

ENHANCING ORAL SKILL DEVELOPMENT THROUGH LEARNING STYLES

VAK

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A research study as a requirement to obtain the degree

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2. Descripción
Trabajo de grado donde la autora buscó analizar el impacto de la implementación de los estilos de aprendizaje visual, auditivo y kinestésico en la mejora del desarrollo de la habilidad oral en el idioma inglés como lengua extranjera de los estudiantes de tercer grado del colegio Prado Veraniego IED.

3. Fuentes
<p>Para el planteamiento y desarrollo de esta investigación se utilizaron alrededor de 42 fuentes bibliográficas de información.</p> <ul style="list-style-type: none"> ● Aguirre, E., Cancino, M., & Neira Loaiza (2005). Dinamización de los procesos de enseñanza y aprendizaje de las lenguas extranjeras a partir de los estilos de aprendizaje. ● Alharbi, A., Paul, D. Heskens, F. and Hannaford, M. (2011). “ An Investigation into the Learning Styles and Self Regulated Strategies for Computer Science Students. Hobart Tasmania Australia, 4-7 December ● Almutairi, M., & Shukri, N., (2016). Using Songs in Teaching Oral Skills to Young Learners: Teachers’ Views and Attitudes. Retrieved from https://www.researchgate.net/publication/311706500_Using_Songs_in_Teaching_Oral_Skills_to_Young_Learners_Teachers'_Views_and_Attitudes ● Annum, G. (2017). Research instruments for data collection. Retrieved from http://campus.educadium.com/newmediart/file.php/137/Thesis_Repository/recds/assets/TWs/UgradResearch/ResMethgen/files/notes/resInstrsem1.pdf ● Ausubel, D.P. (1963). The psychology of meaningful verbal learning. New York, Grune and Stratton ● Bandler, R., y J. Grinder, Frogs into princess: Neuro linguistic programming. Royal Victorian Institute for the Blind Tertiary Resource Service, (1982).

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4. Contenidos

En el primer capítulo, el documento inicia con la caracterización de la población desde el contexto personal, escolar y local. En esta sección se muestra el diagnóstico que se realizó al inicio de la investigación en el cual se describe el entorno de los estudiantes, las actividades que solían realizar en sus clases de inglés y la comprensión que tienen de este idioma. Así mismo, se muestra parte de las observaciones realizadas para conocer el nivel de inglés de la población e identificar el problema.

El planteamiento del problema muestra que hay varias dificultades en este curso en cuanto a la

clase de inglés. De las cuales se evidenció que los estudiantes no tenían nivel de lengua que deberían desarrollar para este grado escolar, especialmente la habilidad oral. Teniendo en cuenta esto, se formuló la pregunta y objetivos de investigación del siguiente modo:

¿Cómo podrían los estudiantes de 302 del colegio Prado Veraniego mejorar su habilidad oral utilizando un conjunto de actividades diseñadas en base a los estilos de aprendizaje visual, auditivo y kinestésico (VAK)?

Objetivo general: Identificar el impacto de usar un conjunto de actividades basadas en los estilos de aprendizaje de VAK para mejorar la habilidad oral de los 302 alumnos de Prado Veraniego.

Objetivos específicos: 1. Caracterizar los estilos de aprendizaje predominantes de los alumnos de 302. 2. Describir la utilidad del uso de la teoría de estilos de aprendizaje VAK en la mejora de la habilidad oral de los estudiantes de tercer grado

En el segundo capítulo, se hace mención de todos los autores que fueron tomados como referentes de la investigación y que ayudaron a clarificar la definición de los conceptos de los estilos de aprendizaje visual, auditivo y kinestésico, así como la definición de habilidad oral. Adicionalmente, se realiza un estado del arte donde se evidencia el resultado de estudios previos relacionados al tema de investigación del presente trabajo y como ayudaron a esta investigación.

En el tercer capítulo, se presentan los instrumentos que se usaron en la investigación. Para ello se hace referencia a las definiciones de los diarios de campo, grabaciones, entrevistas y un test de estilos de aprendizaje; así como los momentos en que dichos instrumentos fueron implementados para la recolección de datos y su análisis.

En el cuarto capítulo, se hace referencia a dos visiones, una de aprendizaje y la otra de lengua, las cuales fueron tenidas en cuenta para la planeación de las sesiones y la aplicación de estas durante las fases de intervención. Adicionalmente, se describe cómo se realizó la intervención pedagógica, enfatizando que ésta se llevó a cabo en tres ciclos los cuales pretendían llevar a los estudiantes a explorar diferentes aspectos de sí mismos y de su contexto mientras desarrollaban de su habilidad oral en inglés.

En el quinto capítulo, se describe los resultados de la investigación haciendo mención a las categorías de análisis que surgieron a partir de la triangulación de los datos tomados de los diferentes instrumentos. Allí se da cuenta de los procesos que se dieron en cuanto al uso de los estilos de aprendizaje VAK y su implicación en el desarrollo de la habilidad oral.

5. Metodología

El tipo de investigación realizada fue acción participativa, dado que era el enfoque más apropiado para trabajar en el ámbito de la educación y hacer intervención con la población trabajada, describir en detalle los procesos que se dieron durante la implementación de los ciclos, así como tomar datos cualitativos que permitieran una mejor comprensión del fenómeno de estudio.

6. Conclusiones

Los estudiantes desarrollaron su habilidad oral con un largo proceso, el cual se dio por tres fases: primero, la comprensión de la lengua extranjera, segundo, la participación en la clase usando inglés

y apoyados de su lengua materna y finalmente, la expresión de los sentimientos de los estudiantes a través de actividades de role play.

Además, la implicación de los estilos de aprendizaje VAK para el desarrollo de la habilidad oral de los estudiantes fue efectiva, ya que los llevó a usar diferentes estrategias para procesar la información, recordar de mejor forma los temas trabajados durante las sesiones, y asimismo, mejorar su pronunciación.

Por otro lado, las actividades significativas, las cuales fueron contextualizadas a partir del contexto de los estudiantes, despertaron su interés de los por aprender inglés y siempre se mostraron más motivados por tener la clase y participar de todas las actividades propuestas.

Finalmente, se encontró que el uso del tema de los valores generó un cambio en el comportamiento de los estudiantes, dado que empezaron a ser conscientes de sus acciones y a comportarse de una manera más apropiada en el aula, respetando a sus compañeros, escuchándolos en cada intervención, colaborándose entre sí y, aún más significativo, forjaron mejores y fuertes relaciones entre ellos.

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ABSTRACT

This qualitative action research study attempts to characterize the impact of the use of learning styles VAK may have on EFL students to enhance third graders' oral skill. The study was developed with thirty-four 3rd grade students of an EFL classroom at Prado Veraniego School. Data were collected through questionnaires, field notes and audio recordings. The study promoted and implemented the use of different activities based on the learning styles VAK to let the students discover and explore all their capacities and to contribute with their personal development and their learning process of the foreign language. All the activities were contextualized and adapted to the level of the students to be meaningful for them, so they could enhance their oral skill and communicate effectively.

Key words: Learning styles VAK, oral skill, EFL classroom.

CHAPTER I

Characterization of context

The current project was carried out with third-grader students at Prado Veraniego school. This school is located at the northern end of the city of Bogotá within Suba locality in the neighborhood, Prado Veraniego. It is characterized by having one of the largest extensions and population of Bogotá, corresponding to the strata two and three, of which stratum 3 takes precedence. Concerning the social public infrastructure and urban equipment, the neighborhood has a CAMI, the headquarter A and B of Prado Veraniego school, a Rapi-CADE, a CAI and a Police Station. Likewise, Prado Veraniego is considered a point of economic development due to the different companies in the commercial and industrial sector that have been created, however, the neighborhood has two associated problems: drug use and theft crimes. Regarding the PEI children grow up with an integral development based on values such as respect and solidarity, that is why, they develop different workshops and activities to foment inclusion, personal growing and so on.

The population selected for this research were 34 students, between 22 boys and 12 girls, between 6 and 8 years old in third grade (302). According to some conversations made with the head teacher, many of these students lived in dysfunctional families, which were made up of mothers or fathers who worked in informal jobs and therefore, had to work all day. It showed that they did not have time to be aware of the education of their children, affecting their learning process in school.

Diagnosis

In this section, I will show the diagnosis obtained during the observations made to the group 302, during the first phase of this action research project. I found some relevant issues in terms of the attitude of the students, their interest and the use of the language.

First, I observed during the classes that children were dispersed and they got distracted, especially, when they were asked to do individual work, since they stood up and started playing with their classmates. The teacher sometimes had to shout or just looked at them expecting the children to stay quiet and it caused the class time to be spent on getting the children to pay attention. Second, the time for the English class was reduced to less than two hours per week what causes not to have enough time to develop different activities in which they could learn the foreign language.

Despite this fact, according to the field notes taken, children showed some interest when they had English class since they asked how to say other words and they wanted to use them with other classmates. Likewise, during the interview, the teacher affirmed that she knew children liked to learn English and she tried to teach them few things even it was not her subject (Annex 3). Also, she mentioned she would have liked to teach her students more things because she considered it was necessary for their future.

Regarding to language, many relevant issues were found. One of them was that students were not learning much the English language, taking into account the field notes (Annex 1), this problem was due to all the classes assigned to learn the foreign language were given in Spanish and, English was just the latest resource, used when it was said an example, a word translated from Spanish or when a sentence was written on the board. Some parts of the class were spent on translating isolated words from Spanish to English, but they were not practiced within a context.

Likewise, students were asked to answer some questions related to the activities they did in class, if they understood when the teacher spoke in English, the activities they did at home and, if someone helped them to do their homework (Annex 2).

Regarding the activities, most of the students answered that they did dictation during the class and the teacher left homework and checked it the next session. Also, some of them answered that the teacher made some exams. About their understanding when the teacher used English, they answered that they understood almost everything. Just some students answered they did not understand anything. In relation to the person who helped them to do their homework, many of the students said it was their mother, in second place, some students answered none helped them and, in third place, some students affirmed that another adult assisted them.

In contrast, based on what I observed during the classes, the students sometimes understood some words when they were said in English, but they did not remember much if the teacher asked vocabulary of the previous classes. Also, they did not remember the basic patterns of greetings and farewells since the teacher never used them neither to start nor to finish the class. Another fact was that some children sometimes asked me how to ask a question as “¿cómo estás?”, or how to say “estoy bien”, although on the walls of the classroom there were some posters with greetings and expressions such as “Good morning”, “I have a question, teacher” “Can I go to the bathroom?” and some vocabulary of animals but the children did not use them and were not conscious of them.

Furthermore, the students did not pronounce the words correctly since they read as if it was Spanish and sometimes the teacher did not know how to pronounce some words either, that implied, the children repeated what they listened to even if it was wrong. In the same way, they wrote the words they listened to as if it was Spanish, and the teacher did not correct them, reason why, they kept reading and pronouncing incorrectly. However, even when the teacher wrote on the board the corresponding words in English they kept writing wrong.

Statement of the problem

In the last years, teachers have been looking for different methodologies and strategies to implement in their classrooms to help the students learn English and fulfill the objectives of the Basic Standards of Competence in Foreign Languages: English settled by the Ministry of National Education based on its National Program of Bilingualism in agreement with the British Council. They mention the main advantages of learning a foreign language, the opportunity for students' social, cultural and cognitive development and, the objective of getting A1 level of English according to the common European framework by the end of third grade. At his level the students should be able to understand simple stories, develop basic comprehension strategies and understand basic vocabulary and express basic ideas about them.

In contrast, according to the diagnosis, students of 302 at Prado Veraniego, currently did not have the corresponding competences they should develop for that grade. They did not understand much of the basic vocabulary about family, friends, games and places known, when it is spoken slowly and with clear pronunciation. Unfortunately, they were not practicing the oral skill in English since they did not know how to respond to greetings and farewells, answer questions about how they felt, express and indicate personal needs related to the classroom, answer questions about people, objects and places of their environment, and ask for repetition if they did not understand, and they were not using English in the class either. Furthermore, if the students did not start practicing their oral skill from the beginning they will not be able to communicate in English that is one of the objectives of learning a new language. Also, they will not have many beneficial opportunities in their future as the possibility to know other cultures, complement their studies and have a better life quality.

Research question

Based on the problematic previously presented, the following question was

proposed to guide this research, *how might students of 302 at Prado Veraniego school enhance their oral skill using a set of activities designed based on the Visual, Auditory and kinesthetic (VAK) learning styles?*

Research objectives

General research objective

To identify the impact of using a set of activities based on VAK learning styles to enhance the oral skill of the 302 graders at Prado Veraniego.

Specific research objectives

- To characterize the predominant learning styles of the students of 302.
- To describe the utility of using the VAK learning styles theory on the enhancement of the oral skill of third grader students.

Rationale of the study

Based on the above, this project seeks to use learning styles VAK as a strategy to encourage the oral skill of third grade students. Given that communication in a foreign language is essential, not only in the academic environment but also in the professional and personal life of every person, it is necessary that students develop abilities to express themselves in different situations that are familiar to them. The Ministry of National Education (2016) mentions that “superiority is not in the one who lends his / her language to be understood, but on the side of one who knows the language of the other and he understands his way of being, of thinking, of feeling”. In this way, they establish the importance of the National Program of Bilingualism, which is to have citizens capable of communicating in English, who insert the country in the processes of universal communication, in the global economy and in cultural openness.

Considering the necessity of learning English to access to knowledge and culture due to our competitive world, it is important to implement teaching strategies to

successfully fulfil this aim in the schools. Naimie, Siraj, Abuzaid, & Shagoholi (2010) mentioned that “many learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles”. Considering that statement, it is fundamental, in this project, to implement the theory of VAK learning styles due to it allows the teacher to know the learning style of each student in order to motivate them to learn. Also, it will let the students to be aware of their own learning and what better way to do it than through the channel that they have more developed, which will allow them to have a base for understanding the English language and to be able to develop their oral skill through the expression of their ideas or feelings and interventions in class sessions.

Likewise, In the proposals that will be mentioned in the state of the art, for example, Samper & Tapuante's research (2014) is presented the development of themes related to values was proposed to improve the oral skill, was achieved since children felt part of a community and were more confident when talking. The use of a theme in values as part of the design of the methodological proposal becomes relevant to develop oral production processes since this topic has not been much handled for the teaching of English as a foreign language, so it is important to explore this field and determine the incidence that might have in the improvement of the oral skill, since it is the aspect that the third grade students need to strengthen.

On the other hand, the Universidad Pedagógica Nacional, and especially, the Department of Languages of the Faculty of Humanities, will be able to make use of this research and carry out a greater analysis on the incidence of the use of visual, auditory and kinesthetic learning styles for incentivize the students' participation and, therefore, the

oral production of the students. In addition, this research will serve to build the state of the art of future projects whose object of study is similar to the one being developed.

CHAPTER II

Theoretical framework

The aim of this section of the study is to build up the constructs that are the basis of my research study. These constructs are: Learning styles in the EFL classroom and oral skill development. I attempt to present not only theory but also previous research to sustain this construct to have a wider view about the topic I am looking into.

Learning styles

According to Brown (2009) and Mills (2010) learning styles are the framework of a learning process in which each person has different ways to acquire knowledge either through visual, auditory or kinesthetic way to do so in which they can develop their conceptual, cognitive and behavioral patterns. For this reason, the purpose of people using brain intelligences is to manage and adopt the conditions which result in different knowledge styles (Brown, 2009). Moreover, it is important to take into consideration that these styles are not stable since students might adopt different ones depending on their subject and their subject matter and current learning environment (Pritchard, 2009, as cited in Alharbi et al., 2011). This is also supported by Aguirre, Cancino and Loaiza, (2005) who mention that learning styles are relatively stable, and therefore can change. Students, as they progress in their learning process, discover better ways of learning; therefore, they will vary their style and it will depend on the circumstances, contexts and learning times they must face. Learning styles focus on strengths and not weaknesses. In that sense, there is no correct or incorrect learning style.

On the other hand, students do typically have one learning style that is preferred over others and can be motivated by learning material compatible with this preference (Larkin & Budny, 2005, as cited in Alharbi et al., 2011). Knowledge of their preferred learning styles can be used to help guide students to choose the best learning strategies and allow teachers to

modify their instructional strategies to provide the greatest opportunity for all students to learn.

Some models that classify the learning styles are the following: The model of the Brain Quadrants by Herrmann (1996); the model by Felder and Silvermann (1987), learning styles by Kolb (1976), multiple intelligences by Howard Gardner (1993) and the visual-auditory-kinesthetic learning styles (VAK) proposed by John Grinder and Richard Bandler (1982). This last model was selected as the basis for this project due to its relevance to determine how learners process the information, depending on the learning channel they have more developed and how it helps the students to process the information and learn. According to this theory, three large systems represent mentally the information, the visual, the auditory and the kinesthetic. We all have the three elements, but in most of us, one of the three systems predominate, known as the access channel due to it facilitates the information processing, which allows the first phase of the communication in which the student interprets the information and gives it a meaning, to subsequently produce its own message.

Visual representation system.

According Sreenidhi & Tay Chinyi (2017) students who use the visual representation system easily absorb large amounts of information and, when they think of images, they can establish relationships between different ideas and concepts and recall previous information. Therefore, visual students learn best when they read or see the information in some way. For this reason, they suggest some activities to be developed in the classroom as write things down, sit near the front of the classroom to see instructor clearly, watch videos, use flashcards, use highlighters, underlining, etc.

Auditory representation system

Students who are more auditory tend to remember information better by following and remembering an oral explanation and when they need to recall it they listen to their mental recording step by step. This system does not allow to abstract or relate concepts with

the same ease as the visual one, but it is fundamental for the learning of things like music and languages. Fatt (2000) says that auditory students would prefer discussions, and tapes. By letting auditory learners to listen to tape recordings of material, they are more likely to ask questions about what they have learned and may not have understood. For this reason, auditory students learn better when they receive the explanations orally and when they can talk and explain that information to another person better than using a written form. They can benefit of listening to music or rhythmic patterns, such as a song or poem, or participating in class discussions and group activities.

Kinesthetic representation system.

When we process information by associating it with our sensations and movements, to our body, we are using the kinesthetic representation system. Kinesthetic learning is deep. Once we know something with our body, we have learned with muscle memory, it is very difficult to forget. The students who preferentially use the kinesthetic system therefore need more time than others. According to Fleming's learning style theory (2001) kinesthetic students need to move and have activities where they make things through practical activities. They learn in real environments where they can be active. Some suggested activities are participating in simulations as roles plays, passing in front to the board, making them to be active or engaging them in hands-on activities.

Oral skill

To understand what oral skill means in this project, first, it is necessary to clarify what communicative competence is, due to it is the category that involves the oral skill.

Communicative language competence in this study is considered as comprising several components: linguistic, sociolinguistic and pragmatic. Based on the Common European Framework of Reference (2001), the first component also known as language component refers to language competence or linguistic competence related to knowledge of and ability to use language resources to form well-structured messages. The subcomponents of language

competence are lexical, grammatical, semantic, phonological, orthographic and orthoepic competences. Sociolinguistic competence refers to possession of knowledge and skills for appropriate language use in a social context. The following aspects of this competence are highlighted: language elements that mark social relationships, rules of appropriate behavior, and expressions of peoples' wisdom, differences in register and dialects and stress. Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

On the other hand, oral skill is an interactive process of constructing meaning that involves receiving, processing and producing information which should be developed and enhanced as means of effective communication, In that way, Brown (2000) states that the oral skill is closely intertwined with the listening skill, specially when a conversation shows up, due to, first, the listener must understand and interpret the message to produce another one and communicate. Likewise, Chaney (cited in Kayi, 2006) specifies that oral skill involves the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts. One of the basic characteristics of the oral skill is that it needs to take place in real time. According to Thornbury theory (2005) oral production requires real-time processing due to time constraints provide the speakers just limited planning time. This author also describes speech as not only spontaneous but also as essentially linear, that is, the fact that speech is produced utterance-by-utterance, layering of phrase on phrase rather than forming sentence by sentence as in written texts.

State of the art

Motivated to improve the oral skill of students of 302 graders of the Prado Veraniego School, I consulted many studies which have sought to respond to the difficulties of oral skill of the students. In this sense, I considered the aspect of oral skill and the use of learning styles, as well as the thematic that was implemented to help those processes.

In that sense, Urrutia & Vega (2006), were cognizant of the methodology based on games, and complemented with workshops, songs, role play to improve the speaking skills of the students who were not confident when using English. They had varied materials as library, audiovisual rooms, support texts, books, videos, cassettes, posters, flash cards, tape recorders, which helped them to develop the teaching-learning process inside the classroom. They used picture games, sound games, card and board games, word games, caring and sharing games, story games, memory games. In the results, they found that students enjoyed the activities and perceived speaking as a natural process when they were playing. Therefore, their fearing to speak was fading away and they got more confidence, even they learnt more vocabulary and pronunciation. Most of them could express and communicate orally without the pressure of time or constant evaluation.

Regarding this research, I considered important to take some of the activities presented in it as games, as a tool to work on the students learning styles. My project classified those activities in terms of their effectivity and how they impact the learning of the students through their predominant learning channel either visual, auditory or kinesthetic, ahow, they improve the oral skill to express their feelings, share with their classmates and discover their strengths.

Also, Korosidou & Griva (2016) had as the objective of their study to develop the students' receptive and productive skills in EFL, focused on a Content and Language Integrated Learning (CLIL) project, which they could participate in physical activities as role plays, presentations, and dramatizations, where children were asked to use the target language in authentic environment for communication purposes. As a result, the students had the opportunity to work in a variety of teaching contexts and were engaged in several types of interaction during the learning process. They interacted verbally using the EFL, likewise, verbally and non-verbally during creative and physical activities. Also, students' oral skill seemed to be enhanced by participating in a variety of inquiry-based, creative, and interactive-cooperative activities, as the students became more confident regarding communicating in the target language.

This study contributed to my research since, as in the previous research, it showed the use of games as a tool to encourage students into different activities where they could enhance their oral skill, therefore, it was focused in its majority, on the use of role plays and physical activities that are considered in my project due to its influence in the kinesthetic learning style. In spite of that, they do not focus on developing visual or auditive activities. In that way, my project executed not only kinesthetic exercises but also visual and auditive activities to include all the students in the class.

Besides, Samper & Tapuante's research (2014) took into consideration the realities that children lived in the school context. Therefore, emphasis was placed on the development of oral communicative competence and the encouragement of affective values, evidencing difficulties such as inadequate pronunciation of words, insecurity when speaking to others or to an audience, and conflicts in coexistence. The project was developed with a pre-school group ranging from 5 to 6 years of age. In addition, the central idea was the application of

poetry and songs to make understanding was given in a better way. Also, the development of themes related to values was proposed, to improve the oral skill, was achieved since children felt part of a community and were more confident when talking.

This research contributed to an important aspect to be developed in my research that is the implementation of the theme of values as part of the design of the methodological proposal to enhance students' oral skill, since this topic has not been much handled in the teaching of English as a foreign language, so it is important to explore this field and determine the incidence that might have in the improvement of the oral skill, since it is the aspect that the third grade students need to strengthen.

On the other hand, Rodríguez & Chamorro (2017) presented the results of a descriptive investigation that sought to offer teaching strategies based on the learning styles. This project was drawn from the flaws found in the process of teaching English, since they realized some gaps due to teachers where not experts on this filed. Thus, they proposed some strategies and activities to teach English considering the predominant learning channel of the students to get the students' attention.

Although this research was focused on, a large extend, the teachers, it is useful due to it contributes with different teaching activities that can be developed since the students learning channel and their interests. Additionally, my project will use these strategies not mainly to improve my teaching but to accomplish oral skill goal on the third graders in order to allow them to enhance this aspect and use English in real contexts.

Additionally, Almutairi & Shukri (2016) showed in a log extend the teacher opinions on using songs when teaching EFL. They found that songs are a valuable tool to teaching English oral skills (listening and speaking) specifically to young learners. Also, songs were

considered a valuable technique because they helped to lower students' anxiety and increase motivation.

In this sense, like the previous research this one was focus on the teacher opinions about the use of songs to teach the foreign language. However, it was relevant to realize that by using songs the oral skill can be enhanced especially to students in primary because this is one of the focus of my research. To strengthen this aspect, my research will provide the students complemented was to accomplish this aspect while exploring the VAK learning channels of all the students.

As a closure, and after making this journey through the different works that have been carried out to encourage and improve oral skill through different activities that involved the learning styles, it can be said that the researches and theory consulted contribute to construct the theoretical referents of this research. It is observed how students' production is not good at first due to different factors as fear, resources, external issues, and even the preparation of the teachers, but then students start producing with confidence it proves that it can be done. VAK learning styles allow students to explore many ways of learning English and different aspects. Although in some investigations showed certain methodologies to enhance the oral skill they did not focus on knowing students learning styles; accordingly, my research project researched on this field combining different activities based on the VAK learning styles to demonstrate its impact on the enhancement of the oral skill in third graders.

CHAPTER III

Methodology

This research is qualitative due to the pre-service teacher-researcher had the opportunity to analyze the data and understand the context where grade 302 shared along the experience that lasted one year. Along the process the pre-service teacher-researcher attempted to interpret *how might students of 302 at Prado Veraniego school enhance their oral skill using a set of activities designed based on the Visual, Auditory and kinesthetic (VAK) learning styles?* Paying special attention to the process students follow along the year the intervention lasted.

Type of Study

This is an action research that attempted to identify the impact of using a set of activities based on VAK learning styles to enhance the oral skill of the 302 graders at Prado Veraniego. This process started in the second semester of 2017, during this first cycle I collected data through a survey, field notes and interviews to get to know the population and the problematic to be worked. Secondly, during 2018 there were three cycles in which the following instruments were used to collect the corresponding information.

Instruments

Field notes. According to Johnson (2012), field notes are the written observations of what the researchers see taking place in the classroom. These help them notice details they might not otherwise have observed as well as interpretations and annotations the researcher has about the observation. In this way the researcher used this instrument from the first cycle that started on August 8th, 2017 to the third one that finished on September 18th. All the sessions observed during those cycles were filled in the field notes, due to sometimes the video recordings were not clear enough to be understood so it was a support that helped the

researched to confirm the veracity of the collected information (Annex 1).

VAK test. This test allowed me as the researcher to identify the students' learning style: visual, auditory or kinesthetic based on the model of neurolinguistic programming of Bandler and Grinder. It was used the test adapted by Robles (2001) which provided a questionnaire of six items to determine the most developed learning channel of each student. This test was applied to determine the predominant learning channel of the third grader students to focus on the pedagogical intervention on preparing and developing activities that successfully work on the predominant learning channel of the students to help them to enhance their oral skill. Most of the students were auditory learners, followed by visual, and kinesthetic learners. It was relevant to take this into account due to the activities that were developed had to fulfill all the three learning channels to integrate all the students in the class.

Data analysis methodology

To begin with the data collection process, it was necessary to design some of the instruments which were used to collect the data. Data were collected during 3 semesters at the school in one of the groups of third grade, beginning on August 8, 2017 with the first field notes, and finishing on September 18th, 2018 with the final field notes. To collect data in a systematic and methodical way, it was necessary to follow some steps: The first stage in this process was to get the consent forms (see annex 4) signed; then, I did the observation during 50 minutes every session which corresponded to the class time. This process lasted the last semester of 2017, observing one session per week.

Field notes were taken, and audio recordings were collected from the students during the first and second semester of 2018 in the classes, beginning on February 8 and ending on September 16. The field notes were taken during each of the classes as well as the recordings were taken when an oral activity was developed. In addition, two questionnaires were applied

to the students, the first one at the beginning of the cycle one, and the second one at the end of the third cycle, both to get student's interests and perceptions regarding the English class and their progress. Likewise, a VAK test was made to determine the learning style of each of the students (Annex 5). Finally, one interview was done to the teacher, at the beginning of the intervention and one questionnaire was applied at the end of the third cycle.

Data analysis

For the data analysis, it was considered the grounded approach. According to Johnson & Christensen (2014) it is a research tool for generating and developing a theory from data that the researcher collects, and there are not preestablished categories. In addition, the analysis was done from an emic perspective. According to the anthropologist Pike (1990), an emic view of culture is ultimately a perspective focus on the intrinsic cultural distinctions that are meaningful to the members of a given society, often considered to be an 'insider's' perspective. Whilst this perspective stemmed from the concept of immersion in a specific culture, the emic participant isn't always a member of that culture or society.

On the other hand, an etic view of a culture is the perspective of a researcher who places outside the culture of intended study, the etic point of view produces more objective, more reliable descriptions than emic descriptions entangled in the subjectivity, values and judgments of the actors. Some anthropologists may take this approach to avoid altering the culture that they are studying by direct interaction. The etic perspective is data gathering by outsiders that yield questions posed by outsiders.

Based on my role as an observer and participant of the research, I considered pertinent to use the emic perspective due to the facilities it offered to do research. It let me be deeper in the community of the research, consequently, I could show reliable data collection and give pertinent interpretations considering the participants perspective.

Ethical issues

To respect the ethical concepts and maintain the confidentiality an informed

consent was given to the students and their parents in which they had the option to participate in this research project and approved the use of certain data instruments to help the collection of data. Considering that the collected data was used with an academic purpose only the name of the students were not used, so as not to affect the integrity of the participants.

CHAPTER IV

Pedagogical intervention

This chapter presents the visions of language and learning. Also, the reader will find out the instructional design and the schedule for the activities proposed to be developed in the next stage.

Vision of learning

Learning is the result of building a network of concepts and adding new ones to existing ones not because they are the same, but because they have to do with these in a way that creates a new meaning. According to the meaningful learning theory proposed by Ausbel (1963), we learn by true knowledge, it can only be born and significant when the contents are related with some existing aspect specifically relevant to the students' cognitive structure, such as an image, a meaningful symbol, a concept or a proposition, the new contents have a meaning in the light of the knowledge that students already have, that means, the most crucial aspect influencing learning is what the learner already knows. In view of this fact, the material and the lesson plans designed are related among them to allow the students establish strong relations between what they already know and the new information. Also, it is important to consider the transcendence of the topics selected for the students since they were chosen according to the students' contexts which will let them to learn with their long-term memory due to that learning will be meaningful for them.

Vision of language

Language is understood as communication. It is a system for the expression of meaning that supports the learning process of the learner. According to the proposal of Tudor (2001), the function of language is to allow interaction and communication. That is a medium by which members of a speech community express concepts, perceptions, expectations, and

values which have significance to them as social actors of a speech community. The activities were selected according to how well they engaged the student in meaningful and authentic language use related to the needs and likes of the students, which allowed all students to practice their oral skill in real situations not only inside but also outside the classroom. In this way, students could express themselves in a freeway, where they were able to enhance not only the oral skill but also their way of being and thinking.

Instructional Design

The instructional design proposes themes related to the use of learning styles to enhance the oral skill. Three cycles were developed, along the first and second semester of the year 2018, applying activities that were designed considering the visual, auditory and kinesthetic channel, regarding different topics based on the situations that students were exposed. All the activities designed were organized in different cycles according to the contents they should learn in third grade, based on the Standards and contextualized to the students' reality.

First, there was a cycle related to the students' self-consciousness. This refers to the recognition of their place in the world and the role as people of a society. Within this cycle, students could talk about themselves expressing who they are and their likes. They were able to recognize and talk about their family and body. These topics were selected due to their relevance in the students' life. They were pertinent to approach to the students' context and let them talk about the people surrounding them, as well as create self-awareness of themselves.

Then, the second cycle was related to students' relationship with their environment. In this cycle, students were concerned about the places they usually went and described some of them by expressing the activities they could do in those places and recommend them. This topic was selected given that it let the students discover their city and incentive them to know

other places they did not know. Also, this topic let them have tools to talk about their favorite places and the reason they liked them.

The third cycle was approached to the reflection of student's personal values. Because of this, the purpose was that each student reflected about their own values and the ones of the people surrounding them. They worked on different values where the students could realize about their behavior, how they contributed to the society and how people they admired promoted values. This topic was selected due to it had gave the students the opportunity to assess themselves and talk about their good qualities and what they had to improve to be a better person that contributes to the society. There is a panoramic view of the implementation in Table 1.

CYCLE	TOPICS	OBJECTIVE	ESTIMATED TIME
1	Discovering myself	To recognize themselves, as an individual and part of a society Content: describing myself, giving personal information, recognizing body parts and clothes, performing a scene of going shopping, describing my family, and routines Learning styles: Visual, auditive, kinesthetic	One session per week Each session: 2 hours From February 9 to April 24, 2018.
2	Exploring my world	To communicate about the own environment by recognizing it Content:	One session per week. Each session:

		<p>Talking about my pets or favorite animals, and expressing ways to take care of the animals, describing my house, my school and a favorite place in the city,</p> <p>Learning styles: Visual, auditive, kinesthetic</p>	<p>2 hours</p> <p>From May 8, to June 30 2018.</p>
3	Seeding values for a better world	<p>To develop self-awareness about personal and social values.</p> <p>Content: Recognizing the values, a person can have. Guiding the students to positive values as peace, tolerance, honesty, solidarity, friendship. Describing personal values. Talking about people we admire. Performing a play that reflects a social value</p> <p>Learning styles: Visual, auditive, kinesthetic</p>	<p>Two sessions per week.</p> <p>Each session: 1 hour</p> <p>From August 14th to September 18th, 2018</p>

Table 1. Cycles of implementation

CHAPTER V

Data analysis and findings

Throughout this chapter, the data analysis done at the end of the research is presented. Here readers can see the categories and sub-categories of analysis with the support taken from the field notes, students' speech recordings, video recordings, two surveys and two interviews and one VAK test. Additionally, it is important to consider that through the research process some changes were made to the theory that was supposed to be applied at the beginning of the application of the project due to some findings in the field notes in which the researcher noticed that the use of multiple intelligences in this context was not given effective results due to many limitations that did not allow to carry out the application of the theory effectively. For that reason, it was implemented the theory of visual, auditory and kinesthetic learning styles which fulfilled all the necessities seeing during the observation process. Also, the approach used to make the data analysis in this research was grounded theory due to its nature and convenience in the qualitative research. In this case, the aim of this research was to follow up the students' process, describe and analyze it. From this perspective, the categories emerged from the collected data and its respective analysis. The results were compared to get validity and reliability.

Findings

In Table 2. The matrix of categories and sub-categories is presented. they are related to the research question and the information collected throughout the process after codification, contrasting and comparing the data gathered during the intervention.

Research question	Categories	Sub-categories
How might students of 302 at Prado Veraniego school enhance their oral skill using a set of activities designed based on the Visual, Auditory and kinesthetic (VAK) learning styles?	Enhancement of oral skill	Students' understanding of the foreign language
		Students' participation using English and Spanish
		Expressing real feelings through role plays
	Impact of learning styles	Images and videos as a mean to relate the previous knowledge to the new one
		Using the body as a mean to appropriate the new vocabulary
		Songs and videos as a mean to learn vocabulary and improve pronunciation
Students behavior in the class	Meaningful activities to incentive students' participation	

Table 2. Matrix emergent categories

Enhancement of oral skill

This category reflects the process students had, from the beginning of the research until the end of it, related to their oral skill. At first, students did not know many words in English since they were accustomed to translating and did not have many opportunities either to use vocabulary in a context or to speak in English. Progressively, most of the students started to understand basic commands and the vocabulary worked during the classes and used it supported by their mother tongue.

Students' understanding the foreign language

This sub-category is about the process that students had along the research in terms of being exposed to listen to English almost all the time in the classroom and how they started to comprehend the foreign language, being conscious of the benefits of using English and developing strategies to communicate later. Additionally, it is important to consider that this category emerged from the implementation of different activities to a large extent related to the predominant learning style of the students, that according to the survey was the auditory channel, supported by the other two learning styles as well.

According to the analysis of the field notes made through the research it was evident how the students did the transition from repeating all what the teacher said without being conscious of it to start understanding the meaning of what they listened to in English and try to answer properly in each class activity.

A clear data sample was when the teacher greeted the students, given that they did not answer her but repeated all the same greeting instead.

The teacher greets the students, she says “Good morning kids”. The students answer: “Good morning teacher. Then the teacher asks: “How are you today?”, the students repeat what the teacher asked, in that moment the teacher says, “you need to say <fine>”. The teacher asks again the question “How are you?” and some students say “fine” (Field notes).

Progressively, they started being conscious of it after the teacher told them that they did not have to repeat all but should answer in a different way.

The teacher greets the students, she says “Good morning kids”. The students answer: “Good morning teacher. Then the teacher asks: “How are you today?”, most of the students say, fine, others say fine thank you, and just one of the students says: and you? to which the teacher says: “Fine! Thanks for asking” (Field notes).

It was also observed that students understood when the teacher asked them vocabulary related to the topic worked during the classes. Specifically, when the topic was studied in other assignments as the values, where many students tried to participate saying the words as they thought they were correct.

After that, the teacher wrote the word “value” on the board and asked the students about the values they knew. Some students raised up their hands and answered: “Solidary”, “peace”, “love”, “respect”. When they said the words, “peace” and “love”, the teacher corrected their pronunciation since they were pronouncing the words as if they were read in Spanish (Field notes).

Likewise, the activity proposed for the value of honesty, the students easily recognized the video they watched about the boy cried wolf to its Spanish version, in that way the students show more interest on because they had a previous knowledge. “The students understood the video of “the boy cried wolf” and related it with what they previously knew about the story and used the new vocabulary worked in the class to answer the proposed activity about selecting the ideas that were reflected in the video” (Field notes).

Additionally, it can be confirmed with the last survey applied to the students in which the question was about their understanding when their teacher talked to them in English. The 54 % of the students answered that they understood some things, the 33 % answered they understood almost all, and the 13 % said that they understood everything the teacher said (Survey # 3).

In brief, the process of enhancing student oral skill started with a progress of getting rid of the translation from one language to the other one, and be aware of the fact that they did not have to repeat everything the teacher said without understanding what they repeated but to find the sense of the things they said and respond according to the questions the teacher asked them.

Students' participation using English and Spanish

This sub-category evidences how the students started using the English language to communicate in a real context, given that they noticed the necessity of using it to do certain activities as asking for permission, answer the teacher's questions or participate in the activities proposed. Nevertheless, it was evident that students used their mother tongue to confirm if what they were saying was correct or simply to demonstrate that they understood.

Through different activities the students interacted with the teacher or with the counterparts where they communicated what they wanted to say in both Spanish and English. A clear example of it was in the activity where the students were playing a memory game about the routines. In this activity, they had to match the picture with the corresponding description of the routine. The use of both languages English and Spanish was evident. "Student 1 turns the card to see the description and reads. "I brush my teeth". Then she looks at the teacher and says: "O sea, me cepillo los dientes" (Video recording # 4).

Also, it can be said that the intention of the student to translate the sentence to Spanish was because she wanted to show that she knew what it meant and expected the teacher's approval.

Another situation that was repeated in several classes was when the students asked for permission to go to the bathroom. Previously, the teacher had told them how to say it in English. Despite that, some students did not remember well and asked it in Spanish. For that reason, the teacher encouraged them to ask permission in English.

Student 1: Profe, ¿puedo ir al baño?

Teacher: ¡¡In English!! ¿Cómo es que se decía ir al baño?

Most of the students: “May I go to the bathroom?!”

Student 1: “May I go to the bathroom?”

Teacher: Ok, go.

(Students’ speech recording, N. 8)

The field notes confirmed it due to after this situation two children stood up and asked the teacher for permission to go to the bathroom. “After the student asked the teacher to go to the bathroom two students stood up and asked the teacher to go to the bathroom too. Unlike the boy, the two girls asked it in English and said at the same time: “Teacher, may I go to the bathroom?” (Field notes, s. 24). The head teacher also pointed out the progress the students had in terms of the participation in the class using English and how they enhanced their oral skill.

QUESTION: ¿Cómo fue el desarrollo de la habilidad oral de los estudiantes desde el inicio de la implementación de la propuesta hasta el final de esta?

HEAD TEACHER: Fue un avance progresivo donde los niños en este momento tienen mejor pronunciación (Survey # 4).

Another data sample that shows the interaction using the mother tongue was when the teacher asked the students about situations where friendship was reflected. After the children understood the instruction, they wanted to say what friendship meant for them even if they did not know all the words in English. In that moment the teacher helped them to say their ideas in English and then, they started saying them in English too. “The teacher said: “I want you to tell me what the meaning of friendship is for you”. A student told the teacher “compartir con un amigo”. The teacher answered: “It is!! you have to say: to share with a friend”, she wrote the sentence on the board and asked the student to say that sentence (Field

note, s. 31).

These examples show that students participation using English was long process that began from getting used to listen to in the foreign language and start understanding the foreign language without repeating with no sense. They realized that they could express their ideas in English, but they needed the teacher's help to successfully say all they wanted to say. Therefore, the teacher's support was an important factor that also guided the students to progress in their English oral skill and made them feel comfortable and confident when speaking even if they did not know all the vocabulary.

Role plays as a mean to express real feelings

The role-playing games allowed a very important interaction among the whole group, since the students tried not always to make the same group of people, it allowed them to know their other classmates and create better relations among them. In the video recordings taken during the classes, it was observed that the students, in addition to carrying out the activity, demonstrated through their non-verbal language their true feelings, whether of shyness, doubt or otherwise, of confidence and expressivity. Being with a partner, strengthen the good feelings as it provided more confidence to the partner with whom they executed the activity (Video 1,2,3,5).

Also, they showed interest in using English to express what they really wanted to say. For instance, in the activity of the "hold hand heart" handicraft, where each student was a messenger of friendship and they had to send a message to a classmate, mentioning the values that person had and why he or she was a good friend. Most of the students stood up and asked the teacher the things they did not know how to say in English and to write the message for their friends in the classroom. Some students asked the teacher how to say different sentences such as: "teacher, how do you say, ¿Ella me escucha in English?", "Él me acompaña al parque los fines de semana", "ella hace tareas conmigo" (Field notes, s 28).

In the same way, it was perceived by the head teacher, who was aware of the children's process during the whole research and, in relation to the meaningful activities for the children, she mentioned that the plays were the ones in which the children showed interest in choosing the value they wanted to work on and representing it.

QUESTION: ¿Cuáles fueron las actividades más significativas para los niños?

TEACHER: Obras de teatro, el tema fue los valores. Los niños y niñas demostraron sus sentimientos (Survey #4).

The evidence suggests that after the students started participating using English, role plays were an excellent resource to enhance their oral skill due to they understood what they had to do, the activities were contextualized and adapted to the students level, and therefore they were motivated and they enjoyed the activities, which was a plus to encourage the students to use English in the classes

Impact of learning styles

This category refers to the effect of working on activities based on the visual, auditory and kinesthetic learning styles with third graders during the application of the pedagogical proposal. Students explored different resources as videos, flashcards, songs, handicrafts, performances and so on. All of it, helped them not only to create a trace in their memory but also to enhance their oral skill since it implied the processing of the information to start interacting and communicating with others Brown (2000).

Images and videos as a mean to relate the previous knowledge to the new one

The various visual aids such as images and videos that were as close as possible to the context of the students, allowed the student to progressively understand the meaning of the vocabulary that was learned and then use it in dialogues, short conversations or participation in the class.

One of the activities related to this category was when the kids played a guessing game in the way of a puzzle, projected on the board where the students had to say what the hidden place was, all of them were touristic places of Bogotá as Campin stadium, Monserrate, Simon Bolivar Park and so on. The students stared at the sketch of the images to decipher the corresponding places and say the type of place and its name.

The teacher showed the game and let the students say what the hidden place was.

She started to uncover the image and show the students some parts of it. One student said: Yo sé cuál es ese lugar. The teacher asked: What is that place? The students answered: “Monserrate”. She said yes and asked the students the kind of place it was and most of the children said: ¡¡CHURCH! (Field note, S, 24).

Indeed, all classes were developed using visual aids given that most of the students were very receptive to this type of material due to the contents were adapted to their knowledge to help them make relations between known and new information. It allowed them to solve their doubts and avoid translating to Spanish the concepts or vocabulary that were not simple to understand in English.

Using the body as a mean to appropriate the new vocabulary.

The students were able to perform the various situations that were said in English, as a means of rapid comprehension and assertive learning supported by the usage of their body. This was evidenced in the activity of the song “I got peace like a river” where the kids had to perform a choreography depending on what the song was saying. For instance, for the word “soul”, arms were raised; for the word “river”, a wave was made with the arm; for the word peace, it was made to the symbol of peace with one hand. “Students began to perform the corresponding movements while singing the song. At the beginning, they were more focused on getting the rhythm of the song and perform the corresponding movement. Then they started to appropriate the lyrics by singing it while doing the choreography (video

recording # 9).”

In another video the conscience of the discovery of the language through the body could also be evidenced, for example, with the activity of the actuated representation of the routine in which one partner acted a routine and the other child said which was the routine he was doing. Something very particular was observed, the student makes a gesture and the student who is observing him stares at the action of the partner and instantly remembers what is the phrase that corresponds to the performance of the routine that he is exercising (video recording # 2).

Using the body as a kinesthetic activity helped the students to appropriate the new vocabulary and generate a long-term memory learning. In this way, the kinesthetic students and even the ones that had other learning styles were beneficiary with these exercises, due to they remembered the vocabulary worked after long time they had had those classes.

Songs and videos as a mean to recall vocabulary and improve pronunciation

Something that also called my attention, was how auditive activities let the students improve their pronunciation in English and remember it for longer time. Based on the activity related to the song of peace, it had an excellent reception by the students, and the new language lasted for several class sessions where the students kept singing different parts of the song. “By means of a song, in which the rhythm was nice for the students they exerted a stimulus to it, so they sang the song and tried to follow the lyrics paying attention to the pronunciation and the feedback the teacher gave” (Field notes, s. 27).

During different sessions the teacher brought videos for the students where they could clearly listen to the pronunciation of the vocabulary they were working on and asked the students to repeat after they listened to it. “The teacher showed the students a video of the clothes, it presented the clothes, its name and its corresponding pronunciation. The teacher paused the video to listen if the students were pronouncing correctly” (Field notes, S. 6).

It is evidenced how learners used their auditive channel and took advantage of these resources to recall the vocabulary previously worked and be aware of the way that they were saying the words in English. Thereby, they started to understand that this language was not pronounced in the same way as Spanish and they should try to pronounce in a better way to be understood when they spoke using English.

Students behavior in the class through meaningful activities

Meaningful activities to incentive students' participation

This category mostly relies on how students were interested in the class when they liked the activity proposed. It was observed through the songs, there was an excellent predisposition by the part of the students, this allowed the execution of the song to be better each time it was repeated, besides the students expressed their continuous pleasure, joy, energy, happiness, besides the expression body plays an important role since they had the possibility of doing a choreography with each part of the song what achieved the motivation of the students and their participation in the activity.

It was seen that the relationship of listening, acting and understanding was very good, since everyone had a very good reception of the exercise and they got it quickly. The activity was meaningful for the students due to it generated a mark in the students, since, they continued executing the movements and singing the song (video recording # 12).

Also, another way to demonstrate the interaction between the students and the song was when they were still asking for the repetition of the activity, whether with the same song or with different songs. Nevertheless, "the time class was not enough to do that. Some children said to the teacher to reproduce the song again, so the teacher told them she would do it but just a last time due to the class time was over" (Field notes, s. 27).

In the last questionnaire made to the students in relation to their perception about the class, they showed they liked the class, what implies that they were motivated to

participate in the class. To the question, “¿Cuál es tu opinión de la clase de inglés?”. The 56 % of the students answered the option a, “es divertida”, the 40% answered, “es Buena” (Survey # 3). It demonstrates that students’ motivation increased during the intervention and it was reflected on their participation because they liked the activities that were developed, and every class showed more interest on learning English.

Meaningful activities were the clue to encourage students to participate in the class since most of the them showed interest in answering the teacher’s questions and doing the activities proposed. Furthermore, this class environment allowed the students to know themselves, realize both their strengths and weaknesses, recognize their performance during the classes whether it was right or wrong and tried to switch their behavior into a better one. Thus, they paid more attention in the class, respected the turn to participate, and listen to their classmates when they were doing an intervention, and became more collaborative among them.

As a closure, most of the analysis of the collected data let the researcher realized about her field of research in terms of the implication of using visual auditory and kinesthetic learning styles with third graders and its effectivity of the enhancement of the oral skill. Furthermore, the category *Students behavior in the class* which at the beginning of the intervention was not the focus of the research, ended up being an important finding that can be relevant for future students due to it shows how this factor influences the development of any pedagogical intervention and how through the use of meaningful activities, students started to behave in a better way and allowed to carry out the activities proposed.

CHAPTER VI

Conclusions

This chapter presents the conclusions of the monography, taking into consideration the process carried out from the beginning of the research to the end of it. Moreover, the implications and the limitations are mentioned as an important element to understand the development of the research. Taking the research question “How might students of 302 at Prado Veraniego school enhance their oral skill using a set of activities designed based on the Visual, Auditory and kinesthetic (VAK) learning styles?” as a reference and the results obtained through the different data collection instruments and its corresponding analysis, the researcher found valuable facts and conclusions.

At first, considering the categories that emerged, the data showed that the enhancement of the oral skill was the result of a process of three moments, framed into subcategories, that go hand in hand, where the students awoke their awareness about the foreign language, started interacting in English supported by their mother tongue and it carried them to see the necessity of using the language and even expressing their real feelings. The first subcategory was students’ understanding of the foreign language, this evidenced a gradual advance in understanding what the teacher talked to them and stop repeating without knowing the meaning of what they said.

It was also possible given the impact that the learning styles had, due to the activities developed during the session were focused on the learning styles which let the students explore the foreign language with different input so they could process the information with visual, auditive and kinesthetic channels and generate a trace memory that let them have a base to communicate later.

On the other hand, some relevant issues were found as the receptivity to the material and activities proposed. The usage of different visual aids as images, videos, taking notes, drawing, usage of the board and so on, suggested by the applied theory allowed to find out

that the images and videos were more effective than other strategies for the students because they could relate the previous knowledge with the new information. Also, it was relevant because the material designed was meaningful for the students, since it had to do with their context and the events they experienced. In this way, the students could achieve most of the tasks proposed because they appropriated the vocabulary and could express their ideas.

Relating to the auditory channel, which was the predominant one in most of the students, it could be found that songs and videos were appropriate to them, due to through these resources students could reinforce their understanding of the contents worked during the classes, learn new vocabulary and it was a means to improve their pronunciation in English given that students usually read and talked pronouncing the words as if it was Spanish. Gradually, the use of the recordings of the songs and videos, combined to the support of the teacher in the development of the activities, and the constant feedback she gave to the students when they spoke, help the students be assertive and improve their oral skill.

Undoubtedly, working on values was important and meaningful for students because most of them were interested on the class and wanted to participate even when they were limited by vocabulary they did not know. Students' behavior changed due to at the beginning of the pedagogical intervention some students did not pay attention to the activities, stood up from their desks and started talking to their classmates what made that most of the students got dispersed. Through the implementation of the activities proposed in each cycle students started to control themselves and be interested in the class. Likewise, a relevant issue was the thematic about values where children explored and experienced them.

Many of the students showed respect to the others, when they wanted to participate, they learnt that they had to raise up their hand to talk, when another student was talking most of the students paid attention. Also, it was reflected the solidarity among them, collaborating to each other and the value of friendship where students created stronger relationships among

them and it was evident in the way they treated their counterparts. Also, when students presented their final presentations, they did it in groups and the results were good in terms of the students' speech. Most of the students chose the values they wanted to perform and created their own dialogues which made them, develop their creativity, feel more confident and communicate in English.

Implications

To the field of education, this project introduces another way to work with students in an English class because of the usage of learning styles. Working on students learning preferences and exploring different activities based on the three main learning channels might help the students to learn English and enhance their oral skill not only for academic purposes but also for their personal growing as active actors of the society. Additionally, students were able to express their real feeling and talk about their own experience which made that each activity was meaningful for them.

On the other hand, for me, as a teacher-researcher, the experience was very important for my professional and personal development due to it let me face different situations that were not all related to the academic arena, but the ones related to the human being. Through this process, I learned different strategies to handle a class when a difficulty showed up. For instance, when any student felt isolated and did not want to participate because they had family problems that affected them.

For that reason, it is important to take into consideration the personal characteristics of each student and more than seeing them as a student, we should see them as human beings and think that learning a language is not just knowing vocabulary but another way to understand the world and ourselves.

Limitations

One of the limitations experienced during the process was the students' level of English. When the pedagogical proposal was applied, they did not have much knowledge of

the language and were accustomed to have dictation classes and translate from English to Spanish. So, they used their mother tongue to say what they wanted to express.

Another limitation was the time of the class which did not allow to develop more activities that also could have been meaningful for them. Also, sometimes the kids had to prepare other activities and could not have all the English class. Despite this, it is important to mention that the head teacher always supported the English class and allowed the pre-service teacher-researcher to modify the schedule of the English class for the implementation of the third cycle, having the opportunity to have two English session per week. It made the intervention to be concluded on time due to it was possible to carry out all the proposal for the final cycle and finish the research in a successfully way.

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APPENDICES

FIELD NOTE # 2

NAME OF THE SCHOOL: Colegio Prado Veraniego, sede B

GRADE: 201

STUDENTS: 32

DATE: 31/08/17

OBSERVER: Geraldine Ochoa

#	DESCRIPTION	#	INTERPRETATION
33..	<p>The teacher does a dictation. They waste 20 minutes copying it. The teacher repeats several times in order to let the students to write everything. However, some students ask the teacher to repeat again. Meanwhile, some students talk and stand up from their desks.</p> <p>The teacher dictates the goals of the English class using Spanish , for example "Relacionar el color con la fruta determinada; comprender oraciones sencillas con el verbo ser o estar"</p> <p>She mentions the verb "to be" and asks the translation to Spanish, none answers . The teacher says to them that they don't know because they don't pay attention " No saben porque no estan poniendo atencion"</p> <p>She continues the dictation of the goals for the third period of the year. After she asks them : "¿Qué nos interesa?" some children answer " las frutas". The teacher replies: "aprender colores y frutas"</p> <p>Then, she asks them if they did the homework about animals vocabulary. Some children answer " si" others say "yes". The teacher asks how to say in English some animals as dog, cat, serpiente, caballo. Then she writes a list of animals in Spanish and asks the students who didn't do the homework to write in their notebooks the translation in English.</p> <p>Some students who have done the homework have spelled incorrectly some animals for example "elephant" is written as "elefani".</p> <p>Likewise, some students pronounce the animal "lion" like if they were pronouncing in Spanish the same word.</p>		<p>It seems the teacher wants the students to know the objectives of the third period and to focus on it during the classes.</p> <p>Maybe, the teacher is right since the children are not paying attention while she is explaining.</p> <p>Maybe some students are accustomed to use "yes" when they are in an English class, however as the class is done in Spanish , other students answer "si"</p> <p>Some students don't have a tutor or someone at home who can help them doing their homework and, probably, when they looked for the translation they didn't check the spelling but they wrote the first they thought to see.</p> <p>Maybe, the students have not heard the correct pronunciation of the words and the think they read in English as in Spanish</p>
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Teacher's Interview # 1

Interview	Interpretation
<p>E: Buenos días profe, ¿cuál es tu nombre?</p> <p>P: Mi nombre es Ana Victoria Fuentes Ramírez</p> <p>E: ¿Cuánto tiempo llevas dedicada a la docencia?</p> <p>P: 34 años</p> <p>E: ¿En dónde terminaste tus estudios?</p> <p>P: Y terminé en la universidad Santo Tomás, terminé licenciatura en filosofía e historia y tengo especialización en orientación y educación sexual.</p> <p>E: ¿Por qué decidiste dedicarte a la docencia?</p> <p>P: Porque me parece una carrera muy humana, por vocación, me parece muy bonito, muy agradable muy gratificante estar en contacto con seres humanos.</p> <p>E: ¿Cuánto tiempo llevas trabajando aquí en el colegio Prado Veraniego?</p> <p>P: En este colegio llevo 8 años.</p> <p>E: ¿Que grados has manejado?</p> <p>P: A principio, siempre con tercero y cuarto y luego el año antepasado comencé con el ciclo pequeño segundo y primero, pero toda mi vida en esencia he tenido todos los grados de primero a once, todos los grados de educación básica</p> <p>E: Para ti, ¿Qué implica ser docente en primaria?</p> <p>P: Pues, mucho compromiso, ser cálido con los niños... Uno debe ser como madre, luego ya uno empieza a soltarlos. Darles acompañamiento, pero también tenerles disciplina y límites.</p>	

E: Con respecto a este curso, ¿Cuánto tiempo llevas con 201?

P: ¡Es el segundo año que llevo con ellos! Estuve con ellos en primero, y fue el primero de mi vida.

E: ¿y también continúan en tercero?

P: ¡Quien sabe! Porque ahora con el nuevo rector, nuevas políticas, quien sabe cómo será.

E: ¿cómo crees que ha sido el proceso de aprendizaje de los niños?

P: Con este curso ha sido un poco difícil, bueno, no tan difícil. Lo que pasa es que los niños no son atentos, son muy distraídos, muy juguetones y no captan. Están muy poco tiempo con su atención centrada, y son poquitos los niños que se ve como el aprovechamiento. Pero también eso se debe a la falta de acompañamiento de los hogares porque no hay acompañamiento de los hogares, entonces hay unos niños bastante desobedientes, bastante inquietos y toca estar poniendo como la pauta de la autoridad para que ellos respondan, porque son bastante juguetones, bastante distraídos.

E: ¿Consideras que ahorita lo que está pidiendo el ministerio de educación en cuanto a lo que los niños deben aprender va acorde a lo que ellos están aprendiendo?

P: Sí, si va acorde. Y sobre todo que aquí se hace desde el PEI se planea la malla curricular, de acuerdo con la edad cronológica, lo que ellos deben ver, los aprendizajes básicos.

E: En cuanto a la clase de inglés, ¿Cómo ves a los niños?

P: Ellos son receptivos y les gusta la clase de inglés.

E: ¿Cada cuánto tienen la clase de inglés?

P: Cada 8 días.

<p>E: ¿Quién da la clase de inglés?</p> <p>P: Algunas veces la practicante, algunas veces yo.</p> <p>E: Cuando tú les das las clases, ¿Qué actividades realizas?</p> <p>P: Hacemos un canto. Hacemos, por ejemplo, sopas de letras, crucigramas, cosas diferentes.</p> <p>E: ¿Qué es lo que más le gusta realizar a los niños?</p> <p>P: Colorear, dibujar</p> <p>E: ¿Te gustaría implementar algo diferente para que los niños aprendan?</p> <p>P: Pues como más videos...</p> <p>E: ¿Has escuchado hablar sobre los estilos de aprendizaje visual, auditivo, kinestésico? ¿Implementas alguno?</p> <p>P: Visual, sí. Por ejemplo, con los videos, ¡no!</p> <p>E: ¿Y para los auditivos y kinestésicos?</p> <p>P: Pues no porque no hay como los medios, ¡¿cierto?! </p> <p>E: ¿Que limitantes crees que hay dentro del aula?</p> <p>P: No esp. De pronto implementar algo de laboratorio para que ellos puedan mejorar su pronunciación. Porque igual ellos tienen su video beam, computador, internet</p> <p>E: ¿Qué esperas que los niños aprendan en un futuro en este grado?</p> <p>P: Bueno que ellos pudieran defenderse en el inglés, con ellos llegan a bachillerato y no están como tan desequilibrados. Que ellos tengan más conocimiento del idioma, que pudieran hablar con fluidez, pero bueno, eso es un proceso.</p> <p>E: Bueno profe, eso es todo, gracias.</p> <p>P: Bueno.</p>	
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Students' Survey # 1

Encuesta

Nombre: _____ Curso: _____



Querido estudiante:

Te pedimos que respondas con la mayor sinceridad y en base a lo que piensas y sientes. No hay respuestas buenas ni malas.

1. Generalmente, ¿cómo vas de tu casa a la escuela?
 - a) Caminando.
 - b) Bicicleta o motocicleta.
 - c) Bus
 - d) Carro
2. En casa, ¿quién te ayuda con tus tareas?
 - a) Mamá.
 - b) Papá.
 - c) Hermano(a).
 - d) Otro adulto
 - e) Nadie.
3. De las cosas que te explica tu profesora de inglés, entiendes:
 - a) Nada.
 - b) Casi nada.
 - c) Sólo algunas cosas.
 - d) Casi todo.
 - e) Todo.
4. Para aprender inglés en la clase
 - a) Utilizan libros
 - b) Ven videos
 - c) Escuchan canciones.
 - d) Hacen juegos
 - e) Hacen dictados
 - f) Colorean, recortan y pegan imágenes
5. En la última clase de inglés, ¿ha pasado alguna de estas cosas?
 - a) El profesor explicó un tema.
 - b) El profesor dijo que copiaran un dictado o del tablero.
 - c) El profesor te pidió trabajar con otro compañero.
 - d) El profesor dejó tareas para la casa y luego las revisó
 - e) El profesor hizo un examen
6. De las siguientes actividades, ¿cuáles realizas tú?
 - a) Lees los libros que hay en la clase.
 - b) Usas los juegos que hay en la clase.
 - c) Usas palabras en inglés con tus compañeros
 - d) Haces preguntas en inglés a tu profesor(a)
 - e) Escuchas música en inglés
 - f) Haces las actividades y tareas que dejan en la clase
 - g) Otro



¡Terminaste, muchas gracias!

Consent Format



UNIVERSIDAD PEDAGÓGICA NACIONAL
COLEGIO PRADO VERANIEGO
CONSENTIMIENTO INFORMADO



DATOS GENERALES		
Nombre del proyecto: ENHANCING ORAL SKILLS DEVELOPMENT THROUGH LEARNING STYLES		
Institución: Universidad Pedagógica Nacional		Responsable: Tutor del proyecto Profesora Melany Rodriguez
Maestro en formación: Geraldine Ochoa	Programa: Licenciatura con énfasis en humanidades: Español y lenguas extranjeras	Semestre: X Semestre
Maestra titular: Docente Martha Clavijo		Grado: Tercero 302
Asunto: Permiso consentido para toma y uso de imágenes fotográficas y videos durante la intervención pedagógica del maestro en formación del curso 302		
Fecha de realización: año 2018		
Descripción del proyecto: El proyecto tiene como objetivo general: Determinar el impacto que generan el uso de los estilos de aprendizaje VAK en el proceso desarrollo de la habilidad comunicativa de los estudiantes del curso 302 del colegio Prado Veraniego. La aplicación de dicha propuesta tiene como principio fundamental el trabajo pedagógico de la lengua extranjera inglés. El proyecto promoverá e implementará el uso de diferentes actividades basadas los estilos de aprendizaje para que los estudiantes exploren el canal de aprendizaje que tengan más desarrollado y así, esto les aporte a su proceso de aprendizaje del inglés y a su desarrollo personal.		
PERMISO		
Con el presente documento se solicita un permiso consentido para toma de imágenes fotográficas y filmicas en el desarrollo de la investigación – acción, con fines pedagógicos al interior de la Institución y sin ningún ánimo comercial. De la relevancia del estudio, dependerá que los resultados puedan utilizarse en publicaciones académicas posteriormente. Toda la información personal de los estudiantes obtenida será de estricta confidencialidad y para efectos de cualquier revisión y/o publicación en que pueda encontrarse la información, no estarán incluidos dichos datos personales del/la estudiante e incluso los instrumentos sin sistematizar, estarán en lugar seguro al cual solo la practicante investigadora tendrá acceso.		
AUTORIZACIÓN		
Garantizo y declaro que he leído este Permiso para el uso de fotografías y videos durante la intervención pedagógica de la maestra en formación y <input type="checkbox"/> SÍ / <input type="checkbox"/> NO autorizo el permiso establecido por medio del presente.		
FIRMA		
Nombre y Apellido del estudiante:		
Nombre completo y firma del padre/madre de familia:		
Cédula de ciudadanía:		

Atentamente,

Geraldine Ochoa

Licenciada en formación UPN

Learning Styles Test

TEST ESTILOS DE APRENDIZAJE

Nombre: _____ Fecha: _____

Querido estudiante:

Responde las siguientes preguntas seleccionando la opción que más te llame la atención y con la cual te sientas más cómodo. No hay respuestas correctas ni incorrectas

1.- Cuando estás en clase y el profesor explica algo que está escrito en el tablero o en tu libro, te es más fácil seguir las explicaciones:

- a) escuchando al profesor
- b) leyendo el libro o el tablero
- c) te aburres y esperas que te den algo que hacer

2.- Cuando estás en clase:

- a) te distraen los ruidos
- b) te distrae el movimiento
- c) te distraes cuando las explicaciones son demasiado largas.

3.- Cuando te dan instrucciones:

- a) te pones en movimiento antes de que acaben de hablar y explicar lo que hay que hacer.
- b) te cuesta recordar las instrucciones orales, pero no hay problema si te las dan por escrito
- c) recuerdas con facilidad las palabras exactas de lo que te dijeron.

4.- Cuando tienes que aprender algo de memoria:

- a) memorizas lo que ves y recuerdas la imagen (por ejemplo, la página del libro)
- b) memorizas mejor si repites rítmicamente o con alguna canción

c) memorizas a base de pasear y mirar y recuerdas una idea general mejor que los detalles.

5.- En clase lo que más te gusta es que:

- a) se organicen actividades grupales y que haya dialogo
- b) que se organicen actividades en que los alumnos tengan que hacer cosas y puedan moverse.
- c) que te den el material escrito y con imágenes.

6.- Marca las dos frases con las que más te identifiques:

- a) Cuando escuchas al profesor te gusta hacer garabatos en un papel.
- b) Muchas veces te gusta o disgusta la gente sin saber bien porqué.
- c) Te gusta tocar las cosas y tiendes a acercarte mucho a la gente cuando hablas con alguien.
- d) Tus cuadernos y libretas están ordenados y bien presentados, te molestan los tachones y las correcciones.
- e) Prefieres los chistes a los cómics.
- f) Sueles hablar contigo mismo cuando estás haciendo algún trabajo.



Students' Interview # 2

Encuesta:

Nombre: _____ Curso: _____



Querido estudiante

Te pedimos que respondas con la mayor sinceridad y en base a lo que piensas y sientes. No hay respuestas buenas ni malas.

- 1)
- 2) ¿Cuál es tu opinión de la clase de inglés?
 - A) es divertida
 - B) Es buena
 - C) Es aburrida
- 3) ¿Cuáles son las actividades que más te gustaron?
 - A) Canciones
 - B) Obras de teatro
 - C) Videos
 - D) Todas las anteriores
- 4) Marca las respuestas con la que más te sientas identificado
 - A) Puedo saludar en inglés, presentarme y expresar lo que siento
 - B) Puedo hablar de lo que hago todos los días
 - C) Puedo hablar sobre distintos lugares que frecuento en la ciudad y porque me gustan
 - D) Puedo describir mis valores y los de las personas cercanas
 - E) Todas las anteriores
 - F) Ninguna de las anteriores
- 5) ¿Crees que lo aprendido en las clases de Inglés es útil en tu diario vivir?
 - A) Si
 - B) No
 - C) Tal vez
- 6) De las cosas que explica tu profesora de inglés, entiendes
 - A) Nada
 - B) Casi nada
 - C) Algunas cosas
 - D) Casi todo
 - E) Todo
- 7) ¿Crees que has mejorado en la clase de inglés?
 - A) Si, mucho
 - B) No, poco
 - C) Regular



Teacher's Interview # 2

Encuesta para los profesores

Nombre: _____ **Curso:** _____

1. ¿Qué tan eficaz fue la propuesta metodológica aplicada para el aprendizaje del inglés? ¿Por qué?

2) Cuáles actividades considera que fueron más útiles para el aprendizaje del inglés? ¿Por qué?

3) ¿Cuáles fueron las actividades más significativas para los niños? ¿Por qué?

4) ¿Cómo fue la participación de los estudiantes en las actividades propuestas en las clases?

5) ¿Qué percepciones tienen los niños de la clase inglés?

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6) ¿cómo fue el desarrollo de la habilidad Oral de los estudiantes desde el inicio de la implementación de la propuesta hasta el final de **la misma**?

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7) ¿Considera que los temas que los estudiantes han aprendido en las clases de inglés les ha sido útil en su vida diaria? ¿Por qué?

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Field Notes

FIELD NOTE # 27			
Name of the school	Prado Veraniego Sede B		
Grade	302	Date	14/08/2018
Students	32	Observer	Geraldine Ochoa
DESCRIPTION		INTERPRETATION	
<p>The teacher started the class by asking the students to stand up. She performed two brain gym exercises with the hand. The first one was about using the index of the right hand and touching the nose and the finger of the left hand according to what the teacher said while closing the eyes. At the beginning some children did not select the correct finger. The teacher asked: Do you remember the names of the fingers? Some students answered “yes”, others stayed quiet, so the teacher pointed out each finger and asked “What is this finger? Some students answered “pinky” so the teacher confirmed the name of the finger and made the children to repeat. She did it with all the fingers and then she restarted the exercise. Some children selected the correct finger, others laughed when they realized they did not touch the correct finger .</p> <p>After that, the teacher wrote the word “value” on the board and asked the students about the values the knew. Some students raised up their hands and answered: “Solidary”, “peace”, “love”, “respect”. When they said the words, “peace” and “love”, the teacher corrected their pronunciation since they were pronouncing the words like they were Spanish. Some children</p>		<p>The students remembered in a better way when the teacher related the name of the finger with its corresponding finger.</p> <p>Also, some children remembered the corresponding names due to this exercise was done in other classes.</p> <p>The children enjoyed the exercise since they wanted to do it properly, and they were reviewing vocabulary of body parts.</p> <p>The students understand when the teacher speaks and try to answer in the way the think a word is pronounced.</p> <p>The students improved the pronunciation of the words by repetition.</p>	

<p>corrected it and started saying the words with a better pronunciation.</p> <p>Then the teacher told the students the meaning of value, and showed the students some images and asked them if they recognized any value. One student said : “paz” and the teacher replied “in English, please. How do you say “paz” in English? You know the word!”. The student answered “peace”. And the teacher said very good.</p> <p>After that, the teacher asked the students what peace meant for them. Some students started saying the values again, so the teacher formulated another question and asked them to tell her some examples and words related to peace. Some children say “respetar a los compañeros”. The teacher said “that’s good” but how do you say respetar in English? One student answered: “Respect” and teacher wrote the word on the board. Then she asked and “compañeros”? None answered so the teacher wrote the sentence “respect my classmates” on the board and made them to look at the board and say the sentence.</p> <p>Then, the teacher ordered the students to close their eyes and follow the instructions of a musicotherapy exercise. The recording lasted one minute and then the teacher asked the students how they felt. One student said “ Casi me duermo”, so the teacher replied “Ok, that was the intention, that you felt relaxed”. The teacher asked other students and the answered “peace” so the teacher wrote on the word “ I feel peace”. Another student said “relajado” and the teacher asked How do you say that word in English?. One of the students answered “relacsaichon”. Some students laughed and the teacher said: “It is not “relacsaichon”, it is relaxed; please repeat, relaxed”. The students repeated the word.</p>	<p>The students related the vocabulary they know to the images that were presented. However, some children used Spanish even when they knew the words in English.</p> <p>Some children understood the teacher and participated in the class even if they didn’t know all the words they needed in English, so they used Spanish.</p> <p>The students expressed their real feelings about the exercise. Some of them used the words they knew in English, others tried to invent the words in English. Other students said sentences in Spanish .</p> <p>The students identified in the song the basic words worked during the class. They were motivated to sing and to perform the movements of the song. They tried to follow the speed of the song , however, they sometimes got confused with the lyrics and the movements.</p>
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<p>After that, the teacher played a song in the video beam. First, she reproduced for the first time and asked the students what they understood. Some children said: “Happy”, “Peace”. Then, the teacher reproduced the first part of the song and started doing some movements while singing the song. Most of the students followed her. Subsequently to it, the teacher stopped the song and told them to sing without the recording, some children sang, and others were quiet, so the teacher sang the song slowly and the other children started singing and performing the movement. Finally, the teacher reproduced the song and the students sang aloud, some of them stood up of their desks and started doing the movements the teacher did.</p> <p>At the end, some children said to the teacher to reproduce the song again, so the teacher told them she would do it but just a last time due to the class time was over.</p>	<p>The children liked the activity, and they wanted to sing the song several time. However, the class time was not enough to do that.</p>
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