

*Promoting communicative skills in the English class based on student's learning styles*

**Promoting Communicative Skills in the English Class Based on Students Learning  
Styles**

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**ABSTRACT**

Learning styles can be defined, classified, and identified in many different way. Generally, they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. Styles influence how students learn, how teachers teach, and how the two interact. Each person is born with certain tendencies toward particular styles, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level, and development. Style can be considered a “contextual” variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important features of the experience itself. Each learner has distinct and consistent preferred ways of perception, organization and retention. These learning styles are characteristic cognitive, affective, and physiological behaviors that serve as pretty good indicators of how learners perceive, interact with, and respond to the learning environment. Students learn differently from each other and it has been determined that brain structure influences language structure acquisition. It has also been shown that different hemispheres of the brain contain different perception avenues. Some researchers claim that several types of cells present in some brains are not present in others.

The most common types of learning styles are those focused on auditory learners, visual learners, and kinesthetic learners. Through this different learning styles, students can develop and improve their communicative abilities, and trough oral participation students can manage the language.

**Key Words:** *Learning styles, communicative abilities, oral participation, work corners.*

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## **INTRODUCTION**

The reality of today's world is focused on the interrelationship of communications, the growing need to speak a common language to interact with each other, and there are people who understand them perfectly in the Spanish language, there are also in the environment national foreigners who manage their English language and all of us need oral statements to establish communication.

The research project "Promoting communicative skills in the English class based on student's learning Styles" sought to create opportunities for significant learning taking into account the styles of auditory, visual and kinesthetic learning that would allow girls and tomorrow adult women develop their potential and access a world increasingly globalized.

According to this, the research was based on promoting oral communication skills specifically the production based on the learning styles of the students, the research question was: How can activities related to students' learning styles Promote communicative skills, focused in oral participation, on third graders? It is intended to observe the effect of the implementation of activities related to visual, auditory and kinesthetic styles for strengthening oral skills, there are clear objectives on research work, conceptual and methodological aspects about the acquisition of a foreign language, the use of teaching resources as significant learning and motivational factors, was one of the challenges when implementing workshops.

The inquiry process is within a research-action design mediated by reflection, reformulation, planning and action; basic pillars of this research model.



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Finally the results of the strategies implemented and the impact on teaching and learning of English as a language proficiency in a foreign language were evident.

## **JUSTIFICATION**

The following research sought to promote communication skills, specifically oral participation, through the design and implementation of activities focused on learning styles. Considering that the research problem lies in the lack of participation in class, it was observed passivity and fear at the time of participate orally, the design of a research proposal based on activities designed to address the learning styles (visual, auditory, kinesthetic) thus promoting students to participate and be more active in classes, the developed activities were very productive for the group of study, giving them the necessary strategies for learning, plus the motivation because if they do not understand they will feel fearful. To carry out this study the classroom, which was distributed by corners in certain parts of the workshop, to work activities designed for each of the learning styles of the population under study and using as methodology the "research-action", the activities and strategies to promote participation in class were identified.

### **Context of the research**

The world is immersed in a globalized environment where each day we have more demand of knowledge and where we find large and varied changes in the education. Constantly there are new ways to teach, learn, and get social ties. In addition we are immersed in a world where we need to interact with other cultures, so the importance of managing a second language such as English to have better interaction and be at the forefront of what the situation demands for us today, in our work, family, education, social.

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From this point of view and according to paradigms that invites us the society there is important the management and exploration of a second language as indicated by the Ministry of Education when it says:

*“The Country Colombia needed to develop the capacity of its citizens to manage at least one second language. In this context, the Ministry of Education formulates the National Bilingual Program 2004-2019, which includes the new Standards of communicative competence in a foreign language: English. This project aims to increase the communicative competence in English in the entire education system and strengthen national competitiveness. In this task are important teachers and public and private institutions and all levels that are part of the system: from preschool through the Superior”.* (M.E.N) Altablero No. 37, October - December 2005.  
(Tomado de: *Ministerio de Educación Nacional, Diplomado de Inglés*)

A private school of Manizales city participate in this research named: LANS (Liceo Arquidiocesano de Nuestra Señora) is an educational institution of private nature, with social and humanistic sense, which is supported and held in the manual of coexistence and in its mission and its institutional vision, it is an institution that belongs to the Archdiocese of Manizales, the working day is day, morning and afternoon, it has pre-school, primary, elementary, secondary and academic average, it is organized into male and female sections in different buildings and facilities. It has been carrying out a process of bilingualism since 2009, which has been successful and has given greater recognition to school in the task that is underway towards students.

The school began operations in 1934 under the name of preparatory school of Our Lady, with the permission of the secretary of education Caldas for the operation of the five grades of

primary education. Its first rector was Mr. Fr. Samuel Osorio Restrepo; in the year 1971 by Resolution No 1399 of the Departmental Government amending the legal status and the name "Liceo Arquidiocesano de Nuestra Señora" is adopted; in June 1982 assumed the rectory the priest who is now Monsignor Jorge Lujan Zapata, with the task of continuing the work of his predecessors and is currently the legal representative of the institution. The principal has the support of a vice - principal and three academic coordinators, one in the primary male section and two in primary and secondary female section. The group of teachers that works in the institution possesses great human qualities; they are people who have Normalists studies, BA, master's graduates.

The female section is located in the street 23; the building has 10 floors, which are in the following units: 23 classrooms, two staff rooms, laboratories for Physics, Chemistry and Biology, two conference systems, two equipment rooms, office Psychological, two coordinations, two patios, library, chapel, a music room, two meeting videos, two audiovisual rooms, gym, two apartments for goalkeepers, gym, terrace, two parking lots, two main doors located on Avenida Santander and Avenida Paralela respectively.

The process of bilingualism has been working in grades one through three, the teachers should emphasize commands to include in the areas of natural science and social science vocabulary in English in addition they have to place the titles and short phrases in English within the guidelines of work. The grade Third C of the female section which conducts the research process is located on the third floor of the institution, the classroom is spacious with good lighting and ventilation, has 31 seats of single work, an acrylic board, a fan, a TV, a video recorder, a cabinet for storing material has few windows facing the avenue.

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Each group is run by a director who is responsible for the areas of mathematics (geometry), Spanish (grammar, spelling, and composition), natural sciences, social sciences (democracy, history) ethical, artistic; and others teachers responsible of the areas of English, religion, physical education, music systems. During the week the Eucharist is received, distributed groups, which is chaired by the institution chaplain Father Germán Rodrigo.

Third Grade C consists of 31 girls, with 8 years, 4 girls are new in the institution this year, and the other 27 were enrolled in the second grade institution, which is evident in good academic standing and a rapprochement with English.

The school provides education at a higher percentage to stratum 3 and 4 of the Manizales population, socio-economic stratum represented mostly by parents of an educational level ranging from technologists to professionals in different fields (doctors, lawyers, administrators, psychologists, teachers, and engineers).

The institution is in the process of improving the European EFQM model, which takes a good quality process. The school has good recognition at local and departmental level for its magnificent scores and performances in tests ICFES.

### **Description of the problem**

In academics institutions it is possible to find some difficulties related to the context, to their families, to their classmates and to other situations; these factors are reflected in school when learners study any subject. The main problem is that students do not participate in classes, due to

lack of motivation, sometimes they feel embarrassed when talking in front of their classmates, or maybe they just do not want to do it.

Currently, in academics institutions there is a wide diversity of students, with different ways of thinking, talking, expressing their own ideas and living their lives how they want. There are a lot of social problems, among them it is easy to find that some students exclude other classmates, therefore, some learners feel isolated during school time. Given that there is little participation in class; poor production is regularly evident (Annex 1 diary, page 9). Some learners do not think of English as an essential field for their future lives; this becomes a recurrent problem which is increased because of the lack of attention (Annex 2 diary, page 12); this situation is closely related to the lack of motivation in English classes due that some of the learners easily lose interest when learning a new language.

### **Oral Production in Participation in English Class**

Participation usually means students speaking in class in any conversation class: answering and asking questions, making comments, and joining in discussions. Students who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded (Lee, 2005).

“There are several factors that affect the initiative of students when taking part of oral tasks inside the classroom. Some of them could be inner factors, students’ previous experiences; while some others can be external as for instance the environment created by teachers in the class ‘... non-English speaking adults are already timid about using the English language. The teacher

must help students' self-confidence by being encouraging. Learning environments can have a facilitating effect on oral production". (Payne & Whitney, 2002, cited by Farooqui, 2007. p. 5).

According to the data analysis, it was decided to focus on promoting communication based on the students' learning styles by developing effective educative practices in which teachers improve interaction among learners.

Making direct observations with the study group it was evident the strategies used in English classes did not meet all the needs of the group. There were always students who did not understand or simply were not interested in the activities presented in the class (Annex 3 diary, page 11). By reviewing the description of the population and the analysis of surveys made to the population study group it was identified that students had different likes and ways of learning, being clear that they should respond to this need.

To such aim, there were inquired theories about learning strategies used for acquisition and their respective approaches; it was found that learning styles are significant tools for effective learning, being they Bandler and Grinder's (1979) visual, auditory and kinesthetic model in his book: *Frogs into princess, Neuro -Linguistic Programing*, responding to the different likes of students allowing them to participate more often. Eventually it was chosen to work in this investigation, in order to promote communication skills in English class based on learning styles of students (taken from: *"Taller de Inglés: Un acercamiento significativo al aprendizaje de una lengua extranjera fundamentado en el modelo visual, auditivo, kinestésico en niños de cuatro años en una institución privada"*)

## **RESEARCH QUESTIONS AND OBJECTIVES**

### **Research question**

- How can activities related to students' learning styles promote communicative skills, focused in oral participation, on third graders?

### **General objective**

- To promote communicative skills, based on activities involving oral participation, in the English class, and based on each students' learning styles.

### **Specific objectives**

To recognize visual, auditory and kinesthetic styles for each member of the study population.

To implement on students five educational workshops based on visual, auditory and kinesthetic learning styles, in order to enhance communication skills (oral participation).

To improve educational practices towards learning a second language responding to the needs of each student.

To determine the impact that has on students working in activities according to their learning style to promote their communication skills.



## **RESEARCH BACKGROUNDS**

### **Background Sheet No. 1**

Name of Research: Learning styles from the kinesthetic-auditory-visual model and its impact on academic performance in 5th grade primary children in different socioeconomic strata in the city of Pereira, Colombia.

Consultation Date: March 24, 2015

Authors: Carina Giraldo Botero, Diana Yadira Bedoya Hernández

Year of publication: 2006

Descriptive Abstract: This paper presents development results of research developed in the city of Pereira, with representative educational institutions in three socioeconomic strata low, medium and high in fifth grade primary basic and considers the impact of learning styles represented in a model such as that of the authors, Rita Dunn and Kenneth Dunn (1978) as Visual, Auditory and Kinesthetic concerning academic performance and changes in three different socioeconomic strata.

This author proposes the work developed by Dr. Davidson, who proposes a study around differentiate the functions of the right brain and left brain clarifying that has studied learning styles in mathematics and has identified two "styles of mathematics"; those styles respond the types generated by one hemisphere over the other. She suggests that educators make the presentation of their subjects in order to reach to the students through both learning styles, teaching techniques of both brain hemispheres.

Among the teaching techniques of the right hemisphere are: Visual Thinking, fantasy, metaphor, music, evocative language, direct experience, and the multisensory learning; general area in which this research falls, because develops referentially differences of students to receive the information, according to their perceptual channels, as in *Multi-sensory Learning*; Lee (1986) reprises the role of sensory stimulus, and expresses that the function of the senses has been diminished because of our tendency to equate thought and verbal processes. However, both sensory and motor systems play a role in learning, especially in the early years.

Bibliographical Reference: *Maestría en Educación, SUE CARIBE-Universidad de Atlántico. Barranquilla.*

## **Background Sheet No. 2**

Name of Research: Learning styles and their relationship to the development of communicative competence in reading of eleventh grade students in middle school.

Consultation Date: March 28, 2015.

Authors: Víctor Goenaga Ortega y Rebeca Carbonó Suárez

Year of Publication: 2011

Descriptive Summary: The purpose of this study was to determine the possible relationship between learning styles and development of communicative competence in reading. To do so were used different instruments that mediate communication skills along the lines of the Instituto Colombiano for formation of higher education ICFES. As a result a relationship between competition and theoretical argumentative style was found. In Addition, it is shown the

differences in how students develop communicative competence according to the predominance of their styles.

Bibliographical Reference: Facultad de Ciencias de la Educación. Departamento de psicopedagogía. Licenciatura en Pedagogía Infantil.

### **Background Sheet No. 3**

Name of Research: Styles and Learning Strategies in academic performance of students in the English area in Modern Languages in Universidad de La Salle.

Consultation Date: March 30, 2015.

Authors: Andrés Hernández Perdomo-Aurora Cardona Serrano

Year of Publication: 2008

Descriptive Summary: The research states that through experiences as English teachers, foreign language in context, it becomes clear that both class books as teaching materials are not designed to simultaneously promote Auditory, Visual and Kinesthetic learning styles present in students thus generating disadvantages for those not covered by the activities undertaken.

Therefore the research topic is aimed at determining the impact on the academic performance of students in identifying and using auditory, visual and kinesthetic learning styles and learning strategies in language that best complement them by educational activities simultaneously.

Bibliographical Reference: English Area of Modern Language of Universidad de La Salle.

**Background Sheet No.4**

Name Of Research: El aprendizaje del inglés desde educación infantil: efectos cognitivos, lingüísticos y afectivos.

Consultation Date: April 4, 2013

Authors: Jasone Cenoz

Year of Publication: Marzo 2003

Descriptive Summary: The article deals with various aspects related to the early introduction of English as a third language in bilingual educational settings. More specifically, it focuses on the effect of the early introduction of English on cognitive and linguistic development, communicative competence in English and attitudes towards languages. The article highlights the growing importance of English as an international language and intra-European communication and the need to study the acquisition of English in relation to the context in which the acquisition takes place. The article also describes the results of some research studies conducted in the Basque Country and refers to other research in other contexts. Article chapters are divided into a) the influence of the early introduction of English on cognitive and linguistic development b) the effect of the early introduction of English on English proficiency and attitudes to learning this language.

## **THEORETICAL FRAMEWORK**

### **Bilingualism in Colombia**

In times of globalization, the country needs to develop the capacity of its citizens to manage at least one foreign language. In this context, the Ministry of Education formulates the National Bilingual Program 2004-2019, which includes the new Standards of communicative competence in a foreign language: English. Nowadays, the bilingual education is associated with private bilingual schools set up to cater for the middle- and upper-middle-classes (Mejía, 2002). According to this, it is imperative to take into account that public education is trying to be close with the bilingual world, on this way, the National Ministry of Education provides spaces with technology in order to have adequate classrooms or laboratories for the National Bilingualism Program.

The MEN (Ministerio de Educación Nacional) has software named English discoveries which is exclusive for public schools. The program wants to increase the communicative competence in English in the entire education system and strengthen national competitiveness. In this task are important teachers and public and private institutions and all levels that are part of the system: from preschool through the Superior (Altablero, 2005).

Our economy is increasingly integrated with international markets. A second language is the vehicle needed to substantially exploit the advantages offered, such as NAFTA (North American Free Trade Agreement), new business opportunities or study outside of Colombia.

According to Altablero (p.1, 2005): “Both Colombian companies and international companies that are located in the country, will increase the demand for bilingual professionals in so far as their interaction with suppliers and international customers demand it. It is necessary to know that professionals that can show their ability in languages skills have an advantage in comparison with those who cannot address these needs. Those with these skills, they also observed that the market will recognize them economically.”

Employers should also invest in improving their ability to communicate in more than one language. Besides, having advantages to negotiate with suppliers and customers who have the goal of conquering foreign markets face the challenge of knowing the culture of the market that they claim to conquer. To achieve it, it is ideal to know a second language.

According to Altablero (2008) Colombia has great advantages in the service sector. The professionals in areas such as engineering, architecture, mathematics and statistics are in high demand, but only a highly competent workforce in language may put these skills in the export market. So, on this way it is very important that schools start teaching English in a meaningful way, motivating students to learn this second language, increasing their vocabulary and improving their communicative skills through activities that promote a good teaching – learning process of English. The idea is that teachers teach students the importance of learning a second language and the opportunities they are going to have in the future if they master a second language.

According to Altablero (p.2, 2005): “The phenomenon of globalization has brought Colombia great opportunities but at the same time, major challenges. The inclusion of a country in the global economy generates more competition to local markets. This competition has different effects on the labor market of Colombia”. The fact that professionals communicate and understand a second language allows them agility and flexibility in the labor market, they are better prepared

for a global economy; they may raise and develop any business initiative, they can know the needs of their customer, they can be innovative, they can easily adapt to the changes and needs as their environment. Instead, those who do not have serious costs can experience and limit their opportunities.

It is important to take into account that to know a second language in this globalized world will become, in middle and long term, a mandatory requirement for new professionals to access skilled jobs. Therefore, the challenge that people have is big; teachers must prepare professionals so that they can face the demands of the globalized world, otherwise, they would not be competitive enough.

### **Development of language competences**

According to “El Real Decreto” 1513/2006 of December 7<sup>th</sup> (BOE, December 8<sup>th</sup>), by which the establishment curriculum of Primary Education, designated as first core competency curriculum of primary education "competition in linguistic communication (BOE, December 8<sup>th</sup>, 2006, page 5)

This competition refers to the use of language as an instrument of oral and written communication, with different levels of domain for every human being, in the case of foreign languages, to communicate in some of them and thereby enrich social relations and function in different contexts at the same.

## **Learning Styles**

Recent researches in neurophysiology and psychology have yielded results in a new approach to how humans learn, i.e., there is no single way to learn, every human being has a particular style of store, retain and recall information which therefore conceived their own learning style following the conceptions of Pérez (2001). The student-centered learning as curriculum reform of general middle requires "designing, acquiring and disseminating actions that lead our students to accept and understand the learning content raised, through self-learning and shared responsibility"; in which it is considered that each person learns differently and has a potential, i.e., there are different learning styles, from which we process information received from the environment and transform into knowledge.

It is possible to define the concept of learning style with a characterization of Keefe (1988) gathered by Alonso (1994) where it is mentioned that learning styles are those cognitive, affective, and physiological traits in which the interactions of the environment is perceived and respond to them as a way of learning. Therefore the term learning style refers to the fact that each person uses their own method to learn and deal with how students structure the content, store information, use concepts, interpret the meanings and solve problems allowing them to learn more effectively.

## **Visual, auditory and kinesthetic model by Bandler and Grinder**

The visual, auditory and kinesthetic model by Bandler and Grinder (1979) also called VAK considers the revenue streams of information are the eyes, ears and body. In other words, all human beings have three major systems to mentally represent information, visual, auditory and kinesthetic. According to Pérez (2001) most people use representation systems unevenly,



promoting one system than the other, i.e., each person learn more easily by a route information or particular channel. In conclusion, a person can understand much better what he/she sees that what he/she hears, or vice versa, understands what he/she hears that what he/she sees, or else understands what he/she feels that what he/she sees and hears; that is what we call learning style. Using a system implies that there are systems that use less and, therefore, various display systems that have different levels of development. All human beings are receiving every moment and through our senses an amount of information from the world around us. The brain selects some of that information and ignores the rest.

When speaking of visual, auditory or kinesthetic people refers to the system of representation which takes precedence. This does not mean that we not use the other two, in fact, all students are able to use them all. Some features of each learning style are described by Pérez in his book NLP and learning styles (2001). On one side there are visual learners, these are individuals who dominated the vision as a representational system that allows them to capture the world, closely set in visual detail, especially remember what they see and speak with predicates linked to that effect.

Also, there are the hearing people, experiencing the world through hearing, focused in the details that they can perceive through this sense, they remember what people say and their language is strongly influenced by terms and expressions linked to hearing. Finally, kinesthetic, people who include predominantly touch, smell and taste. They are individuals that register their experiences with the outside world through one or more of these three senses and, of course, are expressed according to this verbal predicates. So say Dell Ordine (2001) and Kindelan (2000) cited by Loaiza and Guevara (2012), recognizing that they may face learning of a foreign language in the most effective manner, which implies autonomy of student reflection on mental

processes and achieving a more positive attitude and increased motivation to study and simultaneously to improve learning.

The visual, auditory and kinesthetic Model founded in NLP can be used to develop rapidly effective a learning process, i.e., it is an excellent application in this research which, through the strategies, tools and sensory resources to promote an approach to a foreign language and thus acquire basic communicative skills. Through the neurological structures and the way they operate through the senses, the linguistic aspect in teaching a foreign language can perform significantly within an ideal atmosphere for learning process approach to a language foreign.

From the point of view of students and teachers the concept of learning styles is particularly exciting because it offers great possibilities for action to achieve more effective learning. Perez (2001) attributes that each system has its own characteristics. Therefore the behavior and attitudes of students in the classroom will change if systems of representation are favored, i.e. according to the characteristics of visual, auditory or kinesthetic learners. In order to surround students in a meaningful and appropriate input to their age and interests will be designed materials based on their natural style to learn in such a manner that foster the integral development and motivation for English class wake.

Different teaching materials used in the classroom are crucial to capture the attention of students and promote learning spaces support. Ideally, all teaching and learning is held in contact with real life, when we speak of language this situation is very enforceable because the language is communication, an intrinsic need in humans. The difficulty lies when language is limited only to grammar or vocabulary, although presented in a significant or real material way, it detaches from the primary objective that is to transmit understandable messages about reality. To Prats

(1997), the most appropriate curricular material is the one generating spaces for interaction and knowledge construction of disciplinary knowledge.

In managing the focus on learning styles, the most importantly thing is to learn how to present the same information using all systems of representation, so that the information is equally accessible to all learners, visual, auditory or kinesthetic. Therefore the use of teaching strategies covering the three paths of information to the brain is equally as significant in the process of teaching and learning.

The following table shows examples of activities tailored for each style shown by the book of learning styles, self-instruction materials for teachers and educational counselors (2004).

<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>
See, look, imagine, read, movies, pictures, videos, maps, charts, diagrams, photos, cartoons, slides, paintings, exhibitions, cards, telescopes, microscopes, sketches.	Listen, hear, singing, rhythm, debates, discussions, audio tapes, lectures, public speaking, telephoning, small groups, interviews.	Touch, move, feel, field work, painting, drawing, dancing, laboratory, doing things, display, repair things.

***Graphic No. 1: Learning Styles Table***

## **Learning Style and Learning Strategies**

According to Hedge (Teaching and Learning in the Language Classroom, 2000) a learning style can be defined as “*characteristic or preferred way of approaching learning and processing information*”. But, how an individual style affect the learning of a new language? This depends on the methodology students use and experience during school. Again, there is a brief description of each learning style:

### *Visual*

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented.

### *Auditory*

These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

### *Kinesthetic learner*

Individuals that are kinesthetic learn best with an active “hands-on” approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

According to the abovementioned definitions, visual, auditory and kinesthetic learners tends to:

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*Visual learners:*

- Learn through seeing
- Think in pictures and need to create vivid mental images to retain information
- Enjoy looking at maps, charts, pictures, videos, and movies
- Have visual skills which are demonstrated in puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, and interpreting visual images

*Auditory learners:*

- Learn through listening
- Have highly developed auditory skills and are generally good at speaking and presenting
- Think in words rather than pictures
- Learn best through verbal lectures, discussions, talking things through and listening to what others have to say
- Have auditory skills demonstrated in listening, speaking, writing, storytelling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, arguing their point of view, and analyzing language usage

*Kinesthetic learners:*

- Learn through moving, doing and touching

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- Express themselves through movement
- Have good sense of balance and eye-hand coordination
- Remember and process information through interacting with the space around them
- Find it hard to sit still for long periods and may become distracted by their need for activity and exploration
- Have skills demonstrated in physical coordination, athletic ability, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, dancing, and expressing emotions through the body.

## **METHODOLOGY**

### **Action research**

Action research aims to extend the range of strategies applied in the classroom to transform the educational system and social. Through of the reflexive process, conscious, autonomous and trustworthy where show the effectiveness of educational practice.

Educational Action Research is a tool that allows the teacher to behave as an apprentice long range as lifelong learner because it teaches you how to learn to learn, how to understand the structure of their own practice and how regularly and systematically transform pedagogical practice. (Restrepo Gómez, 2007, pag 10). This research articulates the actions that the teachers do in the classroom in each of the spaces where the student learns interpreting the real classroom reality with intension to improve and transform.

### **Target Group**

The target group was composed of 31 students, all female students of Liceo Arquidiocesano Nuestra (LANS, by their name in Spanish) with ages between eight and nine years, most of them with Colombian nationality, one with Italian Nationality.

Most parents belong to a medium-high socioeconomic strata that enables them to meet basic needs, most parents of the target group have college expecting a good job stability, carrying out activities in different companies in the city of Manizales, some are independent workers with their own companies.

The group of students on which the study is very active receptive, enjoy attending school, enjoy playing, singing teaching materials, audiovisual aids, have great curiosity to explore and learn, all question and interrogate, catering orders in their mother language, even though they are in a learning process of foreign language that comprise instructions.

### **Role of teacher**

The following are some techniques that teachers can use to help students develop, explore, and enhance their learning strengths. The more a student can learn through a combination of all the modalities—visual, auditory, and kinesthetic - , the more embedded the learning will be.

*Encourage visual learners to:*

- Use graphics to reinforce learning.
- Color code to organize notes and possessions.
- Use color to highlight important points in text.
- Take notes.
- Illustrate ideas as a picture before writing them down.
- Ask for written directions.
- Use flow charts and diagrams for note taking.
- Visualize spelling of words or facts to be memorized.



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*Encourage auditory learners to:*

- Read aloud.
- Recite information to learn.
- Use tunes or rhymes as mnemonic devices.
- Read aloud and tape test questions or directions.
- Use verbal analogies and storytelling to demonstrate their point.

*Encourage kinesthetic learners to:*

- Make models or role play to physically experience learning.
- Skim through reading material before reading it in detail.
- Annotate text and write questions while reading.
- Translate information into diagrams or other visual study tools.
- Recite a list of items by counting on fingers.
- Memorize or drill while moving e.g. when walking.
- Listen to music while studying.

**Procedure**

The procedure that was followed to define and objectively determine the problem was the analysis of the survey students and student's poll conducted for the population under study and interviewing some English teachers of the institution. The characteristics of the context is

analyzed bearing in mind the learning styles of the population, once detected the needs according to their characteristics determined what to do and how to do this research.

The methodology of action research was selected since it allows a direct encounter with reality, the constant interaction with the object of research helped to diagnose a problem and then establish a possible solution in terms of identifying those instructional strategies for learning English in early childhood. Kemmis and McTaggart (1988) define action research as a systematic and reflective process and proposed a model consisting of four phases that occur in a cycle. These four phases are: planning, action, observation and reflection. Teachers in this research learn to develop different skills in planning, monitoring and evaluation of their own pedagogical activities; make them think about their daily teaching practice. Action research emphasizes on understanding the situations of ongoing learning and creates solutions to problems based on it.



***Graphic No 2. Action research.***

**1-Diagnose and discover a thematic concern:** In order to identify the problem, daily educational information, interviews and surveys were collected, where the difficulty was evident to perform communication skills in English, with little involvement of students in English class, they do not understand, hence the need to focus the research work towards learning styles, which meaningful learning is reflected, as it attempts to address the learning styles of the target group in order to enhance communication skills and improve the participation.

**2-Construction of a plan of action:** having made the situation objectively and bearing in mind some bibliographic references, the research proposal which promotes communication skills in English class on the basis of learning styles arose.

**3-Practice the plan and monitoring its operation:** Bearing in mind the substance of the issue a proposal was designed and therefore proceeded to carry it out through five workshops based on the styles of visual, auditory, kinesthetic learning, which were evaluated by means of pedagogical journal, surveys, interviews and evaluations of interventions given.

**4-Reflection, interpretation and interpretation of results:** According to the findings of the above instruments were systematized the results in order to perform the cyclical process of research-action and be clear about the impact on the population studied.

Each phase of the research was done in stages, tools implemented and resources utilized served as a tool for categorization of information that lit the results.

## **TOOLS**

In the course of this investigation the tools and guidelines largely determined the quality of the information collected, this being the base pair to the next stages, the instruments used were student's survey, teacher's interview, field diary,

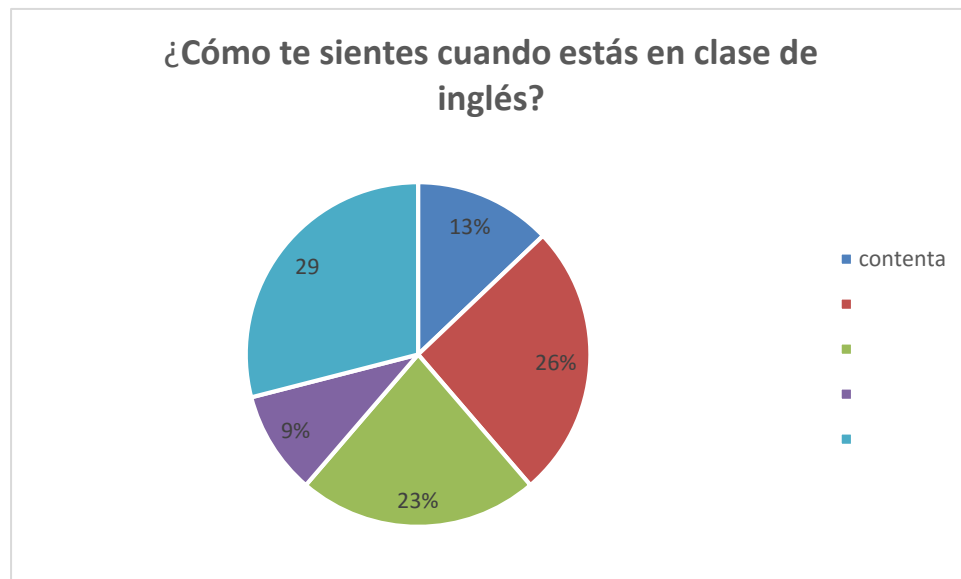
### **Data Collection Diagnostic Stage**

#### **Instrument number 1: "Students survey"**

The survey (Annex 4) aimed to identify the activities that allow them to achieve better understanding of the new language, to improve oral production and participation in English classes. This in order to determine the most appropriate strategies and those that will have the biggest impact on the time to develop classroom activities.

#### *Analysis and interpretation of results*

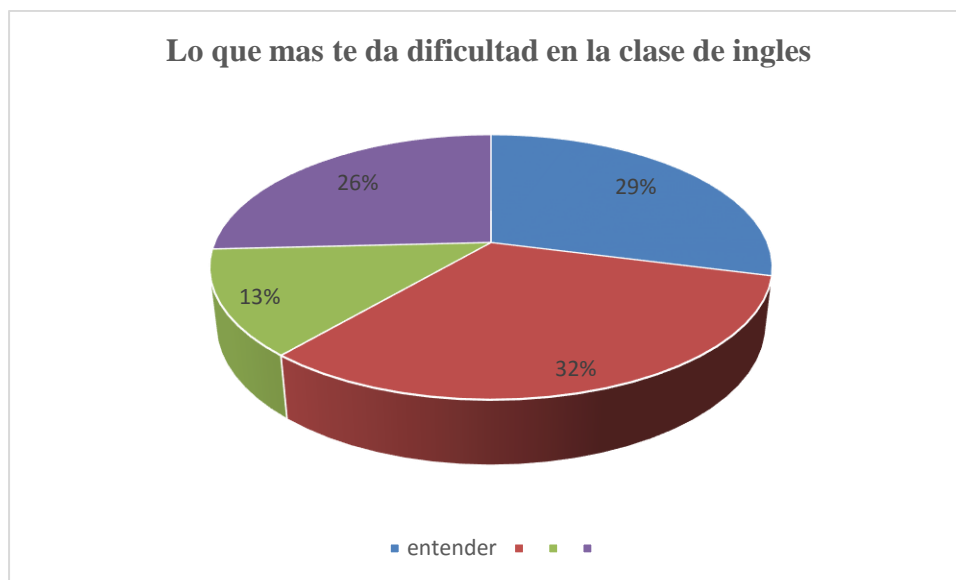
The survey was conducted on 31 students of the third grade of LANS Femenino, the aim of this survey is to find out how students feel in English class, what they think are their difficulties, their likes in English classes, what prevents them to participate and speak in classes.



*Graphic No 3: how do you feel when you are in English class?*

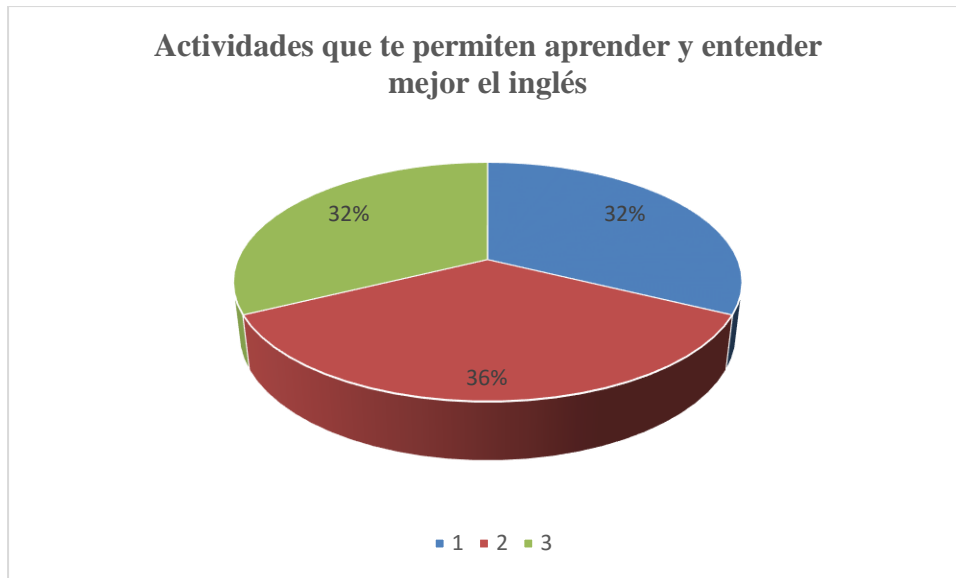
To the question: how do you feel when you are in English class? 13% of students say they feel happy because they like English, it is a very low percentage compared to the number of students, which gives good guidelines to look for a good strategies and ways of imparting and receiving knowledge of the second language, on the contrary a very high number of students in a percentage of 26% expressed in the survey that they feel sad when they are in English class because they do not understand, because there are always the same activities, because it is always given worksheets to develop, 23% of the sample argued in the survey they feel nervous when they are in English class because they do not know the answers when the teacher ask them, they are afraid of making mistakes when they speak, they are embarrassed that they tease, others say they do not learn easy English, they feel scared when they give wrong answers or when they participate and they do not know what to say; a little number of students, 9% say they feel calm because they pay attention, they like English, a 29% of students report that they feel boring in

English classes and they do not want to participate because they do not understand, they do not understand what are explained in class, and that is why they almost do not learn English.



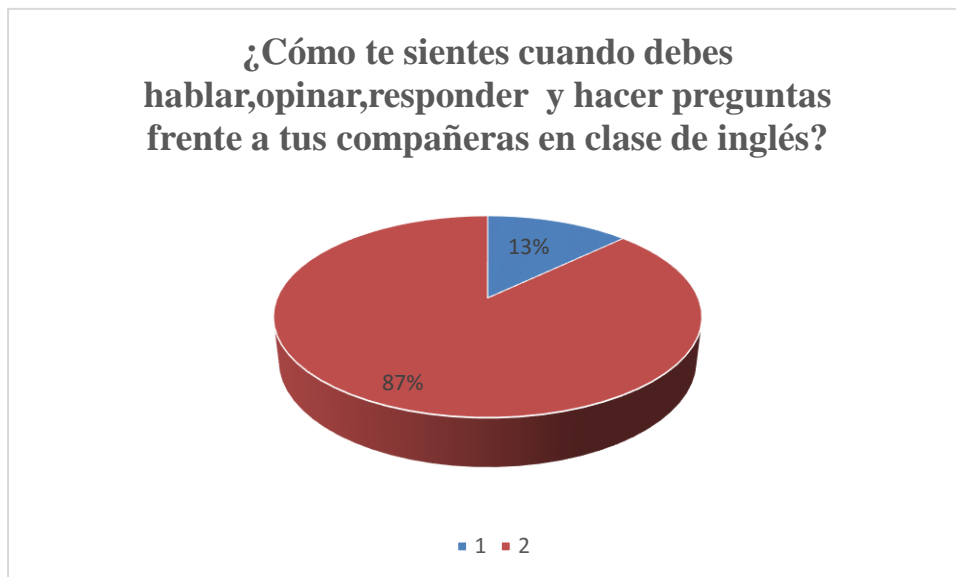
*Graphic No 4: what is the most difficult aspect for students in English class?*

According to the survey, in question No. 3, what is the most difficult aspect for students in English class? the result are as follow: 29% have difficulty understanding because there are not enough activities, they are always the same and very boring, they seem difficult, they almost do not show drawings, the teacher is always speaking, 32% say what ,they do not encourage them to participate it is because they do not understand, when they are asked they do not know what to say, some students claim that there are girls that they think too much of herself, and the rest of them are embarrassed to talk in front of her classmates; 13% argue that it is difficult to write because English is very tangled, they cannot see the board, they are entangled with the words, 26% state that speaking is difficult for them because they are embarrassed of being wrong, their classmates say that they are speaking in the wrong way, they do not understand therefore they do not know they are going to say, they do not understand what is explained.



Graphic No 5: what activities do you believe helps to learn and understand English better?

In question No.5, what activities do you believe helps to learn and understand English better? 32% of the students say that videos, 36% say that listen to songs, and 32% said that puzzles allow them to learn and understand English better.



Graphic No 6: how do you feel when you should talk, think, respond and ask questions in front of their peers in English class?

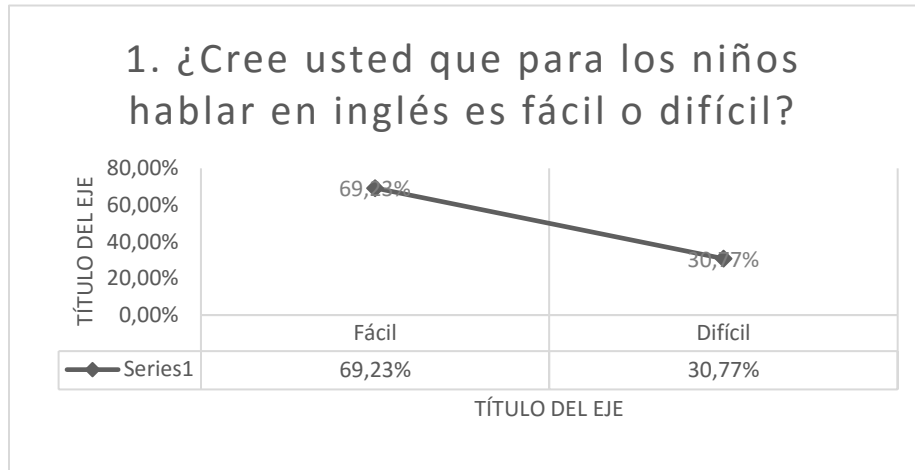
Question No. 6, how do you feel when you should talk, think, respond and ask questions in front of their peers in English class? a 13% say they feel safe because they are ashamed to be mocked if they were wrong, because they already knew their partners, and a 87% of the sample reports that they feel unsafe when talking, to think, respond and ask questions in front of their classmates in English classes, because they feel nervous even if the answers are known, they do not understand what they say in class, it is really difficult to speak in English, they do not understand what they are being asked, they are embarrassed to talk in front of their classmates, are afraid of being wrong and they do not easily learn the songs in English, they do not know what to say because they do not understand, their classmates mocked at them if they participate and when they what say something wrong, they are afraid to participate because there are classmates who know more.

To the question No. 8, how do you like English classes be? students answered that they would like to do other things, to be thought with songs, drawings and images, not being always given with worksheets, they would like to see more videos that make them participate in activities like dancing, playing, using puppets, role play, telling stories, drama, they want the classes to be more fun, they would like to work in groups.

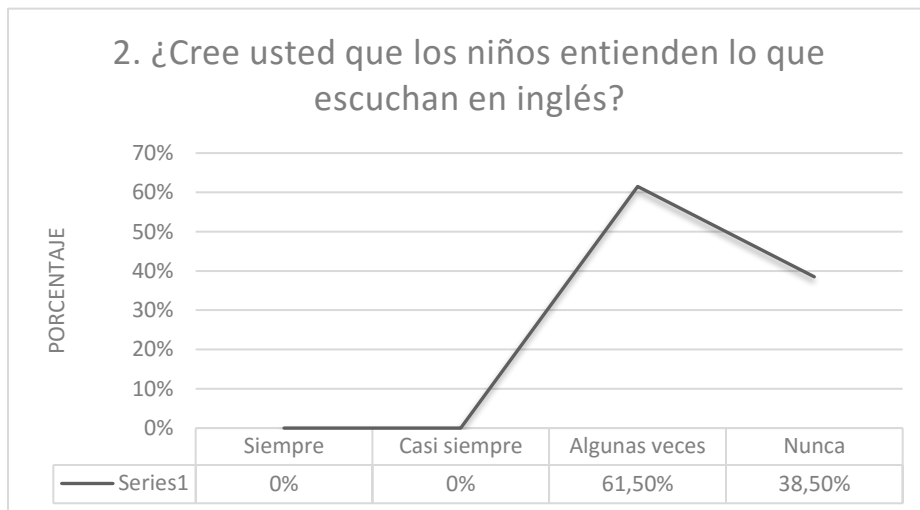


**Instrument number 2: “teacher’s interview”**

This instrument (Annex 5) was applied to 5 teachers; it had four questions where the objective was to know their opinions about the methodologies used to teach English in the institution.



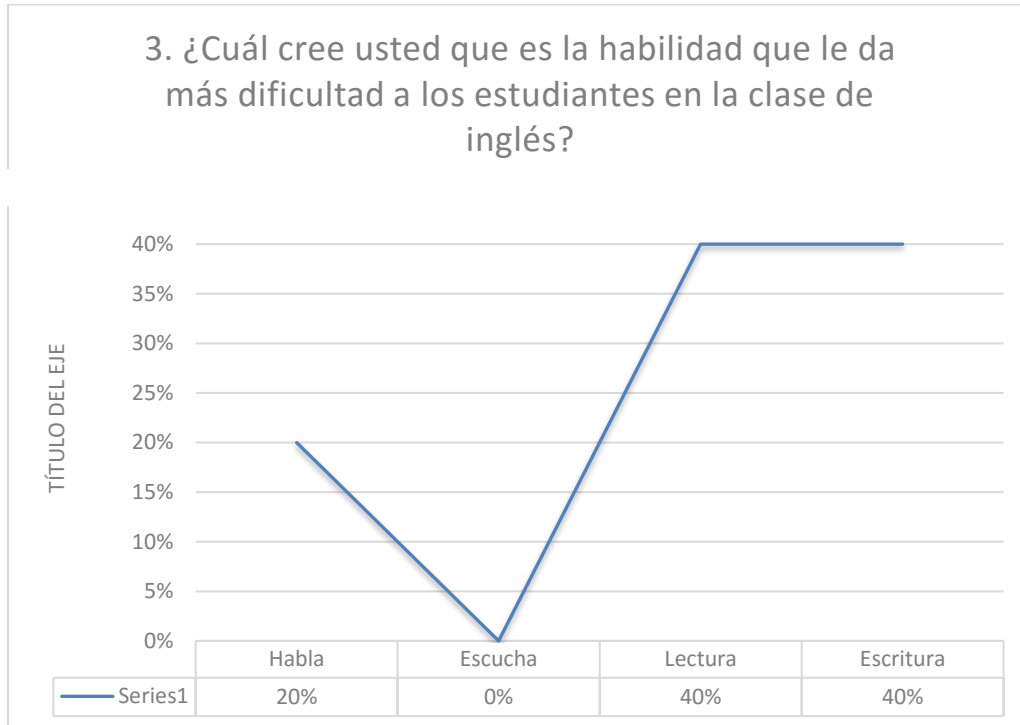
**Graphic No 7 do you believe that for children is easy or difficult to speak in English?**



**Graphic No 8. Do you believe that children understand what they listen in English?**

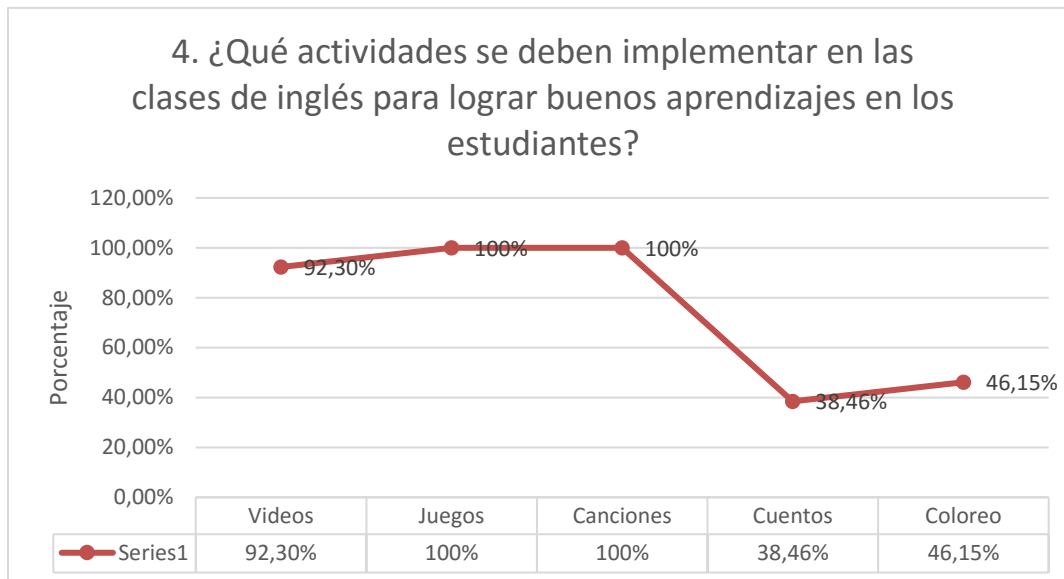
69,23% of primary teachers believe that is easy to students to speak in English but 30,77% of them think it is difficult, because children are not prepare to learn a second language and sometimes if they do not speak Spanish very well they are not going to learn a second language.

61.50% of teachers believe that students sometimes understand the things that they listen in English and 38.50% think that students never understand what they are listening. They think this is a difficult skill to develop in students.



**Graphic 9. What is the most difficult skill to children to learn in the English class?**

40% of teachers think that writing and reading skills are the most difficult skills to students in the English class and 20% believe that the most difficult skill in the English class for students is speaking.



**Graphic 10. What activities should be implemented in the English class?**

Teachers believe that songs, games and videos are good activities and that it is very important to implement them in English classes in order for the children to learn in a meaningful way. 100% of teachers think that songs and games are very important.

### **Instrument 3: Field Diary**

The field diary as an essential tool for reflection on the model of action research consisted of recording the experiences of interventions whose purpose is to solve the practical difficulties of teaching and learning a foreign language, and reflection on the events occurred during class to transform the actions and ensure compliance with the objectives. The diary allowed to make a global reading of the processes carried out and the respective reflection. From there, four categories were extracted: motivation, oral participation, classroom activities, learning styles, which served as indicators to meet the overall objective of the research and the problem posed at the beginning of the project.

*Analysis and interpretation of results*

As may be evident in the diaries entries (Annex 3 diary, page 11), as observed the students do not participate in English classes, classes are limited to explanations of the teacher, therefore become boring classes which makes it easy to lose motivation, it appears that they are embarrassed, fear and insecurity to speak for fear of ridicule, difficulty understanding the issues, as they manifested in the survey (Annex 6) activities are always the same, this makes the classes poor in order to receive the knowledge and too poor to motivate them by learning another language activities, girls in the survey expressed the pleasure that English classes include more activities like songs, videos, arm puzzles, dancing singing, dramas and other more enjoyable activities, is important as a personal reflection include activities that promote the interest and motivation of students to enhance their oral statements in English classes participating and giving out ideas, classes, opinions and knowledge, it is essential to use a methodology that particular learning style of each student.

**Global Analysis**

According to the answers of the different instruments that were applied it can be deduced that activities like songs, games, videos, and fairytales are related with the learning styles. In the activities we can see that there are activities for kinesthetic, visual and auditory children. On the other hand, it is very important to say that speaking, writing and reading are the most difficult skills to develop according with the answers of the teachers and students.

## *Promoting communicative skills in the English class based on student's learning styles*

When students make activities that they like the most in the English classes they are going to find a funny and meaningful way to learn a second language. A first step is that students start to understand that learning a second language is very important and that there are many activities where we can be happy, have fun and at the same time we can learn English as a second language.

The idea and according to the diagnostic stage is to promote the oral skills given the low level of participation in English classes, as evidenced by the students, because as we can see in the pictures and the answers of students and teachers in the different instruments that were applied skills like speaking, writing, reading and listening need to be promoted in students because they are not developed. On this way we need to use the activities they like the most and introduce in the English classes the learning styles, because as we can see in the pictures there are activities for visual, auditory and kinesthetic students.

It is necessary involve both skills, listening and speaking, in the learning process in order to improve communication skills, taking into account the natural order presented by Krashen (1987) on its learning theory in explaining the acquisition foreign language following the same process as the mother tongue helps significantly to improve other skills.

### **Action stage**

This stage was developed in a private institution in the urban area of the city of Manizales (Liceo Arquidiocesano de Nuestra Señora) with students from the third grade between the ages of 8 and 9 years.

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The stage also works in five structured workshops with activities according to the learning styles of the students, seeking to promote communication skills, especially oral production and participation in the classes. To evaluate each workshop and bring the research process were made analysis instruments with their corresponding analysis, for viewing the different categories that emerge from research and progresses that are seeing against the problem.

## **WORKSHOPS**

### **WORKSHOP 1**

**INSTITUTION:** Liceo Arquidiocesano de Nuestra Señora.

**TEACHER:** Sandra Patricia Garcia Gutierrez

**SUBJECT:** Science

**TOPIC:** Farm animal's benefits.

**GOALS:** According to learning styles students express animal's benefits ,through oral activities songs

**VOCABULARY:** animals, farm, benefits, cow, milk, hen, eggs, he, wool, horse, transport, pig, meat, dog, like

### **PROCEDURE**

#### ***Preparing learning:***

The teacher going to play with the students head and shoulders. Then, he is going to give them some commands. The teacher is going to sing with students the song: "Old Mc. Donald's" while she is going to show some flashcards or video

They are going to participate actively on the activity and they are going to follow the commands. Students are going to listen and pay attention to the song, then they are going to repeat phrase by

phrase, finally they are to sing alone. (Auditory, visual and kinesthetic styles) (Listening, speaking)

### ***Learning presentation***

The teacher going to play the sound that the following animals make: pig, hen, cow, horse, sheep, dog and she is going to show pictures of each animal introducing each one to students.

The teacher going to show a slide presentation or flashcards about farm animals and she is going to tell about where animals live, what they can do.

The teacher is going to play the song: "Old Mc. Donald had a farm".

The teacher is going to ask students to repeat the name of the animals that are pasted on the board.

Then she is going to ask students to make the sound that each animal makes. He is going to say: make the sound of the cow make the sound of the pig.

The teacher is going to paste on the board pictures of the animals. She is going to ask students by example: show me a horse, show me a hen, show me a sheep, show me a dog, and show me a cow. (The activity is going to be repeated with all students).

The teacher is going to give students a copy where there are the pictures of the animals. So she is going to say students: this is a cow, while he is saying that she is going to show the picture of the animal. If students answer no, she is going to ask students for example: if it is not the cow, which is the cow? (The activity is going to be repeated many times). Then she is going to say, as it is the cow you are going to circle and color it.



*Promoting communicative skills in the English class based on student's learning styles*

The teacher is going to use real material as eggs, milk, wool, and meat and stick horse, and the teacher is going to tell what the farm animal benefits are while the teacher is presenting each animal, she is going to ask students through a song whether they like or dislike it

The teacher is going to tell a story about a farm, where he is going to explain with the same real elements the different benefits animals give us.

The teacher is going to give a worksheet where there is a farm with the cow, pig, dog, horse, hen, sheep and he is going to ask: which is the cow, pig... benefit? The teacher is going to go around telling the students for example: the cow give us milk, pointing the picture of the cow on the worksheet of the student.

Students are going to listen to each sound and they are going to pay attention to each picture and the pronunciation of each name. (Auditory, visual styles) (Listening, speaking)

They are going to pay attention to the explanation of the teacher and they are going to participate actively with their opinion using yes or no. (Auditory, visual styles) (Listening, speaking)

They are going to listen and to repeat the song. Then, they have to perform and learn the song. (Auditory, visual and kinesthetic styles) (Listening, speaking)

Students have to repeat the name and make the sound that each animal make. (Auditory, visual and kinesthetic styles) (Listening, speaking)

They are going to show to the teacher the animal she is asking for. (Auditory and visual styles) (Listening, speaking)

They are going to pay attention to the affirmations of the teacher. If they say no, they have to show to the teacher the correct picture of the animal. Then they have to color each animal

*Promoting communicative skills in the English class based on student's learning styles*

according with the instruction of the teacher. (Auditory, visual and kinesthetic styles) (Listening, speaking)

Students have to listen and each one of them have to go to the board and look for the animal that produces the element that the teacher is showing and they have to say the name of the animal and element that it produces, then they are going to answer whether like or dislike and they are going to say whether they can or cannot eat. Then they have to draw on their notebooks each animal and write the benefit that each animal give in short sentences. (Auditory, visual and kinesthetic styles) (Listening, speaking, writing)

Students have to listen the story and interact saying the benefits of the farm animals while the teacher is telling the story. Then the teacher is going to give students the story and they have to read one by one some sentences to their parents and their teacher. (Auditory, visual and kinesthetic styles) (Listening, speaking, reading)

The students have to answer what the benefits are and finally according to the teacher's instructions they have to draw the elements according to each animal. (Auditory, visual and kinesthetic styles) (Listening, speaking, writing)

***Developing Learning***

The teacher is going to ask different students to go to the board and in secret she is going to show an animal, the student has to perform the movements of the animal but he/she cannot make the sound of the animal.

The teacher is going to paste on student's back some pictures. Some students are going to have pasted on their back the picture of the animals and others are going to have pasted the benefits of those animals.

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Teacher is going to play with the students: "handkerchief stolen" the idea is that students make to groups and a line. The two lines are going to be one in front the other. In the middle there is going to be a handkerchief. Teacher is going to give to one line the name of the animal and to the other line the benefits of the farm animals. Teacher is going to say in loud voice by example: cow and milk and the students with these animal and benefit have to run to catch the handkerchief. Who catch the handkerchief first is going to have a point.

The corner number 2 is going to be the visual corner and there are going to be the following activities:

The teacher is going to ask students to write a short text about farm animal's benefits.

The teacher is going to give students a lottery. They have to play.

The teacher is going to explain students how to play a concentration game about farm animals.

The teacher is going to paste on student's back some pictures. Some students are going to have pasted on their back the picture of the animals and others are going to have pasted the benefits of those animals.

The corner number 3 is going to be the auditory corner and there are going to be the following activities:

The teacher is going to paste on student's back some pictures. Some students are going to have pasted on their back the picture of the animals and others are going to have pasted the benefits of those animals.

The teacher is going to play the sound of that the animals make and students are going to guess what the animal is.

***Feedback***

The teacher is going to ask students to make an oral presentation of the text they make in the practice activities.

The idea is that students socialize their texts. (Visual and auditory styles) (Listening, reading and speaking)

***Checking learning***

The activity of the production helps to make the evaluation of the topic because we are going to know if students can tell some farm animal's benefits through the oral presentation with at least three interactions, listening the benefits of different animals that the teacher says and then mark the correct answer according to the drawing they were watching.

**WORKSHOP 2**

**INSTITUTION: Liceo Arquidiocesano de Nuestra Señora.**

**TEACHER: Sandra Patricia Garcia Gutierrez**

**SUBJECT: Science**

**TOPIC: The functions of the senses.**

**GOALS: The student will be able to ask and answer orally in a role play game about human senses and functions.**

**VOCABULARY: Eyes, nose, tongue, hands, ears, see, smell, touch, hear, taste, use.**

***Procedure***

***Preparing learning***

Students will listen the song "My eyes, ears, mouth, nose". After hearing the song, they will answer the following questions from the teacher:

What is the nose for?

What are hands for?

What is ear for?

What is mouth for?

What are eyes for?

Students will listen the song again, then they will have the opportunity to move and touch each sense organ as they listen to the song one more time.

***Learning Presentation***

The teacher presents a video where is shown the explanation of the five senses, she will stop several times during the presentation so that students repeat orally the name of sense organ and what sense correspond to it. Then, the teacher will present flashcards with the image of the senses: hearing, sight, touch, taste, smell, students will say what are used for and what their relationship with the organ is, e.g.:

I can see with my eyes

I can smell with my nose

I can touch with my hands

I can hear with my ears

I can taste with my mouth

She will also made the exercise orally with sentences in negative form, the flashcard are presented again and she will tell them, e.g.:

I can't (cannot) see with my mouth

I can't (cannot) smell with my hands

I can't (cannot) hear with my nose

I can't (cannot) taste with my eyes

I can't (cannot) taste with my eyes

***Developing learning.***

The teacher will tell to students that there are three places (visual, auditory, kinesthetic) in the classroom, in the first one they will hear a song, and they will also sing it.

In the second one, they will see some images y complete some questions: "This is a \_\_\_\_\_ and y use it for \_\_\_\_\_"; "This is an \_\_\_\_\_ and I use it for \_\_\_\_\_".

And in the last one, they will find a matching game where they will have to play and solve it. At the end each group will express orally their activity, and show it to their classmates.

***Feedback***

The teacher will have in a box names and images of the five senses (sight, hearing, taste, touch, smell) and their corresponding organs (eyes, ears, mouth, hands, nose). The students will draw a name or image and orally will say what that organ or sense is used for, e.g., I touch with my hands, I see with my eyes, I taste with my mouth.

***Checking learning***

At the end of the workshop the students are divided into three groups and will make an oral presentation through a role play game, they will present the presentation in front of their classmates and teacher.

**WORKSHOP 3**

**INSTITUTION: Liceo Arquidiocesano de Nuestra Señora.**

**TEACHER: Sandra Patricia Garcia Gutierrez**

**SUBJECT: English**

**TOPIC: Likes and preferences in fruits and meals.**

**GOALS: The students will be able to speak confidently contributing their own opinions about their likes and preferences expressed through dialogues which fruits they like and why.**

**Specific Objectives:**

*Promoting communicative skills in the English class based on student's learning styles*

- Get into a state of relaxation with background music that will allow students safely assume the challenges of the class.
- Present their likes and preferences in fruits saying why, e.g. "I like pineapple because it is sweet".
- Locate freely in the workplace (corner) that suits their learning style (visual, kinesthetic, auditory).
- Participate in a plenary hearing the views and opinions of their classmates.

**VOCABULARY:** "I like it because...", "My favorite fruit is: banana, Apple, grape, orange"  
"My favorite meal is: Potatoes, Chocolate, Soda, Rice, Chicken".

***Procedure***

***Preparing learning***

To prepare students so they develop activities with more security, especially girls who experience fear and pain when they have to express themselves orally, there were relaxation exercises:

The students hear a soft background music as they imagine what the teacher is saying: a flower-filled landscape, animal sounds, the wind caresses them, thinking they are facing many people and they speak quietly, they feel congratulated,

- Dynamic: THE FRUITS. Each girl say her name and a fruit that they like, but they start by their name, e.g.: I am Sandra and I like watermelon, I am..... here, all students must participate orally.

***Learning Presentation***



*Promoting communicative skills in the English class based on student's learning styles*

The students watch a video of fruits and their characteristics: sweet, bitter, sour, watery, simple, in order to brainstorming vocabulary for the following activities.

The teacher will stick board several flashcard with the name of fruits and foods, for example, strawberry, pear, orange, rice, potatoes, grapes, apple, cherry, chocolate, cheese, cereal.

Each student will say they like or what their favorite is, for example:

I like cheese

My favorite fruit is orange.

Then, the students will observe some flashcards with pictures of fruits and say what they like or prefer, for example, I want or prefer strawberry or my favorite fruit is ... because is sweet or bitter or sour or tasteless or watery.

The teacher blindfolded a student and she should try a fruit and guess what it is and say why they knew, for example, is an apple because it is sweet.

The students listen to a song about fruits, they will sing it and at the end they will say between the fruits they saw what their parents like the most, for example, "My dad likes ....., My mom likes ....."

Each student will receive a worksheet with pictures of fruits, they have to color their favorite fruit, then they will form groups among classmates, the group has to invent a song and sing it before the group.

***Developing learning.***

*Promoting communicative skills in the English class based on student's learning styles*

The students will be divided into three groups, the teacher will indicate that in a corner they will find real fruits, then, they will discuss among them what their favorite fruit is (visual style) in other corner will find a video (auditory) about fruits as they hear are saying what they like the most, for example: I like ..... in the next corner they will find a “Concentrese” game (kinesthetic), they will read the name and should search their favorite fruit and name it.

***Feedback***

**Activity:** The students will locate themselves in roundtable, they will participate in the plenary, asking questions and answering their classmates, for example, “Sofia, do you like cheese?”

She will orally answer the question, if I like or dislike and continues asking another classmate.

***Checking learning***

Organized in couples they will talk about their likes and preferences in food, then, each student will present to their classmates what their classmate likes, for example: “Natalia loves meat. She likes grapes”, and so, until all of them participate orally saying the likes of their classmates.

**WORKSHOP 4**

**INSTITUTION:** Liceo Arquidiocesano de Nuestra Señora.

**TEACHER:** Sandra Patricia Garcia Gutierrez

**SUBJECT:** English

**TOPIC:** What am I wearing?

**GOALS: The students participate orally during class, describing the clothing they are wearing and what their classmates are wearing too.**

**Specific Objectives:**

**\* They will sing the owl song of the doing the movements observed, thus achieving relaxation.**

**\*Talk about the clothing people are wearing while observing some images.**

**\* Based on a fashion show activity the students describe what they are wearing**

**VOCABULARY: clothes, jacket, shoes, skirt t-shirt, pants, scarf, skirt, socks, hat, blouse.**

**GRAMMAR: She is wearing, I am wearing, and they are wearing.**

*Procedure*

*Preparing learning*

Students will listen the song "the owl", they will follow the movements that is expressed through makes the image seen on TV, the animal's movements exercise the visual and auditory skills of students, the animal's movements help to relax the body, this is will continue to exercise the song imitating the animal several times.

As an ice breaker the students will come into an environment of safety and trust, sheets of paper are handed to students and they should draw with both hands clothing they wear, at the end each student will say what they draw.

***Presentation learning***

- The teacher will carry in a bag or box of clothing several, asking the students the name of the garment, this activity is to contextualize students in vocabulary.
- Then, each student will tell the teacher what they are wearing: I am wearing shoes ..... and then say what their classmates are wearing, each student chooses a classmate and point her and say, for example, "She is wearing a white blouse".
- The teacher will show to the students some images, they should describe what the characters in the image are wearing.
- They will watch a video about clothing, they will participate describing what people are wearing in the video.

***Developing learning.***

The classroom will be distributed in corners, at each corner there will be activities for each learning style, they freely choose where they want to go, in which they feel most comfortable:

In a corner, they will find a song, they will learn it while they listen, then they shall sing to their classmates (hearing).

Each student will say in front her partners who you likes to wear blue jean wear I like....

Participate in a dialogue for couples where one question and other responds what clothes you like to wear? I like to use

In the next corner, students will find pictures from magazines, they must describe what people are wearing, describing the images and presenting them in front of their classmates, showing the images (visual).

*Promoting communicative skills in the English class based on student's learning styles*

Two students will be placed garment and others will say they are using.

The students will observe a video and they will say what is using the people.

In the last corner, the students must take a doll and dress them in front of her classmates saying what they are using (kinesthetic).

The students will play by arming a puzzle about clothes, saying what they are wearing the people.

The students will observe clothes in the floor they will point out with the correct word

***Feedback***

The students will form five groups, each group must nominate a student, they will participate in a fashion show, and their classmates must say what clothing they are wearing, for example: “She is wearing a red skirt with white stockings, black shoes, and a white blouse”. Each student will go parading and the rest of them will participate giving their opinions.

In other activity the students will listen the teacher to take the clothes that she say.

According to fashion show the students will remember that observed, they draw in the notebook four clothes that more likes with your name.

The students will observe the images, they will create a small history with it.

***Checking learning***

Students will find a poster with a picture of a person, the students will participate saying what clothes they want the person wears in a paper that will be next to the poster, that student who is in front of the poster should dress of the picture according to what their classmates opinions are saying.

## **WORKSHOP 5**

**INSTITUTION:** Liceo Arquidiocesano de Nuestra Señora.

**TEACHER:** Sandra Patricia Garcia Gutierrez

**SUBJECT:** English

**TOPIC:** My family/professions -jobs (This is...) (and he/she is a...)

**GOALS:** Students participate orally during class, telling what the members of their family are and their respective professions (professions, jobs)

### **Specific Objectives:**

- Through family photos the students tell their classmates who are the members of their family and what they do, that is, to say what is their profession or job.
- The students will participate orally in groups creating dialogues related to family.
- The students will read and understand short texts about the family and settle the activities concerning the text to be presented in a worksheet.
- Participate in skits about family considering work patterns.

**VOCABULARY:** This is my family, my mother is a lawyer.....,mother ,father, grandmother, grandfather, brother, sister, aunt, uncle, cousin, professions (dentist, doctor, lawyer, teacher, nurse, etc.). Grammar Structures: This is my uncle and is a driver, this is my sister and is a student.

***Procedure***

***Preparing learning***

The students will watch the video “This is my family” in the following link:

[http://youtube.com/watch?v=-wqLG\\_MvtFM&index=1&list=RD-wqLG\\_MvtFM](http://youtube.com/watch?v=-wqLG_MvtFM&index=1&list=RD-wqLG_MvtFM)

This is in order to become familiar with the vocabulary of the family, because later they will describe their own families.

The classroom will be organized in subgroups, each group will choose one member to represent a family member and show in front of their classmates the video they just watched.

On the board they will find images with professions and jobs, they will observe them, then, the students and the professor will play a game where they will join the image with the word, this activity has the same goal of the previous activity, becoming familiar with the vocabulary.

***Presentation learning***

- The teacher will present slides from different people, students will say which family member is, e.g. grandfather, mother, aunt, etc. With all the slides, the students will create a family tree in the board.

In groups, students will receive a sheet in which they will write several sentences thinking about a profession for each family member, for example, the father is a doctor, the mother is a teacher, then, they will say the sentences to the group.

Taking into account the role assigned in the previous activity, the students will show the family according to the sentences they made.

***Developing learning.***

- The students will be divided into 6 groups, each group will perform the job or profession played by their family members, and will be telling to their partners what makes each member of their family using the family photo.
- Then, each group will send a student to explain to her classmates the family members, pointing out the member and their occupation.
- After that, they will form group according their role (father, mother, aunt, brother) each group will create a song to be presented to the group.
- Each student will receive a card with the image of a family member, it can be a dad, a mom, a brother, a sister or maybe an aunt or an uncle, the will color the image and will write the name: father, mother, aunt, uncle, sister, brother, cousin.
- The students will hear the song “My family” several times, and will learn the song and remember the family members lifting the pallet with the character that is shown in the song.
- In groups, they will put a family name different from them, trying to be funny to make the activity funnier, then, they will prepare a sign with that name, each member will have a different name instead their own.
- When every family has its family name and name each, each group will say it before the whole group, for example: I am John and I am the brother, I am a farmer, I am Aunt Berta and I am tailor.
- When they all present and say who they are and what they do, the same groups will receive a puzzle which has family members and describe their occupation, they will build it and put it in



front of the group, also they will have said to which family the description belongs according to the puzzle that corresponded to them.

### ***Feedback***

The students will find on the floor several images with family members, they must select the images they want and build a text with them, and present it to the group, for example, “This is the mother and she is a housewife, this is the father and he is an engineer, this is a brother and he is a dentist”, and so on.

### ***Checking learning***

The students will receive a worksheet with a text about a family, they should read and try to understand it, then, in another activity sheet they must associate the family member with their occupation according to the text read.

## **ANALISYS TOOL**

### **Workshop 1**

Workshop number one searched to design the specific stages of learning that allowed students to achieve the objectives of the class. Besides, this procedure needed to respond and support the visual - auditory and kinesthetic model. At the beginning, the process and the end of the workshop was part of the classes that prepared the brain processes, helped to get and bear out the knowledge. This process was based on the model according to students' learning styles.

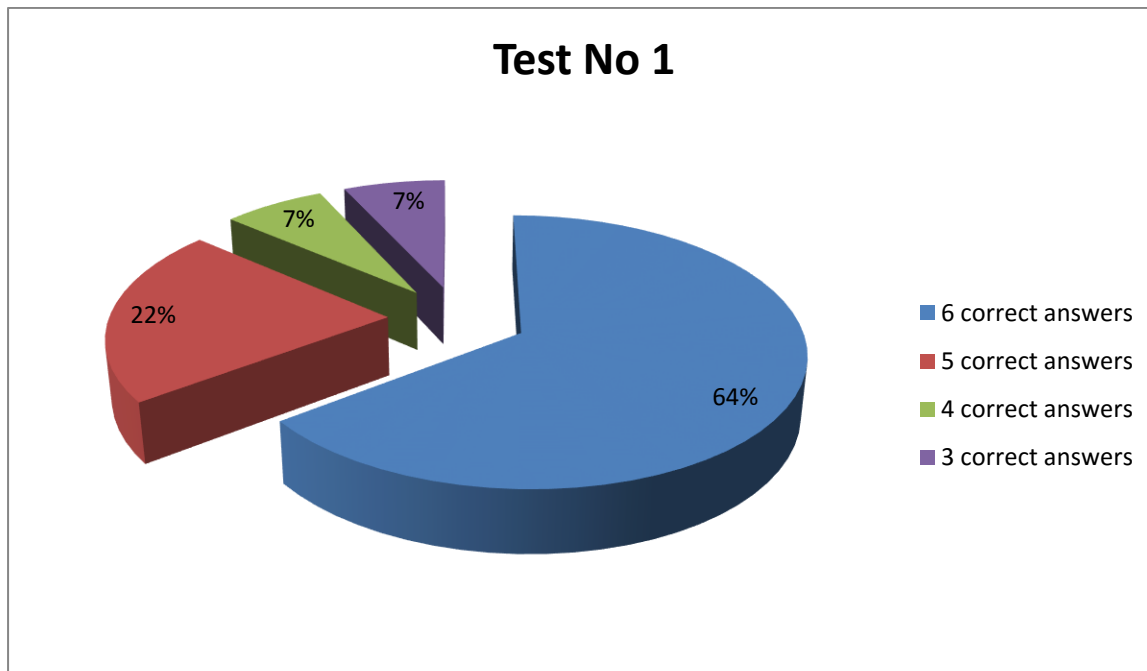
During the development of this workshop the target population was highly motivated willing to perform the activities that raised. The warm-up and/or preparation for learning were "Head, shoulders, knees and toes" and "Old Mc. Donald" songs, as students sang, the corresponding flashcards were presented, it was really interesting because students who did not know the songs just learned it with the flashcards. From this activity, the students were prepared to undertake the work, they participated actively in the activity

The workshop was evaluated through a survey of students (Annex 7), a device, and journal entries. The device was the proof that students developed the activity at the end of the workshop, this activity was concluded. The students were quiet and comfortable, they followed properly teacher's instructions who gave a general indication, most of students took 20 minutes to perform the activity and a few took between 15 and 30 minutes

*Promoting communicative skills in the English class based on student's learning styles*

As an additional instrument that is considered important for research to evaluate this workshop, a survey aimed at teachers of English (Annex 8) was also performed, in order to identify useful strategies for teaching English, it was really interesting because it prove that students have difficulties in the communicative skill, here there is a good answer for further work based on learning styles to enhance this important aspect.

Analyzing the test the students developed at the end of the workshop number 1, Chart No - shows the results. The test consists of 6 questions where students had to hear the benefits of different animals the teacher says, then they checked the correct answer according to the drawing they were watching (Annex 9). It was observed in the graph that from 93% of students who pass the test, 64% had all the right answers, the most of the group understood the information they heard, so the learning objective was achieved.



***Graph No. 11: Test #1***

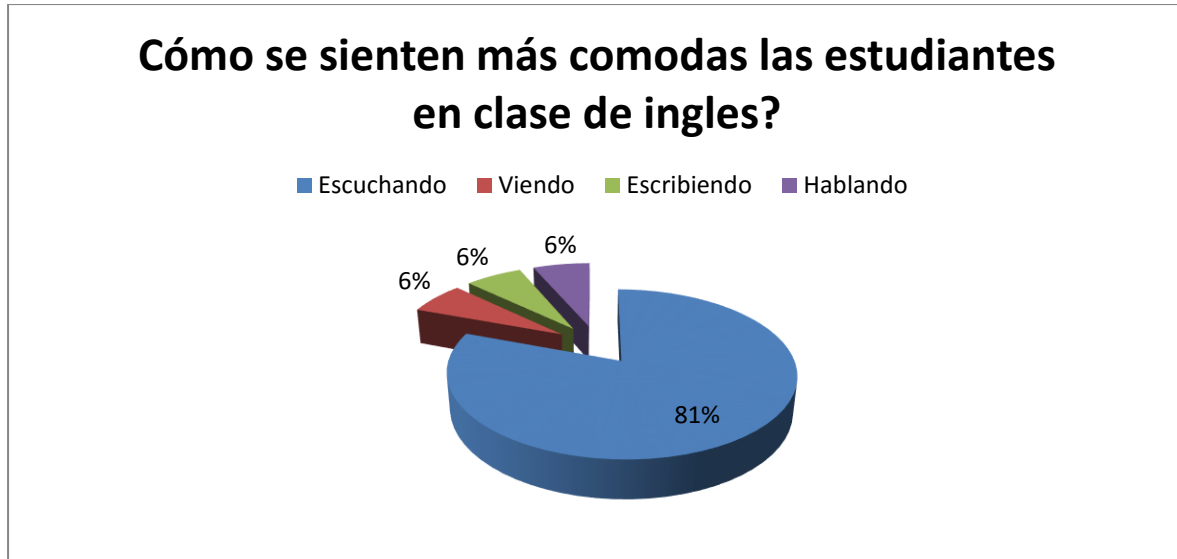
*Promoting communicative skills in the English class based on student's learning styles*

The student survey was conducted to the entire group of 31 students, it was an assessment tool showing the perceptions of students regarding English class, it is appreciated the feeling for English classes, what they like the best of English classes, they comment how to learn English easier and how to understand English better, the students were calm and in a comfortable environment when answering the questions, it was performed in a different space of the workshop.

According to the survey performed to sample students, 100% of them like English classes, most of them expressed that what they like the most about English classes are songs, by giving them several options they affirm English learning is easier through communication skills by listening activities, they prefer group work, expressed by sentences like "because they share their opinions", "because one can share with friends and learn", "if you have a doubt they will find out", they understand English better by writing and watching videos, a minority with gestures, drawings and images, but nobody by playing, and what they found the most difficult in English classes are exams and understand the explanations.

To analyze the survey, the most relevant questions will be considered, i.e. the ones that provide more information on the subject of study.

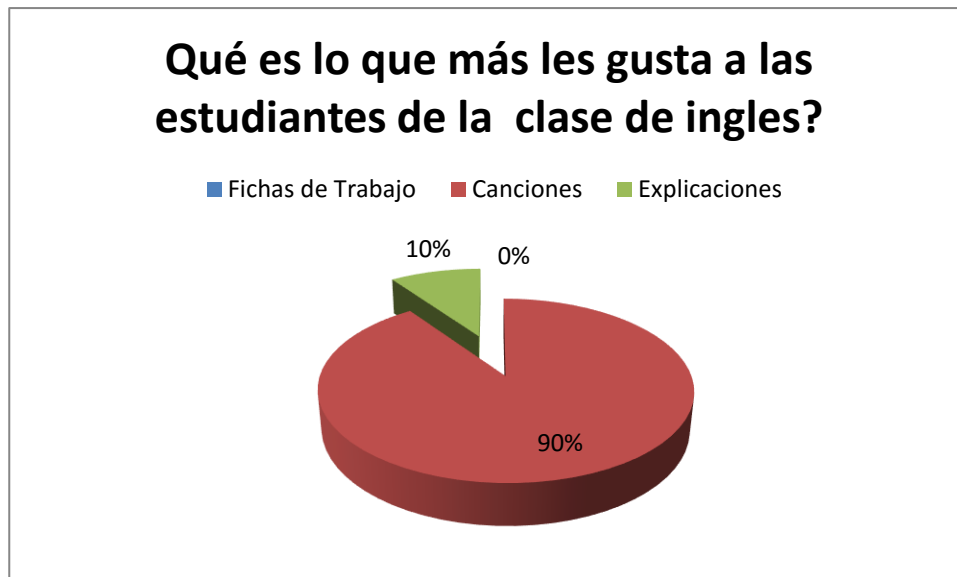
Graph No. 12 represents how students feel more comfortable in an English class so that it improve their learning.



*Graphic No 12: Communicative Skills*

81% of students consider that they feel more comfortable in English class and they learn in a more effective way through listening, other participants expressed that is easier to learn using other communication skills, which is reflected by the same percentage, seeing 6%, writing 6%, and speaking 6% ,which indicates that it is necessary to implement in workshops and classes a variety of activities that promote this ability, which makes evident that in a good percentage of the target group predominates auditory learning style.

The chart number 13 indicates the participants like the most about English class, allowing them to gain a better understanding and approach to the issues.



*Graphic No 13: Learning Styles*

90% of the study sample prefers songs in English class, they say that is what they like the most, this reflects the listening style is still predominant in the study group, also through songs can be derived more activities that address the interests of others, the songs allows them to promote various communication skills and is an activity that addresses the different learning styles, 10% answered that they like explanations, this percentage shows that in each class and/or workshop is necessary to include several activities that teach how the whole group can learn meeting their learning styles, where it is guaranteed that the explanations will be clear and allow group participation.

As noted, many of the activities that developed the participants during the workshop attended their needs, allowed to develop communication skills and to identify the predominant learning styles of object study group, the workshop's objective was achieved because the students met to understand the subject and use it in the final activity.

## *Promoting communicative skills in the English class based on student's learning styles*

A survey (Annex 8) was applied to three teachers in the English area in order to learn about the activities that are taken into account in classes and activities that favor learning. According to the survey, the following analysis is made, the strategies used in class that favor learning are videos, audios, texts and the participation and interaction between students and teachers. Through the survey they argue that resources or educational aids used the most in classes are grammar application worksheets, songs, videos to complement the topics, slides, and flashcards. They argue that when they see a student having some trouble in understanding and learning English, teachers develop extra classes, additional guidance, and dialogue between them, understand their weaknesses and explain again, observed interest and motivation in most classes. According to the responses of the teachers surveyed the skill students develop more easily within the learning process is listening skill, and they believe that the most difficult skill to develop is writing because although they know the grammar, they do not always apply the rules properly, according to what they answer in the survey one of the most urgent needs in terms of the process of English learning is to strengthen the communication and interaction between themselves.

### ***Workshop number 2***

This workshop aimed to promote oral participation of students in English class with answers, questions, opinions, through activities considering learning styles, according to the theme of the workshop is expected the objective "The student will be able to ask and answer orally in a role play game about human senses and functions".

During the workshop good group participation was generally observed, (Annex 10 diary, page 19), it improved from the previous workshop, a student express in a freely and spontaneous way "Teacher, I like participation" (Annex 11 dairy, page 18) when asked why, she replies

"because it is fun". In the warm-up activity, with the song "my eyes, ears, mouth, nose", most of students were pointing to each one of their senses organs as they sing, one particular student was noticeable decentralized and poor located in the context of the song (Annex 12 photo), as evidenced in the photography, students indicating the parts and she still did not, when was asked why she was not participating in the song activities, she says she did not understand that she was lost, she was afraid to make mistakes because the rest of the students mocked at her (Annex 11 diary, page 18), to evaluate the development of this workshop was taken into account a diary, a video, and a survey of students.

As evidenced in the analysis of the diary entry at the end of the workshop's objective was met that there was good participation, and students gave reason through dialogues and answers to questions about the theme of the workshop "the five senses", and their functions (Annex 13, transcript, Video about the senses). Participation was improved during the development of this workshop from the previous workshop, indicating that activities designed, taking into account the learning styles of the students, if they can achieve better participation, and thus promoting the communication skills.

Another instrument used to assess this workshop was the video (Annex 13, transcript), which was made at the time of assessment where students through role play participate in an orally way, holding a dialogue between them, the theme was again the five senses, students who participated were safe and quiet at the time of participate, they enjoyed much this activity, there were a few students who did not participate (Annex 14, page 17) argued that they were ashamed that their classmates mocked at them, most of the students understood the subject, a proof of this was they participated spontaneously, those who participated in the video held the dialogue with her classmates in the role they decided within the role play, asking and answering.



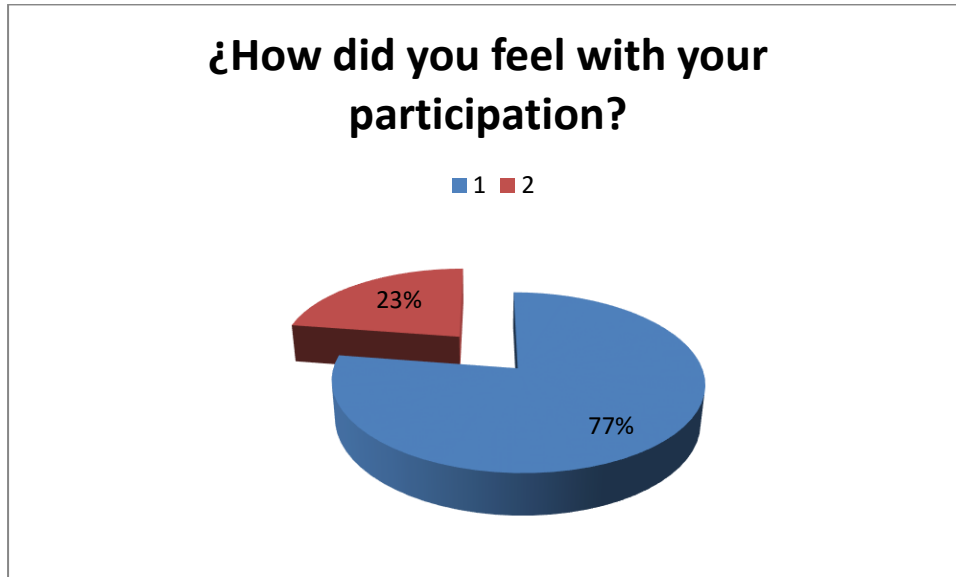
The survey (Annex 15) was performed to 31 third grade students, to answer this survey, a quiet area with classical music background was used. The aim of the survey was to analyze the degree of oral participation of students and what aspects should be taken into account in the next workshop to further enhance communication skills through the production and oral participation.



*Graphic No 14: Participation*

Participation in the workshop was good, when asked in the survey in Question 1 , how was your involvement in evaluating?, 7% of students answers that was excellent because they participated in all activities and understood and they like it, 87%of students said participation was good because they like to talk, they learned English, they understood the questions and answers, and because they enjoyed the role play activity, which indicates that overall group participation was very good and has been promoting through the activities that have been developed in the workshops as learning style of the students, 6% of students say that their participation was

regular because they did not understand what they were asked, because they were ashamed of being wrong and fear of failure.



***Graphic No 15: Attitude against participation.***

In Question No. 5 at the moment of asking how they felt participating in English class, 77% said they felt safe, the information coincides with the previous question because the argument of them was that they knew the answers, they enjoyed speaking, they knew what were asked to them, because it seemed fun, and 23% said they felt unsafe, they were embarrassed but they liked to participate, because they enjoyed the class.

Considering the problem of research workshops have been designed, which has been evident in the analysis of the instruments itself, it has evolved in the promotion and enhancement of

communication skills by developing activities as learning style of the students, noticing the degree of participation of students, in the second workshop it is noticed the impact it has been causing in the group, it is necessary to consider for the next workshop the design of activities that in addition further promote oral participation and also helps the students expressing feel ashamed of being teased and afraid to make mistakes, so that this percentage of students that is lower could be more active and participative in class.

### ***Workshop number 3***

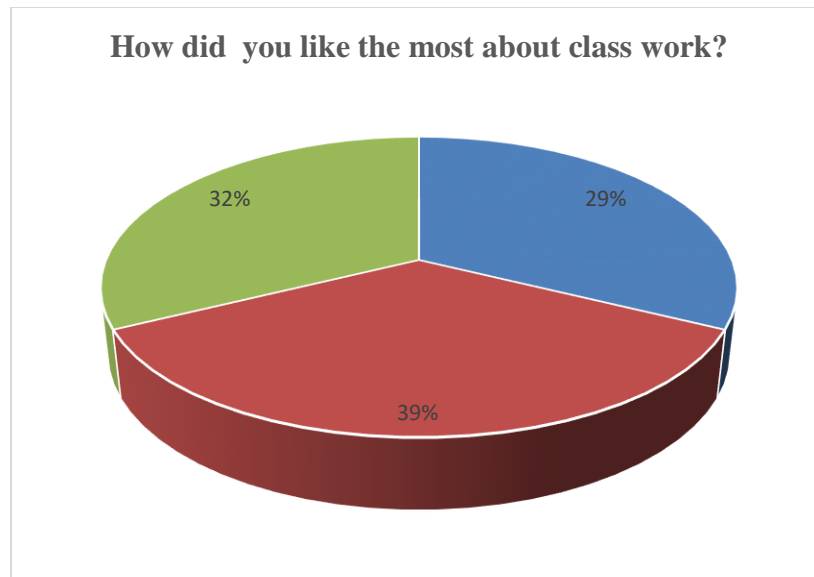
This workshop aimed to include relaxation activities, seeking to foster the students an atmosphere of tranquility and confidence, so that their class participation can improve, especially in students that in workshops and previous surveys have argued that they feel embarrassed and feel fear other students make fun of them, another objective is to develop activities considering the learning styles of each student to enable them to better understand and achieve a direct knowledge seeking in the same way to enhance communication skills, especially oral participation focusing especially in oral abilities.

The instruments used to evaluate the workshop were the following: a survey (Annex 16), stimulated recall (Annex 17 protocol) and field diary with 1 entry. These instruments were administered to 31 students from grade Third C, to answer the survey they were located in a space apart from the workshop, they did so in an atmosphere of peace and quiet, the workshop lasted 5 hours distributed during the week, the video for implementing the stimulated recall was recorded during the workshop, being the most significant stage to measure the approach of the workshop. .

*Promoting communicative skills in the English class based on student's learning styles*

In the other hand, the survey aimed to know the views on the impact of relaxing activities and activities designed according to learning styles to enhance participation in class, the indicators that were analyzed in the survey were: students perception towards the relaxation strategies, the impact of learning styles in the performance of the workshop and the trust level to express themselves in the given activities.

100% of the sample said that they feel calmer after doing relaxation exercises, arguing that space helps them concentrate to do it better, to be calm, relaxed, confident, and ready to avoid penalty or nerves or fear of failure, or fear to participate in class, allows them to feel calm to respond and participate.



*Graphic 16: How did you like the most about class work?*

When students were asked, how did you like themost about class work? 32% said by seeing, 29% said by listening and 39% say by doing. They affirm that they learn more from these

activities because it allows them to participate, there was a very positive involvement in this area since the research problem that was reflected at the moment of diagnostic testing, referring to the degree of participation of students has been elucidated since the workshops have had large and significant implications in this aspect, the students say they understand better, that are fun activities that distressed them, they allows them to feel safe, encourage them to learn, exercise the brain, learn more, learn new things. So that has been working on the problem of research through workshops, focused on learning styles drawing from the analysis of these results very optimal as displayed in the journal entries and survey analysis, the evolution is evident in the participation and speaking noticing more security and tranquility to do so.



*Graphic No. 17: How do you feel after performing relaxation activities?*

Graphic number 17 shown that 97% of students feel safe participating orally by the means of singing to their classmates a song, and a 3% says that they feel insecure, those who feel

safe say it is because they were relaxed and confident, because they were working in groups, they saw that nobody made fun of them, because they trusted in themselves, because the relaxation exercise helped them not to be afraid, it was very cool to participate in activities, they felt safe because they understood well, like all class activities.

So that the workshop objectives have been met because they speak more confidently, they contribute their own opinions, participate in dialogues easily, their performance in the time of entry is more fluid, it has favored both relaxation activities and activities focused on their specific learning styles.

The workshop had a good impact in terms of attitude to the class, it was noticed that they were calm and relaxed at the time of participate (Annex 18 daily pagina 26), they enjoyed the activities that were designed to work with every learning style, the activities motivated them, which is evident in the expressions they said (Annex 19 daily pagina 27).

Another instrument used to assess this workshop was stimulated recall (Annex 20 protocol), as long as was carried the activity, the video of the presentation was recorded, mostly the part of learning where every student received a worksheet (Annex 21 worksheet) where they pointed their favorite fruit and then had to meet with colleagues who had the same fruit in groups, they should invent a song and present it to their classmates, then, the video was observed and participants were asked why acting.

All students participated but questions were asked only to six girls, each was asked a different question ( See Annex 20 protocol stimulated recall) which the following information was obtained: "the activity was very interesting and fun; we all participated; by participating in this activity, we feel calm, safe, relaxed; the classroom environment was calm, clean, relaxed,

cheerful; participation in work teams was very good as ideas and opinions were respected, well tolerance looked, classmates acted or participated with great confidence, calm, happy, what we liked the most during activity was what I heard because I learned from the others and I take it as an example to participate”.

The analysis indicates that it was a very enjoyable activity for students, all of them participated by reviewing, answering and giving ideas, was an activity that shows it is possible to do an activity that contains learning styles, according to this work the students learn at the same time they play and have fun, acting in front of others in peace and confidence.

As evidenced in the diary entries the workshop's objective is achieved, a very positive impact was observed through the activities of relaxation, reaching a better class participation, where 100% of students felt more relaxed and calm, and how they express with more self-confidence, they felt the desire to participate and perform all activities which are designed according to their learning styles, for each auditory, visual and kinesthetic styles, tasks arise in the course the workshop are being carried out. For them, activities in the corners had been really productive (Annex 22 photo), besides learning according to their style or like they understand better, they also interact, learn to respect their classmates, shifts, opinions, speak without fear, in the workshop is noted that the students were curious (Annex 23 diary, page 30) about what their classmates were doing in the other corners, therefore must be considered in the design of the next workshop that all the workshop is surrounded by activities for each style at all stages development.

At oral level, it has been observed a very good progress when students make their productions (Annex 24 photo ) where they demonstrate that they understand the topic of the

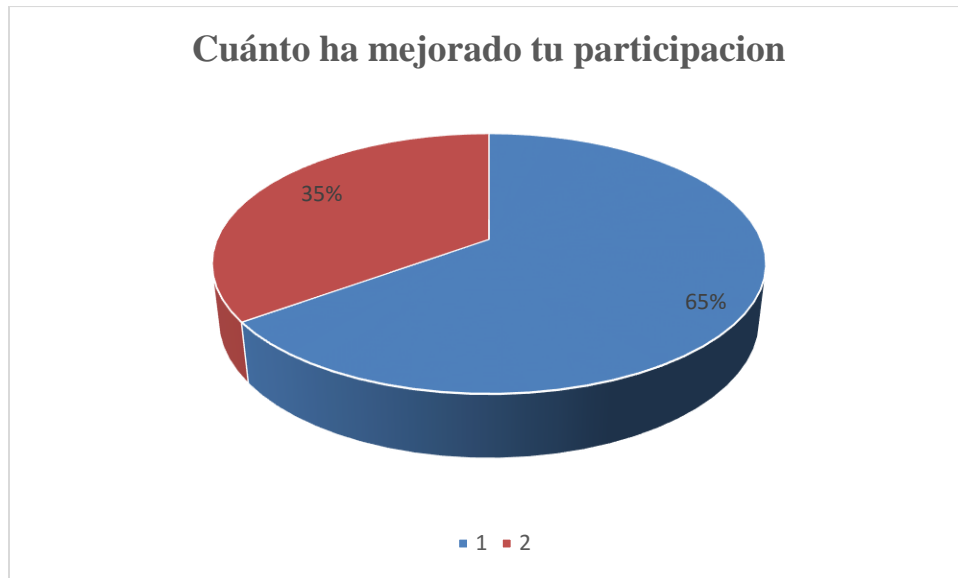
class and it has been achieved that show it them to their classmates with more confidence and security, because it was one of the problems by which participation was poor.

With regard to the objectives of the research work have been fulfilled with the development of the workshops since the activities proposed in each workshop are aimed towards the learning style of the students, which allows them to learn more, easier and have a better understanding to participate in class so that their oral production are reflected at the time of review, asking and answering question by participating in dialogues.

#### ***Workshop Number 4***

The workshop was conducted with 31 students of the third grade, it lasted five hours distributed as follows: 1 hour for three days and two hours in the last day, with 4 journal entries, the objective of the survey was to analyze how participation has evolved, taking into account the activities developed in class.





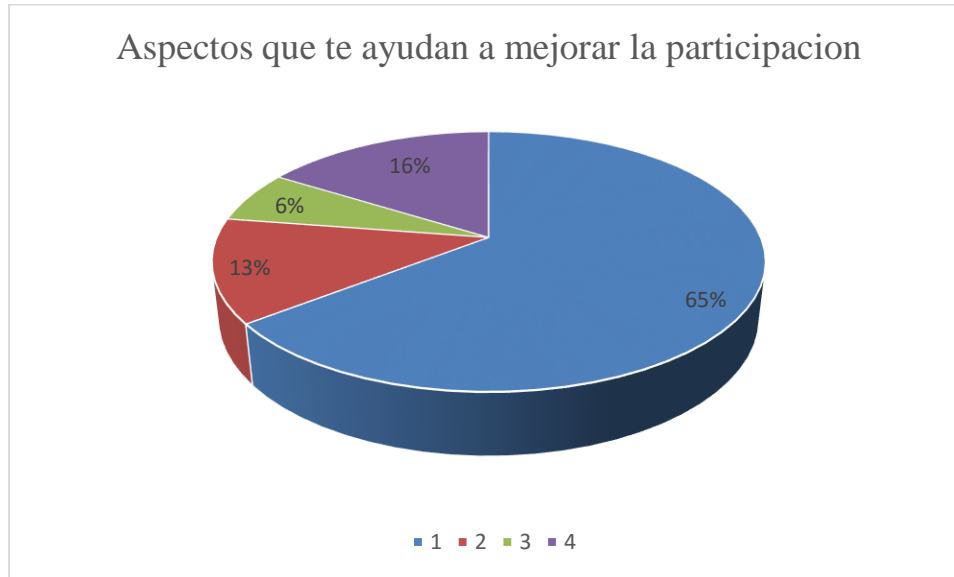
*Graphic No. 18: How much your participation has improved?*

To find the personal opinion students about the class impact in terms of class participation a scheme was used, it included a measure from 1 to 13, where they had to mark how much they have evolved and improved, with 1 being the lowest level and 13 the highest one, 65% of students stood at level 13 and 35% of students stood at level 12, indicating that the level of participation in the group progressed (Annex 25, Fashion) in the survey they express their level of participation improved because they do not felt any fear or nervous, or they were not afraid to speak in front of their classmates, they understand very well, they are calmed down, they trust in themselves. Another aspect according to their information is that they felt relaxed so that they can be confident, be attentive, likewise they said that through understanding they felt safer raising a hand to participate, and do so with more confidence.

Regarding the opinion of students according to classroom activities they argue that they seem very interesting, good, and funny because they understand the teacher and they learn easier. Activities help them to develop the brain (Anexo 26 diary, page 35).

*Promoting communicative skills in the English class based on student's learning styles*

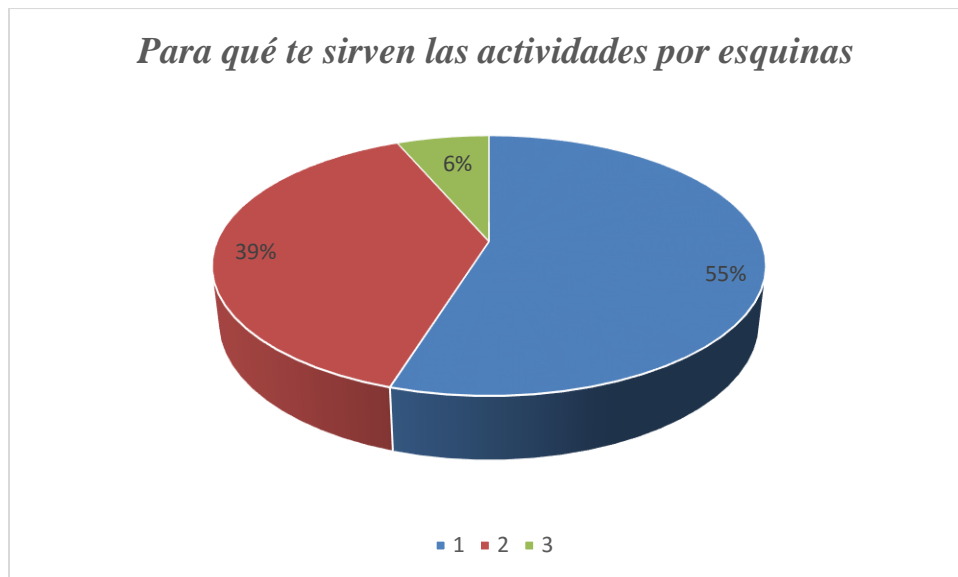
Students expressed that learning English is easier with these activities because the teacher explains well, and that is why they feel more motivated and pay more attention to the class, they are quieter, they have much more fun, they learn by participating, they experience new things.



*Graphic No. 19: Aspects that helps you to improve participation*

A 65% consider that the explanations of the teachers is one of the aspects that help them to improve participation in class, 13% think is because the activities corners, a 6% say is because work team, and a 16 % expressed that relaxing activities help a lot to promote class participation. When the teacher explains the subject, she makes it considering learning styles and based on the activities carried out by corners where both visual and auditory and kinesthetic activities allow to acquire a better knowledge.

The workshops have been working activities in corners, each corner belongs to a style of learning: visual, auditory, kinesthetic, they are freely placed in each corner there are proper for each style activities,



*Graphic No. 20: Why do you use the “Corner” Work?*

A 55% say these corners activities serve to learn a bit more (Annex 27 photo), 39% of girls say it helps them to better understand the subjects, and 6% say it helps them to have fun, the students surveyed argue that they always place in the same corner because they feel that they learn a lot with the activities, because they understand easily and that allows them to participate in classes, those who want to change the corner argue that it is because they cause curiosity to see what make their partners in the other corners, others do so to interact with other girls.

All workshops are structured involving proper activities for each learning style, where is shown the improvement in terms of oral participation.

Asking to students about what activities they considered are useful to learn and understand better the subjects to encourage participation, they expressed the survey the following:



*Graphic No 21: activities you use to learn and participate in class*

A 46% says that listening to songs, dialogues and reviews helped them, a 48% argued that watching videos, pictures, real objects, a 6% argue solving puzzles together or playing “Concentrese”, in this workshop number 4 all activities included appropriate tasks for every style, where all students can perform them but each student develops according to their learning style .

According to the survey (Annex 28) analysis and journal entries , it appears that students’ participation has improved largely through the activities that have taken place in the workshops, as these looks to satisfy their interests, motivations and learning styles, achieving better the objectives, since the activities have enabled them to understand and learn easier topics encouraging participation in class because it gives them confidence to express themselves orally in front of their classmates.

According to the analysis of the survey and the entries in the diary is evidenced that the degree of participation of students has increased, in this workshop was evident more security and confidence, allowing them to make a presentation in front of their classmates about their

opinions, likes and dislikes with peace, it was noted that students are motivated and interested in the activities, working through learning corners have helped them since each place has activities that strengthen their learning as they are structured for each style of learning, in this workshop students remained in the corner without showing curiosity to be elsewhere as it had been happened in previous classes, this is because the workshop was designed for the variety of learning styles (visual, auditory, kinesthetic). In terms of oral productions, students began to speak a little bit more, without fear and without worrying about their classmates, even this involved improve in classes.

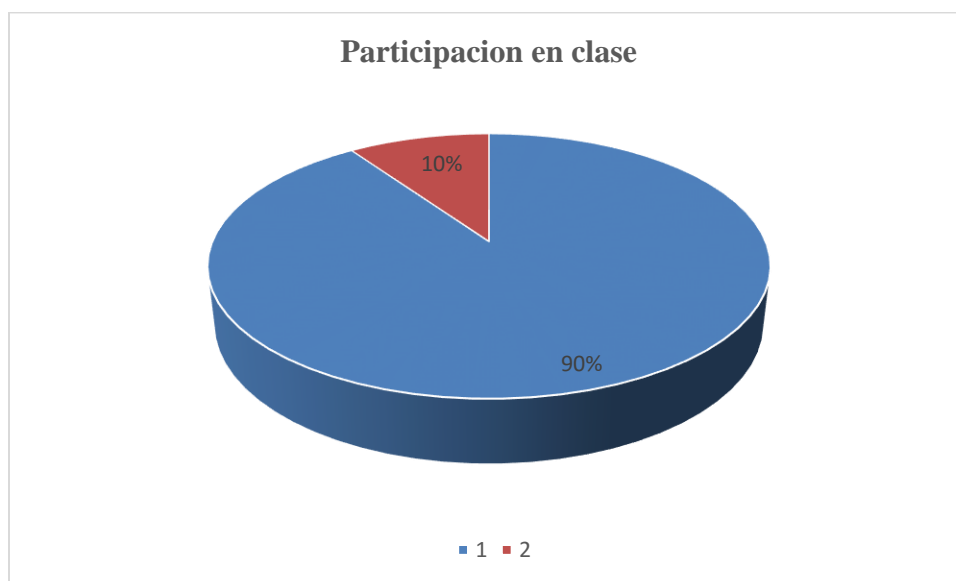
Another instrument used to assess or analyze the workshop was the “stimulated recall“ where a video was observed (Annex 29 protocol) was asked about what they observed, the student who in the previous workshop still felt insecure was interrogated about participation, since this workshop shows an improvement in oral production by students, students said that when she heard who wanted to participate in the fashion show she wanted, but then said that she also wanted to stay in the public to participate describing garments clothing their classmates wore (Annex 30 diary, page 39), she decided to stay seated because she could see really well and talk about what she saw, which was evident in the video, that she was highly motivated and also with great interest to show her views in front of their classmates, when she was asked about the evolution of her participation in class, she stated that she no longer felt shame or fear of being mocked when she sang “the owl” song, she was feeling calmer and confident (Annex 31 page 36), she also stated that she understands and manages to learn easier topics in English classes, she really like the activities and give her confidence, this allow to understand why the students have progressed in this regard, the activities designed have affected their progress in a very positive way, taking into account their learning styles, making them more participatory, showing interest

to present ideas and opinions, participating in dialogues, without fear to the public, because as they themselves have said they feel more secure and trusted in themselves .

### **Workshop No. 5**

The workshop was developed in 6 hours, two hours each day, three diary entries, to evaluate the workshop were given a survey to 31 students in third degree, the answers were analyzed in the diary and an analysis of photographs were performed. The following information was found:

According to the survey 100% of the students believe that the video seen in the workshop allowed them to learn a lot of the topic in English class ( Annex 32 diary, page 42), by means of the survey they express corner work (Annex 33 photo) descriptions of family (see video) and video on family members, provided them with more learning topics of the workshop, they expressed the activities that caught their attention the most were songs, role plays, and videos because better understand the topic ( Annex 34 dairy, page 45).



*Graphic No. 22: Participation in class*

According as evidenced in the survey, 90% students believe that their participation was very good at the moment to describe the members of their respective family, 10% consider that their participation was good, which indicates that good progress has been achieved during the workshops concerning participation in English class (Annex diary, page 46), they do it with confidence and ease.

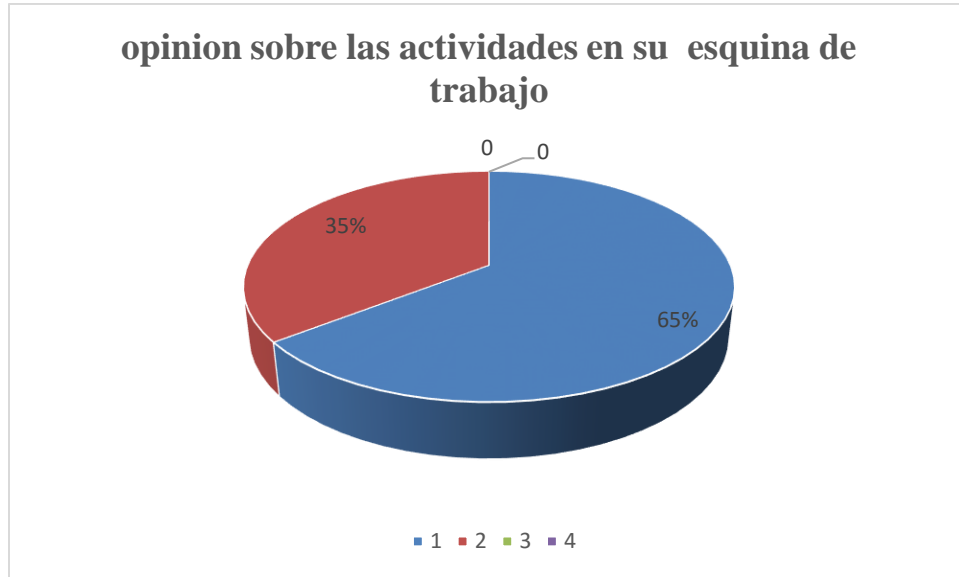


*Graphic No. 23: Corner Work.*

In the survey they express that when they work in corners, 61% of the students wanted to stay in the same place, because they felt really comfortable, they felt they learned and activities were very amusing, 39% of the students expressed that they wanted to move between different corners, because they wanted to know who it works, they felt curious to know how other corners activities were treated.

100% of students say that after the workshop they can describe the family members in English. (Annex 36 ), in the texts they create before participating orally, describing the family

members, it seems that learned and understood really well the topic, all activities were focused on the learning styles of each student.



*Graphic No. 24: Views about the activities on your corner work*

65% of surveyed students expressed that the activities performed in the corners were useful and help them to learn, and 35% of students say the activities allowed them to participate, 100% of girls say that when they were writing and participating, presenting to their partners the description of her family, they did with ease because they had learned.

Another instrument to evaluate the workshop were photographs (Annex 37 worksheet) showing the students working in one corner (kinesthetic) while they are watching the pictures of their families and each presenting to their classmates the name of each family member and profession, then he participated showing photos and describing their families to the group, saying the name, relationship, what clothing they were wearing, what her favorite fruit was, what her favorite animal was, at the time of the description she reviewed with all students about the topics of the workshops previously conducted.



In another picture, the next corner (hearing) they heard a song and show the image as they listened the name the character that each had.

In the photo (Annex 38, photo) girls in the next corner (visual) were creating names for each family member and representing a role play where each participating said which family member was, his name and likes based on the video they observed.

In the photo (Annex 39 photo), students are seen quiet, attentive, active, happy, motivated, the photos showed that students enjoyed the activities they feel more comfortable with, as well as what they expressed in the survey allowed them to understand and learn topics easily and thus allow them to participate more in English classes.

The analysis of the diary entries shows that working in corners allow students to achieve better learning, to understand the issues and to encourage participation in English classes, since the activities carried out in the corners are designed with activities for different learning styles, students are motivated and interested in the subject and also willing to participate in class activities because they feel safe and calm at the moment of presenting, asking and answering.

### **Evaluation stage**

The category progress table presented below allowed the researcher to analysis the results of implementation of the research the progress achieved by the students is illustrated with the percentages reported throughout the study indicating the impact that has the designing and the developing of appropriate activities to the student's learning style in order to promote communication skills, basically oral production and participation in English classes.

<b>Categories</b>	<b>Diary</b>	<b>Survey</b>	<b>Artifacts</b>	<b>Total of occurrences</b>	<b>Percentage</b>
<b>Participation</b>	<b>13</b>	<b>15</b>	<b>5</b>	<b>33</b>	
<b>Learner styles</b>	<b>15</b>	<b>12</b>	<b>5</b>	<b>32</b>	
<b>Motivation and attitude toward the class</b>	<b>21</b>	<b>8</b>	<b>2</b>	<b>31</b>	

***Graphic No. 25: Triangulation Table***

The first category analyzed was the participation category, it had a very positive impact on 80% represented in the implementation and analysis of data from five workshops, this was evidenced in the diary, surveys and tools, indicating that this be worked from the various activities that took place in the workshops, bearing in mind that the impact against this category was high, it is noteworthy that in the description of the problem will be exposed the difficulty observed in the students at the moment to make their oral production, to act as participants in classes, during the development of the workshops was evident in the analysis of surveys and diary entries that those were aspects that improved, noticing more in the same attitude toward classes that were observed, students made classes more dynamic in order to acquire the knowledge of a second language.

Data analysis for this research showed that the impact was very positive because this need that appeared at the beginning of the research work, along the work was resolved with satisfaction, achieving a good performance in the study population, because every analyzed workshop show important aspects in the evaluation that required a search of methodological strategies to encourage participation as an important skill in communication processes.

Another category that remained present in the research process and that was reflected in the workshops in journal entries, surveys and tools were the activities that took into account the learning styles of students in a 75% being present in all instruments and interventions in class, indicating that the track at the stage diagnoses and daily observations are considered good methodological strategies for better oral production in students, because when they understand and learn the issues may speak at the plenary, giving opinions, asking questions, answering questions, just as they were working in workshops with activities according to their different learning styles, it is made according to the demonstrations did in the surveys and what is observed in running workshops initially diagnosed at stage students expressed that almost did not understand the issues of class, said that the activities were boring and they were always the same, which is why the implementation of these activities was applied to each learning style where the tastes and learning needs are met, ensuring good learning and thus promote basically oral communication skills specifically participation production, as they were evaluating the workshops were finding new advances, polls give reason for this and the attitude of the students in the classes work this part of the activities was a test analysis (Annex 40 test) on the learning style of each student (Annex 41) and activities are designed to work in the classes that point to the visual, auditory, kinesthetic style, including videos, drawings, flashcards, dialogues, skits, songs, pictures, real material, puzzles, lotteries, which as evidenced by the daily were well

pleased for students and also they got very good results against the research problem raised in the initial stage. These appropriate learning styles activities used in all the workshops taking part in the workshop to work through corners one for each learning style with their respective activities and always seeking the participation and speaking.

Another category that was reflected in all the instruments used during the development of the workshops and the research process is the motivation and attitude to class surveys and diary entries and tools demonstrating students feel nervous to speak in front of their classmates, they fell frightened of being wrong, fear of being mocked of not knowing what to say or not be clear about the issue, following these events including workshops were structured activities that benefited the students in these aspects, one of the activities were relaxation exercises and dialogues with students about respect for the word of the other, according to the analysis of the workshops were demonstrating the improvements in the classes the group's attitude was another ( as seen in the videos out to show in relation to their classmates with more security and confidence, which favored the participation with the most enjoyable classes. Finally, analysis states that the attitude of the students in front of the school is very important in the process of teaching English language, because if there is not that receptive channel information may be blocked and stop progress in all other processes.

The triangulation of these instruments based on the above categories let deep reflections on the question and the problem description of the initial stage; the three categories addressed in this analysis have a dialectical relationship, one is complement and consequence of the other, it is used to promote oral communication skills, specifically the production and participation in classes for this learning styles by implementing activities to encourage auditory, visual, and

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kinesthetic activities, based on the attitude that the students generate and how motivations in classes are handled, facilitating the acquisition and learning of English.

## **RESULTS**

Based on the five workshops given during the investigation and the results yielded by this research, they showed that once the learning styles of each student (See Annex 41) methodology and teaching resources designed were identified must be fully linked to stimuli that meets their learning channels, in order to improve their oral communication skills especially in a foreign language production. Titone (1998) states that brain plasticity is most effective between 3 and 10 years. During this investigation was evident as the stimulus of learning given appropriately at an appropriate age, taking into account the interests and learning styles of students based on their own activities for visual, auditory and kinesthetic styles benefits learning a foreign language, creating an ideal environment providing security and confidence when making oral presentations in class more enriching educational environment.

Teaching based on learning styles (Visual, auditory and kinesthetic) refers to the system of representation which takes precedence. According to Pérez (2001) the use of another style not predominantly favors equally the meaningful learning of a new language. As discussed through workshops, while learning style of the students was identified by a test (see Annex 40) that takes as its predominant style, but activities to develop applied to other styles also serve as a reference to supplement his knowledge. Besides as you may see in the result of the applied test (See Annex 41) there are students with two predominant styles.

So as personal reflection, in all types of learning styles should be activities that point to the three styles (auditory, visual, and kinesthetic), as was evident in the corner work which took place in the workshops, as students can stay in a corner doing the activities for its specific style, they can migrate either for being curious or just because they really meet their need at the time of Learning.

## **CONCLUSIONS**

In conclusion, this research project on “how to promote communication skills specifically oral production based on the learning styles of students” is very important a good school environment of security and trust to encourage class participation, implementation within kinds of activities designed for each learning style for students i.e., learning styles, motivation and expectations are important in the process of acquiring a second language, because it is a different language to the native language, then it is necessary internalize it to take advantage of it and that learning is given in optimal ways.

They have met the objectives of the workshop and has been demonstrated during the development of the workshops that can promote communication skills, specifically oral production, through activities based on learning styles as it comes directly to students, encouraging their participation in class so they do not feel or look like a passive student, but as an important part of the school environment, because being contextualized they will feel more motivated and more sympathetic to classes

The thematic organization and use of teaching materials are a highly appropriate language initiation process and build solid foundations of the new language.

At the moment to respond the needs and preferences of students, results demonstrate the applicability of the project and the importance that has to guide all kinds because it becomes a methodological strategy for the individual support of each student, so it is essential to include in

classes enough activities with auditory, visual and kinesthetic styles which come to them directly individually. The students within a group have different styles prevailing in each learning, but at some point or learning situation they may use additional styles.

### **Recommendations**

This project was feasible, verifiable and beneficial to be implemented in educational institutions that wish to provide individual instruction based on a group since the activities according to the learning styles are addressed according to the visual, auditory, kinesthetic styles, encouraging significant learning environments that encourage class participation as an important factor to present ideas, opinions, suggestions, indications, interest and that every society implies a communicative act also respect each other's ideas, tolerance to their likes and preferences.

In this project is proposed a way of working different, but it is very significant at the moment of implementing it in class, because there are learning channels including attending to individual differences.



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**ANNEXES**

**ANNEX 1**

**TRANSCRIPT OF VIDEO NUMBER**

Student one: hello doctor

Student two: hello girl

Student One: doctor I am sick

Student two: what's the matter?

Student one: I have an earache

Student two: it's is the ear

Student One: no

Student two: it's the nose?

Student one: no

Student two: Aaaa; the earache!

Student one: yes, doctor

Student two: ok

Student one: doctor too my hand

Student two: it's the hand? Student one: no

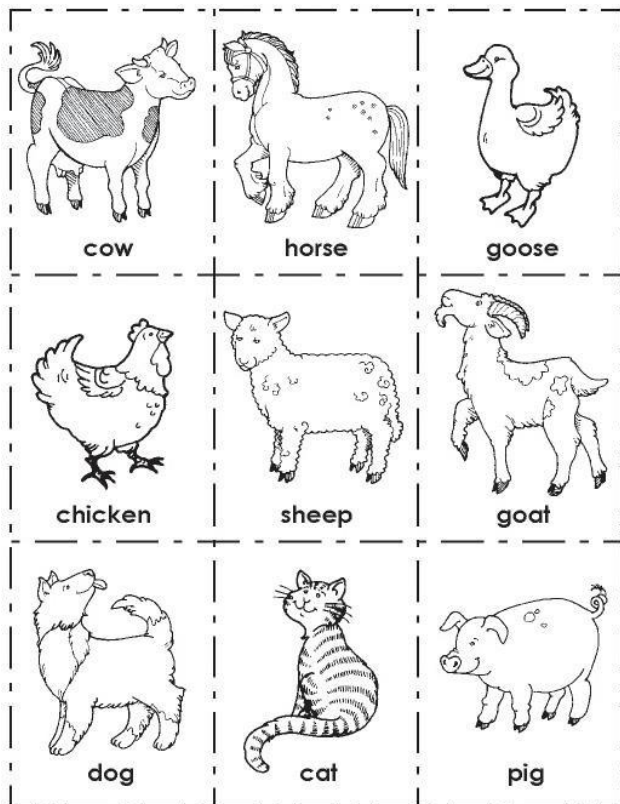
Student two: ok, toma dolex.

## ANNEX 2

NAME: \_\_\_\_\_

### TEST 1 WORKSHOP 1 FARM ANIMAL 'S BENEFITS

Listen to your teacher, chose the corresponding animal



**ANEX NUMBER 3**

**PROTOCOLO STIMULATED RECALL TALLER NUMERO 3**

1-Cómo te pareció la actividad de crear una canción y exponerla frente a tus compañeras?

2-Cómo te sentiste participando en esta actividad?

3-Cómo te pareció el ambiente de clase para desarrollar estas actividades en el taller?

4-Cómo fue la participación en las actividades de la clase dentro de los equipos de trabajo?

5-Qué fue lo que más te agradó durante el desarrollo de la actividad de la canción y otras actividades más?

6-¿Por qué te gustaron esas actividades?

ANNEX 4

**PROTOCOLO STIMULATED RECALL TALLER NUMERO 4**

- 1- Por qué quisiste participar en el fashion show
- 2- A qué se debe tu evolución para participar en las clases
- 3- En qué te favorecen para la participación las actividades desarrolladas en los talleres
- 4-Cuál actividad del taller te proporciono seguridad y tranquilidad para asi poder partiucipar mejor.
- 5- ¿Cómo fue tu participación en este taller en relación con los talleres anteriores?
- 6- ¿Por qué crees que es así tu participación en las clases de inglés últimamente?

ANNEX 5

**Test de preferencias neurolingüísticas para educación**

(Modificado por Pablo Cazau de "<http://www.galeon.com/aprenderaaprender>")

El siguiente test está orientado para definir la preferencia neurolingüística de cada estudiante. La observación permanente de la profesora permitirá la validez del test. Cada persona tiene su manera preferida de aprender. Reconociendo las preferencias de los estudiantes al momento de aprender se obtendrán situaciones de aprendizaje muy significativas.

Nombre del estudiante \_\_\_\_\_

Grado \_\_\_\_\_

Edad \_\_\_\_\_

Institución \_\_\_\_\_

Elige una sola opción en cada pregunta según la observación hecha:

1. Te concentras por un lapso de tiempo mayor, cuando:

- a) Escuchas al profesor.
- b) Lees u observas el libro o el tablero.
- c) Si te dan algo para hacer.

2. Te distraes cuando:

- a) Observas una luz nueva.
- b) Escuchas un ruido peculiar.
- c) Percibes el movimiento de alguien a su alrededor.

3. La estudiante...

- a) Murmuras durante el trabajo.
- b) dibujas en el piso con sus manos, durante explicaciones
- c) a la exposición de un nuevo artículo en clase (juguete, títere) te lanzas a tocarlo y acercarse a él.

4. Qué haces frente a instrucciones:

- a) Te pones en movimiento antes de terminar la explicación.
- b) no das respuesta de las instrucciones dadas.
- c) recuerdas las instrucciones sin problema.

5. Cuando te enseñan una canción o poesía:

- a) se te facilita aprenderla a través de imágenes
- b) memorizas por imitación rítmica.
- c) memorizas por repetición.

6. Qué te entusiasma.

- a) Cuando expones los puntos de vista frente a los compañeros.
- b) Que se hagan rondas o actividades en donde te puedas mover.
- c) trabajar en la guía sin una explicación larga

7. Cómo te describes:

- a) Te rehúsa a jugar con tus amigos sin saber el porqué.
- b) tienes los cuadernos y guías ordenadas.
- c) te gustan los chistes contados más que dibujados.

Registro de las respuestas: rodea con un círculo la respuesta correspondiente.

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<b>Pregunta</b>	<b>Respuesta A</b>	<b>Respuesta B</b>	<b>Respuesta C</b>
1	Auditivo	visual	kinestésico
2	Visual	auditivo	kinestésico
3	Auditivo	visual	kinestésico
4	Kinestésico	visual	auditivo
5	Visual	kinestésico	auditivo
6	Auditivo	kinestésico	visual
7	Kinestésico	visual	auditivo

Cantidad de respuestas Visual =

Cantidad de respuestas Auditivo =

Cantidad de respuestas Kinestésico =

Resultado

El puntaje más alto indica que la Preferencia neurolingüística del estudiante es:

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ANEXO 6

**SURVEY**

**La información que brindes en esta encuesta es de gran importancia, se tendrá en cuenta para el desarrollo de las clases de inglés, lo cual permitirá promover tu buen desempeño en el aprendizaje de una segunda lengua.**

**1. ¿Cómo te sientes cuando estás en clase de inglés?**

Contenta\_\_\_\_ triste\_\_\_\_ nerviosa\_\_\_\_ tranquila\_\_\_\_ aburrida\_\_\_\_

**2. ¿Por qué te sientes así?**

---

**3. ¿Qué es lo que más te da dificultad en las clases de inglés?**

Entender\_\_\_\_\_ participar\_\_\_\_\_ escribir\_\_\_\_\_ hablar\_\_\_\_\_

**4. ¿Por qué crees que es esa la dificultad?**

---

**5. ¿Cuáles actividades crees que te permiten aprender y entender mejor el inglés?**

Ver videos\_\_\_\_ escuchar canciones\_\_\_\_ armar rompecabezas, jugar\_\_\_\_

**6. ¿Cómo te sientes cuando debes hablar, opinar, responder y hacer preguntas frente a tus compañeras en clase de inglés?**

Segura\_\_\_\_\_

Insegura\_\_\_\_\_

**8. ¿Por qué te sientes así?**

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**9. ¿Cómo te gustaría que fueran las clases de inglés?**

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