UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
ESCUELA DE IDIOMAS

Proyecto de investigación previo a la obtención del título de

LICENCIADO/A EN CIENCIAS DE LA EDUCACIÓN, PROFESOR(A) DE IDIOMAS: INGLÉS

TÍTULO:

LA IMPLEMENTACIÓN DE ACTIVIDADES EXTRA-CLASE BASADAS EN LOS ESTILOS DE APRENDIZAJE INDIVIDUALES PARA EL DESARROLLO DE DESTREZAS LINGÜÍSTICAS DEL IDIOMA INGLES EN LOS ESTUDIANTES DE PRIMERO DE BACHILLERATO DEL COLEGIO AMELIA GALLEGOS DÍAZ DE LA CIUDAD DE RIOBAMBA PERÍODO 2015- 2016

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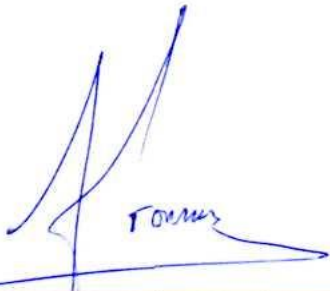Yadira Patricia Castro Molina

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DEDICATORIA

Xímena Guevara

A mi familia por haber confiado en mí, e inculcarme los mejores valores y sobre todo la importancia de estudiar. A mis hijos y esposo por el estímulo y apoyo incondicional en todo momento, por ser la inspiración para la culminación de este proyecto.

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GRACIAS

DERECHO DE AUTOR

Nosotras, **Yadira Patricia Castro Molina y Miriam Jimena Guevara Ortiz**, somos responsables de las ideas, pensamientos y propuestas expuestas en el presente trabajo de investigación, y los derechos de autoría pertenecen a la **Universidad Nacional de Chimborazo.**

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INTRODUCTION

Linguistic competences are essential for getting a good communication because without a strong command of whatever language you speak, do not communicate clearly thoughts and ideas. Linguistic skills measure the capacity of individuals to understand and express themselves, both in written and oral form for this reason it is very important for students to discover their best way to learn and use the language properly.

The Extra-class activities based on Visual, Auditory and Kinesthetic learning Styles applied with the students of First Course of Amelia Gallegos Díaz High School helped them to improve and reinforce their linguistic skills knowledge. The present work contents 5 chapters that are developed as follows:

Chapter I: It refers to Referential Framework which provides information about: the topic of the thesis, the problem setting, the problem formulation, general and specific objectives.

Chapter II: It is about the Theoretical Framework which talks about previous researcher's background about the problem that is investigated, it also contains the theory about Extra-Activities, learning styles and some view´s authors besides linguistic skills that support the research study, basic terms definitions, hypothesis, variables and their operationalization.

Chapter III: It includes details of the scientific method that was used for the development of this research. It also includes the types of investigation that were used: Scientific, applied, quantitative, direct and transversal. Another aspect of this chapter is that the research design explains about the application of the activities, the population and sample, data collection, techniques and the instruments for data collection with the corresponding table, graph, analysis and interpretation.

Chapter IV: It refers to Administrative Framework which talks about material and technological resources. It also contains the economical expenses required for the research.

Chapter IV: It includes with conclusions and recommendations.

At the end of the present work, there are the bibliography and the attached documents

FICHA TÉCNICA

TITULO

La implementación de actividades extra-clase basadas en los estilos de aprendizaje individuales para el desarrollo de destrezas lingüísticas del idioma ingles en los estudiantes de Primero de Bachillerato del colegio Amelia Gallegos Díaz de la ciudad de Riobamba período 2015- 2016

ORGANISMO RESPONSABLE

Facultad de Ciencias De la Educación Humanas y Tecnologías.

AUTORES

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Yadira Patricia Castro Molina.

LUGAR DE REALIZACIÓN

Colegio "Amelia Gallegos Díaz", parroquia Lizarzaburu, cantón Riobamba, provincia de Chimborazo.

BENEFICIARIOS

A los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Díaz".

TIEMPO ESTIMADO DE REALIZACIÓN

Dieciséis meses

COSTO ESTIMADO

Dos mil quinientos dólares

CAPITULO 1

1. MARCO REFERENCIAL

1.1. PLANTEAMIENTO DEL PROBLEMA

1.1.1 LUGAR DE REALIZACIÓN

El Colegio Amelia Gallegos Días se encuentra ubicado en la ciudad de Riobamba, parroquia Veloz. Lleva este nombre en honor a la Srta. Amelia Gallegos quien fue maestra destacada en su época y posteriormente co-fundadora de la escuela "21 de Abril" y a la vez del Colegio Nacional de Señorita Riobamba.

Esta institución educativa fue creada el 20 de Octubre de 1980. Inicio sus labores en la escuela Magdalena Dávalos, luego se ubicó en las instalaciones del antiguo Colegio Salesianos para finalmente establecerse en el antiguo Hospital Policlínico, por tal razón la institución no cuenta con las condiciones apropiadas para funcionar como colegio.

El Colegio Amelia Gallegos Díaz cuenta con 1200 estudiantes, 25 docentes, 45 aulas y un pabellón dividido en dos secciones (Administrativo y académico).

En la ejecución de las prácticas pre-profesionales mediante la aplicación de una guía de observación y un cuestionario se ha podido evidenciar que la enseñanza de las destrezas lingüísticas como el vocabulario, la gramática y la pronunciación en el Idioma Ingles se aplican de manera fragmentada ya que se da mayor énfasis a la gramática la cual es analizada en un periodo prolongado e intensivo restando importancia a las demás destrezas. Además es lineal por que no se usan recursos necesarios y técnicas que motiven y faciliten el aprendizaje en los estudiantes lo que genera que al salir de su aula de clase olviden fácilmente lo aprendido.

A pesar de que en los últimos años se ha impulsado el refuerzo académico en toda institución educativa se ha evidenciado las dificultades en el proceso de aprendizaje no han sido superadas en gran manera, debido principalmente a que no se realizan actividades extra-clase en donde se tome como punto de partida los estilos de aprendizaje individuales los cual permiten que el estudiante no solo descubra la manera en que desea aprender una segunda lengua sino lo relevancia que ese aprendizaje tiene en su vida, aspecto que ha sido comprobado mediante una encuesta realizada a los estudiantes.

También se ha determinado que los maestros a pesar de conocer la importancia de las actividades extra-clase no las enfocan en las necesidades individuales de sus estudiantes lo que impide que las destrezas lingüísticas enseñadas en el aula tengan el impacto deseado dificultando así el aprendizaje de una segunda lengua. Por tal motivo y con el objetivo de conocer el grado de dominio real por parte de los estudiantes bajo las técnicas y métodos usados se aplicó un cuestionario el cual parte de los conocimientos previos adquiridos en sus años de estudio.

Dicho cuestionario permitió determinar que las estrategias usadas por parte de los maestros no son suficientes para alcanzar un adecuado dominio de las destrezas lingüísticas de la pronunciación, gramática y vocabulario.

Por los aspectos antes mencionados, se considera de trascendental importancia investigar la implementación de actividades extra-clases basadas en los diferentes estilos de aprendizaje en los estudiantes de Primer Año de Bachillerato del Colegio Amelia Gallegos Días de la ciudad de Riobamba periodo 2015-2016

RESULTADO INICIAL - CUESTIONARIO DE CONOCIMIENTO

TABLA N° 1

DESTREZAS LINGUISTICAS	DOMINAN	NO DOMINAN	TOTAL
Gramática	10	18	28
Porcentaje	36%	64%	**100%**
Vocabulario	8	20	28
Porcentaje	29%	71%	**100%**
Pronunciación	7	21	28
Porcentaje	25%	75%	**100%**

Fuente: Cuestionario
Elaborado por: Las Autoras

GRAFICO N° 1
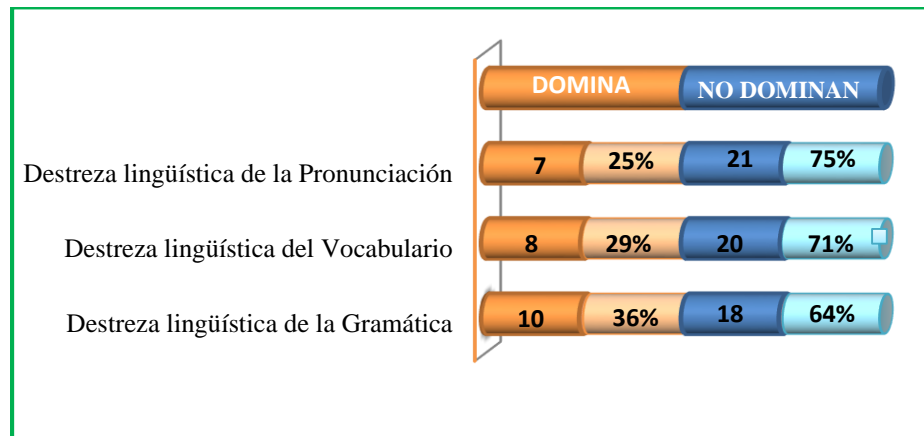
Fuente: Tabla N° 1
Elaborado por: Las Autoras

ANALISIS E INTERPRETACIÓN

De 28 estudiantes se puede observar que de las tres destrezas lingüísticas el 36% de ellos dominan la de gramática, el 29% el vocabulario y el 25% la pronunciación. De acuerdo a estos resultados se puede decir que la mayoría presentan ciertos problemas al no implementar actividades extra – clases en relación a los estilos de aprendizaje para el desarrollo de las mismas en el Idioma Inglés.

1.2. FORMULACIÓN DEL PROBLEMA:

¿De qué manera la implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales desarrollan destrezas lingüísticas del idioma Inglés en los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Díaz" de Riobamba, período 2015- 2016?

1.3. OBJETIVOS

1.3.1 OBJETIVO GENERAL:

✓ Determinar que la implementación de actividades extra- clases basadas en los estilos de aprendizaje individuales desarrollan destrezas lingüísticas del idioma Inglés en los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Días", de Riobamba, período 2015- 2016.

1.3.2. OBJETIVOS ESPECÍFICOS:

✓ Diagnosticar cuáles estilos de aprendizaje son los más utilizados por los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Días", de Riobamba, período 2015- 2016.

✓ Preparar e implementar actividades extra- clases basadas en el estilo de aprendizaje diagnosticado en los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Díaz", de Riobamba, período 2015- 2016.

✓ Evaluar que la implementación de actividades extra- clases basadas en el estilo de aprendizaje desarrollan destrezas lingüísticas del idioma Inglés en los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Díaz", de Riobamba, período 2015- 2016.

1.4. JUSTIFICACIÓN

Los estilos de aprendizaje individuales como una nueva forma de enseñanza representan un desafío para los maestros de hoy quienes año tras año han aplicado un estilo educativo tradicional, el mismo que como estudiantes nos ha permitido evidenciar la carencia de bases sólidas que existen en el Idioma Inglés.

La propuesta va dirigida a fortalecer el campo educativo, con la implementación de estrategias, métodos, técnicas y actividades dinámicas-activas que motiven al estudiante a aprender el idioma Ingles. Siendo así se desprende la necesidad de proponer una nueva metodología centrada en el inter-aprendizaje; docente-estudiante tomando como fundamento las actividades extra-clases basados en los diferentes estilos de aprendizaje.

El problema planteado será de gran beneficio ya que orientara a maestros hacia una clara identificación de un adecuado modelo pedagógico a través del desarrollo de actividades extra clase, el mismo que servirá de guía para romper la enseñanza tradicional y fomentar una educación constructivista donde el alumno sienta gusto por aprender, dando mucha importancia a aquellos conocimientos previos del alumno para identificar los conocimientos que vendrán y la relevancia que los mismos tendrán en la vida diaria. Convirtiendo al maestro en un mediador entre el alumno y la información. A su vez motivara al alumno a dar lo mejor de sí mismo en función de desarrollar competencias que le permitirán estar apto para desenvolverse dentro de un mundo competitivo, asumiendo un adecuado rol dentro de la sociedad.

El desinterés y el bajo rendimiento de los estudiantes, dentro del aprendizaje del idioma extranjero inglés ha incentivado a buscar un nueva estrategia que brinde soluciones óptimas para mejorar la forma de ver la enseñanza por parte del maestro y la forma de recibir la enseñanza por parte del estudiante para que ésta deje de ser depósitos de contenidos y se oriente a un aprendizaje a través de la interacción de maestros y alumnos donde la participación y no el silencio, sea el factor clave para este aprendizaje.

Siendo de gran beneficio la investigación que se pretende realizar tanto para los docentes, estudiantes, padres de familia y la sociedad ya que a través de la construcción de personas más autónomas, reflexivas y sobretodo capaces, en este caso de dominar el idioma ingles contribuirá en la formación profesional y la incursión del individuo al mundo laboral mediante la correcta utilización de su axiología.

El tema que se plantea es viable y factible ya que el Colegio Amelia Gallegos Días colaborará para la realización de actividades extra-clase con los estudiantes de primero de Bachillerato, como parte del desarrollo de este proyecto.

CAPITULO II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND RESEARCH

Based on the researching made in Faculty Education library, it has been noted that there is not similar theme related to the investigation proposed, so that the implementation of extra-class activities based on the different styles of learning students deserves an urgent investigation because it will be a great help for both teachers and students of ''Amelia Gallegos Dias'' High School, Riobamba city, Chimborazo province, Ecuador.

2.2 EXTRA CURRICULAR ACTIVITIES

2.2.1 DEFINITION

Extracurricular activities refers to any tasks that take place outside of the regular school curriculum which are supervised by teachers with the main purpose to study and compared the enrich extracurricular ability performs in different age groups and levels. These activities have an important role into the teaching and learning process so enable to reinforce their prior knowledge and achieve that students internalize it for applying in their life in a meaningful way.

During years these kinds of activities have been associated with the improvement of the educative level as a form to enhance school performance and students' personal and attention development. Many authors consider that extra scholastic activities increase interpersonal competencies, the critical thinking and personal and social maturity with great benefits that serve to bridge school activities with those performed outside the academic setting.

The extracurricular activities promote cooperation instill a less competitive focus in participants, foster a more cooperative environment, and may therefore encourage students to stay in and complete school. He concluded that students who participate in this kind of activities have varying of abilities to involve into the whole class (Ralph. McNeal, 1999).

That is to say the extracurricular activities may help to create emotional bonds where students have the opportunity to associate with peers different from those they encounter at home and in the classroom. In addition, these kinds of activities allow students enjoy the learning process in a free and comfortable atmosphere.

Extracurricular participation is not detrimental to student performance and that participation in these types of activities promotes greater academic achievement. In addition, she discovered that participation in school-related activities was more strongly associated with achievement than was participation in activities outside of school (Dumains, 1996).

As a result the academic achievement is increased because of students really enjoy the activities that they are doing and don´t follow a curriculum model in which they can express their feelings, emotions, qualities, strengths in a natural and funny way.

Extracurricular activities contribute to an adolescent positive mental health. In general, they propose two forms of activities that correspond with engagement: solitary, non-structured, and non-cooperative pursuits, often without adult supervision and highly structured, collaborative activities that are under the guidance of a competent set of adults (Rich Gilman, 2004).

In order to demonstrate that these activities achieve to involve students in a positive psychosocial and psychological learning process should apply sequentially. In the first place providing a clear guide about what students need to do and how to develop them. Then they will be able to perform some activities autonomously.

Tasks are the main element into the English teaching learning due to they have a specific goal by following a model (Nunan 1989).


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│                      ┌──────────────────────┐                     │
│   ┌──────────────┐   │  DINAMIC/SITUATION   │   ┌──────────────┐  │
│   │    IMPUT     │   └──────────────────────┘   │ TEACHER ROLE │  │
│   └──────────────┘                              └──────────────┘  │
│                         ╭─────────────╮                           │
│                         │    TASKS    │                           │
│                         ╰─────────────╯                           │
│   ┌──────────────┐                              ┌──────────────┐  │
│   │  OBJECTIVES  │                              │   STUDENTS   │  │
│   └──────────────┘   ┌──────────────────────┐   └──────────────┘  │
│                      │     ACTIVITIES       │                     │
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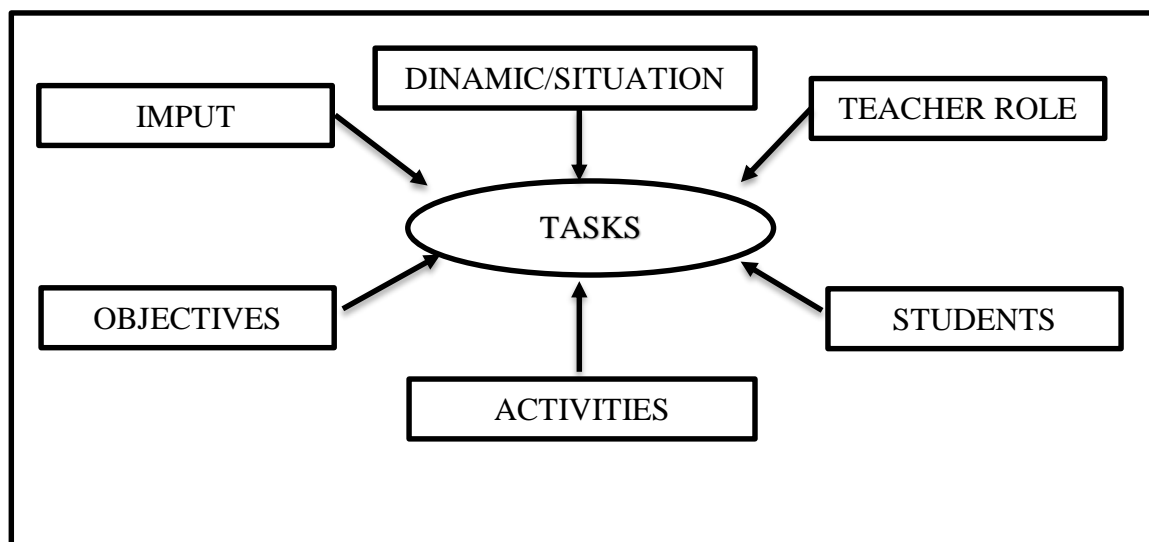
Figure N° 1: Modelo de Nunan

It has two different and essential aspects. On the one hand, the type of students individual needs in which involve to know what are the purposes that they have for learning a new language. On the other hand, methodological strategies applied to the improvement of the language.

As a conclusion extracurricular activities are part of student's everyday life. They have positive effects on student's lives by improving behavior, school performance, school completion, positive aspects to make successful adults, and social aspects. As teachers, we need to be aware of the effects that extracurricular activities have on education.

2.2.2 OBJECTIVES OF THE EXTRACURRICULAR ACTIVITIES:

The extracurricular activities satisfy objectives in the different teaching levels such as:

- To offer students a high standard of activities in addition to the compulsory activities offered during school hours.

- To help to the students to develop talents and skills they possess in the English language.

- To meet interest and needs of students in the learning process.

- To promote students´ critical thinking and creativity.

- To plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.

- To reach a good level of proficiency in the four skills: reading, writing, speaking, and listening.

- To improve student achievement, participation, and leadership skills.

2.2.3 THE IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES

Extracurricular activities create a useful learning environment for second language learners, where they can share their ideas and opinions. These activities will encourage students to develop their communication skills. As a result these tasks highly contribute to language proficiency.

The content of these activities describe a set of actions and the interrelation among them which are held in isolation in base on students' needs and preferences by applying specific characteristics of some methods into the language learning process.

Extracurricular activities help students create positive attitudes to improve oral and written skills. Learners become more productive when they are involved in these kind of tasks because of they will be able to develop individual work. Into this process teachers have a main role which is to provide the right conditions and being guide for achieving in the students' cognitive goals.

2.2.4 NORMS FOR AN EFFECTIVE DEVELOPMENT OF EXTRA-CURRICULAR ACTIVITIES

- Extracurricular activities should be accomplished with a specific objective.
- The students´ interest will determine the time that an activity will take place.
- Establish clear goals for helping learners work consciously and an easy way.
- Supply clear concepts about the tasks will be developed.
- Learners must have a basic knowledge for achieving the task assigned.
- The task´s performance requires students´ self-discipline.
- Task must be according to learners individuals needs and levels.

2.2.5 CLASSIFICATION OF EXTRA-CURRICULAR ACTIVITIES

The extra-curricular activities can be classified according to diverse aspects and approaches into the learning process.

Extra-curricular activities in terms of duration

- **Permanent:** This kind of activities don´t set a limit of time.

- **Transitory:** These tasks arise as an obligatory situation of the institution or community and leave of working when an objective has finished.

Extra-curricular activities in terms of affiliation

- **Obligatory:** This occurs when learners have to affiliate to an activity in mandatory form to be developed properly.

- **Spontaneous:** Students have the chance to choose and to affiliate to activities according their personal likes.

Extra-curricular activities in terms of sponsorship

- These tasks are sponsored from the school and are already established into the study curricular plan.

- These sorts of tasks are sponsored for the different study cathedrals according to each subject into the teaching - learning process.

- Other kinds of tasks are suggested from the educational service which helps identify troubles that happen in the school or community. Another one is considered by students who developed recreational and social activities.

2.3 LEARNING STYLES

2.3.1 DEFINITION

Learning styles are the mode to learn something by applying own techniques and strategies in which modify according learner's preferences. It is related on how students learn, how teachers teach and how both interact. Each person has certain trends toward specific styles, but these biological characteristics are influenced by culture, customs, experiences and personal development. Also learners have distinct ways of perception, organization and assimilation of information in which learning styles are characteristics that help them to interrelate and respond to the learning atmosphere.

In addition to define amply the term "Learning Styles" is taken bear in mind the point of view of different authors.

"Learning style is the way students biologically and developmentally determine how to concentrate, process, internalize, and remember information through personal characteristics that make identical instructions effective for some students and ineffective for others" (Dunn, 1993)

"Characteristics cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe 1979)

- **Cognitive trait** refers to the form in which students assimilate the contents, construct and use information.

- **Affective traits** are linked with the motivations and expectations that influence in the learning.

- **Physiological traits** are related with students' biotype and biorhythm

"The learning or cognitive style is a mode of thinking and behaving related to the control, autonomy and cognitive regulation of acquisition/ learning" (Fernandez & McLaren, 2008)

The definition of Learning Styles is direct related with the learning approaches as an active process. The different positions of thought help to understand students' behaviors and how they learn in the classroom. At the same time the teacher can apply an effective way of style into the teaching and learning process.

2.3.2 LEARNING STYLES THEORIES

"Learning styles are the result of preferences in the ways people perceive and process experience they are described in a four- quadrant construct" (McCarty, 1961).

KOLD'S THEORY

Kolb deduces his ideas about experiential learning cycle to identify four different learning styles. This is analyzed through individuals' preferences for each of four modes of the learning process: concrete experience, reflective observation, abstract conceptualization and active experimentation.

Learning is maximized when learners work through four phases in which define each one of them by including information to clarify meanings (Kolb, 2002)

Concrete Experience

It directly involves the students in a new activity to gain understanding. The learner gets a chance on experience without a concise observation of the facts. The following activities are suggested:

- Games
- Films
- Role Plays
- Lab work
- Field work
- Peer feedback
- Discussions

Reflective Observation

It entails learners reflecting on their ideas, thoughts and feeling about an experience. Participants observe the experience from many views or perceptions. They start to analyze concepts through different techniques like:

- Lectures
- Group discussions
- Questionings

Abstract Conceptualization

It is the process to socialize the experience into theories and to organize chronologically to form explanations or hypotheses. Learners conceptualize the learning to understand and they facilitate possible deductions. In this stage teachers use methods such as:

- Individual work
- Building models
- Creating analogies
- Reading about theories
- Writing papers

Active Experimentation

It involves testing theories and concepts through problem solving and challenging in different situations to convey information and skills. Also it provides opportunities to practice through:

- Self - paced learning activities
- Problem cases
- Simulations

As a result Kolb shows that these steps are join in two bipolar aspects of cognitive development: the "abstract - concrete dimension" which refers how students take in information and the "active - reflective dimension" refers how students internalize information.

CONCRETE EXPERIENCE (CE)

Learning, relating and being sensitive by

experiences and people.

ACTIVE EXPERIMENTA TION (AE)
Learning by acting, doing and applying actions and risks.

ACCOMODATORS

DIVERGERS

CONVERGERS

ASSIMILATORS

REFLECTING OBSERBATION (RO)
Learning by looking at and reflecting meanings and contexts from distinct perspectives.

ABSTRACT CONCEPTUALIZATION (AC)

Learning logically and actively by thinking

And analyzing a situation.

Figure N° 2: Kolb's Theory

In unification with the four stages, Kolb delineates four distinct learning styles. "The term learning styles refer to individuals characteristics and preferred ways of gathering, interpreting, organizing, and thinking about information" (Kolb - pag 174).

Meanwhile people are diverse prefer to watch; listen, read and other opt to participate and get feedback, while others need to prove and experiment things. Knowledge of learning styles help teachers to understand students' behavior and differences among them. Also leaders can take a critical look at personal teaching effectiveness and adapt to improve. Professors have the chance to comfort participants to overcome educational difficulties, develop other styles and become more effective learners.

Thus Kolb categorizes four styles by basing on the dimensions as illustrated in the (figure 1. above). These vary according the situation and environment. Also he points that every learning ability can be recognize by features and behaviors denoted in learning situations. The following are contextualized on how each style connects to the phases of the experiential learning cycle.

Accommodating: Accommodators who process concrete information and process is actively. They like to take risk and starting activities. They are adaptable and practical. They solve problems intuitively.

Diverging: Divergers really observe and reflect situations from different perceptions. They are considered like imaginative learners because they are able to understand people, identify problems through integrated experiences.

Assimilating: Assimilators perceives primarily through abstract conceptualization and then process it through reflective observation. They build up a hypothetically structure in base on their experience. They like being organizers, pragmatists, creators and developers of theories. They are very patient and they are inclined more in concepts than people's emotions and relationships.

Converging: Converges rely on abstract information and active experimentation. They apply the theory practically. They enjoy resolve problems, making decisions, defining problems and understanding deductively. They tend to be more attentive to detail in logical and unemotional way. They opt to deal with things as opposed to people.

ANTHONY GREGORC'S THEORY (1982)

Style determines that human makes senses of the world in various ways". In his point of view the way in which an individual interprets knowledge is unique so he divides the learning in four styles (Gregorc, 1979)

- Concrete Sequential (CS)
- Abstract Sequential (AS)
- Concrete Random (CR)
- Abstract Random (AR)

Concrete Sequential (CS)

Individuals relate the world to their physical and active self in which involves facts and tangible descriptions characterized by a predominant sense of observing the reality through the humans' senses by applying their abilities in a chronological and logical manner. These kinds of learners base their process of teaching – learning on the following features:

- Look for constructive activities to do.
- Follow an excellent example of pattern.
- Work in an orderly, neat learning environment.
- Need and enjoy structured situation.
- Prefer carrying out tasks step by step.
- Use real objects and actual issues.
- Apply ideas in pragmatic way.
- Listen carefully instructions before to do any activity.

Abstract Sequential (AS)

Abstract thinkers visualize, imagine ideas, and understand that things are not always what they seem. They are able to use concepts, gather information and analyze ideas following a sequential flow.

- Avidly read for new information and ideas presenting in logical way.
- Analyze situations before making a decision or acting.
- Prefer quiet environments in which to think in work.

- Apply logic in solving or finding solutions problems.
- Enjoy debating controversial ideas.
- Are lifelong learners.
- Able to work hard and along.
- Think in structure, logical, and planned way.

Concrete Random (CR)

Concrete random thinkers are experimenters that use mental intuitive abilities to develop creative thoughts. They analyze situations from different perspectives without a particular and sequential order.

- Produce real bad creative products.
- Use the intuition.
- Solve problems independently.
- Skip details and steps.
- Fail to read instructions or directions.
- Accept of and carrying for many kinds of people.
- Enjoy a variety both in environment and in what they work at.
- Inspire actions in others and develop creativity.

Abstract Random (AR)

Abstract random thinkers absorb information, ideas, and impressions to organize them through reflection. They are involved in the feelings and emotions world by being able to use their natural ability to work with others.

- Bring harmony to group situations.
- Focus on the issues at hand.
- Tend to take on multiple projects for tasks at the same time.

- Enjoy learning through discussions and sharing of ideas.

- Dislike routines and order.

- Show flexibility and respond to change easily.

- Lean towards personalized information.

- Get personal attention and emotional support.

HONNEY AND MUMFORD'S THEORY

"There are four stages in the cycle which involve the four learning style, although it is possible to have traits from more than one" (Mumford, 1986)

Activists

Those learners learn by doing, have an open mind approach by involving themselves to learning in which they encounter new experiences, problems and opportunities. They are characterized to develop the following activities:

- Involved with other people as a part of a team and can bounce ideas of them.

- Enjoy a high profile position and the stimulus of challenge

- Feel stimulating by difficult tasks

- Tackle very practical open and flexible learning programs.

Reflectors

These learn by observing and thinking about what happened from different perspectives. They usually collect data and analyze it before coming to any conclusions. They base their learning process in being cautious. They are identified to the subsequent activities:

- Enjoy giving instructions as to how things should be done.

- Do activities easily and rapidly and are worried about time pressures.

- Don't feel frightened acting in front of others.

- Prefer to look at instead of participating in open meetings and discussions.
- Discuss their reflections in plans with a mentor.

Theorists

Theorists like concepts, models, theory, systems and the opportunity to explore relationships and associations. They tend to have an analytical mind and work in logic and rational form. Some features about these learners are:

- Prefer to make things tidy and fit them into rational schemes.
- Provide some interesting ideas and concepts even though these aren't immediately relevant.
- Require to understand and participate in complex situations.
- Assimilate disparate facts into coherent theories.
- Enjoy following structured situations with a clear purpose.

Pragmatists

They adapt and integrate observation into complex but logically theories. These kind of learners like to prove concepts, theories and new techniques. Then they apply them into the real world promoting the search out of new ideas and take the first chance to experiment with applications. In this kind of learning style is possible to name the succeeding individualities:

- Keen to try out new ideas and practice.
- Seek problems and opportunities as a challenge.
- Think about how to apply learning in reality.
- Tend to be perfectionist like to analyze and synthesize in front of a subject matter.
- Enjoy problem-solving and making practical decisions

JOHN GRINDER Y RICHARD BANDLER'S THEORY

Learning styles is related with the Neurolinguistics Programming study in which people develop physiological highways in their nervous systems. According these actors when people receive sensory data and respond, we use a neuromuscular linguistic link or pathway (Bandler, 2006)

Since the process begins with sensory input, it produces, according to NLP three basic information - processing styles in people: Visual, audio and kinesthetic, based on sight, hearing and touch respectively.

Visual

Visual is a teaching and learning style in which ideas, concepts, data, and other information are associated with images and techniques. This learning style requires that learners first see what they are expected to know. Visual learners have specific characteristics that make their learning method be unique

- Need quiet study time
- Like to be good spellers but forget names
- Understand and like charts
- Get different perspectives
- Enjoy to develop creative activities
- Like to conduct business on a personal face.
- Prefer to relate to others through eye contact and facial expressions
- Respond better when they see something

Auditory

Auditory learning style depends on hearing and speaking as a main way of learning. In this style, learners store information by the way it sounds, and they have an easier time understanding, spoken instructions, than written ones. There are some features that auditory learners have into the learning process.

- Have highly developed auditory skills and are generally good at speaking and presenting.
- Carry on interesting conversations and can articulate their ideas clearly.
- Find it difficult to work quietly for long periods of time.

- Enjoy the opportunities to present dramatically, including the use of music.
- Whisper the words on the page as they read.
- Enjoy class and group discussions.
- Understand concepts better by talking about them.
- Tend to memorize well and recollect spoken words and ideas.

Kinesthetic

The learning process involves an active participation where students are doing something while learning, that is to say they use physical expressions, and touching and experiencing for that their learning become significant. Learners who use this style are recognized for the following characteristics:

- Relate to others and through physical contact coming close, touching.
- Learn concepts well through being able to manipulate objects.
- Enjoy acting out a situation relevant to the study topic.
- Develop creative activities like handing crafts, gardening, dancing, games and sports.

- Have excellent motor memory (can duplicate something after doing it once).

- May be good at prepared work, sculpting are, or working with various tools.

- Coordinate and have a strong sense of timing in body movements.

FELDER SILVERMAN'S THEORY

Learning preferences on four bi-polar dimensions: Sensor-intuitive, visual-verbal, active-reflective, and sequential-global (Silverman 2008)

Active/ Reflective

- Active learners tend to retain and understand information best by doing something active with it discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

- Active learners tent to like group work more than reflective learners, who prefer working along.

- Don't develop anything physical activity, is hard for both learning types, but particularly hard for active learners.

Sensing/ Intuitive

- Sensing learners tend to like fact, intuitive learners often prefer discovering possibilities and relationships.

- Sensors tend to be more practical and careful than intuitors because they prefer to work faster and to be more innovative.

- Sensors tend to be patient with details and good at memorizing facts and doing hands-on laboratory work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.

Visual/ Verbal

- This kind of learners learns more when the information is presented.
- Visual learners remember best what they see like pictures, diagrams, flow charts, time lines, films and demonstrations while verbal learners get more out of words-written and spoken explanations**.**

Sequential/ Global

- Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly.
- Sequential learners can solve problems with incomplete understanding of the material and their solutions are generally orderly and easy to follow; global learners learn in large leaps and prefer a higher degree of freedom in their learning process.
- Sequential learners absorb information and acquire understanding related with chunks, global learners take in information in seemingly and connected fragments and achieve understanding in large holistic steps.

2.4 LINGUISTIC SKILLS

Linguistic skills measure the capacity of individuals to understand and express themselves, both in written and oral form.

According to Widdowson 'linguistic skill' can be associated with 'training' in the sense that there has to be some kind of specifiable type of performance that has to be mastered. In the literature, 'skill' translates as 'destreza'. Hence, skill mastery requires specific practice.

2.4.1. VOCABULARY LINGUISTIC SKILL

2.4.1.1 DEFINITION

Vocabulary is defined as the words of a language, including single items and phrases or chunks of several words which provide a particular meaning in each culture and help to improve the comprehension of how the words work. It is the knowledge of words and word meanings. Mastery of vocabulary is a basic step for communication.

 Vocabulary is the first and foremost important step in language acquisition In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises.

Vocabulary is the cornerstone of your English skills. Without a large vocabulary, even the best understanding of English grammar will not allow to speak English.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.

2.4.1.2 VOCABULARY TYPES

It is important to distinguish between passive and active vocabulary:

1. **Passive vocabulary:** Words that a person can identify when reading or listening, but It cannot be used automatically when speaking and writing.

2. **Active vocabulary**: Words that people frequently use when the situation requires it.

In both cases learner changes constantly because of they use words, try new meanings, forget words, abandon words that have no use, revise words, etc.

2.4.1.3 THE IMPORTANCE OF LEARNING VOCABULARY

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. It is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. Some authors consider the study of vocabulary as the center for learning a new language so vocabulary should be considered as an internal part of learning a foreign language since it leads the way to communication.

"Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." (Sthal, 2005)

In his point of view the main goal for getting a clear learning of a word is to learn how it work in a context, how it is used in the course of a lifetime and how it is adapted in an specific culture, all aspects that help learners to familiarize and internalize a new word.

According to (Graves, 2000), there are four components of an effective vocabulary program:

1. Wide or extensive independent reading. That allow learners expand word knowledge with lecture habits following a school guide.
2. Instruction in specific words to enhance comprehension of texts containing those words.
3. Instruction in independent word-learning strategies.
4. Word consciousness and word-play activities to motivate and enhance learning.

He considered that success of learn and increase new words is based on learn the nature language, Knowledge of words and ability to use the language.

According to the National Reading Panel (2000), provide an explicitly taught both specific words and word-learning strategies help learners use the vocabulary in and effective way.

This view is based on the ability that people have to learn vocabulary intentionally and create a relationship among words. Based on it teachers must give tools for they determine the meanings of unfamiliar words independently.

English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words. Teaching Vocabulary includes lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it.

2.4.1.4 TECHNIQUES FOR TEACHING VOCABULARY

Dramatization: This can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. This technique involves learners in an imaginary world, where they can act out a role and engage in 'pretend' activities. They do not memorize words in isolation. They are involved in the contextualized learning process intellectually and emotionally.

Pictures and Drawings: Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

Realia: Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It engages and motivates learners to learn**.** It's fun and sets a more natural learning environment.

Body: It uses facial expressions, gestures, mime or actions provided by teachers and students to show meaning.

Substitution: This technique can be used with students of all levels and works best with concepts and ideas that can't be easily seen or touched, like abstracts, or anything that is not a real object. There are different ways to use substitution: Synonyms or Antonyms

Naming: This technique is similar to substitution, but in this case, you set a scene or situation and then substitute it with a new word or phrase, thus effectively naming the scene.

Words in context: Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary.

Parts of Words: The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

Memory: It is focused on help learners to use their powers of observation and memory, practicing words that have already been introduced. This allows internalize how words are formed and use them properly.

2.4.2   GRAMMAR LINGUISTIC SKILLS

2.4.2.1 DEFINITION

Define the term grammar is complex because it has various meanings depending on who uses the term, but its base includes to the rules of the language. But how to use it can differ in perceptions' authors from the linguistic sense of the term in which will be explained through some of them.

"The art of speaking and writing the English language with propriety" (Kirkham, 1999)

"The set of formal patterns in which the words of a language are arranged in order to convey larger meanings." (Francis, 1985)

"The internalized system of rules that speakers of a language share" (Kolln, 1985 - pag.8)
"Grammar is the system of rules of a language, viewed as a machine for generating all possible sentences in the language. It is the analysis of each word individually. Simple words without grammar do not constitute a language" (Torres, 2010)

According to these definitions suggested is possible to say that all speakers or who learn a language of different ages know how to use its complex forms of organization about a skill; in this sense they can familiarize with its grammar. Also the value of formal grammar could be shared through internalizing a system of rules in which it is natural and clear over examples assimilated by learners or speakers.

2.4.2.2 THE IMPORTANCE OF LEARNING GRAMMAR

The knowledge of grammar has modified during the time. Leaning grammar rules doesn't have to be difficult to learn if the main objective is to help students to discover and learn them in funny form through teaching tools available. There are three important reasons to improve it:

- There isn't a clear communication without good grammar.

- Grammar gives the appearance of credibility in writing and speaking form.

- Good grammar make people intelligent and educative based on their rich individual abilities.

According to the Book TFL Primary Education by Daniel M and Mc Laren in a short fragment mentions "Approaches to making the meaning of language clear can be divided into those which involve *giving* and those which involve *guiding*. *Giving* describes the process whereby the meaning is transmitted to the student in some way, and they are relatively passive recipients. *Guiding* describe the process whereby students are involved in working out the meaning themselves" (Parrot, 2008 - pag. 294)

The role of teachers is finding the best tactic to teach grammar rules by guiding the learning process so that students don't only receive and keep it. But if assimilate through themselves being able to create and use it normally. Also it's necessary to take account some steps necessary in teaching grammar like:

- Identify grammar patterns and understand their meanings.

- Find analogies and generalize.

- Infer and systematic rules.

- Appreciate the communicative value and learning usefulness.

- Internalize patterns.

2.4.2.3 METHODS TO TEACH GRAMMAR

Much of the recent research on teaching grammar has focused in two main approaches that can be applied and involve their effects on acquisition of the target language. Broadly speaking, the best way to teach grammar would be to expose students to the natural language instead of to follow step by step process of rules, so that they adapt the language while they practice and use in the real context, as well as they use their mother tongue.

DEDUCTIVE METHOD

A deductive approach starts with the notion of presenting the reasoning from the general to the specific. In this case, the rule is introduced followed by examples in which the same is functional. Students manipulate and study the examples of the grammar rule.

In such an approach, a grammar rule is explicitly and followed by practice. This approach is based on the grammatical form in which is explained in detail, frequently translating in their mother tongue. Learners memorize and apply the rules in other patterns so that they avoid convey the meaning of any message only focus on the efficient of the rule form.

Advantages
- It is direct, easy and simple for practice and application.   - It allows to teachers to deal with language points as they come along.   - It allows to identify the student's expectations about classroom language.
Disadvantages
- It is boring when starts with a grammar presentation due to students can't understand the content.   - It often disrupts the learner's involvement and interaction because the teacher becomes more a transmitter than a facilitator.   - It makes to believe that rules are the main goal for learning a language.

INDUCTIVE METHOD

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Henriques, 1995). That is to say the teacher presents several sentences showing the meaning for the students to be able to use the language. Then the practice helps students discover the grammar rules by themselves.

The grammatical rules are implicit in which the learners are motivated to conclude the rules given by the teacher. This approach involve all students in classroom and their participation is actively in their own instruction.

Advantages
- It allows students to discover and be more familiarize with the grammar rules making the learning meaningful.   - It improves students' knowledge by remembering instead of memorizing.   - It involves learners' pattern recognition and problem solving like a challenge.   - It provides students the opportunity to get self - confidence and autonomy.
Disadvantages
- It requires a lot of time for students have the correct concept of the rule.   - It may confuse the learners with having a wrong concept of the rule taught.

2.4.3 PRONUNCIATION LINGUISTIC SKILL

2.4.3 1 DEFINITION

Pronunciation is a set of habits of producing sounds that make meaning when people speak. It involves the knowledge of these sounds in a specific language however it includes far more than individual sounds. It deals with important details like: how sounds are reproduced and combined, the right way to use and understanding of stress and intonation patterns.

A broad definition of pronunciation includes both suprasegmentally and segmental features which are combined for speaking.

English pronunciation is not always predictable from the spelling forms that you see. Words that look the same might have very different pronunciations.

English has different dialects from place to place which of them with its own particularities regarding pronunciation. Speakers sometimes tend to elongate their vowel a lot whereas others have a habit of shortening words. However these are recognized like dialects of English and native English speakers tend to understand them, while they are not always as successful in understanding foreign language speakers whose pronunciation mistakes can sometimes disrupt the grammaticality of their communication. So a correct pronunciation is critical in getting one´s message understood. It ensures a native speaker understands the words and can comprehend the message being transmitted.

2.4.3.2 CHARACTERISTIC OF PRONUNCIATION

In the English learning, it is important to acquire a good pronunciation but it deals with: stress, rhythm and intonation because of they can change the meaning of a word, sentence or message.

Stress: It means to emphasize a sound that may be given to certain syllables. Stressed sounds and syllables are louder and longer than unstressed ones. Speakers must stress some syllables in words (Primary, Secondary stresses, and other subtle things about stress). According to Daniel Madrid the length of the time between syllables is roughly the same, the syllable sin between are pronounced quickly.

Rhythm: The relationship between stressed and unstressed syllables and the pauses when people talk. It is made by the strong stresses or beats in a sentence. Each language has its own rhythm. One of the unique aspects of the English language is that it is a "stress-timed" language, whereas most other languages are "syllable-timed" languages.

Intonation: It is about how we say things. A continuous changing of the pitch (tone) of the speakers´ voice to express meaning, it could be higher or lower. However this aspect provides variation that is to say, a low pitch give strong expectations whereas a high pitch show a lack of expectation. Intonation is used for showing when a conversation is ending or beginning. Without Intonation it is impossible to understand the expressions and thoughts that go with words.

2.4.3.3 THE IMPORTANCE OF LEARNING PRONUNCIATION

Pronunciation is a key element of the learning of oral skills in a second language, but the role it plays in English language programs and the amount of time and effort devoted to it seems to depend, to a large degree, on the individual teacher. This means that it may or may not form part of regular classroom activities or student self-study. However, students often cite pronunciation as being very important and a priority for them (Willing, 1988)

It is necessary a professional development which highlights the necessity and importance of monitoring of students' pronunciation by teachers. This is part of the recommended 'speech coach' role of teachers. (Morley suggest 1994: 88).

The ultimate goal of language teaching is to encourage learners to acquire communicative competence so pronunciation instructions should be approached holistically, not phonetically (Torres, M 2010).

The field of modern language teaching develops two approaches: Intuitive-imitative approach depends on learner's ability to listen and imitate the rhythms of the sound in the target language without the intervention of any explicit information. In the other hand analytic linguistic approach use information and tools such as phonetic alphabet, articulatory description and other aids to supplement the language skills. (Celce-Murci, Brinton and Goodwin 1996)

2.4.3.4 TECHNIQUES FOR TEACHING PRONUNCIATION

Rubber bands: Students like to have the chance to experience how sounds can be produced through operating a rubber band. Hold a rubber band; stretch it on the stressed syllables and words as you speak. Used faithfully, this rapidly raises learner awareness of the regularity of rhythm and the essential differences (if any) in intonation between English and their L1, as they can feel and see the difference at the same time, even if they have trouble hearing it. And it's less noisy than 'beating out' the rhythm. I like to turn learners lose with rubber bands as they have conversations in pairs.

Mirrors: In addition to rubber bands, mirrors are a strong self-correction tool for students to modify or imitate sounds. Teachers can ask students to take out mirrors to do peer-correction or self-correction while approaching some problematic sounds.

Rhymes: To avoid boring students with continuous practicing and drills, use rhymes with a regular beat and the same vowel sound. This will lead students to master the target sound unconsciously. For example, we take /e / sound into rhymes. Ask students to snap their fingers, clap, or tap on the desks to keep the beat and read aloud the rhyme.

Mother tongue: This is an added bonus if students find some way to apply their mother tongue to some English sounds.

Role play: A brief role play puts students into a realistic and communicative situation and will allow the sounds to be spoken more naturally and necessarily.

Tongue twisters: Tongue twisters are also an interesting way to practice and contrasts similar sounds and have fun at the same time. But there is a huge challenge for the teacher and students to do it well. Teachers should tell students at first not to feel upset at making mistakes because even for native speakers, it is difficult.

Song lyrics: Teachers can ask students to read some popular song lyrics aloud to practice final consonants. In our classes, students omit final consonants often or pronounce them too lightly to be heard. For example, they pronounce student as "student". Therefore, we ask them to read the marked song lyrics of "Silent Night" in which the final consonants in each sentence have been underlined, and then to listen to the song to notice how the singer produced final consonants.

Stress and Meaning: Have students work in pairs. Student 1 says sentence (a) or (b). Notice that the stress in (a) and (b) is put in different places. Student 2 has to identify a stressed syllable and make an intelligent guess and then choose an appropriate answer. This activity helps students to understand the relationship between stress and meaning.

Jazz chants: A Jazz chant is a fragment of authentic language presented with special attention to its inherent natural rhythm. It has a very clear and strong one-two-three-four beat, so it is easy for students to practice the sentence rhythm through Jazz chants. To establish the tempo, students can count out the rhythm by clapping, finger snapping, or tapping on the desk.

Marking stress: Unlike other languages, the word stress patterns of English are relatively unpredictable, and so stress must be marked when dealing with new vocabulary. Some teachers use big dots for stressed syllables and small dots for unstressed syllables in a single word

2.5 DEFINICIÓN DE TÉRMINOS BÁSICOS

Extra-curricular: This word is used to describe extra activities that can be done by the students in a school but that are not part of the regular schedule of classes.

Linguistic skills: Study of the language through abilities practiced and adapted in diverse activities or functions of the cognitive process that involves vocabulary, grammar and pronunciation.

Independent learning: It is a process, a method or a strategy used in education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical thought.

Learning Style: It refers to the way in which a person absorbs, processes, comprehends and retains information according his/ her preference of learning.

Vocabulary: A list or range of words and phrases usually alphabetically arranged and defined in relation to a particular subject.

Grammar: The branch of linguistic that deals with the abstract system of rules of which a person learns or masters the syntax and morphology, sometimes also phonology and semantics.

Pronunciation: The correct manner of producing the sounds of speech, including articulation, stress and intonation of a language, often with reference to some standard of correctness or acceptability**.**

2.6 SISTEMA DE HIPÓTESIS

2.6. HIPÓTESIS

2.6.1 HIPÓTESIS GENERAL

✓ La implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales desarrollan destrezas lingüísticas del idioma Inglés en los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Díaz" de Riobamba período 2015- 2016, de manera fluida y correcta.

2.6.2 HIPÓTESIS ESPECÍFICA

✓ La implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales si desarrolla la destreza lingüística del vocabulario, la gramática y la pronunciación en el idioma Ingles.

2.7 VARIABLES

2.7.1 HIPÓTESIS ESPECÍFICA I

La implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales si desarrolla la destreza lingüística del vocabulario, la gramática y la pronunciación en el idioma Ingles.

2.7.1.1 VARIABLE INDEPENDIENTE

Actividades extra- clases basadas en los estilos de aprendizaje.

2.7.1.2 VARIABLE DEPENDIENTE

Las destrezas lingüísticas del vocabulario, la gramática y la pronunciación en el idioma Ingles.

2.8 OPERACIONALIZACION DE HIPÓTESIS

2.8.1 HIPOTESIS ESPECÍFICA I

VARIABLE	CONCEPTO	CATEGORÍA	INDICADOR	TECNICAS	INSTRUMENTO
VARIABLES INDEPENDIENTE					
Actividades extra-clase basadas en los estilos de aprendizaje.	Actividades desarrolladas fuera de clases que le permiten al estudiante interactuar y potencializar sus estilos de aprendizaje (auditivo, kinestésico, visual) para el desarrollo de destrezas lingüísticas, las cuales incentivan la participación activa y la creatividad.	➢ Actividades Lúdicas	➢ Observa videos e imita las acciones. ➢ Escucha canciones para agregar palabras y las ejemplifica para la clase. ➢ Realiza dramatizaciones usando expresiones faciales o corporales correctamente.	➢ Observación	➢ Guía de Observación

VARIABLE DEPENDIENTE:					
Destreza Lingüística de la gramática	Es el análisis de principios, reglas y preceptos que rigen la organización y empleo de un lenguaje en particular así como de los componentes que la caracterizan.	-Estructuras gramaticales	- Reconstruye historias en diferentes tiempos. - Escucha partes de canciones y reconoce tiempos.	- Evaluación	- Cuestionario Pruebas escritas
Destreza Lingüística del vocabulario.	Es el conjunto de términos lexicales que se emplea para comunicarse y desarrollar habilidades productivas.	- Familia de palabras.	- Observa y describe objetos reales. - Completa frases acorde a la imagen. - Entona canciones cambiando palabras		Pruebas escritas Prueba oral
Destreza Lingüística de la pronunciación	Sistema que permite determinar como una palabra es articulada, pronunciada y entonada dentro de un idioma especifico.	-Fluidez	- Número de interrupciones al hablar. - Repentismo (rapidez para responder situaciones imprevistas).		Prueba Oral

CAPÍTULO III

3   MARCO METODOLÓGICO

3.1. MÉTODO CIENTÍFICO: Nos permite llegar a producir conocimientos sustentados en la ciencia.

3.1.1 Tipo de la Investigación:

- ✓ Es APLICADA porque tendrá una secuencia lógica y explicativa.

- ✓ Es de CAMPO, ya que los datos de interés serán recogidos de forma directa en el lugar donde se producen los acontecimientos, es decir en el colegio "Amelia Gallegos Díaz".

- ✓ Es CUANTITATIVA porque las variables se expresan numéricamente.

- ✓ Es TRANSVERSAL, porque analiza las diferentes variables en un momento determinado.

3.1.2 Diseño de la Investigación:

La investigación realizada con la cual se desarrolla el presente trabajo se realizó con las vivencias de maestros y estudiantes de la institución mencionada y recursos tales como libros, folletos documentos.

La observación marco el inicio para determinar que falencias existieron en el uso de las destrezas lingüísticas, así como la carencia de actividades que se enfocaran en los estilos de aprendizaje individuales de los estudiantes.

Por tal motivo, y bajo la necesidad de determinar de manera exacta el grado de dominio de cada una de las destrezas lingüísticas (gramática, pronunciación y vocabulario), se aplicó un cuestionario de conocimiento inicial que incluía preguntas sobre lo aprendido por los estudiantes en años pasados y los conocimientos que debieron ser asimilados en el transcurso de este año lectivo, dicho cuestionario consto de 15 preguntas las cuales fueron clasificadas en 5 por cada destreza lingüística. Además se usó un test basado en el modelo VAK que permitió detectar los estilos de aprendizaje con el que los estudiantes mejor se identificaban, dicha información se clasifico en Visual, Auditivo y kinestésico; este test consta de 40 preguntas. Tanto el cuestionario como el test fueron aplicados con respuestas de selección múltiple, en un tiempo establecido de 30 minutos cada uno. El instrumento se aplicó el primer día de clases. Todos los participantes colaboraron con consentimiento informado para el siguiente estudio. Al finalizar se analizó los resultados obtenidos lo que permitió identificar que estilos de aprendizaje individuales son predominantes en los estudiantes y el grado de dominio de cada destreza lingüística.

Acorde a los resultados obtenidos se realizó una planificación en base a los contenidos a tratarse, utilizando una lista de actividades extra–clase lúdicas basada en los estilos de aprendizaje, en una hora clase. El objetivo inicial para cada clase fue involucrar al estudiante y despertar su deseo de aprender mediante juegos que permitieron crear un ambiente adecuado. Cada clase se desarrolló bajo un esquema de cuatro pasos: la dinámica y una actividad para cada destreza lingüística acorde al tema a tratarse enfocándose en los estilos de aprendizaje con el cual los estudiantes se identificaron, el orden para cada actividad vario según el objetivo establecido para el día. Al finalizar la semana se realizó una actividad que permitiera involucrar lo aprendido días anteriores y permita determinar el progreso de los estudiantes.

Este proceso se llevó a cabo en un mes. El horario de ejecución se lo realizó después de la jornada normal de 2 a 3 de la tarde.

Finalmente se utilizó un cuestionario dirigido a los estudiantes para valorar como la aplicación de actividades extra–clase basada en los estilo de aprendizaje han influido para desarrollar destrezas lingüísticas. El test consto de 15 preguntas en base a los mismos contenidos vistos anteriormente. Esta evaluación se rindió al término del proceso de investigación planteado. Las deducciones se establecieron por medio del conteo de cada ítem proyectado en relación a la respuesta elegida. El total reconoció si se alcanzado con los objetivo e hipótesis formulada.

3.1.3 Tipo de Estudio:

Es PREDICTIVA, porque explica qué ocurrió con las destrezas lingüísticas una vez que se aplicó las actividades extra clase en base a los estilos individuales de aprendizaje.

3.2. POBLACIÓN Y MUESTRA

3.2.1 POBLACIÓN

La presente investigación se efectuó con los estudiantes de Primero de Bachillerato del Colegio "Amelia Gallegos Díaz" de Riobamba. Las observaciones realizadas corresponden a 28 estudiantes y 2 maestros. Por ser un número manejable se trabajó con toda la población o universo.

3.3. TÉCNICAS DE PROCEDIMIENTO PARA EL ANÁLISIS.

El resultado del test sobre los estilos de aprendizaje se obtuvo a través de un gráfico estadístico por medio de porcentajes.

El cuestionario de conocimiento se analizó en una base de dato en Excel de Windows 2010, de los cuales se desarrolló gráficos estadísticos pregunta por pregunta que representen los valores alcanzados por medio de porcentajes.

RESULTADOS DEL TEST SOBRE ESTILOS DE APRENDIZAJE

El test se realizó con la finalidad de identificar el estilo de aprendizaje preferente de los estudiantes y así proveer actividades que se adapten a su gusto de instruirse eficientemente.

TABLA N° 2

ESTILO DE APRENDIZAJE	ESTUDIANTES	PORCENTAJE
VISUAL	16	57%
AUDITIVO	5	18%
KINÉSTESICO	7	25%
TOTAL	**28**	**100%**

Fuente: Test
Elaborado por: Los Autores

GRAFICO N° 2
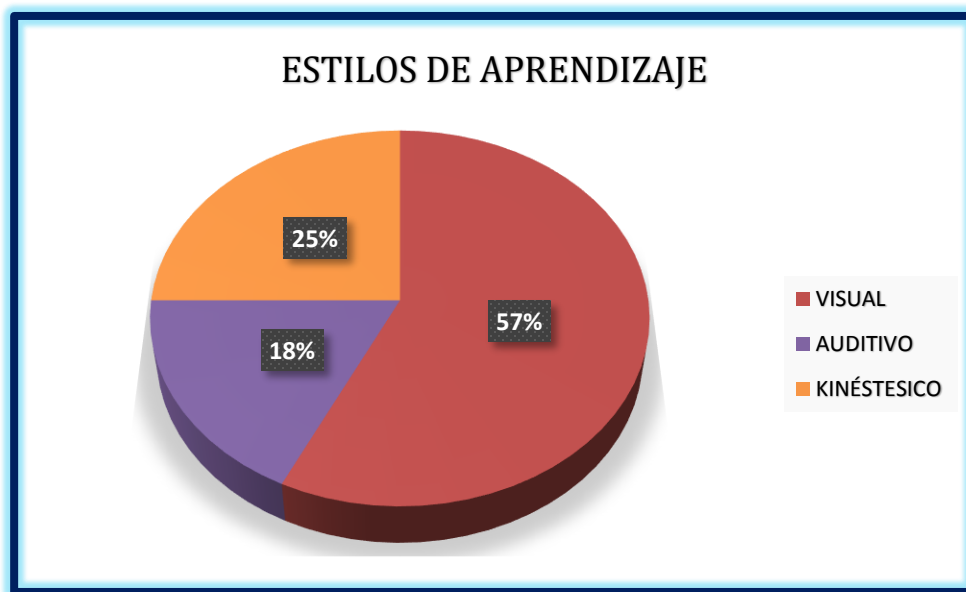
Fuente: Tabla N° 2
Elaborado por: Los Autores

ANÁLISIS

Según los datos obtenidos se puede decir que el 51% de los estudiantes se inclinan por el estilo de aprendizaje visual, el 18% por el estilo de aprendizaje auditivo y el 25% se enfocan en el estilo de aprendizaje kinestésico.

RESULTADO SOBRE EL CUESTIONARIO DE CONOCIMIENTO DE ACUERDO A LAS DESTREZAS LINGÜÍSTICA

DESTREZA LINGÜÍSTICA DE LA GRAMÁTICA

1. **Read the following words, identify and match which part of the speech do they belong?**

TABLA N° 3

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica claramente las partes de la gramática	25	89%
Identifica de manera parcial las partes de la gramática	3	11%
No identifica las partes de la gramática	0	0%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRAFICO N° 3

PARTES DE LA GRAMÁTICA

- Identifica claramente las partes de la gramática
- Identifica de manera parcial las partes de la gramática
- No identifica las partes de la gramática
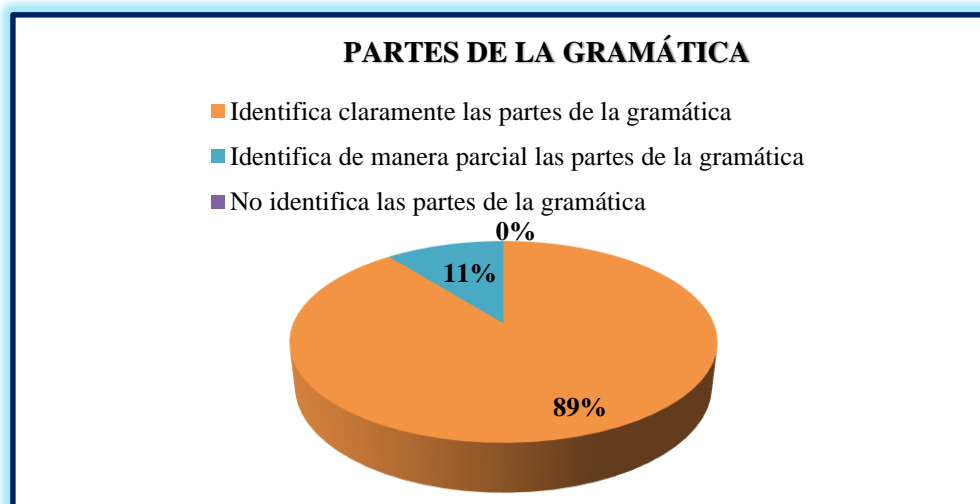
Fuente: Tabla N° 3
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 89% identifican claramente las partes de la gramática, mientras que el 11% lo hacen parcialmente. En base a estos resultados se puede determinar que las actividades implementadas contribuyeron a un mejor aprendizaje de la gramática.

2.   Analyze the sentence bellow and cross out their time.

TABLA N° 4

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica correctamente el tiempo gramatical de las oraciones	28	100%
Identifica de manera parcial el tiempo gramatical de las oraciones	0	0%
No identifica el tiempo gramatical de la oración	0	0%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 4

TIEMPO GRAMATICAL

- Identifica correctamente el tiempo verbal de la oración
- Identifica de manera parcial el tiempo verbal de la oración
- No identifica el tiempo verbal de la oración

0%

100%
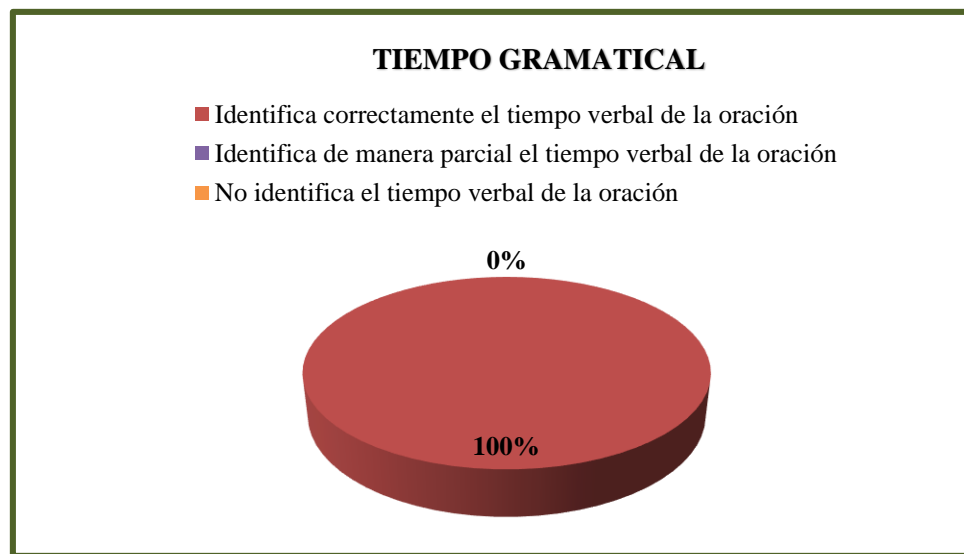
Fuente: Tabla N° 4
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que todos identifican correctamente los tiempos gramaticales de las oraciones dadas. Resultados que indican que las actividades asignadas permitieron reconocer el tiempo de una oración.

3. **Look at the picture and cross out the right preposition of place according to the sentences below.**

TABLA N° 5

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Usa apropiadamente las preposiciones de lugar	27	96%
Usa de manera parcial las preposiciones de lugar	1	4%
No usa apropiadamente las preposiciones de lugar	0	0%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 5

PREPOSICIONES DE LUGAR

- Usa apropiadamente las preposiciones de lugar
- Usa de manera parcial las preposiciones de lugar
- No usa apropiadamente las preposiciones de lugar

4%   0%

96%
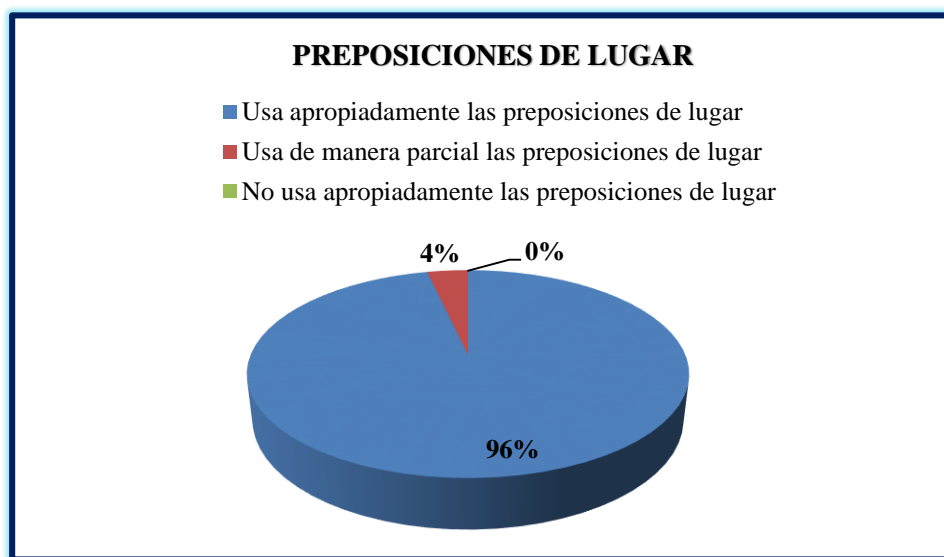
Fuente: Tabla N° 5
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 96% usan de manera adecuada las preposiciones de lugar, y el 4% lo hacen de manera parcial. Los resultados determinan que las actividades provistas ayudaron a conocerlas e identificarlas correctamente.

4. **Underline the correct WH - Word to complete the questions according to the answer given.**

TABLA N° 6

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica correctamente el pronombre interrogativo.	24	86%
Identifica de manera parcial el pronombre interrogativo.	4	14%
No identifica correctamente el pronombre interrogativo.	0	0%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 6
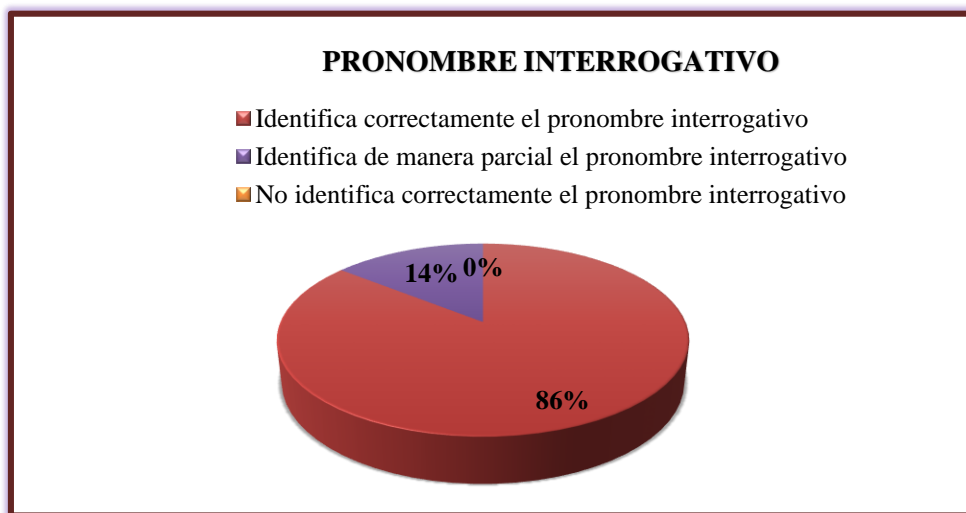
Fuente: Tabla N° 6
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 86% identifican correctamente el pronombre interrogativo y el 14% lo hacen de manera parcial. Como resultado se determina que las actividades implementadas fueron útiles para que los estudiantes formulen preguntas y respuestas apropiadamente.

5.   Identify the time and circle the correct verb to complete the sentences below.

TABLA N° 7

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica y encierra correctamente el verbo de acuerdo a la oración.	26	93%
Identifica y encierra de manera parcial el verbo de acuerdo a la oración.	2	7%
No identifica correctamente el verbo	0	0%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 7

TIEMPO VERBAL

- Identifica y encierra correctamente el verbo
- Identifica y encierra de manera parcial el verbo
- No identifica correctamente el verbo

0%

7%

93%
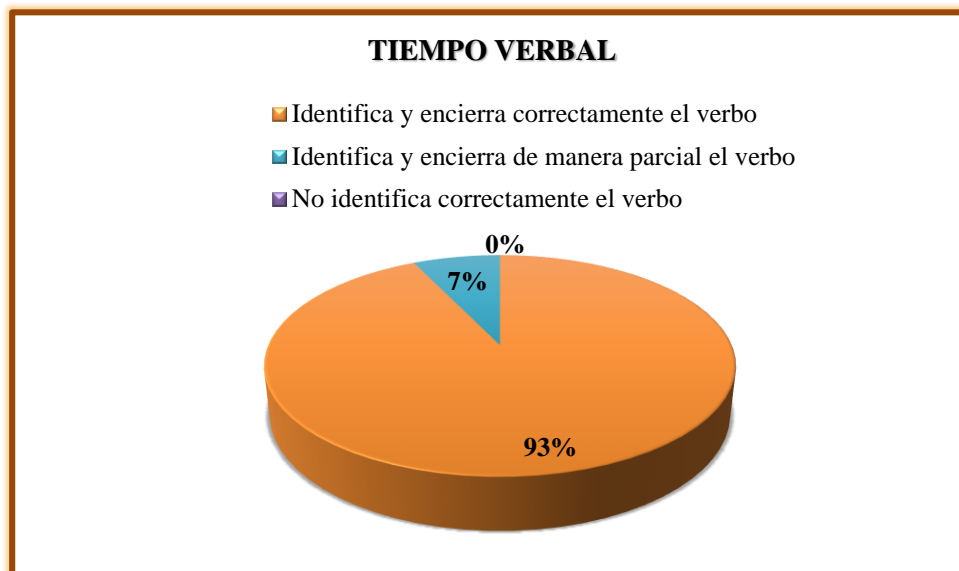
Fuente: Tabla N° 7
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 93%   identifican y encierra correctamente el verbo de acuerdo a la oración mientras que el 7% lo identifica de manera parcial. Resultados que permiten evidenciar que las actividades aplicadas contribuyeron a mejorar el conocimiento de los tiempos verbales.

DESTREZA LINGÜÍSTICA DEL VOCABULARIO

PREGUNTA N° 6

6.   Read and cross out the meaning of the word properly.

TABLA N° 8

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Conoce el significado de la palabra dada	23	82%
Conoce de manera parcial el significado de la palabra dada	4	14%
No conoce el significado de la palabra dada	1	4%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 8

SIGNIFICADO DE LA PALABRA

- Conoce el significado de la palabra dada
- Conoce de manera parcial el significado de la palabra dada
- No conoce el significado de la palabra dada

4%

14%

82%
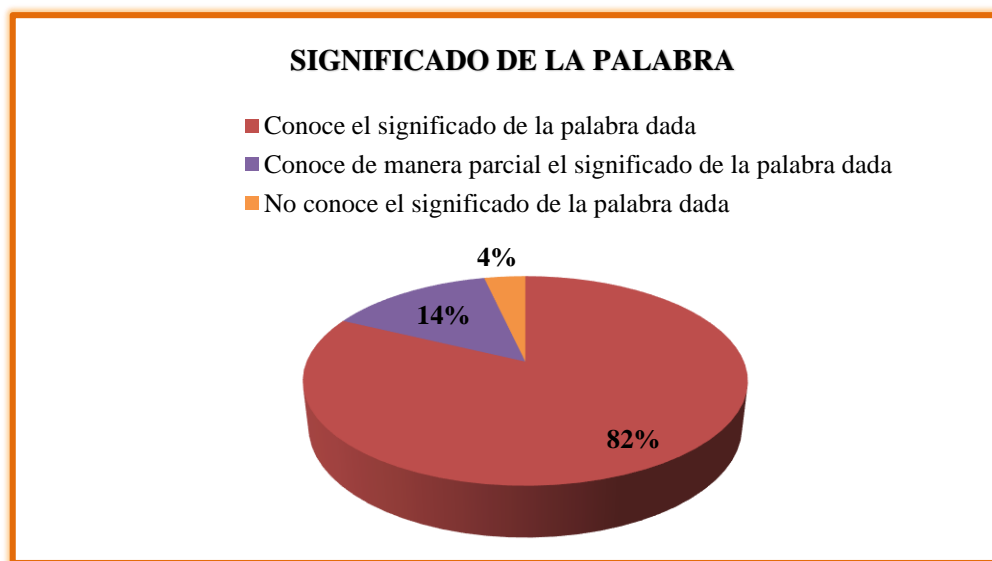
Fuente: Tabla N° 8
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 82% conocen el significado de la palabra asignada, el 14% la conocen de manera parcial, mientras que el 4% no conocen su significado. En base a estos resultados se puede establecer que las actividades asignadas contribuyeron a que los estudiantes incrementen su vocabulario y lo interpreten bajo una definición.

PREGUNTA N° 7

7. Choose with a tick the word that is related with the category given.

TABLA N° 9

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Conoce el vocabulario asignado	18	64%
Conoce de manera parcial el vocabulario asignado	7	25%
No conoce el vocabulario asignado	3	11%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRAFICO N° 9

VOCABULARIO
- Conoce el vocabulario asignado
- Conoce de manera parcial el vocabulario asignado
- No conoce el vocabulario asignado
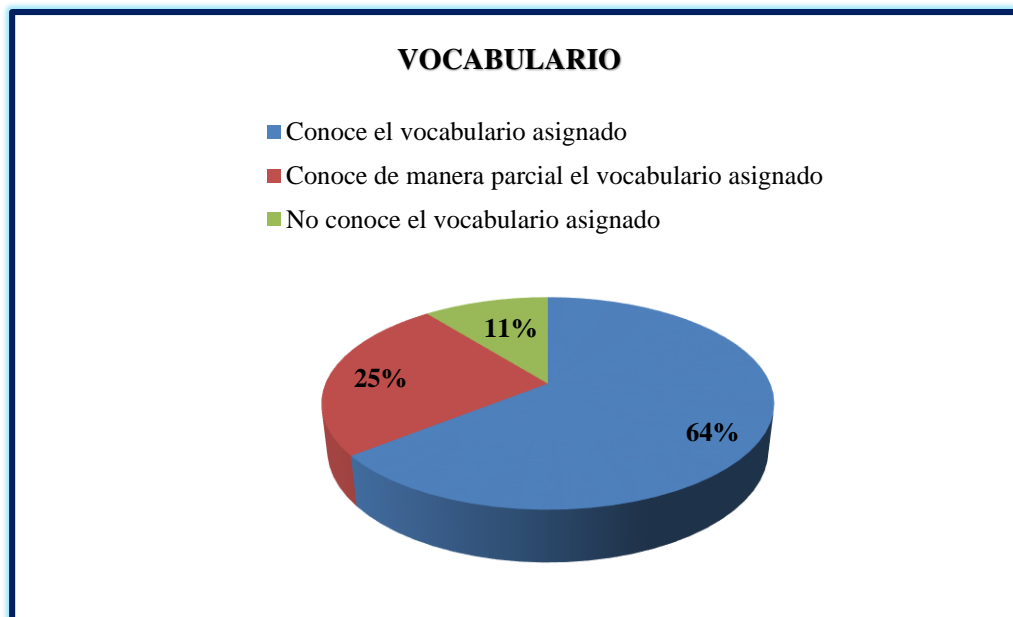
Fuente: Tabla N° 9
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 64% conocen el vocabulario asignado, el 25% lo conocen de manera parcial y el 11% no lo conocen. Determinando que la actividad ayudo a mejorar el conocimiento del vocabulario por categorías.

PREGUNTA 8

8. Circle the antonym of the next words.

TABLA N° 10

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Conoce el antónimo de la palabra resaltada,	16	57%
Conoce de manera parcial el antónimo de la palabra resaltada.	9	32%
No conoce el antónimo de la palabra resaltada.	3	11%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 10

ANTÓNIMO

- Conoce el antónimo de la palabra resaltada
- Conoce de manera parcial el antónimo de la palabra resaltada
- No conoce el antónimo de la palabra resaltada
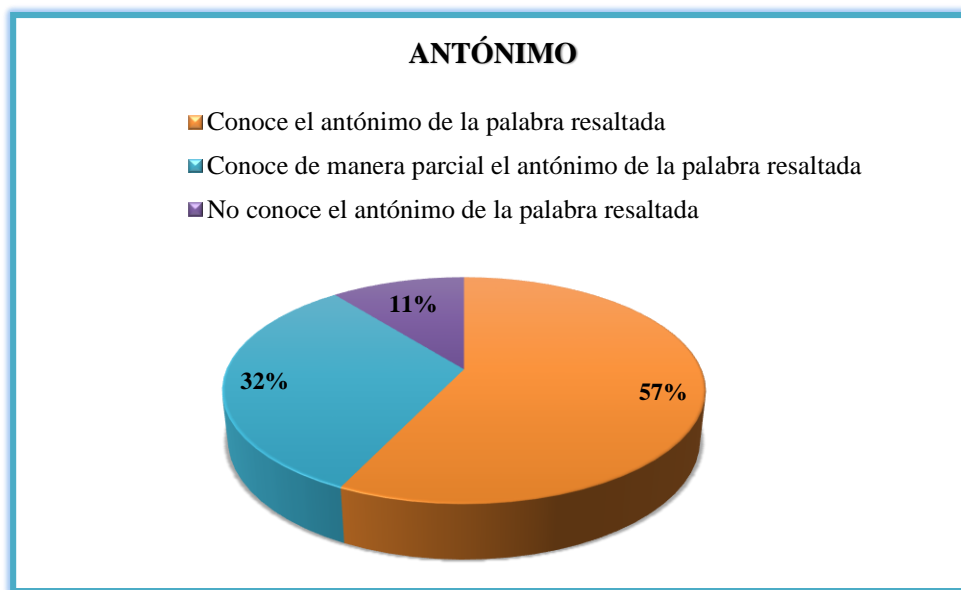
Fuente: Tabla N° 10
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 57% conoce el antónimo de la palabra resaltada, el 32% lo hace de manera parcial y el 11% no la identifica. Se evidencia una mejoría en el uso de antónimos en base a las actividades provistas.

9. Recognize and underline the same missing letter in each line of the following words.

TABLA N° 11

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Conoce la escritura del vocabulario asignado	19	68%
Conoce de manera parcial la escritura del vocabulario asignado	9	32%
No conoce la escritura del vocabulario asignado	0	0%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 11

ESCRITURA DEL VOCABULARIO

- Conoce la escritura del vocabulario asignado
- Conoce de manera parcial la escritura del vocabulario asignado
- No conoce la escritura del vocabulario asignado

0%
32%
68%
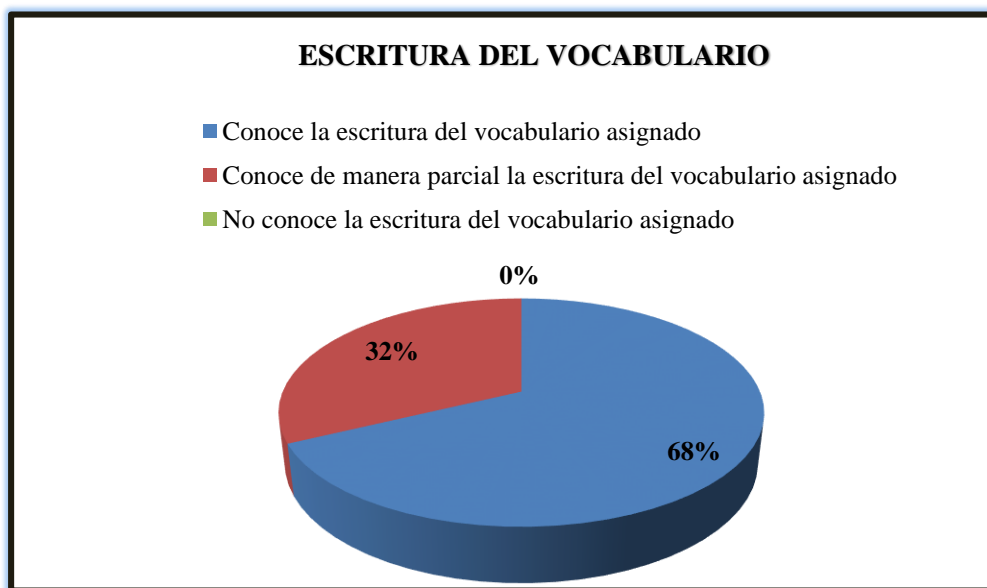
Fuente: Tabla N° 11
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 68% conocen la escritura del vocabulario asignado y el 32% lo conocen de manera parcial. Resultados que determinan el grado de dominio del mismo a través de las actividades dadas.

10. Look at the pictures and complete the sentences properly.

TABLA N° 12

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Completa correctamente las oraciones.	25	89%
Completa de manera parcial las oraciones.	3	11%
No completa las oraciones.	0	0%
TOTAL	28	100%

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 12

COMPLETA ORACIONES

- Completa correctamente las oraciones.
- Completa de manera parcial las oraciones.
- No completa las oraciones.

11% 0%

89%
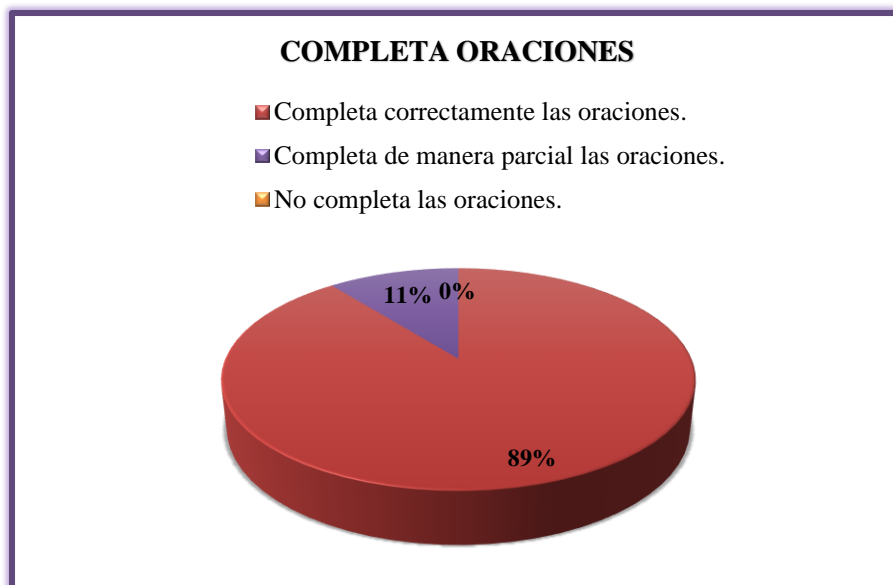
Fuente: Tabla N° 12
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 89% completa las oraciones correctamente y el 11% lo hace de manera parcial. Como resultado se determina que las actividades realizadas contribuyeron a que se usara apropiadamente el vocabulario.

DESTREZA LINGÜÍSTICA DE LA PRONUNCIACIÓN

PREGUNTA N° 11

11. Listen carefully, pronounce and circle the two rhyming words in each line.

TABLA N° 13

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Relaciona el sonido de las palabras	16	57%
Relacionan de manera parcial el sonido de las palabras	8	29%
No identifica el sonido de las palabras	4	14%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRAFÍCO N° 13
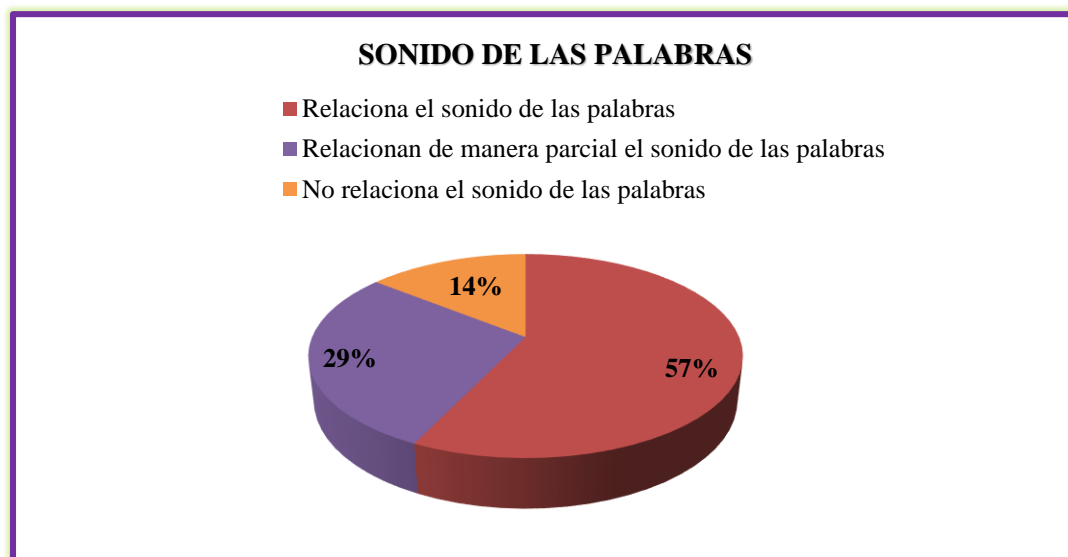
Fuente: Tabla N° 13
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 57% relacionan el sonido de las palabras, el 29% lo hacen de manera parcial, mientras que el 14% no las relacionan. Bajo estos resultados se determina que las actividades permitieron que los estudiantes conozcan el sonido referente a cada palabra.

PREGUNTA N° 12

12. Pronounce and underline words that have silent letters in each line.

TABLA N° 14

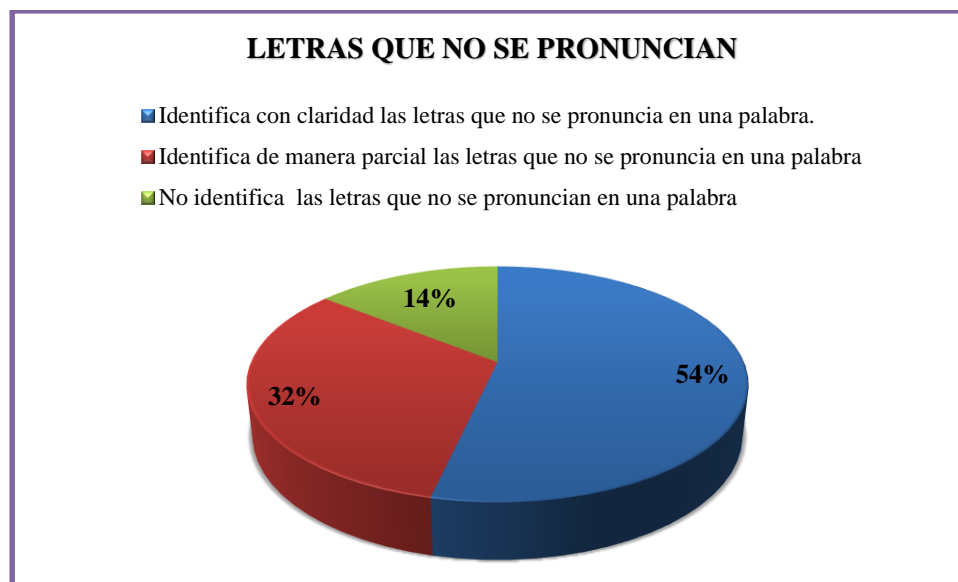| ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica con claridad las letras que no se pronuncia en una palabra.	15	54%
Identifica de manera parcial las letras que no se pronuncia en una palabra.	9	32%
No identifica las letras que no se pronuncian en una palabra.	4	14%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 14

LETRAS QUE NO SE PRONUNCIAN

- Identifica con claridad las letras que no se pronuncia en una palabra.
- Identifica de manera parcial las letras que no se pronuncia en una palabra
- No identifica las letras que no se pronuncian en una palabra

14%
32%
54%

Fuente: Tabla N° 14
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 54% identifica con claridad letras que no se pronuncian en una palabra, el 32% lo hace de manera parcial y el 14% no las identifican. Como resultado se evidencia que las actividades aplicadas ayudaron a reconocer que letras no se pronuncian en diferentes palabras del idioma Inglés.

13. Listen, pronounce and tick words according to each English sound given.

TABLA N° 15

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica sonidos fonéticos	20	72%
Identifica de manera parcial sonidos fonéticos	6	21%
No identifica sonidos fonéticos	2	7%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 15

SONIDO FONÉTICO

- Identifica sonidos fonéticos
- Identifica de manera parcial sonidos fonéticos
- No identifica sonidos fonéticos
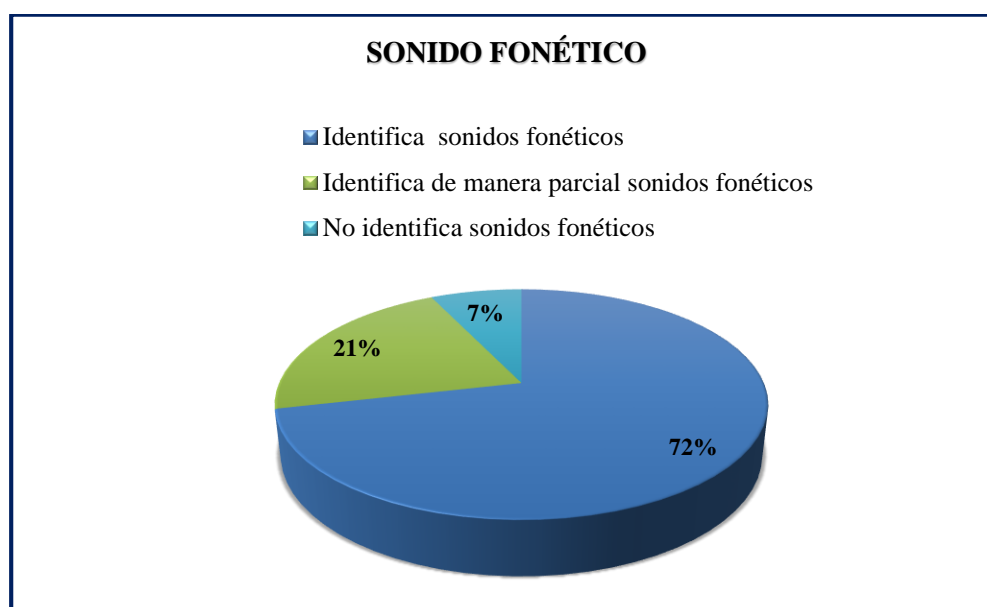
Fuente: Tabla N° 15
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 72% reconocen sonidos fonéticos mientras que el 21% lo hacen de manera parcial y el 7% no los reconocen. En base a estos resultados se determina que las actividades realizadas potencializaron la capacidad de los estudiantes para discriminar sonidos fonéticos

14. Say the words and mark the stressed syllable.

TABLA N° 16

ESCALAS DE CONOCIMIENTO	N° DE ESTUDIANTES	PORCENTAJE
Pronuncia y señala apropiadamente la sílaba tónica	21	75%
Pronuncia y señala de manera parcial la sílaba tónica	5	18%
No señala la sílaba tónica	2	7%
TOTAL	**28**	**100%**

Fuente: Cuestionario
Elaborado por: Los Autores

GRÁFICO N° 16

SÍLABA TÓNICA

- Pronuncia y señala apropiadamente la sílaba tónica
- Pronuncia y señala de manera parcial la sílaba tónica
- No señala la sílaba tónica

7%

18%

75%
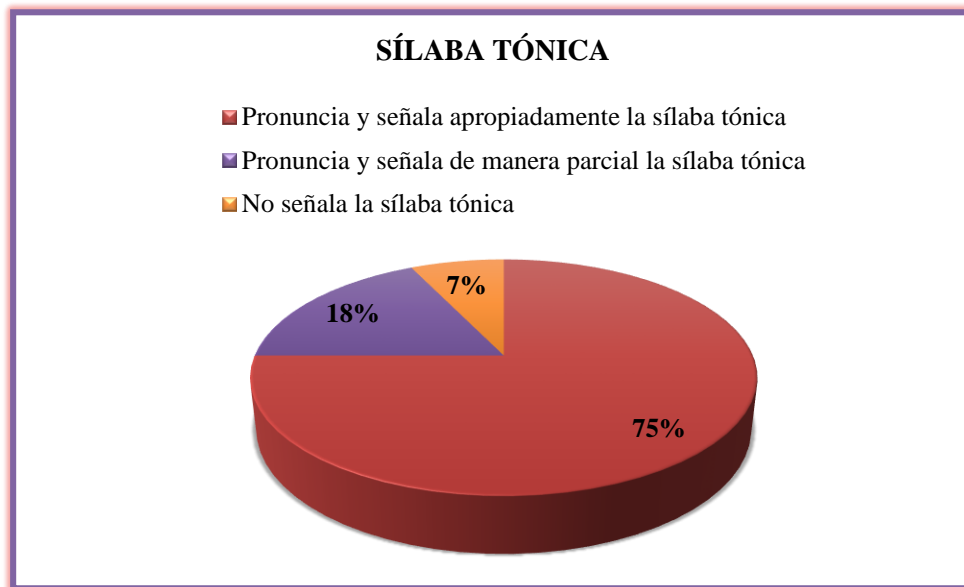
Fuente: Tabla N° 16
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 75% pronuncian y señalan la sílaba tónica correctamente mientras que el 18% lo hacen de manera parcial y el 7% no lo hacen. Resultados que muestran que las actividades usadas contribuyeron a identificar la sílaba de una palabra que se pronuncia con mayor intensidad que las demás.

PREGUNTA N°15

**15. Pronounce and identify which word contains the /z/ sound and underline it.**

TABLA N° 17

ESCALAS DE CONOCIMIENTO	No. ESTUDIANTES	PORCENTAJE
Identifica correctamente el sonido /Z/	23	82%
Identifica de manera el sonido /z/	4	14%
No identifica el sonido /z/	1	4%
TOTAL	**28**	**100%**

Fuente: Encuesta
Elaborado por: Los Autores

GRÁFICO N° 17

SONIDO /Z/

- Identifica correctamente el sonido /Z/
- Identifica de manera el sonido /z/
- No identifica el sonido /z/
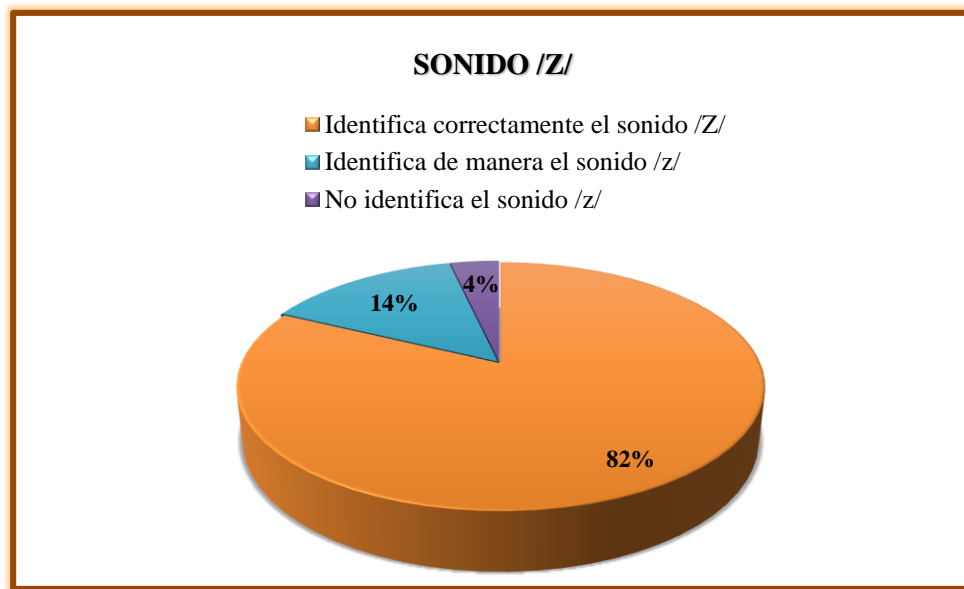
Fuente: Tabla N° 17
Elaborado por: Los Autores

ANALISIS E INTERPRETACIÓN DE DATOS

Del 100% de estudiantes, se puede observar que el 82% identifican correctamente el sonido /z/ de las palabras determinadas mientras que el 14% lo hacen de manera parcial y el 4% no lo hacen. Lo que permite analizar que las actividades aplicadas ayudaron a mejorar el conocimiento de sonidos como el de la letra zeta.

RESUMEN SOBRE EL CUESTIONARIO DE CONOCIMIENTO DE ACUERDO A LAS DESTREZAS LINGÜÍSTICA

DESTREZA LINGÜÍSTICA DE LA GRAMÁTICA					
PREGUNTAS	1. Read the following words, identify and match which part of the speech they belong.	2. Analyze the sentence bellow and cross out their time.	3. Look at the picture and cross out the right preposition of place according to the sentences below.	4. Underline the correct WH - Word to complete the questions according to the answer given.	5. Identify the time and circle the correct verb to complete the sentences below.
IDENTIFICA	89%	100%		86%	93%
IDENTIFICA PARCIALMENTE	11%			14%	7%
NO IDENTIFICA					
USA			96%		
USA PARCIALMENTE			4%		
NO USA					

DESTREZA LINGÜÍSTICA DEL VOCABULARIO					
PREGUNTAS	**1. Read and cross out the meaning of the word properly.**	**2. Choose with a tick the word that is related with the category given.**	**3. Circle the antonym of the next words.**	**4. Recognize and underline the same missing letter in each line of the following words.**	**5. Look at the pictures and complete the sentences properly.**
CONOCE	82%	64%	57%	68%	
CONOCE PARCIALMENTE	14%	25%	32%	32%	
NO CONOCE	4%	11%	11%		
COMPLETA					80%
COMPLETA PARCIALMENTE					11%
NO COMPLETA					

PREGUNTAS	6. Listen carefully, pronounce and circle the two rhyming words in each line.	7. Pronounce and underline words that have silent letters in each line.	8. Listen, pronounce and tick words according to each English sound given.	9. Say the words and mark the stressed syllable.	10. Pronounce and identify which word contain the /z/ sound and underline it.
RELACIONA	57%				
RELACIONA PARCIALMENTE	29%				
NO RELACIONA	14%				
IDENTIFICA		54%	72%		82%
IDENTIFICA PARCIALEMENTE		32%	21%		14%
NO IDENTIFICA		14%	7%		4%
PRONUNCIA				75%	
PRONUNCIA PARCIALMENTE				18%	
NO PRONUNCIA				7%	

RESULTADO FINAL - CUESTIONARIO DE CONOCIMIENTO

TABLA N° 18

DESTREZAS LINGUISTICAS	DOMINAN	NO DOMINAN	TOTAL
Gramática	24	4	28
Porcentaje	86%	14%	**100%**
Vocabulario	23	5	28
Porcentaje	82%	18%	**100%**
Pronunciación	25	3	28
Porcentaje	89%	11%	**100%**

Fuente: Cuestionario
Elaborado por: Los Autoras.

GRÁFICO N°18
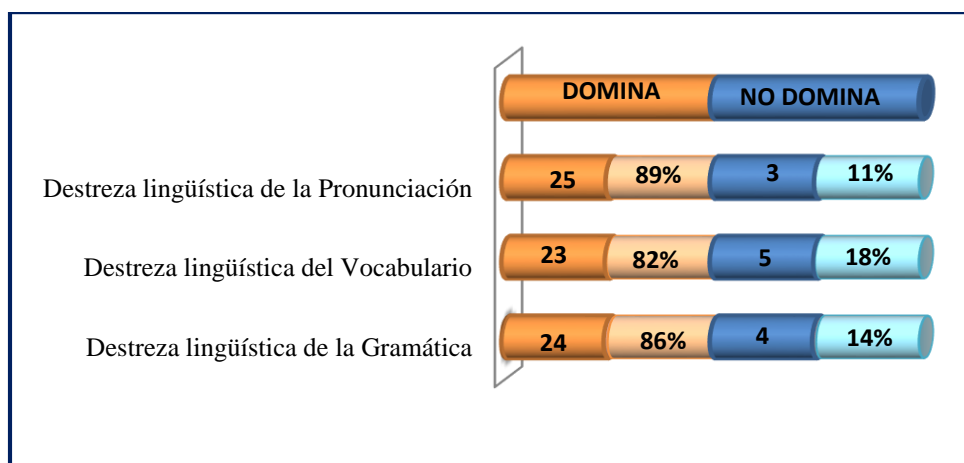
Fuente: Tabla N° 18
Elaborado por: Los Autoras

ANALISIS E INTERPRETACIÓN

Del total de la población se puede observar que de las tres destrezas lingüísticas el 86% dominan la de gramática, el 82% el vocabulario y el 89% la pronunciación. En relación a estos resultados obtenidos en base al cuestionario aplicado, permitió determinar que la implementación de actividades extra-clases basadas en los estilos de aprendizaje individual incide positivamente en el desarrollo de destrezas lingüísticas del idioma inglés.

3.4 COMPROBACIÓN DE HIPÓTESIS

En la presente investigación se utilizó el Método del Chi Cuadrado para la comprobación de hipótesis, en el cual de determinó lo siguiente:

1.   Planteo de Hipótesis Hi / Ho

2.   Nivel de significación y regla de decisión

Se selecciona el nivel 0.05 por lo tanto es la probabilidad de que se rechace la hipótesis nula.

3. Grado de libertad

$$(F-1)\,(C-1) = (6 \text{ - } 1)\,(2 \text{ - } 1) = \mathbf{5}$$

4.   Estimador estadístico

En la presente investigación se utilizó el Chi Cuadrado.

$$X^2 = \sum \frac{\{fo - fe\}^2}{fe}$$

Donde:

fo = Frecuencia observada en una frecuencia específica.

fe = Frecuencia esperada en una frecuencia específica.

$\mathbf{X^2} = 11.07$

5.   Regla de decisión

$$\text{Si} \;\; X^2{}_C > X^2{}_T \;\;\; \text{se acepta} \;\; H1$$

$$54.87 > 11.07$$

3.4.1 Comprobación de la hipótesis específica 1

H1:

✓ La implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales si desarrolla la destreza lingüística del vocabulario, la gramática y la pronunciación en el idioma Ingles.

Ho:

✓ La implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales no desarrolla la destreza lingüística del vocabulario, la gramática y la pronunciación en el idioma Ingles.

Las frecuencias observadas corresponden a los resultados del antes y después de la aplicación de la destrezas lingüísticas como son el vocabulario, la gramática y la pronunciación.

Tabla Nº 19 Frecuencia observada

DESTREZAS		DOMINAN	NO DOMINAN	TOTAL TI
Frecuencia observada antes (fo)	DESTREZA LINGÜÍSTICA DE LA GRÁMATICA	10	18	28
	DESTREZA LINGÜÍSTICA DEL VOCABULARIO	8	20	28
	DESTREZA LINGÜÍSTICA DE LA PRONUNCIACIÓN	7	21	28
Frecuencia observada después (fo)	DESTREZA LINGÜÍSTICA DE LA GRÁMATICA	24	4	28
	DESTREZA LINGÜÍSTICA DEL VOCABULARIO	23	5	28
	DESTREZA LINGÜÍSTICA DE LA PRONUNCIACIÓN	25	3	28
Total identificado y evaluado (Ti)		97	71	**168**

Tabla Nº 20 Frecuencia esperada

	DOMINAN	NO DOMINAN	TOTAL TI
Frecuencia esperada antes (fe)	16,17	11,83	28
	16,17	11,83	28
	16,17	11,83	28
Frecuencia esperada después (fe)	16,17	11,83	28
	16,17	11,83	28
	16,17	11,83	28
Total identificado y evaluado (Ti)	97,02	70,98	168

Tabla Nº 21 Cálculo de "Chi-cuadrado" X^2

	ALTERNATIVAS	fo	fe	fo - fe	(fo-fe)2	(fo-fe)2/fe
ANTES	**DOMINAN**	10	16,17	-6,17	38,07	2,35
		8	16,17	-8,17	66,75	4,13
		7	16,17	-9,17	84,09	5,20
	NO DOMINAN	18	11,83	6,17	38,07	3,22
		20	11,83	8,17	66,75	5,64
		21	11,83	9,17	84,09	7,11
DESPUES	**DOMINAN**	24	16,17	7,83	61,31	3,79
		23	16,17	6,83	46,65	2,88
		25	16,17	8,83	77,97	4,82
	NO DOMINAN	4	11,83	-7,83	61,31	5,18
		5	11,83	-6,83	46,65	3,94
		3	11,83	-8,83	77,97	6,59
						X^2 = 54,87

CONCLUSIÓN

Chi Cuadrado calculado X^2 = 54,87 > 11,07 , se rechaza la Ho y se acepta la H1 cumpliéndose que la implementación de actividades extra- clases basadas en los estilos de aprendizajes individuales si desarrolla las destrezas lingüísticas.

CAPÍTULO IV

3. MARCO ADMINISTRATIVO

4.1. RECURSO HUMANO

- Profesores
- Estudiantes
- Investigadores

4.2. RECURSO MATERIAL

- Copias
- Anillados.
- Libros de consulta.
- Útiles de oficina.

4.3. RECURSO TECNOLÓGICO

- Equipos audiovisuales
- Dispositivos.
- Computadoras.
- Grabadora.

4.4. ESTIMACIÓN DE COSTOS.

El requerimiento económico necesario para realizar la tesis es de $ 2500.

4.4.1. EGRESOS

DETALLE VALOR

DETALLE	VALOR
Útiles de escritorio.	15
Bibliografía	200
Copias Xerox	30
Reproducción de instrumentos	10
Transporte	15
Computadora	1000
Anillados	10
Impresión y empastados	100
Imprevistos	20
TOTAL	**2500**

CAPITULO V

CONCLUSIONES Y RECOMENDACIONES

5. 1 CONCLUSIONES

✓ Luego de analizar la propuesta de esta investigación, se puede concluir que los docentes de la institución desconocen y no determinan cuales son los estilos de aprendizaje individual que predominan en los estudiantes. De este análisis se desprende que al no trabajar con los mismos irrumpe la enseñanza en la forma de aprender de manera divertida, agradable y significativa en conformidad al desarrollo de las destrezas lingüísticas del idioma Inglés.

✓ Se concluye además que no existe actividades extra – clases basadas en los estilos de aprendizaje individual que permitan ser preparadas y aplicadas para el refuerzo de las destrezas lingüísticas y a la vez que sean de gran utilidad para los estudiantes de Primer Año de Bachillerato.

✓ También se ha podido observar que los docentes se limitan a utilizar un texto de trabajo y a finalizar con los temas de cada bloque lo que imposibilita la capacidad de desarrollar actividades extra- clases basadas en los estilos de aprendizaje individual con el fin de que los estudiantes fortalezcan las destrezas lingüísticas del idioma Inglés.

✓ Los resultados de este estudio demuestran la gran importancia que tiene para los docentes el conocer los estilos de aprendizaje de los estudiantes, preparar y emplear actividades extra – clase en beneficio, no solo del desarrollo de las destrezas lingüísticas, sino en su aprendizaje activo, dinámico y social de clases y de los compañeros.

5.2 RECOMENDACIONES

Posterior al análisis de los resultados obtenidos como parte de esta propuesta se recomienda:

- ✓ Brindar capacitaciones a los docentes sobre los estilos de aprendizaje individuales y su implementación dentro del aula para mejorar el proceso de enseñanza aprendizaje.

- ✓ Incorporar actividades extra-curriculares en base a los estilos de aprendizaje individual de los estudiantes en los planes establecidos

- ✓ Implementar actividades lúdicas en el aula de clase en relación a los estilos de aprendizaje más sobresalientes que permitan al estudiante expresar y usar de manera libre el conocimiento compartido por parte del maestro.

- ✓ Las autoridades deberían designar recursos orientados a la capacitación de los docentes de la institución a fin de identificar estrategias efectivas que favorezcan el proceso de enseñanza – aprendizaje de esta población.

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ANEXOS

ACTIVITIES

ACTIVITY: VERB CONNECTION

PLAYED	WAS	DANCES	WERE DRIVING
WILL GO	ARE EATING	CAN	HAD SWUM
HAS	HAVE DONE	DON'T RIDE	HAVE
AM	FORGET	LISTEN	SANG

PROCEDURE

1. Divide the class into two teams.
2. Give each student in both teams a number.
3. Draw an 8 x 8 colorful grid on the board and assign the teams with an X or Y symbol.
4. Write a different verb in each square and write the verbs in a mixture of tenses.
5. Have the teams play a quick game of rock-paper-scissors to see which team will play first.
6. Choose a player number. The player with that number chooses a verb from the grid.
7. That player has to use the verb correctly in a sentence, phrase or question. It must be in the same tense as the verb in the grid.
8. If the student makes an appropriate sentence, the team wins the square.
9. An X or Y symbol is then placed in the square, and the next team plays using the same player number used.
10. The aim of the game is to get four in a row.

ACTIVITY: ROLE PLAY

SAMANTHA: Hello.
GEORGE: Hi.
SAMANTHA: Oh, hi George.
GEORGE: Do you want to go to the movies tonight?
MARK: Sure!
GEORGE: Great! What kind of movie would you like to watch?
SAMANTHA: I'm not sure. How about a scary movie?
GEORGE: There's a new Stephen's King movie. I think it's called "Merci".
SAMANTHA: I'd love to see that one!
GEORGE: Do you know what is it about?
SAMANTHA: Yes, I do. It's about two boys who discover their grandmother is a witch, and they suspect she has encountered a dark spirit.
GEORGE: Have you read the short story it's based on?
SAMANTHA: Yes, it's based on Stephen's King short story "Gramma". It was even made into an episode of The New Twilight Zone in 1986.
GEORGE: Wow! You know a lot about Stephen's King stories.
SAMANTHA: I can hardly wait to see it!
GEORGE: How about if I pick you up in half an hour?
SAMANTHA: Oki Doky!
GEORGE: Bye.
SAMANTHA: Bye bye.

PROCEDURE

1. Think and present a problem providing examples.

2. Select participants related to the characters and their characteristics.

3. Assigns roles.

4. Set the stage according to the situation.

5. Prepare the observers through the intensive practice.

6. Enact assuming the roles and spontaneously living the situation.

7. Review and evaluate the action of the role play.

8. Reenact for sharing new causes and effect and evaluate again the role play.

9. Share experiences and generalize the problem situation through conclusions and advisements.

ACTIVITY: WORDS' MATCHING

BEETROOT	
SOUP	
JELLY	
MUSTARD	
PANCAKE	
SARDINES	

FILL THE BLANK SPACES.

1. When she lost her job, she was in the [＿＿＿＿＿＿] .

2. Passengers on the morning train are always packed like [＿＿＿＿＿＿] .

3. He was so embarrassed that he turned red as a [＿＿＿＿＿] .

4. The countryside is flat as a [＿＿＿＿＿] .

5. She was new in the job and keen as [＿＿＿＿＿] .

6. After running so much, his legs felt like [＿＿＿＿＿] .

PROCEDURE

1. Make a list of the new words to teach according to students' level: not too difficult, not too easy.
2. Prepare the words' meanings as well as some pictures / illustrations.
3. Make some example of sentences using new words.
4. Have students make up sentences of their own.
5. Create a chart including a gap – fill activity and stick on the board.
6. Encourage learners to choose the right word and fill the blanks.
7. Practice the correct pronunciation of the words and spell them.

ACTIVITY: DEVELOPING A NEW VERSION

Snow White and the Seven Dwarves

There once was a queen who named her only daughter Snow White because her skin was so fair and lovely. The queen died, and Snow White is father married a new queen, who was evil, vain and wicked. Every morning she would stand in front of the mirror and say: !Mirror, mirror on the wall, who is the fairest one of all?! The mirror always answered, !three¡, until one day it said that Snow White was the fairest one of all.

The evil queen ordered one of her servants to take Snow White to the forest to have her killed. The servant, feeling sorry for Snow white, let her go and brought back a wild boards heart to show the queen he had done the deed. Snow White, alone and hungry in the forest, came across a little cottage with seven tiny beds etc. When the dwarves came back from work they found Snow White and said she could stay with them if she cleaned and cooked.

They all lived happily until one day when the mirror told the wicked queen that Snow White was still alive and living with the dwarves. The wicked queen disguised herself as a peddler and went to the cottage while the dwarves were at work. She gave Snow White a red apple that was poisoned.

When Snow White took a bite of the apple, she fell down unconscious. The dwarves were very sad and built a glass coffin for her. One day a prince came by and saw how beautiful Snow White was, and bent down to give her a kiss. Snow White woke up and they were married.

PROCEDURE

1. Listen carefully the story presented.

2. Change parts of the story presented (their actions, feelings, physical description) using the vocabulary learned without modify characters names.

3. Practice with your group

4. Present the story to the class.

ACTIVITY: FINDING TIMES

Equanimity

I'm standing at the bus stop waiting for my mom. The driver left so long ago, I know there's something wrong. Panic starts a rising, fear it grips my mind. Then I close my eyes, slow it down, take a breath and find: My equanimity! Everything gonna be all right. Equanimity! I got balance deep inside. Equanimity! I don't have to fight or flight. I can breathe and be still, trust all is well, Offer some calm to whatever's going on with equanimity. My sister is a bother, she tries to get my goat. I swear she likes to tease me just to see me explode. I used to get all flustered, she got me every time. But now I stop, close my eyes, take a breath and find: My equanimity! (Etc.) Daddy's in the kitchen cooking supper for a crowd. I hear a crash & splinter, I hear him shout out loud. The coffee pot is shattered, the floor is stained and wet and dad's about to lose it 'til I whisper "Hey dad- Take a breath-- Don't forget".

PROCEDURE

1. Listen carefully the song.

2. Recognize, underline and write the times that you see.

3. Talk about the times that you can find

4. Finally to sing the song.

TEST ESTILO DE APRENDIZAJE (MODELO VAK)

INSTRUCCIONES: Elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una X

1. **¿Cuál de las siguientes actividades disfrutas más?**
   a. Escuchar música
   b. Ver películas
   c. Bailar con buena música

2. **¿Qué programa de televisión prefieres?**
   a. Reportajes de descubrimientos y lugares
   b. Cómico y de entretenimiento
   c. Noticias del mundo

3. **Cuando conversas con otra persona, tú:**
   a. La escuchas atentamente
   b. La observas
   c. Tiendes a tocarla

4. **Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?**
   a. Un jacuzzi
   b. Un estéreo
   c. Un televisor

5. **¿Qué prefieres hacer un sábado por la tarde?**
   a. Quedarte en casa
   b. Ir a un concierto
   c. Ir al cine

6. **¿Qué tipo de exámenes se te facilitan más?**
   a. Examen oral
   b. Examen escrito
   c. Examen de opción múltiple

7. **¿Cómo te orientas más fácilmente?**
   a. Mediante el uso de un mapa
   b. Pidiendo indicaciones
   c. A través de la intuición

8. **¿En qué prefieres ocupar tu tiempo en un lugar de descanso?**
   a. Pensar
   b. Caminar por los alrededores
   c. Descansar

9. **¿Qué te halaga más?**
   a. Que te digan que tienes buen aspecto
   b. Que te digan que tienes un trato muy agradable
   c. Que te digan que tienes una conversación interesante

10. **¿Cuál de estos ambientes te atrae más?**
    a. Uno en el que se sienta un clima agradable
    b. Uno en el que se escuchen las olas del mar
    c. Uno con una hermosa vista al océano

11. **¿De qué manera se te facilita aprender algo?**
    a. Repitiendo en voz alta
    b. Escribiéndolo varias veces
    c. Relacionándolo con algo divertido

12. **¿A qué evento preferirías asistir?**
    a. A una reunión social
    b. A una exposición de arte
    c. A una conferencia

13. **¿De qué manera te formas una opinión de otras personas?**
    a. Por la sinceridad en su voz
    b. Por la forma de estrecharte la mano
    c. Por su aspecto

14. **¿Cómo te consideras?**
    a. Atlético
    b. Intelectual
    c. Sociable

15. **¿Qué tipo de películas te gustan más?**
    a. Clásicas
    b. De acción
    c. De amor

16. **¿Cómo prefieres mantenerte en contacto con otra persona?**
    a. por correo electrónico
    b. Tomando un café juntos
    c. Por teléfono

17. **¿Cuál de las siguientes frases se identifican más contigo?**
    a. Me gusta que mi coche se sienta bien al conducirlo
    b. Percibo hasta el más ligero ruido que hace mi coche
    c. Es importante que mi coche esté limpio por fuera y por dentro

18. **¿Cómo prefieres pasar el tiempo con tu novia o novio?**
    a. Conversando
    b. Acariciándose
    c. Mirando algo juntos

19. **Si no encuentras las llaves en una bolsa**
    a. La buscas mirando
    b. Sacudes la bolsa para oír el ruido
    c. Buscas al tacto

20. **Cuando tratas de recordar algo, ¿cómo lo haces?**
    a. A través de imágenes
    b. A través de emociones
    c. A través de sonidos

21. **Si tuvieras dinero, ¿qué harías?**
    a. Comprar una casa
    b. Viajar y conocer el mundo
    c. Adquirir un estudio de grabación

22. **¿Con qué frase te identificas más?**
    a. Reconozco a las personas por su voz
    b. No recuerdo el aspecto de la gente
    c. Recuerdo el aspecto de alguien, pero no su nombre

23. **Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?**
    a. Algunos buenos libros
    b. Un radio portátil de alta frecuencia
    c. Golosinas y comida enlatada

24. **¿Cuál de los siguientes entretenimientos prefieres?**
    a. Tocar un instrumento musical
    b. Sacar fotografías
    c. Actividades manuales

25. **¿Cómo es tu forma de vestir?**
    a. Impecable
    b. Informal
    c. Muy informal

26. **¿Qué es lo que más te gusta de una fogata nocturna?**
    a. El calor del fuego y los bombones asado
    b. El sonido del fuego quemando la leña
    c. Mirar el fuego y las estrellas

27. **¿Cómo se te facilita entender algo?**
    a. Cuando te lo explican verbalmente
    b. Cuando utilizan medios visuales
    c. Cuando se realiza a través de alguna actividad

28. **¿Por qué te distingues?**
    a. Por tener una gran intuición
    b. Por ser un buen conversador
    c. Por ser un buen observador

29. **¿Qué es lo que más disfrutas de un amanecer?**
    a. La emoción de vivir un nuevo día
    b. Las tonalidades del cielo
    c. El canto de las aves

30. **Si pudieras elegir ¿qué preferirías ser?**
    a. Un gran médico
    b. Un gran músico
    c. Un gran pintor

31. **Cuando eliges tu ropa, ¿qué es lo más importante para ti?**
    a. Que sea adecuada
    b. Que luzca bien
    c. Que sea cómoda

32. **¿Qué es lo que más disfrutas de una habitación?**
    a. Que sea silenciosa
    b. Que sea confortable
    c. Que esté limpia y ordenada

33. **¿Qué es más sexy para ti?**
    a. Una iluminación tenue
    b. El perfume
    c. Cierto tipo de música

34. **¿A qué tipo de espectáculo preferirías asistir?**
    a. A un concierto de música
    b. A un espectáculo de magia
    c. A una muestra gastronómica

35. **¿Qué te atrae más de una persona?**
    a. Su trato y forma de ser
    b. Su aspecto físico
    c. Su conversación

36. **Cuando vas de compras, ¿en dónde pasas mucho tiempo?**
    a. En una librería
    b. En una perfumería
    c. En una tienda de discos

37. **¿Cuál es tu idea de una noche romántica?**
    a. A la luz de las velas
    b. Con música romántica
    c. Bailando tranquilamente

38. **¿Qué es lo que más disfrutas de viajar?**
    a. Conocer personas y hacer nuevos amigos
    b. Conocer lugares nuevos
    c. Aprender sobre otras costumbres

39. **Cuando estás en la ciudad, ¿qué es lo que más echas de menos del campo?**
    a. El aire limpio y refrescante
    b. Los paisajes
    c. La tranquilidad

40. **Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?**
    a. Director de una estación de radio
    b. Director de un club deportivo
    c. Director de una revista

EVALUACIÓN DE RESULTADOS

Marca la respuesta que elegiste para cada una de las preguntas y al final suma verticalmente la cantidad de marcas por columna.

Nº DE PREGUNTA	VISUAL	AUDITIVO	CINESTÉSICO
1.	B	A	C
2.	A	C	B
3.	B	A	C
4.	C	B	A
5.	C	B	A
6.	B	A	C
7.	A	B	C
8.	B	A	C
9.	A	C	B
10.	C	B	A
11.	B	A	C
12.	B	C	A
13.	C	A	B
14.	A	B	C
15.	B	A	C
16.	A	C	B
17.	C	B	A
18.	C	A	B
19.	A	B	C
20.	A	C	B
21.	B	C	A
22.	C	A	B
23.	A	B	C
24.	B	A	C
25.	A	B	C
26.	C	B	A
27.	B	A	C
28.	C	B	A
29.	B	C	A
30.	C	B	A
31.	B	A	C
32.	C	A	B
33.	A	C	B
34.	B	A	C
35.	B	C	A
36.	A	C	B
37.	A	B	C
38.	B	C	A
39.	B	C	A
40.	C	A	B
TOTAL			

El total te permite identificar qué canal perceptual es predominante, según el número de respuestas que elegiste en el cuestionario.

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

This interview is applied to the First Bachellor Year Students of the "Amelia Gallegos Díaz" Educative Unit with the purpose to know the knowledge level related with Linguistic skills of the English Language. Please, read carefully and answer the questions honestly.

1. **Read the following words, identify and match which part of the speech do they belong?**

   a) Beautiful   Modal
   b) Play   Noun
   c) María   Verb
   d) Can   Adjective

2. **Read and cross out the meaning of the word properly.**

   Homework

   a) It is an activity where people move the legs.
   b) It is a complementary activity that teacher sends like a reinforcement of a class given.
   c) It is a place where people buy a lot of sweets.
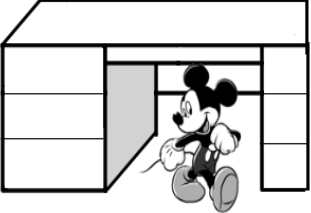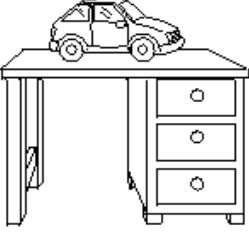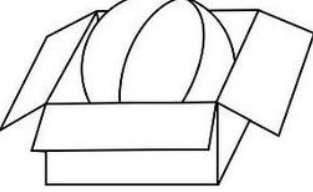   d) A tool that an archaeologist use to discover a treasure.

3. **Listen carefully and circle the two rhyming words in each line.**

   a) Come   comb   home
   b) Friend   sent   cleaned
   c) Store   hour   four
   d) Shower   slower   flower

4. Choose with a tick (✓) the word that is related with the category given.

ANIMALS	FRUITS	PROFESSIONS	SUBJECTS
a) Grapes	a) Watermelon	a) Lobster	a) Notebook
b) Octopus	b) Shoes	b) Pepper	b) Crocodile
c) Garlic	c) Pencil - case	c) Architect	c) Pear
d) Socks	d) Door	d) Armchair	d) Science

5. Look at the picture and cross out (x) the right preposition of place according to the sentences below.

	Mickey Mouse is _____ the desk a) On b) in c) under d) behind
	The car is _____ the desk. a) on b) in c) under d) behind
	The ball is _____ the box. b) On b) in c) under d) behind
	The rabbit is _____ the tree. c) On b) in c) under d) behind

6. Listen and underline words that have silent letters in each line.

a) Boy   knife   yes   forget
b) Hot   sun   ballet   tomato
c) Know   melon   go   album
d) Tall   be   born   tonight

7. **Analyze the sentences bellow and cross out (x) their time.**

Peter bought new clothes in the store yesterday.
a) Present   b) Past   c) Future   d) Present perfect

John goes to football practice every Tuesday.
a) Present   b) Past   c) Future   d) Present perfect

We have made a special dish just for you.
a) Present   b) Past   c) Future   d) Present perfect

I will buy a computer tomorrow.
a) Present   b) Past   c) Future   d) Present perfect

8. **Circle the antonym of the next words.**

Always:	a) Forever	b) often	c) sometimes	d) never
Tall:	a) large	b) big	c) short	d) small
Fat:	a) slim	b) Overweight	c) average	d) strong
Good:	a) amazing	b) bad	c) excellent	d) great

9. **Listen and tick words according to each English sound given.**

ENGLISH SOUNDS	WORDS			
/e/	a) Boy	b) says	c) nine	d) read
/i/	a) Egg	b) meat	c) ready	d) lost
/ɔ/	a) Go	b) most	c) eat	d) store
/oʊ/	a) Call	b) phone	c) talk	d) dinner

10. **Recognize and underline the same missing letter in each line of the following words.**

Famos   *valable*   *rote*   *cont*

a) s   b) l   c) r   d) u

Somwhere   *annoyd*   *engind*   *musum*

a) p   b) e   c) d   d) l

THANKS FOR YOUR COLABORATION