Universidad Latina de Costa Rica

ENGLISH DEPARTMENT

BIN-09 Seminar I

Santa Cruz Branch

Career: English Teaching

GRADUATION PROJECT

Implementing learning styles theory to boost classroom oral interaction with students from seventh level at Villarreal High School

Tutor:

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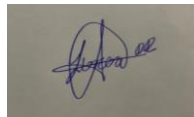Sharoon Jimena Dinarte Rosales

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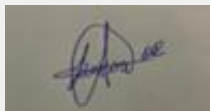
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"Implementing learning styles theory to boost classroom oral interaction with

students from seventh level at Villarreal High School"

Willy Gerardo Rivas Alvarez

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Lector 2 de Proyecto/Tesis.

Resumen

This is a graduation project based on information provided by a sample of students who are in seventh grade at Liceo Villarreal located in Santa Cruz de Guanacaste, Costa Rica; about the implementation of learning styles theory in the study of the English language.

The general objective of the study is to implement learning styles theory to boost classroom oral interaction with students from seventh level at Villarreal High School.

A qualitative methodology was used, elaborating, and applying instruments such as: diagnoses, questionnaires, observation, elaboration of approaches and application of an exam.

The results obtained were analyzed in order to answer the hypothesis that gave rise to the initial problem statement, as well as to validate the importance of the implementation and knowledge of learning styles in the student body, as a tool in the teaching of English.

Dedicatory

I would like to thank God for giving me the opportunity to complete this stage of my life, for giving me health and blessing each day with his grace. I want to dedicate and thank my parents for this Action Research for being the main promoters of my dreams, they have given me everything I am as a person, my values, my principles, perseverance, and effort, all of this in a selfless way and full of love, thanks for everyday trust and believe in my abilities. To my mother for always encouraging me to continue and give all of her, because in the most difficult moments it was only enough to look to the side and there you were encouraging me with your words "it's almost there". Thanks to my father for always longing for and wishing the best for my life, for always giving everything for my growth.

To my partner Joaquín for being by my side since the first day in the good times and more complicated situations in this project, it has not been easy at all, however you were always motivating and encouraging, always recording to me that I was able to achieve it, thanks for being part of my life

To my lovely son Elian, my pride and motivation, right now you may not understand these words, but by the time you are able, I want you to realize what you mean to me. You are the reason to strive for the present and the future. Thank you for being a patient child when I had to dedicate my entire Saturdays to college and at the end of the day always welcoming me with a kiss and open arms; all this is for you.

I love you all.

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CHAPTER 1

INTRODUCTION

1.1. Introduction

For a long time, different authors from all over the world have tried to determine the ways that affects the people learning. The most recent research points to a new approach to how humans manage to generate learning and are agree that there is no single way to learn; on the opposite, each person has a peculiar way or style of establishing a relationship with the world and therefore diverse ways of generating knowledge

According to the manual Learning Styles and Habits for Study (Medina, A. s.f.) the term "learning styles" it has to do with the way we learn, in the way each of us employs a method or set of strategies (p.2); about that, it is also interesting to emphasize that these forms are closely linked to the relevance given to the subject you want to learn; that is, learning method or style directly coincides with the interest involved in the topic in question.

At the high school level, students provide data on learning difficulties in the various subjects of the school curriculum, which is reflected in low grades with the consequent possibility of dropping out of school, which directly affects families and the general development of the country. For this reason, it is crucial to know the characteristics of each of the students with we work in the classroom. Know their interests, greatest strength areas; as well as elements that harm or slow down their learning and the ways in which they try to solve their limitations related to the learning of the school curriculum.

Gutierrez, M. (2018, p. 83) emphasizes the predominance of knowing the learning styles to adapt the teaching methodologies according to the characteristics of the students; in this way it contributes to raising their levels of academic performance.

While it is true, there is a lot of literature regarding the characteristics that learning styles present, the ways to measure them and their application with students in the classroom; what is assured is that its use has been highly effective in generating significant learning in students around the world and has managed to bring school success to a large number of students who were lagging behind or excluded from the school system, due to their academic difficulties.

A student who fails to comply with the evaluative aspects that the curriculum requires, may incur the desire to leave the school, which becomes a big social, family and school problem.

According to data from the Ministry of Public Education, by December 2020, school dropouts were around 5% of the student population, which represents a little more than 50,000 students of different school levels who left the classrooms; it should be noted that the year 2020 closed with a school year suspended due to the global situation of the COVID-19 pandemic; however, with more exhaustive research, it could be known the number of students who could not cope with educational challenges due to their learning styles and the pedagogical methodologies used with them.

Implementing learning styles in the classroom is beneficial not only from the point of view of curricular adaptations, but it is also fundamental to face the student population to new challenges where they must face other learning styles different from those that are predominant in their lives, which will help them face educational challenges in different ways.

Coffield and others, cited by Gutiérrez (2018), emphasizes that an adequate application of the instruments of measurement of learning styles provides as an advantage the expansion of knowledge not only for students, but also benefits teachers in that it allows them to optimize the techniques used in the classroom and evaluation strategies, in order to achieve greater school success. Implementing the following research at Villarreal High School will be an excellent space to understand the diversity of learning styles that can be detected in a sample of students; as well as finding the predominance of these, to generate a search for strategies according to the variety of each student.

This research will be developed in seven chapters, which the researcher will detail below: chapter one deals with the introduction of the project where the topic in question, the purpose, the research question, the objectives set and the hypothesis that will guide the course of the study are presented. Chapter two deals with an exhaustive review of bibliographic information, where the theory that supports the paradigm of learning styles in education is determined, ways to diagnose them in classrooms, ways in which students are affected when the learning style of each student is not considered, as well as useful pedagogical proposals for the planning of lessons considering the variety of learning styles of students. Chapter three corresponds to a description of the methods, type of research, population and sample and detail of the instruments to be applied. In chapter four, the researcher will present the results obtained in the application of instruments to the chosen sample. Chapter five is dedicated to an analysis of the results obtained in the application of instruments, in the light of the objectives set out in chapter one and according to the theoretical

foundation that has been developed throughout the research. Chapter six presents the conclusions, strengths and limitations, which can serve as input for other researchers interested in the subject in question, as well as the student and teaching population. Finally, chapter seven will include the recommendations that the conclusion of the research yields, suggestions, annexes and bibliographic references that supported the study.

1.2. Rationale

All people generate new knowledge every day. From the day you start in the development of life, you accumulate a lot of experiences that in the short and long term will become learning. Expanding knowledge about the various learning styles in the classroom is a fundamental task of all teachers committed to teaching processes; as well as the new ways to positively impact the student body and achieve high success rates in the compliance of the curriculum. One of the fundamental components of classroom organization is the use of learning strategies and these must respond to the rhythm and individuality of each student; from there, the theoretical support around learning styles is a fundamental axis in the conception of education at a universal level.

The sample chosen to do the research is a group of seventh grade of the Liceo de Villarreal, which is highly applicable to the study about learning styles, for the great variety present in each and one of the high school students and with greater viability to be seventh grade due to the great change they experience when leaving the primary school and to start a completely different and more demanding environment at the high school level. This research study will be successful because it is based on an updated theme, which has a great background of information sources and possibilities to apply it in the students chosen for the project. The research will be able to cover from the theoretical knowledge related to learning styles, the ways to diagnose them and proposals for strategies to implement in the classrooms responding to the diversity of styles present in each student, which will generate meaningful learning spaces.

It is important to mention that the world is currently going through a great challenge, to face the COVID-19 pandemic, which has meant changes in the education system and teaching models. One of the main obstacles that may arise during the development of the research lies in the bimodality with which the school year is being developed, which affects a decrease in periods and number of students attending the classrooms, as well as possible suspensions of class periods or absence of students and teachers due to the disease.

1.3. Purpose

The main objective of this research is to expand knowledge about the different learning styles, to apply this information in the detection and application of strategies that improve performance in the development of the teaching-learning process in a group of seventh-year students from   Villarreal High School. The work will be developed under the qualitative approach subject to the results of the measurement instruments that are intended to be applied. The design of the research will be action research under this type of design, it seeks to solve or understand certain situations of a collectivity. Its basic precept is that it must lead to change and therefore this change must be incorporated into the research process itself. It is investigated at the same time as it intervenes (Hernández and Mendoza, 2018).

1.4. Objectives

1.4.1. General objective

- To implement learning styles theory to boost classroom oral interaction with students from seventh level at Villarreal High School

1.4.2. Specific objectives:

- To diagnose oral interaction level of seventh grade students
- To apply learning styles theory in order to boost the oral interaction level in the English class.
- To find out the progress on the oral interaction level through the application of learning styles theory in the English class.

1.5. Research questions

The diversity present in learning styles becomes a fundamental part of pedagogical practice today. During academic training in the field of teaching, it becomes extremely relevant to know about the different postulates that study the ways in which students develop learning in the classrooms and then put into practice the knowledge acquired in the work with students and manage to cover all the individualities that are presented in the student body with which the teacher will relate throughout his professional career.

Due to the previous, this research will be based on the following research questions:

1. What are the theories that support the different learning styles and the benefits for?
2. What kind of instruments can be used to determine the learning styles in a group of seventh grade students at Villarreal High School?
3. How to identify students with difficulties in achieving the objectives set in the classroom?
4. What activities based on learning styles can be implemented in a group of seventh grade students at Villarreal High School to optimize educational practices?

1.6. Hypothesis

Learning styles represent a radical change in the modalities of teaching-learning in the classroom. Throughout the history of humanity, there have been great changes in the field of education, always in the search to optimize learning and generate greater meaningful knowledge that remains throughout the lives of learners; but mainly, that they be reflected on the individual actions and development of nations. When a State cares about the educational system and generates favorable environments for teachers and students, it can advance by leaps and bounds in the development of this, while positioning itself at the forefront compared to other states. This makes it necessary that, as well as the changing world, the techniques for education are adapted to the new possibilities and requirements of the individuality of each person.

The notion that each person learns at their own rhythm makes it possible to expand the scenarios in which the teaching-learning processes are developed and to encompass the entire school.

A fundamental part of all research lies in the formulation of hypotheses. According to Sampiere, R. (2014, p. 104):

> "Hypotheses are the guidelines for a research or study. The hypotheses indicate what we are trying to prove and are defined as tentative explanations of the phenomenon investigated. They are derived from the existing theory and must be formulated as propositions. In fact, they are provisional answers to research questions.".

Taking as support the definition expressed by Sampiere, R (2014) in the present study it is hypothesized that the implementation of mechanisms to detect learning styles in a group of students will be an excellent opportunity to detect current limitations in the methodology applied in the classrooms, while enabling the implementation of work techniques in the classroom and in the studio that respond to individuality in learning styles for a better use of learning resources. P. 104

CHAPTER II

LITERATURE REVIEW

2.1. Literature Review

Education in Costa Rica has become a challenge for all sectors of society, especially for governments. The relevance that is given to the results of the educational processes of each country is decisive for analyzing the level of development in which a State is located and the direction in which the pedagogical curricular plan is going to be directed. Due to this importance, it is that many decades ago special attention has been paid to the methods that each student uses to generate knowledge and, in this way, to understand what is learning processes of the people.

> The individual differences of the students have been a subject studied in the last decades in the search to understand the way in which they acquire skills and knowledge, and in what way the learning is reflected in the academic performance. (León, 2016, p. 7).

It is important to underline the special attention that should be given, as stated by the previous author, to individuality as a fundamental axis of the preparation of programs and study plans, in order to achieve a homogeneity of opportunities in the various educational routes outlined in each subject. In this scenario, it is essential to know about the learning styles and rhythms that predominate in each student in the classrooms, to bring the curriculum closer and generate significant learning, especially with regard to the knowledge of foreign languages, in this case, specifically English.

2.2. History of education in Costa Rica

The history of the education in Costa Rica has gone through a long process of evolution until reaching what exists today, a solid governmental body that seeks to cover all stages of development from early childhood, childhood to adolescence.

Since the colonization of America, our country continues a path of establishing the foundations of what was to become the current educational system.

Bernal Martínez, makes an excellent chronology of what has been the history of Costa Rican education, among which stands out:

1792. Obligatory education is ordered -for the first time- in Cartago. Penalties are established as compulsory measures for the parents of the children who do not attend to receive lessons. In the same schools, severe punishments are practiced for indiscipline, even with the consent of the Spanish Governor Vásquez y Téllez, an authority that ordered the compulsory nature of education for the first time. The instruction, as expected, is very rudimentary: memory is exercised, teaching is collective and repetitive, a prelude to the Lancastrian method

1797. Some residents of San José, concerned about the absence of an educational center in their locality, hired themselves by public deed, a school on June 1st of that year. The above shows the abandonment, which, in educational matters, the Government had, which would eventually become the capital of our country. (Martínez, 2016, p. 17).

With a marked Spanish heritage, the importance that was being given to education is observed, although in a rudimentary way that in the long run was going to become the educational programs that are enjoyed today. After 1843 with Don José María Castro Madriz, a great advance was made in terms of the ordering of the educational system, which was evidenced in the following way:

1843. Dr. José María Castro Madriz as Minister of Foreign Affairs of the José María Alfaro administration, the first center for higher studies, the Santo Tomas University, was created on May 3rd. Founded on the academic and material basis of the House of Education of the same name, it was inaugurated on April 21, 1844. This is undoubtedly the greatest achievement of education at least in the first part of the 19th century, and it owed its creation to the vision of Castro Madriz who, in his administration, first as Minister of State, and later as Ruler, gave great impetus to popular education in aspects such as the following:

1. Legislate on primary education.

2. Organized secondary education.

3. Founded a Normal School, a High School for Girls and educational centers in San José and Cartago.

4. It makes the Costa Rican state bear all the responsibility in educational matters, ensuring the necessary resources for its operation.

1844. Public education is granted a constitutional legal framework with Article 180 of the Political Constitution of that year. Said constitutional section establishes that: "It is a sacred duty of the Government to use all the means available to enlighten the people "The following article sanctions that:" Illustration is a Costa Rican right and the State guarantees it in all respects through legal provisions "(art. 181). (Martínez, 2016, p. 20).

Legalizing education in Costa Rica evidenced the existing interest in providing quality education to the entire child population, even though at that time only a small and exclusive part of the people had access to schooling. The reforms introduced by President Tomás Guardia in education marked an era of relevant changes; without neglecting the political air that permeated him in each subsequent government (Martínez, 2016).

It should be noted that for this first stage of the Costa Rican educational history of the 20th century, there were a total of 868 schools in primary education, of which 810 were mixed, as well as 22 schools for adults. The primary teaching and administrative staff already reached 3,927 education servants. In high school there were 8 official schools, including the Guanacaste Institute, in Puntarenas the José Martí School (at night) and the Limón School, founded in 1945. Not included are the private schools, mostly Catholic, which were several and operated since the nineteenth century, such as the Colegio de las Religiosas Belmitas in Cartago and the Colegio Nuestra Señora de Sion in Cuesta de Moras, San José, currently located in Moravia. (Martínez, 2016, p. 28)

From that time on, the emergence of educational representatives such as Omar Dengo, Roberto Brenes Mesén, Ema Gamboa and many others began to boom. School-level and secondary-level educational centers were created in all provinces of the country. This process solidifies with the time of entry into force of the Social Reforms and the establishment of the New Republic, entering the fifties.

Martínez highlights the importance given to education in the Political Constitution of 1949. Finally, it should be noted that, in the Political Constitution of 1949, an entire chapter was dedicated to education. In effect, Chapter VII on Education and Culture reaffirms the constitutional legal status of the Costa Rican educational system, which is conceived as an integral and correlated process in its various cycles, from preschool to university education. (Art77); The gratuitousness of the entire educational process from preschool is extended to diversified education, as well as the compulsory nature of primary school, leaving preschool and university education outside of this restriction. (Martínez, 2016, p. 28).

At present, the educational system, as indicated in the Eighth Report on the State of Education (2021), at the coverage level, there is a great advance, since it seeks to reach all corners of the country; However, the educational system is going through a stage of many difficulties, challenges and setbacks led by the direct and indirect impact of the Covid-19 Pandemic.

According to information provided by (Brenes, 2020) in Costa Rica there are approximately one million two hundred thousand students at all levels from preschool to diversified education, in around 4,471 educational centers spread over the seven provinces (p.17), seeking reach 100% of the population of the age to be inserted in the education sector. The Ministry of Public Education is the entity that regulates the educational service of the country. Led by a ministry and with pedagogical and administrative departments that oversee monitoring and responding to the needs associated with the teaching-learning processes.

2.3. Teaching English in Costa Rica.

The great benefit of learning and mastering a second language to obtain individual competitive advantages and for the development of countries is known. Nations create their economic and educational programs around the implementation needs of bilingualism and aim to strengthen it as a globalizing tool. Bonilla and Rojas mentioned by Piedra (2015) emphasize the teaching of the English language in Costa Rica as a necessary form, especially for developing countries. Likewise,

Marín cited by Piedra (2015) highlights that the teaching of English and French as part of bilingualism was a necessity for the 18th century bourgeois class due to the lucrative commercial deals with European countries (p. 31).

> Since then, Costa Rica has maintained important commercial relations with English-speaking countries, such as England and, as of 1850, with the United States of America. At present, thanks to globalization, the commercial borders between Costa Rica and the world have been opening, favoring international treaties with other foreign-speaking countries.

Therefore, it is evident that commercial development is linked to the need to learn the English language as a way of growth and progress. With the rise of the economy of the Costa Rican state in the 19th and 20th centuries, the teaching of English became fundamental as part of the educational system.

The English Study Program of the I cycle of the MEP (MEP, 2016), emphasizes the need to develop language skills together with the use of communication technologies, as a fundamental axis for international communications.

> Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning, and assessment have to be aligned at the classroom level as well as in the national test. (MEP, 2016, p. 4).

University studies, better job opportunities, achieving greater experience, being able to move to other cities in the world, among many others, are activities that will be much easier with an adequate command of English, which is why the great importance of carrying out excellent learning processes of this language from primary to secondary education.

2.3.1. Characteristics of the high school student population.

The summary of the State of the Nation Report (CONARE, Programa Estado de la Nación, 2019) indicate the data thrown by the investigations on the situation of the secondary one in the country. One aspect to highlight is that by 2018, only 48% of people between 14 and 16 years old were part of the education system (p. 38); Although it is true, this figure is much higher than in previous decades, there is still a great lag in the educational coverage of this very important level of education.

Among the ways in which the MEP works to reduce this gap in the teenager population, aid programs such as scholarships and incentives have been implemented for the vulnerable population; but the report emphasizes the need to expand pedagogical programs:

> The net schooling rate, an indicator used to monitor the aspiration for young people to attend education between cycles without discontinuities, shows a slight improvement throughout this decade. In 2018, only 48% of people aged 15 to 16 attended secondary education without lags and a quarter of them (23.3%) were outside the training offered by the MEP. This is explained, in large part, by the country's problems in terms of internal efficiency and performance from primary education, which limits success in later cycles. At the current rate, significant progress toward universality will take decades. (CONARE, Programa Estado de la Nación, 2019, p. 38).

A fundamental aspect is the dangerousness that stalks young people away from the educational system, which not only limits their academic and professional future, but also makes them vulnerable to crime, vices, and others.

• In almost half of the MEP regional directorates, drug seizures have a strong statistical association with the levels of educational exclusion in secondary schools, even when controlling for the effect of socioeconomic factors and for the coverage of drug programs. MEP equity.

• Exposure to drug trafficking - determined through the kilograms of cocaine seized - is associated with lower levels of student performance in Mathematics and Scientific Literacy skills,

in the 2015 Programa Internacional de Evaluación de los Alumnos (PISA). (CONARE, Programa Estado de la Nación, 2019, p. 39).

This situation represented by the State of the Nation Report makes clear the urgency for the population of secondary age in Costa Rica to have the opportunities and drive to continue in the educational system.

Along with the relevance of keeping the youth population in the classroom, is providing them with excellent English teaching programs that are of high standards and bring them closer to an optimal language proficiency band to enhance their employment and educational opportunities.

2.4. Learning Style theories.

The term styles are used frequently in many areas of society. In education it is related to the ways in which everyone manages to generate new knowledge. Valadez, mentioned by Rodríguez (2016) points out that it goes beyond intelligence and relates the learning style with the context and motivation. Many investigations, theories and studies have emerged in this regard, and all agree that human beings always learn in different ways.

> The Theory of Learning Styles has come to confirm this diversity among individuals and to propose a way to improve learning through personal reflection and differential peculiarities in the way of learning (Malacaria, 2010, p. 5).

This provides an excellent opportunity for all personnel involved in the teaching-learning processes to develop meaningful learning moments according to the peculiarities of each learner.

2.4.1. Neil Fleming's Theory of Learning Style

Neil Fleming is a teacher in New Zealand, the country where he was born. He has served in a variety of positions within the educational field. His main contribution to the theories of learning styles is for his design of the VARK model in 1987.According to information collected on the Essay Club website, Fleming thought of this theory when he was an inspector of the education system in his country.

Before the work of Fleming, VAK was in common use. Fleming divided the visual dimension (the V in VAK) into two parts: symbolic as Visual (V) and text as read / write (R). This created a fourth mode, read / write, and brought in the word VARK for a new concept, a learning preferences approach, a quiz, and support materials. (Eduwiijs, 2019).

It is important to emphasize that everyone can have several preferences to learn and even use some form for a particular preference.

2.4.2. David Kolb's Theory of Learning Styles.

Cazau (Cazau, s.f.) affirms that it is the theory of learning styles of David Kolb supposes that to generate learning, one can start from two aspects: from a direct and concrete experience or from an abstract experience. These experiences are later formed into knowledge when they are elaborated in the following ways: a) reflecting and thinking about them: reflective student. b) actively experimenting with the information received: pragmatic student (Cazau, s.f.). According to Kolb's model, learning occurs in four phases: acting, reflecting, experimenting, and theorizing.

2.4.3. Hermann's theory of learning styles.

Ned Hermann created a model of learning styles based on brain function. In his theory he represented the brain in four quadrants that result from the intersection of the right hemisphere with the left (s.a., 2004). Each quadrant has different learning characteristics, which are presented below:

1) Left Cortical (LF) 5 Behaviors: Cold, distant; few gestures (s.a., 2004) elaborate voice; intellectually brilliant; evaluate, criticize; ironic; he likes dating; competitive; individualistic. Processes: Analysis; reasoning; logic; Rigor, clarity; he likes models and theories; collect facts; proceeds by hypothesis; he likes the precise word. Competences: Abstraction; mathematical; quantitative; finance; technical; Problem resolution.

2) Left Limbic (LL) Behaviors: Introverted; emotional, controlled; meticulous, maniac; monology; he likes formulas; conservative, faithful; defends its territory; linked to experience, loves power. Processes: Plan; formalizes; structure; define procedures; sequential; checker; ritualistic; methodical. Competences: Administration; organization; realization, commissioning; conductor of men; speaker; consecrated worker.

3) Right Limbic (RL) Behaviors: Extraverted; emotional; spontaneous; gesticulator; playful; talkative; idealistic, spiritual; seek acquiescence; reacts badly to criticism. Processes: Integra by experience; it is moved by the pleasure principle; strong affective involvement; works with feelings; listens; question; need to share; need for harmony; evaluate behaviors. Competences: Relational; human contacts; dialogue; teaching; teamwork; oral and written expression.

4)Cortical Right (CR) Behaviors: Original; humor; taste for risk; space; simultaneous; he likes discussions; futuristic; jumps from topic to topic; brilliant speech; Independent. Processes: Conceptualization; synthesis; globalization; imagination; intuition; display; acts by associations; integrates through images and metaphors. Competence: Creation; innovation; enterprise spirit; artist; investigation; future vision (s.a., 2004).

With this model and characteristics, aspects of each student and teacher were defined, as well as suggestions for class work.

2.4.4. Felder and Silverman's theory of learning styles.

This model bases learning styles on five dimensions that are closely related to answers to these questions:

a) What type of information do students preferably perceive? Dimension relative to the type of information: sensitive-intuitive. Basically, students perceive two types of information: external or sensitive information to sight, hearing, or physical sensations and internal or intuitive information through memories, ideas, readings, etc.

b) Through which sensory modality is cognitive information most effectively perceived? Dimension relative to the type of preferential stimuli: visual verbal. Regarding external information, students basically receive it in visual formats through tables, diagrams, graphs, demonstrations, etc. or in verbal formats through sounds, oral and written expression, formulas, symbols, etc.

c) What type of information organization is the student most comfortable with when working? Dimension relative to the way of organizing information inductive-deductive Students feel comfortable and understand information better if it is organized inductively where facts and observations are given, and principles are inferred or deductively where principles are revealed and consequences and applications are deducted.

d) How does the student progress in his learning? Dimension relative to the way of processing and understanding information: sequential-global Student progress on learning involves a sequential procedure that requires logical progression of small incremental steps or global understanding that requires a comprehensive vision.

e) How does the student prefer to process the information? Dimension relative to the way of working with information: active-reflective Information can be processed through active tasks through engagements in physical activities or discussions or through reflection or introspection. (s.a., 2004, p. 20).

With this theory the authors defend the diverse styles of learning in four ways, to hear and to see, to reflect and to act.

2.4.5. Bandler and Grinder's theory of learning style

Bandler and Grinder's theory is based on neurolinguistic principles. Its acronym is VAK (visual, auditory, and kinesthetic), and they affirm that knowledge comes from these areas in which most people use unevenly, so the information received through the channels they use the least and use will not be learning significant because the importance is not given to the predominant area.

The Learning Styles Manual (2004) describes the Bandler and Grinder areas with the following characteristics:

a) Visual representation system. - Visual students learn best when they read or see information in some way. In a conference, for example, they will prefer to read the photocopies or transparencies to follow the oral explanation, or, failing that, they will take notes to have something to read.

b) Auditory representation system. - When we remember using the auditory representation system, we do so in a sequential and orderly manner. Auditory learners learn best when they receive explanations orally and when they can speak and explain that information to another person. The auditory learner needs to listen to his mental recording step by step. Students who memorize aurally cannot forget a word because they do not know how to follow.

c) Kinesthetic representation system. - When we process information associating it to our sensations and movements, to our body, we are using the kinesthetic representation system. We use this system, naturally, when we learn a sport, but also for many other activities. Learning using the kinesthetic system is slow, much slower than with either of the other two systems, the visual and the auditory.

It is estimated that 40% of people are visual, 30% auditory and 30% kinesthetic (s.a., 2004, p. 31).

2.4.6. Gardner's theory of learning styles.

This is, perhaps, one of the most mentioned theories of learning styles in recent decades in the educational system. Part of the main idea that all people learn individually and can excel in multiple or few areas.

All human beings can know the world in seven different ways. According to the analysis of the seven intelligences, we are all capable of knowing the world through language, logical-mathematical analysis, spatial representation, musical thought, the use of the body to solve problems or do things, an understanding of other individuals and an understanding of ourselves. Where individuals differ is the intensity of these intelligences and in the ways in which they resort to those same intelligences and combine them to carry out different tasks, to solve different problems and progress in different areas.

In his treatises, Gardner thoroughly laid out each of the characteristics of these seven intelligences and how some people identify with some of them and manage to excel in areas unconventional to ancient academic measurements.

2.5. Different learning styles.

According to the theories exposed previously and many other studies, it is evident that there is a wide variety in terms of the establishment of a homogeneous list of learning styles. In the present investigation the following stand out: theoretical, active, pragmatic, and reflective. Some internet sites like Bitpadres also add:

> Theoretical
>
> Active
>
> Pragmatic
>
> Reflexive
>
> Visual
>
> Auditory
>
> Kinesthetic
>
> Mathematical logician
>
> Verbal
>
> Lonely
>
> Social
>
> Multimodal (Bengall, s.f.)

From this important list and many more that have emerged, useful questionnaires or tools are created for people to identify their learning styles and achieve a better teaching-learning process.

2.6. Difference between Learning Styles and Rhythms

Many people often refer to learning styles and rhythms as synonymous; however, they are different terms. Learning rates are related to the speed or capacity of everyone to learn. According to the site Formación Pedagógica (S.a., 2016) these are linked to the following aspects:

- Individual Age
- Psychological maturity
- Neurological Condition
- •Motivation, previous preparation
- Cognitive domain of strategies
- Use of multiple intelligences
- Hemispheric brain stimulation
- Nutrition

That is, people have different learning rhythm, among them we can mention: fast, moderate, and slow and are influenced by external and internal variables.

As mentioned above, the learning style is the set of pedagogical and cognitive characteristics that are usually expressed simultaneously when a person must face a learning situation; that is, the different ways in which an individual can learn (S.a., 2016).

2.7. Ways to determine learning styles in students.

To determine the learning styles in the student body, it is important to carry out evaluation processes at the beginning, during and at the end of the teaching periods. In the literature you can find questionnaires, checklists, observation guides and formal and informal diagnoses that serve as input to provide a possible approach to the learning style of each student.

2.8. Academic performance in students

Ruiz *et.al.* mentioned by León (2016), agrees that the academic performance of students is closely linked to the knowledge of the students learning style. Knowing it brings the student great advantages in memory, techniques, areas, and channels of learning, which has a positive effect on performance. For teachers, knowing how their students learn can facilitate their work in planning the curriculum and provide tools for an individualized approach to the situations of each student in the classroom.

2.9. Relationship between academic performance and learning styles.

González mentioned by León (2016) carried out a comparative study of the academic performance of a group of students and the different actors of the study process such as teachers and the environment, as well as knowledge of learning styles.

According to González, academic performance becomes the result of a hybrid between what is taught and what is learned mediated by individuals and the factors involved in this process. In the development of the research, it was identified that some of the factors mentioned are related to social interactions, interests, teaching methods of teachers, the tools available and knowledge about learning styles. Among other factors are also: psychological, related to some disorders in basic psychological functions such as perception, memory and conceptualization; of sociological type,

which are those that include the family and socioeconomic characteristics of the students, such as the family economic position, the level of education and occupation of the parents and the quality of the environment that surrounds the student and finally the factors of type physiological, related to hormonal changes due to endocrinological modifications, suffering from deficiencies in the sense organs, malnutrition and weight and health problems.

In this way, it is evident that there is a close relationship in the knowledge on the part of the teacher and the student of their learning styles to create meaningful learning, especially regarding the learning of a language such as English.

2.10. Strategies to implement learning styles in the classroom.

With training on learning styles from different authors (Gutiérrez, 2018) it is possible to create a bank of information to generate instruments that are inputs to determine the learning styles of students. This study is based on the possibility of diagnosing the learning styles of a group of students, so it is convenient to use a questionnaire, inventory on learning styles, interview, and observation guide.

CHAPTER 3

DESIGN AND METHOD

The research is a systematic process that arises as a need to respond to problems of daily life and the generation of new knowledge; as well as explaining scientific phenomena or questions.

3.1. Action Research

Action research is a form of study that seeks to develop and understand social realities. According to (Colmenares, 2008) this type of approach constitutes a very rich methodological option that allows expanding knowledge while providing answers (p. 11).

This research work is based on the action research approach to be carried out in a sample of a group of college students to determine the learning styles of the student population.

3.2. Research approach

The research approach allows approaching the study with essential tools to obtain truthful results.

Hernández and Mendoza (2018) refer to the three fundamental routes that exist to develop an investigation.

All research begins with an idea that develops gradually. But to start an investigation you need to first know the routes that have been built by scientific communities to study any topic, phenomenon, or approach. There are three fundamental routes: the quantitative, the qualitative and the mixed (p. 4).

The mixed approach, according to Hernández and Mendoza (2018) emphasizes the choice of sets for the inquiry with systematic, empirical, and critical processes.

Chen, in Hernández and Mendoza (2018) define hybrid methods as:

The systematic integration of quantitative and qualitative methods in a single study in order to obtain a more complete "photograph" of the phenomenon, and indicates that these can be combined in such a way that the quantitative and qualitative routes retain their original structures and procedures (pure form of mixed methods); Or, that these methods can be adapted, altered, or synthesized to carry out the research and deal with the costs of the study (modified form of mixed methods).

Due to the characteristics of the study, it will be developed under an action research approach, at the Liceo de Villareal, Santa Cruz de Guanacaste.

3.3. Context.

The research project is intended to be carried out at the Liceo de Villareal, which will be described below.

Vision: To be a Quality institution in constant educational and technological innovation, which promotes intercultural education and academic excellence of students, strengthening mutual respect, that of the environment and tolerance, to train people, capable of interpreting and transforming their knowledge in an active way in a better world.

Mission: Collaborate in the comprehensive training of students, through an excellent academic, cultural and axiological education, in an environment of harmony, open-mindedness and freedom, being "an island of hope open to the intercultural world"; with an attitude of openness to knowledge, to the use of technological resources to build a more just and supportive world.

Values: The Liceo de Villarreal has the following values:
1. Tolerance: respect for the opinions or attitudes of others, even if they do not coincide with your own
2. Respect: recognition of self-worth and the rights of individuals and society
3. Responsibility: fulfill the duty and assume the consequences of our actions.

4. Honesty: human quality by which the person is determined to choose to act always based on truth and authentic justice.

5. Solidarity: empathy, sensitivity, and respect, between the members of the educational community and the world that surrounds us.

6. Justice: set of rules and regulations that establish an adequate framework for interpersonal relationships within the institution

7. Innovation: Give way to creativity and research, starting from new techniques and instruments that promote the development of skills and abilities in students.

8. Open minded: critical appreciation of our own cultures and personal histories, as well as the values and traditions of others, we seek and consider different points of view and are willing to learn from experience.

9. Bold: being talented and exploring new ideas and innovative strategies, showing ingenuity and resilience when facing changes and challenges.

10. Interculturality: appreciating the other who is different from me and promoting that one cultural group is not above the other, always favoring integration and coexistence between cultures.

Principles:

1. We comprehensively educate the student from the humanistic perspective

2. We educate in an environment of cordiality, joy, respect, security, trust and harmony with nature, which favors interpersonal relationships among members of the educational community.

3. We educate in a process of quality and academic excellence, which allows the development of skills, habits, and cognitive capacities, in the search for knowledge, with a creative, critical, ethical sense, applying technological and scientific advances with a humanistic vision.

4. We have a professional, trained, committed, constantly updated teaching staff that allows us to respond to the demands of the international quality education that is offered.

5. We educate from a perspective that responds to the needs, gaps and aspirations of each student to create and develop international education programs.

6. We work closely with Parents, who are primarily responsible for their children's education, offering them tools so that they can fulfill their mission of educating and training their children.

7. We educate for a solidarity commitment that seeks the common good in a globalized world.

8. We educate to contribute to the learning and personal development of our students, with special educational, physical and emotional needs, allowing them to develop their abilities from their strengths.

3.3.1. Setting.

The Liceo de Villareal is located 400 meters southwest of the EBAIS of Villarreal, Tamarindo, Guanacaste Province, Costa Rica.

It is characterized by being an institution of Public Education located in the district of Tamarindo oriented to the use of technology for innovation implemented with the International Bachillerato.

3.3.2. Population.

Hernández (2018) indicates that the population, in a research project, is the totality of subjects that intervene in the phenomenon to be studied and that have common characteristics.

For the present study, the population is made up of all students from section 7-6 of the Liceo de Villarreal.

A sample corresponds to a representative part of the population. The researcher uses them to save time or money in the study. Hernández and Mendoza mention that the sample is a subgroup of the population on which the pertinent data will be collected (Hernández-Sampieri & Mendoza, 2018).

3.4. Data Collection Procedures.

This part of the investigation will be destined to mention the instruments used in the study; as well as presenting the data obtained in these.

For the present, a diagnosis, questionnaire will be used.

3.4.1. Data collection description.

Knowledge of the instruments used in action research provides reliability and veracity to the study.

To analyze the data, the researcher relies on standardized and quantitative procedures (descriptive and inferential statistics), as well as qualitative ones (coding and thematic evaluation), in addition to combined analyzes. The selection of analysis techniques and models is also related to the problem statement, the type of design and strategies chosen for the procedures; And as we have commented, the analysis may be on the original data (direct data) or it may require its transformation. The diversity of analysis possibilities is considerable in mixed methods, in addition to the known options offered by statistics and thematic analysis (Hernández-Sampieri & Mendoza, 2018).

Next, a description of the instruments chosen for this research will be made.

3.4.1.1. Instruments description.

3.4.1.1.1. Diagnostic

This instrument, located within the action research, offers the opportunity to know the knowledge possessed by the individuals in the sample, through an inquiry process that will lead to a reflective analysis of the problems that the study subjects possess, according to the statement of the hypothesis and the problem raised.

Diagnosis is the final or temporary result of the trend of the behavior of the object of study that we want to know, in a certain context-space-time, through its functions and principles that characterize it as such. The explanation and presentation of the diagnosis in a document is not only descriptive, but it is also explanatory and predictive (Vallejos, 2008).

In this way, the importance of diagnosis, as Vallejos mentions, is to provide a detailed explanation of the study subject in terms of their knowledge of the research topic.

3.4.1.1.2. Diagnostic used.

The project will use the following diagnosis that will be applied to students.

General Instructions:

Please answer what is requested

1. **Read carefully what is asked**
   o Please introduce yourself
   o Say your full name
   o Your age
   o Where do you live

2. **Please read aloud the following information about Mental Health.**

   Depression is a disease that affects more young people and adults every day. In simple language, depression is caused by a great chemical imbalance in the brain that gives you the feeling of not wanting to get up in the morning, lose your strength and desire to live and feel sad. In recent years, the subject of mental health has gained great relevance in many discussion forums. This is due to the increasing rates of suicide on the planet and other mental disorders such as anxiety attacks, depression and others that affect people.

3. **Describe the following picture in as much detail as you can**

4. What is your favorite Holiday and explain why?

5. Talk about Holiday

Where do you go on holidays?

Who is putting the star on the tree?

Where is the candy?

Why is the man picking up the body?

3.4.1.1.2. Questionnaires.

The questionnaire is one of the instruments most used in research, since the results are conditioned to the interests of the researcher reflected in the questions.

In summary, we can define the questionnaire as the physical environment used to collect the information from the respondents, structured in questions and their corresponding places for the answers with additional information regarding standards and comments to be followed by the interviewees. (The questionnaire Design of the questionnaire., S.f.).

The following questionnaires will be applied in the study:

Cuestionario 1: Estilos de aprendizaje (Spanish)

Cuestionario

Este cuestionario tiene como objetivo averiguar descubrir cómo aprendes mejor. Los materiales de seguimiento le darán consejos sobre cómo usar su estilo preferido para obtener el máximo beneficio. Marque la respuesta que mejor explique su preferencia. Por favor, rodee más de uno si una sola respuesta no coincide con su percepción. ¡Por favor tenga en cuenta que no hay respuestas "correctas" o "incorrectas"! No se puede dar más información, ya que puede perjudicar sus respuestas.

1. ¿Cuál de las siguientes actividades disfrutas más?

a) Escuchar música

b) Ver películas

c) Bailar con buena música

2. ¿Qué programa de televisión prefieres?

a) Reportajes de descubrimientos y lugares

b) Cómico y de entretenimiento

c) Noticias del mundo

3. Cuando conversas con otra persona, tú:

a) La escuchas atentamente

b) La observas

c) Tiendes a tocarla

4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?

a) Una piscina

b) Un estéreo

c) Un televisor

5. ¿Qué tipo de exámenes se te facilitan más?

a) Examen oral

b) Examen escrito

c) Examen de opción múltiple

6. ¿De qué manera se te facilita aprender algo?

a) Repitiendo en voz alta

b) Escribiéndolo varias veces

c) Relacionándolo con algo divertido

7. ¿Cómo te consideras?   8. ¿Cuándo tratas de recordar algo, ¿cómo lo haces?

a) Atlético   a) A través de imágenes

b) Intelectual   b) A través de emociones

c) Sociable   c) A través de sonidos

9. ¿Cómo se te facilita entender algo?   10. Para aprender necesitas:

a) Cuando te lo explican verbalmente   a) Leer un libro

b) Cuando utilizan medios visuales   b) Escuchar una clase

c) Cuando se realiza a través de alguna actividad   c) Participar en una clase

Questionnaire 2

I. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an ¨ x ¨ in the corresponding box.

Implementation Learning Styles to enhance Speaking Skills in seventh graders at Villarreal High School

Teaching speaking skills

1. Do you like your English class?
2. Do you speak actively English in class?
3. Do you use different speaking techniques to practice English?
4. Does your teacher use different speaking techniques in the class?
5. Does your teacher motivate you to speak more in English?

Learning Styles

6. Do you know what Learning Styles is?
7. Do you know what your learning style is?
8. Has your teacher used Learning Styles in your English class?
9. Do you like to learn more about Learning Styles?

II.   PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. **Mention two advantages of knowing your learning style.**

3.5. Validation of instruments.

3.5.1. Diagnostics Data Analysis.

Next, a general information on the results obtained in the application of the diagnosis to the study subjects will be presented, according to the four areas evaluated.

a) Vocabulary: the students obtained 20 points in this area, in global result.

b) Grammar: the students obtained 20 points in this area, in global result

c) Pronunciation: the students obtained 24 points in this area, in global result.

d) Interactive communication: the students obtained 24 points in this area, in global result.

3.5.2. English student questionnaire.

3.5.2.1. Next, the general results of the data obtained in the application of questionnaire 1 on learning styles will be presented.

a)   Question 1: 7 visual results, 4 auditory results and 3 kinesthetic results.

b)   Question 2: 5 visual results, 9 auditory results and 0 kinesthetic results.

c)   Question 3: 6 visual results, 8 auditory results and 0 kinesthetic results.

d)   Question 4: 11 visual results, 3 auditory results and 0 kinesthetic results.

e)   Question 5: 6 visual results, 5 auditory results and 3 kinesthetic results.

f)   Question 6: 7 visual results, 2 auditory results and 5 kinesthetic results.

g)   Question 7: 5 visual results, 7 auditory results and 2 kinesthetic results.

h)   Question 8: 5 visual results, 7 auditory results and 2 kinesthetic results.

i)   Question 9: 5 visual results, 6 auditory results and 3 kinesthetic results.

j)   Question 10: 8 visual results, 5 auditory results and 1 kinesthetic result

3.5.2.2. Next, the general results of the data obtained in the application of questionnaire 2 will be presented.

1. Do you like your English class?

All the students answered yes

2. Do you speak actively English in class?

Six students responded that they do not speak English in class.

3. Do you use different speaking techniques to practice English?

Seven students claim to use different techniques to practice English.

4. Does your teacher use different speaking techniques in the class?

Thirteen students affirm that the teacher uses different techniques to speak English in class.

5. Does your teacher motivate you to speak more in English?

Most of the interviewees affirm that the teacher encourages them to speak English in class

Learning Styles

6. Do you know what Learning Styles is?

Only three students do not know what it is about.

7. Do you know what your learning style is?

Most of the interviewees do not know what their learning style is about

8. Has your teacher used Learning Styles in your English class?

Nine students responded positively to the question of whether the teacher has used learning styles in English classes.

9. Do you like to learn more about Learning Styles?

Only one interviewee does not want to learn about learning styles.

3.6. Analysis of diagnostic data

Next, a statistical presentation of the data obtained through the collection of information in diagnoses and questionnaires applied to a group of seventh-year students of the Liceo Villarreal de Guanacaste will be presented.

In this way, it is possible to visualize the perception of the people interviewed in terms of their learning styles and the knowledge they have of them.

3.6.1. Result of responses to questionnaire one represented in tables and graphs

Table 1

¿Cuál de las siguientes actividades disfruta más?

	Listen music		Watch movies		Dance	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
Activities preferences	7	50 %	4	29 %	3	21 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 1

¿Cuál de las siguientes actividades disfruta más?
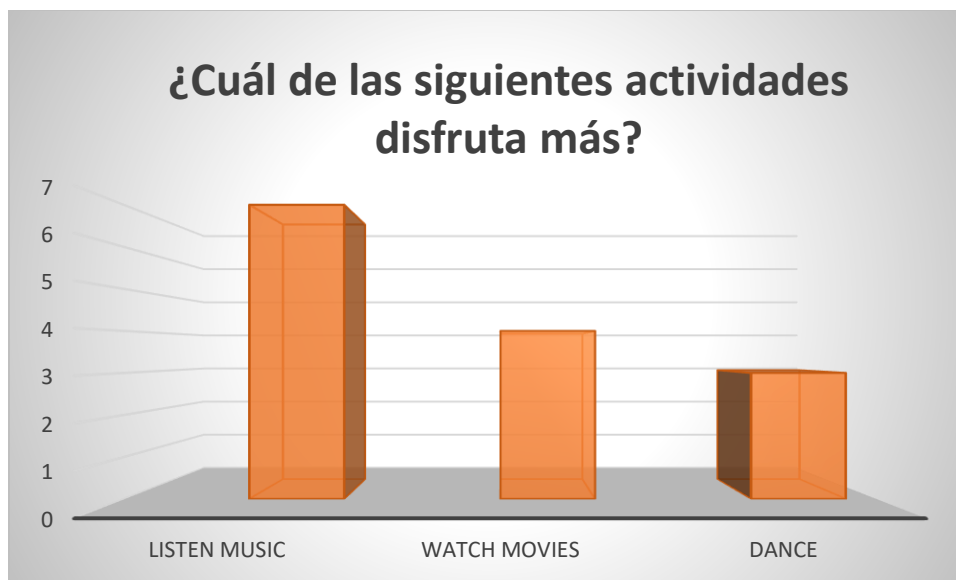
Source: diagnostic table 1 applied to students of the Liceo de Villarreal.

Table 2					
¿Qué programas de television disfrutan más?					
TV Show Preferences	**Discovery reports and places**		**Comedy and entertainment**		**World News**
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
	5	36 %	9	64 %	0	0 %

Source: diagnosis applied to students of the Liceo de Villarreal

Graphic 2

Source: diagnostic table 2 applied to students of the Liceo de Villarreal.

Table 3						
¿Cuándo conversas con otra persona tu?						
	La escuchas atentamente		**La observas**		**Tiendes a tocarla**	
Conversations	**A.F.**	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
	6	43 %	8	57 %	0	0 %

Source: diagnosis applied to students of the Liceo de Villarreal

Graphic 3

Source: diagnostic table 3 applied to students of the Liceo de Villarreal.

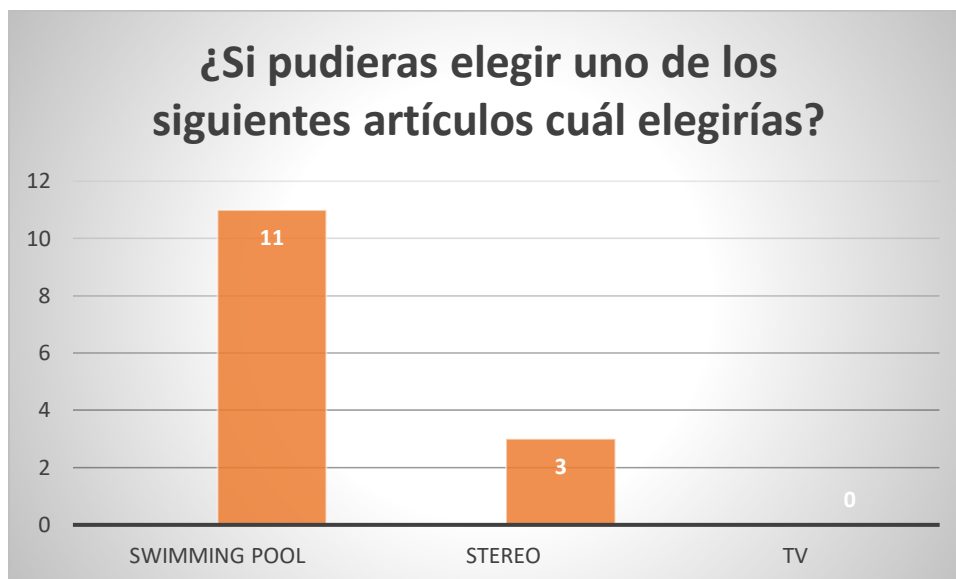| Table 4					
¿Si pudieras elegir uno de los siguientes artículos cuál elegirías?					
	Piscina		**Stereo**		**Televisor**	
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
Shopping preference	11	78 %	3	22 %	0	0 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 4

¿Si pudieras elegir uno de los siguientes artículos cuál elegirías?

Source: diagnostic table 4 applied to students of the Liceo de Villarreal.

Table 5					
¿Qué tipo de exámenes se te facilitan?					
	Oral		Writing		Multiple Choice
Test Preferences	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
	6	43 %	5	36 %	3	21 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 5

Source: table 5 of diagnosis applied to students of the Liceo de Villarreal.

Table 6					
¿De qué forma se te facilita aprender?					
Study preference	Repeating out loud		Writing several times		Relating it to something fun
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
	7	50 %	2	14 %	5	36 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 6

¿De qué forma se te facilita aprender?
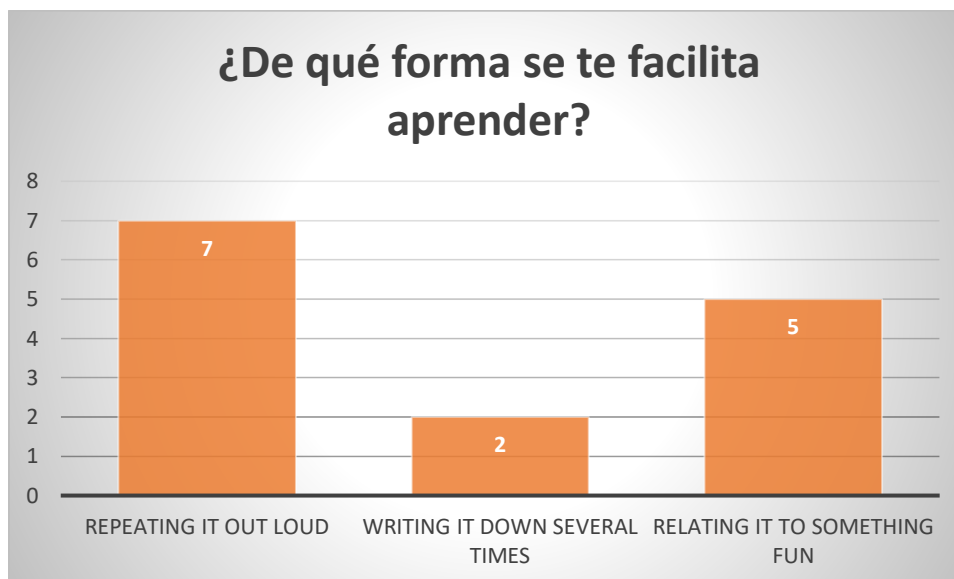
Source: table 6 of diagnosis applied to students of the Liceo de Villarreal.

Table 7					
¿Cómo te consideras?					
	Athletic		**Intellectual**		**Sociable**
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
Perception	5	36 %	7	50 %	2	14 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 7
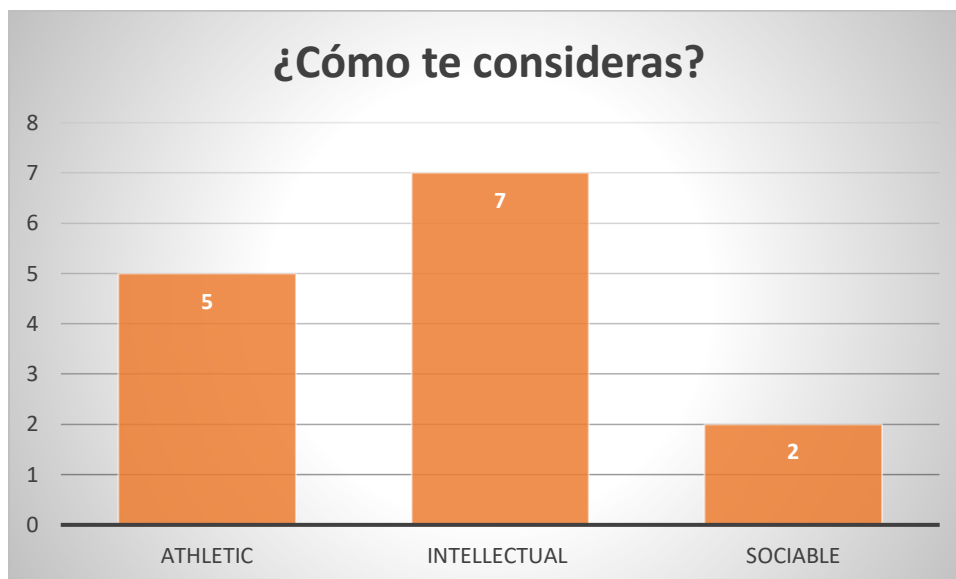
Source: diagnostic table 7 applied to students of the Liceo de Villarreal.

Table 8 ¿Cuándo tratas de recordar algo, cómo lo haces?						
	Images		**Emotions**		**Sounds**	
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
Memory	5	36 %	7	50 %	2	14 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 8

¿Cuándo tratas de recorder algo, cómo lo haces?

WITH IMAGES	WITH EMOTIONS	WITH SOUNDS
5	7	2

Table 9					
¿Cómo se te facilita entender algo?					
	Explication verbal		**Use of visual media**		**Carrying out activities**	
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
Facility to understand	5	36 %	6	43 %	3	21 %

Source: diagnosis applied to students of the Liceo de Villarreal.

Graphic 9
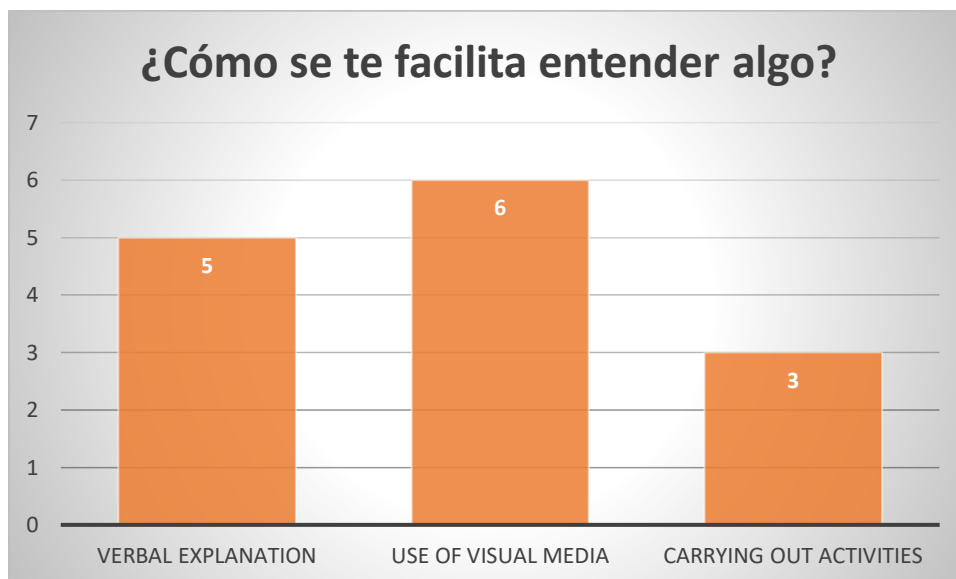
Source: table 9 of diagnosis applied to students of the Liceo de Villarreal.

Table 10					
Para aprender necesitas					
	Read a book		**Listen a class**		**Participe a class**
Knowledge preference	**A.F.**	**R.F.**	**A.F.**	**R.F.**	**A.F.**
	8	57 %	5	36 %	1	7 %

Source: diagnosis applied to students of the Liceo de Villarreal.
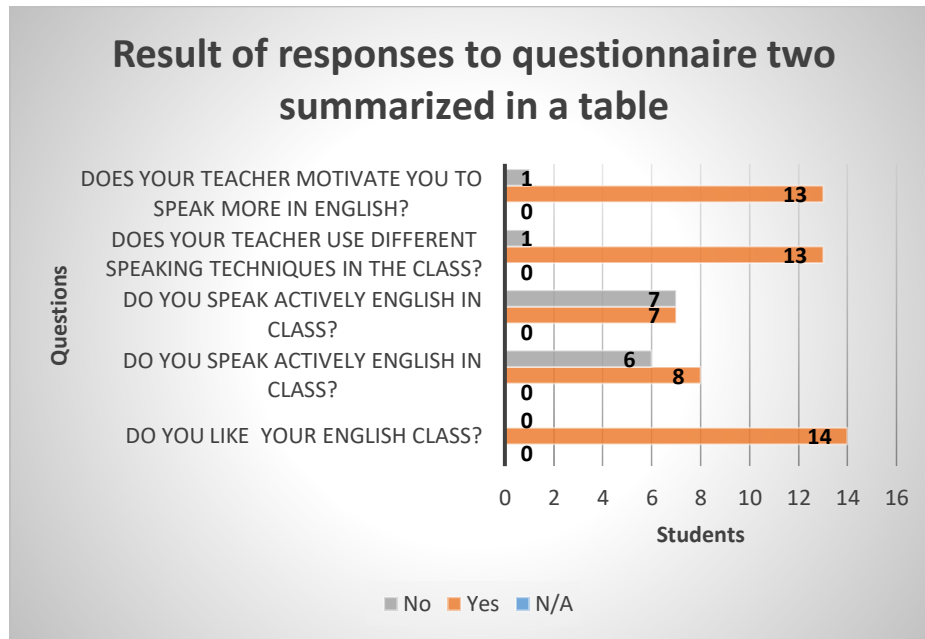
Graphic 10

Source: diagnostic table 10 applied to students of the Liceo de Villarreal.

-

### 3.6.2. Result of responses to questionnaire two summarized in a table

Table 11

	N/A		YES		NO	
	AF	RF	AF	RF	AF	RF
1. Do you like your English class?	0	0%	14 100 %		0	0%
2. Do you speak actively English in class?	0	0%	8 57 %		6 43 %	
3. Do you speak actively English in class?	0	0%	7 50%		7 50%	
4. Does your teacher use different speaking techniques in the class?	0	0%	13 93%		1	7%
5. Does your teacher motivate you to speak more in English?	0	0%	13 93%		1	7%
6. Do you know what Learning Styles is?	0 0%		11 78%		13 22%	
7. Do you know what your learning style is?	0 0%		0 0%		14 100%	
8. Has your teacher used Learning Styles in your English class?	0 0%		9 64%		5 36%	
9. Do you like to learn more about Learning Styles?	0	0%	13 93%		1	7%

Graphic 11

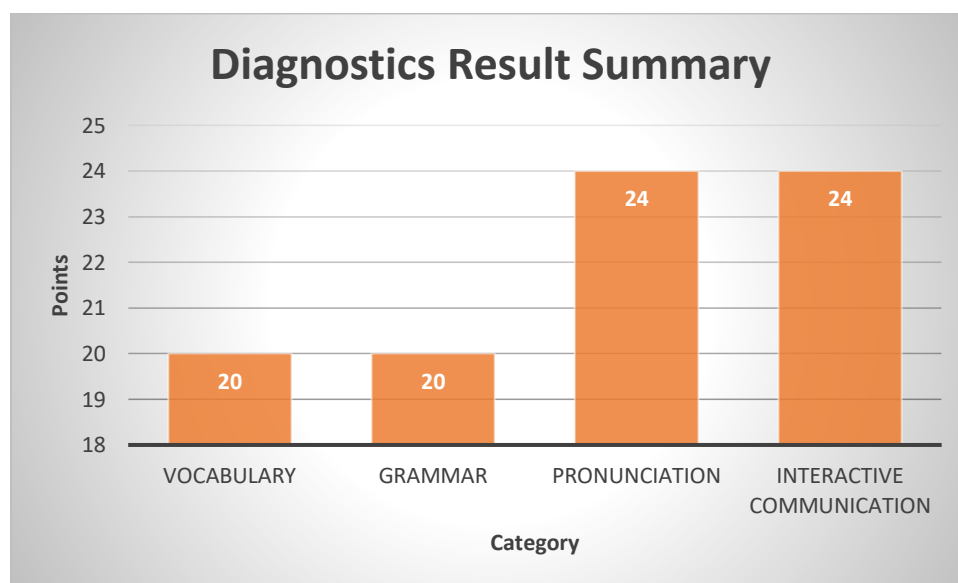Source: diagnostic table 11 applied to students of the Liceo de Villarreal.

Graphic 12
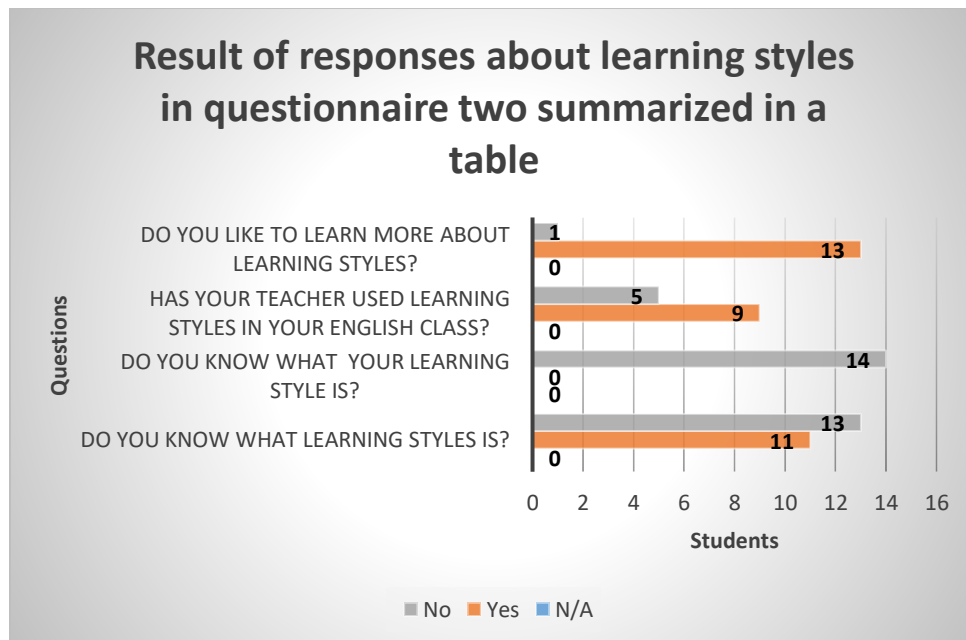
Source: diagnostic table 11 applied to students of the Liceo de Villarreal.

3.6.3. Diagnostic Result Summary

Table 12			
Vocabularic	**Grammar**	**Pronunciation**	**Interactive communication**
20 pts	20 pts	24 pts	24 pts

Graphic 13

Source: table 12 of diagnosis applied to students of the Liceo de Villarreal.

3.7. Action plan proposal.

Didactic Planning
1

Level: 7th	Unit: 6

Domain: Socio-Interpersonal and Transactional	Scenario: Getting from here to there	Diagnostic

Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do.

Essential Question: How can people be smart travelers?

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Future -- going to – We are going to Manuel Antonio National Park. – Are you going to visit Poas Volcano? Determiners There is / There are … **Vocabulary** High School, Church, Bank, Park Restaurant, Cafeteria hospital, supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field, river/beach/lake / National Park/ Volcano **Phonology** Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	**Function** -Identifying places and buildings **Discourse Markers** -Connecting words: and, but, because	**Psycho-social** Analyzing and making decisions **<u>Idioms</u>** Itchy feet Hit the road

Name of the Activity	Purpose of the Activity	**Didactic Sequence Mediation** **Oral Comprehension:** Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening	**Time** Total:

		Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading **Spoken Interaction/Production:** Planning; Organizing; Rehearsing; Using/Describing **Written Production:** Pre-writing; Drafting; Revising; Editing	80 min (2 lessons)

Recognize the picture
 	
Recognizes through sounds
	The purpose of this activity is to enhance and hone the visual perception of the students
	
	Identify English language sounds using knowledge in phonics, syllabification and word parts
		Pre-Teaching
		    Routine: Checking attendance, checking in with Ss, posting and reviewing Essential Question, Can Do's, and class agenda, etc.
		
		    Warm up: teacher brings images of places in town, she pastes on the board, Ss have to recognize the places with names of each one
		
		Activation of prior knowledge
		Braingstorming:
		https://www.youtube.com/watch?v=EfD2k9beP-4&t=27s
		The teacher ask some questions:
		What did you see in the video?
		Is there a bank?
		What services are there in your town?
		
		Diagnostic Stage:
		
		• The teacher applies a diagnostic test to identify weaknesses in speaking skills.
		• The diagnosis is an individually interview
		• The interview consists of five parts	

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		• The students must talk about personal information, read a text, describe picture, explain and talk about a specific topic	

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How successful were the learners in achieving the enduring understanding by the end of the unit?

Planning 2

Level: 7th		Unit: 2

Domain: Professional	**Scenario:** Daily Routines	Questionnaire

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives

Essential Question: How do the things people do every day help them enjoy life?

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames Adverbs of Frequency - Always Sometimes Never Wh questions - What's your daily routine? - I have breakfast at 6:30 a.m. - I go to high school. Present tense Subject+verb+complement - I watch TV in the afternoon. Vocabulary My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch	**Function** • Identifying daily routines • Telling likes and dislikes about eating habits, routines, and food. • Describing ways of hanging out • Describing things, I like to do. **Discourse Markers** Connecting words (and, but, because) Ex. She likes to watch television and listens to music a lot. I don't like chicken but I like fish. I go to bed early because my job starts at 7:00	**Psycho-social** -Living safely by practicing healthy routines. -Being disciplined with eating times. -Loving myself by taking care of my body. -Use assertive communication skills when interacting with others.

coffee time/coffee break
take a bath/shower
brush my teeth
get up
wake up
go to high school
finish high school
Study/watch TV/listen to music/read/go out/take a nap

Name of the Activity	Purpose of the Activity	Didactic Sequence Mediation **Oral Comprehension:** Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening **Written Comprehension:** Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading **Spoken Interaction/Production:** Planning; Organizing; Rehearsing; Using/Describing **Written Production:** Pre-writing; Drafting; Revising; Editing	**Time** Total: 80 min (2 lessons)
		Pre-Teaching Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm Up**	
Hot potatoe	Breaking the ice in a fun way for students	Learners make a circle and play a hot potato. The teacher will show pictures of daily routines-- the student who keeps the hot potato will mention their daily routine	
Daily Routine Song	Through sounds and images, students will learn more about Daily Routines	**Activation of prior knowledge** Students will be divided into 2 groups then each group will be asked which daily routines they remember	

		Questionnaire Stage: • The teacher applies a questionnaire to identify the knowledge of the students about learning style • The questionnaire is divided into two parts, the first five questions are about the interest that students have about English subject, and the others five questions are how much they know about learning style • The second part is an opening question about what some advantages of the learning style are.	

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

➢ **Enduring Understanding Reflection**

➢ How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*No*	*In progress*
listen and recognize sound of most words about routines.			
write labels on a schedule.			
identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
show how I have worked with others this week.			

Planning 3

Level: 7th	Unit: 2
Domain: Professional	**Scenario:** Enjoying life	**Theme:** Daily Routines
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		
Essential Question: How do the things people do every day help them enjoy life?		

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Adverbs of Frequency - Always Sometimes Never Wh questions - What's your daily routine? - I have breakfast at 6:30 a.m. - I go to high school. Present tense Subject+verb+complement - I watch TV in the afternoon. **Vocabulary** My Daily Routine My everyday life:	**Function** • Identifying daily routines • Telling likes and dislikes about eating habits, routines, and food. • Describing ways of hanging out • Describing things, I like to do. Discourse Markers Connecting words (and, but, because) Ex. She likes to watch television and listens to music a lot. I don't like chicken but I like fish. I go to bed early because my job starts at 7:00.	**Psycho-social** -Living safely by practicing healthy routines. -Being disciplined with eating times. -Loving myself by taking care of my body. -Use assertive communication skills when interacting with others.

Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up go to high school finish high school Study/watch TV/listen to music/read/go out/take a nap		

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Learner…		**Pre-teaching** Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min
		Participating: warm up Brainstorming: Ls reflect about what their favorite part of the day is and why and share their answers with the class. For example, their answer might be: *"The morning; (because) I eat breakfast"* or "*the night; (because) I sleep*".	5 min
		Engaging T uses this opportunity to elicit some daily routines that Ls already know and get them on the board.	
		Planning	
L2. understand simple information and phrases about routines, eating habits, hobbies and	L2. understand simple information and phrases about routines, eating habits, hobbies and	**Introducing** The teacher tells her morning routine before coming to school. While the teacher tells the story, she/he shows learners pictures related to the activities she does every weekday using the structure of present tense and adverbs of frequency. Later, the teacher explains Wh questions for asking about daily routines using simple examples.	15 min
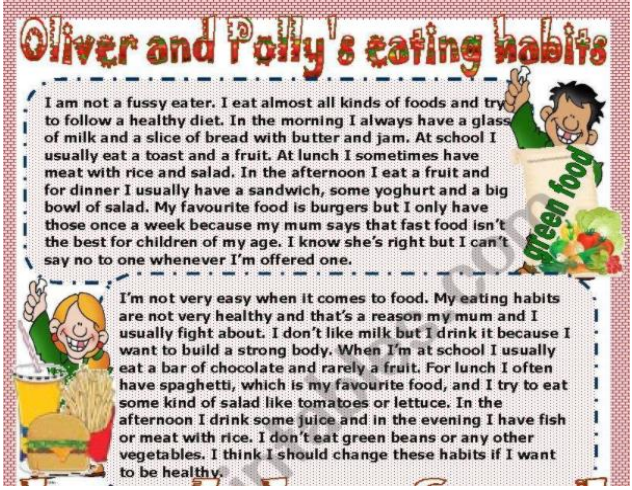
hanging out activities.	hanging out activities.		
		Listening for the first time: The teacher will present a game "Charadas", she explains in detail what the game consists of, and the group will be divided in two.	10 min
		Listening for the second time: The teacher shows a card with a picture about daily routine to a student of a group and he/she will have to do the mime and the others guess. The group that guesses more will be the winner	25 min
		Post-listening: The students will have to mention what which daily routines they practice more.	20 min

Options	Integrated Mini-Project	Time
		.

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How successful were the learners in achieving the enduring understanding by the end of the unit?

Week Plan Self- Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*No*	*In progress*
listen and recognize sound of most words about routines.			
write labels on a schedule.			
identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
show how I have worked with others this week.			

Planning 4

Level: 7th		Unit: 2	
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life		**Theme:** Eating habits
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives. **Essential Question:** How do the things people do every day help them enjoy life?			

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames Adverbs of Frequency Always Sometimes Never **Vocabulary** Eating habits Healthy Food: fruit/vegetables Meats Typical food Junk Food: fast food Eating schedule Drinking water **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank)	**Function** - Telling likes and dislikes about eating habits, routines and food. **Discourse Markers** Connecting words: but	**Psychosocial** - Being disciplined with eating times. - Loving myself by taking care of my body. **Proverbs / Quotes** Eating and drinking shouldn't keep us from thinking. -- Italian ´proverb

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Learner…			
		Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min
		Participating : Warm up Signs are hung up on either side of the board reading "I like :-)" and "I don't like :-(". T explains that everyone has routines that they like and some that they don't like, and gives a few personal examples. T elicits a few oral examples of routines Ls like/don't like to check understanding.	10 min
		Engaging The T asks about some routines learned last class ("Do you like to take a nap?"), putting emphasis on the words "like" and the name of the routine, and each L must decide if (s)he likes or doesn't like that routine and run to stand next to the corresponding sign. Each group of Ls (the "I like" group and the "I don't like" group) then respond to the question as a group, saying together for example "I like to have breakfast" or "I don't like to take a nap".	10 min
		Introducing Now, the T explains that everyone also has likes and dislikes for their eating/drinking habits and switches from routines to eating and drinking habits, asking the same question to the students ("Do you like to eat vegetables?") The T will need to hold up a picture of the food/drink (s)he is asking about as it may be new vocabulary for the students. The following website has food and drink flashcards for downloading: http://esl-kids.com/flashcards/food.html T introduces target food vocabulary to Ls using pictures: meat, fish, seafood, fruits, vegetables, bread, cookies, rice & beans, and Ls discuss and vote on whether a few example foods are healthy or unhealthy, and delicious or gross. It should be clear that healthy vs unhealthy is basically, a matter of fact, but that delicious vs gross is an opinion. Ls sit down and the T asks them why they like to eat X, but don't like to eat Y. T facilitates a short discussion in which the following adjectives are suggested as criteria for why we like/dislike food: healthy vs unhealthy, delicious vs gross (or disgusting), while for activities/routines we use the criteria of fun vs boring.	15 min
			10 min

L2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities.	L2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities.	**Pre-reading** The teacher gives them a paper, where a text talk about different eating habits. **Reading for the first time:** The teacher read the text aloud and the students just listen **Reading for the second time:** The teacher reads the text again aloud and slowly Students make a practice about the text they heard previously	15 min

		Post task: The students will have to create a pyramid about the types of food they normally eat and present it.	15 min

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

➢ **Enduring Understanding Reflection**		
➢ How well did the learners progress in their understanding of the Enduring Understanding?		

Week Plan Self-Assement

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*In progress*	*No*
read and distinguish brief instructions given by my teacher.			
ask and answer questions about routines.			
identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
show how I have worked with others this week.			

Planning 5

Level: 7th	Unit: 2
Domain: Socio-Interpersonal	**Scenario:** Enjoying life	**Theme:** Hanging out

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.

Essential Question: How do the things people do every day help them enjoy life?

Learn to Know	Learn to Do	Learn to Be and Live in Community

Grammar & Sentence Frame
 Present tense
 Subject + verb + complement
 I watch TV in the afternoon.
 Vocabulary
 Hanging out
 To spend time
 To send text messages
 To talk by cell phone
 To play board games
 To play cards
 To go to the mall
 To go to the pool
 To have a sleep over
  To watch a DVD (movie)
  To go to the cinema
 Phonology
 Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).
	Function
	
	 – Describing ways of hanging out
	
	 Discourse Markers
	 Connecting words: because
		Psycho-social
		 -Use assertive communication skills when interacting with others.
		
		 Sociocultural
		 – Ways of entertainment according to or based on contexts, eating habits and table manners.
		
		 Idioms
		 – with bells on
		 – chill out
		 – hang out

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Learner…		**Pre-teaching** **Routine –** Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min
		Participating : Warm up **Routines and Food Relay Race (an activity for reviewing prior lessons)** Ls get into teams and line up in front of the board (with some space between them and the board if possible) in two single file lines. T explains that when (s)he says *"go",* each team will have 90 seconds to write as many foods as they can remember on the board but they will be writing one person at a time. When T calls out *Go!* the first Ls on each team will run up to the board, write one food on their section of the board, return their marker to the next L in line, and go to the back of the line. This process will continue until the T calls *Time!* after 90 seconds. At the end of the time limit, the T will see how many foods each team was able to write down, and the team with the most correct words will get a point. In round two the teams will repeat this process with daily routines. For round three, Ls will turn each word into a sentence expressing likes/dislikes. (T will determine if more time should be added as the rounds get more complex.)	10 min
		Engaging As an example of the third round: *"go to high school"* will become *"I like to go to high school because I like to see my friends." "Vegetables"* will become *"I don't like to eat vegetables because vegetables are boring."* Round three could also be split into two rounds (one for expressing "I like" and "I don't like" and one for "because...") if the teacher deems it appropriate.	10 min

| SI.2. expresses when he /she does not understand. | SI.2. say when he/she does not understand. | **Introducing**
T will now explain that today the class will focus on learning some activities that they do just for fun, in their free time. Together, the class can watch the following video talking about free time activities:
https://www.youtube.com/watch?v=tzFESmpc6mo | 5 min |
| | | **Pre-Task**
Activity frequency: Looking at the vocabulary that has been brainstormed on the board, Ls will reflect on how frequently they perform each of these activities by writing a tally of how many times they did each activity this month.
Based on the tallies that the Ls have taken, they will categorize them by frequency. For example, one student might write: | 20 min |

I Never (0 times)...	I Sometimes (1 to 4 times)...	I Always (5+ times)...
Go to the mall	Go to the cinema	Send text messages
Play board games	Go to the pool	Watch a DVD

Task
Team Pictionary: In small groups, Ls will receive sets of free time activity flash cards and small white boards (or lamination paper) and take turns drawing out the activities as their classmates guess what they are drawing. Presenters will have a minute to help their team guess as many activities as possible before switching roles. Source for cards: http://busyteacher.org/12016-sports-elementary-flashcards.html or http://busyteacher.org/19149-hobbies-and-free-time-activities.html

20 min

			10 min
		Post-task: Speaking Reflecting on the activities they have seen, Ls will write down at least 3 activities they like and two activities they don't like, using complete sentences. Then they have to say them out loud.	

Options	Integrated Mini-Project	Time

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self- Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*No*	*In progress*
Say when I do not understand.			

Write information about myself in short sentences.			
Introduce myself.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Level: 7th	Unit: 2

Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying life	**Theme:** Things I like to do

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.

Essential Question: How do the things people do every day help them enjoy life?

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Adverbs of Frequency Always Sometimes Never Present tense Subject + verb + complement I watch TV in the afternoon. **Vocabulary** Things I like to do I love reading. I'm interested in computers.	**Function** -Describing things, I like to do. **Discourse Markers** Connecting words: and, but, because	**Psycho-social** -love (as in "I love coffee", "I love going to the movies")

I'm fond of traveling. Numbers (1-59) **Phonology** Review		

Assessment Strategies & Evidence (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Learner… R1. Recognizes by manipulating English language sounds using knowledge in phonics, syllabification, and word parts.		**Pre-teaching** Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. **Warm up** Adverbs of frequency and free time activities review: The T will hang up three signs on the wall: "I never...", "I sometimes...", and "I always...". The T will call out free time activities, and Ls must walk to stand next to the appropriate sign. T should use this opportunity to check understanding and briefly review week 1 and week 2 vocabulary as well. T explains the goal of the day (that Ls can give and respond to invitations to join activity groups/clubs). T asks Ls if any of them are currently members of activity groups, and with what frequency those groups meet. T asks Would any Ls like to join a new activity group? **Pre-task listening to speak** Students will review the vocabulary that they learn about the topic like: I love reading, I'm interested in computers, I'm fond of traveling.	5min 15min 15 min

		Task In groups of three the students will plan an activity to carry out for the next week Where will they go? With whom they will go? What will they do? What kind of food they will take or buy? **Post- task** At the end the students will share their ideas with the rest of the class	25 min 20 min

Options	Integrated Mini-Project	Time
--Pictionary 32roject -- Podcast, podcasts with scripts –- Collages about his/her life -- A presentation about what his/her "perfect day" would be like	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2) **Thinking for planning:** (5 or 10 minutes in week 3 or 4) **Acting out to complete the MP –oral & written** (week 5) **Responding and sharing** (week 6)	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.
Reflective Teaching		

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How successful were the learners in achieving the enduring understanding by the end of the unit?

Week Plan Self- Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*No*	*In progress*
listen and recognize sound of most words about routines.			
write labels on a schedule.			
identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
show how I have worked with others this week.			

MINISTRY OF PUBLIC EDUCATION

Liceo Villarreal High school
English Department   Points: 12 pts
Professor´s name: Sharoon J. Dinarte Rosales   Percentage: 10%
First period   Points obtained:
Level: Seventh Grade   Score:
Student´s name _____   Percentage obtained:
Legal guardian signature_____   Group: 7-4
Date: _____
Assessment Integrated Mini-Project

Assessment	Integrated Mini-Project	Time
– A presentation about what his/her "perfect day" would be like	Students will create an oral presentation talking about what a perfect day would be like for them using pictures. They can make the presentation with posters or by PowerPoint Putting into practice what they learned in the previous weeks **Responding and sharing:** Participating in individual and peer assessment of mini-project. Teachers monitor …. ☐ Did Ls use English during all aspects of Integrated Mini-Project? ☐ How did project presentations reflect understanding and/or mastery of Can Do statements? ☐ Did Ls put into practice the focus of Learning to Be and Live in Community? ☐ Did the Integrated Mini-Project provide answers to the Essential Question?	All of week 5 or 6 of unit

Aspects to evaluate	Vocabulary	Grammar	Pronunciation	Interactive Communication
3	Uses a range of appropriate vocabulary to talk about the different situations.	Shows a good degree of control of simple grammatical forms	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	- Maintains simple exchanges. - Requires little prompting and support
2	Uses appropriate vocabulary to talk about the different situations.	Shows sufficient control of simple grammatical forms.	Is mostly intelligible despite limited control of phonological features	Maintains simple exchanges despite some difficulty. - Requires prompting and support.
1	Uses a vocabulary of isolated words and phrases.	Shows only limited control of a few grammatical forms.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. - Requires additional prompting and support.

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CHAPTER IV

FINDINGS

CHAPTER IV. Data analysis and interpretation

4.1. Data analysis and interpretation

This chapter shows the interpretation and analysis of the data obtained by applying the evaluation instruments to the selected samples. This information is extremely important to support the research project and give validity to the work. The data correspond to the sample of students from the Liceo de Villarreal, Guanacaste.

Initially, the results obtained in questionnaire number one will be shown, which aims to know the perception of the chosen sample about learning styles.

Next, the questionnaires of questionnaire two are shown, which is a tool to determine learning styles in the teaching of English as a second language.

The following section is the analysis of responses to a diagnostic test, in which students are evaluated in four areas: vocabulary, grammar, pronunciation and interactive communication.

Finally, a general summary of the predominance in the learning styles of the selected students are shown.

4.2. Questionnaire

For the purposes of this study, two questionnaires were proposed that were applied to a selected sample of students from the Liceo de Villarreal in Guanacaste. The questions revolve around the variables that were determined in chapter one of the project.

4.2.1. Variable 1: learning styles (Spanish)

a) Pregunta 1: ¿Cuál de las siguientes actividades disfrutas más?

b) Pregunta 2: ¿Qué programa de televisión prefieres?

c) Pregunta 3: ¿Cuándo conversas con otra persona, tú?

d) Pregunta 4: Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?

e) Pregunta 5: ¿Qué tipo de exámenes se te facilitan más?

f) Pregunta 6: ¿De qué manera se te facilita aprender algo?

g) Pregunta 7: ¿Cómo te consideras?

h) Pregunta 8: ¿Cuándo tratas de recordar algo, ¿cómo lo haces?

i) Pregunta 9: ¿Cómo se te facilita entender algo?

j) Pregunta 10: Para aprender necesitas

4.2.2. Variable 2: Teaching speaking skills

10. Do you like your English class?

11. Do you speak actively English in class?

12. Do you use different speaking techniques to practice English?

13. Does your teacher use different speaking techniques in the class?

14. Does your teacher motivate you to speak more in English?

4.2.3. Variable 3: Learning Styles

1. Do you know what Learning Styles is?

2. Do you know what your learning style is?

3. Has your teacher used Learning Styles in your English class?

4. Do you like to learn more about Learning Styles?

4.2.4. Variable 4: Diagnosis & Data Analysis

  e) Vocabulary.

  f) Gramar.

  g) Pronunciation.

  h) Interactive communication.

4.2.5. Variable 5: English student questionnaire.

4.3. General analysis of the answers given by the people interviewed to each question of the questionnaire.

During the application of the evaluation instruments to the students of the selected sample, all the indications were clearly provided, and adequate time was given for their resolution. The results obtained are observed as follows:

4.3.1. Variable 1: learning styles

a) Question 1: 7 visual results, 4 auditory results and 3 kinesthetic results.

b) Question 2: 5 visual results, 9 auditory results and 0 kinesthetic results.

c) Question 3: 6 visual results, 8 auditory results and 0 kinesthetic results.

d) Question 4: 11 visual results, 3 auditory results and 0 kinesthetic results.

e) Question 5: 6 visual results, 5 auditory results and 3 kinesthetic results.

f) Question 6: 7 visual results, 2 auditory results and 5 kinesthetic results.

g) Question 7: 5 visual results, 7 auditory results and 2 kinesthetic results.

h) Question 8: 5 visual results, 7 auditory results and 2 kinesthetic results.

i) Question 9: 5 visual results, 6 auditory results and 3 kinesthetic results.

j) Question 10: 8 visual results, 5 auditory results and 1 kinesthetic result.

4.3.2. Variable 2: Teaching speaking skills

10. Do you like your English class?

All the students answered yes.

11. Do you speak actively English in class?

Six students responded that they do not speak English in class.

12. Do you use different speaking techniques to practice English?

Seven students claim to use different techniques to practice English.

13. Does your teacher use different speaking techniques in the class?

Thirteen students affirm that the teacher uses different techniques to speak English in class.

14. Does your teacher motivate you to speak more in English?

Most of the interviewees affirm that the teacher encourages them to speak English in class.

4.3.3. Variable 3: Learning Styles

1. Do you know what Learning Styles is?

Only three students do not know what it is about.

2. Do you know what your learning style is?

Most of the interviewees do not know what their learning style is about

3. Has your teacher used Learning Styles in your English class?

Nine students responded positively to the question of whether the teacher has used learning styles in English classes.

4. Do you like to learn more about Learning Styles?

Only one interviewee does not want to learn about learning styles.

4.3.4. Variable 4: Diagnostics Data Analysis

a) vocabulary: the students obtained 20 points in this area, in global result.

b) Grammar: the students obtained 20 points in this area, in global result.

c) Pronunciation: the students obtained 24 points in this area, in global result.

d) Interactive communication: the students obtained 20 points in this area, in global result.

4.4. Analysis and interpretation of results: tables and graphs

Table 13

Variable 1: learning styles

	Visuals		Auditory		kinesthetics		Total	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
Question 1	7	50%	4	29%	3	21%	14	100 %
Question 2	5	36%	9	64%	0	0%	14	100 %
Question 3	6	43%	8	57%	0	0%	14	100 %
Question 4	11	79%	3	21%	0	0%	14	100 %
Question 5	6	43%	5	36%	3	21%	14	100 %

Source: questionnaire applied to students of the Liceo de Villarreal.

Graphic 14
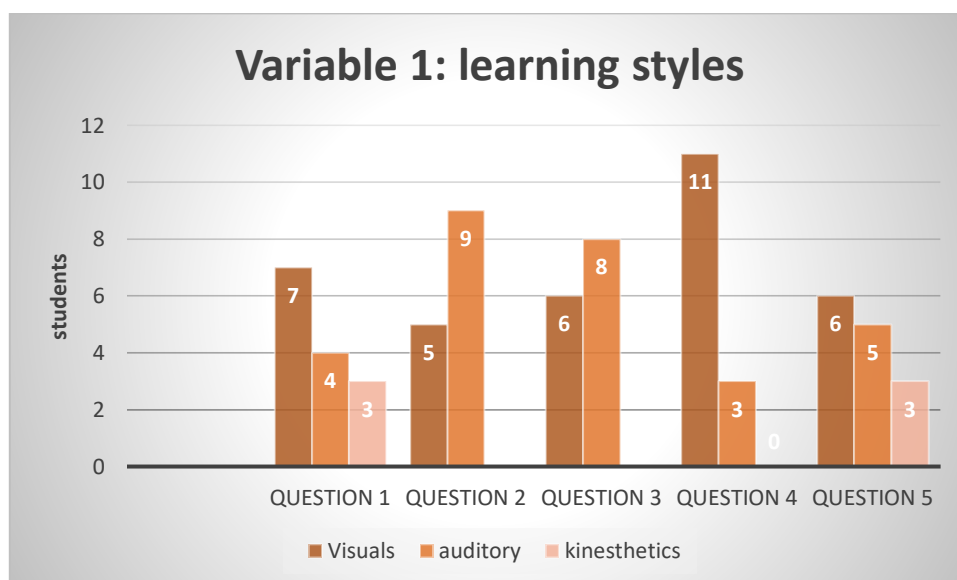
Source: questionnaire applied to students of the Liceo de Villarreal.

Table 14

Variable 1: learning styles

	Visuals		Auditory		kinesthetics		Total	
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F.**
Question 6	7	50%	2	14%	5	36%	14	100 %
Question 7	5	36%	7	50%	2	14%	14	100 %
Question 8	5	36%	7	50%	2	14%	14	100 %
Question 9	5	36%	6	43%	3	21%	14	100 %
Question 10	8	57%	5	36%	1	7%	14	100 %

Graphic 15
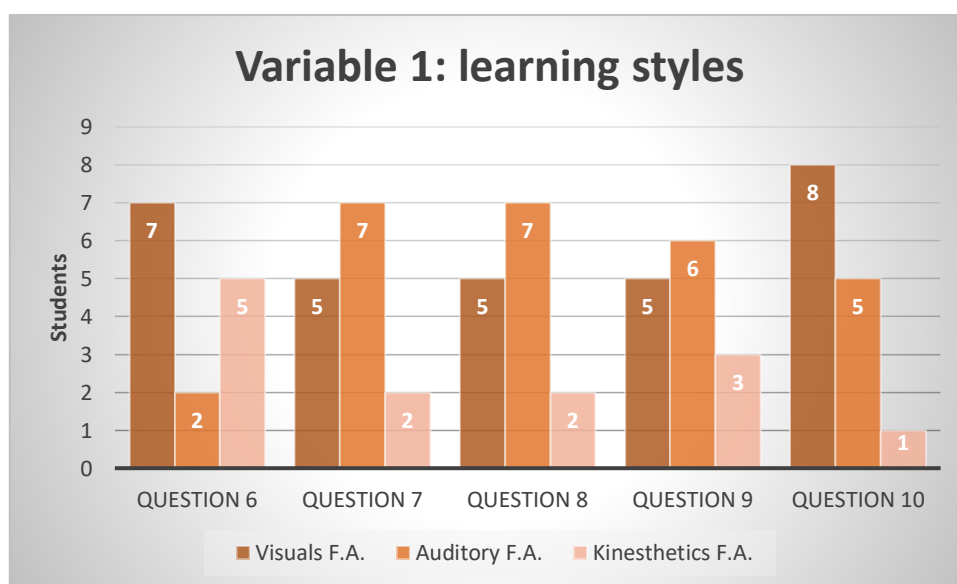
Source: questionnaire applied to students of the Liceo de Villarreal.

When analyzing table 13 and graph 11, regarding learning styles, it is observed that there is a predominance in the visual learning style.

However, there is also a significant percentage of students who consider that their learning style is inclined towards listening.

Regarding the kinesthetic style, the data indicate that students almost do not consider it as part of their learning styles.

Table 14

Variable 2: Teaching speaking skills

	Yes		No		Total	
	A.F.	**R.F.**	**A.F.**	**R.F.**	**A.F.**	**R.F**
Do you like your English class?	14	100%	0	0%	14	100%
Do you speak actively English in class?	8	57%	6	43%	14	100%
Do you use different speaking techniques to practice English?	7	50%	7	50%	14	100%
Does your teacher use different speaking techniques in the class?	3	21%	11	79%	14	100%
Does your teacher motivate you to speak more in English?	13	93%	1	7%	14	100%

Source: questionnaire applied to students of the Liceo de Villarreal.

Graphic 16

Variable 2: Teaching speaking skills
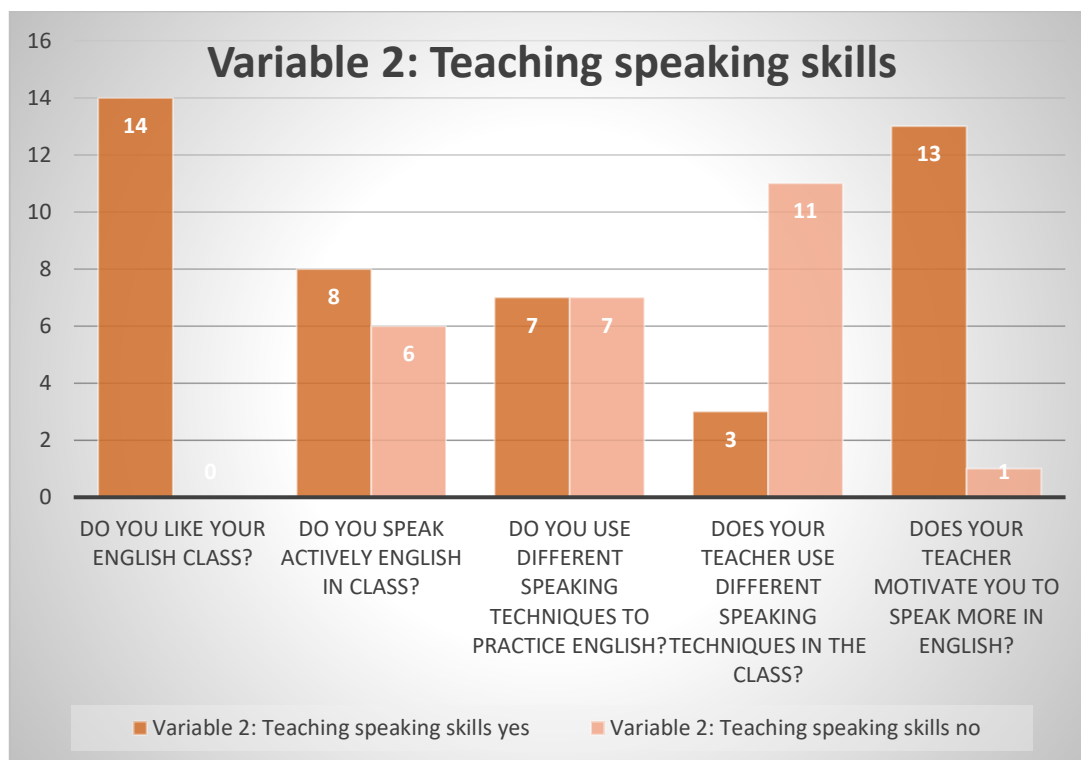
Source: questionnaire applied to students of the Liceo de Villarreal.

In the analysis of table number 14 and graph 16, it is important to highlight that student have a desire to study and learn English; even though they rarely speak it. If they wish to use different techniques to practice the language.

One aspect to highlight is that the students indicate that the teacher does not use different techniques in the English class, which is essential in the teaching process and in the discovery of learning styles.

If it is remarkable that the answers indicate that the students do feel motivated by the teachers to speak English.

Table 16

Variable 3: Learning Styles

	Yes		No		Total	
	A.F.	R.F.	A.F.	R.F.	A.F	R.F.
Do you like your English class?	11	78%	3	22%	14	100%
Do you speak actively English in class?	1	7%	13	93%	14	100%
Do you use different speaking techniques to practice English?	9	64%	5	36%	14	100%
Does your teacher use different speaking techniques in the class?	13	93%	1	7%	14	100%

Source: questionnaire applied to students of the Liceo de Villarreal.

Graphic 17
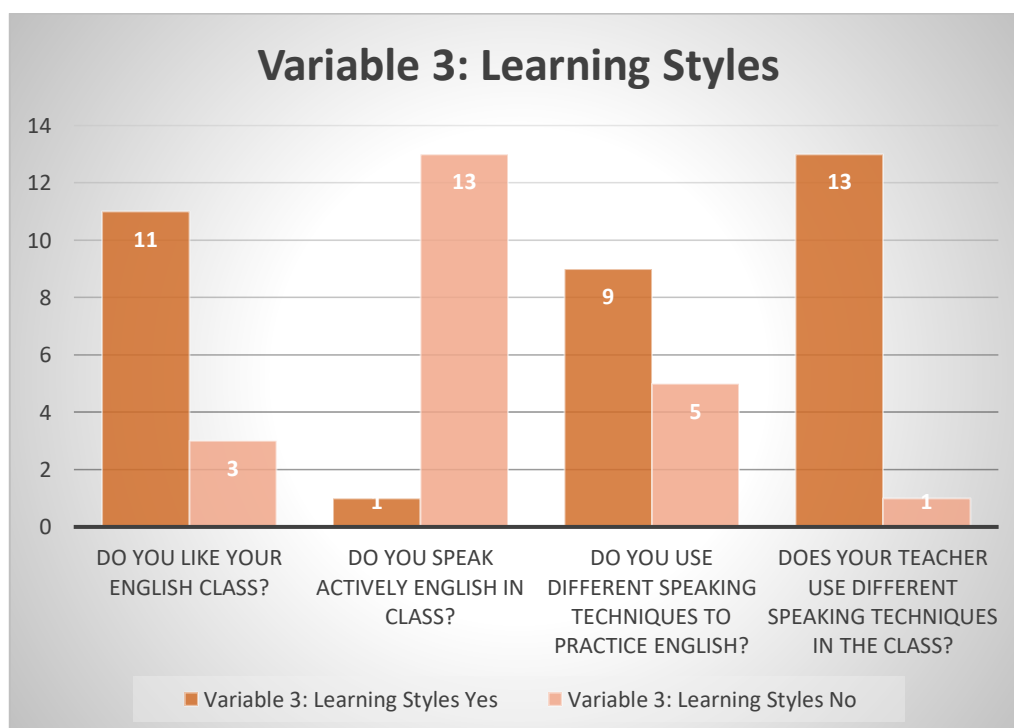
Source: questionnaire applied to students of the Liceo de Villarreal.

When analyzing variable 3, the importance of encouraging students to discover their learning styles is clear. They like the English classes, but they don't speak it fluently. They use a few different techniques in the classes to practice and speak the language.

Table 17
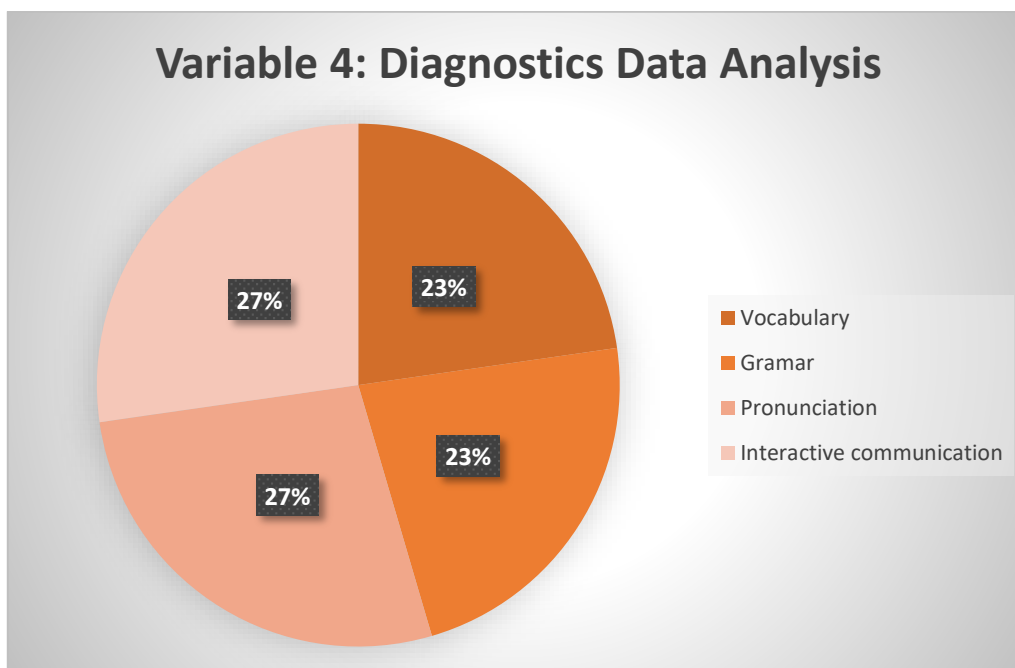
Variable 4: Diagnostics Data Analysis

	Score
Vocabulary	**20**
Gramar	**20**
Pronunciation	**24**
Interactive communication	**24**

Fuente: diagnóstico aplicado a estudiantes del Liceo de Villarreal.

Graphic 18

Source: diagnosis applied to students of the Liceo de Villarreal.

It should be noted that in the diagnosis applied to the students, they obtained a higher score in the areas of pronunciation and interactive communication. In the area of vocabulary and pronunciation should be reinforced since when expressing themselves, the problems in these areas were very evidence.

CHAPTER V

REFLECTIONS

Reflections

Once the stages of analysis of the data collection instruments have been completed; As well as the planning and diagnoses, it is important to highlight some fundamental reflections for the research project; between them:

- • Learning styles are widely used in education to create significant learning and facilitate ways to develop knowledge in individuals.

- There are several theorists who have studied the ways in which learning styles influence people's learning and from whom greater knowledge can be generated from this information as a way of knowing the variety of learning styles and how to apply them in the classroom.

- By knowing the main preferences of each student in the classroom, it is possible to determine the learning style that they have and look for ways to generate more activities related to those styles, which will influence academic results.

- Learning styles determine the ways in which assessment strategies should be applied, as a form of learning and not quantitative measurement of learning.

- The use and knowledge of learning styles can directly influence the teaching and learning of a second language such as English, essential in today's globalized world.

- Although it is true that learning styles are constantly used in classrooms, few people among teaching staff and students have knowledge of them or are interested in obtaining detailed information on how to determine and apply them in the teaching-learning process.

- The visual style predominates between the auditory and kinesthetic style in students, which is a way to seek to implement it in a greater way in the classroom, without neglecting other learning styles.

- Most students like learning the English language and value its importance for daily life and greater competitiveness.

- Few students have knowledge of their learning style, which implies that it must be reinforced in the classroom and that there is adequate use of these for meaningful learning of the English language.

- Most students consider that one way to generate learning is using literature.

- During the implementation of this project, the students carried out classroom work using various learning style techniques to improve the learning of the English language, which facilitated the realization and development of the curriculum indicators.

Additional action plan.

In a future opportunity to implement learning styles in the classroom, it is important to consider relevant aspects, including:

The consideration of diagnoses that determine the learning styles at various times of the school year and the application of these in the planning of the curriculum; as well as the articulation of ways to make learning styles known among all members of the teaching-learning process.

CHAPTER VI

CONCLUSIONS

Outcomes:

At the end of the research project, the following conclusions can be determined:

- Students are aware of the relevance of learning a second language to generate more job competitiveness in the future.

- Most of the students consider that the use of learning styles would serve to generate significant learning in the classroom.

- The analyzes of the data collection instruments were essential to determine the predominant learning styles in the classroom and how their use could improve school performance.

- It is determined that there is a predominance in the visual learning style; however, it is important to take into consideration all learning styles and how they can be implemented in students.

- Learning styles generate more lasting learning environments and allow the use of very varied and dynamic activities to work on the school curriculum.

Implications

- The knowledge and use of learning styles prevents improvisation in the classroom and creates the opportunity to diversify school activities.

- To improve knowledge of learning styles, it is essential that teachers are trained and learn more about them and how they are implemented in the classroom.

- Educational centers must have inclusive and diversified educational offers that provide opportunities for development and respect the learning styles with which students generate knowledge.

Strenghts

- Each student manages to determine their learning style and how to facilitate the learning of the English language through the application of techniques according to it.

- Learning through learning styles not only influences the knowledge of the English language, but it is also useful in other subjects.

- The work in the classrooms indicates that the activities carried out are to the liking of the students.

- For each student it is important to know their learning style and achieve greater success in the curriculum.

- The students showed satisfaction to implement different activities in the classroom to improve their academic success.

Limitations

- Carrying out the research project during the restrictions due to the Covid-19 pandemic generated interruptions in the applications of instruments and the search for information.

- The number of students to whom data collection instruments can be applied was low due to restrictions.

- Changes in student schedules.

- The restrictions and precautions due to the pandemic prevented contact activities between students, which are important in the implementation of learning styles.

CHAPTER VII

RECOMMENDATIONS

7.1. Recommendations to be implemented by students

- Each student must know their learning style and use it in their school process to improve their performance and educational success.

- Find ways to learn about activities that relate to the dominant learning style and how they are used in studies.

- Inquire about other non-dominant learning styles and how they can be increased in the classroom.

- Information and communication technologies can be excellent allies in learning about learning styles and techniques to take advantage of them.

7.2. Recommendations for the educational institution

- Generate training on learning styles among the teaching population.

- Find ways to create educational environments that respect learning styles and ways to relate it to learning the English language.

- Promote in teachers the need to create dynamic activities that respect the different learning styles.

- Generate spaces for feedback between students and teachers so that the ways of implementing the curriculum respond to the preferences and interests of all parts.

7.3. Recommendations for teachers

- Maintain constant training and updating of teachers.

- Rely on new technologies for the implementation of innovative techniques in the teaching of the English language.

- Implement varied and dynamic activities in the classrooms.

- Take into consideration the different learning styles to improve the planning and evaluation of the English language curriculum in the classroom.

CHAPTER VIII

ANNEXES

UNIVERSIDAD LATINA
DE COSTA RICA
POWERED BY Arizona State University

Somos esencial COSTA RICA

Santa Cruz, 09 de octubre del 2021

Institución: Liceo de Villarreal
Directora: MSc. Mitzy Salazar Morales

Estimado señor(a):

Reciba un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz Es nuestro deseo presentar al estudiante **Sharon Jimena Dinarte Rosales**, cédula **504110924**, carné **20175030047**, alumno de esta Universidad en la Carrera de **Licenciatura en la Enseñanza del Inglés.**

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura.

El estudiante tiene la oportunidad de poner en práctica los conocimientos adquiridos durante su recinto universitario y adquirir otros nuevos por medio de un Proyecto de Graduación, de manera que el estudiante se proyecte dentro del sector empresarial, además le da un conocimiento global del campo profesional que ha elegido.

Dentro de las generalidades del Proyecto de Graduación, la Dirección de la Escuela es la encargada de apoyar, coordinar y supervisar la labor del estudiante durante su período de proyecto. Una vez que la empresa acepte la solicitud de proyecto, deberá preparar un rol de trabajo, en busca de solventar alguna necesidad en las áreas de su Institución.

Atentamente,

KARLA JAHAIRA SANCHEZ SOLANO (FIRMA)
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Ing. Karla Sánchez Solano
Coordinadora Académica de Sede Santa Cruz
Campus Santa Cruz | Guanacaste | Costa Rica

12/11/2021.

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