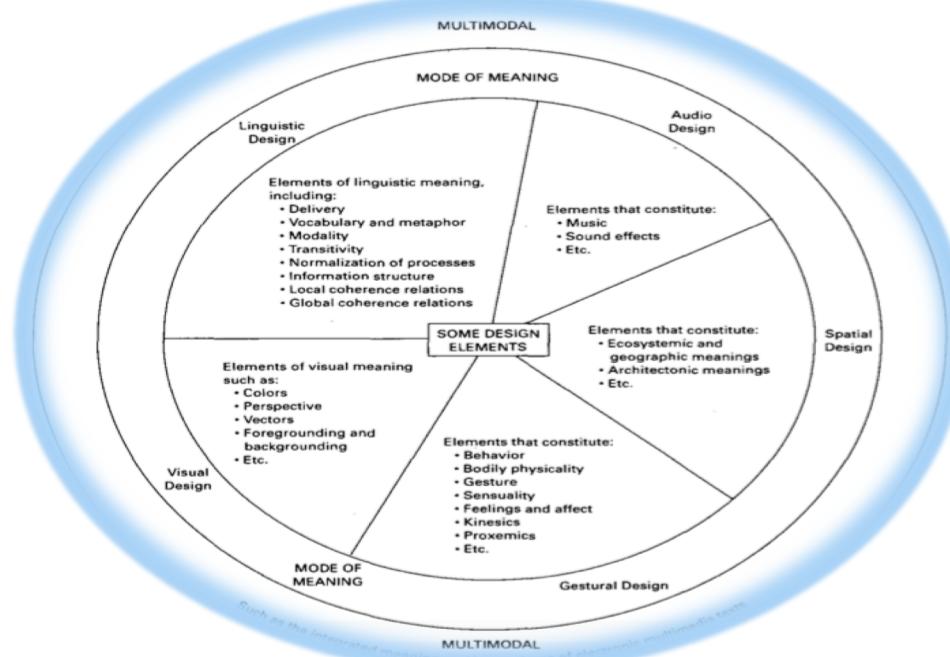
Furthermore, each mode design plays an important role when connected to the Multimodal Approach, as they are resources that permit the design of meanings. Hence, each mode fulfills an important function as explained by Ganapathy (2016),

The Linguistic Design includes meaning-making through writing and reading various types of texts and structures. Visual Design refers to meaning-making based on colors, perspectives, size, shape, vectors and backgrounds. Audio Design refers to meaning-making through interpretation of music and sounds. Gestural Design refers to the movements of the body, proxemics, kinetics, gesture, etc. Spatial design is greatly related to the interpretation of spacing, proximity, layouts, and relationships within and across texts, and within the



physical environment. The most significant Design of all six Designs is the Multimodal Design. Multimodal Design refers to meaning-making via interpretation of two or more modes of Designs. (p. 145)

Figure 1. Multiliteracies
Metalanguages to Describe and Interpret the Design Elements of Different Modes of Meaning



Source: *A Pedagogy of Multiliteracies: Designing Social Futures* (Cazden et al, 1996, p83).

The application of the Multimodal Approach is an efficient way to present the written texts in a more visual dynamic concept (Cazden et al., 1996). Chen and Fu; Moreno and Mayer; and Zywno agree that “materials that are presented in a variety of presentation modes may lead learners to perceive that it is easier to learn and improve attention, thus leading to improved learning performance; in particular for lower-achieving students” (as cited in Sankey, Birch & Gardiner, 2010, p.853). Mayer affirms that learners gain more from combining words and pictures than from words only recognized as the ‘multimedia effect’ (as cited in Sankey, Birch & Gardiner, 2010,



p.853). Besides Fadel stated that “[...] students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes” (as cited in Sankey, Birch & Gardiner, 2010, p.853).

2.1.3 Defining Idioms

The Oxford Advanced Learner’s Dictionary (2015) defines an idiom as “a group of words whose meaning is different from the meanings of the individual words” (p.771). Zarei (2016) explains that the complete meaning of an idiomatic expression is based on the sum of the whole phrase. Additionally, Sinclair states that an idiom is “a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing” (as cited in Maisa & Karunakaran, 2013, p.21). In other words, an idiom is a sum of words whose meaning cannot be literally deduced by translating each one of its parts, but the whole phrase, and whose figurative meaning is recognized by common use (Maisa & Karunakaran, 2013).

Baştuğ and Salihagić (2014) claim that as idioms exists in any language, they are also a tool use to communicate in all forms and styles of language and that these expressions are applied by native speakers. The same authors agree on the idea that idioms “serve to a purpose of establishing relations among people by providing an insight into the culture of language being spoken” (p.73). At the same time, Yagiz and Izadpanah (2013) establish an important idea in relation to idioms and culture; they mention that, “idioms appear to be the natural decoders of customs, cultural beliefs, social conventions and norms” (p.953).



On the other hand, Brenner states that idioms are “two or more words together that, as a unit, have a special meaning that is different from the literal meaning of the words separately” (as cited in Kovács, 2016, p.87). This concept is supported by Cooper who makes a comparison between idioms and metaphors “an idiom can have a literal meaning, but its alternate, figurative meaning must be understood metaphorically. For example, over the hill can mean on the other side of the hill, but the figurative meaning is to be very old” (as cited in Rodriguez & Winnberg, 2013, p. 10).

Finally, according to the Cambridge Idioms dictionary, idioms are a colorful and amazing aspect, as they are applied in all different languages, informal and formal, spoken and written, learners’ language skills might raise if learners comprehend and make and effective use of idioms (as cited in Maisa & Karunakaran, 2013).

2.1.3.1 Classification of Idioms

McPherron and Randolph agree on that the majority of linguists, writers, poets, language teachers, and language learners recognize that idioms present vivid descriptions and that they end up being more viable and influential than literal, non-idiomatic language; the same authors point that idioms are not easy to classify and that they can turn into a challenge for language teachers (as cited in Kovács, 2016). For this reason various classifications regarding idioms are introduced by many authors:

For example, Fernando classifies idioms in three sub-classes: i) Pure idioms which are non-literal multiword expressions and which can have little variation, for example *to spill the beans has nothing to do with the beans*; ii) Semi-idioms, which can have one or more literal constituents, for example *foot the bill, which means ‘pay’*; and



iii) Literal idioms, which allow some variation, for example *of course, in any case, for certain* (as cited in Straksiene, 2009).

Seidl and McMordie (1988) point out that idioms might have some structures and different forms. For them idioms can be classified in three types: i) idioms with irregular form and clear meaning (e.g. give someone to understand); ii) idioms with regular form, but with not clear meaning (e.g. bring the house down); and iii) idioms with irregular forms and unclear meaning (e.g. be at daggers drawn).

Cacciari and Glucksberg (1992) proposed a functional approach of idioms based on their degree of compositionality and their semantic transparency. In accordance to this compositionality idioms can be divided in non-compositional, partially compositional, and fully compositional. Glucksberg (2001) presents a clear definition of each one of the compositionality of idioms:

In non-compositional idioms, no relations between the idiom's constituents and the idiom's meaning can be discerned, as in the idiom *cheesecake* to refer to *pinup art*. In partially compositional idioms, some relationships between an idiom's constituents and its idiomatic meaning can be discerned and exploited. Although one could not infer the meaning to die from the literal meaning of *kick the bucket*, the idiom's literal meaning does constrain its use and comprehension.

In fully compositional idioms, the constituents map directly onto their idiomatic referents, as in the idiom *pop the question*. (p. 73)

At the same time, Glucksberg (2001) further classified idioms based on their degree of transparency: *compositional-opaque* and *compositional transparent*:



In compositional-opaque idioms, the relations between an idiom's constituents and its meaning may be opaque, but the meanings of individual words can nevertheless constrain both interpretation and use. For the idiom *kick the bucket*, the semantics of the verb to kick can constrain interpretation. *Kicking* is a discrete act, and so one could not say he *kicked the bucket all week*, even though one could say *he lay dying all week*. On the other hand, compositional transparent there are one- to-one semantic relations between the idiom's constituents and components of the idiom's meaning. In the idiom *break the ice*, for example, the word *break* corresponds to the idiomatic sense of abruptly changing an uncomfortable social situation, and the word *ice* corresponds to the idiomatic sense of social or interpersonal tension. (p.74)

Finally, Kvetko (2009) suggests another classification of idioms based on their fixedness or stability. He classifies idioms in two forms *unchangeable idioms* and *changeable idioms*:

Unchangeable idioms, which are completely fixed and cannot, undergo any modifications (e.g. once in a blue moon, red tape) [...]. Among changeable idioms, he distinguishes the following possibilities for variation: (1) grammatical variations involve limited, irregular syntactical or morphological changes such as tense, word order, form, articles, and their results are grammatical variants (e.g. have been in the wars – had been in the war; on and off – off and on; turn up one's nose – turn one's nose up); (2) lexical variations refer to optional or obligatory variations regarding the lexical structure of idioms, and their results are lexical variants (e.g. out of a clear sky – out of a clear blue sky) [...]. (3)



orthographic variations refer to changes in spelling, using different punctuation marks, or using small or capital letters; the results of these changes are orthographic (spelling) variants (e.g. nosy parker, nosy Parker, pay lip service, pay lip-service); (4) geographic variations are preferred only in certain parts of the English- speaking world and they can include any of the previously mentioned variations; examples for geographical variants: on second thoughts (British English) – on second thought (American English); a skeleton in the closet (American English) – a skeleton in the cupboard (British English). (p.105)

As stated before, the classification of idioms is not an easy task and there is not and ultimate answer to classify them. Nevertheless, the previous classification supports the concept of an idiom, and somehow, these classifications also contribute in the process of recognizing, understanding, and translating idioms properly.

2.1.3.2 Common Types of Idioms

Having several possibilities of idioms that are considered important by different authors, only some types have been selected to show the types of idioms that exist. Therefore, idioms taken from *The EF English live guide to: English Idioms* written by the EF Company (2016) has been selected to exemplify common types of idioms.

a) **Idioms referring to the natural world:** there are various idioms that focus on different parts of the natural world like the weather or animals, for example:

- **Raining cats and dogs:** When you hear someone say “**it’s raining cats and dogs**” you can bet that there is a downpour of heavy, torrential rain.
Don’t forget your umbrella!



- **Hold your horses:** Calm down when you hear this expression. It doesn't mean you literally have horses, instead it means that someone is asking you to take it slow, and reconsider before acting

b) **Idioms referring to parts of the body:** the use of this type of idioms is commonly used, for example:

- **To have butterflies in one's stomach:** You can use this phrase when you are excited or even in love. It may also represent a sense of fear or anguish. To get "butterflies in the stomach" is a very common expression to describe for nervous excitement.
- **Feel it in your bones:** Do you trust your intuition? Then you are "feeling it in your bones." You can use this expression for a good or a bad feeling

c) **Idioms to talk about feelings or emotions:** this type of idioms combine feelings and emotions, for example:

- **To wear your heart on your sleeve:** If you "wear your heart on your sleeve," you are showing your emotions and making your feelings clear.
- **Have a change of heart:** Don't worry; no one is going to give you a heart transplant. Having a "change of heart" simply means that you've changed your mind about something.

d) **Idioms to describe a bad mood:** these idioms are used to express feelings of anger and bad mood

- **Get on your nerves:** This happens when someone or something really irritates you. For instance, "All this noise gets on my nerves!" (All this noise irritates me!)



- **At your wits' end:** This when your patience is running out and you don't know what to do with the situation. "I'm almost at my wit's end trying to deal with this chaos!" (I'm tired of trying to deal with this chaos!).

e) **Idioms to express understanding:** these idioms are helpful to express understanding, for example:

- **Shed light:** When you "shed light" on a topic, it is clearer to understand. For example: "The teacher explained again and shed light on the process." (The teacher explained again and made the process clearer.)
- **Wrap your brain around:** To understand something that is going to require more concentration and effort, you'll need to "wrap your brain around it."

f) **Idioms about having fun:** these expressions are used when you want to enjoy life or tell someone to relax, for example:

- **Let your hair down:** This expression is more often used as advice to tell someone to rest or relax. For instance: "It's Saturday night, you can let your hair down!" (It's Saturday night, you can relax!).
- **Have a ball / have a blast:** These two expressions have the same meaning: to really enjoy something and have fun. "The party was great, I had a blast!" (The party was great, I really enjoyed it!).

2.1.4 Idiomatic Expressions and their Connection to Language and Culture

Language and culture are strongly connected. On one hand, Nida (2007) manifests that language reflects the culture of a society through the manifestation of its beliefs and practices (as cited in Alousque, 2010, p.133). On the other hand, Brown has defined culture as, "[...] a way of life. It is the context within which we exist, think, feel, Lcdo. Byron Rene Pintado Pacurucu



and relate to others. It is the "glue" that binds a group of people together" (2006, p.169).

Goshkheteliani and Megrelidze (2013) see culture and language as "collective co-existence and social practice kept in the memory of the society that is created by the people during the centuries" (p.2). The same authors support this concept by saying that cultural awareness makes people to turn out to be all more understanding and tolerant of practices which are not quite the same as their own. To what Goshkheteliani and Megrelidze (2013) add "cultural awareness helps people to become more understanding and tolerant of behaviors which are different from their own" (p. 1).

In accordance to Kramsch "language is the principal means whereby we conduct our social lives [and] when it is used in context of communications, it is bound up with culture in multiple and complex ways" (as cited in Pintado & Torres, 2016, p.25). While language conduct social lives, culture "has its own language [...] by using it, people can have ideas about how the environment under the impact of culture is expressed, interpreted, and spoken" (Yagiz & Izadpanah, 2013, p.955).

Since Language and Culture are important elements used to transmit ideas, beliefs, opinions, etc. it is also the medium from which idioms are used. Yagiz and Izadpanah (2013) pointed out that "idioms, as a major component of native-like communication, enable a language learner to understand the thoughts, emotions and views of the speakers of target language" (p.953). An idiom frequently shows the national specificity of the people and this is why "they are strong and colorful examples of cross-cultural relations" (Goshkheteliani & Megrelidze, 2013, p.3). Goshkheteliani and Megrelidze (2013) also mention that having an extensive knowledge regarding culture, literature and traditions of various nationalities may help a language learner to interact



with a local speaker efficiently; along these lines, an idiom is the key, which empowers individuals to open the door of the national culture, history, customs and beliefs of various people.

2.1.5 The Use of Idioms

Various expressions of a language are suitable to be utilized in appropriate circumstances and this can be applied in the usage of idioms. According to Batovski (2010) standard language constructions make it achievable to maintain a formal logic and convey a message to be understood similarly by the majority of readers. On the other hand Saeed (2019) mentions that, “when a writer or a speaker uses idiomatic language, he/she concentrates on his/her culture with the group of his society, and the audience his speech is directed to them” (p.321). With this in mind, idioms can be applied in two circumstances standard and casual. In standard circumstances idioms are better used in formal situations, while in non-standard ones idioms can be used in many situations (Saeed, 2019); besides, Batovski (2010) adds “the casual language often relies on idiomatic and colloquial expressions” (p.1).

Additionally, O’Dell and McCarthy (2010) point out that as many idioms are very informal learners should be aware of their use; also, they agree on the idea that learners need to learn idioms if they want to be able to comprehend idioms related to English fiction, newspapers, magazines, TV programs, films and songs. Apart from this, O’Dell and McCarthy (2010) agree on that people use idioms to make fun of themselves or to comment about themselves, other individuals or situations, and they recommend that in order to sound natural and fluent in informal writing or speaking the use of idioms is



necessary; nevertheless, it is relevant not to overuse idioms. Finally, the authors number seven common circumstances on which idioms are used:

1. For emphasis, e.g. The singer's second album **sank like a stone** (failed completely).
2. To agree with a previous speaker, e.g. A: Did you notice how Lisa started listening when you said her name? B: Yes, that certainly made her **prick her ears up** (start listening carefully).
3. To comment on people, e.g. Did you hear Tom has been invited for dinner with the prime minister? He's certainly **gone up in the world!** (gained a better social position – or more money – than before)
4. To comment on a situation, e.g. The new nance minister wants to **knock the economy into shape** (take action to get something into a good condition).
5. To make an anecdote more interesting, e.g. It was just one disaster after another today, a sort of **domino effect** (when something, usually bad, happens and causes a series of other things to happen).
6. To catch the reader's eye. Idioms – particularly those with strong images – are often used in headlines, advertising slogans and the names of small businesses. The writer may play with the idiom or make a pun (a joke involving a play on words) in order to create a special effect, e.g. a *debt of dishonor* instead of the usual **debt of honor** (a debt that you owe someone for moral rather than financial reasons)



7. To indicate membership of a particular group, e.g. surfers **drop in on** someone; meaning to get on a wave another surfer is already on. This kind of group-specific idiom is outside the focus of this book (p.27).

2.2 Literature Review

2.2.1 Idioms through Multiliteracies

Orlando; Buabeng-Andoh; De Bortoli, Buckley, Underwood, O'Grandy and Gebhardt explain that the necessity to include ICTs in the classroom has increased so far within the classroom; and this has been necessary as students need to be trained to manage these technologies in order to actively participate in the digital world (as cited in Varsallo & Warren, 2018). This premise matches with the implementation of the Multimodal Approach in the classroom as it enhances the creativity of teachers and learners as it also combines text, audios, and images (Marchetti & Cullen, 2015).

The use of the Multimodal Approach has significantly impacted the teaching process of idioms and this has been possible by researchers that conducted studies based on this approach. For example an empirical study carried out by Freyn and Gross (2017) in an Ecuadorian University demonstrated that using the multimodal teaching approach to teach English idioms was effective. For this study the researchers used two groups of a total of 81 (41 female and 40 male) Ecuadorian students, ranging in age from 18 to 25 years and whose English Level was B2. All the participants were undergraduate students with majors in business, mechatronics, engineering, biology, diplomacy, or tourism. For the study, the participants were separated randomly in four groups two groups as experimental and two groups as control groups. Each group was taught 20 English idioms; for the control groups traditional methods were used like memorization and

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repetition to teach idioms, while for the experimental one the multimodal teaching approach was used. The treatment included a series of YouTube videos, audios, images, textual, and visual materials. Each group learned in a different way, but the same type of idioms. To prove that the effect of the Multimodal Approach was positive the researchers used a pretest and post-test during the study. The results showed that the control group scored low in comparison to the experimental group whose score was significantly higher. The authors concluded that, “through technology induced interactions, multimodality provides resources and opportunities that challenge the traditional forms of teaching”. The authors suggest that, “to improve EFL learners’ idiomatic proficiency, teachers should adopt more multimodal activities in the classroom in order to give learners better chances at understanding idioms” (Freyn & Gross, 2017, p. 987).

Tabatabaei and Gahroei (2011) conducted a study that aimed to examine the impact of applying movie clips including idioms on the quality of idiom learning. For this study, the researchers selected 60 intermediate Iranian high school students, whose age ranged between 16 and 18. The participants were separated in two groups, 30 each, one experimental and one control. The idioms selected for the study were taken from movie clips. During the study both groups were taught the same idioms but in different ways. The control group was taught idioms based only on its figurative meaning by using synonyms and antonyms. The experimental group received the treatment and the idioms were taught using movie clips; this group watched the clip two or three times so they could learn and intrinsically understand idioms. After 10 weeks of research, an idiom multiple-choice test based on the materials taught was administered to both groups. This test was previously piloted by the researchers in order to ensure its reliability; also to



determine the validity of this test, the researchers asked the help of expert English teachers in order for them to pass their comments on the content of the test. After the application of the test, the collected data showed that there was a significant difference between the results of the two groups, meaning that the experimental group outperformed the control one. Based on the results, the researchers suggested the inclusion of practical aspects of idiom learning into the language classroom, in this cases video clips. They encourage teachers to find ways to better teach idioms in an interactive and active way rather than in a passive and memorizing one.

Another study by Yang and Ying (2013) consisted on an action research study using iPads to teach Chinese idioms to Chinese heritage learners, who were not L1 Chinese speakers. This study consisted of a class of L2 second-year Chinese learners who were engaged in a self-generated learning process focused on learning abstract and concrete idioms using iPads. To do so, learners were put in pairs and each pair was asked to learn the meaning of six new idioms given by the teacher. All the pairs were given different idioms, three abstract and three concrete. Students were instructed to work on the idioms using the Wordpress app on iPads in order to promote collaborative group. They were required to accomplish certain tasks while learning idioms: providing the pronunciation and definition of the idioms given; providing visual illustrations of each idiom; making up a story or sentences with the idioms; and posting comments on the groups' work. At the end of the study the results showed that the textual and visual illustrations of the idioms created by the heritage learners, facilitated their learning of the idioms. The researchers also concluded that learners had fun using this mobile way of learning. This information was possible to be collected as the researchers used a



questionnaire that elicited students' feedback on learning Chinese idioms through the use of iPads. At the same time the different tasks given to the students were collected for analysis, including their participation in the Wordpress website and the questionnaire.

Tafazoli and Kargozari (2012) applied their study based on the concept of Mobile Assisted Language Learning (MALL), which focuses on the use of cellphones for academic purposes. The main focus of their study was to prove the effectiveness of mobile phones on learning idioms; this study was a supplementary program of a reading course. The participants of the study were 20 EFL learners majoring in ELT in Valencia, Spain. Within the study a mixed method approach that included collecting qualitative and quantitative data was applied. The quantitative data was collected through the use of a fifty-item pretest and post-test designed and piloted by the researchers. The qualitative data was gathered by studying students' reflections, which focused on asking students to reflect about their experience with mobile phones when learning idioms. These reflections were presented to the class and the teacher, and they were tape-recorded and transcribed by the researcher to be used in the future. The analyses of the quantitative data revealed that mobile phones could help learners in learning idioms and this was possible to confirm by the qualitative study, which supported this finding. The qualitative data revealed that the students' reflections upon the use of mobile phones to teach and learn idioms motivated them to learn more about the topic and that these tools had a positive impact when learning. The reflections were collected by the use of an attitudinal questionnaire, which contained 15 items, and which was administered to the students in order to reflect their attitudes regarding teaching and learning idioms using movie clips.



As presented above, the integration of the Multimodal Approach combined with technology made researchers able to teach idioms in an interactive way. Besides according to Frey and Gross (2017) “a multimodal teaching approach can be a source of creativity and flexibility and can enhance the learning environment” (p.986). Furthermore, this teaching approach features some important benefits as suggested by Shah and Freedman that help learners accelerate their learning process, for example,

- Promoting learning by providing an external representation of the information.
- Deeper processing of information.
- Maintaining learner attention by making the information more attractive and motivating, hence making complex information easier to comprehend (as cited in Sankey, 2010).

2.2.2 Teaching Idioms in the Language Classroom

Teaching idioms has an important contribution in the teaching and learning process of any foreign language “[...] because it could be one of the ways to give students better conditions to improve communicative skill in the daily context” (Roberto de Caro, 2009, p.14). Idioms are typically defined “as term or a phrase whose meaning cannot be deduced from the literal definitions and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use” (Maisa & Karunakaran, 2013, p.21).

Since idioms are one of the ways to improve students’ communicative skill to understand language, it is necessary to consider; on one hand, the concepts presented by Shapely presents two concepts why idiomatic expressions may bring some benefits to



EFL learners, “firstly, learning the idiomatic expressions of another language will be a guide to understanding the humor and character of that culture as idioms constitute an important cultural element of the language. Secondly, it helps them grasp the peculiarities of the English language” (as cited in Asri & Rochmawati, 2017, p.48). At the same time, Moreno, includes relevant reasons why idioms should be taught:

1. Frequent use of idioms makes language learners fluent speakers, and figurative competence in a foreign language is a sign of communicative competence. Moreover, idiomatic expressions, which give language variety and character help learners, penetrate into culture, customs, and lifestyle of the target language.
2. Many idioms are constantly changing over time. In order to find out their underlying essence, we have to resort to cultural factors and adopt a diachronic view of the language (as cited in Zarei, 2016).

Moreover, finding techniques or alternatives to teach idioms is necessary as idioms collaborate in terms of communicative competence. Although there is not an ultimate answer to teach idioms, finding ways to do so is fundamental. In the following chart some authors make suggestions about the importance and methods when teaching idioms:

Chart 1: Importance and Methods when Teaching Idioms

Mahmoodi-Shahrebabaki and Mahmoodi (2015)	“To use movie clips to teach idioms”
Taki and Soghady (2013)	“To understand the meanings of idioms, it is necessary to learn about the target culture and also the intercultural differences”



Cakir (2011)	“ The easiest idioms to teach and learn are those which have exact counterparts in the first language and suggested teaching the most frequently used idioms in meaningful contexts, such as pictures, video clips, dialogues, drawings, and role plays”.
Wu (2008)	“Using a variety of collaborative activities using story contexts, rich illustrations, and role-play to teach idioms so the students interact with each other and have fun while learning”
Glucksberg (2001)	“Learning idioms is an exceptional opportunity to learn about a language’s culture”
Irujo (1986)	“Grouping of idioms into categories according to topic will not only make them easier for students to learn, but also will make it easier for teachers to relate the activities to topic- based units”

Adapted from: Freyn & Gross (2017, p. 986).

2.2.3 The Importance and Acquisition of Idioms

Idioms are words used, not only to transmit ideas, but also to color the information of any conversation. These particular words have always existed and they vary from culture to culture. Rizq states that idioms encompass inside them the history, legacy, culture and traditions of its local population (as cited in Thyab, 2016).

In fact, according to Bohlken (2013), idioms show a significant connection between language and experience. For instance, experience is an important and necessary factor when learning and using idioms as it facilitates understanding the real meaning of idiomatic expressions. In addition, the same author mentions that, “idioms can also show the difficulties of attempting to learn and to use a new language, since every language and culture generates rich idiomatic expressions” (para.6).



On the other hand, Dilin suggests that, “to fully acquire an idiom, one needs not only to understand it but also to produce it correctly and it is proved that comprehension before production principle is perhaps even more evident in L2 idiom acquisition than in L1” (as cited in Maisa, 2017, p. 363). Moreover, acquiring idioms is significant due to the fact that these types of expressions help language learners understand the real meaning of these words. Additionally, the following authors indicate why learning idioms is necessary:

- Adkins et al “idioms are useful devices, which provides users of language with readymade phrases that communicate a clear and agreed meaning: idioms add color and variety to the language” (as cited in Maisa 2017, p.362).
- Celce and Larsen “idioms are very useful feature of ESL/EFL learners because learning a collection of idioms can be great asset to learners in acquiring a new language” (as cited in Liu, 2003, p.37).
- Yagiz and Izadpanah (2013) “idioms [...] enable a language learner to understand the thoughts, emotions and views of the speaker” (p.953).
- Maisa (2017) “learning idioms enriches learners’ spoken or written” (p.362)

Because of the different reasons presented above, EFL language learners need to be aware of learning idioms as they can increase their capacity to understand difficult words or phrases in different contexts.



CHAPTER III

METHODOLOGY

3.1 Research Design and Approach

This research aims to analyze the effects of the Multimodal Approach when learning idioms at Universidad de Cuenca. The research design is a quasi-experimental design with one measurement group of EFL learners at Universidad de Cuenca. This work applied a quasi-experimental research design based on one-group, pretest-posttest “to measure the same dependent variable in one group of participants before (pretest) and after (posttest) a treatment” (Privitera & Ahgrim-Delzell, 2019, p.337). This design was necessary as there was only one group of participants, who through a series of activities to learn idioms, by the use of the Multimodal Approach, were tested by using a pretest and posttest. These two tests sought to determine if the use of the Multimodal Approach would help EFL learners understand, learn, and use idioms or not by comparing both at the end of the intervention.

At the same time a mixed-method approach framed this research study since, according to Terrell (2012), “it provides an investigator with many design choices which involve a range of sequential and concurrent strategies”(p.255). This mixed-method study included collecting quantitative and qualitative data through the use of different instruments: a survey, a pretest and posttest, and a structured interview.



3.2 Setting

The complete study was carried out at the Language Institute of Universidad de Cuenca during the Semester April 2019 – July 2019. The Language Institute at Universidad de Cuenca offers two programs to learn English; the first one corresponds to the Intensive courses divided in eight levels which is opened to any student or person interested in improving his/her English level; the second one is the Credits System in which students from Universidad de Cuenca have to take the language as mandatory; it is part of their curriculum. Within the Credits System program, students have to take English classes divided in 3 levels: first level beginners, second level A1, and third level A2+. In each level, students learn English based on different techniques and resources applied by the teachers. It is important to mention that within the Credits System English program, there are not books required, that is why teachers create their own material which has to be based on the activities presented on the syllabi, whereas in the intensive courses teachers are given books.

During the semester April – July 2019, the researcher was assigned 3 groups of the Third Level Credits System English program: Architecture, Technological Medicine, and Philosophy. Each group had 24 students per classroom; the researcher randomly selected the Philosophy class to be the participant of the study. Their English level according to what determined by the Language Institute was A2. Also, since this study focused on a Quasi-Experimental design, only one group was necessary to be part of the entire research.



3.3 Participants

The study involved a group of 24 EFL students of the Third Level Credits Program of the Language Institute at Universidad de Cuenca and whose English level was A2, which is based on the syllabus information (See Appendix 1); 13 men composed the group of students and 11 women; 23 students ranged in age from 19 to 28; with an average age of 22.91 (DE=2.52) and a student of 42, who voluntarily agreed to participate in the study. The participants belong to different majors such as: Math, Social Community, Law, Journalism, Physical Education, Philosophy, and Engineering. All the participants speak Spanish as mother tongue. They received 6 hours of instruction distributed on Mondays, Wednesdays, and Fridays from 18:00 pm to 20:00 pm. The treatment was applied during the class hours, and one online hour for activities was assigned to the participants. The material they used in the study consisted of copies from the book English Idioms in Use, worksheets prepared by the researcher, and websites. Initially, there were 25 participants; nevertheless, during the intervention, one student decided to drop out the class because of personal issues.

3.4 Data Collection Design and Instruments

This study was developed through a mixed method design. This type of design combines quantitative and qualitative information. Tashakkori and Creswell define mixed methods as a way in which through research the researcher gathers and examines information, incorporates the discoveries and draws inferences by combining both qualitative and quantitative methodologies or techniques within a single project (as cited in Doyle, Brady, & Byrne, 2009).

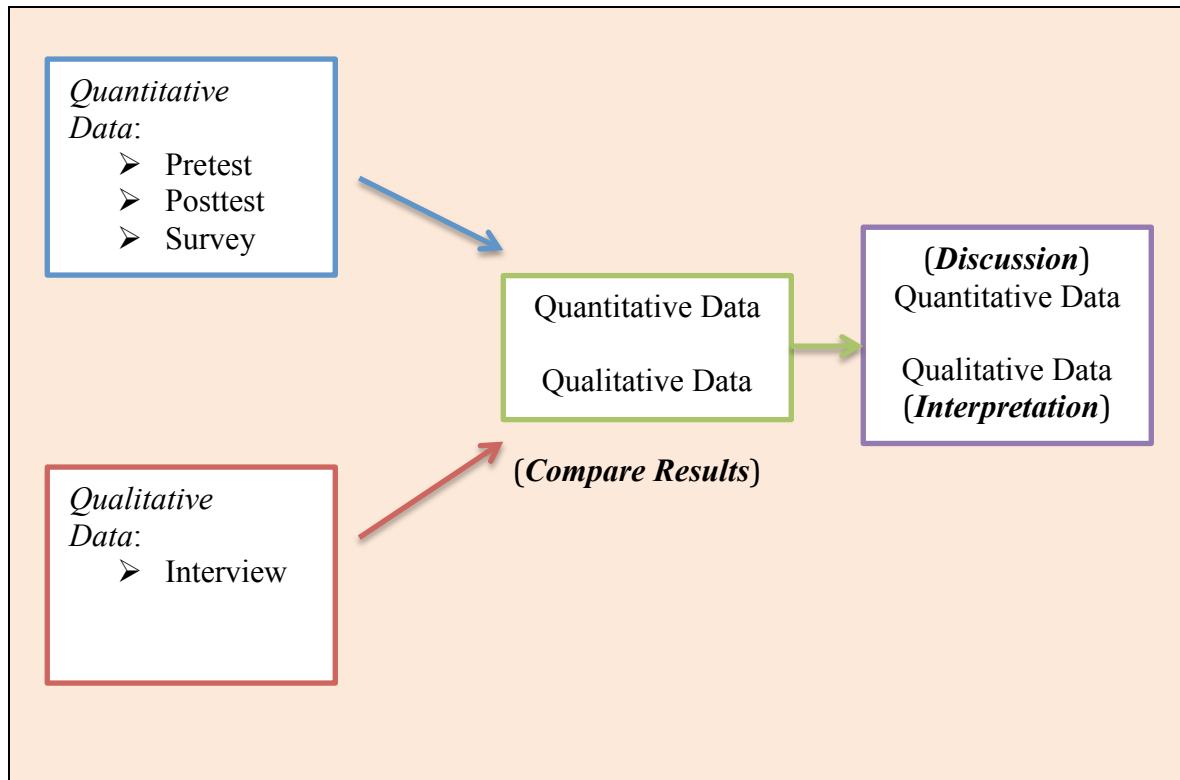


The mixed methods approach is recent; it appeared in the late 1980s. Its research was based on different fields like evaluation, education, management, sociology, and health sciences (Creswell & Creswell, 2014). Creswell and Creswell (2014) presented various types of mixed methods designs, the convergent parallel mixed methods design, the explanatory sequential mixed methods design, the exploratory sequential mixed methods design, and several advanced mixed methods design (embedded mixed methods, transformative mixed methods, and multiphase mixed methods).

From all the previous types of methods mentioned before, for the purpose of this study a convergent parallel mixed method design was selected. Creswell and Creswell (2014) mentioned that in this design,

A researcher collects both quantitative and qualitative, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other. The key assumption of this approach is that both qualitative and quantitative data provide different types of information- often detailed views of participants qualitatively and scores instruments quantitatively-and together they yield results that should be the same (p.269).

This type of design helped the researcher to collect the quantitative and qualitative data through the use of four instruments a pretest, a posttest, a survey, and an interview. The quantitative and qualitative data was collected separately, analyzed, and finally the results were compared to allow for triangulation in order to have a complete and detailed analysis of the results. The following chart illustrates this analysis process:



3.4.1 Quantitative Data

3.4.1.1 Idioms Proficiency Tests: pilot test, pretest, and posttest

The proficiency tests were prepared based on combining questions, completion questions, rewriting questions, and matching questions. The pretest and posttest were used to analyze the level of knowledge and understanding that learners had regarding English Idioms before the treatment and after the treatment. Additionally, the questions within both the pretest and posttest were separated into five categories: 1. Conversational Responses, Communication 1, and Communication; 2. Money, Work, and Effort; 3. Social status, human relationships, and probability and luck; 4. Clothes, colors, and food; 5. Proverbs. These categories represent the contexts in which idioms were learned during the treatment.



Furthermore, a piloting process of the pretest and posttest was necessary in order to validate both instruments as well as to detect possible mistakes regarding clear instructions, spelling mistakes, lack of information, format, and so on. The piloting of both instruments was applied to two groups of 24 students that belonged to the third level credits class, different to the one that participated in the main study, and who helped the researcher identify possible mistakes regarding the pretest and posttest content. Group one helped to pilot the pretest while the second one to pilot the posttest. Also, a group of 12 English teachers were asked to check and detect possible mistakes regarding content and instructions of the instruments. Once the results of the piloting tests were analyzed, the researcher used them to develop the final version of the pretest and posttest that were applied to the participants of the study.

Both the pretest and the posttest evaluated the knowledge and understanding of English idioms; besides, these instruments had the same structure, which is based on combining questions, completion questions, rewriting questions, and matching questions, but had different content.

Finally, the different idioms considered for the pretest and posttest were taken from the book *English Idioms in Use* second edition, which was the material used during the treatment (See Appendix 2).

3.4.1.2 Survey

A satisfaction questionnaire was applied at the end of the study. Its purpose was to examine the students' perceptions of the Multimodal Approach and its activities. The satisfaction questionnaire was adapted from Avendaño (2018) (See appendix 3), and it consisted of nine closed questions and 1 open question. The answers were in the format



of a Likert scale, which measures human attitudes (Joshi & Pal, 2015). The questionnaire was presented in the mother tongue of the participants, Spanish.

The satisfaction questionnaire was divided in two sections. In the first section, from question one to seven, the participants were asked about their general perceptions of learning English idioms through the Multimodal Approach used in the class. It is necessary to mention that in this first section question seven was an open question. Within this section, the following five options were used to answer each question: totally agree, agree, neutral, disagree, and totally disagree. In the second section, from questions eight to ten, participants were asked about the material used during the course, the following five options were used to identify the participants' answers: excellent, very good, good, fair, and bad (See Appendix 3).

In order to validate this instrument, the researcher randomly selected 12 students of the Language Institute at Universidad de Cuenca, who belong to the third level credits system, to read and verify if the questions presented in the survey were clear or not. The number of students selected for the piloting, was a convenient number to carry out this process, as Shatsley and Sudman mention, “the rule of thumb is to test [...] at least 12 to 50 people prior to pilot testing or full-scale administration” (as cited in Ruel, Wagner, & Gillespie, 2016, p.103). This pre-survey piloting process was necessary in order to avoid possible problems regarding reliability or misunderstandings of the questions. Once the piloting was complete, the researcher proceeded to develop the post-survey. This instrument was used at the end of the treatment and applied to all the participants of the study, who belong to the third level credits system program of the Language Institute.



3.4.2 Qualitative Data

3.4.2.1 Structured Interview

This qualitative instrument was selected as it offers a variety of necessary information for the researcher. According to Bryman (2012) a structured interview also known as standardized interview involves the organization of a meeting interview scheduled by the interviewer; the same author mentioned that the aim of a structured interview is “for all interviewees to be given exactly the same context of questioning. This means that each respondent receives exactly the same interview stimulus as any other” (p.120) and that the goal of this type of interview is “to ensure that interviewees’ replies can be aggregated, and this can be achieved reliably only if those replies are in response to identical cues” (p.120).

This structured interview was created by the researcher and included questions related to perceptions about the use of the Multimodal Approach to learn idioms (See Appendix 4). At the same time, this instrument was applied to ten participants of the study after the treatment. The researcher randomly selected the participants for this interview.

To validate this instrument, the researcher randomly selected 12 students of the Language Institute at Universidad de Cuenca, who belong to the third level credits system, to read and verify if the questions were clear or not (participants were not included for this random selection). The number of students proposed for the piloting was a convenient group as Shatsley and Sudman stated, “the rule of thumb is to test [...] at least 12 to 50 people prior to pilot testing or full-scale administration” (as cited in Ruel, Wagner, & Gillespie, 2016, p.103). Finally, this pre-interview piloting process was



essential in order to avoid misunderstandings or lack of clarity of the questions during the main study interview.

Finally, Bryman presents some advantages regarding the use of structured interviews:

- It promotes standardization, which will minimize error due to variation in the questions asked.
- As the questions are specific, hence the potential for interviewer's variability is reduced.
- Closed questions will facilitate the data processing, which will limit potential errors.
- Able to clarify the meaning of a question with the availability of answers.
- Easy to complete.

Source: Bryman, 2012, p.29

3.5 The course

A multimodal course was designed by the researcher in order to teach idioms by means of listening, visuals, images, videos, PowerPoint presentations, websites, and virtual games since these activities line to what is proposed by the Multimodal Approach. To do so, the teacher made use of a Computer Lab located on the third floor of the Philosophy Faculty. This lab was assigned 3 weeks before the course started and had the capacity for 30 students. Since the laboratory had with enough computers, each learner had the opportunity to work in one computer, and sometimes in groups or pairs. The idioms course lasted 32 hours divided in: 24 in-class hours and 8 individual study hours.



These 8 hours were controlled and assessed by the researcher using the Quizlet website (<https://quizlet.com/class/10638024/>).

In order to develop a coherent study and collect the necessary data, the research was divided in three stages: before the intervention, during the intervention, and after the intervention.

3.5.1 Before the Intervention

Before starting the intervention, the researcher held a meeting with the participants in order to provide them some information about the study to be carried out in the term. Once the information shared with the students was clear, the researcher gave each one of them the informed consent form (See Appendix 5) so that they could agree or not to be part of the study. All of them signed and confirmed to be part of the study.

Although at the beginning there were 25 participants, one decided to drop out the course because of personal issues. So at the end, the total were 24 participants.

On a second part of the study, the students took the pretest (See appendix 6). The students received clear instructions about the purpose of the test; also, it was clarified that the results obtained for this test did not affect their grades. After this instrument was applied, the intervention began based on a fixed schedule (See appendix 7); it is necessary to clarify that the schedule suffered different changes due to different holidays or other unexpected unplanned curricular activities, workshops or academic seminars students had during the semester.

3.5.2 During the Intervention

The multimodal lessons started in April 2019 and ended in June 2019. As it was proposed at the beginning of this study, 24 for hours were carried out in class and 8 Lcdo. Byron Rene Pintado Pacurucu



online (at home). Besides, all the idioms studied were combined with the topics and content studied in the syllabus of English Three.

3.5.2.1 In Class

During the class sessions, the participants were exposed to different activities that line the Multimodal Approach and that had connection to the theories presented in Chapter II. The idioms used for this study were carefully selected from the book *English Idioms in Use Second Edition*. Some activities used to teach these idioms were based on technological resources, apps, and websites that helped students learn idioms in an interactive way. Some resources applied were projector, speakers, cellphones, and computers; furthermore, some websites apps implemented were: YouTube, QR and Barcode Scanner, Kahoot, Padlet, Quizlet, and WhatsApp. All these resources were necessary during the study. Students worked individually, in pairs, or groups depending on the activities assigned. At the beginning of each lesson, the instructor introduced the idioms in context through a series of images and situations. Students discussed the possible meanings briefly. After the presentation of idioms, the teacher elicited students' attention by means of dynamic activities and multimodal resources that encouraged students' participation. At the end of each Idiom Unit, an online test was given to the participants in order to monitor their understanding on idioms (See Appendix 8). Finally, all the activities were designed based on a lesson plan adapted from Patricia Galarza (2017) (See Appendix 9).



3.5.2.2 Book Used for Teaching Idioms

The book used for teaching idioms was *English Idioms in Use* second edition by Michael McCarthy and Felicity O'Dell (Cambridge, 2017). This book contains 62 two-idioms contexts; one page presents the idioms that are worked on in each unit and the other page presents a series of exercises that help learners to practice the idioms learned during the class. The exercises taken from the book were presented by using the Multimodal Approach in order to fulfill the main objective presented on this study.

It is important to clarify that the researcher selected the book because it is solely designed to teach idioms, merely and after careful revision of several texts, carried out by the researcher, it is the one that suited the needs of this study.

On the other hand, since the book contains so many categories and at least 18 to 20 idioms per category, the researcher decided to select the most suitable units and idioms for the study. In total, it was selected 14 categories and 4 idioms for each category were selected and studied during the course. The necessity to do so relies on the fact that there were only 32 hours available to cover the material and studying 62 categories would have resulted difficult for the researcher and learners. The following chart exemplifies the way the researcher classified the categories divided into five units, as well as the idioms selected:

**Chart 2: Idioms Classification and Categories**

UNITS	CATEGORIES	LIST OF IDIOMS
1	Conversational Responses, Communication 1, and Communication 2	<ul style="list-style-type: none">➤ No such Luck➤ Get a life➤ There is nothing to it➤ It's a small world➤ It's neither here nor there➤ You can say that again➤ A pack of lies➤ Small talk➤ In a word➤ It's no joke➤ Speak your mind➤ Loud and clear
2	Money, Work, and Effort.	<ul style="list-style-type: none">➤ Be on the breadline➤ Paying the price for➤ Spend money like water➤ Make a killing➤ Be a money spinner➤ Cost a small fortune➤ Pay though the nose➤ Tighten your belt➤ Don't talk shop➤ Bottom of the career ladder➤ A piece of cake➤ Heavy-going
3	Social status, human relationships, and probability and luck	<ul style="list-style-type: none">➤ Giving yourself airs and grace➤ A pillar of society➤ Make a name of himself➤ On his way up➤ Anybody who is anybody➤ Keep a low profile➤ Two-time someone➤ Keep in touch with someone➤ Don't push your luck



		➤ Just my luck!
4	Clothes, colors, and food	<ul style="list-style-type: none">➤ Take my hat off➤ At the drop of a hat➤ Bored the pants off➤ Dig in the pocket➤ Makes your mouth water➤ Have a sweet tooth➤ Leave a sour taste in your mouth➤ Have egg on your face➤ Blue blood➤ Green with envy➤ White-collar workers➤ A black hole
5	Proverbs	<ul style="list-style-type: none">➤ People who live in glass houses should not throw stones.➤ A bird in the hand is worth two in the bush.➤ It is not good crying over split milk.➤ Blood is thicker than water.➤ Birds of a feather flock together➤ Many hands make light work.➤ Too many cooks spoil the broth.➤ All work and no play makes Jack a dull boy.➤ Absence makes the heart grow fonder.➤ Take care of the pennies and the pound will take care of themselves.



In total, 58 idioms were taught during the course; nevertheless, it is necessary to mention that the category Proverbs was the only one that contained 10 idioms.

Additionally, it is necessary to point out that all the idioms that the book offers were collected and selected by the authors McCarthy and O'Dell (2017) who explain:

The idioms were mainly selected from those identified as significant based on computer searches of huge language databases: the CANCODE corpus of spoken English, developed at University of Nottingham in association with Cambridge University Press, and the Cambridge International Corpus of written and spoken English [...] the database collected idioms used by native speakers of English conversations, newspapers, novels, and many other contexts (p.4).

Finally, the teacher covered the different idioms in-class hours and online; for the latter, the teacher made use of the Quizlet platform to assess and monitor the different activities submitted during the study. The participants worked on the online activities for one-hour a week, at home.

3.5.2.3 Online Practice

At home, the students dedicated their time to study, practice, and understand idioms through the use of the platform Quizlet. This platform was carefully selected to assess and monitor students practice. Students spent one hour a week to practice activities uploaded by the researcher.



3.5.2.4 The Quizlet Platform

The Quizlet Platform is a mobile and web-based study application that allows students to study any type of information via learning tools and games. Since this platform allowed the researcher train students to learn idioms and assess them when sending online activities, it was seen as the best option to assess and control the different activities assigned.

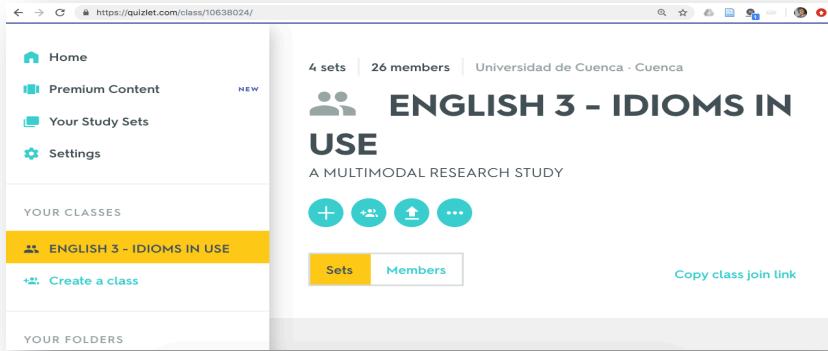


Figure 2: English Idioms - Online Course
Source: Byron Pintado

Within the Quizlet Platform the researcher created a course called **English Idioms in Use**. Important material for the students was uploaded into the platform in order for them to practice the idioms learned in the course. The different activities consisted on completing short sentences, matching exercises, true or false questions, listening activities, pronunciation practice, online games, and a unit quiz.

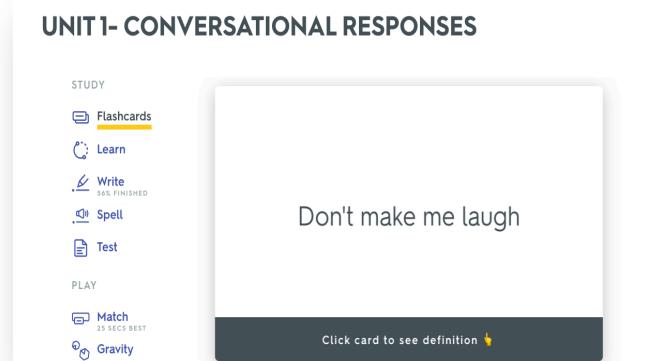


Figure 3: English Idioms - Online Activities
Source: Byron Pintado

Student	LEARN	FLASHCARDS	WRITE	SPELL	TEST	MATCH	GRAVITY
anacristinarojas	LEARN	FLASHCARDS	WRITE	SPELL	TEST	MATCH	GRAVITY
andrest5597	LEARN	FLASHCARDS	WRITE	SPELL	TEST	MATCH	GRAVITY
Angie161128	LEARN	FLASHCARDS	WRITE	SPELL	TEST	MATCH	GRAVITY
byroncn64	LEARN	FLASHCARDS	WRITE	SPELL	TEST	MATCH	GRAVITY
caponjonnathanc7	LEARN	FLASHCARDS	WRITE	SPELL	TEST	MATCH	GRAVITY

Figure 4: English Idioms - Class Progress Assessment and Monitoring
Source: Byron Pintado

3.5.3 After the Intervention

After five units of English Idioms were taught, a posttest was applied to examine whether the participants after the Multimodal Approach treatment had improved or not their level of knowledge of English Idioms. In the same manner as the pretest application, the students knew beforehand that the posttest final results would not affect their academic performance scores.



Finally, a survey and an interview were applied in order to collect specific information: a) the survey collected results about the students' perceptions of the Multimodal Approach and its activities; b) the interview focused on getting relevant information related to the use of the Multimodal Approach to learn idioms.

3.6 Data Analysis

3.6.1 Quantitative Data Analysis Information obtained from the pretest, posttest, and survey

The quantitative data obtained from the pretest, posttest, and survey were analyzed through descriptive statistics. All the information obtained from the analysis was organized using graphs in order to show relationships and tendencies. For the presentation of the results obtained from the statistics analysis, measures of central tendency and dispersion were applied. Also, the results were quantified through absolute frequencies in order to have a better interpretation of the data. The data processing was done with a statistical program SPSS 25, and the tables and graphs were edited in Excel 2016. The behavior of the data turned out to be no normal, as confirmed by the test Shapiro Wilk of normality ($p > .05$) consequently a nonparametric test of Wilcoxon was employed. Finally, to compare the responses from the pretest and the posttest, the decisions were taken with a significance of 5% ($p < .05$).

3.6.2 Qualitative Data Analysis Information obtained from the interviews

Structured Interviews were carried out on June 24th, 2019 in the laboratory 4 of the Philosophy Faculty. For this interview, the researcher randomly selected 8 participants out of the 24. The interview (See Appendix 4) consisted of five different questions and whose main objective was to analyze the use of the Multimodal Approach



to learn idioms. In order to collect the necessary data from each interviewee, the researcher used the following tools: an audio-recorded cellphone app and an informed consent.

The interviews started at 6:00 and finished at 7:45, each interview lasted around five to six minutes maximum. During the interview day, the participants were given an informed consent form (See Appendix 10) on which they agreed to be part of the interview and that their personal information would not be used in the future analysis of the results. So, in order to protect the interviewee's the researcher used the following coding: Participant + number, so each participant was named as: Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant 7, and Participant 8. This coding was necessary as this was a formal way to protect the identity of each interviewee. After each participant signed the informed consent, the interviewer proceeded to give general explanations and instructions of the interview objective; once the instructions were clear, the interviewer proceeded to audio record each conversation by using a recording app. After all the interviews were finished, an analysis of the information collected was done.

To analyze the collected information, the researcher used the following process: first, the audio-recorded information was transcribed in a Word document (See Appendix 11). Then, a coding process was applied to review the transcribed information. Through this coding process it was possible to break all the information into small pieces of data in order to classify them into units of analysis to finally group the data in themes and subcategories. This analysis, allowed the researcher to gather relevant information



regarding the last specific objective of this study, which was to analyze students' perceptions about learning idioms through the multimodal.

3.7 Ethical Issues

Some important ethical considerations needed to be acknowledged before, during, and after the research in order to avoid certain problems that could be generated with the participants.

3.7.1 Informed consent letter

The first step that was taken into account was the creation of an informed consent letter, which was essential for the development of the research study. The informed consent letter was given to the director of the Language Institute at Universidad de Cuenca. This document was necessary to ask for permission to the Director of the Language Institute in order to carry the study in one of the third level credits course at the Language Institute. On January 22th, 2019, the petition to apply the study was accepted and the researcher was notified that he could apply the study on a Third Level Credit course (See appendix 12).

At the same time, another informed consent letter was written to inform the students the purpose of the study and if they agree or not to be part of it. This document was presented to the Students on April. All of them accepted to participate in the study (See Appendix 5).



CHAPTER IV

DATA ANALYSIS, DISCUSSION, INTERPRETATION, AND RESULTS

The aim of this study is to analyze the effects of the Multimodal Approach when learning idioms in an A2 EFL classroom at Universidad de Cuenca. In order to fulfill this objective, a pretest, a posttest, a survey, and an interview were applied to get quantitative and qualitative data. The data obtained from each instrument was analyzed individually.

4.1 Quantitative Analysis

4.1.1 Pretest and Posttest Results

The following results reflect the knowledge of idioms students have before and after the treatment, which was the first specific objective of this study. To do so, two instruments were applied a pretest and a posttest, which results will be analyzed in the following sections: *before the intervention: pretest results* and *after the intervention: posttest results*.

4.1.1.1 *Before the intervention: pretest results*

The general knowledge regarding idioms was evaluated based on five categories with a score of 30 points in total (See Appendix 5). Before the intervention, the scores were between 4 and 24 with a mean of 10.96 (DE=4.64); in figure 5 it can be observed a tendency to low scores, which reflects that the majority of students only reached the third part (30%) of the highest score.

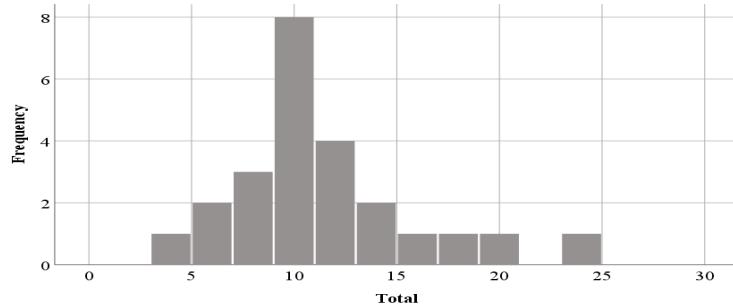


Figure 5. Scores distribution.

The histogram shows the distribution of the scores obtained by the students; the x-axis represents the score and the y-axis the frequency of students.

In order to determine the best performing idiom category, a score weighting was necessary so that each one of the five categories could be evaluated over 10 points. In figure 6 it is noticeable that the category “Clothes, Colors, and Food Idioms” was the one that reflected better results ($M=5.0$), but with a high standard deviation ($SD=3.0$) implying that not all the students had similar knowledge in this category followed by the category “Conversational Responses” ($M=4.6$; $SD=2.0$), which was the category with the greatest similarity of knowledge.

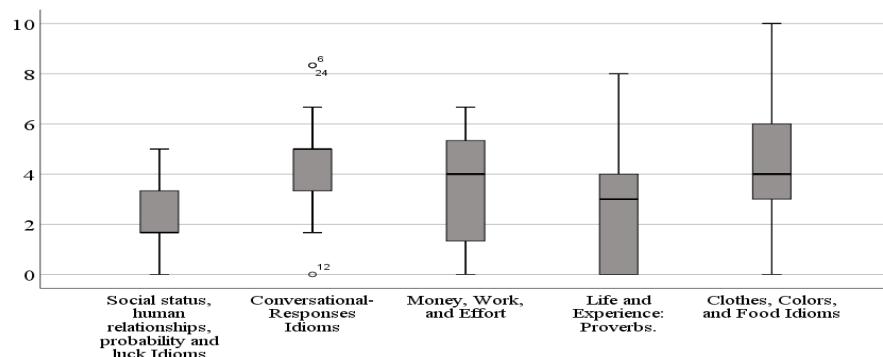


Figure 6. Idioms categories over 10 points

The box-and-whisker plots shows the distribution of scores (over 10) in each category; horizontal lines represent minimum, maximum, and quartiles values; the extent of the chart symbolizes the dispersion of data and the outer circles the outliers.

On the other hand, it was found that the categories “Money, Work, and Effort” ($M=3.6$; $SD=2.0$), “Life and Experience: Proverbs.” ($M=2.8$; $SD=2.0$) and “Social status,



human relationships, probability and luck Idioms" (M=2.5; SD=1.7) in particular had the lowest performance scores.

4.1.1.2 After the intervention: posttest results

The results of the posttest are displayed on the basis of the first research question of this study: ***To what extent does the Multimodal Approach enhance the learning and use of idioms in EFL students?***

Before the intervention, low average scores were obtained, below to the median of each category and with high dispersions. However, after the intervention the scores obtained by the students were very close to the upper limit (30) in all the categories evaluated, and with low dispersions implying a similarity of behavior. Table 1 shows in detail the significant improvements in idiom knowledge ($p < .05$) between 2.50 and 4.66 points.

Table 1. Pretest and Posttest results of idioms in an A2 EFL classroom

	Pretest				Posttest				Difference	p
	Min	Max	M	SD	Min	Max	M	SD		
Social status, human relationships, probability and luck Idioms (/6)	0	3	1,50	1,02	4	6	5,71	0,55	4.21	.000*
Conversational-Responses Idioms (/6)	0	5	2,75	1,23	1	6	5,63	1,14	2.88	.000*
Money, Work, and Effort (/8)	0	5	2,67	1,47	2	8	7,33	1,52	4.66	.000*
Life and Experience: Proverbs (/5)	0	4	1,42	1,28	1	5	4,46	1,06	3.04	.000*
Clothes, Colors, and Food Idioms (/5)	0	5	2,50	1,50	5	5	5,00	0,00	2.50	.000*

*Note: *p<.05 (significative difference)*

As it can be seen, after the intervention the results significantly improved. In the category "Social Status, human relationships, probability and luck idioms" it can be



observed that all the participants improved their scores; while in the category "Clothes colors, and food idioms" only 19 participants presented ratings improvements and five participants without changes. In the rest of the categories almost all the participants (n=23) improved considerably. Figure 7 shows the improvement that all participants had after the intervention.

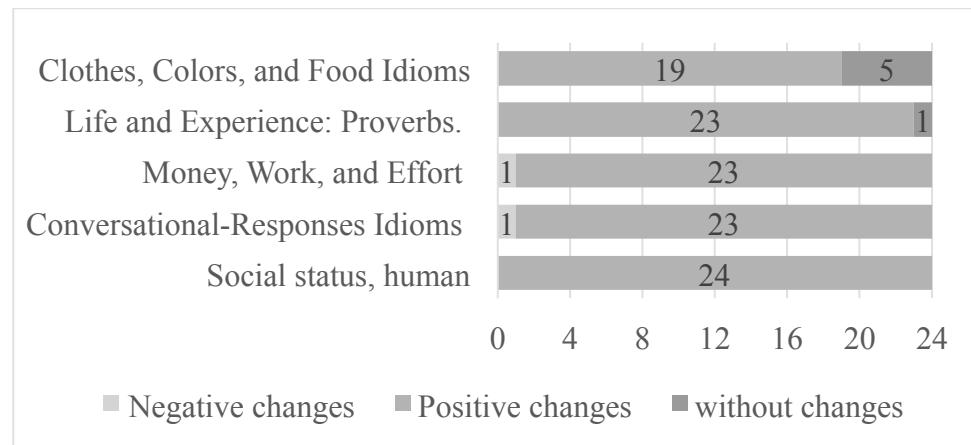


Figure 7. Changes between the pretest and posttest
The stacked bar chart shows the frequency of changes in each category.

The final scores obtained with the sum of each of the sections ranged from 18 to 30 with a mean of 28.21 (SD-2.8) involving a scope of 93.3% of knowledge in idioms. In figure 8 it can be observed that the majority of students had ratings between 26 and 30, after the treatment, which indicates a high performance score and improvement in contrast to the pretest results in which the majority of students only reached the third part (30%) of the highest score.

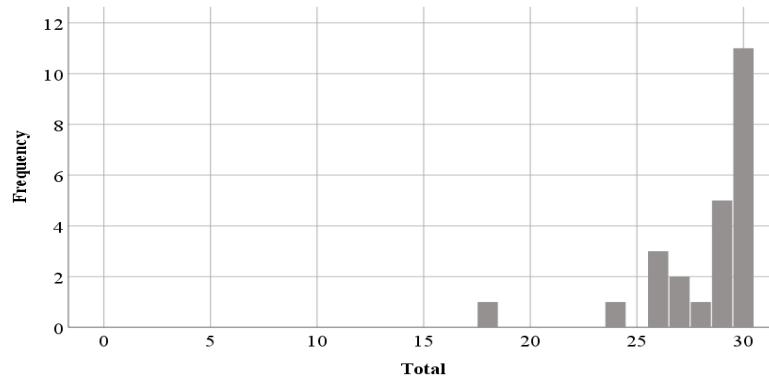


Figure 8. Posttest results

The histogram shows the distribution of the scores obtained by the students; the x-axis represents the score and the y-axis the student frequency.

4.1.2 Survey Results

The students' perceptions results relies on the second the second research question of this study: ***What are students' perceptions about learning idioms by means of the Multimodal Approach?***

A satisfaction questionnaire was applied at the end of the study. Its purpose was to explore the students' perceptions regarding the Multimodal Approach, and overlook about the Multimodal Approach, and the activities used during the study after the treatment. The satisfaction consisted of nine closed questions and one open question. The first part consisted of seven questions from which question number seven was an open question. The results obtained from part one, revealed the participants general perceptions of learning English idioms through the Multimodal Approach used in the class, and the second part about the activities.



Results of Part 1:

The results information was obtained from questions 1 to 6. The results of the students' perceptions regarding the Multimodal Approach to learning idioms, was measured in a scale from 1 to 5, being 1 totally disagree and 5 totally agree, revealed a high conformity of learning idioms through the Multimodal Approach. Table 2 shows that all students were fully in agreement with the approach facilitating the learning of language phrases in English and that the content was entertaining and dynamic (M-5; DE-0)

Table 2. Appreciation of the approach (methodology).

Aspect	Media	DE
This approach made it easier for me to learn English idioms.	5,00	0,00
This approach was entertaining and dynamic.	5,00	0,00
Through this approach I was able to understand the use of English idioms in various contexts.	4,92	0,28
This approach helped me understand the importance of learning idioms in English.	4,88	0,34
I felt involved in the learning process.	4,96	0,20
I felt the teacher's support through the lessons presented in and out of class.	4,88	0,45

Results of Part 2:

The satisfaction with respect to the activities used were measured in a scale from 1 to 5, being 1 bad and 5 excellent. In all cases the results were high (averages very close to the maximum limit), mainly in terms of technological resources such as the platform "Quizlet", websites, and apps. Table 3 shows in detail the results obtained regarding this part of the survey.

Table 3. Satisfaction of the activities.

	Media	DE
How did you find the Quizlet platform and the content presented?	4,92	0,282
How did you find the different Websites and Apps used to practice and reinforce the idioms?	4,96	0,204
What do you think about the physical material elaborated by the teacher?	4,54	0,721

Both parts 1 and 2 clearly demonstrate that the appreciation of the approach as well as the satisfaction of the activities used had a high acceptance from the learners. In both charts it is evident that the average obtained, regarding the Media, was very close to the maximum limit, 5.

On the other hand question seven, which was an open question, students were asked to respond with Yes or No and why, if they would like to learn with the same methodology in future lessons. In this question, participants were given the chance to write their comments about the possibility to learn future lessons with the same methodology. From the 24 participants all of them answered yes.

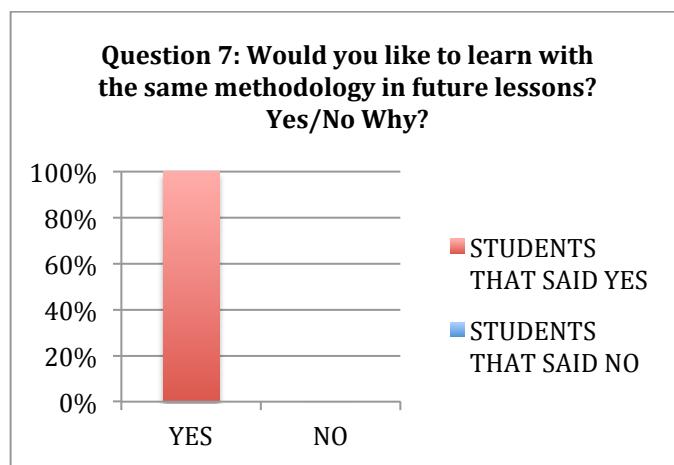


Figure 9: Question Seven – Responses

Based on their responses it was also possible to detect three similar patterns why the students would like to learn with same approach:

1. **Dynamic Methodology:** the students considered that this methodology was very dynamic and entertaining due to the fact that this approach helped them learn idioms through the use of technology and virtual platforms that contributed to the process of understanding and practicing idioms.



2. Learning Process: the students felt that this methodology made the learning process of idioms easy. Also, they considered that this approach helped them to be evolved in all the activities, which motivated them to learn idioms and to keep focus on what they learn. Finally, they expressed feeling active and not boring as they considered that the classes were entertaining and kept them awake all the time by participating and learning at the same time.

3. The Content: the students pointed out that the content and the material were very dynamic due to the fact the content and material were presented through technological resources, virtual platforms, and games that allowed them to learn all the content without difficulties.

In short all the results presented above helped to answer the second specific objective of this study, which was to examine the students' perceptions of the Multimodal Approach and its activities, when learning idioms. The results clearly show that the Multimodal Approach had a positive impact on the learners as well as to their process when learning idioms. There is no doubt that this approach motivates students to acquire a non-formal language like idioms as it also allows learners to learn idioms in a dynamic way.



4.2 Qualitative Analysis

Within the qualitative analysis results the second research question is fundamental: ***What are students' perceptions about learning idioms by means of the Multimodal Approach?***

A structured interview instrument was used as it offered a variety of necessary information for the researcher. According to Bryman (2012) a structured interview also known as standardized interview involves the organization of a meeting interview scheduled by the interviewer; the same author mentions that the aim of a structured interview is “for all interviewees to be given exactly the same context of questioning. This means that each respondent receives exactly the same interview stimulus as any other” (p.120) and that the goal of this type of interview is “to ensure that interviewees’ replies can be aggregated, and this can be achieved reliably only if those replies are in response to identical cues” (p.120).

Consequently, a structured interview was conducted with eight students, randomly selected, out of the 24 students that participated in this study. The interview objective was to analyze students’ perceptions regarding the use of the Multimodal Approach to learn idioms. The interview took place in the Laboratory 4 of the Philosophy Faculty on June 24th, 2019. Before the interview, the participants selected for this part of the study read an informed consent form and signed it to be part of the interview. It was indicated to all the participants that their personal information like names or last names would not be used in any part of this document or future research articles or presentations. Therefore, a coding system was used to protect their identities (See Appendix 4).



The interview consisted of five different questions and whose main objective was to analyze the use of the Multimodal Approach to learn idioms. Each interview was audio recorded. It is necessary to mention that the interview was in Spanish, as it is the native language of the participants; so all the information analysis was translated from Spanish to English.

4.2.1 Structured Interview Analysis and Interpretation

For the analysis and interpretation of the qualitative data it was necessary to carry out a data collection coding in order to review and collect the necessary data from the interview transcripts. According to Bryman (2012) coding “ [...] entails reviewing transcripts and/or field notes and giving labels (names) to component parts that seem to be of potential theoretical significance and/or that appear to be particularly salient” (p. 568). To what Charmaz add that codes are the link to label, separate, collect, and put data together (as cited in Bryan, 2012). Moreover, through this coding process it was possible to determine, after the interview, two major themes and a series of subcategories in relationship to the themes, as showed on the following chart:

Chart 3: Themes and subcategories

Themes	Subcategories
<i>Learning Process</i>	<ul style="list-style-type: none">• Interactive activities• Productive activities
<i>The importance to learn idioms</i>	<ul style="list-style-type: none">• Non-formal situations• Lexicon increase



4.2.1.1 Learning Process

According to the students, they considered that the learning process by means of the Multimodal Approach helped them to learn idioms in an interactive way. They considered that this approach was interesting and that motivated them to learn idioms in different ways through different activities. The participants also pointed out that they felt that the classes, applied through this approach, were less traditional and very practical. For example, **participant 4** mentioned, “all the activities that we did were very dynamic as well as practical [...] they kept us to active, working together, and not getting bored”.

In this sense the subcategories ***interactive and productive activities*** played an important role in the learning process of English idioms. Based on the participants' perceptions, it was possible to detect that they considered that the activities presented along the classes were interactive and productive as they helped students not only to learn idioms, but also to work as group, cooperate more, compete, and know more about each other. This perception is clearly connected to what Chen and Fu; Moreno and Mayer; and Zywno claimed about material being presented through different modes. They all agree that, “materials that are presented in a variety of presentation modes may lead learners to perceive that it is easier to learn and improve attention, thus leading to improved learning performance; in particular for lower achieving students” (as cited in Sankey, Birch & Gardiner, 2010, p.853).

Regarding some activities used in class, it was possible to detect that participants have a preference for the activities presented on Quizlet, especially those activities like matching, live competitions, and online games; for example **participant 6** mentioned



“matching was like a challenge for me, because I had to link the idioms and their meanings and I had to know the meaning of each one (idioms), so I really liked it”.

Also, the QR code activities were their favorite ones as they enjoyed decoding and looking for answers to some puzzles activities created by the researcher; **participant 3** mentioned

“my favorite activity was the QR code, because I liked to look for the different idioms and their meanings around the classroom, and it also allowed us to read codes with the cell phone and use various means of learning”.

Accordingly, the use of these type of activities clearly motivated and engaged students to learn idioms and helped them in their acquisition of non-formal words. As stated by Fadel “[...] students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes” (as cited in Sankey, Birch & Gardiner, 2010, p.853).. For example during the interview **participant 8** pointed out that

“learning that way (through the Multimodal Approach), was entertainment. You can keep enthusiastic during the classes wanting to participate in all the activities”.

Finally, it is necessary to mention that this theme has a connection to the answers presented on question number 7 of the survey in which it was possible to detect that the participants agreed on three patterns: 1) the Multimodal Approach is a dynamic methodology, 2) the learning process motivated them to learn idioms, 3) the idioms content was entertaining as it was presented through a series of technological resources. These three patterns have connection to the responses obtained during the interview:



- **Participant 2** “I do think it is a very enriching approach, since it was dynamic and I think that being dynamic makes our brain interact differently, [...] we understand the meaning (of idioms) based on the previous knowledge that we had had”.
- **Participant 3** “this approach was interactive among the students. I have never seen that kind of learning before; it was useful and it allowed me to learn more”.

4.2.1.2 The Importance of Learning Idioms

Learning idioms for all the participants has been considered necessary and important, while studying English as a foreign language, in their words: **participant 1**: “it is necessary to know some idioms that are use in the real world”; **participant 3** “idioms makes the conversation less formal”; **participant 4** “knowing the meaning idioms let us understand what people say when using them”; **participant 6** “idioms help us to increase our lexicon”. Some relevant and similar reasons to why it is necessary to learn idioms are reflected in the following subcategories:

1. Non-formal situations: idioms are informal words that allow participants to use them in not formal situations, especially in conversations. For example, the participants mentioned that they could make use of idioms in social contexts and conversations like in a group of friends, or situations in which English native speakers use idioms at different contexts. For example, **participant 5** mentioned “these idioms help us in certain conversations or in some linguistic contexts where the participants are native speakers of English” his idea can be supported by Shapely who points out that two important concepts why idioms may bring some benefits to ESL learners



Firstly, learning the idiomatic expressions of another language will be a guide to understanding the humor and character of that culture, as idioms constitute an important cultural element of the language. Secondly, it helps them grasp the peculiarities of the English language (as cited in Asri & Rochmawati, 2017, p.48).

In fact, it was evident that participants realized that idioms are widely used no matter the context, and that their acquisition is necessary to understand the complete meaning of a sentence as Yagiz and Izadpanah (2013) say, “idioms [...] enable a language learner to understand the thoughts, emotions, and views of the speaker” (p.953). On the other hand learners were able to notice that an idiom is not translated word by word and to comprehend its figurative meaning it is necessary to comprehend the idiom expression as a whole. As a matter of fact, the participants considered that knowing idioms would allow them to apply them within not formal situations as well as to use idioms in different social contexts and conversations.

2. Lexicon increase: All the participants indicated that idioms help them to increase their lexicon. In fact, the participants pointed out that learning idioms could expand their vocabulary and help them understand what native speakers say or communicate when using idioms at different social contexts; for example **participant 2** stated that “out in the real world, many native speakers will use these idioms, so it is necessary to understand them in order to de-codify the implicit meaning of phrases or words within a conversation.” Besides, according to the participants, the acquisition of idioms not only help them to understand their figurative meaning, but also to use them when necessary and to give more color to their conversations. As a result, it is noticeable that students learned idioms not only to increase their lexicon, but also as a medium to



transmit their ideas or opinions using words that are not commonly used by speakers of a foreign language, English in this case.

4.3 Overall Results

The results obtained from the quantitative and qualitative analysis have successfully fulfilled the main objective of this study which is to analyze the effects of the Multimodal Approach when learning idioms in an A2 EFL classroom at Universidad de Cuenca. The effects of the Multimodal Approach when learning idioms were positive, and these results were possible to obtain thanks to the information gathered through the pretest, posttest, survey, and interviews. Each one of the instruments fulfilled their specific objectives that are compared and described in detail:

At the beginning of the intervention, the students took a pretest which objective was to determine the students' knowledge about English idioms. The results revealed that the participants obtained scores between 4 and 24 with a mean of 10.96 (DE=4.64) with a tendency to low scores, which reflected that the majority of students only reached the third part (30%) of the highest score. Nevertheless, after the intervention and the different activities carried out through the Multimodal Approach, the scores significantly improved. After taking the posttest, the students' obtained scores that ranged from 18 to 30 with a mean of 28.21 (SD=2.8) involving a scope of 93.3% of knowledge in idioms. The majority of the students obtained ratings between 26 and 30, which indicates a high performance score and improvement in contrast to the pretest results in which the students only reached the third part (30%) of the highest score.

These positive results were possible as the participants felt that what they learned and practiced through the Multimodal Approach made it possible for them improve their Lcdo. Byron Rene Pintado Pacurucu



performance. So in order to confirm why the results were satisfactory, two other instruments were necessary the survey (satisfaction questionnaire), and the interview. Both instruments reveled the reasons for obtaining the increase in grades of the students from the lower scores in the pretest to the highest scores obtained in the posttest. The survey determined the students' perceptions of the Multimodal Approach and its activities, while the interview the perceptions about the use of the Multimodal approach to learn idioms. In both cases, the students agreed that the Multimodal Approach was a dynamic, interactive, and non-traditional way to learn idioms. In fact, they confirmed that this approach let them learn English idioms, understand their meanings easily, and use them in different contexts. All of this was possible as the combination of the approach and the activities prepared by the researcher allowed students to have a better understanding and practice of English idioms, opening a more interactive and productive way to learn these non-formal expressions.

Also, the survey and interview revealed that students liked to learn through activities that involve technology, for example the learners had a preference to the activities prepared within the Quizlet platform like matching activities and Quizlet live were students competed in teams, work on completing activities, or use the QR code reader app which was their favorite one. Not only it was detected that students like to learn through technology, but also that the Multimodal Approach allowed them to work and cooperate as groups. This part of the information was very interesting because the students not only learned idioms, but also to cooperate.

Therefore, all the information collected, analyzed, and interpreted from the pretest, posttest, survey, and interview helped to find out the reasons why students got



better performance scores at the after the intervention. Their scores not only improved because of the application of the Multimodal Approach, but also because it was possible to detect that all the students felt motivated and interested on the different resources and content, and ready to cooperate between them. For the reasons stated, after a long process of using the Multimodal Approach to Learn English idioms, the results were as expected and the improvement of the students' knowledge regarding idioms was noticeable.



CHAPTER V

DISCUSSION, FINDINGS, AND CONTRIBUTIONS

This chapter discusses the significance of the results from both the quantitative and qualitative findings gathered from this research study. All the results obtained from this study, will be compared and analyze to the findings of previous studies mentioned in the literature review. Additionally, this section answers the two research questions that guided this research.

5.1. Discussion

5.1.1 Research question one: To what extent does the Multimodal Approach enhance the learning and use of idioms in EFL students?

The main purpose of this study was to analyze the effects of the Multimodal Approach when learning idioms in an A2 EFL classroom at Universidad de Cuenca. In this regard, a pretest and posttest were conducted to answer the first research question of this study. The results revealed that there was a significant difference between the results presented on the Pretest towards the results obtained on the Posttest. In fact, these results basically confirm that the effects of the Multimodal Approach were positive, and which application can be easily adapted to teach idioms.

These findings are compatible with all of the empirical studies conducted earlier and reported in literature review. Therefore, the results obtained in this study are similar to the ones presented by Freyn and Gross (2017), Tabatabaei and Gahroei (2011), Yang and Ying (2013), Tafazoli and Kargozari (2012). These authors explain that using different resources, related to the Multimodal Approach, allow students to learn and



acquire idioms specially if technological tools and visuals are used to teach these non-formal words.

Freyn and Gross (2018) explain that by means of technology induced interactions; multimodality provides resources and opportunities that challenge the traditional forms of teaching. The same authors add, “in order to improve EFL learners’ idiomatic proficiency, teachers should adopt more multimodal activities in the classroom in order to give learners better chances at understanding idioms” (p.988). To what they also add that by teaching idiom through the Multimodal Approach is an opportunity for learners to learn these non-formal language in a more practical way. In their results, the participants who were taught idioms by means of YouTube videos, digital artistic collage interpretations, and digital video role-plays performance high scores at the end of the study. Demonstrating that the Multimodal Approach applied worked. These results have a similar impact in this study as the participants also performed high scores on after the treatment, proving that the approach itself was of great relevance.

In Tabatabaei and Gahroei’s (2011) study, the authors mentioned that the effectiveness of using movie clips and film that contain idioms created a positive attitude and effect in learners while learning idioms. These visual approach not only allowed students explore idioms in a more interactive way, but also to identify the significant effects it had on idiom learning. To what, one more time, these results match to the ones obtained at the end of this study due to the fact that students were also exposed to different visuals like video clip, pictures, etc., that help them to understand, use, and acquire idioms effectively.



In Yang and Ying's (2013) research, the results showed that the textual and visual illustrations of the idioms created by the learners facilitated their learning of the idioms. In this case, a mobile way of learning idioms was applied, and the results were also effective. In their study, the researchers suggest that the implementation and combination of technological tools enhance students to have a better performance in idioms. In fact, this result is similar to the ones obtained in the study, in which the participants went from bottom to top. This was possible because the researcher used different tools that allowed participants increase their idiom vocabulary through different activities that promoted their capacity to acquire and understand idioms effectively. So, as mentioned by Yang and Ying (2013), "the textual and visual illustrations of the idioms facilitated students' learning of the idioms" (p.20). Particularly, Tafazoli and Kargozari (2012) do also agree on the fact that certain technological tools can be adapted to teach idioms. In their study, the researchers applied mobile phones on learning idioms. The researchers suggest that this type of activities encourages students to learn more about idioms while interacting with technology.

Although all the authors previously mentioned did not use the same technological resources used along in this study, the results still do have a similar significance and impact among learners. This is why at the end of their treatment the results were positive as they suggest that using tools that allow a better interaction and presentation of idioms will increase the chances for students to improve their idiomatic proficiency.

Nevertheless, it is essential to point out that there is a key difference between the way authors evaluated students' performance regarding idioms, and the evaluation



process carried out in this study. The authors applied their pretests and posttests as showed in the following list:

- Freyn and Gross (2017) applied both instruments pretest and posttest based on an idiom comprehension quiz that consisted of 20 multiple choice questions with one correct answer.
- Tabatabaei and Gahroei (2011) conducted the pretest and posttest that included 30 idioms multiple-choice items, with four alternatives for each sentence.
- Yang and Ying (2013) used a retention test. The students were given all the idioms they learned and were asked to provide the English equivalents for all the idioms that they knew, so far.
- Tafazoli and Kargozari (2012) used a test that contained different items; the first 20 items were multiple-choice items; the second 20 items were matching and the last 10 items were sentence completion. For the last part of the test, the learners were to write 10 sentences for 10 idioms.

In all of the tests applied by the authors, it is evident the lack of evaluating idioms according to their category. This type of evaluation was implemented in this study, and somehow, can be considered a little more diverse for learners. Accordingly, this type of evaluation could be taken as a possible suggestion for future researchers, regarding idioms. Another important point that was possible to detect on the previous studies is the fact that researchers taught idioms in general terms, but not in categories. In this study, idioms were taught according to some categories, which also facilitated their acquisition and understanding among participants. Probably, these two last key elements that are not part of previous studies, should be taken into account.



Taking into consideration all the results previously discussed, it can be stated that the extent of teaching idioms by means of the Multimodal Approach is positive. The impact this approach has when teaching idioms is confirmed to be positive and this study also demonstrated that it brings significant impacts on learners. This is not only confirmed by the study carried out at Universidad de Cuenca, but also supported by all the researchers that conducted a similar study of teaching idioms by the Multimodal Approach.

5.1.2 Research question two: What are students' perceptions about learning idioms by means of the Multimodal Approach?

Additionally, the findings not only were connected on the success of the Multimodal Approach to learn idioms, but also to the perceptions students' had when learning idioms. Through the survey and interview, it was possible to identify that for learners learning idioms helped them to acquire more lexicon, understand what idioms mean, use them in different contexts, as well as to use them in informal conversations and situations.

These findings also match to the results obtained in Yang and Ying (2013) research. After applying their feedback questionnaire, the authors could collect some positive participants' experiences and perceptions. For example some of the learners mentioned that, “ ‘this is a good activity to learn idioms; ‘it was fun’; ‘I really enjoyed it and think it is a good way to learn, and it does not just involve memorizing words’; ‘it was fun to play around on the iPad to learn in a different way than reading from a book’ ” (p.18). These results can also be compared to the ones obtained in the survey and interview applied at the end of the intervention, used in this study, in which learners do



also agree on the fact that learning idioms by means of interactive activities make it easy for them learn idioms content in a more interactive way.

Other similar findings about the perceptions participants had along this study can be compared with the students' reflections found in Tafazoli and Kargozari (2012) in which students indicate, in general terms, they could remember idioms without difficulty and that they enjoy learning these non-formal words by means of technology. The same occurs in the findings of this study as the participants also demonstrated positive perceptions during and after the intervention.

To sum, the perceptions found in this study do also proved that learning idioms through the Multimodal Approach is an effective way of learning for students. The findings of this study proved that as well as the findings of the studies mentioned before. What is more, students do also agree that idioms are an essential part when learning a foreign language, and that increases their capacities to understand and used them at different context. The Multimodal Approach basically can be adapted not only for teaching idioms, but any of the skills of a foreign language.

Additionally, the results and the findings of this study match with what has been previously said, that creating different ways to teach and learn idioms allow students to have a better connection and understanding of the topic. This is why the results presented in this research study show that the Multimodal Approach is an effective way to enhance in learning and use of idioms, and that this approach also generates a significant impact on students.



5.2. FINDINGS AND CONTRIBUTIONS

The findings of this study can be summarized in three relevant points: firstly, when teaching idioms, it is necessary to consider the idea of studying and teaching them in terms of categories. This study uses this process of categorization of idioms as it helps students to learn idioms according to the category they belong as well as the context where they make use of idioms. Besides, it was noticeable that previous lack of this type of teaching idioms. Therefore, because of the way idioms were presented in this study, future researchers of teaching idioms should consider the idea of categorizing idioms while including them in content and context; secondly, regarding the evaluation process of idioms, it is recommendable that teachers consider the idea of evaluating idioms in categories, so that students have more chances to identify idioms according to the category and context idioms belong to. Plus, this will help students to differentiate idioms and to use them in appropriate contexts.

Finally, one important finding and contribution of my study, which is not found in the studies mentioned above, revealed that the Multimodal Approach allows students to create a connection of fellowship in the students, which is a positive aspect as if students cooperate with each other, they will be able to learn and practice any topic as partners sharing ideas and helping one another.



CHAPTER VI

CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

6.1 Conclusions

The results presented on this study clearly revealed that the Multimodal Approach to teach idioms has a positive effect on the acquisition of idioms in an EFL context and this can be highly proved and connected from the results of previous studies, as well as from the results obtained through the pretest, posttest, survey, and interview carried out in this study. Bearing this in mind, it is necessary to make conclusions on how the main objective and specific objectives helped to answer the two research questions of this study.

Firstly, regarding to *what extent does the Multimodal Approach enhance the learning and use of idioms in EFL students?* It can be concluded that students had a very positive reaction to learning idioms through the Multimodal Approach and the process taken during and after the intervention. The idea of presenting idioms through the Multimodal Approach relies on the concept given by Sankey, Birch, and Gardiner (2010) who mentioned, “multimodal learning environments allow instructional elements to be presented in more than one sensory mode (visual, aural, and written)” (p.853). This is another reason that confirms the results obtained at the end of this study due to the fact that the contents, regarding idioms, were presented by using different multimodal environments that allowed students to learn in a more entertaining and dynamic way. Like in this study, where the different activities to teach idioms were presented combining all the modes Linguistic, Visual, Audio, Gestural, and Spatial design by means of the Multimodal Approach, in which all the written texts were presented in a Lcdo. Byron Rene Pintado Pacurucu



more visual dynamic form (Cazden et al., 1996), combined with some technological resources like platforms, websites, apps, etc.

Combining the material studied during the intervention process with some technological resources allowed students to gain more knowledge when learning English idioms due to the fact that the Multimodal Approach made the classes more dynamic, rather than passive.

As a result, within the study, all the modes were combined in order to present idioms into a more dynamic way. As discussed in Cazden et al. (1996) the application of the Multimodal Approach is an efficient way to present the written texts in a more visual dynamic concept. So, the written contents that were the part of the material given to the students were combined with some other resources like apps, websites, and platforms that allow students have a better connection to learn idioms, and of course to feel motivated, and to go beyond traditional approaches.

In this sense, Fadel states that, “[...] students engaged in learning that incorporates multimodal designs, on average, outperform students who learn using traditional approaches with single modes” (as cited in Sankey, Birch, & Gardiner, 2010, p.853). Over this idea, the findings of this study proved that learners preferred learning in a more dynamic and modern way, which information could be confirmed from the survey and interview taken by the learners. In their general perceptions, they agreed that learning in modern rather than in a traditional way makes the classes less boring and the content easy to understand and learn, especially if the content has a connection to technological resources.



Secondly, the results obtained from each one of the second and third specific objectives of this study had a significant support to obtain information regarding the *students' perceptions about learning idioms by means of the Multimodal Approach*; some relevant findings are summarized.

The survey and the interview clearly demonstrated that the students' perceptions towards the Multimodal Approach and its activities, as well as their perceptions about learning idioms through this approach were also satisfactory. Learners agreed that all the activities used during the classes were dynamic and that broke the traditional practices used to teach these non-formal words. What is more, they demonstrated to be engaged to learning English idioms as they confirmed that idioms are necessary to comprehend what native speakers mean when using idioms in a conversation. Baştug and Salihagić (2014) state that as idioms exists in any language, they are also a tool use to communicate in all forms and styles of language and that these expressions are applied by native speakers. This is why the authors agree on the idea that idioms "serve to a purpose of establishing relations among people by providing an insight into the culture of language being spoken" (p.73).

It is inevitable to say that the students showed a big interest at all times along the study and that they like to learn through methodologies that enhance their education in terms of modern techniques, like the Multimodal Approach. In fact, it can be inferred that they learn better when the subject method is not passive, but rather active through activities that encourage and motivate them to learn. Therefore, it is necessary to consider modern techniques that allow students learn in different styles and mostly that motivate them learn contents in an active way.



These findings are also connected to Saeed (2019) who mentions that in non-standard situations idioms can be used in many situations, to what Batovski (2010) adds that idioms and colloquial expression frequently depend on casual language. Thereupon, students need to be aware that idioms are informal words that can be used especially in non-formal situations. This is why learning them will give learners the opportunity to comprehend idioms related to various contexts like in this study, where five different categories were presented to students, and from which they were able to use each idiom depending on the category and context.

Additionally, the importance of why learning idioms is necessary is supported by some authors like Adkins and Carter et al. who indicate that idioms are necessary tools, which are more color and variation to the language that permit to communicate a clear and significant meaning (as cited in Maisa, 2017); also, Celce and Larsen add that idioms are useful elements for ESL/EFL learners as the learning of this expressions can be an incredible advantage for students when learning a new language (as cited in Liu, 2003); finally Maisa (2017) points out that acquiring idioms improves learners' spoken or written language.

As a matter of fact, the results and the findings of this study match with what has been previously said, that creating different ways to teach and learn idioms allow students to have a better connection and understanding of the topic. This is why the results presented in this research study shows that the Multimodal Approach is an effective way to enhance in learning and use of idioms, and that this approach also generates a significant impact on students.



6.2 Recommendations

Although there is no an exclusive answer in research as to the best way to teach idioms, this study proposed showed that the Multimodal Approach to teaching idioms could be considered as an alternative. During the study it was evident that if the contents are presented through a variety of modes, students will be encouraged to learn the contents presented during a class session. Thus, it is recommended that teachers focused on modern ways to teach idioms combined with technology in order to challenge the traditional forms of teaching that exist. Sometimes it can be hard to deal with technology, but with some practice and a professional instruction, the written content could be taught and learned in a more dynamic and visual way.

Also, it is recommended that teachers include idioms in the content of a class, as idioms not only help learners to be familiarized with words that help them to color their conversations, but also to understand that every culture and society out there has its own non-formal ways to communicate a message; and if learners are able to use idioms, they will easily understand idioms from a specific culture.

Besides, researchers should also focus on conducting more research regarding idioms and how to teach them through modern technology. Although there are studies that suggest ways of teaching idioms by means of technology, a lot more needs to be done especially in our country because there are only two studies, including this one, that suggest using the Multimodal Approach.

Finally, some changes need to be done in the syllabi of the Language Institute at Universidad de Cuenca, Ecuador. The syllabi have suitable content according to different



levels, but when it comes to terms of idioms the topic is not included in any of the main topics or subtopics of the syllabi. Furthermore, teachers at the Language Institute should consider the inclusion of idioms within the syllabi content as their use helps learners to understand the figurative meaning of these non-formal words, as well as to use them in different social contexts.

6.3 Limitations

One of the main limitations found in this study was the lack of studies regarding the Multimodal Approach to teach idioms. The lack of these studies probably on the lack of interest of conducting research about idioms through the Multimodal Approach. Therefore, it is suggested that more researchers focused on this field and somehow make more contributions to the field. An example of this relies in our own country where there are only two studies, including this one, that have used the Multimodal Approach and its effects when teaching idioms. The lack of research information at some point, during the writing process of this thesis, made it hard for the researcher to find out essential theoretical and empirical support for the development of this study. Nevertheless, the information found from different resources made it possible to develop the topic presented on this thesis. Hopefully, this study will benefit researchers, who are interested in conducting studies on idioms and the Multimodal Approach.



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APPENDIXES



Appendix 1: Syllabus English 3

SÍLABO			
			
PREGRADO - INSTITUTO UNIVERSITARIO DE LENGUAS			
MARZO 2019 - AGOSTO 2019			
NOMBRE DE LA ASIGNATURA		CÓDIGO:	12297
INGLÉS III (SISTEMA DE CRÉDITOS) - GRUPO: 9			
CARRERA	INGLÉS - INSTITUTO UNIVERSITARIO DE LENGUAS		
CRÉDITOS DE LA ASIGNATURA	6	MODALIDAD:	PRESENCIAL
CARGA HORARIA			
COMPONENTES DEL APRENDIZAJE		Horas / Semana	Horas / Periodo Académico
Créditos		6.0	96.0
Total Horas:		6.0	96.0
PROFESOR(ES) RESPONSABLE(S):			
PINTADO PACURUCU BYRON RENE	(byron.pintadop@ucuenca.edu.ec)		PRINCIPAL
DESCRIPCIÓN DE LA ASIGNATURA:			
<i>Resumen descriptivo en torno al propósito, la estrategia metodológica y el contenido fundamental de la asignatura.</i>			
El nivel 3 del Programa de los Cursos de Inglés en las Carreras no Vigentes Habilitadas para el Registro de Títulos se enfoca en un desarrollo equilibrado de las cuatro destrezas básicas: comprensión lectora, comprensión auditiva, expresión oral y expresión escrita. A través de una variedad de actividades y tareas comunicativas se plantea llevar a los estudiantes a adquirir un nivel A2+ del Marco Común Europeo de Referencia para las Lenguas. La característica de este curso, no sólo destaca la práctica de la lengua a través de diferentes recursos tecnológicos y físicos, sino también el desarrollo de estrategias y técnicas que son la base de un aprendizaje continuo y autónomo.			
REQUISITOS DE LA ASIGNATURA			
Esta asignatura no tiene co-requisitos			
PRE-REQUISITOS			
Asignatura	Código		
INGLÉS II (SISTEMA DE CREDITOS)	12295		
INGLÉS I (SISTEMA DE CRÉDITOS)	12294		
OBJETIVO(S) DE LA ASIGNATURA:			
<i>Objetivos general y específicos de la asignatura en relación al Perfil de salida de la carrera.</i>			
Objetivo general: Objetivo general: Alcanzar el nivel de suficiencia A2+ en el inglés (MCERL) a través del desarrollo equilibrado de las cuatro destrezas (comprensión lectora, comprensión auditiva, expresión oral y expresión escrita) con el propósito de convertirse en un usuario básico de la lengua.			
Objetivos específicos:			
1. Escuchar y entender claramente los puntos principales sobre diferentes temas de interés personal, general y académico. 2. Leer y comprender textos redactados con lenguaje de uso frecuente relacionados con temas de interés personal, general y académico. 3. Pedir y dar información acerca de temas de interés personal, general y académico, utilizando frases para formular y responder a preguntas sencillas. 4. Hablar sobre diferentes temas de interés personal, general y académico.			



5. Escribir párrafos y textos cortos acerca de diferentes temas de interés personal, general y académico

RESULTADO(S) O LOGRO(S) DE APRENDIZAJE, INDICADOR(ES) Y ESTRATEGIA(S) DE EVALUACIÓN

Resultados o Logros de Aprendizaje (RdA's) de la Unidad de Organización Curricular (UOC) correspondiente, Indicadores y Estrategias de Evaluación de la Asignatura, tomando como referencia el Perfil de salida (PdS) y la Organización Curricular (OC) del Proyecto de Carrera (PdC).

RESULTADOS O LOGROS DE APRENDIZAJE	INDICADORES	ESTRATEGIAS DE EVALUACIÓN
RdA1. RdA1. Comprensión Auditiva: Escucha y entiende claramente los puntos principales sobre diferentes temas de interés personal, general y académico	<ul style="list-style-type: none"> El estudiante desarrolla su comprensión auditiva: <ul style="list-style-type: none"> Identificando la idea principal. Prediciendo la idea principal. Reconociendo información específica. Infiriendo contenido e información específica 	<ul style="list-style-type: none"> Escucha y puede diferenciar las ideas principales de las secundarias en las conversaciones y pequeños exposiciones orales, presentadas en videos o audios
RdA2. RdA2. Comprensión Lectora: Lee y comprende textos redactados con lenguaje de uso frecuente relacionados con temas de interés personal, general y académico	<ul style="list-style-type: none"> El estudiante desarrolla su comprensión lectora: <ul style="list-style-type: none"> Identificando el propósito del autor Reconociendo ideas principales y secundarias Aplicando estrategias de lectura rápida Infiriendo el significado en contexto Ordenando ideas de manera cronológica 	<ul style="list-style-type: none"> Comprende textos académicos acerca de personajes históricos, y experiencias en presente, pasado y futuro.
RdA3. RdA3. Interacción Oral (interacción): Pide y da información acerca de temas de interés personal, general y académico, utilizando frases para formular y responder a preguntas sencillas.	<ul style="list-style-type: none"> El estudiante desarrolla su expresión oral: <ul style="list-style-type: none"> Haciendo y respondiendo a sugerencias Pidiendo repetición y clarificación Interactuando con ideas y ejemplos 	<ul style="list-style-type: none"> realiza conversaciones y entrevistas , sobre temas de interés, personal, general y académico
RdA4. RdA4. Expresión Oral (producción oral): Habla sobre diferentes temas de interés personal, general y académico	<ul style="list-style-type: none"> El Estudiante desarrolla su expresión oral: <ul style="list-style-type: none"> Organizando las ideas antes de hablar Iniciando diálogos o presentaciones Argumentando y defendiendo ideas y opiniones 	<ul style="list-style-type: none"> Los estudiantes serán capaces de presentar exposiciones orales sobre temas de su interés, personal, general y académico sobre temas relacionados a su campo de estudio.
RdA5. RdA 5. Expresión Escrita: Escribe párrafos y textos cortos acerca de diferentes temas de interés personal, general y académico	<ul style="list-style-type: none"> El estudiante desarrolla su expresión escrita: <ul style="list-style-type: none"> Siguiendo el proceso de escritura de un párrafo. Describiendo, narrando y argumentando en un párrafo cohesivo y coherente. Aplicando reglas ortográficas y de puntuación, y el uso de mayúsculas. 	<ul style="list-style-type: none"> Los estudiantes serán capaces de escribir textos de 250 palabras con ideas principales, ideas secundarias, conectores, en párrafos narrativos y descriptivos.

CONTENIDOS, SESIONES Y ACTIVIDADES DE APRENDIZAJE

Titulo de la Unidad, sub -unidades, nro. de sesión y actividades para los componentes de aprendizaje.

SUB-UNIDADES	Nro. SESIÓN	COMPONENTE DE APRENDIZAJE	ACTIVIDADES DE APRENDIZAJE
1. UNIT 1 : INTRODUCTION			
1. Introduction	-		Presentation of the syllabus
2. Oral diagnostic	-	Créditos	Oral diagnostic review
3. Written diagnostic			Written diagnostic exam
2. UNIT 2 : HISTORICAL FIGURES AND MEMORABLE EVENTS			



SUB-UNIDADES	Nro. SESIÓN	COMPONENTE DE APRENDIZAJE	ACTIVIDADES DE APRENDIZAJE	
1. Biographies	-		Reading biographies about important people related to student's major to identify main ideas.	1 horas
2. Historical events			Listening to biographies and autobiographies about famous people to identify the main ideas	1 horas
3. Unusual events			Use of Language Identifying and filling the gaps with the correct form of the verbs and time expressions in the past and vocabulary related to the topic	1 horas
			Reviewing the writing rubric to help students understand the process of writing	1 horas
			Talking about someone's biography	2 horas
			Read a text about some important events of a person's life, to recognize secondary ideas.	1 horas
			Asking and answering questions about historical events using past simple, continuous tense and vocabulary related to the topic.	1 horas
		Créditos	Listen some videos about important events of a person's life, to identify specific information.	1 horas
			Narrative paragraphs (paragraph organization) Punctuation marks: comma, period, colon, semicolon.	1 horas
			Making a short presentation about a historical event related to students' field of study.	2 horas
			Reading a text to indicate similarities and differences.	1 horas
			Listening to texts about important events to identify specific details.	1 horas
			Asking and answering questions about unusual and interesting events using past simple, continuous tense and vocabulary related to the topic.	1 horas
			Writing a paragraph about an unusual event, using connectors. (150 words)	1 horas
			Making a short presentation about a historical event related to students' field of study.	2 horas
3. UNIT 3: WORLD BREAKTHROUGHS				





SUB-UNIDADES	Nro. SESIÓN	COMPONENTE DE APRENDIZAJE	ACTIVIDADES DE APRENDIZAJE
1. Experiences	-		Making predictions about a text and checking understanding. 1 horas
2. Changes in the world			Listening to experiences to identify details 1 horas
3. Innovations and discoveries			Asking and answering questions about experiences using present perfect and simple past and vocabulary related to the topic 1 horas
			Writing a narrative paragraph about experiences. (150-180 words) 1 horas
			Making interview to talk about experiences in the world. 2 horas
			Making predictions about an academic text and checking understanding. 1 horas
			Listening to a short lecture to order events 1 horas
		Créditos	Use of Language Completing a text about developing changes using past participles and vocabulary related to the topic 1 horas
			Writing Writing a paragraph about how the world has changed in the last ten years. (150-180 words) 1 horas
			Making oral exposition about big events that changed the world. 2 horas
			Reading about famous discoveries to draw conclusions on the impacts caused in society. 1 horas
			Listening to the functions of different inventions to recognize problem solving. 1 horas
			Writing the appropriate passive voice tense in texts about inventions and processes 1 horas
			Writing a paragraph about an important invention that has changed the history of humankind. (180-200) 1 horas
			Presenting an invention to demonstrate how it was created and its impact in the world. 2 horas
4. UNIT 4: GENERATIONAL GAP			





SUB-UNIDADES	Nro. SESIÓN	COMPONENTE DE APRENDIZAJE	ACTIVIDADES DE APRENDIZAJE	
1. Habits through the time	-		Reading a short text about professional customs from different places around the globe to recognize important details	1 horas
2. Cultures in the world			Listening Media presentation about lifestyles in the world to compare and contrast information	1 horas
3. Traditions in the world			Use of Language Using appropriate modals to complete a set of rules based on specific fields.	1 horas
			Writing compound sentences using posters to make comparisons between countries' habits and professional customs	1 horas
			Presenting an oral exposition to justify points of view regarding different lifestyles from around the world.	2 horas
			Reading about global traditions to highlight facts from opinions.	1 horas
		Créditos	Listening to dialogues among people from other countries to recognize cultural and traditional aspects.	1 horas
			Completing a text about present situations with modals of possibility and intention.	1 horas
			Writing a paragraph to indicate differences in cultures and traditions among two or more countries. (150-180 words)	1 horas
			Oral project about traditions and cultures from different countries.	2 horas
			Reading about traditions of different countries and their impact on the world.	1 horas
			Listening about different traditions and analyzing similarities and differences.	1 horas
			Use of language Making charts about the different traditions of the world using diagrams and the correct time expressions.	1 horas
			Writing an explanatory paragraph about an important celebrations around the world (180-200 words)	1 horas
			Presenting a project about the most important celebrations in the world.	2 horas
5. UNIT 5 FUTURE LIVING				



SUB-UNIDADES	Nro. SESIÓN	COMPONENTE DE APRENDIZAJE	ACTIVIDADES DE APRENDIZAJE		
1. Hopes and dreams	-	Créditos	Reading about the future of the millennials to highlight and identify reasons	2 horas	
2. Global Issues			Listening to people talking about their hopes and dreams to identify specific information	1 horas	
			Use of language Completing a text about plans using the future tenses and vocabulary related to the topic.	2 horas	
			Writing a text about personal goals and ambitions using parallel structure. (180-200 words)	2 horas	
			Speaking Talking about plans and ambitions	2 horas	
			Reading about current predictions to summarize the consequences of global issues.	2 horas	
			Listening to experts' predictions to classify the biggest future problems in the 21st. century.	1 horas	
			Completing tasks to propose future suggestions by using the zero and first conditionals.	2 horas	
			Writing a text about possible solutions to solve future problems. (180-200)	2 horas	
			A short oral presentation about modern problems and their future consequences in humanity by presenting arguments to support their ideas.	2 horas	
	Créditos		78 horas		
	Total:		78 horas		

RECURSOS O MEDIOS PARA EL APRENDIZAJE*Equipos, materiales, instrumentos tecnológicos, reactivos, entre otros, que serán utilizados durante el desarrollo de la asignatura.*

- Se consideran los siguientes recursos de aprendizaje para el desarrollo de la asignatura a:
- Material preparado por el docente
- Hojas de trabajo
- Laboratorio de cómputo
- Proyector
- Plataforma Virtual
- Computadora
- Parlantes
- Material Multimedia: audio y video

CRITERIOS PARA LA ACREDITACIÓN DE LA ASIGNATURA*Parámetros de acreditación, tomando como referencia los Resultados de Aprendizaje (RdA's), indicadores y criterios de evaluación planteados y en base a la normativa de evaluación y calificaciones vigente en la Universidad de Cuenca y Consejo de Educación Superior (CES).*

CRITERIO GENERAL DE ACREDITACIÓN	PUNTAJE
TAREAS EN CLASE	50
EXAMENES	50
TOTAL:	100

	DETALLE DE CRITERIOS DE ACREDITACIÓN	PUNTAJE / CRITERIO GENERAL	
C1		APROVECHAMIENTO 1	
	Tareas, lecciones, pruebas	25	TAREAS EN CLASE



	DETALLE DE CRITERIOS DE ACREDITACIÓN	PUNTAJE / CRITERIO GENERAL	
C2	APROVECHAMIENTO 2		
	Tareas, lecciones, pruebas	25	TAREAS EN CLASE
C3	INTERCICLO		
	Examen de Interciclo	20	EXAMENES
C4	FINAL		
	Examen Final	30	EXAMENES
C5	SUSPENSIÓN		
	Total:	100	

TEXTOS U OTRAS REFERENCIAS REQUERIDAS PARA EL APRENDIZAJE DE LA ASIGNATURA

Libros, revistas, bases digitales, periódicos, direcciones de Internet y demás fuentes de información, pertinentes y actuales.

BÁSICA

1. Material bibliográfico para alcanzar el Nivel A1.
Gershon, S. (2016). *Skillful Foundation Level Listening & Speaking Digital Student's Book Pack*. Macmillan Education.

COMPLEMENTARIA

1. <http://learnenglishkids.britishcouncil.org/skills/reading>
2. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/>
3. <https://www.ted.com/#/>
4. <https://lingua.com/english/reading>
5. <https://guides.frederick.edu/eslguide/reading>
6. <https://breakingnewsenglish.com>

Docente: PINTADO PACURUCU BYRON RENE

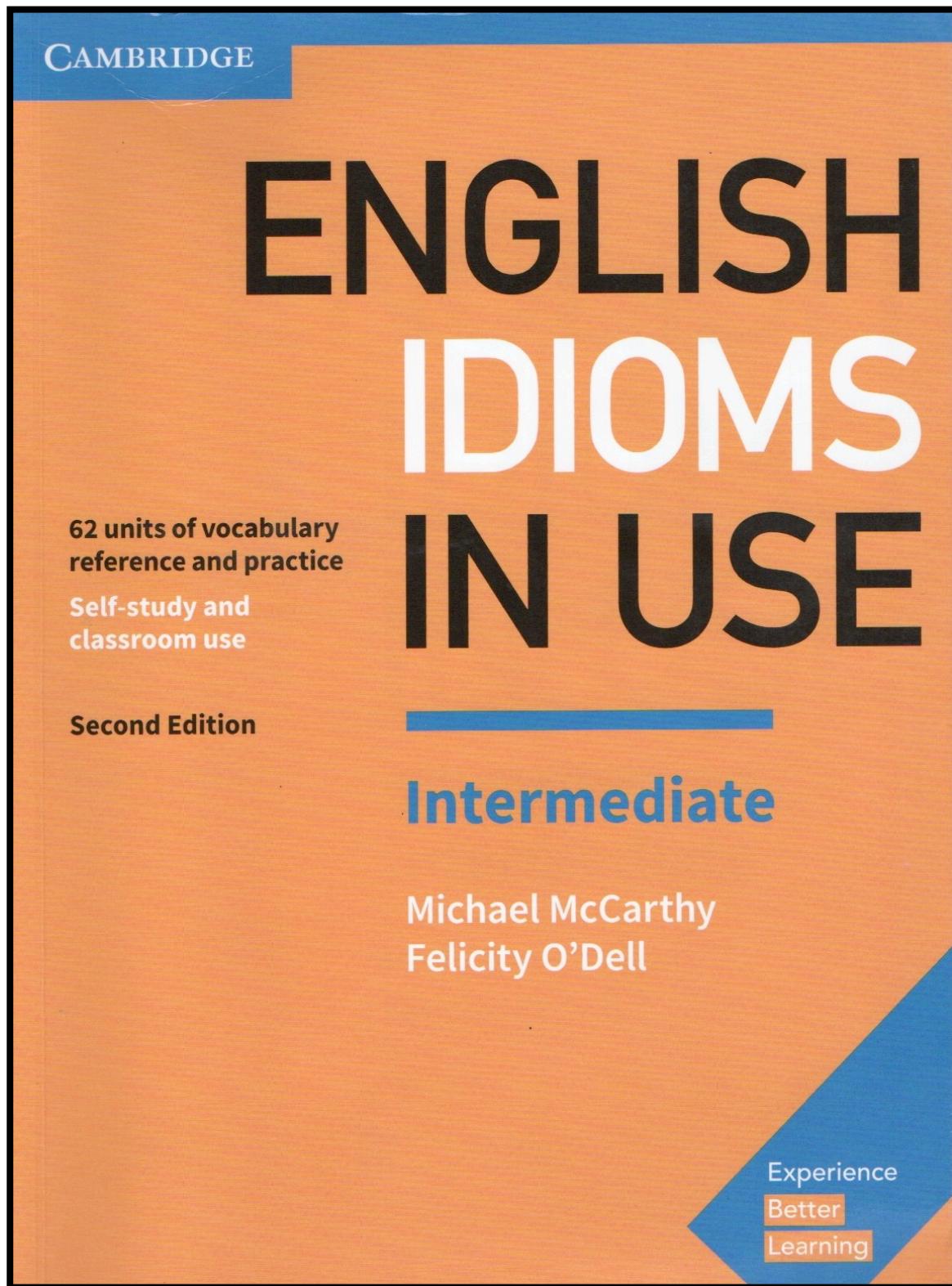
Director: CRIOLLO SOLIZ NANCY PATRICIA

Finalizado: 18/4/2019

Publicado: 30/04/2019



Appendix 2: Book English Idioms in Use Second Edition 2017





Contents

Acknowledgements

Using this book

Learning about idioms

1 What are idioms?

2 Using your dictionary

Idioms to talk about ...

3 Happiness and sadness

4 Anger

5 Knowing and understanding

6 Experience and perception

7 Success and failure

8 Having problems

9 Dealing with problems

10 Power and authority

11 Structuring and talking about arguments

12 Conversational responses

13 Praise and criticism

14 Opinions on people and actions

15 Behaviour and attitudes

16 Reacting to what others say

17 Danger

18 Effort

19 Necessity and desirability

20 Probability and luck

21 Social status

22 Human relationships

23 Size and position

24 Money

25 Work

26 Speed, distance and intensity

27 Communication 1: words and language

28 Communication 2: expressing yourself

29 Life and experience: proverbs

30 Memory

Idioms from the topic area of ...

31 Time 1: the past and the future

32 Time 2: clocks and frequency

33 The elements

34 Colour

35 Clothes

36 Games and sport

37 Animals 1: describing people

38 Animals 2: describing situations

39 Weapons and war

40 Food

41 Roads

42 Houses and household objects

43 Nature

44 Boats and sailing

45 Science, technology and machines

46 Music and theatre

Idioms using these keywords:

47 Finger, thumb, hand

48 Foot, heel, toe

49 Bones, shoulder, arm, leg

50 Head

51 Face, hair, neck, chest

52 Eyes

53 Ear, lips, mouth, nose, teeth, tongue

54 Heart



Appendix 3: Satisfaction Questionnaire

10/28/2019

Encuesta para determinar la percepción de los estudiantes sobre el "Enfoque Multimodal"

Encuesta para determinar la percepción de los estudiantes sobre el "Enfoque Multimodal"

La presente encuesta tiene la finalidad de conocer la opinión de los estudiantes sobre el uso el Enfoque Multimodal (Multimodal Approach) en el aprendizaje de frases idiomáticas en inglés.

Seleccione la respuesta que usted considere correcta:

- (5) Totalmente de acuerdo
- (4) De acuerdo
- (3) Indiferente
- (2) En desacuerdo
- (1) Totalmente en desacuerdo

1. Este enfoque me facilitó el aprendizaje de frases idiomáticas en inglés.

Marca solo un óvalo.

- 5 Totalmente de acuerdo
- 4 De acuerdo
- 3 Indiferente
- 2 En desacuerdo
- 1 Totalmente en desacuerdo

2. Este enfoque fue entretenido y dinámico.

Marca solo un óvalo.

- 5 Totalmente de acuerdo
- 4 De acuerdo
- 3 Indiferente
- 2 En desacuerdo
- 1 Totalmente en desacuerdo

3. Mediante este enfoque pude entender el uso de frases idiomáticas en inglés en varios contextos.

Marca solo un óvalo.

- 5 Totalmente de acuerdo
- 4 De acuerdo
- 3 Indiferente
- 2 En desacuerdo
- 1 Totalmente en desacuerdo



10/28/2019

Encuesta para determinar la percepción de los estudiantes sobre el "Enfoque Multimodal"

4. Este enfoque me ayudó a comprender la importancia del aprendizaje de frases idiomáticas en inglés.

Marca solo un óvalo.

- 5 Totalmente de acuerdo
- 4 De acuerdo
- 3 Indiferente
- 2 En desacuerdo
- 1 Totalmente en desacuerdo

5. Me sentí involucrado en el proceso de aprendizaje.

Marca solo un óvalo.

- 5 Totalmente de acuerdo
- 4 De acuerdo
- 3 Indiferente
- 2 En desacuerdo
- 1 Totalmente en desacuerdo

6. 6. Sentí el apoyo del docente a través de las lecciones presentadas dentro y fuera de clases.

Marca solo un óvalo.

- 5 Totalmente de acuerdo
- 4 De acuerdo
- 3 Indiferente
- 2 En desacuerdo
- 1 Totalmente en desacuerdo

7. 7. ¿Desearía aprender con la misma metodología en futuras lecciones? Si/No ¿Por qué?

Recursos Utilizados

En la siguiente sección se le solicitará su opinión sobre los diferentes recursos utilizados durante el estudio.

Seleccione la respuesta que usted considere correcta:

- (5) Excelente
- (4) Muy Bueno
- (3) Bueno
- (2) Regular
- (1) Malo



10/28/2019

Encuesta para determinar la percepción de los estudiantes sobre el "Enfoque Multimodal"

8. 8. ¿Cómo le pareció la plataforma Quizlet y el contenido presentado dentro de la misma?

Marca solo un óvalo.

- 5 Excelente
- 4 Muy Bueno
- 3 Bueno
- 2 Regular
- 1 Malo

9. 9. ¿Cómo le pareció los diferentes Websites y Apps utilizados para practicar y reforzar las frases idiomáticas aprendidas?

Marca solo un óvalo.

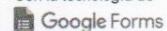
- 5 Excelente
- 4 Muy Bueno
- 3 Bueno
- 2 Regular
- 1 Malo

10. 10. ¿Cómo le pareció el material físico elaborado por el docente?

Marca solo un óvalo.

- 5 Excelente
- 4 Muy Bueno
- 3 Bueno
- 2 Regular
- 1 Malo

Con la tecnología de





Appendix 4: Structured Interview



UNIVERSIDAD DE CUENCA

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA - COHORTE II

Entrevista sobre el “Enfoque Multimodal” Piloting

Code: _____ Edad: _____ Género: _____ Fecha: _____

Objetivo: La siguiente entrevista tiene como objetivo analizar las percepciones que usted tuvo sobre el uso del Enfoque Multimodal para aprender frases idiomáticas en Inglés, así como también las actividades utilizadas dentro de clases.

Instrucciones:

- a) El uso de la presente información, ayudara al investigador a obtener información necesaria para un análisis cualitativo durante la intervención realizada dentro de la investigación. A su vez, la información utilizada no le perjudicara en lo absoluto dentro de su rendimiento académico; además de que su información personal será anónima, lo cual supone, que sus nombres originales no serán utilizados dentro del análisis. Si tiene alguna duda o pregunta durante la entrevista siéntase en plena libertad de hacerla.
- b) Si tiene alguna duda o pregunta durante la entrevista siéntase en plena libertad de hacerla.

Preguntas:

1. ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Inglés le ayudo a entender, interactuar, y aprender de una manera práctica? Si / No ¿Por qué ?
2. ¿Como se sintió usted al momento de aprender frases idiomáticas en Inglés mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?
3. Durante el aprendizaje de frases idiomáticas en Inglés. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?
4. De todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Inglés a través del enfoque multimodal ¿cuál fue su favorita y por qué?
5. Durante el estudio del idioma Inglés como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?



Appendix 5: Informed consent form

UNIVERSIDAD DE CUENCA



MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA - COHORTE II

CONSENTIMIENTO INFORMADO DE PARTICIPACIÓN

Título de la Investigación:

Learning Idioms Through the Multimodal Approach: A Quasi-experimental Study at Universidad de Cuenca

Estimado estudiante,

El propósito de la presente investigación consiste en analizar los efectos del Enfoque Multimodal en el aprendizaje de Modismos en Ingles mediante el uso de diferentes recursos tecnológicos que mejoran la comprensión, interacción, adquisición y la práctica de los Modismos en Inglés. Para esta investigación, se ha visto la necesidad de que los participantes sean los estudiantes matriculados en el grupo 14 de la Facultad de Filosofía de la asignatura Ingles 3 del Sistema de Créditos. El presente estudio será completado en 32 horas mismas que se dividen de la siguiente manera: 25 horas presenciales y 7 horas online.

Por lo antes descrito, solicito su participación voluntaria en este estudio; si acepta, usted deberá participar en diferentes actividades propuestas por el investigador, así como también de dos evaluaciones una al inicio y otra al final del estudio. Al mismo tiempo, colaborar en una encuesta y entrevistas cuya información será vital al final del presente trabajo de investigación. Por otro lado, es necesario mencionar que su participación es voluntaria y puede retirarse en el momento que desee. No tendrá que dar explicación alguna de las razones del abandono. El hecho de no participar o de retirarse no le traerá ninguna consecuencia en su rendimiento. Finalmente, su participación es anónima y con su firma usted autorizará que los resultados de la investigación sean publicados en un documento final y en posibles eventos de socialización.



CONSENTIMIENTO DEL PARTICIPANTE

Yo, _____, estudiante de la asignatura Inglés III del Sistema de Créditos, grupo 14, he leído esta información y por tanto estoy de acuerdo en participar dentro de todas las actividades propuesta dentro de la investigación.

Firma del Participante: _____

I.D: _____

Fecha: _____



Appendix 6: Pretest

Code:		
Course: English III Credits System		
Group: 14		
Age: 23		
Date: April 10 th 2019		
Test time limit: 1 one hour		
Final score: 30 marks		
Please circle your sex:	<input checked="" type="radio"/> Male	Female

General Instructions: the following test is structured to analyze the knowledge you have regarding English Idioms. This test has been divided in 5 sections, which represent idioms used in 5 different contexts. Make sure to read each instruction along the test and to answer the questions. Remember during the test you are not allowed to use any device or dictionary, or even look at your classmates' test. So, make sure to concentrate on your own paper and to be honest with your responses. Good luck!

Time limit: 1 (one hour and thirty minutes)

Section 1: Social Status Idioms. 1 / 6 marks (1 point each)

Instruction: Combine the words to make 6 idiom expressions.

a) airs / giving / and / don't / grace / yourself	don't giving airs and grace yourself X
b) of/society/ a/ pillar	a pillar of society a pillar of society X
c) himself/name/ a/ of / make	a make himself of name X
d) up /his /on /way	his up on way X
e) anybody/ is/anybody / who	who anybody is anybody X
f) profile /low/a/ keep	a Keep low profile X



Section 2: Conversational-Responses Idioms. 3 / 6 marks (1 point each)

Instruction: Complete these dialogues with the appropriate idiom from the following list:

List of Idioms

- No such luck!
- Get a life
- There's nothing to it
- It's a small world
- It's neither here nor there
- You can say that again!

Dialogues:

1. A: I love to play video games every day!
B: Get a life
2. A: Did you get that new job position at the university?
B: No such luck
3. A: We think that she is the best doctor in this hospital.
B: You can say that again!
4. A: I don't understand how you can ride a motorcycle that fast.
B: It's neither here nor there
5. A: What do you think was the reason they broke up?
B: There's nothing to it
6. A: Her girlfriend was in the same club we went last weekend.
B: It's a small world

Section 3: Money Idioms. 4 / 8 marks (1 point each)

Instruction: Match each idiom on the left with its definition on the right.

1. be on the breadline	<u>e</u>	a. be a successful way of making money
2. paying the price for	<u>K</u>	b. pay a lot of money
3. spend money like water	<u>i</u>	c. be very poor.
4. make a killing	<u>L</u>	d. earn a lot of money easily.
5. be a money spinner	<u>K</u>	e. spend too much without thinking
6. cost a small fortune	<u>a</u>	f. spend less money than before.
7. pay though the nose	<u>b</u>	g. a lot of money.
8. tighten your belt	<u>J</u>	h. experiencing the unpleasant consequences



Section 4: Life and Experience: Proverbs. 2 / 5 marks (1 point each)

Instruction: What proverbs could you use in these situations? Use the appropriate proverb from the box to complete each situation. Only one answer is possible for each situation.

- a. Too many cooks spoil the broth.
- b. People who live in glass houses should not throw stones.
- c. A bird in the hand is worth two in the bush.
- d. It is not good crying over split milk.
- e. Absence makes the heart grow fonder.
- f. Blood is thicker than water.
- g. Take care of the pennies and the pounds will take care of themselves.
- h. Birds of a feather flock together.
- i. Many hands make light work.
- j. All work and no play makes Jack a dull boy.

Situation 1: Your sister's boyfriend is very sad and angry because he scratched his brand new car by the wall. You say: "Don't make such a fuss. It is not good crying over split milk."

Situation 2: A friend thinks that she will not get a job because the boss's nephew is interested in the same position. You agree and response "A bird in the hand is worth two in the bush"

Situation 3: Your brother is thinking about resigning from a not very well paid job in order to spend time looking for something better. You think that it is kind of risky for your brother leaving his current job, and you say "Too many cooks spoil the broth."

Situation 4: You have an important meeting in your house in 30 minutes, but your house is a complete disaster and you don't know how to clean it on your own. In that moment, your brothers come to help you clean the house, and one of them says "Many hands make light work." After hearing that, you were able to clean the house really fast.

Situation 5: The other day your best friend told you she found a guy that made her laugh a lot. She also noticed that he guy has a lot of similar characteristics as hers. For example, both like eating pizza, singing in karaoke bars, doing exercise, studying hard, etc. Then, after listening to that amazing story you say to your friend "Absence makes the heart grow fonder." She immediately realizes she has many things in common with the boy she dated.



3

Section 5: Clothes Idioms. _____ / 5 marks (1 point each)

Instruction: Rewrite the underlined part of each sentence with an idiom from the box.

A) take my hat off.	B) at the drop of a hat	C) dig deep in the pocket
D) have it in the bag	E) bored the pants off	

1. If you need any help, just call. The assistant will come without any delay and will help you.

Rewrite the underlined part here: at the drop of a hat

2. Juan had to spend a lot of money on his children's education last month.

Rewrite the underlined part here: have it in the bag

3. The job interview went very well. I am very sure I succeed.

Rewrite the underlined part here: dig deep in the pocket

4. Professor Jose makes everyone sleep during the class. He is a really old fashion man.

Rewrite the underlined part here: bored the pants off

5. Tania is a really nice person. She studies and works really hard every day. I really admire her

capacity to do both things at the time.

Rewrite the underlined part here: take my hat off

Score Performance Results Peer Section

SECTIONS	POINTS PEER SECTION
Section 1	6
Section 2	6
Section 3	8
Section 4	5
Section 5	5
TOTAL	30

Obtained by the Participant Peer Section

SECTIONS	POINTS OBTAINED PEER SECTION
Section 1	1
Section 2	3
Section 3	4
Section 4	2
Section 5	3
TOTAL	13

FINAL SCORE 13 / 30



Appendix 7: Schedule

DATES	ACTIVITY	TIME
APRIL 8 th , 2019.	Meeting with the Students: Information regarding the Study.	18:00 to 19:00
APRIL 10 th , 2019.	Pretest	18:00 to 19:30
APRIL 11 th , 2019.	Short Presentation about idioms. Activities and Games used to make students familiar with the idioms.	18:00 to 20:00
APRIL 17 th , 2019.	Unit 1: First Part of the study: activities and practice.	18:00 to 20:00
APRIL 25 th , 2019.	Unit 1: Second Part of the study: activities and practice. Reinforcement	18:00 to 20:00
May 2 nd , 2019.	Unit 1: End of unit 1, test, and class activities (30 min). Unit 2: First part of the study: activities and practice.	18:00 to 20:00
May 9 th , 2019.	Unit 2: Second Part of the study: activities and practice.	18:00 to 20:00
MIDTERM-EXAMS MAY 15 th to MAY 23 th		
STUDENTS WEEK MAY 27 TH to MAY 31 st		
(During this week, students agree to continue with the intervention)		
May 28 th , 2019.	Unit 2: End of unit 2, test, and class activities (30 min).	16:00 to 18:00
May 29 th , 2019.	Unit 3: First part of the study: activities and practice.	16:00 to 18:00
May 30 th , 2019.	Unit 3: Second Part of the study: activities and practice. End of unit 3, test, and class activities (30 min).	16:00 to 18:00
June 3 rd , 2019.	Units 1, 2, and 3 review.	18:00 to 20:00



	Class activities	
June 5 th , 2019.	Unit 4: First part of the study: activities and practice.	18:00 to 20:00
June 6 th , 2019.	Unit 4: Second part of the study: activities and practice, and reinforcement	18:00 to 20:00
June 10 th , 2019.	Unit 4: End of unit 4, test, and class activities (30 min). Unit 5: First part of the study: activities and practice.	18:00 to 20:00
June 10 th , 2019.	Unit 5: Second part of the study: activities and practice, and reinforcement	18:00 to 20:00
June 12 th , 2019.	Unit 5: End of unit 5, test, and class activities (30 min).	18:00 to 20:00
June 13 th , 2019.	Review of all Units: 1, 2, 3, 4, and 5.	18:00 to 20:00
June 17 th , 2019.	Posttest	18:00 to 19:30



Appendix 8: Online Unit Test

19/6/2019

Test: Unit 3: Social status, human relationships, probability, and luck | Quizlet

Quizlet

NAME _____

100%

2 Written questions

1. become a well-known person

CORRECT

✓ make a name of himself

2. keep in contact with

CORRECT

✓ keep in touch with someone

2 Matching questions

1. don't push your luck

CORRECT

✓ A. don't try too hard to get what you want and risk losing what you have achieved

A. don't try too hard to get what you want and risk losing what you have achieved

B. a respectable and respected member of society

2. a pillar of society

CORRECT

✓ B. a respectable and respected member of society

2 Multiple choice questions

1. people who have no home, no money and no job

A. a pillar of society

B. ✓ down and outs

C. don't push your luck

D. just my luck!

2. you are unlucky

A. down and outs

B. keep a low profile

C. keep in touch with someone

D. ✓ just my luck!

2 True/False questions

1. be unnoticed → keep a low profile

CORRECT

✓ True

<https://quizlet.com/410981488/test>

1/2



19/6/2019

Test: Unit 3: Social status, human relationships, probability, and luck | Quizlet

2. what someone wants to happen → make a name of himself

CORRECT

✓ False

It should be → you should be so lucky



Appendix 9: Lesson Plan Model

Direct Instruction Model -ENGLISH		Teacher: Patricia Galarza O.		
		School: ULI Univ. Cuenca		
Subject: English Credits 3A Date: November 17, 2016 Block: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Semester: <input checked="" type="checkbox"/> S1 <input type="checkbox"/> S2	Students will engage in: <input checked="" type="checkbox"/> independent activities <input checked="" type="checkbox"/> cooperative learning <input type="checkbox"/> peer tutoring <input type="checkbox"/> visuals <input type="checkbox"/> simulations	<input type="checkbox"/> pairing <input type="checkbox"/> hands-on <input type="checkbox"/> whole group instruction <input type="checkbox"/> technology integration <input type="checkbox"/> a project <input type="checkbox"/> Other:		
Standards/Objective Met: Talk about cultural topics that will lead students to develop their Oral Communicative Competence				
Time	Procedures Followed:	Materials/Text References		
5 Minutes	Class Starter: <u>Video</u> A short video on Customs and Traditions on U.S. Thanksgiving	Computer Projector youtube		
10 Minutes	Review of Previously Learned Material/ Lesson Connections: Review: Thanksgiving Lexical Contents	Hand-outs		
10 Minutes	Statement of Objectives: Talk about the most important facts about Thanksgiving Celebration	—		
10 Minutes	Literature—New material: Speaking: Conversation about the video	Guided Practice Teacher—Student Interaction Group work conversation share facts	Info. from previous videos	
10 Minutes	Grammar—New Material Reading Content-based	Guided Practice Teacher gives instructions for task	Independent Practice students read & do exercises	Hand outs
25 Minutes	Writing—New Material Speaking	Guided Practice T's – SS. Interaction	Independent Practice oral presentation on content ss. practice	Posters whiteboard
10 Minutes	Lesson Review/Reteach: T asked ss questions to check their understanding & give feedback & evaluation	Present Closure		
Homework Given: SS will watch another video online on Thanksgiving on the History. SS need to be ready to share their understanding next class				
Teacher Notes: T = Teacher SS = students. Patricia Galarza				

Patricia's Galarza Lesson Plan



Appendix 10: Interview Informed Consent

UNIVERSIDAD DE CUENCA



MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA - COHORTE II

CONSENTIMIENTO INFORMADO DE PARTICIPACIÓN

Título de la Investigación:

Learning Idioms Through the Multimodal Approach: A Quasi-experimental Study at Universidad de Cuenca

Estimado participante,

El propósito de la presente investigación consiste en analizar los efectos del Enfoque Multimodal en el aprendizaje de Modismos en Inglés mediante el uso de diferentes recursos tecnológicos que mejoran la comprensión, interacción, adquisición y la práctica de los Modismos en Ingles. Para esta investigación, se ha visto la necesidad de que los participantes sean los estudiantes matriculados en el grupo 14 de la Facultad de Filosofía de la asignatura Ingles 3 del Sistema de Créditos.

Por lo antes descrito, solicito su participación voluntaria en esta entrevista que tiene como objetivo analizar las percepciones que usted tuvo sobre el uso del Enfoque Multimodal para aprender frases idiomáticas en Inglés, así como también las actividades utilizadas dentro de clases. Su participación e información personal serán anónimas.



CONSENTIMIENTO DEL PARTICIPANTE

Yo, _____, estudiante de la asignatura Inglés III del Sistema de Créditos, grupo 14, he leído esta información y por tanto estoy de acuerdo en participar dentro de la entrevista.

Firma del Participante: _____

I.D: _____

Fecha: _____



Appendix 11: Interview Transcripts

PARTICIPANT 1

CODE: Participant 1

Researcher: Pregunta 1, ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera practica? Si / No ¿Por qué ?

Participant 1: Respuesta 1: Realmente este aprendizaje que hemos tenido con las frases, no, es muy importante; ya que hemos aprendido algunas palabras nuevas e incluso frases, que a un principio a leerlas pareciera decirnos significado, pero total, significa otro diferente a que uno se piensa entonces. Para mí me parece algo muy interesante y algo muy chévere conocerse ese tipo de frases o modismos que se utilicen en aquel país interesante

Researcher: Okay entonces éste su propia respuesta se considera entonces que el enfoque multimodal que se utilizó le ayudó a entender esta frase es verdad?

Participant 1: exactamente

Researcher: perfecto, pregunta 2: Cómo se sintió usted al momento de aprender frases idiomáticas en inglés mediante el uso del enfoque multimodal lo considera un enfoque enriquecedor sí o no y porque

Researcher: Pregunta 2. ¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?

Participant 1: Respuesta 2: sí, realmente un recurso enriquecedor. Es muy importante, como lo dije, ya que hemos aprendido muchísimas cosas no. Además decir que al inicio que estábamos viendo este tipo de frases, parecía un poco complicadas de entender las; pero al momento que no se va practicando y se va practicando, aprendiendo y sobre todo es algo enriquecedor; se va aprendiendo y aquellas palabras o frases que se puede utilizar en aquel país.

Researcher: Okay



Researcher: **Pregunta 3:** durante el aprendizaje de frases idiomáticas en Ingles. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?

Participant 1: Respuesta 3: Sí, realmente muy, muy participativa por muchos estudiantes realmente buenas; ya que aparte de interactuar con el profesor, hemos interactuado mediante en las páginas de internet; mediante un algunos recursos como son juegos muy divertidos en las clases; entonces realmente, muy interesante y sobre todo muy interactiva las clases, me parece bien

Researcher: **Pregunta 4:** de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?

Participant 1: Respuesta 4: La favorita para mí se podría decir que fue a Piece of cake, no, es una de las frases que realmente se utiliza en Ecuador poco parecidas al momento de decir algo como que, es tan fácil eso, es algo muy fácil de hacerlo; entonces me pareció muy llamativo y a la vez interesante saber este tipo de frases

Researcher: Pero la pregunta decía que de las actividades, no de las frases, de todas las actividades presentadas en este aprendizaje, no, Cuál fue su favorita? las actividades que hemos realizado por ejemplo, en Quizlet tuvimos las machín, tuvimos competition, o con los cells.

Participant 1: Ah, ya, si estas actividades, fueron, las competitions, fueron interesantes al saber que muchos estudiantes estamos entre nosotros mismo compitiendo, y saber qué persona utiliza tal frase, entonces nos ayuda nosotros únicamente aprender más así nos equivoquemos pero igual; incluso estamos aprendiendo más y más y sabe que muchos de mis compañeros estamos involucrados en este mismo juego es muy importante conocer de manera mejor.

Researcher: muy bien

Researcher: **Pregunta 5:** finalmente, 5, durante el estudio del idioma inglés como lengua extranjera, ¿considera ud que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?

Participant 1: Respuesta 5: Yo pienso que sí es muy importante ese tipo de aprendizaje; puesto que el idioma inglés es un idioma muy importante a nivel mundial y qué mejor



saberlo las frases más utilizadas en Estados Unidos; cómo decirlo jergas que se utilizan; entonces me parece muy interesante conocer aparte de conocer un poco del idioma inglés conocer un poco de sus frases lo que se utiliza ya las frases

Researcher: y cuál fue su favorita de todas las aprendido?

Participant 1: a piece of cake, a small world, y muchas más

Researcher: Muchísimas gracias.

PARTICIPANT 2

CODE: Participant 2

Researcher: **Pregunta 1, ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera practica? Si / No ¿Por qué ?**

Participant 2: Respuesta 1: Yo Considero que sí ya que el transcurso de las clases con las actividades que pudimos hacer, creo que mi memoria trabajar mejor manera; o sea no era una clase completamente aburrido, sino una clase completamente dinámica que ayudaba a comprender de mejor manera; no como las actividades de aprenderse la memoria sino era poco a poco las actividades diarias que estaba yo viviendo; cosas que yo hacía me daba cuenta y lo asociaba.

Researcher: **Pregunta 2. ¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?**

Participant 2: Respuesta 2: sí lo considero que es un enfoque muy enriquecedor, ya que reiteró fue dinámico y creo que lo que al ser dinámico, hace que nuestro cerebro vaya interactuando de distinta manera, y las cosas no se quedan porque uno las obliga; sino se quedan porque poco a poco lo vamos comprendiendo y entendamos el significado basado en el conocimiento previo que habíamos tenido.

Researcher: **Pregunta 3, durante el aprendizaje de frases idiomáticas en Ingles. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?**



Participant 2: Respuesta 3: yo creo que sí fueron bastante interactivas, ya que están primeramente nos ayudó a entender y comprender los idioms, pero al mismo tiempo nos ayuda a tener una buena comunicación con los compañeros, y trabajar en grupo, y así pudimos hacer ciertas cosas que nos ayudaron a entender mejor.

Researcher: **Pregunta 4: de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?**

Participant 2: Respuesta 4: bueno yo puedo decir de que la plataforma me gusto fue la de Quizlet, ya que ya tenían muchas actividades en las cuales yo podía jugar e interactuar y era una manera muy dinámica para aprender.

Researcher: **Pregunta 5: finalmente, 5, durante el estudio del idioma inglés como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?**

Participant 2: Respuesta 5: Bueno yo considero que si es muy Importante, ya que nos encontramos aprendiendo un idioma que es globalizado y que la mayoría de personas deberíamos de saber; y cuando salgamos a la vida real, muchas personas nativas del idioma van a utilizar estos, estas frases entonces creo que vamos a poder comprender de mejor manera; y aparte muchos de estos frase que yo pude ver he visto y escuchado en series, así que pude comprender y puedo darme cuenta de que son muy necesarias

Researcher: recuerda alguna que sea su favorita?

Participant 2: creo que sí, creo que heavy going fue muy interesante más que nada **siento que se escucha muy bien cuando lo podemos decir.**

Researcher: tiene alguna alguna otra frase que le haya gustado

Participant 2: si creo que a piece of cake, creo que es muy interesante por el hecho que literalmente traduce al español como algo fácil; algo que nosotros decimos;creo que en español sería una pieza fácil; creo que es una frase que yo la relacionaba con algo que diariamente yo lo laboreo.



PARTICIPANT 3

CODE: Participant 3

Researcher: **Pregunta 1, ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera practica? Si / No ¿Por qué ?**

Participant 3: Respuesta 1: Bueno me pareció una muy buena idea, muy interactiva con los estudiantes nunca nunca antes había visto este tipo de aprendizaje; fue muy útil y me permitió aprender mucho y se me hizo mas fácil aprender.

Researcher: **Pregunta 2. ¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?**

Participant 3: Respuesta 2: haber, el sentirme bien es muy enriquecedor porque puedo interactuar desde de mi casa no me aburre ni nada sino sólo quiero practicar y ya y es muy dinámico.

Researcher: entonces es decir que este enfoque fue muy dinámico y enriquecedor para usted?

Participant 3:: si

Researcher: pudo entender frases de una manera más sencilla

Participant 3:: sí, fue muy enriquecedor

Researcher: **Pregunta 3, durante el aprendizaje de frases idiomáticas en Ingles. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?**

Participant 3: Respuesta 3: Sí fueron muy interactivas, porque nos permitió eh, no sólo estar sentados sino movernos dentro del curso y si no nos vemos en el curso y así se las activamos más ya nos estamos solo sentados y aburridos.

Researcher: es decir que usted estuvo en todo momento participando, moviéndose de un lado a otro dependiendo de la actividad realizada por el investigador



Participant 3: claro fue muy dinámico y divertido

Researcher: **Pregunta 4:** de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?

Participant 3: Respuesta 4: Mi favorita fue la del código QR, porque me gustaba así buscar por los diferentes lugares del aula y también nos permitió leer códigos con el celular y ocupar varios medios de aprendizaje:

Researcher: **Pregunta 5:** finalmente, 5, durante el estudio del idioma ingles como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?

Participant 3: Respuestas 5: o sea si es muy importante porque nos permite se la conversación no sea tan formal; y ya si tuviéramos que irnos al extranjero no se usara solo las frases típicas que son sino ya unas diferentes

Researcher: unas frases un poco más cotidianas, no cierto?

Participant 3: claro, ya mas informales no tan formales o académicas.

Researcher: tiene alguna frase o frases que le hayan gustado:

Participant 3: si, me gustaba thanks a million, esa me gusto mucho, tambien cost a small fortune, y tambien, don't make me laugh, esa ya la utilizo con mis amigos, cuando hablan cosas extrañas.

Researcher: thank you very much.

PARTICIPANT 4

CODE: Participant 4

Researcher: **Pregunta 1,** ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera práctica? Si / No ¿Por qué ?



Participant 4: Respuesta 1: Sí porque si piensa que me ayuda muchísimo porque realmente todas las actividades que hicimos, pero bastante dinámicas tanto prácticas; lo que hacía que nunca nos aburriremos, digamos que es una manera de aprender súper divertida y útil

Researcher: **Pregunta 2.** ¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?

Participant 4: Respuesta 2: Sí, creo que es un enfoque enriquecedor, porque también repites las frases los idioms en diferentes actividades, entonces es un refuerzo para tu conocimiento. Me sentí feliz al momento de aprender estas frases porque era divertido

Researcher: **Pregunta 3,** durante el aprendizaje de frases idiomáticas en Ingles. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?

Participant 4: Respuesta 3: sí, fueron lo suficientemente interactivas, porque en cada clase había una actividad diferente utilizando bastantes métodos diferentes como kahoot, como todos esos, y también realizamos grupos que permitía competir o trabajos individuales.

Researcher: **Pregunta 4:** de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?

Participant 4: Respuesta 4: Me gusta bastante kahoot porque era bastante competitivo

Researcher: kahoot, le encantó kahoot?

Participant 4: si, nunca había oído de esa plataforma ni nada,

Researcher: interactiva en la que iba compitiendo con equipos e incluso individual, verdad?

Participant 4: si, o sea era chévere, porque se hacían equipos, la primera vez que jugábamos no sabíamos como funcionaba, y usted nos hizo adivinar cómo funcionaba, y fue súper chévere.



Researcher: **Pregunta 5:** finalmente, 5, durante el estudio del idioma inglés como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?

Participant 4: Respuesta 5: creo que es bastante Importante, porque a diferencia de otras cosas, no, ósea no tienen una traducción exacta y si no sabes los idioms, lo que significan, y los aprendes en clases de inglés u otros lados, no vas a saber cuando escuches esas frases que van a utilizar la gente allá, si vas algún rato.

Researcher: osea, usted considera que estas son importante para comunicarnos.

Participant 4: claro, para poder entender estos idioms cuando alguien habla

Researcher: es un lenguaje coloquial?

Participant 4: si

Researcher: usted tiene algún idiom o idioms que sean favoritos para usted?

Participant 4: ósea me gustaron bastante los refranes del ultimo, también me gusto a piece of cake, don't make laugh, esas me gustaron bastante.

Researcher: ok muchísimas gracias

PARTICIPANT 5

CODE: Participant 5

Researcher: **Pregunta 1,** ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera practica? Si / No ¿Por qué ?

Participant 5: Respuesta 1: Sí la verdad es que, dentro de estas frases idiomáticas, considero que el modelo de aprendizaje y todo lo que es, en sí el, y las clases interactivas durante el curso han sido bastante enriquecedoras a la hora de aprender sobre, cómo se llaman, idioms, y también lo último que vimos los proverbs. Y eso se pueden utilizar dentro de bastantes contextos, dentro un aprendizaje usted del inglés, realmente.



Researcher: entonces usted considera que este enfoque le ayudó a aprender estos idioms:

Participant 5: sí, efectivamente.

Researcher: **Pregunta 2.** ¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?

Participant 5: Respuesta 2: Pero como dije antes, lo considero enriquecedor porque nos muestra frases típicas, dentro de nuestro idioma, pero dentro de, es un poco cultural, cambian un poco las palabras pero viene a ser casi lo mismo. Y entonces lo considera enriquecedor porque a la hora de tu te toque convivir en Estados Unidos o Inglaterra puedes utilizar estas frases como, dentro de muchos enfoques y muchas conversaciones, de forma que no no estés hablando solo, o sea con la típica, como el típico aprendizaje que es solo gramática. Estas frases como que son bastante útiles en diferentes aspectos dentro de una conversación

Researcher: **Pregunta 3,** durante el aprendizaje de frases idiomáticas en Ingles. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?

Participant 5: Respuesta 3: si, la verdad sí las considero que fueron interactivas, por que no hacían lo que es competir. Y de esa forma tú te ibas familiarizando mejor con las con las frases y sus significados y de esta forma, o sea yo creo que fue una una buena forma de aprendizaje porque compitiendo y asimilando, de esta forma sí, creo que el aprendizaje si fue más ameno y enriquecedor.

Researcher: **Pregunta 4:** de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?

Participant 5: Respuesta 4: la actividad favorita, dentro del Quizlet, los quizlet live que hacíamos, en donde nos dividimos en grupos y tenías que ir avanzando, y relacionando los idioms y sus significados, creo que eran las más competitivas y divertidas para mi.



Researcher: **Pregunta 5:** finalmente, 5, durante el estudio del idioma inglés como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?

Participant 5: Respuesta 5: Bueno, si, claro, claramente es importante porque como lo mencione anteriormente estas frases idiomáticas, nos pueden ayudar, en ciertos aspectos dentro de una conversación o algún contexto lingüístico; algún hecho en sí, porque considero que a parte de estas habría que aprender muchas más porque son bastante importantes para el aprendizaje de esta lengua extranjera y nos ayuda a poder actuar o a poder responder en varios, varias situaciones; situaciones que se nos presente dentro de una conversación o contexto.

Researcher: cuál o cuáles fueron sus frases favoritas?

Participant 5: ehh, makes your mouth water, get a life, también puede ser piece of cake, y también de las últimas, las de white collar workers.

Researcher: muchísimas gracias por su ayuda.

PARTICIPANT 6

CODE: Participant 6

Researcher: **Pregunta 1,** ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera práctica? Si / No ¿Por qué ?

Participant 6: Respuesta 1: Bueno respecto al enfoque multimodal yo pienso que sí particularmente a mí se me ha ayudado bastante. Ha sido bastante Dinámico interactivo; ha hecho que las clases no sean de una manera tradicional, como siempre han venido haciendo, sino han sido más interesantes y aún más en inglés; que a mí me resulta un poco difícil. Entonces para mí sí fueron muy interesantes y también me motivó y me ayudó a aprender frases idiomáticas en inglés.

Researcher: **Pregunta 2.** ¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?



Participant 6: Respuesta 2: Bueno, yo me sentí al comienzo un poco nerviosa porque no sabía; yo tengo mucha dificultad en inglés y me daba miedo. Entonces, pero a menudo que iba pasando el tiempo, me fue pareciendo bien, me gustó lo que se iba haciendo; algunas actividades y también fue muy enriquecedor porque hacía que yo mismo me prepare, estudie para para poder cumplir las actividades, para que pueda entender en sí lo que son los idioms.

Researcher: **Pregunta 3, durante el aprendizaje de frases idiomáticas en Ingles. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?**

Participant 6: Respuesta 3: Yo creo que para mí parecer sí fueron interactivas al comienzo; **al final un poco un poco menos**, pero al comienzo si fueron muy interactivas, muy dinámicas, y nos hizo trabajar en grupo. Si eso me pareció muy muy bueno ya que todos tenían en parte responsabilidad; todos tenían que prepararse; todos tenían que estar listos y eso eso me gustó bastante; y las demás actividades también también fueron muy buenas y lo suficientemente fueron suficiente interactivas y me gustaron.

Researcher: **Pregunta 4: de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?**

Participant 6: Respuesta 4: Las actividades que más me gustaron más me llamaron la atención para las que se utilizarán a través de la herramienta Quizlet, ya que eso me permite a mí en cualquier parte así no, esté aquí dentro de clases de revisarlas y poder y viendo su significado, ir aprendiendo más entonces, y no era solamente una actividad que venía y sino venían incluido mucho más y eso eso eso me gustaba; porque en cierta forma practicaba y ya te conocía más y aprendía, para el momento de la clase.

Researcher: y dentro de Quizlet, cuál fue su actividad preferida? por ejemplo fue playing online fue completing, fue listening, cuál fue su favorita?

Participant 6:: Fue matching, porque era como un reto, porque tenía que ir enlazando y tenía que conocer el significado de cada uno, entonces eso me gusto mucho.

Researcher: **Pregunta 5: finalmente, 5, durante el estudio del idioma ingles como lengua extranjera, ¿considera ud que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?**



Participant 6: Respuesta 5: Yo creo que sí es importante en cierta parte porque nos ayuda a aumentar el léxico y cuando se está conversando dentro de su grupo de amigos o dentro de la familia sabe que, que, frases utilizan en español también en español sabemos pero en inglés A veces no no no podemos decir porque no sabemos no conocemos, o sino traducimos malo ponemos de otras palabras que no que no son que no son dentro del idiom y yo entonces me parece muy importante en esa parte y también Al momento de conversar con otras personas

Researcher: en diferentes contextos?

Participant 6: si.

Researcher: y finalmente cuáles fueron sus ideas o cuál fue su idea favorito de toda la familia Todos los aprendidos a lo largo del estudio

Participant 6: A mí me gustaron más los últimos. Si los últimos porque como ya mencionaba en una conversación, entonces es bonito chévere poder decir el idiom cuando se presta en alguna conversación, entonces a mí eso me llamaron mucho la atención.

Researcher: Perfecto, muchísimas gracias.

PARTICIPANT 7

CODE: Participant 7

Researcher: **Pregunta 1, ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera practica? Si / No ¿Por qué ?**

Participant 7: Respuesta 1: Sí porque cuando hacíamos competencias, todo el curso se unía para dar lo mejor de sí y poder ya sea ganar, y obtener los puntos, o al menos divertirse; y también aprender es uno de los objetivos principales en cualquier tipo de enseñanza; y es súper súper importante interactuar con nuestros compañeros para podernos desenvolver adecuadamente.

Researcher: **Pregunta 2. ¿Como se sintió al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?**



Participant 7: Porque no solamente fue una aplicación sino que todos fuimos lo mejor de mí de nosotros estudiando, aprendiéndonos las frases, como emplearlo en la vida cotidiana.

Researcher: Y usted cómo se sintió al momento de aprender estas frases? Cómo se sintió usted personalmente?

Participant 7: muy bien porque es como que algo nuevo y me puede servir para mí para mi futuro para mi vida profesional

Researcher: y fue enriquecedor para usted?

Participant 7: sí, muy enriquecedor.

Researcher: **Pregunta 3, durante el aprendizaje de frases idiomáticas en Inglés. ¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?**

Participant 7: Respuesta 3: Sí porque como ya le había dicho, nosotros como que no sabíamos quién a veces era nuestro grupo, pero dábamos lo mejor de nosotros mismos, para poder superarnos, para poder aprender más idiom; también

Researcher: cómo se sintió al utilizar estas actividades?

Participant 7: muy bien, porque así conocía más compañeros, interactúe con ellos; creo que hasta formamos un lazo de amistad grande aquí en este en este curso.

Researcher: **Pregunta 4: de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Inglés a través del enfoque multimodal ¿cuál fue su favorita y por qué?**

Participant 7: Respuesta 4: El concurso de la actividad de emparejar las frases con los significados.

Researcher: El matching?

Participant 7: eso porque como que a veces me confundía pero como que intentaba arreglarlo y así sacar el mejor puntaje y superar cada vez más mi record.



Researcher: el matching le ayudó a reconocer idioms de una manera mas practica:

Participant 7: si

Researcher: **Pregunta 5: finalmente, 5, durante el estudio del idioma ingles como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?**

Participant 7: Pregunta 5: sí porque tal vez en un futuro no muy lejano lo pueda utilizar; ya sea cuando esté haciendo una maestría, o cuando esté fuera del país. Esto tal vez lo puedo utilizar de una manera práctica, y que mi conversación con alguna otra persona no sea tan seca, se podría decir nada, no tan fluido.

Researcher: usted dice que estas frases dan mas vida, mas realce a las conversaciones.

Participant 7: más realce a las conversaciones, y pueda aplicarlas en diferentes contextos. Tal vez pueda que mis compañeros hablen en inglés y yo me quiera comunicar con ellos; entonces se me haría muy importante utilizar los idioms en estas conversaciones.

Researcher: tiene alguna frase o frases, que le hayan gustado de las que estudiamos?

Participant 7: Así algunas, por ejemplo a pillar of society, a small world, keep a low profile, don't talk shop.

Researcher: cuál fue su favorita?

Participant 7: a pillar of society.

Researcher: muchas gracias por su ayuda

PARTICIPANT 8

CODE: Participant 8

Researcher: **Pregunta 1, ¿Considera usted que el Enfoque Multimodal utilizado para el aprendizaje de frases idiomáticas en Ingles le ayudo a entender, interactuar, y aprender de una manera practica? Si / No ¿Por qué ?**



Participant 8: Respuesta 1: Yo pienso que sí fue de gran utilidad, porque con este enfoque tuvimos varias como vías de aprendizaje; o sea no sólo un camino para aprender sino distintos caminos y entonces era interesante y nos mantenía siempre alertas ahí estudiando y era importante también porque se utilizaba mucho la práctica. **Entonces cuando uno practica, es cuando menos se va a olvidar lo que está realmente aprendiendo**

Researcher: **Pregunta 2.** **¿Como se sintió usted al momento de aprender frases idiomáticas en Ingles mediante el uso del enfoque multimodal? ¿Lo considera un enfoque enriquecedor? ¿Si, No, por qué ?**

Participant 8: Respuesta 2: Muy bien realmente estoy muy entretenido y era chévere aprender de esa manera o no se mantiene siempre entusiasman las clases con ganas de participar y participar en las diferentes actividades

Researcher: y lo considera usted un enfoque enriquecedor?

Participant 8: Sí porque, bueno yo que soy estudiante de filosofía, para mí es importante como futura docente que voy a hacer; por ejemplo tengo una **nueva como metodología por así decir** que podría aplicar en las futuras clases; porque como yo aprendí realmente me gustó. **Y tal vez eso me gustaría en un futuro aplicarán a quienes fueron los estudiantes.**

Researcher: **Pregunta 3,** durante el aprendizaje de frases idiomáticas en Ingles. **¿Cree usted que las actividades utilizadas dentro del enfoque Multimodal fueron lo suficientemente interactivas? Si/No ¿Por qué ?**

Participant 8: Respuesta 3: Fueron muy interactivas, porque siempre estuvimos como que participando en diferentes competencias y trabajando en equipo, y conviviendo con nuestros compañeros y aprendiendo unos de los otros.

Researcher: **Pregunta 4:** de todas las actividades presentadas a lo largo del aprendizaje de frases idiomáticas en Ingles a través del enfoque multimodal ¿cuál fue su favorita y por qué?

Participant 8: Respuesta 4: A mi me gustó la cuando teníamos que buscar diferentes códigos QR Y averiguar cuál era el correcto; y me gustó porque era, de buscar diferentes cosas y a veces acordarse que es lo que estábamos buscando, ir por un lado, por otro y era muy entretenido.



Researcher: claro porque usted con él QR code prácticamente identificando si era una definición de o solo era una frase y tenía que ir completando.

Researcher: **Pregunta 5: finalmente, 5, durante el estudio del idioma inglés como lengua extranjera, ¿considera Ud. que el aprendizaje de sus frases idiomáticas es importante? Si/No ¿Por qué ?**

Participant 8: Respuesta 5: Yo pienso que sí, porque en inglés también podemos hablar de una manera, digamos más coloquial, sería, entonces, informal entre amigos entonces eso es para mí es súper importante; porque cuando estamos con amigos, creo que es chévere tratarse con confianza, entonces son frases que podemos utilizar con personas de confianza. Entonces me gustaría aplicarlas en diferentes contextos.

Researcher: y de todas las frases aprendidas puedes mencionar algunas o alguna que más te haya gustado?

Participant 8: Las que mas gustaron fueron how time flies, the more the merrier, thanks a million, a pillar of society, y make a killing.

Researcher: muchisimas gracias por su tiempo.



Appendix 12: Permission from the Language Institute of the Universidad de Cuenca

