The Application of the Different learning Styles in the Process of Learning English as a Foreign Language.

Student:

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CHAPTER I

INTRODUCTION

1.1 Purpose of the study

This project pursuits the idea of working with a group of eight grade by applying different learning styles in an English class, performing different techniques in classroom. It will classify and identify those learning styles according to the Vark theory in every English lesson. The results of every activity will be focused on analyzing the different needs that are present in the classroom with each student. The meaning of every learning style will be deeply explained to the group at the beginning of every work, taking in consideration the several factors and different methodologies that students can use during their learning process. It is very important for teachers to analyze such learning styles, in order to reach the perception about what kind of students they have in a classroom as well as find out what learning method to apply for each student before every other the lesson is prepared.

According to the theory on learning styles, each person is born with different learning tendencies that make each student unique; who could be part of one or several types of learning process. Every characteristic that a student develops while interacting in a group of classmates is quite important to analyze and determine the best learning style to apply in every lesson.

1.2 Objectives

1.2.1 General Objective

a) To recognize different techniques for a variety of learning styles as teaching English as a foreign language for students of eighth grade from Yurusti High School.

1.2.2 Specific objective

a) To apply the learning styles using the theory of Neil Fleming´s in order to establish the differences between each learning style.
b) To determine the relationship between the different learning styles and the academic achievement when learning English as a foreign language.

1.3 Research Question

Why is important for teachers to apply different techniques on learning styles, according to the Vark theory to improve the learning of EFL?

The students present different needs through the years and one important necessity is how to learn a second language in an effective way, but at the same time, the acquisition of a second language in the institutions is affected by different factors such as: teachers don't use creative strategies to teach a second language and sometimes the students have problems in different social and emotional areas.

1.4 Definitions of Terms

1.4.1 Learning Style

Learning styles may be defined in multiple ways, depending upon one's perspective. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style and refers to the choice of one learning situation or condition over another.

Learning style is sometimes defined as the cognitive, affective, social characteristic and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (MacKeracher, 2004, p. 71).

1.4.2 Approach

The learning approach is anchored in the philosophical concept and the didactic method of teaching and learning strategies. This manifests the learning objectives and their orientation that include furthering knowledge, repetition and reconstruction, application, understanding, observation from a different perspective and shaping thought (Dart, Burnett, Purdie, Boulton-Lewis, & et al, 2000).

1.4.3 Learning strategies

Learning strategies are defined as "specifications, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself

encouragement to tackle a difficult language task, used by students to enhance their own learning" (Scarcella&Oxford,1992,p. 63).

1.5 Significance of the Study

The methodologies that most teachers use when it comes to teach a foreign language are mainly focused on giving the student a definition or a grammatical structure to follow and then to solve written exercises following patterns of imitation. This is a reason why the majority of the students are not able to learn a foreign language; sometimes, students understand what they are doing during their lessons but in general is very common to see that they fail in the development of different skills, like listening and communicating in a foreign language with their peers. Indeed, the lessons commonly have several mistakes like being much emphasized learning new vocabulary, memorization and phrases in a foreign language without teaching strategies to learn a foreign language in a natural way.

It is important to recognize that each teacher needs to analyze and recognize the different learning styles presented in each lesson, as well as looking for different techniques to get better results in the classroom. The implementation of this project seeks to provide solutions for the students of eight grade by helping them to identify the learning style that each of them presents and how to learn a foreign language, applying different activities according to the needs presented in the classroom.

CHAPTER II

REVIEW OF LITERATURE

2.1 References

Through this chapter it is important to start analyzing the meaning of learning styles to understand the evolution of the learning styles in relation with the vark theory .According with the author Fleming (2001:1) defined learning style as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. Moreover, the learning styles have a relation in how people bring new information into their brains and also manage the ways of how the students would learn. In the case of teachers with the use of learning styles they would identify the different needs in every class and the use of different techniques in relation with every necessity in the classroom.

For teachers to understand how to move from passive to active learning, it is important to comprehend the different types of learners that are present in a classroom. In the Vark theory appears a definition for each learning style. In relation with the description of the learning styles according with the theory, in this case it is important to analyze the different meanings to understand the different ways in which students or people learn in general. The first definition is Visual (V), Aural (A), Read/Write(R), and Kinesthetic (K). Moreover the author explains the different ways to learn with different examples to understand better what kind of techniques to apply with the different learning styles. The author Fleming (2001), describe Visual learners like the people who learn by maps, charts, graphs, diagrams, pictures, highlighters, and different colors, the Aural learners prefer to learn by discussing the topics with their teachers and other students, explain new

ideas to others, and use a tape recorder and the Read/write learners like to learn by essays, textbooks, definitions, readings, and taking notes. Finally he described the Kinesthetic learners prefer to learn by field trips, doing things to understand them, laboratories, and hand-on approaches. Multimodal preference for an individual is considered more than one learning style preference. However, people learn using a variety of these methods.

2.1.1 Vark learning style in learning process

The effective learning only occurs when a student is able to understand the differences between each learning styles and have a positive attitude to learn by different ways to acquire new knowledge. Although all the people are capable of learning one or more foreign languages, there are individual differences that mark the learning process of each student. Therefore , it is important as teachers to recognize all the descriptions related with the learning styles to identify during the lessons the learning style of each student and to achieve different ways to work in class with the application of the learning styles avoiding the use of old methods to teach during the lessons. The author (Yahaya 2007) , mentioned the different education approaches, educators should be able to give opportunities and experiences to students of different backgrounds of learning styles, in relation with the words of the author in the curriculum ,the teacher needs to adopt innovative approaches to teaching and to be aware of changes and developments in educational theory and practice. In addition, the teacher's mood and energy levels can be factors that may influence significantly, because he or she transmits new techniques in class to create a positive environment and effective learning process.

Therefore, if the teacher wants to use the different learning styles during their lessons is better to be a well-organized teacher to identify each learning style in the classroom. That is why is better to make a diagnosis before starts a class, to know the different ways of thinking of every student and to have a real result about the different techniques that students use to study during their classes. The teaching and learning styles can be influenced by the student's age, gender and ethnic balance, as well as social and family influence. All of those factors would interrupt the learning process in a positive or negative way. The effectiveness of the learning depends on matching the teaching and learning resources to the learner's preference; that is the key to create a positive environment during every lesson.

2.1.2 Teaching and learning styles

According with Brown (2003), teachers might change their teaching styles through effective training, thus better meeting the changing demands of learner-centered learning. The author states it is important that every teacher looks for new information about the recent mythologies for teaching and also it is important to increase in every institution the trainings for teachers every year .There are many ways of approaching learning materials. The effectiveness of the learning depends on matching the teaching and learning resources to the learner's preferences. By using different methods such that include different learning styles like: auditory, visual, kinesthetic and reading, students will learn better if the teacher consider the use of some of these during their lessons .In the case of the Curriculum it is important to take into account as a teachers the differences among the students

like their interests and motivation, their varied personalities and the many ways in which they learn.

In the curriculum, the teacher needs to adopt innovative approaches to teaching and to be aware of changes and developments in the educational theory and practice. In addition, the teacher's mood and energy levels can be factors that may influence significantly, because he or she transmits new techniques in class to create a positive environment and effective learning process. Therefore, if the teacher wants to use the different learning styles during their lessons is better to be a well-organized teacher. The teaching and learning styles can be influenced by the student's age, gender and ethnic balance, as well as social and family influence. All of those factors would interrupt the learning process in a positive or negative way.

2.1.3 Learning Strategies

When a learner consciously chooses strategies that fit his/her learning style, these strategies change to an useful learning process. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social, each of them is related in different ways with the learning styles. In contrast, according to the author (Pressley with McCormick, 1995), the learning strategies are intentionally used and consciously controlled by the learner, because the student take the decision in which way they want to learn every topic, in some cases the student´s decide to learn using music, movements, theory, to increase their knowledge through different techniques to acquire good results

during the learning process. Moreover, the words used by the author are totally truth because the students when they start the school they search different ways to study at home or in their institution to be successful in different areas. Many teachers try to give different strategies to their students to have independent students during the learning process. Therefore, it is very important as a teacher to create different activities that involve the learning styles.

Furthermore, Heimlich & Norland (2002) noted the discrepancy between teacher's knowledge of learning styles and teacher's application of this knowledge, throughout the years, the idea of which methods to use during every lesson change according with the mentality of every teacher, all the theories about education are changing and also the teachers start developing their own way to teach. Sometimes, the teachers used very useful methods, but in some cases the students decide to lose a course because the way of teaching of the teacher is not useful or the lessons are boring.

Teachers may not consciously recognize all the students in the classroom, but can include a variety of teaching styles over a series of lessons when he or she make the curriculum for the class to create a good relation between the students and to have a good environment, in order to recognize the differences in learning styles and abilities among their student´s. A variety of approaches also has the advantage of challenging student´s to think in new ways. It can happen that a student´s preferred to use the different learning styles to look for the correct technique to use during the lessons. Each student is responsible for developing an understanding of his or her learning preferences and using that understanding to

enhance his or her own learning experience. The students should be able to choose appropriate activities to learn more quickly and retain the new information in their own way. In the other hand, the brain activity is important because here is when the student´s develop the way of thinking, the part of visualization, role adoption, logic, and social interaction. With the growing influence of theories on left and right brain learning, the learning styles it is increasingly necessary to be included in the teaching learning process in schools. It is the teacher's role to help the learner explore different learning strategies and to find ways to succeed.

2.2 Summary

This chapter contains important factors related to the application and identification of learning styles according with the Vark theory of Neil Fleming´s. Moreover, the learning styles have an important relation in how people acquire new information into their knowledge. Some teachers consider the need of applying different learning styles among the students to establish different techniques in class with the purpose to facilitate for the students the identification of each learning style. Therefore, to determine the different learning styles is important to analyze some steps about Vark theory that is consider important , through the theory appears the main important learning styles like : Visual learners, Aural learners, Reading/Writing learners and Kinesthetic learners.

Each student is responsible for developing an understanding of his or her learning preferences and using that understanding to enhance his or her own

learning experience. The students should be able to choose appropriate activities to learn more quickly and retain the new information in their own way. Teachers may not consciously recognize all the students in the classroom, but can include a variety of teaching styles over a series of lessons when he or she make the curriculum for the class to create a good relation between the students and to have a good environment, in order to recognize the differences in learning styles and abilities among their student´s.

CHAPTER III

PROCEDURES

3.1 Rationalization for Qualitative or quantitative research

The idea is to explore all the community using different instruments. For the different observations I want to apply some activities to introduce the learning styles theory, for then start with the application of the instruments. It is important to mention the classification of this research before to start working with the group. It is consider a quantitative research, because I will analyze different details about the students by using a questionnaire divided in three sections to find the learning styles of each the students. I want to apply the instruments in the last week of the observations to avoid some misunderstandings with the teacher and students.

This process it could be long because I need to analyze first the different behaviors of the students during the class to then apply the questionnaire to start making the correspond analysis according with the different categories of learning styles. In otherwise with the application of the teacher interview, I will reinforce if the teacher has some knowledge of learning styles and if he applied the learning styles during their lessons. When I have all the information I will analyze the information through a graphic to establish which the learning style more relevant in the group is.

3.2 Methodology (data collection tools)

The aim of this project is the identification of different learning styles in the classroom .The method to classify this project is through a quantitative analysis. In otherwise the idea is to collect different information to know the different learning

styles in class, to arrange the different results is by using different graphs in relation with learning styles, every question is related with the daily life. The instruments for the observations are one questionnaire for the students in this case has three parts, the scoring chart it is the most important part to obtain the different results according with the theory. The idea is to apply the questionnaire the last week.

By the analysis it is possible to find to positive and negative factors that students present during their learning process .It is important to have the teacher´s participation during this process, in this case the second questionnaire is for the teacher in relation with the application of learning styles in their lessons, (appendix X). In addition to reinforce the observation process it is important the use of different materials to acquire the different results, in this case is consider the application of different activities before to start with the topic and to have positive results. On the other hand, it is important to make a deep analysis of each questions according with the answers given by the students, using a chart with the different questions, to identify the respective percentages according with each learning style.

3.3 Site and participants

Yurusti High School

Yurusti School is an educational center without social, political or religious distinctions constituted by the level of Preschool, Primary and Secondary. It has its

affiliation with UNESCO and the Association of Private Centers (ACEP). Recognized by the Public Education Ministry. Preschool was born in response to the educational need in the preschool setting in the community of Santo Domingo de Heredia. Therefore the institution gave me the opportunity to work with an eighth grade, the group had twenty-three students all of them with ages around thirteen years old until fourteen years old and the group had twelve boys and eleven girls. One important characteristic is all of them had the enough knowledge according with English language .The institution is located in San Vicente of Santo Domingo and is consider one of the most important private institution of Santo Domingo.

This institution is aware of the needs of the student population regarding the follow-up of the educational service in the field of Basic General Education, as well as projections for the future .Since 1990 it was established the level for Secondary, in 1998, the doors for the Secondary level are opened with the establishment of the Yurusti School, starting with a group in Seventh year and with projections from this date so that each year, it has the levels of Eighth, Ninth and so on, so that in 2002.

3.4 The plan of the study data analysis procedures

For the development of this project, it was necessary the application of two questionnaires to start the different analysis according with the different learning styles, one questionnaire was for the students and the other for the teacher. Before to start the analysis of each question according with the students questionnaire , it was necessary to made first a chart , that contain all the questions with the

different percentages obtained by the students questionnaire . Therefore after the analysis with the chart, it was represent every question by a graphic showing the different results obtained and the respective classification according with the learning styles.

3.5 Summary

The main idea of this research was to investigate the development of an English class and how the teachers apply the different learning styles during the learning process. First I need to have different lesson plans to follow the steps that I want to develop during the observations. The idea is to analyze the different techniques of teaching in every class. According with the application of the instruments, I will use one questionnaire for the students and other for the teacher, the topic for each questionnaire is related with the learning styles, in the case of the student´s is to classify them through the different categories according with each learning styles. The application of each instrument is for the last week because I want to have a positive approach with the student´s and teacher. With all the results obtained through the questionnaires and the observations , I will to analyze each of them by classifying the different information through graphics One of the most important factors is to help the students to find their learning style, in which they reach positive results during their learning process. Through every observation, the purpose is to help the teacher with new techniques to have creative lessons and get the attention of every student during the lessons. During

the process different factors might appear that would affect the observation like: emotional and social factors, but the idea is to have a positive mind to show the importance of knowing the identification of every learning style, for the benefit of their learning process.

CHAPTER IV

FINDINGS

4.1 Data

On March 22th, 23 eighth graders from group 8-B filled out the questionnaire provided for students. The results gotten with the answers of the interrogations will provide a clear view of the project. There were 16 questions all of them are related with the different learning styles, the following graphic illustrate each question according to the student's answers .Also, the questionnaire was applied in English taking into account their high level of English.
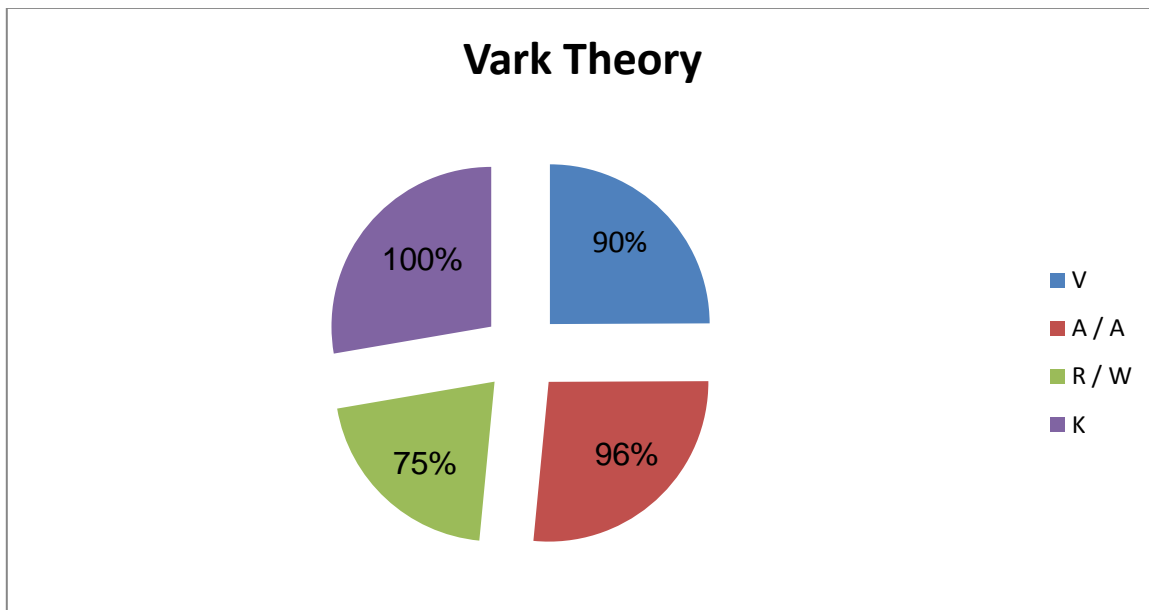
The different answers given by the students through the different questions , they were analyzed through the scoring chart to identify the learning style according with the Vark Theory , the different percentages obtained by the answers, established the learning styles that are present in the class, in this situation the learning styles with more influence were : Visual , Aural / auditory and kinesthetic.

Results

The following results are in relation with the answers given by the students in each question. ´

Question	(a) category	(b) category	(c) category	(d) category
1	4% K	12% A	2% R	5% V
2	10 % V	5% A	3% R	5% K
3	6% K	6 % V	4% R	7% A
4	8% K	2% A	7% V	6%R
5	2% A	8% V	10% K	3% R
6	13% K	6% R	2% V	2%A
7	15% K	4% A	3% V	1% R
8	2%R	12%K	4% A	5% V
9	4% R	10% A	8% K	1% V
10	1% K	9% V	5% R	8% A
11	3%V	5% R	7% A	8% K
12	4% A	3% R	6%V	10%K
13	4% K	13% A	2% R	4%V
14	7%K	6% R	6% A	4% V
15	8%K	2% A	13% R	0%V
16	8% V	10%A	1%R	4% K

4.2 Restatement of questions and discussions of the results

Through the application of the questionnaire with the students of Yurusti high school, it was possible to analyze the different categories according with learning styles in an English class. By the different results, the class it was divided in four sections. With the analysis of each graphic the conclusion was, the 75% of the students are read / write learners, 90% are visual learners, 96% are aural / auditory learners and the last result was the 100% are kinesthetic learners. This result shows the different ways in which the students enjoy to learn during their lessons, but in this case they prefer the use of different activities and body movements to learn a foreign language. With the results it is necessary to change the curriculum of each English lesson to obtain better results during the learning process.

4.3 Summary

The group in which I applied the observations it was a group of eight grade, with twenty three students; they had a good level of English, It was a private institution, it is consider one of the most important high school in Santo Domingo. When I started the observations the relation with the teacher it was not good, but during the time the relation changed. I made different lesson plan for every observation to have the control of each class and to write every details. The methodology used by the teacher always it was the same ,he uses the board and workbook to work during the lessons , only in one lessons he worked with the

group making a round table to discuss a topic , sometimes he used the English lab or books. In my opinion he doesn't consider the application of different learning styles in the class.

Therefore In the part of the teacher, I applied a teacher interview related with the different learning styles. In general it was a nice experience to share with the students during each observation, they had the enough resources to learn and the class environment was excellent they had good relations between them .It is very important as a teachers to recognize the different learning styles before to start working with a group.

CHAPTER V

DISCUSSION

5.1 Conclusions

- Everyone has different learning tendencies and approaches to learning information. With the application of each Learning styles as a teachers we would identify different ways in which the students acquire the new knowledge.

- One important fact to consider in our lessons is to transmit motivation in every moment, because if we have a positive class we will obtain positive results during the learning process.

- During the development of my project I analyzed different factors like the different strategies that the teacher uses to teach, in my personal opinion he only uses old methods to teach a foreign language, in the majority of the time he only uses the board to explain a new a topic, I think that he can uses an activity to introduce the topic or different worksheets.

- I worked with an eighth grade group , during the lessons It was fun to see the attitude of three students, they played with plasticine making different figures while their listening the different instructions given by the teacher. It was a nice experience to share with the students and the teacher, at the beginning I felt very nervous, but during the days I felt comfortable and I enjoyed a lot every observation.

5.2 Implications

During the application of the observations appears a different factor that affects the process:

a) At the beginning it was a problem to find an institution to apply the project, and finally I did the observations in a private institution.

b) Moreover the second aspect was my relation with the teacher because he doesn´t know about me and the reason of my visits during their lessons, I did several visits to observe the different behaviors of the students during the lessons.

c) The students had a good English level for that reason; it was easy to apply the different activities and the questionnaire.

d) The different schedule for every observation, it was a problem because I lost job hours.

5.2.1 Recommendations

a) The improvement of English skills related with different learning styles using activities such as: role plays, computer programs, language games, song and poems, to increase the English knowledge and to help the students with the pronunciation process.

b) It is necessary to identify the influential factors in the institution that are produce negative aspects in the acquisition of second language and try to

look for different solutions to increase the relations between the students
and teachers to achieve a positive learning process.

c) Change and support the curriculum of each English lesson, through the
introduction and integration of technology into the classroom with the use of
creative methodologies of teaching using technology.

5.3 Concluding statement

The main idea to achieve the analysis of one group in relation with the
identification different learning styles, it was possible through the application of
eight observations during different dates, at the beginning I started following the
three objectives that I have in this Project, the first objective is recognize different
techniques for a variety of learning styles as teaching English as a foreign
language for students of eighth grade from Yurusti High School, in this case with
this objective , I had the opportunity to observe the different techniques in which
the teacher develop the learning process , he uses the same methodology of some
years ago .

In the part of learning styles he worked in the same way with all group
avoiding the different needs of the group. The second objective was the application
of learning styles using the theory of Neil Fleming´s in order to establish the
differences between each learning style. In relation with the second objective it was
possible to teach the differences with every learning style through the different

observations. I developed this objective following my lessons plan and in the last observation they had a summary about the learning styles to help them with the identification of their learning styles. The third objective is determine the relationship between the different learning styles and the academic achievement when learning English as a foreign language.

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Annexes

Annex I.

Lesson Plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: The identification of the different factors during the development of the lesson like the student behaviors and the different techniques used by the teacher to teach a topic.
Warm up : Short story The teacher starts writing a sentence on the board and every students think a sentence and then every student will go to the board to write their sentence but following a sequence to finish the story.   Example: Once upon a time ……..
-Explanation about the reason of each observation. -Speech about learning styles. (The introduction of the meaning of learning styles according with the Vark Theory) Group observation.

February 22, 2018

Comment:

After my presentation with the group and the explanation about my project, the teacher started with a topic for the exam. Through the observation during the class the topic was the writing process, he started explaining the topic on the board and all the students copied the information in their notebooks. He wrote concepts like first draft , second draft , final paper , topic sentence , hook, thesis statement , concluding sentence , brain storming, outline , connectors , and them he explained the meaning and the application of all of them related with the writing process , and finally the class finished and the teacher went with other group. In my opinion the introduction of the topic was boring because with that topic he can use different activities explain the topic, for example in my case I used the printed information in colors papers and I gave a short story to start applying all the concepts according with the order given.

Annex II

Lesson Plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To analyze the different learning styles during the lesson.
Warm up :   The game stop The teacher write on the board a chart to follow the structure of the game and the students will think a word with the letter given and they will write the word in the correct space and when someone finish need to say stop, then the teacher will check the game to analyze if the student complete the chart in the correct way. For example: <table><tr><td colspan="5">Stop</td></tr><tr><td>Letter</td><td>Name</td><td>Country</td><td>Color</td><td>fruit</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>
Definitions about each learning style: (Visual , Auditory , Kinesthetic, Read /write) Group observation

February 26, 2018.

Comment:

       The teacher gave me the opportunity to start the lesson with my activity and the explanation of the different meanings about each learning styles, during the explanation the students were amazed about each meaning and the different techniques to apply with every learning styles. After that the teacher started the lesson with the introduction of the present perfect and past participle, He started writing on the board and then the students copied. In the last lesson they went to English lab to practice on the topic seen in class. The teacher used the same methodology to explain the new topic the resources were board, notebooks, in this case changed because he used a computer to make different practices. In my case I would use different work sheets and role plays to review the use present perfect and past participle.

Appendix III

Lesson Plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To improve the knowledge about the theory of learning styles in class.
Warm up :   Summary about the meaning of learning styles and the application of the question: what are the different ways to learn a new topic as a student?
Group observation

March 7, 2018

Comment:

In this lesson the teacher taught the most important parts of the book The giver and made an analysis about the book on the board. He explained parts like the setting, characteristics of the place and characters. In the class of literature they read this book and make different comments and suggestions   about the book during the lesson and the students read different paragraphs during the lesson. After that I made a summary about learning styles and I applied the question with the group and they participated in a positive way.

Appendix IV

Lesson plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To analyze the different strategies that students use to learn.
Group observation

March 9, 2018

In this observation the student's started working in a practice for the first test, the teacher made a practice from the literature book that consists to choose different words from the page 3 and the students make sentences with real information using present perfect with the words from the book. During the observation the students focused in their job and during the lesson they asked to the teacher questions related with the present perfect. I saw different students using colors to remember how to apply the present perfect, others students used stickers to feel motivated when they see their notebooks, and others only copied the information with an only color. They had an organized class; every student had the space in the classroom to keep their books.

Appendix V

Lesson plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To analyze the different strategies in which students use to learn.
Group observation

March 12, 2018

The teacher started the class with a second practice for the test, the practice was about the giver book, he wrote different question on the board and the students made work groups to answer the questions. On the other hand I saw the way in which the student's work, in some groups the teacher went a lot of times because they wanted talk about other topics and others called the teacher to make questions about the story. In my opinion the use of groups during the lessons would produce some advantages and disadvantages because the students can start focusing in other things and avoid to work waiting the lunch time and other situation could be promote the use of work groups during the lesson but given work for two lesson and obtain the all the concentration from the students when they work in class.

Annex VI

Lesson plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To analyze the different strategies that students use to learn.
Group observation

March 16, 2018

The observation was in English lab, the students started working on their projects in each computer. The teacher told me the methodology of the projects , He told me every student needs to choose a country and them they make a power point presentation and written work. In the case of the power point presentation they can make all the slides that they want and in the written work they will present only two pages about the country with the aspects that they considered important . When they finish every part of the project they will present their projects in front of the class. In my opinion all the students was working but I saw like four students that they don't enjoy the activity and they are making jokes and visited other pages in internet that are no related with their project. The behavior of the group in general was excellent   and they used English all the time.

Lesson plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To identify the different strategies that students use to learn.
Teacher interview **Group observation**

March 21, 2018

In this observation the teacher started the lesson with the topic sports , he wrote some questions on the board like : A sport you would never play why ?, If you could be a superstar in a sport what sport would you choose ? , The most dangerous sport you have practiced / seen /read about? , Do you consider chess a sport? Explain, which is your personal opinion about the salary sports? , the first step for this topic was to look for a couple between the students to analyze each question and to know different opinions, each couple had like 5 minutes to share answers and then they change the couple after some minutes the teacher said it is time to make a round table and all the students ran to look for their chairs and make the circle, when they made the circle the teacher started to make the different questions between the students. After the round table the teacher made some questions on the board about: Mention some bad sports, super stars, dangerous sports and negative aspects about the sports. During this activity the students had good attitude and all of them participated given different answers about their sports. When the activity finished the teacher started working with a literature book (The Giver by Lois Lowry), He made a summary about the last chapter and then he choose different students to read and analyze the story.

Annex VIII

Lesson plan
Title: The Application of Different Learning Styles in the Process of Learning English as a Foreign Language.
Objective: To analyze the different behaviors in the students during the application of the questionnaire.
Student´s questionnaire Charades game The teacher will choose different students for the interpretation of different verbs using body movements and other students have to guess the actions performed by their peers.

March 22, 2018

This day was the last observation and I applied the questionnaire about the learning styles , At the beginning I explained each part , the development of the questionnaire was each student read a question and they answer individually . I saw different faces like frightened, thoughtful and others just smiled. The process of the questionnaire was very positive. when they finished I gave a short summary about the different learning styles. After the questionnaire   I finished the lesson with charades game, I used several verbs and all the students wanted to participate. Through this activity I obtained positive results with the students and they enjoyed a lot.

Appendix IX

The VARK Questionnaire

Student: _____

Group: _____

Institution: _____

How Do I Learn Best?

Instructions:
Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception .Leave blank any question that does not apply.
The following questionnaire taken from:
http://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf
www.stellarleadership.com

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:

   a) Go with her.
   b) Tell her the directions.
   c) Write down the directions.
   d) Draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

   a) Seeing the diagrams.
   b) Listening.
   c) Reading the words.
   d) Watching the actions.
.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:

   a) Describe some of the highlights they will experience.
   b) Use a map to show them the places.
   c) Give them a copy of the printed itinerary.
   d) Phone, text or email them.

4. You are going to cook something as a special treat. You would:

    a) Cook something you know without the need for instructions.
    b) Ask friends for suggestions.
    c) Look on the Internet or in some cookbooks for ideas from the pictures.
    d) Use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:

    a) Talk about, or arrange a talk for them about parks or wildlife reserves.
    b) Show them maps and internet pictures.
    c) Take them to a park or wildlife reserve and walk with them.
    d) Give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

    a) Trying or testing it.
    b) Reading the details or checking its features online.
    c) It is a modern design and looks good.
    d) The salesperson telling me about its features.

7. Remember a time when you learned how to do something new.
You learned best by:

    a) Watching a demonstration.
    b) Listening to somebody explaining it and asking questions.
    c) Diagrams, maps, and charts and visual clues.
    d) Written instructions
.
8. You have a problem with your heart. You would prefer that the doctor:

    a) Gave you a something to read to explain what was wrong.
    b) Used a plastic model to show what was wrong.
    c) Described what was wrong.
    d) Showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:

    a) Read the written instructions that came with the program.
    b) Talk with people who know about the program.
    c) Use the controls or keyboard.
    d) Follow the diagrams in the book that came with it.

10. I like websites that have:

    a) Things I can click on shift or try.
    b) Interesting design and visual features.
    c) Interesting written descriptions, lists and explanations.
    d) Audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new nonfiction book?

   a) The way it looks is appealing.
   b) Quickly reading parts of it.
   c) A friend talks about it and recommends it.
   d) It has real life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

   a) Chance to ask questions and talk about the camera and its features.
   b) Clear written instructions with lists and bullet points about what to do.
   c) Diagrams showing the camera and what each part does.
   d) Many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses?

   a) Demonstrations, models or practical sessions.
   b) Question and answer, talk, group discussion, or guest speakers.
   c) Handouts, books, or readings.
   d) Diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:

   a) Using examples from what you have done.
   b) Using a written description of your results.
   c) From somebody who talks it through with you.
   d) Using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:

   a) Choose something that you have had there before.
   b) Listen to the waiter or ask friends to recommend choices.
   c) Choose from the descriptions in the menu.
   d) Look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:

   a) Make diagrams or get graphs to help explain things.
   b) Write a few key words and practice saying your speech over and over.
   c) Write out your speech and learn from reading it over several times.
   d) Gather many examples and stories to make the talk real and practical.

Scoring Chart

-Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers, e.g.: If you answered b and c for question 3, circle V and R in the question 3 row.

Question	(a) category	(b) category	(c) category	(d) category
3	V	(A)	R	K

Question	(d) category	(e) category	(f) category	(d) category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores:

Instructions: Count the number of each of the VARK letters you have circled to get your score for each VARK category.

-Total number of V's circled =_____

- Total number of A's circled = _____

-Total number of R's circled = _____

-Total number of K's circled =_____

Learning Styles

Summary

Visual (V):

This preference includes the information in maps, spider diagrams, charts, graphs, flow charts, labeled diagrams, and all the symbolic arrows, circles and other devices that instructors use to represent what could have been presented in words. It could have been called Graphic (G) as that better explains what it covers. It does not include movies, videos or PowerPoint. It does include designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information.

Aural / Auditory (A):

This perceptual mode describes a preference for information that is "heard or spoken." Learners with this modality report that they learn best from lectures, tutorials, tapes, group discussion, email, using mobile phones, speaking, web chat and talking things through. It includes talking out loud as well as talking to yourself. Often people with this preference want to sort things out by speaking, rather than sorting things out and then speaking.

Read/Write (R):

This preference is for information displayed as words. Not surprisingly, many academics have a strong preference for this modality. This preference emphasizes text-based input and output - reading and writing in all its forms. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, Filofaxes, dictionaries, quotations and words.

Kinesthetic (K):

By definition, this modality refers to the "perceptual preference related to the use of experience and practice (simulated or real).The key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice or simulation". It includes demonstrations, simulations, videos and movies of "real" things, as well as case studies, practice and applications.

Appendix X

Teacher interview

Name: _____

Instructions:

- Complete the following questions by using your experience as a teacher and the time you have spent in teaching.
-The questions are related   with learning process and the application of learning Styles in the class.
-All information collected through this questionnaire will be treated confidentially.
-The following survey taken from:
https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1033&context=caps_thes_all

1- How long have you been teaching? , What do you teach now?

_____
_____
_____
_____

2- In your opinion, how does your teaching style accommodate to your students different learning

styles?

_____
_____
_____
_____

3-What have you learned in your career about learning styles pertaining to your success as a

teacher?

_____
_____
_____
_____

4- When planning a new lesson plan, do you take into consideration your students different learning styles?

_____
_____
_____
_____

5- How do your students with different learning styles react to your regular teaching style?

_____
_____
_____
_____

6- In your opinion, how can technology accommodate to the students with different learning styles?

_____
_____
_____
_____

7- How do you, as the teacher, accommodate to the students with different learning styles to maximize their learning in the classrooms through the use of technology?

_____
_____
_____
_____

8- In your opinion, does technology help assist your students in their different learning styles?

_____
_____
_____
_____

Appendix XI

Student's Questionnaire

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:

VARK

- A
- B
- C
- D

4%

12%

2%

5%
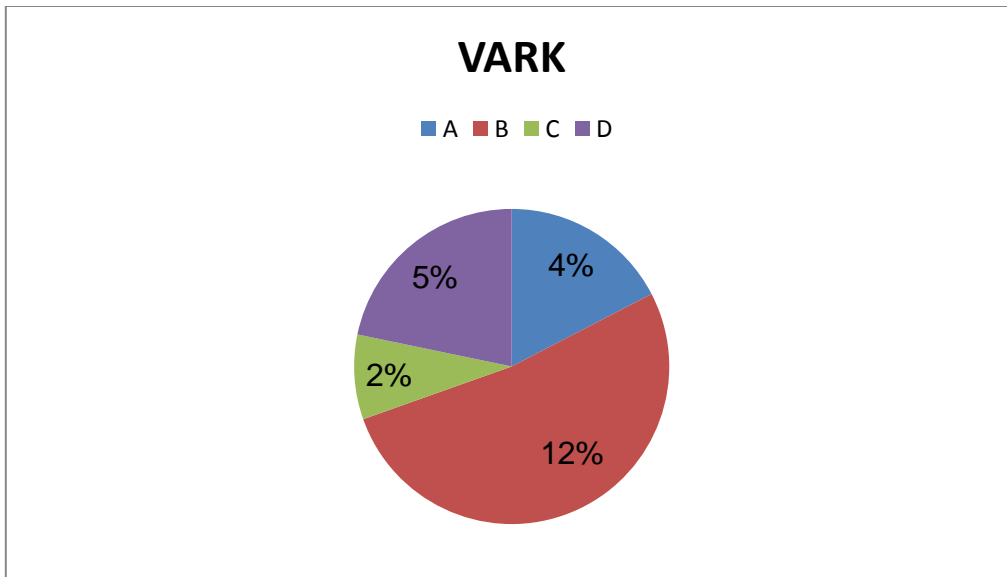
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question one , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose answer (b) in this case the students are in the category of Aural / Auditory learners .

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

VARK

A B C D
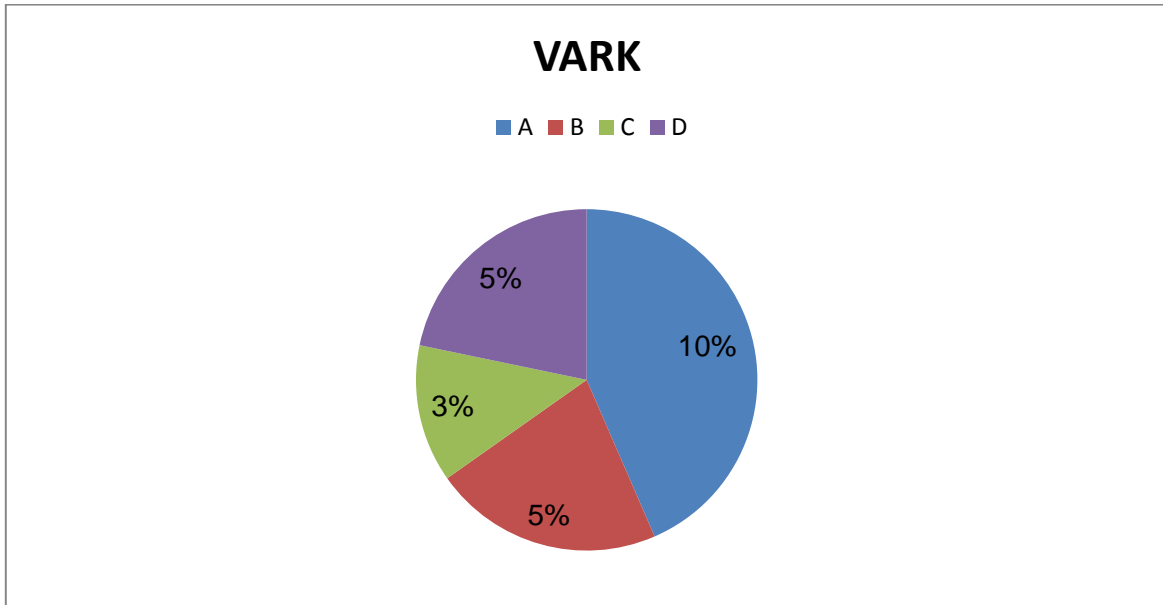
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question two, will be analyzed through a scoring chart to identify the learning style according with the VARK Theory, the majority of the students chose answer (a) in this case the students are in the category of visual learners.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:

VARK

■ A ■ B ■ C ■ D

6 %

6 %

4 %

7 %
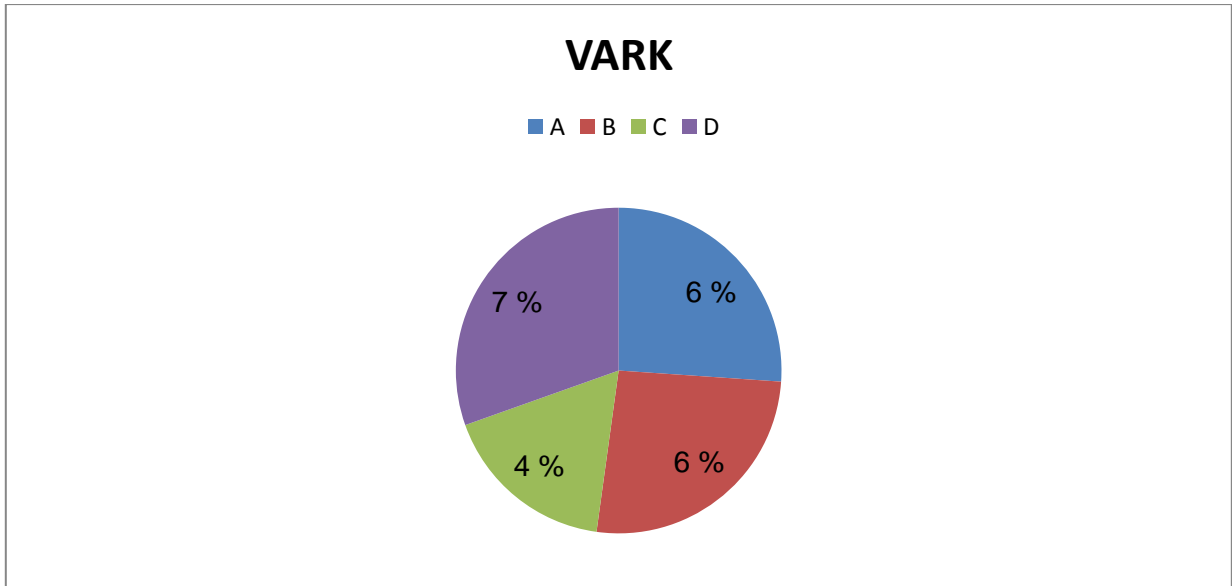
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question three   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory, the majority of the students chose the answer (d) in this case the students are in the category of   aural / auditory learners.
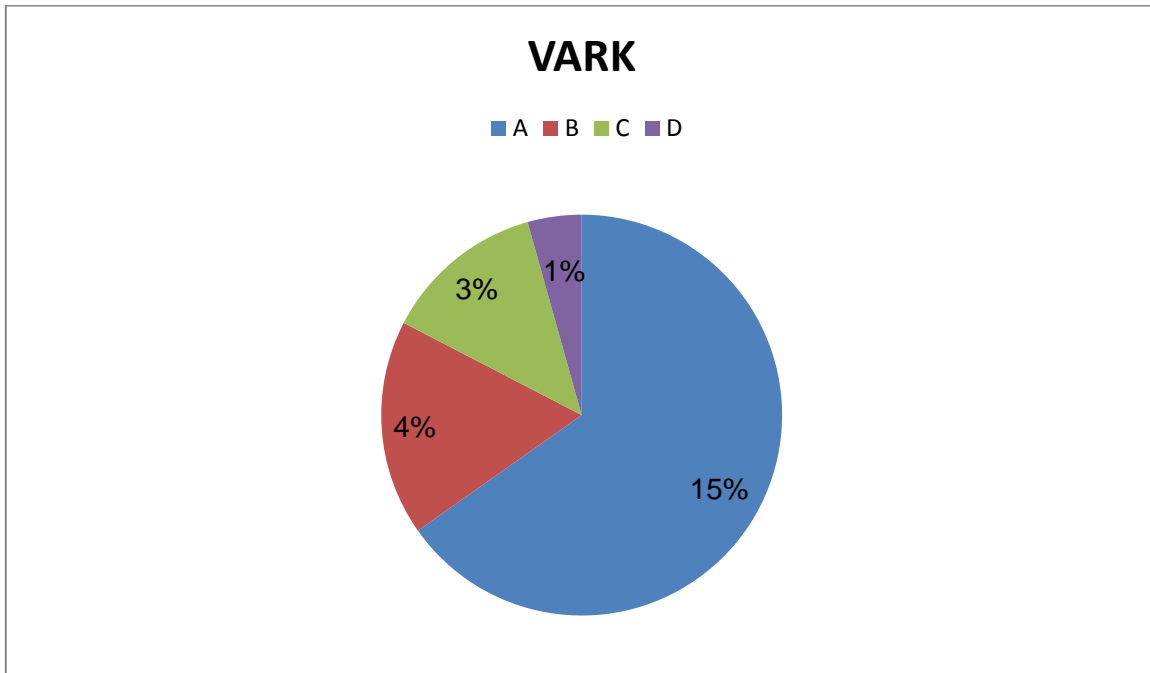
4. You are going to cook something as a special treat. You would:
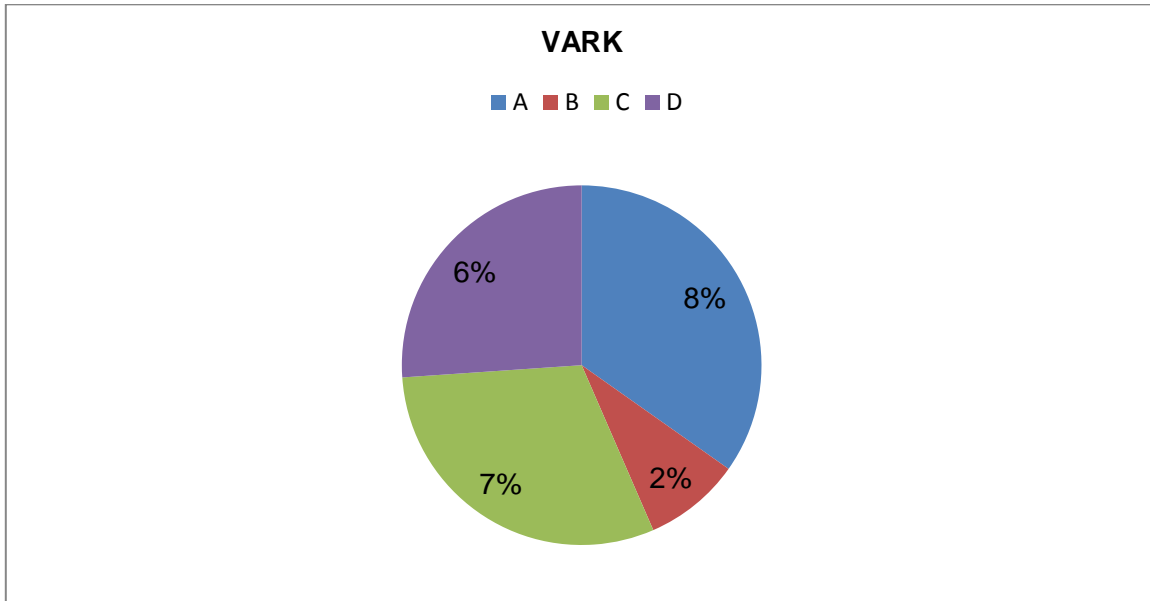
VARK

A   B   C   D

8%

2%

7%

6%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question four, will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (a) in this case the students are in the category of   kinesthetic learners.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:

VARK

■ A ■ B ■ C ■ D

2%

3%

8%

10%
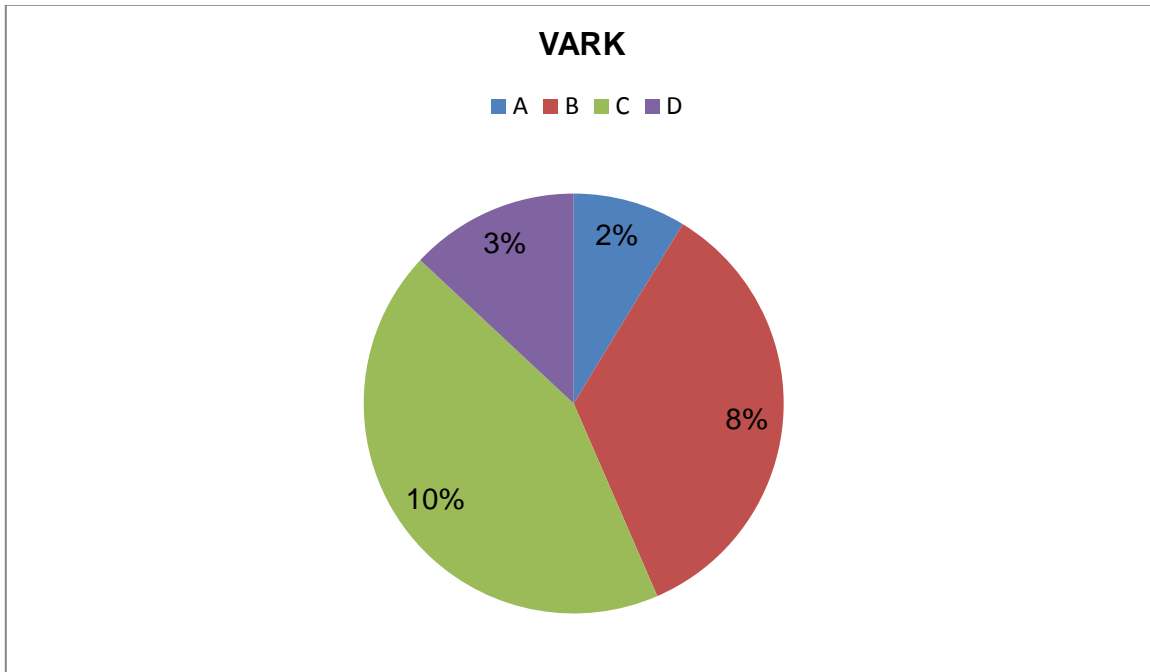
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question five   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (c) in this case the students are in the category of   kinesthetic learners .

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

VARK

■ A ■ B ■ C ■ D

2%

2%

6%

13%
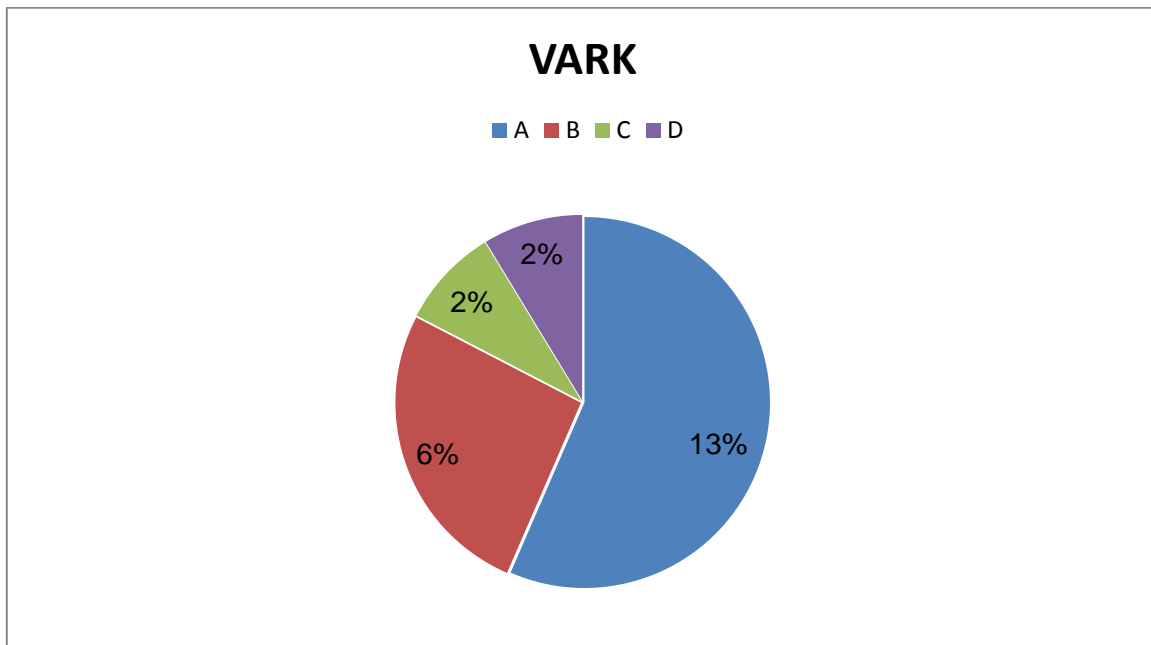
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question six   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (a) in this case the students are in the category of   kinesthetic learners .

7. Remember a time when you learned how to do something new.
You learned best by:

VARK

■ A ■ B ■ C ■ D

1%
3%
4%
15%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question seven   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (a) in this case the students are in the category of   kinesthetic learners .

8. You have a problem with your heart. You would prefer that the doctor:
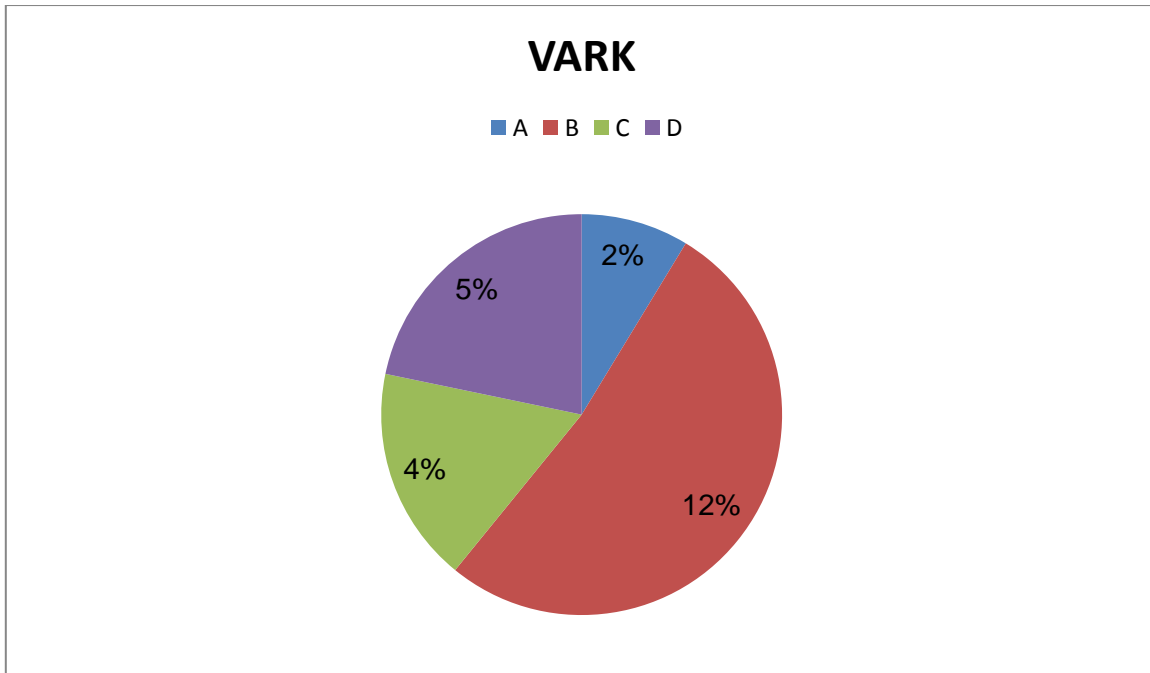
VARK

■ A ■ B ■ C ■ D

2%

5%

4%

12%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question eight   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (b) in this case the students are in the category of   kinesthetic learners .
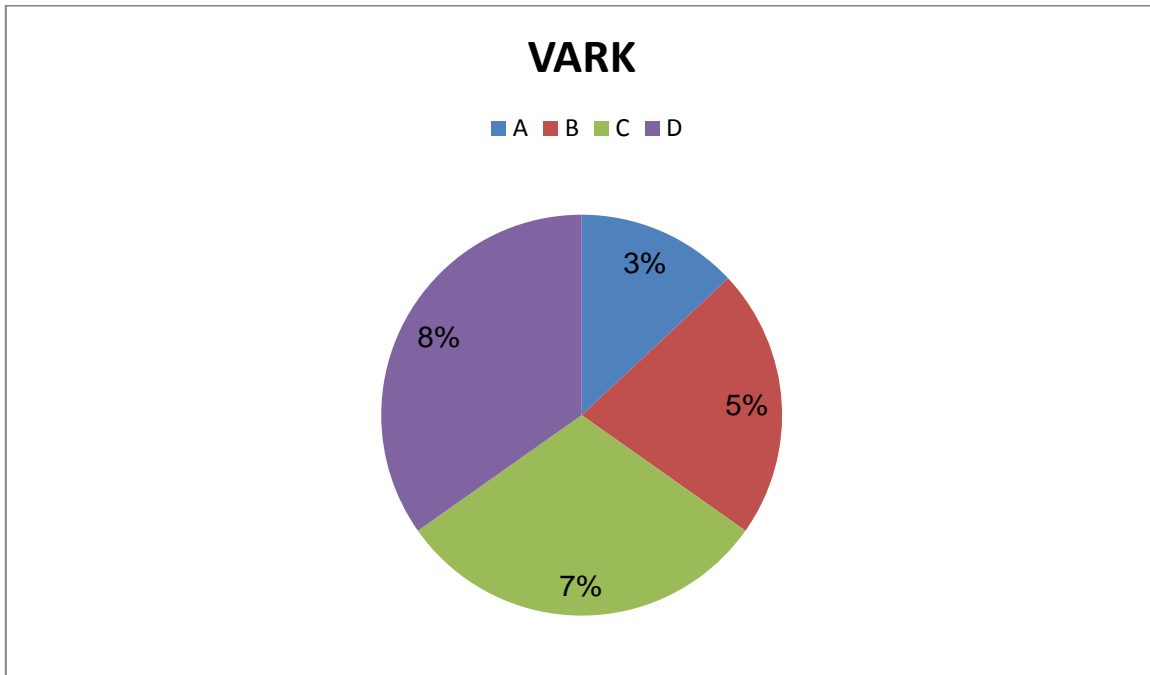
9. You want to learn a new program, skill or game on a computer. You would:
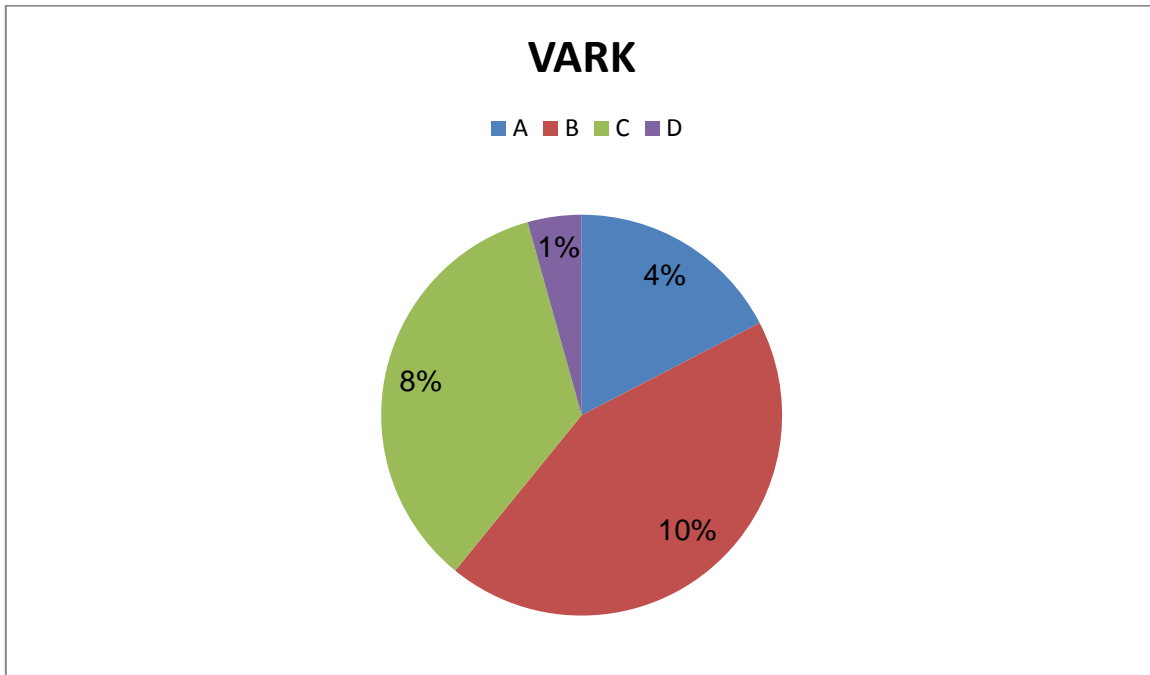
VARK

A B C D

1%
4%
8%
10%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question nine   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (b) in this case the students are in the category of   Aural / Auditory learners .

10. I like websites that have:
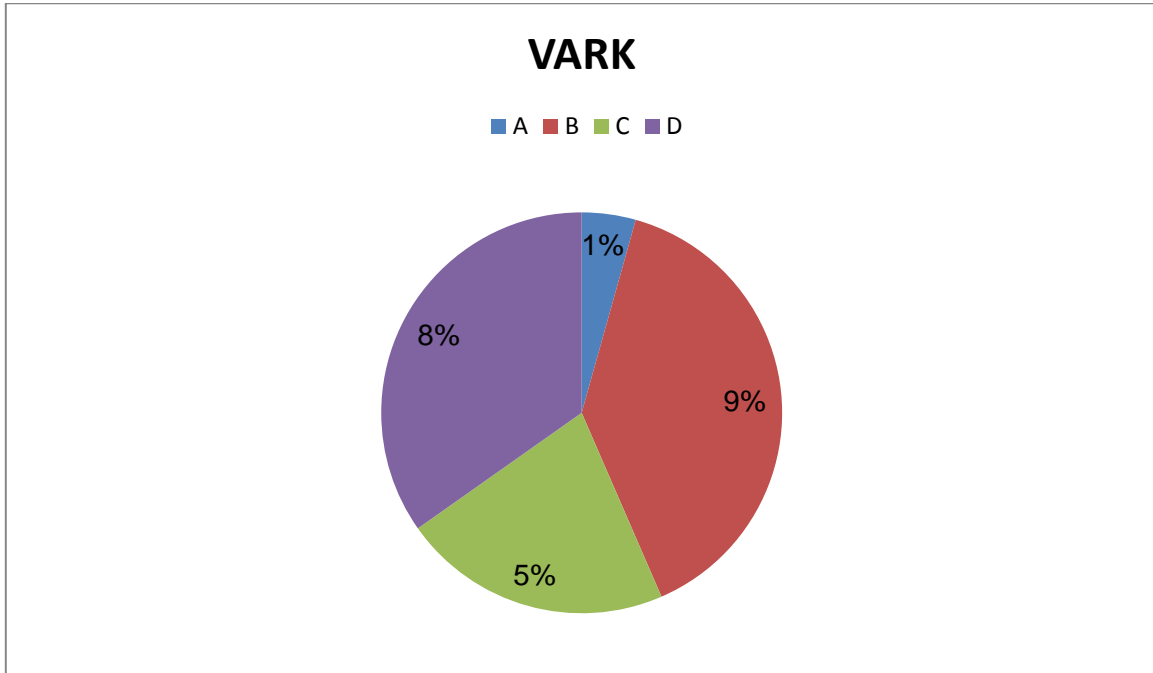
VARK

■ A ■ B ■ C ■ D

1%

8%

9%

5%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question ten   , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (b) in this case the students are in the category of   visual learners .

11. Other than price, what would most influence your decision to buy a new nonfiction book?

VARK

■ A ■ B ■ C ■ D

3%

8%

5%

7%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question eleven, will be analyzed through a scoring chart to identify the learning style according with the VARK Theory, the majority of the students chose the answer (d) in this case the students are in the category of   kinesthetic learners.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

VARK

■ A ■ B ■ C ■ D

4%

3%

10%

6%
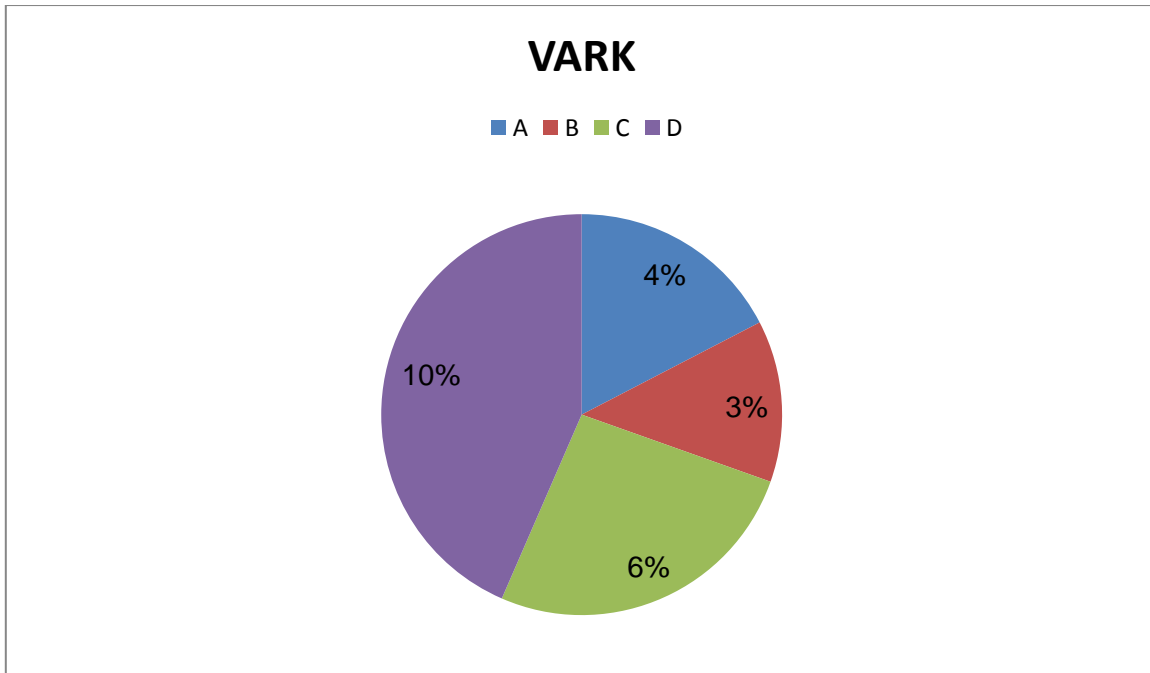
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question twelve, will be analyzed through a scoring chart to identify the learning style according with the VARK Theory, the majority of the students chose the answer (d) in this case the students are in the category of   kinesthetic learners.
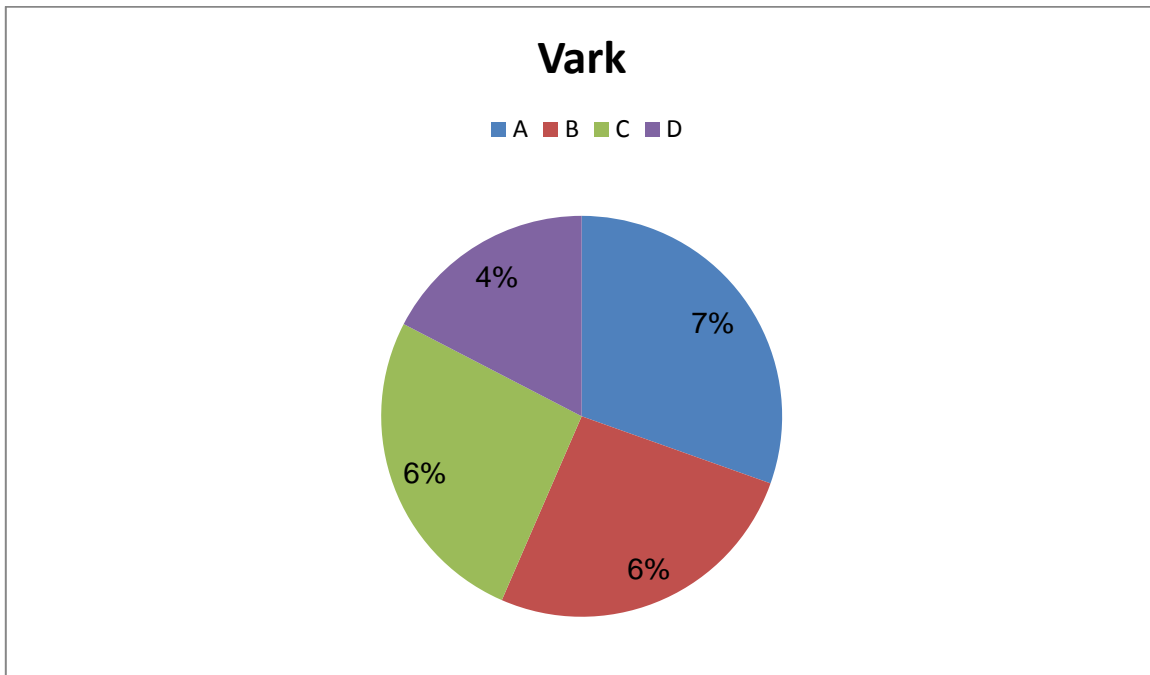
13. Do you prefer a teacher or a presenter who uses?
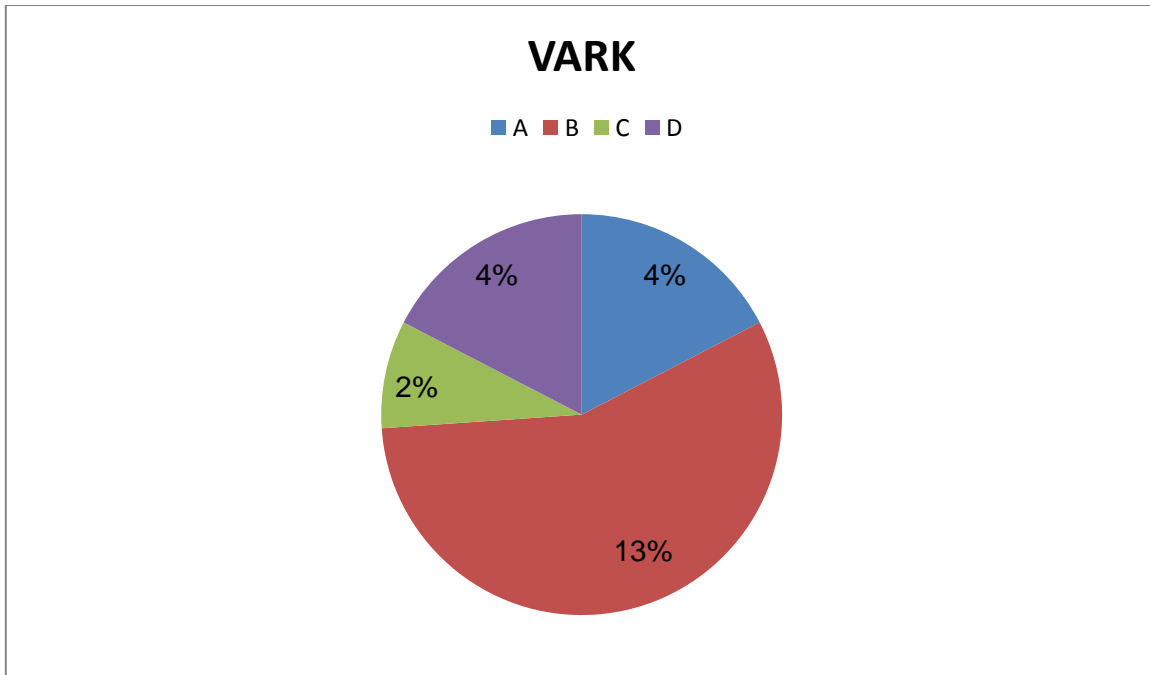
VARK

■ A ■ B ■ C ■ D

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question thirteen , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (b) in this case the students are in the category of Aural / Auditory learners .

14. You have finished a competition or test and would like some feedback. You would like to have Feedback:

Vark

■ A ■ B ■ C ■ D

4%

7%

6%

6%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question fourteen , will be analyzed through a scoring chart to identify the learning style according with the VARK Theory , the majority of the students chose the answer (a) in this case the students are in the category of kinesthetic learners .
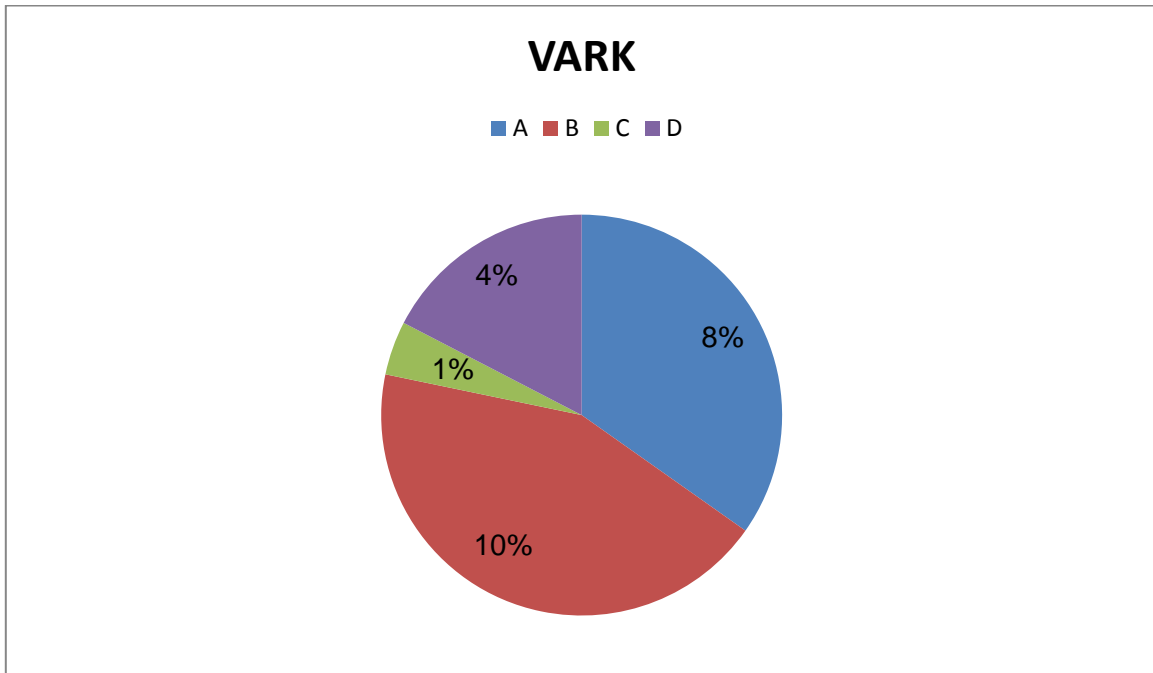
15. You are going to choose food at a restaurant or cafe. You would:
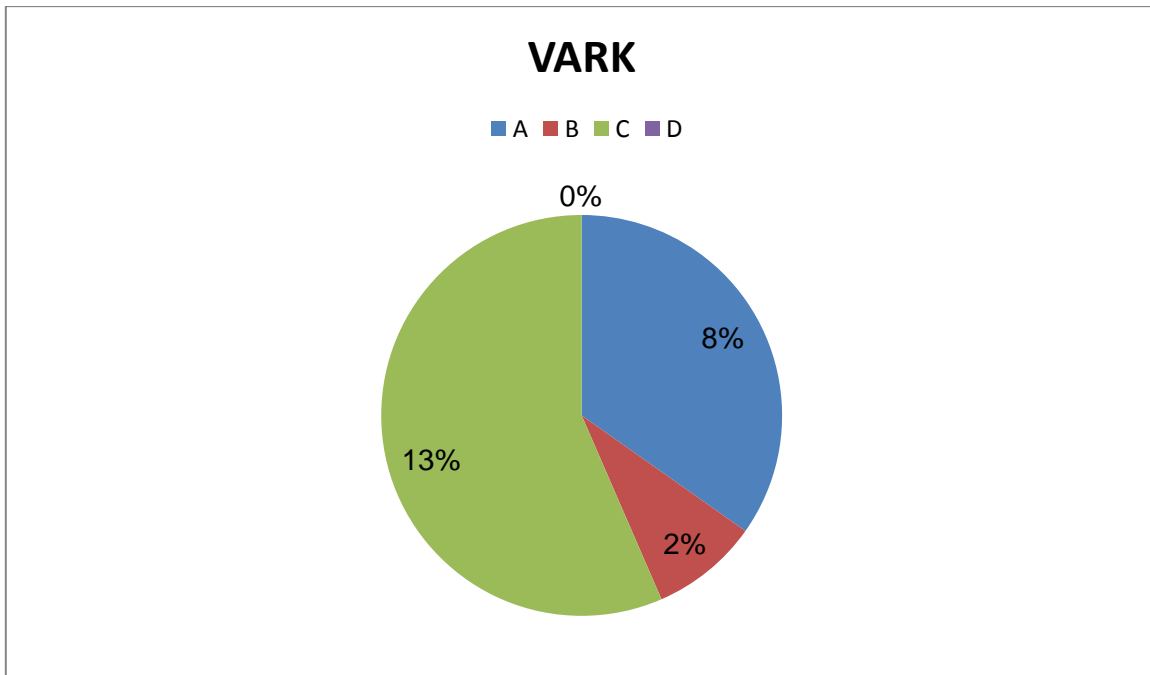
Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question fifteen, will be analyzed through a scoring chart to identify the learning style according with the VARK Theory, the majority of the students chose the answer (c) in this case the students are in the category of read/write learners.

16. You have to make an important speech at a conference or special occasion. You would:

VARK

A   B   C   D

8%
4%
1%
10%

Information taken from questionnaire applied to group 8-B   Yurusti High School.

The different answers given by the students in question sixteen, will be analyzed through a scoring chart to identify the learning style according with the VARK Theory, the majority of the students chose the answer (b) in this case the students are in the category of Aural/Auditory learners.

Annex XII