

PONTIFICIA UNIVERSIDAD CATÓLICA
DEL ECUADOR

SEDE AMBATO

ESCUELA DE LENGUAS Y LINGÜÍSTICA

Disertación previa a la obtención del Título en:

*Licenciatura en Lingüística aplicada
a la enseñanza del Idioma Inglés*

Tema:

*“Learning Styles and Academic Performance
in EFL: an Experimental Study”*

HENRY JAVIER SARITAMA MORA

April, 2003



Agradecimiento

A Dios por ser mi fuerza interna que me lleva por el camino del bien. A mi Director de Tesis Les Embleton M.A. por enriquecerme con su sapiencia y ser un pilar importante en el desarrollo de esta tesis. A mis lectores Dra. Venus Guerra y Dr. Donald Stewart por ayudarme con sus valiosos aportes en la corrección de la misma. A la Dra. Pilar Barrera de Holguín por su constante esfuerzo en darnos una educación con un alto nivel académico y personal. A mis profesores por sus innumerables conocimientos impartidos en el aula y, a mis compañeros, que sin duda llegaron a ser mis mejores amigos. Finalmente, a todos quienes de alguna manera aportaron con su granito de arena en la realización de la misma.

Gracias.

Dedicatoria

A mis padres, Miria y Angel, por ser un soporte fundamental en mi vida y ayudarme a conquistar cada uno de mis objetivos. A mi hermana Pamela, por su apoyo incondicional y su enorme cariño. A mi novia Kary, por su paciencia y por hacerme conocer las cosas bellas de la vida. A todos mis seres queridos que son la razón que me impulsa a ser mejor cada día. Finalmente, aprovecho la oportunidad para hacerles saber lo mucho que los pienso y los amo.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
CHAPTER I	4
THEORETHICAL FRAMEWORK CONCERNING LEARNING STYLES	
1.1. Learning styles	4
1.1.1. Five principles of learning styles	5
1.1.2. Adult learning styles	6
1.2. Types of learning styles	8
1.3. Multiple Intelligences	16
CHAPTER II	23
DESCRIPTION AND APPLICATION OF INSTRUMENTS	
2.1. Description of instruments	23
CHAPTER III	33
PRESENTATION OF RESULTS FROM INSTRUMENTS AND ANALYSIS	
3.1. Results of instruments	33
3.2. Analysis of results of instruments	64
CHAPTER IV	86
PRACTICAL SUGGESTIONS AND DESCRIPTION OF LESSON PLANS	
4.1. Suggestions pertaining to each learning style	86
4.2. Preparation of lesson plans	91

CHAPTER V	108
RESULTS OF APPLYING METHODS FOCUSING ON LEARNING STYLES AND ANALYSIS	
5.1. Teaching to all types	108
5.2. Useful methods and techniques	109
5.3. Classroom management	117
5.4. Analysis of individual and group checklists	122
5.5. Analysis of daily personal evaluations	133
CHAPTER VI	148
CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH	

BIBLIOGRAPHY

ANNEXES

ANNEX 1	Instruments
ANNEX 2	Example of an individual checklist
ANNEX 3	Examples of a personal evaluation
ANNEX 4	Photographs

INTRODUCTION

Knowledge is the key for achieving success and whoever has it has the power to change the world positively or negatively. So, it depends on us to make the best decisions not for us but for our children and for the children of our children. After this, we can say that everyday, around the world, we can find new tendencies in the education field that influence the process of teaching-learning-evaluating and everything that is around it. In addition, education is continuously changing and that is why we as teachers must be informed about and trained for those new things, in order to have a participative role to contribute to the development, not only of Ecuador, but also of the world.

One thing teachers need to take into consideration is the learning styles at the time of teaching a class to students learning English and to know not only what a person learns, but also how this person likes to learn it. We can take this as a reference to enable teachers to create educational experiences to make their classes more meaningful, personalized and effective. Also, they need to use methods such as the communicative approach that applies authentic material to establish a real context where students feel comfortable and ready to learn.



The teaching of EFL in Ecuador is not precisely one of the strong points in the educational field. This is due to many reasons: the same traditional teaching style of the professors that does not focus on the student's needs and that makes some instructors emphasize memory and not understanding. The curriculum in itself, perhaps, is not appropriate. There is a lack of updated material, teachers are not well trained, and an improved infrastructure is needed. These and other problems are very common in our culture and do not permit us to give quality education and have students prepared for new challenges in the future. It is also important to mention that we can not generalize the situation in Ecuador because there are some institutions, especially in the private area, that are successful in teaching the English language.

Something that is not taken into account nowadays, is that there are probably as many ways to teach as there are to learn, and that we are not aware that all people do not see the world in the same way. Considering this, we can say that students may have different preferences from another for how, when, where and how often to learn. Anyway, we can find lots of reasons why students are not succeeding in learning EFL, and the results are reflected in low grades. At this point, teachers wonder if they are in the right profession and about the reasons why students start to be bored, have poor tests, and become unmotivated in class.

As a solution to this, learning styles is one of the tools to take into account to help us make decisions to introduce collaborative learning by defining the mutual responsibilities of how to teach in general. Considering this, the author of this

research is going to apply some questionnaires, do some interviews and provide other techniques to identify their different learning styles, and to establish a comparison of results in order to prove that the information is valid and reliable. These results will provide an indication of an individual's learning preference and probably the preference profile of a group of students. Once they understand their learning style, they may be able to adjust their approach to the classroom, as well as their study habits, for maximum benefit.

In conclusion, the objective is not to teach individually according to one's preferences, but to achieve a balance of instructional methods to teach them in the manner they prefer, increasing their motivation to learn through reasoning communicative activities similar to the ones that exist in their real world. Once students are actively engaged in their own learning process, they begin to feel comfortable and ready to assume the role of the protagonist, not only in class, but also in real life.

CHAPTER 1

THEORETICAL FRAMEWORK CONCERNING LEARNING STYLES

1.1. LEARNING STYLES

People not only learn at different rates, but also in different ways. Some students want their teachers to write everything out on the board. Others prefer to listen to a lecture. Some like to sit in small groups and discuss a question, and some work individually.

So, think about what you do when you have to learn something new. You probably approach the task in a similar fashion each time. That is, over time, you have developed a pattern of behavior that you use for new learning. This pattern is called a learning style. While we do not approach every learning task in exactly the same way, each of us develops a set of behaviors or habits that we are most comfortable with. The purpose of examining our learning style is to get to know those behavior patterns so that we can see when they are helpful and when they are not. For instance, you have probably noticed that when you try to learn something new, you may prefer to learn by listening to someone talk to you about the information. Some people prefer

to read about a concept to learn it; others need to see a demonstration of the concept. Learning Style Theory proposes that different people learn in different ways and that it is good to know what your own preferred learning style is to take advantage of it.

1.1.1. Five Principles of Learning

1. Let us be genuinely interested. If we are genuinely interested in what we are learning, we will retain information more effectively. Nobody can give us a desire to learn. We have to find it within ourselves. Stop for a moment and let us ask ourselves why we study. If our reasons are to pass the test, to get a good grade, or to graduate. Whatever we learn will be quickly forgotten if we are not genuinely interested.

2. Personalize. To be genuinely interested in a subject means finding where that subject intersects with your life. Whatever you succeed in learning will quickly evaporate unless you can find the connection between the subject you are studying and your own life.

3. Put it into words. When we write something or repeat a word or phrase out loud, we are more apt to remember it. Use every possible occasion to make the abstract concrete by putting it into words.

4. Learn with others. We retain more of what we learn and learn more pleurably when we learn it with others. Studies show that cooperation--not competition--leads to learning. Studying with others works best when everyone in the group comes prepared; when material is so difficult, you can not figure it out alone; when you are preparing for tests; or when you feel unproductive working by yourself.

5. Reward yourself. We learn more information more permanently when learning is rewarded. As you plan your reading and studying, break the work up into manageable segments and plan a reward for yourself at the end of each segment. It does not have to be much--just something to look forward to. You should also reward yourself when you have an academic success.
(<http://granite.cyg.net/~jblackmo/diglib/styl-c.html#motivates>)

1.1.2. Adult Learning Styles

It is important to mention that this dissertation is going to be applied to a group of adult persons of the Catholic University in Ambato. They are studying English as a foreign language. This class is formed by fourteen persons and they are in sixth level.

The theory of andragogy (adult learning) is an attempt to differentiate the way adults learn from the way children learn. Here we have some differences:

- adults are autonomous and self-directed
- adults are goal oriented
- adults are relevancy oriented (problem centered). They need to know why they are learning something
- adults are practical and problem-solvers
- adults have accumulated life experiences

Kearsley summarizes what this means to instructors in practical terms: "andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and

self-evaluations are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader." (1996)

Motivations of Adult Learners

Adults, typically, have different motivations for learning in comparison with children, as those pointed out by Cantor (1992, 37-38):

- to make or maintain social relationships
- to meet external expectations
- to learn to better serve others. For example: managers often learn basic First Aid to protect their employees
- for professional advancement
- for escape or stimulation
- for pure interest

Instructors should be aware of the possible motivations behind their students' enrollment. Then they can better shape the instructional materials.

Barriers to Adult Learning

Cantor also points out that adults have different barriers from those of children on their way to learning. Some of these potential barriers might include (1992, 39):

- many other responsibilities (families, careers, social commitments)
- lack of time
- lack of money
- lack of child care

- scheduling problems
- transportation problems
- insufficient confidence

1.2. TYPES OF LEARNING STYLES

➤ Visual Learners

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flashcards and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. In addition, visual learners relate most effectively to written information, notes, diagrams and pictures. Typically, they will be unhappy with a presentation where they are unable to take detailed notes - to a certain extent, information does not exist for a visual learner unless it has been seen written down. This is why some visual learners will take notes even when they have printed course notes on the desk in front of them. Visual learners will tend to be most effective in written communication, symbol manipulation, etc.

Visual learners make up around 65% of the population.

Main Characteristics:

- Need to see it to know it.
- Strong sense of color.

- May have artistic ability.
- Difficulty with spoken directions.
- Over-reaction to sounds.
- Trouble following lectures.
- Misinterpretation of words.

➤ **Auditory Learners**

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading texts aloud and using a tape recorder. Besides this, Auditory learners relate most effectively to the spoken word. They will tend to listen to a lecture, and then take notes afterwards, or rely on printed notes. Often, information written down will have little meaning until it has been heard - it may help auditory learners to read written information out loud. Auditory learners may be sophisticated speakers, and may specialize effectively in subjects like law or politics.

Auditory learners make up about 30% of the population.

Main Characteristics:

- Prefer to get information by listening, needs to hear it to know it.
- Difficulty following written directions.
- Difficulty with reading and writing.

➤ **Tactile/Kinesthetic Learners**

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. In addition, kinesthetic learners learn effectively through touch and movement and space, and learn skills by imitation and practice. Predominantly kinesthetic learners can appear slow, in that information is normally not presented in a style that suits their learning methods. Kinesthetic learners make up around 5% of the population.

Main Characteristics:

- Prefer hands-on learning.
- Can assemble parts without reading directions.
- Difficulty sitting still.
- Learn better when physical activity is involved.
- May be very well coordinated and have athletic ability.

➤ **Extroverted and Introverted Learners**

If you are extroverted, you enjoy a wide range of social, interactive learning tasks (games, conversations, discussions, debates, role-plays, simulations).

If you are introverted, you like to do more independent work (studying or reading by yourself or learning with the computer), or enjoy working with one other person you know well.

➤ **Intuitive and Concrete Sequential Learners**

If you are intuitive, you are future-oriented, able to seek out the major principles of the topic. You like to speculate about possibilities, enjoy abstract thinking, and avoid step by step instruction.

If your preference is concrete sequential, you are present-oriented and prefer one-step-at-a-time activities, and want to know where you are going in your learning at every moment.

➤ **Closure Oriented and Open Learners**

If you are closure oriented, you focus carefully on all learning tasks, meet deadlines, plan ahead for assignments, and want explicit directions.

If your preference is open, you enjoy discovery learning (in which you pick up information in an unstructured way) and prefer to relax and enjoy your learning without concern for deadlines or rules.

➤ **Global and Analytic Learners**

If you are global, you enjoy getting the main idea, guessing meanings and communicating even if you do not know all the words or concepts.

If your preference is analytic, you focus more on details, logical analysis, and contrasts.

➤ **Individual and Group Learners**

You learn best when you work alone. You think better when you study alone, and you remember information you learn by yourself. You understand new material best when you learn it alone, and you make better progress in learning when you work by yourself.

You learn more easily when you study with at least one other student, and you will be more successful completing work well when you work with others. You value group interaction and class work with other students, and you remember information better when you work with two or three classmates. The stimulation you receive from group work helps you learn and understand new information.

➤ **Active and Reflective Learners**

Active learners tend to retain and understand information best by doing something active with it such as: discussing or applying it or explaining it to others. Also, active learners tend to like group work. Something that they usually say is: "Let's try it out and see how it works"

On the other hand, reflective learners prefer to think about it quietly first. That is why they prefer working alone. Most of the time, they say something like: "Let's think it through first"

➤ **Sensing and Intuitive Learners**

Sensing learners tend to like learning facts and often like solving problems by well-established methods, and dislike complications and surprises. Sensors tend to be patient with details and good at memorizing facts and doing hands-on work. Also, they tend to be practical and careful.

Intuitive learners often prefer discovering possibilities and relationships. They like innovation and dislike repetition. Intuitors may be better at grasping new concepts and feel often comfortable with abstractions and mathematical formulations. Also, they tend to work faster and be innovative.

➤ **Visual and Verbal Learners**

Visual learners remember best what they see such as: pictures, diagrams, flow charts, flash cards, films, and demonstrations. Everyone learns more when information is presented both visually and verbally.

In most classes, very little visual information is presented: students mainly listen to lectures and read material written on chalkboards, and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do

not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.

➤ **Global and Sequential Learners**

Global learners learn in layers. They prefer an overview of where they are going first before learning a complex process. They like having a map, knowing where they are headed and what they are working toward. They enjoy having examples shown to them even if they are not capable of imitating the skill yet.

Sequential learners find introductory overviews distracting and confusing. They expect to learn whatever they are shown immediately, or become frustrated, because they do not have the ability of the global learner to see "the big picture." They prefer to proceed step-by-step, in an orderly way, to the end result. Sequential learners are in the majority, and most educational materials are laid out in a sequential, rather than a global way.

➤ **Visual/Verbal Learners**

They feel frustrated when teachers simply give oral instructions for assignments and tests instead of also writing the instructions on the board or on a handout. They prefer to look over written directions and diagrams to assemble or use something rather than

to hear someone explain how to do it. They make lists regularly of daily goals and activities.

➤ **Visual/Nonverbal Learners**

They have a strong visual memory: remembering faces, locations, directions, and where they put things. They learn how to do things through observation and modeling rather than verbal explanation. They prefer demonstrated tasks and visual models to oral and written instructions.

➤ **Visual/Tactile Kinesthetic Learners**

They enjoy opportunities to work collaboratively with a partner or a small group on a task. They may get restless and distracted during lengthy class lectures, reports, or discussions. They tend to be coordinated at sports and like variety in classroom activities.

(www.d.umn.edu/student/loon/acad/strat/lrnsty.)

(www.chaminade.org/inspire/learnstl.htm)

(snow.utoronto.ca/Learn2/introll.html)

In other words, Linguistic Intelligence (or verbal-linguistic) is the ability to use the core operations of language with clarity. People with linguistic intelligence have sensitivity to the meaning of words--the capacity to follow rules of grammar, and, on carefully selected occasions, to violate them. At a somewhat more sensory level—there is a sensitivity to the sounds, rhythms, inflections, and meters of words--that ability which can make even poetry in a foreign tongue beautiful to hear. There is also a sensitivity to the different functions of language--its potential to excite, convince, stimulate, convey information, or simply to please. People such as poets, journalists, writers, lawyers, politicians, translators, authors, reporters, speakers, attorneys, talk-show hosts, politicians, lecturers, and teachers may exhibit developed linguistic intelligence.

❖ **Logical-Mathematical Intelligence**

It is the ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Their skills include:

problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reasoning to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, and working with geometric shapes.

In other words, Logical-Mathematical Intelligence is logical and involves mathematical ability, as well as scientific ability. Abstraction is fundamental, reasoning is complex, and problem-solution is natural. Order and sequence are significant.

There is a drive to know causality as well as the explication of existence. People such as mathematicians, engineers, computer programmers, researchers, accountants, physicists, researchers, astronomers, and scientists may exhibit developed logical-mathematical intelligence.

❖ **Intra-Personal Intelligence**

It is the ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Their skills include:

Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, having awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, and understanding their role in relationship to others.

In other words, Intra-Personal Intelligence is the ability to form an accurate model of oneself, and to use that model to operate effectively in life. At a basic level, it is the capacity to distinguish feelings of pleasure from emotional pain and , on the basis of such discrimination, to become more involved in or to withdraw from a situation.

At the most advanced level, interpersonal intelligence is the capacity to detect and to symbolize complex and highly differentiated sets of feelings. People such as some novelists, therapists, sages, psychologists, researchers, theorists, and philosophers may exhibit developed intra-personal intelligence.

❖ **Inter-Personal Intelligence**

It is the ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally, they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Their skills include:

seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, and establishing positive relations with other people.

In other words, Inter-personal Intelligence is the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions. Examined in its most elementary form, the inter-personal intelligence entails the capacity of the young child to detect and

❖ **Spatial Intelligence**

It is the ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include:

puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, and interpreting visual images.

In other words, Spatial Intelligence (or visual-spatial) is the capacity to perceive the world accurately, and to be able to recreate one's visual experience. It entails a number of loosely related capacities: the ability to recognize instances of the same element; the ability to recognize transformations of one element in another; the capacity to conjure up mental imagery and then to transform that imagery; the ability to produce a graphic likeness of spatial information; and the like. A person with a good sense of direction or the ability to move and operate well in the world would indicate spatial intelligence. People such as sailors, navigators, sculptors, visual artists, inventors, interior designers, mechanics, engineers, surgeons, painters, cartographers, and architects, may exhibit developed spatial intelligence.

❖ **Bodily-Kinesthetic Intelligence**

It is the ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance

and eye-hand co-ordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include:

dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, and expressing emotions through the body.

In other words, Bodily-Kinesthetic Intelligence is control of one's bodily motions and the ability to handle objects skillfully. People such as actors, physical education teachers, firefighters, dancers, swimmers, acrobats, athletes, jugglers, instrumentalists and artisans may exhibit developed bodily-kinesthetic intelligence.

❖ **Naturalistic Intelligence**

The following definition is an abbreviation and adaptation by J. Keith Rogers and based upon his study of Howard Gardner's theory:

Naturalistic intelligence is the ability to understand, relate to, categorize, classify, comprehend, and explain the things encountered in the world of nature.

People such as farmers, ranchers, hunters, gardeners, and animal handlers may exhibit developed naturalistic intelligence.

CHAPTER II

DESCRIPTION AND APPLICATION OF INSTRUMENTS

2.1. DESCRIPTIONS OF INSTRUMENTS

INSTRUMENT 1

EDITOR: This questionnaire was developed by Lynn O'Brien (1990). Strengthening of Skills. It was produced collaboratively by Specific Diagnostic Studies and Research for Better Schools (RBS). Distributed by RBS Publications, 444 Third St., Philadelphia, PA 19123. It is a learning style-based program for students in grades 5 through 13 that teaches them how to learn. Based on both brain research and learning-style theory, this program teaches strategies for students to enhance their preferred learning style, be it auditory, visual or haptic.

OBJECTIVE: The idea of using this questionnaire is to measure the learning styles of this group of students, but concentrating on the three main styles such as: visual, auditory and haptic. It contains thirtysix statements, which are mixed up one from another. The goal is that students complete all of the statements in a minimum time in order to have valid and reliable results.

INSTRUCTIONS: Students need to read carefully before answering the statements. They have to complete all of the statements. They need to write an (x) in the spaces in blank.

TIME: Students need around twenty minutes to fill in the questionnaire. Sometimes, smart people finish before others and there is the need to ask the rest of the class to finish too. Because of time, they are not going to go on with the scoring part.

INSTRUMENT 2

EDITOR: This questionnaire has been designed to help you identify the way(s) you learn best -the way you prefer to learn. Joy Reid (1984) was the person who created The Perceptual Learning Styles Preference Questionnaire.

OBJECTIVE: Through this questionnaire we can identify the way you learn best or in other words, the way you prefer to learn. Here we have six categories such as: Visual, Auditory, Kinesthetic, Tactile, Group and Individual. It contains thirty questions, which are also mixed up one from the other (five statements for each category). We can say this is more complete than the first one.

INSTRUCTIONS: Students have five alternatives of choice for each statement. They have to write a tick (/) in the spaces in blank. Finally, they have to use a pen to mark their choices. In the same way, they have to complete all of the statements.

TIME: Students need around fifteen minutes to fill in the questionnaire. Students must respond to each statement quickly, without too much thought. They should not change their responses after they choose them. In addition, because of time, they are not going to go on with the scoring part. They will receive the results at the end of the semester.

INSTRUMENT 4

EDITOR: This questionnaire was developed by Kate Kinsella (1993). Her training and publications focus on enabling pedagogy for linguistically and culturally diverse students, including questionnaires strategies, learning styles, collaborative learning, and language and literacy development across the disciplines.

OBJECTIVE: This survey has been designed to help you and your teachers better understand the ways you prefer to learn. People learn through different senses. The senses through which each person takes in and retains new and difficult information are called perceptual learning channels.

INSTRUCTIONS: Think about your most recent school experiences while you read each of the following statements. Then place a check mark (√) on the response line that most accurately describes how you learn.

TIME: Students need around twenty five minutes to fill in the questionnaire. This is because the statements are long and students need more time to comprehend them. They have to complete all of the statements. As on the other questionnaires, they are not going to go on with the scoring part. They will receive the results at the end of the semester.

INSTRUMENT 5

EDITOR: This questionnaire was developed by Richard M. Felder (Hoechst Celanese, Professor of Chemical Engineering, North Carolina State University) and Barbara A. Soloman (Coordinator of Advising, First Year College, North Carolina State University)

OBJECTIVE: Through this questionnaire, we want to identify their learning styles between: active and reflective, sensitive and intuitive, verbal and visual, sequential and global. It contains forty four questions, which have only two answers each one. In this way, it is easier to answer them.

INSTRUCTIONS: Even though students have only three alternatives to choose from, some statements are written using a kind of difficult vocabulary. That is why they will have written on the board a list of words with their translation, which are considered strange for them. This is in order not to spend too much time on the questionnaire.

TIME: Students have around thirty minutes to fill in the questionnaire. They have to complete all of the statements. In the same way, they are not going to go on with the scoring part. They will receive the results at the end of the semester.

INSTRUMENT 6

EDITOR: The person who created this questionnaire was Barsch.

OBJECTIVE: The idea of applying this questionnaire was to measure in an easy way the three main styles such as: visual, auditory and haptic. It contains twenty four questions, which must be answered by choosing among three alternatives

INSTRUCTIONS: Equally as the others, they must try to answer all questions in minimum time in order to obtain valid results. It is a questionnaire written only on one page.

TIME: Students will need fifteen minutes to finish the questionnaire. They have to complete all of the statements. In the same way, they are not going to go on with the scoring part. They will receive the results at the end of the semester.

INSTRUMENT 7

EDITOR: *This inventory was developed by Max Coderre, publisher of Teaching Today Magazine in Edmonton, Alberta, and is designed to help you better understand your own unique learning styles.*

OBJECTIVE: The idea of using this questionnaire is to measure the learning styles of this group of students, but concentrating on the three main styles such as: visual, auditory and haptic. It contains fifteen statements, which are mixed up with each other. The goal is that students complete all of the statements in minimum time, in order to have valid and reliable results.

INSTRUCTIONS: Students need to read carefully before answering the statements. They have to complete all of the statements. They need to write an (x) in the spaces in blank.

TIME: Students need around ten minutes to fill in the questionnaire. Because of time, they are not going to go on with the scoring part. They will receive the results at the end of the semester.

INSTRUMENT 8

LEARNER DIARY

OBJECTIVE: The purpose of applying this learner diary was to know more about students. Things they like or dislike, things that can be changed or not.

INSTRUCTIONS: Students can write only words if they want. In the same way, all questions must be answered as soon as possible.

TIME: Students will need no more than ten minutes. They are easy questions.

INSTRUMENT 9

PERSONAL INTERVIEW

OBJECTIVE: This questionnaire is used to measure eleven learning styles through using simple sentences in a fast way. It contains five questions: the first one measures between visual, auditory and kinesthetic; the second measures between extroverted and introverted; the third between close-oriented and open-oriented; the fourth between intuitive and concrete-sequential; and the fifth between global and analytic.

INSTRUCTIONS: This is an oral questionnaire, which must be answered as soon as possible. I will personally interview every one.

TIME: I will need not more than five minutes for each one.

In conclusion: All of these questionnaires must be taken in a certain sequence. What the author of this research did was to give 2 questionnaires per week because of time and the need not to bore them. One of the main problems was when someone was absent and I tried to find the way to give the questionnaire to him/her.

CHAPTER III

PRESENTATION OF RESULTS FROM INSTRUMENTS AND ANALYSIS

3.1. *RESULTS OF INSTRUMENTS*

QUESTIONNAIRE RESULTS

NAME: Katherine Bravo

	1 Quest.	2 Quest.	3 Quest.	4 Quest.	5 Quest.	6 Quest.	7 Quest.	Interv.	Diary
VISUAL	35%	38	21			30	11		1
AUDITORY	37%	36	13	16		22	11		
TACTILE	28%	48	19			28	12	1	
EXTROVERTED			20					1	
INTROVERTED			12					2	
INTUITIVE			18					1	
CONCRETE- SEQUENTIAL			20					2	
CLOSURE- ORIENTED			23					1	
OPEN			13					2	
GLOBAL			20					1	
ANALYTIC			14					2	
INDIVIDUAL		34							
GROUP		38							
KINESTHETIC		46							
ACTIVE									
REFLECTIVE									
SENSITIVE									
INTUITIVE									
SEQUENTIAL									
GLOBAL									
VISUAL									
VERBAL									
VISUAL/VERB.				18					
VISUAL/NONV.				20					
VISUAL/TACT.				21					

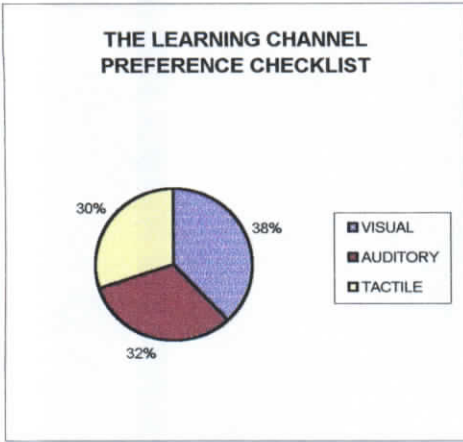
QUESTIONNAIRE RESULTS

NAME: Ma. Fernanda Robalino

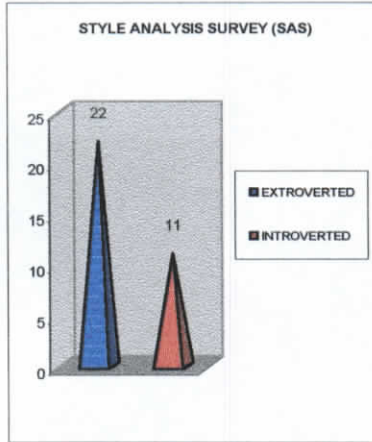
	1 Quest.	2 Quest.	3 Quest.	4 Quest.	5 Quest.	6 Quest.	7 Quest.	Interv.	Diary
<i>VISUAL</i>	38%	32	16			26	12		
<i>AUDITORY</i>	32%	36	19	19		22	12		
<i>TACTILE</i>	30%	36	16			30	12	1	1
<i>EXTROVERTED</i>			22					1	
<i>INTROVERTED</i>			11					2	
<i>INTUITIVE</i>			21					2	
<i>CONCRETE- SEQUENTIAL</i>			19					1	
<i>CLOSURE- ORIENTED</i>			22					2	
<i>OPEN</i>			17					1	
<i>GLOBAL</i>			18					1	
<i>ANALYTIC</i>			18					2	
<i>INDIVIDUAL</i>		26							
<i>GROUP</i>		42							
<i>KINESTHETIC</i>		34							
<i>ACTIVE</i>					10				
<i>REFLECTIVE</i>					1				
<i>SENSITIVE</i>					7				
<i>INTUITIVE</i>					4				
<i>SEQUENTIAL</i>					6				
<i>GLOBAL</i>					4				
<i>VISUAL</i>					9				
<i>VERBAL</i>					2				
<i>VISUAL/VERB.</i>				19					
<i>VISUAL/NONV.</i>				23					
<i>VISUAL/TACT.</i>				23					

GRAPHS

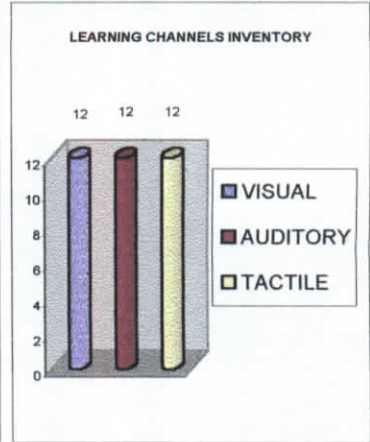
1 QUESTIONNAIRE



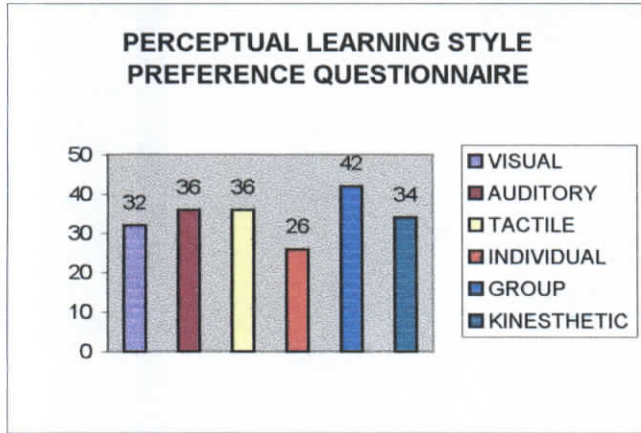
3 QUESTIONNAIRE



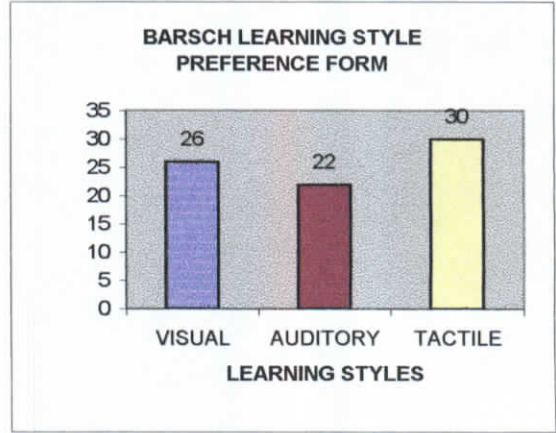
7 QUESTIONNAIRE



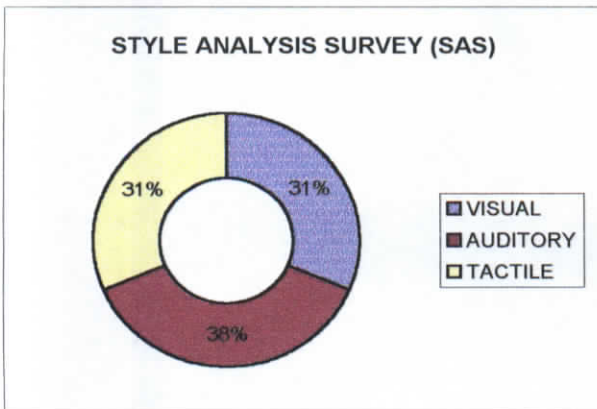
2 QUESTIONNAIRE



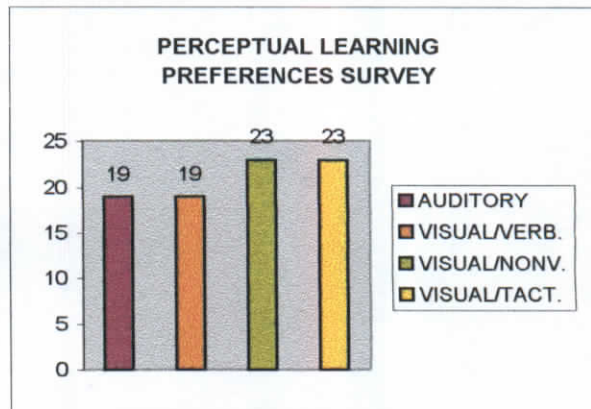
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



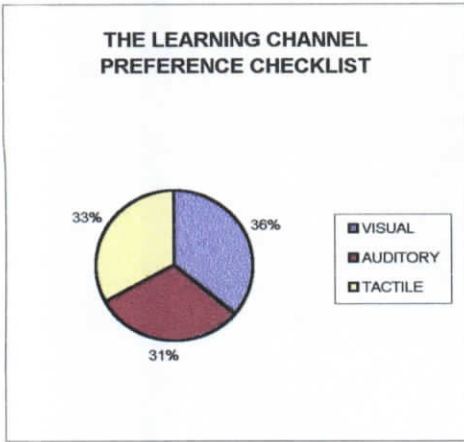
QUESTIONNAIRE RESULTS

NAME: Ma. Gabriela Vásquez

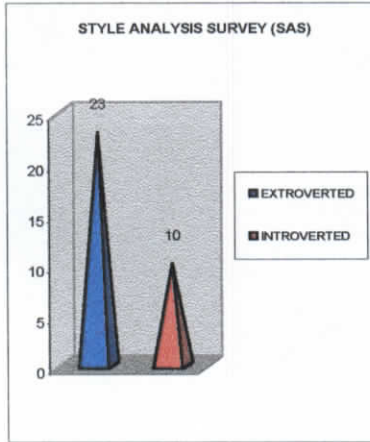
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
<i>VISUAL</i>	36%	42	18			34	13		
<i>AUDITORY</i>	31%	42	19	18		26	14		
<i>TACTILE</i>	33%	48	25			30	10		
<i>EXTROVERTED</i>			23						
<i>INTROVERTED</i>			10						
<i>INTUITIVE</i>			16						
<i>CONCRETE- SEQUENTIAL</i>			20						
<i>CLOSURE- ORIENTED</i>			17						
<i>OPEN</i>			23						
<i>GLOBAL</i>			20						
<i>ANALYTIC</i>			13						
<i>INDIVIDUAL</i>		34							
<i>GROUP</i>		48							
<i>KINESTHETIC</i>		44							
<i>ACTIVE</i>					9				
<i>REFLECTIVE</i>					2				
<i>SENSITIVE</i>					9				
<i>INTUITIVE</i>					2				
<i>SEQUENTIAL</i>					6				
<i>GLOBAL</i>					5				
<i>VISUAL</i>					8				
<i>VERBAL</i>					3				
<i>VISUAL/VERB.</i>				19					
<i>VISUAL/NONV.</i>				20					
<i>VISUAL/TACT.</i>				19					

GRAPHS

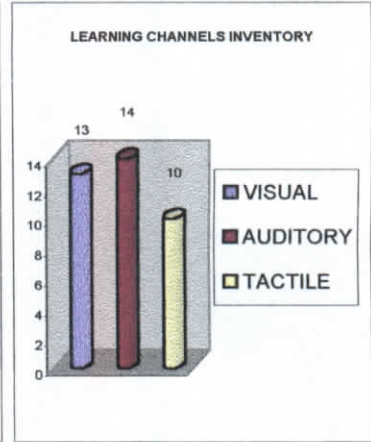
1 QUESTIONNAIRE



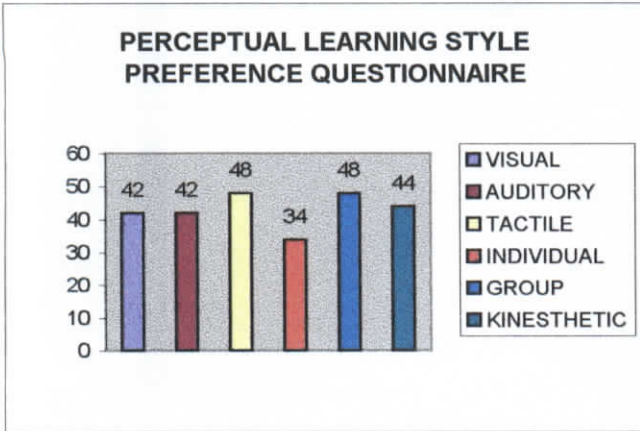
3 QUESTIONNAIRE



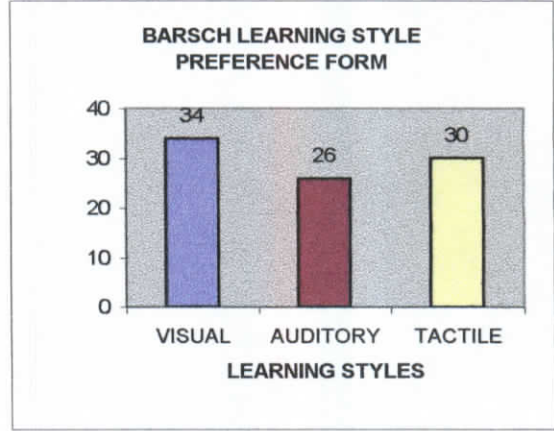
7 QUESTIONNAIRE



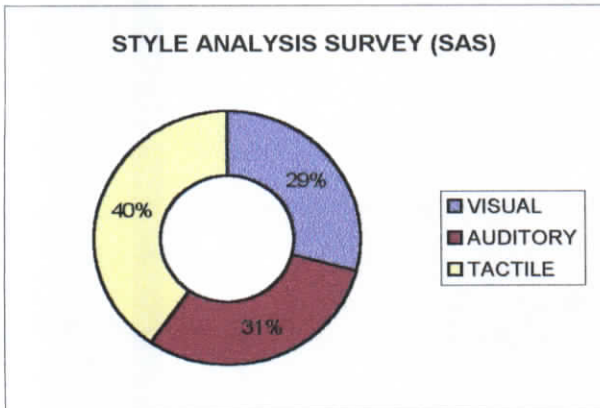
2 QUESTIONNAIRE



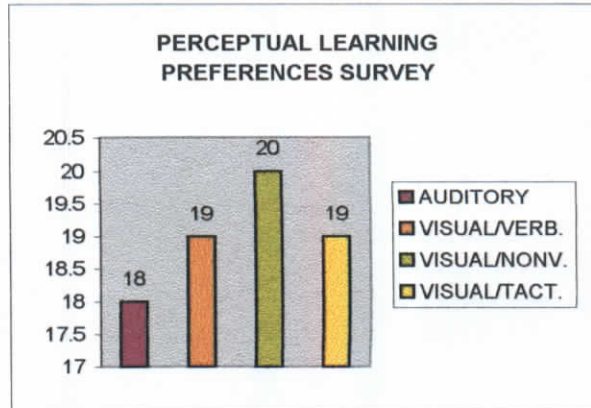
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



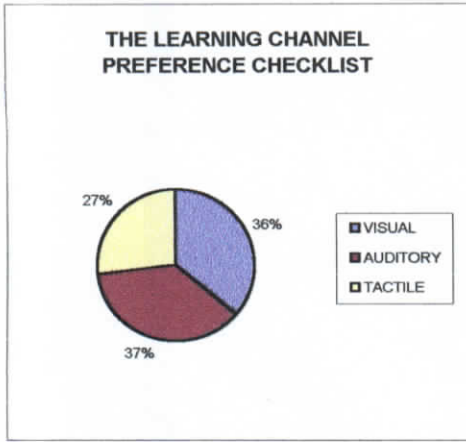
QUESTIONNAIRE RESULTS

NAME: *Mónica Lopéz*

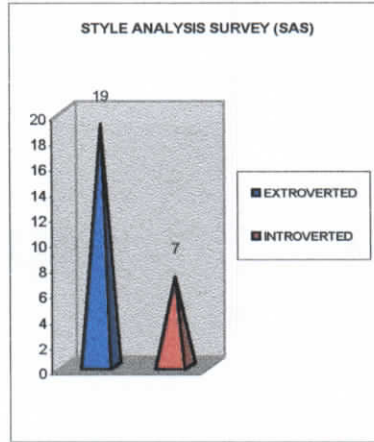
	<i>1</i> <i>Quest.</i>	<i>2</i> <i>Quest.</i>	<i>3</i> <i>Quest.</i>	<i>4</i> <i>Quest.</i>	<i>5</i> <i>Quest.</i>	<i>6</i> <i>Quest.</i>	<i>7</i> <i>Quest.</i>	<i>Interv.</i>	<i>Diary</i>
<i>VISUAL</i>	36%	36	16			28	11	1	1
<i>AUDITORY</i>	37%	42	11	19		24	14		
<i>TACTILE</i>	27%	32	15			22	9		
<i>EXTROVERTED</i>			19					1	
<i>INTROVERTED</i>			7					2	
<i>INTUITIVE</i>			26					1	
<i>CONCRETE- SEQUENTIAL</i>			21					2	
<i>CLOSURE- ORIENTED</i>			22					1	
<i>OPEN</i>			16					2	
<i>GLOBAL</i>			18					2	
<i>ANALYTIC</i>			12					1	
<i>INDIVIDUAL</i>		34							
<i>GROUP</i>		22							
<i>KINESTHETIC</i>		32							
<i>ACTIVE</i>					5				
<i>REFLECTIVE</i>					6				
<i>SENSITIVE</i>					5				
<i>INTUITIVE</i>					5				
<i>SEQUENTIAL</i>					8				
<i>GLOBAL</i>					2				
<i>VISUAL</i>					6				
<i>VERBAL</i>					5				
<i>VISUAL/VERB.</i>				17					
<i>VISUAL/NONV.</i>				19					
<i>VISUAL/TACT.</i>				18					

GRAPHS

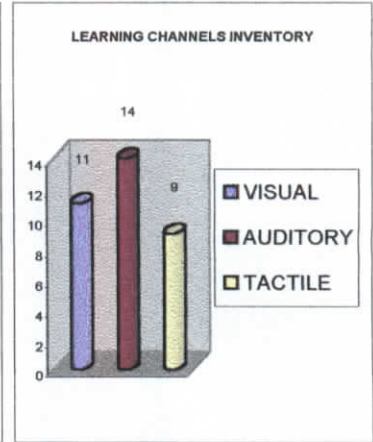
1 QUESTIONNAIRE



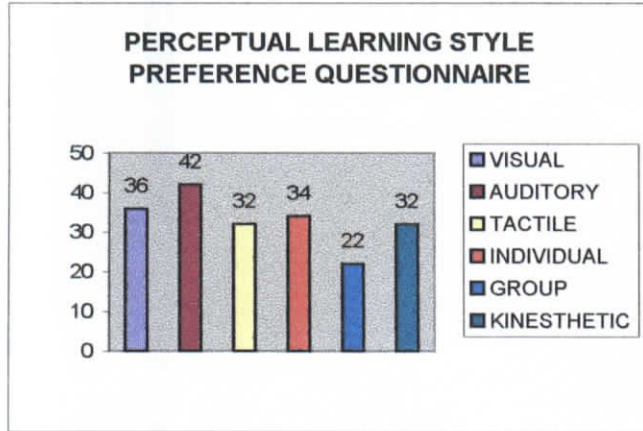
3 QUESTIONNAIRE



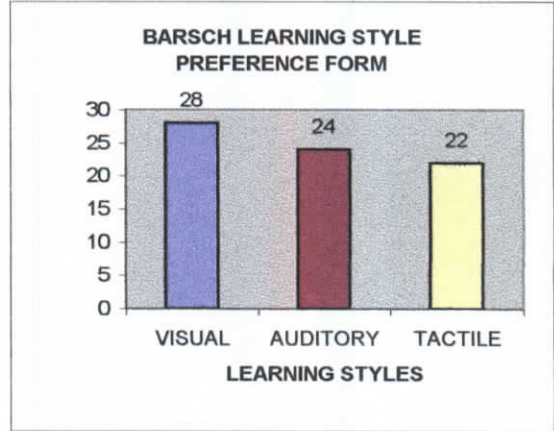
7 QUESTIONNAIRE



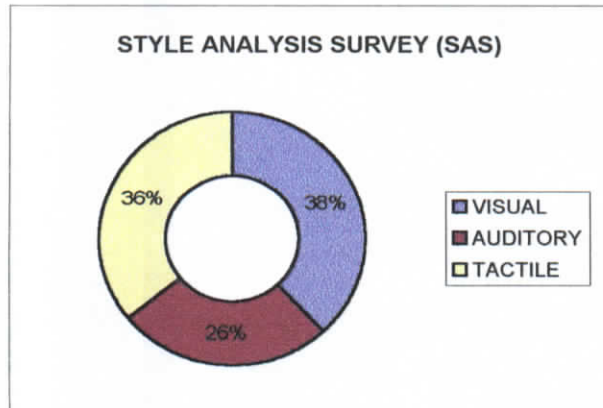
2 QUESTIONNAIRE



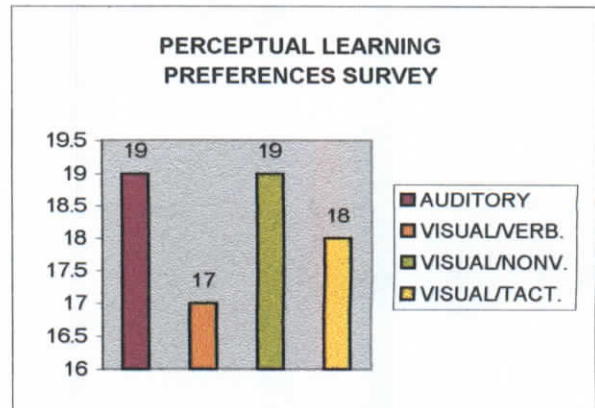
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



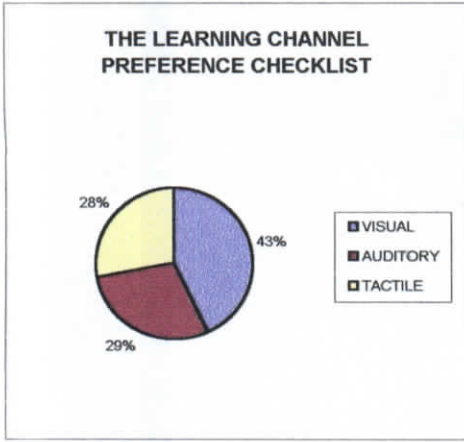
QUESTIONNAIRE RESULTS

NAME: Carlos Condo

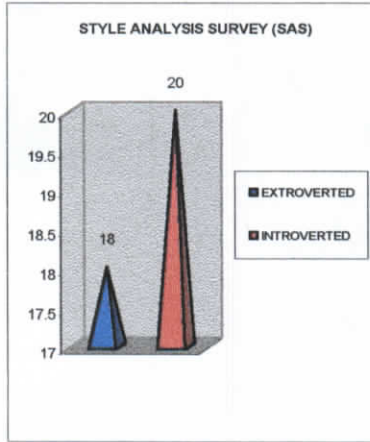
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
<i>VISUAL</i>	43%	50	20			30	13		1
<i>AUDITORY</i>	29%	30	17	13		14	12		
<i>TACTILE</i>	28%	36	15			26	9	1	
<i>EXTROVERTED</i>			18					2	
<i>INTROVERTED</i>			20					1	
<i>INTUITIVE</i>			22					2	
<i>CONCRETE- SEQUENTIAL</i>			19					1	
<i>CLOSURE- ORIENTED</i>			17					2	
<i>OPEN</i>			20					1	
<i>GLOBAL</i>			18					2	
<i>ANALYTIC</i>			20					1	
<i>INDIVIDUAL</i>		32							
<i>GROUP</i>		32							
<i>KINESTHETIC</i>		30							
<i>ACTIVE</i>					4				
<i>REFLECTIVE</i>					7				
<i>SENSITIVE</i>					9				
<i>INTUITIVE</i>					2				
<i>SEQUENTIAL</i>					10				
<i>GLOBAL</i>					1				
<i>VISUAL</i>					6				
<i>VERBAL</i>					5				
<i>VISUAL/VERB.</i>				22					
<i>VISUAL/NONV.</i>				22					
<i>VISUAL/TACT.</i>				17					

GRAPHS

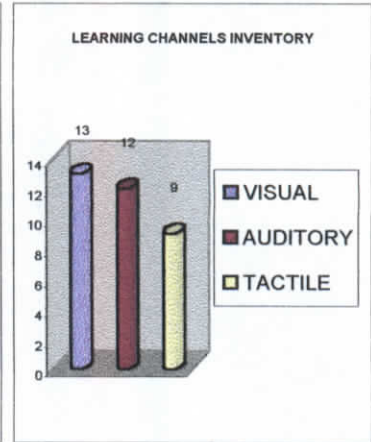
1 QUESTIONNAIRE



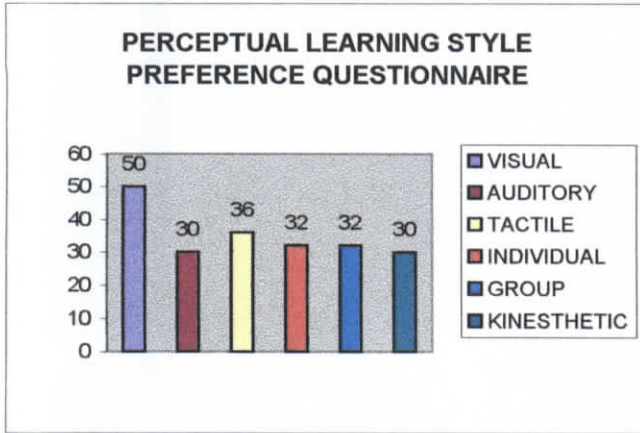
3 QUESTIONNAIRE



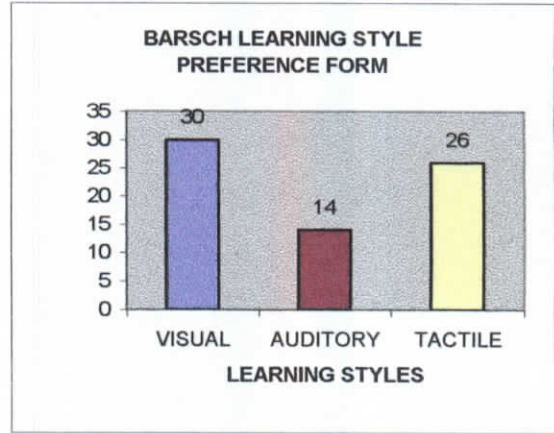
7 QUESTIONNAIRE



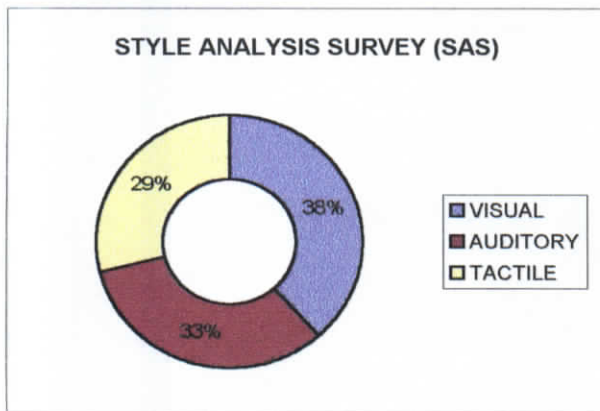
2 QUESTIONNAIRE



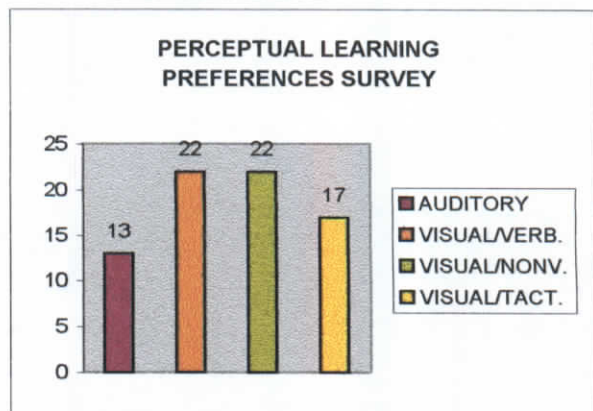
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



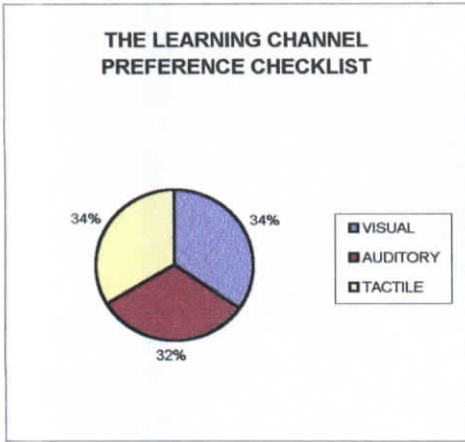
QUESTIONNAIRE RESULTS

NAME: Stalyn Avila

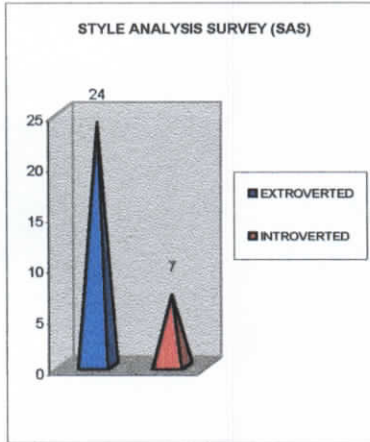
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
<i>VISUAL</i>	35%	32	15			34			1
<i>AUDITORY</i>	32%	38	18	16		26			
<i>TACTILE</i>	34%	40	21			28		1	
<i>EXTROVERTED</i>			24					1	
<i>INTROVERTED</i>			7					2	
<i>INTUITIVE</i>			21					1	
<i>CONCRETE- SEQUENTIAL</i>			14					2	
<i>CLOSURE- ORIENTED</i>			14					2	
<i>OPEN</i>			15					1	
<i>GLOBAL</i>			22					2	
<i>ANALYTIC</i>			12					1	
<i>INDIVIDUAL</i>		34							
<i>GROUP</i>		30							
<i>KINESTHETIC</i>		34							
<i>ACTIVE</i>					8				
<i>REFLECTIVE</i>					3				
<i>SENSITIVE</i>					5				
<i>INTUITIVE</i>					6				
<i>SEQUENTIAL</i>					4				
<i>GLOBAL</i>					7				
<i>VISUAL</i>					8				
<i>VERBAL</i>					3				
<i>VISUAL/VERB.</i>				17					
<i>VISUAL/NONV.</i>				17					
<i>VISUAL/TACT.</i>				21					

GRAPHS

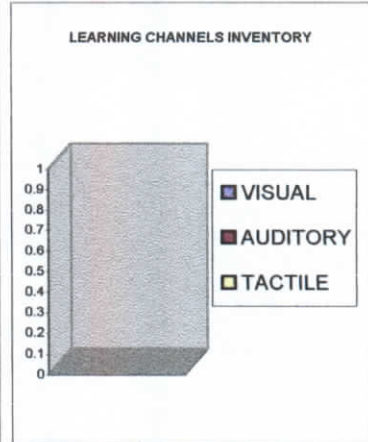
1 QUESTIONNAIRE



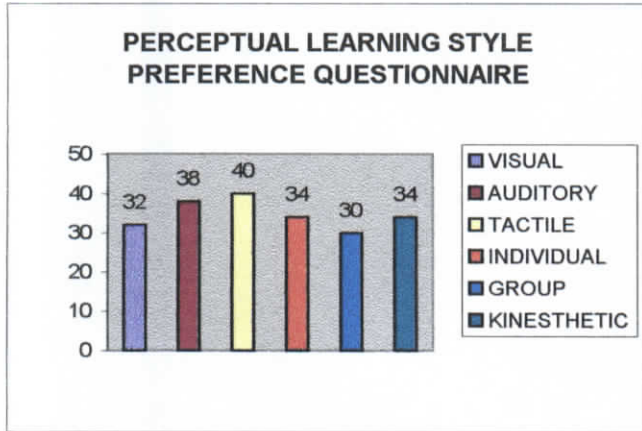
3 QUESTIONNAIRE



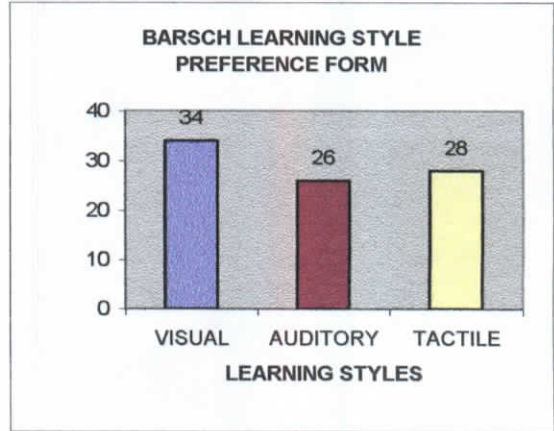
7 QUESTIONNAIRE



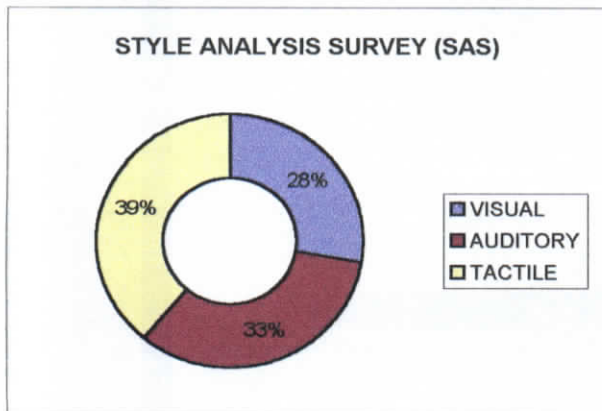
2 QUESTIONNAIRE



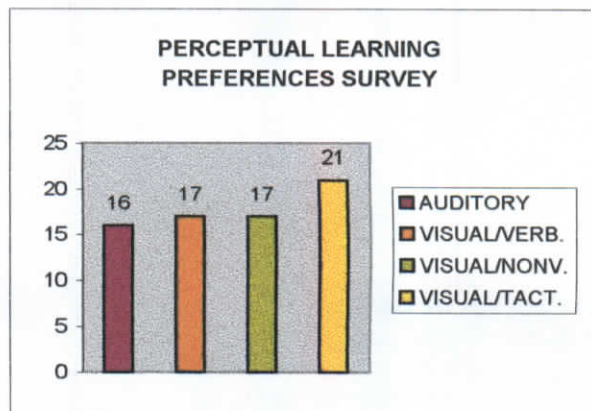
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



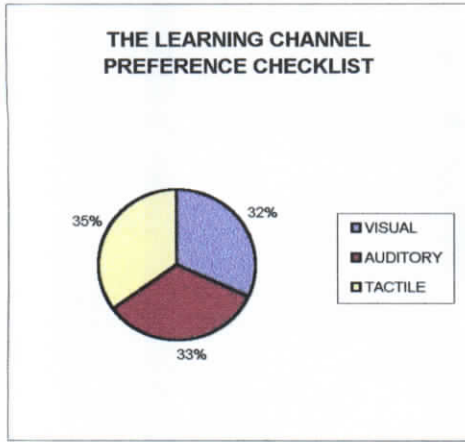
QUESTIONNAIRE RESULTS

NAME: Jorge Cerón

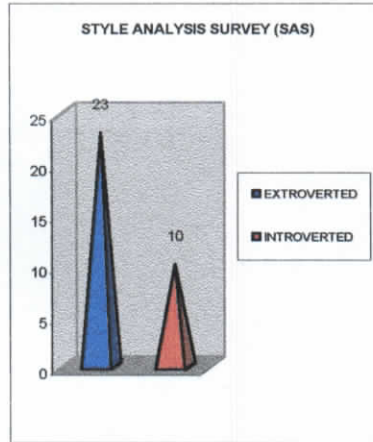
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
VISUAL	32%	34	17			28	11		
AUDITORY	33%	34	19	19		24	10		
TACTILE	35%	40	17			22	13	1	
EXTROVERTED			23					1	
INTROVERTED			10					2	
INTUITIVE			15					2	
CONCRETE- SEQUENTIAL			15					1	
CLOSURE- ORIENTED			15					1	
OPEN			19					2	
GLOBAL			21					1	
ANALYTIC			15					2	
INDIVIDUAL		30							
GROUP		44							
KINESTHETIC		36							
ACTIVE					7				
REFLECTIVE					4				
SENSITIVE					7				
INTUITIVE					4				
SEQUENTIAL					5				
GLOBAL					5				
VISUAL					6				
VERBAL					5				
VISUAL/VERB.				17					
VISUAL/NONV.				21					
VISUAL/TACT.				18					

GRAPHS

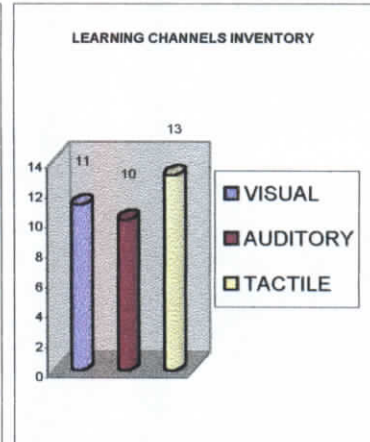
1 QUESTIONNAIRE



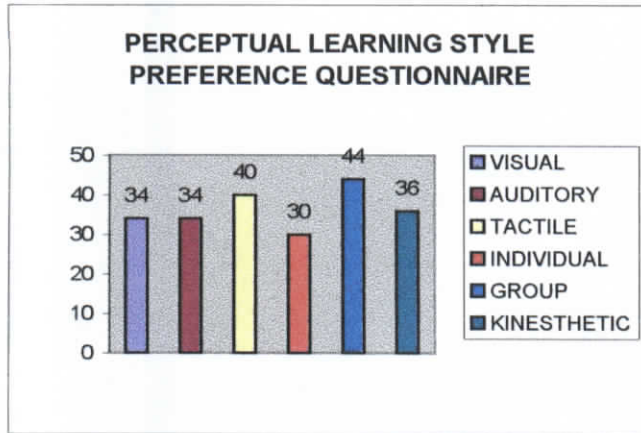
3 QUESTIONNAIRE



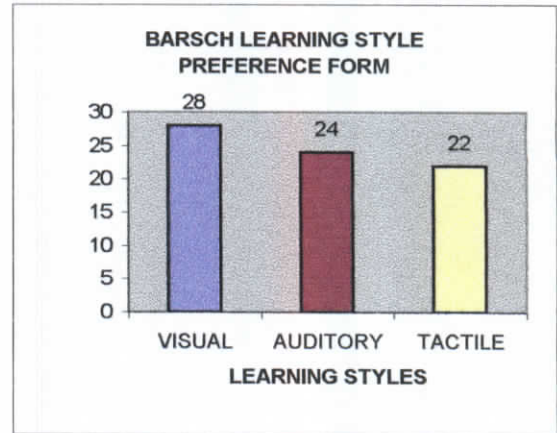
7 QUESTIONNAIRE



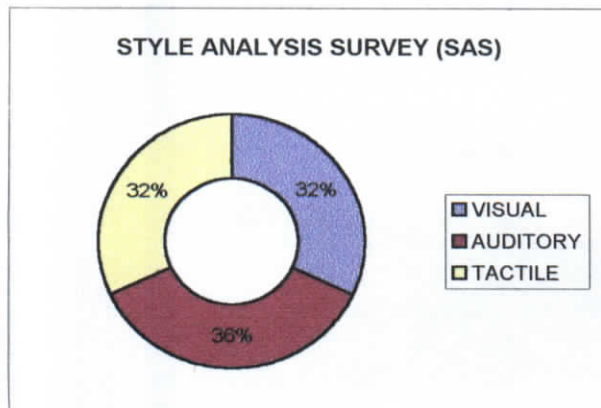
2 QUESTIONNAIRE



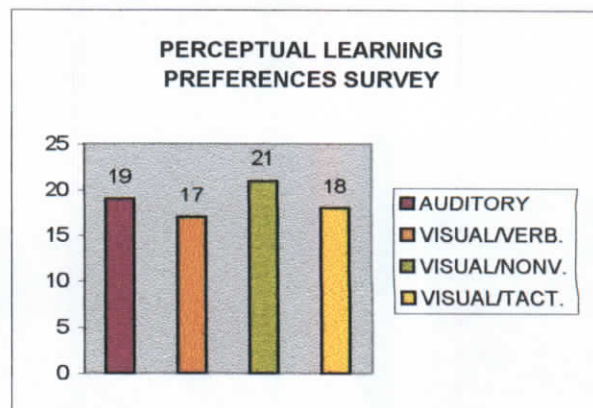
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



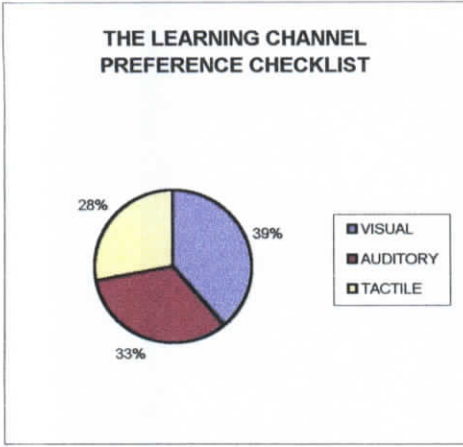
QUESTIONNAIRE RESULTS

NAME: *Verónica Zurita*

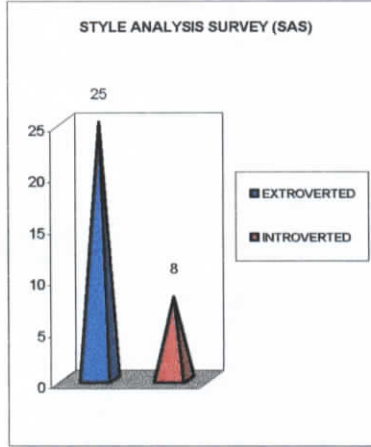
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
<i>VISUAL</i>	39%	44	21			30	12		1
<i>AUDITORY</i>	33%	42	21	21		24	11	1	
<i>TACTILE</i>	28%	38	27			32	10		
<i>EXTROVERTED</i>			25					1	
<i>INTROVERTED</i>			8					2	
<i>INTUITIVE</i>			26					2	
<i>CONCRETE- SEQUENTIAL</i>			20					1	
<i>CLOSURE- ORIENTED</i>			16					1	
<i>OPEN</i>			21					2	
<i>GLOBAL</i>			23					1	
<i>ANALYTIC</i>			19					2	
<i>INDIVIDUAL</i>		42							
<i>GROUP</i>		40							
<i>KINESTHETIC</i>		44							
<i>ACTIVE</i>					8				
<i>REFLECTIVE</i>					3				
<i>SENSITIVE</i>					9				
<i>INTUITIVE</i>					2				
<i>SEQUENTIAL</i>					8				
<i>GLOBAL</i>					3				
<i>VISUAL</i>					8				
<i>VERBAL</i>					3				
<i>VISUAL/VERB.</i>				18					
<i>VISUAL/NONV.</i>				19					
<i>VISUAL/TACT.</i>				21					

GRAPHS

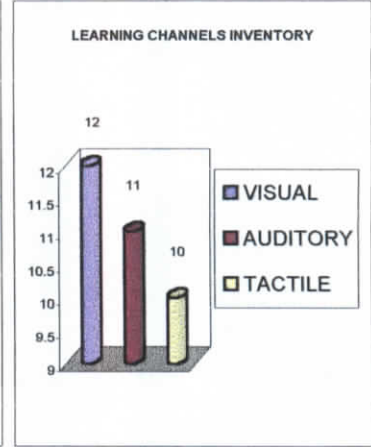
1 QUESTIONNAIRE



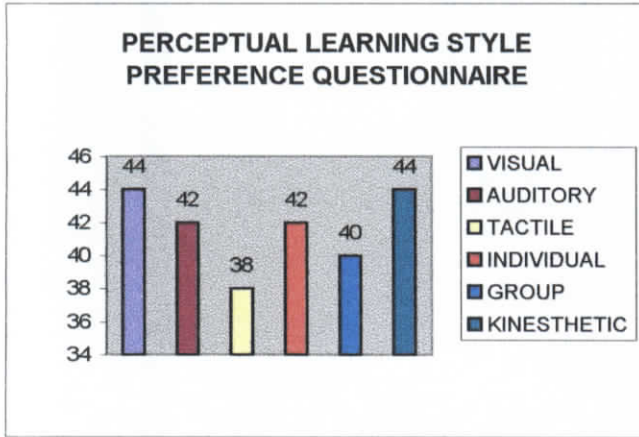
3 QUESTIONNAIRE



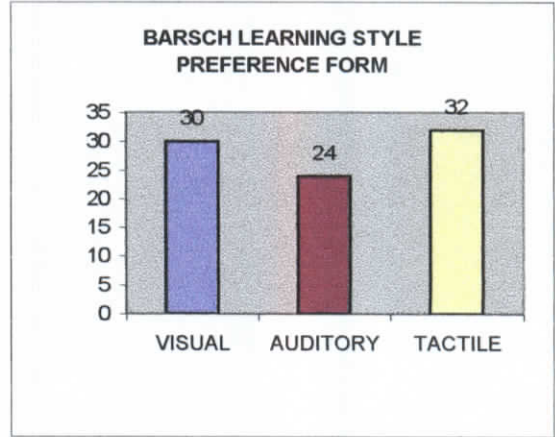
7 QUESTIONNAIRE



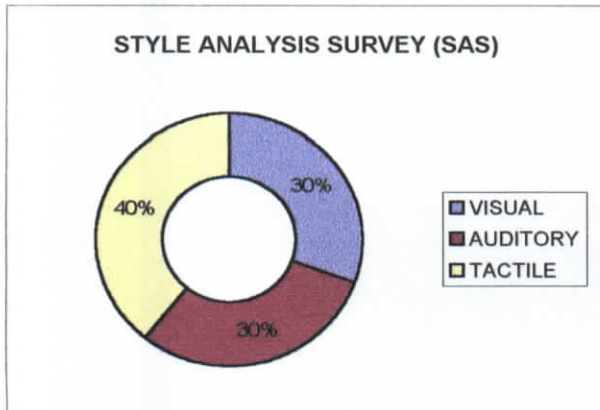
2 QUESTIONNAIRE



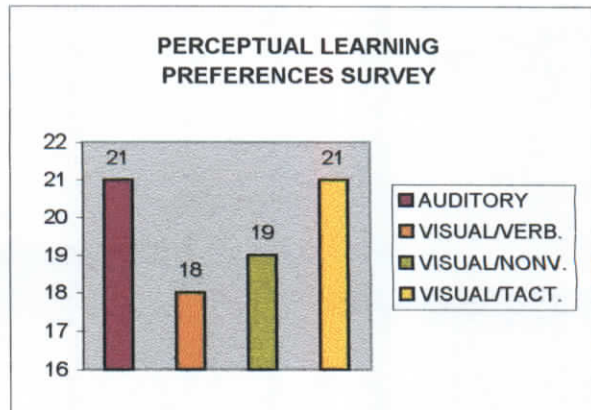
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



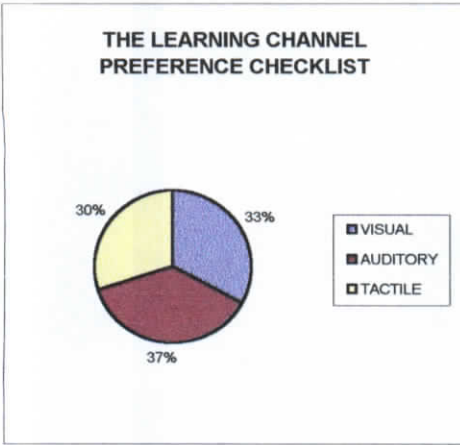
QUESTIONNAIRE RESULTS

NAME: Patricia Pazmiño

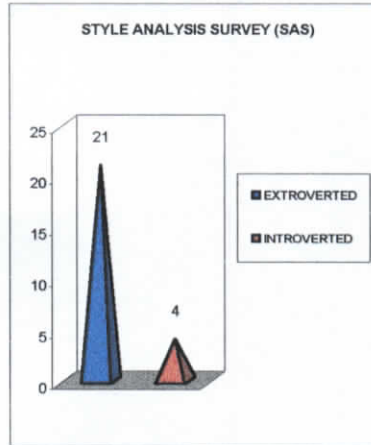
	<i>1</i> <i>Quest.</i>	<i>2</i> <i>Quest.</i>	<i>3</i> <i>Quest.</i>	<i>4</i> <i>Quest.</i>	<i>5</i> <i>Quest.</i>	<i>6</i> <i>Quest.</i>	<i>7</i> <i>Quest.</i>	<i>Interv.</i>	<i>Diary</i>
<i>VISUAL</i>	33%	42	14			32	12		
<i>AUDITORY</i>	37%	36	21	20		28	12		1
<i>TACTILE</i>	30%	26	8			22	13	1	
<i>EXTROVERTED</i>			21					1	
<i>INTROVERTED</i>			4					2	
<i>INTUITIVE</i>			26					2	
<i>CONCRETE- SEQUENTIAL</i>			20					1	
<i>CLOSURE- ORIENTED</i>			14					2	
<i>OPEN</i>			15					1	
<i>GLOBAL</i>			27					2	
<i>ANALYTIC</i>			11					1	
<i>INDIVIDUAL</i>		48							
<i>GROUP</i>		34							
<i>KINESTHETIC</i>		46							
<i>ACTIVE</i>					7				
<i>REFLECTIVE</i>					4				
<i>SENSITIVE</i>					7				
<i>INTUITIVE</i>					4				
<i>SEQUENTIAL</i>					7				
<i>GLOBAL</i>					4				
<i>VISUAL</i>					8				
<i>VERBAL</i>					3				
<i>VISUAL/VERB.</i>				15					
<i>VISUAL/NONV.</i>				19					
<i>VISUAL/TACT.</i>				19					

GRAPHS

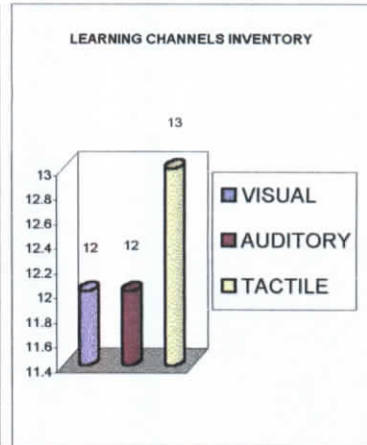
1 QUESTIONNAIRE



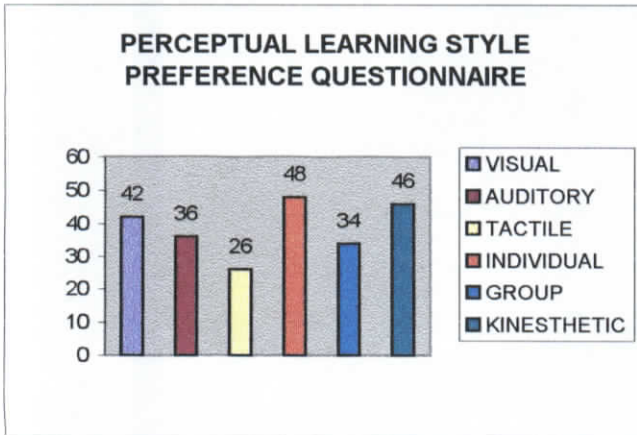
3 QUESTIONNAIRE



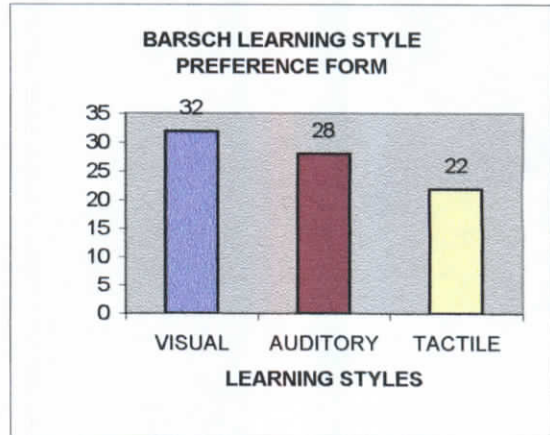
7 QUESTIONNAIRE



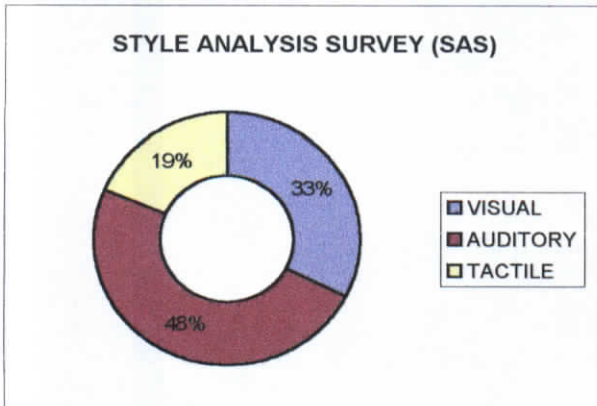
2 QUESTIONNAIRE



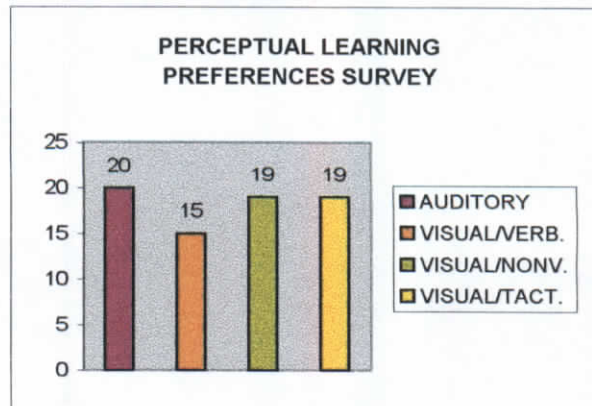
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



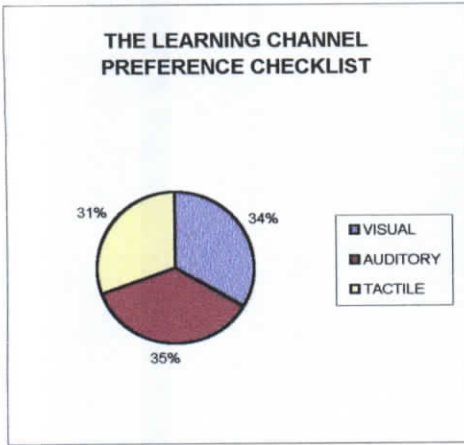
QUESTIONNAIRE RESULTS

NAME: Carolina Chacán

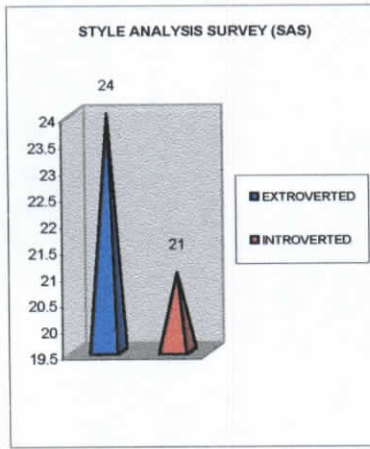
	<i>1</i> <i>Quest.</i>	<i>2</i> <i>Quest.</i>	<i>3</i> <i>Quest.</i>	<i>4</i> <i>Quest.</i>	<i>5</i> <i>Quest.</i>	<i>6</i> <i>Quest.</i>	<i>7</i> <i>Quest.</i>	<i>Interv.</i>	<i>Diary</i>
<i>VISUAL</i>	34%	34	18			25	9		
<i>AUDITORY</i>	36%	34	22	19		24	9	1	1
<i>TACTILE</i>	31%	40	23			18	9		
<i>EXTROVERTED</i>			24					1	
<i>INTROVERTED</i>			21					2	
<i>INTUITIVE</i>			23					2	
<i>CONCRETE- SEQUENTIAL</i>			24					1	
<i>CLOSURE- ORIENTED</i>			16					2	
<i>OPEN</i>			23					1	
<i>GLOBAL</i>			26					1	
<i>ANALYTIC</i>			23					2	
<i>INDIVIDUAL</i>		26							
<i>GROUP</i>		42							
<i>KINESTHETIC</i>		38							
<i>ACTIVE</i>					8				
<i>REFLECTIVE</i>					3				
<i>SENSITIVE</i>					10				
<i>INTUITIVE</i>					1				
<i>SEQUENTIAL</i>					8				
<i>GLOBAL</i>					3				
<i>VISUAL</i>					8				
<i>VERBAL</i>					3				
<i>VISUAL/VERB.</i>				17					
<i>VISUAL/NONV.</i>				14					
<i>VISUAL/TACT.</i>				12					

GRAPHS

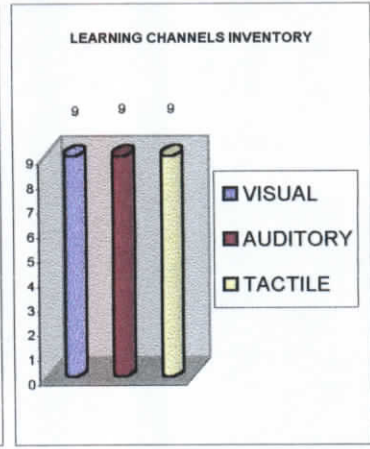
1 QUESTIONNAIRE



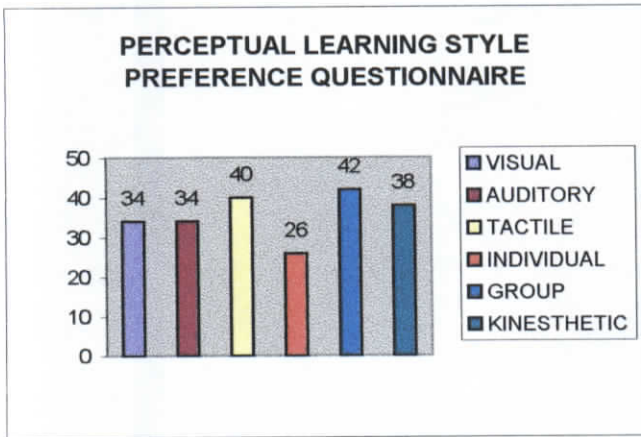
3 QUESTIONNAIRE



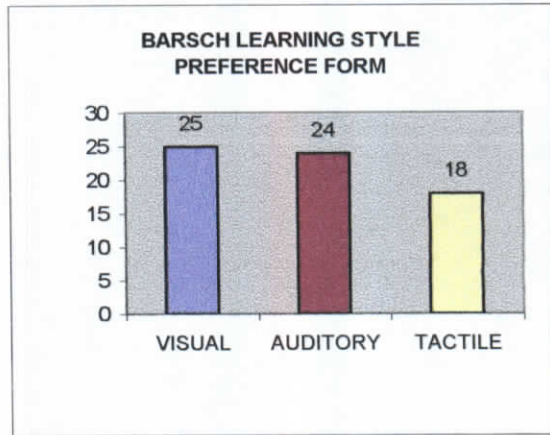
7 QUESTIONNAIRE



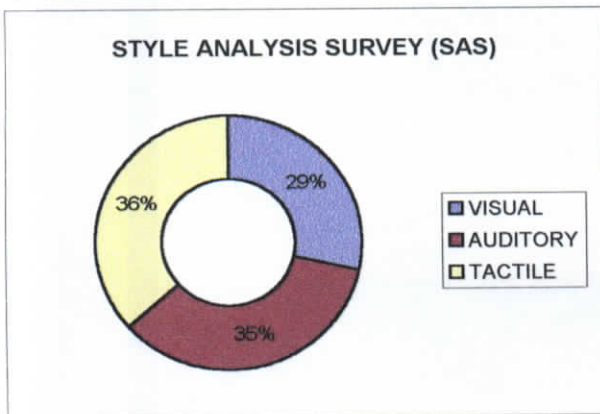
2 QUESTIONNAIRE



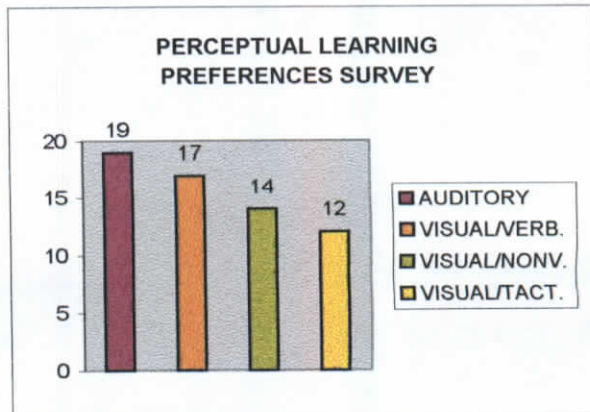
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



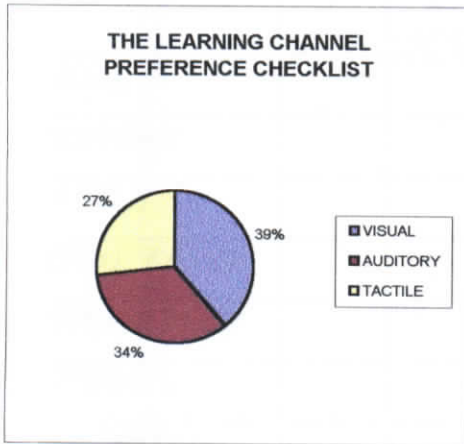
QUESTIONNAIRE RESULTS

NAME: Fernando Echeverría

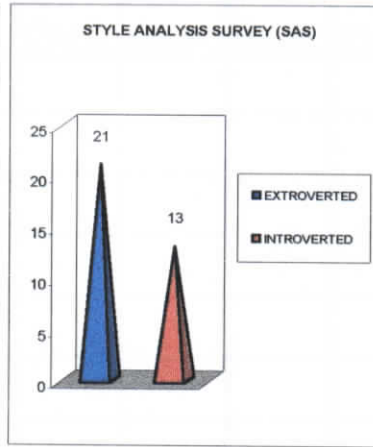
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
VISUAL	39%	42	25			32	12		1
AUDITORY	34%	46	11	18		26	13		
TACTILE	27%	48	13			16	9	1	
EXTROVERTED			21					2	
INTROVERTED			13					1	
INTUITIVE			19					2	
CONCRETE- SEQUENTIAL			16					1	
CLOSURE- ORIENTED			25					2	
OPEN			8					1	
GLOBAL			20					2	
ANALYTIC			18					1	
INDIVIDUAL		24							
GROUP		50							
KINESTHETIC		40							
ACTIVE					6				
REFLECTIVE					5				
SENSITIVE					10				
INTUITIVE					1				
SEQUENTIAL					5				
GLOBAL					6				
VISUAL					6				
VERBAL					5				
VISUAL/VERB.				19					
VISUAL/NONV.				21					
VISUAL/TACT.				15					

GRAPHS

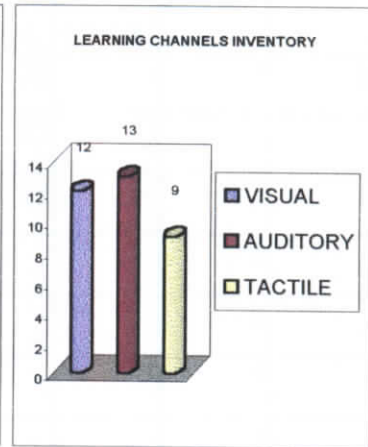
1 QUESTIONNAIRE



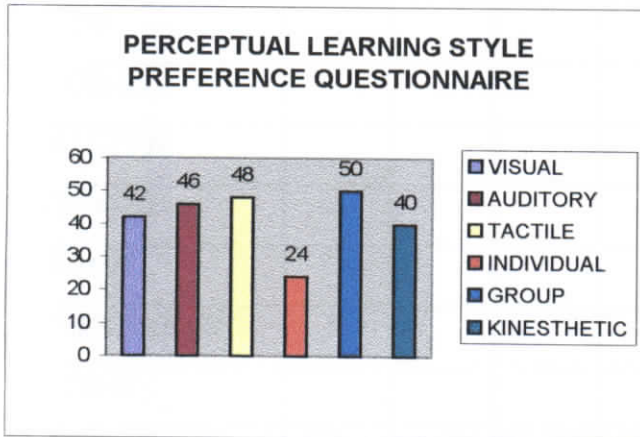
3 QUESTIONNAIRE



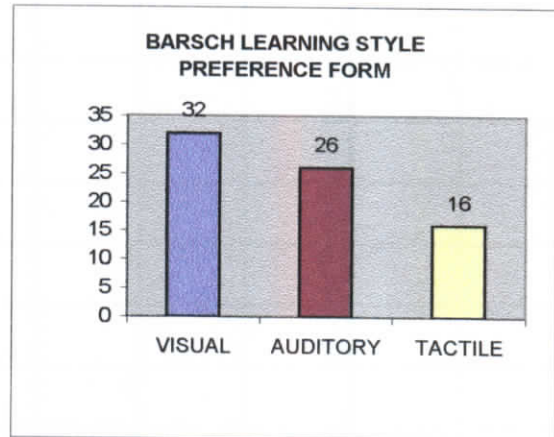
7 QUESTIONNAIRE



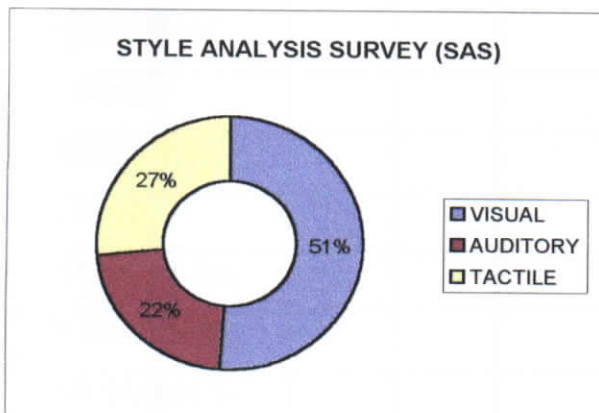
2 QUESTIONNAIRE



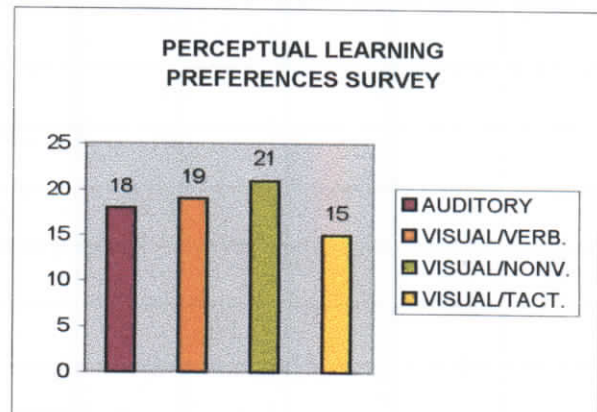
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



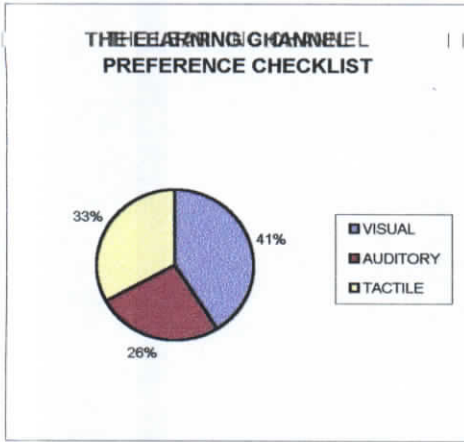
QUESTIONNAIRE RESULTS

NAME: Ma. Fernanda Rodríguez

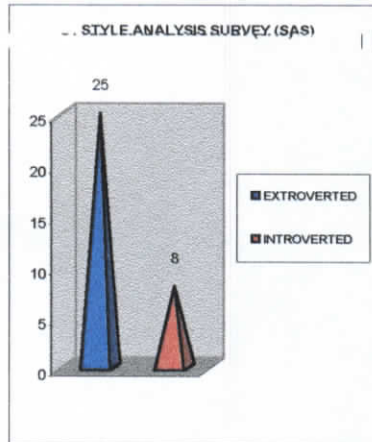
	<i>1</i> <i>Quest.</i>	<i>2</i> <i>Quest.</i>	<i>3</i> <i>Quest.</i>	<i>4</i> <i>Quest.</i>	<i>5</i> <i>Quest.</i>	<i>6</i> <i>Quest.</i>	<i>7</i> <i>Quest.</i>	<i>Interv.</i>	<i>Diary</i>
<i>VISUAL</i>	41%	42	17				11		1
<i>AUDITORY</i>	26%	26	17	14			10		
<i>TACTILE</i>	33%	38	10				12	1	
<i>EXTROVERTED</i>			25					2	
<i>INTROVERTED</i>			8					1	
<i>INTUITIVE</i>			22					1	
<i>CONCRETE- SEQUENTIAL</i>			18					2	
<i>CLOSURE- ORIENTED</i>			18					1	
<i>OPEN</i>			16					2	
<i>GLOBAL</i>			22					2	
<i>ANALYTIC</i>			14					1	
<i>INDIVIDUAL</i>		46							
<i>GROUP</i>		12							
<i>KINESTHETIC</i>		40							
<i>ACTIVE</i>					8				
<i>REFLECTIVE</i>					3				
<i>SENSITIVE</i>					6				
<i>INTUITIVE</i>					4				
<i>SEQUENTIAL</i>					8				
<i>GLOBAL</i>					2				
<i>VISUAL</i>					10				
<i>VERBAL</i>					0				
<i>VISUAL/VERB.</i>				19					
<i>VISUAL/NONV.</i>				20					
<i>VISUAL/TACT.</i>				17					

GRAPHS

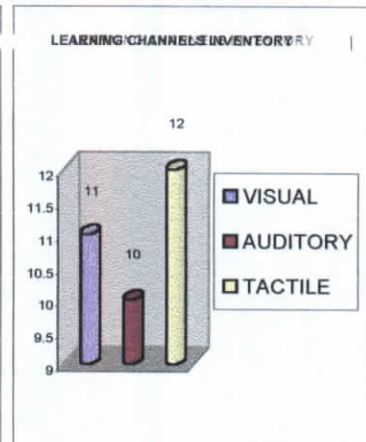
1 QUESTIONNAIRE



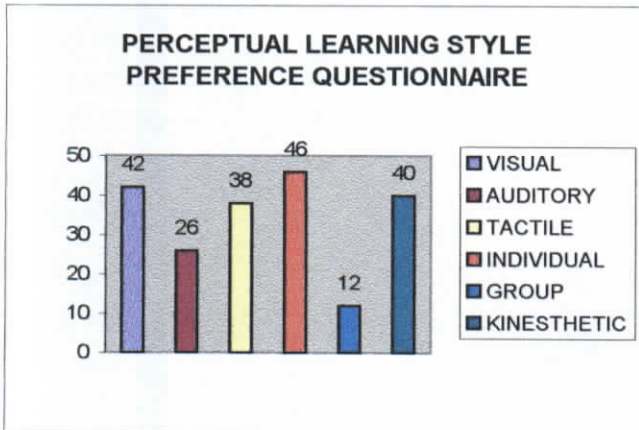
3 QUESTIONNAIRE



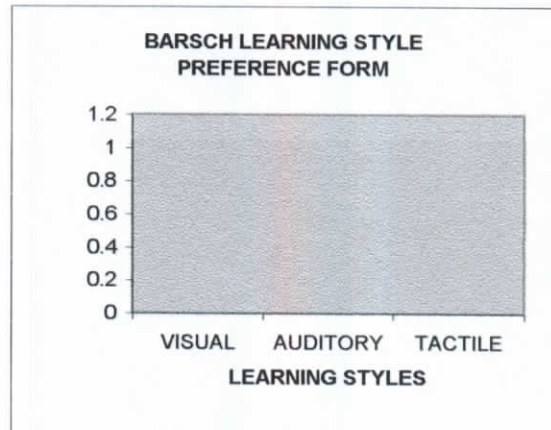
7 QUESTIONNAIRE



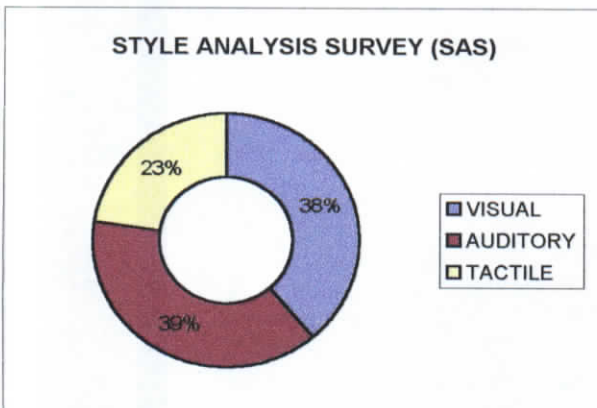
2 QUESTIONNAIRE



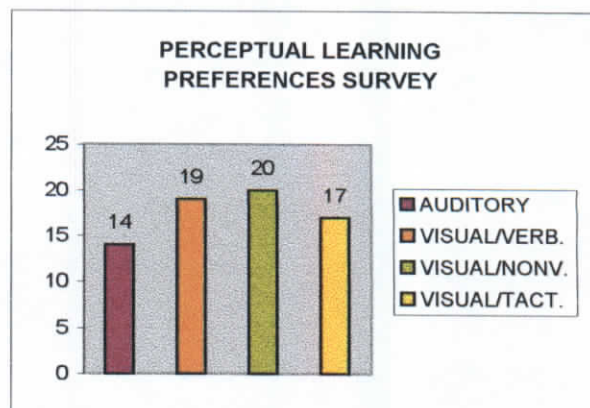
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



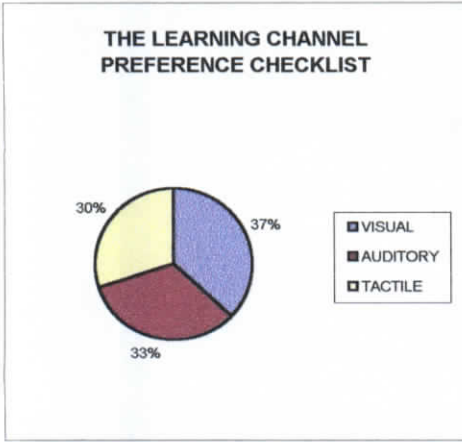
QUESTIONNAIRE RESULTS

GROUP OF STUDENTS

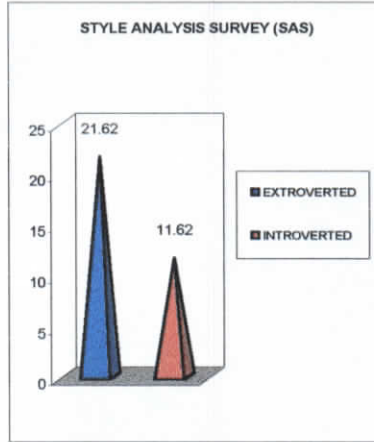
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Interv.</i>	<i>Diary</i>
	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>	<i>Quest.</i>		
<i>VISUAL</i>	37%	38.92	18.08			30.08	11.75	3	9
<i>AUDITORY</i>	33%	36.92	17.46	17.62		24.46	11.41	2	2
<i>TACTILE</i>	30%	40	17.53			24.07	10.58	8	1
<i>EXTROVERTED</i>			21.62					9	
<i>INTROVERTED</i>			11.62					4	
<i>INTUITIVE</i>									
<i>CONCRETE- SEQUENTIAL</i>									
<i>CLOSURE- ORIENTED</i>									
<i>OPEN</i>									
<i>GLOBAL</i>									
<i>ANALYTIC</i>									
<i>INDIVIDUAL</i>		34.15							
<i>GROUP</i>		36.46							
<i>KINESTHETIC</i>		38.92							
<i>ACTIVE</i>									
<i>REFLECTIVE</i>									
<i>SENSITIVE</i>									
<i>INTUITIVE</i>									
<i>SEQUENTIAL</i>									
<i>GLOBAL</i>									
<i>VISUAL</i>									
<i>VERBAL</i>									
<i>VISUAL/VERB.</i>				18					
<i>VISUAL/NONV.</i>				19.84					
<i>VISUAL/TACT.</i>				18.3					

GRAPHS

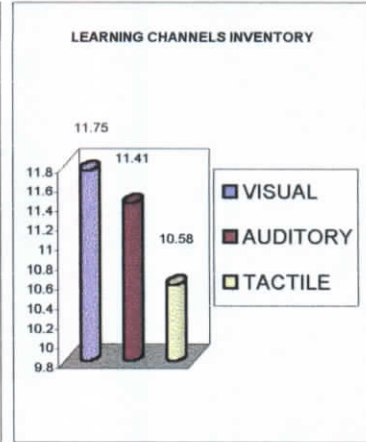
1 QUESTIONNAIRE



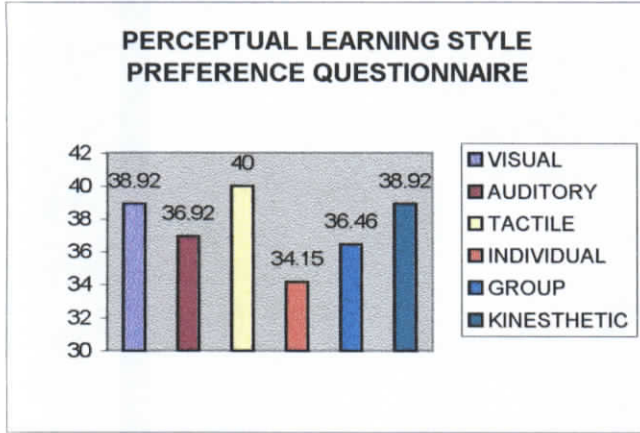
3 QUESTIONNAIRE



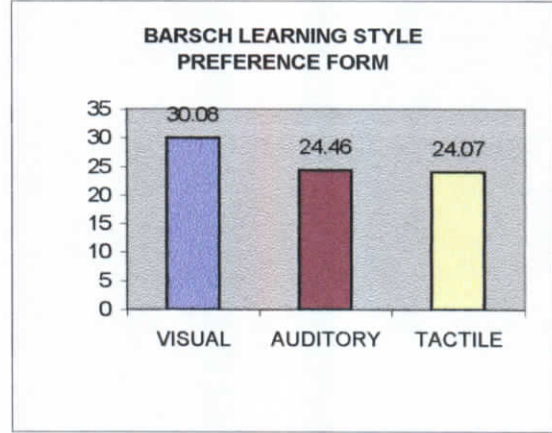
7 QUESTIONNAIRE



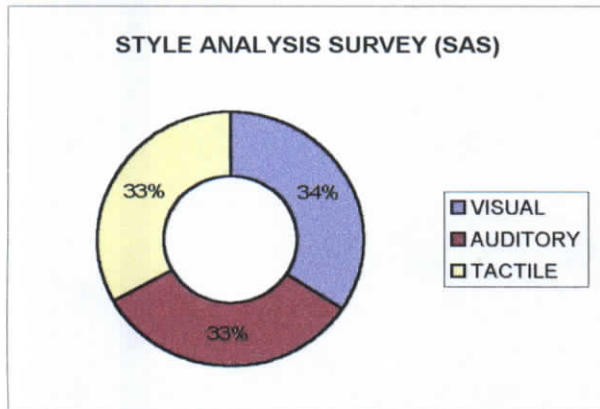
2 QUESTIONNAIRE



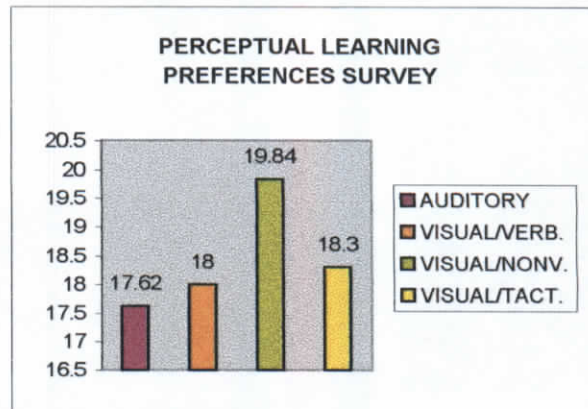
6 QUESTIONNAIRE



3 QUESTIONNAIRE



4 QUESTIONNAIRE



3.2. ANALYSIS OF INSTRUMENTS RESULTS

Katherine

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 37, visual with 35 and finally auditory with 28 from a total of 100.

3 Questionnaire: She is visual with 39, tactile with 36 and finally auditory with 25.

6 Questionnaire: She is visual with 30, tactile with 28 and finally auditory with 22 from a total of 80.

7 Questionnaire: She is tactile with 12, visual and auditory with 11 from a total of 34.

Interview: She is more tactile than the other styles.

Diary: She is visual according to her answer.

In general terms, if we analyze all above questionnaires we have: visual with 115, tactile with 113 and finally auditory with 86. So, we can realize that this person has a clear tendency to be visual and tactile at the same time.

Analysis of extroverted and introverted:

2 Questionnaire: She is tactile with 48, kinesthetic with 46, visual and group with 38, auditory with 36 and finally individual with 34 from a total of 202.

3 Questionnaire: She is extroverted with 20 and introverted with 12 from a total of 32.

Interview: She is very extroverted.

In this case, she is very extroverted in both questionnaires and also in the interview (2,3) and again in the 2 questionnaire she is mainly tactile-kinesthetic, then visual and finally auditory.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile with 21, visual-nonverbal with 20, visual-verbal with 18 and auditory with 16 from a total of 75.

Through this questionnaire, we can see the relation between visual and tactile.

As a summary: It is clearly defined that this person is closely-related to the visual and tactile learning styles. She doesn't pay attention too much to the auditory style.

Also, she is extroverted and she is the kind of visual-tactile.

Maria

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 25, visual with 40 and finally auditory with 35 from a total of 100.

3 Questionnaire: She is visual with 31, tactile with 35 and finally auditory with 34 from a total of 100.

6 Questionnaire: She is visual with 30, tactile with 21 and finally auditory with 26 from a total of 77.

7 Questionnaire: She is visual with 14, tactile and auditory with 9 from a total of 32.

Interview: She is more visual than tactile and auditory.

Diary: She is also visual.

In general terms, if we analyze all above questionnaires we have: visual with 115, auditory with 104 and finally tactile with 90. So, we can realize that this person has a clear tendency to be visual, then she likes to learn by listening and finally tactile.

Analysis of extroverted and introverted:

2 Questionnaire: She is tactile with 50, kinesthetic with 42, group with 40, auditory and visual with 38 and finally individual with 34 from a total of 202.

3 Questionnaire: She is introverted with 20 and extroverted with 16 from a total of 36.

Interview: Results show she is more introverted than extroverted.

In this case, there is no sense because in the first questionnaire, she likes to work in groups and in the second questionnaire, she likes to work individually, similar to the interview results. And also, tactile-kinesthetic is the first learning style, which is opposite to the last impression where the tactile learning style was the last one.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-nonverbal with 23, visual-tactile and auditory with 17 and visual-verbal with 15 from a total of 72.

Through this questionnaire, we can see she likes to learn by seeing but does not like to talk and participate in class.

As a summary: As you can see, in the first part of the analysis, results defined her as visual, then auditory and finally tactile. However, according to the second part, she is tactile-kinesthetic and then visual and auditory at the same time. There is also

something strange, because in this part, she is extroverted and introverted in the same way.

Maria Fernanda

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 30, visual with 38 and finally auditory with 32 from a total of 100.

3 Questionnaire: She is visual and tactile with 31 and finally auditory with 38.

6 Questionnaire: She is visual with 26, tactile with 30 and finally auditory with 22 from a total of 78.

7 Questionnaire: She is tactile, visual and auditory with 12 from a total of 36.

Interview: It shows she is tactile

Diary: It also indicates that she is tactile.

In general terms, if we analyze all above questionnaires, we have: visual with 107, auditory with 104 and finally tactile with 103. So, we can realize that this person has not a clear tendency. There is not a big difference in points. But we can forget the diary and interview where she is tactile.

Analysis of extroverted and introverted:

2 Questionnaire: She is kinesthetic with 34, visual with 32 , group with 42, tactile and auditory with 36 and finally individual with 26 from a total of 170.

3 Questionnaire: She is extroverted with 22 and introverted with 11 from a total of 33.

Interview: She is extroverted.

In this case, she is very extroverted in both questionnaires (2.3), and again in the second questionnaire, she has not defined her learning style.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile and visual-nonverbal with 23, visual-verbal and auditory with 19 from a total of 61.

Through this questionnaire, we can see she likes to learn by seeing without talking, and touching something, at the time of paying attention to the class.

As a summary: It is not clearly defined that this person is closely-related to the visual, auditory, and tactile learning styles. Also, she is extroverted and she is the kind of visual-tactile-nonverbal.

Maria Gabriela

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 33, visual with 36 and finally auditory with 31 from a total of 100.

3 Questionnaire: She is visual with 29, tactile with 40 and finally auditory with 31.

6 Questionnaire: She is visual with 34, tactile with 30 and finally auditory with 26 from a total of 90.

7 Questionnaire: She is tactile with 10, visual with 13 and auditory with 14 from a total of 37.

In general terms, if we analyze all above questionnaires we have: visual with 112, tactile with 113 and finally auditory with 102. So, we can realize that this person has a clear tendency to be visual and tactile at the same time.

Analysis of extroverted and introverted:

2 Questionnaire: She is tactile and group with 48, kinesthetic with 44, visual and auditory with 42, and finally individual with 34 from a total of 258.

3 Questionnaire: She is extroverted with 23 and introverted with 10 from a total of 33.

In this case, she is very extroverted in both questionnaires (2.3) and again in the second questionnaire, she is mainly tactile-kinesthetic, then visual and auditory.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile and visual-verbal with 19, visual-nonverbal with 20, and auditory with 18 from a total of 76.

Through this questionnaire, we can see that there is not a big difference between them.

As a summary: It is clearly defined that this person is closely-related to the visual and tactile learning styles. She doesn't pay attention too much to the auditory style.

Also, she is extroverted and she is the kind of visual-tactile-verbal-nonverbal.

Monica

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 27, visual with 36 and finally auditory with 37 from a total of 100.

3 Questionnaire: She is visual with 38, tactile with 36 and finally auditory with 26.

6 Questionnaire: She is visual with 28, tactile with 22 and finally auditory with 24 from a total of 80.

7 Questionnaire: She is tactile with 9, visual with 11 and auditory with 14 from a total of 34.

Interview: It shows she is obviously visual.

Diary: She is also visual.

In general terms, if we analyze all above questionnaires we have: visual with 113, auditory with 101 and finally tactile with 94. So, we can realize that this person has a clear tendency to be visual then she also likes to listen in order to learn and finally the tactile learning style.

Analysis of extroverted and introverted:

2 Questionnaire: She is auditory with 42, visual with 36, tactile and kinesthetic with 32 group with 22, and finally individual with 34 from a total of 198.

3 Questionnaire: She is extroverted with 19 and introverted with 7 from a total of 26.

Interview: She is more extroverted than introverted.

In this case, she is extroverted and introverted in both questionnaires (2,3) and in the 2 questionnaire she is mainly auditory, then visual and finally tactile-kinesthetic.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile with 18, visual-nonverbal and auditory with 19, and visual-verbal with 17 from a total of 73.

Through this questionnaire, we can see the relation between visual and auditory.

As a summary: It is clearly defined that this person is closely-related to the visual and auditory learning styles. Then she pay attention to the tactile style. Also, she is extroverted and introverted at the same time. However, interview shows she is slightly more extroverted.

Carlos

Analysis of Visual, tactile and auditory:

1 Questionnaire: He is tactile with 28, visual with 43 and finally auditory with 29 from a total of 100.

3 Questionnaire: He is visual with 38, tactile with 29 and finally auditory with 33.

6 Questionnaire: He is visual with 30, tactile with 26 and finally auditory with 14 from a total of 70.

7 Questionnaire: He is tactile with 12, visual with 13 and auditory with 9 from a total of 34.

Interview: It indicates he is tactile.

Diary: It shows he is more visual than tactile and auditory.

In general terms, if we analyze all above questionnaires we have: visual with 124, tactile with 95 and finally auditory with 85. So, we can realize that this person has a clear tendency to be visual, then she is tactile and finally auditory.

Analysis of extroverted and introverted:

2 Questionnaire: He is visual with 50, tactile with 36, individual and group with 32, and kinesthetic and auditory with 30 from a total of 210.

3 Questionnaire: He is extroverted with 18 and introverted with 20 from a total of 38.

Interview: He is more introverted than extroverted.

In this case, she is slightly more introverted than extroverted in both questionnaires (2,3) and again in the 2 questionnaire she is mainly visual, then tactile and finally auditory.

Analysis of what kind of visual she is:

4 Questionnaire: He is visual-verbal and visual-nonverbal with 22, visual-tactile with 17 and auditory with 13 from a total of 74.

Through this questionnaire, we can see the relation between visual and nonverbal. Maybe, sometimes he likes to talk when he is seeing something.

As a summary: It is clearly defined that this person is closely-related to the visual learning style; he does not pay attention too much to the auditory style. Also, he is extroverted and introverted, and she is the kind of visual-verbal-nonverbal.

Stalyn

Analysis of Visual, tactile and auditory:

1 Questionnaire: He is tactile with 34, visual with 34 and finally auditory with 32 from a total of 100.

3 Questionnaire: He is visual with 28, tactile with 39 and finally auditory with 33.

6 Questionnaire: He is visual with 34, tactile with 28 and finally auditory with 26 from a total of 80.

Interview: He is tactile in this case.

Diary: Now he is visual.

In general terms, if we analyze all above questionnaires we have: visual with 96, tactile with 101 and finally auditory with 91. So, we can realize that this person has a slightly clear tendency to be more tactile than visual and then auditory.

Analysis of extroverted and introverted:

2 Questionnaire: He is tactile with 40, kinesthetic and individual with 34, visual with 32, auditory with 38 and finally group with 30 from a total of 208.

3 Questionnaire: He is extroverted with 24 and introverted with 7 from a total of 31.

Interview: He is also extroverted.

In this case, he is very extroverted in the second questionnaires (2,3) and again in the 2 questionnaire she is mainly tactile, then auditory and ,surprise, after this visual.

Analysis of what kind of visual she is:

4 Questionnaire: He is visual-tactile with 21, visual-nonverbal and visual-verbal with 17 and auditory with 16 from a total of 71.

Through this questionnaire, we can see the relation between visual and tactile.

As a summary: It is clearly defined that this person is closely-related to the tactile learning style, then we have the visual and auditory at the same time. Also, he is extroverted and she is the kind of visual-tactile.

Jorge

Analysis of Visual, tactile and auditory:

1 Questionnaire: He is tactile with 35, visual with 32 and finally auditory with 33 from a total of 100.

3 Questionnaire: He is visual with 32, tactile with 32 and finally auditory with 36.

6 Questionnaire: He is visual with 28, tactile with 22 and finally auditory with 24 from a total of 74.

7 Questionnaire: He is tactile with 13, visual with 11 and auditory with 10 from a total of 34.

Interview: It shows he is tactile.

In general terms, if we analyze all above questionnaires we have: visual with 103, tactile with 102 and finally auditory with 103. So, we can realize that this person has a clear tendency to all of these three learning styles at the same time.

Analysis of extroverted and introverted:

2 Questionnaire: He is tactile with 40, kinesthetic with 36, group with 44, visual and auditory with 34 and finally individual with 30 from a total of 218.

3 Questionnaire: He is extroverted with 22 and introverted with 10 from a total of 32.

Interview: He is also extroverted.

In this case, he is very extroverted in both questionnaires (2,3) and again in the 2 questionnaire he is more tactile-kinesthetic than visual and auditory.

Analysis of what kind of visual she is:

4 Questionnaire: He is visual-tactile with 18, visual-nonverbal with 21, visual-verbal with 17 and auditory with 19 from a total of 75.

Through this questionnaire, we can see the relation between visual and nonverbal.

As a summary: It is clearly defined that this person is slightly related to the tactile learning style, but there is not a big difference with the others styles. Also, he is very extroverted and he is the kind of visual-nonverbal.

Veronica

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 28, visual with 39 and finally auditory with 33 from a total of 100.

3 Questionnaire: She is visual with 30, tactile with 40 and finally auditory with 30.

6 Questionnaire: She is visual with 30, tactile with 32 and finally auditory with 24 from a total of 74.

7 Questionnaire: She is tactile with 10, visual with 12 and auditory with 11 from a total of 34.

Interview: She is auditory in this case.

Diary: Now she is visual.

In general terms, if we analyze all above questionnaires we have: visual with 111, tactile with 110 and finally auditory with 98. So, we can realize that this person has a clear tendency to the visual and tactile learning styles at the same time.

Analysis of extroverted and introverted:

2 Questionnaire: She is kinesthetic and visual with 44, group with 40, auditory and individual with 42 and finally tactile with 38 from a total of 250.

3 Questionnaire: She is extroverted with 25 and introverted with 8 from a total of 33.

Interview: It indicates she is extroverted too.

In this case, she is very extroverted in the first questionnaire and again in the 2 questionnaire and in the interview. She is mainly visual and kinesthetic, then auditory.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile and auditory with 21, visual-nonverbal with 19, and visual-verbal with 18 from a total of 79.

Through this questionnaire, we can see the relation between visual and tactile and also auditory.

As a summary: It is clearly defined that this person is closely-related to the visual and tactile learning styles. She doesn't pay attention too much to the auditory style. Also, she is extroverted and she is the kind of visual-tactile.

Patricia

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 30, visual with 33 and finally auditory with 37 from a total of 100.

3 Questionnaire: She is visual with 33, tactile with 19 and finally auditory with 48.

6 Questionnaire: She is visual with 32, tactile with 22 and finally auditory with 28 from a total of 82.

7 Questionnaire: She is tactile with 13, visual and auditory with 12 from a total of 35.

Interview: It shows she is tactile.

Diary: It indicates she is auditory.

In general terms, if we analyze all above questionnaires we have: auditory with 125, visual with 110 and finally tactile with 84. So, we can realize that this person has a clear tendency to be the auditory learning style.

Analysis of extroverted and introverted:

2 Questionnaire: She is individual with 48, kinesthetic with 46, visual with 42, group with 34, auditory with 36 and finally tactile with 26 from a total of 202.

3 Questionnaire: She is extroverted with 21 and introverted with 4 from a total of 25.

Interview: She is extroverted too.

In this case, she is very extroverted in both questionnaires (2,3) and again in the 2 questionnaire she is mainly kinesthetic, then visual and finally auditory.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile and visual-nonverbal with 19, visual-verbal with 15 and auditory with 20 from a total of 73.

Through this questionnaire, we can see the relation between all styles here.

As a summary: It is clearly defined that this person is closely-related to the auditory learning style. Then she pay attention to the tactile and visual styles. Also, she is extroverted and she is the kind of visual-tactile.

Carolina

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 31, visual with 34 and finally auditory with 35 from a total of 100.

3 Questionnaire: She is visual with 29, tactile with 36 and finally auditory with 35.

6 Questionnaire: She is visual with 25, tactile with 18 and finally auditory with 24 from a total of 67.

7 Questionnaire: She is tactile, visual and auditory with 9 from a total of 27.

Interview: She is auditory.

Diary: she is also auditory.

In general terms, if we analyze all above questionnaires we have: visual with 97, tactile with 94 and finally auditory with 103. So, we can realize that this person has a clear tendency to be more auditory than visual and not far away tactile.

Analysis of extroverted and introverted:

2 Questionnaire: She is tactile with 40, kinesthetic with 38, group with 42, visual and auditory with 34 and finally individual with 26 from a total of 214.

3 Questionnaire: She is extroverted with 24 and introverted with 21 from a total of 45.

Interview: She is extroverted too.

In this case, she is very extroverted in both questionnaires (2,3) and again in the 2 questionnaire she is mainly tactile-kinesthetic, then visual and auditory.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile with 12, visual-nonverbal with 14, visual-verbal with 17 and auditory with 19 from a total of 62.

Through this questionnaire, we can see the relation to the auditory learning style.

As a summary: It is clearly defined that this person is closely-related to the auditory learning styles. She also pays attention to the tactile-kinesthetic style as well as the visual style. Also, she is very extroverted.

Fernando

Analysis of Visual, tactile and auditory:

1 Questionnaire: He is tactile with 27, visual with 39 and finally auditory with 34 from a total of 100.

3 Questionnaire: He is visual with 51, tactile with 27 and finally auditory with 22.

6 Questionnaire: He is visual with 32, tactile with 16 and finally auditory with 26 from a total of 80.

7 Questionnaire: He is tactile with 9, visual with 12 and auditory with 13 from a total of 34.

Interview: He is tactile.

Diary: Now he is visual.

In general terms, if we analyze all above questionnaires we have: visual with 134, auditory with 95 and finally tactile with 79. So, we can realize that this person has a clear tendency to be strongly visual. Then he prefers listening.

Analysis of extroverted and introverted:

2 Questionnaire: He is tactile with 48, kinesthetic with 40, visual with 42, group with 50, auditory with 46 and finally individual with 24 from a total of 250.

3 Questionnaire: He is extroverted with 21 and introverted with 13 from a total of 34.

Interview: It indicates he is introverted.

In this case, he is very extroverted in both questionnaires (2.3) and again in the second questionnaire, she is mainly tactile and auditory, then visual.

Analysis of what kind of visual she is:

4 Questionnaire: He is visual-tactile with 15, visual-nonverbal with 21, visual-verbal with 19 and auditory with 18 from a total of 75.

Through this questionnaire, we can see the relation between visual-nonverbal and auditory.

As a summary: It is clearly defined that this person is closely-related to the visual and has a tendency to the tactile and auditory learning styles. Also, he is extroverted and introverted at the same time..

Alex

Analysis of Visual, tactile and auditory:

6 Questionnaire: He is visual with 32, tactile with 18 and finally auditory with 32 from a total of 80.

Interview: It indicates he is visual.

Diary: It also shows he is visual.

In this case, we can see that we do not have too much information to analyze his learning style, only that he is simultaneously visual and auditory and then tactile. However, according to the diary and the interview we can see that he is more visual than other styles.

Maria Fernanda Rodriguez

Analysis of Visual, tactile and auditory:

1 Questionnaire: She is tactile with 33, visual with 41 and finally auditory with 26 from a total of 100.

3 Questionnaire: She is visual with 38, tactile with 23 and finally auditory with 39.

7 Questionnaire: She is tactile with 12, visual with 11 and auditory with 10 from a total of 33.

Interview: It indicates she is tactile.

Diary: Now it shows she is visual.

In general terms, if we analyze all above questionnaires we have: visual with 90, auditory with 75 and finally tactile with 68. So, we can realize that this person has a clear tendency to be visual, then auditory and tactile almost at the same time.

Analysis of extroverted and introverted:

2 Questionnaire: She is individual with 46, visual with 42, tactile with 38, kinesthetic with 40, auditory with 26 and finally group with 12 from a total of 204.

3 Questionnaire: She is extroverted with 25 and introverted with 8 from a total of 33.

Interview: It shows she is introverted.

In this case, she is very individual and extroverted in both questionnaires (2.3) and again in the second questionnaire, she is mainly visual-tactile-kinesthetic, then auditory and finally group.

Analysis of what kind of visual she is:

4 Questionnaire: She is visual-tactile with 17, visual-nonverbal with 20, visual-verbal with 19 and auditory with 14 from a total of 70.

Through this questionnaire, we can see that she dislikes to talk, even though she is extroverted.

As a summary: It is clearly defined that this person is closely related to the visual and tactile, and auditory learning styles are after this one. Also, she is extroverted and she is the kind of visual-nonverbal.

GROUP OF STUDENTS

Analysis of Visual, tactile and auditory:

First Questionnaire: They are tactile with 30, visual with 37 and finally auditory with 33 from a total of 100.

Third Questionnaire: They are visual with 34, tactile with 33 and finally auditory with 33.

Sixth Questionnaire: They are visual with 30.08, tactile with 24.07 and finally auditory with 24.46 from a total of 78.61.

Seventh Questionnaire: They are visual with 11.75, auditory with 11.41 and tactile with 10.58 from a total of 33.74.

Interview: They are 8 students who are tactile, then 3 students who are visual and finally 2 students who are auditory.

Diary: They are 9 students who are visual, then 2 students who are auditory and finally one student who is tactile.

In general terms, if we analyze all above questionnaires, we have: visual with 112.83, auditory with 101.87 and finally, tactile with 97.65. So, we can realize that these persons have a clear tendency to be strongly visual. Then they prefer listening.

Considering names:

Auditory: Patricia and Carolina.

Tactile: Stalyn.

Visual: Fernando, Alex, Maria Fernanda Rodriguez.

Visual and Tactile: Verónica, Carlos, Monica, Maria Gabriela, Catherine and Maria.

Visual, Tactile and Auditory: Jorge and Maria Fernanda Robalino.

Analysis of extroverted and introverted:

2 Questionnaire: They are tactile with 40, kinesthetic with 38.92 , visual with 38.92, group with 36.46, auditory with 36.92 and finally individual with 34.15 from a total of 225.37.

3 Questionnaire: They are extroverted with 21.62 and introverted with 11.62 from a total of 33.24.

Interview: They are 9 persons who are extroverted and 4 persons who are introverted. In this case, they are very extroverted in both questionnaires (2.3) and also in the interviews and again in the second questionnaire, they are mainly tactile and visual, then auditory.

Considering names:

Introverted: Maria, Monica, Carlos, Fernando, Alex, Maria Fernanda Rodriguez.

Extroverted: Maria Gabriela, Stalyn, Verónica, Carolina, Patricia, Maria Fernanda Robalino, Jorge and Katherine.

Analysis of what kind of visual she is:

4 Questionnaire: They are visual-tactile with 18.3, visual-nonverbal with 19.84 , visual-verbal with 18 and auditory with 17.62 from a total of 73.76.

Through this questionnaire, we can see they are more visual-nonverbal but there is not a big difference with others styles.

Considering names:

Visual verbal/nonverbal/tactile: Maria Gabriela, Maria Fernanda Rodríguez,
Monica,

Visual tactile/nonverbal: Maria Fernanda Robalino, Jorge, Patricia and Verónica.

Visual verbal: Carolina, Katherine

Visual nonverbal: Fernando, Maria, Carlos

Visual tactile: Stalyn

As a summary: It is clearly defined that they are persons that are closely-related to the visual style, and have a tendency to the tactile and auditory learning styles too. Also, they are very extroverted.

CHAPTER IV

PRACTICAL SUGGESTIONS AND DESCRIPTIONS OF LESSON PLANS

4.1. PRACTICAL SUGGESTIONS PERTAINING TO EACH LEARNING STYLE.

➤ **Visual Learners:**

- Students can use visual materials such as pictures, charts, maps, and graphs.
- They need to see the body language and facial expression of their teachers to have a clear view when they are speaking.
- Students can use colour to highlight or underline important points in text.
- They can take notes or ask teachers to provide handouts.
- Students can illustrate their ideas with a picture or brainstorming before writing them down.
- They can write a story and exemplify it.

- Students can use multi-media (computers, videos, and films).
- They can study in a quiet place away from verbal disturbances.
- Students can read illustrated books.

➤ **Auditory Learners:**

- Students can participate in class discussions and debates.
- They can make speeches and oral presentations
- Students can use a tape recorder during lectures instead of taking notes.
- They can talk with foreigners.
- Students can read paragraphs aloud.
- They can discuss their ideas verbally.
- Students can practice dictation.
- They can use verbal analogies, and story telling.

➤ ***Tactile/Kinesthetic Learners***

- Students can take frequent study breaks.
- They can move around to learn new things.
- Students can work at a standing position.
- They can chew gum while studying, not in class.
- Students can use bright colors to highlight or underline reading material.
- They can work with posters.

- Students can listen to music while they study.
- They can do skimming through reading material to get the general idea.

➤ ***Active Learners***

- They can study in groups or in pairs.
- Students can ask for problem-solution activities.
- They can work with others to guess questions.
- Students can demand more time for discussions.
- They can explain some topics between each other.
- Students can find ways to use information to not forget that.



➤ ***Reflective Learners***

- Students can ask for more time for thinking about new information.
- They can read and memorize written material.
- They can think of possible questions for an exam.
- Students can write short summaries of readings.
- They can take notes and do diagrams.
- Students can do extra activities to retain information.

➤ ***Sensing Learners***

- Students can learn better when they remember and understand information, and see how it connects to the real world.

- They can use concrete and practical material.
- Students can ask for specific examples of concepts and procedures.
- They also can find out how the concepts apply in practice.
- Students can do brainstorming with friends or classmates.

➤ ***Intuitive Learners***

- Students can ask for interpretation or theories that link the facts.
- They also can try to find the connections themselves.
- Students can avoid memorization and rote substitution.
- They can be impatient with details and do not like repetition. Change this.
- Students can take time to read the entire question before start answering.
- They can be sure to check their results.

➤ ***Visual Learners***

- Students can try to find diagram, photographs, flow charts, or any other visual representation of written material.
- They can ask for reference books, and see if any videotapes or displays of the course material are available.
- Students can list key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections.
- They can use a highlighter to relate paragraphs or main ideas using the same color.

➤ ***Verbal Learners***

- Students can write summaries or outlines of course material in their own words.
- They can work in groups to gain understanding of material by hearing classmates' explanations.
- Students can learn even more when they do the explaining.

➤ ***Sequential Learners***

- Students can take advantage that many courses are taught in a sequential manner.
- They can ask teacher to follow topics orderly.
- Students can take the time to outline the lecture material for themselves in logical order.
- They can global thinking skills by relating each new topic they study to things they already know.

➤ ***Global Learners***

- Students can need the big picture of a subject before they can master details.
- They can ask teacher to explain how topics relate to what they already know.
- Students can study the first section of a chapter in a text, skim through the entire chapter to get an overview.

- They can ask the instructor to help you see connections or by consulting references.

Finally, Alan Mumford has devised the following list of skills which he believes to be involved in learning effectively:

- The ability to establish effectiveness criteria for yourself.
- The ability to measure your effectiveness.
- The ability to identify your own learning needs.
- The ability to plan personal learning.
- The ability to take advantage of learning opportunities.
- The ability to manage your own learning processes.
- The ability to listen to others.
- The capacity to accept help.
- The ability to take risks and tolerate anxiety.
- The ability to analyse what other successful performers do.
- The ability to know yourself.
- The ability to share information with others.
- The ability to review what has been learnt.

4.2. Preparation of lesson plans

Taking into account not only the results of questionnaires but also methods, techniques and classroom research to apply that information through learning styles we have prepared some lesson plans for many classes:

FIRST STAGE

The first three lesson plans are going to be prepared by the author of this research and they will be also taught by him. The objective of this, is to know students reaction to a new teacher, to work with extra material and to measure the level of confidence they could have through modified activities.

LESSON PLAN 1

Teacher: Henry Saritama

Level: sixth

Sts: 14

Date: June 25th 2002

Unit: 10 lesson A

Aims: Teach to the whole class using learning styles and apply all information considered as relevant to improve their learning of EFL. In addition, take advantage of improved material to enhance classes.

Normal activity

1. Everyday annoyances

Pair work Have you ever had a problem similar to those in the illustrations?

Do you sympathize with the comment below each one? Why or why not?

Here, we have four pictures with one sentence each one, explaining the situation of every picture.

Modified activity

It focuses more on tactile and visual learning styles and a little bit on auditory style. This activity also focuses on pairs and as a group.

1. Everyday annoyances

Time: It takes 10 minutes.

Materials: We have prepared little bags with many pieces of papers. Every word is written in each paper.

Method: 1.- In couples, students receive a little bag and start to order all sentences. 2.- Then, they try to understand the sentences. 3.- After this, they open their books and share with the whole class. 4.- Finally, they talk about personal experiences.

Students' styles: All students do the activity of ordering sentences in pairs, but extroverted students with introverted.

Normal activity

2. Noun clauses containing relative clauses

A Do you sometimes have complaints about these people or situations?
Complete the sentences with your own information.

Here, there are eight sentences that must be completed.

B Pair work Compare answers with a partner. Ask and answer follow-up questions.

Modified activity

It focuses on visual, auditory and tactile at the same time. They work individually and then as a group.

2. Noun clauses containing relative clauses

Time: It takes no more than 20 minutes

Materials: To explain the grammar, I wrote a sentence on two pieces of paper to make a difference between them. I have also written the eight sentences on a piece of paper to be placed on the board.

Method: 1.- They pay attention to the teacher. 2.- Then, they start individually to think and write a sentence to complete the part in blank. 3.- After this, they go to the board and write the answer with a marker. 4.- Finally, they comment as a group.

Students' styles: They work individually and then share information as a group.

Normal activity

3. Pet peeves

- A list at least four of your “pet peeves” –things that get on your nerves on a regular basis.
- B Pair work Discuss your pet peeves. Do you and your partner have any complaints that are similar.

Modified activity

It focuses more on tactile/kinesthetic style and auditory a little bit too.

3. Pet peeves

Time: It takes 15 minutes.

Materials: Notebooks and pens of students.

Method: 1.- Brainstorming writing on a paper all kind of ideas individually.

2.- Groups Short role-play. They choose the best situation and practice to mimic this in front of the class. 3.- All members of the group do the role-play.

Students' styles: The ones who are visual work with the tactile ones. Also, one auditory in each group. Extroverted and introverted are divided in the groups.

Extra activity

It focuses on auditory/verbal style.

4. Foreign speaker

Time: It takes the last 15 minutes.

Materials: They do not need materials for this activity.

Method: 1.- Discussion in groups. A person from the USA goes to the center of the class. 2.- They start to establish an informal communication related to complaints. 3.- They compare both cultures.

Students' styles: Teacher makes all the visual and tactile students participate. The auditory ones like to ask.

LESSON PLAN 2

Teacher: Henry Saritama

Level: sixth

Sts: 14

Date: July 1st 2002

Unit: 10 lesson B

Aims: In this case, we use the problem-based learning and cooperative learning methods to make them work in groups in real situations, using authentic material. It makes them think deeply of a reality that is part of everyone of us.

Normal activity

1. Why don't they do something about it?

A How many of these things are problems in your city? Check yes (Y) or no (N). Compare with a partner.

Here, there are six phrases. Each one describes a typical problem in a city.

B Pair work What problems affect your community? Choose the four most serious problems in Exercise A or others of your own.

Modified activity

It focuses more on tactile and visual learning styles and a little bit on auditory style. This activity also focuses on them as a group. This is also a problem based and cooperative learning activity.

1. Why don't they do something about it?

Time: It takes around 45 minutes.

Materials: They use their student book at the beginning. Then, they use four big pieces of paper, lots of small pieces of paper, some markers and the board.

Method: 1.- They do the first activity in the normal way as it is described above. 2.- Then, they choose the bigger problems in Ambato and add some others. 3.- They work in two groups. 4.- After this, they make a problems tree on the board. 5.- One person explains the result of the tree. 6.- After that, they start to do the objectives tree and also explain to the class. 7.- Finally, they discuss as a group.

Students' styles: The two auditory persons work in different groups. Also, the tactile and visual students are divided in both a and b groups. The same happens with extroverted and introverted people.

Normal activity

2. Noun clauses containing relative clauses

A Do you sometimes have complaints about these people or situations?
Complete the sentences with your own information.

Here, there are eight sentences that must be completed.

B Pair work Compare answers with a partner. Ask and answer follow-up questions.

Modified activity

It focuses on visual, auditory and tactile at the same time. They work more individually in this case.

3. Noun clauses containing relative clauses

Time: It takes no more than 15 minutes.

Materials: To explain the grammar, I wrote a sentence on two pieces of paper to make a difference between them. I have written the eight sentences on a piece of paper to be put on the board. Then, they start individually to think and write a sentence to complete the part in blank.

Method: 1.- Firstly, they need to pay attention to the teacher. 2.- Then, they think of a solution to complete each sentence. 3.- After this, they go to the board and write the answer individually. 4.- They correct the sentences, just in case, as a group.

Students' styles: They work individually, but taking into consideration the learning styles of everyone at the same time.

LESSON PLAN 3

Teacher: Henry Saritama

Level: sixth

Sts: 14

Date: July 3rd 2002

Unit: 10 lesson B

Aims: As in the other lesson plans, I teach forming groups with persons of different styles to achieve a balance in their learning. As well, of create activities where all styles mentioned before form part of it.

Normal activity

1. Noun clauses beginning with questions words, whether, and if.
 - A Rewrite these questions as noun clauses. Compare with a partner.
Here, there are eight sentences.
 - B Pair work Read your sentences to your partner. Make comments about each one.

Modified activity

It focuses on tactile, auditory and visual learning styles. This activity also focuses on pairs and as a group.

1. Noun clauses beginning with questions words, whether, and if.

Time: It takes around 20 minutes.

Materials: I have different pieces of papers with different colors. Sentences are written in this way to change their positions on the board. They can form new sentences.

Method: 1.- In couples, students start to think about the structure of sentences that are on the board. 2.- They can ask about the relations of sentences. 3.- Then, they complete the other sentences in pairs. 4.- As a group, they create some others, following the examples.

Students' styles: They work in pairs. For this, they are always formed with persons of different styles. As a group, they participate, according to the teacher's instructions.

Normal activity

2. I want to return this!

A Pair work Read these complaints. What is each person complaining about?

Here, there are five examples of complaints.

B Pair work Have you had any consumer complaints lately?

Modified activity

It focuses more on visual and auditory at the same time. They work more individually.

2. I want to return this!

Time: It takes no more than 20 minutes.

Materials: They use their student books. I also bring some objects.

Method: 1.- They do the activity that was explained above. 2.- Then, they have to write a sentence to complain, similar to the others. For this, they use the objects on the desk. 3.- After this, each one reads the sentence and the group guesses.

Students' styles: They work by themselves. All of them participate in the activity.

Normal activity

3. Advice for consumers

A Can you match these words with their definitions?

B Pair work Use two of the words in Exercise A to give consumer advice.

Modified activity

It focuses on visual, tactile and auditory styles. They also work individually, and then in groups.

3. Advice for consumers

Time: It takes around 20 minutes.

Materials: They use their books. Some papers and markers.

Method: 1.- Individually they try to do the normal activity. 2.- Similarly, in the second activity, I ask students to write a logo or a brochure with those words. 3.- They draw something and write this. 4.- They present to the class and talk about this. 5.- They share information between themselves.

Students' styles: They match individually. Then, they are divided in groups where a person of a different style is part of those groups.

SECOND STAGE

The next three lesson plans are part of Elsita's program. They are going to be taught in normal situations. We want to measure to see if there is a difference between the six classes.

LESSON PLAN 4

Teacher: Elsa Hernandez

Level: sixth

Sts: 14

Date: July 4th 2002

Unit: 11 lesson A

Aims: Teach naturally as she is used to doing.

Normal activity

1. Future perfect and future perfect continuous

A Complete these sentences with the future perfect or future perfect continuous of the verbs in parentheses. Compare with a partner.

Here, there are six sentences to be completed.

B Rewrite the statements in Exercise A so that they are true for you.

Normal activity

2. Gerunds as the objects of prepositions

A What are some of the feelings you would experience if you were moving abroad? Write two sentences for each expression.

Here, there are six sentences.

Normal activity

3. Customs and traditions

A Read this list of customs in Canada and the U.S Are they the same or different in your country? Compare answers with a partner.

Here, we have ten sentences related to the topic.

B Pair work. Discuss the customs in Exercise A that are not the same in your culture. How do you think they would affect visitors to your country.

Normal activity

4. Planning a composition

A Group work. Brainstorm ideas on the advantages and disadvantages of one of these topics.

Here, we have many ideas.

B Now use your brainstorming ideas to write a composition. You can use the overall conclusion from your brainstorming session in Exercise A as your thesis statement.

LESSON PLAN 5

Teacher: Elsa Hernandez

Level: sixth

Sts: 14

Date: July 8th 2002

Unit: 11 lesson B

Aims: Teach naturally as she is used todoing.

Normal activity

1. Mixed conditionals

A Rewrite this information as conditional sentences. Then compare with a partner. Have you ever been in similar situations?

Here, we have six sentences that exemplify the grammar point.

B Pair work. Complete these sentences and then discuss with a partner.

Here, we also have six sentences.

Normal activity

2. Compound adjectives

A What characteristics are important for someone traveling abroad? Combine the items from both boxes to make a list of compound adjectives. Then, compare with a partner.

Here, we have many words and examples.

B Pair work. Why are the characteristics in Exercise A important when you travel abroad? Give an example for each one.

Here, we have a sentence.

Normal activity

3. Travel options

A Pair work. Imagine you are planning a vacation. Discuss these options. How would you like to travel? Explain your reasons, and then share your answers in groups.

Here, we have seven sentences that are related to the topic.

Normal activity

4. Getting by in Europe

A Pair work. What are three communication problems you might have in a foreign country where you did not know the language? Discuss how you would handle these problems. Then read the article, and compare your ideas to the author's.

B Group work. Discuss these questions. Then share your answers with the class.

THIRD STAGE

Now, we have the two final lesson plans, which are prepared by the author of the research, but, in this case, they are going to be taught by Elsitá. We consider this could be the best formula that includes experience and materials support.

LESSON PLAN 7

Teacher: Elsa Hernandez

Level: sixth

Sts: 14

Date: July 10th 2002

Unit: 12 lesson A

Aims: Elsitá teaches the different activities, taking into account the learning styles of students, and making them participate, according to this information. She also uses all improved materials as support.

Normal activity

1. Adding information and showing conclusions

A Complete these sentences. Then compare your answers with a partner.
There are six sentences.

Modified activity

It focuses more on tactile and visual learning styles and a little bit on auditory style. This activity also focuses on pairs and as a group.

1. Adding information and showing conclusions

Time: It takes around 15 minutes.

Materials: The grammar is presented on the board with some flash-cards. Students can put the sentences in order.

Method: 1.- Students pay attention to the explanation of the teacher. 2.- Mentally, they try to form sentences on the board. 3.- Individually they are going to complete sentences written on the board. 4.- As a group, they create new sentences to make other groups order correctly.

Students' styles: They make groups according to the teacher. Introverted and extroverted interact with the teacher, focusing on their strong and weak learning styles.

Normal activity

2. The passive of the present continuous

A Use the words in parentheses to write sentences about the environment. Then match your sentences with the expressions on the right to form complete ideas.

There are five sentences.

Modified activity

It focuses on visual, auditory and tactile at the same time. They work individually and then as a group. Inductive method.

2. The passive of the present continuous

Time: It takes around 25 minutes.

Materials: To explain the grammar, I wrote each sentence on different pieces of paper to make a soup of parts of sentences.

Method: 1.- They recognize the words and ask for the new vocabulary. 2.- They put in order the sentences in groups. 3.- They pay attention to the teacher about the structure of sentences. 4.- They write more examples.

Students' styles: They learn by doing. Teacher form groups with students with different learning styles. She makes all students participate.

Normal activity

3. The way they view the world

A Complete the chart with adjectives and nouns that describe people and how they view the world. Compare your answers with a partner.

B Pair work. Which words in Exercise A best describe you?

Modified activity

It focuses more on tactile/kinesthetic style and visual a little bit too.

3. The way they view the world

Time: It takes no more than 20 minutes.

Materials: There is a big chart on the board.

Method: 1.- They identify vocabulary and new words. 2.- They have to complete it with a marker. 3.- They write some examples using the words explained before.

Students' styles: All students participate taking advantage of their styles.

LESSON PLAN 8

Teacher: Elsa Hernandez

Level: sixth

Sts: 14

Date: July 11th 2002

Unit: 12 lesson B

Aims: She teaches using the improved material and considering their styles.

Normal activity

I. Persuasive writing

A Read these persuasive paragraphs. Who is each paragraph directed at? Match each paragraph to its intended audience.

Here, there are three paragraphs to be read.

B Pair work. Which of the paragraphs is most effective for its intended audience?

Modified activity

It focuses more on tactile and visual learning styles and a little bit on auditory style. This activity also focuses on them as a group.

1. Persuasive writing

Time: It takes around 30 minutes.

Materials: There are three giant posters with one paragraph each one. There are also ten words lost in each paragraph, which are written on different pieces of paper.

Method: 1.- They are going to work in three different groups. 2.- Each group recognizes the new words. 3.- Then, they have to complete each paragraph, filling in the gaps. 4.- Individually, they are going to identify where each paragraph belongs to. 5.- Finally, they share information among themselves.

Students' styles: They are divided by the teacher in 3 groups. Each group has participants with different styles. Then according to their styles, introverted and extroverted interact among themselves.

Normal activity

2. Conditions with if, only if, unless, and even if.

A What is the difference in meaning, if any, between these pairs of sentences? Which are you most likely to agree with? Compare with a partner.

There are three sentences.

B Pair work. Complete these sentences with information that is true for you. Then compare your answers with a partner.

There are four sentences.

Modified activity

It focuses on visual, auditory and tactile at the same time. They work individually and then as a group.

2. Conditions with if, only if, unless, and even if.

Time: It takes no more than 15 minutes.

Materials: To explain the grammar, I wrote all sentences, but the key words in a different color on pieces of paper.

Method: 1.- They pay attention to the explanation of Elsitá. 2.- They comprehend the grammar structure and ask about some doubts. 3.- Then, they

have to think of more examples. 4.- After this, they write them on different pieces of paper to put them on the board. 5.- Students comment on examples.

Students' styles: All participate, no matter in what style they are. Teacher balances their interaction, focusing on their strong and weak styles.

Extra activity

It focuses on auditory learning style.

3. Teaching through learning styles

Time: It takes around 15 minutes.

Materials: They do not need materials for this activity.

Method: 1.- Group discussion. They talk about the benefits of learning styles and how it can influence in the teaching of EFL. How material can support and illustrate the classes better.

Students' styles: All students participate.

CHAPTER V

RESULTS OF APPLYING METHODS FOCUSING ON LEARNING STYLES AND ANALYSIS

5.1. Teaching to all types

In this case, from all learning styles we have chosen those which we think are the most relevant for our research. They are the visual, auditory and tactile/kinesthetic. In the same way, we have the introverted and extroverted styles. Finally, it is also important to take into consideration the visual/verbal, visual/nonverbal and visual/tactile, to know a little bit more about the relation between them.

Using all three learning styles to teach a subject is the most effective way to help a student learn. Because each person is most successful when material is presented in his/her own favored style, it is important for anyone giving instructions to use the student's style.

It is also important for individuals to be able to learn and conceptualize ideas presented in a style that is different from their favored one. By presenting new information in methods from all 3 learning styles, an instructor provides the student

with information in his most successful method of learning. In addition, the teacher gives the person the opportunity to experience the same information in a new way. This assists the person in expanding his or her learning strategies to become more successful in his/her attempt.

5.2. Useful methods and techniques

Now, we have a couple of methods that I consider as very important at the time of teaching English as a foreign language using learning styles, and also some techniques that we as teachers can use:

Problem-Based Learning

Problem-based learning (PBL), is an instructional method characterized by the use of “real world situation” problems as a context for students to learn critical thinking and problem solving skills, and acquire knowledge of the essential concepts of the course. Using PBL, students can acquire other learning skills which include the ability to find and use appropriate learning resources, and to have real thoughts about the environment where students live. This can also help to take advantage of student learning styles.

The process used in PBL is the following:

1. Students are presented with a problem (case, research paper, video tape, for example). Students can work in groups and organize their ideas and previous knowledge related to the problem in order to define the broad nature of the problem.

2. Through a discussion, students can make some questions about some aspects of the problem that they do not understand. These learning issues are recorded by the group. Students are continually encouraged to define what they know and also what they do not know.
3. Students rank, in order of importance, the learning issues generated in the class. They decide which questions will be followed up by the whole group, and which issues can be assigned to individuals, who later teach the rest of the group. Students and instructor also discuss what resources will be needed in order to research learning issues, and where they can be found.
4. When students check again, they explore the previous learning issues, integrating their new knowledge into the context of the problem. Students are also encouraged to summarize their knowledge and connect new concepts to old ones. They continue to define new learning issues as they progress through the problem. Students soon see that learning is an ongoing process, and that there will always be learning issues to be explored.

At this point, the instructor must guide, probe and support students' initiatives, and also try to find easy solutions. The degree to which a PBL course is student-directed versus teacher-directed is a decision that the faculty member must make based on the size of the class, the intellectual maturity level of the students, and the instructional goals of the course. In this case, we are working with adults and we have to adapt this to them. This can work to empower students to take a responsible role in their learning.

Cooperative Learning

Cooperative classrooms are changing the essence of learning including new tendencies that help in this goal. Cooperative learning allows students to work together in small, mixed-ability groups, according to their learning styles and the preferences students have to learn.

The teacher's role shifts from learning disseminator to learning facilitator. The responsibility for learning shifts from the teacher to the student. Furthermore, students working in cooperative groups have an additional twist to their learning. They are not only responsible for learning the material that is presented, but also for ensuring everyone in the group knows the material. Usually, there is some type of group goal, either academic or some other type of extrinsic reward (Slavin, 1987).

According to Onterp & Onterp (1987) there are three basic types of learning that go on in any classroom:

- Individualistic Learning is the more traditional structure of learning that has each student working independently on a project. Student accomplishment toward a specified goal relies little, if any, on other students performance.
- Competitive Learning is a structure that has students vying against each other in order to accomplish a particular goal. Students find themselves in win-lose situations. In order for me to win, you must lose.
- Cooperative Learning is a structure that utilizes small groups to encourage students to work together to optimize their own and their peers' learning.

Johnson and Johnson (1987) have also identified five basic elements of cooperative learning. These include:

- **Promotive, Face to Face Oral Communication** .-Students are placed in heterogeneous groups from 2 to 6 members. Here, we can include groups where there can be students with different learning styles. Team members are strategically seated in order to encourage “eye-to-eye, knee-to-knee” interaction. Through team building activities, promotive behavior is facilitated.
- **Positive Interdependence** .- “All for one and one for all”. As students work toward a common goal, team cooperation and fellow success becomes imperative.
- **Individual Accountability** .-Although students work together in a cooperative group, each student is held accountable for individual learning. Individual student performance is assessed and the outcome is reported and celebrated by the individual as team members.
- **Interpersonal, Collaborative Social Skills** .-Students work together to reach a common goal. In order for members to reach a common goal, students must utilize adequate collaborative social skills to function successfully as a whole group.
- **Evaluating and Processing** – Students are given time and encouraged to participate in reflection about what was learned, how it was learned, and the skills used to process and meet the goal.

Most common techniques

In this research, we have utilized most of the techniques described below. We have considered only the most important.

BRAINSTORMING

Positive points:

- listening exercise that allows creative thinking for new ideas
- encourages full participation because all ideas are equally recorded
- draws on group's knowledge and experience
- spirit of congeniality is created
- one idea can spark off other ideas

Negative points:

- can be unfocused
- needs to be limited to 5 - 7 minutes
- people may have difficulty getting away from known reality
- if not facilitated well, criticism and evaluation may occur

Preparation:

- facilitator selects issue
- must have some ideas if group needs to be stimulated

CLASS DISCUSSION

Positive points:

- pools ideas and experiences from group
- effective after a presentation, film or experience that needs to be analyzed
- allows everyone to participate in an active process

Negative points:

- not practical with more than 20 people
- a few people can dominate
- others may not participate

- is time consuming
- can get off the track

Preparation:

- requires careful planning by facilitator to guide discussion
- requires question outline

SMALL GROUP DISCUSSION

Positive points:

- allows participation of everyone
- people often more comfortable in small groups
- can reach group consensus

Negative points:

- needs careful thought as to purpose of group
- groups may get side tracked

Preparation:

- teacher needs to prepare specific tasks or questions for group to answer

CASE STUDIES

Positive points:

- develops analytic and problem solving skills
- allows for exploration of solutions for complex issues
- allows student to apply new knowledge and skills

Negative points:

- people may not see relevance to own situation
- insufficient information can lead to inappropriate results

Preparation:

- case must be clearly defined in some cases
- case study must be prepared

ROLE PLAYING

Positive points:

- introduces problem situation dramatically
- provides opportunity for people to assume roles of others and thus appreciate another point of view
- allows for exploration of solutions
- provides opportunity to practice skills

Negative points:

- people may be too self-conscious
- not appropriate for large groups
- people may feel threatened

Preparation:

- trainer has to define problem situation and roles clearly
- trainer must give very clear instructions

GUEST SPEAKER

Positive points:

- personalizes topic
- breaks down audience's stereotypes

Negative points:

- may not be a good speaker

Preparation:

- contact speakers and coordinate
- introduce speaker appropriately

VALUES CLARIFICACION EXERCISES

Positive points:

- opportunity to explore values and beliefs

- allows people to discuss values in a safe environment
- gives structure to discussion

Negative points:

- people may not be honest
- people may be too self-conscious

Preparation:

- facilitator must carefully prepare exercise
- must give clear instructions
- facilitator must prepare discussion questions

LECTURE

Positive points:

- presents factual material in direct, logical manner
- contains experience which inspires
- stimulates thinking to open discussion
- useful for large groups

Negative points:

- experts are not always good teachers
- audience is passive
- learning is difficult to gauge
- communication is one way

Preparation:

- needs clear introduction and summary
- needs time and content limit to be effective
- should include examples, anecdotes

LECTURE WITH DISCUSSION

Positive points:

- involves audience, at least after the lecture

- audience can question, clarify & challenge

Negative points:

- time may limit discussion period
- quality is limited to quality of questions and discussion

Preparation:

- requires that questions be prepared prior to discussion

5.3. Classroom management.

Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish. It is also, an important tool in the development of this project. Following, we have some steps to take into account:

Organization

Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs.

- Arrange seating in a U-shape, rows or a circle, so that you can see and easily move close to students.
- Post a daily schedule and discuss any changes each morning.
- Engage students until you have given clear instructions for the upcoming activity.

- Encourage students to take responsibility for their learning by determining not to do tasks that can be done by students.
- Establish routines for collecting homework, distributing papers, etc.
- Move around the room and attend to individual needs.
- Provide simple step-by-step directions.
- Remind students of key procedures associated with the upcoming lesson.
- Use group competition to stimulate more orderly transitions.
- Implement structured activities that help students make transitions between active periods and quieter learning activities.

Communication

Effective communication is the foundation for good classroom management.

Communication skills can be divided into two categories: sending and receiving.

Sending Skills (skills used when you speak to someone):

- Deal in the present. Information is more useful when it is shared at the earliest appropriate opportunity.
- Talk directly to students rather than about them. When teachers do this, students are shown respect, and receive accurate information about adults' feelings.
- Speak courteously. This creates positive role models for students.
- Make statements rather than asking questions. When dealing with student behaviors, questions often create defensiveness.

Receiving Skills (techniques for becoming a more effective listener):

- Use empathic, nonevaluative listening. This makes the speaker feel that he or she has been clearly heard and that the feelings expressed are acceptable.
- Use paraphrasing, active listening, or reflecting in order to make the speaker feel heard. This allows the listener to become involved in the dialogue.
- Make eye contact and be aware of nonverbal messages.
- Suggest strong leadership by using body carriage, facial expressions, and gestures.

Monitoring

Often, misbehavior occurs because students find “acting out” more interesting than a boring lesson or more rewarding than another failure experience. Students may also misbehave when they are not involved in the learning activity, do not understand the task, or cannot obtain assistance when it is needed. Following are useful techniques for responding to minor classroom disruptions:

- Scan the class frequently in order to notice and respond to potential problems.
- React calmly and quickly to a student’s disruptive behavior in order to create a positive ripple effect.
- Make positive initial contact with students by praising the positive behavior that competes with the negative behavior.
- Remind students of the classroom rule or procedure that they are not demonstrating.

- Make students clearly aware of the rules and procedures and the consequence for violations.
- Give students clear cues indicating that continuation of a behavior will evoke the specified consequences.
- Inform students that they are choosing the consequence of their behavior.
- Use consequences which are educational in nature.
- When one or two students are being very disruptive, focus other students in the class on their task. Then find a time to talk quietly with the disruptive students.

Delivery of Instruction

Quality of instruction is a key factor influencing students' behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student's dignity and self-esteem, and encourages the student to be responsible for his or her own behavior.

- Involve students in evaluating their own work as well as your instruction.
- Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention.
- Ask the question and give ample wait time before calling on the student.
- Vary style as well as the content of instruction in order to address diverse student learning styles.
- Provide work of appropriate difficulty to complement varying ability levels.
- Relate materials to students' lives whenever possible.

- Be animated, create anticipation, and use activities to catch student interest or increase student motivation to participate.
- Engage student learning through cooperative group work, competitive teams, group discussions, debates, and role playing.

(<http://osi.fsu.edu/waveseries/htmlversions/wave3.htm>)

5.4. Analysis of individual and group checklists

LESSON PLAN 4

LEARNING STYLES CHECKLIST

Level: Sixth

Teacher: Elsa Hernandez

Date: July 8th 2002

Observer: Monica Vinueza

Hour: 6:45

Put a tick () where it corresponds:

Strongly agree S A
 Agree A
 Undecided U
 Disagree D
 Strongly disagree S D

	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
1. Students feel interested in the class.	___	___	<u> x </u>	___	___
2. They pay attention to the teacher	___	<u> x </u>	___	___	___
3. Students try to participate or act.	___	___	___	<u> x </u>	___
4. They are cheating each other.	___	___	___	<u> x </u>	___
5. They look bored and without will.	___	<u> x </u>	___	___	___
6. Students don't like activities.	___	<u> x </u>	___	___	___
7. They like materials the teacher is using.	___	___	___	<u> x </u>	___
8. They ask to teacher if they have questions.	___	<u> x </u>	___	___	___
9. They feel confident to talk.	___	<u> x </u>	___	___	___
10. They take notes about the class.	___	<u> x </u>	___	___	___
11. They ask their classmates if they've questions.	___	<u> x </u>	___	___	___
12. They are involved in the topic	___	___	<u> x </u>	___	___

13. Students prefer to do other things. ___ ___ x ___ ___
14. Students look enthusiastic about the class. ___ ___ ___ ___ x
15. They bother each other. ___ ___ ___ x ___

COMMENTS AND SUGGESTIONS:

Starting time: 6:50

The class starts with 5 sts. Students. and teacher are checking an example in the book. 6:55'. A student arrives at the class. Students are looking at their books; meanwhile, the checking time takes place. Then, Veronica asks about the example and teacher clarifies. Then they continue checking the example in their workbooks. 7:05'. Another student arrives at the class. 7:07'. The class starts. Elsa asks about students' weekend and they pay attention to Carlos's experience. Veronica seems to be out of class. She is thinking about something else. 7:12'. Elsa starts to introduce grammar by brainstorming students' experience; when they were traveling, when they talk about themselves, they feel interested. 7:20'. Students are asked to do an exercise. Two couples are working in pairs. Alex does this by himself, as well as Carlos and Katherine. The students in general do not feel motivated. Probably, because it is Monday. They are following the teacher's instructions but they are not really in, even though they are confident to talk. They are not very communicative. Teacher usually asks them to interact. I will suggest to do more active exercises. Something to make students move so they will feel better. They only write in their notebooks. They answer the teacher's questions, but there is no real movement in action. 7:35'. The class environment is the same. The teacher always uses kind words and praises

students, but they do not show any change. 7:40'. Elsa explains the new grammar focus. Students pay attention to her. All of them take notes but Alex does not do it. They interact with Elsa when she asks them to recognize a tense. 7:45'. Students are taking notes from the board. In the whole class, the teacher has not done extra activities. Probably, because she is introducing a new topic. But, in general, they have been using the book or the workbook.

Other comments:

1. They feel interested to check the homework but do not show real enthusiasm.
2. They pay attention to Elsa but are not interested unless she asks them.
9. They do, but if Elsa asks questions. Their level is quite good.
12. They probably like to listen to each other's experiences.
13. Some students like Veronica, but not all the time. The same with Ma. Fernanda and Alex.

LEARNING STYLES CHECKLIST

Name: Carlos

Date: July 8th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		X			
	Feels interested in the class.		X			
	Looks tired and bored.				X	
	Feels confident to participate.		X			

	Bothers a classmate				X	
	Likes materials teacher is using.			X		
	Is involved in the activity.		X			
	Takes notes about the class.			X		
	Prefers to do other things.				X	
	Interacts with each other.			X		

LEARNING STYLES CHECKLIST

Name: Alex

Date: July 8th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		X			
	Feels interested in the class.			X		
	Looks tired and bored.		X			
	Feels confident to participate.		X			
	Bothers a classmate				X	
	Likes materials teacher is using.			X		
	Is involved in the activity.			X		
	Takes notes about the class.				X	
	Prefers to do other things.			X		
	Interacts with each other.				X	

LEARNING STYLES CHECKLIST

Name: Veronica

Date: July 8th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.			X		
	Feels interested in the class.				X	
	Looks tired and bored.				X	
	Feels confident to participate.			X		
	Bothers a classmate				X	
	Likes materials teacher is using.			X		
	Is involved in the activity.			X		
	Takes notes about the class.			X		
	Prefers to do other things.		X			
	Interacts with each other.			X		

LEARNING STYLES CHECKLIST

Name: katherine

Date: July 8th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.	X				
	Feels interested in the class.		X			
	Looks tired and bored.			X		

	Feels confident to participate.			X		
	Bothers a classmate				X	
	Likes materials teacher is using.			X		
	Is involved in the activity.		X			
	Takes notes about the class.	X				
	Prefers to do other things.				X	
	Interacts with each other.		X			

In conclusion: This is a normal class

Elsita is one of the best teachers of English at the Catholic University. She always prepares classes before teaching. However, not only her, but also most of the teachers of the English programme tend to have a daily routine. They teach according to the teacher book activities, almost following a strict order. Perhaps, this is because during the semester they have to finish certain units as a requirement for all the examinations. Considering this, most teachers are used to doing it. We also have to realize that all the books used at the Catholic University to teach English have plenty of activities that focus mainly on the four skills and some subskills. Maybe, this is reflected by the above checklist. At this point, I need to clarify that these teachers also do extra activities, such as games, role plays, so on.

LESSON PLAN 8

LEARNING STYLES CHECKLIST

Level: Sixth

Teacher: Elsa Hernandez

Date: July 11th 2002

Observer: Monica Vinueza

Hour: 6:45

Put a tick () where it corresponds:

Strongly agree S A
 Agree A
 Undecided U
 Disagree D
 Strongly disagree S D

	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
1. Students feel interested in the class.	___	<u>x</u>	___	___	___
2. They pay attention to the teacher	___	<u>x</u>	___	___	___
3. Students try to participate or act.	___	<u>x</u>	___	___	___
4. There is cheating present.	___	___	___	<u>x</u>	___
5. They look bored and without will.	___	___	___	<u>x</u>	___
6. Students do not like activities.	___	___	___	<u>x</u>	___
7. They like materials the teacher is using.	___	<u>x</u>	___	___	___
8. They ask teacher if they have questions.	___	<u>x</u>	___	___	___
9. They feel confident to talk.	___	___	<u>x</u>	___	___
10. They take notes about the class.	___	<u>x</u>	___	___	___
11. They ask their classmates if they have questions.	___	<u>x</u>	___	___	___
12. They are involved in the topic	___	<u>x</u>	___	___	___
13. Students prefer to do other things.	___	___	___	<u>x</u>	___
14. Students look enthusiastic about the class.	___	___	<u>x</u>	___	___
15. They bother each other.	___	___	___	<u>x</u>	___

COMMENTS AND SUGGESTIONS:

19h00 there are 8 students in the class. Elsa is explaining the example they are going to do. Elsa separates the class in three groups. They have to put the missing words in the paragraph. Students get up and look at the words, and then start to work. They are reading the paragraphs and talking about the words. All of them are working. Ma. Fernanda checks the others for a while. The second group has finished first. It is 7:10', and Fernando and Stalin are talking. Fernando's group hasn't finished yet. Students from group one are checking their answers now in the book. 7:13'. The third group has finished. Elsa is helping the other group that is number one. 7:15'. Now the class is checking the examples. Carlos reads the first paragraph. Then, Katherine reads the second. Everyone is watching the posters. 7:20'. Elsa is going to explain the grammar. Students check their books and gossip and chat (Mafer and Alex) (Carolina and a boy) while Elsa is explaining grammar. Carolina, Mafer, Katherine, Charles and Veronica take notes, and the rest watch Elsa.

LEARNING STYLES CHECKLIST

Name: Stalin

Date: July 11th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		X			
	Feels interested in the class.		X			
	Looks tired and bored.				X	
	Feels confident to participate.		X			

	Bothers a classmate				X	
	Likes materials teacher is using.		X			
	Is involved in the activity.		X			
	Takes notes about the class.				X	
	Prefers to do other things.				X	
	Interacts with each other.		X			

LEARNING STYLES CHECKLIST

Name: Veronica

Date: July 11th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		X			
	Feels interested in the class.		X			
	Looks tired and bored.				X	
	Feels confident to participate.			X		
	Bothers a classmate				X	
	Likes materials teacher is using.		X			
	Is involved in the activity.		X			
	Takes notes about the class.		X			
	Prefers to do other things.				X	
	Interacts with each other.			X		

LEARNING STYLES CHECKLIST

Name: Katherine Date: July 11th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		X			
	Feels interested in the class.		X			
	Looks tired and bored.				X	
	Feels confident to participate.			X		
	Bothers a classmate			X		
	Likes materials teacher is using.		X			
	Is involved in the activity.		X			
	Takes notes about the class.		X			
	Prefers to do other things.				X	
	Interacts with each other.	X				

LEARNING STYLES CHECKLIST

Name: Alex Date: July 11th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		X			
	Feels interested in the class.			X		
	Looks tired and bored.				X	
	Feels confident to participate.				X	
	Bothers a classmate				X	

	Likes materials teacher is using.			X		
	Is involved in the activity.		X			
	Takes notes about the class.				X	
	Prefers to do other things.				X	
	Interacts with each other.			X		

In conclusion: *This is a modified class*

Through this checklist, we can see that most students feel confident to interact in class. They are involved in the activity and can learn unconsciously. In addition, we can have classes that are more dynamic where students participate actively. What I have done is to take some activities of the book and change them. It depends on the time and money a teacher has to modify certain activities that he/she considers as important to enhance his/her classes. Perhaps, many teachers do this, but the idea here is that the more activities we improve, the more students we will have interested in learning ESL. In this way, teachers can have learners more eager to attend classes and communicate with each other.

5.5. Analysis of daily personal evaluations

LESSON PLAN 1

DATE: august 25th 2002

1. Did you like the class activities? _____
If you say YES.
Which activity did you like the most? And why ?

When students answered YES, then they wrote:

- Do sentence and order in words
 - I liked all activities because I practiced and I learn
 - In my opinion, all the activities are interesting. This helps for understanding the grammar.
 - Working in groups, because we can have many ideas.
 - The last one, because we can put in practice the grammar in a different way.
 - The little role play.
 - Working in groups, because we can help enter.
 - Was when I can do role play because I can be more creative.
 - The participation in class.
2. What benefits did you get from this class? What did you learn?

They said:

- I think this way is easier and you don't forget this.
- I'd like to talk with foreigners.
- I learn about the grammar, and something about Kentucky culture.
- Working in teams, learning with extra material.
- I learned that if we share our personal experiences, we can understand better.
- I learnt to be more active in class.
- The grammar.
- I lost my nervousness. I learnt to talk about my things without any problem.
- I learnt noun clauses and relative clauses.

Any other suggestions:

They said:

- I'd like to talk with a foreigner
- Anything.
- No one.

In conclusion:

This was the first class I taught. I can say this was very interesting. This was new for them and they were happy in doing something different from what they were used to. I modified some activities of the book and I think they liked them. What they enjoyed most was ordering some sentences and the person I brought to talk with them. This class was about a cultural topic and she was perfect to have more opinions about other cultures. It is important to clarify that I tried to form heterogeneous groups to do all activities. Also, according to the students styles, I made them participate.

LESSON PLAN 2

DATE: July 1st. 2002

1. Did you like the class activities? _____
If you say YES.
Which activity did you like the most? And why ?

When students answered YES, then they wrote:

- Problems tree. Because it's funny.
- About problems tree, because we can know about problems in our city.
- The class is fun. Using the creativity is very interesting. This helps for understanding.
- Drawing on the paper. It was nice to think about problems by drawing.
- Explain on the blackboard.
- Make the problems tree because it is funny.
- Problems tree.
- Making the problems and solutions tree.
- Problems tree.

2. What benefits did you get from this class? What did you learn?

They said:

- I learned to know more words.
- About new methods for learning better.
- I learned about social problems.
- I guess we got a better idea about the social situation.
- Interactive with the class.
- More vocabulary and have more creativity.

- I learned something else about the problems.
- To be spontaneous.
- We learned more about our society.

Any other suggestions:

They said:

- You should be faster.
- No.
- More quickly because we lost much time.
- It's okay.
- Do some group play (juego en grupo).

In conclusion:

All of the students that were present that day enjoyed this activity a lot. They gave their opinions to complete the trees and worked hard to finish it fast. It was problem-based learning. Also, the most important thing is that they worked as group in a cooperative learning. There were also some complaints about time. The thing is that usually this activity takes a lot of time. However, the benefits are bigger because they got fun at the same time as they learned English through an involving activity where they feel as part of a team. In general, the idea was to have a healthy discussion.

LESSON PLAN 3

DATE: July 3rd 2002

1. Did you like the class activities? _____
If you say YES.
Which activity did you like the most? And why ?

When students answered YES, then they wrote:

- Talking about opinions.
- About collage, because I can recognize the pictures.
- Multiple choice because it's fun.
- Grammar because I can understand better.
- Dialogue, because I can practicing my speaking.
- Learn new grammar.

- All, because it was interesting.
 - I liked all the activities because those were entertaining.
 - Share our opinions about the complaints and the reading.
 - I like talking with my partner. It's important practicing in class to learn more things.
 - Talk with my partner.
 - I enjoyed it when we talked about trips and had complaints about them.
 - I like to talk about the complaints with my partners.
2. What benefits did you get from this class? What did you learn?

They said:

- Understand about grammar.
- I could learn about new things that could happen in the world.
- I learned new vocabulary.
- I learnt to recognize the future perfect and future perfect continuous.
- Learned more grammatical precepts.
- Learned new knowledge.
- I learned new vocabulary and grammar.
- I learned some things about the vocabulary.
- I learned about when and why I have to complain.
- I learning to share with classmates.
- Practice oral English.
- I learned some new words.
- Practice the vocabulary.

Any other suggestions:

They said:

- Help us with more examples
- Congratulations.
- To do more exercises among classmates.
- Everything is OK.
- You have to go forward.
- To use additional material it is very useful.
- Please, could you bring a song for tomorrow.
- No one.

In conclusion:

I used the same principles as in the other classes. They were to form groups according to their styles. I mean, in each group one student with a different style. Besides this, I tried to make them to participate every time focusing on their styles. In other words,

for example, if Patricia is auditory, I asked her about something. In this way, she enforced her style, but also giving her some visual examples to understand a point. I think the idea was to include all styles in all activities.

LESSON PLAN 4

DATE: July 4th 2022

1. Did classroom materials clarify your ideas? Put a tick (✓)

A lot

Yes/Not

Nothing

_____ X _____

Students marked the following:

X		
X		
	X	
X		
	X	
	X	
	X	
	X	
	X	
		X
X		

2. What was the thing you liked the most?

Students answered:

- I like to make the sentences.
- Put in practice the grammar making some sentences.
- The visit of Monica.
- Look of photos and talk about them.
- I liked the problems tree
- The new grammar.
- Grammar.
- Use the preposition.
- Gerunds as objects.
- The grammar.
- Talking about experiences.

3. What was the thing you dislike the most?

They responded:

- Nothing in special.
- When Monica started to take notes of all things.
- Write on the board.
- I dislike the photos.
- The person next to me.
- Nothing.
- We can go out late.
- Exercises.

4. How was the class? Put a tick (✓)

Interesting	Not/bad
Boring	
_____	_____ X _____
X	
X	
X	
	X
	X
X	
	X
	X
X	
X	
X	

5. What did you learn tonight?

- I learned about customs for another culture.
- Grammar about the future perfect.
- The phrase “looking forward to”.
- About the future.
- I learned the new grammar.
- Customs.
- Many things.
- Use the present perfect.
- About customs.
- The future.
- About the future perfect and customs of another country.

LESSON PLAN 5

DATE: July 8th 2002

NO NAMES

1. Did classroom materials clarify your ideas? Put a tick (✓)

S	A	A	U	D	S	D
_____	_____	_____	_____	_____	_____	_____
		X				
			X			
		X				
		X				
			X			
		X				
		X				

2. Underline the thing or things you liked the most:

Classroom materials	Teacher	Methodology	Activities
X			
		X	X
			X
	X	X	
X		X	
			X

3. Underline the thing or things you disliked the most:

Classroom materials	Teacher	Methodology	Activities
		X	
		X	

4. How was the class? Put a tick (✓)

Interesting	New	O.K.	Quiet	Boring
_____	_____	_____	_____	_____
		X		
X				
X				
	X			
	X			
X				
	X			

5. What did you enjoy from the class?

Students said:

- Talking about advices for travelers.
- About traveling.
- Grammar.
- The pair work.
- That it was interesting and new.
- Understanding how to use conditionals.
- I learned about mixed conditionals.

LESSON PLAN 6

DATE: July 9th 2002

NO NAMES

1. Did classroom materials clarify your ideas? Put a tick (✓)

	S	A	A	U	D	S	D
	_____	_____	_____	_____	_____	_____	_____
				X			
X			X				
			X				
X							
X				X			
			X				
X				X			
			X				

2. Underline the thing or things you liked the most:

Classroom materials	Teacher	Methodology	Activities
			X
	X		
	X		
			X
			X
	X		X
		X	
	X		X

X
X

3. Underline the thing or things you disliked the most:

Classroom materials Teacher Methodology Activities

X
X
X
X

4. How was the class? Put a tick (✓)

Interesting New O.K Quiet Boring
_____ _____ _____ _____ _____

X
X

X

X
X

X

X
X

X

X

X

5. What did you enjoy from the class?

Students said:

- Share with my classmates.
- Exercises.
- I enjoyed making sentences.
- Nothing.
- Everything.
- Learn about the passive, order the words.
- I enjoyed many things that I liked.
- When Elsa moves her face in a strange way.
- Practicing the grammar.
- The exercises.

In conclusion:

The lesson plans 4, 5 and 6 were part of the teacher's methodology. Students felt a kind of change. They returned to the normal activities only using their books as a reference for their learning of English. Perhaps, one or two extra activities as games but no more. It was also because of time. The teacher needed to cover all units for the final exam. As a conclusion, students agreed that the teacher and methodology were excellent. In a certain way, they are correct. No matter if activities are boring, but if the teacher has enough experience as she guides them in the correct path. However, they complain about materials, they did not illustrate too much the main ideas. Considering this, the class was interesting because of her methodology, but the class was kind of quiet because of the absence of extra activities and materials to enhance their learning of EFL.

LESSON PLAN 7

DATE: July 10th 2002
NO NAMES

1.	Did classroom materials clarify your ideas? Put a tick (√)						
	S	A	A	U	D	S	D
	_____		_____	_____	_____		_____
	X						
			X				
	X						
	X						
	X						
			X				
			X				
			X				

2. Underline the thing or things you liked the most:

Classroom materials	Teacher	Methodology	Activities
			X
			X
X	X	X	X
X	X		
X	X	X	X
X		X	X
X			

3. Underline the thing or things you disliked the most:

Classroom materials	Teacher	Methodology	Activities
---------------------	---------	-------------	------------

4. How was the class? Put a tick (✓)

Interesting	New	O.K	Quiet	Boring
_____	_____	_____	_____	_____
X				
	X			
X				
X				
X		X		
	X			
X				

5. What did you enjoy from the class?

Students said:

- The last class activity.
- I enjoy learning.
- To learn new vocabulary and new nouns and adjectives.
- When we used cardboards for learning.
- With the exercises.
- Put the words in order.
- Everything.
- Completing exercises of the book.



2. Underline the thing or things you liked the most:

Classroom materials	Teacher	Methodology	Activities
X			X
X		X	X
		X	X
X			
X	X	X	X
	X		X
X		X	X

3. Underline the thing or things you disliked the most:

Classroom materials	Teacher	Methodology	Activities
		X	
		X	

4. How was the class? Put a tick (✓)

Interesting	New	O.K.	Quiet	Boring
_____	_____	_____	_____	_____
X				
X				
X				
	X			
X	X	X		
X				
X				

5. What did you enjoy from the class?

Students said:

- Put the piece of paper on the blackboard.
- About conditions.
- The moment when we sang to Fernando.
- The activities.
- Activities.
- Everything.

- With exercises.
- Everything.
- I enjoyed everything.

In conclusion:

The same as in the last class, all the four factors contributed to improving the atmosphere of the class. To build close relationships between teacher and students. To increase their will to learn and make their best effort to learn.

RESULTS OF EVALUATIONS

The three first lesson plans were done thinking of activities where visual, auditory, tactile, introverted and extroverted learning styles serve as the basis of them. Here, the author taught using all information available. It is difficult to think of having personalized teaching, but we can think of having better teaching through knowledge of the existence of learning styles. To make consciousness that every student has at least a tendency to some style and that we as teachers must take advantage of that. How? Improving our classes, including in all activities, little tasks that focus on all styles. Also, the author realized that my three classes were great in classroom materials and in the activities themselves, but there were some problems in the teaching. Perhaps, because of my lack of experience and the high level of English that they had. It could affect the classes and their learning too.

The other three lesson plans were normal classes without taking into account the learning styles of students. Through this way, they learn, but why not improve if we have these tools at hand.

The last two lesson plans were created by me, but were taught by Elsitá. Here, we took advantage of their learning styles at the time of doing an activity. I can say they were successful.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

FOR FURTHER RESEARCH

Using learning styles to teach has given educators new directions for making changes in their classrooms. We can see that different social groupings, alternative activities, new topics such as learning styles and multiple intelligences, more complex projects have all been introduced as efforts to create opportunities for students to take advantage of their various strengths in dealing with course material.

Despite the wide range of models and methods, the concept of learning styles has gained growing attention from educators because it provides a stable-enough characterization of pedagogical strategies that attempt to build better education. Obviously, these strategies appear more responsive to students's needs. They seem to provide better learning opportunities. They can give a fresh direction to alternative teaching of EFL. In addition, students will learn better when using preferences in which they are successful, in order to expand on those preferences, and work on their weak preferences too. In this way, teachers can construct activities that include specific and multiple learning preferences. This can be done by adding alternatives or, completing learning cycles that incorporate all styles or, by utilizing problem-based learning and cooperative learning methods. In other words, it is only a matter

of getting an agreement between teacher and students. This is without forgetting, that the use of classroom management with some useful techniques help teachers in this cause.

One consequence of studying learning styles is the recognition that teachers also have their own approaches to the classroom. While these may have become habitual and while the teacher may define the classroom according to students' preferences, teachers have to acknowledge that their styles will not necessarily suit clusters of students in their classroom. As teachers attempt to modify their classrooms, they need to begin by exploring their own styles. It has become a requirement at the time of using learning styles in classes.

Another important thing is to recognize that not everybody is comfortable and productive within the same learning style method. Teachers can use some of these ideas to develop varied, experiential and interactive teaching materials, which will engage and encourage a wide variety of students.

So, as one conclusion, we have that one general strategy that an educator can use to create increased opportunities is for students to use different styles, to offer additional alternative activities that supplement or replace traditional ones. Having a student write a poem or a role play allows students who respond well to global learning styles to utilize their sensitive, holistic abilities. In general, the idea is that

teachers try to improve their classes through a continuous improvement not only of material to be used, but also of activities and methodology in themselves.

It is also important to mention that it is difficult to personalize classes, taking into account each of the styles of students' involved. That is why the author of the dissertation has considered their styles as a whole thing and not individually. Of course, it depends on how we want to manage our classes. Also, the importance of selecting questionnaires to measure their styles is something relevant to take into account. They showed on some questionnaires one possible answer, but on other questionnaires, the answers were the opposite. So, it means there is not a clear and defined tendency for any style in general. At this point, we as teachers can take advantage of this information as a guide to support the teaching of EFL and to know how to act in certain cases where we can have problems. We can know the reasons why some students behave in a certain way.

Another conclusion could be at the time of giving a questionnaire to know the different styles of students, choose according to the teacher's needs only two, and not more than three questionnaires, in order not to make classes too boring. It can be decided considering what styles the teacher wants to measure.

In general words, through this study of learning styles in a particular class with adults we have realized that it is important to know the different styles of our students as a tool to modify not only activities, but also the classes in themselves, in order to have a more appropriate environment for teaching English.

Finally, there is a need to say that the enrichment of the experience acquired making this dissertation was very extensive. Surely, this can serve as a guide for the need of knowing about learning styles to apply in every class of the teaching of English. Nowadays, most of the institutions around the world are using learning styles to enhance the process of learning-teaching-evaluating. It can make us reflect that it is time to incorporate to our classes these new tools not for us, but for our students that need to be prepared in a world so competitive as this one is.

BIBLIOGRAPHY

- Reid, Joy M. *Learning Styles in the ESL/EFL classroom*. Heinle & Heinle Publishers, University of Wyoming. 1995.
- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic, 1983
- Cambourne & Turbill, Brian, Jan. *Responsive Evaluation*. Heinemann Portsmouth, NH.
- Chamot, O'Malley, Anna Uhl, J. Michael. *The CALLA Handbook* Addison-Wesley Publishing Company. 1994.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Longman Handbooks. Cambridge 1991
- Brown, H. Douglas. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Francisco State University. Prentice Hall Regents. 1994.

INTERNET:

- http://www.brains.org/classroom_management.htm
- <http://www.smarterkids.com/rescenter/learnstyle.asp#1>
- <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS-Prism.htm>
- <http://www.mindtools.com/mnemplsty.html>
- <http://volcano.und.nodak.edu/vwdocs/msh/lc/is/4mat.html>
- http://www.ic.polyu.edu.hk/posh97/student/Learn/Learning_to_learn.htm
- <http://tecfa.unige.ch/edu-ws94/contrib/andersson.html>

ANNEXES

ANNEX 1

Instruments

THE LEARNING CHANNEL PREFERENCE CHECKLIST
QUESTIONNAIRE 1

Name: _____

Date: _____

Level: _____

Read each sentence carefully and think about how it applies to you. On each line, write the number that best describes your reaction to each sentence.

5—Almost Always 4—Often 3—Sometimes 2—Rarely 1—Almost Never

- _____ 1. I can remember something better if I write it down.
- _____ 2. When reading, I listen to the words in my head or I read aloud.
- _____ 3. I need to discuss things to understand them better.
- _____ 4. I don't like to read or listen to directions; I'd rather just start doing.
- _____ 5. I am able to visualize pictures in my head.
- _____ 6. I can study better when music is playing.
- _____ 7. I need frequent breaks while studying.
- _____ 8. I think better when I have the freedom to move around; studying at a desk is not for me.
- _____ 9. I take lots of notes on what I read and hear.
- _____ 10. It helps me to LOOK at a person speaking. It keeps me focused.
- _____ 11. It's hard for me to understand what a person is saying when there is background noise.
- _____ 12. I prefer having someone tell me how to do something rather than having to read the directions myself.
- _____ 13. I prefer hearing a lecture or tape rather than reading a textbook.
- _____ 14. When I can't think of a specific word, I use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."
- _____ 15. I can easily follow a speaker even though my head is down or I'm staring out the window.
- _____ 16. It's easier for me to get work done in a quiet place.
- _____ 17. It's easy for me to understand maps, charts, and graphs.
- _____ 18. When beginning an article or book, I prefer to take a peek at the ending.
- _____ 19. I remember what people say better than what they look like.
- _____ 20. I remember things better if I study aloud with someone.
- _____ 21. I take notes, but never go back and read them.
- _____ 22. When I am concentrating on reading or writing, the radio bothers me.
- _____ 23. It's hard for me to picture things in my head.
- _____ 24. I find it helpful to talk myself through my homework assignments.
- _____ 25. My notebook and desk may look messy, but I know where things are.
- _____ 26. When taking a test, I can "see" the textbook page and the correct answer on it.
- _____ 27. I can't remember a joke long enough to tell it later.
- _____ 28. When learning something new, I prefer to listen to information on it, then read about it, then do it.
- _____ 29. I like to complete one task before starting another.
- _____ 30. I use my fingers to count and I move my lips when I read.
- _____ 31. I dislike proofreading my work.
- _____ 32. When I am trying to remember something new, for example, a telephone number, it helps me to form a picture of it in my head.
- _____ 33. For extra credit, I prefer to do a report on tape rather than write it.
- _____ 34. I daydream in class.
- _____ 35. For extra credit, I'd rather create a project than write a report.
- _____ 36. When I get a great idea, I must write it down right away or I'll forget it.

CAREFULLY transfer your score onto each line:

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 4. _____ |
| 5. _____ | 3. _____ | 6. _____ |
| 9. _____ | 12. _____ | 7. _____ |
| 10. _____ | 13. _____ | 8. _____ |
| 11. _____ | 15. _____ | 14. _____ |
| 16. _____ | 19. _____ | 18. _____ |
| 17. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 25. _____ |
| 26. _____ | 24. _____ | 30. _____ |
| 27. _____ | 28. _____ | 31. _____ |
| 32. _____ | 29. _____ | 34. _____ |
| 36. _____ | 33. _____ | 35. _____ |

Visual Total: _____ Auditory Total: _____ Haptic Total: _____

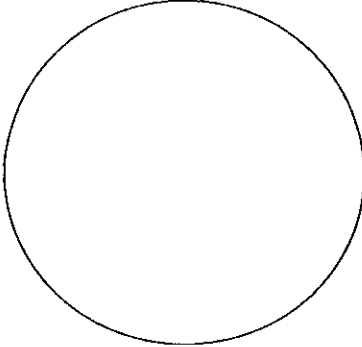
Visual Total: _____
Auditory Total: _____
Haptic Total: _____
Total of all 3 Categories: _____

Convert each category to a percent:

Visual = $\frac{\text{visual score}}{\text{total score}}$ = _____ %

Auditory = $\frac{\text{auditory score}}{\text{total score}}$ = _____ %

Haptic = $\frac{\text{haptic score}}{\text{total score}}$ = _____ %

	Sketch in Your Profile
	Visual _____ %
	Auditory _____ %
	Haptic _____ %

STYLE ANALYSIS SURVEY (SAS):
Assessing your own learning and working styles
QUESTIONNAIRE 3

Name: _____ Date: _____ Level: _____

For each item, circle your immediate response:

0 = Never, 1 = Sometimes, 2 = Very Often, 3 = Always

ACTIVITY 1: HOW I USE MY PHYSICAL SENSES TO STUDY OR WORK

- | | |
|---|---------|
| 1. I remember something better if I write it down. | 0 1 2 3 |
| 2. I take lots of notes. | 0 1 2 3 |
| 3. I can visualize pictures, numbers, or words in my head. | 0 1 2 3 |
| 4. I prefer to learn with video or TV more than with other media. | 0 1 2 3 |
| 5. I underline or highlight the important parts I read. | 0 1 2 3 |
| 6. I use color-coding to help me as I learn or work. | 0 1 2 3 |
| 7. I need written directions for tasks. | 0 1 2 3 |
| 8. I get distracted by background noises. | 0 1 2 3 |
| 9. I have to look at people to understand what they say. | 0 1 2 3 |
| 10. I am more comfortable when the walls where I study or work have posters and pictures. | 0 1 2 3 |
| <hr/> | |
| 11. I remember things better if I discuss them out loud. | 0 1 2 3 |
| 12. I prefer to learn by listening to a lecture or a tape, rather than by reading. | 0 1 2 3 |
| 13. I need oral directions for tasks. | 0 1 2 3 |
| 14. Background sounds help me think. | 0 1 2 3 |
| 15. I like to listen to music when I study or work. | 0 1 2 3 |
| 16. I can easily understand what people say even if I can't see them. | 0 1 2 3 |
| 17. I remember better what people say than what they look like. | 0 1 2 3 |
| 18. I easily remember jokes I hear. | 0 1 2 3 |
| 19. I can identify people by their voices. | 0 1 2 3 |
| 20. When I turn on the TV, I listen to the sound more than watching the screen. | 0 1 2 3 |
| <hr/> | |
| 21. I'd rather just start doing things rather than pay attention to directions. | 0 1 2 3 |
| 22. I need frequent breaks when I work or study. | 0 1 2 3 |
| 23. I move my lips when I read silently. | 0 1 2 3 |
| 24. I avoid sitting at a desk when I don't have to. | 0 1 2 3 |
| 25. I get nervous when I sit still too long. | 0 1 2 3 |
| 26. I think better when I can move around. | 0 1 2 3 |
| 27. Manipulating objects helps me to remember. | 0 1 2 3 |
| 28. I enjoy building or making things. | 0 1 2 3 |
| 29. I like a lot of physical activities. | 0 1 2 3 |
| 30. I enjoy collecting cards, stamps, coins, or other things. | 0 1 2 3 |

ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE

- | | | | | |
|---|---|---|---|---|
| 1. I prefer to work or study with others | 0 | 1 | 2 | 3 |
| 2. I make new friends easily. | 0 | 1 | 2 | 3 |
| 3. I like to be in groups of people. | 0 | 1 | 2 | 3 |
| 4. It is easy for me to talk to strangers. | 0 | 1 | 2 | 3 |
| 5. I keep up with personal news about other people. | 0 | 1 | 2 | 3 |
| 6. I like to stay late at parties. | 0 | 1 | 2 | 3 |
| 7. Interactions with new people give me energy. | 0 | 1 | 2 | 3 |
| 8. I remember people's names easily. | 0 | 1 | 2 | 3 |
| 9. I have many friends and acquaintances. | 0 | 1 | 2 | 3 |
| 10. Wherever I go, I develop personal contacts. | 0 | 1 | 2 | 3 |
-

- | | | | | |
|---|---|---|---|---|
| 11. I prefer to work or study alone. | 0 | 1 | 2 | 3 |
| 12. I am rather shy. | 0 | 1 | 2 | 3 |
| 13. I prefer individual hobbies and sports. | 0 | 1 | 2 | 3 |
| 14. It is hard for most people to get to know me. | 0 | 1 | 2 | 3 |
| 15. People view me as more detached than sociable. | 0 | 1 | 2 | 3 |
| 16. In a large group, I tend to keep silent. | 0 | 1 | 2 | 3 |
| 17. Gatherings with lots of people tend to stress me. | 0 | 1 | 2 | 3 |
| 18. I get nervous when dealing with new people. | 0 | 1 | 2 | 3 |
| 19. I avoid parties if I can. | 0 | 1 | 2 | 3 |
| 20. Remembering names is difficult for me. | 0 | 1 | 2 | 3 |

ACTIVITY 3: HOW I HANDLE POSSIBILITIES

- | | | | | |
|--|---|---|---|---|
| 1. I have a vivid imagination | 0 | 1 | 2 | 3 |
| 2. I like to think of lots of new ideas. | 0 | 1 | 2 | 3 |
| 3. I can think of many different solutions to a problem. | 0 | 1 | 2 | 3 |
| 4. I like multiple possibilities and options. | 0 | 1 | 2 | 3 |
| 5. I enjoy considering the future events. | 0 | 1 | 2 | 3 |
| 6. Following a step-by-step procedure bores me. | 0 | 1 | 2 | 3 |
| 7. I like to discover things rather than everything explained. | 0 | 1 | 2 | 3 |
| 8. I consider myself original. | 0 | 1 | 2 | 3 |
| 9. I am an ingenious person. | 0 | 1 | 2 | 3 |
| 10. It feels fine if the teacher or boss changes the plan. | 0 | 1 | 2 | 3 |
-

- | | | | | |
|---|---|---|---|---|
| 11. I am proud of being practical. | 0 | 1 | 2 | 3 |
| 12. I behave in a down-to-earth way. | 0 | 1 | 2 | 3 |
| 13. I am attracted to sensible people. | 0 | 1 | 2 | 3 |
| 14. I prefer realism instead of new, untested ideas. | 0 | 1 | 2 | 3 |
| 15. I prefer things presented in a step-by-step way. | 0 | 1 | 2 | 3 |
| 16. I want a class or work session to follow a clear plan. | 0 | 1 | 2 | 3 |
| 17. I like concrete facts, not speculations. | 0 | 1 | 2 | 3 |
| 18. Finding hidden meanings is frustrating or irrelevant to me. | 0 | 1 | 2 | 3 |
| 19. I prefer to avoid too many options. | 0 | 1 | 2 | 3 |
| 20. I feel it is useless for me to think about the future. | 0 | 1 | 2 | 3 |

ACTIVITY 4: HOW I APPROACH TASKS

- | | | | | |
|--|---|---|---|---|
| 1. I reach decisions quickly. | 0 | 1 | 2 | 3 |
| 2. I am an organized person. | 0 | 1 | 2 | 3 |
| 3. I make lists of things I need to do. | 0 | 1 | 2 | 3 |
| 4. I consult my lists in order to get things done. | 0 | 1 | 2 | 3 |
| 5. Messy, unorganized environment make me nervous. | 0 | 1 | 2 | 3 |
| 6. I start tasks on time or early. | 0 | 1 | 2 | 3 |
| 7. I get places on time. | 0 | 1 | 2 | 3 |
| 8. Deadlines help me organize work. | 0 | 1 | 2 | 3 |
| 9. I enjoy a sense of structure. | 0 | 1 | 2 | 3 |
| 10. I follow through with what I have planned. | 0 | 1 | 2 | 3 |
-

- | | | | | |
|---|---|---|---|---|
| 11. I am a spontaneous person. | 0 | 1 | 2 | 3 |
| 12. I like to just let things happen, not plan them. | 0 | 1 | 2 | 3 |
| 13. I feel uncomfortable with a lot of structure. | 0 | 1 | 2 | 3 |
| 14. I put off decisions as long as I can. | 0 | 1 | 2 | 3 |
| 15. I have a messy desk or room. | 0 | 1 | 2 | 3 |
| 16. I believe deadlines are artificial or useless. | 0 | 1 | 2 | 3 |
| 17. I keep an open mind about things. | 0 | 1 | 2 | 3 |
| 18. I believe that enjoying myself is the most important thing. | 0 | 1 | 2 | 3 |
| 19. Lists of tasks make me feel tired or upset. | 0 | 1 | 2 | 3 |
| 20. I feel fine about changing my mind. | 0 | 1 | 2 | 3 |

CATIVITY 5: HOW I DEAL WITH IDEAS

- | | | | | |
|---|---|---|---|---|
| 1. I prefer simple answers rather than a lot of explanations. | 0 | 1 | 2 | 3 |
| 2. Too many details tend to confuse me. | 0 | 1 | 2 | 3 |
| 3. I ignore details that do not seem relevant. | 0 | 1 | 2 | 3 |
| 4. It is easy for me to see the overall plan or big picture. | 0 | 1 | 2 | 3 |
| 5. I can summarize information rather easily. | 0 | 1 | 2 | 3 |
| 6. It is easy for me to paraphrase what other people say. | 0 | 1 | 2 | 3 |
| 7. I see the main point very quickly. | 0 | 1 | 2 | 3 |
| 8. I am satisfied with knowing the major ideas without the details. | 0 | 1 | 2 | 3 |
| 9. I can pull together (synthesize) things easily. | 0 | 1 | 2 | 3 |
| 10. When I make an outline, I write down only the key points. | 0 | 1 | 2 | 3 |
-

- | | | | | |
|---|---|---|---|---|
| 11. I prefer detailed answers instead of short answers. | 0 | 1 | 2 | 3 |
| 12. It is difficult for me to summarize detailed information. | 0 | 1 | 2 | 3 |
| 13. I focus on specific facts or information. | 0 | 1 | 2 | 3 |
| 14. I enjoy breaking general ideas down into smaller pieces. | 0 | 1 | 2 | 3 |
| 15. I prefer looking for differences rather than similarities. | 0 | 1 | 2 | 3 |
| 16. I use logical analysis to solve problems. | 0 | 1 | 2 | 3 |
| 17. My written outlines contain many details. | 0 | 1 | 2 | 3 |
| 18. I become nervous when only the main ideas are presented. | 0 | 1 | 2 | 3 |
| 19. I focus on the details rather than the big picture. | 0 | 1 | 2 | 3 |
| 20. When I tell a story or explain something, it takes a long time. | 0 | 1 | 2 | 3 |

SCORING SHEET

❖ ACTIVITY 1: HOW I USE MY PHYSICAL SENSES TO STUDY OR WORK

Add your score for items 1 – 10; write it here: _____ (visual)

Add your score for items 11 – 20; write it here: _____ (auditory)

Add your score for items 21 – 30; write it here: _____ (hands-on)

Circle the score that is the largest. If two scores are within 2 points of each other, circle them both. The circle represents your preference.

❖ ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE

Add your score for items 1 – 10; write it here: _____ (extroverted)

Add your score for items 11 – 20; write it here: _____ (introverted)

Circle the score that is the largest. If two scores are within 2 points of each other, circle them both. The circle represents your preference.

❖ ACTIVITY 3: HOW I HANDLE POSSIBILITIES

Add your score for items 1 – 10; write it here: _____ (intuitive)

Add your score for items 11 – 20; write it here: _____ (concrete-sequential)

Circle the score that is the largest. If two scores are within 2 points of each other, circle them both. The circle represents your preference.

❖ ACTIVITY 4: HOW I APPROACH TASKS

Add your score for items 1 – 10; write it here: _____ (closure-oriented)

Add your score for items 11 – 20; write it here: _____ (open)

Circle the score that is the largest. If two scores are within 2 points of each other, circle them both. The circle represents your preference.

❖ ACTIVITY 5: HOW I DEAL WITH IDEAS

Add your score for items 1 – 10; write it here: _____ (global)

Add your score for items 11 – 20; write it here: _____ (analytic)

Circle the score that is the largest. If two scores are within 2 points of each other, circle them both. The circle represents your preference.

PERCEPTUAL LEARNING PREFERENCES SURVEY
QUESTIONNAIRE 4

Name: _____

Date: _____

Level: _____

- | | <i>USUALLY</i> | <i>SOMETIMES</i> | <i>RARELY</i> |
|---|----------------|------------------|---------------|
| 1. I can remember most of the information I have heard in a lecture or class discussion without taking notes. | _____ | _____ | _____ |
| 2. I learn more by reading about a topic than by listening to a lecture or a class discussion. | _____ | _____ | _____ |
| 3. I learn more about a subject when I can use my hands to make or draw something. | _____ | _____ | _____ |
| 4. When I study new material, I learn more easily by looking over visual aids in a chapter, such as charts and illustrations, than by reading the assigned pages. | _____ | _____ | _____ |
| 5. Talking about a subject with someone else helps me better understand my own ideas. | _____ | _____ | _____ |
| 6. I take notes during class lectures and discussions and read them carefully several times before a test. | _____ | _____ | _____ |
| 7. When I read a textbook, newspaper, or novel, I picture the ideas or story in my mind. | _____ | _____ | _____ |
| 8. I am skilled with my hands and can easily repair things or put things together. | _____ | _____ | _____ |
| 9. I remember information that I have discussed in class with a partner or a small group better than information that I have read or written about. | _____ | _____ | _____ |
| 10. I get confused when I try to figure out graphs and charts that do not come with a written explanation. | _____ | _____ | _____ |
| 11. When I read, I underline or highlight ideas to make the main ideas stand out and to not get distracted. | _____ | _____ | _____ |
| 12. I remember information well by listening to tapes. | _____ | _____ | _____ |
| 13. I am physically coordinated and do well at sports. | _____ | _____ | _____ |
| 14. To remember a new word, I must hear it and say it. | _____ | _____ | _____ |
| 15. I would rather see a film on a subject than listen to a lecture or read a book or magazine article. | _____ | _____ | _____ |

- | | | | |
|---|-------|-------|-------|
| 16. I prefer reading a newspaper or magazine as a source of news rather than listening to the radio or watching the television. | _____ | _____ | _____ |
| 17. I make drawings in my study notes or on study cards to remember new vocabulary and important material. | _____ | _____ | _____ |
| 18. I read assigned material and notes aloud to myself to concentrate and understand better. | _____ | _____ | _____ |
| 19. When I listen to an explanation or lecture, I form mental images or pictures to understand better. | _____ | _____ | _____ |
| 20. When I am not sure how to spell a word, I write it different ways to see what looks most correct. | _____ | _____ | _____ |
| 21. I best understand homework or test instructions by reading them on the board or on a handout rather than by just listening to them. | _____ | _____ | _____ |
| 22. It is easier for me to remember illustrations and charts in textbooks if they are done in bright colors. | _____ | _____ | _____ |
| 23. I prefer to watch the television or listen to the radio for news rather than to read a newspaper or a magazine. | _____ | _____ | _____ |
| 24. I understand and remember more about a subject from a field trip than from a lecture or a textbook. | _____ | _____ | _____ |
| 25. To remember a new word, I must see it several times. | _____ | _____ | _____ |
| 26. Before making or drawing something, I first picture in my mind what my completed project will look like. | _____ | _____ | _____ |
| 27. I find it difficult to figure out what to do on homework assignments when the teacher just gives us a handout without discussing it in class. | _____ | _____ | _____ |
| 28. I write or draw while listening to a lecture or a class discussion in order to concentrate and not get restless. | _____ | _____ | _____ |
| 29. I have difficulty understanding a new term if I have only a definition with no examples or illustrations. | _____ | _____ | _____ |
| 30. I regularly read newspaper, magazines, or books for pleasure and information. | _____ | _____ | _____ |

INDEX OF LEARNING STYLES*
QUESTIONNAIRE 5

Name: _____

Date: _____

Level: _____

DIRECTIONS

Circle "a" or "b" to indicate your answer to every question. Please choose only one answer for each question.

If both "a" and "b" seem to apply to you, choose the one that applies more frequently.

1. I understand something better after I
(a) try it out.
(b) think it through.
2. I would rather be considered
(a) realistic.
(b) innovative.
3. When I think about what I did yesterday, I am most likely to get
(a) a picture.
(b) words.
4. I tend to
(a) understand details of a subject but may be fuzzy about its overall structure.
(b) understand the overall structure but may be fuzzy about details.
5. When I am learning something new, it helps me to
(a) talk about it.
(b) think about it.
6. If I were a teacher, I would rather teach a course
(a) that deals with facts and real life situations.
(b) that deals with ideas and theories.
7. I prefer to get new information in
(a) pictures, diagrams, graphs, or maps.
(b) written directions or verbal information.
8. Once I understand
(a) all the parts, I understand the whole thing.
(b) the whole thing, I see how the parts fit.
9. In a study group working on difficult material, I am more likely to
(a) jump in and contribute ideas.
(b) sit back and listen.
10. I find it easier
(a) to learn facts.
(b) to learn concepts.
11. In a book with lots of pictures and charts, I am likely to
(a) look over the pictures and charts carefully.
(b) focus on the written text.
12. When I solve math problems
(a) I usually work my way to the solutions one step at a time.
(b) I often just see the solutions but then have to struggle to figure out the steps to get to them.

13. In classes I have taken
- (a) I have usually gotten to know many of the students.
 - (b) I have rarely gotten to know many of the students.
14. In reading nonfiction, I prefer
- (a) something that teaches me new facts or tells me how to do something.
 - (b) something that gives me new ideas to think about.
15. I like teachers
- (a) who put a lot of diagrams on the board.
 - (b) who spend a lot of time explaining.
16. When I'm analyzing a story or a novel
- (a) I think of the incidents and try to put them together to figure out the themes.
 - (b) I just know what the themes are when I finish reading and then I have to go back and find the incidents that demonstrate them.
17. When I start a homework problem, I am more likely to
- (a) start working on the solution immediately.
 - (b) try to fully understand the problem first.
18. I prefer the idea of
- (a) certainty.
 - (b) theory.
19. I remember best
- (a) what I see.
 - (b) what I hear.
20. It is more important to me that an instructor
- (a) lay out the material in clear sequential steps.
 - (b) give me an overall picture and relate the material to other subjects.
21. I prefer to study
- (a) in a study group.
 - (b) alone.
22. I am more likely to be considered
- (a) careful about the details of my work.
 - (b) creative about how to do my work.
23. When I get directions to a new place, I prefer
- (a) a map.
 - (b) written instructions.
24. I learn
- (a) at a fairly regular pace. If I study hard, I'll "get it."
 - (b) in fits and starts. I'll be totally confused and then suddenly it all "clicks."
25. I would rather first
- (a) try things out.
 - (b) think about how I'm going to do it.
26. When I am reading for enjoyment, I like writers to
- (a) clearly say what they mean.
 - (b) say things in creative, interesting ways.
27. When I see a diagram or sketch in class, I am most likely to remember
- (a) the picture.
 - (b) what the instructor said about it.
28. When considering a body of information, I am more likely to
- (a) focus on details and miss the big picture.
 - (b) try to understand the big picture before getting into the details.

SCORING SHEET

1. Put "1"s in the appropriate spaces in the table below (e.g. if you answered "a" to Question 3, put a "1" in Column "a" by Question 3).
2. Total the columns and write the totals in the indicated spaces.
3. For each of the four scales, subtract the smaller total from the larger one. Write the difference (1 to 11) and the letter (a or b) with the larger total.

For example, if under "ACT/REF" you had 4 "a" and 7 "b" responses, you would write "3b" on the bottom line under that heading (3 = 7- 4, and the "b" total was the larger of the two.)

ACT/REF			SEN/INT			VIS/VRB			SEQ/GLO		
Q	a	b	Q	a	b	Q	a	b	Q	a	b
1	—	—	2	—	—	3	—	—	4	—	—
5	—	—	6	—	—	7	—	—	8	—	—
9	—	—	10	—	—	11	—	—	12	—	—
13	—	—	14	—	—	15	—	—	16	—	—
17	—	—	18	—	—	19	—	—	20	—	—
21	—	—	22	—	—	23	—	—	24	—	—
25	—	—	26	—	—	27	—	—	28	—	—
29	—	—	30	—	—	31	—	—	32	—	—
33	—	—	34	—	—	35	—	—	36	—	—
37	—	—	38	—	—	39	—	—	40	—	—
41	—	—	42	—	—	43	—	—	44	—	—
Total (sum X's in each column)											
ACT/REF			SEN/INT			VIS/VRB			SEQ/GLO		
	a	b		a	b		a	b		a	b
	—	—		—	—		—	—		—	—
(Larger - Smaller) + Letter of Larger (see below*)											
	—			—			—			—	

***Example:** If you totaled 3 for a and 8 for b, you would enter 5b.

Explanation of scores

- If your score on a scale is 1-3, you have a mild preference for one or the other dimension but you are essentially well balanced. (For example, a 3a in the ACT/REF category indicates a mild preference for active learning.)
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

BARSCH LEARNING STYLE REFERENCE FORM

QUESTIONNAIRE 6

Name: _____ Date: _____ Level: _____

Place a check on the appropriate line after each statement. Then score, following the directions after the questionnaire.

	Often	Sometimes	Seldom
1 Can remember more about a subject through listening than reading.	_____	_____	_____
2 Follow written directions better than oral directions.	_____	_____	_____
3 Like to write things down or take notes for visual review.	_____	_____	_____
4 Bear down extremely hard with pen or pencil when writing.	_____	_____	_____
5 Require explanations of diagrams, graphs, or visual directions.	_____	_____	_____
6 Enjoy working with tools.	_____	_____	_____
7 I am skilful and enjoy developing and making graphs and charts.	_____	_____	_____
8 Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9 Remember best by writing things down several times.	_____	_____	_____
10 Can understand and follow directions using maps.	_____	_____	_____
11 Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12 Play with coins and keys in pockets.	_____	_____	_____
13 Learn to spell better by repeating the letters out loud than by writing the word on paper.	_____	_____	_____
14 Can better understand a news article by reading about it in the paper than by listening to the radio.	_____	_____	_____
15 Chew gum, smoke, or snack during studies.	_____	_____	_____
16 Feel the best way to remember is to picture it.	_____	_____	_____

- | | | | | |
|----|--|-------|-------|-------|
| 17 | Learn spelling by "finger spelling" the words. | _____ | _____ | _____ |
| 18 | Would rather listen to a good lecture or speech than read about the same material in a textbook. | _____ | _____ | _____ |
| 19 | Am good at working and solving jigsaw puzzles and mazes. | _____ | _____ | _____ |
| 20 | Grip objects in my hands during learning period. | _____ | _____ | _____ |
| 21 | Prefer listening to the news on the radio rather than reading about it in a newspaper. | _____ | _____ | _____ |
| 22 | Obtain information on an interesting subject by reading relevant materials. | _____ | _____ | _____ |
| 23 | Feel very comfortable touching others, hugging, handshaking, etc. | _____ | _____ | _____ |
| 24 | Follow oral directions better than written ones. | _____ | _____ | _____ |

Scoring procedures:

Place the point value on the line next to its corresponding item number. Next, sum the values to arrive at your preference scores under each heading.

OFTEN = 5 POINTS
SOMETIMES = 3 POINTS
SELDOM = 1 POINT

VISUAL

No. Pts.

2 _____

3 _____

7 _____

10 _____

14 _____

16 _____

19 _____

22 _____

VPS= _____

AUDITORY

No. Pts.

1 _____

5 _____

8 _____

11 _____

13 _____

18 _____

21 _____

24 _____

APS= _____

TACTILE

No. Pts.

4 _____

6 _____

9 _____

12 _____

15 _____

17 _____

20 _____

23 _____

TPS= _____

VPS=VisualPreferenceScore

APS=AuditoryPreferenceScore

TPS=TactilePreferenceScore

LEARNING CHANNELS INVENTORY

QUESTIONNAIRE 7

Name: _____ Date: _____ Level: _____

Directions

Place the number 1, 2, or 3 on the line after each statement that best indicates your preference. (Please use: 3 - Often; 2 - Sometimes; 1 - Seldom)

- 1 I can remember something best if I say it aloud. _____
- 2 I prefer to follow written instructions rather than oral ones. _____
- 3 When studying, I like to chew gum, snack and/or play with something. _____
- 4 I remember things best when I see them written out. _____
- 5 I prefer to learn through simulations, games, and/or role playing. _____
- 6 I enjoy learning by having someone explain things to me. _____
- 7 I learn best from pictures, diagrams and charts _____
- 8 I enjoy working with my hands. _____
- 9 I enjoy reading, and I read quickly. _____
- 10 I prefer to listen to the news on the radio rather than read it in the newspaper. _____
- 11 I enjoy being near others. (I enjoy hugs, handshakes and touches.) _____
- 12 I listen to the radio, tapes and recordings. _____
- 13 When asked to spell a word, I simply see the word in my mind's eye. _____
- 14 When learning new material, I find myself sketching, drawing and doodling. _____
- 15 When I read silently, I say every word to myself. _____

Visual Preference Score: 2 ____, 4 ____, 7 ____, 9 ____, 13 ____ = _____

Auditory Preference Score: 1 ____, 6 ____, 10 ____, 12 ____, 15 ____ = _____

(Kinaesthetic/Tactual) Score: 3 ____, 5 ____, 8 ____, 11 ____, 14 ____ = _____

The highest score indicates that my learning preference is _____.

Example of an individual checklist

LESSON PLAN 5

LEARNING STYLES CHECKLIST

020 CAT 10%

Name: CARLOS

Date: July 5th 2002

Put an (X) where it corresponds:

<i>EVAL.</i>	<i>ITEMS</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
	Pays attention to the teacher.		✓			
	Feels interested in the class.		✓			
	Looks tired and bored.				✓	
	Feels confident to participate.		✓			
	Bothers to a classmate				✓	
	Likes materials teacher is using.			✓		
	Is involved in the activity.		✓			
	Takes notes about the class.			✓		
	Prefers to do other things.				✓	
	Interacts between each other.			✓		

Examples of personal evaluations

LESSON PLAN 1

NAME: Carlos PERSONAL EVALUATION

DATE: April 25/2012

1. Did you like the class activities?
If you say YES.

Which activity did you like the most? And why?

working in groups because we can talk many
topics

2. What benefits did you get from this class? What did you learnt?

working in team learn with extra material

Any other suggestions:

NAME: Ma. Fernanda R. PERSONAL EVALUATION

DATE: 20 June 02

1. Did you like the class activities? yes

If you say YES.

Which activity did you like the most? And why?

In my opinion all the activities are interesting. This
help for understand the grammar.

2. What benefits did you get from this class? What did you learnt?

I learn about the grammar and something
about Kentucky culture.

Any other suggestions:

any thing

ANNEX 4

Photographs



Photographs

LESSON PLAN # 1



LESSON PLAN # 2

