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Learning Styles Applied to Teaching the English Language

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Abstract--- Learning styles are the tools used by teachers applied to the teaching of the English language in the Educational Unit "Raymundo Aveiga" in the city of Chone, the objective was to demonstrate that educational strategies based on learning styles applied to teaching of the English language can contribute to improve learning, for the development of the research a qualitative approach was proposed through which it was possible to inquire about the different points of view and conclusions of those involved, a bibliographic review was carried out that provided adequate information to the development of work. The results obtained

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show that many of the teachers do not know what their learning style is, as well as they have not developed activities based on determining what the learning styles of their students are, within the teaching-learning process of the English language student must develop four skills, Listening, Reading, Speaking and Reading. In this sense, their learning is difficult because each student learns in different ways and above all each one of them develops a different skill, it was obtained that the students identify with the Kinesthetic style, they like to learn by developing activities of practical utility.

Keywords---educational strategies, learning styles, teaching English language, teaching-learning process.

Introduction

Educational institutions are places where many people come from different backgrounds and who were trained under different idiosyncrasies. Therefore, their way of learning will also be different, but additionally, the way of learning will depend on how this student lives, if they have all the support of their family, if their diet is adequate or if they have the necessary resources. for this purpose. In short, there is a variety of elements that make up a scenario where the student can develop their learning.

Students learn in different ways, some better than others, through observation and analysis of things, some need to do activities or practice to understand, looking for ease of understanding abstract concepts while others need to touch and feel the concepts to understand them. These different ways of understanding in education are defined as "Learning Styles" and even though all students learn in a combined way, at least one of them almost always predominates ([Analytikus, 2022](#)).

Based on the above, it should be noted that not all students learn in a homogeneous way, each one of them has their differences and ways of obtaining information and above all of assimilating it. There will be some who like to learn by playing, others who like to develop math exercises, there will be those who prefer to learn by reading, and there are even students who learn by doing things, that is, by creating objects.

Learning styles refer to the fact that when you want to learn something each student uses their own methods or strategies. Although the specific way they are used varies according to what you want to learn, each of them tends to develop and persist in the practices with the best results obtained. This preference to use some strategies more than others is part of what is called learning styles ([Analytikus, 2022](#)).

In this regard, it is considered that the research related to the Learning Styles applied to the teaching of the English language is of transcendental importance because it allowed to reveal the lack of knowledge that many teachers have regarding this subject. It is about understanding that the center of the teaching activity is student learning and that the responsibility as teachers is to design and execute strategies so that they build their own knowledge based on their relationship with the learning styles of each one of them (Wong & Nunan, 2011; Oxford et al., 1992; Aryani & Rahayuni, 2016).

The research has the objective of demonstrating that the educational strategies based on the Learning Styles Applied to the Teaching of the English language can contribute to improve the learning of the English language.

Method

The research will have a Qualitative approach, a collection and analysis of the data (Narratives, criteria or points of view) was carried out to refine the research questions or reveal new questions in the interpretation process; in addition the method inductive-deductive that contributed to clearly determine the premises and After the conclusions of the investigation, a systematic review of the literature was carried out, a theoretical search for information related to the dependent and independent variables declared in the investigation.

Discussion

Starting from the premise that not all students develop their ability to learn in the same way, nor at the same speed. Thus, in a certain group of students who start a school period, it is expected that all reach a satisfactory level at the end of said period, however, with the passing of time it is evident that many students do not meet expectations and their performance is low. , while other students develop adequate performance.

Learning styles have served to make significant changes in the educational process, they have helped both students and teachers understand that each human being learns in a different way, and that there is no right or wrong way of learning; On the other hand, academic performance is a fundamental part of the teaching and learning process, because it allows us to identify if the student meets the learning standards provided by the education curriculum to be promoted in level (García, 2018).

Learning styles are identities that revolve around cognitive and physiological aspects that identify each of the students, it is the way they interact within the teachinglearning process. On the other hand, learning styles are linked to a set of individual aspects of each student, which develop during their growth. Based on the publication of (Romero, 2010), the learning styles shown in Figure 1 are identified.



Figure 1. Learning styles
Source: (Romero, 2010)

English language teaching

In what has to do with the teaching of the English language, one of the big problems that the educational system has and continues to have is the lack of interest and motivation of many of the students for learning it, over the years. Various methodologies have been implemented so that students of all levels can learn it, however, the results have not been encouraging and the objectives have not been achieved (Cabrales et al., 2019).

The methodological strategies by themselves do not constitute a total solution to the problem of demotivation for learning the English language, there are other aspects that the teacher must take into account when implementing them. Thus, for example, the use of motivational techniques. In this regard (León & del Carmen, 2019), point out that English is a globalized language, but it is also an instrument for the student to openly express their feelings, the causes that cause it, all this in order to find possible solutions to them in this research, and through this language feel, think and act with a more positive mind in the face of adversities that arise in the lives of young people or adults who go through physical and emotional changes.

Learning the English language is a multi-sensory activity, therefore, the educational strategies planned by the teachers must be developed in accordance with the learning styles and the skills of Speaking, Reading, Listening and Writing. According to (Molle, 2013), it is indicated that teachers must recognize the innate characteristics that each of their students has to learn and assimilate information from their environment, know that all students can learn easily when learning styles are known and designs and implements pedagogical activities according to their students.

According to the Final Master's Project entitled "Learning styles in the English language classroom as a second language and its incorporation into the micro-curricula of teachers in the language center of the Escuela Superior Politécnica Agropecuaria de Manabí MFL, for the design of methodological strategies" by the Santiago de Guayaquil Catholic University (Alcivar, 2019), concludes the following:

- The work carried out has been of great importance as it allowed the Department of Human Talent and the Language Department of ESPAM MFL to demonstrate that there are various learning styles in both students and teachers, and that it is very important to identify and work with them.
- By participating in this research, the teachers also discovered their own learning style, which, according to what was known, influences the way of teaching classes, since one teaches with tools that one believes are suitable, without considering that perhaps although they are suitable for some are ineffective for others.

According to the publication of his scientific article entitled "Multifaceted activities to promote the learning of a foreign language based on learning styles". (Díaz & González, 2019), conclude the following:

There was acceptance of the activities by the participants in a reflective, theoretical, active, and pragmatic way. At the same time, different learning styles such as auditory, visual, and kinesthetic were appreciated. It was observed that both triphasic and eclectic activities promote collaborative and cooperative work among students and arouse their interest in learning.

According to the Final Master's Project entitled "Learning styles in the development of speaking the English language in students of 8th A Basic General Education, EGB, of the Madre Laura School, Santo Domingo de los Colorados, period 2015-2016" (León, 2017), concludes the following:

- In this work, the Kinesthetic, visual and auditory styles were identified as the most appropriate within the teaching-learning process, becoming an educational model that allows students to develop speaking skills.
- It was found that the development of speaking in students is not optimal since up to 25% do not practice the language shown through the application of the instrument that allowed visualizing the differences that exist in this skill.
- It was confirmed that the few hours that English is taught significantly affect the development of speaking since students do not have enough time to practice more.
- All teachers 100% state that they are predisposed to use these proposed workshops as a pedagogical tool and in addition to receiving training on learning

styles to improve speaking skills in the teaching-learning process of the English language.

Without a doubt, one of the most complicated subjects for a teacher and one in which students show less interest is learning the English language. However, many students would like to learn it and their preference for listening to songs in English is observed at all times. Therefore, a fundamental contradiction is evident related to the fact that if the student likes and is interested in learning English, how is it that at the subject level there is a lack of motivation for learning. In this scenario, the research aims to inquire about the learning styles applied to the teaching of the English language, in order to investigate the experiences of other teachers (Phantharakphong, 2012; Farrell, 2003; Ahmad, 2012; Sabilah, 2016).

Within the teaching-learning process of the English language, the student must develop four skills, Listening, Reading, Speaking and Reading. In this sense, their learning is difficult because each student learns in different ways and, above all, each of them develops a different skill, that is, some of these students may be interested in learning through reading, others may be interested for speaking fluently. But unfortunately, the information presented suggests that the teachers of this subject are unaware of or do not develop the learning styles of their students, even more so when it comes to the process of learning the English language. In this regard (Molle, 2013), it is indicated that teachers must recognize the innate characteristics that each of their students has to learn and assimilate information from their environment, know that all students can learn easily when learning styles are known and design and implements pedagogical activities according to their students.

The information obtained also reveals that there are English teachers who have not yet discovered their own learning style, which influences the way they teach. It is worth mentioning that there are as many ways to learn as there are students, each of them can and should learn according to their learning style, however, there is always the teacher who guides and guides the educational process. Therefore, it is essential that the teacher master and know in depth their own and their students' learning styles (Chen, 2009; Hsu, 2017; Doğruer et al., 2010; Borg, 2007).

Conclusion

The investigation allowed to demonstrate the reality related to the implementation of the learning styles applied to the teaching of the English language, where many of the teachers are unaware of it and do not implement the learning styles, consequently they stop promoting an asset that the students have who are called the need to learn.

It is evident that an important segment of students identifies with the Kinesthetic style, that is, they like to learn by developing activities of practical utility. This is

consistent since they learn based on developing practical activities. The development of speaking in students is not optimal since a segment of students does not practice the language shown through the application of the instrument that allowed visualizing the differences that exist in this skill.

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