SPECIFICS OF FOREIGN LANGUAGE MULTIMODAL LESSON PLANNING BASED ON DIVERSE STUDENT LEARNING STYLES IN HIGHER EDUCATION SETTINGS

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Abstract: In the modern higher education landscape, the "one-size-fits-all" approach to instruction is increasingly ineffective due to the diverse cognitive and sensory preferences of students. This study addresses the necessity of integrating multimodal planning into foreign language teaching to accommodate various learning styles, specifically focusing on the VARK model (Visual, Auditory, Reading/Writing, and Kinesthetic). The research goal is to theoretically substantiate and experimentally verify a technology for multimodal lesson planning that optimizes engagement and skill acquisition.

Keywords: learning style, VARK model, multimodal instruction, technological map of a multimodal lesson.

Learning styles are theoretical frameworks that categorise the unique ways in which we perceive and process information. They signify the various methods and techniques people use to understand, interpret, and remember things. Essentially, these styles represent the diverse learning preferences, behaviours, and tactics that individuals exhibit when interacting with new knowledge or skills.

Learning styles are the methods that people use to understand and remember information. They are typically preferential, based on the individual and how they best interact with and retain information. There are several models of learning styles, but the most widely used is the VARK model, which identifies four main types of learning styles: visual, auditory, reading/writing, and kinesthetic. A kinesthetic learner thrives on hands-on experiences and prefers to learn through physical activities and practical engagement; this is closely related to tactile learning, which emphasizes touch, manipulation of objects, and other hands-on activities.

There are several types of learning styles, including:

Visual learners: These students prefer to process information through visual stimuli, such as diagrams, charts, graphs, videos, and other visual aids. They thrive when information is presented in a way that they can see and visualize. Using visual representations, such as interactive whiteboards and displays, can further enhance understanding for visual learners.

Auditory learners: These learners grasp information best through listening. To accommodate auditory learners, incorporate verbal activities such as lectures, discussions, podcasts, and oral communication. Providing verbal explanations and verbal instructions is essential to support these students, as they often excel in environments where they can engage in verbal communication.

Reading/writing learners: These learners prefer to engage with information through written materials. Accommodating these learners can take many forms, such as silent reading, browsing, and reflective writing. They excel with reading assignments, writing tasks, note-taking, and textual explanations. They often find comfort in expressing their understanding through writing.

Kinaesthetic learners (tactile learners): These students learn best through hands-on experiences and physical activities. Adapting teaching methods to engage kinaesthetic learners

involves incorporating hands-on activities, discussions, and physical participation. They enjoy experiments, role-playing, and interactive lessons that allow them to engage physically with the material.

To differentiate content, the teacher can provide students with options for acquiring knowledge, such as reading materials, videos, or interactive websites. Adjust the process by varying the activities, allowing students to choose their preferred method of demonstrating understanding. This can include presentations, written assignments, or even artistic representations. Lastly, adapt the product by adjusting the level of complexity or depth of understanding required for assessment [1].

Incorporating Cooperative Learning. Collaborative and cooperative learning activities can benefit students with different learning styles. Group work allows students to engage in discussions, share ideas, and learn from one another. This approach benefits auditory learners who thrive in discussions and debates, visual learners who benefit from observing others' perspectives, and kinesthetic learners who can actively participate in hands-on group projects [2].

Utilizing technology. Incorporating technology into your teaching can help accommodate different learning styles and enhance student engagement. For visual learners, use educational videos, interactive simulations, and online presentations. Auditory learners can benefit from podcasts, recorded lectures, and audio quizzes. Kinesthetic learners can explore virtual labs, educational games, and interactive software that involves physical interactions [3]. The teacher can embrace technology and adaptive learning platforms to deliver personalized content tailored to each student's learning style. These platforms can analyze learning preferences and adapt the delivery of material accordingly, fostering a more customized learning experience [4].

Methodological approaches that incorporate differentiation recognize the diversity of learners' abilities, learning profiles, and interests. Instructors may plan multiple pathways within the same lesson, providing scaffolded tasks, varying levels of challenge, and alternative means of assessment to ensure every learner can participate and progress. Integrated skills methodology is a widely adopted approach in lesson planning, emphasizing the interconnected development of listening, speaking, reading, and writing. Rather than isolating each skill, lessons are organized around themes or tasks that require learners to use a combination of skills in meaningful contexts. For example, a lesson may involve reading a text, discussing its content, listening to related audio, and writing a response. This holistic framework reflects natural language use and better prepares students for real-world communication. The methodological approach to multimodal lesson planning chosen by a teacher deeply impacts the structure, style, and content of lessons, as well as student participation and outcomes. To visualize the procedural block, a process map is developed in which each stage of the lesson is associated with a specific modality and digital tool (Table 1).

Table 1 - Technological map of a multimodal lesson

Lesson Stage (Time)	**Teacher Activity**	**Student Activity**	**Dominant Modality (VARK)**	**Tools and Web 2.0 Services**
1. Introduction / Warm-up (10 min)	Demonstrates an infographic with a problem question. Asks	Study the diagram, participate in brainstorming,	Visual (images, diagrams) + Aural (discussion)	Interactive whiteboard (Miro/Padlet), projector.

	leading questions.	put forward hypotheses.		
2. Presentation of Material (15 min)	Suggests listening to a short audio case and simultaneously recording keywords.	Perceive speech by ear, take notes (writing summations).	Aural (audio recording) + Read/Write (note-taking)	Audio podcast, Worksheets.
3. Practice (20 min)	Divides students into pairs. Distributes cards with professional roles for case solving.	Move around the classroom, discuss the solution, physically interact in a role-play.	Kinesthetic (experience, activity) + Social (group work)	Role cards, timer, classroom space.
4. Production (25 min)	Sets the task: create the structure of a business letter based on the solved case.	Individual work: structure the text, check logic (logical learners).	Read/Write (writing text) + Solitary (independent)	Google Docs, dictionaries.
5. Reflection and assessment (10 min)	Organizes digital reflection (voting). Evaluates skill level.	Choose an answer option on the screen, describe their impressions of the lesson.	Interactive / Multimodal	Quiz platform (Quizlet / Kahoot).

The importance of assessment in lesson planning cannot be overstated. Formative assessment techniques, such as observation, peer feedback, and informal quizzes, provide ongoing information about learner progress and inform instructional adjustments. Summative assessments, like tests and projects, are used to evaluate learners' achievement at the end of a unit or course. Methodologically, lesson planning must include clear criteria for assessment, aligned with lesson objectives and activities, to foster meaningful and transparent evaluation. Lesson planning must also account for the increasing role of technology in English instruction. Blended and digital methodologies recommend using online learning tools, multimedia resources, and interactive platforms to enrich lesson content and diversify learners' experiences. Careful selection and incorporation of technological tools should support pedagogical objectives, facilitate student engagement, and extend opportunities for practice and feedback beyond the classroom. Good lesson planning further requires attention to classroom management and the creation of a positive learning environment. Methodological approaches that emphasize group work, cooperative

learning, and respect for students' backgrounds and identities can create more inclusive and supportive classrooms.

Lesson plans should integrate strategies for organizing activities, managing transitions, and mitigating potential disruptions, always with the aim of promoting active participation. Backward design represents another important methodological principle in lesson planning. This approach begins with a clear vision of desired learning outcomes, then works backward to determine appropriate activities, materials, and assessments. By focusing planning on the achievement of concrete goals, backward design ensures that every element of the lesson serves an explicit educational purpose.

Reflective practice is indispensable in the ongoing process of lesson planning. Teachers are encouraged to continuously evaluate and adapt their methodological choices based on experience, feedback, and emerging research. Structured reflection, peer collaboration, and engagement with professional development opportunities can all inform and improve the effectiveness of future lesson plans.

In conclusion, designing English lesson plans is a complex and dynamic process that draws on a range of methodological approaches. Effective lesson planning integrates principles of communicative language teaching, task-based instruction, content integration, differentiation, assessment, and technological integration. Teachers must align their methods with clearly articulated learning objectives, select and sequence materials and activities thoughtfully, and remain responsive to learners' evolving needs. Through purposeful methodological choices, English instructors can create engaging, coherent, and meaningful lessons that support learners' linguistic development and prepare them for real-world communication. Adopting a reflective, learner-centered approach enhances not only the quality of English lessons but also the outcomes for all learners, ensuring that education remains both effective and equitable in a rapidly changing world.

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