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***ACTIVITIES FOR THE ACQUISITION OF ENGLISH AS A
FOREIGN LANGUAGE CONSISTENT WITH DIFFERENT
LEARNING STYLES***

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**"Your aspirations are your possibilities."
Samuel Jonson**

ABSTRACT

The present research is a non-experimental descriptive one which aims to determine the different learning styles of students of the Teaching English Programme at Bío-Bío University in order to select, adapt and create activities according to the learning styles. For fulfilling this purpose, a questionnaire to identify learning styles was applied to the subjects of the investigation and the results were tabulated to determine the students' predominance. These demonstrated that most students have a mixture of learning styles. Accordingly, activities for developing the four skills in the learning of a second language were created.

Key words: learning styles-teaching and learning activities-predominance-selection-skills-consistency.

RESUMEN

El presente trabajo es una investigación no experimental descriptiva, la cual tuvo como objetivo identificar los diferentes estilos de aprendizaje de los estudiantes de la carrera de Pedagogía en Inglés de la Universidad del Bío-Bío y de esta forma seleccionar, adaptar y crear actividades congruentes a los estilos de aprendizaje. Para lograr este objetivo se aplicó un cuestionario sobre estilos de aprendizaje. Los resultados se tabularon para determinar la predominancia de éstos en los sujetos. Los resultados demostraron que la mayoría de los estudiantes poseen una mezcla de estilos de aprendizaje. De acuerdo a estos resultados se crearon actividades para desarrollar las cuatro habilidades lingüísticas.

Palabras claves: estilos de aprendizaje- actividades de enseñanza aprendizaje- selección- habilidades lingüísticas-congruencia.

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INTRODUCTION

There must be discipline and clear objectives in the acquisition of a second language. There are hundreds of students who understand almost nothing of this language. However, there are many techniques that help students to learn English. The present research is focused on teaching-learning activities and learning styles, which are fundamental aspects in the learning of English as a foreign language.

According to the current educational landscape, the connection between the student, the teacher and the instruments used to teach English are essential and these aspects must be in conformity with the students' learning styles. Nowadays this relation is weak and that is one of the reasons why a vast amount of students do not know how to connect themselves with the English language. So it is crucial to implement a close relationship between teacher and students.

Knowing this information, teachers should try to build better relationships with students, in order to know the students' learning styles. This may help to establish a balance between the teachers and the students' work.

As there is a growing concern about improving the teaching-learning process, several researchers have explored the area of the learning styles. From their investigations, it is possible to create different models of teaching-learning activities consistent with the styles that a certain group of students may have.

Based on some pieces of research done by Catalina M. Alonso et al (1994) it can be said that all students have different study methods, they do not acquire knowledge in the same way. Because of this, the study of learning styles is necessary to create activities for making students feel comfortable according to their styles. Through the years different explanations and definitions of these styles have been given, however, the majority of people agree that there are internal, predominant characteristics which influence the way people perceive, remember and think. It is also important for future teachers to understand and clarify the significance these variables have in education and in English language acquisition, since it will be the work of the future teachers to give an education of quality to students and fight for achieving a significant learning in their students.

The theoretical frame is organized on the basis of learning styles' definitions propounded by the different authors that support the work of the present seminar. Different theories and approaches will be also analysed. This seminar will refer mainly to Catalina M. Alonso, Domingo J. Gallego and Peter Honey (1994) in their book about learning styles: *“Los Estilos de Aprendizaje, procedimientos de diagnóstico y mejora.”*

As well as working with other authors that had also conducted deep investigations into learning styles, such as Karina L. Cela Rosero (2008) who carried out *“Los Estilos de Aprendizaje y sus Implementaciones en la Educación”* and David Kolb (1984) that set out the *“Learning Style Typology.”* It also makes some references of

the representation system and the characteristics of visual, auditive and kinaesthetic (VAK) representation system.

Finally, and regarding the learning styles, a classification will be done and characteristics about them will be mentioned. The purpose of this classification is to have a clear and concrete idea of how styles work for the English language acquisition as a foreign language when students' styles are determined.

On the other hand, a conceptualization of teaching methods will be presented as an introduction and contextualization of the development of the teaching-learning activities. For this purpose, the research done by Juan García Rodríguez and Pedro Cañal de León (1995) called "*¿Cómo enseñar? Hacia una definición de las estrategias de enseñanza por investigación*" will be used. Thanks to this research it is possible to reach a clearer understanding about teaching-learning activities and their classification. Likewise, José Villalobos' research (2003) will be used in the determination of some factors that influence the selection of activities. Its purpose is to help the teacher to have a clear idea about how to choose in the best way the teaching-learning activities, being aware of the students' learning styles. Among these factors are: the students, the lesson purpose, and the appropriate moment for the activity and resources implementation.

This seminar also presents a set of teaching-learning activities for the four skills that any student should develop when learning English as a foreign language

(speaking, listening, reading and writing) consistent with the four learning styles that the present work is based on (active, reflective, theoretical and pragmatic).

**CHAPTER 1:
THE PROBLEM**

1.1 THEORETICAL BACKGROUND

Varied studies have been done on the topic that will be analyzed through this investigation. Researchers, teachers, linguists, among others, have tried to understand how learning is produced and influenced and how students could achieve better results. Some of the works carried out during the last years on this topic; *learning styles* and *second language acquisition* will be presented.

Several studies about learning styles have come up. One of these studies analyses the learning styles considering the organization of the information in the brain. The brain is divided into two hemispheres, the logic and the holistic one; students think according to the brain hemisphere they use predominantly. Each hemisphere has its associated abilities. In 1976, after studying the pieces of research about the brain by Roger Sperry, MacLean de Paul, José Bogen and Michael Gazzanaga, Ned Hermann developed the Whole Brain Model, which is made up by four distinct and specialized structures. These structures or quadrants are the result of the interconnection between the left and right hemisphere and the limbic and cortical brains. The four quadrants represent four different ways for operating, thinking, creating, and learning. In 1979, after many tests, he developed the Hermann Brain Dominance Instrument (HBDI), a valid self-assessment that allowed individuals to understand their own thinking style preferences. Pablo Cazau (2005)

Other studies are devoted to analysing the learning styles according to the selection of information. Students learn using different types of representations;

some of the classifications they receive are visual, auditory and kinaesthetic. In 1984 David Kolb, an American educational theorist, stated the Learning Style Typology, which is based on his Experimental Learning Model. Kolb's model assumes that in order to learn a person needs to work and process the received information. His Typology consists of four Learning Styles: Divergent, Assimilative, Convergent, and Accommodative styles. Students learn effectively when they are taught according to their predominant learning style.

Some years later, Joy M. Reid (1987), successfully designed, proved and used an instrument called "Perceptual Learning-Style Preference Questionnaire". This instrument was used to identify the learning style preferences of 1388 students (154 native speakers and 1234 non native speakers) from 93 countries, 29 different study areas and 52 different linguistic backgrounds. The questionnaire showed how learning styles differed from one student to another and analysed the factors that influenced those differences, such as mother tongue, age and gender.

Reid (1987) also did a study called Learning Styles: Issues and Answers, learning styles in the ESL/EFL Classroom. In this study she determines the students' learning styles; she points out that "learning styles are personal characteristics with an internal base". She also states that they "are not always perceived or used in a conscious way by the students and constitute the foundation for the processing and understanding of the new information". (pp. 3-34).

In the present decade, the influences and the effect of learning styles have on students are constantly studied. In 2006, Laura Hernández Ruiz carried out an

exploratory-descriptive research to identify the predominant cognitive, sensory and affective learning style in a representative sample of English language students of Centro de Enseñanza de Lenguas Extranjeras (CELE) of Universidad Nacional Autónoma de México (UNAM).

She applied three different instruments to achieve her aim. The results of each test were analysed statistically and then the results of each battery were contrasted in order to complement and enrich the information. She suggested two hypotheses. The first one stated that differences in the students' predominant learning styles of CELE and UNAM would be shown and this hypothesis was proven. The second one stated a relation among the students' predominant learning styles and the studied differences in age, gender, scholarship level and area of study. Laura Hernández Ruiz (2006).

Eva Zanuy Pascual (2007) conducted a research for her PhD thesis called *Generadores de Aprendizaje: Programación Neurolingüística (PNL) y Estilos de Aprendizaje en los libros de texto de inglés*. She states the fact that not all the students learn a foreign language; English in this case; in the same way. A specific type of explanation or exercise does not exist. Students learn in different ways because they have different learning styles and one of them is predominant. She says that students have to know their own learning style, and teachers should modify the classes, considering the diversity of learning styles students have. Teachers should be conscious when elaborating tests because certain activities could benefit some students and harm others.

Concerning second language acquisition, in this case English language, the linguist, activist and researcher in the educational field, Stephen Krashen (1985) published the book "Language Acquisition and Language Education". The highlight of this work is the explanation of the difference between acquisition and language learning. He developed five important hypotheses but "The input hypothesis and the audiolingual Method" stand out from these hypotheses. The book "Understanding Second Language Acquisition" written by Rod Ellis does not stand out for developing new hypotheses and works but for summarising and describing the main theories and investigations on second language acquisition, becoming an essential book on this topic.

In relation to the teaching and learning activities, Juan García Rodríguez and Pedro Cañal de León (1995) developed a research project called "¿Cómo enseñar? Hacia una definición de las estrategias de enseñanza por investigación." The research project presents a new approach for the definition of teaching strategies, demanding to go in depth into the teachers' activities description and the tasks that teachers and students develop along with them, moving forward some preliminary analysis and perspectives to find an appropriate definition for teaching strategies for research. This research helped to develop a catalogue of teaching activities. [Magazine: Investigación en la Escuela (1995; 25)]

José Villalobos (2003) published a study entitled "El Docente y Actividades de Enseñanza/Aprendizaje: Algunas Consideraciones Teoréticas y Sugerencias Prácticas". He focused on the importance that teaching and learning strategies have, and how teachers can implement these activities in their classrooms. In this

article, he offered a simple and short definition of teaching and learning activities. He also explored some theoretical considerations about the different categories in which teaching and learning activities can be classified. He presented three different spheres of categorisation: the cognitive, affective and psychomotor or behavioural sphere. Then, he explained the criteria for the selection of the teaching and learning activities, and finally he offered some practical suggestions of creative activities for creative teachers in practice.

Based on the previous information, the following research question is formulated as follows:

Is it possible to design classroom teaching and learning activities consistent with the different learning styles for students of English as foreign language (EFL)?

1.2 VARIABLES

- Classroom teaching and learning activities.
- Learning styles.

1.3 CONCEPTUALIZATION

TEACHING AND LEARNING ACTIVITIES:

A collection of planned actions carried out in groups or individually by teachers and students in and out of the classroom, whose main purpose is to reach the objectives of teaching. (www.uji.es, n.d)

LEARNING STYLES:

Learning styles are the cognitive, affective and psychomotor features that work as indicators, relatively stable, of the way in which students perceive, interact and answer to their learning environments. Keefe (1986) In Alonso et al (1994)

1.4 OPERATIONALISATION

Consistency between teaching and learning activities and learning styles will be observed when experts affirm that they are consistent. The students' learning style of EFL will be observed when they answer a questionnaire for determining their learning styles. The obtained results will be classified into five levels: very high preference, high preference, regular preference, low preference and very low preference.

1.5 GENERAL OBJECTIVES

1. To compile teaching and learning activities for English language acquisition as a foreign language consistent with the different students' learning styles.
2. To contribute to the knowledge of the English acquisition process as a foreign language.

1.5 SPECIFIC OBJECTIVES

1. To identify the *learning styles* of 1st and 2nd year students who are in the English teaching programme of The Bío -Bío University, in the year 2009.
2. To design *teaching and learning activities* consistent with students predominant learning style.
3. To provide classroom *teaching and learning activities* to be used by students and professors to improve their acquisition and teaching of EFL.

CHAPTER 2: THEORETICAL FRAME

2.1 LEARNING STYLES

A selection of some important comments made on the learning styles will be presented in order to have a clear idea about them.

According to Karina Cela Rosero (2008) learning is:

The set of steps a person follows to learn a specific knowledge as a concept, procedure or attitude. In the same research she argued that, learning must bring a change and an experience with it. This change could be of varied types; favourable, unfavourable, fortuitous or deliberate, while experience brings a change through the interaction among the person and the environment. (p.29)

Many investigations have been done about learning styles; and special attention should be paid to them because they constitute a fundamental point in the teaching and learning process.

Cela Rosero (2008) says that “The best understanding of the individual learning characteristics allows defining the differences of each student, so it is possible to identify the best way in which they can learn. It should be accompanied with strategies that favour maximizing the use of this resource.” (p.31)

Guild and Garger (2008) state that:

Every person has his/her own learning style. They are neutral, they are neither good nor bad styles, they are not absolute; they do not show competence by themselves, they are stable, although some behaviour patterns can vary according to the situation. Learning styles are the preferences in the use of skills; they are not skills. Therefore, these differences or preferences of styles will not be useful for determining a right or wrong way of learning, rather they will be useful for understanding, accepting and respecting the diversity of learning in the classroom, and this diversity should be met by the teacher. (p.31)

It is essential that careful consideration be given to the contents presented in the classroom, the didactic or the assessment, but also, and more important the role given to the inborn diversity of the learners. Referring to this, Oscar Soria (2002) in Cela (2008) states that:

Teachers worry more for teaching their class rather than organizing the learning of the student. We do not consider it important to know how students learn and how to adapt our teaching to the heterogeneity of the types, learning styles and intelligences. We consider that what we teach is equivalent to what they learn (teaching=learning). Unfortunately, this symmetry does not have a base. We forget the teaching of the old saying: “from the plate to the mouth the soup falls.” (p.48)

Summarizing, each individual has his/her own learning style (s) or preference (s), different from others. This helps to identify more suitable means and strategies for facilitating the learning. Although they are relatively steady, learning styles can change and be different in different situations; they are susceptible to improvement and when students are taught according to their own learning style, learning becomes more effective.

A learning style is “the way in which eighteen different elements, coming from four basic stimuli affect the ability a person has to absorb and retain.” R. Dunn, K. Dunn, G. Price (1979) in Alonso et al (1994, p.45)

This is a descriptive definition adapted to the same taxonomy these authors propose. Critics against this definition insist on pointing out the lack of the intelligence element. On the other hand, the sponge metaphor- absorb and retain- forgets important learning aspects, such as analysing and generalising.

Learning style is “the educational conditions under which a student is in the best position to learn, or the best structure a student needs to learn better.” Hunt (1979) in Alonso et al (1994, p.46)

To Hunt (1979), it is the conceptual level that characterises the learning style of the student. The conceptual level is “a characteristic based on theories of personality development, it describes the person in a hierarchy of increasing development of the conceptual complexity, inner responsibility and independence.” (p.46)

These definitions do not describe how a student learns, they just point out the structure they need to learn.

Learning style is *“simply the cognitive style a student shows when he/she faces a learning work.”* Schmeck (1982) in Alonso et al (1994, p.46)

By contrast Gregorc (1979) in Alonso et al (1994) states that learning style consists of *“different behaviours that work as signs of the way a person learns and adapts himself to his environment.”* (p.46)

He also provides clues on how a person’s mind works: *“Learning style is a consistent way of answering and using the stimulus in a learning context.”* Claxton and Ralston (1978) in Alonso et al (1994, p. 46)

Learning style is *“the particular set of behaviours and attitudes related to the learning context.”* Riechmann (1979) in Alonso et al (1994, p.46)

Learning styles *“show the natural significance in which a person understands themselves, the world and the relation among them in an easy, effective and efficient way.”* Butler (1982) in Alonso et al (1994, p.46)

He also defines it as a *“distinctive and characteristic way a student gets close to a learning project or episode, whether it includes or not an explicit or implicit decision on his own.”* Butler (1982) in Alonso et al (1994, p.46)

Learning styles are *“the peculiar ways a person processes the information, feels and behaves in learning situations.”* Smith (1988) in Alonso et al (1994, p.47)

Kolb (1984) in Alonso et al (1994) includes the learning style concept in his Experiential Learning Model and describes it as *“certain abilities for learning that are highlighted over others, as a result of the hereditary apparatus of the own vital experiences and the demands of the current environment.”* (p.47)

We get to solve in a characteristic way the conflicts among the active and the reflective being and among the immediate and the analytic one. Some people develop minds that stand out in the conversion of uneven facts in logical theories. However, these people are incapable of deducing hypotheses from their theory, or they are not interested in doing it. Other people are logic genius, but it is impossible for them to dive in an experience and devote themselves to it. Kolb (1984) in Alonso et al (1994, p. 47)

On his work Curry (1983) in Alonso et al (1994) found that *“one of the main obstacles for the progress and application of the learning theories on the educational practice is the confusion on the definitions and the varied behaviour prospects that try to predict the learning style models.”* (p.48)

From this point of view, one of the clearest and tighter definitions is the one suggested by Keefe (1988) in Alonso et al (1994) who says that *“Learning styles are the cognitive, affective and physiological features that work as relatively steady*

signs of the way students perceive, interact and answer to their learning environment.” (p.48)

From all the types of learning styles investigated, the present seminar will be focused principally on those defined by P. Honey and A. Mumford (1994), which are active, reflective, theoretical and pragmatic. They stated clear and specific descriptions of them and also developed an easy to apply instrument to identify these four learning styles.

2.2 THEORIES AND APPROACHES OF THE LEARNING STYLES

David Kolb (1984) states that effective learning takes place when people work with four categories: experience, reflection, conceptualization, and action; however, people tend to work in just one of these categories. Because of that, each one has one or two predominant learning styles: active, reflexive, theoretical and pragmatic. This predominance depends on the individual preference. Kolb (1984) in Cela (2008, p.33)

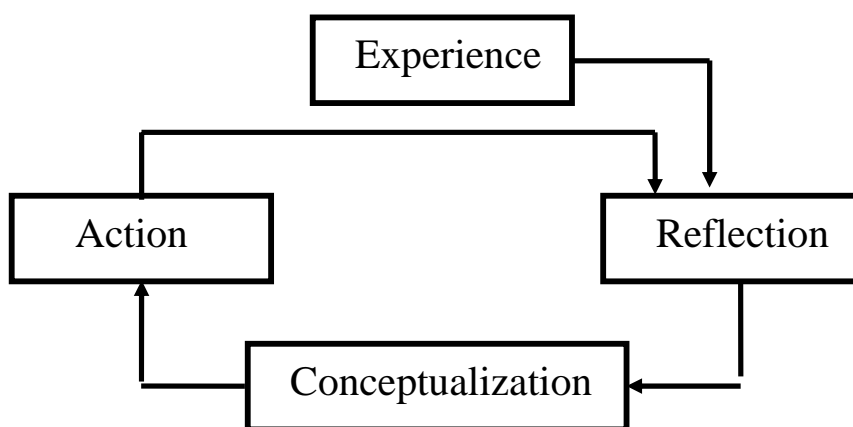


Figure 1: Kolb's Experiential Learning Model

First Phase: Experience helps to identify individual differences in the way of learning. Essentially, the idea is to allow students to explore their own learning style. Kolb (1984) in Cela (2008, p. 34)

Second Phase: Reflection allows for appreciating the way in which teaching and learning are related to the concept of learning style. Kolb (1984) in Cela (2008, p. 34)

Third Phase: Conceptualization refers to the abstract conceptualization of the Experiential Learning Model. Understanding why learning styles are used in education is to reach a metacognitive knowledge of one's learning style, reaching a phase of appropriation. In other words, this phase allows students to ask themselves how and under which circumstances they learn better. Kolb (1984) in Cela (2008, p. 34)

Fourth Phase: Action means that students start using a learning style consciously. For achieving this phase a pedagogical situation is planned, which includes their own or other learning styles. Kolb (1984) in Cela (2008, p. 34)

Based on the previous model, (Kolb in Cela Rosero et al 2008) states four learning styles: convergent, accommodator, assimilator, and divergent. These are the results of the possible combinations according to the predominance of each dimension. (p.34)

Convergent style: It is characterized by favouring the abstract conceptualization and active experimentation. Convergent learners control their emotions, feel pleased doing technical activities or solving problems, and prefer activities in which they are in contact with other people. Kolb (1984) in Cela (2008, p. 34)

Divergent style: It is characterized by favouring the concrete experience and reflexive observation. They show interest in people of their environment, and are able to see things from different perspectives. Kolb (1984) in Cela (2008, p. 34)

Assimilator style: An assimilator favours the abstract conceptualization and reflexive observation. He/she is inclined to concepts, to create models and appreciate coherence. Kolb (1984) in Cela (2008, p. 35)

Accommodator style: He/she favours the concrete experience and active experimentation. They like being involved in new experiences and solving problems through trial and error. Kolb (1984) in Cela (2008, p. 35)

2.3 LEARNING STYLES AND THE SENSORIAL CHANNELS THEORY

Learning styles are influenced by many factors. One of the most important is the way in which the person selects and represents information. Students select the information they are receiving according to their interests. For example, it is easier for them to remember their birthday than any other day. On the other hand, the way in which they receive the information is also important. Generally, most

students tend to fix on visual and auditive information; others, in the information they receive through other senses. Paying attention to a specific kind of information seems to be directly related to the way in which information is remembered. (Aprender a Aprender, n.d.)

When one remembers something, it does not mean he/she brings back a stored recording of the information, but one creates a representation of what they wanted to remember through different pieces of information. When the attention is focused on visual information, this facilitates a rebuilding of the visual information in the mind. In other words, it is easier to represent what is known visually. (Aprender a Aprender, n.d.)

Aprender a Aprender (n.d) homepage states that there are three systems to represent the information: Visual, Auditive, and Kinaesthetic representational systems. The visual representational system is used when abstract (numbers and letters) and concrete images are remembered. The auditive representational system is the one that allows hearing voices, sounds, and music in the mind. When a conversation is remembered, or the voice of a person talking on the phone is recognized, the auditive system is being used. Finally, when the flavour of a food, or the feeling produced by a song is remembered, the kinaesthetic representational system is being used.

Most people use the representational system at an uneven level, giving more emphasis to one than others (Aprender a Aprender, n.d.). It is important when

someone uses one representational system more than the others, because of two reasons:

- The more a representational system is used, the more developed it is.
- The representational systems are not neutral. They have different characteristics on every person.

2.3.1 REPRESENTATIONAL SYSTEMS

The representational systems are developed when people use them. Students, who are used to selecting a specific kind of information, will absorb it with no problem. From another point of view, students who are used to ignoring the information received through a specific channel will not learn it because they are not used to paying attention to that source of information. Using a system more than the others implies that there are systems which are less used, and as a consequence, they will have a different level of development. (Aprender a Aprender, n.d.)

The representational systems are not neutral. Remembering images is not the same as remembering sounds. Each representational system has its own characteristics and rules to operate. They are not good or bad, but it could be said that they are more or less efficient to carry out specific mental processes. (Aprender a Aprender, n.d.)

Each system has its own characteristics and it is more efficient in one field than in others. The behaviour of the students in the classroom will change according to their preferences of representing the information. (Aprender a Aprender, n.d.)

2.3.2 CHARACTERISTICS OF THE VISUAL, AUDITORY AND KINAESTHETIC (VAK) REPRESENTATIONAL SYSTEMS

Visual Representational System

According to Aprender a Aprender (n.d.) homepage, when thinking about images (for example, to visualize the page of the book containing the information you need) the mind can recall a lot of information at the same time. For this reason, the students who use this representational system have no problem to quickly absorb huge amounts of information. In addition, visualizing helps to establish a connection between different concepts or ideas.

When students have problems in connecting two concepts, most of the time, it is because they are processing the information through the auditive or kinaesthetic system.

The ability to abstract is directly related to the ability to visualize, as well as the ability to plan. The students considered as visual, learn better when they read or look at the information. For example, during a speech, they will prefer to read the

photocopies or transparencies instead of listen to the oral explanation or they will take notes to have something to read. (Aprender a Aprender, n.d.)

Auditive Representational System

When using the auditive representational system the information is remembered in a sequential and organized manner. For example, in a test, a student who visualizes in his mind the page of the book, will be able to go through one point to another without wasting time, because he is looking at all the information at the same time. However, auditive students need to hear their mental recording step by step. Students who memorize the information using the auditive representational system do not know how to go on if they forget a word. This is similar to cutting the tape of a cassette. On the contrary, visual students that forget a word do not have problems, because they are still visualising the rest of the text or the information. (Aprender a Aprender, n.d.)

The Auditive system does not allow relating or elaborating abstract concepts as easy and fast as the visual system does. Nevertheless, it is essential in the learning of languages and music. Auditive students learn better when they receive oral explanations, and when they talk or explain the information to another person. (Aprender a Aprender, n.d.)

Kinaesthetic Representational System

The kinaesthetic representational system is used when the processed information in the mind is associated to a sensation or movement of the body. This system is naturally used when learning a sport, but it is also used in many other activities. For example, many teachers comment that when they correct their students' exercises, they notice physically if something is wrong or right; or they get physically uncomfortable by their grammar mistakes. Typing is another example of kinaesthetic learning. People who are good at typing do not need to look at the keyboard to find each letter. Indeed, if they are asked where a word is, it could be difficult for them to give an answer but, their fingers know what they have to do. (Aprender a Aprender, n.d.)

Learning by using this system is a slow task. The kinaesthetic representational system is slower than the other two systems. To learn how to type is more difficult than learning by heart the list of the letters and symbols of the keyboard. Kinaesthetic learning is also abiding. You can learn a list of letters and forget it the next day, but once you have learnt how to ride a bike, you never forget it. When you learn something through the body, with the muscular memory, it is very difficult to forget. (Aprender a Aprender, n.d.)

As a result, students who prefer to use the kinaesthetic system need more time to learn than the rest of the students. Because of this, they are slow. It has nothing to do with their intelligence but with their different learning style.

Kinaesthetic students learn by doing things, such as laboratory experiments or projects. These kind of students need to be in motion. When they study, they usually walk or move to and fro in order to satisfy this necessity of movement. In the classroom, they will look for any excuse to stand up and be in motion. (Aprender a Aprender, n.d.)

Students prefer one representational system over another. Teachers also have their own style to teach, and this is reflected in the way they use the different representational systems. Most of them tend to overuse a representational system.

Generally, any kind of learning style can be found in any group of students. The learning process will be easier if the learning style matches with the teaching style. (Aprender a Aprender, n.d.)

2.3.3 CLASSIFICATION OF LEARNING STYLES

In order to carry out this investigation it will be considered the learning style system developed by P. Honey and Alonso Mumford (1986) in Alonso et al (1994), and a questionnaire designed by them to classify the learning styles will be used. These

authors have done an analysis and an academic reflection on D. Kolb's theory (1984) to find out why two or more people get different results at the end of a learning process, although they are in the same learning conditions.

The answer depends on the different reactions people have when exposed to learning experiences, and how they seize knowledge. The differences are due to each individual's learning style which produces a different reaction or behaviour towards learning.

The authors mentioned previously assume a huge part of D. Kolb's (1984) theory. They insist on the circular process of learning in four stages, and the importance of learning through experience, understood by all the activities that allow learning.

They state that it would be ideal if everybody could experiment, reflect, elaborate a hypothesis, and act equally. The truth is that people are able to do one thing better than another. Learning styles will be like the internalization of a specific stage of the learning process in each person.(p. 69)

According to P. Honey and A. Mumford (1986) in Alonso et al (1994), there are four learning styles: Active, Reflective, Theoretical and Pragmatic. These respectively, represent the four key stages or learning steps of a cyclic process of learning. This classification does not have a direct relation with intelligence. (p.69)

People's learning styles are defined as follows:

a) Activists: These people engage strongly and without prejudice in new experiences. They are open-minded and carry out new challenges gaily. They live the "here and now" and love to experience new things. Their days are full of action. They think that they should try everything at least once. As soon as their excitement with something begins to fade, they start to look for another adventure. They feel excited with challenges that mean a new experience, and get bored if they have to wait a long time for something. These people are gregarious, get involved in other people's problems, and like to be the centres of attention in any activity. The characteristics of an activist are: encouraging, good at improvising, discoverer, brave and spontaneous.(p.70)

b) Reflectors: They like to ponder all their experiences and have different perspectives of them. They gather data, analysing them thoroughly in order to reach a conclusion. Their philosophy consists of being prudent, "leave no stone unturned", and looking carefully before taking a step forward. They ponder all the possible alternatives before making any movement, and enjoy watching other people's performances. They listen before speaking because they only talk when they feel confident and are in control of the situation. They create an atmosphere of distance in their relationships with others. The characteristics that a reflector presents are: sensible, conscientious (*characterized by extreme care and great*

effort), receptive, analytic and upright (*approving honest, responsible and moral*). (p.70)

c) Theorists: Theorists adapt and integrate their observations within logical and complex theories. They focus the problems in logical stages, tend to be perfectionists, and integrate the events through coherent theories. They like to analyse and summarize. When they state models, theories or principles, they are deep. From their point of view, if something is logical, it is good. They look for rational and objective things, running away from subjectivity and flippancy. The characteristics that these individuals have are: methodical, logical, objective (*undistorted by emotion or personal bias; based on observable phenomena*), critic and structured. (p.70)

d) Pragmatists: Their strong point is the practical application of their ideas. They seek and try out the positive aspects of new ideas. When they feel attraction to an idea or a project, they like to carry it out with confidence and speed. They tend to be impatient with people who theorize. When they have to make a decision or solve a problem, they are down to earth. Their life philosophy is "*it can always be better. If it works, it is good*". The characteristics presented in a pragmatist individual are: adventurous (*willing to try new or difficult things, or exciting and often dangerous*), practical, direct, efficient and realistic. (pp. 70-71)

2.4 CLASSROOM TEACHING AND LEARNING ACTIVITIES

Classroom teaching and learning activities are a set of planned actions carried out individually or in groups by teachers and students inside or outside the classroom for reaching the aims and purposes of the education.

Cooper (1999) in Villalobos (2004) stipulates that *“a teaching and learning activity is a procedure carried out in a classroom to improve the students’ knowledge.”*(p.171)

This author explains that, *“these activities are chosen with the purpose of motivating the participation of students in the teaching and learning process”*. (p.171) This explanation helps teachers to select and use an extensive range of teaching strategies to improve students’ learning. *“Classroom teaching and learning activities are the means that students undertake to learn in cognitive, emotional and/or behavioural areas”*. Cooper (1999) in Villalobos (2003, p.171).

Villalobos (2003) argues that;

Some activities are more effective when stimulating the cognitive learning whereas others seem to reach the affective level with major success. There are other activities that affect the area of behaviour in a stronger way. So the teachers may use the more suitable activities for each area. (p.171)

Keeping this in mind, it is possible to say that a classroom teaching and learning activity stimulates or engages students in a particular sphere of learning.

2.4.1 SPHERES OF CLASSROOM TEACHING AND LEARNING ACTIVITIES.

According to Cooper (1999) in José Villalobos (2003) in relation to the classroom teaching and learning activities there are three different spheres:

- **Cognitive sphere**
- **Affective sphere**
- **Behavioural sphere**

1. Cognitive sphere: the fields of learning are one way in which teachers could order the available teaching activities. Cooper (1999) in Villalobos (2003, p. 171)

Hynds (1994) and Wells (1986) in Villalobos explain that it is necessary to think which strategies are more effective to stimulate the thinking ability. They also stipulate that the strategies depend on the level of learning transference that is expected to be achieved. Mechanical or repetition learning needs activities that are used to remember memorized topics like: songs, puzzles, simple games, acrostics and other useful activities to remember.(p. 171)

Villalobos (2003) states that, the teacher should understand that these activities only allow the student to remember information. For example; remembering the words of a poem is not the same as understanding the significance of that poem. At higher levels of learning, such as recognition, the expressions in their own words, relationship and achievement levels, the teaching activities should be focused on the student. .(p. 171)

The teacher's role changes from speaking into guiding; therefore, the activities change their focus from the teacher to the student. The activities within the cognitive area may include brainstorming, small groups of discussion, case studies analysis, debates, forums, interviews, students' interactions, brief comments in pairs, discussion panels, questions and answers, unfinished stories (stories that the group must complete), short plays, dramas and conferences. Cooper (1999) in José Villalobos (2003, p. 171)

Notice that different activities require different levels of motivation to involve students. In general, the more involved students get, the higher the level of learning that is achieved. However, participation is not necessarily an activity, students can engage in a conference that stimulates high levels of thinking. Some activities force students to think through the information or to solve a problem with it (for example, the study of a case) whereas others only provide information. According to that, there are only a few options available for teachers. Cooper (1999) in José Villalobos (2003, p. 171)

2. Affective sphere: This sphere deals with the emotions, values, attitudes, beliefs and motivation. The activities that help a teacher to get into these areas generally require the use of stories. For example, many teachers use a story in their classrooms for dealing with issues such as values of society. Usually, these stories teach a moral that leads to reasoning. In these cases, the lesson requires students

to think consciously to understand the story. Cooper (1999) in Villalobos (2003, .p. 171)

It is likely that the most powerful stories to teach in this area are those that show truth Cooper (1999) in Villalobos (2008). It has been said that "one learns more from examples than from what is taught"(p. 172). The demonstration as an activity to teach an abstract concept is a clear example. Smith (1981) in Villalobos (2003, p. 172)

Smith (1981) says, "The idea is not teaching by giving more information about what is a humble person, but to demonstrate the nature of the concept and bring it to the reality. This may move students".(p.172)

Villalobos (2003) argues that, teachers can have a real impact on their students by using the area of the emotions. The activities within the emotional area include the case studies, stories, dramas, short stagings, creative writing, debates and discussions. Any activity that affects the students' heart is labelled as an activity within the area of the emotions. (p. 172)

3. Behavioural sphere: The activities within this sphere help students to change their behaviour, develop a new desirable one, learn a skill or improve a skill that already exists. Typically, these activities require a form of repetition and reinforcement to succeed, because learning new behaviours or patterns of behaviour is a process that takes place gradually over time. Most of the patterns of

behaviour and habits do not change instantly. It requires practice. Because behaviours have been geared through time, teachers must provide means by which the student can notice the progress and find a personal satisfaction and motivation with every success. Cooper (1999) in Villalobos (2003, p. 172)

Teachers will probably have to demonstrate the behaviour or skill they want their students to have (Smith, 1981) in Villalobos (2003, p. 172). Then, there should be a time for reinforcement to motivate the students' success. Sometimes, modifying behaviours becomes a matter of habit and reinforcement that turns more intrinsic than extrinsic. At this point, the reinforcement is unnecessary because the new conduct has become a habit.

However, the behaviour does not change by telling the student: "behave well during the break time". Skills are not developed by orders. Any kind of reinforcement is essential to motivate the continuity of the new behaviour. Verbal recognition and rewards are some reinforcements that wise teachers may use to support their students. Villalobos (2003, p. 172)

The activities of behaviour include examples, workshops, experiments, prizes, planned learning, being an apprentice, working in pairs, role plays, public recognition, practice sessions and support groups. Villalobos (2003, p. 172)

An investigation done by Juan Garcia Rodriguez and Pedro Cañal de León (1995) was studied with the purpose of knowing more about teaching and learning

activities. The research entitled “*¿Cómo enseñar? Hacia una definición de las estrategias de enseñanza por investigación*”, presents a new approach to define teaching strategies, which seeks to delve into the educational activities and the tasks that teachers and students develop within them. They make some analysis and preliminary perspectives to get a proper definition of the teaching strategies for investigation.

In order to set out some ideas concerning the characterization of the teaching and learning activities from the perspective of a systemic model and proposing a functional definition of the same, it will be said that, "in any teaching activity certain information is handled, from certain sources, through some specific procedures (generally associated with certain didactic means) and in connection with few goals, explicit or implicit" Cañal and others (1993) in García and Cañal de León (1995). On the basis of the previous definition a list of possible types of teaching and learning activities, taken from García and Cañal de León' work (1995), will be mentioned.

1. Oral Presentation

- Lecture
- Conference (professor, expert, students, etc.)
- Exposition with comments
- Exposition with audio-visual or written support

2. Working with Textbook or equivalent

- Read the lesson

- Underline
- Solve problems and exercises of pencil and paper
- Study

3. Questions to the Teacher

- Oral questions (on the board, brainstorming, etc.)
- Written test
- Questionnaire of previous ideas
- Approach to problems and explanatory hypotheses

4. Audiovisual

- PowerPoint
- Film

5. Bibliography

- Class Library
- City town Library
- Public or family library
- Classroom Files

6. Practical Work in Classrooms or Laboratory

- Laboratory practice
- Growing or maintenance of plants
- Breeding or maintenance of animals
- Making or elaborating objects, gadgets, etc.
- Contrast of hypotheses (Observational or experimental)
- Other practical work

7. Practical Work Outside the Classroom or Laboratory

- Urban trip
- Field excursion
- School garden
- School farm
- Contrast of hypotheses
- Other field work

8. Assembly

9. Elaboration of an Action Plan

- Selection of the objects of study
- Plan to investigate a problem
- Plan to build objects or gadgets
- Plan for the implementation of other types of activities

10. Conclusion Development

- About an activity or study
- Metacognitive reflection
- Self-evaluation

11. Drawing

12. Games

13. Written Work

- Writing
- Free text
- Report of a study
- School Newspaper

14. Oral Narration (tale, story, etc.)

15. Literary Reading

16. Song (song, music, etc.)

17. Theatre

Each of these activities, present or not in the classroom, can be developed in multiple and uneven forms, and they will be evident, particularly, through the tasks done by the students and the professor.

2.4.2 CLASSIFICATION OF THE TEACHING METHODS

When referring to the teaching methods it cannot be said that there is only one kind of classification. In contemporary didactics there is a wide variety of classifications of teaching methods and each of them is based on different criteria. When analyzing each classification there is no contradiction between them; on the contrary, it allows visualizing the teaching-learning process through its various edges. Cañedo and Cáceres (n.d. para.1)

Cañedo and Cáceres (n.d.) state that, it is almost impossible to point out a classification of the teaching methods accepted by everyone. Because of that, it is necessary that teachers know the current state of this problem. Teachers have to study in depth the theoretical knowledge and then they have to enrich their pedagogical practice. (para. 2)

Each teaching method should be selected and implemented according to the characteristics of each subject, which has its own didactics. It is also important

to consider the relationship between the other components of the teaching-learning process, as there is not an absolute and universal method; it is recommended the combination of methods, having in mind the students' particularities, the objectives and the contents to address in each class. Cañedo and Cáceres (n.d., para. 3)

Nerici (n.d.) in Hernández P. (n.d.) clarified the concept saying that *“a Teaching method is a whole of moments and techniques logically coordinated for leading the students' learning towards certain goals. The method is the one that gives a sense of unity to all the steps of the teaching-learning process.”* (para. 26)

The following classification of methods was taken from the work of Enrique Martínez and Sánchez (n.d.) who based their work on Renzo Titone and Imideo Nérici's texts (n.d.). The authors point out that when carrying out a classification of methods, it is done in a very personal way according to experience and research.

1. Methods Regarding Ways of Reasoning:

a) Deductive Method

According to Martínez and Sánchez (n.d.), this method refers to a teaching approach where the studied issue comes from the general ideas to the particular ones. The teacher presents the concepts, principles or definitions and statements that draw conclusions and consequences. It can also examine particular cases based on general submitted statements. (para. 2)

In education the deductive methods are the most commonly used. Nevertheless, it cannot be forgotten that for the learning of cognitive strategies and the creation or conceptual synthesis they are the less suitable. Martínez and Sánchez (n.d., para. 3)

This method is valid when the concepts, definitions, formulas or principles are already assimilated by the students because deductions are made from those concepts. Martínez and Sánchez (n.d., para. 4)

b) Inductive Method

A teaching approach where the studied issue is presented by means of particular cases suggesting the discovering of the general principle that prevails. This is an active method, which has led to the majority of the scientific discoveries. It is based on a global reasoning, experience, in participation and facts that make generalization possible. Martínez and Sánchez (n.d., para. 5)

It is the ideal method for achieving principles and from those principles to start using the deductive one. In this step you have the induction of topic, that is to say, from the particular ideas to the general ones. Martínez and Sánchez (n.d., para. 6)

c) Analogue or Comparative Method

A way of teaching in which the particular information presented allows making comparisons that lead to a solution by analogy. The thinking is performed only at a particular level. Without forgetting its significance in all ages, this method is essentially the children's way of reasoning. Martínez and Sánchez (n.d., para. 7)

The scientific method always needs the analogy for reasoning. Adult people usually use the analogue method when reasoning, because it is the one they are born with, the one that remains and the foundation for other ways of reasoning. Martínez and Sánchez (n.d., para. 8)

2. Methods Regarding Subjects Distribution

a) Method Based on the Logic of Tradition or on Scientific Discipline

According to Martínez and Sánchez (n.d.), it refers to a teaching approach where the information or facts are presented in a background and subsequent order. It obeys a structure of facts that goes from the least to the more complex, from the origins to the present time or just following the practice of science or subject. (para. 9)

Usually texts or books come structured in this way. Teachers sometimes have to change the traditional structure of texts in order to adapt them to students learning. Martínez and Sánchez (n.d., para. 10)

b) Method Based on Student Psychology

A way of teaching in which the order of things meets the students' interests and experiences. It adheres to the motivation of the moment and goes from the known things by the students to the unknown ones. This method fosters an updating change intending to use intuition more than the memorization. Martínez and Sánchez (n.d., para.11)

3. Methods Regarding Its Relation with Reality

a) Symbolic or Verbal Method

A teaching approach where the oral or written language is almost the only tool used in the implementation of classes. Most teachers think this is the most used method. Martínez and Sánchez (n.d.). Dale (n.d.) in Martínez and Sánchez (n.d.), makes some critiques about implementing only this method in classes, because it neglects the students' interests, hampers the motivation and forgets other means of presenting contents. (para. 13)

b) Intuitive Method

A way of teaching which tries to approach as much as possible to the reality of students. It begins with experimental activities or substitutions. The foundation of this method is the intuition principle. It does not neglect any form or activity in which students' personal experience is predominant. Martínez and Sánchez (n.d., para. 14)

4. Methods Regarding Students External Activities

a) Passive Method

It refers to a teaching approach in which the teacher's performance is more active than the students' performance. They behave in a passive way. Martínez and Sánchez (n.d., para. 15)

b) Active Method

It is a way of teaching that encourages students to participate actively in classes. The method itself and the activities are what reach the students' motivation. Every teaching technique can become active as the teacher is the one who guides the learning. Martínez and Sánchez (n.d., para. 16)

5. Methods Regarding Knowledge Organization

a) Global Method

A teaching approach in which classes are made in regard to some interests that cover a group of areas, subjects or themes according to some necessities. In this method subjects are not as important as the issue discussed. When there are several teachers that take part in their specialty or support that area, it is called interdisciplinary. Martínez and Sánchez (n.d., para. 17)

b) Specialized Method

A way of teaching where the areas, themes or subjects are taught independently. Martínez and Sánchez (n.d., para. 19)

6. Methods Regarding Teaching Acceptance

a) Dogmatic Method

A teaching approach where teachers impose what they teach. Here students do not have any opinion about the subjects and cannot refuse what the teacher says. In other words, it means to learn before understanding what has been taught. Martínez and Sánchez (n.d., para.20)

b) Heuristic Method

It refers to a teaching approach in which the teacher presents the elements in order to make students discover their own learning. This method states that it is better to understand than memorizing the ideas and that it is better to discover than accepting something as the truth. Martínez and Sánchez (n.d., para. 21)

CHAPTER 3:

DESIGN

3.1 WORKING PLAN

The design of this investigation is a non-experimental descriptive research.

The objective of this research was to design classroom teaching and learning activities for English as a foreign language in consistency with the different learning styles. To achieve this objective, the predominance of the learning styles of a group of students was determined. Then, a set of teaching and learning activities consistent with the leaning styles was designed.

3.2 SUBJECTS

The subjects for this research were a heterogeneous group of forty one students of first year and thirty five of second year who attend the English Teaching Programme at the Bío-Bío University during the year 2009. The students answered a questionnaire about the learning styles which consisted in 80 questions, designed to identify their predominance.

The subjects were selected intentionally. The decision was made due to the fact that these students have little experience in the learning of the language. Also, they are the largest group in the programme so they represented the universe for the research.

3.3 INSTRUMENTS

The instrument used in this research was a questionnaire designed to identify learning styles, which was created by Catalina Alonso Garcia and Domingo

Gallego Gil, teachers of the Didactic Department of the Education Faculty of the UNED.

From a varied group of questionnaires, this one was chosen because it has been used by different educational institutions in diverse pieces of research. The instrument was taken from the book "Los Estilos de Aprendizaje: Procedimientos de Diagnóstico y Mejora" by Catalina Alonso and Peter Honey et al (1994).

The Honey-Alonso questionnaire consists of eighty short statements that must be answered in the following way: the subjects were asked to mark a + sign if they agreed with the proposition; and with a – sign if they disagreed with the proposition. This instrument defines the following styles: active, theoretical, reflective and pragmatic style. In the questionnaire there is a distribution made at random of twenty items that correspond to each of the learning styles. It is an easy questionnaire and takes no more than 15 minutes to be answered. This is neither intelligence nor a personality test and there are not right or wrong answers. (See app. 1)

In order to apply this questionnaire some modifications were done to the original version of the instrument. The vocabulary and syntax of some items were adjusted in order to make them more understandable and suitable for the Chilean way of speaking. These changes were needed because the original questionnaire was written by Spaniards, so there were some confusing phrases that had to be cleared up. The changes on the questionnaire were made on the following statements: 3-5-16-19-20-25-41-44-45-47-48-50-53-54-56-66-76 (see App. 2).

Once the questionnaire was answered, the results were tabulated. Those results were classified in five levels of preference: very high, high, moderate, low and very low.

3.4 INFORMATION GATHERING

To collect the information for this research the final version of the questionnaire was applied in May of the present year in Chillán at campus La Castilla of Bío-Bío University.

In the implementation day students were prompt to participate in this research, they did not have any problem for answering the test. They were very helpful at taking the test seriously and answering it responsibly. Before delivering the test to students an explanation of the reasons why they were asked to take this questionnaire was given. Then, they listened carefully to the instructions that were also written on the whiteboard and on the questionnaire.

Questionnaires were checked, the results were tabulated and the information was analyzed. Then the predominance of the subjects learning styles was determined.

After the information was analysed, there was a design and selection of classroom teaching and learning activities (CTL) consistent with the learning styles according to their predominance.

There were some learning styles more predominant than others but the decision made was to select the same number of activities for each learning style.

The CTL activities were organized as follows:

	LEARNING STYLE	Reflective	Theoretical	Pragmatic	Active
SKILL	Reading	3	3	3	3
	Writing	3	3	3	3
	Speaking	3	3	3	3
	Listening	3	3	3	3

Once the compilation of activities was done, the set of activities (See Chapter 6) was sent to experts' judgement to be validated. Three experts from the staff of the Bío-Bío University were chosen. All of them have a long experience in teaching EFL. Among them there was a native English speaker from USA.

They were asked to analyse the CTL activities to determine, according to their experience, if the activities were consistent with the different learning styles. They had at least three weeks to study the set of CTL activities and give their opinions. They handed out a report explaining their analyses and opinions. (See App. 3)

Based on the experts' reports some minor changes were made to the activities. The most relevant fact in the reports is that the experts' judgements coincide that the CTL activities were consistent with the learning styles, so they are useful for the acquisition of English as a foreign language.

CHAPTER 4:
INFORMATION ANALYSIS

4.1 ANALYSIS OF THE RESULTS

Chart 1 Predominance percentage 1st year

1 st year English Teaching Programme								
Students	1		2		3		4	
1.	14	70%	17	85%	12	60%	13	65%
2.	14	70%	17	85%	13	65%	11	55%
3.	14	70%	16	80%	10	50%	8	40%
4.	11	55%	16	80%	13	65%	14	70%
5.	13	65%	17	85%	13	65%	15	75%
6.	13	65%	13	65%	15	75%	17	85%
7.	8	40%	19	95%	15	75%	15	75%
8.	8	40%	14	70%	10	50%	8	40%
9.	6	30%	16	80%	12	60%	13	65%
10.	7	35%	16	80%	13	65%	7	35%
11.	11	55%	15	75%	11	55%	10	50%
12.	10	50%	14	70%	11	55%	11	55%
13.	12	60%	14	70%	10	50%	8	40%
14.	11	55%	11	55%	15	75%	8	40%
15.	15	75%	13	65%	11	55%	10	50%
16.	12	60%	14	70%	8	40%	17	85%
17.	11	55%	17	85%	15	75%	16	80%
18.	14	70%	14	70%	14	70%	15	75%
19.	13	65%	12	60%	8	40%	7	35%
20.	8	40%	13	65%	11	55%	7	35%
21.	15	75%	5	25%	9	45%	13	65%
22.	19	95%	10	50%	8	40%	13	65%
23.	8	40%	15	75%	13	65%	10	50%
24.	14	70%	14	70%	10	50%	12	60%
25.	18	90%	9	45%	7	35%	14	70%
26.	17	85%	8	40%	17	85%	8	40%
27.	14	70%	20	100%	14	70%	15	75%
28.	12	60%	14	70%	6	30%	13	54%
29.	12	60%	15	75%	14	70%	12	60%
30.	10	50%	18	90%	14	70%	11	55%
31.	16	80%	19	95%	9	45%	5	25%
32.	11	55%	13	65%	14	70%	11	55%
33.	10	50%	16	80%	11	55%	11	55%
34.	7	35%	15	75%	10	50%	2	10%
35.	14	70%	12	60%	12	60%	14	70%
36.	9	45%	14	70%	13	65%	11	55%
37.	13	65%	14	70%	15	75%	15	75%
38.	7	35%	18	90%	16	80%	17	85%
39.	17	85%	17	85%	14	70%	12	60%
40.	14	70%	12	60%	13	65%	14	70%
41.	7	35%	14	70%	14	70%	13	65%
Average		60%		72%		60%		58%

1= Activists	3= Theorists
2= Reflectors	4= Pragmatists

Chart 2 Predominance percentage 2nd year

2nd year English Teaching Programme								
Students	1		2		3		4	
1.	6	30%	18	90%	16	80%	13	65%
2.	7	35%	18	90%	17	85%	12	60%
3.	15	75%	12	60%	7	35%	8	40%
4.	7	35%	17	85%	14	70%	12	60%
5.	4	20%	7	35%	15	75%	17	85%
6.	9	45%	19	95%	15	75%	11	55%
7.	16	80%	12	60%	8	40%	15	75%
8.	15	75%	17	85%	10	50%	16	75%
9.	9	45%	13	65%	9	45%	13	65%
10.	10	50%	14	70%	13	65%	12	60%
11.	16	80%	19	95%	19	95%	18	90%
12.	13	65%	14	70%	6	30%	12	60%
13.	12	60%	17	85%	16	80%	12	60%
14.	14	70%	11	55%	12	60%	8	40%
15.	11	55%	9	45%	11	55%	10	50%
16.	14	70%	8	40%	10	50%	11	55%
17.	15	75%	14	70%	12	60%	14	70%
18.	10	50%	16	80%	19	95%	10	50%
19.	6	30%	16	80%	19	95%	10	50%
20.	13	65%	20	100%	11	55%	14	70%
21.	7	35%	18	90%	15	75%	9	45%
22.	14	70%	18	90%	13	65%	14	70%
23.	4	20%	14	70%	17	85%	12	60%
24.	10	50%	15	75%	15	75%	14	70%
25.	15	75%	18	90%	14	70%	13	65%
26.	14	70%	16	80%	9	45%	12	60%
27.	12	60%	18	90%	11	55%	17	85%
28.	5	25%	17	85%	18	90%	15	75%
29.	8	40%	15	75%	12	60%	12	60%
30.	11	55%	15	75%	14	70%	15	75%
31.	9	45%	16	80%	13	65%	11	55%
32.	18	90%	15	75%	13	65%	14	70%
33.	12	60%	13	65%	8	40%	11	55%
34.	12	60%	13	65%	12	60%	12	60%
35.	12	60%	9	45%	7	35%	10	50%
Average		55%		74%		64%		63%

1= Activists	3= Theorists
2= Reflectors	4= Pragmatists

Charts 1 and 2. Present the number of answers given by the first and second year students of the English teaching programme. The number of answers of each learning style has its corresponding percentage. A percentage shows predominance on a learning style when it is more than or equal to 70%. When a percentage is less than 70% the student does not show predominance in that style.

SPECIFIC INFORMATION 1st AND 2nd YEAR STUDENTS

Chart 3 Learning Styles

1st year English Teaching Programme				
Student	Activists	Reflectors	Theorists	Pragmatists
1	X	X		
2	X	X		
3	X	X		
4		X		X
5		X		X
6			X	X
7		X	X	X
8		X		
9		X		
10		X		
11		X		
12		X		
13		X		
14			X	
15	X			
16		X		X
17		X	X	X
18	X	X	X	X
19	-	-	X	
20	-	-		
21	X			
22	X			
23		X		
24	X	X		
25	X			X
26	X			
27	X	X	X	X
28		X	X	
29		X	X	
30		X	X	
31	X	X		
32			X	
33		X		
34			X	
35	X			X
36		X		
37	X	X	X	X
38		X	X	X
39	X	X	X	
40	X			X
41		X	X	
Total	15	28	15	13

Style	Activists	Reflectors	Theorists	Pragmatists
Students	15	28	15	13

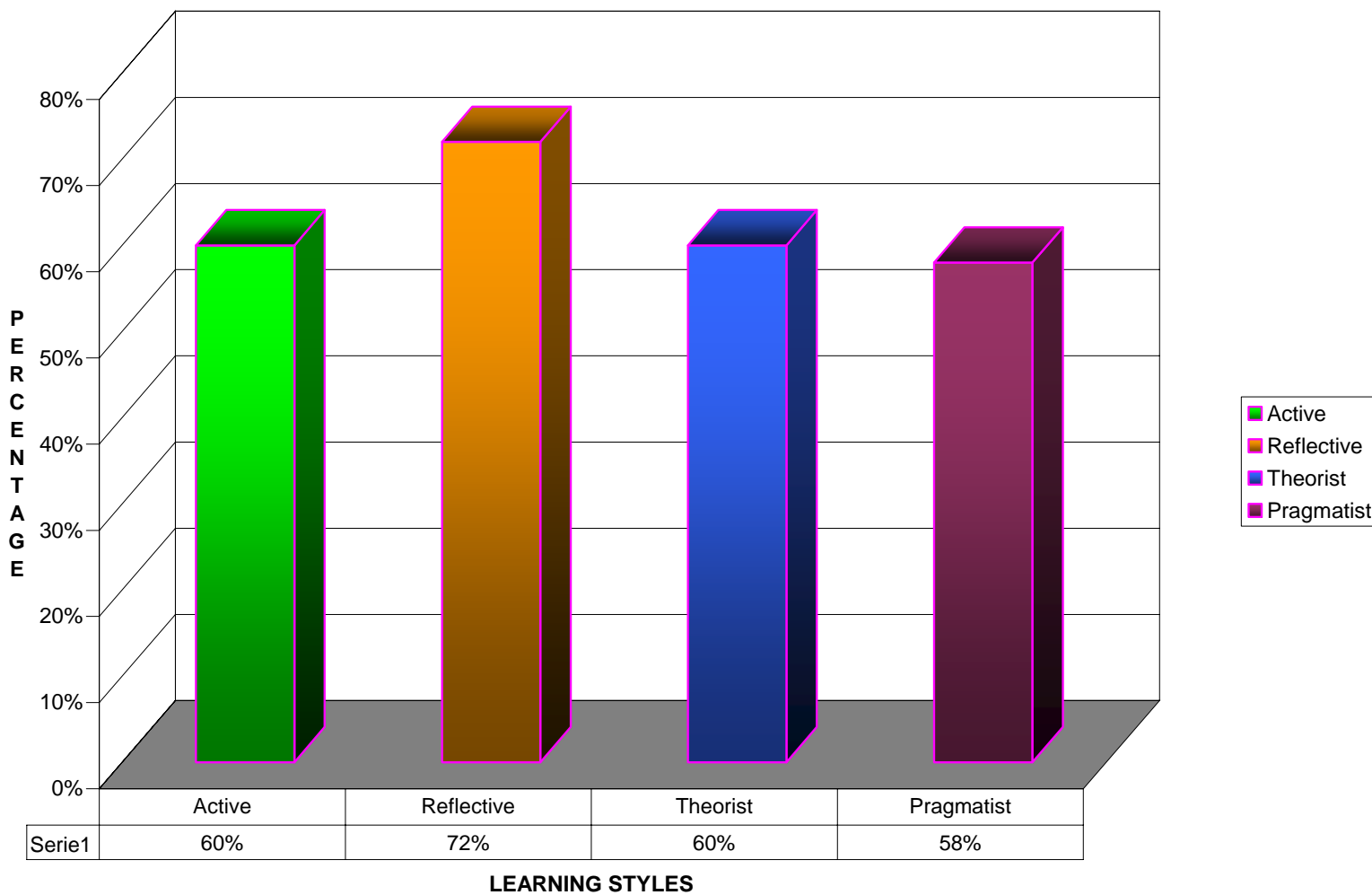
Chart 4 Learning Style

2nd year English Teaching Programme				
Student	Activists	Reflectors	Theorists	Pragmatists
1		X	X	
2		X	X	
3	X			
4		X	X	
5			X	X
6		X	X	
7	X			X
8	X	X		X
9				
10		X		
11	X	X	X	X
12		X		
13		X	X	
14	X			
15				
16	X			
17	X	X		X
18		X	X	
19		X	X	
20		X		X
21		X	X	
22	X	X		X
23		X	X	
24		X	X	X
25	X	X	X	
26	X	X		
27		X		X
28		X	X	X
29		X		
30		X	X	X
31		X		
32	X	X		X
33				
34				
35				
Total	11	25	15	12

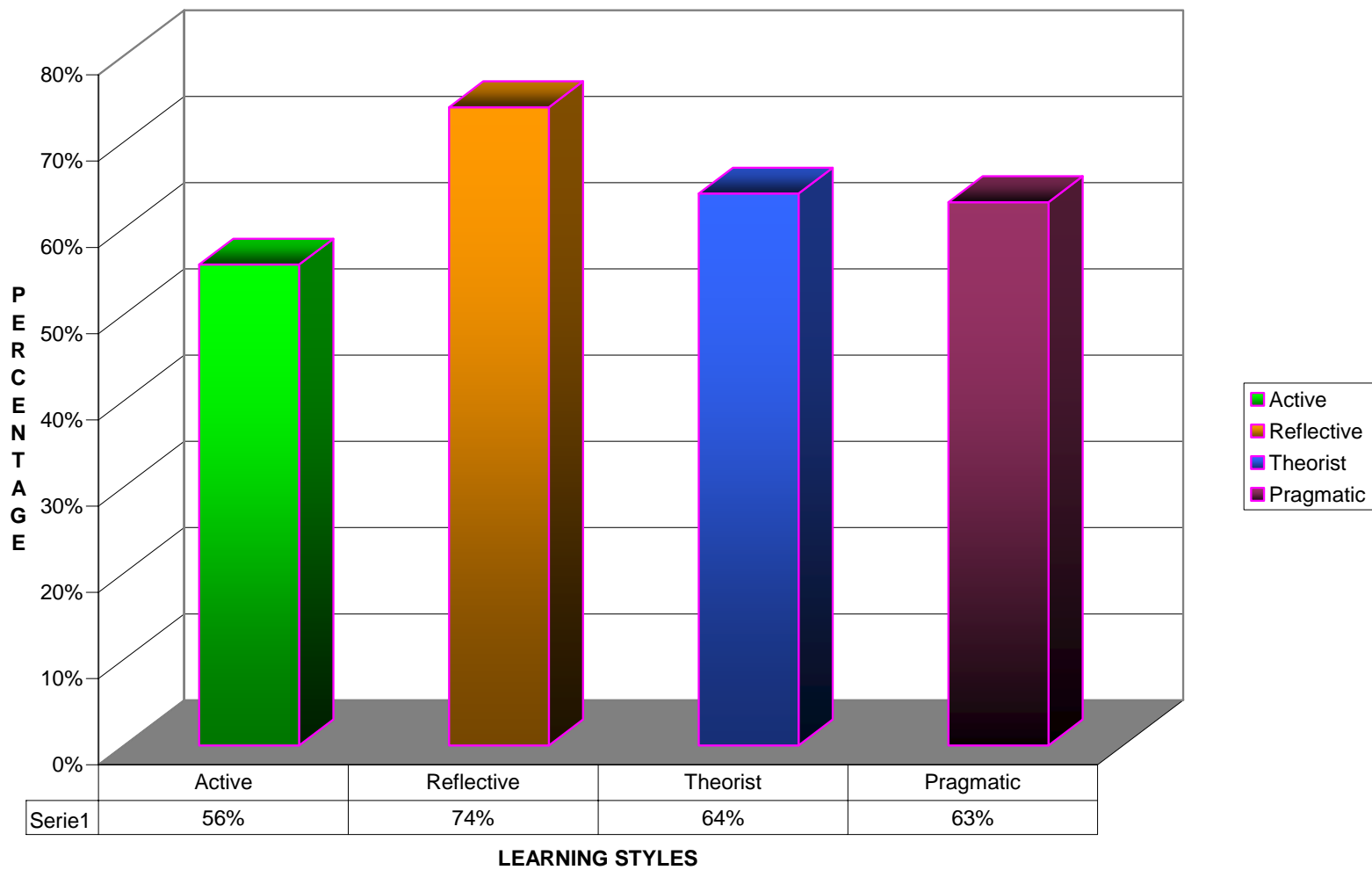
Styles	Activists	Reflectors	Theorists	Pragmatists
Students	11	25	15	12

Charts 3 and 4. This chart specifies the learning style that predominates on each student. It also gives the number of students that each style has. Moreover, it shows the combinations that these students have.

GRAPH 1: PREDOMINANCE OF 1st YEAR STUDENTS LEARNING STYLES



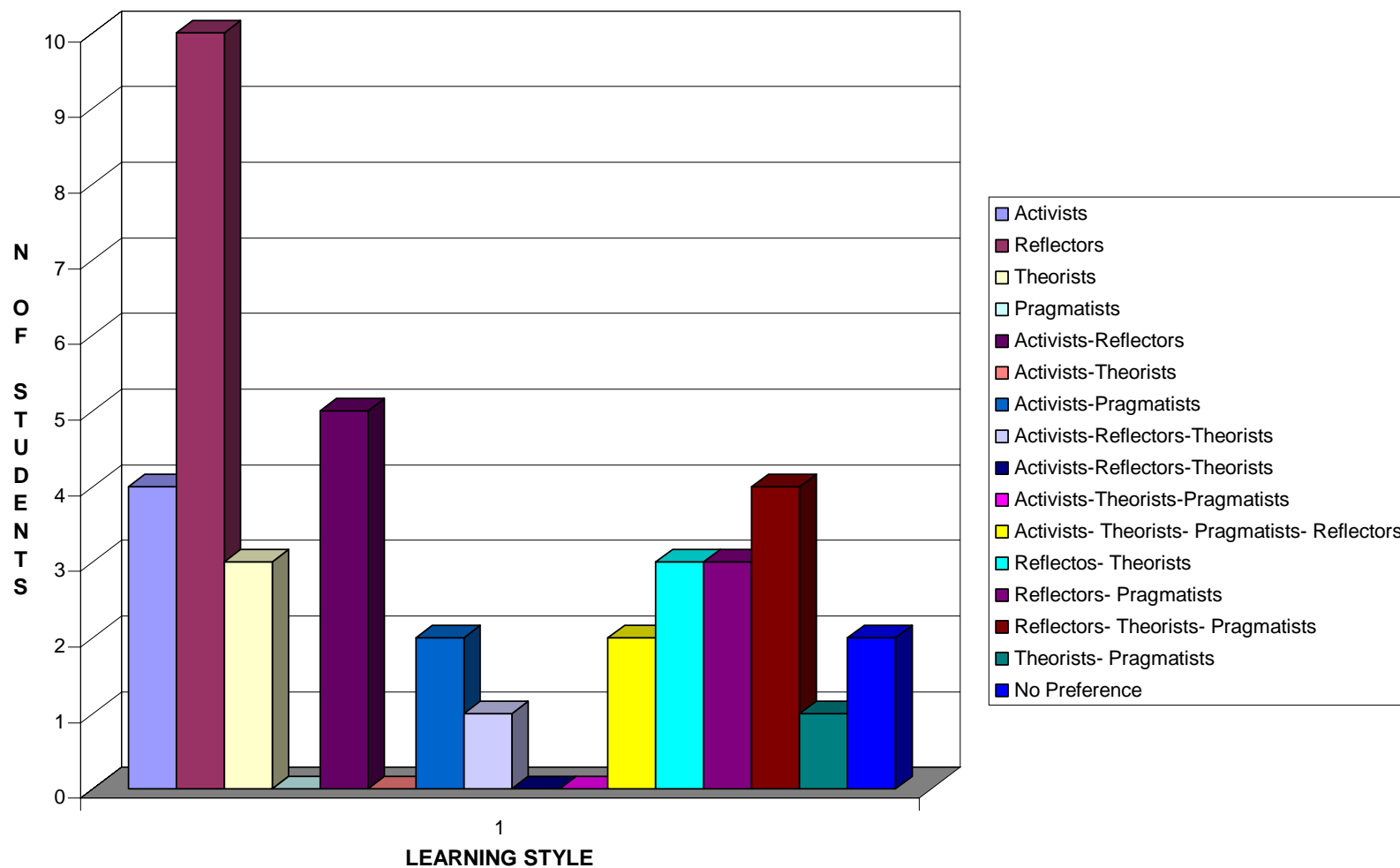
GRAPH 2: PREDOMINANCE OF 2nd YEAR STUDENTS LEARNING STYLES



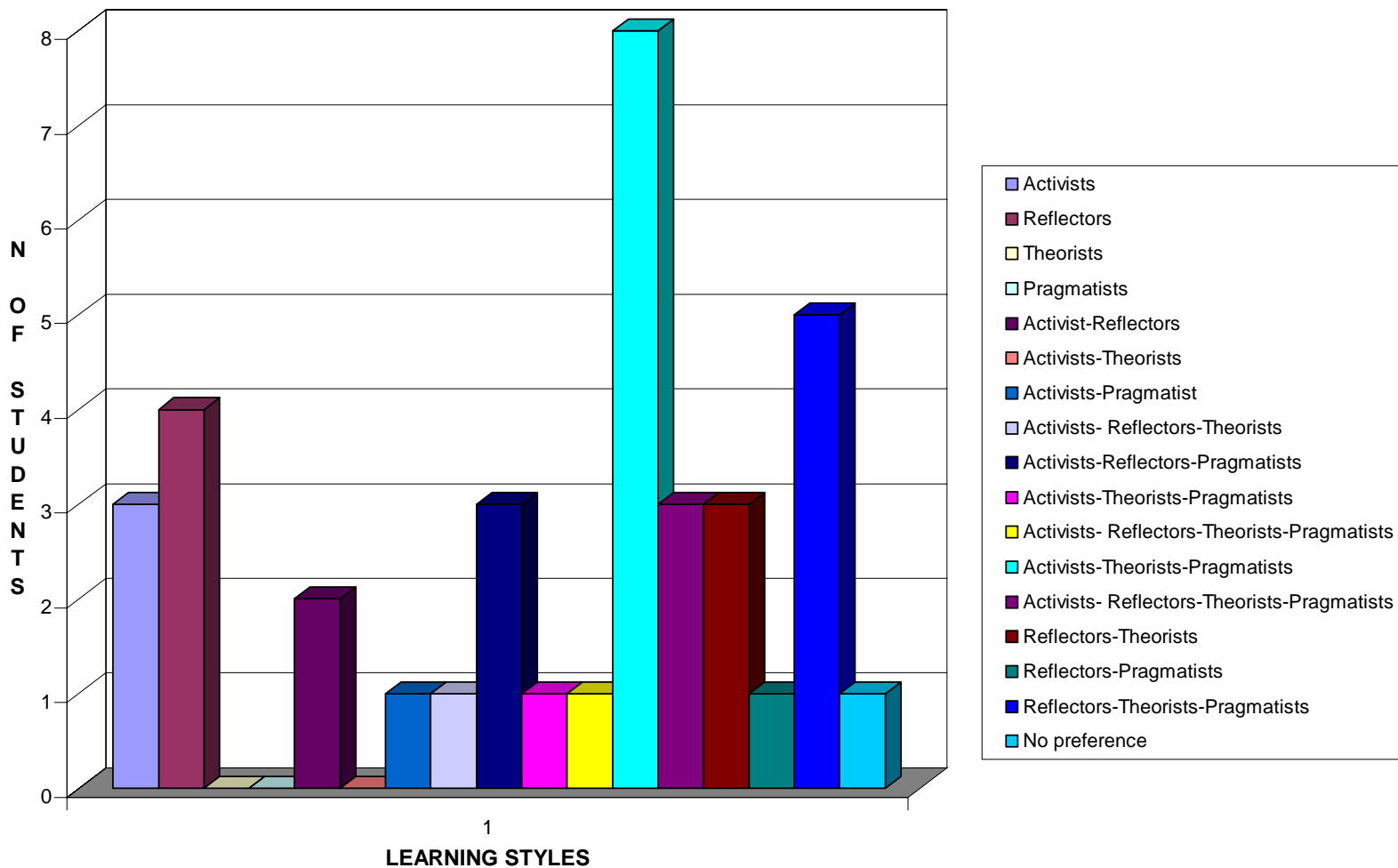
Graphs 1 and 2:

- 1st year students of the English Teaching Programme show predominance on the reflective style with a 72%. Pragmatic style is the less common in the students with a 58%. Active and theoretical styles show the same percentage of predominance of 60%.
- 2nd year students of the English Teaching Programme show predominance on the reflective style with a 74%. Active style is the less common in the students with a 56%. Theoretical style shows a 64% of predominance and pragmatic style a 63%.

GRAPH 3: 1st YEAR STUDENTS LEARNING STYLES



GRAPH 4: 2nd YEAR STUDENTS LEARNING STYLES



Graphs 3 and 4:

- Graph 3 shows that from a total of 41 students, 10 students show predominance in reflective style, 4 students show predominance in active style and 3 students show predominance in Theoretical style. There are 2 students who show no predominance. 22 students show a combination of learning styles.
- Graph 4 shows that from a total of 35 students, 4 students show predominance in reflective style and 3 students show predominance in active style. There are 5 students who show no predominance. 23 students show a combination of learning styles. It can be seen that reflective-theorist is the commonest mixture of styles with 8 students.

From a universe of 76 students (100%), 25 students that represent the 33% show a pure predominance in one learning style. 44 students who represent the 57% show predominance in more than one learning style. There are 7 students who do not show predominance, they represent the 10%.

The figures indicate that it is not relevant for this work to create activities for only one learning style. There is no much difference among the percentages of predominance obtained from the analysed questionnaires. Therefore it was decided to design the same amount of activities for the four learning styles.

CHAPTER 5:
CLASSROOM TEACHING AND LEARNING
ACTIVITIES CONSISTENT WITH THE LEARNING
STYLES

5.1 REFLECTIVE STYLE

Reflectors are students who like to ponder all their experiences and have different perspectives of them. Their characteristics are: being cautious, prudent, conscientious, receptive, analytic and exhaustive. To develop their linguistic skills they need activities in which they analyze many possibilities and feel they are in control of the situation. That is why the following set of activities is appropriated for this learning style.

Learning Style	<i>Reflective</i>	Activities
Linguistic Skills	Reading Comprehension	-Guess the headline -Organize the story - Cause and effect
	Writing Comprehension	- Completing the story - Different audiences - Confess a secret
	Speaking Comprehension	- Using the students - Presentations - Seek advice
	Listening Comprehension	- Songs, symbols and lyrics - Listening for specific information - What did they really say?
Source	<ul style="list-style-type: none"> - Kate Joyce, UK. - Patricia Spindola Goncalves, Brazil - Lucy Baylis, UK. < www.teachingenglish.org.uk › Try › Activities>	

5.1.1 READING ACTIVITIES

1. **Guess the headline**

Taken and adapted from *Kate Joyce, British Council Website.*

- Cut out a number of headlines and from each one remove an interesting word (e.g. Missing Painting Found In _____).
- Stick the incomplete headlines on a piece of paper, photocopy and distribute them to teams of 3-4 students.
- Ask each team to come up with two possible answers for each headline: the most likely word and the funniest word.
- Collect all the responses and give each team a point for any correct answer, and for the funniest answers. Get everyone involved by holding a vote for the funniest / most original answer for each headline.

2. Organise the story

- Take a 4 to 5 paragraph story.
- Cut the paragraphs and give them to the students.
- Give the student the scrambled story.
- Make students read each paragraph, analyse them, and decide the correct order.

3. Cause and effect

- Look for a cause and effect text.
- Split the text into two texts, one for the causes, and the other for the effects.
- Scramble the information sentences and write the texts.
- Give both texts to the students and make them read and analyze them.
- Then, make them write the original one.

5.1.2 WRITING ACTIVITIES

1. *Completing the story*

- Give the topic and main ideas of an incomplete story.
- Make the students complete it by adding specific information from the ideas given before.
- Make the students create an unexpected ending for the story.

2. *Different audiences*

- Put various objects that are on your desk at home or in the office apart from the books you normally bring to class, and place them on the table.
- Ask students to form pairs or groups of three.
- Give out task cards, on which you tell the students they need to write a paragraph describing the teacher's desk in the classroom from the view point of different audiences. The audience could be the following: your grandmother; your sister/brother who is 4 years old; the principal of the school; a scientist; your fellow student; your teacher; your sister/brother who studies Economics at the University, etc.
- Rearrange the class at the end of the activity so that each audience type gets into a group. Ask your students to share their solutions.
- Collect the pieces.

Variation

- Write for the same audience but in different genres. For instance write a poem, a description, or a narrative of the table.
- Or, write for different purposes. For instance, the paragraph could be written for a furniture magazine where you would like to sell an old piece of furniture or put an ad in the paper about your old table (don't forget to give the name of the paper!)

3. **Confess a Secret**

- Create a character who has a secret to confess, but who is afraid to confess it.
- Write the diary or journal entries that your character would write as she or he considers the secret.
- Make the student explore why it needs to be confessed, think about who will be affected if the secret is known, and consider why she or he is afraid.
- Write a series of diary or journal entries, as if they were written over a period of several days or a week.
- Incorporate (in the entries) the main character's interactions with others and explore the ways that the day-to-day events that the character experiences influence the way that she or he thinks about the secret and confession.
- Revealed the character's decision in the final diary or journal entry.
- Make sure that all the entries work together as a whole, they should sound like the writings of a single person, and should show consistency from one

entry to the next (for example, if the person writes in the diary that she is afraid of water in one journal entry, it would be inconsistent to have her mention that she had been water skiing in the entry written two days later).

5.1.3 SPEAKING ACTIVITIES

1. Using the students

Taken and adapted from *Kate Joyce, British Council Website*.

- Elicit adjectives from students and write them on the board.
- Have the students choose 4 adjectives which they like and write them under 2 columns: DIFFICULT or USEFUL.
- Ask the students to tell a classmate the chosen adjectives while the other writes these adjectives down in the columns.
- Make the student who wrote the adjectives given by his/her classmate create a short story using the words told before.
- Order each couple to tell the class their story and choose the best one.

2. Presentations

- Encourage students to speak by taking information from newspapers in English on a more regular basis
- Organize the class into groups of 3 or 4 students and give each group a piece of news.

- Make the students read and analyze it orally.
- Ask a student from each group to tell the class the comments they made about the news and the conclusions they got from it.

3. Seek Advice

- Organize the class into groups of 4 students.
- Make one person of each group briefly outline a problem. Give examples to model the activity for the students. The problem may be real or imagined. (It is best if it is as concrete as possible)
- Tell another student of the group to act as a counsellor and try to help the first person to solve the problem. The rest of the group act as observers. The counsellor should ask questions such as Why was that? How do you know? What do you mean by that? Would you explain that a little more? etc.
- Make the observers give comments when the conversation is over.
- Continue the whole class. The observers from each group summarise what happened.

5.1.4 LISTENING ACTIVITIES

1. Songs, symbols and lyrics

Taken and adapted from Patricia Spindola Goncalves, Brazil

- Write the lyric of a song or a story using some symbols instead of words. For example, there is a song that says: "He was warm, he came around like he was dignified..." Instead of "warm", you write "cool" and cross it out so that the students will understand it is something different from that or the opposite. Instead of "around" you write "a+" and draw a circle, instead of dignified, you draw a man digging + a leg (circling the knee) + fied. So students understand the meaning of the words using symbols.
- Make the students figure out what the drawings and symbols mean when listening to the song or story.
- Order the students to listen to check their ideas and get the correct answers.
- Ask the students to sing the song together and write their own puzzles and have the others try to figure out what they mean.

2. Listening for specific information

Taken and adapted from Lucy Baylis, English language teacher with PACE at Goldsmiths College, UK.

- Give students verbs from a song on cut up pieces of paper.
- Make the students listen to the song and order the verbs as they hear them.

- Give the students the song lyrics and make them compare their predictions.
- Take a dialogue from an elementary to intermediate course book for lower levels.
- Gap-fill the target language while students listen and write down what they hear, or, having replaced certain words and phrases with ones of his/her own, the students have to write in the correct word or phrase as they listen to the tape.
- Cut-up a dialogue so that the students have to order the lines of dialogue they hear, either by simply numbering the jumbled text or moving individual cut up sentences into chronological order.

3. *What did they really say?*

- Make students listen to a dialogue.
- Give them a worksheet with questions, such as, “What did she or he really say?” Each question has three alternatives.
- Ask the students to listen to the recording again, trying to find out the real meaning of the expressions the characters use.
- Make the students decide the real meaning of the statements according to the context and choose the alternative that best suits the idea.

5.2 THEORETICAL STYLE

Theorists are students who adapt and integrate their observations within logical and complex theories. They focus the problems in logical stages, tend to be perfectionists, and integrate the events through coherent theories. They are methodical, logical, objective, critic and structured. To develop their linguistic skills they need activities in which they can find rational and objective things because they do not like subjectivity. That is why the following activities are appropriated for this learning style.

Learning Style	<i>Theoretical</i>	Activities
Linguistic Skills	Reading Comprehension	- Texts quickies. Pair text predictions - Jigsaw reading. Two separate stories - One story split in two
	Writing Comprehension	- Creative stories - Composition - Organizing your writing
	Speaking Comprehension	- Dual dictation - Simulations or structures exercises - Soap opera
	Listening Comprehension	- Listen for key words in songs - Gap fill poems - Spot the mistake
Source	<ul style="list-style-type: none"> - Kate Joyce, UK. - Gareth Rees, England. < www.teachingenglish.org.uk › Try › Activities>	

5.2.1 READING ACTIVITIES

Text quickies

1. *Pair text predictions.*

This is a pre-reading activity.

- Find a picture that can go with your text. If there is not a picture already with it (from a newspaper for example) use an internet image search to find something suitable.
- Show the students the picture and tell them it is related to the text they are going to read. Then put it on the board.
- Tell students to work in pairs, A and B. Write two key words from the text up on the board next to the picture. Ask the As to tell the Bs what they think the text will be about, based on the picture and the two words. Give a couple of minutes, then stop them.
- Write two more key words, and ask the Bs to do the same, explaining to A what they think the text is about and including the key words. After two minutes, stop them as well.
- Repeat steps 3 and 4, adding more words each time.
- When you've done a dozen or so words, distribute the text for the students to read to themselves. Whose predictions were closer as to what was in the text?
- ***Jigsaw readings***

2 Two separate stories

Taken and adapted from Gareth Rees, teacher and materials writer, London Metropolitan University.

- If you have two news stories that share a theme - for example two separate stories on crime - prepare comprehension questions for each story.
- Give one half of the class (Group A) one story, and the other half (Group B) the other.
- Make the students read their article, answer the questions and check understanding.
- Pair up students from different groups and make them talk about their story, and listen to the other one. To help students remember their story you may get them to take notes. Alternatively, the students can keep the article with them to refer to. Be careful though, as lazier or ingenious students will either read the article aloud, or simply give it to their partner to read.

3 One story split in two

- Follow the same procedure of the previous activity. Some stories can be clearly divided in two. Be sure to give each group only one half of the story.
- Make sure that the student with the opening half goes first when they are recounting their half of the article.
- Ask the students read the other person's article once they have orally exchanged stories
- Give student B questions to quiz student A about their article.

5.2.2 WRITING ACTIVITIES

1. *Creative stories*

- Tell the students that they are going to write a story together. They can write in pairs or individually.
- Give out a blank page. Make sure the students write their names on the top of the worksheet.
- Tell the students what their story is going to be about and ask them a question. Make them write their answer on the worksheet. The questions should be who/what/when/where/how questions.
- Use this activity for most topics. For example, tell the students that they have seen an alien and they are going to write a story about what happened.
- Order the students to write their story answering some questions, for example:

When did you see the alien and where were you?

- Make the students fold the worksheet over once they have completed the answer for the first question so that their answer cannot be seen and then they pass it to the student/s on their right.
- Ask the second question and the procedure is repeated with the remaining questions. Here are some other questions.

Who were you with?

What were you doing?

What did the alien look like?

What did you do when you saw the alien?

What happened in the end?

- Tell the students not to read what the previous student has written. This makes the end result even more amusing.
- When the students have completed all the questions tell them to open out the worksheet and pass it to the person whose name is written on top.
- Tell the students to read their stories. Usually they get a few laughs!
- Ask a few students to read their stories to the class

2. Composition

- Give the students several statements about any topic.
- Make the students choose one statement and write a composition giving their opinions.
- Ask them to think of as many ideas as possible either in support or against the statement.

3. Organising your writing

- Give the students a list of key words and make them decide a topic related to the words.
- Ask them to add more words, verbs, adjectives, adverbs, connectors and so on.

- Make them do a word map using a maximum number of words- the ones you gave them and the others added by them. The purpose of this word map is to organise their ideas to write a complete paragraph.

5.2.3 SPEAKING ACTIVITIES

1. Dual dictation

Taken and adapted from Kate Joyce, British Council

- Ask students to get into pairs to create a dialogue.
- Give students a theme or topic to talk about.
- Make students discuss the topic giving them a certain time and ask them to take notes.
- Make them create the dialogue including the ideas they have written.
- Give the students time to practice the dialogue and role play it to the class.

Suggestions that can be used as topics:

- A conversation between friends about holidays
- An argument between siblings.
- An interview with a famous person
- A scene from a film

2. Simulations or structured exercises

Specially designed games can help students understand particular theoretical concepts.

- Be sure to choose a game which students need to think on its mechanism (e.g., having students play a strategy game might help them master a military history concept).
- Consider how long the exercise will last, give them 30 minutes to play.
- Ensure that students are participating by monitoring.
- Practice the game with a small group of students before making the whole class participate.
- Make students choose a leader.
- Ask students to solve problems orally.
- Monitor the groups to check their progress.
- Finish the activity by asking students what kind of problems they had to deal with.

3. Soap opera

- Put students into groups of about 4 people, and then give each group a copy of pictures of some people.
- Ask the students to try to imagine who the people are and what they are like (this might be easier for some students). The pictures are put onto a sheet

of paper and the headings for the needed information is put at the side (e.g. Name, age, occupation, habits, hobbies, character, etc)

- Ask them if they know what a soap opera is. Try to get some examples of ones that they watch.
- Ask them if they can think of things that most soap operas have in common (e.g. heroes, heroines, villains, drama – usually based around some kind of setting / workplace, etc.)
- Tell the students that all of the pictures they are holding are of characters from the same soap opera. Ask them to decide what the relationships between the people are and what role each of them has within the soap opera. Try to get them to decide what kind of setting the soap opera takes place in (e.g. in an office, on a ranch, in a hotel etc.)
- Tell the groups that they should write a short scene involving as many of their characters as possible.
- Be sure to monitor closely.
- Ask them to choose characters and act out the scene from their soap opera.
- Take the scripts and check pronunciation.

5.2.4 LISTENING ACTIVITIES

1. Listen for key words in songs

- Use this activity as an icebreaker or warm up activity.

- Choose a song for the class according to the topic of the unit, and have copies of the lyrics.
- Produce a set of cards per group of 4 / 5 students, so work out how many you need for your class. The sets of cards should consist of around 20 words, some taken from the song (words students will recognise), whilst others are not from the song, but are similar in meaning / sound to the words from the song.
- Organize each group around a table.
- Tell students that they will be given some words from a song. They have a few minutes to lay out the cards and decide what they think the song is about. If students need help brainstorming, ask a few questions like:

'Do you think it's sad or happy?'

'Is it a love song?'

'Why? Which words make you think that?'

- Tell students that in fact only some of these words are in the song, and that they'll listen to the song to find out which.
- Tell them to grab that card if they hear one of the words.
- Clarify here that this is not team-work, but a competition. At the end of the song, they'll check their cards and get +1 point for correct cards and -1 point for wrong cards.
- Play the song once for students to listen and 'grab' (close monitoring it is necessary).

- Ask students how many cards they've got.
- Hand out the lyrics (or have one copy large enough for all to see) and ask students to find their words.
- Make each group announce the student with the highest number of points.
- Use this activity or the song for a variety of purposes, for example as a text for reading comprehension or language work, or for the class to sing together.

2. Gap fill poems

- Choose a suitable poem. One that contains some rhyming couplets is ideal. The level and age of learners will determine the type and length of the poem to be chosen.
- Take out some of the rhyming couplets and write these words on a piece of card. Cut up the words so one word is on a separate piece.
- Retype the words of the poem so it contains gaps where the rhyming couplets were.
- Record the poem in advance.
- Make students aware of rhyming and what 'to rhyme' means. Give and elicit examples. Write these on the board. Encourage learners to rhyme things with their name or hometown, etc. to personalise the activity.
- Give each student one of the cut-up words.
- Play the poem to make students to listen their rhymes.

- Make the students walk around and find their partner. This would be the person with a word that rhymes with theirs.
- Be sure that after they have found their partner they can write the words on the board. Make sure they write the words in pairs.
- Give out the poem. Learners use the words on the board to fill in the gaps.
- Students listen and check.
- Students could then recite the poem to each other in groups.

3. *Spot the mistake*

- Read aloud a known text to the class but makes an occasional deliberate mistake.
- Ask the class interrupts to correct each mistake without looking at the text.

5.3 PRAGMATIC STYLE

Pragmatists are students who seek and try out the positive aspects of new ideas. They are adventurous, practical, direct, straightforward, efficient and realist. To develop their linguistic skills they need activities in which they can do a practical application of their ideas because they do not like to theorize or make decisions. That is why the following activities are suitable for this learning style.

Learning Style	<i>Pragmatic</i>	Activities
Linguistic skill	Reading Comprehension	- Guess the article - Newspaper lies - Guess the story
	Writing Comprehension	- Variation on a theme - Cooperative learning - Flow charts
	Speaking Comprehension	- Gossip - Small group discussion - Guess the object
	Listening Comprehension	- Sitcom activity: listening and guessing - True or false - Passing the buck
Source	- Kate Joyce, UK. - Liliana Borbolla, Mexico. < www.teachingenglish.org.uk › Try › Activities>	

5.3.1 READING ACTIVITIES

1. **Guess the article**

Taken and adapted from Kate Joyce, British Council

- Select an interesting newspaper article, preferably one which involves an exciting / unusual story.

- Choose eight key words from the article and write them on the board.
- Ask students to work in teams of 3-4 to come up with a story including these words.
- When they have finished, make them read the original article, in order to compare their predictions.

2. *Newspaper lies*

Taken and adapted from *Kate Joyce, British Council Website*.

- Ask students to select a short item of news and read it alone.
- Then ask them to summarise it to a partner, changing some of the details.
- After reading the news partners try and guess which of the facts are true and which have been changed.
- For checking, the student who has changed the information says if his or her partner was right or not.

3. *Guess the story*

- Hold up a large colour picture from the newspaper or elsewhere, making sure everyone in the class gets a good look at it.
- After about 30 seconds, put the picture face down and ask students to jot down everything they can remember about it.

- Read the story from the newspaper, and ask students (individually or in teams) to answer questions about it. Questions might be based on the 5Ws and H-the who, what, when, where, why and how of the story.

5.3.2 WRITING ACTIVITIES

1. *Variations on a theme*

- Find a number of pictures (6-10) that are not very different in theme. (For example landscapes of various places.) Place them so that each student can see them well.
- Ask the students to choose one of the pictures and write a description of it within a given time limit.
- When they are done, ask some of the students to write their descriptions on the board.
- Give each picture a letter and each description a number.
- Ask the rest of the students to match them.

2. *Cooperative learning*

- Students work in small groups to solve a clearly-defined written task. For example: Environmental issues
- Each student in the group performs a clearly specified role which is essential for completing the entire project.

- The teacher must be sure to give both oral and written directions and to reiterate them frequently.
- In addition, he or she has to check on his or her students' progress as often as possible.
- Students have to present their project to the class.
- The teacher either may allow students to elect group leaders, recorders, researchers, etc. or you may determine their roles for them, depending upon how much autonomy you wish to allow them.
- If group members do not seem to be communicating effectively, the teacher may wish to suggest possible role changes.

3. *Flow charts*

- Make up a chart or diagram based on a situation that has been practised earlier (eg. Making an offer, accepting or refusing, etc.)
- In pairs students have to make up a number of short dialogues following different paths through the chart.
- Check the progress of the activity from oral to written.

5.3.3 SPEAKING ACTIVITIES

1. Gossip

Taken and adapted from *Kate Joyce, British Council Website*.

This is an easy activity for helping students to summarise articles.

- For this activity it is best to use tabloid newspapers or articles involving a bit of scandal, perhaps about famous people.
- Teach students useful phrases for chatting or gossiping, e.g. 'Have you heard about...?', 'Did you know that...?', 'Guess what?' etc. Use appropriate gestures and intonation.
- Ask students to choose an article of their choice, and underline or jot down important parts of the article.
- Make them report it to a friend, as though having an informal chat.
- Then ask them to go round the class, chatting with different people about their news article. You could also teach students some useful phrases for responding, e.g. 'Really? I don't believe it!', 'Are you joking?', 'How / when did it happen?'

2. *Small group discussion*

- Ask the students to work in pairs or in groups to discuss a topic or question. For example, "Find a partner and discuss the symbolism of snow in *Native Son*"
- The teacher has to monitor the groups to check if they are spending time on their tasks.
- The teacher asks each group questions about their progress.
- The teacher can then ask small groups to report their findings to the class.

3. *Guess the object*

- The teacher divides the class into groups. Each group decides on an object, for which they know the word in L2.
- The other groups then try to guess the object by asking questions. A limit of questions may be set.
- This activity may be adapted to suit different levels: questions, objects could be selected from words encountered in previous lessons.

5.3.4 LISTENING ACTIVITIES

1. *Sitcom activity: listening and guessing*

- Introduce the topic of sitcoms by eliciting different types of programmes that are shown on television. Alternatively you could get students to look at the

UK television guide (go to <http://tveasy.co.uk/>) and ask students to make a list of the different types of programmes being shown. If students do not mention the word "sitcom" you can ask them what kind of programme "Friends" (e.g.) is or give some examples of sitcoms that they watch.

- Divide the class into small groups of four or five. The numbers are not important but students should be able to hold a discussion comfortably with everyone contributing. For mixed ability classes it is a good idea to group weak and strong students together.
- Explain to the students that they are going to listen to a clip of a sitcom. Tell them that they are going to listen but not watch. They will be sitting with their backs to the screen or the screen will be hidden from view.
- Explain that they will have to try to guess what is happening from the audio recording. Tell students to think about where the action is taking place and what the characters look like. Students should work together trying to use the clues in the text to help them guess what is on the screen.
- Play the clip (about 3 minutes). Students should sit in groups and while they are listening they can take notes but they should not talk.
- Order the students in their groups to talk about the clip they have listened to, students to, sharing their ideas and trying to reach agreement.
- Encourage them to guess as much detail as possible. Set a time limit for this (5-10 minutes). When the time is up ask each group for a few ideas and then play the clip again so that students can watch and check to see how many of their guesses were right.

2. True or false

- Prepare a list of statements on a passage for listening comprehension. The list is copied and distributed to each student. Some of the statements are true, others false, according to the information in the given passage.
- Play the recording or read the text. During this first reading the students mark off on their lists those statements that are false.
- Make students write corrections in the “notes” column during the second listening.

3. Passing the buck

Taken and adapted from Liliana Borbolla, Mexico

- Dictate one sentence.
- Tell the students to pass the paper to the right and underline the mistakes they find in the sentence.
- Dictate the second one.
- Make the students pass the paper to the right and underline the mistakes in the second sentence and correct the ones in the previous one.
- Make the whole class to review all the sentences dictated.

5.4 ACTIVE STYLE

Activists are students who engage strongly and without prejudice in new experiences. They are open-minded and carry out new challenges gaily. They are encouraging, improvised, discoverer, brave and spontaneous. To develop their linguistic skills they need activities which represent a new challenge or a new adventure because they get bored if they have to wait a long time to do something. That is the reason why the following activities are suitable for this learning style.

Learning Style	<i>Active</i>	Activities
Linguistic Skills	Reading Comprehension	- Wall quiz - Miming the text - Following instructions
	Writing Comprehension	- Drama - Puzzle classrooms - That's so phony
	Speaking Comprehension	- Class memory quiz - News programmes - Situational dialogues
	Listening Comprehension	- Listen to lies - Text recap - Cut and combine
Source	- Kate Joyce, UK. < www.teachingenglish.org.uk › Try › Activities>	

5.4.1 READING ACTIVITIES

1. **Wall quiz**

Taken and adapted from *Kate Joyce, British Council Website*.

- Write a list of questions based on a selection of newspaper articles, and distribute the quiz to teams of 2-3 students.

- Pin up the articles around the room and ask students to walk around the room for reading and trying to find the answers.
- The winning team is the first to find all the answers.

2. Miming the text

- Take different texts, for example: pieces of news from a newspaper.
- Organize students into groups and give them a piece of news.
- Make them read it and after reading the text identify different actions from it.
- Mime actions from the texts and students check if the action is mentioned in their text, responding with the corresponding information of the text.

3. Following instructions

- Give the students a text with some instructions (eg. Draw a cat, paint an animal, etc).
- Tell students to follow the instructions as they read the text.
- Check if the students understood the instructions and the text by asking some questions (e.g. What color is your cat?), so that students raise their hands and answer the questions.

5.4.2 WRITING ACTIVITIES

1. Drama

- Utilize role-plays to communicate much of the information that lectures typically cover.
- Divide the class in groups of students to perform play scripts the teacher has written for them or their own scripts.
- Use visual and auditory images (their classmates' acting) so students will be more apt to remember concepts.
- Ask students to write and perform a play that teaches a certain concept and allows them to see how challenging teaching can be.
- Be sure to have your students evaluate their own and others' performances.
- Discuss why certain sections of the plays were more effective than others.

2. Puzzle classrooms

This is a peer teaching activity that assigns different subject matter to each group and gives them the responsibility of teaching their classmates.

- Divide the class in groups.
- Give each group a piece of the puzzle.
- Make everyone see the whole picture once the pieces are all put together.

This technique is a good way to use extra readings that don't fit into the syllabus or to make use of short journal articles and contemporary accounts of the subject.

- Assign each group a different article or different parts of the same article.
- Give them the task of reading and discussing the article together, then writing a summary to present to the whole class.
- Give each group time to present their summaries and answer questions from the rest of the class.

3. *That's so phony*

- Have students write out their phone numbers. For each number of their phone number, they need to write a word.
- Tell the students that these words have to be put together to create a coherent sentence, which is supposed to describe either themselves or their home (eg. the number 4953341 could read "I wear large flip flop hats").
- The numbers 1 and 0 have no words, but they can be designated for punctuation or a free word or space.
- Order students to exchange their sentences to check their creation.

5.4.3 SPEAKING ACTIVITIES

1. Class memory quiz

- Ask one student at a time to go to the front of the class and ask the rest of the class to ask them any questions they like (as long as they are not too personal)

Question such as:

- What is your favourite colour/food/band?
 - What did you have for lunch?
 - Which country would you most like to visit?
- Try to make a note of some of the answers. When all of the students (or half of the students, if you have a large group) have been interviewed, explain that you are going to give a quiz about the class.
 - Get the students into small teams and ask them to put their hand up if they know the answer to a question.

Question such as:

- Which student likes Oasis?
 - What is Marie's favourite food?
 - Which two students would like to be famous actors?
- Award a point to the first team to answer correctly.

2. News programmes

Taken and adapted from *Kate Joyce, British Council Website*.

- Organize students into small teams and give them one or two recent newspapers.
- Tell them that they are going to work together to produce a news programme, including the headlines, special reports, interviews, perhaps some footage from a story (if students like acting!), perhaps the weather forecast.
- Their programme should be based on news items from the papers, and everyone must be involved in some way.
- Make each team act out their programme to the rest of the class.

3. *Situational dialogues*

- Form pairs. Each pair decides on a typical tourist situation or any other situation.
- Make each pair, with the help of dictionaries, discuss their ideas and work together to make a list of words and phrases that normally occur in that situation.
- Tell each pair to write a dialogue for the situation using the list as a basis.
- Comment on the dialogues adding phrases and correcting errors with the whole class.

- Have them practise the dialogues in pairs and then act them out to the rest of the class.
- Make them exchange papers and practise one another's dialogue.

5.4.4 LISTENING ACTIVITIES

1. *Listen to lies*

- Divide the class into two teams A and B.
- Ask one student at a time to come to the front of the class and read aloud a passage which you have chosen, eg. A story or newspaper article.
- Ask them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up.
- The first team to stand up gets a point. They have to mention the lie made by the speaker. (This game requires students to listen carefully and encourages them to remember important information and details).

2. *Text recap*

- Tell students to hide the text (close their books, or turn the page over if the text is on a handout).
- Choose a paragraph or two from the text (if it is a short text you can do this with the whole thing). Explain that you are going to read the paragraph(s)

aloud and that, when you pause, the students should supply the missing word.

- Read the text and pause at different areas. Pause before words that should be easily guessed. This could be to highlight grammatical features (pausing before a certain preposition, or verb form) or lexical features (pausing before a collocation, or new word that the students learned during the lesson).
- Raise your eyes when you pause and wait for students to call out the missing word. When they call out the correct word, continue reading.
- Do this until you finish the whole paragraph(s) you chose.

3. *Cut and combine*

- Collect authentic materials such as newspaper cuttings, then do one of the following:
 - Separate the article/text from the heading
 - Separate the article from the picture
 - Cut the article into two (or more) parts
- Distribute the cuttings to the students and let them read through what they have received.
- Tell one student to read out his or her heading, hold up/describe the picture or read out his or her article and wait until someone reads out or produces the corresponding part.

CHAPTER 6:
CONCLUSIONS AND CONTRIBUTIONS

6.1 CONCLUSIONS

Through the determination of the students' learning styles the main objective of this seminar was achieved completely due to the fact that the compilation of teaching and learning activities for English language acquisition as a foreign language consistent with learning styles was possible.

The implementation of the questionnaire allowed the determination of the 1st and 2nd year students' learning styles. Although the results obtained from this activity showed that there is certain predominance in the reflective style it was not conclusive for creating activities for only one learning style because it just represents the 18% of the subjects of this investigation. On the other hand, an 82% of the students showed a combination of learning styles, which was conclusive to create the activities. Because of that, it was decided to design the same number of activities for each learning style.

The different activities this seminar provides were designed according to the characteristics of the students. To accomplish this, teachers need to select activities that meet the students' learning styles. Activists' characteristics: encouraging, good at improvising, discovering, brave and spontaneous. Reflectors' characteristics: cautious, prudent, conscientious, receptive, analytic, and exhaustive. Theorists' characteristics: objective, critic and structured. Pragmatists' characteristics: adventurous, practical, direct, straightforward, efficient and realist.

When dealing with students that present more than one learning style teachers need to select and include diverse activities that involve the characteristics of the different learning styles.

6.2 CONTRIBUTIONS

This research has contributed with a set of classroom teaching and learning activities which were validated by teaching experts. This set of activities is a very useful tool for teachers and students of EFL. They are designed for all levels and cover the four skills.

Another contribution is that thanks to this work, teachers of English can broaden their knowledge about the factors that influence the process of English acquisition as a foreign language, which betters their teaching practise.

It also provides an instrument for identifying students' learning styles, which is easy to apply and tabulate.

The present work gave an opportunity to the members of this seminar of broadening the knowledge in the selection and design of activities. At the same time, it offered the possibility to link the theory and practise in the field of research.

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APPENDIX

APPENDIX 1: Cuestionario Honey-Alonso de Estilos de Aprendizaje (Original Version)

Instrucciones:

- Este cuestionario ha sido diseñado para identificar su Estilo preferido de Aprendizaje. No es un test de inteligencia , ni de personalidad
- No hay límite de tiempo para contestar al Cuestionario. No le ocupará más de 15 minutos.
- No hay respuestas correctas o erróneas. Será útil en la medida que sea sincero/a en sus respuestas.
- Si está más de acuerdo que en desacuerdo con el ítem seleccione 'Mas (+)'. Si, por el contrario, está más en desacuerdo que de acuerdo, seleccione 'Menos (-)'.
- Por favor conteste a todos los ítems.
- El Cuestionario es anónimo.

Muchas gracias.

Más (+)	Menos (-)	Ítem
<input type="checkbox"/> +	<input type="checkbox"/> -	1. Tengo fama de decir lo que pienso claramente y sin rodeos.
<input type="checkbox"/> +	<input type="checkbox"/> -	2. Estoy seguro de lo que es bueno y de lo que es malo, lo que está bien y lo que está mal.
<input type="checkbox"/> +	<input type="checkbox"/> -	3. Muchas veces actúo sin mirar las consecuencias.
<input type="checkbox"/> +	<input type="checkbox"/> -	4. Normalmente trato de resolver los problemas metódicamente y paso a paso.
<input type="checkbox"/> +	<input type="checkbox"/> -	5. Creo que los formalismos coartan y limitan la actuación libre de las personas.
<input type="checkbox"/> +	<input type="checkbox"/> -	6. Me interesa saber cuáles son los sistemas de valores de los demás y con qué criterios actúan.

<input type="checkbox"/> +	<input type="checkbox"/> -	7. Pienso que el actuar intuitivamente puede ser siempre tan válido como actuar reflexivamente.
<input type="checkbox"/> +	<input type="checkbox"/> -	8. Creo que lo más importante es que las cosas funcionen.
<input type="checkbox"/> +	<input type="checkbox"/> -	9. Procuro estar al tanto de lo que ocurre aquí y ahora.
<input type="checkbox"/> +	<input type="checkbox"/> -	10. Disfruto cuando tengo tiempo para preparar mi trabajo y realizarlo a conciencia.
<input type="checkbox"/> +	<input type="checkbox"/> -	11. Estoy a gusto siguiendo un orden, en las comidas, en el estudio, haciendo ejercicio regularmente.
<input type="checkbox"/> +	<input type="checkbox"/> -	12. Cuando escucho una nueva idea en seguida comienzo a pensar cómo ponerla en práctica.
<input type="checkbox"/> +	<input type="checkbox"/> -	13. Prefiero las ideas originales y novedosas aunque no sean prácticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	14. Admito y me ajusto a las normas sólo si me sirven para lograr mis objetivos.
<input type="checkbox"/> +	<input type="checkbox"/> -	15. Normalmente encajo bien con personas reflexivas, analíticas y me cuesta sintonizar con personas demasiado espontáneas, imprevisibles.
<input type="checkbox"/> +	<input type="checkbox"/> -	16. Escucho con más frecuencia que hablo.
<input type="checkbox"/> +	<input type="checkbox"/> -	17. Prefiero las cosas estructuradas a las desordenadas.
<input type="checkbox"/> +	<input type="checkbox"/> -	18. Cuando poseo cualquier información, trato de interpretarla bien antes de manifestar alguna conclusión.
<input type="checkbox"/> +	<input type="checkbox"/> -	19. Antes de tomar una decisión estudio con cuidado sus ventajas e inconvenientes.
<input type="checkbox"/> +	<input type="checkbox"/> -	20. Me crezco con el reto de hacer algo nuevo y diferente.
<input type="checkbox"/> +	<input type="checkbox"/> -	21. Casi siempre procuro ser coherente con mis criterios y valores. Tengo principios y los sigo.
<input type="checkbox"/> +	<input type="checkbox"/> -	22. Cuando hay una discusión no me gusta ir con rodeos.
<input type="checkbox"/> +	<input type="checkbox"/> -	23. Me disgusta implicarme afectivamente en mi ambiente de trabajo. Prefiero mantener relaciones distantes.
<input type="checkbox"/> +	<input type="checkbox"/> -	24. Me gustan más las personas realistas y concretas que las teóricas.
<input type="checkbox"/> +	<input type="checkbox"/> -	25. Me cuesta ser creativo/a, romper estructuras.

<input type="checkbox"/> +	<input type="checkbox"/> -	26. Me siento a gusto con personas espontáneas y divertidas.
<input type="checkbox"/> +	<input type="checkbox"/> -	27. La mayoría de las veces expreso abiertamente cómo me siento.
<input type="checkbox"/> +	<input type="checkbox"/> -	28. Me gusta analizar y dar vueltas a las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	29. Me molesta que la gente no se tome en serio las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	30. Me atrae experimentar y practicar las últimas técnicas y novedades.
<input type="checkbox"/> +	<input type="checkbox"/> -	31. Soy cauteloso/a a la hora de sacar conclusiones.
<input type="checkbox"/> +	<input type="checkbox"/> -	32. Prefiero contar con el mayor número de fuentes de información. Cuantos más datos reúna para reflexionar, mejor.
<input type="checkbox"/> +	<input type="checkbox"/> -	33. Tiendo a ser perfeccionista.
<input type="checkbox"/> +	<input type="checkbox"/> -	34. Prefiero oír las opiniones de los demás antes de exponer la mía.
<input type="checkbox"/> +	<input type="checkbox"/> -	35. Me gusta afrontar la vida espontáneamente y no tener que planificar todo previamente.
<input type="checkbox"/> +	<input type="checkbox"/> -	36. En las discusiones me gusta observar cómo actúan los demás participantes.
<input type="checkbox"/> +	<input type="checkbox"/> -	37. Me siento incómodo con las personas calladas y demasiado analíticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	38. Juzgo con frecuencia las ideas de los demás por su valor práctico.
<input type="checkbox"/> +	<input type="checkbox"/> -	39. Me agobio si me obligan a acelerar mucho el trabajo para cumplir un plazo.
<input type="checkbox"/> +	<input type="checkbox"/> -	40. En las reuniones apoyo las ideas prácticas y realistas.
<input type="checkbox"/> +	<input type="checkbox"/> -	41. Es mejor gozar del momento presente que deleitarse pensando en el pasado o en el futuro.
<input type="checkbox"/> +	<input type="checkbox"/> -	42. Me molestan las personas que siempre desean apresurar las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	43. Aporto ideas nuevas y espontáneas en los grupos de discusión.
<input type="checkbox"/> +	<input type="checkbox"/> -	44. Pienso que son más consistentes las decisiones fundamentadas en un minucioso análisis que las basadas en la intuición.

<input type="checkbox"/> +	<input type="checkbox"/> -	45. Detecto frecuentemente las inconsistencias y puntos débiles en las argumentaciones de los demás.
<input type="checkbox"/> +	<input type="checkbox"/> -	46. Creo que es preciso saltarse las normas muchas más veces que cumplirlas.
<input type="checkbox"/> +	<input type="checkbox"/> -	47. A menudo caigo en la cuenta de otras formas mejores y más prácticas de hacer las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	48. En conjunto hablo más que escucho.
<input type="checkbox"/> +	<input type="checkbox"/> -	49. Prefiero distanciarme de los hechos y observarlos desde otras perspectivas.
<input type="checkbox"/> +	<input type="checkbox"/> -	50. Estoy convencido/a que debe imponerse la lógica y el razonamiento.
<input type="checkbox"/> +	<input type="checkbox"/> -	51. Me gusta buscar nuevas experiencias.
<input type="checkbox"/> +	<input type="checkbox"/> -	52. Me gusta experimentar y aplicar las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	53. Pienso que debemos llegar pronto al grano, al meollo de los temas.
<input type="checkbox"/> +	<input type="checkbox"/> -	54. Siempre trato de conseguir conclusiones e ideas claras.
<input type="checkbox"/> +	<input type="checkbox"/> -	55. Prefiero discutir cuestiones concretas y no perder el tiempo con charlas vacías.
<input type="checkbox"/> +	<input type="checkbox"/> -	56. Me impaciento con las argumentaciones irrelevantes e incoherentes en las reuniones.
<input type="checkbox"/> +	<input type="checkbox"/> -	57. Compruebo antes si las cosas funcionan realmente.
<input type="checkbox"/> +	<input type="checkbox"/> -	58. Hago varios borradores antes de la redacción definitiva de un trabajo.
<input type="checkbox"/> +	<input type="checkbox"/> -	59. Soy consciente de que en las discusiones ayudo a los demás a mantenerse centrados en el tema, evitando divagaciones.
<input type="checkbox"/> +	<input type="checkbox"/> -	60. Observo que, con frecuencia, soy uno de los más objetivos y desapasionados en las discusiones.
<input type="checkbox"/> +	<input type="checkbox"/> -	61. Cuando algo va mal, le quito importancia y trato de hacerlo mejor.
<input type="checkbox"/> +	<input type="checkbox"/> -	62. Rechazo ideas originales y espontáneas si no las veo prácticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	63. Me gusta sopesar diversas alternativas antes de tomar una decisión.

<input type="checkbox"/> +	<input type="checkbox"/> -	64. Con frecuencia miro hacia adelante para prever el futuro.
<input type="checkbox"/> +	<input type="checkbox"/> -	65. En los debates prefiero desempeñar un papel secundario antes que ser el líder o el que más participa.
<input type="checkbox"/> +	<input type="checkbox"/> -	66. Me molestan las personas que no siguen un enfoque lógico.
<input type="checkbox"/> +	<input type="checkbox"/> -	67. Me resulta incómodo tener que planificar y prever las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	68. Creo que el fin justifica los medios en muchos casos.
<input type="checkbox"/> +	<input type="checkbox"/> -	69. Suelo reflexionar sobre los asuntos y problemas.
<input type="checkbox"/> +	<input type="checkbox"/> -	70. El trabajar a conciencia me llena de satisfacción y orgullo.
<input type="checkbox"/> +	<input type="checkbox"/> -	71. Ante los acontecimientos trato de descubrir los principios y teorías en que se basan.
<input type="checkbox"/> +	<input type="checkbox"/> -	72. Con tal de conseguir el objetivo que pretendo soy capaz de herir sentimientos ajenos.
<input type="checkbox"/> +	<input type="checkbox"/> -	73. No me importa hacer todo lo necesario para que sea efectivo mi trabajo.
<input type="checkbox"/> +	<input type="checkbox"/> -	74. Con frecuencia soy una de las personas que más anima las fiestas.
<input type="checkbox"/> +	<input type="checkbox"/> -	75. Me aburro enseguida con el trabajo metódico y minucioso.
<input type="checkbox"/> +	<input type="checkbox"/> -	76. La gente con frecuencia cree que soy poco sensible a sus sentimientos.
<input type="checkbox"/> +	<input type="checkbox"/> -	77. Suelo dejarme llevar por mis intuiciones.
<input type="checkbox"/> +	<input type="checkbox"/> -	78. Si trabajo en grupo procuro que se siga un método y un orden.
<input type="checkbox"/> +	<input type="checkbox"/> -	79. Con frecuencia me interesa averiguar lo que piensa la gente.
<input type="checkbox"/> +	<input type="checkbox"/> -	80. Evito los temas subjetivos, ambiguos y poco claros.

APPENDIX 2: Cuestionario Honey-Alonso de Estilos de Aprendizaje (Final Version)

Instrucciones:

- Este cuestionario ha sido diseñado para identificar su Estilo preferido de Aprendizaje. No es un test de inteligencia , ni de personalidad
- No hay límite de tiempo para contestar al Cuestionario. No le ocupará más de 15 minutos.
- No hay respuestas correctas o erróneas. Será útil en la medida que sea sincero/a en sus respuestas.
- Si está más de acuerdo que en desacuerdo con el ítem seleccione 'Mas (+)'. Si, por el contrario, está más en desacuerdo que de acuerdo, seleccione 'Menos (-)'.
- Por favor conteste a todos los ítems.
- El Cuestionario es anónimo.

Muchas gracias.

Más (+)	Menos (-)	Ítem
<input type="checkbox"/> +	<input type="checkbox"/> -	1. Tengo fama de decir lo que pienso claramente y sin rodeos.
<input type="checkbox"/> +	<input type="checkbox"/> -	2. Estoy seguro de lo que es bueno y de lo que es malo, lo que está bien y lo que está mal.
<input type="checkbox"/> +	<input type="checkbox"/> -	3. Muchas veces actúo sin pensar en las consecuencias.
<input type="checkbox"/> +	<input type="checkbox"/> -	4. Normalmente trato de resolver los problemas metódicamente y paso a paso.
<input type="checkbox"/> +	<input type="checkbox"/> -	5. Creo que los formalismos limitan la actuación libre de las personas.
<input type="checkbox"/> +	<input type="checkbox"/> -	6. Me interesa saber cuáles son los valores de los demás y con qué criterios actúan.
<input type="checkbox"/> +	<input type="checkbox"/> -	7. Pienso que el actuar por instinto puede ser siempre tan válido como actuar reflexivamente.

<input type="checkbox"/> +	<input type="checkbox"/> -	8. Creo que lo más importante es que las cosas funcionen.
<input type="checkbox"/> +	<input type="checkbox"/> -	9. Procuro estar al tanto de lo que ocurre aquí y ahora.
<input type="checkbox"/> +	<input type="checkbox"/> -	10. Disfruto cuando tengo tiempo para preparar mi trabajo y realizarlo a conciencia.
<input type="checkbox"/> +	<input type="checkbox"/> -	11. Estoy a gusto siguiendo un orden, en las comidas, en el estudio, haciendo ejercicio regularmente.
<input type="checkbox"/> +	<input type="checkbox"/> -	12. Cuando escucho una nueva idea en seguida comienzo a pensar cómo ponerla en práctica.
<input type="checkbox"/> +	<input type="checkbox"/> -	13. Prefiero las ideas originales y novedosas aunque no sean prácticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	14. Admito y me ajusto a las normas sólo si me sirven para lograr mis objetivos.
<input type="checkbox"/> +	<input type="checkbox"/> -	15. Normalmente encajo bien con personas reflexivas y me cuesta sintonizar con personas demasiado espontáneas, imprevisibles.
<input type="checkbox"/> +	<input type="checkbox"/> -	16. Escucho más de lo que hablo.
<input type="checkbox"/> +	<input type="checkbox"/> -	17. Prefiero las cosas estructuradas a las desordenadas.
<input type="checkbox"/> +	<input type="checkbox"/> -	18. Cuando poseo cualquier información, trato de interpretarla bien antes de manifestar alguna conclusión.
<input type="checkbox"/> +	<input type="checkbox"/> -	19. Antes de tomar una decisión estudio con cuidado sus ventajas y desventajas.
<input type="checkbox"/> +	<input type="checkbox"/> -	20. El desafío de hacer algo nuevo y diferente me hace crecer.
<input type="checkbox"/> +	<input type="checkbox"/> -	21. Casi siempre procuro ser coherente con mis criterios y valores. Tengo principios y los sigo.
<input type="checkbox"/> +	<input type="checkbox"/> -	22. Cuando hay una discusión no me gusta andar con rodeos.
<input type="checkbox"/> +	<input type="checkbox"/> -	23. Me disgusta implicarme afectivamente en mi ambiente de trabajo. Prefiero mantener relaciones distantes.
<input type="checkbox"/> +	<input type="checkbox"/> -	24. Me gustan más las personas realistas y concretas que las teóricas.
<input type="checkbox"/> +	<input type="checkbox"/> -	25. Me cuesta ser creativo, romper estructuras.
<input type="checkbox"/> +	<input type="checkbox"/> -	26. Me siento a gusto con personas espontáneas y divertidas.

<input type="checkbox"/> +	<input type="checkbox"/> -	27. La mayoría de las veces expreso abiertamente cómo me siento.
<input type="checkbox"/> +	<input type="checkbox"/> -	28. Me gusta analizar y dar vueltas a las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	29. Me molesta que la gente no se tome en serio las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	30. Me atrae experimentar y practicar las últimas técnicas y novedades.
<input type="checkbox"/> +	<input type="checkbox"/> -	31. Soy cauteloso a la hora de sacar conclusiones.
<input type="checkbox"/> +	<input type="checkbox"/> -	32. Prefiero contar con el mayor número de fuentes de información. Cuantos más datos reúna para reflexionar, mejor.
<input type="checkbox"/> +	<input type="checkbox"/> -	33. Tiendo a ser perfeccionista.
<input type="checkbox"/> +	<input type="checkbox"/> -	34. Prefiero oír las opiniones de los demás antes de exponer la mía.
<input type="checkbox"/> +	<input type="checkbox"/> -	35. Me gusta afrontar la vida espontáneamente y no tener que planificar todo previamente.
<input type="checkbox"/> +	<input type="checkbox"/> -	36. En las discusiones me gusta observar cómo actúan los demás participantes.
<input type="checkbox"/> +	<input type="checkbox"/> -	37. Me siento incómodo con las personas calladas y demasiado analíticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	38. Juzgo con frecuencia las ideas de los demás por su valor práctico.
<input type="checkbox"/> +	<input type="checkbox"/> -	39. Me agobio si me obligan a acelerar mucho el trabajo para cumplir un plazo.
<input type="checkbox"/> +	<input type="checkbox"/> -	40. En las reuniones apoyo las ideas prácticas y realistas.
<input type="checkbox"/> +	<input type="checkbox"/> -	41. Es mejor gozar del momento presente que disfrutar pensando en el pasado o en el futuro.
<input type="checkbox"/> +	<input type="checkbox"/> -	42. Me molestan las personas que siempre desean apresurar las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	43. Aporto ideas nuevas y espontáneas en los grupos de discusión.
<input type="checkbox"/> +	<input type="checkbox"/> -	44. Pienso que son más consistentes las decisiones basadas en un minucioso análisis que aquellas basadas en la intuición.
<input type="checkbox"/> +	<input type="checkbox"/> -	45. generalmente me doy cuenta de las inconsistencias y puntos débiles en las argumentaciones de los demás.

<input type="checkbox"/> +	<input type="checkbox"/> -	46. Creo que es preciso saltarse las normas muchas más veces que cumplirlas.
<input type="checkbox"/> +	<input type="checkbox"/> -	47. A menudo me doy cuenta que hay otras formas mejores y más prácticas de hacer las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	48. En general hablo más de lo que escucho.
<input type="checkbox"/> +	<input type="checkbox"/> -	49. Prefiero distanciarme de los hechos y observarlos desde otras perspectivas.
<input type="checkbox"/> +	<input type="checkbox"/> -	50. Estoy convencido que debe imponerse la lógica y el razonamiento.
<input type="checkbox"/> +	<input type="checkbox"/> -	51. Me gusta buscar nuevas experiencias.
<input type="checkbox"/> +	<input type="checkbox"/> -	52. Me gusta experimentar y aplicar las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	53. Pienso que debemos llegar pronto al grano, al fondo de los temas.
<input type="checkbox"/> +	<input type="checkbox"/> -	54. Siempre trato de llegar a conclusiones e ideas claras.
<input type="checkbox"/> +	<input type="checkbox"/> -	55. Prefiero discutir cuestiones concretas y no perder el tiempo con charlas vacías.
<input type="checkbox"/> +	<input type="checkbox"/> -	56. Me impaciento cuando me dan explicaciones irrelevantes e incoherentes.
<input type="checkbox"/> +	<input type="checkbox"/> -	57. Compruebo antes si las cosas funcionan realmente.
<input type="checkbox"/> +	<input type="checkbox"/> -	58. Hago varios borradores antes de la redacción definitiva de un trabajo.
<input type="checkbox"/> +	<input type="checkbox"/> -	59. Soy consciente de que en las discusiones ayudo a los demás a mantenerse centrados en el tema, evitando divagaciones.
<input type="checkbox"/> +	<input type="checkbox"/> -	60. Observo que, con frecuencia, soy uno de los más objetivos y desapasionados en las discusiones.
<input type="checkbox"/> +	<input type="checkbox"/> -	61. Cuando algo va mal, le quito importancia y trato de hacerlo mejor.
<input type="checkbox"/> +	<input type="checkbox"/> -	62. Rechazo ideas originales y espontáneas si no las veo prácticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	63. Me gusta sopesar diversas alternativas antes de tomar una decisión.
<input type="checkbox"/> +	<input type="checkbox"/> -	64. Con frecuencia miro hacia adelante para prever el futuro.

<input type="checkbox"/> +	<input type="checkbox"/> -	65. En los debates o discusiones prefiero desempeñar un papel secundario antes que ser el líder o el que más participa.
<input type="checkbox"/> +	<input type="checkbox"/> -	66. Me molestan las personas que no actúan lógicamente.
<input type="checkbox"/> +	<input type="checkbox"/> -	67. Me resulta incómodo tener que planificar y prever las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	68. Creo que el fin justifica los medios en muchos casos.
<input type="checkbox"/> +	<input type="checkbox"/> -	69. Suelo reflexionar sobre los asuntos y problemas.
<input type="checkbox"/> +	<input type="checkbox"/> -	70. El trabajar a conciencia me llena de satisfacción y orgullo.
<input type="checkbox"/> +	<input type="checkbox"/> -	71. Ante los acontecimientos trato de descubrir los principios y teorías en las que se basan.
<input type="checkbox"/> +	<input type="checkbox"/> -	72. Con tal de conseguir el objetivo que pretendo soy capaz de herir sentimientos ajenos.
<input type="checkbox"/> +	<input type="checkbox"/> -	73. No me importa hacer todo lo necesario para que mi trabajo sea efectivo.
<input type="checkbox"/> +	<input type="checkbox"/> -	74. Con frecuencia soy una de las personas que más anima las fiestas.
<input type="checkbox"/> +	<input type="checkbox"/> -	75. Me aburro enseguida con el trabajo metódico y minucioso.
<input type="checkbox"/> +	<input type="checkbox"/> -	76. La gente, con frecuencia, cree que soy poco sensible a sus sentimientos.
<input type="checkbox"/> +	<input type="checkbox"/> -	77. Suelo dejarme llevar por mis intuiciones.
<input type="checkbox"/> +	<input type="checkbox"/> -	78. Si trabajo en grupo procuro que se siga un método y un orden.
<input type="checkbox"/> +	<input type="checkbox"/> -	79. Con frecuencia me interesa averiguar lo que piensa la gente.
<input type="checkbox"/> +	<input type="checkbox"/> -	80. Evito los temas subjetivos, ambiguos y poco claros.

APPENDIX 3: EXPERTS' JUDGEMENT REPORTS

Report for Fifth Year Seminar: Activities for the Four Learning Styles

Group Members: Carolina Moraga, Cecilia Neira, Karel Arias, Marta Villegas

Evaluated by: Ashley Tate, M.A. Educational Psychology, B.A. English Literature

I found the activities suggested by this group to be congruent with the four learning styles developed by Honey and Mumford, based on David Kolb's theories of learning. The group presented a wide variety of activities for each learning style, focusing on writing, reading, listening and speaking. All of the activities seemed appropriate for the designated learning style, and many of the activities could be used or slightly changed for more than one learning style. The group provided exercises that allow every student, no matter what their particular learning style is, to shine, succeed and feel part of an academic classroom. The group was sure to incorporate various forms of media (music, magazines, newspapers, photographs) in the activities, giving students ample exposure to current, relevant events. Using these materials will peak the interest of the students and motivate them to participate. These activities are well-balanced in the sense that they are structured, academic and enjoyable. This group has done a great job synthesizing the research and information on the four learning styles and creating appropriate, valuable lessons for each respective learning style.

INFORME ANALITICO:

ACTIVITIES FOR THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE CONSISTENT WITH DIFERENT LEARNING STYLES.

- La muestra analizada indica que las actividades mostradas en relación a los diferentes estilos de aprendizaje, son plenamente congruentes entre sí y que corresponden plenamente al encabezado que presentan.
- Se dieron ejemplos claros y prácticos, aplicables a diversos niveles en las cuatro habilidades.
- El set trabajado presenta secuencias igualmente en el grado de dificultad.
- Se evidencia la incorporación de las inteligencias múltiples en la integración y planificación de actividades, lo cuál indica que se aplicará el idioma en forma integradora de acuerdo a la diversidad de alumnos.
- Las actividades mostradas evidencian el objetivo de potenciar las 4 habilidades en los alumnos.
- El manual se muestra en forma clara y simple de seguir.
- El manual permite al profesor trabajar un tema complicado en clases, por lo cual es conveniente que haga su presentación en concordancia con los estilos de aprendizaje predominantes en sus alumnos para favorecer la comprensión y el aprendizaje. Por otra parte, si el tema es muy sencillo podría, como objetivo de clase, favorecer el desarrollo de los estilos de aprendizaje con predominio bajo en los estudiantes, preparando su presentación y actividades en estos estilos.
- El manual muestra variadas actividades en equipo de tal modo de formar grupos con aprendizaje comunes.
- Las diferencias de estilos de aprendizaje predominantes se pueden ver como oportunidades de desarrollo.

Atte.

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