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TEMA

VAK LEARNING STYLES AND LISTENING SKILLS DEVELOPMENT IN SEVENTH GRADE STUDENTS IN AN INSTITUTION IN NORTH OF GUAYAQUIL, SCHOOL YEAR 2020 – 2021

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RESUMEN: The objective of this research was to establish what are the learning styles of seventh grade students. The study was carried out with the participation of 40 students, belonging to the School located in the north of the city of Guayaquil. The research was based on a non-experimental, cross-sectional and descriptive, which gathered information in a single moment. Survey instruments aimed at teachers and students and an observation sheet were used to determine the Visual, Auditory and Kinesthetic learning model (VAK). The results obtained were analyzed and represented by means of graphs in relation to mutual with the annexes that described the predominant learning styles. With the information from the theories, the results of the surveys and analyzes, "The guide to know learning styles" and its influence on reading comprehension were elaborated. It was carried out with the purpose of supporting teachers to identify and understand carefully the predominant learning styles in students.	
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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: **VAK LEARNING STYLES AND LISTENING SKILLS DEVELOPMENT IN SEVENTH GRADE STUDENTS IN AN INSTITUTION IN THE NORTH OF GUAYAQUIL, SCHOOL YEAR 2020 – 2021**, presentado por las estudiantes **STEFANÍA BELÉN MEJÍA NIETO y DANIELA NICOLE MOYANO BAZÁN,** como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación.

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MSc Norma Hinojosa Garcés

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To conclude we want to give our deep thankfulness to our family for been our company in all times and our classmates because they made more enjoyable our days.

DEDICATION

I dedicate this research project first to God because he has allowed my dream of being a professional to come true and make me proud of the woman I am now.

There are a lot of people that I wish dedicate this degree project, starting with all my family especially to my Parents Gina Bazán y Jorge Moyano.

Mother I am so proud of you that all my achievements I will always dedicate to you, for giving me everything and you stay with nothing, you are my inspiration and there is no more life to tell you thank you.

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I am sure that now from heaven you will be that angel who will guide my way forever. I love you to infinity and beyond, love of my life.

Stefanía Mejía Nieto

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INTRODUCTION

This research work is designed to determine the dominant learning style of seventh grade students of Regular Basic Education in an educational institution in District 5 located in the center of the city of Guayaquil. Taking into account that the National Curricular Design (Ministry of Education, 2009) "considers human, cultural and linguistic diversity, expressed in the intercultural approach that characterizes it, and that it is manifested in the competences considered in the three educational levels and in the different curricular areas "(p.5), it seeks to identify within the diversity in the ways of learning, which style is the dominant one in the students, in such a way, information is available to address the diversity of learning styles among students.

Learning styles refers to how people tend to learn better according to their teaching-learning method to acquire knowledge. It is essential because each student learns individually and in a different way, either at her learning style or pace. The learning style helps teachers to be more successful in their teaching processes. One of the main common problems that currently arise in our country is that educational institutions do not evaluate the learning styles of students or provide teachers with the necessary tools for students to learn to organize the information they receive and thus promoting the ability to learn by strengthening their learning.

This work has been carried out with the purpose of knowing or demonstrating the incidence of VAK learning styles and their relationship with the development of listening comprehension. This research project aims to establish a clear vision of how the knowledge of the VAK learning styles can generate new methodologies that help both teachers and students.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Title

VAK Learning styles and their influence on listening skill development in seventh grade students in an institution in the north of Guayaquil, school year 2020 - 2021

1.2. Background of the problem

English is internationally recognized as the most important language since it opens a number of doors at the professional level, improving the quality of life in those who speak it; and for that reason, in recent years, there has been a special emphasis on their teaching in the Ecuadorian educational system. However, up till now, the level of English in students is low; that is, despite having studied this language during primary and secondary school, young learners do not master the four language skills of the language according to the level and established by the Common European Framework (CEFR); (Machado, 2019).

The low level of learners in English could be some possible negative influence factors such as social and educational; on the other hand, Rachel Backer, the Director of Applied Linguistics Research and Development at EF Education First, stated that "Ecuador is located at the lower statistic bar (…); and this is something people should pay attention to the future" (El Comercio, 2016).

In the dynamics of the classes, the teacher plays a key role in the consolidation of new knowledge. However, the teacher's pedagogical obsolescence would prevent the use of new methodological tools for the development of English language skills. Traditional education such as the use of memory learning strategies where students tend to repeat several times when writing and pronouncing some new words, dictating, listening and repeating vocabulary, etc., are also negative factors that cause lack of interest and discourage Students learn this Anglo-Saxon language. Teachers must innovate their methodology to achieve students' cognitive approach and develop their listening skills.

According to the Quality Standards in Education from the Ministry of Education of Ecuador, in its agreement MINEDUC-ME-2016-00020-A, establish to authorize legally recognized educational institutions as bilingual entities (foreign language) to offer curricular content in both languages (mother tongue and foreign language) as long as compliance with national standards is guaranteed in accordance with the article 111 from the General Regulations to LOEI (Ministerio de Educación, 2016).

(Truong, 2016), states that one of the reasons for school failure is the student's level of school performance which explains the way a student processes information and applies it. Some difficulties are shown when doing listening exercises, such as trying to comprehend this skill as to be able to do a series of activities in the English language, the deficit in acquiring listening comprehension strategies, shortage of listening activities for the development of its skill ability, TTT class (teacher talking time) and the limitations in effectively teacher's class activities are the most common problems faced on students and teachers from a school which has been observed in daily academic process.

Practicing listening skill in class is critical for students, they experience significant difficulties because many of them associate the English language with their mother tongue language; even if they have not seen this anglo saxon language before. Some English teachers focus only a small number of students who achieve the learning easily without paying attention to some vulnerable ones. (Hsu, 2017), affirms "the sensory systems play an important role in acquiring knowledge, therefore, the VAK model theory applies the representation systems."

Different types that exist on learning styles give a concept that will help to understand how students in the English class will improve the information system by relating it to their way of acting, learning, storing information, and analyze how attitudes and behavior are related to everything they learn, This present project is based on the Authors Bandler and Grinder who state in their theory of Neurolinguistic the importance of applying some learning styles such as Visual, auditory and kinesthetic (VAK) as to develop students' academic performance and their cognitive approach. (Kotera, Sheffield, & Van Gordon, 2019).

VAK model restores the theory of neurolinguistic called favorite representation systems, which shows three channels of information perception: The visual is a representation system in which students remember images, the auditory which allows them to hear

voices, sound and music, either when they remember a conversation, a voice of a person, or a cell phone number. Finally, Kinesthetic, which is a system that allows students to live with the experience, either when they touch some objects or feel when they listen to a song. For the aforementioned reasons, analysis will be done on how the use of a didactic guidance based on visual, auditory and kinesthetic learning styles will influence on listening skill development in seventh grade students.

During the pedagogical practices carried out in a school in Guayaquil, various manifestations of the adolescent students were experienced where they demonstrate a lack of prior knowledge, study habits, use of knowledge computers, imagination, deduction, planning, adaptability and goal setting. In addition, there are few students who are not so practical and do not have abilities to do some listening activities.

Students requires a didactic, technical and formative effort, which implies devoting themselves to a basic knowledge of their academic, personal and social potentialities. such as difficulties to understand listening gaps, lack of concentration to solve problems, and deficiency of interests to learn the English language. They only follow the teachers' guidance or information, however, they do are not capable to research or have the habit to practice listening activities by themselves. In this context, the study of learning styles is circumscribed as a component of students' personal and academic development; that is why it makes possible to investigate especially in students from seventh grade in a school in Guayaquil.

1.3. Formulation of the problem

What is the influence of VAK learning styles on listening skills development in seventh grade students in an institution in the north of Guayaquil, school year 2020 – 2021?

1.4 Systematization of the Problem

- What is the relationship between visual, auditory and kinesthetic learning styles and academic performance?

- What is the level of acceptance and agreement in using visual, auditory and kinesthetic learning styles to improve students' listening skill development?

- What are the most appropriate English teaching and learning styles in seventh grade students?

- What are the most appropriate learning styles to enhance listening skill performance?

- What kind of factors hinder student's listening skill development in the English language?

- Why is listening important in teaching the English language?

- What are the essential VAK learning styles to foster listening skill development?

- How does the use of a didactic guidance with visual, auditory and kinesthetic learning activities enhance students' listening skill development?
- What sorts of auditory teaching activities are necessary to improve listening skill?
- In what way do the use of didactic guidance help students to improver listening skill development?

1.5 Broad objective

To identify the use of learning styles to improve listening skill development to seventh grade students through field research as to get feasible theoretical foundations.

1.6 Specific Objectives

To identify the influence learning styles have as to enhance students' academic performance.

To describe the fundamental theories about learning styles and classroom skills to develop listening skill by using classroom tools.

To describe the level of acceptance and agreement in using learning styles to improve students' listening skill development through statistical data, surveys and interview.

To design a didactic guidance with visual, auditory and kinesthetic learning activities to improve listening skill in seventh grade students.

1.7 Significance or Justification of the Study

The present research arises from the urgent need to develop the English language in seventh grade students who show low levels of the English language and therefore, the lack of interest to learn this important language is been observed. On the other hand, teachers, despite having a wealth knowledge, they only focus on one method, thus becoming a slightly obsolete and ambiguous learning model; without providing alternatives for an effective significant learning. Therefore, it is proposed to investigate and propose didactic strategies with different learning styles such as visual, auditory and kinesthetic to reinforce foreign language learning and improve the academic performance of students.

VAK learning style is highly preferred because it helps people to understand how performance can be improved in different situations. In theory, this research seeks to cooperate in developing students' teaching and learning process. Understanding the VAK learning style offers more opportunities in students to adapt their way of comprehending their classes by using learning styles. It is also important because it determines students' success in learning efficiently. Some authors has been cited in this proposal in order to

support its theoretical foundation about learning styles and their influence on listening skill development such as (Balakrishnan & Gan, 2016) and (Gholami & Bagheri, 2013)

Its theories will be taken from repositories and virtual libraries from different universities in Ecuador, it will be based on the importance of learning styles in relation listening skill development. Theoretical framework has the purpose to provide the fundamental theories and assess its feasibility and relevance for theoretical, practical and legal foundations.

This research topic is unpublished and it is going to be applied in the institution where it was developed; therefore, it is considered a great importance because teachers are unaware of varieties of pedagogical strategies to develop meaningful Learning in students. This research has its methodological importance for the development of analysis and the obtaining of results through statistical and graphical data whose purpose is to detect the problems that the educational unit has and seek solutions not only for students but for all teachers who seek every day new strategies, methodologies to apply in their daily work.

This research has also social relevance because it influences both students as well as teachers, thus reaching a teaching that allows student to manage their particular learning style, identifying their abilities and skills; that is, if any difficulty arises, it must be overcome applying their learning styles at any time. A student who has a preference for the visual style system will learn better when using reading for looking some information through books, pictures, maps, drawings, posters, slides, microscope, etc.

Instead, the auditory learner will prefer to attend more talks, debates, interviews, students also participate in conversations and listen to sounds or melodies. This apprentice will need silence to study. Finally, kinesthetic is when the children go to process the information relating to their emotions, feelings and movements. For example, learn a sport, a dance. Learn be it laboratory experiments, class dynamics or projects, field work, drawing, painting, etc.

This research is practical because it involves and benefits students from seventh grade, because when determining learning styles, elements which guarantee the achievement of good results are identified, such as intelligence or ability to learn. The method applied in the classrooms will provide techniques to enable students to enhance their listening skill development.

It is convenient to carry out this project because it proposes the development of learning styles with the intention of strengthening listening ability in seventh grade students, since this current educational system has evolved a lot in relation to the traditional one. It is also relevant for the educational community, as it is based on helping students to foster oral skill development, creativity and, above all, self-confidence in their abilities.

1.8 Scope and Delimitation of the Study

Responsible unit: UNIVERSIDAD VICENTE ROCAFUERTE DE GUAYAQUIL

Responsible members: Stefanía Belén Mejía Nieto – Daniela Nicole Moyano Bazán

Field: Education

Area: English

Population: Students of seventh grade at a school in Guayaquil city

Execution period: School year 2020-2021

1.9. Idea to defend

VAK learning styles influence on listening skills development in seventh grade students in an institution in the north of Guayaquil, school year 2020 – 2021

1.10. Line of Research

The present study is framed within the Education Faculty research, which states the "performance and professionalization of the teacher", and also within its research sub-line "communicative competencies in teachers and students."

CHAPTER II

THE THEORETICAL FRAMEWORK

2.1. Theoretical Framework Background

In this chapter the objectives and ideas found in different investigations to support each of the variables of this project are detailed, based on the conflict situation that was observed in an institution located in the north of Guayaquil city. Theoretical foundations have been taken from different authors as to justify the importance of VAK learning styles and its influence on listening skill.

These sources allow the authors to collect information as to determine the impact of VAK learning styles to enhance the English language and develop listening skill. It is necessary to investigate different investigations and allow a proper follow-up. Reviewing the repository and virtual libraries from different universities in Ecuador, it could be found that there are not any theses based on VAK learning styles and their influences on listening skill; However, some projects and articles with references to learning styles have been selected as to provide the fundamental theories and assess its feasibility and relevance for theoretical, practical and legal foundations.

González Zambrano, (2020), in her thesis titled *Learning strategies and the speaking skills in fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.*This research work aims to determine the relevance of the use of learning strategies for the strengthening of speaking skills, based on an empirical study of meta-cognitive, cognitive, affective and social learning, in a Combined Learning environment, supporting in this way, the teacher with methods that allow the student to learn more meaningfully in terms of appropriation of new content in the target language.

Carranza Ordoñez, (2020), in her research project *The use of audiovisual material and its influence in the english vocabulary learning in second grade students*; it refers to the way students learn at present in terms of the methodologies taught by the teacher, it is concluded that learning styles are considered as tools useful to develop capacities, skills in evaluative activities within the classroom.

Mujica Salame & Almeida Uzho, (2016), in their research *Use of bodily-kinesthetic intelligence theory to improve the creative learning of the english language in students of 1st EGB at unidad educativa bilingue instituto particular Abdón Calderón,* the authors determine the use of Kinesthetic activities to experience immediate positive changes in students' attitude and concrete abilities to concentrate, develop memory, balances brain-body concentration and integrates visual, auditory and tactile abilities.

Kinesthetic intelligence is one of the multiple intelligences that is linked to the ability to control the body in coordinated physical activities such as sports, dance, manual skills, among others. Through body kinesthetic intelligence, movement and experience, becomes learning which it will be strengthened with the complementation of the other multiple intelligences, and the gestural language that will allow to achieve a significant learning in the English language.

Clark, (2018), analyzed the students' academic performance on secondary school in Asturias through the use of the Vak Test, which was applied to 100 students. The purpose of this research was to check the correspondence between performance and learning styles; Obtaining as a result that a large percentage of the students preferred the theoretical style. His theoretical foundation has been relevant in order to diagnose and assess the feasibility of the project.

Mitchell, Myles, & Marsden, (2019), with the topic "Learning styles, reading strategy and its relationship with academic performance in the second language" (p. 163). This study was carried out with the objective of showing teachers methods and techniques to improve reading by identifying the learning style according to the characteristics of each student. The great diffusion generated by the study of learning styles in student performance, both in the educational field, psychological and social, allows you to find important information in books, magazines, conference reports, discussion forums and educational web portals specialized on the subject.

The research projects mentioned in this section has made it possible to detect and analyze factors that influence visual, auditory and kinesthetic learning (VAK) in the development of English language skills and academic performance; on the other hand, it allows the researchers to assess teaching methods in order to improve students' teaching and learning processes.

2.2. Literature Review

2.2.1. Learning theory

According to (Lave & Wenger, 1991), cited by (Bell, Van Horne, & Cheng, 2017)state that "there aren't any theories that achieve a definition about learning process in its entirety." These authors also point out different theories which are not going to be excluded, nor the possibilities and probabilities to group them, these theories are found in several categories since common aspects will intervene.

Situations in which students have their own method of learning are emphasized. Learning styles consists on techniques used to comprehend contents, taking into account the following visual, auditory and kinesthetic channels; a dominant that intervenes in the way which people distinguish, remember and reason. "Learning style is a consistent character of arguing using incentives in the 'teach and learn' environment" (Greeno, Collins, Resnick, & Cogn, 1992), cited by (Kersting, Henriksen, Bøe, M. V, & Angell, 2018). Learning and conceptual development is considered as a process of students' interaction with peers and the teacher and with their (physical and technological) environment.

"The design of learning resources drew on the sociocultural tradition of viewing knowledge as constructed within and distributed among people and their environments." (Vygotsky, 1978) Students in the physics classroom construct knowledge through collaborative activities that are partly mediated through learning styles.

There are five types of learning styles, "conceptualizing them as information process, cognitive processes, perceptual ability, multiple intelligence and areas of need" Guild & Garger (1998), quoted by (Balakrishnan & Gan, 2016). Applying learning styles students will have a better understanding and develop their listening ability by using different capacities and strategies to get the new knowledge.

2.2.2. Learning style

Knowledge is acquired and learned throughout life, making it easier for everyone and also conducive to learning. In the course of school life, some of the preferences that subjects have when studying are discovered. These may have changed as life progresses

and in interaction with the school environment, different versions and possibilities of grouping are produced, of being effective and even efficient. This is what in the pedagogical field, according to Hsu T. C., (2017), style is a term that is usually used to indicate a series of different behaviors gathered under a single name, and if it refers to learning, it offers indicators that help to guide the person's interactions with reality.

(An & Carr, 2017, p. 215), state the importance of applying learning styles as to perform a quality of the English language acquisition:

> Learning styles are cognitive, affective and physiological traits that serve as relatively stable indicators of how students perceive, interact and respond to their learning environments. These cognitive traits have to do with the way in which students structure contents, form and use concepts in order to solve problems or select information through the means of representation (visual, auditory, kinesthetic) (An & Carr, 2017, p. 215).

Each person learns in different ways. So it is very important that educational institutions of all levels take note of how they can exploit different learning styles for the benefit of their students, instead of imposing a single form of teaching on all of them indistinctly.

2.2.3. Neuro-linguistic Programming Model

In the learning styles regarding the programming model Neuro-linguistics refers not only to the brain, but to the entire nervous system, and consequently learning involves this entire system. On the other hand, according to Escobar, (2016), it indicates the way in which the neurological and language systems form the structures that build our cognitive models.

This model takes into account the criteria of neurolinguistics programming, which considers the route of entry of information to the brain (eye, ear, body) is fundamental in the preferences of who learns or teaches specifically, the human being has three great systems for mentally represent the information: visual, auditory and kinesthetic (VAK), however, most people use systems irregularly, enhancing some and underusing others. Representation systems develop more when we use them, therefore a system that is used

less will have a different degree of development (Şener & Çokçalışkan, 2018). Representation systems are not good or bad, but more or less effective in carrying out certain mental processes. Characteristics of each of these three systems are specified below.

2.2.4. Visual representation system

This representation system is directly related to visual learners, they are people who need to see information in order to store and retain it. They need to look to acquire more knowledge through teaching through the use of gestures or language that evokes images. Charts, Graphs, and Handouts. "A poster, photograph, or slides can help visual learners follow the teacher's ideas. Also, the use of different colors and highlighting points on the board will attract the attention of the visual student to important details" (Loh & Teo, 2017, p. 198).

According to the authors Ibrahim & Hussein, (2016), visualizing helps students establish relationships between different ideas and concepts. Visual learners learn when they read or see information in some way. When they think in pictures (for example, when they 'see' the book page in their mind, they can bring up a lot of information at once. Using visual representation system, students have the facility to absorb large amounts of information quickly.

Visual learning is the ability to extract meaning from images and creating meaningful visual forms, distills the essence of complex information and presents it explicitly. This helps students develop the skills for abstracting and decoding concepts (Gilakjani, 2012, p. 126). Visual learning techniques can develop students' perception and the ability to memorize what they have learnt due to the image retained in their short term memory.

Visual learning is defined as a teaching method that uses a set of graphic organizers to represent both information to work with ideas and concepts. It helps students to think and learn more effectively. People with a visual learning style speak and behave as if they were in a movie, they speak quickly. They don't like interruptions, they tend to move around a lot, walk while talking and look everywhere except the person they are talking to.

Visual learning is one of the three learning styles described by Neil D. Fleming, a psychologist who created what is known as the "VAK model of knowledge acquisition." It is the most common form of learning among the general population, and therefore it is one of the most encouraged both in school and in other educational settings. People who use visual learning need to see information in order to understand and memorize it.

However, they can do this in many ways and using a number of different skills, including some such as spatial perception, photographic memory, or the distinction between tones and contrasts. At the educational level, visual learning is fostered through the use of objects such as slides, blackboards, charts, and maps. The students can use techniques such as diagramming or colored underlining to memorize information, which will give him much better results than simply repeating what they want to learn.

2.2.5. Visual learning characteristics

"Visual learning is the most common of the three possible styles, the other two being auditory and kinesthetic" (Gidaris & Komodakis, 2018, p. 1335). Due to this, people who mainly use this method to acquire new information tend to have more facilities than the rest to learn and function in a normal educational context. People who use visual learning as their main way of acquiring knowledge, share a series of cognitive and personality characteristics that make them easily distinguishable from individuals belonging to other groups. Gidaris & Komodakis, (2018) mentions some of the most important visual learning characteristics.

2.2.5.1. High spatial intelligence

Spatial intelligence is one of the nine cognitive abilities described in Howard Gardner's theory of multiple intelligences. "It is about the ability to mentally manipulate images, to orient oneself in space and to visualize elements using the imagination" (Salam, Ibrahim, & Sukardjo, 2019, p. 295). Thus, for example, individuals with a visual learning style have a great facility to find their way in an unfamiliar environment and to follow directions. In addition, they can usually visualize objects without difficulty, so they are good in professions such as architecture and design.

(Wu, Liu, Zhang, Yoshinaga, & Ji, 2018), state:

> They generally have a great capacity for organization, and are able to notice details that go unnoticed by other people. Usually they also have a highly developed sense of aesthetics and color, which is why they tend to choose professions related to visual creativity, fashion or design. Spatial intelligence is the ability of a person to visualize, form and represent ideas or mental images from different angles (p. 23).

This allows the individual to think in three dimensions and understand the shape of figures or space regardless of the perspective from which they are perceived.

2.2.5.2. Students learn visually

According to Salam, Ibrahim, & Sukardjo, (2019), one of the main problems of people with a visual learning style is that they have a hard time retaining the information that has come to them through the ear. In this way, certain educational formats such as master classes (where a teacher dictates notes or gives a talk on a specific topic) are not very helpful to these individuals. On the contrary, when classes are supported by visual materials, people with this learning style are usually able to retain information much more effectively. Thus, the use of slides, diagrams, diagrams, images, videos and photographs increases the ease with which these individuals can learn what they need.

Mirea, (2019) states that "people who show a great development of spatial intelligence excel in the mental interpretation of objects". They are usually good draftsmen or artists, enjoy building things and are good at brain teasers such as chess, where spatial intelligence needs to be applied to plan possible moves. In these games the individual must visualize on the board the variety of possible movements and in advance, not only the piece that will move at that precise moment. Also, he must imagine the moves his opponent will make.

2.2.5.3. They act in an accelerated way

According to some of the VAK model theorists, core learning style affects not only the way we retain information, but many more areas of our lives. In the case of visual people, possibly their most remarkable characteristic is the greater speed with which they act when compared to those belonging to other groups. This feature can be seen in many different settings. For example, visual people tend to move faster than others, and their movements are also faster. On a cognitive level, your thoughts are usually much faster than normal, which sometimes results in vocalization or speech problems.

Finally, some proponents of the VAK model claim that people with a visual learning style can be recognized because they have a higher pitch of voice and tend to speak more quickly and by gesturing a lot with their hands.

2.2.6. Auditory representation system

Auditory learners are those who need to hear information in order to process it efficiently. When we remember using the auditory representation system, we do so in a sequential and orderly manner. Auditory learners learn best when they receive explanations orally and when they can speak and explain that information to another person, the auditory learner needs to listen to their mental recording step by step. Pupils who memorize by aural form cannot forget a word, because they cannot follow. It is like cutting the tape from a cassette.

Auditory learners learn best by listening. They are logical, sequential thinkers, able to follow instructions and adapt well to class routines (Kayalar. & Kayalar, 2017, p. 4). It is a teaching method that is aimed at students, whose learning style is more oriented towards the assimilation of information through hearing. While most people who tend to be primarily visual in the way of relating to the world, audio stimulation is often used as a secondary means of finding and absorbing knowledge. People with auditory learning styles interrelate with the outside world through sounds. They like to be in quiet places, in meetings they like to ask a lot of questions and it is very difficult for them to take a position.

At school they can make abstractions with ease, focus much in words and deeds, they easily adapt to the school and are easy to learn languages, they remember sequential and

ordered so they cannot forget any word. However, most of them find difficulties in visualizing diagrams and images, they take a long time to reach a conclusion. Auditory learning is one of the three learning styles described in the VAK model. It is a way of acquiring knowledge in which the person mainly retains that information that she hears, as opposed to that which she sees or that she perceives in relation to her other senses and feelings.

People who use auditory learning as the main means of acquiring knowledge especially benefit from teaching methods such as lectures, listening to audiobooks or podcasts, or simply reading aloud what they want to memorize. On the contrary, individuals with this learning style have difficulties when it comes to following written instructions or internalizing the knowledge they read, and acquiring motor skills. The only exception to this is when a written text has a certain rhythm or rhyme which is easier for them to memorize it.

People whose main mode of acquisition of knowledge is auditory learning share a series of characteristics that impact all areas of their life. For example, they tend to be very good at listening to others, they have facilities for music and languages, and they tend to be calmer than visuals.

2.2.7. Characteristics of auditory learners

2.2.7.1. Students are very talkative

For people with an auditory learning style, their main way of expressing themselves and experiencing the world is the sound. Because of this, they generally love to have deep conversations with those around them. In addition, they are not usually afraid to express their opinion, speak in public or debate with other individuals. Thanks to their skill with sounds, hearing people are normally able to interpret the emotions of their interlocutors simply by paying attention to their tone of voice and inflections in language. For this reason, they are usually very perceptive, and they make those with whom they speak feel fully heard and understood.

In addition, they usually have a great facility with language, which they use to tell stories, express their ideas in a forceful way and explain their points of view. Usually, this endows them with great charisma, although those who have developed few social skills, they can come to be "boring" to other individuals.

2.2.7.2. Students need to hear sounds to learn

People with an auditory learning style, who make up approximately 30% of the world's population, have great difficulty in acquiring knowledge in contexts where it is not related in some way to sound. Sharp, Bowker, & Byrne, (2018), states that reading provides a very low memorization ratio. In contrast, when these individuals listen to a lecture, an audiobook, or read aloud, it seems they are able to retain up to 75% of information that gets into their ears. However, in most formal and non-formal educational contexts the most used sense is the sight.

Because of this problem, people with an auditory learning style often find their own ways to add sounds to the information they have to memorize. Thus, it is common to hear them read aloud, hum while studying, invent songs or rhymes with the topics they must learn, or even study with music. For visual and kinesthetic people, these strategies are often very detrimental when it comes to acquiring new information. However, the auditory can get extra help to improve their learning experience.

2.2.7.3. Students have a very good auditory memory

People with an auditory learning style often surprise people around them by remembering exactly what an individual said in a given context. In addition, they also have the facility to remember names, song lyrics, poetry, and everything that can be heard. Apart from this, hearing individuals usually have a great capacity to master disciplines such as music or languages. They tend to memorize vocabulary from other languages very easily, express themselves in a rich way, and on many occasions have extraordinary abilities such as absolute pitch.

2.2.8. Kinesthetic representation system

Students use this system naturally, when they learn a sport, but also for many other activities. According to this learning style, "it is easy to learn something with our body with muscle memory, that is why it is very difficult to forget some knowledge, since it can be done voluntarily according to practice" (Rini & Adisyahputra, 2020, p. 128). Kinesthesis give great importance to feelings students have many problems to reason. They cannot stand strong pressure and in some cases they are very slow to assimilate information. Students who develop this intelligence sometimes need to interact with other people.

Vázquez, Xia, Aikawa, & Maes, (2018), state that:

> Kinesthetic is when the information is associated with and body movements and sensations. Its learning is much slower than any of the other systems; kinesthetic learning is also deep, students can already learn a list of words and forget them the next day, but when they learn with muscle memory, it is very difficult to forget. (p. 325),

Children assimilate information through body movements, so they need to move or hold something in their hands to learn something (Xu & Ke, 2020, p. 52). They are good for literature, theater and plastic culture. These children are very expressive, restless, and talk a lot; they are very slow and are generally the ones who have the most school failures. The kinesthetic learning style contrasts with the visual and auditory style, which are the most common in most modern societies.

According to all the research, people who master this style of learning represent a very small percentage of the population, and they tend to have problems in traditional educational environments since these are not adapted for them. In order to learn properly, kinesthetic people need to move and perform activities that involve their entire body. Thus, they tend to stand out in fields such as sports, dance, construction and everything that involves some type of manual labor. Curiously, in addition, they tend to be more emotional than usual and are more in touch with their feelings.

Among the characteristics of kinesthetic learners are the need to be in a multisensory environment in order to acquire new knowledge in a simple and lasting way. They typically use a trial and error approach to learning, which has both advantages and disadvantages depending on the moment.

2.2.9. Characteristics of kinesthetic learning

The kinesthetic learning style is the least known among the general population, and therefore most people cannot even imagine what an individual who uses it as a priority is like. In order to get a clearer idea of how this way of acquiring knowledge works, a list of most relevant characteristics is shown below.

2.2.9.1. The need to move

Kinesthetic people are much more in contact with their body than usual, and therefore need to move in order to learn properly. Thus, even when they are sitting in a chair listening to a teacher they perform small actions, such as tapping their fingers or moving their legs.

2.2.9.2. To have good muscle memory

Individuals in this category have a facility for acquiring movement-related skills, and they tend to remember them for a very long period of time. For example, they are able to learn to play the piano based on the movement of their fingers, or to master a sport with ease.

2.2.9.3. To develop motor skill coordination

Generally, kinesthetic people have the facility to move their body in space and to maintain coordination even in difficult situations. In addition, they react faster than usual and have good hand-eye coordination. This learning style not only applies to students with athletic abilities but also to surgeons and sculptors, as students tend to benefit more from activities that involve creative movements. (Vázquez, Xia, Aikawa, & Maes, 2018) affirm, the

accommodating learning style derives its strength from concrete experience and active experimentation (p.317). they are doers by nature, they find pleasure in experimenting and executing plans that can be applied to the real world therefore they are those who take great risks. They are good at thinking with their feet on the ground and make corrections to their plans according to new information, using a trial and error approach.

2.2.9.4. Students learn better through action

Individuals with a kinesthetic learning style have difficulty retaining information that has been presented to them visually or audibly while they are passively receiving it. On the contrary, they are very good at remembering something they have learned while participating in an activity. "The ability to express oneself with the body with plasticity and harmony, the coordination of general and manual movements" (Rini & Adisyahputra, 2020, p. 43). It is learned through movement, multisensory experiences and through doing, many of the learning acquired through throughout life they are linked to bodily sensations, seeing involved the neuromuscular apparatus or muscle memory, although there is also the kinesthetic ability expressed in small movements.

2.2.9.5. The ability to work on projects

A peculiar characteristic of kinesthetic learners is to quickly lose interest in what they are doing. For this reason, the best way to work with them is through projects, especially in those sectors where some motor skills intervene and need to strength through motor activities. (Apipah, 2018,) tells This intelligence includes many physical abilities, such as coordination, dexterity, balance, strength, speed, and flexibility, as well as self-perceptual abilities such as the perception of volumes and measures and tactile. As (Ivanova & Pavlovych, 2016) tell "Mastery of one's own body to express ideas and feelings, and to use the hands in the creation or transformation of objects through somatic sensations". This learning style mainly develops between the ages of 3 and 10 years. Mainly stimuli persist through touch, taste and smell.

In this way we can point out that it is the ability of the student to unite the mind with the body to achieve an improvement of physical performance, it begins with the control of

those automatic and voluntary movements, moving towards the differentiated and competent of the body. For this reason, the movement turns out to be an innate language, since at young ages the exploration of the world that surrounds us begins, thus being a base of knowledge.

2.2.9.6. Students tend to be easily distracted

The attention of kinesthetic people is usually much more dispersed than from other individuals, especially in traditional teaching environments such as school. This is because their focus is on action, and when they have to sit for a long time they get bored and need to do something. (Rietzler, Geiselhart, Frommel, & Rukzio, 2018, April) affirm the attention of kinesthetic people is usually much more dispersed than from other individuals, especially in traditional teaching environments such as school. This is because their focus is on action, and when they have to sit for a long time they get bored and need to do something.

Kinesthetic students prioritize the senses of smell, taste, and touch. We can say that these people are more sensitive and sensitive. When they remember, they do so primarily in the form of sensations. Normally, they need physical contact and movement to learn. They tend to speak more slowly, express their feelings easily and are capable of emotion. When we process information by associating it with our sensations and movements, with our body, the kinesthetic representation system is being used. this system is used, of course, when learning a sport, but also for many other activities (Lessard-Clouston, 2018, p. 13).

In general, learning using the kinesthetic system is slow, much slower than with either of the other two systems (visual or auditory). It takes more time to learn to type without thinking about what you are doing than to memorize the list of letters and symbols that appear on the keyboard (Ivanova & Pavlovych, 2016, p. 163). However, kinesthetic learning also goes deeper. Students can't learn a list of words and forget them the next day, but when they learn to ride a bike, they never forget. When someone learns by using the body movements, what they have learned with muscle memory, it is very difficult to forget it.

Students who use the kinesthetic system preferentially therefore need more time than others. They are no less intelligent than the others. Kinesthetic learners learn when they

do things like, for example, lab experiments or projects. They need to be personally involved in learning. They gesticulate a lot when talking. They do not listen well. They quickly get bored and distracted when explanations are primarily auditory or visual and do not involve them in any way.

Also, the kinesthetic learner needs to move. When they study many times they walk or swing to satisfy that need for movement. In the classroom they will look for any excuse to get up and move. (Balakrishnan & Gan, 2016) state "the traditional classes are made for the visual (who have a great visual memory) or auditory (who listen breathlessly to the explanations of the teachers and memorize them)." You probably need more help to avoid being demotivated with school assignments but you should be clear that you are no less intelligent than the rest. In fact, it is probably more creative.

2.2.10. The Acquisition of a Foreign Language

García-Palacios, Costa, Castilla, Del Río, Casaponsa & Duñabeitia, (2018), agree that "Human language is the result of the involvement of many brain areas whose function is to give meaning to spoken and written words" (p.231). The successful development of human language and the great difference from other organisms lies in the organization of the brain, which, on the one hand, creates a complex linguistic system through vision and hearing, and on the other, develops a refined neuromuscular activity that allows you to express it.

Lessard-Clouston, (2018), argue that a large part of human thinking is obtained linguistically. Children acquire knowledge about objects and the relationships between them through linguistic processing of direct and indirect experience (p.143). Such understanding helps to impart meaning to linguistic symbols. By relating the expressions, they hear to what they understand to be happening at that moment, children begin to understand what the different language forms are and what they mean. Vygotsky, cited by An & Carr, (2017), argues that language is the main tool that promotes thinking, develops reasoning, and supports cultural activities such as reading and writing.

As a result, teaching-learning strategies through the curriculum play an important role in the construction of knowledge. On the other hand, teachers have to give the opportunity for students for a discussion of what has been achieved in their learning (Wayne, 2017,

p. 123). The discussion has the purpose of making in-depth observations building learning from each other, there is a meaningful exchange between students translated into questions that promote deeper understanding.

Language has a particular role in learning and development through language acquisition, when a child is provided with the means to think in new ways he gains a new cognitive tool to make sense of the world (Hayakawa, Bartolotti, van den Berg, & Marian, 2020, p. 12). Communication is used by children as an additional device in problem solving, to overcome impulsive action, to plan a solution before testing it and monitor your own behavior.

However, the main purpose of language for children is social, they use language to obtain the help from others and to solve problems. The teaching of a second language constitutes a real and complex challenge, since neither the literacy of the mother tongue nor the learning of a non-native language are spontaneous processes, that is, their Acquisition requires a pedagogical intervention.

2.2.11. VAK Model in Teaching English Learning

According to Surjono, (2017), visual-auditory-kinesthetic (VAK), takes into account three major systems to mentally represent information, the visual, the auditory and the kinesthetic. The visual representation system is used: always when remembering images, the auditory representation system is the one that allows us to remember sounds. Finally, when you remember the taste of your favorite food, or what it feels like to listen to a song is the responsibility of the kinesthetic representation system. The goal of the model is to identify the relative strengths of each of the three areas and then do two things: use the strongest area as the main learning method and exercise the weaker areas (Surjono, 2017, p. 24).

This second point is vital since no one learns simply by watching, listening or doing, since the different areas are combined according to the situation (Truong, 2016, p. 214). For example, although students master visual intelligence they sometimes have to listen to information or even speak out loud to truly understand it. Similarly, the sense of taste is

very important and is one of the first to develop in the youngest. However, they do not normally use the senses of smell and taste being useful for communication purposes.

Each individual has a natural preference for the way information is received, processed, and disseminated Willis, (2017). This is largely genetically determined, but it is also susceptible to development, especially when you are younger (while neural pathways are still being established). There are several ways in which the processing modes become apparent in some simple ways in which you can improve the effectiveness of communication once you become aware of it. One way to detect the preferred processing mode of a person is observing their eye movements, especially when they are thinking or answering a question.

In the practice of NLP, various techniques suitable for application in ELT are used. All techniques have one thing in common which is manipulation with representations. (Carranza Ordoñez, 2020) states the representation of an experience intrinsically incorporated the point of view of the person to the limited extent of identification with the experience or perceived from a distance. He calls this phenomenon associated memory or thought seen through one's own eyes and dissociated which students see themselves in the picture.

2.2.12. Listening Skill development in EF learners

It is an invisible mental process, in which "listeners must discriminate between different sounds, understand vocabulary and grammatical structures, interpret emphasis and intention, retain and interpret all this both within the immediate context as well as a broader socio-cultural context" (Caruso, Gadd Colombi, & Tebbit, 2017, p. 14). For Kirbas, (2017), it is necessary to remember, firstly, the understanding of a message transmitted orally is far from being a process of passive reception, so it constitutes an essential communicative activity in daily life. Therefore, it requires the natural and physical ability to hear how the cognitive development of the individual, communication and speaker of a language is possible to rethink the work of the different skills in the classroom and also create the place of the teacher and her way of considering the evaluation.

Trying to give a single definition of listening comprehension is practically impossible. According to Djabborova, (2020), the development of listening skills is crucial in the process of acquiring another language. Developing listening skill should be one of the main occupations in foreign language instruction. Unfortunately, the reality of teaching-listening skill is perhaps the least worked. Especially if The place in which this skill is applied is considered,

Listening skills are more important than oral skills, since one does not work without the other, since speaking does not constitute greater merit if what we say is not received by another person. In this sense listening becomes a fundamental social component for practically every human being. In fact, it is important to remember that for many years till now, oral tradition was more important than written tradition (Carranza Ordoñez, 2020).

Djabborova, (2020), says that "knowing something about what people will hear, it will them to better understand the material". Before starting, it is important to do a little research on the context or topic; perhaps take some notes on something and the vocabulary of what students expect to hear or read. Oral comprehension, therefore, is an active process in which the listener, with the help of his linguistic knowledge and formulated guesses, grasps and decodes the words of the speaker, interprets them and gives them meaning through their prior knowledge. Once the oral text has been interpreted, the listener responds verbally or not, depending on what he has understood.

2.2.13. The relationship between learning styles (VAK) and listening skill development

Listening is highly complex ability to understand spoken text has received much less attention in the literature. Listening has been neglected in the foreign literature until recently whereas a language acquisition theory by Krashen (1982) quoted by (Didion, L. A., Toste, J. R., & Wehby, J. H, 2018), emphasizes that people acquire language understanding the linguistic information they hear.

In all the work area or in any environment the most important thing is the organization of both materials and space; teachers should consider the following approaches to effectively adapt the learning environments to develop the English language and listening

skill in the classroom. The students can perceive information using a single style or be multi style but definitely there is one most dominant. Hence, the teachers need to be aware to the individual preference.

Dividing students according to style is necessary so that the effectiveness of each lesson to different VAK learning style can be observed. Auditory students tend to attain information by discussion and listening. For visual style, the students are more prone to accept learning through interpreting charts, graph figures, and pictures. While kinesthetic style leans more towards accepting learning based on behavior such as touch, feel, see, and listen.

In educational practice, the four basic skills are divided into productive skills: speaking and writing, and receptive skills: reading and listening. Although this classification is still valid, as can be seen in practically every teaching methodology text, the conception of what is receptive or productive has changed. In the past, it was believed that receptive skills were effortless and that cognitive demand was almost entirely in writing and speaking.

Today it is known that, although receptive, both reading comprehension and Listening comprehension requires a series of cognitive processes without which the person could not make sense of what they read or hear. On this, Ikawati, (2017), writes which today it is recognized listening as an 'active' process "people who are good at listening are as active as the person who sends the message" (p.231).

Mastery of English as a foreign language is an essential element of development at the individual and social levels. Knowledge of it is essential given the impetuous advance of the society of science in which information and communication technologies play a leading role.

2.3. Legal Framework

This project is contemplated in the Constitution of the Republic of Ecuador (2013), the Organic Law of Education (LOEI) 2011 and its Regulations (2012) and in the Ten-Year Education Plan (2006-2015), they indicate some general principles of Education in which it establishes in the new Constitution of the Republic (2008) that Education is a necessary condition for equal opportunities and to achieve the Good Living society.

Constitución de la República del Ecuador

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

 Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

In this sense, education is re-conceptualized and can no longer be a privilege of a few, but it is determined that Education is a fundamental right of people throughout their lives and therefore an inescapable and inexcusable duty of the State, and a priority area of public policy and state investment

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complemente sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de Desarrollo Social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. Conceptual Framework

Visual It is often referred to as the spatial learning style, is a way of learning in which information is associated with images. This learning style requires that learners first see what they are expected to know (Kirschner, 2017).

Auditory is one of the three learning styles established by the VAK model of learning. In essence, auditory learners retain information best when it is presented through sound and speech (Ivanova & Pavlovych, 2016).

Kinesthetic requires that you manipulate or touch material to learn. Kinesthetic-tactile techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning (Maxwell, 2017).

Learning: The process of acquiring knowledge, skills, values and attitudes, made possible through study, teaching or experience. This process can be understood from different positions, which implies that there are different theories related to the fact of learning. Behavioral psychology, for example, describes learning according to the changes that can be observed in the behavior of a subject (Nasiri & Gilakjani, 2016).

Learning styles. The term 'learning style' refers to the fact that when we want to learn something each of us uses our own method or set of strategies. A set of capabilities that enables us to solve problems or make products of value in our culture. There are 8 types of abilities or intelligences, according to the production context (linguistic intelligence, logical-mathematical intelligence, kinesthetic bodily intelligence, musical intelligence, spatial intelligence, naturalistic intelligence, interpersonal intelligence and intrapersonal intelligence) (Gardner & Kleiner, 2017).

Learning environment: Diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations— a room with rows of desks and a chalkboard, for example (The Great School Partnership, 2013).

Skills: The ability to do an activity or job well, especially because you have practiced it (Schneider, 2013).

Listening Skill. Listening is the ability to accurately receive and interpret messages in the communication process. The purpose of listening is to gain information that becomes the basis for taking a decision on any topic. A student who attends to his teacher and listens to him attentively learns a lot. He stores this information in his mind and uses it in the examination (Caruso, Gadd Colombi, & Tebbit, Teaching how to listen. Blended learning for the development and assessment of listening skills in a second language., 2017).

Teaching: From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of the knowledge, implementing innovative resources and teaching strategies, but also to consolidate the intrinsic motivation of their students." (Schneider, 2013).

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement (Gargiulo., Metcalf, & Metcalf, 2017).

CHAPTER III

RESEARCH METHODOLOGY

3.1. Types and Modality of Research Description

The modality presented in this project will be based on **qualitative research** because it lets to find precise information according the process that students were put into practice during the school year, but the most important is objectives set out the activities carry out in the classroom. The qualitative research has been useful to analyze the results of the observations to understand the needs and draw conclusions. The class observations will be focused on visual, auditory and kinesthetic learning styles and its influence in students' listening skill where they will participate while the educator get information through the usual activities in the classroom, the implementation this mentioned learning styles will improve listening skill and get a high academic level of English. The **quantitative research** method uses surveys and polls to collect information on a certain topic. There is a wide variety of survey questions that are often used in relation to the nature of the quantitative research study. It is one in which data is collected and analyzed quantitative over variables. This method was used from the study of the population and the sample to carrying out the surveys, when processing and tabulating the statistical data.

3.2. Research Approach

3.2.1. Qualitative Approach

This investigation is defined as a **qualitative method** of data collection that aims to observe, interact and understand people while they are in a natural environment. The present research project was addressed to seventh graders, with the purpose is to identify the students' weaknesses when working on speaking skills, because through the results obtained it will be possible to learn about the appropriate techniques and strategies that will boost the development of the educational community.

3.2.2. Quantitative Approach

Quantitative methods are the set of strategies for obtaining and processing information that use numerical magnitudes and formal or statistical techniques to carry out their analysis, always framed in a cause and effect relationship. In other words, a quantitative method is one that uses numerical values to study a phenomenon. As a consequence, it can obtain conclusions that can be expressed mathematically (Marzano, Vegliante, & De Angelis, 2015).

3.3. Research Instruments and Techniques

The information obtained makes emphasis about the needing resources and academic materials to encourage students still learning. Furthermore, without the resources and academic material, the practice cannot be applied to enhance the pupil's level. **The deductive method** was used in this project as the main instrument of investigation.

Observation technique has been applied in order to analyze students' English level and classroom management as to provide the necessary resources or tools to reinforce the pupil's failure. This technique has been also applied in order to detect the academic problems that arise in students due to lack of audio-visual and kinesthetic resources for learning the English language and improve their listening skills.

Observation sheet format will fulfill a record format where the researcher will be able to see the students' listening achievements during the teaching and learning process by adapting active school learning environment. A format with multiple options has been developed to diagnose the students' participation and teaching and learning processes applied in teachers for the development of listening skills.

Surveys will be applied to obtain general information according to the necessities in the English area, so students will be surveyed with close questions. To know the academic need and students' satisfaction, it is necessary to know the teachers' strengths and weaknesses in order to improve teaching strategies and methodology that encourage and

improve students' linguistic skills of English language. For this reason, it is necessary to know their opinion, in such a way to be able to detect the institutional shortcomings and to be able to strengthen its weaknesses.

This survey has been addressed to students, and it was elaborated with 10 close questions according to Likert scale.

3.4. Research Population and simple

3.4.1. Population

As mentioned by Ramos (2018) "The population is detailed as the generality of the phenomenon to be studied where the population units they preserve a common singularity which is analyzed and established research data" (p.256). The research project was developed to through an experimental process that linked to the next group. This research project was conducted in a private school. There is a population of 80 students from seventh grade and sixteen English teachers.

3.4.2. Sample

Sampieri (2016) indicates that: "It is a subset of the population from which the data is collected and should be particular of this." This sample will be mainly focused on an interview with the school principal and the interview of 2 teachers and 40 students.

Chart 1. population and sample

Group	Population	Sample	Percentage	Instruments
Teachers	2	2	100%	Interview
Students	80	40	50%	Survey Observation format
School Principal	1	1	100%	Interview

Elaborated by: Mejía & Moyano, (2020)

3.4.3. Analysis of results

For the validation of instruments (questionnaire and interview) the judgment of English teachers, specialized in the subject to which the following documents were delivered was

taken into consideration: Research questionnaire and a format for validation. Data were integrated into a table of frequencies and a comparative table taken from survey and interview information. Surveys are graphically represented through pie charts and bars. These allowed researchers perform the analysis and interpretation of the data in quantitative form. The percentages obtained in each indicator gave support through qualitative analysis that allowed to structure recommendations and conclusions in reference to the research.

3.5. Teachers' interview

1. Do you think students learn English easily through drawing, painting, listening to music and dancing?

T1 stayed the importance use of visual aids to develop the English language acquisition; however, some teachers said that sometimes use them. It is necessary that teaching-learning strategies used and aimed at the development of the learning of the English language are aimed at helping the students, in order to overcome different obstacles in the training process.

T2 mentioned that audio visual aid material manages to expose subjects with much more objectivity, in a completely clear and accessible way for everyone. In addition, it stimulates the interest of individuals much more, since we move away from boring books so that others can tell us what we will have to learn later.

2. What is your opinion about students' active participation as to develop listening skill?

All teachers affirm the use of fun activities in order to encourage students to participate in class.

T1. People learn if they are motivated; in fact, the participation of students is essential to reinforce oral and auditory skills and thus maintain their attention, mainly by giving meaning to the act of learning from experience and its projection in daily life.

T2. Active participation strategies are essential during the development of content in the different disciplines, allowing the integration of all students from the beginning to the end of the class. It should be noted that if the aforementioned is fully achieved, the result would be significant and quality learning for each student.

3. Which strategy do you think the best option to encourage students to learn the English language: individual or group work?

T1 said that sometimes apply collaborative strategy to foster listening skill. The other teachers (T2), prefer to teach individually to focus on particular study. The idea of collaborative learning as a learning strategy is intended to motivate its participants to improve oral skills in the English language. This mainly responds to the fact that in many of our educational contexts, many times in teaching we forget the importance of teamwork and peer support. This aspect has been overlooked and more emphasis has been placed on individual work and progress.

4. Do fun listening activities allow students to express their ideas, emotions, or opinions?

T1 agree with the acceptance about teaching English through listening activities in order to express their ideas and emotions or opinions. However, he admitted that teaching listening is kind of a difficult task for them due to the lack of practicing listening inside or outside of the class.

T2. Explained when people speak English they can control to some extent what they want to express. However; when they listen to English, they cannot control what others will say to them and they are exposed to confront their grammatical, vocabulary, pronunciation and of course listening comprehension weaknesses.

5. What is your opinion about applying fun methodological strategies to activate students' prior knowledge and build the new knowledge?

T1 said that apply fun methodological strategy will encourage students as to develop listening activities; nevertheless, students still feel unmotivated because they cannot get the achievement to understand any conversation. Although listening is practiced methodically in the classroom it is not sufficient to get their goal.

T2 said students get even more frustrated when outside the classroom they cannot understand conversations, radio and television dialogues, presentations and other forms of listening. Fun methodological strategy activate prior knowledge and influence learning processes. Being an articulating and fundamental axis in the integral development of students

6. Do you consider effective to use academic books as the unique resource provided by the school in order to enhance listening comprehension? Why?

T1 strongly disagree with the use of the unique book used in the school as to provide and develop listening activities in students. The textbooks are designed to use in classrooms and teaching centers, they contain information that students need as requirements to pass a certain subject. However, it is necessary teachers and students expand their knowledge through the variety of educational resources existing in the advances produced in the technological field.

T2 stated that there are several new options for learning the language, in this way it is possible to try to adequately implement technological means such as computers, video projectors and online platforms, among others. If we use that idea as a tool for teachers in the classroom, it makes it simply extraordinary. Therefore, teachers must look for more ways to learn about everything new that exists in the new world of technology to use it as a technological means that will be of benefit depending on the didactic planning and development of the capacities the student has.

7. Do you think dynamic body movements allow students to have an efficient English language learning? Explain why

T1 affirmed with teaching the English language by using sorts of kinesthetic activities. Body Expression will be based on movement as a purpose Within education, with the motive or design of achieving a harmonious development of the person as a whole, in such a way, the Corporal Expression, will establish a considerable way of channeling the aptitudes, taking as a tool the body itself for the learnings the English language.
T2 said that words are not the only way we have to communicate with others. Gestures, facial expressions, body movements, posture, and intonation can convey or add to a message. They can even carry even more weight than verbal language.

8. What do you think about using gestural language activities as to help students to develop their English language and communication with their peers and teachers?

T1 thinks positively about developing the English language through gestural language. Gesture language is a type of cognitive and social interaction that helps students through the development of the English language learning.

T2 said that gesture language application helps the student quickly grasp the vocabulary learned in class. If teachers used gestures frequently, students would rely less on traditional memorization methods to learn vocabulary.

9. What kind of visual aids do you usually apply in your students as to enhance the English language and strength their short and long term memory?

T1 said that there are sorts of visual aids useful to foster the English grammar through fun activities such as picture cards, flashcards, videos, etc. It is important to keep in mind that it is easier to learn through written and reading language; on the other hand,

T2: said students learn in a better way when it is explained through videos and other visual materials. The primary purpose of visuals is to facilitate learning and retention of information. When selecting them, we must consider what is the main message that we want to share with our audience and what they know about the topic.

10. What do you think about the use of some fun teaching English techniques such as songs, rhymes, stories and games in order to catch the students' attention?

T1 strongly affirm the use of some fun activities as to encourage students to learn the English language such as songs, and games. Students must be the protagonist of the activities that are carried out in the classroom and these must be motivating, they must be playful.

T2 said people from different ages like to play, which is why learning related to this aspect can have many benefits in the English language acquisition and foster its knowledge; retaining its learning in both short and long term. Learning English by singing or playing not only to improve fluency, but also to sharpen the ear of different accents and specially to improve your pronunciation.

3.5.1. Analysis of teachers' interview

It is important to mention the demand of students for dynamic and motivating classes, which awaken in them interests and desires to learn in an affective and reliable way among teachers and students. From a general perspective, we can say that collaborative work is a good way to make the trust, communication and solidarity of children go beyond school.

Collaborative learning consists of the acquisition of knowledge and skills through teamwork dynamics, with which students enrich their learning thanks to the exchange of

ideas and interaction with their peers. At an educational level, it is important to find the right tools and resources to learn English, so that in this way students can better internalize the knowledge of a second language and, at the same time, have fun doing it.

Once a foundation has been established during Early Childhood Education, it is time to tackle the next stage, Primary. To achieve the goal that students learn English, become familiar with their phonetics, vocabulary and grammatical structures, it is essential to implement the appropriate dynamics. Undoubtedly, a didactic work based on previous knowledge is enriched when there is the opportunity to develop understanding from a positive listening of what students express and deepen the understanding of the meanings they attribute to the learning experience, considering in this process that Errors are not fortuitous, but they deserve to be analyzed during the work situation. Students who develop kinesthetic bodily intelligence can learn English if taught through movement. Exercise not only helps us physically; it also helps the brain. So if movement and exercise are directly related to concentration, this, in turn, improves learning.

In the classroom we also have students who learn the English language through audio-visual resources. A photograph can help the participant to establish an emotional connection with the subject. A graph can show trends in the results. A table can facilitate comparisons of information over time. A cartoon can add a touch of humor and break up the monotony.

3.6. Students' survey

1. Do you understand easily when listening activities are carried out in class?

Table 1. Listening activities

Code	Category	Frequency	Percentage
	Always	9	23%
Item	Frequently	21	53%
	Sometimes	10	25%
	Rarely	0	0%
1	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
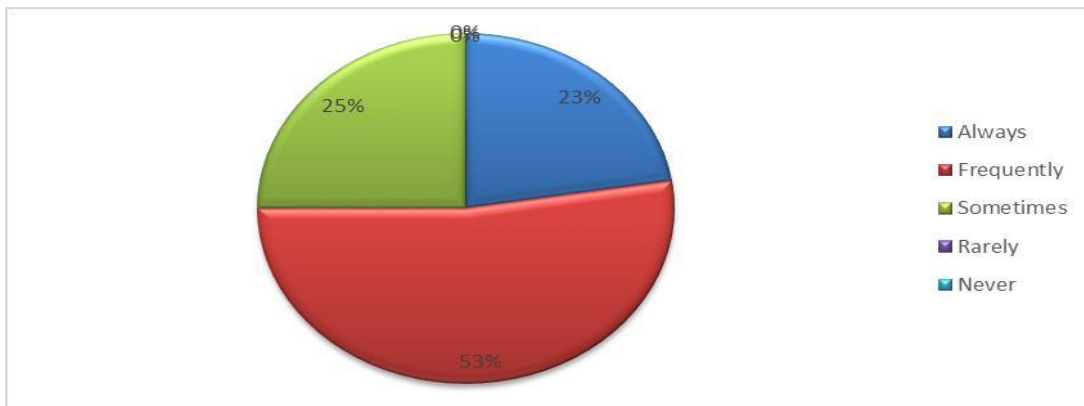
Graph 1. Listening activities
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

There is a notable difference in 25% of surveyed students who have difficulties to solve listening activities. Most of the people learn English in a classroom and with a structural pedagogy, where listening exercises are carried out with a formal language; however, methodology may fail at the moment they have to practice their listening skills out of the class. Listening is one of the main problems students face when they speak English. As they grow older, it seems more difficult for our ears to adapt to new languages.

2. When the teacher speaks in English, do you understand the topic being discussed?

Table 2. Teaching Listening comprehension

Code	Category	Frequency	Percentage
	Always	15	38%
Item	Frequently	10	25%
	Sometimes	15	38%
	Rarely	0	0%
2	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
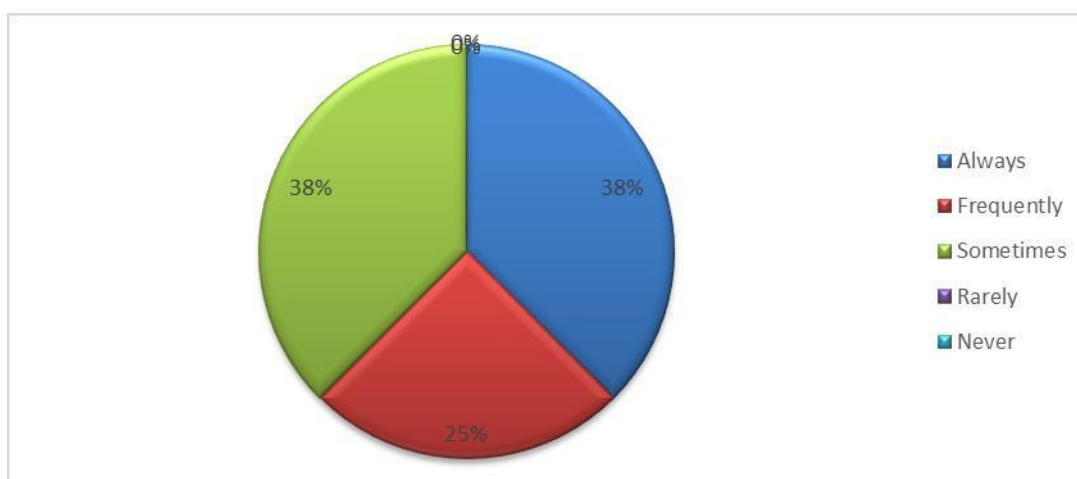
Graph 2. Teaching Listening comprehension
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

In the Statistical Table it is very clear that 38% of the students understand the teacher at the time of explaining the class in English, on the other hand, 25% also understand with little difficulties but with constant practice they can foster their weaknesses. However, there is a 38 percent who really present difficulties in the process. A very common difficulty when practicing listening is the lack of practice to grasp what the teachers say, as it is not our modern language, it takes students longer to understand when the teachers speak too quickly.

3. Do teacher make illustrations, or audiovisual aids to reinforce the teacher's oral explanation?

*Table 3. A*udiovisual aids to improve the English language

Code	Category	Frequency	Percentage
	Always	16	40%
Item	Frequently	14	35%
	Sometimes	6	15%
	Rarely	4	10%
3	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
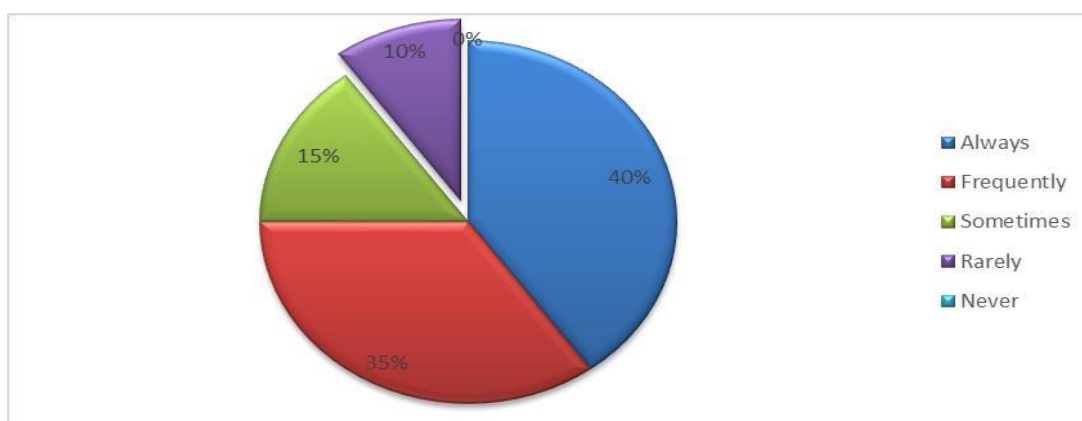
Graph 3. Audiovisual aids to improve the English language
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

It can be seen that 45% of students surveyed say that teachers provide them with fun pedagogical resources in order to make their class interesting and dynamic, the other 35% say corroborate the same position. Nevertheless, 25 percent, (15 sometimes and 10 rarely), affirm the contrary. The use of some activities to develop speaking skill such as audiovisual aids, posters, flashcards allow the student to relax, become interested and familiar with the language, at the same time students feel motivated to participate in class and develop their speaking skill ability.

4. Do teachers uses listening teaching materials such as DVDs, tape recorders, songs, conversations among others in class?

Table 4. Listening teaching materials

Code	Category	Frequency	Percentage
	Always	13	33%
Item	Frequently	17	43%
	Sometimes	6	15%
	Rarely	4	10%
4	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
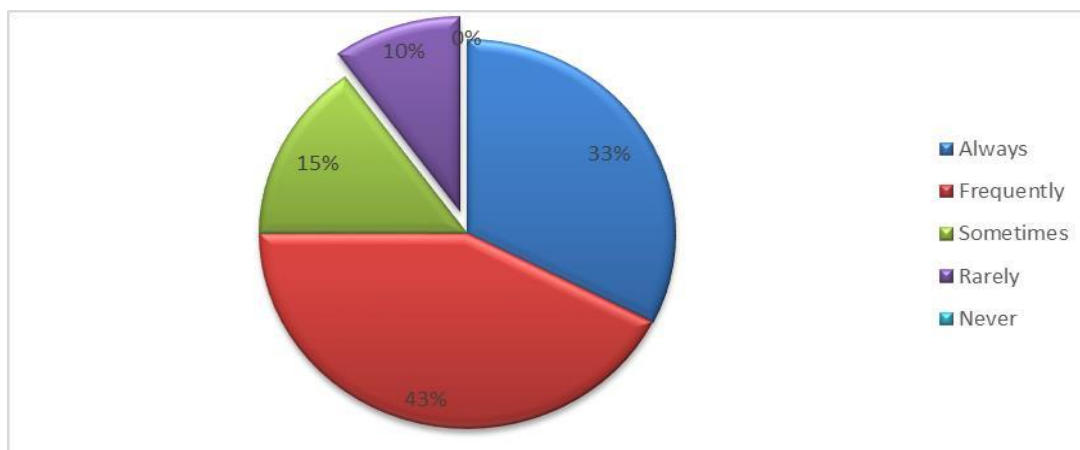
Graph 4. Listening teaching materials
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

It can clearly be seen that 76% of the students express that various techniques are used to achieve the development of listening comprehension, while 25% (15% sometimes & 10% rarely) say the opposite. Listening comprehension of a second language is a complex process, which is crucial in the development of linguistic competence. Teachers can help students develop strong strategies for understanding through a process based approach to teaching listening to students. This will help students learn to listen and develop metacognitive knowledge and strategies crucial to successful listening.

5. Are you motivated to actively participate in English classes?

Table 5. Fun English techniques

Code	Category	Frequency	Percentage
	Always	15	38%
Item	Frequently	9	23%
	Sometimes	15	38%
	Rarely	1	3%
5	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
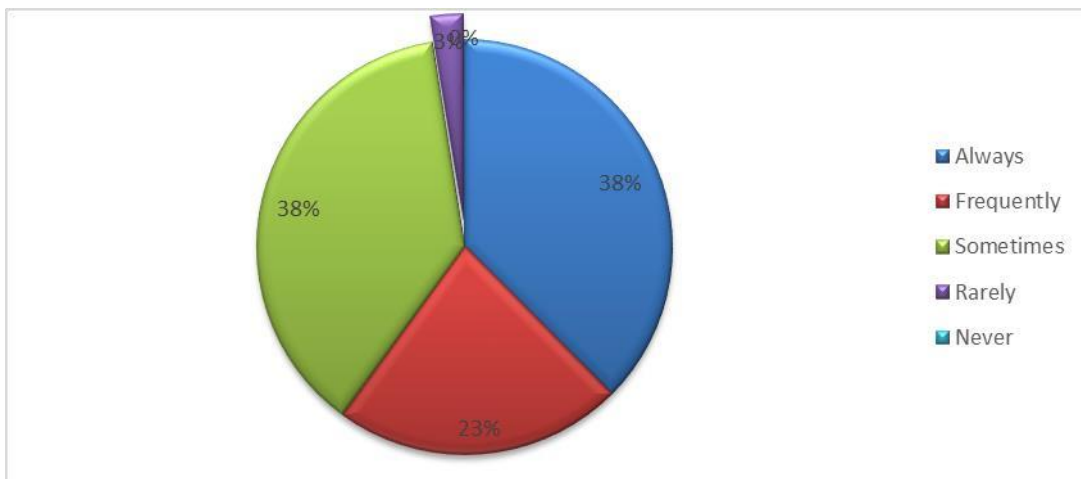
Graph 5. Fun English techniques
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

As can be seen in the graph, it is notable that the vast majority, 61%, feel motivated to actively participate in English classes, while 41% express the opposite. The process of teaching Listening is one of the most difficult areas for any teacher of teaching English. This is because success in developing listening skills takes a lot of time and a lot of patience. It is frustrating for students because there are no grammar rules in teaching listening.

6. Fun listening activities are performed to achieve a dynamic English language learning

Table 6. Fun English techniques

Code	Category	Frequency	Percentage
	Always	6	15%
Item	Frequently	8	20%
	Sometimes	16	40%
	Rarely	10	25%
6	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
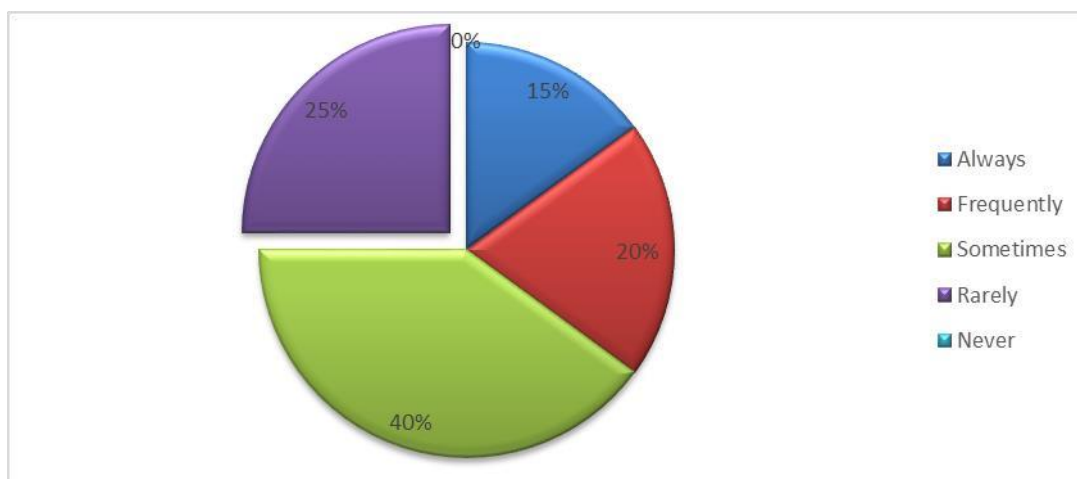
Graph 6. Fun English techniques
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

It is clearly noticeable that 35% of respondents express that fun activities are useful to achieve animation and concentration in the learning of listening skills, while the most students (65%) are sure that these activities are sometimes or never carried out in the classroom. The teacher must have the ability to encourage students and not fall into a classroom routine where students are in the class in body present only, and without paying the necessary attention. Therefore, dynamics, games didactics are the main focus of attention in the new teaching-learning processes.

7. Do group activities allow you to interact with your partners and practice your English language?

Table 7. Collaborative teaching strategy

Code	Category	Frequency	Percentage
	Always	14	35%
Item	Frequently	18	45%
	Sometimes	7	18%
	Rarely	1	3%
7	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
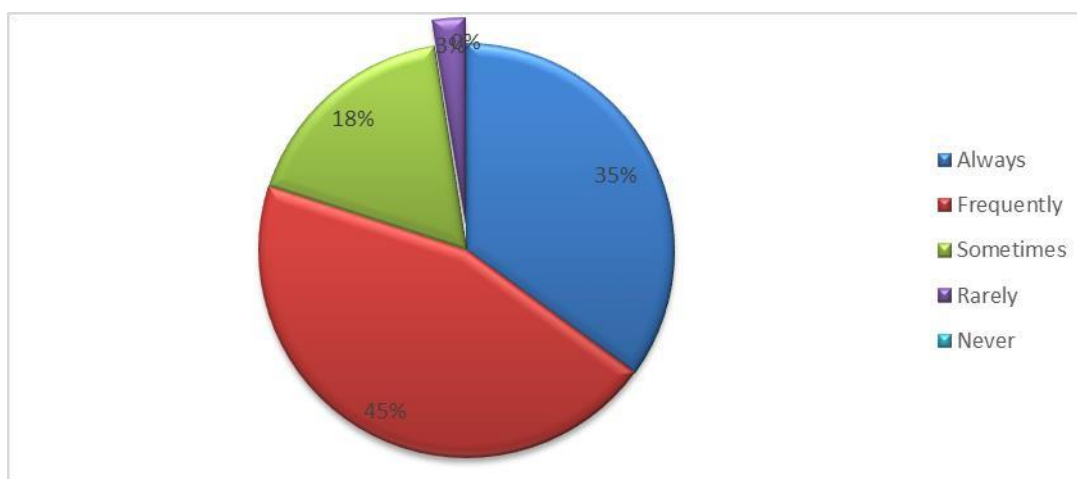
Graph 7. Collaborative teaching strategy
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

In this graph shows the majority of students surveyed, with 80% expressing that group activities allow them to interact with their classmates in the learning process, and 21% of respondents stating the opposite. Students are essentially sociable, so there is no activity they develop purely individually, and in many cases, individual work does not cause motivation in them. What is significant for them is interacting with their peers. That is why it is recommended to permanently combine individualized work, with work in pairs, small and large group.

8. Do teachers use pedagogical virtual resources for the development of English classes?

Table 8. Pedagogical virtual resources

Code	Category	Frequency	Percentage
	Always	14	35%
Item	Frequently	8	20%
	Sometimes	18	45%
	Rarely	0	0%
8	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

Graph 8. Pedagogical virtual resources
Source: Students' Survey
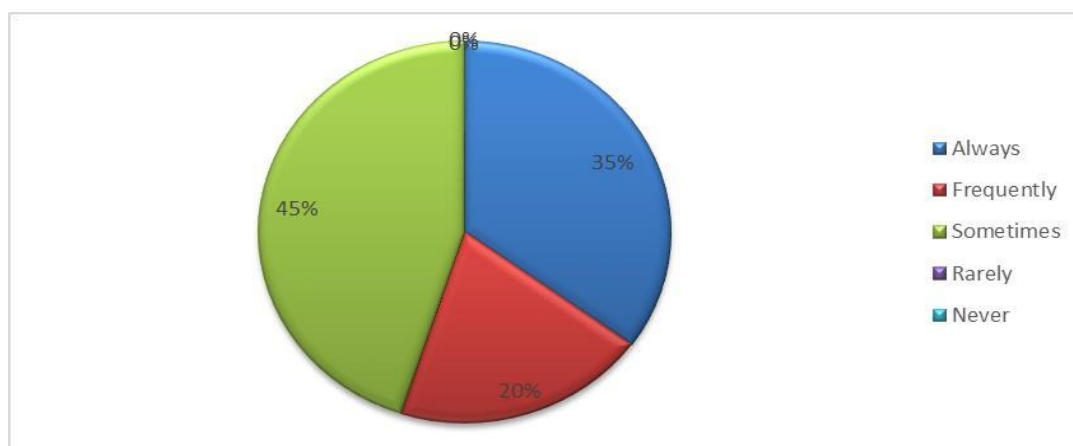Elaborated by: Mejía & Moyano, (2020)

English teachers do not use technological tools a didactic resource to guide the classes in the English area, 45% of the students affirm it. Teaching English online can sometimes present some limitations compared to face-to-face teaching but, without a doubt, it has many advantages for both teachers and students. Virtual educational environments offer the opportunity to be able to connect from anywhere and at any time. It allows students to work at their own pace, as well as to overcome shyness on those occasions when they do not feel very comfortable when they have to carry out activities that require interaction and that are not exempt from the pressure produced by immediacy.

9. Do teachers use body language, dance, music, visual aids, and games in order to improve listening skill?

Table 9. Kinesthetic learning style

Code	Category	Frequency	Percentage
	Always	8	20%
Item	Frequently	14	35%
	Sometimes	18	45%
	Rarely	0	0%
9	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
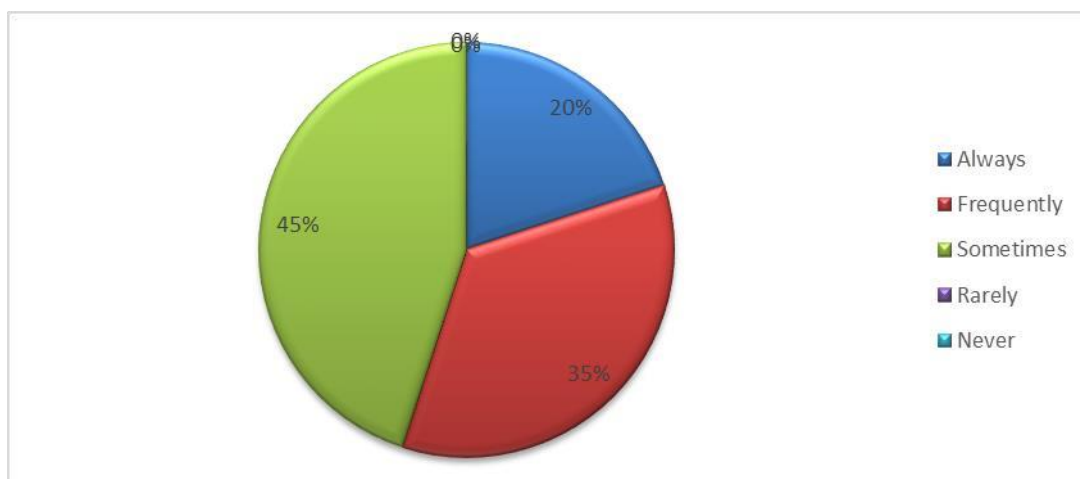
Graph 9. Kinesthetic learning style
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

This graph shows that 45 percent of teachers sometimes apply strategies that encourage students to learn the English language through songs, body expressions such as gestural language. The design of a didactic guide with VAK activities will allow to reinforce the skills according to the students' interest and their way of learning. There is a wide variety of authentic audio material such as cartoons, classifieds on radio or television, songs, news, music videos, documentaries, interviews, movies, etc.

10. Do you enjoy learning English by drawing, making diagrams or charts and watching videos?

Table 10. Visual and auditory learning styles

Code	Category	Frequency	Percentage
	Always	38	95%
Item	Frequently	2	5%
	Sometimes	0	0%
	Rarely	0	0%
1	Never	0	0%
	Total	**40**	**100,00%**

Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)
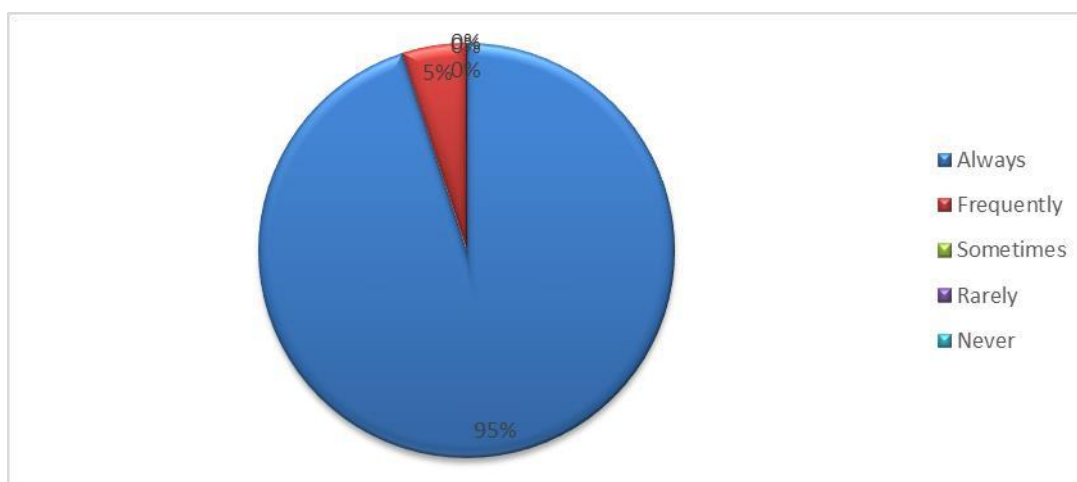
Graph 10. Visual and auditory learning styles
Source: Students' Survey
Elaborated by: Mejía & Moyano, (2020)

Taking into account the results of the interview with the students, it can be concluded that the population interviewed recognizes the importance of the English subject, they want to work on new motivating, attractive and interactive activities that involve the development of receptive skills to a greater extent as is listening. Promoting the use of teaching strategies to strengthen listening skills is more beneficial in tasks that involve the integration of visual, auditory and kinesthetic learning (VAK).

3.7. Observation worksheet

Table 11. Encouraging Students' participation

	Always	Frequently	Occasionally	Hardly ever	Not been oberserved
Teacher's attitude	5	0	0	0	0
Clear teaching instructions	0	4	0	0	0
Promoting students' participation	0	0	3	0	0
Activating previous knowledge	0	0	0	2	0

Source: class observation
Elaborated by: Mejía & Moyano, (2020)
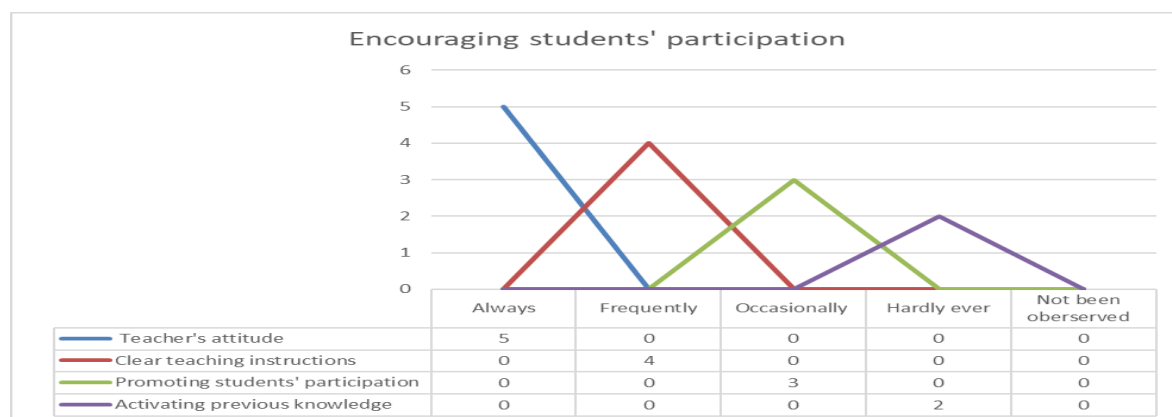
Graph 11. Encouraging Students' participation
Source: class observation
Elaborated by: Mejía & Moyano, (2020)

This graph shows a high level (level 5) of teachers' attitude towards student's participation in class. It is essential and has multiple benefits; in addition, it contributes to class dynamics to student learning, while working on the development of the person helping them to overcome shyness with classmates. On the other hand, the teacher explains the class and is attentive to students who have problems or do not understand; (as it can be seen in level 4). In this case the teacher gives supports by giving instruction clearly and providing some teaching materials.

It is necessary for the teacher to be attentive every day to the interactions and interventions of each student. There are many ways to show that the teacher is present. In addition,

teachers should always consider non-verbal behaviors that convey confidence and comfort, such as a smile, a comment about the weather, or a current event. All positive actions, as well as seeing that the teacher is engaged with the course content and student learning, will help promote student participation in the classroom.

The graph also show that teacher hardly ever activate students' previous knowledge in order to foster the new class. It is very important to know that knowledge is the basis of learning in our environment. Prior knowledge leads students to meaningful learning. The essential idea to promote meaningful learning is to take into account factual and conceptual knowledge (also attitudinal and procedural) and how these will interact with the new information that students will receive through the learning materials or the teacher's explanations.

Table 12. Mastering Group work

Item	Always	Frequently	Occasionally	Hardly ever	Not been oberserved
Group management	5	0	0	0	0
Solve problems in groups	0	4	0	0	0
Show good teamwork performance	0	0	3	0	0

Source: class observation
Elaborated by: Mejía & Moyano, (2020)
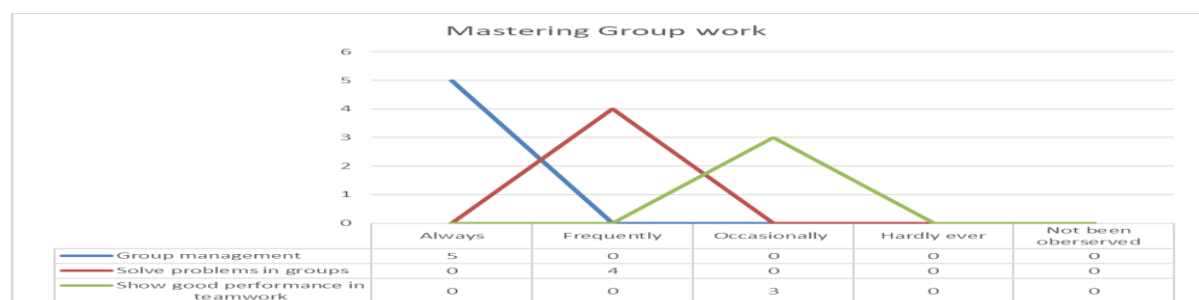
Graph 12. Mastering Group work
Source: class observation
Elaborated by: Mejía & Moyano, (2020)

Based on the observation guide on the collaborative learning methodology, it has been observed that students are reluctant to work in groups; they divide the work and limit their

53

coordination to simply pooling the results. Students who are bright prefer to work individually. Students with learning disabilities prefer collaborative work in order to work less and take advantage of the work of their colleagues. In general, students prefer to work individually and it is difficult for the teacher to assess the student through collaborative work. Collaborative work requires more time for the student and requires more preparation time for the teacher.

Collaborative learning consists on small groups in which students work together to obtain the best learning outcomes both individually and in others. Collaborative learning is not just a set of steps to work in an orderly way in a group; it is a philosophy of life, in which the participants are clear that the whole of the group is more than the sum of its parts. This way of working in the classroom represents an opportunity for teachers, through the design of their activities, to promote the development of skills, attitudes and values in their students. For example: capacity for analysis and synthesis, communication skills, collaborative attitude, willingness to listen, tolerance, respect and order among others.

The main activities and resources they use to promote collaborative work in their students would be problem solving, project work, elaboration of topics, searching for resources on the Internet and discussions. The main criteria for forming the work groups are the students' own choice by affinity and heterogeneity, seeking the complementarity of students with different abilities, although, on some occasions, the arrangement of the class or the homogeneity in the interests of the students is also considered as an option to establish the groupings.

Table 13. The use of VAK learning styles

	Always	Frequently	Occasionally	Hardly ever	Not been oberserved
Use initial motivation strategies.	5	0	0	0	0
Applies pedagogical resources for learning visually through concept maps, graphics, flashcards, etc.	0	4	0	0	0
Applies pedagogical resources for learning in a kinesthetic way such as games.	0	0	0	2	0
Apply pedagogical resources for auditory learning such as CD player, Tv, Videos etc.	0	4	0	0	0
Make references to previous learnings	0	0	3	0	0

Source: class observation
Elaborated by: Mejía & Moyano, (2020)
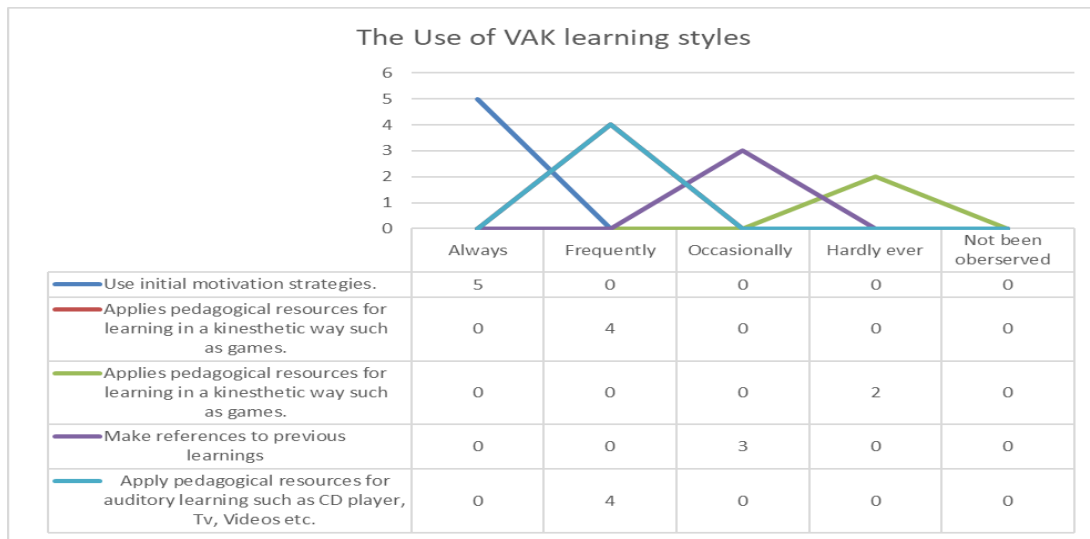
Graph 13. The use of VAK learning styles
Source: class observation
Elaborated by: Mejía & Moyano, (2020)

There are people who handle more than one style when facing a task. The most significant in this result was the absence of kinesthetic learning and the activation of previous knowledge for the construction of new knowledge. The great development of learning of the English language is also observed through different visual pedagogical resources whose percentage had been notorious related to the type of activities carried out by students such as the search for information through videos, music or other visual activities

that facilitate their learning. Nowadays we have students who apply different forms for their learning, however they are unaware of its theory and functionality.

There are students who do not recognize their strengths in learning English and do not use adequate strategies to accelerate their understanding and production. These students have difficulties in solving assigned tasks, which leads them to demotivation and dropping out of English courses. Lack of knowledge of how they learn best and what educational activities favor their learning become an obstacle for their cognitive development of English. Therefore, the search for new techniques and tactics to teach the language makes necessary. Today's students prefer to actively participate in topics of interest in which they can work as a team, think critically and creatively, and reflect on their own learning process.

The VAK (visual-auditory-kinesthetic) model establishes three categories of students depending on the way in which the information received from outside reaches them: Visual students are the ones who learn best when they read or see the information represented in some way, either through textbooks, on the blackboard or in notes. The auditory students learn better whenever they receive the explanations orally and can repeat them or explain them to others and finally the kinesthetic students who associate the information received with the senses of taste, touch and smell, that is, with sensations and body movements. They are pragmatic learners who learn best when they experience information.

3.8. Pretests and posttests results and analysis

First, the pre-test was assessed to seventh grade. The pre-test was divided into 3 parts: In the first part, the children had to speak about themselves including personal information and characteristics of the member of their families. In the second part of the test, they had to describe some pictures shown by the teacher and establish comparisons and differences.

In the last part, students had to read and retell an article taken from the book in order to test the VAK production, as well as the pronunciation of the words taught in previous classes. On this test, 5 aspects were evaluated; such as: fluency, comprehension, pronunciation, content and vocabulary in English.

Table 14. Pre- test results

Code	Category	Frequency	Percentage
	Excellent	2	5%
Item	Very Good	9	23%
	Good	13	33%
	Need to improve	16	40%
1			
	Total	**40**	**100,00%**

Source: Pretest
Elaborated by: Mejía & Moyano, (2020)
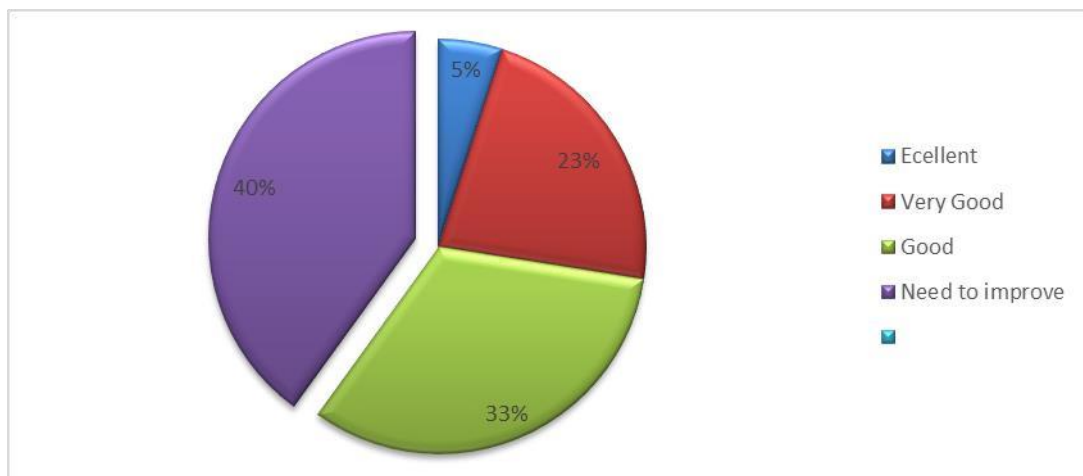
Graph 14. Source: Pretest
Elaborated by: Mejía & Moyano, (2020)

The results of the pre-test, show serious students´ weaknesses. Every aspect is graded out of 20 points with an average of 100% in the speaking skill. The results shown in the graph above explain that the 40% of learners have problems in this speaking development; which refers the lack of attention in oral language acquisition. This indicates the existence of a problem in this group of learners and the need to apply appropriate communicative approach techniques to develop speaking skills.

Table 15. Post- test results

Code	Category	Frequency	Percentage
	Excellent	21	53%
Item	Very Good	8	20%
	Good	10	25%
	Need to improve	1	3%
1			
	Total	**40**	**100,00%**

Graph 15. Source: Pretest
Elaborated by: Mejía & Moyano, (2020)

The post-test was assessed after the application of the proposal in order to identify the feasibility of the project. The post-test was the same as the pretest for the researches to compare the results. After the post test was applied, results were tabulated and analyzed. In the chart showed above, the results display a very acceptable proficiency in all the aspects evaluated. Having a 53% of positive results showing effectiveness. On the other hand, there is a very low percentage of students who still need to improve in order to achieve a very good level of proficiency in this skill.

3.9. Interview addressed to the School principal

The interview was directed to the director of an educational unit located in the northern sector of the city of Guayaquil, with the aim of know what types of learning styles they use in their subjects.

Question 1
What types of group activities do you develop for the construction of knowledge in the classroom?

The director affirms that they use various group activities in the classroom such as: Round tables, Group Exhibitions; case study, graphic organizers, playful techniques. The Director ensures that all her teachers apply group activities to build knowledge in the classroom.

Question 2
Do you apply an active strategy for solving problems raised in the classroom? Which one?

The director mentions that teachers apply active strategies, the ones most used in the classrooms are: Computer simulation, reinforcement assessments, forums, ludic activities and Case Studies. The directors told they guide their teachers in the use of active strategies in the development of their classes, such as the use of ICT as the only means of learning today due to the COVID pandemic and the government decree of the study of virtual way.

Question 3

How is participation and analysis promoted from different perspectives in the classroom?

The principal indicates that teachers use different ways to motivate participation and analysis in the classroom through: Conversations with students, Competency Workshops that are developed in each group, forums, Use of virtual classrooms, Case Studies, among others.

The director indicated that each teacher maintains direct communication with their students, letting them know the type of work they will perform during the development of their class.

Question 4

Are innovative projects being considered in the classroom in the short term? Which?

The interviewees indicated that among the projects that students develop depending on the content of the subject are:

Interactive games
Competitive strategies
Classroom projects
Audiovisual materials with a social focus
Open houses
Fairs

Question 5

Do you combine theory with practice in your classes? Why?

The teachers told us that it is necessary to do it since the knowledge is linked to practice, otherwise it would remain in verbal knowledge is also a way to prepare the student for work. The director indicated that most of the subjects are carried out as the degree allows it.

Question 6

In what way is a relationship and comparison established between learned in the classroom and reality?

The teachers interviewed told us that they apply the new socio-criticized paradigm, it is part of constructivism but it lands in a world where the human being must contribute to society. While the school principal told us that the main objective of learning is the good life contributing to society.

Question 7

How is your coexistence with the students?

The teachers interviewed indicated that it depends on the group of I work to be able to establish a conviviality of a cordial, harmonic and dynamic character. The directors told us that empathy should be applied, understand the student's situation that may arise.

Question 8

How do you motivate students to issue principles, theories, or models based on what you learned?

The teachers interviewed told us to use various ways to motivate students to emit principles or theories through graphic organizers, significant learning, discussions, implementation of cases and integrating project at the end of the Unit. The School principal told us that students feel motivated when participating in workshops, taking lessons, teamwork participation active in class.

Question 9

How do students prepare before taking a test?

The teachers interviewed indicated they prepares students using various teaching techniques such as:

- Questionnaires bank
- online exercises
- Reviewing of the content
- Diagnostic tests

Question 10

Do you consider necessary to implement VAK learning styles to enhance the English language?

Definitely, the director indicated that each student has their own style to learn, this can be defined by the different ways in which they process, interpret and assimilate the information they receive. According to how the information is perceived: Some students do better learning when they read or see the information contained visually. On the other hand, others learn when it is explained to them orally and some other percentage carries out this process through experience, involving others or all the senses.

3.10. Analysis of the school principal interview

The study in the way or style in which each person learns differently from the others, allows us to investigate and find the most appropriate channels to facilitate learning. However, teachers must work very carefully with these methods, since the idea is not to "label anyone", since VAK learning styles, although relatively stable, can change. In the same way, they can be different in different situations. This is because learning styles can be enhanced and improved. In addition, when preparing studies, teacher will realize that in reality the human being to interpret the reality of him performs a combination of all of them.

With this, what is sought is to stimulate students by creating new strategies that help them achieve meaningful learning, since when they are taught according to their own learning style, they learn more effectively. In order for students to find the classes interesting enough, it is necessary to enhance their intrinsic motivation, that is, the interest that comes from within the student. It is also important to help the child to find a value in learning that can help him in his daily life. Sometimes, it will be a clearly practical utility and in others in the form of a solid base of knowledge and competencies that will facilitate the ability to function with ease in life's challenges and situations.

3.11. Preliminary conclusions

After having applied the respective analysis to the results obtained from surveys and interviews with students, teachers and managers, it is concluded that:

English teachers must also get involved in the change that educating today entails and, of course, apply new technological tools in their educational practice, in order to contribute to the comprehensive training of our young people, providing them with quality educational content. The application of VAK learning styles allows the student to strengthen their linguistic abilities of the English language through different techniques and educational and pedagogical materials based on visual, auditory and kinesthetic learning.

Some learning styles encourage group work, a cooperative model, while others propose individual and independent work. Each student learns differently from the others; Learning styles can change; In other words, they can be different in different situations and they can also evolve and be improved. There is no single learning style. All people use various, although one of them is usually the predominant. The way in which each of these factors interact in each person's learning process, gives rise to a different cognitive style. If the teacher teaches a subject adjusted appropriately to the student's style, it will be easier for him to receive and assimilate the knowledge and apply it in her life.

Kinesthetic learners learn by doing or associating knowledge with specific actions. kinesthetic students like to get involved in most of class in order to do many activities and try to find as many situations as possible in which they can use the English language outside of class. Students can interpret characters or scenes from television programs in English.

CHAPTER IV

THE PROPOSAL

4.1. Title

VAK OPEN EDUCATIONAL RESOURCES TO DEVELOP LISTENING SKILL
DEVELOPMENT

4.2. Objectives (Broad and Specific)

4.2.1. Broad

Strengthen the English learning and listening comprehension in seventh graders
according to their learning styles.

4.2.2. Specific

The proposal also aims to achieve a series of additional objectives that complement the
main objectives:

- Sensitize students to the importance of knowing their learning style to direct their
learning activities and select from the web pages found, the activities that best
characterize the visual, auditory and kinesthetic learning styles.

- Develop teaching strategies that favor the visual, auditory and kinesthetic learning styles of students and improve the level of the English language and implement the proposal with the group under study, to verify its usability. Evaluate the impact of the proposal presented on the seventh grade students

4.3. Content Framework of the Proposal Project Plan

4.3.1. Proposal Background

The visual, auditory and kinesthetic strategy in the teaching and learning of English is a topic that has been addressed in English language teaching circles today. Many English teachers use different methodological strategies in order to reach their students; However, most of them are unaware that each student has different ways of perceiving their learning.

The VAK learning style is important because it enables people to better understand how performance can be improved in a wide range of situations. A person with knowledge of a personal preference for auditory learning may choose to attend lectures, participate in many conversations, and listen to different conversations. Teachers who knows that their students are kinesthetic learners can provide better training in the new tasks, giving them practical opportunities. Understanding the VAK learning style offers more opportunities for adaptation and success for individuals and those who interact with them.

An individual's learning style indicates how he or she best retrieves and preserves information. Different people prefer different learning methods. The VAK learning style encompasses three sensory learning methods: visual (sight), auditory (sound), and kinesthetic (touch or movement). Although people may prefer to use a particular learning method, it is important to understand that learning styles are situational, and no style is dominant in all circumstances.

People who prefer to learn visually can be classified into two groups: linguistic or spatial. Visual-linguistic learners benefit most from reading and writing assignments. They can quickly understand and retain information that is in written form, so materials such as meeting documents, class notes, and text assignments work well for these students. Visual-spatial learners do not enjoy reading or writing assignments, but rather learn more effectively when graphics, illustrations, color codes, and other visual aids are used to present information. People who prefer to learn this way tend to associate new information with mental images.

Auditory learners like to receive new information and instructions through listening and speaking. An auditory learner can better absorb information by having a conversation with someone, listening to an audiotape, sitting in a conference room, or participating in a presentation. People with this learning preference can enjoy activities that involve brainstorming, discussion, and others.

Kinesthetic learners can be classified as dependent on touch or movement. A kinesthetic learner may appear to be easily distracted by showing excessive movement, scribbling notes in class, or falling asleep during a long presentation. These students do best when they are encouraged to be active. Teaching techniques that benefit kinesthetic students involve taking stretching breaks during long presentations, performing activities that involve movement, providing the opportunity for notes to be written or highlighted, and playing music when appropriate.

To create learning generators, activities should be designed that include exercises that benefit the students' learning styles and this allows us to improve useful English. In this context it should be taken into account that the command of the language in the target language cannot be reduced by the acquisition of some grammatical rules, but also implies an acquisition of cross-cultural communication. In other words, the acquisition of the language of everyday use and in the real world, where the student must interact.

4.3.2. The importance role of VAK open educational resources

Teaching of English needs a total transformation, which requires the participation of teachers and students. The rapid technological advances of the 21st century society, point towards teacher qualification as the only alternative to introduce innovation to the classrooms. Digital immigrant teachers who did not grow up making use of technology, are faced with new challenges, which imply the use of it in the classroom or outside of it for pedagogical purposes. Consequently, the teacher's attitude to new technologies and her desire to develop in students the technological skills necessary for the future are determining factors in forcing change.

Hence, the planning, action and reflection, by the teacher, of strategies that promote the motivation and learning of English through ICT, is part of the innovation processes in education. In relation to what has been said, the societies of the 21st century are facing new educational challenges linked to the quality of education, a better professional teacher qualification and the incorporation of new competences, skills and knowledge. Consequently, in order to integrate information and communication technologies in its educational system, since they are an effective element to promote equity, a wide range of educational opportunities and the democratization of knowledge.

Given this perspective, digital pedagogical resources become a highly accessible option for teachers when choosing the activities that best promote learning in their students. Given the wide variety of web pages dedicated to teaching English and other resources necessary to implement in the classroom; it is possible to foster interest in the area. Of course, all this is possible if you count with the technological, economic and human resources to achieve it.

On the other hand, knowing how to learn and what favors it, must be part of the student's training processes, taking into account that each one differs in their way of facing the tasks and that depending on these, the styles may vary in the same individual. Therefore, encouraging self-analysis can help to choose the best means of receiving information. Learning styles are constituted as psycho-pedagogical support tools. These trends drive educational proposals appropriate to learning processes, understanding the attention to diversity as one of its founding conditions.

In view of the above, the presentation of an educational proposal promotes the use of digital pedagogical resources for the development of auditory skills, considering the learning styles of the students in an auditory, visual and kinesthetic way.

4.3.3 Feasibility Analysis

Educational: As active participants of various educational models during so many years of study, we have realized that traditional education is not in accordance with the great challenges of a modern life, that it must look at the great needs of students as people, that motivation is needed, that education is not the simple act of transmitting information, but that the educational process leads to effective teaching and genuine learning, that is, a satisfied teacher and young people with cognitive abilities to show problems and propose solutions.

Through this methodological guide, it is intended to give a proposal for change to active, participatory, critical learning and at the same time to achieve a responsible training in the students in the course of their learning. And teachers with these techniques can facilitate the teaching-learning process in students and obtain better results in fluency when they apply the skill of speaking.

Social: If we assume that modern education will be an active education in the sense of including all forms of human activity, be it intellectual but also social, then one of the purposes that is intended with the development of this guide is to contribute in a certain way to the formation of truly autonomous, critical and creative entities that contribute positively to the advancement of a society since once the necessary attitudes and capacities have been developed. In this context it is evident that learning English plays a role important within any society involves skills including speaking, what is proposed with these techniques is to enhance their learning to survive in a globalized world.

 Economic: Finally, the previous aspects, the educational and the social are combined and result in economic strengthening, although a professional contributes to the economy of a country, a professional with knowledge of English will be a key source for success in tourism, business, medicine and even in the education of a town.

VAK OPEN EDUCATIONAL RESOURCES TO DEVELOP LISTENING SKILL DEVELOPMENT

Figure 1. Learning English through games (British Council , 2021)

Figure 2. Learning English using mobile app. (Blog del personal , 2019)

4.4. Introduction

According to this type of learning model, the V.A.K could be divided into three categories of students based on the way they perceive information from the outside. If we take into account these types of sensory receptors when delivering information to our students, we can establish much more effective teaching strategies and learning techniques. Receptive channels according to the V.A.K model:

Visual: Students who learn through visual stimuli,

Auditory: Students who learn best through auditory stimuli

Kinesthetic: Students who process information through the senses (touch, smell and taste) and movements.

This type of process is the slowest of the three, therefore the students who use this type of channel need more time than the others, now when it is learned it is very difficult for them to forget it. Although we all have of the three there is always one that is more developed, if we take into account this type of model in our way of teaching we ensure that the information is received by our students.

VISUAL

Students whose way of learning is more visual assimilate images, diagrams, graphics, videos and any other material of this type quite well since they help them to remember any type of concept, on the other hand they are not good with texts. One way to reach them apart from the use of these materials as a complement is through gestures, teachers who gesture and use descriptive language are their favorites.

AUDITORY

These types of students learn best when they listen. The use of audios, debates, word games or exchanges of opinions between groups are activities that will improve your memory.

KINESTHETIC

These types of students learn by doing things and are usually more practical. They assimilate things better when analyzing them for themselves and they need external stimuli that create an interest in them. The way to stimulate them is through resources that keep their senses alert, development work in which they can translate their ideas are great allies. If students apply the V.A.K method and include visual parts such as slides, videos, audios and free development work on a topic in our teaching method in our learning method, we ensure that all information is received and memorized in our students.

Learning the English language is a necessity for students and a challenge for teachers who must seek innovative ways to present content to their students and stimulate their motivation and self-learning. In this information and knowledge society, open educational resources become dynamic tools in the process of teaching and learning a foreign language. This resource, joined with the teacher's knowledge of how the English learner perceives information from their learning styles (visual, auditory or kinesthetic), become fundamental pieces to promote a new culture of learning English from pleasant and responsible way.

Thus, the use of virtual exercises for language learning, specially selected, according to the learning style, becomes a pedagogical alternative that will help students overcome their learning difficulties. Clearly recognizing which activities students prefer to carry out when practicing the given topics, with the certainty that it will promote their motivation towards learning it. In conclusion, the proposal for the use of digital resources as a strategy to strengthen English learning from learning styles aims to improve understanding of the language by using an innovative methodology facilitated by ICT.

CONTENTS

AUDITORY LEARNING SYTLE

Figure 3. Learning English vocabulary
Obtained from (My Vocabulary Matrix, 2021)

Objective: to enhance vocabulary and practice listening skill development

Resource:

- Laptop or desktop computer

- Class participation

- Online exercises

- Virtual listening Picture card activities

- Brainstorm

Listening activities. Listen to song activities and complete the information

Practice the English vocabulary

Duration : 15 - 20minutes

Web sites: https://www.gamestolearnenglish.com/fast-english/#food

https://www.esolcourses.com/content/topics/songs/various-artists/dont-worry-be-happy.html

Procedures:

This activity includes 3 online exercises, it orients the activities towards the auditory, visual and kinesthetic style. Each student will click on the corresponding box and carry out the activities.

In this game, students will be able to practice and develop their vocabulary in English related to food, as well as their listening. According to what was heard in the audio,

they will choose the corresponding answer, earning points the more correct answers they have. As can be seen here, the visual and the auditory are complemented, the pronunciation of the words being more important.

Chart 3. Rubric for Accessing Auditory Learning Strategy

	Poor	Fair	Good	Very good
The students listen and understand the teacher tasks and complete the information correctly				
The student pronounces the word correctly				
Can repeat the previous word				

Elaborated by: Mejía & Moyano (2020)

Auditory Learning Style chart & rubric

CLASS ACTIVITY 1. VOCABULARY.

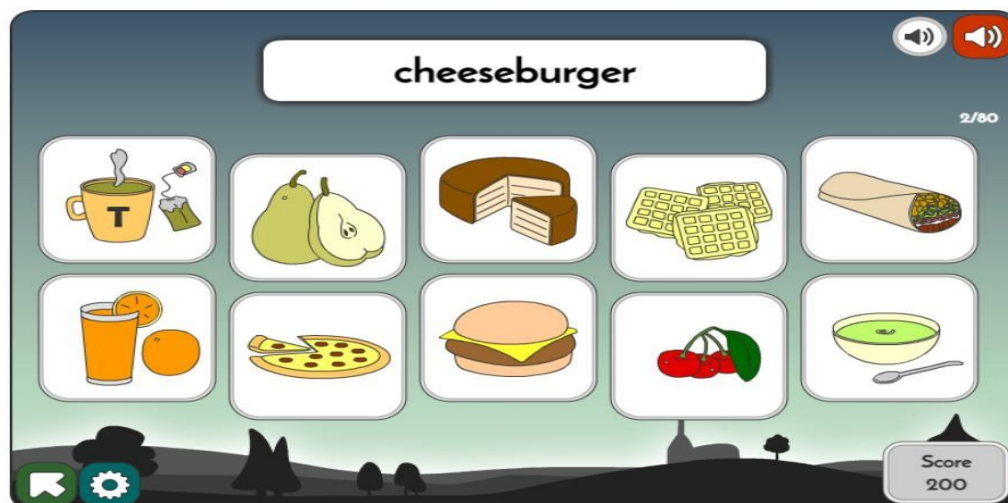**Listen to the words and click on the matching images**

Figure 4, cheeseburger
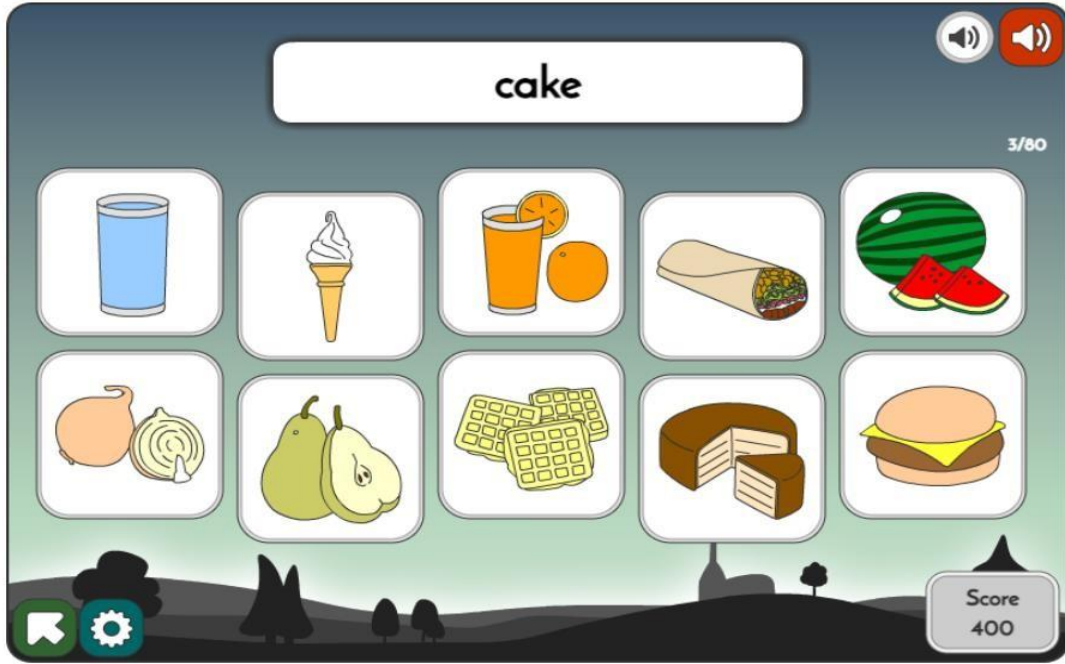Obtained from: (gametolearnenglish, 2020)
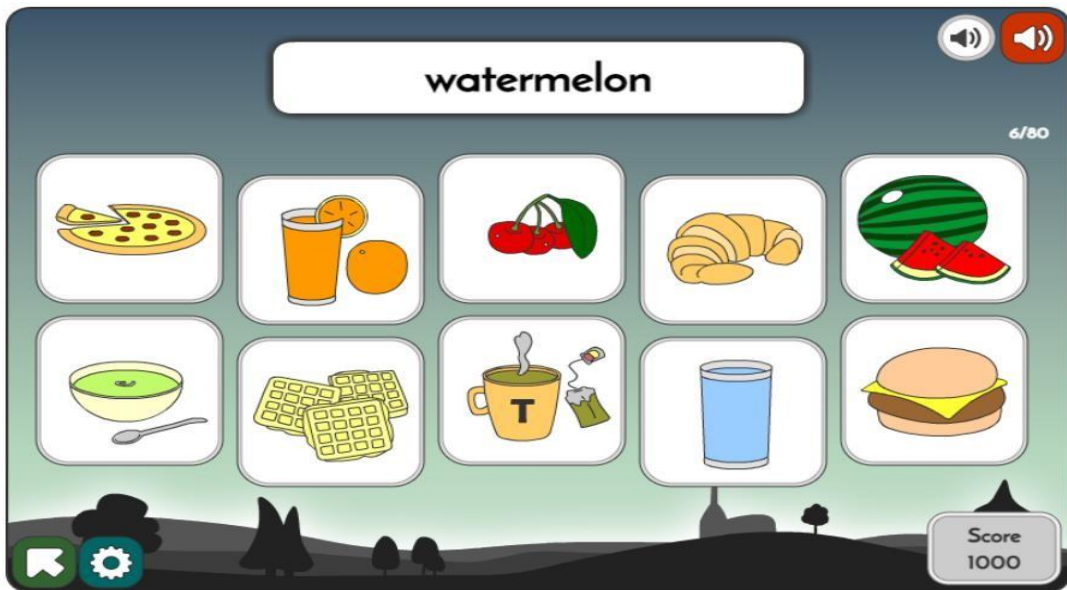
Figure 5. Cake
Obtained from: (gametolearnenglish, 2020)

Figure 6. watermelon
Obtained from: (gametolearnenglish, 2020)

CLASS ACTIVITY 2. GRAMMAR

Part 1. Listen to the words and match the simple verb forms to their present perfect conjugations.
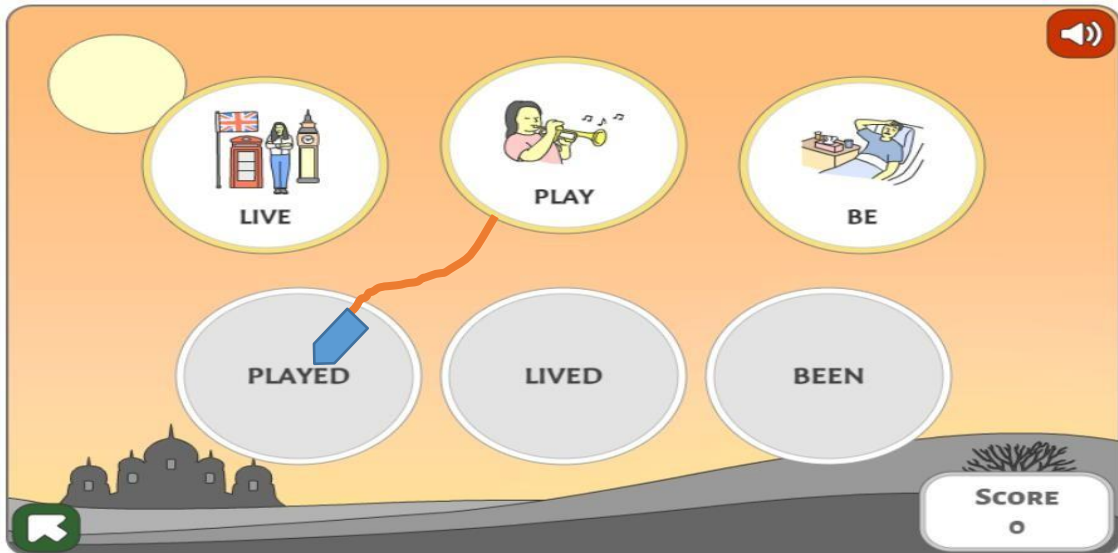
Figure 7. Present perfect tense
Obtained from: (gametolearnenglish, 2020)

Part 2. Listen and order the words to make sentences in present perfect tense

Figure 8. Making sentences using present perfect tense

Obtained from: (gametolearnenglish, 2020)

Part 3. Listen and choose the correct answer according to present perfect tense

Figure 9. Selecting the correct sentences using present perfect tense
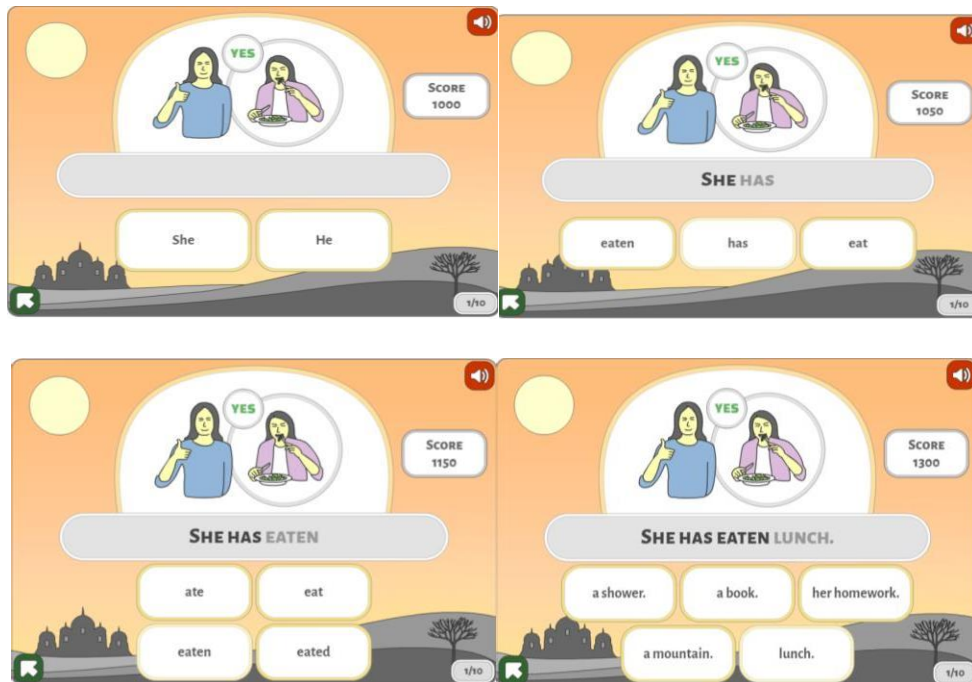Obtained from: (gametolearnenglish, 2020)

Figure 10. Selecting the correct sentences using present perfect tense
Obtained from: (gametolearnenglish, 2020)

CLASS ACTIVITY 3. LISTENING

Listen to songs to practice grammar and vocabulary

In this video, students will be able to learn the grammar of the subject studied, listening to the explanation, with the possibility of observing text to minimize comprehension errors. Here the vocabulary is reinforced.

Figure 11. Song "Don't worry be happy"

Obtained from:(McFerrin, 2009)

Procedure: Click on the play button in the centre of the screen and listen to the song, You can pause it, or rewind it and listen to it over again as many time as you need to.

Then complete the song Lyric using the following words from the bank

worry	sing	lay	say
Have	came	wrote	make

Figure 12. song lyric worksheet
Obtained from: (ESOL courses, 2020)

CLASS ACTIVITY 4. LISTENING FOR SPECIFIC INFORMATION

Level: Elementary

Topic: Enrolling on a course

Activity Type: Form Filling

Listening Focus: Listening for specific information

Time: 40 minutes (main activity 15 mins)

Key Language: address, application form, course, date of birth, evening class, interested in, long, nationality, occupation, postcode, school, short, spell, stay, surname; Present tenses, can, will

Preparation: One photocopy for each student; for the Follow up, one copy of the recording script for every two students

Auditory Learning activity
Elaborated by: Mejía & Moyano, (2020)

Your name, please

Warm up

- Draw a large square on the board and write Application form at the top. Ask students what they might need an application form for (bank account, bus pass, etc.). Then put students into pairs and tell them to make a list of all the headings they might see on an application form. Write First name and Surname at the top of the application form on the board to start them off. When students are ready, tell them to call out their ideas while you write them on the board to complete the application form. Try to cover all the categories covered in the "Student details" section of the photocopiable sheet.

- Check the key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

Main Activity

1. Tell students that they are going to listen to a foreign student in the UK as she phones a language school to enroll on an evening class. Tell them to put their pens down and simply listen to the telephone conversation between the student and the receptionist. Emphasize that they should not make notes, but just listen. Play the recording.

2. Put students into groups. Tell them to exchange any information they can remember about the conversation.

3. Give each student a copy of the Student Enrolment Form. Tell students that they are going to listen again. This time they must complete the form as if they are the receptionist who answers the call. First, give them time to study the form and complete any details they can remember.

When students are ready, play the recording. Then tell students to compare their answers. If necessary, play the recording again. Finally check students´ answers.

Answer Key				
Student details:				
A Silva	B Maria	C Mexican	D Spanish	E student
F 11/10/1983	G 24 Cherry Road	H CB1 5AW	I 742980	
Course details:	139	long course		

4. If you wish, play the recording again and have students listen and use their form to guide themselves through the conversation.

Follow up

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practice the conversation together. When they finish, tell students to swap roles. Finally, tell students to interview each other using the application form on the board from the Warm up activity as a guide. Explain that this time they must answer with their own personal information. Monitor and provide help where needed.

Cambridge Language College

EVENING CLASSES

Student Enrolment Form

To be completed for all new students

Student details

Surname   A …………………………………………………….

First Name   B …………………………………………………….

Nationality   C …………………………………………………….

Language   D ………………………………………………….

Occupation   E ………………………………………………….

Date of birth   F …………………………………………………

Address   G …………………………………………………..

Postcode   H ………………………………………………..

Phone no.   I ………………………………………………….

Visual Learning Style Chart & rubric
Elaborated by: Mejía & Moyano, (2020)

VISUAL LEARNING SYTLE

Figure 13. Visual learning style

Obtained from (AVer Experts, 2019)

Objective: to enhance vocabulary and practice listening skill development

Resource:

- Laptop or desktop computer
- Class participation
- Online exercises
- Virtual Picture cards
- Puzzles
- Brainstorm

Duration : 15 - 20minutes

Web sites: https://www.esleschool.com/a1-transport/

https://www.esleschool.com/a1-time-memory-cards/

Procedures:

This activity includes 3 online exercises, it orients the activities towards the auditory, visual and kinesthetic style. Each student will click on the corresponding box and carry out the activities.

In this game, students will be able to practice and develop their vocabulary in English related to food, as well as their listening. According to what was heard in the audio, they will choose the corresponding answer, earning points the more correct answers

they have. As can be seen here, the visual and the auditory are complemented, the pronunciation of the words being more important.

Transport Vocabulary Activities help you to use words associated with this topic. There are puzzles and quizzes to reinforce students' learning.

Search for the words hidden within the grid. To submit a word, click the first letter of it and then the last letter.

Each level is more difficult than the last and the game continues forever.

Hint Words can be written in any direction including backwards and along diagonals.

Part 2. Time Vocabulary Activities help students to use words associated with this topic. There are puzzles and quizzes to reinforce your learning so you feel confident to use different texts about time.

Chart 4. Rubric for accessing Visual learning strategy

	Poor	Fair	Good	Very good
The students remember the words explained from flashcards, cardbords, etc				
Students can do exercises from visual exercises and activate their previous knowledge				
Students enhance their English vocabulary by using their own visual aids				

Visual Learning Style Chart & rubric
Elaborated by: Mejía & Moyano, (2020)

CLASS ACTIVITY 4. VOCABULARY PUZZLE

Part 1. Search for the words hidden within the grid.

To submit a word, click the first letter of it and then the last letter.

Figure 14. Puzzle about transportation

Obtained from: (ESLeschool, 2021)

Part 2. Picture memory card

Choose the correct cards in order to match the pictures about means of transportation

Figure 15.Picture memory card
Obtained from: (ESLeschool, 2021)

Part 2. Crossword puzzle

In order to do the crossword puzzle, click on the numbered boxes to reveal the clues
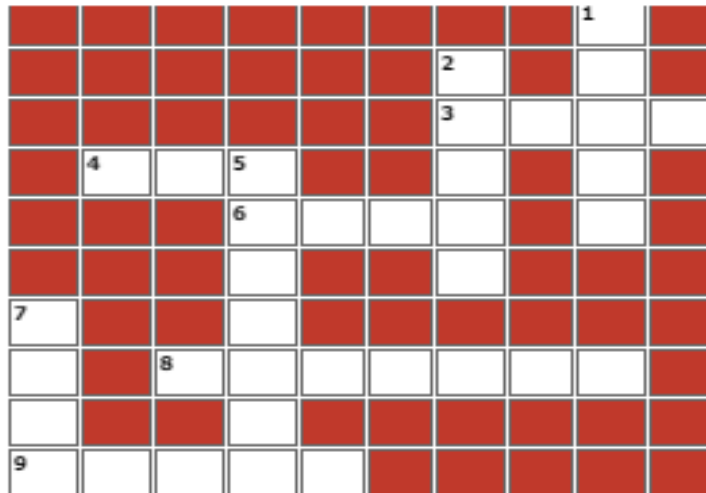
Check

Across

3. Cars and trucks travel on this.

4. These are red in London and you get on and off it at a stop.

6. A car with its driver, who you pay to take you where you want to go.

8. It has two wheels.

9. It has wings and engines that can fly.

Down

1. It is large and carries people, usually for long journeys.

2. It is long and pulled by an engine.

5. A place where trains stop so that people can get on or off.

7. A journey make to a place.

Figure 16. crossword puzzle
Obtained from: (ESLeschool, 2021)

CLASS ACTIVITY 5. *WRITING*

Part 1. Writing activity

Drag the words in the correct boxes

1. She rides _____ .

2. The station is not _____ .

3. Oh no! The car park _____ .

4. You can buy the ticket _____ .

5. The train station is _____ .

6. You catch a bus _____ .

7. Don't take a taxi as _____ .

8. We take a plane _____ to Paris.

| far from here |
| it is expensive |
| at that stop |
| is full |
| her bicycle to school |
| online |
| on the school trip |
| on the left |

Check

Figure 17. Writing activity
Obtained from: (ESLeschool, 2021)

CLASS ACTIVITY 6. LISTENING ACTIVITY

Part 1. Picture cards. Look at the pictures and describe their meaning

Figure 18. carrot cake
Obtained from: (Mike'sorganic,2020)

Figure 19. days of the week
Obtained from: (Lerey, 2016)

Figure 20. Monkley toy
Obtained from: (FAO Schwarz. 2021)

Part 2. Listen and write

Listen to the dialogue and write the words or numbers in the missing spaces

The girl is here with: her **aunt**

She goes to the supermarket: every (1) [ ]

Today she is buying a: (2) [ ] cake

Her cousin's name: (3) [ ]

She bought her cousin a: toy (4) [ ]

Number of her cousin's classmates: (5) [ ]

Part 3. Checking answers

Listen and look. There is one example.
Man: Hello. I work here at the supermarket. Can I ask you some questions?
Girl: OK.
Man: Are you here with your parents?
Girl: No, I'm here with my aunt.
Can you see the answer? Now you listen and write.
Question One
Man: How often do you shop here?
Girl: Every Monday.
Man: Do you always come with your aunt?
QuestionTwo
Man: What are you buying today?
Girl: Well, we need food for a party.
Man: Are you buying a cake?
Girl: Yes, a nice carrot cake.
Question Three
Man: Why do you want to have a party?
Girl: It's my cousin's birthday.
Man: What's your cousin's name? Girl: Her name is Vicky.
Man: Tell her happy birthday!
Question Four
Man: What present did you buy her? Girl: I bought her a toy monkey. Man: Does she love animals?
Girl: Yes, but monkeys are her favourite animal.
Question Five
Man: How many friends did you invite to the party?
Girl: I invited all her classmates. There are 22 children in her class.
Man: Have a good time.

Figure 21. Listening exercise answer key

Obtained from: (ESLeschool, 2021)

KINESTHETIC LEARNING SYTLE

DRAMMA STORY TELLING WITH PUPPETS AND CHARADES

Figure 22. Kinesthetic learning style

Obtained from (Vickery Creek middle, 2021)

Objective: To enhance vocabulary and practice listening skill development. To develop the skills to speak autonomously in front of an audience by using their kinesthetic skills.

Resource:

- Laptop or desktop computer
- Students' participation
- Online exercises
- Virtual Picture cards
- Puzzles
- Brainstorm

Duration : 15 - 20minutes

Web sites: https://www.youtube.com/watch?v=gHDcFSdUSrk&t=44s

Procedures:

You can choose your favorite story or come up with your own imaginary story if you like. Think about the characters and create these characters by making their puppets. You can use different materials to make your puppets such as old socks and paper bags. Today, I will tell you how to make lollystick puppets.

And for this, the conversation must be planned, ordering the ideas to put it on stage and order the ideas to put it on the scene. It is worth mentioning that to carry out this activity, work groups must be formed, in order to awaken the interest of the students

and put their senses into play to perceive the facts and phenomena, reliving the scenes on the basis of the narration, where they highlight the cultural and social values of the topic presented and thus stage the planned conversation.

Technique

By carrying out this activity, the teacher must apply certain techniques, which are according to the activity to be carried out, such as the grouping of students where they will perform their skills.

Method

The students carry out a participatory method with this activity since it is made up of several students.

Achievements

Students will achieve a better stage performance, where they will be able to overcome fear when expressing themselves to the public and in the same way enrich the ease of words.

Chart 5. Rubric for accessing Kinesthetic learning strategy

	Poor	Fair	Good	Very good
Students learn easily by using crafts, paintings, and games				
the students can remember the new vocabulary				
Students enhance their English vocabulary by using their own kinesthetic visual aids				

Kinesthetic Learning Style Chart & Rubric
Elaborated by: Mejía & Moyano, (2020)

CLASS ACTIVITY 7. DRAMATIZATION WITH PUPPETS

The theater is a means of expression and observation. It allows the development of basic skills, promoting in turn the development of personality, social and communication skills, motivation, tolerance and team spirit. During the scenic creation, the perception and performance of dramatic behavior takes place, which involves using many of the skills that have been acquired in different areas.

It leads to the enrichment of the expressive and interpretive resources that the students possess: the voice, the dramatic gesture and the corporal expression. It allows the student the possibility of participating in school and cultural life, accessing cultural traditions.

1. Watch the interview and fill in the gaps.

Şevval: _____ your name ?

Monkey: My _____ is monkey.

Şevval: What colour _____ you ?

Monkey: Brown.

Şevval: Have _____ got _____ wings ?

Monkey: _____, I haven't.

Şevval: _____ you swim ?

Monkey: No, _____ can't.

Şevval: _____ do you eat?

Monkey: Bananas

Şevval: _____ do you _____ ?

Monkey: In _____ forest.

Prepared by: Şevval and Selin

Doğukan: What's _____ name ?

Cow: My _____ _____ Batuhan the cow.

Doğukan: How ____ are _____ ?

Cow: _____ three years old.

Doğukan: _____ colour _____ you ?

Cow: White _____ black

Doğukan: Can _____ swim ?

Cow: No, _____ can't.

Doğukan: _____ do _____ eat ?

Cow: Plants

Prepared by: Batuhan and Doğukan

Figure 23. Animal theater worksheet
Obtained from: (Soltysiak, 2016)

CLASS ACTIVITY 8. **Charades on Zoom Call**

Figure 24. Playing charades

Obtained from: (TEC TV, 2020)

Each player takes a card on which is written the name of a book, movie, series, song, word, phrase or action that they have to represent. The challenge is that he cannot speak or make noises, only mimic.

It is a good game to improve understanding of words or situations in English, as well as to improve communication with others. When you discover the word that you have to represent, you have to think carefully about the best way to do it and make an effort so that your colleagues discover it.

These types of games are ideal for practicing English, it also increases creativity, strengthens social skills and encourages teamwork.

CLASS ACTIVITY 9. **Human body life size poster**

Learning the human body by using crafts and printable worksheets

Objective: TO learn about the human body and its parts

Procedures: Look for pictures, songs, games, coloring pages and small crafts so that the class gets as close as possible to a real and fun experience. With the parts of the body we start with an action song, a song to move following the instructions.

Children love to move, especially after hours spent sitting in class, so I got carried away by the enthusiasm and prepared material to learn the parts of the body!

First Draw different parts of the body to paint on different sheets: the head, the arms, and the legs.

Then cut them and finally joined with those binders that join and at the same time leave a certain mobility. Result: some dolls that I hung on a wall and that welcomed the children every time they entered the classroom, and vice versa.

In a second moment, prepared a few flashcards to play the game 5 in the middle, 5 in the center, which consists of forming a circle and leaving 5 children in the center.

Figure 25. printable worksheet the human body
Obtained from; (Lerey, 2016)

4.5. Conclusions and Recommendations

4.5.1 Conclusions

English teachers must also get involved in the change that educating today entails and, of course, apply new technological tools in their educational practice, in order to contribute to the comprehensive training of our young people, providing them with quality educational content. Access to the Internet provides a large number of high quality educational and pedagogical materials that can be used and are available to teachers and develop students' academic performance. Consequently, learning the English language using online pedagogical facilitate its practice in a pleasant and attractive way; playful and interactive teaching.

The proposal of applying VAK learning strategy for the improvement of listening skills, according to the learning styles favors the learning of English and its motivation. Students who know their learning style have more opportunities to choose correctly the activities that favor their learning, increasing their autonomy and motivation, this was evidenced when students who had never reflected on what their predominant learning style was, when they knew it (learning style auditory) expressed enthusiastically that from now on they would listen to songs and programs in English to improve their learning.

Motivation for doing exercises from the internet depends largely on the commitment of the teacher. This fact was evidenced during the interview with the students who expressed that if the teacher does not demand compliance with them, they do not carry them out. Therefore, only teachers committed to academic improvement processes can achieve a change of attitude on the part of students in the interests of academic excellence. The optimization of the technological resources would contribute to the achievement of the objectives of this didactic proposal the experience obtained during the realization of this research. Through the didactic guide with VAK learning activities, students will be able to improve their level of English according to their way of learning it; either in an auditory, visual or kinesthetic way.

4.5.2. Recommendations

Learning styles are constructs which affect the way of learning and teaching, therefore it is necessary to take them into account when planning, executing and evaluating classes. In relation to teachers and students who are in practice, it is necessary to update them, thus improving the chances of success of their students, in the teaching and learning process. It is necessary to provide knowledge about styles, as well as to model the learner, as a future teacher in the strategies, taking into account the characteristics of the audience, in this way they can consider the usefulness, through experience.

Teachers in their daily work should use didactic material with real visual and auditory representations that are closely related to the topic discussed (house, parts of body, simple present, regular verbs) and that strengthen learning as well as the appropriate use of spaces and moments where different situations of dance, play, dramatization are generated and be used significantly in the classroom.

Both teachers and directors of the institution must participate in training for the acquisition of contemporary teaching-learning methodologies, especially the one offered by neuro-linguistic programming with the VAK Model and thus make better use of the information reception channels, increasing the level of English of their students.

The use of the didactic guide model developed in this project and based on the VAK Model is suggested, which takes into account the different learning styles of English, for classroom work, which is based on various activities that promote the model

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Annex 1 Survey to teachers

Objetive: To get information related to VAK learning styles and listening skills development in seventh grade students in an institution in north of Guayaquil, school year 2020 – 2021. Write an "x" in the box according to your opinion.

PREGUNTAS	Never 1	Rarely 2	Sometimes 3	Frequently 4	Always 5
1. How often do you usually make drawings, charts, graphs to explain your class?					
2. Is there a permanent students' participation as to develop listening skill??					
3. Do teachers reinforce students' listening skill through individual or group assignment?					
4. Do listening activities allow students to express their ideas, emotions, or opinions?					
5. Applying fun methodological strategies allow students to solve problems with creativity					
	Strongly disagree 1	disagree 2	indifferent 3	Agree 4	Strngly agree 5
6. Do you consider effective to use only activities from the book as to enhance listening comprehension?					
7 Does dynamic body movements allow students to have an efficient English language learning?					
8. Do gestural language activities support students to develop their English language and communication with their peers and teachers?					
9. Do visual aids enhance the ability to learn the English language and strength their short and long term memory?					
10. Teaching English through songs, rhymes, stories and games are useful to catch the students attention					

(Mejía & Moyano, 2020)

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 2 Survey to students

Objetive: To get information related to VAK learning styles and listening skills development in seventh grade students in an institution in north of Guayaquil, school year 2020 – 2021. Write an "x" in the box according to your opinion.

PREGUNTAS	Never 1	Rarely 2	Sometimes 3	Frequently 4	Always 5
1. Do you understand easily when listening activities are carried out in class?					
2. When the teacher speaks in English, do you understand the topic being discussed?					
3. Do teacher make illustrations, or audiovisual aids to reinforce the teacher's oral explanation?					
4. Do teachers uses listening teaching materials such as DVDs, tape recorders, songs, conversations among others in class?					
5. Are you motivated to actively participate in English classes?					
6. Fun listening activities are performed to achieve a dynamic English language learning					
7. Do group activities allow you to interact with your partners and practice your English language?					
8. Do teachers use pedagogical virtual resources for the development of English classes?					
9. Do teachers use body language, dance, music, visual aids, and games in order to improve listening skill?					
10. Do you enjoy learning English by drawing, making diagrams or charts and watching videos?					

(Mejía & Moyano, 2020)

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Annex 3. Observation worksheet A (Rubric)

Objetive: To get information related to VAK learning styles and listening skills development in seventh grade students in an institution in north of Guayaquil, school year 2020 – 2021. Write an "x" in the box according to your opinion.

Course		Teacher	
Date		Observer	
Time			

| Items to observe		Assessment criteria					Observation
I	**Facilitate and encourage student's participation**	**Always**	**Frequently**	**Occasionally**	**Hardly ever**	**Not been oberserved**	
1	The general attitude of the teacher favors good communication with the students						
2	The instructions for carrying out the activities are clear and precise						
3	Promotes participatory learning in its students						
4	It draws on students' previous experiences either in academia or in everyday life						
II	**Demonstrate group mastery**	**Always**	**Frequently**	**Occasionally**	**Hardly ever**	**Not been observed**	**Observation**
	Has adequate group management						
	Reacts positively to an element that hinders the normal development of the class						
	A good organization of the class is manifested with a harmonic development of						

|		Siempre	Generalmente	Ocasionalmente	Casi nunca	No observado	
	the different instances and consideration of time						
III	Employs pedagogical methodology, means and strategies effectively	**Siempre**	**Generalmente**	**Ocasionalmente**	**Casi nunca**	**No observado**	
	Use initial motivation strategies.						
	Applies pedagogical resources for learning visually through concept maps, graphics, flashcards, etc.						
	Applies pedagogical resources for learning in a kinesthetic way such as games.						
	Apply pedagogical resources for auditory learning such as CD player, Tv, Videos etc.						
	Make references to previous learnings						

(Mejía & Moyano, 2020)

Annex 4. Interviews

Picture 1. Interviewing the Teacher by Daniela Moyano
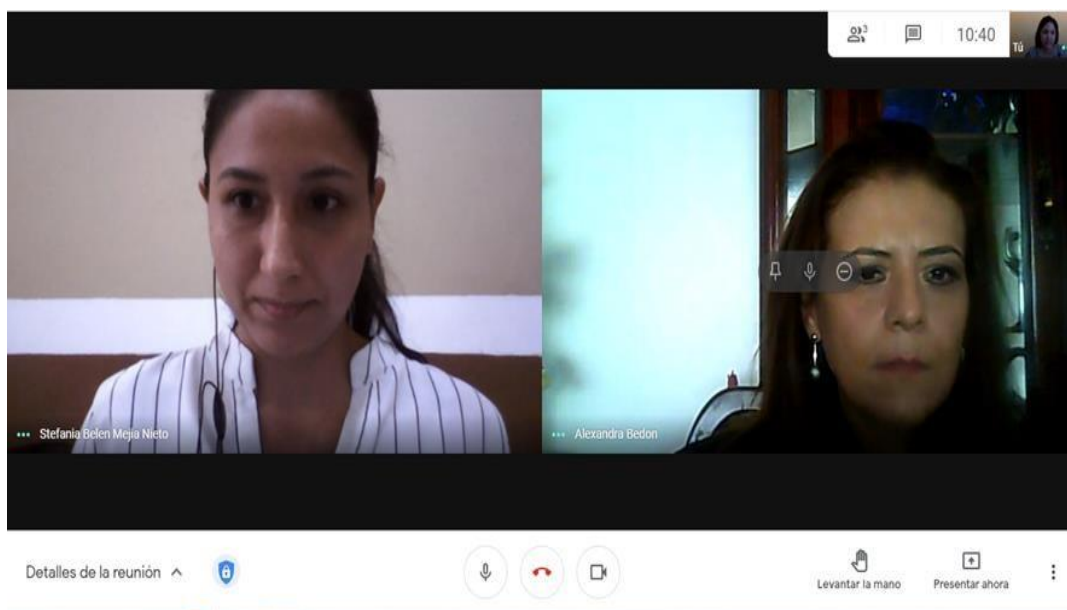
Picture 2. Interviewing the Teacher by Stefanía Mejía
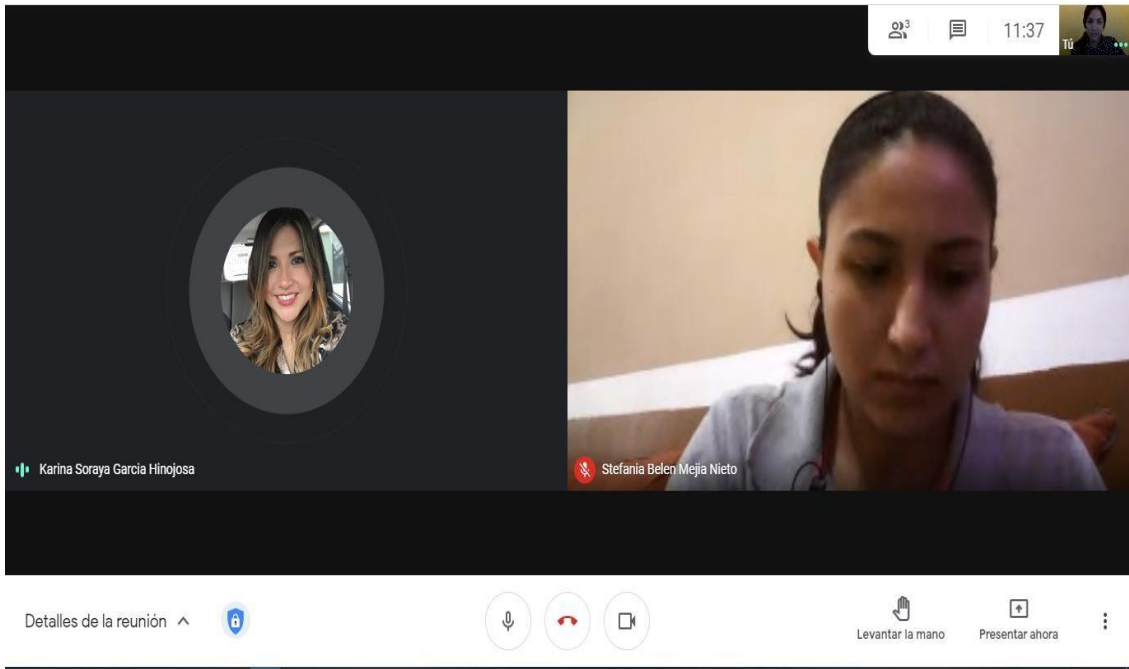
Picture 5. Interviewing the school principal by Stefanía Mejía

Picture 6. Interviewing the school principal by Daniela Moyano