UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

THESIS TITLE

THE DESCRIPTION OF VISUAL LEARNING STYLE IN THE ENGLISH TEACHING- LEARNING PROCESS IN STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "D" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM FEBRUARY - JULY 2016.

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Inglés"

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Riobamba-Ecuador

2016

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

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THESIS TITLE: **THE DESCRIPTION OF VISUAL LEARNING STYLE IN THE ENGLISH TEACHING- LEARNING PROCESS IN STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "D" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM FEBRUARY - JULY 2016.**

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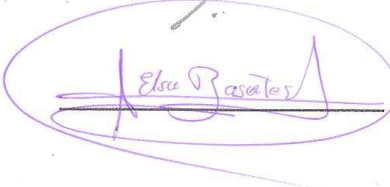In constancy with all exposed sign:

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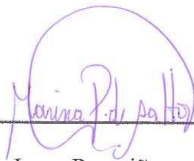MSc. Elsa Basantes
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INFORMO O CERTIFICO:

Que el presente trabajo "THE DESCRIPTION OF VISUAL LEARNING STYLE IN THE ENGLISH TEACHING- LEARNING PROCESS IN STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "D" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM FEBRUARY - JULY 2016" de autoría de las señoritas Gisell Monserrath Lema Sananay y Mayra Jhoanna Quiroz Perez, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.
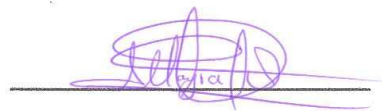
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Msc. Lucy Pazmiño

III

AUTORSHIP

We, Gisell Monserrath Lema Sananay and Mayra Jhoanna Quiroz Perez, students of language career, declare we are the only authors of the research named "THE DESCRIPTION OF VISUAL LEARNING STYLE IN THE ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "D" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM FEBRUARY - JULY 2016", ideas and commentaries specified in this document are responsibility of its authors.

Riobamba, 07 de Diciembre del 2016

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IV

DEDICATORY

I dedicate the thesis to my lovely parents, Sergio and Esperanza, who always have helped me through this process and, who have been my support to finish my career and make my dreams come true.

Thank you for everything.

Mayra.

DEDICATORY

I want to dedicate this thesis to God who has been my guide during all my life. A special gratitude to my parents Gonzalo and Mariana whom I owe who I am today and have helped me to fulfill a goal more in my professional life and who have been with me in good and bad times. I will always appreciate my sisters Cinthya, Evelyn and Katherin for all things lived and the advices given and thank for encouraging me with their words and affection experiences and craziness lived.

Thank you for all.

Gisell

ACNOWLEDGEMENT

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RESUMEN

El estilo de aprendizaje visual en el cual los estudiantes utilizan para aprender, procesar, asimilar y recordar información integrando tecnologías visuales, prácticas de aprendizaje visuales y materiales didácticos visuales. Este enfoque es un indicador relativamente estable, de cómo perciben, interactúan y responden los alumnos al ambiente de aprendizaje. En este proyecto se investigó el estilo de aprendizaje visual para determinar si los estudiantes de Séptimo Año de Educación General Básica "D" de la Unidad Educativa Militar N °6 "Combatientes de Tapi", de la ciudad de Riobamba, provincia de Chimborazo, en el perìodo académica Febrero - Julio del 2016, en el cual se enfocò en el desarrollo de prácticas de aprendizaje, haciendo uso de estrategias, técnicas y actividades visuales de una manera eficaz ayudado e impartido por el profesor. Se trabajó con una población de 31 estudiantes y 1 profesor. Esta investigación se encontraba en un nivel exploratorio, por lo tanto, se utilizó el método etnográfico cualitativo para estudiar la población directamente utilizando instrumentos tales como: observación, guías de observación, entrevista, lista de cotejo y registros anecdóticos, con el fin de saber cómo los estudiantes internalizan la información conectado con el estilo de aprendizaje visual de cada uno. Se realizó el análisis y la interpretación de los resultados, en el cual se observó y se analizó las actividades realizadas por los estudiantes. Finalmente, se determinó que la mayoría de los estudiantes prefieren desarrollar diferentes actividades visuales para adquirir un conocimiento significativo.

Abstract

The Visual Learning Style is one way that students use to learn process, internalize and remember information integrating visual technologies, visual learning practices and visual didactic materials. This approach is a relatively stable indicator about how learners perceive, interact and act face of the learning environment.

In this project the Visual Learning Style was researched to determine whether students of Seventh "D" from Elementary Education in Military Educational Unit N°6 "Combatientes de Tapi", Riobamba city, Chimborazo Province, in the school year February - July 2016. It was focused in the professional practices development by strategies, techniques and visual activities guided by the teacher in an effective way. It had worked with a population of 31 students and 1 teacher. This research had an exploratory level; therefore, the ethnographic qualitative method was used to study the population in a direct way using instruments such as observation, observational guides, interview, checklist and anecdotal records, in order to know how students internalize the information connected to the Visual Learning Style of every one of them. The analysis and interpretation of the results achieved, in which it was observed and analyzed the activities that students performed. Finally, it was determined that most of students developed different visual activities to acquire a meaningful knowledge.

Reviewed by: Castillo, Mónica
Language Center Teacher

INTRODUCTION

Learning styles have an important role in the learning process because these are based on the theory where students prefer to absorb various sensory modalities, retain and process new information. Each student has his own particular learning style that determines how students interact with their learning environment. (Cassidy & Eachus, 2000; Dunn, 1983; Harrison, Andrews, & Saklofske, 2003). Particularly, the primary goal of the present research is to describe the importance of the visual learning style in the English teaching learning process. The visual learning style is about how learners gather and process information from illustrations, graphs, symbols, photographs, icons and other visual stimulus. This kind of learning style develops on learners different skills as: observation, recognition, interpretation, perception, self-expression (Murphy, 2013).

The Unidad Educativa Militar N°6 "Combatientes de Tapi is located in Chimborazo province, in the city of Riobamba, which mission is "give integral education for children and youth in the first, basic and upper levels to form bachelors of science and / or technicians, through an alternative educational model, within a framework of loyalty to the institution, discipline and permanent practice aware values" developing only some standards focusing in the teachers 'role without thinking in which are the student´s needs or styles for a meaningful learning. Nowadays the student population has grown as have a number of 5432 students and 85 teachers administrators, distributed from Primero to Tercero de Bachillerato.

The purpose of this research is to describe why teachers and students do not put attention in the characteristics of visual learning style to obtain a permanent knowledge in the learning process in Septimo Año de Educaciòn General Bàsica . This study is to observe why the teacher does not pay attention in the development of the characterictcs of visual learning style to obtain a meaningful learning to manage in a better way learning objectives and achieve academic success and the other hand teachers and students can use effective strategies and resources for developing the visual skills.

Then, after many observations accomplished in the pre-professional practices, it was noticed at the Unidad Educativa Miltar N°6 "Combatientes de Tapi", where the 85% of

the Students of Séptimo Año de Educación General Básica "D" prefer the visual learning style but the teacher do not pay attention on this for example one student love to do collages for presentations but teacher only takes account the physical result without thinking in different skills that student developed for making them. In fact, it was detected that one the biggest problem at English subject is that teachers do not pay attention if the students develop characteristics of visual learning style for this reason students do not have the opportunity the development these characteristics in a useful way causing their low level and obtained a memorize knowledge.

The problem is caused by teacher does not pay attention of the development of the characteristics of visual learning style so students have limited opportunities to participate showing a boring environment. Also they con not develop their creative skills causing the lack of interest in to have new English Knowledge. In addition, teachers can not apply the correct methods, techniques and tools for a significant learning.

The research   project work was developed by the lack of attention of characteristics of visual learning style in teaching and learning process in students. It is a problem because students and teacher did not take into account the visual learning style giving as result a low level of knowledge.

This problem was researched to emphasize the importance of characteristics of the Visual Learning Style because they have an essential role which students vary in the way the process and understand information and it clarifies the material being taught to make learning more permanent.

The study of this research was about the visual learning style in the teaching and learning process because the project is of great interest, because this generation of children need to prepare for the world in visual impact and visual teaching increasingly a visual stimulation in the students showing a modern educational process, which improves the academic performance.

This research contributes in a positive way at the students, teacher and institution order to explore different benefits of visual learning style helping to the teacher to develop effective strategies connecting with visual characteristics of the students.

The importance of this research is that allow todescribe the characteristics of the visual learning style in the English teaching- learning process. Beside it helps to analyze the importance of the characteristics of visual learning style and to determine how these are developed in the classroom.

This research has like purpose to describe the characteristics the visual learning style in the English teaching- learning process. It will allow to get an effective and meaningful learning in the students.

Five chapters had been applied, which are detailed below:

Chapter I: The research problem, outlining of the problem, formulation of the problem, objectives achieved in the application of observational guides and justification of the problem, had been checked at the Reference Framework.

Chapter II. The research is related to both variables, causes and effects based on the critical analysis. Theoretical foundation and definitions of basic terms had been reviewed at the Theoretical Framework.

Chapter III: Qualitative ethnographic method, and field research design, exploratory level research, techniques and instruments of data collection (observation, self-observation guide and anecdotal records), had been analized at the Methodological Framework.

Chapter IV: It is pointed out the details in the description of the observational guides, self- observational guides and anecdotal records applied to the students.

Chapter V: It is described the conclusions and recommendations from the description of observation guides, checklist, interview and anecdotal records.

Finally, it is showed the references and some annexes.

CHAPTER I

FRAME OF REFERENCE

1.1.   RESEARCH PROBLEM

The lack of attention of the characteristics of visual learning style in teaching and learning process in students of Séptimo año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi", City of Riobamba, Chimborazo Province, in the academic term February - July 2016".

1.2   PROBLEM´S DEFINITION

Learning styles have an important role in the learning process because these are based on the theory where students prefer to absorb various sensory modalities, retain and process new information. Each student has his own particular learning style that determines how students interact with their learning environment. (Cassidy & Eachus, 2000; Dunn, 1983; Harrison, Andrews, & Saklofske, 2003). Particularly, the primary goal of the present research is to describe the importance of the visual learning style in the English teaching learning process.

The visual learning style is about how learners gather and process information from illustrations, graphs, symbols, photographs, icons and other visual stimulus. This kind of learning style develops on learners different skills as: observation, recognition, interpretation, perception, self-expression (Murphy, 2013).

In order to better understand the opportunities and challenges for creativity and visual learning style in the contemporary context, is essential to explore how image and other symbolic forms are integrated in educational world.

In Ecuador the government with Education Minister establish Ecuadorian in-service English Teacher Standards that is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning. The first domain "Language" Teachers know, understand, and use the major

theories and research related to the structure and acquisition of English developing language and literacy and achieve in the content areas. The second domain is "Culture" Teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture to construct supportive learning environments. The third is related to "Curriculum Development", particularly aspects related when Teachers know, understand, and use evidences and strategies related to planning, implementing, and managing standards-based English and content instruction. The fourth domain deals with "Assessment" and finally the fifth domain embodies the matter regarding "Professionalism and Ethical commitment" where Teachers keep current with new instructional techniques, research results, advances in the English as a Foreign Language (EFL).

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Then, after many observations accomplished in the pre-professional practices, it was noticed at the Unidad Educativa Miltar N°6 "Combatientes de Tapi", where the 85% of the Students of of Séptimo Año de Educación General Básica "D" prefer the visual

learning style but the teacher do not pay attention on this for example one student love to do collages for presentations but teacher only takes account the physical result without thinking in different skills that student developed for making them. In fact, it was detected that one the biggest problem at English subject is that teachers do not pay attention if the students develop characteristics of visual learning style for this reason students do not have the opportunity the development these characterictics in a useful way causing their low level and obtained a memorize knowledge.

The problem is caused by teacher do not pay attention of the development of the characterictcs of visual learning style so students have limited opportunities to participate showing a boring environment. Also they con not develop their creative skills causing the lack of interest in to have new English Knowledge. In addition teachers can not apply the correct methods, techniques and tools for a significant learning.

The research project work was developed by the lack of attention of characteristics of visual learning style in teaching and learning process. This problem was researched to emphasize the importance of characteristics of the Visual Learning Style because they have an essential role which students vary in the way the process and understand information and it clarifies the material being taught to make learning more permanent.

1.3.PROBLEM´S FORMULATION

How are the characteristics of visual learning style in English teaching-learning process in students of Séptimo Año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi", City of Riobamba, Chimborazo province, in the academic term February - July 2016?

1.4.QUESTIONS OR PROBLEMS ARISING GUIDELINES

If the characteristics of visual learning style help significantly to acquire a permanent knowledge in the teaching learning process?

What are the advantages if the students have visual skills?

How do the students develop visual activities or strategies into the classroom?

1.5.OBJECTIVES

1.5.1. GENERAL OBJECTIVE

- To describe the characteristics of the visual learning style in the English teaching-learning process in students of Séptimo Año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi", City of Riobamba, Chimborazo province, in the academic term February - July 2016.

1.5.2. SPECIFIC OBJECTIVES

- To analyze the importance of the characteristics of visual learning style in the teaching learning process.
- To identify different benefits of the visual learning style in the students.
- To determine how the characterictics of visual learning style are developed in the classroom.

1.6. JUSTIFICATION

The project is of great interest, because this generation of children need to prepare for the world in visual impact and visual teaching increasingly a visual stimulation in the students showing a modern educational process, which improves the academic performance.

The characteristics of visual learning style and the correct use of different tools, techniques and activities, will help a better learning and teaching process. Moreover, this research is exploratory because it has been described the characteristics of visual learning style to determine the development of them in the teaching and learning process in the students of Séptimo Año de Educación General Básica "D". Therefore, it will use instruments obtained of the internet like observation guides and anecdotal records for analyze and conclude the project.

Through this research hope to identify the importance of the characteristics of visual learning style and how are connecting with the students in the development of different activities for a permanent knowledge.

The project provides direct beneficiaries to the students of Séptimo año de Educación General Básica "D". The indirect beneficiaries, are teachers and everybody at the Unidad Educativa Militar N°6 "Combatientes de Tapi" who have access to the document. General aspects of the project can be applied in teaching process.

According academic education received at the Unidad Educativa Militar N°6 "Combatientes de Tapi", it has allowed to carry out the research project, because different learning process are known. The research has a hight percent of factibility because in the academic aspect the sudents are immersed in a visual environment for this reason is necessary that the modern teaching and learning process is inclined to the Visual Impact world. Another point, the human aspect it helps to the students feel motivate to develop their visual skills and share them with their classmates in a creativity way. Finally, in the economic aspect the students have the facilitate to acquire different visual resouces finding them in their class environment. It allows the meaningful development of their visual characterictics.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM

For decades, learning style is basically one's approaches or ways of learning. Every individual has his own preferred way of learning compared to others, therefore it is important to the trainers and educators to understand various styles of learning so that they will be able to effectively engage in transferring knowledge and skills. Learning styles are researched since 19th century.

It is hard to ignore that the generation of children now moving through our educational system is by farther most visually stimulated generation that system has ever had to teach. Having grown up with cable television, video games, computer software that educates and entertains, and the Internet, our children are truly visual learners coming of age in an increasingly visually oriented world (**Gangwer, 2015**).

In the Unach there are not researches similar to the present one, but around the world there are some related studies which will be theoretical base of this study; like:

What Is Visual Teaching? by **Gangwer**, (2015) in which these studies have shown that notwithstanding individual differences in intelligence and learning style, this generation of children needs to be taught the way they learn best with visual stimulation accompanied by active learning strategies. As educators, we need to prepare our students for the world in Visual Impact and Visual Teaching which they will live and work. We must allow this understanding of the visual nature of our students to influence our teaching techniques and the educational technologies we employ. We need to become visual teachers.

Using Visual Aids in the Classroom by Allen, E. (2002) suggested to understand why visuals are important, we should be excited to take steps to use these tools when we are teaching. There are two main reasons why it is important to actually show the children what we are teaching. 1. Visuals clarify the material being taught. 2. Visuals make learning more permanent. In normal day-to-day living we learn: 3% through taste 3% through smell 6% through touch 13% through hearing 75% through seeing.

Incorporating Visual Learning in the Classroom by Tazbir, J. (2008) in which suggested the Students may have difficulty with oral directions, especially those with more than two steps. Students often look to see what everyone else is doing and have a keen sense of observation and need to be able to focus on the speaker, sitting close enough to pick up visual cues. Outside noises or background music impairs their ability to maintain attention, because many have difficulty filtering out sounds. Students learn best when the assignment is demonstrated or illustrated rather than given orally also have difficulty following lectures. Students often do not remember information given orally without being able to see it and memorize using visual clues. Even when doing oral spelling, students must first write the word.

2.2. THEORICAL FOUNDATION

2.2.1 DEFINITION OF VISUAL LEARNING STYLE

The visual learning style is one way that students use to learn, process, internalize and remember information integrating visual technologies, visual learning practices and visual didactic materials. A person's approach is to indicate how they absorb, interact with, and respond to the learning environment.

Visual learners learn through seeing, so tools like diagrams, flowcharts, pictures and symbols can be key to understanding new concepts. Also for visual learners, it is often far easily for recall to work with images as oppose to working with words, as you will picture the image in their head while recalling it far more difficult when trying to recall the word itself. (Wilfrid Laurier University, 2008)

Visual learning style is where the learner better understands and retains information when ideas, words and concepts are associated with images. Research tells us that the majority of students in a regular classroom need to see information in order to learn it. Some common visual learning strategies include creating graphic organizers, diagramming, mind mapping, outlining and more.

2.2.2 IMPORTANCE

Students vary in the way they process and understand information for this reason the visual learning style is an essential component in the teaching-learning process. There are important reasons to integrate the visual learning style into the classroom. First, visuals clarify the material being taught to make learning more permanent. Also learners use their senses to learn such as 3% through taste, 3% smell, 6% touch, 13% hearing and 75% seeing, indicating that seeing is the sense with most of our learning comes from. So this explain us that the most effective learning to understand to what is being taught is to actually show the children (Allen, E. 2002).

Secondly, Visual learning refers to a group of vision competencies in where the human being develop these by seeing integrating sensory experiences. They enable a visually ability that person to discriminate and interpret the visible actions, objects, symbols natural or not related with their context. Through the creative use of these competencies, individual is able to communicate with others using these competencies to comprehend and enjoy the visual communication (Debes, J. 1969, 27).

2.2.3 VISUAL LEARNING SKILLS

The visual learning style develops some skills on learners: Observation is about seeing, not just looking, but really examining something. Helps us to recall something based on our observations. Interpretation is about on comprehension and enhances our understanding of something based on Recognition what we see.Expression is about drawing and image making that allows us to communicate our feelings, share our knowledge, and demonstrate our creativity.

2.2.4 VISUAL LEARNING STUDENTS

Visual learning style helps students in different ways such as: clarify their thoughts because students see how ideas are connected so these are grouped and organized. Using visual learning, new approaches are more useful and easy to understand when they are linked with prior knowledge.

Visual learning helps students organize and analyze information, using diagrams and plots to show large amounts of information in ways that are easy to understand and help reveal relationships. Also, visual learning helps students integrate new knowledge according to research, students better remember information when it is represented and learned both visually and verbally. Students think critically linked verbal and visual information making connections and specifying details.

2.2.5 CHARACTERICTICS OF VISUAL LEARNING STYLE

Students who learn through what they are able to see with their own eyes, they enjoy for the positions at the front of the class, must have front row theater seats and love to be right up front for sporting events in order to obtain the best view.

Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. Visual learners frequently are good writers and will commonly perform quite well on written assignments. (Ldpride, 2008)

Visual learning helps students clarify their thoughts beacuse students see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge.

Visual learning helps students organize and analyze information using diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns. It helps students integrate new knowledge.

According to research, students better remember information when it is represented and learned both visually and verbally.

Visual learning helps students think critically linking verbal and visual information helps students make connections, understand relationships and recall related details. Visual thinking and learning utilize graphical ways of working with ideas and presenting information. Research in both educational theory and cognitive psychology tells us that visual learning is among the very best methods for teaching students of all ages how to think and how to learn.

Others are when students Learn best from information seeing or Reading, they prefer written instructions as they remember information they read using visual aids to accompany verbal instructions. Another point is when they learn how something is done through the observation of others. (Bandler & Grinder, 1979; Dunn & Dunn, 1978; Reiff, 1992; Rose, 1985; Wislock, 1993).

Another is when students can easily recall printed information in the form of numbers, words, phrases, or sentences; also they can easily understand and recall information presented in pictures, charts, or diagrams. Visual learners have strong visualization skills and can look up and see information making movien in their minds. They have strong visual-spatial skills that involve sizes, shapes, textures, angles and dimensions paying close attention and learn to interpret body language (facial expressions, eyes, stance). Finally they have keen awareness of aesthetics, the beauty of the physical environment, and visual media.

2.2.6 SKILLS FOR APPLYING THE VISUAL INFORMATION

The creation of visual assignments and activities allow students to develop and apply their visual information handling skills by using different abilities as: to organize images for effective demostrations; to establish visual criteria organizing images to substitute these for words and establishing a visual language. Another is combining images with text to share ideas more effectively; to integrate images with oral presentations to communicate more strongly; and to manipulate or transform set images is neccesary to think new informtion.

2.2.7 THE SIX METHODS OF VISUAL LEARNING

The teacher creates lesson plans and activities that reflect the methods of visual learning, recognizing that when images are created and utilized learners will most likely be working in one or more of the following forms:

First, investigate because seeing through the eye of a camera's view finder can often help focus attention and clarify thought. Investigating assignments ask learners to use words and images to learn about and better understand the world. Clustering, listing, visual-thinking maps, and other prewriting activities are examples of explorational methods of communication. Use the camera as a tool to observe, study, identify, and learn. As a tool for investigation, photography helps us focus our attention and concentrate on detail.

Second, chronicle where documentary imagery and descriptive writing are examples of working in the chronicle method. Individuals judge images by how honest or accurate they are. As a tool for documentation, imagery helps us record and annotate a rapidly changing world.

Third, express using thoughts and feelings and translate the abstract to the concrete. Visual journals and stream of consciousness techniques areexpressive exercises. Use the camera to create a visual language with feelings or ideas into the world. Expressing activities help us bring our thoughts and emotions into a visual form. Another, communicate that consists in to share information with others. Formal elements such as structure, composition, and organization are essential when communicating. Visual reports and photo journalism are examples of methods of communication. As a tool for communication, imagery gives us a rich new language for sharing our ideas.

Fifth, inspire using the power of communication to change behavior or attitude. Use images to influence others through the persuasive capability of photography. As a tool for inspiration, photography provides products of success and positive reinforcement. Finally, envision through envisioning assignments encourage new connections and relationships. This communication helps establish both occupational and personal visual goals. Use the power of your imagination to envision something new. As a tool for

creativity, photography puts the "image" back in "imagination." After all, imagination is a word taken from the Latin imaginary, which means, "to picture mentally" (Gangwer, T.; 2015)

2.2.8 STRATEGIES FOR THE TEACHING AND LEARNING PROCESS USING THE VISUAL LEARNING STYLE

Now the new generation of children are developing with this educational system is by far the most visually stimulated generation that system has ever had to teach. Children are having grown up with new media such as, video games, cable television, computer software that educates and entertains, and the Internet, some authors say that children are truly visual learners. Now with standing individual differences in intelligence and learning style, defining it like the best visual stimulation accompanied by active learning strategies.

As educators, is necessary to prepare students for the world in Visual Impact, Visual Teaching which they will live and work. Teachers must apply effective teaching techniques and strategies integrating the visual learning style in different areas as: spelling and writing teacher can apply outline words with colored marking pens .Also, create a visual image of the word before writing it. Another, use visual study aids rather than recitation. In Reading teacher can use visualize vocabulary by looking at the word, closing your eyes, and then recreating it in the mind's eye. After, looking up the definition of new vocabulary words so they can be seen in a different context. Other is using graphs, visual links, flow charts, visual thinking maps, visual image mapping, and visual journals.

In addition there are other strategies are stick and read in where students look different pictures connecting with the context that they are learning, other is sentence puzzles that students work in groups focusing in new vocabulary and grammar aspect, bulletin and idea that allows students visualize imeges in their mind after develop their creativity throught collages or poster papers and other materials.

2.2.9 BENEFITS OF THE VISUAL LEARNING STYLE IN STUDENTS

Visual learning style integrating graphic organizers, diagrams, outlines and more are being used in classrooms across the country. It helps to the students or all ages better manage learning objectives and achieve academic success. As students are required to evaluate and interpret information from a variety of sources, incorporate new knowledge with what they already have learned, and improve writing skills and think critically, visual learning tools help students meet those demands. Paired with the brain's capacity for images, visual learning strategies help students better understand and retain information.

Learners who learn best through visual aids have a visual learning style. Visual aids include facial expressions and gesticulations of teachers, pictures, texts with illustrations, DVDs, etc. Visual learners think and learn in pictures. This style of learning has an important advantage: It makes recollection easier when, in an environment different from where you had learned the information, you see pictures similar to those through which you learned the information. However, a special disadvantage of the visual learning style is the difficulty you experience when only texts and speeches are available for learning, without any visual aids.

Incorporating imagery into your visualization of information can help you make sense of what you hear. This includes using pictures, images, color or other visual media to help organize and process information. Many visual learners may find they have images always floating around in their heads, so creating images uses this already innate ability to your advantage. Since visualization comes easy to you, making visualizations stand out is also helpful. For example, in a social studies class learning about World War II, you might draw little images to the side of your written notes to help you to remember and understand details. However, if one idea or concept is more important than the rest, make that idea stand out more. This can mean drawing these ideas bigger than the rest, or placing stars, asterisks or other markers to bring your attention back to major ideas.

Visual learning style help in Writing because visual learners may have difficulty understanding verbal directions, they must use strategies to take notes from verbal directions or lectures. Almost every class requires note taking, understanding new vocabulary, and communicating through writing none of which comes easily for learners who need a visual representation of concepts to process. Some visual strategies for

learning the organization of a paper are putting words on cards and arranging them into sentences and putting sentences on small slips of paper to see sequencing and paragraph developments. The idea is to illustrate, or visualize, the patterns in words and phrases.

Visual learning style give to the students visual cues with spatial sense, or with a good sense of direction. Maps, for example, are easy for these learners due to this skill. You can create maps for all disciplines, not just geography. For example, if you are writing a paper in English class and your teacher is giving notes on how to organize an argument, as your teacher is talking, you can create a map of your own. This strategy is sometimes called a mind map, which shows the relationship between elements of an argument. The key to using maps is to recreate the information in a visual way so you easily see and better understand the structure, organization or relationship among information.

Visual learning style help to the students in the use of their innate sense of organization to their advantage by creating charts or graphs to organize information in an easily understood way. They can create charts or graphs from handouts in class or from a lecture or notes while the teacher is teaching. By presenting the information in a visual way, you should be able to absorb information easily. They can also benefit from organizing notes by highlighting, underlining or marking up class notes. In addition, writing down key information to use later is helpful for organizing ideas to create visual aids. (Smith, 2001)

2.2.10 THE DEVELOPMENT OF VISUAL LEARNING STYLE INTO THE CLASSROOM

Students vary in the way they process and understand information. When the visual learning style is developed the students have a tendency to describe everything that they see in terms of appearances.

Other ways is that the visual learning style is like a Feedback and reflection for revision at the end of each class. Beside they create a positive environment the student work in a dynamic way like participation.

Other aspect is that when develop this style the students interact the positive way because everything show more interesting, colorful and dynamics. The students have a stimulus and response to each thing that are looking. There is an effective communication for the great motivation and interesting that they are receiving.

2.3. DEFINITIONS OF BASIC TERMS

EFFECTIVE TEACHING

It is when teachers comply with all objectives in a class besides not only play the role of teachers, is necessary they guide, monitor, collaborate, know to their students applying good methods, strategies and techniques for that students have a meaningful learning and they are active part in the society. (Milkova, 2016)

VISUAL

It refers to visual learners to think in pictures and learn best in visual images, technologies and practices. (English Oxford Livig diccionaries, s.f.)

VISUAL CUES

It helps to communicate with students of any age, from preschool to high school also to convey information to the students using signs of laminated paper or card stock with images, words, or colors. (Hawkins, s.f.)

VISUAL LEARNING

It refers to a specific group with vision competencies in wich can develop integrating other sensory and at the same time seeing. (Debes)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

Qualitative method is used:

The Ethnographic Qualitative method has been used to develop the research, because the method allowed to get real and significant information of the students of Séptimo año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi". It was collected data from the variables (the visual learning style and teaching-learning process), to elaborate instruments like: observation, observational guides and anectodal records that guide to observe students learning process.

The instruments were applied in the selected population during a period of time, to guarantee the qualitative information. Finally results were analyzed and interpreted to get final conclusions of the problem.

3.2. TYPE OF RESEARCH

In this research project were used, documental, and field research.

Documental research: It was documental because, it was obtained data from printed materials acquired at the place where the problem was developed, thus it was obtained information about the characteristics of visual learning style applied in of Séptimo año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi".

Field research: It was field because, it was applied in the place where the problem was researched, to obtain the necessary information in direct contact with students of of Séptimo año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi", through application of observation guides and anecdotal records.

3.3. LEVEL RESEARCH (DIAGNOSTIC, EXPLORATORY)

This research is exploratory. It has been observed a phenomenon, knowing and extending it, to recognize and identify better the research problem.

It will consist to describe and analyze the information and data about the visual learning style focusing in its characteristics, importance and benefits of visual learning style; it will be essential to know what is the reality with students of Séptimo Año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi". This researched was developed during six weeks from June 8th to July 14th.

3.4. POPULATION AND SAMPLE

3.4.1 POPULATION

The populaion is relatively small; for this reason, was not necessary to take a sample therefore this study was made up of one teacher, 33 students of Septimo Año de Educación General Básica "D", indicating that 20 are women and 13 are men given as result 34 benefeciaries in Unidad Educativa N°6 "Combatientes de Tapi" during shool year 2015-2016. This group was choosen because we evidenced during the pre-profesional practices the existence of a low level of English Learning beacuse there was not an easy asimilitation of the knowledge due to lack the attention of the characteristics of visual learning style. Besides the students have different visual skills but these do not develop in an useful way. The principal necessities of the students are focused in demostrate their visual skills for a correct acquisition.

3.4.2 SAMPLE

As the population is small, a sample will be not applied, in consequence the researches will work with all the involved population in the investigation process.

3.5. PROCEDURE

This research was development throught four steps; first was necessary to identify what was the problem in the institution "the lack of attention in the characterictics of visual learning style" in students of Septimo Año de Educacion Gneral Basica formulating objectives that help to develop this research. Second, we take into account previos information about the problem including in different contexts; develop al theorical information related with visual learning style that helps us for observating. Third, we indicated what type of research is, the level and its population. Finally, using the observation techinique we describe which are the results of this investigation.

This research belong to Methodology area and was choosen because Methodology is a field of study of systematic and theorical analysis of the methods associated wih a branch of knowledge.

In methodology area the visual learning style is very important because Visual learning helps students clarify their thoughts and they see how ideas are connected and realize how information can be grouped and organized. Besides we take interest in this because the majority of students prefer visual learning style in the development of the activities. Also some authors mentions that if the students have a visual learning style they can develop more creative skills that help them to easy knowledge assimilation.

In this reasearch was investigated the specific problema "the lack of attention in the characterictics of visual learning atyle in the teaching and learning process".

3.6. FIELD WORK

For this research was necessary an authorization to the authorities at the Unidad Educativa Militar N°6 "Combatientes de Tapi", after that our investigation tittle was appreved by H- consejo, we requested in the career direction the docuement directed to the main authority of the institution, who gave as the authorization in order to develop this research. We did not have any inconvenience in this research the institution gave us the oportunity to carry out the investigation.

The authorities gave us the necessary time to apply the instruments to the students, during this time could observe that the students developed in active way the teaching and learning process. Our role was in passive way because we only observed how develop each class.

The main aspects could observed were; which are the visual characteristics that students have, the way that students develop the visual skills, and if the teacher use methods, techniques do not have close relation with students prefer the acquisition of knowledge.

In this research we needed to know if the teacher and students apply the visual learning style for a good development in the teaching and learnng process. Also if the students that prefer visual style have a high or low performan]+ce into the class.

This research verified that the students and teacher did not take into account the visual learning style giving as result a low level of knowledge. All the information was obtained from operalization of objectives ,students, teacher, books, internet using the observation techinique and two of its tools such as; observational guide and anecdotal record. The data was colletion through pre profesional observation. It was done by two students of UNACH; Gisell Lema and Mayra Quiroz.

The data were registered with the help of differet tools as observational guide and anecdotal records which were observed taking notes of the classes in where students develop different visual characteristics.

3.7. TECHNIQUES AND TOOLS FOR DATA COLLECTION

For this document researched it was necessary to use the Observation technique and its tools that help in this process.

The Observation was a process that allowed us to collect reliable and valid information systematically. One of them was Registration features where allowed gather as much information as possible about the student's personality.

Other was Anecdotal records that was a guide for the teacher because it allowed to observe the particularly enthusiastic response from a student who usually apathetic, to the use of certain group technique. The strange attitude in class, a student who always participates. The solidarity shown by a student with a problem of another partner. The

most important about these tools were that serve to find the key problem or reasons why a student acts in a certain way. To an observer teacher did not go unnoticed these details.

3.8. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF DATA

The research will be done thought observations guide and anecdotal record, the techniques for process and analysis of data are:

Review of information: The information about both variables (the visual learning style and the teaching and learning process), was collected during the development of the research.

Analyze and select of data: Instruments were designed according information of both variables (The visual learning style and the teaching and learning process), and then instruments like: observation guides and anecdotal record were applied during classes of Séptimo Año de Educación General Básica "D".

Determine conclusions and recommendations of the research: Results obtained from the application of the instruments, helped to demonstrate the objectives and finally to get conclusions and recommendations of the research project.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

OBJECTIVES	INFORMATION	ANALYSIS	CONTRAST WITH THE THEORICAL FRAMEWORK
To analyze the importance of the characteristics of visual learning style in the teaching learning process.	Using the self-observational guide 1 Criterias 1,3,4 • Replaces words with pictures, and use color to highlight major and minor links. • Uses color, layout, and spatial organization in associations, and use many 'visual words' in assertions. • Uses mind maps. Use color and pictures in place of text, wherever possible	The analysis shows that the visual learning have an important role in the process acquisition knowledge because **it helps students clarify their thoughts** seeing how ideas are connected and realize how information can be grouped and organized and new concepts are more thoroughly and easily understood when they are linked to prior knowledge.	Gangwer, 2015 mentions that the generation ofchildren now moving through the educational system stimulated visually to the use of visual strategies at themoent to teach.

To identify different benefits of the visual learning style in the students.	Using the anecdotal records and self-observational guide 1 Criteria 2 • Visual learning style integrating graphic organizers, diagrams, outlines and more are being used in classrooms across the country. It helps to the students or all ages better manage learning objectives and achieve academic success. • Visual aids include facial expressions and gesticulations of teachers, pictures, texts with illustrations, DVDs, etc. Visual learners think and learn in pictures. • Incorporating imagery into your visualization of information can help you make sense of what you hear. This includes using pictures, images, color or other visual media to help organize and process information. • Visual learning style help in Writing because visual learners may have difficulty	The results show that if the students prefer visual learning style, they develop different skills as create graphic organizers, use highlighter pens of contrasting colors to color code different aspects of the information in their textbooks, when hearing a new word they want to remember, visualize its spelling. All these skills allows that students can acquire the knowlegde in an easy way.	Smith, 2001 says that visual learning styles have many benefits on lerners as this kind of style helps in writintg using its sense of organization creating charts, grahs to organize the information in an easily understood process,

	understanding verbal directions, they must use strategies to take notes from verbal directions or lectures • Visual learning style give to the students visual cues with spatial sense, or with a good sense of direction.		
To determine how the characterictics of visual learning style are developed in the classroom.	Through anecdotal record and self -observational guide 2 Stuents developed specific characteristics: • learn from seeing words in books, papers, and board • when reading, stop and stare into space to imagine scene • organize by size, color, and visual cue • understands world by looking at it • chooses things based on visual effect • makes mind pictures or tally marks in math • likes more detail in art, clothing, foods, business, displays, etc. • would rather read a story than be read to	The analysis shows that the use of visual activities in the classroom such as stick and read, sentences puzles, story journals, bolletin board idea develop in the student their observation, interpretation, organization, perception and self-expression.	Muphy 2013 mentions that visuallearning style develop in students different skills observation. Reognition. Interpretation. Perception and self-expression.

	- needs symbols or pictures to relate to a sound(phonics) - draws or doodles when only verbal input received - takes notes during presentations(may not look at them again though) - studies by looking over information - checks spelling by just looking to see if the word looks right - makes lists to remember - can remember better if a visual cue, graphic organizer, chart etc. is presented - likes stories with excitement, adventure, and humor - likes seeing the end product rather than hearing about the steps		

4.1. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDES

The research work was developed at Séptimo Año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi" in the Academic Term February - July 2016", in order to observe how students develop the visual learning style in the teaching and learning process.

The information was collected and read based in the two variables (Visual Learning Style and Teaching and learning process). This information was collected through online materials, online thesis and books, printed books, scientific articles among others. With the data obtained, applied observation guides. It was applied from June 8 to July 14 for 6 hours a week Séptimo Año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi" in the Academic Term February - July 2016". The observation helped to analyze how students develop the visual learning styles in the teaching and learning process.

4.1.1. SELF-OBSERVATION GUIDE 1

To describe how students develop different activities, as part of their visual learning, self-observation guide was applied based on four strategies in where the information and learning were associated with images and graphics. Students observed their classwork and identified what and how learning activities were developed connecting with their visual skills. It was applied during 3 days, 2 hours per day. It was evidence how students develop different visual strategies to achieve a better learning.

ITEMS	Replaces words with pictures, and use color to highlight major and minor links.			Uses the visual journey or story technique helps you memorize content that isn't easy to 'see.'			Uses color, layout, and spatial organization in your associations, and use many 'visual words' in your assertions. Examples include see, picture, perspective, visual, and map.			Uses mind maps. Use color and pictures in place of text, wherever possible. If you don't use the computer, make sure you have at least four different color pens.		
FREQUENCES	**U**	**S**	**SE**	**U**	**S**	**SE**	**U**	**S**	**SE**	**U**	**S**	**SE**
Week 1	2	1	0	1	2	0	2	1	0	2	1	0
Week 2	2	1	0	1	2	0	2	1	0	1	2	0
Week 3	1	1	1	1	1	1	2	1	0	1	1	1
Week 4	1	1	1	2	0	1	1	2	0	2	1	0
Week 5	1	2	0	2	1	0	1	1	1	1	2	0
Week 6	2	1	0	1	1	1	1	1	1	1	1	0
TOTAL	**9**	**7**	**2**	**8**	**7**	**3**	**9**	**7**	**2**	**8**	**8**	**1**

TABLE: GENERAL SELF-OBSERVATION GUIDE 1

Source: Observation guide directed to students of Séptimo Año de Educación General Básica at Unidad Educativa "Combatientes de Tapi" Nª 6

Done by: Gisell Lema and Mayra Quiroz

U= Usually   S= Sometimes   SE= Seldom

GENERAL SELF-OBSERVATION GUIDE 1

General self-observation guide was made in order to obtain the final results of how students developed different activities, as part of their visual learning in students of Séptimo Año de Educación General Básica "D" at the Unidad Educativa Militar N°6 "Combatientes de Tapi".

Week 1 through results, it was proved that students learned new vocabulary about healthy body. They applied stick and read technique in where students were invited to look at the picture for example teacher asked them what was missing in the pinture: some words and some pictures of the organs. Next, they handed out the stickers for activity 1. After, they pointed out that the stickers were color-coded with the picture in their books. Teacher invited them to find spaces for the missing words first and place the stickers. Then had them stick the missing pictures. Finally, all students standed up to read the names of the organs and had they pointed to them on their own bodies. During this activity the majority all students responded in an effective way identifying in a correct way echa part of the body.

Anoher activity was sentence puzzles. It consisted in that teacher divided the class into seven groups and handed out a word kit on each group. Students made idioms with the cards using reflexive pronouns; when they finished, each group taked turns miming the idioms and other students guess the idioms. Finally, colleted the words kids. Teacher noticed that in this kind of activities all students had the opportunitive of an active participate connecting with grammar aspect.

In addition, teacher improved this activity with additional task. In their notebooks students drew a table completing it with the pronouns and reflexive pronouns. In this students used colors, visual organization in where they designed visual mind maps decorating acoording their creativity and it allowed them to rememeber grammatical information of the unit.

Week 2 through results, it was proved that students used visual journal in where teacher before that students read the story about Mosquito Trouble; they answered some questions that teacher said inviting them to open their mind thinking in differences experiences in if they have ever gone camping what objects they used and relating this with the pictures on book. After, teacher elicited the names of the objects as: a gas stove, a tent, a slepping bag, a flashlight, a ladder, a rope, insect repellent and sustan lotion. Next, teacher divided the class into pairs and said to the students that they had to decide only five objects that they would take on a camping trip. Students cooperated between them inviting to go in front of all class and draw 5 objects explaining why they chose these.

After of this preview activity teacher read the fisrt part of the story and asked some questions to the students to know if they understand it or not. Some students responded in a positive way but others remained in silence for this reason teacher said one volunteer that read again the story. One students read again and teacher asked some questions to the students that did not anwer the first time, they responded in a correct way. Teacher finished to read the story and said that students using newspapers, magazines, colorful sheets, and other materials they designed different kinds of collages describing differet scenes of story and giving a final message about it.

Another activity was bulletin board idea, it consisted in divided the class into six groups. Each group decided on a healthy school meal. Students wrote a menu and draw a picture of their meal. Then, they labeled the picture with the names of the nutrients their meal contained. Finally, they pined their work onto the bulletin board and the class decided on the healthiest and best-tasting meal. In this activity they develop their visual and handing skills for example to organize images for effective display; to establish visual criteria between classmates and designing good pictures to comunicate something.

Week 3 through results, it was proved that teacher developmet some activities that students could learn new vocabulary for example one activity was TV habits. It consisted in teacher wrote the letters CNN, MTV, NBC, Sony on the board and students said what it means; teacher said these are TV channels and asked the class if they ever watch any of these channels and students began to remember different tv programs that were realted

with these channels. After, teacher handed out them copies of the TV guide asking to the students if they recognized any of the programs as: news, traffic report, weather report, documentary, drama, soap opera, talk show, quiz show and cartton. Next, each student decided a favourite program giving details about it. All students participate effectively describing some events in each program and they were motivated all time.

Another activity was focused in grammar in where teacher presented two sentences and students said what aspects noticed in these kind of sentences. Teacher explained the difference between active and passive form of sentences using comparatives charts; what was the structure of passive voice using past tense pointing out in positive and negative form. Then, students designed mind maps in where they described all aspects about this structure. Finally, teachers invite them to say some examples using this structure but some students did not understand how to use it and teacher explained one more time applied role plays in where students created situacions using passive voice.

Teacher used another strategies as invited one volunteer to read the first sentence aloud and wrote the object on the board for example: the houses asking if it was singular and plural; students answered plural and teacher explained that after the houses students must add were and the verb was in past participle. This process applied in all sentences achieving that the amjoriry of students understood this grammatical structure. Teacher used visual techonogies as: videos in where students identified more examples about it.

Week 4 through results, it was proved that teacher used stick the words techinique at the moment to present the new vocabulary. Teacher said to look at the picture eliciting that the man was reading the news. Then, pointed out the incomplete expressions in the picture asking students if they could complete any of them. After that, teacher handed out stickers for this activity pointing out that the color of the words on the stickers corresponded to the labels in each expression.

Finally the majority of students responeded in an useful way learnig new words as: news anchor, headlines, special report, exclusive interview, breaking news, live coverage, overseas correspondet. In this activity was necessary todo an additional task in where stdents applied some simulations incorporating these words.

Matching programs was another strategy in where teacher presented some slides that contained different TV programs. In additional part teacher presented phrases to describe each program and students must relate the picture on slide and the phrase connecting both in a correct way. The majoriry of students responded in a positive way but the students did not understand this activity teacher explained them again for that they could the opportunity to participate. To enhance the passive structute teacher used the same technique; some pictures were showed to the students to complete the sentences in passive when they finished the sentences were read aloud and the rest of the class said if they are correct or not. If they were not correct teacher invited students to read the correct version.

In this unit students develop a project called make a totem pole in where they used different materials as: one long cardboard tube, a ruler, a sheet of construction paper per student. Teacher explained what was the process to do it. Students must develop their hand skills coordinating with decorate, creativity and composition techiques. As a result it enhanced the cooperation and solidarity between them.

Week 5 through results, it was proved that teacher used mind map technique teacher write the words PERSONAL QUALITIES in the middle of the board and draw a circle around it. Teacher asked students to close their eyes and think in different qualities that they had. Teacher elicited words that students associated with the topic for example: courage, forgiveness, honesty, loyalty, patience and responsibility.Then, all students participated adding one quality in the mind map. Finaly, students gave more detalils about their qualities.

Addionally of this activity students pasted three magazines cutouts of famous people into their notebooks to present their personal qualities. It was motivated for students because they chose their favourite artists, singers, actors writing the quality for echa persn and a sentence describing him/her.

Teacher used another technique ti specify a grammar aspect about second conditional. Teacher wrote the first sentence on the boerd eliciting the condition and underline it: If I found a cell phone; teacher asked students how they knew this is the condition and they answered because it starts with if. Teacher explained the second condition using vidual mind maps in where specify what was the structure, when students should use it and

examples about second conditional. After this teachar presented some videos to develop some completing activities to look if the students understood this. The majoriry of students responded in a correct way but others was necessary another explanation.

Finally Week 6 through results, it was proved that teacher used draw paths and discover the meaning technique. It consist all the clas read the fist phrase: tell a lie. Then, got students to draw the path to the meaning of the phrse. Teacher invited one volunteer to read it aloud: said something that was not tru. Next, teacher got students to draw the rest of the paths to discover the meaning of the phrses. When they finished teacher encouraged students   to give more examples of situations where they might do the actions: tell a lie, tell the truth, cheat on exams, get even, look up to, stanf up for and tell on somenone.

Teacher for developing creativity on students and connecting with the new vocabulary apllied another technique called simulation on videos in what students must create different situationd using these phrases and the condition was that all class formed groups and all students participated acting in each scene.

Another activity was sentence puzzles, teacher divided the class into seven groups and handed out word kits. Students placed the word cards faceup on a desk. They taked turns taking cards and making a question in the second conditional. Theo other students in their group answered it. After the question was answered, students mixed the cards with the rest of the cards on the next. Students continued until each one had asked at least one question. This activity allowed that alla students have a meaningful participations.

Teacher used a story journal in where teacher develop one activity called one good turn chain. It consisted in that teacher read the story and students developed a kind of chain taking into account all secenes that happened in story. For this students applied interesting layout, creativity visual compositions explorating with differetnt elements and materials.

As a result of the observation students developed some visual activities allowing them to improve their skills and their process of internalize and remember information more easy. In the other hand, teacher sometimes take into account these visual skills only to obtain a physical mark of the students.

4.2. ANALYSIS AND DESCRIPTION OF ANECDOTAL RECORDS

To get information of how teachers applied some strategies and techniques and how students responded about these was designed the anecdotal records to be applied during classes in Septimo Año de Educacion General Basica "D". It was used information of both variables: Visual Learning Style and English Teaching-Learning process in where recorded significant incidents that have observed. Then, the information obtained was reviewed and analysed.

4.2.1. ANECDOTAL RECORDS

According to the observation during classes in Septimo Año de Educacion General Basica "D", it was followed the same response pattern to get final descriptions in each anecdotal record. As a final results students develop visual characteristics in the English class and teacher sometimes use visual aids such as flip charts, and videos in lectures of each unit and the students reconized all details in sequential form.

Another was students used visualization approach to spelling: show the word; have them close their eyes and visualize it; then have them spell it backwards; then spell it forwards; then write it once. As a result of this students remembered new vocabulary when they visualized in images or using their mind.

In another point the majority of students avoid the memorization when they learned vocabulary and gramatical features. Inductive approaches was developed becasuse students noticed what grammatical structures the teacher must have used in each situation. Also they performed the most complex tasks in the unit connecting with visual activities.

Another, students developed their creativity, imagination, new insights, new ideas to acquire the knowledge engaging in an independent work or group projects which involve problem-finding and solving. In this part they could create unique strategies of

organization relationing with pictures, images, maps, concept maps, or other graphic organizers not missing details.

All these activities allowed them to construct, draw and create visual representations of thoughts including new vocabulary, gramatical features, lectures, videos, reflexions, projects, book activities, claassworks, collages, explanations, debates, musical and cultural programs that were presented in from of the whole clases.

In addition we noticed that students developed specific visual characteristics such as: they learned seeing words in books, papers, and board, in readings they stoped and stared into space to imagine scene. In grammatical features they organized by size, color, and visual cue understanding world by looking at it in different contexts, they chose things based on visual effect making mind pictures.

 In any activity that they develop liked more detail in art, clothing, foods, business, displays; they needed symbols or pictures to relate to a sound. Another point, in listening activities they drawed or doodlesed when only verbal input received; also they taked notes during presentations, they studied by looking over information checking spelling by just looking to see if the word looks right.

Finally they maked lists to remember with visual cues, graphic organizer, charts; they liked stories with excitement, adventure, and humor and saw the end product rather than hearing about the steps in any activity or project that they developed in class

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- After the observation could describe the characteristics of visual learning style of the students in the learning process had positive attitudes showing responses that facilitate the communication in the teaching and learning process.

- It was concluded through the analysis of the importance of the characteristics of visual learning style in the teaching-learning process which indicate Students learn best when the assignment is demonstrated or illustrated rather than given orally also have difficulty following lectures. Students often do not remember information given orally without being able to see it and memorize using visual clues.

- After observation, it was determined that students used visual technologies, visual learning practices and visual didactic materials in an effective way where they interacted into teaching and learning environment and teacher took an important role in activities development. In the other hand, the majority of students develop their visual skills and others get better opportunities in different activities.

5.2. RECOMMENDATIONS

- It is recommended that teacher focus which learning styles develop in the better way in the teaching and learning process combining methods and techniques.

- It is recommended teacher create a positive environment with the students because the students have adequate confidence to express their ideas, knowledge in a free form.

- It is recommended to apply meaningful methods, techniques and strategies taking into account students 'needs and ways that they learn, process, internalize and remember information, proposing a radical change from traditional teaching and learning process.

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7. ATTACHMENTS

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CARRERA DE IDIOMAS

ITEMS	Replaces words with pictures, and use color to highlight major and minor links.			Uses the visual journey or story technique helps you memorize content that isn't easy to 'see.'			Uses color, layout, and spatial organization in your associations, and use many 'visual words' in your assertions. Examples include see, picture, perspective, visual, and map.			Uses mind maps. Use color and pictures in place of text, wherever possible. If you don't use the computer, make sure you have at least four different color pens.		
FREQUENCES	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Day 1												
Day 2												
Day 3												

U= Usually   S= Sometimes   SE= Seldom

Source: Observation guide directed to students of Séptimo Año de Educación General Básica at Unidad Educativa "Combatientes de Tapi" Nª 6

Done by: Gisell Lema and Mayra Quiroz

TABLE: GENERAL SELF-OBSERVATION GUIDE

ITEMS	Replaces words with pictures, and use color to highlight major and minor links.			Uses the visual journey or story technique helps you memorize content that isn't easy to 'see.'			Uses color, layout, and spatial organization in your associations, and use many 'visual words' in your assertions. Examples include see, picture, perspective, visual, and map.			Uses mind maps. Use color and pictures in place of text, wherever possible. If you don't use the computer, make sure you have at least four different color pens.		
FREQUENCES	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Semana 1	2	1	0	1	2	0	2	1	0	2	1	0
Semana 2	2	1	0	1	2	0	2	1	0	1	2	0
Semana 3	1	1	1	1	1	1	2	1	0	1	1	1
Semana 4	1	1	1	2	0	1	1	2	0	2	1	0
Semana 5	1	2	0	2	1	0	1	1	1	1	2	0
Semana 6	2	1	0	1	1	1	1	1	1	1	1	0
TOTAL	9	7	2	8	7	3	9	7	2	8	8	1

U= Usually   S= Sometimes   SE= Seldom

Source: Observation guide directed to students of Séptimo Año de Educación General Básica at Unidad Educativa "Combatientes de Tapi"|N° 6

Done by: Gisell Lema and Mayra Quiroz

CHARACTERISTICS OF VISUAL STUDENTS	yes	no
• learn from seeing words in books, papers, and board	x	
• when reading, stop and stare into space to imagine scene	x	
• quieter than most students		x
• organize by size, color, and visual cue	x	
• understands world by looking at it	x	
• chooses things based on visual effect	x	
• makes mind pictures or tally marks in math	x	
• notices new things in a room, about a person		x
• would rather read a story than be read to	x	
• visual movement or disorder can be distracting		x
• likes more detail in art, clothing, foods, business, displays, etc.	x	
• needs symbols or pictures to relate to a sound(phonics)	x	
• draws or doodles when only verbal input received	x	
• when having to just listen-mind wanders		x
• has trouble with just oral directions		x
• takes notes during presentations(may not look at them again though)	x	
• studies by looking over information	x	
• checks spelling by just looking to see if the word looks right	x	
• makes lists to remember	x	
• can remember better if a visual cue, graphic organizer, chart etc. is presented	x	
• can remember faces better than names		x
• likes stories with excitement, adventure, and humor	x	
• likes seeing the end product rather than hearing about the steps	x	

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LANGUAGE CAREER

Name:_____Date:_____Time:_____
Observer:_____Setting:_____

Description of Event:_____
_____
_____
_____
_____

Signature:_____

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HUMANAS Y TECNOLOGÌAS
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ANECDOTAL RECORDS

SETTING: Septimo Año de educación general básica "D"
DATE: June 8 to July 14
TIME: 6 hours a week
OBSERVER: Gisell Lema and Mayra Quiroz

DESCRIPTION OF EVENT: During these six weeks the teacher used some streategies in which students could develop their visual learning in a meaningful way. First, teacher used visual aids such as flip charts, and visual imagery in lectures. Second was a visualization approach to spelling: showed the word; had them close their eyes and visualize it; then had them spell it backwards (this demonstrates visualization); then spelled it forwards; then wrote it once. In another hand, teacher avoided the memorization rather used more conceptual or inductive approaches. Also, teacher emphasized in creativity, imagination, new insights, new ideas to acquire the knowledge. Another teachere engaged students in independent studies or group projects which involve problem-finding as well as problem-solving. It allowed them to construct, draw, or otherwise create visual representations of concepts and presented in from of the whole class.

PHOTOS