



1859

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE CAREER

TITLE

THE LEARNING STYLES AND THE LEVEL DEVELOPMENT
OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF
FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT
"DANIEL ÁLVAREZ BURNEO" FISCOMISIONAL
BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC
YEAR 2013-2014

This thesis required for obtaining the Bachelor's degree in Science Education, English Language Specialization.

AUTHOR: Mónica Mirella Jungal Arrobo

THESIS ADVISOR: Lcda. Mg. Sc. Diana del Cisne González Sarango

1859

LOJA – ECUADOR

2015

CERTIFICACIÓN

LCDA. MG. SC. DIANA DEL CISNE GONZÁLEZ SARANGO, PROFESORA
DE UNIVERSIDAD NACIONAL DE LOJA

CERTIFICA:

Que el presente trabajo de investigación titulado LOS ESTILOS DE APRENDIZAJE Y EL NIVEL DE DESARROLLO DE LAS DESTREZAS PRODUCTIVAS DE LOS ESTUDIANTES DE PRIMERO, SEGUNDO Y TERCER AÑO DE BACHILLERATO DEL COLEGIO DE BACHILLERATO FISCOMISIONAL “DANIEL ÁLVAREZ BURNEO” DE LA CIUDAD DE LOJA, AÑO ACADÉMICO 2013-2014, bajo la responsabilidad de la estudiante de pregrado: Mónica Mirella Jungal Arrobo, ha sido completamente analizada y revisada; por lo tanto; autorizo su presentación para los requisitos legales correspondientes.

Loja, 24 de Julio del 2015



Lcda. Mg. Sc. Diana del Cisne González Sarango
DIRECTORA DE TESIS

CERTIFICATION

LCDA. MG. SC. DIANA DEL CISNE GONZÁLEZ SARANGO, PROFESSOR
OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled THE LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014, under the responsibility of the undergraduate Mónica Mirella Jungal Arrobo, has been thoroughly revised and fully analyzed; therefore, I authorize its presentation for the corresponding legal requirements.

Loja, July 24th, 2015



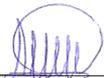
Lcda. Mg. Sc. Diana del Cisne González Sarango
THESIS DIRECTOR

AUTORIA

Yo, Mónica Mirella Jungal Arrobo, declaro ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales por el contenido de la misma.

Adicionalmente declaro y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autora: Mónica Mirella Jungal Arrobo

Firma:  _____

Cédula: 1104694094

Fecha: Loja, 24 de Julio de 2015

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

Yo, Mónica Mirella Jungal Arrobo declaro ser la autora de la tesis titulada: **THE LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014**, como requisito para obtener el grado de Licenciada 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 tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los 24 días del mes de julio del dos mil quince, firma la autora.

Firma:  _____

Autora: Mónica Mirella Jungal Arrobo

Cédula: 1104694094

Dirección: Nueva Granada

Correo electrónico: monicajungal@hotmail.com

Celular: 0986628534

DATOS COMPLEMENTARIOS

Director de Tesis: Lcda. Mg. Sc. Diana del Cisne González Sarango

Tribunal de grado:

Presidenta: Dra. Carmen Enith Davila Vega Mg. Sc.

Vocal 1: Lcda. Karina Alexandra Celi Jaramillo Mg. Sc.

Vocal 2: Lcda. Rosa Virginia González Zúñiga Mg. Sc.

ACKNOWLEDGEMENTS

The researcher expresses the most truthful and everlasting thanks to the English language career of the Universidad Nacional de Loja, who contributed in my professional formation during my career.

Likewise to the “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School, the authorities, teachers and students for having made workable the development of this research work.

Finally to Lcda. Mg. Sc. Diana del Cisne González Sarango, who has guided me properly during the entire process of the present thesis.

THE AUTHOR

DEDICATION

I dedicate this research work firstly to God, because with his infinite goodness and love has guided me to achieve this goal in every step I made.

Also I dedicate this research work to my parents and brothers because they have been my strength and motivation in order to finish it. To all of them thanks for supporting me to achieve one of my goals.

Mónica

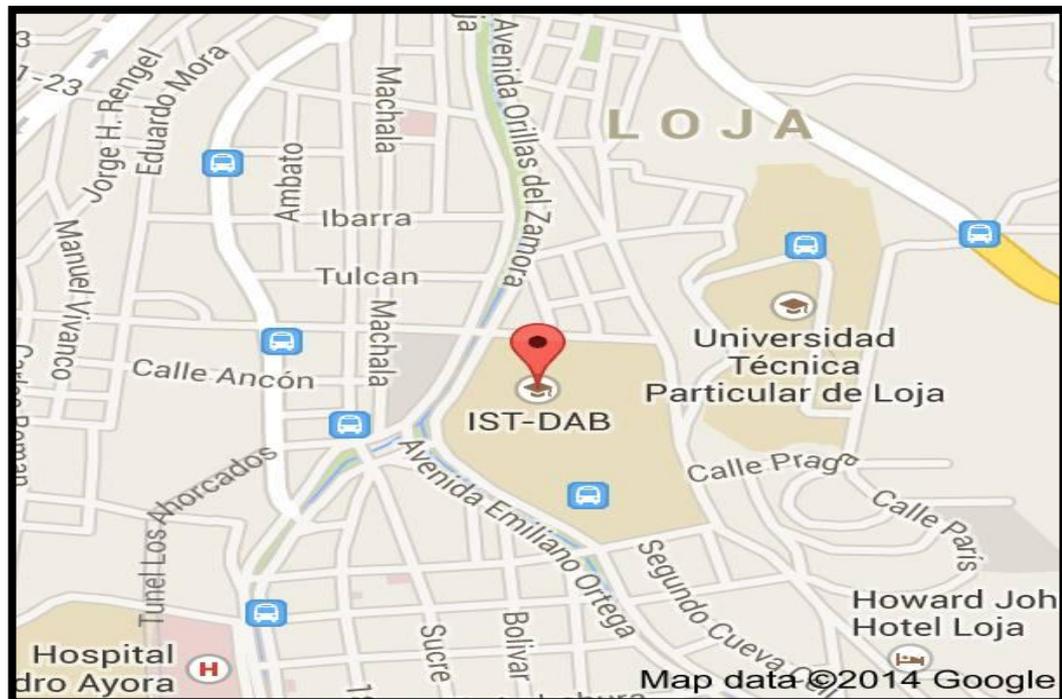
MATRIZ DE ÁMBITO GEOGRÁFICO

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 DESAGREGACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	<p>MONICA MIRELLA JUNGAL ARROBO</p> <p>LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT "DANIEL ÁLVAREZ BURNEO" FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014.</p>	UNL	2015	ECUADOR	ZONE 7	LOJA	LOJA	EL SAGRARIO	EL SAGRARIO	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN: IDIOMA INGLÉS

MAPA GEOGRÁFICO Y CROQUIS



CROQUIS



THESIS SCHEME

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORIA
- iv. CARTA DE AUTORIZACION
- v. ACKNOWLEDGEMENT
- vi. DEDICATION
- vii. MATRIZ DE AMBITO GEOGRAFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS SCHEME
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. REVISION OF THE LITERATURE
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES
INDEX

a. TITLE

THE LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ALVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014.

b. RESUMEN

El presente trabajo de investigación titulado THE LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014, fue desarrollado con el propósito de verificar la influencia de los estilos de aprendizaje en el nivel de desarrollo de las habilidades productivas del idioma Inglés.

Los métodos científico, descriptivo, analítico - sintético y explicativo, fueron implementados para desarrollar la investigación. Las encuestas fueron aplicadas a 307 estudiantes y a 9 profesores las cuales fueron empleadas como instrumentos para recoger datos requeridos. Después se tabuló, organizó y describió en los cuadros estadísticos, representados gráficamente, interpretados y analizados en un proceso lógico que permitió formular conclusiones y recomendaciones.

Los resultados demostraron que los docentes desarrollan limitadamente estrategias basadas en los estilos de aprendizaje y ellos no ayudan a sus alumnos a desarrollar las destrezas productivas del idioma Inglés.

ABSTRACT

This research work entitled, THE LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014 was developed with the purpose of verify the influence of the learning styles in the level development of the productive skills of English language.

The scientific, descriptive, analytical-synthetic and explicative methods, were implemented to develop this research. The surveys were applied to 307 students and 9 teachers, they were applied as instruments to collect the required data. Then they were tabulated, organized and described in the statistical tables, represented graphically, interpreted and analyzed in a logical process that allowed to formulate conclusions and recommendations.

The results showed that teachers develop limitedly strategies based on the learning styles, and they do not help their students to develop the productive skills of the English language.

c. INTRODUCTION

The present research work entitled **LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014**”, was developed with the purpose of determining the influence of learning styles in the students’ level development of the productive skills of the English language.

Each student has a different way of learning and process the information like visual (have preference by seeing), auditory (learn best through listening) and kinesthetic (learn by touching and doing), therefore students learn best through a combination of the three types of learning styles, but everyone has different learning. So it is important that teachers look for the best extra material and the most suitable strategies in order to develop the productive skills.

The purpose of this work is based on the learning styles for developing students’ productive skills of the English Language because teachers often are not aware of the importance that learning styles have; this work is also focus on some learning styles resources for the development of the students’ productive skills.

The reasons why the theme was chosen were due to it is an updated topic that has not been researched in the institution, also it is an interesting theme that has relevance in the English Language learning. The main problem that helped to develop this research work was: how do the learning styles have influence in the level development of the productive skills in the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School. Academic Year 2013-2014.

The subproblems which were connected with the main problem were: Do the Teachers consider the learning styles in the level development of the productive skills in English language; and, which strategies based on learning styles are applied by teachers in the level development of the productive skills in the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School. Academic Year 2013-2014.

The specific objectives established in this research were: to find out if teachers consider the learning styles in the level development of the productive skills in the English language; and, to identify the strategies that teachers apply based on learning styles in the level development of the productive skills in the English language, with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city. Academic Year 2013-2014.

Also, in agreement with the main problem, the general hypothesis stated that learning styles have an influence in the level development of the students’ productive skills in the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city. Academic Year 2013-2014.

To achieve the stated objectives, it was necessary to work with the following methods: scientific method which helped to explain the logic relations of the researched object and to establish the corresponding conclusions and recommendations, the descriptive method which helped to describe the obtained results in the field work; the analytic-synthetic method that helped to establish the variables and indicators and to develop the research instruments, and the explicative which helped to explain the obtained data with reliable information. Also the technique applied was the survey to 9 teachers and 307 students to obtain information about the research. The present research work contains the following

parts: first the summary that describes the pertinence of the research, the main conclusions and outcomes accomplished through this thesis work; second, it has the introduction part including briefly all the parts of the thesis work and a description of the main problem which motivated to the researcher.

So, it presents the revision of the literature where the main categories of the variables mentioned in the hypothesis are synthetized and which served as indicators to prove through the logical analysis, the stated hypothesis; besides, it contains the methods, techniques, procedures and instruments used in the research process and a reference of a researched population.

Also it presents the description of the results obtained from the research instruments; they are presented in tables and graphs to facilitate the interpretation and data analysis. After that, it describes the discussion of the results, considering the most important information and including the the verification of the stated hypotheses.

Next, it refers to the conclusions which have been possible to get after having contrasting the information of the different applied instruments, establishing the logical relationship among them with the specific objectives stated in the project.

Finally, it includes the recommendations or possible solutions to the problems found which can be used to improve the institutional weaknesses regarding students' learning styles to develop the productive skills of the English language.

d. LITERATURE REVIEW

LEARNING STYLES

Definition

Learning styles are various approaches or ways of learning. They involve educating methods, from particular to an individual to allow that students learn best. There are personal qualities that influence a student's ability to acquire information to interact with peers and the teacher (Grasha, 1996)

Learning styles can be described as the way individuals to acquire and organize information.

One of the first things educators can do to aid the learning process is to simply be aware that there are diverse learning styles in the student population for that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn. (Blackmore, 1996)

Blackmore (1996) said that teachers should assess the learning styles of their students and be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn.

It means that learning styles are helpful to students to develop the productive skills of the English language.

One of the most common and widely-used categorization of the various types of learning styles is Fleming's VARK (visual, auditory, reading, kinesthetic) model sometimes VAK (visual, auditory, kinesthetic) which expanded upon earlier

Neuro-linguistic programming (VARK) models: visual learners, auditory learners, reading/writing-preference learners and kinesthetic learners.

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts). Auditory learner's best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.). Its use in pedagogy allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.

It means that students have different ways of process the information, for that reason it is important that students know their learning styles in order to develop the productive skills of the English language.

Types of learning styles

There are three main types of learning styles: auditory, visual, and kinesthetic. Most people learn best through a combination of the three types of learning styles, but everybody has different learning.

The Auditory/ Verbal Learning Style

You learn best when information is presented auditory in an oral language format. In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.

The Visual/ Verbal Learning Style

You learn best when the information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room.

You often see information "in your mind's eye" when you are trying to remember something.

Visual/ Nonverbal Learning Style

You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps and charts. You benefit from information obtained from the pictures and diagrams in textbooks. You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities having to do with visual art and design.

The Kinesthetic Learning Style

A student with a tactile learning style learns best when information is conveyed in "hands-on" settings such as trade positions, labs, workshops, or

participatory classes. Tactile learners respond well to touching and creating things in areas such as art and science.

These students want to hold and manipulate the subject matter, rather than merely viewing an image of it. You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom. (Fleming, 2012)

Strategies of learning styles

Teachers can help students, if they teach according to the students learning styles, applying different strategies to help students in their learning process.

Learning Strategies for the Visual/ Verbal Learner: To aid recall, make use of "color coding" when studying new information in your textbook or notes. Using highlighter pens highlight different kinds of information in contrasting colors.

- Write out sentences and phrases that summarize key information obtained from your textbook and lecture.
- Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental "picture" of the information.
- When learning information presented in diagrams or illustrations, write out explanations for the information.

- When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.
- Make use of computer word processing. Copy key information from your notes and textbook into a computer. Use the print-outs for visual review.
- Before an exam, make yourself visual reminders of information that must be memorized. Make "stick it" notes containing key words and concepts and place them in highly visible places -on your mirror, notebook, car dashboard, etc.

Learning Strategies for the Visual/ Nonverbal Learner:

- Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental "picture" of the information.
- Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.
- When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.

- Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.
- Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics that help you to understand and retain course material. Use spreadsheet and database software to further organize material that needs to be learned.
- As much as possible, translate words and ideas into symbols, pictures, and diagrams.

Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using overhead transparencies/handouts, and writing down instructions.

Strategies for the Auditory/ Verbal Learner:

Join a study group to assist you in learning course material. Or, work with a "study buddy" on an ongoing basis to review key information and prepare for exams.

When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.

Tape records your lectures. Use the 'pause' button to avoid taping irrelevant information. Use a tape recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to '000.' If a concept discussed during lecture seems particularly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape

recording allows you to avoid the tedious task of having to listen hours and hours of lecture tape.

Use audio tapes such as commercial books on tape to aid recall. Or, create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can.

Methods for auditory learners: Include repeating difficult words and concepts aloud, incorporating small-group discussion, organizing debates, listening to books on tape, writing oral reports, and encouraging oral interpretation.

Strategies for the Tactile/ Kinesthetic Learner:

- To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.
- When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud.
- Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, historical site, or job site) to gain first-hand experience of your subject matter.
- To learn a sequence of steps, make 3'x 5' flashcards for each step. Arrange the cards on a table top to represent the correct sequence. Put words,

symbols, or pictures on your flashcards - anything that helps you remember the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.

- When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.
- Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.
- Listen to audio tapes on a Walkman tape player while exercising. Make your own tapes containing important course information.

Methods for tactile/kinesthetic learners include providing hands-on activities (experiments, etc.), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role play, and having field trips. (De Anza, n.d.)

Applications of learning styles in the classroom

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn. Dunn and Dunn write that “learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)”. They claim that

not only can students identify their preferred learning styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator's advantage to teach and test students in their preferred styles.

Although learning styles will inevitably differ among students in the classroom, Dunn and Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the. Small-group techniques often include a "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming. Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students' needs to learn; 2) multisensory resources (auditory, visual, tactile, kinesthetic) that teach the required information; 3) activities through which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test. (Gilakjani, 2011)

Characteristics of learners according to their learning styles

Visual learner characteristics: Visual learners are those who learn through seeing things. Look over the characteristics below to see if they sound familiar. A visual learner:

- Is good at spelling but forgets names.
- Needs quiet study time.
- Has to think while before understanding lecture.

- Is good at spelling.
- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.

Auditory learner characteristics: Auditory learners are those who learn best through hearing things. Look over these traits to see if they sound familiar to you. A student may be an auditory learner if he/she is someone who:

- Likes to read to self out loud.
- Is not afraid to speak in class.
- Likes oral reports.
- Is good at explaining.
- Remembers names.
- Notices sound effects in movies.
- Enjoy music.
- Is good at grammar and foreign language.
- Reads slowly.
- Follows spoken directions well.
- Can't keep quiet for long periods.
- Enjoy acting, being on stage.
- Is good in study groups.

Kinesthetic learner characteristics: Kinesthetic learners are those who learn through experiencing/doing things. Look over these traits to see if they sound familiar to you. You may be a kinesthetic learner if you are someone who:

- Is good at sports.
- Can't sit still for long.

- Is not great at spelling.
- Does not have great handwriting.
- Likes science lab.
- Studies with loud music on.
- Likes adventure books, movies.
- Likes role playing.
- Takes breaks when studying.
- Builds models.
- Is involved in martial arts, dance. (Fleming, n.d)

Assessment and evaluation

Assessment: Assessment is the act of gathering information on a daily basis in order to understand an individual student's learning and needs.

Evaluation: Is the culminating act of interpreting the information gathered during daily assessment for the purpose of making decisions or judgments about students' learning and progress. Evaluation often occurs at the end of an activity, a unit or a reporting period, and provides information to students, teachers, parents and others about students' progress to date.

Assessment and evaluation are integral components of the teaching-learning cycle. The main purposes are to guide and improve instruction and student learning. Effectively planned assessment and evaluation can promote learning, build confidence and develop students' understanding of themselves as active learners. Assessment data assists teachers in planning and adapting for further instruction. Teachers can enhance students' understanding of their own progress and needs by involving them in self-assessment, where they gather data about their own learning strategies and understanding. Such participation makes it possible and more likely that students will set accurate and realistic personal

learning goals. It is also important for teachers to discuss the data that they have collected regarding each student's abilities and needs.

Assessment and evaluation procedures should correspond with curriculum objectives and instructional practices. In addition, they should be sensitive to the development characteristics of early adolescents. Continuous assessment is crucial, and programs that include a variety of techniques provide the most accurate portrait of each student's progress. Observation, conferencing, oral and written product assessment, portfolios and process (or performance) assessment are effective means of gathering and accumulating data on a continuous basis. (Spandel & Stiggins, 1990)

The educational system had had some changes about the way of assessing. According to the Law of Education (Reglamento a la Ley Orgánica de Educación Intercultural - LOEI), which have currently established regulations and procedures for summative evaluation in all areas of knowledge, an exam at the end of each term (or quimestre) should also be administered and graded. This will account for 20% of the final score. The parameters that contains each term are:

Parameters				
Homework assignments	Individual Tasks	Group Tasks	Lessons	Tests

The Article 194 of the LOEI (Ley Orgánica de Educación Interultural) shows the scale of qualifications that should make reference to the execution of the established learning objectives in the curriculum and in the national learning standards. This is the scale:

SAR (10): To beat the learning required.

DAR (9): Master the learning required.

AAR (7/8): Reach the learning required.

PAAR (5/6): Next to achieve the learning required.

NAAR (< 4): Does not reach the learning required. (Ministerio de Educación, 2012)

DEVELOPMENT OF THE PRODUCTIVE SKILLS

Skill: Is an ability to do an activity or job well, especially because you have practiced. (Cambridge dictionary, 2014)

Productive skills

To develop the productive skills in the class we should organize our activities. Most of learners consider speaking the most difficult skill to master as it involves using many different sub-skills in a very limited period of time. Its complexity is easily understood when are mentioned the twelve qualitative categories, based different elements of communicative competence that distinguish to characterize the speaking skill:

Turn taking strategies:

- Cooperating strategies.
- Asking for clarification.
- Fluency.
- Flexibility.
- Coherence.
- Thematic development.

Precision:

- Sociolinguistic competence.

- General range.
- Vocabulary range.
- Grammatical accuracy.
- Vocabulary control.
- Phonological control.

These twelve categories are divided into broader elements for practical reasons: range, accuracy, fluency, interaction, and coherence. Consequently in order to master the speaking skill, a student needs to learn, among other things, to use a variety of vocabulary, to use complex sentence forms, to use grammar correctly, to pronounce utterances in a correct way, to use stress, rhythm and intonation appropriately, to use tenses correctly to correct his/her own mistakes, to avoid hesitation and to express himself/herself spontaneously with an unnatural fluency, to start speaking when the other stops, to ask for clarification, to respond adequately and to plan what he/she is going to say, to use connectors and other cohesive devices in discourse, and to use organizational patterns. On the other hand, if learners want to be able to write in English, they will need different sub-skills, some of them related to form (spelling with reasonable accuracy, building sentences in a grammatically correct way, selecting the correct vocabulary, linking sentences appropriately, using paragraphs in a suitable way, etc.) and some others related to content (using relevant ideas, organizing them correctly, choosing the right register, etc.). When our students are developing writing skills we need to focus not only on accuracy in writing but also on having a message successfully communicated to other people. Sometimes teachers, particularly non-native teachers, are so concerned with correcting learners' mistakes that they forget to react to content. (House, 2011)

Writing Skill

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for

native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. (Sil International, 2011)

It is a productive skill. That mean they involve producing language rather than receiving it. We can say that writing involves communicating a message by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

All written text types have two things in common. Firstly, they are written to communicate a particular message, and secondly, they are written to communicate to somebody. Our message and who we are writing to influence what we write and how we write.

Writing involves several sub skills. Some of these are related to accuracy, using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

But writing is not just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organize them well and express them in an appropriate style.

Writing also involves through a number of stages. When we write outside the classroom we often go through these stages:

- Brainstorming (Thinking of everything we can about the topic).
- Making notes.

- Planning (organizing our ideas).
 - Writing a draft (a piece of writing that is not finished, and may be changed).
 - Editing (correcting and improving the text).
 - Producing other draft.
 - Proof reading (checking for mistakes in accuracy) or editing again.
- (Mary, Alan & Melanie, 1995)

The writing process

When students practice writing for writing, we will want to involve them in the process of writing. In the real world, this involves planning what we are going to write, drafting it, reviewing and editing what we have written. (Jeremy Harmer, 2006)

Micro-skills

Here are some of the micro-skills involved in writing, the writer needs to:

- Use the orthography correctly, including the script, and spelling and pronunciation conventions.
- Use the correct forms of words. This may mean to use forms that express the right tense, or case or gender. Put words together in correct word order.
- Use vocabulary correctly.
- Use the appropriate style to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that order people can follow the development of the ideas.

- Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know. (Sil International, 1999)

Reasons for Teaching Writing

There are many reasons for getting students to write, both in and outside class. Firstly writing gives them more “thinking time” that they get when they attempt spontaneous conversation. This allows them more opportunity for language processing- that is thinking about the language - whether they are involved in study or activation.

How to learn writing?

Writing is more than putting words on paper. It's a final stage in the complex process of communicating that begins with "thinking." Writing is an especially important stage in communication. You can practice the following activities:

- Keep a diary or journal. Don't always pay attention to grammar. Free-writing can be very useful. It can show you that writing is fun. Have fun with the language.
- Write e-mails in English. Stay in contact with teachers or other students.
- Rewrite your local news in English. This is another exercise that can be done on a daily basis. Remember that regular activities are the best ones.
- Learn important spelling rules. Remember, you won't always have a dictionary or a spell-checker handy, especially when you are writing a test. Even native English speakers need to review the spelling rules from time to time.

- Learn commonly misspelled words.
- Learn common English errors.

Writing well requires:

- Clear thinking. Sometimes you need to have your memory refreshed about a past event in order to write about it.
- Sufficient time: you may have `stories in your heads' but need time to think them through and write them down. School class periods are often not long enough.
- Reading: can stimulate you to write about your own family or school life. If you read good books, you will be a better writer.
- A Meaningful Task: as a student, you need meaningful, not artificial writing tasks. You'll find suggestions for such tasks in the section, "Things to do".
- Interest: all the time in the world won't help if there is nothing to write, nothing to say. Some of the reasons for writing include: sending messages, keeping records, expressing feelings, or relaying information, practice and more practice. (Harmer, 2006)

Specifications for Writing according to the National English Curriculum

Richards and Renandya (2002) have said that the difficulty learners have to master writing in the L2 often lies “not only in generating and organizing ideas, but also in translating these ideas into readable text and added that “the difficulty becomes even more pronounced if their language proficiency is weak. Therefore,

students should be widely exposed to different text types and given sufficient practice in them so that their written processes and products are successful.

Learners are expected to produce informational, transactional and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure. Therefore, the types of text they will be producing are: short biographies, personal letters, and 'thank you' notes or simple messages for a host family.

Assessment Indicators

Learners will be able to:

- Take simple notes from a dictated or recorded message within the limits of their vocabulary for the level.
- Copy familiar words and short phrases (e.g. simple signs, instructions, names of everyday objects, shops, and set phrases used regularly).
- Write sequences of simple phrases and sentences about themselves and imaginary people, where they live and what they do for short informational, transactional and expository texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks.
- Conduct correspondence (e.g. personal letter) with a partner, giving and eliciting information and advice on personal, educational, and public issues". (Ministerio de Educación, 2012)

Speaking Skill

It is a productive ability, it uses information for characterizing and for using a sound system with a meaning, for developing this ability the teacher should give

language models and gives opportunity for the oral practice. To develop the speaking need to do or practice the following: pronounce words, answer questions, use intonation, ask for clarification or explanation, correct themselves, take part in discussions, change the content and/ or style of their speech according to how their listener responds, greet people, plan what they will say, smile, ask for and give information, respond appropriately, persuade, start speaking when someone stops, tell stories, use fully accurate grammar and vocabulary, use tenses, take part in conversations. We also use in the speaking practice the following categories:

- Grammar and vocabulary.
- Functions.
- Features of connected speech.
- Properly.
- Body language.
- Interaction.

Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning.

- Interactive strategies are: making eye contact, using facial expressions, asking check questions, clarifying your meaning, confirming understanding.
- Fluency is speaking at a normal speed, without hesitation, repetition or self- correction, and with smooth use of connected speed.
- Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking

depending on the type of speaking we are involved in. (Mary, Alan & Melanie, 1995)

Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- Using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

Using mimical responses: Language learners who have lack confidence in their ability to participate successfully in oral interaction often listen in silence while others talk. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts: Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students to develop speaking ability

by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood by them. Instructors can help students overcome this doubt by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. (The National Language Resource Center 2003)

Specifications for Speaking according to the National English Curriculum

Since our main concern as language teachers today is to promote the use of the language for a variety of communicative purposes and in order to develop the skills needed for this-especially the oral ones of understanding and speaking-teachers have to cope with a number of unfavorable conditions, it is actually not easy to provide effective oral practice, especially in large classes. (Teaching speaking, n.d.)

According to Byrne, EFL teachers do face several serious constraints at school that have to do with the size of their classrooms (often thirty or more learners), the classroom arrangement (which rarely favors communication) or the number of

hours available for teaching the language (which cannot and should not all be spent on oral work); however, it is important for language educators “to have a clear understanding and firm grasp of the wide range of techniques and procedures through which oral ability can be developed”.

The reason is that these techniques and procedures can become “a way of accommodating language learning to the unfavorable environment of the classroom” and as a result the role of the language teachers-like that of any other teacher-is to create the best conditions for learning. Regarding speaking, learners are expected to:

- Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair, however).
- Interact and participate in brief informal discussions, in a simple way by asking and answering simple questions about the learners’ personal, educational and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Assessment Indicators: Learners will be able to:

Production

- Pronounce words, expressions, and statements in their social as well as personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings.
- Use rising and falling intonation patterns to signal questions as opposed to statements and exclamations.
- Use more detailed phrases and sentences about people and places.

- Read aloud a written text which is clearly written in simple language.

Interaction

- Deliver a short, rehearsed dialogue/brief speech on a familiar topic (e.g. ask how people are and react to news).
- Participate in brief informal discussions among friends in a relatively quiet atmosphere and on very familiar topics within the personal, educational and social domains.
- Ask and answer display and simple referential questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need.
- Handle numbers, quantities, cost and time.
- Indicate time by using expressions that indicate present and immediate present.
- Make brief contributions, given that interlocutors are patient and cooperative.
- Speech is generally clear but exhibits minor difficulties with pronunciation, intonation and pacing and may require some listener effort at times. (Ministerio de Educación, 2012)

What assessment should be considered?

All types of speaking test should measure at least the following:

1. **Pronunciation:** Ability to use correct stress rhythm, and intonation pattern.

2. **Fluency:** Ability to speak naturally and without many pauses.

3. **Vocabulary knowledge:** Ability to understand and use vocabulary words and phrases.

4. **Grammatical control:** Ability to use correct grammar and sentences structures.

5. **Comprehension:** Ability to understand questions and respond appropriately.
(Ministerio de Educación, 2012)

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

The present research work has been developed in the following way: the nature of the theme it was a non-experimental research because the researcher could not manipulate the variables in the group of students and teachers who participated in this research project.

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

The present research work has been carried out with the application of some methods, according to the moments of the research.

Scientific Method.- It was used in searching the theoretical basis to explain the relation of two variables; then it was used to state the most pertinent recommendations according to the conclusions.

Descriptive Method.- It facilitated to describe the problematic that the researcher found in the researched educative institution, so for establishing the independent and the dependent variables, and it helped to describe the results of the research.

Analytic Synthetic Method.- It allowed to analyze and synthesize the obtained results to establish a relationship between the theoretical reference and the variables of the stated hypothesis to determine the conclusions and give the most appropriate recommendations.

Explicative Method.- It was used for the explanation of every question made and the most appropriate reasons in order to obtain reliable information which was contrasted with the theoretical referent.

TECHNIQUES AND INSTRUMENTS

The survey technique: this research technique was developed to obtain data from students; it was applied to teachers and students with the instrument of a **questionnaire** which contained different kind of closed and opened questions about the topic that the researcher investigated.

PROCEDURES

Once the research gathered the empiric information, it was processed in the following phases:

Tabulation: In the tabulation of the data obtained the researcher used the descriptive statistic for the closed and opened questions to get results and explanations of every question and after formulate the recommendations.

Organization: After the empiric information was organized, the questions were classified appropriately and they helped to prove every hypothesis and to keep in mind the variables of the same ones as a guide that supported to prove them.

Description: The obtained data were organized; those were described in statistic tables that showed the frequency and the percentage of the obtained indicators; this enabled the researcher to represent the information graphically.

Graphic representation: The data were represented graphically to facilitate the interpretation and the critical analysis of every question. The bar diagrams were used to show the results.

Logical analysis: Once the information was presented in tables and graphs, it was analyzed taking into consideration the categories selected in the literature; the main tendencies in the results and the variables of the specific hypothesis.

Hypothesis verification: The hypothesis was proved through a deductive process in the logical analysis of the field investigation whose final results were expressed in a descriptive way.

Formulating conclusions and recommendations: The conclusions were drawn based on an analysis of the results and those gave some recommendations to the teachers and students of the researched institution in order to contribute with the solution of the problem found of the present research.

POPULATION AND SAMPLE

The total population that the researcher took was 9 English teachers and by 1544 students of 1st, 2nd and 3rd years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School, the sample was 307 students due to the big amount; the researcher applied a formula in order to get the necessary sample to work. Regarding the numbers of the teachers, the researcher worked with all the population because they were only 9 English teachers.

The sample is detail in the next chart:

Variable	Population	Total	Sample
1 st year of Bachillerato	543	1544	307
2 nd year of Bachillerato	543		
3 rd year of Bachillerato	458		
Teachers	9	9	9

f. RESULTS

TEACHERS AND STUDENTS' SURVEYS

HYPOTHESIS ONE

The teachers do not consider the learning styles in the level development of the productive skills of the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

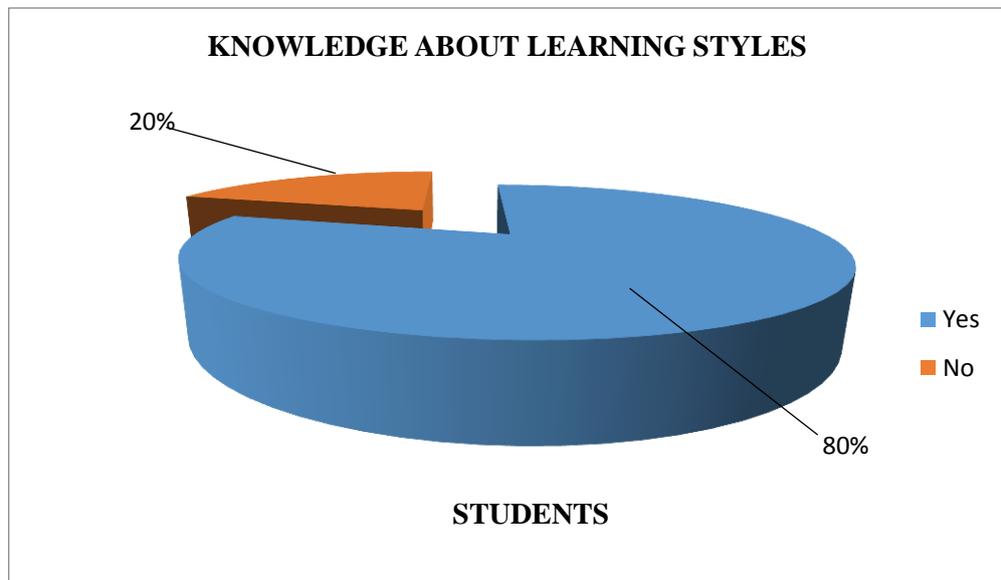
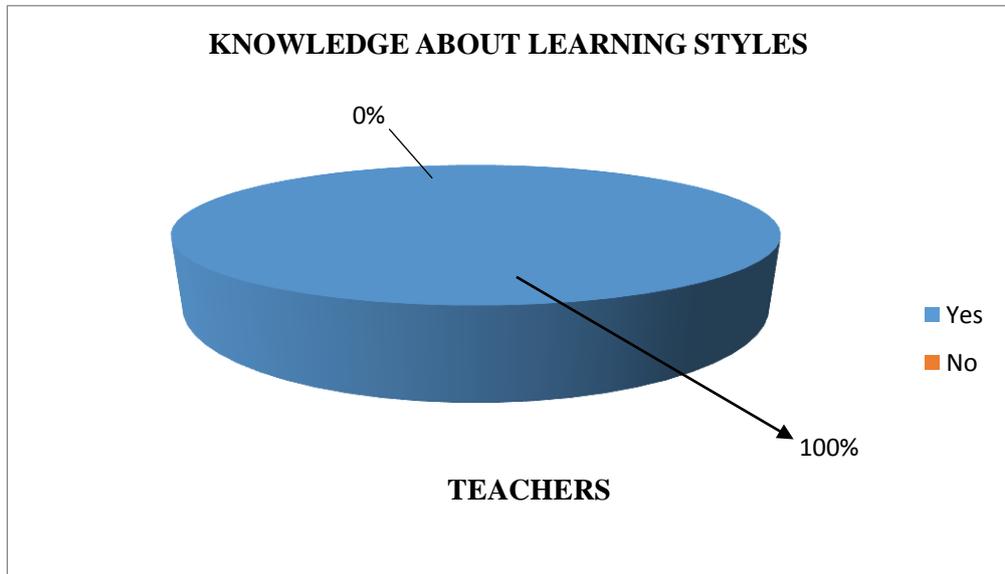
1. Have you heard about learning styles?

a) Chart 1

KNOWLEDGE ABOUT LEARNING STYLES	TEACHERS		STUDENTS	
	f	%	f	%
Yes	9	100	245	80
No	0	0	62	20
TOTAL	9	100	307	100

Source: “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School.
Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 1



c) Logical analysis

The results show that all the teachers assumed that they have heard about learning styles and also many of students said that they know what learning styles are about.

Blackmore (1996) suggests that one of the first things educators can do to aid in the learning process is to simply be aware that there are diverse learning styles in the student population. Educators have, for many years, noticed that some students prefer certain methods of learning more than others. These dispositions, referred to as learning styles, form a student's unique learning preference and aid teachers in the planning of small-group and individualized instruction. Proponents say that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. There are probably as many ways to "teach" as there are to learn. Perhaps the most important thing is to be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn.

According with this theory the learning styles are ways of learning that help students to acquire information, they involve educating methods to allow students learn best, by these reasons teachers have to consider that learning styles are helpful to change and vary their methodology, strategies, and activities for developing the students' productive skills.

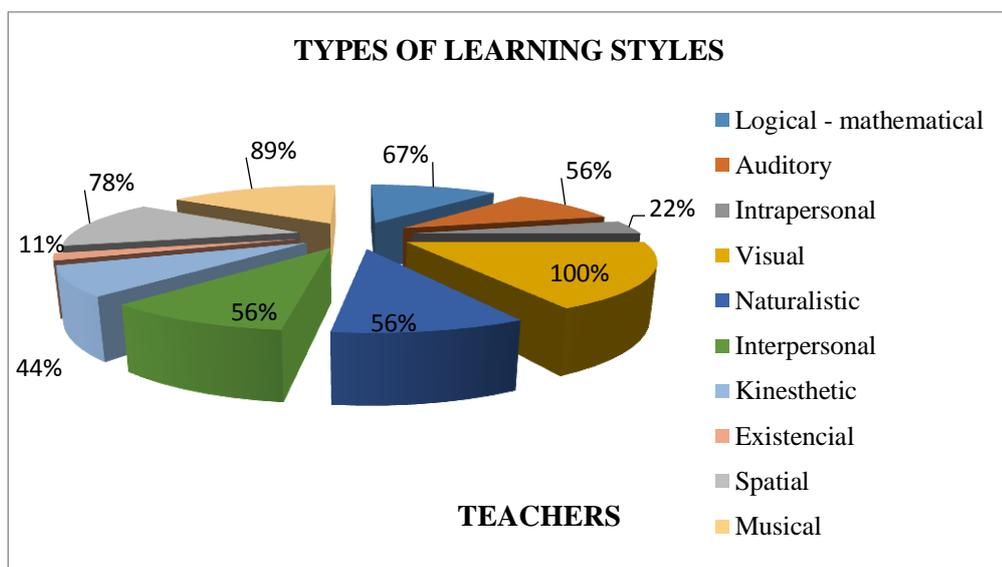
2. Which of the following learning styles do you know?

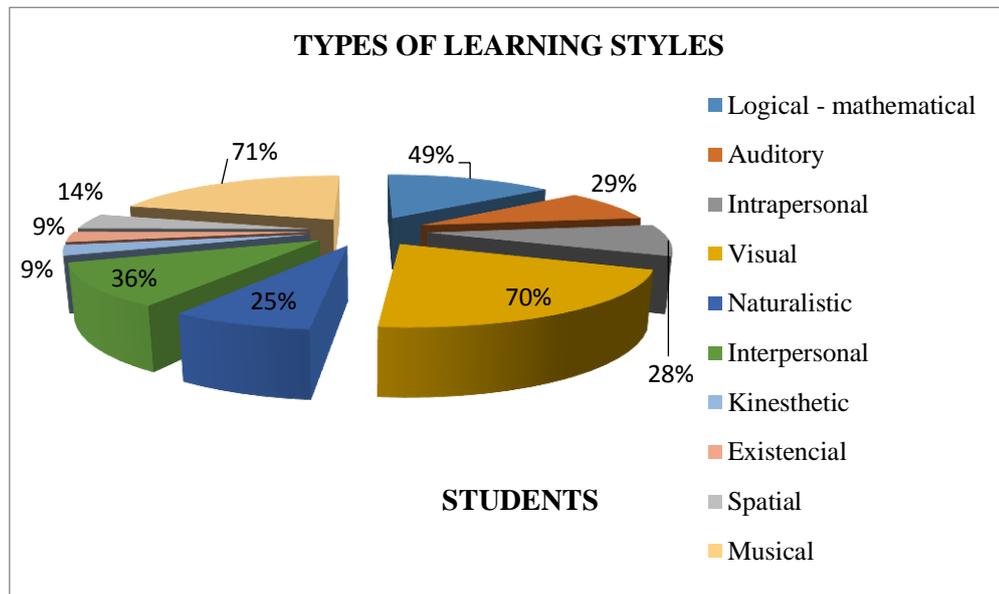
a) Chart 2

TYPES OF LEARNING STYLES	TEACHERS		STUDENTS	
	F	%	f	%
Logical - mathematical	6	67	151	49
Auditory	5	56	88	29
Intrapersonal	5	56	85	28
Visual	9	100	215	70
Naturalistic	5	56	77	25
Interpersonal	5	56	112	36
Kinesthetic	4	44	28	9
Existential	1	11	29	9
Spatial	7	78	43	14
Musical	8	89	217	71

Source: "Daniel Álvarez Burneo" Fiscomisional Bachillerato High School.
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 2





c) Logical analysis

The results show that all teachers know the visual learning style; also most of teachers consider that musical is a learning style, moreover many teachers assumed that spatial is a learning style, furthermore more than half of teachers consider that auditory, intrapersonal, naturalistic, interpersonal, logical mathematical are learning styles and several teachers consider that kinesthetic is a learning style; while many of students assumed that visual and musical are learning styles, also less than half consider that logical mathematical, spatial and interpersonal are learning styles, furthermore not so many of them assumed that auditory, intrapersonal, naturalistic are learning styles and few students consider that kinesthetic, existencial and spatial are learning styles.

Considering that learning styles and multiple intelligences have a great difference between them, as Fleming (2009) says learning styles are the different forms in which students learn best, there are three types of learning styles such as visual, auditory and kinesthetic. On the other hand, multiple intelligences are the capacities to solve problems; the students can use a different multiple intelligence according to each field. Gardener (1985) has established some basic multiple

intelligences types such as: linguistic-verbal, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic and existential.

The multiple intelligences that are more used to develop the speaking and writing skills are verbal-linguistic, musical, and interpersonal. It is important that teachers help students to distinguish learning styles and multiple intelligences and how they can take advantage of them into the learning process of the English language to get better outcomes.

Therefore, teachers do not consider the learning styles in the English learning teaching process.

3. Have you identified your student's learning styles?

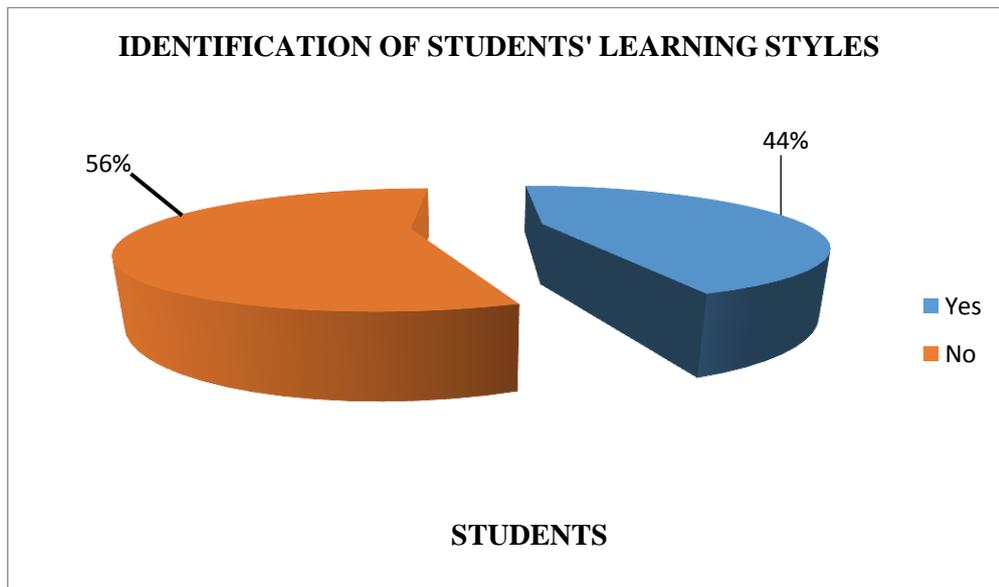
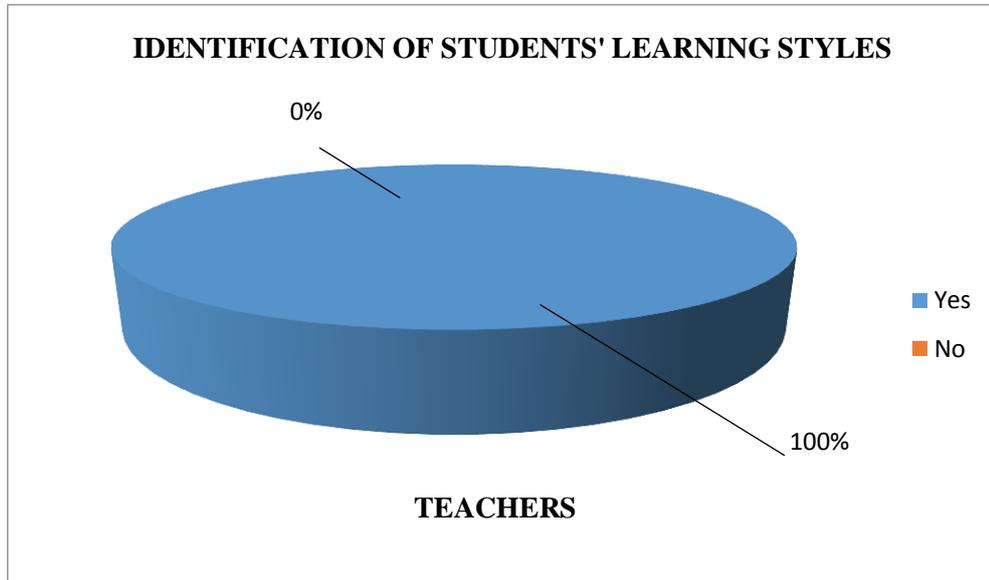
a) Chart 3

IDENTIFICATION OF STUDENTS' LEARNING STYLES	TEACHERS		STUDENTS	
	f	%	f	%
Yes	9	100	136	44
No	0	0	171	56
TOTAL	9	100	307	100

Source: "Daniel Alvarez Burneo" Fiscomisional Bachillerato High School.

Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 3



c) Logical analysis

The results show that all teachers have identified the students learning styles while more than half of students answered that teachers do not have identified their learning styles.

Blackmore (1996) said that teachers should assess the learning styles of their students and be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn.

It is important the identification of the student's learning styles because it lets the teachers to develop and implement the most effective, suitable strategies and activities mainly when they want to work with the productive skills: speaking and writing.

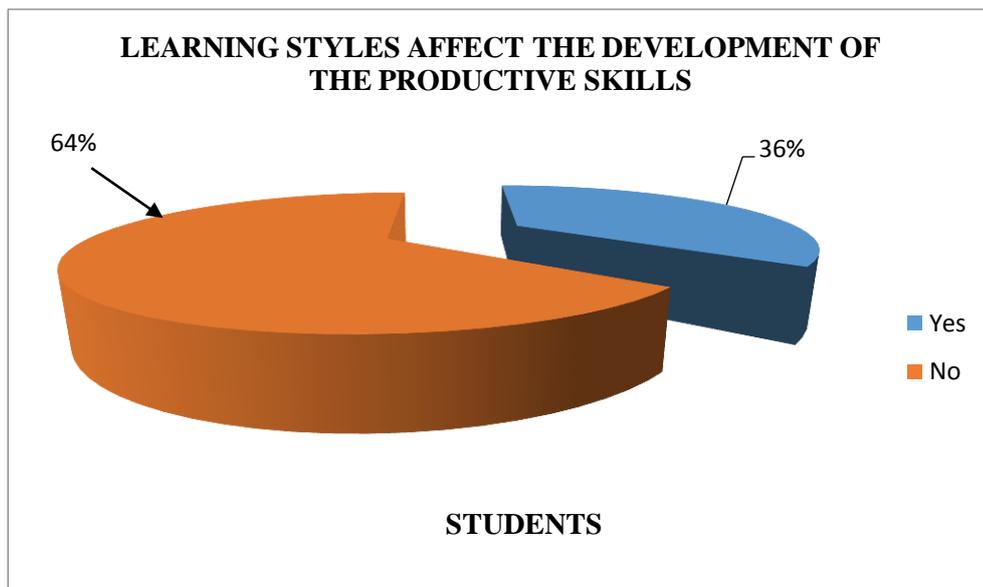
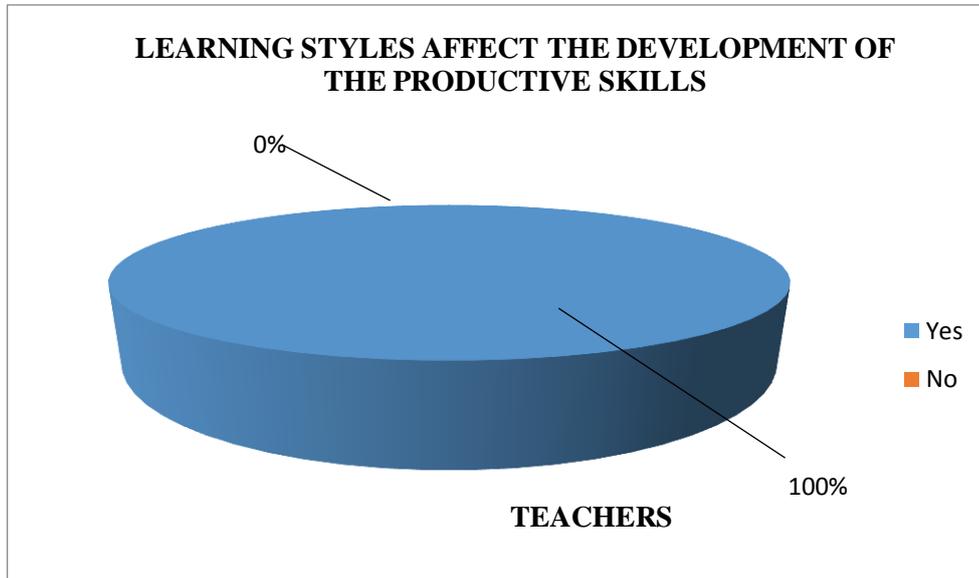
4. Do you think that learning styles affect the development of the productive skills?

a) Chart 4

LEARNING STYLES AFFECT THE DEVELOPMENT OF THE PRODUCTIVE SKILLS	TEACHERS		STUDENTS	
	f	%	f	%
Yes	9	100	109	36
No	0	0	198	64
TOTAL	9	100	307	100

Source: "Daniel Álvarez Burneo" Fiscomisional Bachillerato High School.
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 4



c) Logical analysis

The results show that all teachers are agree that learning styles affect the development of the productive skills however more than half of students answered that learning styles do not affect the development of the productive skills.

Fleming (2009) shows that learning styles affect the development of the productive skills because: The visual learning style lets to learners develop the writing skill by writing out sentences and phrases that summarize key information, writing details and how to do each step, writing assignments and writing down instructions. The auditory learning style lets to students develop speaking and writing skill, they learn best by interviewing, debating they enjoy talking, giving oral reports, participating in oral discussions of written material, they are good at grammar. The kinesthetic learning style lets to students develop the speaking skill, they learn best by doing role-playing.

Learning styles have a great level of influence for teachers and students because when teachers know the students' learning styles are able to adapt their teaching strategies and activities according with their students' preferences to get a successful development of the students' productive skills. Therefore the learning styles applied by the teachers affect the development of the productive skills.

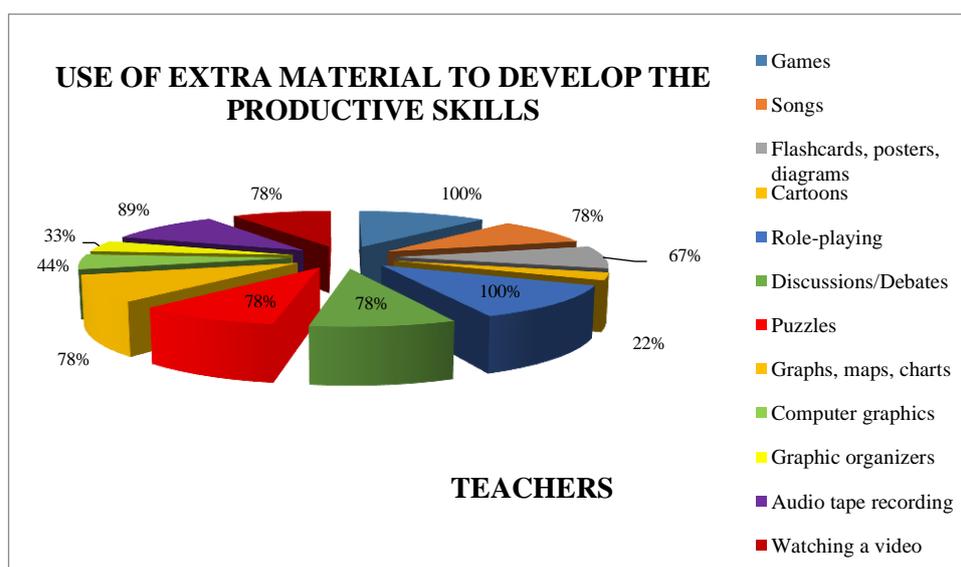
5. Do you use extra material in the class in order to develop the productive skills? What kind of material?

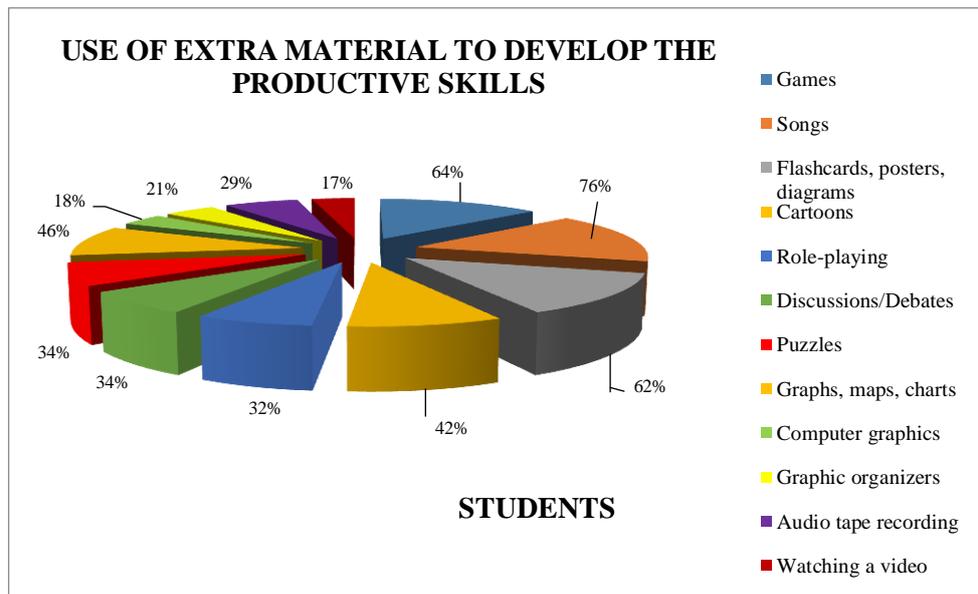
a) Chart 5

USE OF EXTRA MATERIAL TO DEVELOP THE PRODUCTIVE SKILLS	TEACHERS		STUDENTS	
	f	%	f	%
Games	9	100	198	64
Songs	7	78	232	76
Flashcards, posters, diagrams	6	67	190	62
Cartoons	2	22	130	42
Role-playing	9	100	99	32
Discussions/Debates	7	78	104	34
Puzzles	7	78	105	34
Graphs, maps, charts	7	78	140	46
Computer graphics	4	44	54	18
Graphic organizers	3	33	63	21
Audio tape recording	8	89	90	29
Watching a video	7	78	52	17

Source: "Daniel Álvarez Burneo" Fiscomisional Bachillerato High School.
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 5





c) Logical analysis

Regarding the present question if teachers apply extra material in classes, all teachers said that they always use extra material like games and role-playing, moreover almost all teachers said that they use audio tape recording, also many of them said that they use songs, discussions - debates, puzzles, graphs - maps - charts, and watching a video, furthermore more than half of teachers assumed that they use flashcards – posters – diagrams, also less than half of teachers said that they use computer graphics and graphic organizers and cartoons; while many of students said that teachers use songs, also more than half of students manifest that their teachers use games and flashcards-posters-diagrams, furthermore several students manifest that their teachers use cartoons, role - playing, discussion - debates, puzzles, graphs - maps – charts, moreover not so many students said that teachers use graphic organizers, audio tape recording, computer graphics and watching a video.

Fleming (2009) considers in a general way into the use of learning strategies and characteristics of learners that can be used as extra material: for visual learners: flash cards, posters, diagrams, cartoons, graphs, maps, charts, computer graphics,

graphic organizers; for auditory learners: audio tape recording, discussions, debates and for kinesthetic learners role-plays, flashcards, songs, watching videos, games.

Fleming said that students can use the VAK (visual, auditory, kinesthetic) model to identify and develop their preferred learning style to maximize their educational learning.

It is considered on Fleming's theory that the use of extra material helps the memory, reasoning, observation, attention and concentration because it lets students to keep interested and motivated during classes. Some extra materials are commonly used to develop writing and speaking skill. Therefore the teachers use limitedly extra material to develop the productive skills.

HYPOTHESIS TWO

Teachers do not apply strategies based on learning styles in the level development of the productive skills in the English language with students of first, second and third years of Bachillerato at "Daniel Álvarez Burneo" Fiscomisional Bachillerato High School of Loja city, Academic Year 2013- 2014.

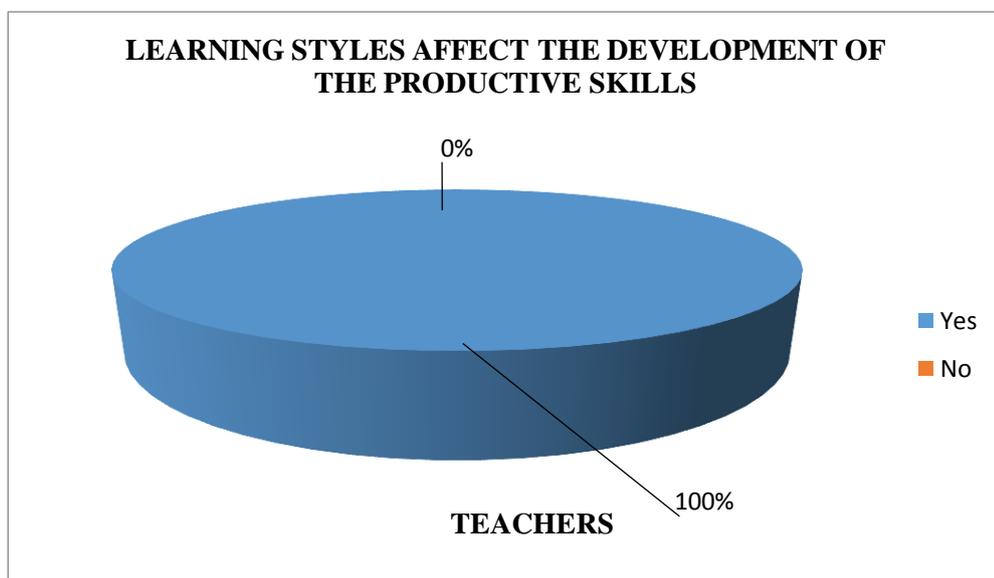
6. Do you think that is necessary to use strategies based on learning styles in order to develop the productive skills?

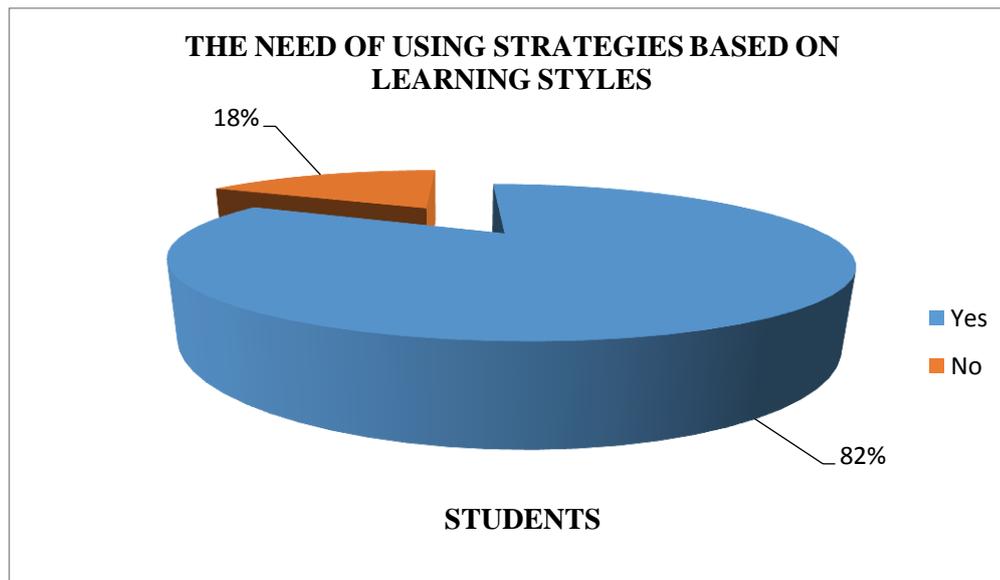
a) Chart 6

THE NEED OF USING STRATEGIES BASED ON LEARNING STYLES	TEACHERS		STUDENTS	
	f	%	f	%
Yes	9	100	253	82
No	0	0	54	18
TOTAL	9	100	307	100

Source: "Daniel Álvarez Burneo" Ficomisional Bachillerato High School.
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 6





c) Logical analysis

The results show that all teachers and many of the students think that is important to use strategies based on learning styles in order to develop the student's productive skills.

Blackmore (1996) says that there are different students' learning styles, for that reason teachers need to be conscious about this to apply the most suitable strategies. The different learning strategies are helpful for teachers and students, these are tools that let teachers to teach and students to learn in an efficient and successful way. Teachers need to apply different strategies in order to develop the students' speaking and writing skills, these strategies include all approaches that teachers actively make to keep students interested to accomplish the teaching objectives and get an effective development of the students' productive skills.

Fleming (2009) suggests the following strategies for developing writing skills: for visual learners make use of color coding when studying new information in your textbook or notes, use highlighter pens highlight different kinds of information in contrasting colors, write out sentences, make flashcards of vocabulary words and

concepts that need to be memorized, make use of computer word processing, make charts, copy key information from your notes and textbook into a computer, use the print-outs for visual review, use word processing, create tables and charts with graphics that help you to understand and retain course material, use spreadsheet and database software to further organize material that needs to be learned., as much as possible translate words and ideas into symbols, pictures, and diagrams.

Anza (n.d.) suggests for speaking skill: pronounce words, answer questions, use intonation, ask for clarification or explanation, correct themselves take part in discussions change the content and/or style of their speech, ask for and give information, respond appropriately persuade, start speaking when someone stops, tell stories, use fully accurate grammar and vocabulary, use tenses, take part in conversations.

Teachers and students use strategies based on learning styles which is very important and confirm the theory about their use in the development of the productive skills.

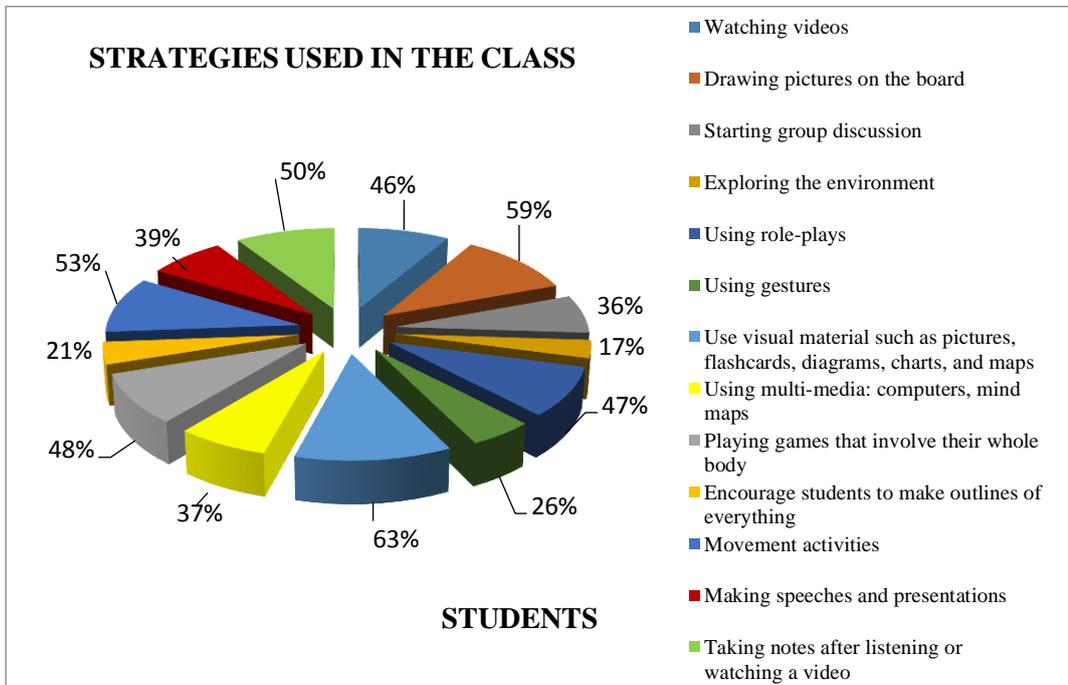
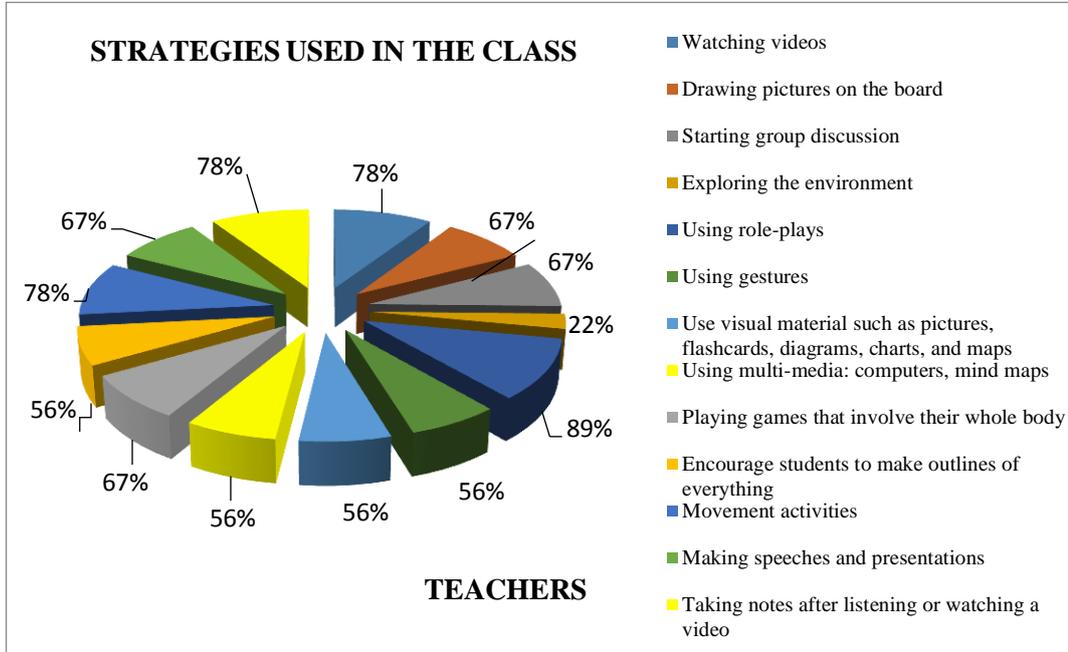
7. Which of the following strategies does your teacher use in class?

a) Chart 7

STRATEGIES USED IN THE CLASS	TEACHERS		STUDENTS	
	f	%	f	%
Watching videos	7	78	140	46
Drawing pictures on the board	6	67	181	59
Starting group discussion	6	67	109	36
Exploring the environment	2	22	53	17
Using role-plays	8	89	143	47
Using gestures	5	56	79	26
Use visual material such as pictures, flashcards, diagrams, charts, and maps	5	56	192	63
Using multi-media: computers, mind maps	5	56	115	37
Playing games that involve their whole body	6	67	148	48
Encourage students to make outlines of everything	5	56	63	21
Movement activities	7	78	162	53
Making speeches and presentations	6	67	120	39
Taking notes after listening or watching a video	7	78	154	50

Source: "Daniel Álvarez Burneo" Fiscomisional Bachillerato High School.}}
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 7



c) Logical analysis

The graph shows that many of teachers said they use watching videos, using role plays, movement activities and taking notes after listening or watching a video; furthermore more than half of teachers manifest that they use drawing pictures on the board, starting group discussions, making speeches and presentations, using gestures, use visual materials such as pictures- flash cards, diagrams, charts and maps, multi-media like computers and mind maps, playing games that involve their whole body and encourage students to make outlines of everything and not so many teachers manifest that they explore the environment, while more than half of students manifest that the teachers develop in class drawing pictures on the board, visual materials such as pictures- flash cards, diagrams, charts and maps and movement activities, also half of students said that they take notes after listening or watching a video, furthermore several students manifest that teachers use watching videos, making speeches and presentations, starting group discussion, using multimedia: computers – mind maps, playing games that involve their whole body, moreover not so many students said that teachers use gestures, encourage students to make outlines of everything explore the environment.

For developing the speaking skill the most common strategies are: starting group discussion, exploring the environment, using role plays, making speeches and presentations, playing game that involve their whole body, using gestures, watching videos, use multimedia: computers and mind maps. For developing the writing skill the most common strategies are: drawing pictures on the board, exploring the environment, using visual material such as pictures-flashcards, diagrams – charts and maps, encourage student to make outlines of everything, taking notes after listening watching a video. As we can notice some of these strategies are used to develop speaking and writing skills too. (Fleming, n.d)

Learning is shaped by acquired learning strategies and prior knowledge and attitudes, called schemas. The cognitive view of learning is teacher-centered, and

information must be presented in an organized manner in order to achieve the most efficient learning.

It is important that teachers select, design and apply a variety of strategies according to the students' necessities that let students to learn according to their preferences in order to develop the productive skills. The use of different strategies encourage to students to acquire a new knowledge in an easy way.

Moreover some strategies such as : pronounce words, answer questions, use intonation, ask for clarification or explanation, correct themselves take part in discussions change the content and/or style of their speech, ask for and give information, respond appropriately persuade, start speaking when someone stops, tell stories, use fully accurate grammar and vocabulary, use tenses, take part in conversations help the students to develop the speaking and writing skills, teachers are not using these strategies for developing the productive skills.

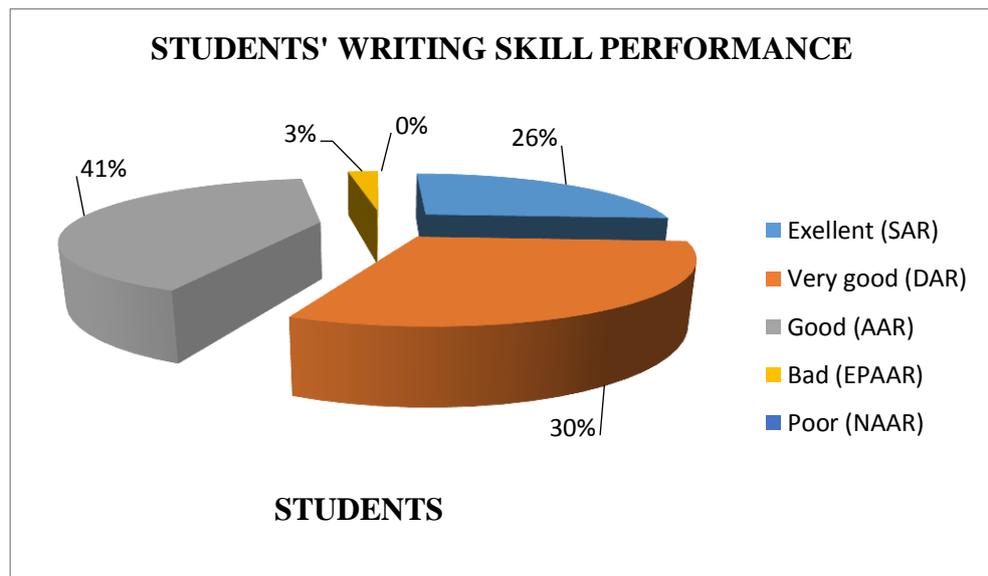
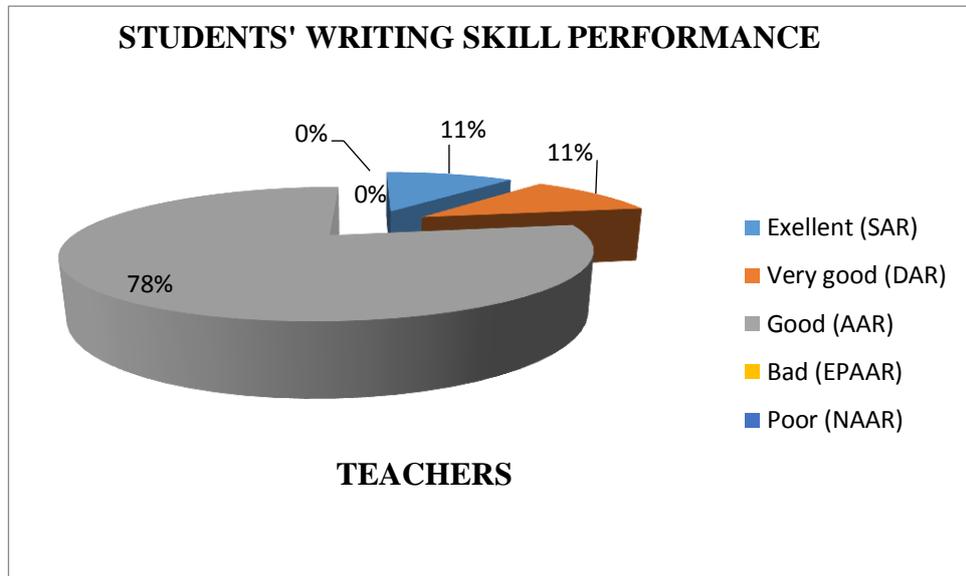
8. How does the teacher rate the students' performance in the writing skill?

a) Chart 8

STUDENTS' WRITING SKILL PERFORMANCE	TEACHERS		STUDENTS	
	f	%	f	%
Excellent (SAR)	1	11	80	26
Very good (DAR)	1	11	93	30
Good (AAR)	7	78	126	41
Bad (EPAAR)	0	0	8	3
Poor (NAAR)	0	0	0	0
TOTAL	9	100	307	100

Source: "Daniel Álvarez Burneo" Ficomisional Bachillerato High School.
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 8



c) Logical Analysis

The results show that many teachers said that the students' rate in the writing skills is good (AAR - reach the learning required) but less than a half of students said that their rate performance is good (AAR -reach the learning required).

The Ecuadorian educational system has had some changes about the way of assessing. There are three types of assessment that are commonly used to assess the students' writing skill: diagnostic (at the beginning of the school year), formative (along the school year) and summative (at the end of the year).

The teachers take into account five assessment parameters to rate their students' performance in the writing skill such as: homeworks, individual tasks, group tasks, lessons and tests; the main objective is that students will be able to do brainstorming, making notes, planning, organizing ideas writing drafts and editing.

Some educative institutions have established the way to rate the students' writing skill, and some teachers assign for writing skill the 25% of the score.

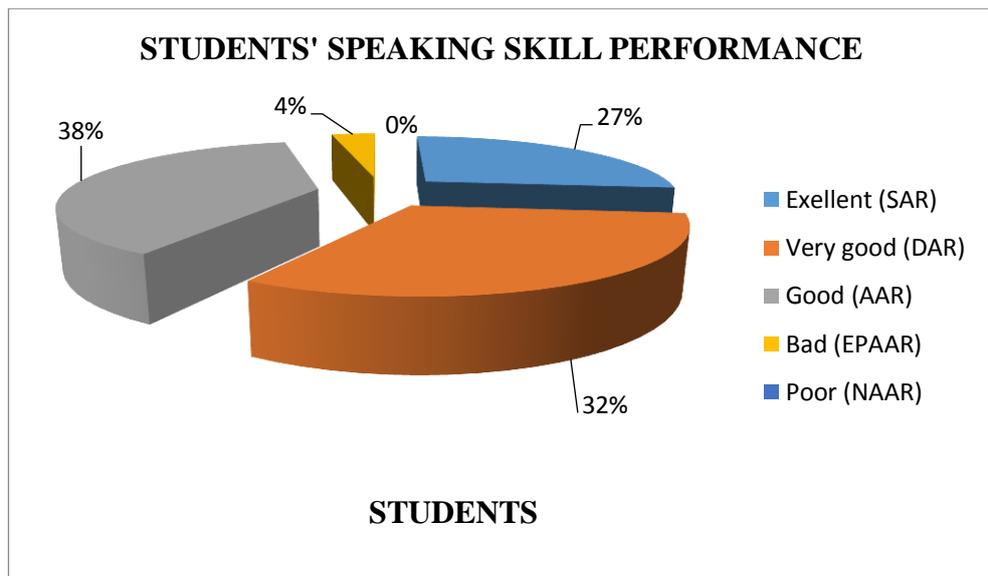
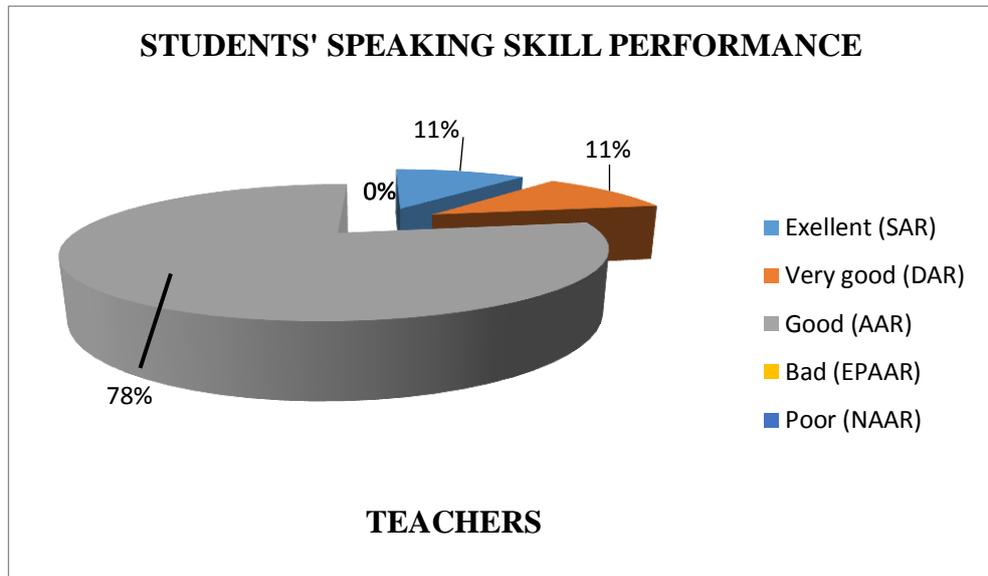
9. How does the teacher rate the students' performance in the speaking skill?

a) Chart 9

STUDENTS' SPEAKING SKILL PERFORMANCE	TEACHERS		STUDENTS	
	f	%	f	%
Excellent (SAR)	1	11	82	27
Very good (DAR)	1	11	97	32
Good (AAR)	7	78	117	38
Bad (EPAAR)	0	0	11	4
Poor (NAAR)	0	0	0	0
TOTAL	9	100	307	100

Source: "Daniel Álvarez Burneo" Fiscomisional Bachillerato High School.
 Researcher: Mónica Mirella Jungal Arrobo

b) Graphic 9



c) Logical Analysis

Many of the teachers comment that the students' performance in the speaking skill is good (AAR reach the learning required), but less than a half of students express that their performance in writing skill is good (AAR reach the learning required).

Teachers to assess the students' speaking skill consider three types of assessment which are commonly used in our educational system: diagnostic (at the beginning of the school year), formative (along the school year) and summative (at the end of the year).

To rate the speaking skill there are different parameters that contains each term, such as: homeworks, individual tasks, group tasks, lessons and tests.

According to the National English Curriculum it is important that teachers rate the students' performance in the speaking skill, taking into account: pronunciation, fluency, vocabulary knowledge and comprehension. The new educative system through to the Article 194 of the (LOEI, 2012) (Ley Orgánica de Educación Intercultural) shows the scale of qualifications that teachers use to the execution of the established learning objectives in the curriculum; this is the scale:

SAR (10): To beat the learning required.

DAR (9): Dominate the learning required.

AAR (7/8): Reach the learning required.

PAAR (5/6): Next to achieve the learning required.

NAAR (< 4): Does not reach the learning required. (Ministerio de Educación, 2012)

Some educative institutions have established the way to rate the students' speaking skill, and some teachers assign for writing skill the 25% of the score.

g. DISCUSSION

After the researcher presented, interpreted and analyzed the results obtained from the collected data through the surveys applied to the teachers and students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School, these questions that help the researcher to prove the hypothesis stated in the research project are presented in the following way:

HYPOTHESIS ONE

a) Statement

The teachers do not consider the learning styles in the level development of the productive skills of the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

b) Demonstration

The first hypothesis has two variables the independent one is the learning styles are not considered by the teachers, and the dependent variable is the level development of the productive skills.

Question **ONE**, about conversance of students learning styles; 100% of teachers and 80% of students said that they have heard about learning styles, it means that they are conscious about what are learning styles.

The question **TWO** which was about the types of learning styles, in this question teachers and students confuse multiple intelligences with learning styles. Teachers selected the following multiple intelligences like learning styles: musical 89%,

spatial 78% logical mathematical 67%, intrapersonal, naturalistic 56%, interpersonal 56%, existential 11% and students considered that are learning styles these ones: musical 71%, logical mathematical 49%, and intrapersonal 28%, naturalistic 36%, existential and spatial 9%; for this reason, it is easy to understand about the definitions and types between learning styles and multiple intelligences, and as a result the teachers and students do not use the learning styles as an effective tool to learn.

In question **THREE** about identification of students' learning styles, 100% of teachers said that they identify the students' learning styles but 44% of students said that teachers identify their learning styles, it shows a disagreement between them, consequently teachers are not teaching in relation to the students' learning styles, and as a result teachers cannot achieve better outcomes with the students.

In question **FOUR** about the importance of learning styles, 100% of teachers answered that learning styles affect the development of the productive skills, but 36% of students said that learning styles affect the development of the productive skills, it means that teachers are aware but students are not aware about the importance of learning styles and consequently both have problems in the development of the productive skills of the English language.

In question **FIVE** about the use of extra material to develop the productive skills, according to teachers' opinion, they use role-playing 100%, audio tape recording 89%, also they use songs, flash cards - posters - diagrams, discussion - debates, puzzles, graphs - maps - charts, and watching a video; the majority of students said teachers use songs 76%, flash cards - posters - diagrams 67% and games 64%, it shows a disagreement because teachers selected that they used a variety of extra material but students declared that teachers only use few ones to teach in the class, by these reasons teachers and students have problems in the teaching - learning process to develop the productive skills.

➤ **Decision**

According to the obtained results and with all the analysis concluded in the previous questions, the first hypothesis is accepted because teachers do not consider the learning styles in the level development of the productive skills of the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

HYPOTHESIS TWO

a) **Statement**

Teachers do not apply strategies based on learning styles in the level development of the productive skills with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

b) **Demonstration**

The second hypothesis has two variables the independent one is the strategy based on learning styles and the dependent variable is the level of development of the productive skills.

In question **SIX** about the need of using strategies based on learning styles to develop the productive skills of the English language 100% of the teachers and the 82% of students think that it is necessary to use strategies; this means that they are aware about the importance of learning strategies, which help to have a good achievement in the developing of the studen'ts productive skills.

In question **SEVEN**, about the strategies used in the class, according to teachers' opinion they develop using role plays 89%, watching videos 78%, using multimedia like computers and mind maps, movement activities, drawing pictures on the board, starting group discussion, playing games that involve their whole body, making outlines, making speeches- presentations and taking notes after listening or watching a video , and students indicated that teachers most of the time develop pictures - flash cards - diagrams – charts - maps 63%, drawing pictures on the board 59%, and movement activities, it means that teachers are applying few strategies in order to develop the productive skills of the English language, so students do not achieve to develop the productive skills is a good way.

➤ **Decision**

After having analyzed the results of every question, the second hypothesis is accepted, because teachers are aware that it is necessary to use strategies based on learning styles however, teachers are not applying all the strategies to develop the productive skills of the English language with students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

h. CONCLUSIONS

- Teachers confuse learning styles with multiple intelligences as a result they cannot incorporate learning styles to their classes for developing the students' productive skills of the English language.
- Teachers do not identify the student's learning styles to teach in relation to their students' preferences to develop the productive skills of the English language.
- Students are not conscious that learning styles affect the development of the productive skills, they do not know how to learn and how to use the appropriate strategies to develop the productive skills of the English language.
- Teachers use extra material in the class but they do not use in a great variety of this, and the students do not learn according to their learning styles to accomplish the development of the productive skills.
- Teachers most of the time develop the strategies of drawing pictures on the board, pictures, flash cards, diagrams, charts, maps corresponding of visual learning style and movement activities corresponding to the kinesthetic learning style, so there is no enough application of strategies in order to develop the productive skills of the English language.

i. RECOMMENDATIONS

- That the authorities of the researched institution should plan a workshop about learning styles in order to train the teachers about how they could incorporate learning styles in classes to develop the students' productive skills of the English language in a better way.
- That the teachers should apply a test to identify the students' learning styles to teach according to their students' preferences applying the most suitable strategies to develop the productive skills of the English Language and according with Blackmore's theory 1996 it is one of the first things educators can do to aid the learning process is to simply be aware that there are diverse learning styles in the student population.
- That the teachers should create the conditions for students to know about the effect of learning styles and encourage them to discover how they learn to use the most appropriate strategies that complement their learning styles to develop the productive skills of the English language and according with Grasha's theory 1996 learning styles are personal qualities that influence a student's ability to acquire and organize information.
- That teachers should use more extra varied material in the class according to the students' learning styles in order to develop the memory, reasoning, observation attention and concentration of students and to motivate them to improve the productive skills of the English language.
- That teachers should apply more strategies such as: watching videos, starting group discussion, exploring the environment, using role-plays, using gestures, using multi-media (computers mind maps), playing games that involve their whole body, encourage students to make outlines of everything, movement activities, making speeches and presentations, taking notes after listening or watching a video, which help to develop the productive skills of the English language.

j. BIBLIOGRAPHY

Anza College. (n.d.). Retrieved from

https://www.google.com.ec/?gfe_rd=cr&ei=hQOmVa2rPM_4oQXfnYHwCQ&gws_rd=ssl#q=learning+strategies+for+the+visual%2Fnonverbal+learner+make+flash+cards+of+key+information+that+needs

Blackmore. (1996). Learning style importance. Retrieved from

http://home.earthlink.net/~davidpdiaz/LTS/html_docs/grslss.htm

Cambridge Dictionary. (2014). Skill. Retrieved from

<http://dictionary.cambridge.org/dictionary/british/skill>

Fleming, N.D. (n.d.). Fleming's Vak Vark model. Retrieved from

https://en.wikipedia.org/wiki/Learning_styles#Neil_Fleming.27s_VAK.2FVARK_model

Fleming, ND. (2012, October 5). Characteristics of learners.

<http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm>

Grasha, R. (1996). Learning Technology Series(Lts). Description of styles.

Retrieved from

<http://home.earthlink.net/~davidpdiaz/LTS/sitepgs/grslss2.htm>

Gilakjani, A.P. (2011). Applications of learning styles. Retrieved from

<http://www.ipedr.com/vol5/no2/104-H10249.pdf>

Harmer, J. (2006). How to teach English. Writing skill. Retrieved from

<http://www.amazon.co.uk/How-Teach-English-Introduction-Practice/dp/1405853093>

House,S. (2011). Classroom practice. Retrieved from

<https://books.google.com.ec/books?id=NRNXFhfqNrYC&pg=PA85&lpg=PA85&dq=these+twelve+categories+are+divided+into+broader+element>

s+for+practical+reasons+range,+accuracy,+fluency&source=bl&ots=o7O
mu4IWE3&sig=gpDWpDgvWs8P5W-
VWe44_UoCsfQ&hl=es&sa=X&ved=0CBwQ6AEwAGoVChMI_7n0wP
fZxgIVjBKQCh3AKAm1#v=onepage&q=these%20twelve%20categories
%20are%20divided%20into%20broader%20elements%20for%20practical
%20reasons%20range%2C%20accuracy%2C%20fluency&f=false

Mary Spratt, Alan Pulverness & Melanie Williams. (1995). Writing. Retrieved
from

<https://books.google.com.ec/books?id=215bjyTOGhUC&pg=PA26&lpg=PA26>

6&dq=writing+involves+several+sub+skills:+some+of+these+are+related+
to+ accuracy,+using+the+correct+forms+of+language&source=bl&ots=E4
2AY- a12B&sig=DHuVkh1OIq9-
zvZk3krYH8jDze8&hl=es&sa=X&ved=0CBwQ6AEwAGoVChMIxquEya
bcx gIVFFqICh1E0gtu#v=onepage&q=writing%20involves%20several%20
sub%20skills%3A%20some%20of%20these%20are%20related%20to%20a
ccuracy%. 2C%20using%20the%20correct%20forms%20of%20language&f
=false

Ministerio de Educación. (2012). What assessment should be considered.

Retrieved from http://www.educacion.gob.ec/wp-content/uploads/downloads/2013/04/Assessment_Suggestions-EFL-OK.pdf

Ministerio de Educación. (2012). National English Curriculum Specifications.

Retrieved from http://www.educacion.gob.ec/wp-content/uploads/downloads/2013/04/Curriculum_Specifications-EFL-1.pdf

Ministerio de Educación. (2012). Loei. Retrieved from

http://www.istdab.edu.ec/pdf/Reglamento_LOEI.pdf

Spandel & Stiggins. (1990). Assessment and evaluation. Retrieved from

<http://webcache.googleusercontent.com/search?q=cache:RL-UkMY7IREJ:https://angelagig.files.wordpress.com/2013/05/assessment-and-evaluation.doc+&cd=2&hl=es&ct=clnk&gl=ec>

Sil International. (1999). Writing skill. Retrieved from <http://www-01.sil.org/lingualinks/languagelearning/otherresources/gudlnsfalnggandcltrlrnngprgrm/WritingSkill.htm>

The National Capital Language Resource center. (2003). Strategies for developing speaking skills. Retrieved from <http://www.nclrc.org/essentials/speaking/stratspeak.htm>

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

THEME

**THE LEARNING STYLES AND THE LEVEL DEVELOPMENT
OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF
FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT
“DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL
BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC
YEAR 2013-2014**

Thesis project required for obtaining
the Bachelor's degree in Science
Education, English Language
Specialization.

Authoress:

Mónica Mirella Jungal Arrobo

LOJA - ECUADOR

2012

a. THEME

THE LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014.

b. PROBLEM

BACKGROUND

Origin of “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School.

Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, starts its history in the Daniel Álvarez Burneo’s will, who in one of the clauses signed on July 28th 1936 left property to the Cantonal Council of Loja, for building an establishment or more institutions for poor people of urban and rural places, to give completion with Mr. Álvarez Burneo’s will the Loja Municipality and the Administrative Board of Refuge Daniel Álvarez Sánchez met on June 30th of 1938, and agreed to create an educational establishment called “Daniel Álvarez Burneo” Technological Institute of Arts and Industries.

Some years later, José Maria Velasco Ibarra, the Republic President issued the decree N° 680 on August 30th, 1944 the ÁLVAREZ FOUNDATION in order to integrate all agencies of social service. The cultural advancement, human and material of the Institute were growing quickly, despite of the lack of appropriate assignments by the respective ministries, and the opposition of some sectors of Loja city who resisted the changes.

In June 1962 through Ministerial Resolution N° 1391, it was authorized the definitive work of Industrial and Agricultural Technological Institute “Daniel Álvarez Burneo” that began its works in October 1962 with 64 students and the specialties of Industrial Mechanics, Carpentry and Agriculture. The Institute began like an Institute of Arts with the direction of the Engineer Alfonso Valdivieso Carrión.

However, on November 16th, 1969, the laboratorios of Physics, Chemistry, Natural Sciences, and Industrial Mechanics Workshop, were opened.

On October 3rd, 1966, through Ministerial Resolution N° 2213, the Institute of Arts was converted as Technological Institute. Also the Industrial Bachillerato Carpentry, Industrial Mechanics and the Agronomic Bachillerato (Agriculture) were authorized. In 1968 left the first Bachelors Promotion degree, integrated with 19 students.

On June 29th, 1972, through Executive Agreement N° 516 the Institute acquired the experimental character, under the denomination of “Daniel Álvarez Burneo” Experimental Technological Institute.

On December 9th, 1972 by ministerial resolution N° 3923, the allowance for an Accounting Bachillerato was authorized. In November 1973, through Ministerial Resolution N° 3813, the functioning of the First Course of Basic Cycle (first three years of high school), for female students was authorized. With the same date and year, through Ministerial Agreement N° 3813 Physics and Math and Chemist and Biology Sciences Bachillerato, were authorized.

On October 20th, 1980, by Executive Order N° 15225, the Technical Experimental Institute becomes Superior Technological Institute “Daniel Álvarez Burneo”, and gets Industrial Mechanics like a post Bachillerato with short technical career for the students who can get a degree.

On September 26th, 2001, the CONESUP through Article 13, literal d) of the Ley Orgánica de la Educación Superior declared that Superior Technological Institute Daniel Álvarez Burneo with the register N° 11-003 is approved to work with Industry on Food, Systems, Industrial Mechanics and Computerized Accounting technologies.

On July 3rd, 2013, through Ministerial Agreement Article 108, N° 0407-12 from regulation to the LOEI (Ley Orgánica de Educación Intercultural) it changes to Fiscomisional Bachillerato High School “Daniel Álvarez Burneo” in order to

accomplish with the requirements from the law. The High School has as a main objective the following:

To offer to Loja's society an integral catholic education, through the experience of humanistic, Christians, artistic, scientific, social and cultural values to achieve a quality of education it sets up a fairer society, according to the Marist spirit and principles of the gospel.

The high school has as specific objectives: to set up a new educational mind to students at Daniel Álvarez Burneo Technological Institute to achieve quality education, also to integrate all components of the educational community through the experience of humanistic values, Christians, artistic, scientific, social and cultural rights, to offer to the society of Loja an integral Catholic education in the style of Mary and Saint Marcelino, defending the law of an education for all the community, as well as to provide an educational project that harmonizes faith, culture and life, sharing the mission, spirituality and management, in collaboration with families and outgoing by Christian humanism, besides to configure a technical and technological education to provide quality scientific development and solution of economic problems in our society and to share to the participation of the ex-students to make a happier world and set up a fairer society, according to the Marist spirit and principles of the gospel.

Mission: To consolidate like an Educative Institution of importance in the country which is dedicated to Bachelors formation and Technologists scientific, technological, humanistic and Christian competitive, through permanent updating and practicing of values.

Vision: The Fiscomisional Bachillerato High School is an Educational Public High School, it has three years of Bachillerato and technologies such us: Analysis systems, Computerized accounting, Graphic Design, Industry on food, Industrial mechanic. Through the humanistic pedagogical model and social-cognitive, to

form good Christian and honest citizens. The main authorities of the High School are: Hermano Mariano Morante as the Rector and Dr. Anita Cuenca as the English Language Area Head.

CURRENT SITUATION OF THE RESEARCH

Learning styles are various approaches or ways of learning. They involve educating methods, from particular to an individual presumed to allow how an individual can learn best; a learning style is multifaceted and includes a person's disposition, modality, interests, talents, and environment. Educators for many years have noticed that some students prefer certain methods of learning more than others. Learning styles help to teachers bringing more variety into the classroom in order to get a good students' level of development of the productive skills of the English language. It is always a challenge to make the classroom more interesting.

“(Blackmore, 1996) suggested that one of the first things educators can do to aid the learning process is to simply be aware that there are diverse learning styles in the student population there are probably as many ways to "teach" as there are to learn. Perhaps the most important thing is to be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn”.

Most of teachers do not apply any kind of activities according to the students learning styles considering that each person learns differently from others, with different speeds and even more or less effective even if they have the same level of education, age, or although are studying the same subject.

The education has had some failures which were affecting students because they do not have a chance to develop different learning styles, teachers are not adapting in their classroom methods to each student's learning style, and it is a big problem

for the current situation. The theorists of leaning and the teachers agree when say that if students are taught according to their own learning style they learn more effectively to achieve the development of the productive skills of the English Language.

One the most frequent phenomena in the teaching practice is that the children have a good predisposition to learn when they start their studies in primary school. However it has been possible to verify that this enthusiasm decreases due to the lack of learning styles.

“ (Gardner, 2006) said that learning styles are different approaches or ways of learning also he proposed his theory of Multiple Intelligences in 1983, in which he stated that every individual has strengths and weaknesses at the time of learning. He said that learning styles always work together with multiple intelligences, without these there is no learning”.

The successful learning of the productive skills can happen with the development of the learning styles and multiple intelligences too because these work together for that they are considered the main key in the learning process that without these, it is not possible itself. Despite knowing what kind of learning style of a student is considered to be great help for the teacher.

In classrooms there are students with different leaning styles, some of them are better at learning languages than others, this is the main reason why the teachers must not teach the group as whole and must be ready to help them to improve their speaking and writing skill and offer them strategies and more adequate enviroments to build up their knowledge.

Based on the mentioned problems the researcher has decided to state the following research problem:

RESEARCH PROBLEM

HOW DO THE LEARNING STYLES HAVE INFLUENCE IN THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT” DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014?.

Delimitation of the research

a) Temporal

The research project will be held from September 2013 to June 2014.

b) Spatial

It will be carried out at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School, located on Daniel Álvarez Burneo and Juan de Alderete Street between Orillas del Zamora and Santiago de las Montañas Avenue at Loja city.

c) Observation Units

To gather information the researcher will survey to: English teachers (nine teachers), students of first year of Bachillerato (543 students), students of second year of Bachillerato (543 students), students of third year of Bachillerato (458 students).

d) Subproblems:

The subproblems the researcher has found are:

1. Do the teachers consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014?.
2. Which strategies based on learning styles are applied by teachers in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014?

c. JUSTIFICATION

The researcher has been chosen to carry out this research about the Learning styles that English teachers apply in their classes at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School, because it is an interesting educational theme that has not been researched before.

The different learning styles refer to the different ways or ways of learning. They always guide the learner to acquire a second language for social and cultural purposes, and within that purpose, a learner could be driven by an excellent level development of the productive skills of the English Language skills or an insufficient level. For that reason it is so important to research about it, because since the scientific point of view the researcher will get enough elements to give some theoretical reasons that will let to the researcher to state some conclusions and recommendations to the found problematic.

Since the educational point of view is so important to develop the present project because the learning styles play an important role in the level development of the productive skills of the English Language. However nowadays teachers do not use them as an instrument into the educational process.

The present research is also pertinent because it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction of learning styles that let them to improve the teaching learning process of the English language.

The project is also possible because, the researcher as undergraduate of the career of the English Language of the Universidad Nacional de Loja, is able to carry it out if the researcher considers that has the enough knowledge which has been offered by the University to develop it in the better conditions.

Finally it is also a previous requirement for the researcher, in order to get the Licentiate's degree in Sciences of Education, English language specialization and the researcher also has the enough resources to carry it out in the period established in the timetable.

d. OBJECTIVES

GENERAL

To determine the level of influence that learning styles have on the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

SPECIFICS

To find out if the teachers consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

To identify the strategies based on learning styles that teachers apply in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

e. THEORETICAL FRAMEWORK

LEARNING STYLES

Defining learning styles

Learning styles are various approaches or ways of learning. They involve educating methods, particular to an individual to allow that students learn best.

Learning styles are helpful to students to develop the productive skills; this is the best way for learning. But learning styles are always accompanied with multiple intelligences.

Learning styles and Multiple Intelligence are helpful for everyone especially for people with learning disabilities and Attention Deficit Disorder.

General Categories

Learning styles are ways of learning. A preferred learning style is the way in which a student learns best, which reflects the relative strengths or weaknesses of that student's underlying cognitive (learning) skills. Different scholars use different learning style categories. (MI) (Multiple Intelligence) theory maintains that there are at least seven "intelligences" such as: interpersonal, intrapersonal, visual/spatial, musical/rhythmic, verbal/linguistic, bodily/kinesthetic and logical/mathematical (D. Lazear, 1991). For purposes of this research project and in accordance with the majority of today's educational literature, the researcher will focus on the following simplified list of three learning styles: Auditory, Visual, and kinesthetic.

Learning Theories: In psychology and education, learning is commonly defined as a process that brings together cognitive, emotional, and environmental

influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views (Illeris, 2000; Ormorod, 1995). Learning as a process focuses on what happens when the learning takes place. Explanations of what happens constitute learning theories. A learning theory is an attempt to describe how people and animals learn thereby helps us to understand the inherently complex process of learning. Learning theories have two main values according to Hill (2002). One is in providing us with vocabulary and a conceptual framework for interpreting the examples of learning that we observe. The other is in suggesting where to look for solutions to practical problems. The theories do not give us solutions, but they do direct our attention to those variables that are crucial in finding solutions.

There are three main categories or philosophical frameworks under which learning theories fall: behaviorism, cognitivism, and constructivism. Behaviorism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behavior to explain brain-based learning. And constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts.

Behaviorism: According to the learning theories proposed by the behaviorists learning is a mechanical process of associating the stimulus with response, which produces a new behavior. Such behavior is strengthened by the reinforcement. Main proponents of this theory were J.B. Watson and I. Pavlov. Behaviorists view the learner as a passive person who responds to the stimuli. According to them the learner starts as *tabula rasa* (which means clean slate) and the behavior is shaped by the reinforcement. Positive as well as negative reinforcement increase the probability of the repetition of behavior. Whereas the punishment decreases the chances of repetition of the behavior. Learning is therefore defined as a change in the behavior of the learner.

Use of this theory: The techniques of reinforcement and punishment have been employed by the teachers in the classrooms to promote desirable behavior and discourage unwanted behavior of the learners.

- **Strengths:**

- It can be used to formulate behavioral contracts in the school as well as at home.
- Success of outcomes is easily measurable.
- It is helpful in bringing about behavior modification (desired outcome) with the help of reinforcement, punishment and extinction.
- Cue response to behavior allows the learner to react in a predictable way under certain conditions.
- Guarantees specific learning.
- Ease of application.

- **Weaknesses:**

- Some critics say that it is an extrapolation of animal behavior to humans.
- Behaviorism fails to explain the development of human languages.
- Effect of environment in shaping the behavior of a human, is not taken into account by the behaviorists.

Cognitivism: Cognitivism refers to the study of the mind and how it obtains, processes, and stores information (Stavredes, 2011). This theory was a response to behaviorism. It was argued that not all learning occurs through shaping and changing of behaviors.

In this theory, learners are active participants in their learning, and the mind functions like a computer processor. Information comes in as input, the mind processes the information for the time being, and the information is stored away to

be retrieved later (Learning Theories, 2011b). Learning is shaped by acquired learning strategies and prior knowledge and attitudes, called schemas. The cognitive view of learning is teacher-centered, and information must be presented in an organized manner in order to achieve the most efficient learning.

Use of this theory: Cognitivism is suited well for problem solving, where the concepts are complex and must be broken down into smaller parts. Ideas and concepts from these problems are linked to prior knowledge, which in turn helps the learner develop a stronger comprehension (Stavredes, 2011).

- **Strengths:** Organized structure to learning: information comes in and is processed into short term memory before being stored away in long term memory. When problems are broken down into smaller parts, learners are not overwhelmed with incoming information and have time to process smaller bits.
- **Weaknesses:** Because learning is very structured, it may become difficult to adapt to changes in what has already been processed and learned.

Constructivism: Constructivism is the study of a learner's own construction of knowledge (Learning Theories, 2011c). This knowledge is constructed through one's own personal experiences and interactions with the outside world. The learner takes in new information and gives meaning to it using his or her own prior attitudes, beliefs, and experiences as references (Stavredes, 2011). Learners are active participants in the construction of knowledge while the instructor serves as a facilitator. Two types of constructivism emerged beginning in the late 1970s. Lev Vygotsky introduced social constructivism, in which social interaction with others helps the learner put meaning to information. Vygotsky noted a Zone of Proximal Development, in which learners can develop a certain level of meaning on their own information but can grow even greater after interacting with classmates and instructors. In 1985, Jean Piaget introduced

cognitive constructivism, in which knowledge is constructed by either assimilation or accommodation. In assimilation, incoming information is associated with a schema, and in accommodation, incoming information does not match a schema. Thus, the schema must be changed to accommodate this conflict (Stavredes, 2011).

Use of this theory: Constructivism is best utilized when learners take control of the learning situation, such as in Problem-Based Learning. As learners engage themselves in an activity like this, they develop an understanding of the importance of the problem, comprehend the relevance of the topic, and construct knowledge through their experiences. It is more important to focus on the whole rather than the individual parts in constructivist learning (Stavredes, 2011). Constructivism is sometimes misconstrued as a theory that compels students to reinvent the wheel, but instead, it implores students to attempt to learn how it functions and apply this to real-world learning (Educational Broadcasting, 2004).

- **Strengths:** Constructivist activities are generally relevant to the learner and real-world based. Learners construct knowledge and meaning as they can relate the information to their own experiences, beliefs, and attitudes.
- **Weaknesses:** Individual experiences and attitudes can vary. A specific, desired outcome may not always be achieved when different people approach the problem or task.

Connectivism

Connectivism is a learning theory, in which knowledge exists outside of the learner, and the learner makes connections between information to build knowledge. The connections that learners make help them create their own learning network. Through this connected web, learners will be able to stay up-to-

date with content as it changes. It is important for the learner to be able to identify credible resources. (Siemens, 2011).

Outlines the major ideas of connectivism as:

- Learning and knowledge rests in diversity of opinions.
- Learning is the process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections are needed to facilitate learning.
- The ability to identify connections between concepts is important.
- And maintaining current and accurate knowledge is the purpose in connectivist activities.

Decision-making is a learning process as information can change and what is viewed as correct one day may be incorrect the next day.

Use of this theory: This theory can be used whenever research needs to be conducted. In this digital age, learners can set up RSS feeds; follow organizations on Twitter, link to certain sites, search videos, and much more. With all of these resources available, learners can build a learning network that is constantly growing and can receive the most up-to-date information on any topic.

- **Strengths:** Since learning is networked and connected to a variety of sources, information can be obtained easily and instantly the most recent updates to any topic.
- **Weaknesses:** Because so many sources exist, it can become difficult to determine if a source is legitimate or not.

Learning styles

“ (Grasha, 1996), defines learning styles as, "personal qualities that influence a student's ability to acquire information, to interact with peers and the teacher, and otherwise participate in learning experiences.

“Blackmore (1996) suggests that one of the first things educators can do to aid the learning process is to simply be aware that there are diverse learning styles in the student population”.

Educators have, for many years, noticed that some students prefer certain methods of learning more than others. These dispositions, referred to as learning styles, form a student's unique learning preference and aid teachers in the planning of small-group and individualized instruction.

Proponents say that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. There are probably as many ways to "teach" as there are to learn. Perhaps the most important thing is to be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn.

“ (Greeks: Wratcher, 1997) the idea that people learn differently is venerable and probably had its origin with the ancient Greeks (Wratcher, Morrison, Riley & Scheirton, 1997). While many instructors are aware that different learning styles exist, the application of this knowledge is often inconsequential. Some faculties simply utilize a wide variety of teaching activities trying that they will cover most student learning preferences along the way”.

When do not exist understanding between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the

curriculum, and themselves, and in some cases dropout of school. Professors, confronted by low test grades, unresponsive or hostile classes, poor attendance and dropouts, know something is not working. They may become overly critical of their students (making things even worse) or begin to wonder if they are in the right profession. Most seriously, society loses potentially excellent professionals. To overcome these problems, professors should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her learning styles). If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals”.

Fleming's VAK/VARK model

(Fleming).”One of the most common and widely-used categorization of the various types of learning styles is Fleming's VARK (visual, auditory, reading, kinesthetic) model sometimes VAK (visual, auditory, kinesthetic) which expanded upon earlier Neuro-linguistic programming (VARK) models: visual learners, auditory learners, reading/writing-preference learners and kinesthetic learners.

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learner’s best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.). Its use in pedagogy allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.

Types of learning styles

There are three main types of learning styles: auditory, visual, and kinesthetic. Most people learn best through a combination of the three types of learning styles, but everybody has different learning.

The Auditory/ Verbal Learning Style

You learn best when information is presented auditory in an oral language format. In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.

The Visual/ Verbal Learning Style

You learn best when the information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Visual/ Nonverbal Learning Style

You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps and charts. You benefit from information obtained from the pictures and diagrams in textbooks. You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities having to do with visual art and design.

The Kinesthetic Learning Style

A student with a tactile learning style learns best when information is conveyed in “hands-on” settings such as trade positions, labs, workshops, or participatory classes. Tactile learners respond well to touching and creating things in areas such as art and science.

These students want to hold and manipulate the subject matter, rather than merely viewing an image of it. You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom”.

Types of learners

Visual Learner

Visual learners will be able to recall what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. Better yet, present information to them with a video.

The Teacher should motivate this learner via visual and non textual clues such as graphs, charts or media and assorted visuals such as a power point presentation or a general picture. Aim for age appropriate visual aids with stimulating and motivating content. Once the students have absorbed the visual aids (usually after a few minutes) teacher can have a question and answer session. For ESL (English Second Language) class, predication is an effective technique to motivate some students to read.

They will learn by observing and enjoy working with the following: Computer graphics, maps, graphs, charts, cartoons, posters, diagrams, graphic organizers and text with a lot of pictures.

Learning Strategies for the Visual/ Verbal Learner: To aid recall, make use of "color coding" when studying new information in your textbook or notes. Using highlighter pens highlight different kinds of information in contrasting colors.

- Write out sentences and phrases that summarize key information obtained from your textbook and lecture.
- Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental "picture" of the information.
- When learning information presented in diagrams or illustrations, write out explanations for the information.
- When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.

- Make use of computer word processing. Copy key information from your notes and textbook into a computer. Use the print-outs for visual review.
- Before an exam, make yourself visual reminders of information that must be memorized. Make "stick it" notes containing key words and concepts and place them in highly visible places --on your mirror, notebook, car dashboard, etc.

Learning Strategies for the Visual/ Nonverbal Learner:

- Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental "picture" of the information.
- Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.
- When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.
- Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.
- Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics

that help you to understand and retain course material. Use spreadsheet and database software to further organize material that needs to be learned.

- As much as possible, translate words and ideas into symbols, pictures, and diagrams.

Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using overhead transparencies/handouts, and writing down instructions.

Advice for visual learners

- Use visual materials such as pictures, charts, and maps.
- Use colour to highlight texts and own notes.
- Take notes or use handouts; look carefully at headings and patterns of topics.
- Use multi-media where possible (computers; mind maps).
- Brainstorm using illustrations, mind maps and models.
- Study in a quiet place away from visual disturbances.
- Visualise information in a picture.
- Skim-read to get an overview before reading in detail.
- Draw a map of events in history or draw scientific process.
- Make outlines of everything.
- Copy what's on the board.
- Ask the teacher to diagram.
- Diagram sentences.
- Take notes and make lists.
- Watch videos.
- Color code words, research notes.

- Outline reading.
- Use flashcards.
- Use highlighters, circle words, underline.

Visual learner characteristics: Visual learners are those who learn through seeing things. Look over the characteristics below to see if they sound familiar. A visual learner:

- Is good at spelling but forgets names.
- Needs quiet study time.
- Has to think while before understanding lecture.
- Is good at spelling.
- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.

Best test type for visual learners: Diagramming, reading maps, essays (studied using an outline), showing a process.

Worst test type: Listen and respond tests.

Auditory Learners

Students with this style will be able to recall what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. They are phonetic readers who enjoy oral reading, choral reading, and listening to recorded books.

Teacher need to use jazz chants and sing-song approaches to introduce new vocabulary. When teachers know how to cater to different learning styles, they

will be able to maximize the chances for motivating the students. The ultimate payback will be giving the students the love of learning. They learn best by doing the the following:

- Interviewing and debating.
- Participating on a panel.
- Giving oral reports.
- And participating in oral discussions of written material.

Strategies for the Auditory/ Verbal Learner:

Join a study group to assist you in learning course material. Or, work with a "study buddy" on an ongoing basis to review key information and prepare for exams. When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.

Tape records your lectures. Use the 'pause' button to avoid taping irrelevant information. Use a tape recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to '000.' If a concept discussed during lecture seems particularly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape recording allows you to avoid the tedious task of having to listen hours and hours of lecture tape.

Use audios tapes such as commercial books on tape to aid recall. Or, create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can.

Methods for auditory learners: Include repeating difficult words and concepts aloud, incorporating small-group discussion, organizing debates, listening to books on tape, writing oral reports, and encouraging oral interpretation.

Advice for auditory learners:

- Participate frequently in discussions and debates.
- Make speeches and presentations. Use a tape recorder if possible instead of (or as well as) making notes.
- Read text aloud.
- Create musical jingles and mnemonics to aid memory.
- Discuss your ideas verbally.
- Dictate to someone else while they write your ideas down.
- Speak onto an audio-tape and listen to your own ideas played back.

Auditory learners can benefit from:

- Using word association to remember facts and lines.
- Recording lectures.
- Watching videos.
- Repeating facts with eyes closed.
- Participating in group discussions.
- Using audiotapes for language practice.
- Taping notes after writing them.

Auditory learner characteristics: Auditory learners are those who learn best through hearing things. Look over these traits to see if they sound familiar to you. A student may be an auditory learner if he/she is someone who:

- Likes to read to self out loud.
- Is not afraid to speak in class.
- Likes oral reports.

- Is good at explaining.
- Remembers names.
- Notices sound effects in movies.
- Enjoy music.
- Is good at grammar and foreign language.
- Reads slowly.
- Follows spoken directions well.
- Can't keep quiet for long periods.
- Enjoy acting, being on stage.
- Is good in study groups.

Worst test type: Reading passages and writing answers about them in a timed test.

Best test type: Auditory Learners are good at writing responses to lectures they've heard. They're also good at oral exams.

Kinesthetic Learners

Kinesthetic learners also learn by touching or manipulating objects. This type of learner learns through the tactile response by touching and feeling. Providing ABC letters in different shapes and textures, blindfolding the children and encouraging them to make guess which letter they are hold reflects this kind of learning style. For older learners, try offering them a word backwards asking them to guess.

They need to involve their whole body in learning. Total Physical Response is a good ESL method for them. They remember material best if they act it out. These students learn best by:

- Playing games that involve their whole body.
- Movement activities.
- Making models.
- Following instructions to make something.
- Drawing.
- Playing board games.
- Making dioramas.
- Making models.
- Following instructions to make something.
- Setting up experiments.

Strategies for the Tactile/ Kinesthetic Learner:

- To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.
- When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud.
- Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, historical site, or job site) to gain first-hand experience of your subject matter.
- To learn a sequence of steps, make 3'x 5' flashcards for each step. Arrange the cards on a table top to represent the correct sequence. Put words, symbols, or pictures on your flashcards -- anything that helps you remember

the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.

- When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.
- Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.
- Listen to audio tapes on a Walkman tape player while exercising. Make your own tapes containing important course information.

Methods for tactile/kinesthetic learners include providing hands-on activities (experiments, etc.), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role play, and having field trips.

Kinesthetic learners can benefit from:

- Studying in short blocks.
- Taking lab classes.
- Role playing.
- Taking field trips, visiting museums.
- Studying with others.
- Using memory games.
- Using flash cards to memorize.

Kinesthetic learner characteristics: Kinesthetic learners are those who learn through experiencing/doing things. Look over these traits to see if they sound familiar to you. You may be a kinesthetic learner if you are someone who:

- Is good at sports.
- Can't sit still for long.
- Is not great at spelling.
- Does not have great handwriting.
- Likes science lab.
- Studies with loud music on.
- Likes adventure books, movies.
- Likes role playing.
- Takes breaks when studying.
- Builds models.
- Is involved in martial arts, dance.

Worst Test Type: Long tests, essays.

Best Test Type: Short definitions, fill-ins, multiple choices.

Applications of learning styles in the classroom

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn (1978). Dunn and Dunn write that “learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)” (Dunn & Dunn, 1978). They claim that not only can students identify their preferred learning

styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator's advantage to teach and test students in their preferred styles (Dunn & Dunn, 1978).

Although learning styles will inevitably differ among students in the classroom, Dunn and Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom (Dunn & Dunn, 1978). Small-group techniques often include a "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming. Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students' needs to learn; 2) multisensory resources (auditory, visual, tactile, kinesthetic) that teach the required information; 3) activities through which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test (Dunn & Dunn, 1978).

What Teachers should know

Although most people use a combination of the three learning styles, they usually have a clear preference for one. Knowing and understanding the types of learning styles is important for students of any age. It is advantageous for students to understand their type of learning style early on so that homework and learning may become easier and less stressful in the future. Although it may be tempting to stick with what works, it's important to practice and train the other types of

learning styles early on so that, as he grows, the child can utilize the other types just as effectively.

Understanding: Learning styles in the classroom involves understanding how learning and the relationship between teaching and learning styles is a factor in the success of students. Identifying the modes in which students learn best becomes useful in two ways. First, helping students understand and become aware of how they themselves learn and study. Second, helping teachers to achieve a more holistic approach to select and design teaching strategies, lessons, and activities that maximize student learning and understanding. Addressing the diverse learning needs of students and accounting for differences has the potential to help students succeed in more positive ways. The depth of long-term learning may depend on the extent to which students try to analyze, clarify, or articulate their experiences to others in their family, work or social groups.

Factors: Learning styles in the classroom should take into account the students' personality dimensions, information process, social interaction and preferred environment. Students learn at different rates of speed. A student's speed of learning depends on the way they like to learn. A student experiencing a change process, such as a new learning situation, is likely to feel stress and confusion. Some anxiety often increases motivation to learn, but too much anxiety may cause fatigue, inability to concentrate, resentments, and other barriers to learning. Learning is more comfortable and effective when the environmental conditions support open exchange, sharing of opinions, and problem-solving strategies. The atmosphere should foster trust and acceptance of different ideas and values.

A lasting solution: Learning styles in the classroom improves when the student is an active participant in the educational process. When selecting among several teaching methods, it is best to choose the method that allows the student to become the most involved. Using varied methods of teaching helps the student

maintain interest and may help to reinforce concepts without being repetitious. Learning about learning styles may be helpful to teachers who have not previously thought seriously about differences among students.

The Importance of Cognitive Assessment: Although learning styles are important, working within a student's learning strengths too early may actually hinder the child's overall success. If students are encouraged to avoid areas of struggle, the underlying cognitive skills in that area will remain weak and that student may lose the opportunity to fully develop an array of learning tools. Regardless of whether they'll ultimately favor the auditory, visual and tactile styles, all students need a strong foundation in the core cognitive skills.

Cognitive skills are the fundamental tools that all people use to learn and achieve. Cognitive skills are not the learning style preferences such as auditory, visual or tactile, but rather, the underlying mental abilities required for long-term proficiency in core subjects such as reading, writing, and mathematics. These foundational learning skills include auditory processing, visual processing, attention, memory, processing speed, logic and reasoning, and comprehension. All of these mental tools should be solid for learning success, but it's the strongest of these underlying abilities that leads to a preference in learning styles.

Reviewing the Entire Spectrum of Mental Tools: A Learning Styles is a powerful tool for students. Even at early ages, students start to exhibit learning style favorites. Although learning styles are important, working within a student's learning preferences too early may actually limit the child's overall learning success. If a child compensates for areas of struggle by focusing on areas of strength, the underlying mental capabilities in the area of struggle may remain weak forever. Regardless of whether they'll ultimately favor a particular learning style, all students need a strong base in the entire spectrum of core cognitive skills for a lifetime of learning success.

The best way to conduct a Learning Styles is to start with a simple questionnaire that focuses on the potential struggle areas. For instance, if a student scores well in visual processing, he or she may need to strengthen some auditory processing skills for later reading fluency and comprehension. On the other hand, if a learner scores well in auditory processing, he or she may need some work in the visual processing areas to later excel in word-math problems and geometry. The key is to complete a basic Learning Styles for the students and see where relative strengths and weaknesses line up.

A Simple Place to Start: The students will have a good handle on the strengths and weaknesses in areas such as auditory processing, visual processing, attention, processing speed, memory, and logic and reasoning.

A Comprehensive Solution for Success: The Learning Styles are effective first steps towards assessing the strengths and weaknesses of the student's underlying cognitive skill set. The students learn about learning styles, as well as the most suitable ways of getting success.

How the learning styles theory impacts education?

Curriculum: Educators must place emphasis on intuition, feeling, sensing, and imagination, in addition to the traditional skills of analysis, reason, and sequential problem solution.

Instruction: Teachers should design their instruction methods to connect with all three learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking.

Assessment: Teachers should employ a variety of assessment techniques, focusing on the development of “whole brain” capacity and each of the different learning styles.

Why is learning style important?

Information about students' learning style is important to both the teacher and the student for the following reasons:

- Low satisfaction or poor performance in a course or particular activity may be misinterpreted as lack of knowledge or ability, when it is actually difficulty with a particular style of learning.
- Teachers with an understanding of their students' learning styles are better able to adapt their teaching methods appropriately.
- Teachers who introduce a variety of appropriate teaching methods into their classes are more likely to motivate and engage students into learning.
- Students who learn about their own style become better learners; they achieve higher grades and have more positive attitudes about their studies, greater self-confidence, and more skill in applying their knowledge in courses.
- Information about learning styles can help teachers become more sensitive to the differences which students bring to the classroom.
- Information about learning styles can serve as a guide to the design of learning experiences that either match, or mismatch, students' style, depending on whether the teacher's purpose is efficiency of students'

learning or developing skills with a style of learning in which the student is weak.

- Information about learning styles can assist in working with poorly prepared or new university students, as the highest drop-out rates occur with those groups.

Learning styles the most important key to improving grades

Students learn in many ways, like seeing, hearing, and experiencing things first hand. But for most students, one of these methods stands out.

Why is this important? Research has shown that students can perform better on tests if they change study habits to fit their own personal learning styles. For example, visual-learning students will sometimes struggle during essay exams, because they can't recall test material that was "heard" in a lecture.

However, if the visual learner uses a visual aid when studying, like a colorful outline of test materials, he or she may retain more information. For this type of learner, visual tools improve the ability to recall information more completely.

A simple explanation of learning styles is this: Some students remember best materials they've seen, some remember things they've heard, while others remember things they've experienced.

Learning style assessments

There are many tests available to help to students and teachers to discover your best learning style. Generally speaking, however, if students are who are more likely to think in pictures, prefer to meet with someone in person, and are more likely to want visual diagrams when completing a project you have tendencies

towards visual learning. Similarly, if students are more likely to think in terms of sounds, prefer to speak on the phone with someone, and want verbal instructions then you tend towards auditory learning. Finally, if students are more likely to think in terms of moving images like mini-movies in your mind, prefer to participate in an activity when you meet to speak with someone, and tend to jump right into a project without reading directions you tend towards tactile/kinesthetic learning.

How use effectively learning styles in class?

In the best of all possible worlds, teacher would incorporate all three learning styles into each of your lessons. However, this is just not possible in the real world of teaching. In truth, it is often not hard to include both auditory and visual learning styles in your lessons. For example, you can have instructions written on the board and say them out loud. However, it is not always as easy to include the tactile/kinesthetic learning style into your lessons. The sad truth is that many students have this as their strongest learning style. It is best to not force the issue but instead find natural places to include kinesthetic learning. If the class warrants it, you could include simulations, role-playing, debates, or the use of manipulative.

Concerns when incorporating learning styles

Though rarer today than in the past, some teachers discount the importance of learning styles. They continue to teach in their one major method without trying to vary instructional methods. This is a mistake that will lead to less learning in the classroom.

On the other hand, many students and to a lesser degree some teachers make the mistake of thinking that they cannot learn using methods that are not focused on their learning style. This is also a huge mistake that in the end will

result in less learning. If teachers do not help their students find ways to be successful learning information presented in any style, they are not helping them succeed in the future. The fact is that students will be faced with many different styles of teaching during the educational career. Only by finding ways to adapt and learn using other styles, will students end up succeeding.

Examples of ways that students can adapt:

- Kinesthetic learners would include writing down information that they are to learn.
- Visual learners could create word webs, venn diagrams, or other visual presentations of information.
- Auditory learners could read a passage out loud from their textbook or from handouts”.

Characteristics of learning styles

VAK LEARNING STYLES	
LEARNING STYLE	DESCRIPTION
Visual	Seeing and reading
Auditory	Listening and speaking
Kinesthetic	Touching and doing

VISUAL

- Learn best by seeing information.
- Can easily recall printed information in the form of numbers, words, phrases, or sentences.
- Can easily understand and recall information presented in pictures, charts or diagrams.
- Have strong visualization skills and can look up (often to the left) and “see” information.
- Can make “movies in their minds” of information they are reading.
- Have strong visual spatial skills that involve sizes, shapes, textures, angles, and dimensions.
- Pay close attention and learn to interpret body language (facial expressions, eyes, and stance).
- Have a keen awareness of aesthetics, the beauty of the physical environment, and visual media.

AUDITORY

- Learn best by hearing information.
- Can accurately remember details of information heard in conversations or lectures.
- Have strong language skills that include well-developed vocabularies and appreciation of words.
- Have strong oral communication skills that enable them to carry on conversations and be articulate.
- Hear tones, rhythms, and notes of music and often have musical talents.

KINESTHETIC

- Learn best by using their hands (“hands-on” learning) or by full body movement.
- Learn best by doing.
- Learn well in activities that involve performing (athletes, actors, dancers).
- Work well with their hands in arenas such as repair work, sculpting, art, or working with tools.
- Are well-coordinated with a strong sense of timing and body movements.
- Often were labeled as “hyperactive.

Assessment and evaluation in Education

(National English Curriculum) “Educators use two distinct processes to help students building lifelong learning skills: assessment and evaluation.

Assessment: Provides feedback on knowledge, skills, attitudes, and work products for the purpose of elevating future performances and learning outcomes.

Evaluation: Determines the level of quality of a performance or outcome and enables decision-making based on the level of quality demonstrated.

Some generalities on assessment

Three types of assessment are commonly practiced in our educational system: Diagnostic (at the beginning of the school year), formative (along the school year) and summative (at the end of the course). Therefore, in agreement with Ur (2012), we can summarize five main reasons why English proficiency assessment is carried out in Ecuadorean classrooms; in general terms, assessment is done in order to:

1. Be aware of students' strengths and weaknesses (diagnostic assessment).
2. Evaluate how well students have learnt specific material during a course.
3. Keep track of students' progress (formative assessment).
4. Evaluate students' overall level (summative assessment).
5. Learn some useful information about successes or failures in our own teaching.

Teachers as a result, need to plan and design formal assessment tools, (e.g. written and oral test) as well as informal instruments (e.g. checklists) that fulfill the following functions:

- a) Specify learners' level.
- b) According to the Common European Framework of Reference for Languages (CEFR).
- c) Report how good learners' language skills are.
- d) Assess learners' knowledge of a set of vocabulary items, a text or a grammatical feature.
- e) Be aware of what students need to learn in order to plan our teaching appropriately.

About test construction

It is worth mentioning that teachers should consider the following issues suggested by Coughlin (2006) which agree with teaching principles claimed by the Communicative Approach in order to construct good tests:

Speaking tests: should concentrate on item types that test for real-life situations. For example, instead of tests of reading aloud or telling stories, questions should test students' ability to understand and respond appropriately to such things as polite requests, directions, instructions, advice, etc.

Written test: Traditional compositions used in the past are not as appropriately useful as questions requiring students to write letters, reports, messages, etc.

Reading and listening tests: Should assess students' ability to extract specific information of a practical nature rather than attempt to have students give back irrelevant bits of information.

Administration and scoring guide

Besides being the most common way to assess students' language ability, tests (either oral or written) are useful tools that serve some other functions, which (2012) has summarized as follows:

1. They signal the end of units.
2. They motivate learners to review material in order to do examinations well.
3. They give learners a sense of achievement and progress.
4. They are instruments for useful content learning or review.

Diagnostic assessment

As experienced teachers know, written tests can be used for diagnostic evaluation that takes place at the beginning of the school year so that a student or class profile is built and teaching can be planned appropriately.

Formative assessment

For ongoing or formative assessment, written tests that include a listening, reading, language use (i.e. grammar), and writing section should ideally be administered at the end of each studied content unit along with other assessment tools (e.g., oral lessons, homework, projects, etc.). Every test should also be

graded and count as a partial score that will contribute to the 80% of the learners' final score at the end of every school term (i.e. quimestre).

In general, these progress or achievement tests—which “are designed to measure learners' language and skill progress in relation to the syllabus they have been following” (Harmer, 2010) have to be developed by considering the specific materials to which learners have been exposed as well as the activity types they have carried out in the classroom.

The reason is that achievement tests are appropriately designed and work only if they contain item types familiar to the learners. Harmer (2010) clarifies that this does not mean teachers have to give students exactly the same texts they have seen before for a reading test, but rather “it does mean providing them with similar texts and familiar task types”.

In other words, tests may fail in measuring the learning that has been taking place if students are faced with material that is completely new even though they “can still measure general language proficiency” (Harmer, 2010). Exposing learners to test items that are familiar then facilitates learners' knowing what to study in order to prepare for the written tests.

Summative assessment

The educational system had had some changes about the way of assessing. According to the new bylaws of the Law of Education (Reglamento a la Ley Orgánica de Educación Intercultural - LOEI, 2012), which have currently established regulations and procedures for summative evaluation in all areas of knowledge, an exam at the end of each term (or quimestre) should also be administered and graded. This will account for 20% of the final score. The parameters that contains each term are:

Parameters				
Homeworks	Individual Tasks	Group Tasks	Lessons	Test

Through to the Article 194 of the LOEI (Ley Orgánica de Educación Interultural) shows the scale of qualifications that should make reference to the execution of the established learning objectives in the curriculum and in the national learning standards. This is the scale:

SAR (10): To beat the learning required.

DAR (9): Dominate the learning required.

AAR (7/8): Reach the learning required.

PAAR (5/6): Next to achieve the learning required.

NAAR (< 4): Does not reach the learning”.

Learning styles’ and multiple intelligence’s importance

One point that is so important to highlight to know is for that one learning style works should have a development of multiple intelligences.

Learning styles and Multiple Intelligence are very helpful for students especially for students with learning disabilities and Attention Deficit Disorder if students know their learning style will help them to develop coping strategies to compensate for their weaknesses and capitalize on their strengths.

Multiple intelligences

(Gardner, Multiple Intelligences).”The theory of multiple intelligences was proposed by Howard Gardner in 1985. The application of the theory of multiple

intelligences varies widely. It runs the gamut from a teacher who, when confronted with a student having difficulties, uses a different approach to teach the material, to an entire school using MI as a framework. In general, those who subscribe to the theory strive to provide opportunities for their students to use and develop all the different intelligences, not just the few at which they naturally excel.

Gardner's theory argues that students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at linguistic and logical intelligence.

Many teachers see the theory as simple common sense. Some say that it validates what they already know: that students learn in different ways. The application of the theory of multiple intelligences varies widely. It runs the gamut from a teacher who, when confronted with a student having difficulties, uses a different approach to teach the material.

The growing popularity of Gardner's Multiple Intelligences among language teachers shows that many of them are aware of learner diversity. But not all teachers find the Multiple Intelligences (MI) theory attractive enough or easy to implement. There might be two reasons for this:

- First, teachers work with different categories of students: some teach school students, while others teach college or university students. The variety and nature of learning styles of school students would, presumably, differ from those of students in engineering colleges or universities of education.
- Second, not only do learners differ from each other, but also teachers differ in their teaching styles. Thus, a variety of perspectives is required for teachers to consider. This variety is provided by research.

H. Gardner's (1985) concept of multiple intelligences', as mentioned earlier, is commonly viewed as, in fact, a model of learning styles. According to this point of view, the following types of learning styles can be identified:

- Visual learning style.
- Auditory learning style.
- Tactile/Kinesthetic learning style.

Gardner has articulated some basic multiple intelligence types such as:

- Linguistic/ Verbal.
- Logical-mathematical.
- Bodily-kinesthetic.
- Musical.
- Interpersonal.
- Intrapersonal.
- Naturalistic.
- Existential.

Spatial: This area deals with spatial judgment and the ability to visualize with the mind's eye. Careers which suit those with this type of intelligence include artists, designers and architects. A spatial person is also good with puzzles.

Linguistic: This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, discussion and debate. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.

Careers that suit those with this intelligence include writers, lawyers, policemen, philosophers, journalists, politicians, poets, and teachers.

Logical-mathematical: This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence are naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Careers which suit those with this intelligence include scientists, physicists, mathematicians, logicians, engineers, doctors, economists and philosophers.

Bodily-kinesthetic: The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. Gardner elaborates to say that this intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes.

In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory.

Careers that suit those with this intelligence include: athletes, dancers, musicians actors, surgeons, doctors, builders, police officers, and soldiers. Although these

careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence.

Musical: This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it, may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

Careers that suit those with this intelligence include instrumentalists, singers, conductors, disc-jockeys, orators, writers and composers.

Interpersonal: This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

Careers that suit those with this intelligence include sales, politicians, managers, teachers, and social workers.

Intrapersonal: This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your

strengths/weaknesses, what makes you unique, you can predict your own reactions/emotions.

Careers which suit those with this intelligence include philosophers, psychologists, theologians, lawyers, and writers. People with intrapersonal intelligence also prefer to work alone.

Naturalistic: This area has to do with nature, nurturing and relating information to one's natural surroundings. Careers which suit those with this intelligence include naturalists, farmers and gardeners.

Existential: Ability to contemplate phenomena or questions beyond sensory data, such as the infinite and infinitesimal. Ideal career: cosmologist, philosopher”.

Social Interaction

(Reichmann-Grasha). “This looks at likely attitudes, habits, and strategies learners will take toward their work and how they engage with their peers when they learn. The Reichmann-Grasha model, for instance, focuses on student attitudes toward learning, classroom activities, teachers, and peers. This model identifies the following types and their characteristics (Reichmann &Grasha):

- **Avoidant students** tend to be at the lower end of the grade distribution. They tend to have high absenteeism; they organize their work poorly, and take little responsibility for their learning.
- **Participative students** are characterized as willing to accept responsibility for self-learning and relate well to their peers.
- **Competitive students** are described as suspicious of their peers leading to competition for rewards and recognition.

- **Collaborative students** enjoy working in harmony with their peers.
- **Dependent students** typically become frustrated when facing new challenges not directly addressed in the classroom.
- **Independent students**, as the name implies, prefer to work alone and require little direction from the teacher”.

PRODUCTIVE SKILLS OF THE ENGLISH LANGUAGE

Concept of skill: (CAMBRIDGE, Advanced learner's dictionary) It is an ability to do an activity or job well, especially because you have practiced.

Productive skills

“ (House, Classroom Practice, 2011) indicates in order to develop the most productive skills in the class we should organize our activities.

Most of learners consider speaking the most difficult skill to master as it involves using many different sub-skills in a very limited period of time. Its complexity is easily understood when are mentioned the twelve qualitative categories, based different elements of communicative competence that distinguish to characterise the speaking skill:

Turn taking strategies:

- Cooperating strategies.
- Asking for clarification.
- Fluency.
- Flexibility.
- Coherence.

- Thematic development.

Precision:

- Sociolinguistic competence.
- General range.
- Vocabulary range.
- Grammatical accuracy.
- Vocabulary control.
- Phonological control.

These twelve categories are divided into broader elements for practical reasons: range, accuracy, fluency, interaction, and coherence. Consequently in order to master the speaking skill, a student needs to learn, among other things, to use a variety of vocabulary, to use complex sentence forms, to use grammar correctly, to pronounce utterances in a correct way, to use stress, rhythm and intonation appropriately, to use tenses correctly to correct his/her own mistakes, to avoid hesitation and to express him/herself spontaneously with a natural fluency, to start speaking when the other stops, to ask for clarification, to respond adequately and to plan what he/she is going to say, to use connectors and other cohesive devices in discourse, and to use organisational patterns. On the other hand, if learners want to be able to write in English, they will need different sub-skills, some of them related to form (spelling with reasonable accuracy, building sentences in a grammatically correct way, selecting the correct vocabulary, linking sentences appropriately, using paragraphs in a suitable way, etc.) and some others related to content (using relevant ideas, organising them correctly, choosing the right register, etc.). When our students are developing writing skills we need to focus not only on accuracy in writing but also on having a message successfully communicated to other people. Sometimes teachers, particularly non-native teachers, are so concerned with correcting learners' mistakes that they forget to react to content.

Writing

(Jeremy H. , How to teach English, 2006) “Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

It is a productive skill. That mean they involve producing language rather than receiving it. We can say that writing involves communicating a message by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

All written text types have two things in common. Firstly, they are written to communicate a particular message, and secondly, they are written to communicate to somebody. Our message and who we are writing to influence what we write and how we write.

Writing involves several sub skills. Some of these are related to accuracy, using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

But writing is not just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organize them well and express them in an appropriate style.

Writing also involves through a number of stage. When we write outside the classroom we often go through these stages:

- Brainstorming (Thinking of everything we can about the topic).
- Making notes.
- Planning (organizing our ideas).
- Writing a draft (a piece of writing that is not finished, and may be changed).
- Editing (correcting and improving the text).
- Producing other draft.
- Proof reading (checking for mistakes in accuracy) or editing again.

The writing process

When students practice writing –for-writing, we will want to involve them in the process of writing. In the real world this involves planning what we are going to write drafting it, reviewing and editing what we have written.

Micro-skills

Here are some of the micro-skills involved in writing. The writer needs to:

- Use the ortography correctly, including the script, and spelling and punctuation conversations.
- Use the correct forms of words. This may mean using forms that express the right tense, or case or gender. Put words together in correct word order.
- Use vocabulary correctly
- Use the style appropriate to the gender and audienc
- Make the main sentence constituents, such as subject, verb and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.

- Make the text coherent, so that other people can follow the development of the ideas.
- Gauge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Reasons for Teaching Writing

There are many reasons for getting students to write, both in and outside class. Firstly writing gives them more “thinking time” than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is.

How to learn writing?

Writing more than putting words on paper. It's a final stage in the complex process of communication that begins with “thinking”. Writing is an especially important stage in communication the intent being to leave no room for doubt. Has any country ratified verbal treaty?

- Keep a diary/journal. Don't always pay attention to grammar. Free-writing can be very useful. It can show you that writing is fun. Have fun with the language.
- Write e-mails in English. Stay in contact with teachers or other students.
- Rewrite your local news in English. This is another exercise that can be done on a daily basis. Remember that regular activities are the best ones.
- Learn important spelling rules. Remember, you won't always have a dictionary or a spell-checker handy, especially when you are writing a test.

Even native English speakers need to review the spelling rules from time to time.

- Learn commonly misspelled words.
- Learn common English errors”.

Writing well requires:

- (Successful Writing Skill).Clear thinking: Sometimes you need to have your memory refreshed about a past event in order to write about it.
- Sufficient time: You may have 'stories in your heads' but need time to think them through and write them down. Schoolclassperiods are often not long enough.
- Reading: Can stimulate you to write about your own family or school life. If you read good books, you will be a better writer.
- A Meaningful Task: As a student, you need meaningful, not artificial writing tasks. You'll find suggestions for such tasks in the section, "Things to do”.
- Interest: All the time in the world won't help if there is nothing to write, nothing to say. Some of the reasons for writing include: sending messages, keeping records, expressing feelings, or relaying information, practice and more practice”.

Specifications for Writing according to the National English Curriculum

(National English Curriculum, 2012) “Richards and Renandya (2002) have said that the difficulty learners have to master writing in the L2 often lies “not only in

generating and organizing ideas, but also in translating these ideas into readable text and added that “the difficulty becomes even more pronounced if their language proficiency is weak (Richards & Renandya, 2002, p. 303). Therefore, students should be widely exposed to different text types and given sufficient practice in them so that their written processes and products are successful.

Learners are expected to produce informational, transactional and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure. Therefore, the types of text they will be producing are: short biographies, personal letters, and 'thank you' notes or simple messages for a host family.

Assessment Indicators

Learners will be able to:

- Copy familiar words and short phrases (e.g. simple signs, instructions, names of everyday objects, shops, and set phrases used regularly).
- Take simple notes from a dictated or recorded message within the limits of their vocabulary for the level.
- Write sequences of simple phrases and sentences about themselves and imaginary people, where they live and what they do for short informational, transactional and expository texts (e.g. flyers, posters, personal letters, autobiographies, etc.) by using basic appropriate punctuation marks.
- Conduct correspondence (e.g. personal letter) with a partner, giving and eliciting information and advice on personal, educational, and public issues”.

Speaking

(Driscoll-Liz, Cambridge English Skills, 2008). ‘It is a productive ability, it uses for information to characterize for using a sound system with a meaning, for develop this ability the teacher should gives language models and gives opportunity for the oral practice. To develop the speaking need to do or practice the following: pronounce words, answer questions, use intonation, ask for clarification or explanation, correct themselves, take part in discussions, change the content and/ or style of their speech according to how their listener responds, greet people, plan what they will say, smile, ask for and give information, respond appropriately, persuade, start speaking when someone stops, tell stories, use fully accurate grammar and vocabulary, use tenses, take part in conversations.

We also use in the speaking practice the following categories:

- Grammar and vocabulary.
- Functions.
- Features of connected speech.
- Properly.
- Body language.
- Interaction.

Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning.

- Interactive strategies are: making eye contact, using facial expressions, asking check questions, clarifying your meaning, confirming understanding.
- Fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speed.

- Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation.

When we speak, we use different aspects of speaking depending on the type of speaking we are involved in.

The language teaching classroom

- We can develop learners' speaking skills by focusing regularly on particular speaking aspects: fluency, pronunciation, grammatical accuracy, body language.
- In many classes learners do controlled practice activities. This is a very limited kind of speaking because they just focus on accuracy in speaking and not on communication, interaction or fluency.
- Controlled practice activities give more opportunities than uncontrolled activities for learners to practice communication, interaction and fluency.
- Task and less controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency.
- Sometimes learners speak more willingly in class when they have a reason for communicating.
- Because speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking: practice of necessary vocabulary, time to organize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task.

- Learners especially beginners and children, may need to time to take in and process all the new language they hear before they produce it in speaking.
- The activities in a speaking lesson often follow this pattern:
 1. **Lead in:** An introduction to the topic of the lesson plus, sometimes, activities focusing on the new language.
 2. **Practice activities** or task in which learners have opportunities to use the new language.
 3. **Post-task activities:** Activities in which learners discuss the topic freely and or ask the teacher questions about the language used”.

Teaching Speaking

(Teaching Speaking) “Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

1. **Mechanics** (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. **Functions** (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be:

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-

oriented input may also include descriptions of learning strategies and examples of their use.

- Form-oriented input focuses on ways of using the language guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they

also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning”.

Strategies for Developing Speaking Skills

(Teaching Speaking) “Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies. Using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors’ help students learn to speak so that the students can use speaking to learn.

Using mimical responses: Language learners who have lack confidence in their ability to participate successfully in oral interaction often listen in silence while others talk. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts: Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this doubt by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors

can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities: Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students

complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information gap activities: Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening".

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases. These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be

some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw activities: Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.
- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording

of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse, also, structured output situations are artificial and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative Output Activities: Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first.

To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product.
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Have students report to the class on the results of their discussion.
- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

How to learn speaking?

- Speak without fear. - The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things

correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want.

- Talk to yourself. - Talk about anything and everything. Do it in the privacy of your own home. If you can't do this at first, try reading out loud until you feel comfortable hearing your own voice in English.
- Record your own voice. - This might feel very uncomfortable, but it will help you find your weak pronunciation points. Listen to yourself a few days later. Which sounds do you have difficulty hearing?
- Brainstorm around a theme as much as you can. - Then try to work out your ideas into words as fluently as you can.
- Use the telephone. – Nowadays you can take advantage of the technology, it is a motivating alternative for learning. It can be very helpful and useful in different ways. For example, you can allow interaction with people, via voice and through the exchange of written messages, videos and images, it means that you can exchange and share information at the same time that you are learning. Do not be afraid to answer your telephone, only you have to be confident in yourself.
- Actively participate in class. - Think thoughtfully and try to say anything when the teacher asks. Do not keep your head empty and let your lips closed.
- Learn common idioms. - Common idioms such as “at all times, come cross, try one's best, make up one's mind....” give us tools to express our ideas in a more genuine way of English.

- Understand the sounds that our mother tongue doesn't have and practice reading it more.
- Recognize that teachers are trained to understand you, when you get out into the real world, average people will have a more difficult time understanding you unless you practice to speak slowly and with good pronunciation.
- Practice minimal pairs.
- Study word and sentence stress.

Normally when we say "I feel stressed" it means "I feel anxious". Stress is a kind of worried feeling about life or work. But there is another kind of stress that actually helps us understand. This other kind of stress is an accent that we make on certain syllables and words when speaking English. In Vietnamese language, each syllable seems to be said with equal force. But in English, we put a big force (stress) on some syllables and no force on other syllables or words. This can make it difficult for speakers of other languages to understand English that is spoken quickly. Of course, for native speakers it is not difficult - in fact, stress actually helps native speakers understand each other. So it is very important word stress is like a golden key to speaking and understanding English. If you do not already know about word stress, you can try to learn about it. This is one of the best ways for you to understand spoken English - especially English spoken fast. Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, especially when spoken fast. Sentence stress is what gives English its rhythm or "beat". You remember that word stress is accent on one syllable within a word. Sentence stress is accent on certain words within a sentence. Most sentences have two types of word:

- Content words.
- Structure words.

Content words are the key words of a sentence. They are the important words that carry the meaning or sense. Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or "structure". Ex: Will you SELL my CAR because I've GONE to FRANCE. In the above sentence, the 4 key words (sell, car, gone, France) are accentuated or stressed. Why is this important for pronunciation and speaking? It is important because it adds "music" to the language. It is the rhythm of the English language. It changes the speed at which we speak (and listen to) the language. The time between each stressed word is the same.

- Practice tongue-twisters.

Tongue twisters give English learners as foreign language a tool to practice speaking the English sounds smoothly and naturally.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers.

Where's the peck of pickled peppers Peter Piper picked? I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

- Learn by heart dialogues and some short passages with specific expressions and structures”.

Specifications for Speaking according to the National English Curriculum

(National English Curriculum, 2012) “Since our main concern as language teachers today is to promote the use of the language for a variety of communicative purposes and in order to develop the skills needed for this—

especially the oral ones of understanding and speaking— teachers have to cope with a number of unfavorable conditions, it is actually not easy to provide effective oral practice, especially in large classes.

According to Byrne (1997), EFL teachers do face several serious constraints at school that have to do with the size of their classrooms (often thirty or more learners), the classroom arrangement (which rarely favors communication) or the number of hours available for teaching the language (which cannot and should not all be spent on oral work); however, it is important for language educators “to have a clear understanding and firm grasp of the wide range of techniques and procedures through which oral ability can be developed” (Byrne, 1997).

The reason is that these techniques and procedures can become “a way of accommodating language learning to the unfavorable environment of the classroom” (Byrne, 1997, p.1) and as a result the role of the language teachers— like that of any other teacher— is to create the best conditions for learning.

Regarding speaking, learners are expected to:

- Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair, however).
- Interact and participate in brief informal discussions, in a simple way by asking and answering simple questions about the learners’ personal, educational and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Assessment Indicators: Learners will be able to:

Production

Pronounce words, expressions, and statements in their social as well as personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings.

- Use rising and falling intonation patterns to signal questions as opposed to statements and exclamations.
- Use more detailed phrases and sentences about people and places.
- Read aloud a written text which is clearly written in simple language.

Interaction

- Deliver a short, rehearsed dialogue/brief speech on a familiar topic (e.g. ask how people are and react to news).
- Participate in brief informal discussions among friends in a relatively quiet atmosphere and on very familiar topics within the personal, educational and social domains.
- Ask and answer display and simple referential questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need.
- Handle numbers, quantities, cost and time.
- Indicate time by using expressions that indicate present and immediate present.
- Make brief contributions, given that interlocutors are patient and cooperative.
- Speech is generally clear but exhibits minor difficulties with pronunciation, intonation and pacing and may require some listener effort at times.

What assessment should be considered?

Coughlin (2006) has said tht all types of speaking test should measure at least the following.

1. **Pronunciation:** Ability to use correct stress rhythm, and intonation pattern.
2. **Fluency:** Ability to speak naturally and without many pauses.
3. **Vocabulary knowledge:** Ability to understand and use vocabulary words and phrases.
4. **Grammatical control:** Ability to use correct grammar and sentences structures.
5. **Comprehension:** Ability to understand questions and respond appropriately.

Hypothesis

General

The learning styles have influence in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city. Academic Year 2013-2014.

Specifcs

The teachers do not consider the learning styles in the level development of the productive skills of the students of first, second and third years of

Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

Teachers do not apply strategies based on learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

f. METHODOLOGY

Design of the research

The present research will be developed in the following way: the nature of the theme it will be a non-experimental research because the researcher will not manipulate the variables in the group of students and teachers who will participate in this research project.

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

Scientific Method.- The researcher knows that the development of the scientific investigation is and systematic and complex process which needs a strict procedure to carry out any research, so the researcher will use the scientific method because its characteristics seem to be the most suitable. To support the investigation, it becomes necessary to find information related to learning styles and productive skills of the English language.

Thanks to this method the researcher has already stated the topic and problem, the general and specific objectives and based on them is going to be able to formulate the corresponding hypothesis and 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 they will be important to contribute with some ideas to improve the learning styles activities that the teachers can use into the English teaching learning process to develop the productive skills of the English language.

Descriptive Method.- Other method that will be used is the descriptive one, because it will give to the researcher the rules to demonstrate the meaning of the research, to describe 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 the teachers use into the teaching learning process of the English language to develop the productive skills of the English language.

Analytic Synthetic Method.- It will allow to analyze and synthesize the results that will obtain the field work through surveys and to establish conclusions as of the learning styles, as the development of the productive skills that the students face into the learning process of the English Language.

Explicative Method.- It will help to the explanation of every question made and the most appropriate reasons in order to obtain reliable information which will be contrasted with the theoretical referents about the topic.

Techniques and instruments

To obtain scientific information the researcher will use: **surveys** to obtain data from students and determine learning styles and activities that teachers apply into the English Teaching Learning process to determine the students level of knowledge. Of course it will be applied to teachers and students with the instrument of a **questionnaire** which will contain different kind of closed questions about the topic that the researcher investigated.

PROCEDURES

After will be applied the research technique 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 “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja City. Academic Year 2013-2014”.

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 which orientated the research process.

Population

The total population is constituted by 9 English teachers and by 1544 students of 1st, 2nd and 3rd years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School.

The researcher will work with 307 students and 14 English Teachers, therefore the researcher think to take into account the sample that is detailed to follow:

Variable	Population	Total	Sample
1 st year of Bachillerato	543	1544	307
2 nd year of Bachillerato	543		
3 rd year of Bachillerato	458		
Teachers	9	9	9

Procedure to determine the students' sample

Population.- Constituted by 1544 students.

- **Sample's size.-** Number of surveys to be applied.
- **Determination of Sample's size**

Formula:

$$n = \frac{N \times Z_{\alpha}^2 \times p \times q}{d^2 \times (N - 1) + Z_{\alpha}^2 \times p \times q}$$

Simbology:

n= Sample's size.

Z= Trust's level.

p= Probability that the event occurred.

q= Probability that the event does not occurred.

N= Population's size.

e= Margin of error of 5% = 0.05.

d= Accuracy.

$$n = \frac{1544 \times 1.96^2 \times 0.5 \times 0.5}{0.05^2 \times (1558 - 1) + 0.5 \times 0.5}$$

$$n = 307$$

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

g. TIME TABLE

MONTHS	2012		2013				2014												2015						
	June	Nov	Mar	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	
Weeks																									
Activities																									
Structure and coherence report	X																								
Allocation of the thesis director		X																							
Request to make changes to the project			X																						
Acceptance of the request to make changes to the thesis project			X																						
Request for a new thesis director				X																					
Allocation of the new thesis director					X																				
Request to make changes to the project								X																	
Acceptance of the request to make changes to the thesis project								X																	
Application of the research instruments								X																	
Processing of the research									X	X	X														
Drawing Conclusions and recommendations												X	X	X	X										
Approval of the thesis																X	X	X	X						
Private qualification of the thesis																								X	
Public sustentation and graduation																									X

h. BUDGET AND FINANCING

RESOURCES

Human

- Researcher: Mónica Mirella Jungal Arrobo.
- Students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, academic year 2013-2014”.
- English teachers of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, academic year 2013-2014”.

Material

- Office material.
- Photocopies.
- Books.
- Printed material.
- Magazines.
- Bibliography.
- Thesis.

Technical

- Computer.

- Photocopier.
- Internet.
- Printer.

Institucional

- Daniel Álvarez Burneo” Fiscomisional Bachillerato High School.
- Library of the Universidad Nacional de Loja.

Item	Cost
• Printing	120
• Copies	80

Office material

• Paper	60
• Folders	18
• Internet	300
• Transport	380

\$958.00

FINANCING

Expenses will be completely covered by the researcher.

i. BIBLIOGRAPHY

Blackmore. (1996, 05 20). Learning style importance. Retrieved 12 11, 2011, from Article:

http://home.earthlink.net/~davidpdiaz/LTS/html_docs/grslss.htm

CAMBRIDGE. (s.f.). Advanced learner's dictionary.

DAB, C. d. (s.f.). Daniel Álvarez Burneo. Recuperado el 10 de 01 de 2013, de <http://dabloja70.wordpress.com>

Driscoll-Liz. (2013 de 2008). Cambridge English Skills. Recuperado el 11

Education styles . (s.f.). Recuperado el 10 de 02 de 2013, de

<http://crescentok.com/staff/jaskew/isr/education/styles.htm>

Fleming. (s.f.). Learnig Styles. Recuperado el 03 de 02 de 2013

Fleming´s Vak Vark. (s.f.). Fleming. Recuperado el 17 de 12 de 2013, de www.wikipedia.org/wiki/Learningstyles

Gardner, H. (09 de 05 de 2006). infed. Recuperado el 23 de 12 de 2010, de www.learningtheories-gardner-multiple-intelligence/

Gardner, H. (s.f.). Multiple Intelligences. Recuperado el 10 de 01 de 2013, de <http://iteslj.org/Articles-MultipleIntelligences.html>

Grasha. (1996). Learning Technology Series(LTS). Recuperado el 26 de 12 de 2010, de <http://home.earthlink.net/~davidpdiaz/LTS/sitepgs/grslss2.htm>

Greeks. (1997). Learning styles (Wratcher, Morrison, Riley and Scheirton).
Recuperado el 14 de 01 de 2013

Greeks: Wratcher, M. R. (1997). Learning styles. Recuperado el 14 de 01 de 2013

Jeremy, H. (2006). How to teach English. En How to teach writing . Pearson.

House, S. (2011). Classroom Practice. GRAÓ.

(2012). National English Curriculum. En S. d. Educativos, Proyecto de Inglés ADVANCE.

Learning Technologies. (s.f.). Recuperado el 16 de 12 de 2013, de <http://ci484-learningtechnologies.wikispaces.com/Behaviorism,+Cognitivism,+Constructivism+%26+Connectivism>

Reichmann-Grasha. (s.f.). Types of students. Recuperado el 15 de 01 de 2013

Siemens, G. (08 de 01 de 2011). Read and Write.

Sussesful Writing Skill . (s.f.). Recuperado el 11 de 09 de 2013

Teaching Speaking. (s.f.). Obtenido de www.nclrc.org/essentials/resources.htm

ANNEXES

LEARNING STYLES AND THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013 2014.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
GENERAL	GENERAL	GENERAL		
HOW DO THE LEARNING STYLES HAVE INFLUENCE IN THE LEVEL DEVELOPMENT OF THE PRODUCTIVE SKILLS OF THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “DANIEL ÁLVAREZ BURNEO” FISCOMISIONAL BACHILLERATO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2013-2014?.	To determine the level of influence that learning styles have on the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014”.	The learning styles have an influence in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014”.	Learning styles	Types of learning styles. Strategies of learning styles. Application of learning styles in the classroom. Characteristics of learning styles.
Do the teachers consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014”?	To find out if the teachers consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.	The teachers do not consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.	Development of the productive skills	Writing skill Speaking skill
Which strategies based on learning styles are applied by teachers in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.	To identify the strategies based on learning styles that teachers apply in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.	Teachers do not apply strategies based on learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.		



UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACION ELA RTE Y LA COMUNICACION

ENGLISH LANGUAGE CARRER

TEACHERS' SURVEY

Dear Teacher:

A researcher of undergraduate of the Universidad Nacional de Loja is interested in developing a degree research, so your collaboration for answering the present survey is essential. It is about the learning styles of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School.

HYPOTHESIS N 1

The teachers do not consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

Tick the best option

1. Have you heard about learning styles?

Yes ()

No ()

2. Which of the following learning styles do you know?

() Logical-mathematical

() Intrapersonal

() Auditory

() Visual

- Kinesthetic
- Interpersonal
- Existential
- Naturalistic
- Spatial
- Musical

3. Have you identified your student's learning styles?

- Yes
- No

How did you identify your student's learning styles?

.....

.....

.....

4. Do you think that learning styles affect the development of the productive skills?

- Yes
- No

Why?

.....

.....

.....

.....

5. Do you use extra material in the class in order to develop the productive skills? What kind of material?

- Games
- Cartoons
- Role-playing
- Discussions/Debates
- Watching a video
- Songs
- Puzzles
- Graphs, maps, charts
- Computer graphics
- Graphic organizers
- Audio tape recording
- Flashcards, posters, diagrams.

6. Do you think that is necessary to use strategies based on learning styles in order to develop the productive skills?

Yes

No

Why?

.....
.....
.....

7. Which of the following strategies based on learning styles do you apply in class in order to develop the productive skills?

Watching videos.

Drawing pictures on the board.

Starting group discussion.

Exploring the environment.

Using role-plays.

Using gesture.

Use visual materials such as pictures, flash cards, diagrams, charts, and maps.

Using multi-media: computers; mind maps.

Playing games that involve their whole body.

Encourage students to make outlines of everything.

Movement activities.

Making speeches and presentations.

Taking notes after listening or watching a video.

HYPOTHESIS N 2

Teachers do not apply strategies based on learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

8. How do you rate your students’ performance in the writing skill?

Rating SKILL	EXCELLENT (SAR)	VERY GOOD (DAR)	GOOD (AAR)	BAD (EPPAR)	BAD (EPPAR)
Writing					

9. How do you rate your students’ performance in the speaking skill?

Rating SKILL	EXCELLENT (SAR)	VERY GOOD (DAR)	GOOD (AAR)	BAD (EPPAR)
Speaking				

Thank you for your support



UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACION ELA RTE Y LA COMUNICACION

ENGLISH LANGUAGE CARRER

STUDENTS' SURVEY

Dear Student:

A researcher of undergraduate of the Universidad Nacional de Loja is interested in developing a degree research, so your collaboration for answering the present survey is essential. It is about the learning styles in the English Language with the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School.

HYPOTHESIS N 1

The teachers do not consider the learning styles in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

Tick the best option

1. Have you heard about learning styles?

Yes No

2. Which of the following learning styles do you know?

- | | |
|---|--|
| <input type="checkbox"/> Logical-mathematical | <input type="checkbox"/> Intrapersonal |
| <input type="checkbox"/> Auditory | <input type="checkbox"/> Visual |
| <input type="checkbox"/> Kinesthetic | <input type="checkbox"/> Naturalistic |

Interpersonal

Spatial

Existential

Musical

3. Does your teacher have applied a test in order to know your learning style?

Yes

No

How does your teacher identify your learning styles?

.....
.....
.....

4. Do you think that learning styles affect the development of the productive skills?

Yes

No

Why?

.....
.....
.....

5. Does your teacher use extra material in the class? What kind of material?

Games

Puzzles

Cartoons

Graphs, maps, charts

Role-playing

Computer graphics

Discussions/Debates

Graphic organizers

Watching a video

Audio tape recording

Songs

Flashcards, posters, diagrams.

6. Do you think your teacher should use strategies based on learning styles in order to develop your speaking and writing skills?

Yes

No

Why?.....

.....
.....

7. Which of the following strategies does your teacher use in class?

- Watching videos.
- Drawing pictures on the board.
- Starting group discussion.
- Exploring the environment.
- Using role-plays.
- Using gesture.
- Use visual materials such as pictures, flash cards, diagrams, charts, and maps.
- Using multi-media: computers; mind maps.
- Playing games that involve their whole body.
- Encourage students to make outlines of everything
- Movement activities.
- Making speeches and presentations.
- Taking notes after listening or watching a video.

HYPOTHESIS N 2

The learning styles contribute in the level development of the productive skills of the students of first, second and third years of Bachillerato at “Daniel Álvarez Burneo” Fiscomisional Bachillerato High School of Loja city, Academic Year 2013-2014.

8. How does your teacher rate your performance in the writing skill?

Rating SKILL	EXCELLENT (SAR)	VERY GOOD (DAR)	GOOD (AAR)	BAD (EPPAR)	POOR (NAAR)
Writing					

9. How does your teacher rate your performance in the speaking skill?

Rating SKILL	EXCELLENT (SAR)	VERY GOOD (DAR)	GOOD (AAR)	BAD (EPPAR)	POOR (NAAR)
Speaking					

Thank you for your support

INDEX

➤ CERTIFICATION	ii
➤ AUTORÍA	iii
➤ CARTA DE AUTORIZACIÓN	iv
➤ ACKNOWLEDGEMENTS	v
➤ DEDICATION	vi
➤ MATRIZ DE ÁMBITO GEOGRÁFICO	vii
➤ MAPA GEOGRÁFICO Y CROQUIS	viii
➤ THESIS SCHEME	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
LEARNING STYLES	7
Types of learning styles	8
The Auditory/ Verbal Learning Style	8
The Visual/ Verbal Learning Style	9
Visual/ Nonverbal Learning Style	9
The Kinesthetic Learning Style	9
Strategies of learning styles	10
Learning Strategies for the Visual/ Nonverbal Learner	11
Strategies for the Auditory/ Verbal Learner	12
Strategies for the Tactile/ Kinesthetic Learner	13
Applications of learning styles in the classroom	14
Characteristics of learners according to their learning styles	15
Assessment and evaluation	17
DEVELOPMENT OF THE PRODUCTIVE SKILLS	19
Productive skills	19
Turn taking strategies	19

Precision	19
Writing Skill	20
The writing process	22
Micro-skills	22
Reasons for Teaching Writing	23
How to learn writing?	23
Writing well requires	24
Specifications for Writing according to the National English Curriculum	24
Assessment Indicators	25
Speaking Skill	25
Strategies for Developing Speaking Skills	27
Specifications for Speaking according to the National English Curriculum	28
Production	29
Interaction	30
What assessment should be considered?	30
e. MATERIALS AND METHODS	32
f. RESULTS	35
g. DISCUSSION	59
h. CONCLUSIONS	63
i. RECOMMENDATIONS	64
j. BIBLIOGRAPHY	65
k. ANNEXES	68
a. THEME	69
b. PROBLEM	70
c. JUSTIFICATION	77
d. OBJECTIVES	79
e. THEORETICAL FRAMEWORK	80
LEARNING STYLES	80
Defining learning styles	80
General Categories	80

Strengths	82
Weaknesses	82
Connectivism	84
Learning styles	86
Fleming's VAK/VARK model	87
Types of learning styles	88
The Auditory/ Verbal Learning Style	88
The Visual/ Verbal Learning Style	88
Visual/ Nonverbal Learning Style	89
The Kinesthetic Learning Style	89
Types of learners	89
Visual Learner	89
Learning Strategies for the Visual/ Nonverbal Learner	91
Advice for visual learners	92
Auditory Learners	93
Strategies for the Auditory/ Verbal Learner	94
Advice for auditory learners	95
Auditory learners can benefit from	95
Kinesthetic Learners	96
Strategies for the Tactile/ Kinesthetic Learner	97
Kinesthetic learners can benefit from	98
Applications of learning styles in the classroom	99
What Teachers should know	100
How the learning styles theory impacts education?	103
Why is learning style important?	104
Learning styles the most important key to improving grades	105
Learning style assessments	105
How use effectively learning styles in class?	106
Concerns when incorporating learning styles	106
Examples of ways that students can adapt	107
Characteristics of learning styles	107

VISUAL	108
AUDITORY	108
KINESTHETIC	109
Assessment and evaluation in Education	109
Some generalities on assessment	109
About test construction	110
Administration and scoring guide	111
Diagnostic assessment	111
Formative assessment	111
Summative assessment	112
Learning styles' and multiple intelligence's importance	113
Multiple intelligences	113
Social Interaction	118
PRODUCTIVE SKILLS OF THE ENGLISH LANGUAGE	119
Productive skills	119
Turn taking strategies	119
Precision	120
Writing	121
The writing process	122
Micro-skills	122
Reasons for Teaching Writing	123
Ho to learn writing?	123
Writing well requires	124
Specifications for Writing according to the National English Curriculum	124
Assessment Indicators	125
Speaking	126
The language teaching classroom	127
Teaching Speaking	128
Goals and Techniques for Teaching Speaking	129
Strategies for Developing Speaking Skills	131
Developing Speaking Activities	133

How to learn speaking?	139
Specifications for Speaking according to the National English Curriculum	142
Production	143
Interaction	144
What assessment should be considered?	145
Hypothesis	145
f. METHODOLOGY	147
g. TIME TABLE	151
h. BUDGET AND FINANCING	152
i. BIBLIOGRAPHY	154
INDEX	165