



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

English Language Career

**LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE
LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF
BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD
NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013.**

This is a previous requirement to obtain
the Bachelor's Degree in Sciences of
Education, English language specialization.

AUTHOR:

Sonia Rosario Vega Pizarro

THESIS ADVISOR:

Dr. Eva Margarita Samaniego, M. Sc.

Loja - Ecuador
2014

CERTIFICATION

Dr. Eva Margarita Samaniego Idrovo, M.Sc.

**PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF THE
UNIVERSIDAD NACIONAL DE LOJA**

CERTIFIES:

The present research work entitled; “LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013, under the responsibility of the undergraduate student: Sonia Rosario Vega Pizarro, has been thoroughly revised and fully analyzed; therefore, I ratify the work done by the previous thesis director and authorize the presentation of the thesis for the pertinent legal aims.

Loja, June 13, 2014.


Dr. Eva Margarita Samaniego Idrovo, M. Sc.

THESIS ADVISOR

AUTHORSHIP

I, Sonia Rosario Vega Pizarro, declare to be the author of this thesis and I, expressly, release the Universidad Nacional de Loja and its legal representatives of possible claims or legal action for the content of it.

Additionally, I accept and authorize to the Universidad Nacional de Loja, the publication of my thesis in the Repositorio Institucional – Digital Library.

The outcomes of the research work, the criteria, analysis and conclusions and the recommendations exposed in the present thesis, are exclusive responsibility of the author. They can be used as a resource for any kind of research.

Author: Sonia Rosario Vega Pizarro

Signature: _____



I.D Number: 1105164261

Date: March 6th, 2014, Loja, Ecuador

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRONICA DEL TEXTO COMPLETO.

Yo, Sonia Rosario Vega Pizarro declaro ser el autor de la tesis titulada: **“LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013”**, como requisito para optar el grado de Licenciado en Ciencias de la Educación, mención Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los seis días del mes de Marzo del dos mil catorce, firma del autor.

Firma: 

Autor: Sonia Rosario Vega Pizarro

Cédula: 1105164261

Dirección: La Argelia

Correo electrónico: soniasmith_1990@hotmail.com

Teléfono: 3025227 **Celular:** 0969296265

DATOS COMPLEMENTARIOS

Director de tesis: Dra. M. Sc. Eva Margarita Samaniego

Tribunal de grado: Lic. M. Sc. María Augusta Reyes Vélez

Dra. M. Sc. Carmen Enith Dávila Vega

Lic. M. Sc. Edgar Mariano Castillo Cuesta

ACKNOWLEDGMENTS

My truthful thanks, to the Universidad Nacional de Loja, to the English Language Career, its coordinator and teachers who gave me the opportunity to study and finish my studies.

Similarly, to “Unidad Educativa Anexa a la Univesidad Nacional de Loja”, its authorities, teachers and students for allowing to the researcher, the development of this research work.

Finally, my honest gratitude to Mg. Sc. Indira Cevallos Novillo, Who has given me, all her support as a thesis director, so that I have been able to finish this research work.

THE AUTHOR

DEDICATION

I want to dedicate this work firstly to God, to my parents because they have given me all their support to finish it. To my sisters and my brother, who have been with me in all the moments that I have needed to finish one of the main goals in my life.

Sonia Vega

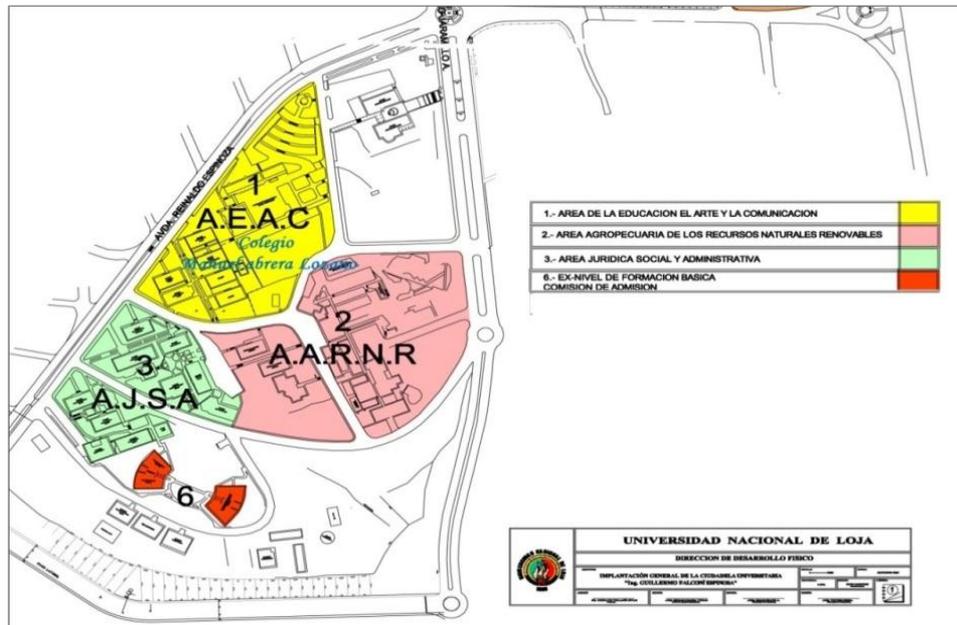
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

| BIBLIOTECA: Área de la Educación, El Arte y la Comunicación | | | | | | | | | | | |
|---|--|--------|-------------|-------------------|----------|-----------|--------|---------------|-------------------|---------------------|--|
| TIPO DE DOCUMENTO | AUTOR / NOMBRE DEL DOCUMENTO | FUENTE | FECHA / AÑO | ÁMBITO GEOGRÁFICO | | | | | | OTRAS DEGRADACIONES | NOTAS OBSERVACIONES |
| | | | | NACIONAL | REGIONAL | PROVINCIA | CANTÓN | PARROQUIA | BARRIOS COMUNIDAD | | |
| TESIS | SONIA ROSARIO VEGA PIZARRO LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1 ST , 2 ND AND 3 RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” ACADEMIC PERIOD 2012-2013 | UNL | 2013 | ECUADOR | ZONE 7 | LOJA | LOJA | San Sebastián | La Argelia | CD | Lic. Ciencias de la Educación, mención Idioma Inglés |

UBICACIÓN GEOGRÁFICA DEL CANTÓN



UBICACIÓN DEL SITIO DE INVESTIGACIÓN



THESIS SCHEME

COVER PAGE

CERTIFICATION

AUTHORSHIP

CARTA DE AUTORIZACIÓN

ACKNOWLEDGEMENT

DEDICATION

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

UBICACIÓN GEOGRÁFICA DEL CANTÓN Y DEL SITIO DE INVESTIGACIÓN

THESIS SCHEME

- a.** TITLE
- b.** ABSTRACT
- c.** INTRODUCTION
- d.** LITERATURE REVIEW
- e.** MATERIALS AND METHODS
- f.** RESULTS
- g.** DISCUSSION
- h.** CONCLUSIONS
- i.** RECOMMENDATIONS
- j.** BIBLIOGRAPHY
- k.** ANNEXES
- INDEX

a. TITLE

LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” ACADEMIC PERIOD 2012-2013.

b. RESUMEN

Esta investigación titulada **“ESTILOS DE APRENDIZAJE Y SU INFLUENCIA EN EL APRENDIZAJE DEL IDIOMA INGLÉS CON ESTUDIANTES DE 1RO, 2DO Y 3RO AÑOS DE BACHILLERATO DE LA UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, PERIODO ACADÉMICO 2012-2013**, fue desarrollada con el objetivo de determinar la influencia que los estilos de aprendizaje tienen en el aprendizaje del idioma Inglés.

Los métodos científico, descriptivo, analítico-sintético y explicativo, fueron utilizados para desarrollar cada parte del trabajo.

Una encuesta fue aplicada para docentes y estudiantes para verificar la hipótesis a través del análisis lógico de los resultados y la estadística descriptiva para representar los datos en cuadros y gráficos.

Los resultados demuestran que los estilos de aprendizaje influyen en el aprendizaje del Idioma Inglés, ya que más de la mitad de los docentes y estudiantes están conscientes que estos estilos son diferentes formas y métodos de aprendizaje que se utiliza para aprender; además, los docentes reconocen que el uso de los recursos didácticos de acuerdo a las formas de aprender de los estudiantes ayuda a desarrollar el aprendizaje del idioma Inglés.

ABSTRACT

This research entitled “**LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA**”. **ACADEMIC PERIOD 2012-2013.**, was developed with the purpose of determining the influence that learning styles have on the development of English language learning

The scientific, descriptive, analytical-synthetic and explicative method were used to develop every part of the research.

A survey was applied to teachers and students to verify the hypotheses through a logical analysis of the results and the descriptive statistics was used to represent the data in tables and graphs.

The results demonstrate that the learning styles have an influence on the learning of English language, because over half of teachers and students are conscious that these styles are the different ways and methods of learning that people use to learn; In addition, the teachers are mindful that the use of didactic resources according to the ways that students learn supports the learning of English language.

c. INTRODUCTION

The present research work about learning styles and their influence on the English language learning was developed at Unidad Educativa Anexa a la Universidad Nacional de Loja with students of 1st, 2nd and 3rd years of Bachillerato. In this researched Institution students have many difficulties with learning the English language. One of the main factors that are affecting them is the lack of identification of the students' learning styles for many teachers, which results in the teachers' inability to apply the appropriate didactic resources according to the students' ways of learning, and influence on students' academic performance.

During secondary education, students with school problems, can become boring and distracted in class, they do not have good grades in tests, and they are discouraged on the courses, especially when teachers use their own way of teaching without considering the students' learning styles, which are the "personal qualities that influence a student's ability to acquire information, to interact with peers and the teacher" Grasha, (1996).

For these reasons the main problem of this research was to determine the influence of learning styles on the learning of the English Language, likewise, the specific problems that were connected with the main issue were: How does the identification of learning styles help teachers to improve the learning of the English language and what kind of didactic resources do teachers use

according to the learning styles to support the learning of the English language with the students of the researched Institution.

The reasons that inspired the researcher to develop this work was the fact that in most cases, many students become bored and demotivated when learning English, since teachers have underestimated the identification of the students' learning styles, as well as they do not use enough didactic resources according to students' ways of learning, limiting them to improve the foreign language.

The specific objectives related to the present research were to identify the learning styles that students have to develop the learning process of the English language and to find out the different kinds of didactic resources that teachers use according to the ways that students learn to support the English language.

The general hypotheses stated that learning styles have an influence on the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2012-2013.

To reach the proposed objectives and the verification of the corresponding hypotheses, it was necessary to work with different methods: the first one was the scientific method which helped to set up a topic, the problem statement, the general and specific objectives and the corresponding hypothesis, the Descriptive Method served to describe the different students' learning styles

and their influence on the learning of the English language, also the Analytic-Synthetic Method was applied to analyze the obtained results and to establish conclusions. The Explicative Method was used in the explanation of all the reasons of every question. Additionally, a survey was applied to teachers and students to obtain information about the topic under research.

The present work includes the following parts:

First, the abstract which describes briefly, clearly and in an effective way the pertinence of the research and summarizes the main conclusions and outcomes that this thesis work achieved.

Next, it includes, the introduction which presents the thesis work in all its parts and also describes the main problem that motivated this research.

Then, it presents, the literature review where the main categories of the variables mentioned in the hypotheses are synthesized. It also contains the materials and methods used during the development of the research work, an orientation of the research population, and the results represented in tables and graphs in order to facilitate the interpretation and logical analysis of the data.

After that, it describes the discussion of the results, which contains the descriptive analysis of the most representative results and the verification of the stated hypotheses

Finally, it includes the conclusions, which have been stated after having contrasted the information of the different instruments applied, establishing the logical relationship among them with the specific objectives, and the recommendations to the found problems which can be used to improve the institutional weaknesses regarding learning styles that students have to improve the acquisition learning of the English language.

d. LITERATURE REVIEW

1. Learning Styles

1.1. Definition

Learning Styles are methods that people have to learn and different approaches or ways of learning, behaviors and attitudes that facilitate learning for an individual in a given situation. Hunt, D.E (1979).

Moreover, learning styles are overall patterns that provide direction to learning and teaching and influence how students learn, how teachers teach, and how the two interact. This means that a learning style is a preferred way of thinking, processing, and understanding information. In other words, people learn in different ways and when teachers understand student's learning styles and adjust their teaching to those styles, students increase their potential learning. Hunt, D.E (1979).

1.2. Importance

According to Carter (1999) the learning styles influence how students like to learn, how teachers teach, how teachers and students interact and how students learn best. There are many different learning styles suited to different individuals. Consequently, to Normandy (1997) when students learn about their own style of learning they become better about learners, and achieve higher grades having more positive attitudes about their studies.

1.3. Types of Learning Styles

There are seven types of learning styles: visual, aural, verbal, physical, logical, social and solitary. And “most people learn best through a combination of these types of learning, because all people do not see the world in the same way” Diaz D, (2010).

❖ Visual (spatial)

This is one of the basic types of learning styles in which ideas, concepts, data, and other information are associated with images, and it is often referred to as having a photographic memory. Some of the key tools for visual learning include: Venn Diagrams, charts, graphs, images, slides show, amongst others. These methods organize and present information in a visually tidy and meaningful way. Flaming, N. (2000)

❖ Aural (Auditory-Musical)

This is one of the most well-known learning styles to learn. The information is presented in an auditory way. Speaking, listening and music all come naturally. It also consists on studying things by hearing sounds from various sources as well as by speaking and interacting, Farwell (2011).

❖ Verbal (Linguistic)

The verbal style involves both the written and spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You

love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes and limericks. Olds, (2012).

❖ **Physical (Kinesthetic)**

This style is where the learning takes place by the student doing a physical activity, rather than listening to a lecture or watching a demonstration. It's like to do sports, exercise, and other physical activities. It is a method of learning based on moving, touching or practicing. Farwell, (2011).

❖ **Logical (Mathematical)**

It refers to a person's ability to reason, solve math problems in the head, drawn to logical puzzles, games and use numbers. These learners are typically methodical and think in logical or linear order. Logsdon, (2012).

❖ **Social (Interpersonal)**

Students who are social have a strong social style; they communicate well with people, both verbally and non-verbally. People listen to students or come to them for advice, and the learners are sensitive to their motivations or feelings, they also listen well and understand other's views" (Logsdon, 2012)

❖ **Solitary (Intrapersonal)**

The learner who has the solitary style, they are more private, introspective and independent. They can concentrate well, focusing your thoughts and feelings

on your current topic. You are aware of your own thinking, and you may analyze the different ways you think and feel. (Logsdon, 2012).

1.4. Types of Learners

Students learn in many ways, like seeing, hearing, and experiencing things and are most effective when they are taught in their own, personal learning style” (Kelly, 2012)

❖ Visual (Spatial) Learners

According to (Kolb, 2000) visual learners are those who learn through seeing things. They have the ability to perceive the visual-spatial world accurately and to perform transformations on those perceptions. These students prefer the information that is presented in visual formats.

Activities for Visual learners: These students learn best through the following activities such as; reading book, watching films, working with pictures and colors, visualizing, using the mind's eye, drawing, reading charts, imagining things.

Preferences for Visual learners: According to Flaming (2001) students who are visual learners prefer lessons where there is something to look at or something to draw. When they are learning new skills, they would prefer to watch someone else showing them how to do it. In addition, when the advert

come on the TV, they prefer to watch their favorites TV programs than do other activities, and they prefer teachers who use diagrams to show them things. Moreover this kind of learner is good at drawing, build, design, create, daydream and look at pictures.

❖ **Aural (Auditory-Musical) Learners**

According to (Kolb, 2000) the aural learners like to work with sound and music. They have a good sense of pitch and rhythm. They typically can sing, play a musical instrument, or identify the sounds of different instruments, and a student with an auditory learning style like the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read, studying grammar, and learning English by seeing them.

Activities for Aural-Auditory learners: These students learn best, playing a musical instrument, singing songs, recording lectures, watching videos, repeating facts with eyes closed, participating in group discussions, using audiotapes for language practice, taping notes after writing them

Preferences for Aural-Auditory learners: According to Flaming (2001) They prefer using sound and music, additionally, these students prefer lessons where there is something to discuss. When these students are learning new skills, they prefer someone to explain them how to do it. These kinds of learners would choose to sing along different lyrics, and prefer to listen to a story. As well they prefer teachers who explain things to them. Moreover, they

would rather listen to their favorite music and they are good listeners and in their spare time they would prefer to listen to music or chat with their friends.

❖ **Verbal (Linguistic) Learners**

They have the tendency to use words effectively, whether orally or in writing; and to manipulate syntax or structure of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. They prefer to read out loud, repeat information and ask a variety of questions for clarification. They learn best through online forums, verbal instructions, webinar lecture and email. (Rebecca, 2005)

Activities for Verbal-Linguistic learners: These students learn best through hearing and seeing words, on line forums, reading books, verbal instructions, word games, memorizing dates, discussing and debating, speaking, writing, telling stories, and thinking in words. (Rebecca, 2005).

Preferences for Verbal-Linguistic learners: These learners in order to develop their learning abilities prefer; write, read, tell stories, talk, memorize, work at solving puzzles likewise, prefer doing crossword puzzles or playing games, amongst others. (Rebecca, 2005)

❖ **Physical (kinesthetic) learners**

These learners are expert in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things. They

involve specific physical skills such as coordination, balance, agility, strength, flexibility, and speed; as well they prefer to learn through the tactile response, by touching, feeling and creating things in areas such as, art and science and when the information is conveyed in hands-on settings such as, labs, workshops, or participatory classes. Flaming, (2001)

Activities for Physical-Kinesthetic learners: These students learn best through the following activities such as: making movement activities, studying with others, touching or manipulating objects, athletics, drawing pictures, playing memory games, dancing, crafts and acting.

Preferences for Physical-Kinesthetic learners: these learners prefer lessons where there is something practical to do. When these students are learning new skills, they prefer to be part of the activity. They also prefer to act out a story than to be a spectator. And, they prefer teachers who ask them to do something, and they would rather go outside and play, in their free time they would prefer to do sport or dancing. (Flaming N. , 2001)

❖ **Logical (Mathematical) Learner**

These learners have the ability to work with numbers effectively, to reason well and do experiments. They are good at problems solving, reasoning logic and math.

Activities for Logical-Mathematical learners: They learn best; working with relationships and patterns, doing experiments, figure things out, working with numbers, classifying, categorizing, working with logic and problem solving.

Preferences for Logical - Mathematical learners: These learners prefer compute math problems quickly in their head, ask questions like “Where does the universe end?”, play chess, reason things out logically and clearly, devise experiments to test out things they do understand, spend lots of time working on logic puzzles such as Rubik’s cube”(Giles, 2003)

❖ **Social (Interpersonal) Learner**

“These learners have the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. Includes sensitivity to facial expressions, voice, and gestures; capacity for discriminating among many different kinds of interpersonal cues.

Activities for Social-Interpersonal learners: These students learn best through the following activities such as: comparing, relating, sharing, interviewing, cooperating, communicating, and resolving conflicts.

Preferences for Social-Interpersonal learners: These learners prefer, talk to people, have friends, join groups and prefer to learn in groups or with other people. Likewise, they prefer playing group games with other children.” (Armstrong, 1994)

❖ Solitary (Intrapersonal)

“This kind of learners has a self-knowledge and the ability to act adaptively on the basis of that knowledge. It includes having an accurate picture of oneself (strengths and limitations) awareness of inner moods, intentions, motivations, temperaments and desires, and the capacity for self-discipline, self-understanding, and self esteem

Activities for solitary-intrapersonal learners: These students learn best through the following activities such as: Individualized and projects Self-paced instruction.

Preferences for solitary-intrapersonal learners: The solitary learners prefer learning alone through self-study; also they like to have space, reflecting, doing self-paced projects” (Giles, 2003).

2. THE DIDACTIC RESOURCES

2.1. Definition

According to Ogalde Careaga (2001) nowadays, education requires that the teachers use the didactic resources to support their classes and contribute to the learning of English language, because these motivate the interest of the subjects, and facilitate the development of thinking, encouraging creativity.

According to Nerici (1991) these resources are the link between words and the reality. They are those that help teachers to improve the learning of English

language facilitating on students comprehension in an objective way. In addition, the use of didactic resources has a double purpose, one is to improve the learning, and the other is to create adequate conditions to teachers and students to interact inside the classroom.

❖ **Characteristics**

The main characteristics that the didactic resources have are:

- Interesting, specific and clear
- Easy understanding and management
- It should be as natural as possible
- It could be economic
- It has to be well elaborated
- It has to be according to the students' age, learning styles and topic

❖ **Importance**

Those resources provide a better understanding of the theme and motivate students creating an interest about the topic; Moreover, these help to develop the students' learning styles significantly, and provide a better interaction between teacher and students, (Grisolía, 2007).

❖ **Advantages**

According to Grisolía, (2007) the use of didactic resources offer certain benefits in the improvement of the learning of English language, such as:

- They develop the interest of the students
- Motivate the teacher's teaching inside the classroom
- Allow a clear explanation of the theme
- Facilitate the learning
- They are easy and inexpensive to update
- They encourage students' participation

❖ **Disadvantages**

According to Professor Garcia (1996) didactic resources are any instruments that help teachers and students to achieve any goal. However, when didactic resources are not presented in a representative way they seem to be:

- Boring for some students mainly if they are used in topics that are not appropriate to being them.
- They are not symbolic when they are displayed without being operated and analyzed, or when they are displayed in a great amount of combined resources without considering the quality of resources thus; they produce dispersion and fatigue in the students.

2.2. Classification of the didactic resources

These materials can be permanent, non-permanent and technological. Which are designed to attract students' interest and to be used according to students learning styles in order to improve the English learning.

❖ **Permanent Didactic Resources**

These materials are normally used in the classroom, this is because they are resources that teachers have at hand and are used almost every day, to work with the different students' learning styles, and they can include: boards, pens, books, dictionaries, notebook, markers, and others.

❖ **Non-Permanent Didactic Resources**

These materials are not typical in the classroom, but without them the learning of English language cannot be effectively accomplished. Some examples of these supplies are; posters, flash cards, pictures, charts, photographs, overhead projector, videos, movies, television, radio, records-CDs, songs amongst others. Jane, (2002).

Flash Cards: These cards are often used to develop the visual and kinesthetic learning styles. When a teacher shows flashcards, the student looks at the pictures or words and then attempts to guess the meaning

Pictures: These help to develop the visual and kinesthetic students' learning ability since these may be drawn by teachers or students or taken from books.

Overhead projector: It is a machine for showing images that have been written or drawn on a transparent material, where is possible project pictures, charts, paintings, photographs, maps, hand written notes and line drawings, it allows students to learn in a motivated way

Video: is an effective medium to develop the auditory and visual learning styles, because this resource helps to catch students' attention, and provides students scenes and events from other places to classroom.

Radio: This resource helps to develop the students' auditory learning style, because students can listen to any program on the radio in class or at home and take notes in English, and also teachers can prepare discussion questions based on the programs.

Songs: They are one of the most successful resources to develop the aural-auditory and kinesthetic learning ability of students, due to many students enjoy listening to and practicing songs and they like to talk about the singer of the song, thus teachers should encourage students to listen to a song at the beginning of the class as a motivational tool.

❖ **Technological Didactic Resources**

Domingo J. Gallego, mentioned that technological resources are known as new technologies and those resources are used systematically to apply in the processes of teaching and learning for more effective education. These technological resources are computer, interactive whiteboard, tablet, Internet, digital camera, amongst others.

Internet: It is a tool that helps teachers as the students to look information, consult or communicate with other people. it resource is functional especially for developing the visual, verbal, kinesthetic and auditory learning styles.

Computer: This is helpful for developing the logical, visual, kinesthetic and auditory learning styles, due to computers are an excellent tool to play games, perform listening exercises providing sounds and, allowing students interact with it using motor skills, which can have a strong reinforcing effect on the learning process by connecting physical actions with desired results

2.3.Selection of the Didactic Resources

To Fonseca Maria (2006) the selection of didactic resources is fundamental, because these are tools that improve and enrich the learning of English Language. Thus, when teachers decide to apply those tools in their teaching, they must select them considering some specific aspects; such as: the educational objectives, which teachers intend to achieve. Moreover, the content or the topic, the students' learning styles, students' interests, as well as students' weaknesses and strengths, students' ages and students' needs.

2.4.Use of didactic resources according to learning styles

The use of didactic resources facilitate students a better understanding of their learning. So, it is proper to apply them according to the learning ways.

❖ Didactic Resources and Needs for Visual learners

The students to develop their learning of the English language need didactic resources such as; Pictures, Images, real objects, flash cards, Overhead projector, Charts, movies, posters, videos , computer, jazz-chants, slides in power point , mind maps, videos.

❖ **Didactic Resources and Needs for Aural-Auditory learners**

The aids that are used to develop the auditory learning style are; songs, musical instruments, oral reading, tape recorder, radio, television, films.

❖ **Didactic Resources and Needs for Verbal-Linguistic learners**

The aids that help to develop the learning ability of learners, who are verbal-linguistic learners are; books, tapes, paper diaries, writing tools, dialogues, discussions, debates, stories.

❖ **Didactic Resources and Needs for Physical / kinaesthetic learners**

The kinesthetic learners learn by touching or manipulating objects; thus the aids that are useful to develop their learning ability are; working out-jigsaws, games, flash cards, drawings, role play, movement activities, sports, drama.

❖ **Didactic Resources and Needs for Logical-Mathematical learners**

The students who have the logical ability to learn are benefited for the following aids. For instance they are; things to think and explore, science materials and manipulative, trips to the planetarium, science museum, numerical patterns, experiments, computers.

❖ **Didactic Resources and Needs for Social-Interpersonal learners**

The aids used for students who have a strong social style to learn are; Friends, group games, social gatherings, community events and clubs.

❖ **Didactic Resources and Needs for solitary-intrapersonal learners**

The solitary students need the following helps to develop their learning style, such as; secret places, time alone, self-paced projects and choices, since they like self-study to work individual

3. LEARNING OF THE ENGLISH LANGUAGE

The importance of learning the English language today has become a crucial event in the life of people, no matter what the purpose of their use. It is very easy to see how the English language has become the dominant language, and it can be used even to improve the students' learning styles in the learning of English language.

Therefore, most educational institutions worldwide include learning and studying this language in its range of subjects that students must pass in the established enrollment period.

Nowadays, there are some alternatives for learning the English language; that is to say, the didactic resources according to the learning styles of the students such as computer graphics, power point presentations, maps, graphs, real objects, overhead projector, flash cards, tape recorder, films, songs, games, movement activities, memory games, among others. These resources help students to be autonomous and to be motivated with the learning.

3.1.Learning of the English Language using the Didactic Resources

The didactic resources allow creating the favorable conditions to fulfill the scientific demands of the contemporary world during the process of teaching learning. They allow making more objective the contents of each subject of the Plan of Studies, and therefore to achieve efficiency in the process of assimilation of the knowledge for the students creating the conditions for the development of students' learning styles, abilities, habits, capacities, and the formation of convictions.

The didactic resources when they are efficiently employed, they facilitate a bigger use of our sensorial organs, the conditions are believed for a permanency in the memory of the acquired knowledge; students can transmit a high quantity of information in less time; they motivate the learning and they activate the intellectual functions for the acquisition of the knowledge; they facilitate that the student is an active fellow of his own learning and they allow the application of the acquired knowledge.

Thanks to the appropriate employment of didactic resources that stimulate the cognitive activity of the students, they, besides assimilating the contents better, learn how to think, correctly and they develop other intellectual abilities. There are some didactic resources like memory game, word game and so on. That can help you to develop a funny, creative and motivating English class.” López, 2013.

e. MATERIALS AND METHODS

1. HUMAN RESOURCES

- The research conformed by Sonia Vega.
- The students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa anexa a la UNL
- The English teachers of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa anexa a la UNL.

2. MATERIAL RESOURCES

The material resources that this project used was, office material, books, thesis, magazines, computer, printer, internet, USB drivers among others.

3. BUDGET

| MATERIAL | | |
|-------------------------------|-----------|--------------------|
| Project (ringed, pasting...) | | \$250.00 |
| Printing | | \$400.00 |
| Copies | | \$150.00 |
| OFFICE MATERIAL: | Paper | \$95.00 |
| | Folders | |
| | Notebooks | |
| Internet | | \$75.00 |
| Transport | | \$80.00 |
| TOTAL ESTIMATED BUDGET | | \$ 1 050.00 |

4. FINANCING

The financing of the expenses derived from the present work were completely assumed by the researcher.

5. DESIGN OF THE RESEARCH

This research work was considered as a descriptive one, because it is immersed in the educative-social ambit. The research carried out surveys, the study of documents and the description of facts of the reality investigated to discover the process of results of the research. For the development of this work, some methods and techniques were applied, in order to get the required data and the exposed results in this research.

6. METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

To develop this research work and in order to achieve the stated objectives, the researcher used some methods and techniques that allowed carrying out and concludes the research work successfully; likewise, it helped to check and verify the outlined hypothesis.

The *Scientific Method* was used as a general method, because of developing this research involved a systematic and difficult process that needed a strict procedure focus on discover, demonstrate and verify the information that science establishes about the researched object. The project was developed using this method in order to search scientific fundamentals to explain the relation between the information in the field work and the scientific explanation of the variables, as well as the verification of the hypothesis related to them.

The particular methods the researcher used were the descriptive, the analytical-

synthetic and the explicative.

The *descriptive method* was used to pick up the information, describe the obtained results in the applied instruments and it let the research to organize the information according to the hypotheses and the indicators that were found out for each one of the variables. It is important to mention that this method served to describe coherently the learning styles. Which students use to improve the learning of English language.

The *Analytic-synthetic method* was used to analyze the results that were obtained from the applied instruments and to establish the corresponding conclusions in the information field.

The *explicative method*, was used to explain the reasons of each elaborated question, to obtain consistent information that was contrasted with the theoretical referent about the theme. Moreover, it was used in the explanation of the logical implications of the variables of every hypothesis in order to verify them. It also helped to summarize and interpret the collected data through tables and graphs, in order to get a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information the following techniques and instruments were applied to both teachers and students.

The *survey* was used to gather information about the learning styles that the

students use to improve the learning of English language. It was applied to all the English teachers and students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Logically, with a previous elaborated questionnaire, this contained different types of closed questions about the theme that was researched.

PROCEDURES

Once the empiric information was gathered, it was developed, following these stages:

The researcher processed the data through the tabulation of the information. Then the researcher organized the empiric information keeping in mind the specific hypothesis of the research work. The hypothesis was demonstrated through the corresponding analysis of the empirical data, and contrasted the information with the theoretical references, through a logical analysis of the gathered information, from the teachers and the students of the Unidad Educativa Anexa a la Universidad Nacional de Loja, Academic Year 2012-2013.

The obtained information was represented in statistics tables and graphic bars. The researcher then established the conclusions and recommendations sharing the criteria with the teachers and students of the researched institution in order to contribute to a solution of the problem which motivated the present investigation.

Finally, a final report was written. It was necessary to integrate all the components of the investigative process, attempting a logical integration among them; this process required a new revision of the theme, objectives, hypotheses, and theoretical framework in order that the researcher could tie up the relationships.

POPULATION AND SAMPLE

The total population of the students of 1st, 2nd and 3rd years of Bachillerato was 586 which was considered large group. It was necessary to work with a sample, which is presented in a table. With regard to the teachers, there were only 5 English teachers and all of them were included because they were such a small group. Thus, the sample is detailed in the next table.

| COURSES | POPULATION | SAMPLE |
|--------------------------------------|-------------------|---------------|
| 1 st year of Bachillerato | 251 | 52 |
| 2 nd year of Bachillerato | 171 | 35 |
| 3 rd year of Bachillerato | 164 | 34 |
| TOTAL | 586 | 121 |
| Teachers' population | 5 | 5 |

f. RESULTS

HYPOTHESIS ONE

The identification of students' learning styles helps teachers to improve the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

1. Which options of the following concepts define the learning styles?

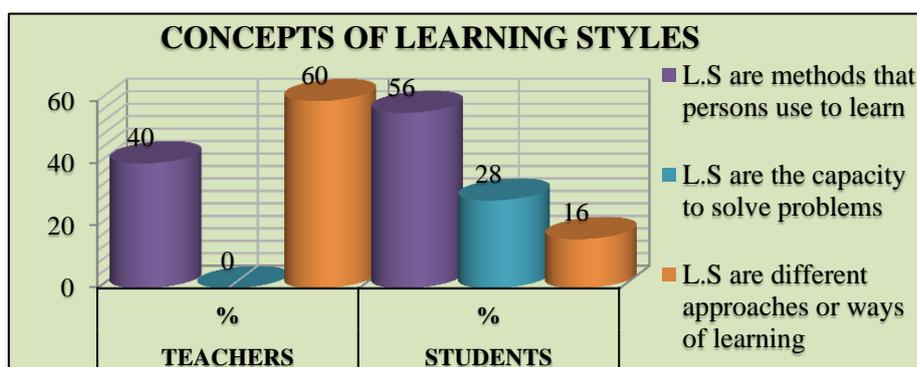
a. Table 1

| CONCEPTS OF LEARNING STYLES | TEACHERS | | STUDENTS | |
|--|----------|-----|----------|-----|
| | f | % | f | % |
| L.S are methods that people have to learn | 2 | 40 | 68 | 56 |
| L.S are the capacity to solve problems | 0 | 0 | 34 | 28 |
| L.S are different approaches or ways of learning | 3 | 60 | 19 | 16 |
| TOTAL | 5 | 100 | 121 | 100 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 1



c. Logical Analysis

The results show that more than half of the teachers consider that the Learning styles are different approaches or ways of learning, and more than half of the

students respond that the learning styles are the methods that people have to learn. Thus, there is a disagreement between teachers and students' answers, but both definitions correspond to the learning styles, which means that teachers and students identify what learning styles refer to. Hunt (1979); states that learning styles are methods that people have to learn, behaviors and attitudes that facilitate learning for an individual in a given situation. Learning styles play an important role throughout the teaching and learning process of the English language.

2. Are you aware of your learning styles in the development of the learning process of the English language?

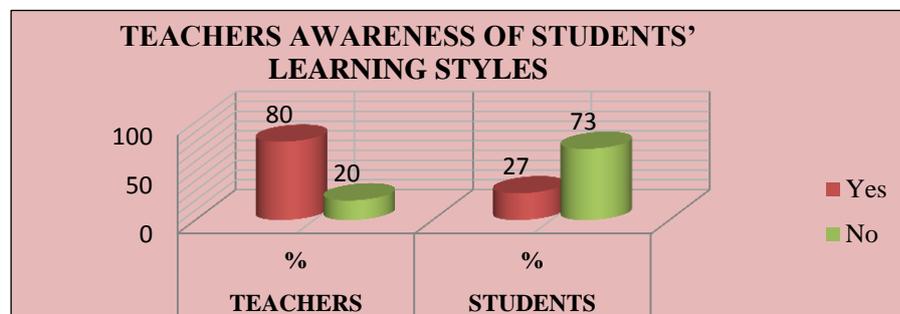
a. Table 2

| TEACHERS AWARENESS OF STUDENTS' LEARNING STYLES | TEACHERS | | STUDENTS | |
|---|----------|-----|----------|-----|
| | f | % | f | % |
| Yes | 4 | 80 | 33 | 27 |
| No | 1 | 20 | 88 | 73 |
| TOTAL | 5 | 100 | 121 | 100 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 2



c. Logical Analysis

These results demonstrate that most of the teachers are aware of their students'

learning styles; however, a similar percentage of students manifest that they do not recognize their learning ways, which would seem to show that teachers recognize their ways of learning. Hunt. (1979) states that the learning styles influence the ways in which students learn, how teachers teach, how teachers and students interact and how students learn best; therefore, it is essential that teachers identify individual students' learning styles, because students learn in different ways, and when they are taught in their own ways of learning they are better skilled to learn the English language.

3. Which of the following activities do you prefer to develop in class?

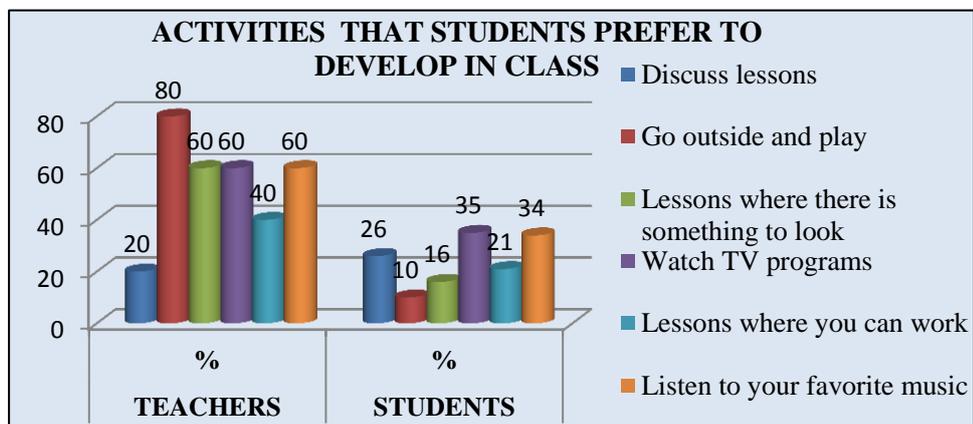
a. Table 3

| ACTIVITIES THAT STUDENTS PREFER TO DEVELOP IN CLASS | TEACHERS | | STUDENTS | |
|---|----------|----|----------|----|
| | f | % | f | % |
| Discuss lessons | 1 | 20 | 32 | 26 |
| Go outside and play | 4 | 80 | 12 | 10 |
| Lessons where there is something to look | 3 | 60 | 19 | 16 |
| Watch TV programs | 3 | 60 | 42 | 35 |
| Lessons where you can work | 2 | 40 | 25 | 21 |
| Listen to your favorite music | 3 | 60 | 41 | 34 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 3



c. Logical Analysis

Analyzing the results, the majority of teachers mention that their students prefer “go outside and play”. Conversely, less than half of students answer that they prefer “watching their favorite TV programs”. Therefore, these findings are not similar, which reflects that teachers are not cognizant about the activities that students prefer to carry out in class. Kelly (2012) states that students learn in many ways, like seeing, hearing, and experiencing things and are most effective when they are taught in their own personal way of learning. So, if teachers recognize how their students learn they would be able to apply the most suitable activities that students prefer for improving the learning of the foreign language.

4. Which kind of learning style do you have?

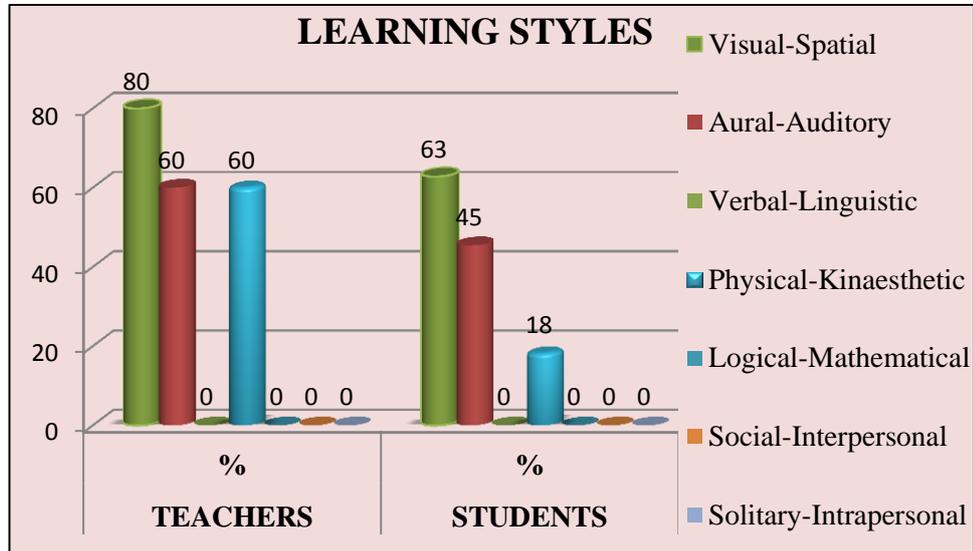
a. Table 4

| LEARNING STYLES | TEACHERS | | STUDENTS | |
|------------------------|----------|----|----------|----|
| | f | % | f | % |
| Visual-Spatial | 4 | 80 | 76 | 63 |
| Aural-Auditory | 3 | 60 | 55 | 45 |
| Verbal-Linguistic | 0 | 0 | 0 | 0 |
| Physical-Kinaesthetic | 3 | 60 | 22 | 18 |
| Logical-Mathematical | 0 | 0 | 0 | 0 |
| Social-Interpersonal | 0 | 0 | 0 | 0 |
| Solitary-Intrapersonal | 0 | 0 | 0 | 0 |

Source: Teachers and Students’ survey

Author: Sonia Vega

b. Graph 4



c. Logical Analysis

The acquired results indicate that the majority of teachers and more than half of the students manifest the Visual learning style. Based on the results, these answers are similar, in this case teachers and students recognize the learning ways. To Flaming, N. (2000) the visual learning style is one of the basic types of learning in which ideas, concepts, data, and other information are associated with images, and it is often referred to as having a photographic memory. Thus, the teachers have many didactic resources available to develop the visual learning style, such as; charts, slides in power point, images, and activities such as; reading a book, watching a film, working with pictures. Consequently, the awareness of learning styles helps to develop the students' learning of English language, since the students' learning is more effective when they are taught in their own persona learning style. Kelly, (2012).

5. What activities based on learning styles does your teacher apply to improve the learning of the English language?

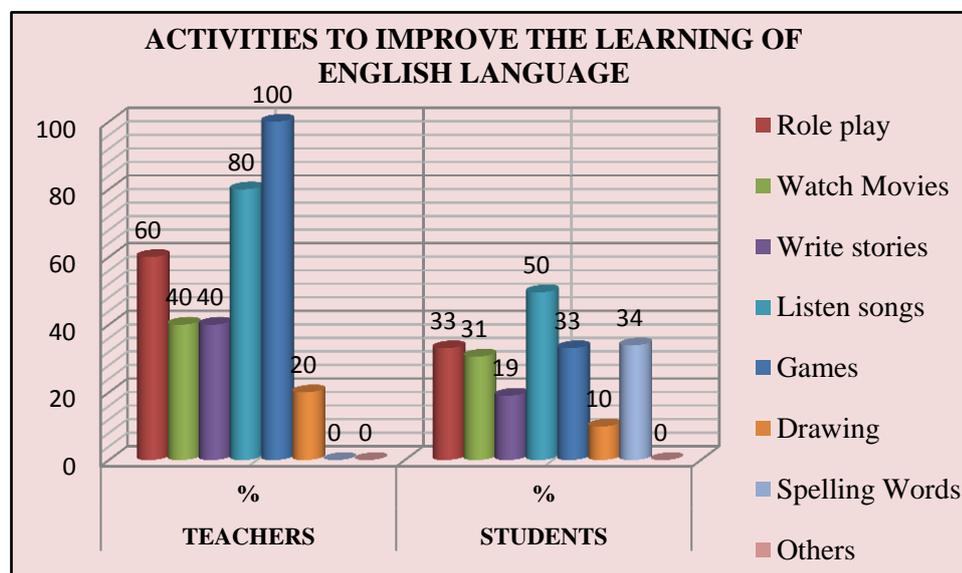
a. Table 5

| ACTIVITIES TO IMPROVE THE LEARNING OF ENGLISH LANGUAGE | TEACHERS | | STUDENTS | |
|--|----------|-----|----------|----|
| | f | % | f | % |
| Role play | 3 | 60 | 40 | 33 |
| Watch Movies | 2 | 40 | 37 | 31 |
| Write stories | 2 | 40 | 23 | 19 |
| Listen to songs | 4 | 80 | 60 | 50 |
| Games | 5 | 100 | 40 | 33 |
| Drawing | 1 | 20 | 12 | 10 |
| Spelling Words | 0 | 0 | 41 | 34 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 5



c. Logical Analysis

All teachers mention that they use games. In the case of students, half of them consider songs. These outcomes indicate that teachers do not use different

activities to develop the learning of English language. There are available some activities to develop the different students learning styles, such as; role play, power point presentations, oral reading, watching movies, listening to songs, games, drawings, among others. However, based on the results the students are not being exposed to these activities in class, there is a reduced application of these ones, which is a disadvantage to improve the students' learning in a completely way. When teachers do provide their classes with diverse activities based on the learning styles, the students are more involved in the learning of the English language and the classes become motivated.

HYPOTHESIS TWO

The different didactic resources that teachers use according to the learning styles support the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.Academic Period 2012-2013.

6. Do you believe that the use of didactic resources according to the learning styles support the learning of the English language?

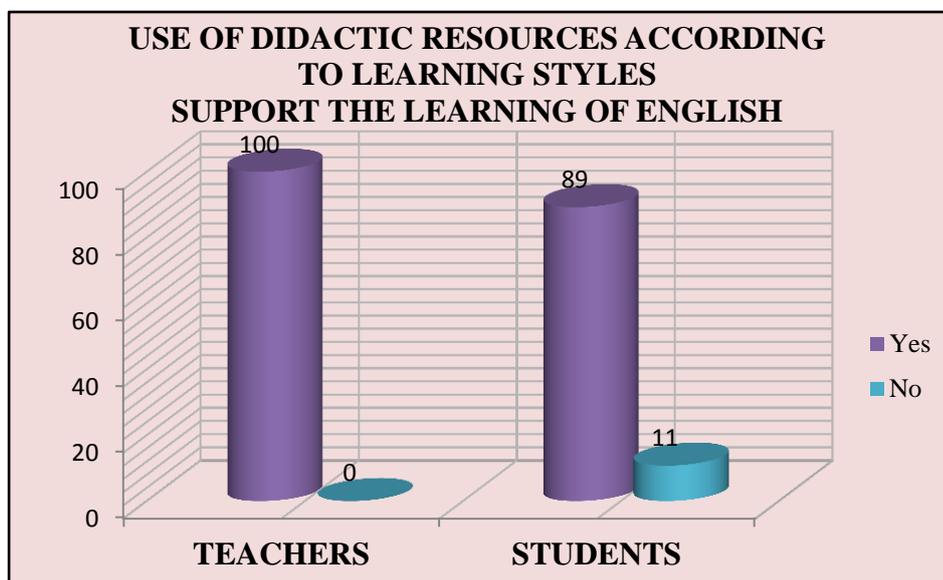
a. Table 6

| USE OF DIDACTIC RESOURCES ACCORDING TO LEARNING STYLES SUPPORT THE LEARNING OF ENGLISH | TEACHERS | | STUDENTS | |
|---|-----------------|------------|-----------------|------------|
| | f | % | f | % |
| Yes | 5 | 100 | 108 | 89 |
| No | 0 | 0 | 13 | 11 |
| TOTAL | 5 | 100 | 121 | 100 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 6



c. Logical Analysis

As a result, all teachers and most of the students agree that the use of didactic resources according to the learning styles does support the learning of the English language. Based on the results, these answers are very similar, in this case both teachers and students are aware about the value of use of the didactic resources according to students' learning styles. According to Nericì (1991) the Didactic Resources are the link between words and the reality. They are those that help teachers to improve the learning of the English language facilitating on students comprehension in an objective way. When teachers use the didactic resources according to the students' learning styles they support the students' learning, and the students get a better understanding of the theme, consequently the success of learning of the foreign language will be almost sure.

7. How often does your teacher use the didactic resources according to their students' learning styles in the learning process?

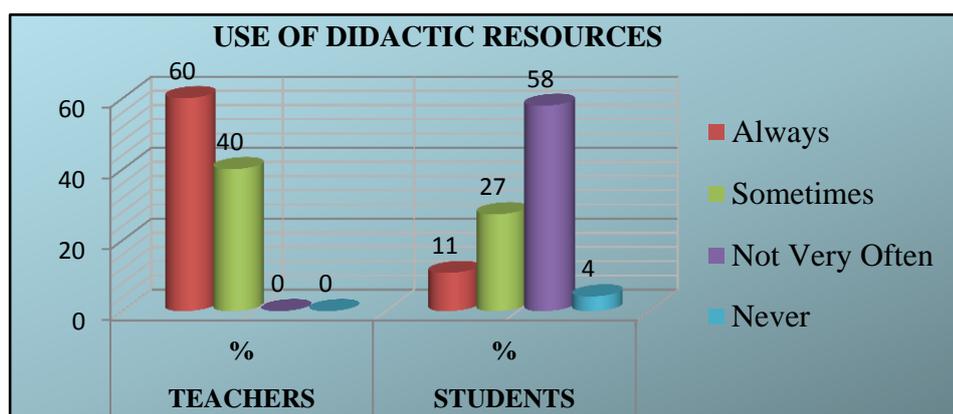
a. Table 7

| USE OF THE DIDACTIC RESOURCES | TEACHERS | | STUDENTS | |
|-------------------------------|----------|-----|----------|-----|
| | f | % | f | % |
| Always | 3 | 60 | 13 | 11 |
| Sometimes | 2 | 40 | 33 | 27 |
| Not Very Often | 0 | 0 | 70 | 58 |
| Never | 0 | 0 | 5 | 4 |
| TOTAL | 5 | 100 | 121 | 100 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 7



c. Logical Analysis

Concerning results, more than half of teachers say that they 'always' use didactic resources, whereas about a similar percentage of students respond that their teachers do not use didactic resources 'very often'. As a result, there is a slight dissimilarity between the results of both teachers and students; because according to teachers' responses they always use didactic resources, however, about students' answers the teachers do not use very often the didactic

resources, which mean that teachers do not use the didactic resources very often. Grisolia, (2007) states that the didactic resources provide a better understanding of the theme and motivate students creating an interest about the topic. If teachers always use the didactic resources according to students' learning styles, they would contribute to improve the students' learning of English language.

8. What are the advantages of using didactic resources according to learning styles? (flash cards, movies, videos, songs...etc)

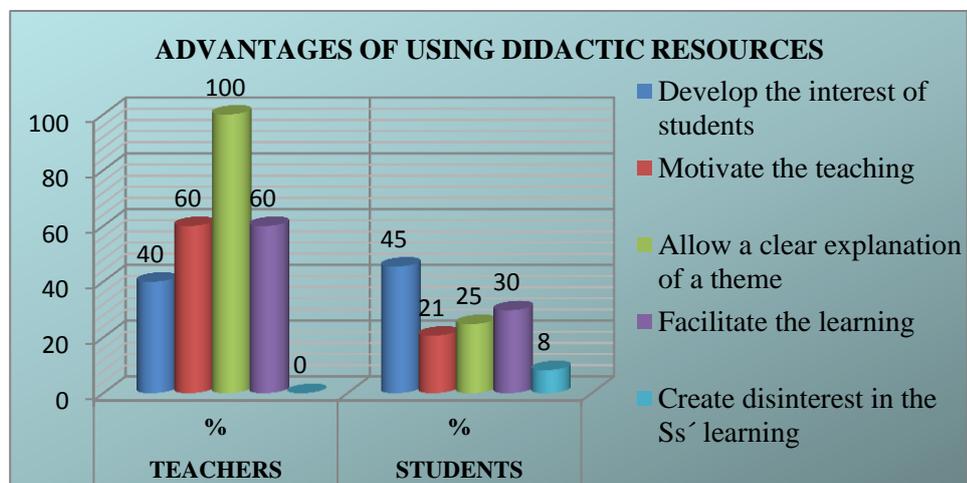
a. Table 8

| ADVANTAGES OF USING DIDACTIC RESOURCES | TEACHERS | | STUDENTS | |
|--|----------|-----|----------|----|
| | f | % | f | % |
| Develop the interest of students | 2 | 40 | 55 | 45 |
| Motivate the teachers' teaching | 3 | 60 | 25 | 21 |
| Allow a clear explanation of a theme | 5 | 100 | 30 | 25 |
| Facilitate the learning | 3 | 60 | 36 | 30 |
| Create disinterest in the Ss' learning | 0 | 0 | 10 | 8 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 8



c. Logical Analysis

Regarding results, all teachers identify that the use of didactic resources allows a clear explanation of a theme and fewer than half of students consider that it develops their interest to learn. Therefore, teachers and students recognize the advantages that provide the use of didactic resources according to the learning styles. When teachers do supply a classroom with a wide variety of didactic resources according to the learning styles they enhance the student's learning of the foreign language.

9. Which didactic resources based on learning styles does your teacher use to develop the students learning of the English language?

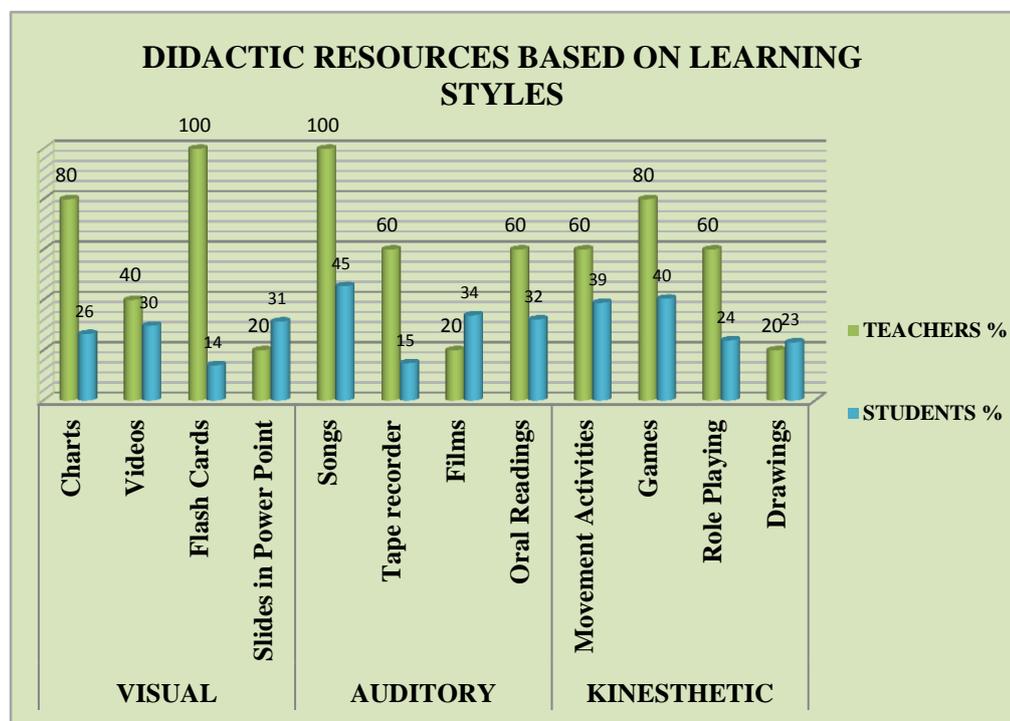
a. Table 9

| DIDACTIC RESOURCES BASED ON LEARNIG STYLES | | TEACHERS | | STUDENTS | |
|--|-----------------------|----------|-----|----------|----|
| | | f | % | f | % |
| VISUAL | Charts | 4 | 80 | 32 | 26 |
| | Videos | 2 | 40 | 36 | 30 |
| | Flash Cards | 5 | 100 | 17 | 14 |
| | Slides in Power Point | 1 | 20 | 38 | 31 |
| AUDITORY | Songs | 5 | 100 | 55 | 45 |
| | Tape recorder | 3 | 60 | 18 | 15 |
| | Films | 1 | 20 | 41 | 34 |
| | Oral Reading | 3 | 60 | 39 | 32 |
| KINESTHETIC | Movement Activities | 3 | 60 | 47 | 39 |
| | Games | 4 | 80 | 49 | 40 |
| | Role Playing | 3 | 60 | 29 | 24 |
| | Drawings | 1 | 20 | 28 | 23 |

Source: Teachers and Students' survey

Author: Sonia Vega

b.Graph 9



c.Logical Analysis

The acquired results indicate that all teachers say that they use “flash cards” for developing the Visual Learning Style; however, less than half of students consider “slides in power point”, on the other hand, for increasing the Auditory Learning Style, all the teachers and fewer than half students say that they use “songs”, and for the development of the Kinaesthetic Learning Style, more than half of teachers and fewer than half of students manifest that they use “games”. Based on the results, the teachers use the didactic resources according to the students’ learning styles. When teachers use different didactic resources considering the students` learning styles, they have greater possibilities to support the learning of the foreign language.

10. How does your teacher select the didactic resources to support the students' learning styles in the English language?

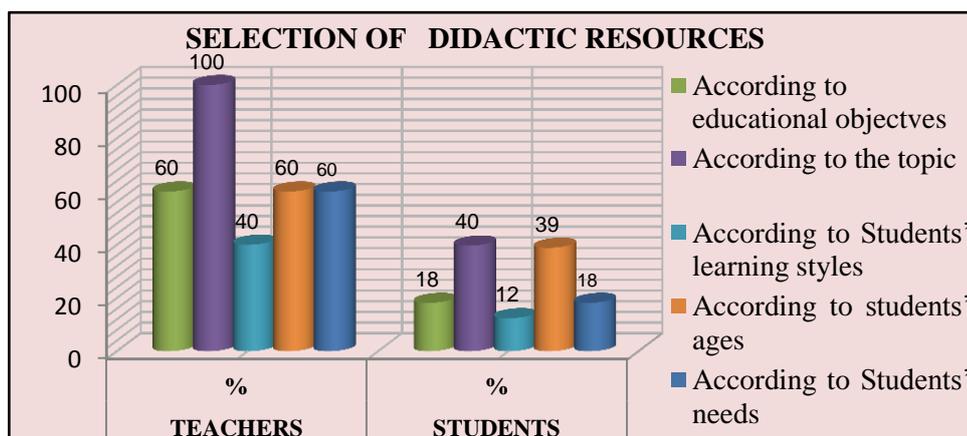
a. Table 10

| SELECTION OF DIDACTIC RESOURCES | TEACHERS | | STUDENTS | |
|--|----------|-----|----------|----|
| | f | % | f | % |
| According to educational objectives | 3 | 60 | 22 | 18 |
| According to the topic | 5 | 100 | 48 | 40 |
| According to students' learning styles | 2 | 40 | 15 | 12 |
| According to students' ages | 3 | 60 | 47 | 39 |
| According to students' needs | 3 | 60 | 22 | 18 |

Source: Teachers and Students' survey

Author: Sonia Vega

b. Graph 10



c. Logical Analysis

All teachers and fewer than half of the students respond that the selection of the didactic resources is according to the topic. Therefore, teachers do not consider some aspects such as; the educational objectives, the students' ways of learning, weaknesses, strengths, ages, needs, and abilities, Fonseca, (2006). When teachers apply the didactic resources considering the students' learning styles they better enhance the students' learning ways in the learning process.

g. DISCUSSION

1. HYPOTHESIS ONE

a.Statement

The identification of students' learning styles helps teachers to improve the learning of English language with the students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

b. Demonstration

In question number **ONE**, about the definition of the learning styles, 60% of teachers, and 56% of students recognize what learning styles refer to. Therefore, it is possible to say that teachers and students identify the definition of the learning styles. In education the learning styles play a major role throughout the teaching and learning process of the English language.

In relation to question number **TWO**, about the teachers' awareness of their students' learning styles, 80% of teachers are conscious of their students' learning styles. While, 73% of students do not know their learning styles. These results indicate that teachers are cognizant about how their students learn, but students are not conscious of their learning styles.

According to question number **THREE**, about the activities that students prefer to develop in class, 80% of teachers manifest that their students prefer "go outside and play". In the case of students, 35% of them consider that they

prefer “watching their favorite TV programs”. Thus, these outcomes show that teachers are not aware about the activities that students prefer to do in class. Consequently this affects the students’ ability in improving their English learning.

Question number **FOUR**, about the kind of learning style that students have, 80% of teachers and 63% of students agree that they recognize the way they learn. The results are very similar. Therefore, the teachers identify that their students possess the visual learning style to develop the learning of English language. Which help teachers to support students’ learning of the foreign language.

Regarding question number **FIVE**, about the activities based on learning styles that teachers apply to improve the learning of English language, 100% of teachers use “games” and 50% of students consider “songs”. In this case, the teachers do not use different activities to develop the learning of English language.

c. Decision

Based on the previous analyzed results, the first hypothesis is **accepted**. This is because teachers identify their students’ learning styles on the learning of English language at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012-2013, although students are not aware of their learning styles.

2. HYPOTHESIS TWO

a.Statement

The different didactic resources that teachers use according to the learning styles support the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2012-2013.

b.Demonstration

In question number **SIX**, about the use of didactic resources according to the learning styles' support to the learning of English language, 100% of teachers and 89% of students agree. As a result, teachers and students are aware that the use of didactic resources according to students' learning styles helps develop the learning of English language.

In relation to question number **SEVEN**, about the frequency that teachers use the didactic resources according to their students' learning styles, 60% of teachers say that they use 'always', whereas 58% of students respond that teachers do not use them 'very often'. These outcomes indicate that teachers do not use "very often" the didactic resources according to the learning styles; which affects the improvement of students' learning of English language.

According to question number **EIGHT** about the advantages of using the didactic resources according to the learning styles, 100% of teachers recognize

that the use of didactic resources allow a clear explanation of the theme and 45% of the students respond that the use of didactic resources develop the interest of students to learn the English; therefore, all teachers and a few than half of students are mindful of the advantages that provide the use of didactic resources. This seems to show that teachers are using the didactic resources with reference to students' learning styles.

In question **number NINE**, about the didactic resources based on learning styles that teachers use to develop the students' learning of English language, 100% of teachers use flash cards, while, 30% of students consider that their teachers use slides in power point for developing the Visual Learning Style, and for the development of the Auditory Learning Style 100% of teachers and 45% of students use songs, as well as to develop the Kinaesthetic Learning Style, 80% of teachers and 40% of students use games; which shows that teachers use the didactic resources according to students' learning styles in order to motivate the students' learning.

Regarding question **number TEN**, about the selection of didactic resources to support the students' learning styles, 100% of teachers and 43% of students respond that they select the didactic resources according to the topic. So, it is evident that teachers do not take into account others aspects such as; the students' learning styles, ages, or needs. As a result students have difficulties in developing and reaching their English Learning

c. Decision

All the analysis done in the previous questions, help **accept** the second hypothesis which holds that the different didactic resources that teachers use according to the learning styles support the learning of the English language, in 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic period 2012-2013.

h. CONCLUSIONS

- The learning styles have an influence on the learning of English language, because over half of teachers and students are aware that the learning styles are the different ways and methods of learning that people use to learn, which help develop this foreign language.

- The teachers recognize that a high percentage of students have the visual, auditory and kinesthetic learning styles, which could help them to develop the students' learning of English language in a better way, since the students learning is more effective when they are taught in their own personal learning style.

- A high percentage of teachers and students are aware that the use of didactic resources according to students' learning styles supports the learning of English language; because, it allows a clear explanation of the theme and develops the students interest to learn; consequently, it helps teachers and students to create adequate conditions to interact inside the classroom.

- A high percentage of teachers use the didactic resources according to their students' ways of learning, for instance they use 'flash cards' for developing the Visual Learning Style. 'songs', to improve the Auditory Learning Style and 'games' for the development of the Kinaesthetic Learning Style

i. RECOMMENDATIONS

- English teachers at “Unidad Educativa Anexa a la Universidad Nacional de Loja” should take into account the students’ learning styles; since, these information can help them to improve the students learning of English language.

- English teachers at “Unidad Educativa Anexa a la Universidad Nacional de Loja” should apply different kinds of activities according to the most significative students’ learning styles, which are visual, auditory and kinesthetic, in order to ease the learning of the English language in a more successful way, taking into account the students’ preferred ways of learning.

- English teachers at “Unidad Educativa Anexa a la Universidad Nacional de Loja” should continue using and implementing more kinds of didactic resources according to the students ways of learning; such as, images, charts, videos, flash cards and power point presentations for the development of the visual learners; as oral readings, songs and films, for auditory learners; and movement activities, games, role playing, drawings and exercises for develop the kinesthetic learners; which help the improvement of the learning of English language.

j. BIBLIOGRAPHY

BLASEN, K.. What kind of learner are you? (2012)

CARTER. (1999). Los materiales didácticos. Medios y recursos de apoyo a la docencia.

CORTEZ, E. (2010) La importancia de los Recursos Didácticos.

DIAZ, D. (2010).Learner Preferences-United States Distance Learning Association.

ERVIN, C. (12 de 09 de 2011). Google. La importancia de los Recursos Didácticos. Didáctica

FARWELL, T.. Visual, Auditory and kinesthetic learners. 17 de 11 de 2011, de <http://school.familyeducation.com/intelligence/teachingmethods/519.html>

FLAMING, G. (2001). Characteristics of learning styles. <http://www.sophia.org/discover-your-learning-style-with-var-k-tutorial>

FLEMING, N. (2011). The VARK Questionnaire. Obtenido de <http://www.vark-learn.com/english/page.asp?p=questionnaire>

MORALES, M. A. (15 de 05 de 2006). Google. Materiales y recursos didácticos, qué haríamos sin ellos. (M. F. Pavon, Editor)

G, N. I. (1991). Hacia una didáctica General Dinámica. Argentina, Buenos Aires: Kapelusz.

GILES, E. P. (2003). <http://www.multipleintelligences.com/> Multiple intelligences and learning styles.

GRISOLÍA, M. (2007). Universidad de Los Andes, Facultad de Humanidades y Educación Mérida, Venezuela. En M. G. Cardona (Ed.).

HANNAPPEL, A. M. (2007). Automatic classification of didactic functions of e-learning resources. ISBN.

HARRIS, V. G. (2004). Language-learning Strategies. A case for Cross-curricular Collaboration. Publication models and dates explained.

HATTIE, J. (2011). What is your Learning Style. Recuperado el 14 de 11 de 2012, de http://www.brainboxx.co.uk/a3_aspects/pages/vak_quest.htm

- HERRERA, F. C. (2006). Revista de difusión académico-científico of “Unidad Educativa Anexa a la Universidad Nacional de Loja”. . 9.
- HUNT, D. (1979). Learning styles and students' needs: An introduction to conceptual level.
- ISABEL OGALDE CAREAGA, E. B. (2001). Los materiales didácticos: Medios y recursos de apoyo a la docencia. . Las Trillas.
- JANE, B. S. (2002). Como hacer facilmente material Didactico.
- KELLY. (2012). Learning of English Language.
- KELLY, M. Learning Styles, Understanding and Using Learning Styles.
- LOGSDON, A. (12 de 9 de 2012). Mathematical Logical Learning Styles - Mathematical Logical Learners.
- LÓPEZ, V. (2013). El uso del material didáctico en la enseñanza de inglés.
- NERICI, I. (1991). Hacia una didáctica General Dinámica. Argentina, Buenos Aires: Kapelusz.
- NORMANDY, E. (1994). Teaching and Learning Center-Understanding Students' learning styles.
- OGALDE CAREAGA, E. A. (2001). Los materiales didácticos: Medios y recursos de apoyo a la docencia.: Las Trillas.
- OLDS, L. The 7 learning styles.
- REBECCA HOMAN, T. P. (2005). Multiple Intelligences and Learning Styles.
- STEWART, K. F. (1992). Defining the Learning Styles.
- TILESTO, D. W. (2000). What Every Teacher Should Know About Learning, Memory, and the Brain.
- WALLING, D. R. (2006). Teaching Writing to Visual, Auditory, and Kinesthetic Learners.



k. ANNEXES
Annex 1: Project

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

PROJECT

**LEARNING STYLES AND THEIR INFLUENCE ON THE
ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST,
2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD
EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE
LOJA. ACADEMIC PERIOD 2012-2013.**

*Project as a previous requirement to obtain
the Bachelor's Degree in Sciences of
Education, English language specialization.*

AUTHOR:

Sonia Rosario Vega Lizarro

LOJA – ECUADOR

2013

a. THEME

LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.L. ACADEMIC PERIOD 2012-2013.

b. PROBLEM STATEMENT

1. BACKGROUND

The Unidad Educativa Anexa a la Universidad Nacional de Loja is situated in the south part of the Loja city.

According to Herrera, F. Carrion, M, Elizalde, R and Sarango, S. (2006). “It was created on September 28, 1971, by the order of the Honorable University Council of the Universidad Nacional de Loja, as an establishment annex to the philosophy, language and science of education faculty. The education and culture ministry authorized the functioning of the eighth year of Basic Education in the first academic year 1971-1972. It started its academic work with 15 teachers, with the professor Mario Enrique Jimenez as its first principal”¹ and with the aim of linking the university with the community.

In 1977, this Institution created a branch in Motupe neighborhood, to generate alternative changes to elevate the life conditions of this important sector of the city.

Considering the students’ aspirations, the community’ requirements and the scientific-technology advancements, the Technical High School Curriculum in administration and accounting was created, counting on the agreement of

¹Herrera, F. C. (2006). Revista de difusión académico-científico of “Unidad Educativa Anexa a la Universidad Nacional de Loja” . . 9.

Regional Sub secretary of Education and Culture of the Austro No. 041 on March 29th of 2001.

In 2001, the Department of Institutional Planning with the purpose of undertaking processes of evaluation, planned and carried out the curricular evaluation project. The results led toward innovative proposals and directions to improve the quality of the education offered.

At this time concerning to the curricular structure, This Institution has five Academic Areas: Natural and Exact Science, Social Science, Practice Activities, Art Sport behavior and techniques

In addition, this establishment offers formation in the levels:

- Basic; eighth, ninth and tenth years. The specialties of, Physical - Mathematics, Chemical - Biological and Socials.
- Bachillerato: The specialty of accounting and administration, specializing in administration.

Its vision is to offer quality services in the scientific-technical order and the formation of values as the defense of the Human rights, social, justice, conservation and development of the environment, dignity, liberty and responsibility, among others; and a highly qualified professors profile; with a sufficient and pertinent infrastructure to contribute with the human development of the influence area of the establishment.

Its mission is to provide integral education to the students of basic and high school levels, under a scientific conception of the world, society, science,

knowledge, and learning, with humanist and solidarity character; contribute as a teacher practice center for teachers, consultancy and educational cooperation in the influence area.

This Unidad Educativa is also used as a practical center for teaching and educating research in order to offer consultant ship services, consultancy and pedagogic cooperation.

Nowadays, this Institution has taken the name of Unidad Educativa Anexa a la Universidad Nacional de Loja, by Ministerial agreement 00220-07-11 Julio 20, 2011, and it has to the Dr. Rolando Rene Elizalde Córdova as its current principal.

The teaching area of this establishment is formed by eighty teachers, from which seven belong to the English Language Area. and a total population of 1.181 students around the whole institution, in which there is a total of 595 students in 8th, 9th and 10th years of basic education, and a total of 586 students in 1st, 2nd and 3rd years of bachillerato.

2. PROBLEM STATEMENT

Nowadays, English has become an important language that has to be learned by all people who wants to get a better chance in the life, so it is an important mean of communication.

Moreover, in the world of teaching English, teachers have many opportunities for the students to have a good development in the English learning as a second

language; one of these options is to identify the different kinds of students' learning styles, which are those "Educational conditions under which a student is most likely to learn" (Stewart, K. 1990) It's not what you learn; it's how you learn it.

However, in the case of Ecuador, it has been noticed that the majority of teachers of many educational institutions, into the English language, do not know the different ways that students use to learn, so that they face many difficulties to reach a meaningful learning.

In this context, recognizing the students' learning styles help teachers to develop the students' learning of English language in better way, so It is essential that Teachers need to identify the various approaches or ways of learning that involve educating methods, from particular to an individual presumed to allow how an individual can learn best; considering that a learning style is multifaceted and includes a person's disposition, modality, interests, talents, and environment.

However, it has been possible to verify that teachers use their own way of teaching, without taking into account the students' learning styles, given that they even have not identified them.

In this sense, the identification of learning styles help teachers to improve the English language learning of students. There are seven types of learning styles: visual, aural, verbal, physical, logical, social and solitary. Most people learn best

through a combination of these types of learning, but everybody is different learning, because “people do not all see the world in the same way”² They may have very different preferences than you for how, when, where and how often to learn.

In the English Language, is very important that teachers use other means like the didactic resources according to the students’ ways of learning that help them to complement their teaching, but they do not use enough of it, which limit the development of learning of English language.

The didactic resources are essential tools to the improvement and enrichment of the teaching-learning process of the English Language on the students, that can be: visual, audiovisual, illustrative, permanent and complementary and must be selected taking into account the students’ learning styles, level, experience, contents and the purpose of each one of them. Nevertheless, it is notorious that the way that teacher uses the didactic resources is not proper at all, because teacher does not match these tools according to students’ learning styles. So it causes students get bored and demotivated to learn and achieve a meaningful learning in English language. Based on the before mentioned problems, it’s convenient to state the following problems

²Diaz, D. a. (s.f.). Learner Preferences - United States Distance Learning Association.
Date of information: On December 11th 2010 (20:17)

3. RESEARCH PROBLEM

How do the learning styles influence in the learning of English language of the students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2012-2013.

4. DELIMITATION OF THE RESEARCH

i. Temporal

The research work will be carried out from Academic Period 2012 and 2013.

ii. Spatial

To develop this research work the research has chosen the Unidad Educativa Anexa a la Universidad Nacional de Loja, which is located at the Argelia, in the part North of Loja city, canton and Loja's province.

iii. Observation Units

The groups who will give the corresponding information about the research theme are:

- The researcher
- The students of Unidad Educativa Anexa a la UNL..
- The English teachers

iv. Subproblems:

The sub problems divided of the general problem are:

- How does the identification of learning styles help teachers to improve the learning of English language f the students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2012-2013

- What kind of didactic resources do teachers use according to the learning styles to support the learning of English language of the students with 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2012-2013

c. JUSTIFICATION

This research work is justified by itself because “The learning styles and their influence on the English Language Learning with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja” is an interesting educational theme that has not been researched before.

Learning styles are overall patterns that provide direction to learning and teaching and are described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. They also influence how students learn, how teachers teach, and how the two interact. For that reason it is so important to research about it,

From the **scientific** point of view It’s necessary to carry out this research because through a deep investigation, it will be obtained enough information to give some theoretical elements, which will help to contrast the problem identified with the theory that will allow to the researcher to state some conclusions and recommendations to the problematic found.

From the **educational** point of view is so important to develop the present project because the learning styles play an important role in the learning of the English Language.

It is also **pertinent** because it is a useful theme, which can help the English teachers to solve many difficulties in the identification of the students’ learning styles in order to they can take advantage of the different ways that students

use to learn, and thus facilitate the learning in the teaching-learning process

The project is also a **feasible** theme because, The English Language Department of the Universidad Nacional de Loja provides undergraduates with enough literature and skillful knowledge to solve the problematic nowadays.

Finally it is a previous requirement to obtain the Licentiate's degree in Science of Education, English Language Specialization.

d. OBJECTIVES

1. GENERAL

- To determine the influence that learning styles have on the learning of English language of the students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

2. SPECIFICS

- To identify the learning styles that students have to develop the learning of English language with Students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.
- To find out the different kinds of didactic resources that teachers use according to the learning styles to support the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

e. THEORETICAL FRAME

CHAPTER I

1. Learning Styles

1.1. Definition

Hunt (1979) defined that learning styles are the methods that a person uses to learn, by knowing a student's learning style; teachers can use teaching methods that maximize student learning. Moreover, learning styles are overall patterns that provide direction to learning and teaching and can be defined as different approaches or ways of learning.

In addition, they are described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. This means that a learning style is a preferred way of thinking, processing, and understanding information.

1.2. Importance of the learning styles

According to Carter (1999) it is essential to understand that learning styles influences how students like to learn, how teachers teach, how teachers and students interact and how students learn best and be aware that there is no “best” way to learn. There are many different learning styles, and different styles suited to diferent people or situations. Therefore, it is important to have knowledge about the learning styles to ensure that teachers are teaching

according to the learner's style or not. "A teacher who teaches only according to his own style makes learning more difficult for the learner" Training, (1998). Thus, it is so important that teachers identify students' learning style, because if they are aware about their students' learning preferences, their success in the teaching learning process will be almost sure.

Furthermore, information about students' learning style is important to both the teacher and student for the reasons that, according to Normandy (1994) "Low satisfaction or poor performance in a particular activity may be misinterpreted as lack of knowledge or ability, when it is in actual fact, difficulty with a particular style of learning and teachers with an understanding of their students' learning styles are better able to adapt their teaching methods appropriately, and introduce a variety of appropriate teaching methods into their classes to motivate and engage students into learning

Furthermore, it is known that when students learn about their own style of learning they become better learners, and achieve higher grades having more positive attitudes about their studies"³

1.3.Types of Learning Styles

Learning is a complicated concept as everyone is unique in their own way, and learns in their own way as well. That said, it is still very much possible to

³(Normandy, Teaching and Learning Center-Understanding Students' learning styles, 1994)

classify a learning style into one of seven categories. Thus, there are seven types of learning styles: visual, aural, verbal, physical, logical, social and solitary. Most people learn best through a combination of these types of learning, but everybody is different learning, because “people do not all see the world in the same way”⁴.

❖ **Visual (spatial)**

This type is a teaching and learning style in which ideas, concepts, data, and other information are associated with images and techniques and it is often referred to as having a photographic memory. Furthermore, visual Learning refers to the process through which students gain knowledge and understanding through explicitly visual tools. Some of the key tools for visual learning include: Venn Diagrams, charts, graphs, images, maps, slide shows, and concept webs. These methods organize and present information in a visually tidy and meaningful way. Which allow developing the learning of English language in a motivated way.

❖ **Aural (Auditory-Musical)**

The aural learning style is one of the most well-known learning styles. Many people learn this way. An aural learner soaks up information the easiest when it is presented in an auditory way. Speaking, listening and music all come

⁴Diaz, D. a. (s.f.). Learner Preferences - United States Distance Learning Association.

Date of information: On December 11th 2010 (20:17)

naturally to the aural learner. It also consists on studying things by hearing sounds from various sources, as well as by speaking and interacting.

❖ **Verbal (Linguistic)**

The verbal style involves both the written and spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. You know the meaning of many words, and regularly make an effort to find the meaning of new words. You use these words, as well as phrases you have picked up recently, when talking to others.

❖ **Physical (Kinesthetic)**

This style consists that people use the body and sense of touch to learn. It's like to do sports, exercise, and other physical activities such as gardening or wood working. It is like to think out issues, ideas and problems while exercise. It is a method of learning based on moving, touching or practicing, it is a learning style where learning takes place by the student doing a physical activity, rather than listening to a lecture or watching a demonstration.

❖ **Logical (Mathematical)**

Logical learning style refers to a person's ability to reason, solve problems, and learn using numbers, abstract visual information, and analysis of cause

and effect relationships. Mathematical logical learners are typically methodical and think in logical or linear order. They may be adept at solving math problems in their heads and are drawn to logic puzzles and games.

❖ **Social (Interpersonal)**

The students who are this type have a strong social style, they communicate well with people, both verbally and non-verbally. People listen to students or come to them for advice, and the learners are sensitive to their motivations, feelings or moods also listen well and understand other's views. They may enjoy mentoring or counseling others.

❖ **Solitary (Intrapersonal)**

The learner who has the solitary style, they are more private, introspective and independent. They can concentrate well, focusing your thoughts and feelings on your current topic. You are aware of your own thinking, and you may analyze the different ways you think and feel.

1.4. Types of Learners

Students, in reality, all individuals, are most effective when they are taught in their own, personal learning style. In fact, “there are seven types of learners: visual, aural, verbal, physical, logical, social and solitary. While most individuals without disabilities can learn using any one of these styles, most people have one for which they show a stronger affinity” Kelly, (2012).

❖ **Visual (Spatial) Learners**

These students have the ability to perceive the visual-spatial world accurately and to perform transformations on those perceptions. Involves sensitivity to color, line, shape, form, space and relationships that exist between these elements. These students prefer the information that is presented in visual formats such as books, articles, web pages, images, videos, or diagrams. Naturally, a classroom is a very good place for a visual learner to learn. Teachers use overheads, the chalkboard/whiteboard, pictures, graphs, maps and many other visual items to entice a visual learner into knowledge.

Activities for Visual learners: These students learn best through the following activities such as; reading book, watching films, working with pictures and colors, visualizing, using the mind's eye, drawing, reading charts, imagining things

Preferences for Visual learners: According to Flaming (2001) students who are visual learners prefer lessons where there is something to look at or something to draw. When they are learning new skills, they would prefer to watch someone else showing them how to do it. In addition, when the adverts come on the TV, they prefer to watch their favorites TV programs than do other activities, and they prefer teachers who use diagrams to show them things. Moreover this kind of learner is good at drawing, build, design, create, daydream and look at pictures

❖ **Aural (Auditory-Musical) Learners**

The aural learners like to work with sound and music. They have a good sense of pitch and rhythm. They typically can sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotions. You notice the music playing in the background of movies, TV shows and other media. You often find yourself humming or tapping a song or jingle, or a theme or jingle pops into your head without prompting.

In addition, a student with an auditory learning style like the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read, studying grammar, and learning English by seeing them.

Activities for Aural-Auditory learners: These students learn best, playing a musical instrument, singing songs, recording lectures, watching videos, repeating facts with eyes closed, participating in group discussions, using audiotapes for language practice, taping notes after writing them.

Preferences for Aural-Auditory learners: According to Flaming (2001) They prefer using sound and music, additionally, these students prefer lessons where there is something to discuss. When these students are learning new skills, they prefer someone to explain to them how to do it. These kinds of learners would choose to sing along different lyrics, and prefer to listen to a story. As well they prefer teachers who explain things to them. Moreover, they

would rather listen to their favorite music and they are good listeners and in their spare time they would prefer to listen to music or chat with their friends.

❖ **Verbal (Linguistic)**

Verbal learners have the tendency to use words effectively, whether orally or in writing; and to manipulate syntax or structure of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. They prefer to read out loud, repeat information and ask a variety of questions for clarification. They learn best through online forums, verbal instructions, webinar lecture and email.

Activities for Verbal-Linguistic learners: These students learn best through hearing and seeing words, on line forums, reading books, verbal instructions, word games, memorizing dates, discussing and debating, speaking, writing, telling stories, and thinking in words. (Rebecca, 2005).

Preferences for Verbal-Linguistic learners: These learners in order to develop their learning abilities prefer; write, read, tell stories, talk, memorize, work at solving puzzles likewise, prefer doing crossword puzzles or playing games, amongst others. (Rebecca, 2005)

❖ **Physical (kinesthetic) learners**

Physical learners are expert in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things. They

involve specific physical skills such as coordination, balance, agility, strength, flexibility, and speed, as well they prefer to learn through the tactile response, by touching, feeling and creating things in areas such as, art and science and when the information is conveyed in hands-on settings such as trade positions, labs, workshops, or participatory classes.

Activities for Physical-Kinesthetic learners: These students learn best through the following activities such as: making movement activities, studying with others, touching or manipulating objects, athletics, drawing pictures, playing memory games, dancing, crafts and acting.

Preferences for Physical-Kinesthetic learners: these learners prefer lessons where there is something practical to do. When these students are learning new skills, they prefer to be part of the activity. They also prefer to act out a story than to be a spectator. And, they prefer teachers who ask them to do something, and they would rather go outside and play, in their free time they would prefer to do sport or dancing. (Flaming N. , 2001)

❖ **Logical (Mathematical) Learner**

Logical or mathematical learners have the ability to use number effectively, and to reason well. Include sensitivity to logical patterns, and relationships, statements and propositions.

Activities for Logical-Mathematical learners: These students learn best; working with relationships and patterns, doing experiments, figure things out,

work with numbers, classifying, categorizing, working with abstracts, logic, problem solving, reasoning patterns.

Preferences for Logical-Mathematical learners: These learners prefer compute math problems quickly in their head, ask questions like “Where does the universe end?”, play chess, reason things out logically and clearly, devise experiments to test out things they do understand, spend lots of time working on logic puzzles such as Rubik’s cube”(Giles, 2003)

❖ **Social (Interpersonal) Learner**

These learners have the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. Includes sensitivity to facial expressions, voice, and gestures; capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way.

Activities for Social-Interpersonal learners: These students learn best through the following activities such as: comparing, relating, sharing, interviewing, cooperating, communicating, and resolving conflicts.

Preferences for Social-Interpersonal learners: These learners prefer, talk to people, have friends, join groups and prefer to learn in groups or with other people. Likewise, they prefer playing group games with other children.” (Armstrong, 1994)

❖ **Solitary (Intrapersonal)**

This kind of learners has a self-knowledge and the ability to act adaptively on the basis of that knowledge. Includes having an accurate picture of oneself (strengths and limitations) awareness of inner moods, intentions, motivations, temperaments and desires, and the capacity for self-discipline, self-understanding, and self esteem

Activities for solitary-intrapersonal learners: These students learn best through the following activities such as: Individualized and projects Self-paced instruction.

Preferences for solitary-intrapersonal learners: The solitary learners prefer learning alone through self-study; also they like to have space, reflecting, doing self-paced projects” (Giles, 2003)

2. The Didactic Resources

According to Ogalde Careaga (2001) nowadays, education requires that the teachers use the didactic resources to support their classes and contribute to the learning of English language, because these motivate the interest of the subjects, and facilitate the development of thinking, encouraging creativity.

2.1. Definition

According to Nerici (1991) these resources are the link between words and the reality. They are those that help teachers to improve the learning of English

language facilitating on students comprehension in an objective way. In addition, the use of didactic resources has a double purpose, one is to improve the learning, and the other is to create adequate conditions to teachers and students to interact inside the classroom

2.2. Characteristics.

The main characteristics that the didactic resources have are:

- Interesting
- specific and clear
- Easy understanding
- Easy management
- It should be as natural as possible
- It could be economic
- It has to be well elaborated
- It has to be according to the students' age.
- It has to be related with the topic.

2.3. Importance

Those resources provide a better understanding of the theme and motivate students creating an interest about the topic; Moreover, these help to develop the students' learning styles significantly, and provide a better interaction between teacher and students, (Grisolía, 2007).

❖ **Advantages**

According to Grisolia, (2007) the use of didactic resources offer certain benefits in the improvement of the learning of English language, such as:

- They develop the interest of the students
- Motivate the teacher's teaching inside the classroom
- Allow a clear explanation of the theme
- Facilitate the learning
- They are easy and inexpensive to update
- They encourage students' participation

❖ **Disadvantages**

According to Professor Garcia (1996) didactic resources are any instruments that help teachers and students to achieve any goal. However, when didactic resources are not presented in a representative way they seem to be:

- Boring for some students mainly if they are used in topics that are not appropriate to being them.
- They are not symbolic when they are displayed without being operated and analyzed, or when they are displayed in a great amount of combined resources without considering the quality of resources thus; they produce dispersion and fatigue in the students.

2.4. Classification of the Didactic Resources

These materials can be permanent, non-permanent and technological. Which are designed to attract students' interest and to be used according to students learning styles in order to improve the English learning.

❖ Permanent Didactic Resources

These materials are normally used in the classroom, this is because they are resources that teachers have at hand and are used almost every day, to work with the different students' learning styles, and they can include: boards, books, dictionaries, notebook, pens, markers, and others.

❖ Non-Permanent Didactic Resources

These materials are not typical in the classroom, but without them the learning of English language cannot be effectively accomplished. Some examples of these supplies are; posters, flash cards, pictures, charts, photographs, overhead projector, videos, movies, television, radio, records-CDs, songs amongst others. Jane, (2002).

Flash Cards: These cards are often used to develop the visual and kinesthetic learning styles. When a teacher shows flashcards, the student looks at the pictures or words and then attempts to guess the meaning

Pictures: These help to develop the visual and kinesthetic students' learning ability since these may be drawn by teachers or students or taken from books.

Overhead projector: It is a machine for showing images that have been written or drawn on a transparent material, where is possible project pictures, charts, paintings, photographs, maps, hand written notes and line drawings, it allows students to learn in a motivated way

Video: is an effective medium to develop the auditory ad visual learning styles, because this resource helps to catch students' attention, and provides students scenes and events from other places to classroom.

Radio: This resource helps to develop the students' auditory learning style, because students can listen to any program on the radio in class or at home and take notes in English, and also teachers can prepare discussion questions based on the programs.

Songs: They are one of the most successful resources to develop the aural-auditory and kinesthetic learning ability of students, due to many students enjoy listening to and practicing songs and they like to talk about the singer of the song, thus teachers should encourage students to listen to a song at the beginning of the class as a motivational tool.

Records/cd: This aid is useful for developing the student's auditory learning ability, because teachers select records/CD's for conversation sessions in order to develop the learning of English language.

Television: it is a useful tool for students to develop their learning ability, such as; visual and auditory learning because these allow students to watch

movies and programs. If national television system presents movies or other programs with an English sound track and translations in subtitles, you should encourage your students to see as many of these programs as possible. Besides, students can take important notes to discuss after.

❖ **Technological Didactic Resources**

Domingo J. Gallego, mentioned that technological resources are known as new technologies and those resources are used systematically to apply in the processes of teaching and learning for more effective education. These technological resources are computer, interactive whiteboard, tablet, Internet, digital camera, amongst others.

Internet: It is a tool that helps teachers as the students to look information, consult or communicate with other people. it resource is functional especially for developing the visual, verbal, kinesthetic and auditory learning styles.

Computer: This is helpful for developing the logical, visual, kinesthetic and auditory learning styles, due to computers are an excellent tool to play games, perform listening exercises providing sounds and, allowing students interact with it using motor skills, which can have a strong reinforcing effect on the learning process by connecting physical actions with desired results.

2.5. Selection of the Didactic Resources

To Fonseca Maria (2006) the selection of didactic resources is fundamental,

because these are tools that improve and enrich the learning of English Language. Thus, when teachers decide to apply those tools in their teaching, they must select them considering some specific aspects; such as: the educational objectives, which teachers intend to achieve. Moreover, the content or the topic, the students' learning styles, students' interests, as well as students' weaknesses and strengths, students' ages and students' needs

2.6. Use of Didactic Resources according to the Learning Styles

The use of didactic resources facilitate students a better understanding of their learning. So, it is proper to apply them according to the learning ways.

❖ Didactic Resources and Needs for Visual learners

The students to develop their learning of English language need didactic resources such as; Pictures, Images, real objects, flash cards, Overhead projector, Charts, movies, posters, videos , computer, jazz-chants, slides in power point , mind maps, videos.

❖ Didactic Resources and Needs for Aural-Auditory learners

The aids that are used to develop the auditory learning style are; songs, musical instruments, oral reading, tape recorder, radio, television, films.

❖ Didactic Resources and Needs for Verbal-Linguistic learners

The aids that help to develop the learning ability of learners, who are verbal-

linguistic learners are; books, tapes, paper diaries, writing tools, dialogues, discussions, debates, stories.

❖ **Didactic Resources and Needs for Physical / kinaesthetic learners**

The kinesthetic learners learn by touching or manipulating objects; thus the aids that are useful to develop their learning ability are; working out-jigsaws, games, flash cards, drawings, role play, movement activities, sports, drama.

❖ **Didactic Resources and Needs for Logical-Mathematical learners**

The students who have the logical ability to learn are benefited for the following aids. For instance they are; things to think and explore, science materials and manipulative, trips to the planetarium, science museum, numerical patterns, experiments, computers.

❖ **Didactic Resources and Needs for Social-Interpersonal learners**

The aids used for students who have a strong social style to learn are; Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships

❖ **Didactic Resources and Needs for solitary-intrapersonal learners**

The solitary learners need the following helps to develop their learning ability, such as; secret places, time alone, self-paced projects and choices, since they like self-study to work Individual.

3. Learning of English Language

The importance of learning the English language today has become a crucial event in the life of people, no matter what the purpose of their use. It is very easy to see how the English language has become the dominant language, and it can be used even to improve the students' learning styles in the learning of English language.

Therefore, most educational institutions worldwide include learning and studying this language in its range of subjects that students must pass in the established enrollment period.

Nowadays, there are some alternatives for learning the English language; that is to say, the didactic resources according to the learning styles of the students such as computer graphics, power point presentations, maps, graphs, real objects, overhead projector, flash cards, tape recorder, films, songs, games, movement activities, memory games, among others. These resources help students to be autonomous and to be motivated with the learning

3.1. Learning of English Language using the Didactic Resources

The didactic resources allow creating the favorable conditions to fulfill the scientific demands of the contemporary world during the process of teaching learning. They allow making more objective the contents of each subject of the Plan of Studies, and therefore to achieve efficiency in the process of

assimilation of the knowledge for the students creating the conditions for the development of students' learning styles, abilities, habits, capacities, and the formation of convictions.

The didactic resources when they are efficiently employees, they facilitate a bigger use of our sensorial organs, the conditions are believed for a permanency in the memory of the acquired knowledge; students can transmit a high quantity of information in less time; they motivate the learning and they activate the intellectual functions for the acquisition of the knowledge; they facilitate that the student is an active fellow of his own learning and they allow the application of the acquired knowledge.

Thanks to the appropriate employment of didactic resources that stimulate the cognitive activity of the students, they, besides assimilating the contents better, learn how to think, correctly and they develop other intellectual abilities. There are some didactic resources like memory game, word game and so on. That can help you to develop a funny, creative and motivating English class.” López, 2013.

HYPOTHESES

1. GENERAL

- ❖ The learning styles have an influence on the learning of English Language with students of 1st, 2nd and 3rd years of Bachillerato at Educative Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

2. SPECIFICS

- ❖ The identification of learning styles help teachers to improve the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013
- ❖ The different didactic resources that teachers use according to the learning styles support the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

f.METHODOLOGY

1. DESIGN OF THE RESEARCH

The present research work is considered as a descriptive research, because the researcher will not manipulate the variables in the group of students and teachers who will participate in this research project.

2. METHODS, TECHNIQUES AND INSTRUMENTS

Methods

This research study Will be carried out applying the following methods and techniques:

The general method that will be used in the present project is **the scientific**, which will help the researcher to discover the causes and effects among facts, variables and components of the research study. It is also going to support the researcher during all the process; from the observation, questioning of the phenomena and the verification of hypotheses relating to the variables through empiric data and the theoretical referents.

Thanks to this method the researcher has already stated the topic and problem, the general and specific objectives and based on them it was possible formulate the corresponding hypothesis which will require visualize the possible verification

This method will be used in the searching of the theoretical- scientific fundamentals to explain the main importance between the information in the field work. It will help to give the most appropriate recommendations according to the conclusions that the researcher reach, the same that will be important to contribute with some ideas to identify the different learning styles that will help to the teachers to support the English Language Learning.

The particular methods that will be used are the descriptive, the analytical-synthetic and the explicative one.

Descriptive Method. Other method that will be used is the descriptive one, Because It will be used to gather information of the research study, to make the description of the problematic that the researcher will find in the researched educative institution, also to describe the variables as the independent as the dependent ones, so the researcher will describe coherently the results of the field work. This method also will serve to describe the learning styles that help to develop the productive skills into the teaching learning process of the English language.

The **Analytic-synthetic method.** It will serve to analyze the empiric information from the applied instruments, to make the interpretation of the data and to establish the respective conclusions based on the results of major tendency. It will also be used to analyze the identification of the learning styles, which helps to reach a meaningful learning in the English Language.

The explicative method, will serve to explain the implicit relation of the variables established in the research object, to give our point of view according to the obtained results and to explain the theoretical referents about the different learning styles that students use to achieve their learning in the English Language.

Techniques and instruments

To obtain the scientific information the researcher will apply the following techniques and instruments.

A **Survey** will be applied to obtain data from students and determine the learning styles that help to develop the productive skills and the different kinds of didactic resources that teachers use to match the learning styles into the English Teaching Learning process to determine the learning styles' influence in the English Language Learning. Of course it will be applied to the teachers and to students, with the instrument of a **questionnaire** which will contain different kinds of closed questions about the topic of the research

Procedures

Once the data has been collected the researcher will carry out the following procedures:

The researcher will process the data through the tabulation of the information.

Then the researcher will organize the empiric information keeping in mind the

specific hypothesis of the research work. The hypothesis will be demonstrated through the corresponding analysis of the empiric information contrasting it with the theoretical references through a logical analysis of the information gathered as from the teachers as the students of the Unidad Educativa Anexa a la Universidad Nacional de Loja, Academic Period 2012-2013. The obtained information will be represented in statistics tables and graphic bars. Finally the researcher will establish the conclusions and recommendations using valuable criteria and taking into account the stated objectives.

3. POPULATION AND SAMPLE

The population of students who are 586 from the 1st, 2nd and 3rd years of Bachillerato is considered as a big group, so that it will be necessary to work with a sample which is presented in a table. According to the teachers who work teaching the English language are only 5 and the surveys will be applied to all of them.

$$n = \frac{PQ * N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

PQ = First quartile (0,25)

N= Population

n = Sample

K = Proportionality Constant (2)²

E = Sample Error (10%,) (0,1)²

$$n = \frac{0.25 \times 586}{(586 - 1)(0,1)^2 - 0.25}$$

$$n = \frac{146.5}{(2)^2 - 0.25}$$

$$n = \frac{146.5}{4 - 0,25}$$

$$n = \frac{146.5}{1,2125}$$

$$n = 120.8$$

$$n = 121$$

This factor is multiplied by student's population of 1st, 2nd, and 3rd years of bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja, therefore in this way the research obtain the sample per course.

$$n = \dots\dots\dots n = \dots\dots\dots n = 52$$

$$N \quad 251$$

The sample is detailed in the next table:

TABLE 1

| Variable | Population | Sample |
|--|-------------------|-------------------|
| <i>1st year of Bachillerato</i> | <i>251</i> | <i>52</i> |
| <i>2nd year of Bachillerato</i> | <i>171</i> | <i>35</i> |
| <i>3rd year of Bachillerato</i> | <i>164</i> | <i>34</i> |
| <i>Total Students</i> | <i>586</i> | <i>121</i> |
| <i>Teachers' Population</i> | <i>5</i> | <i>5</i> |

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. Human

The resources that will be part of this project are:

- Researcher: Sonia Rosario Vega Pizarro.
- Students of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic year 2012-2013..
- The English teachers of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic year 2012-2013.

1.2. Material

The material resources that the research will use are: office material, printed material, photocopies, magazines, bibliography, books, thesis, computer, photocopier, internet and Printer and others.

2. BUDGET

| MATERIAL | | QUANTITY |
|-------------------------------|-----------|--------------------|
| Project (ringed, pasting...) | | \$250.00 |
| Printing | | \$400.00 |
| Copies | | \$150.00 |
| OFFICE MATERIAL | Paper | \$95.00 |
| | Folders | |
| | Notebooks | |
| Internet | | \$75.00 |
| Transport | | \$80.00 |
| TOTAL ESTIMATED BUDGET | | \$ 1 050.00 |

3. FINANCING

The financing of the expenses derived from the present work will be completely assumed by the research.

i. BIBLIOGRAPHY

ARMSTRONG, T. (1994). *Multiple Intelligences in the classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

BAKER, & BROWN. (1984). *Metacognitives skills and reading.* New York: P. D. Pearson.

BLASEN, K. *What kind of learner are you? (2012)*

CARTER. (1999). *Los materiales didácticos. Medios y recursos de apoyo a la docencia.*

CORTEZ, E. *La importancia de los Recursos Didácticos. Didáctica General.*

DIAZ, D. (2010). *Learner Preferences - United States Distance Learning Association.*

FARWELL, T. *Visual, Auditory and kinesthetic learners.de*
<http://school.familyeducation.com/intelligence/teaching-methods/38519.html>

FLAMING, G. (2001). *Characterisrics of learning styles. Obtenido de*

FONSECA MORALES, M. A. *Materiales y recursos didácticos, qué haríamos sin ellos.*

GILES, E. P. (2003). [http: Multiple intelligences and learning styles.](http://www.multipleintelligences.com/)

GRISOLÍA, M. (2007). *Universidad de Los Andes, Facultad de Humanidades y Educación Mérida, Venezuela. En M. G. Cardona (Ed.).*

HANNAPPEL, A. M. (2007). *Automatic classification of didactic functions of e-learning resources. ISBN.*

HARRIS, V. G. (2004). *Language-learning Strategies. A case for Cross-curricular Collaboration. Publication models and dates explained.*

HATTIE, J. (2011). *What is your Learning Style. 14 de 11 de 2012, de*
http://www.brainboxx.co.uk/a3_aspects/pages/vak_quest.htm

HERRERA, F. C. (2006). *Revista de difusión académico-científico of “Unidad Educativa Anexa a la Universidad Nacional de Loja”. . 9.*

- HUNT, D. (1979).** *Learning styles and students' needs: An introduction to conceptual level.*
- ISABEL OGALDE CAREAGA, E. B. (2001).** *Los materiales didácticos: Medios y recursos de apoyo a la docencia. . Las Trillas.*
- JANE, B. S. (2002).** *Como hacer facilmente material Didactico.*
- KELLY. (2012).** *Learning of English Language.*
- LEPPER, M. (1988).** *Motivational Considerations in the study of instruccion. Cognition and Instruccion.*
- LOGSDON, A.** *Mathematical Logical Learning Styles - Mathematical Logical Learners-*
- LÓPEZ, V. (2013).** *El uso del material didáctico en la enseñanza de inglés.*
- MANITOBA EDUCATION, A. T. (1998.).** *Learning Styles and Strategies .*
- NERICI, I. (1991).** *Hacia una didáctica General Dinámica. Argentina, Buenos Aires: Kapelusz.*
- NORMANDY, E. (1994).** *Teaching and Learning Center-Understanding Students' learning styles.*
- OGALDE CAREAGA, E. A. (2001).** *Los materiales didácticos: Medios y recursos de apoyo a la docencia: Las Trillas.*
- OLDS, L.** *The 7 learning styles: <http://www.slideshare.net/lydiaolds/the-7-learning-styles>*
- PAVON, M. F.** *Materiales y recursos didácticos, qué haríamos sin ellos. (M. F. Pavon, Editor)*
- REBECCA HOMAN, T. P. (2005).** *Multiple Intelligences and Learning Styles.*
- STEWART, K. F. (1992).** *Defining the Learning Styles.*
- TILESTO, D. W. (2000).** *What Every Teacher Should Know About Learning, Memory, and the Brain.*
- WALLING, D. R. (2006).** *Teaching Writing to Visual, Auditory, and Kinesthetic Learners.*

Annex 2. Teacher's survey



UNIVERSIDAD NACIONAL DE LOJA **AREA DE LA EDUCACIÓN, EL ARTE Y LA** **COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

TEACHER'S SURVEY

Teacher: As student of English Language Department of the National University of Loja, ask you very politely, to answer the following survey in a clear and sincere way, due to the obtained information will be used for the development of the research work only with educational purposes.

H1:The identification of students' learning styles helps teachers to improve the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic Period 2012-2013.

1. Which options of the following concepts define the learning styles?

- a. Learning Styles are methods that persons use to learn ()
- b. Learning Styles are the capacity to solve problems ()
- c. Learning Styles are simply different approaches or ways of learning ()

2. Are you aware of students' learning styles in the development of the learning process of the English language?

Yes ()

No ()

Why?.....
.....

3. Which of the following activities do your students prefer to develop in class?

| | | | | | |
|--|--------------------------|--|--------------------------|--|--------------------------|
| Lessons where they can discuss things. | <input type="checkbox"/> | Lessons where there is something to look at (like a picture, video) | <input type="checkbox"/> | Lessons where they can do something practical – or at least move around. | <input type="checkbox"/> |
| They are good at learning physical skills. | <input type="checkbox"/> | They have a good memory for people’s names. | <input type="checkbox"/> | They have a good memory for faces. | <input type="checkbox"/> |
| They use their hands a lot when they are talking. | <input type="checkbox"/> | They get distracted in class If they hear something happening outside | <input type="checkbox"/> | When They are discussing something, They like to doodle. | <input type="checkbox"/> |
| They would rather go outside and play. | <input type="checkbox"/> | They would rather watch their favorite TV program | <input type="checkbox"/> | They would rather listen to their favorite music. | <input type="checkbox"/> |
| They are good at drawing. | <input type="checkbox"/> | They are good at making things. | <input type="checkbox"/> | They are good listeners. | <input type="checkbox"/> |
| If They get in trouble in class, it’s for talking. | <input type="checkbox"/> | If They get in trouble in class, it’s for drawing on the desk or all over their books. | <input type="checkbox"/> | If They get in trouble in class it’s for fidgeting. | <input type="checkbox"/> |

4. Which kind of learning style do your students have?

- **Visual** (images, flash cards, maps, power point presentations, movies) ()
- **Auditory** (Lectures, songs, oral readings, discussions, audio recording) ()
- **Verbal Linguistic** (write, tell jokes & stories, read books) ()
- **Kinesthetic** (Labs, workshops, movement activities, role playing) ()
- **Logical** (Numbers- compute math problems, logic puzzles) ()
- **Social** (school group activities, playing group games) ()
- **Solitary** (independent projects) ()

5. What activities based on learning styles do you apply to improve the students’ learning of English language?

- Role play ()
- Watch Movies ()
- Write stories ()

- Listen songs ()
- Games ()
- Drawing ()
- Spelling Words ()
- Others..... ()

Which ones?.....

H.2 The different didactic resources that teachers use according to the learning styles support the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic Period 2012-2013.

6. Do you believe that the use of didactic resources according to the learning styles support to the learning of English language?

- Yes ()
- No ()

7. How often do you apply the didactic resources according to the students’ learning styles in the learning process?

- Always ()
- Sometimes ()
- not very often ()
- never ()

8. What are the advantages of using the didactic resources according to the learning styles ? (flash cards, movies, videos, songs...etc)

- Develop the interest of students ()
- Make the learning of English language effective ()

- Allow an explanation clear of a theme ()
- Easy and inexpensive to make and update ()

9. Which didactic resources based on learning styles do you use to develop students' learning of English Language?

| VISUAL | | AUDITORY | | KINESTHETIC | |
|-----------------------|--|---------------|--|---------------------|--|
| Charts | | Songs | | Movement Activities | |
| Posters | | Tape recorder | | Games | |
| Videos | | Films | | Gestures | |
| Flash Cards | | Discussions | | Role Playing | |
| Slides in Point point | | Oral Readings | | Drawings | |

10. How do you select the didactic resources to support the students' learning styles in the English language

- According to educational objectives ()
- According to the topic ()
- According to students' learning styles ()
- According to students' ages ()
- According to students' needs ()

THANKS FOR YOUR COLLABORATION

Annex 3. Student's survey



UNIVERSIDAD NACIONAL DE LOJA **AREA DE LA EDUCACIÓN, EL ARTE Y LA** **COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

STUDENT'S SURVEY

Mr/Ms. Student this is a research instrument about the “LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING”. The purpose of this questionnaire is to help you get information about how well you study right now. As you examine the results, you will discover your areas of strength and of weakness. Please answer these questions with trustful information:

H1: The identification of students' learning styles helps teachers to improve the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic Period 2012-2013.

1. Which options of the following concepts define the learning styles?

- a. Learning Styles are methods that persons use to learn ()
- b. Learning Styles are the capacity to solve problems ()
- c. Learning Styles are simply different approaches or ways of learning()

2. Are you aware of your learning styles in the development of the learning process of the English language?

Yes ()

No ()

Why?.....

.....

3. Which of the following activities do you prefer to develop in class?

| | | | | | |
|--|--------------------------|--|--------------------------|--|--------------------------|
| Lessons where they can discuss things. | <input type="checkbox"/> | Lessons where there is something to look at (like a picture, video) | <input type="checkbox"/> | Lessons where they can do something practical – or at least move around. | <input type="checkbox"/> |
| They are good at learning physical skills. | <input type="checkbox"/> | They have a good memory for people’s names. | <input type="checkbox"/> | They have a good memory for faces. | <input type="checkbox"/> |
| They use their hands a lot when they are talking. | <input type="checkbox"/> | They get distracted in class If they hear something happening outside | <input type="checkbox"/> | When They are discussing something, They like to doodle. | <input type="checkbox"/> |
| They would rather go outside and play. | <input type="checkbox"/> | They would rather watch their favorite TV program | <input type="checkbox"/> | They would rather listen to their favorite music. | <input type="checkbox"/> |
| They are good at drawing. | <input type="checkbox"/> | They are good at making things. | <input type="checkbox"/> | They are good listeners. | <input type="checkbox"/> |
| If They get in trouble in class, it’s for talking. | <input type="checkbox"/> | If They get in trouble in class, it’s for drawing on the desk or all over their books. | <input type="checkbox"/> | If They get in trouble in class it’s for fidgeting. | <input type="checkbox"/> |

4. Which kind of learning style do you have?

- **Visual** (images, flash cards, maps, power point presentations, movies) ()
- **Auditory** (Lectures, songs, oral readings, discussions, audio recording) ()
- **Verbal Linguistic** (write, tell jokes & stories, read books) ()
- **Kinesthetic** (Labs, workshops, movement activities, role playing) ()
- **Logical** (Numbers- compute math problems, logic puzzles) ()
- **Social** (school group activities, playing group games) ()
- **Solitary** (independent projects) ()

5. What activities based on learning styles does your teacher apply to improve the students’ learning of the English language?

- Role play ()
- Watch Movies ()

- Write stories ()
- Listen songs ()
- Games ()
- Drawing ()
- Spelling Words ()
- Others..... ()

Which ones?.....

H.2 The different didactic resources that teachers use according to the learning styles support to the learning of English language with students of 1st, 2nd and 3rd years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic Period 2012-2013.

6. Do you believe that the use of didactic resources according to the learning styles support to the learning of the English language?

- Yes ()
- No ()

7. How often does your teacher use the didactic resources according to their students’ learning styles in the learning process?

- Always ()
- Sometimes ()
- not very often ()
- never ()

8. What are the advantages of using the didactic resources according to the learning styles ? (flash cards, movies, videos, songs...etc)

- Develop the interest of students ()

- Make the learning of English language effective ()
- Allow an explanation clear of a theme ()
- Easy and inexpensive to make and update ()

9. Which didactic resources based on learning styles does your teacher use to develop the students' learning of the English Language?

| VISUAL | | AUDITORY | | KINESTHETIC | |
|-----------------------|--|---------------|--|---------------------|--|
| Charts | | Songs | | Movement Activities | |
| Posters | | Tape recorder | | Games | |
| Videos | | Films | | Gestures | |
| Flash Cards | | Discussions | | Role Playing | |
| Slides in Point point | | Oral Readings | | Drawings | |

10. How do you select the didactic resources to support the students' learning styles in the English language

- According to educational objectives ()
- According to the topic ()
- According to students' learning styles ()
- According to students' ages ()
- According to students' needs ()

THANKS FOR YOUR COLLABORATION

Annex 4. Consistence matrix

THEME: LEARNING STYLES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” ACADEMIC YEAR 2012-2013.

| PROBLEMS | OBJECTIVES | HYPOTHESIS | VARIABLES | INDICATORS |
|--|--|--|--|--|
| <p>Problem:</p> <ul style="list-style-type: none"> How do the learning styles influence in the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013? <p>Sub-problems:</p> <ul style="list-style-type: none"> How does the identification of learning styles help teachers to improve the learning of the English language with students of 1st, 2nd and 3rd | <p>General:</p> <ul style="list-style-type: none"> To determine the influence that learning styles have on the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013 <p>Specifics:</p> <ul style="list-style-type: none"> To identify the learning styles that students have to develop the learning of the English language with Students of 1st, 2nd and 3rd years of Bachillerato at | <p>General:</p> <ul style="list-style-type: none"> The learning styles have an influence on the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013 <p>Specifics:</p> <ul style="list-style-type: none"> The identification of students' learning styles help teachers to improve the learning of the English language with students of | <p>LEARNING STYLES</p> <p>LEARNING OF THE ENGLISH LANGAUGE</p> | <p>LEARNING STYLES</p> <ul style="list-style-type: none"> ✓ Definition ✓ Types of Learning styles ✓ Types of learners <p>DIDACTIC RESOURCES</p> <ul style="list-style-type: none"> ✓ Classification of didactic resources ✓ Selection of didactic resources ✓ Uso of didactic resources according to |

| | | | |
|--|---|---|--|
| <p>years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja?. Academic period 2012-2013</p> <ul style="list-style-type: none"> ▪ What kind of didactic resources do teachers use according to the learning styles to support the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2012-2013. | <p>Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013</p> <ul style="list-style-type: none"> ▪ To find out the different kinds of didactic resources that teachers use according to the learning styles to support the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013 | <p>1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013</p> <ul style="list-style-type: none"> ▪ The different didactic resources that teachers use according to the learning styles support the learning of the English language with students of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013 | <p>learning styles</p> <p>LEARNING OF THE ENGLISH LANGUAGE</p> <ul style="list-style-type: none"> ✓ Learning of the English language using didactic resources |
|--|---|---|--|

INDEX

| CONTENTS | PAGES |
|---|-------|
| CERTIFICATION | ii |
| AUTHORSHIP | iii |
| CARTA DE AUTORIZACIÓN..... | iv |
| ACKNOWLEDGMENTS | v |
| DEDICATION | vi |
| ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN | vii |
| MAPA GEOGRÁFICO | viii |
| THESIS SCHEME | ix |
| a. TITLE | 1 |
| b. RESUMEN | 2 |
| c. INTRODUCTION | 4 |
| d. REVIEW OF THE LITERATURE | 8 |
| e. MATERIALS AND METHODS..... | 25 |
| f. RESULTS | 30 |
| g. DISCUSSION | 43 |
| h. CONCLUSIONS..... | 48 |
| i. RECOMMENDATIONS | 49 |
| j. BIBLIOGRAPHY | 94 |
| k. ANNEXES | 52 |
| INDEX | 106 |