UNIMINUTO
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THE INFLUENCE OF USING VISUAL AND AUDITORY ACTIVITIES IN THE
E.F.L LEARNING PROCESS IN BEGINNER STUDENTS IN A PUBLIC SCHOOL
IN BOGOTA

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To my husband, for his unconditional patience
and his collaboration.

To my daughter, her love, her kindness,
And support encourage me to fight for my goals.

A special gratefulness to my father

to his feel pleased of me and all my achievements.

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ACKNOWLEDGEMENTS

First of all, my grateful to God because if He is in your heart all things are possible.

I want to thank those children who participated and helped me to carry this project out with their entire good disposition in the development of each activity in this project.

Also, I am grateful with my research project adviser, Mabel Diaz Franco and my thesis reader Catalina Herrera, their suggestions and constant support guided me and made finish this research in a satisfactory way. Thanks to them I could reaffirm my roles as researcher but mainly as a teacher.

And finally thanks to my family who always gave me words of encouragement to achieve my goals.

ABSTRACT

This research project is focused in identifying the influence of the use of visual and auditory activities in the learning process in beginner students from a public school in Bogotá. Thirty students with an average of ten to thirteen years old were participating in the project during six weeks. Outcomes, students' journals, field notes and observations by teacher researcher to students participating were the data collections to obtain information.

Data analysis revealed that the incorporation of visual and auditory activities made easier the learning process motivating students to participate on the lessons improving their English knowledge easier and faster. Besides students demonstrated their attitudes and performance towards the English class through meaningful and attractive activities that promoted a different and better environment where students enjoyed doing through several games, songs and various resources that made easier the foreign language learning.

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INTRODUCTION

This research study is designed to identify and explain how using visual and auditory activities in students can influence in the learning process. In order to achieve a meaningful learning in the students is a matter to involve them in the learning process where they feel more comfortable allowing them learn in a natural way. For which, this research study has been structured into six chapters, to give a broad definition about the topic.

The chapter one starts to show the statement of the problem, the research question, objectives, purpose and justification too. The chapter two has theoretical aspects as literature review where is presented and described important terms to this research and theoretical framework where is developed learning styles, visual and auditory learners as key constructs of this research study.

In the chapter three aspects of research design are explained as type of study, setting where was carried out the research, participants, researchers' role and instruments required to gather meaningful data. The chapter four presents all aspects in relation with the instructional design as the implementation of visual and auditory activities to encourage student's participation.

Additionally, in the chapter five the process conducted to analyze the data and establish two categories and two subcategories are shown. And finally, in the chapter six conclusions, implications and limitations are presented.

CHAPTER 1
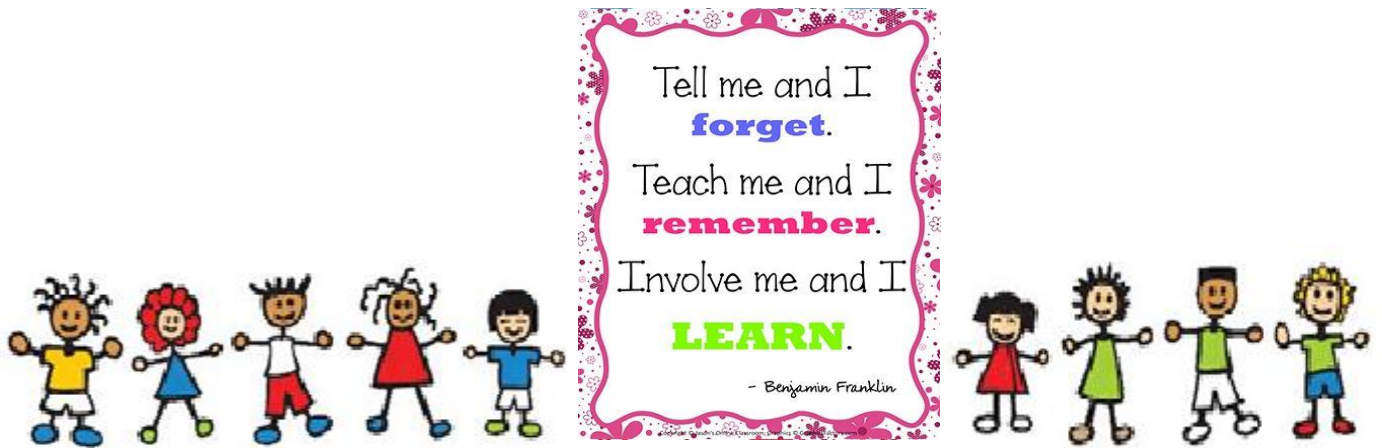
1.1. Statement of the Problem

When students learn in a manner that they prefer, this will lead to a better outcome of learning; learners can take advantages of their learning styles by matching learning strategies with their styles. Oxford (1993) explains, once learners are aware of their own learning styles, it enables them to adapt their learning strategies to suit different learning tasks in particular contexts, similarly.

Most of the public schools in our city have as main goal learn to learn, or learn by a grade but, it is important to take advantage of the moment when learners are in disposition to learn doing to create strategies to improve their learning process. Through our experiences is easier to learn. Since, our childhood all time we learn by doing, we learn to walk by walking, we learn to talk by talking, we learn to ride bicycle by riding, then, why do not to continue this strategy in the school, why do not to permit our students to learn in a natural way where they feel comfortable at the moment to learn, if you tell them what they have to do, they will forget, if you show them what they have to do they may remember but if you involve them, they will understand how to do it. In

other words to have a meaningful learning in our students is a matter to involve them in the learning process.

During the teaching observations, some situations were noticed such as the lack of students' attention, students get distracted very easily, also lack of students' interest. Those situations could be because the teaching learning is not centered in students it means, if the learning process is not taking into account learners' interest, need, or learners' context simply the students do not participate because they do not feel involved in the learning process, and it becomes a problem because the class objective is not accomplished, It is absolutely necessary to know better students' needs, likes, learning styles, preferences and dislikes in order to design activities that would motivate their interest in English learning process.

As a consequence of those situations, using visual and auditory materials were used like images, charts, songs, audio tapes, and students' interests were evident in class, they responded in a good way following the instructions and participating. In general, the class was interesting for them. In order to meet students' needs in terms of their different learning styles, it became necessary to use certain activities such as clothes crossword, games like competition between lines, reading comprehension (Tom & Annie daily routine), role playing where they had to represent people with different cultures. Also, those activities help them to learn and the same time that they have an entertainment moment learning by themselves. We, as teachers, should take advantage of our students' learning styles to create an environment in which all the members of the classroom are comfortable.

A teacher's own preferred learning style often becomes his or her predominant teaching style. Teachers, who are aware of their teaching styles and the preferred learning styles of each of their learners, are more likely to adopt student-centered learning experiences, even if it is not the way they learned or prefer to learn.

Regarding the purpose the present project that is to identify and explain how using visual and auditory activities in students can influence in the learning it could be determined that this research project would be focused on learning styles because when students learn in manner that they prefer and enjoy it, they have knowledge about the better way to learn and it provides information to help them to advance the learning

process effectively. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individual to take responsibility for his or her own learning. Moreover it is important to take into account students' needs and abilities like age, level, likes and dislikes, for this reason it is necessary to consider the implementation of more visual and auditory activities in the learning process because this kind of activities are the most appropriate and the most favorite by children besides, they enjoy while they learn and it is motivating for them.

1.2. Research question

What is the influence of using visual and auditory activities in the learning process in sixth grade students in a public institution?

1.3. Research objectives

General

- To identify the influence of using visual and auditory activities in the learning process.

Specifics

- To implement visual and auditory activities to encourage students 'participation.

- To know and put in practice the visual and auditory styles as tools to make learning easier and more effective.

1.4. Research purpose

The purpose of this study is to identify and explain how using visual and auditory activities in students can influence in the learning process.

1.5. Justification

Nowadays, English teaching has become an important issue in the scholar syllabus, due to English is one important tool for all people because it has become a globalized language and it is necessary in terms of share aspects related to the culture.

Students certainly need to be taught some learning strategies such as work in a quiet place, scanning the pictures, work in pairs in groups or alone, recite out loud the information, use different colors and pictures in their notes to aid their memory to become autonomous learners so, that they can become aware of their own learning process and they can manage and control their own learning, because when the learner knows their learning style, he or she will integrate it in their learning process and will learn more easily, faster and will be successful. Also, it will help the student to become an effective problem solver. As says O'Malley (1985) "LS are actions or behaviors learners do to better handle learning activities".

The implementation of visual and auditory activities like collages, posters, replace words with symbols or initials, word searches, puzzles, puppet show, role playing, lectures in beginners of EFL would help the students to chose the best way to receive and process new information, also those kind of activities help them to think in the moment to answer those activities and do not wait that teacher answer it for them moreover, it helps the teachers to reflect, plan and apply strategies to improve student's learning process. Even though such studies provide LS with a theoretical background, researchers continue to emphasize the role of LS as tools to makeL2 learning and communication easier and more effective.

In that way, the classes are expected to be more dynamic based on students' needs, students' interests and context where they are the main participants in the whole process. Also the purpose is to show as taking into account students' strengths and preferences can increase the learning process, this as another alternative of English teaching where students become active learners and enjoy learning the foreign language.

Finally, as a teacher we must help our students to see how they can learn better. According to Christison (2003) "teachers audit their own classroom practices to identify the strategies that they themselves favor". Since learners differ in their preferences to certain learning styles, it will be important for teachers to examine the variations in their students on the features of their learning styles, because "the information about learner's preference, can help teachers become more sensitive to the differences students bring to the classroom" (Felder & Spurlin, 2005). Nevertheless, greater awareness of learning

preferences and styles helps teachers to be more flexible in their teaching and to utilize a wider range of classroom methodologies. The aim is not to match teaching style to learner preferences, but to help students build their skills and capacities to learn well in both preferred and less preferred modes of learning.

Besides, the relationship between teaching and learning style is a factor in the success of students. Identifying, then, the modes in which students learn best becomes useful in two ways. First, it helps students to understand and become aware of how they themselves learn. Second, it helps teachers to select and to design teaching strategies, lessons, and activities that maximize student learning and understanding. In fact, Learners are more likely to 'stretch' their own learning style and develop greater flexibility as learners if teachers 'stretch' their own teaching style and develop greater flexibility as teachers.

CHAPTER 2

LITERATURE REVIEW

This literature review presents learning styles as the way to receive new information to be processed. In addition, it is how people learn, if students' learning styles are considered then motivation to learn will be increased. The following is a description of some studies about learning styles and two types of learners visual and auditory worked in this research.

Shannon (2008), states to help students become self-directed learners by determining what metacognitive strategies would be the most effective for a student's specific learning styles. From an action research study in which 40 students (20 females and 20 males) from at a high school in a Midwestern Class C-1 school district participated, students were surveyed using the Perceptual Modality Preference Survey (PMPS) to determine their dominant learning styles. The survey was analyzed by ranking each individual's learning styles, from highest to lowest.

To analyze the data, the results were analyzed to determine the most prevalent learning styles and which strategies were preferred within the seven learning style groups, the results were analyzed and there were 73% students who had kinesthetic it means, these students learn best involves physical coordination using fine and gross motor skills, this was followed by interactive with 45%, who learn best through verbalization and prefers to discuss things with others, haptic with 38%, those persons involves the sense of touch in learning, visual with 30%, these learners tend to think in pictures and need to create vivid mental images to retain information. Print with 15%, those people learn better after seeing or writing something and finally, aural with10%, are an excellent listener and tends to remember the information by repeating.

Throughout the study, researcher found that is necessary encouraging the students to use new strategies to know their learning style taking into account which they might prefer,

the focus was to assist students in their natural curiosity to discover more about how they learn best to achieve performance and progress.

Additionally, Fandiño (2008) points out the importance of critical reflection in the study of affective factors and language learning strategies in foreign language teaching. He remarks that Colombian EFL teachers need to address in order to aid their students in mastering English successfully; indeed, it is a tool that can assist them in satisfying certain personal, social, professional and cultural needs, wants, and goals. As a result, his research showed affective factors like beliefs, attitudes, anxieties, and motivations and language learning strategies (LLS) are issues that Colombian EFL teachers need to reflect on, not simply items with which to improve language teaching and education in the process but, more importantly, means to help students live more satisfying lives and be responsible members of society by exercising reflection and autonomy.

Besides, Abella and Salinas (2006) give an account of the role learning styles played in the learning process as well as the factors that allowed students to explore their styles, from this case study, in which five students whose ages ranged from twelve to fifteen from at a private school, located in the north of Bogotá whose learning processes in the English class were slow. This research study was applied in order to identify the learning styles of these students. The instruments for collecting data that suited the purpose of this project were a survey, field notes, students' work and a focus-group interview. The researchers established as the most relevant conclusions that the incorporation of learning styles facilitated the learning process. Besides, learning styles helped the students move forward in their learning process, that is, that providing students with different learning environments allow them to explore their learning styles.

The findings of the three studies show the idea of learning styles usually refers to a preferred way of learning and as learner styles is developed because students can become aware and identify their strategies to discover more about how they learn best, taking into account student's needs and goals as learners in order to reconsider and refashion approaches and procedures for optimal language learning. Besides, providing students with different learning environments allows them to explore their learning styles.

These findings are pertinent for the present research as they explore the role of the learning styles in the language teaching-learning process, as this is a valuable element which helps teachers and students to reach the achievements through the reflection on the way they teach and learn. Also, the previous studies based on learning styles and strategies helped to conduct this research because they give light on the way styles can be identified Also, which and how activities can be implemented to stimulate and involve the students in the classroom.

Moreno (2001) implemented independent activities like brainstorming, reading, puzzles, role-play situations, guessing games aiming at identifying how motivate students to learn English as a second language through classroom activities that correspond to their interests and learning styles. Her study about motivating students to learn English by responding to their interests and learning styles, was applied in a Barranquillita public school to seventh-grade students the instruments for collecting data that suited the purpose of this study were two: Barsch learning-style questionnaire and Oxford style analysis survey, those instruments classified a majority of the students in the sample as learners who were predominantly visual.

After that, Moreno planned some lessons according to the syllabus and chose topics such as physical appearance, routines and likes and classroom activities that correspond to their interests and learning styles, using visual aids. As a conclusion, nowadays a teacher must be an investigator, must have a lot of expectations about his/her professional development by knowing students' preferences, needs and learning styles better or by recognizing their own preferred way to learn in order to give his/her students the best opportunities to practice the foreign language and to generate changes in the Colombian educational system.

In the same way, Analysis of Learning Styles and Strategies study, (2007) analyzed the main learning styles and provided an inventory of strategies for each style to determine how every learner prefers to learn. The study was focused on determine how a person learns and whether they are satisfied with their current learning style or would they like to further develop a preferred learning style to improve their learning. This investigation was carried out in various countries as Italy, Spain, and Scotland. The most relevant conclusions were related to insights about they do not recommend the use of one

learning style over another. This is purely a personal decision and should be determined by the individual. It should also be noted that learning styles do not have strengths or weaknesses – they are preferences. As such, it is the responsibility of the educator and the learner to be aware of learning style preferences to improve learning.

Concerning the current research, the findings above mentioned are relevant because one of the main benefit of using learning styles and strategies empowers the student to control their study habits and environment when or where possible in a way to maximize their learning potential. The aim of learning style is to help students to build their skills and capacities to learn well in both preferred and less preferred modes of learning. Furthermore, as educators need to consider and recognize how to reach all learners by understanding how to present information in many forms.

A research of Zainol, Rezaee, Abdullah and Balbir (2011), is concentrated in the relationship between learning styles and academic achievement. In order to investigate this relationship, 317 students with an average of 16 years of age in an Islamic school in Malaysia were selected. The nature of this study was descriptive-interpretive, and designed to investigate whether the learning styles used by students in a particular religious school, the Learning Styles Survey (LSS) instrument was used, which contains 45 closed-ended statements addressing the concerns of students with regard to learning styles. The researcher concluded that there is a significant relationship between overall academic achievement and learning styles. The participants had the same preferences in the way to learn, among all the major learning styles, the most preferred was the auditory style which consisted of 61.2% of the total number of students. This is followed by the visual learning style with 59.6% classified as the second most important learning style.

According the data analysis the most preferred style by them was auditory style it means, they are excellent listener, they tends to remember and repeat ideas that are verbally presented, followed by visual style those students learn by seeing and by watching demonstrations they like visual stimuli such as pictures, slides, graphs, demonstrations, etc. This study confirms that the beginner students can be classified as visual and auditory learners because taking into account their likes and their preferences

they learn best when the information is presented visually and in a written format or when interacting with others.

Also, Morales and Holguin (2009) aimed at describing the kind of reflections in English students, after being guided in the use of language learning strategies to initiate autonomous learning processes. The context of their research was an Institute of Languages University of Colombia; the participants were six students with basic level in foreign language of English Language Institute and two teacher researchers. The proposed pedagogical intervention was based mainly on strengthening direct strategies through workshops.

Surveys and semi-structured interviews were used, the findings showed that students reflected about their own language learning. They recognized that is important to have guidance from their teachers. Also, they realized that there are useful strategies for them and knowing how these strategies helps them to work at home without the teacher work. Students suggested that their independent work could be more successful, taking in mind that learning a language is disciplinary and therefore it should be autonomous from an early age.

The authors mentioned above, support the need to guide students in the use of learning strategies because when students are aware of their learning styles they can understand the activities that are beneficial to them and they can improve their performance in the same way teachers should also be aware educational level, age and motivation can influence each pupils in the moment to learn so, to attempt to use a variety of methods where learners feel involved in the class and allow students have their style preference thus, improve their teaching methods because know their students' preferences and likes regarding learning strategies, teachers may organize their classes considering activities that account for the needs of their students.

In regards to the information above, regarding the learning styles' role in the English language learning process, it implies that each individual has a natural inclination toward learning of some kind and that if that preference can be identified can provide learning experiences to help people to learn more effectively. In addition, the incorporation of learning styles facilitated the learning process because it helps the

students move forward in their process to allow applying different learning strategies that would be used according to their preferences to promote understanding. Also, to help teachers to select and design teaching strategies, lessons, and activities that maximizes student's learning process. Also, teachers must understand how to enable their students to become more effective learners through motivation.

2.1. THEORETICAL FRAMEWORK

Variation and diversity are features of human beings; A good and very important example where many of these features and differences can be found is in education because ; Learners have different needs, attitudes, motivations and approaches to study; they adopt different ways of learning which are most comfortable to transform information into useful knowledge. Among the factors that determine success or failure in teaching and learning processes is the consideration of differences in learning styles and learning strategies. To better understand the nature of learning styles, it is necessary to know about their origins *learning strategies.*

 Therefore, the term LS (Learning Strategies) has relation with 'autonomous' or 'independent' learning. Chamot (2004) describes learning strategies as "the thoughts and actions that learners take in order to achieve a learning goal" students who can manage their learning process on their own are able to make decisions in order to address directly what want or need to learn. Also, Just as Seliger (1984, cited in Ellis, 1994:531) refers to 'strategies' as a small range of synonyms such as 'technique', 'tactic' and 'skills'. It means a set of steps like make a pictures, list the names or words, think of a familiar word, to create a concept map, that facilitate get information. In addition, Nunan (1999) says about strategies "knowledge strategies is important, because it is the greater awareness people have about what are doing", if students are conscious of their learning processes, the learning will be more effective because they can then select, organize and evaluate their favorite methods to decide which is the better way to learn to them. Taking into account authors' ideas and according their definitions learning strategies are steps, plans or routines used by learner during

learning process to help them to understand, learn, or remember new information. In other words it means L.S are specific actions taken by learner to make learning easier.

Additionally, Oxford, classified strategies in two main groups: direct and indirect strategies. According to Oxford "direct strategies helps store and recover information, with help of these strategies learners produce language even when there is gap in knowledge helping to understand and use the new language" (p.37). The direct strategies help students to understand a new language by analyzing and planning strategies to facilitate the learning process. It is divided into three groups:

- Memory-related strategies.
- Cognitive strategies.
- Compensatory strategies.

All direct strategies were used with participants of this research project, through the implementation of different activities, for example in memory strategies the rhythm of sounds in songs was an excellent technique to create a fun environment to involve the students in a topic; in cognitive strategies the students manipulated the language through reorganizing information where they had to analyze the better structure to do correct sentences; through compensatory strategies students enjoy speaking activities where they should use gestures to communicate in a right way when they do not know the meaning words. Also in some activities they had to guess from the title or drawings to do summary about some topics.

The indirect strategies support the learning process by identifying learners' preferences, needs and attitude in the moment to learn. According to Oxford "the indirect strategies help learner to control the learning process supporting and regulating the learners' language learning" (p. 52). It is also divided into three groups:

- Metacognitive strategies.
- Affective strategies.
- Social strategies.

Also, the three groups of indirect strategies were important because these help to create a relaxing environment through the implementation of different activities; metacognitive strategies, permitted learners discover their better learning style taking into account their preferences in the moment to learn (looking images, listening songs,

reading tales, role plays); affective strategies help students to have a mood in the activities, in this strategy the learners could express their feelings or their anxieties about new topics, Social strategies; help them to exploring social norms and exchange information through the participation with other classmates.

To understand better the nature of learning strategies, it is important know some author's theories and their processing models. Information processing models "are those that assert the importance of understanding of how information is obtained, sorted, stored and utilized" (p.56) (Curry, 1983).

INFORMATION PROCESSING MODELS

Howard Gardner's Theory of Multiple Intelligences (1983) is a model which he proposes that there are seven areas in which all people have special skills, his model that emphasizes information processing as key to learning. Gardner proposes "there are eight intelligences describe the way in which people process information" (p.143) and names them in terms of the learner. The following table summarizes Howard Gardner's Theory.

Intelligences	*As people process information*
The linguistic learner	They learn best by saying, hearing, and seeing.
The logical/mathematical learner	They learn best by categorizing, classifying, and exploring.
The visual spatial learner	They learn best by visualizing, they like pictures, charts, color.
Bodily/Kinesthetic learner	They learn best expressing through physical activities.
The musical rhythmic learner	They learn best by music or rhythm, they enjoy learn by listening.
The interpersonal learner	They learn best by relating with other people and sharing with them.

The intrapersonal learner	They learn best by working alone, they like have their own space.
The naturalistic learner	They learn best by identifying and categorizing, they like to organize and collect anything.

Table 1: Howard Gardner's model

These multiple intelligences described by Gardner offer a framework for which the processing of information can be explained. These eight categories of learning styles can be applied to the processing of information from many sources, thus aiding educators in understanding that students are likely to process information in several ways. Taking into account Gardner's multiple intelligences, it is possible to see the variation in those intelligences because there is not focus only one category, in the classroom that is something very important because not all of the students have the same context, hobbies, likes, passions or preferences they are very different from each other, to have a mix of activities in the classroom and involve multiple intelligences described by Garner, some activities can facilitate the learning process for example, the linguistic learner can reading, writing, and tell stories about their context or about their family, bodily/kinesthetic learner, take pleasure in physical activities like aerobics or dancing at the end of each activity in short sessions to attract the students and gave them a free space to relax and continue with other activities. The interpersonal learner, like by sharing, comparing, those learner love work in group where can relate information about their context. On the other hand the intrapersonal learner; who learnt by working alone, likes individualized activities where can concentrate and finally, the naturalistic learner; who learnt organizing information through the combination of different activities where can make connections between visual and auditory learner as find words in a song or linguistic and bodily/kinesthetic learner where can read and look the correct information using physical movements as walking to meet with their classmates to finish the activity.

Considering Gardner's theory, the implementation of two multiple intelligences were applied in some activities such as, the visual learner working with colorful images, associating charts and drawing about some readings, The musical rhythmic learner; learnt vocabulary through some songs because in this way they sang and they

remembered some words thanks to rhythm. It is important to take into account that each person is different and each one has more abilities in some aspects or in others for this reason, an important aspect to consider is take advantage of these abilities to create different kind of activities that are easier for them to develop their intelligences and improve learning process.

D*unn's model*

Another information processing is Dunn's model (1984) which she proposes that there are five stimulus and some elements to influence the achievements of learner.

The following table illustrates Dunn's model as a significant range of stimulus that is present in person's ability to concentrate and learn.

	Stimuli	Elements
1	Environment	Taking into account sound, light, temperature and environment learners can have the ability to concentrate. For example if students are in a place where stronger sounds are, those can affect the capacity to do a well work because is difficult for them pay attention what are they doing.
2	Emotional	Motivation, persistence and responsibility are elements that learners need to have to facilitate the learning because if students are motivated probably will respond with their task.
3	Sociological	Study/Learn alone, Paired or in a group can vary the way in that students like to learn because some learners make easier study in group, in this way students can sharing knowledge or alone, is more easy for them concentrate.
4	Psychological	In this stimuli psychological needs play an important role because be reflexive, impulsive, global, or analytical can be a

5	Physiological	Taking in mind physiological needs as food, time, Perception (auditory, visual, tactile, and kinesthetic) can influence in the learning process for instance, if learners are hungry or hurry it can influence in the concentration to receive information because possibly learners will be thinking in anything but not in get knowledge.

<p align="center">Table 2: Dunn's model</p>

According to Dunn, "if the instructional situation is organized in a manner that takes advantages of the individuals learning strengths, the rate and quality of learning will improve", taking into account the range of stimulus that is present in person's ability to concentrate and learn, in our Colombian environment we can find some situations that make more difficult the quality education for instance, some institutions has not appropriate design elements as the classroom because there are a small classrooms which are not enough to great quantity of students affecting to work with the distribution of students and the activities' interaction in group work or pair work. Another situation that may affect a learner's ability to learn is, majority of institutions has not the suitable pedagogical materials to provide the students with a variation of activities and strategies to develop interesting class for them, fortunately teacher has the ability to involve them with topics doing funny classes and keeping the student's interest in a learning environment.

Taking into account Gardner's model people have eight intelligences to process information but, each people have a different intelligence profile it means, each person have the ability to learn in a specific way can be through classification, visualizing, listening, physical activities or sharing information, it is important know the intelligence profiles to each person to develop strategies that strengthen their learning process. While Dunn's model is focuses on the learner's ability to achieve success in the

learning process depend on extraneous factors like emotional, sociological, psychological and physiological stimuli and it has relation with the learner's ability to concentrate and study.

It is naturally recognized that people learn and process information in very different ways; some people prefer to learn by reading or writing others by listening or seeing some prefer working in a group, others prefer to work alone; these are preferences and methods of different learning styles. Keeping in mind research's participants and their ages Garner's model is the model worked in this research because this study research is agree that each person have the ability to learn in a specific way taking into account students' preferences and not as Dunn say that it depend on extraneous factors. Therefore, it is important to say when students realize which is the best way to learn it means, if students identify their learning style, the learner will become motivated and adopt the best attitude for their learning process, to this research visual and auditory methods like; charts, drawings, role play, reading and songs were implemented because these types of learning styles provide a variety of activities that students love and enjoy also, these activities facility the knowledge at the same time that they have an entertainment moment.

2.2. Learning styles

It is one aspect of learning strategies; it has been defined by various scholars mostly as a signal for individual differences, in this study, learning styles is presented as the way in which a person learns. Brown (2000) defines learning styles "as the way in which person receive and process information" (p.65). Honey and Mumford (1992) describe learning style "as an individual preferred or habitual ways of processing and transforming knowledge" (p.27).All people have preferences for different ways to learn. Some learners may be very receptive to visual forms of information, whilst others prefer written and spoken explanations, some other learners prefer to learn actively and interactively, whilst others work better on their own. It has a broad influence in how information is processed. These preferences are known as learning style. It means also how the person process and understands the knowledge to learn more effectively. For Nunan (1995) "teachers are responsible for their own learning". Also, the students would become aware of their own foreign language learning process. He says learning

style preference is one aspect of learning strategies, and refers to the choice of one learning situation or condition over another. Knowing and understanding our learning style helps us to learn more effectively.

Further, it is also important to say that when a student identifies their learning style, the learner will become motivated and adopt the best attitude for their learning process. It is very important to have in mind the populations and their ages to implement the best methods that to supply the learner's interest and likes. According to the theoretical references and the focus of the present study, it is necessary explain the Learning styles, as they are one of the main goals of implementing of visual and auditory activities an EFL class.

Examining deeply the definition about learning styles it means, also how the individual interprets, distinguishes, processes and understands knowledge and phenomenon of context. Also, the implementation of learning styles in foreign language learning and teaching would have benefits not only for the students but also for the teachers, since learners differ in their preferences to certain learning styles, "it will be important for teachers to examine the variations in their students on the features of their learning styles, because the information about learner's preference can help teachers become more sensitive to the differences students bring to the classroom"(Felder &Spurlin 2005, p.76).

Although teachers cannot be responsible for the differences in ability students bring with them into classroom, teachers are responsible for motivating and for making sure that they become involved in learning for this, teachers need create classes focused on the students' preferences and likes; sometimes many factors may affect the quality of learning, such as: learning styles, learner strategies, different learner variables (motivation, age, and gender), the lack of suitable materials or the small classrooms which are not enough to great quantity of students, these factors make difficult to work in a friendly atmosphere where motivation is not present in the students therefore, teachers are responsible to do not allow that those factors affect the class's development because the most important is to look forward to learn.

There are many different factors that can lead to the differences that arise within learning styles, these factors include, but are not limited to, personality, they are learners that learn best by sharing, comparing, and relating with other persons or the other hand a learner who learns best by working alone and having their own space, ability to process information; it means, how brain perceive, process and analyze the information, self-efficacy; this can be seen as the person's ability to succeed with their task, sensory intake processes; it is the capacity to perceive the information through our senses.

These factors can influence in the learners' learning styles because it is depend the way that students prefer to learn, if a student prefer learn alone or in a group we can see reflected their personality or if a student learns easier through vision, hearing, sensation and touch or in a combination of these we can see reflect their ability to process information through the senses, these factors can influence in the strategies that the teacher needs to use to provide them of all tools necessary to improve their learning process in the classroom.

Each learner has a preferred way of learning and these preferences are sometimes referred to as learning styles and it is used to describe and help us to understand the different ways in which different people learn, some learners may be very receptive to visual forms of information, whilst others prefer written and spoken explanations, some people prefer to learn actively and interactively, while others work better on their own. It implies that each individual has a natural inclination toward learning of some kind, whether that preference can be identified can provide learning experiences to help that person learn more effectively.

While there is a great deal of information available regarding learning styles and some authors have different views about the way in which each individual learner. According to Junko (1998) "learners having different learning style preferences would behave differently in the way they perceive, interact, and respond to the learning environment". The way to receive new information to be processed is how people represent various methods to learn. Now, to supports theoretically the learning styles and its role in the learning process. To do so, it is necessary to present and develop another key constructs in which this research is centered visual and auditory learners.

2.3. Visual learners

In order to support the data collected in the present study, it is important to clarify the concept of visual learners. Gardner (1983) defines visual learner "is someone who learns best visually and organizing things spatially, these students type like to draw, do jigsaw puzzles and read maps" (76). Additionally, Felder's model (1996) indicates that "the visual dimension, refers to internal processing indicate the way people receive information". According to Gardner and Felder visual learners process information most effectively when the information is seen it means, they are students who tend to think in pictures rather than in words, often have a vivid imagination, they prefer to gain knowledge through visual media, and visual stimuli such as pictures, diagrams, charts, time lines, films, demonstrations, rather than describing things in words, these learners like to see what they are talking about in order to understand. In the same way, authors affirm that visual dimension is rooted in cognitive studies of information processing because they remember best what they see, they may forget information that is communicated to them verbally.

Regarding this research study the participants like visual activities because they help them to keep the attention due the colorful, organization, beautiful images and it was a strategy to learn and remember vocabulary, also when they looked the activities like word search, chart, puzzle or tales simply they were ready with a good disposition to answer it.

2.4. Auditory learners

With regards to this study, auditory learners are people who should make use of listening techniques in order to absorb process and retain information. According to Kostelnik, Soderman &Whiren (2007) an auditory learner "is a person that depends on hearing and speaking as a main way of learning" (p.45). These learners must be able to hear what is being said in order to understand. Also, they use their listening and repeating skills to sort through the information that is sent to them, they may have difficulty with instructions that are written but are more interesting in learning through spoken words.

Furthermore, authors as Dunn (1984), defines auditory learners "as those who find it easy to remember what they hear". Those kind learners concentrate better by receiving new or difficult information by listening to themselves or someone else talking, and they replay the information in their heads and remember the key words and phrases. Many learners whose first preference is not auditory will nevertheless benefit from auditory reinforcement of newly introduced material. All learners are encouraged to discuss their understanding of newly acquired information and ideas.

In this study the participant were conscious that listen a song was a strategy to learn vocabulary, although by some students was a surprise knows that they would remember better some words, it was a great pleasure helps them to discover it.

CHAPTER 3

RESEARCH DESIGN

This chapter aims at the methodological procedures followed during the implementation of the present study. First, it explains the type of study in relation to the project and the research approach. Next, it describes setting, including place and participants and finally, it mentions the instruments used to collect useful information to this research, taking into account before, during and after the implementation.

3.1. Type of study

This research project is Qualitative, As Creswell (1998) states, a research "is a process in which the researcher has to follow certain steps to gather data and then analyze them in order to understand a topic". Mainly teacher researcher pretends to observe two learning styles in the classroom. In the view of Johnson (2008) "in this kind of research the most relevant issue is the collection of qualitative data and the objective exploration or discovery" (p. 359).Qualitative research helps to understand and explain a topic. Also, this way of data collection permits the students to be involved in the research project and it is the most important part in this research.

3.2. Research approach

The research approach is action research, in the view of Cárdenas (2000), "action research involves the collection and analysis of data and is characterized as being participatory, self-reflective and collaborative, which makes this method different from traditional research methods". In qualitative-action research with the learning process is concerned rather than outcomes. Also, in this type of study the research problem will focus on exploring learning styles to take advantage of them to involve students in the learning process. So that, the discussion is typically used to establish the importance of the central idea.

3.3. Setting

The research project was carried out in I.E.D. Bogotá city (Institucion Educativa Distrital). It means this school is a public institution it is funded by "Ministerio de Educación" which receives the contribution government; the students do not have to pay anything to access to education. It is located in Engativa locality. It has preschool, primary and secondary education with three groups in every grade. In this place there are three English teachers who teach two English hours in primary per week and four hours in secondary. The philosophy is "to tend to the comprehensive training, identification and promotion of talents in children and youth ..."Its institutional mission is: "Being an academic field of excellence and of development human talents with emphasis on training in values and autonomous, responsible citizens…" Equally important is the institutional vision: "By 2020, this institution provides secondary specialized in Information Technology and Communication, also this will be organized by cycles dynamic, flexible, innovative and valued for their help to the community..." (Rulebook 2012, p.3).

3.4. Participants

The participants of this study were 30 sixth grade students (602 grade), 20 boys and 10 girls from ten to thirteen years old, who belonged to social stratus 2 or 3, (social stratification is the formation of groups according to their properties also, they share similar beliefs, values, attitudes, styles and acts of life).They are children that are in an important stage of life, where it is very necessary for them the socialization to develop appropriate behaviors in their ages through share time with children with the same ages. In the development of speaking activities the students have the ability to communicate and understand when someone asks about their families or social environment through simple and basic sentences such as: where is your mother?, what are you doing?, how old is your father?, how do you fell today?, tell me about your family, what is your favorite sport?.

3.5. Researcher's role

The researcher's role in this study is participant and observer since the proposed activities involved the active participation the researcher. As Bell (2005) argues "the researcher takes part in the daily life of a group of persons, learning, watching, inquiring, gaining insights, and understanding the life of the individual or group involved". Considering these aspects the teacher researcher was an active participant because during the activities could know students' opinions, needs, interests, capacities, and interact with them during the process. Also, who had two main functions, teaching and observing what happened during the implementation of visual and auditory activities to improve the learning process.

3.6. Data Collection Instruments

Instruments are required to gather meaningful data with the purpose of achieving the aim of the project. In order to collect the appropriate information to answer the research question, four different techniques were selected to collect data, they were:

3.7. Students' artifacts

In the words of Merriam (1998), documents are "ready-made sources of easy access to the investigator" (p.112). Besides, the author affirms that "a qualitative study of classroom instruction would lead to documents in the form of instructors' lesson plans, students assignments, objects in the classroom, official grade reports and school records, teacher evaluations, and so on" (p. 120). From this instrument, excerpts were taken such as, their attitudes in the developed activities thus, they support the findings and the perceptions they had toward the use of visual and auditory activities. In this research project, the students' artifacts were all outcomes created by students during the classes based on visual and auditory styles like puzzle, complete dialogues, crossword, which contributed in many levels. (Some samples of the Student's artifacts are in appendix D).

3.8. Students' journals

In order to state feelings and opinions about the implementation of visual and auditory activities received and the learning process, the students wrote journals at the end of each class; in those journals the students answered questions about their feelings and opinions like:

How do you felt at the moment to answer visual and auditory activities?

Do you understand the topics worked in class?

In those questions they could express their opinions freely in a reasonable way, being meaningful because they gave the information related to their point of view about activities worked in class. (Some samples of the student's journals are in appendix C).

3.9. Field notes

Field notes were based on observations, all observations to research data collection was participant observations. Creswell (2002) defines participant observation as "an observational role adopted by researchers when they take part in activities in the setting they observe" (p. 200). In this role, the researcher "actually engages in activities at the site begin studied" (p. 200). Students' performances and their attitudes were written towards activities prepared according to visual and auditory materials, during six classes it was necessary wrote one note with the purpose to register specific information about what happened in the session where activities were applied.

3.10. Teachers' journals

Merriam (1998) expresses some concern about using personal documents such as journals as data. Merriam (1998) says, "Personal documents are a reliable source of data concerning a person's attitudes, beliefs, and view of the world". In order to aid reflection, a journal was necessary to transcribe thinking in relation with experiences also, of the student's experiences such as their feelings, likes or emotions. The journals comprised the narration of events that happened in the classroom and reflections about students. (A sample of teacher's journals is appendix B).The perceptions of experiences in this process were important because with them, some situations as student's likes in the moment to do some activities were reflected for instance, they prefer a lot activities in a same topic but short activities instead of long activities where probably they feel boring and confused in the moment to answer. Furthermore those instruments can provide me insights and understanding as researcher.

In this chapter the results are shown and the analysis of the information collected along this research. The process conducted to analyze the data, consisted of a deep analysis of the data in the artifacts, the student's journals and field notes. The data was carefully

read from the instruments in order to get a general view of them. Then, a second reading was made to looking for repeated words in the data to organize this information, it was underlined with different colors as a way of identified the issues that were repeated taken from the instruments, for instance: green shows the conscious of learning style, blue shows the value of learning, yellow shows the involve the students in the learning process and finally pink shows motivation, those information helped to establish the categories and subcategories of the research.

CHAPTER 4

INSTRUCTIONAL DESIGN

The present chapter contains the pedagogical issues which are directly related to the implementation of visual and auditory activities and their necessity to involve students in the teaching-learning process. When students learn in a manner they prefer, this will lead to a better outcome of learning; learners can take advantages of their learning styles by matching learning strategies with their styles. Oxford (1993) notes "that once learners are aware of their own learning styles, it enables them to adapt their learning strategies to suit different learning tasks in particular contexts, similarly" (p. 98).

Based on the analysis and reflections from teaching observations is necessary to know the student's learning styles as a part of teachers competences because it allows teachers select activities that stimulate the learning process in the classroom. If teachers set a goal and that goal is sufficiently attractive, students will be strongly motivated to do whatever is necessary to reach that goal, and this is why some lessons were planned with colorful and funny activities that included student's likes and preferences. Since this study is based on learning styles, the lesson plans and session were designed focusing on visual and auditory activities to improve learning process; those lessons plans were written in a style that might allow teachers to use them if they are interested. (A sample of lesson plan is in appendix A).

The materials used in those sessions were chosen according to the learners' needs taking into account their context, age and the level English besides, their interests regarding current situations and their context; The learning is promoted through the interaction thus, the activities in the classroom should allow that students show what they already know, not simply information to the teacher but to make advantageous use of it, looking for the way enrich, complete and relate it with the new knowledge. As a matter of fact, a lesson was implemented each week, during six weeks, each lesson of ninety minutes for

a period of a month and half, starting on October 15th and finishing on November 19th. The topics of the lessons were taken from the syllabus that students used in the school.

The next image shows an example of the main topic worked during the implementation of visual and auditory activities in a public school where was developed this research study. The main topic was clothes and this originated some subtopics with relations between them like adjectives, present simple, frequency adverbs because is important to have a conecction between them thus, students can associate and practice the previous topic and they will are ready to the new topic.

Adjectives

My skirt is **clean.**

I buy an **expensive** shirt.

I have **new** pants.
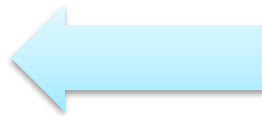
CLOTHES

Present simple

She **wears** a pink dress.

They do not wear white shirt.

What does she/he wear?

Frequency adverbs

I **often** wear blouse and skirt.

They **never** wear jeans.

Sara is **always** wears pink dress

The lesson plans had activities to strengthen and extend vocabulary starting with a warm-up which generally included short and funny activities like guess, songs,   or games, continuing with a guided practice which included creative activities where students were motivated to do it, in this part students practiced the new topic through fill exercises, organize sentences, puzzles crossword or readings (See appendix D). Also those activities were created taking into account student's likes and needs, finally the lessons end with a communicative practice which generally included speaking activities like presentations, dialogues or role plays promoting the pair and group work to get a reliable environment where students fostered their oral production through contextualized communicative situations.

The following chart shows one speaking activity did in the 4th session on November 5th

	<u>Speaking activity</u> Try to describe: What does she wear?
	<u>Speaking activity</u> Try to describe: What does she wear?
	<u>Speaking activity</u> Try to describe: What does he wear?

Chart 3: Speaking activity

In this speaking activity the students worked in pairs, (Each student had a card like in the example), the activity's objective was to speak about what does he or she wear? Certainly, after each activity the feedback was important because in this way learners knew which were their weakness and as they can improve it also, to know the mistakes allow that students do not do it in other moments, the students were anxious to know their strengths and they help them like a motivation to follow learn.

Hence, different resources were included they were used to make easier the students approach to the foreign language, for example: the mother tongue was used when they did not understand with other devices as mimic, gestures or pictures. Also, games and songs facilitated the students' process because students' ages and interests, they prefer to study a foreign language through dynamic activities in which they have an active role making a special emphasis on visual and auditory styles to help them handle language better and to promote the learning process through the implementation of visual and auditory activities which determined a deep progress in the learners' process.

The activity's objectives were to enhance learning process through visual and auditory activities using as means students' likes, needs and preferences. Thus, many skills such as communicative and cognitive skills were improved thanks to the articulation of interact with others, to explore their environment, to understand and use language in student's context.

In the following chart the implementation of each lesson and data collection instruments were explained.

Session and date	Learning objectives	Pedagogical activities	Data collection instruments
1st session October15th	To familiarize students with the topic of the Project.	First, clothing names were written on the board. Second, some images to the Ss were showed put	Field notes and teachers journals.

	To identify some clothes vocabulary.	those images in the correct place. Then, Ss had to find the correct image according they hear. (Skirt, blouse, Jeans) Finally, Students did clothes worksheet in that worksheet there were four people with different kind of clothes and students should wrote the correct name to each one.	
2nd session October 22ᵗʰ	To describe clothes using adjectives.	Ss made groups of three or four people. Then, they had several clothes images (expensive jacket, ugly shoes, old jeans) from those images Ss must deduce adjectives. They also had to do an adjectives clothes crossword where Ss will find twelve adjectives according to the draw. For example: ugly, new, tight, loose Then, Ss did a worksheet where there are six scramble sentences and Ss will organize them in the correct	Students' artifacts and teachers journals.

		form taking into account the draw. As example: driytksitr (dirty skirt), ibgwseaetr (big sweater), tihgthsorst (tight shorts)	
3rd session October 29th	To enhance students to talk about their daily routine through frequency adverbs. To create sentences related to daily life.	I told them my daily routine. Then Ss looked at Lisa's calendar and created sentences using frequency adverbs taking into account what Lisa wears on the week. Finally, Ss made groups of three people and told his/her daily routine.	Students' artifacts, teacher and students journals.
4th session November 5th	To identify different kind of clothes. To describe what do they wear.	Ss listened and completed Tom & Annie daily routine. Then, Ss selected an image and made a description about what does his/her wear.	Students' artifacts and teacher journals.
5th session November 12th	To expand the vocabulary already learnt in class	Some images of different kind of clothes like swimsuit, sportswear, formal or informal wear are shown to the Ss.	Students' and teacher journals.

		Then, they had to make predictions about when use it.	
6th session November 19th	To use properly expressions in our context.	Ss made five groups. Each group did a role play representing a place but also more exactly what are the appropriate clothes to use here for example: gym, office, beach, sophisticated party and cold day. In order to implement the new vocabulary and the new expressions learnt in the last classes.	Students' and teacher journals.

Chart 4: Pedagogical activities

In addition, the previous chart illustrated each lesson and the activities based on visual and auditory styles and it showed the expected processes achieved with the activities along the implementation in a public school in Bogotá city.

DATA ANALYSIS

CATEGORIES	SUBCATEGORIES
1. Consciousness of the learning style.	A. The value of learning.
2. To involve the students in the learning process.	B. Motivation.

Chart 5: Categories and subcategories

5.1. Category 1: Consciousness of the learning style

To facilitate the learning process in children it is necessary to help them to know the best form to learn, teachers should take into account that is important to know and explain the students' ways and strategies that they can use to obtain new knowledge, this category shows how students were conscious that through the implementation of visual and auditory activities like watching images, singing songs, organizing information in charts, training exercises, they could remember easier vocabulary and in this way improve their way to communicate. Also, this can be evidenced in the student's exercises like it is shown in the following examples.
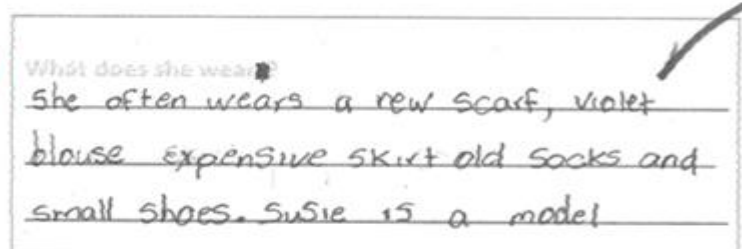
What does he wear?

He always wear a old coat, Grey
Gloves beautiful pants and new boots
James is pilot the airplane

Moreover, in this research most participants show a great interest in doing visual and auditory activities it was evidenced when all students completed the activity and they put into practice the previous knowledge, in this way they developed their ability in relation to learn and remember new vocabulary it helped them to be conscious that there are strategies that facilitate their learning also, children liked and they delighted learning through funny activities like proposed in this research. In order to illustrate this category, the previous examples were presented in which it can be observed how the students were conscious that through the visual and auditory activities they remembered words learnt in previous classes.

5.2. Subcategory A: The value of learning

To recognize the value of learning keeps alive the desire to learn, this was evidenced in learners through teacher's journals because they had the desire to learn although sometimes they had some difficulties for example, in the speaking activity where they had to describe people, some participants did not want to participate because they said that maybe their classmates laugh them if they made mistakes, some of them felt anxious and shy during the different activities programmed due this, in some cases they forgot to speak fluently in the moment to exchange information between them but, after when they knew that made mistakes is part to learning, they enjoyed the speaking activity and they put it as a value in the learning.

The following examples were retrieved from student's journals, they show how the students manifested more interest and less difficulty in the speaking activities without considering that they made mistakes.

"Me gusto participar pero tenia miedo de no saber"
(Sebastian Osorio. Sixth grader student, November 5th, 2014).

"Yo sabia q de pronto me iba a equivocar en algunas palabras pero yo queria pasar alla porque mi amiga ya había pasado y también para aprender".
(Luna Maria. Sixth grader student, November 5th, 2014).

In order to illustrate this category, the previous examples were presented in which it can be observed how students kept alive the desire to learn, the students felt anxious and shy during activities but it was greater desire to participate and learn.

5.3. Category 2: To involve the students in the learning process.

Going deeper into daily classes, most of the students showed interest in the performance of the activities, it was evidenced in the teachers' journals and observations in the classes when students were participating and paying attention in explications about topics although, some of them looked confused and anxious during the instructions given by the teacher because they had some problems in listening comprehension; later, they got involved in the activities, students looked confident so, the most important students are involved in the class and they feel good in a place where they can participate without feeling afraid to do or not to do excellent things. Also, the activities planned and developed were appropriate for them taking into account their ages and made students engage themselves in the learning process, this was evidenced through students' journals. In the following examples retrieved from students' journals some words by them when they were asked about how they felt at the moment to do the activities.
There are spelling errors because they were transcribed literally.
Ethic: student's names were changed to maintain confidentiality, teacher was informed.

"Me sentí un poco angustiado pero despues me relaje, las actividades estaban faciles y aprendi cosas importantes"
(Joseph Alfonso S. sixth grader student, October 15th, 2014)

"Yo me sentí tímida y se me olvido un poquito pero después ya sabía como responder"

(Juliana Orozco. Sixth grader student, November 5th, 2014).

"Yo me sentí un poco asustada y nerbiosa de estar frente a mis compañeros"

(Luisa Correa. Sixth grader student, November 12th, 2014).

The previous data confirmed that the students were involved in a process of participation where in spite on they felt nervous and insecure the confidence to be in a peaceful place where they remembered that, they were the important and essential part in the class gave them the opportunity to finish successfully the activities, like the following example is shown.

It is issue, to involve them in the classes and in the learning process thus, students can obtain excellent benefits while working based on the interests and learning styles which motivate them.

5.4. Subcategory B: Motivation

Most of the students were motivated to do activities as reading, completing activities, word searches, guessing games and others. For example: in Lisa's Calendar activity they had to write sentences according the frequency that she wears clothes, using frequency adverbs and clothes vocabulary learnt in previous classes. Most learners did good sentences using correctly the vocabulary thanks to colorful images because in this way

they remembered some words, they understood the activity and they were very attentive in answer, all students completed it as shows some answers by them:

1. lisa always wears skirt on sunday ✓
2. lisa sometimes wears jeans on friday ✓
3. lisa never wears skirt on saturday
4. lisa seldom wears short on wednesday ✓
5. lisa usually wears dress on monday ✓
6. lisa never wears dress tuesday ✓

1. lisa always wears shirt on sunday ✓
2. lisa seldom wears jeans on friday ✓
3. lisa sometimes wears shorts on wednesday ✓
4. lisa often wears dress on monday ✓
5. lisa frequently wears shirt on saturday
6. lisa never wears pyjamas on tuesday ✓
7. lisa rarely wears swimsuit on tuesday ✓

Otherwise, the materials used in class (worksheets, pictures, posters, charts, etc) helped them to interact according to the visual and auditory learning styles. They provided specific information about what happened in the sessions where activities were applied,

Clothes Word Search Puzzle
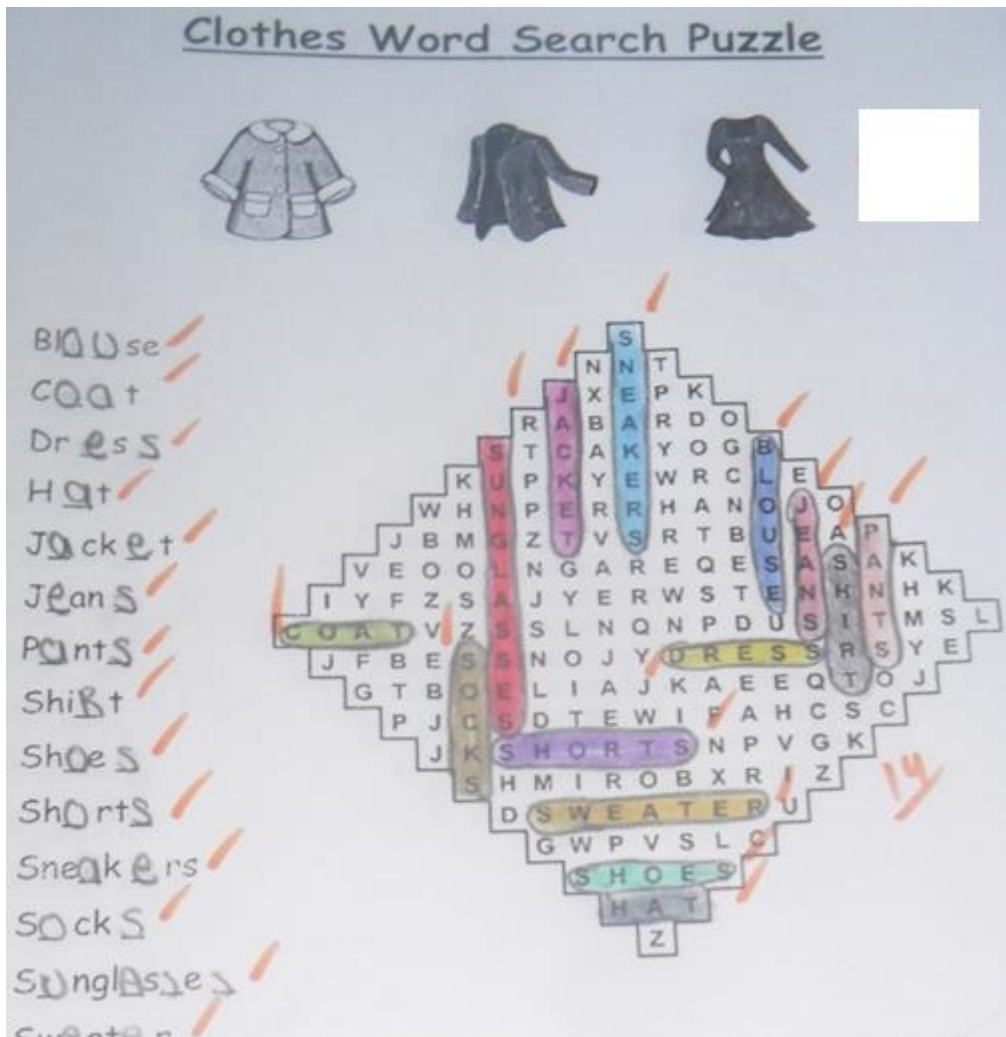
The previous data confirmed that the students were motivated in a process in which they want to answer the activities, where their likes and funny activities becomes an essential part to motivate them to learn new things, the previous worksheet is evidence like the students enjoyed the exercise; the student answered it using colors and finishing completely the activity. Besides it was evidenced in the teachers' journals through observations because in the previous moment to do activities the students were anxious to know about the activity type to do, they wanted just answer it because students knew that they will learn but at the same time they will have a funny moment. In this way can see the great influence of using visual and auditory activities in the learning process because they facilitate the knowledge besides, children enjoy these types of activities.

CHAPTER 6

6.1. CONCLUSIONS

This chapter shows as a result of the analysis done and the categories found, the main conclusions were identified which allowed to answer the research question and reach the objectives proposed. Besides, it presents the implications and finally, it describes the limitations of the research.

- The incorporation of visual and auditory facilitated the learning process because they motivated students to participate and they were interested in the lessons improving their English knowledge easier and faster.

- Besides students demonstrated their attitudes and performance towards the English class through meaningful and attractive activities that promoted a different and better environment where students enjoyed what they studied through several games, songs and various resources that made easier the foreign language learning.

- Visual and auditory activities helped the students to move forward in their learning process through different activities involving them in class. Also, participating and changing the traditional setting for carrying out the lessons, those activities let them establish relationships between learnt things and their likes.

- Providing students with different activities that involve fun element as games, competitions, role play allowed them to explore their learning styles because fun elements went beyond merely giving the students an entertaining time also they gave them the opportunity to learn.

- The activities turned into more dynamic ones, full of meaning because they were related to their real life and context, which facilitated and initiated students' oral production. That is why students tried to express about their environment using simple structures seen in class. When students' opinions are not taken into account in a foreign language class, the learning-teaching process is not complete; due to students' personal interests and needs are the bases for the teachers fulfill their role as process guide, propitiator of communicative situations and generator of sense and meaning.

6.2. IMPLICATIONS

The implications that come from the influence of use visual and auditory activities in beginners include different issues:

- Teachers must bear in mind different parameters for a more effective and motivating class. It is necessary to design and implement activities that take into account students' interests and that also awake their interests for learning the language. Those kinds of activities must consider the population's age, the topics to be teach, student's lifestyles, goals and the expected outcomes of the teachers.
- Implementing group work is also recommended because it allows the completion of ideas promoting discussion and sharing knowledge among students, thus allowing them to learn from more advanced students.

- Teachers must know students´ needs, learning styles, preferences, likes and dislikes and based on those, plan the lessons that include motivating and interesting activities.

6.3. LIMITATIONS

The implementation of this research project had a good development regarding students and teachers' engagement. Unfortunately, the biggest limitations were:

- Due to I had few hours a week (one hour and a half) to develop the tasks. Hence, I could not apply more activities based on visual and auditory styles and obtain more illustrative results, which could show more and better advances.

- Due to the mixed abilities; because the classes are full of students with mixed abilities and ways of learning and bearing in mind the students' differences it can be a difficulty to try to teach through of one, two or three learning styles because you have to consider that each student has different way to learn.

- Due to the classroom, it is not an appropriate space to let students learn by doing due to small classrooms become in a difficulty to work in different ways.

- Due to the great quantity of students in a classroom where there are approximately forty students it is a difficulty to obtain excellent benefits to each student.

These limitations make think about a complementary research that can add good elements to proposal. Thus, a research question is proposed which emerge from one the aspects could not study in a deeper way.

There are great varieties to learning methods that help teachers to develop more interest in the students, the following question is proposed to a future research.

- WHICH LEARNING METHODS CAN BE USED BY TEACHERS TO IMPROVE THE CLASSES?

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Appendix A: lesson plan

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Rocio Rodriguez		90 min	October 20th - 27th	1-2
Grade	**Class Level**	**Topic**		**Language Skills**
602	Elementary	Clothes		
Previous lesson summary		**Next lesson topic**		
Clothes vocabulary		Adjectives to Clothes		

Learning objective	Personal aim
Students will be able to learn to describe what someone is wearing.	I will be able to keep student's attention and want participate in class.
Materials and Resources[1]	**Bibliography**
Markers, Worksheet.	www.english-4kids.com

Anticipated problems (linguistic, behavioural, situational)	PlannedSolutions
- Students might be confused with some words. - Ss might write wrong some vocabulary. - Ss might be lazy in participate. - Students might have problems with singulars and plurals.	- I will show different images to explain it. - We will do some exercises like puzzle or crossword to know that vocabulary. - I will encourage Ss with competitions and extra points. - I will Pre-teach "pair of" with shoes, gloves and with words that are never singular: like pants, socks, sunglasses.

Learner'sexpected output	Learner's expected comprehensible input
I hope that students learn to describe what people are wearing by identifying clothes and colours. Also, how use it in their context.	I hope that students have a funny class where they learn new vocabulary and they can describe what people are wearing.

Stage			Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script[2]	Advisor's comments
Opening			I will introduce the topic and I will teach basic vocabulary through examples like: "Today I'm wearing _____". In this way Ss will know the new topic.	
Presentation			I will stick some clothing on the board and elicit the vocabulary and write the word clearly below it.	
Guidedpractice			Ss will do a clothes worksheet Ss will do a clothes puzzle. We will do a competition by lines, I will stick some clothing to different parts of the classroom and I will say aclothing and Ss should find the correct image according this clothing.	
Communicative ePractice			In a box there are images about people using different clothing, Student will has select a image and will tell us a description about what does he or she wears..	
Assessment			Ss will do a clothes crossword.	
Closing			Students will do a gip fill exercise clothes where Ss should read and answer some questions about what do they wear.	

Appendix B: Teacher's journals

TEACHER'S JOURNALS # 1

DATE: October, 20 2014   # OF PARTICIPANTS: 30 Students

RESEARCHER: Rocio Rodriguez

OBSERVATION
I said hello, good morning class and the students answered me Good morning teacher, I said how are you today? Some Ss answered me good, fine, happy. I started saying some sentences like: "Today I'm wearing blue jeans, a beautiful sweater and clean shoes and whereas I was saying these words I was touched my clothing some students saying "pantalon, saco, zapatosaaaa la ropa". Then I asked them if they know the topic for the class, students answered "ropa" and other students said clothes, very good I said. After that I pasted some clothing on the board some students help me they like the clothes because it were in small size. Whereas, I was touched each clothes asked what is it, students answered "falda, camisa, vestido" only a few of students answered in English, we pronounced each words sometimes. Ss did a clothes puzzle where they should completed the word and then find it in a puzzle, this activity was made around twenty minutes, the students were anxious to answer it, all students were in a continue competition to finish first, they were very concentrated and this was a calm moment, they like it. Ss did a clothes worksheet where there were four persons with different kinds of clothes and Ss should write the correct name to each clothing, this worksheet was resolved more quickly because the students just had more clarity with the vocabulary, also the images were useful because simply the students see the images and just they remembered the vocabulary clothes. It was easy for they anyway they enjoy answer it and was very interesting see how they   were concentrate putting the correct word. The class finished and was the time to said good bye.

TEACHER'S JOURNALS # 2

DATE: October, 27 2014   # OF PARTICIPANTS: 30 Students

RESEARCHER: Rocio Rodriguez

OBSERVATION
I arrived the classroom and I said good morning class and the students answered me Good morning teacher, I said how are you today? Some Ss answered me good, fine, well. To remember the last topic I wrote some words on the board (adjectives clothes. Expensive, Old, Clean, Ugly) and students wrote the opposed to these words. Then I asked they for the homework (find the meaning to some frequency adverbs) the majority of students did it, I select some Ss to write it on the board, some students felt sad because they wanted write it, we pronounce these words three time. After that, I gave own examples using frequency adverbs for example:I always get up at 5:00 am, I usually wear sweater, I sometimes play basketball. later I explained that we use frequency adverbs to say how often we do something, I wrote on the board two examples to learn put a frequency adverbs according the verb (verbs in present and verb to be) Ss did in their notebooks two own examples using frequency adverbs and then each student shared their examples with the class but the time was finish and only some students can do it.   I hope continue with this exercise the next class.

Appendix C: student's journals

Students' Journals

Name: _____ Topic: _____ Grade: _____

1. ¿cómo te sentiste en el momento de desarrollar las actividades?

_____

_____
_____

2. ¿Te parecieron fáciles o difíciles las actividades?

_____

_____ -
_____

3. ¿Entendiste el uso de los temas que se trabajaron en la clase?

_____

_____
_____

Students' Journals

Name: [redacted] Frecuency adverbos Grade: _____

1. ¿cómo te sentiste en el momento de desarrollar las actividades?

Muy bien porque lo sabe explicar bien y nos ase entender

2. ¿Te parecieron fáciles o difíciles las actividades?

faciles porque la profe nos explicaba y se nos asia mas facil

3. ¿Entendiste el uso de los temas que se trabajaron en la clase?

Si y doy gracias por explicarme tambien

Students' Journals

Name: [redacted] Topic: _____ Grade: 602

1. ¿cómo te sentiste en el momento de desarrollar las actividades?

Un poco asustada y nerviosa

2. ¿Te parecieron fáciles o difíciles las actividades?

Facil por que yo entendi y lo resolvi

3. ¿Entendiste el uso de los temas que se trabajaron en la clase?

Si porque esplicaron y yo lo capte

Appendix D: student's artifacts

Clothes Word Search Puzzle

Bl _ _ se

C _ _ _ t

Dr _ s _

H _ t

J _ ck _ t

J _ an _

P _ nt _

Shi _ t

Sh _ e _

Sh _ rt _

Sne _ k _ rs

S _ ck _

S _ ngl _ s _ e _

Sw _ at _ r

```
              S
           N  N  T
           J  X  E  P  K
           R  A  B  A  R  D  O
           S  T  C  A  K  Y  O  G  B
        K  U  P  K  Y  E  W  R  C  L  E
     W  H  N  P  E  R  R  H  A  N  O  J  O
     J  B  M  G  Z  T  V  S  R  T  B  U  E  A  P
     V  E  O  O  L  N  G  A  R  E  Q  E  S  A  S  A  K
  I  Y  F  Z  S  A  J  Y  E  R  W  S  T  E  N  H  N  H  K
  C  O  A  T  V  Z  S  S  L  N  Q  N  P  D  U  S  I  T  M  S  L
  J  F  B  E  S  S  N  O  J  Y  D  R  E  S  S  R  S  Y  E
     G  T  B  O  E  L  I  A  J  K  A  E  E  Q  T  O  J
     P  J  C  S  D  T  E  W  I  F  A  H  C  S  C
        J  K  S  H  O  R  T  S  N  P  V  G  K
           S  H  M  I  R  O  B  X  R  I  Z
              D  S  W  E  A  T  E  R  U
                 G  W  P  V  S  L  C
                    S  H  O  E  S
                       H  A  T
                          Z
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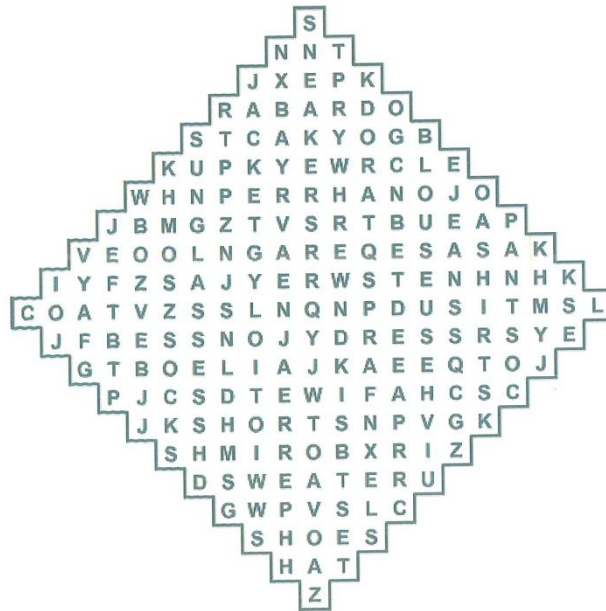
Clothes Word Search Puzzle

5.0

BlOUse
cOat
DresS
Hat
Jacket
Jeans
Pants
ShiRt
Shoes
ShOrtS
Sneakers
SOckS
SUnglAsses
Sweater

14

```
                    S   T
               N X  N E  P K
              R  X  E  R D O
            S T B A K Y O G B
          K U P C A W R C L E
        W H N P Z K E H A N O J O
      J B M G Z R R R T B U J
    V E O O N G A R E Q E A A
  I Y F Z S J J Y E R W S P N K H K
    S L N Q N P D U S K T M S L
  C O A T V Z N O J Y D R E S S I R S Y E
    J F B E S L I A J K A E E Q T O J
    G T B O E L I A J K A E E Q T O J
    P J J C S D T E W I F A H C S C
          K S H O R T S N P V G K
          S H M I R O B X R I Z
          D S W E A T E R U
          G W P V S L C
          S H O E S
          H A T
            Z
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14
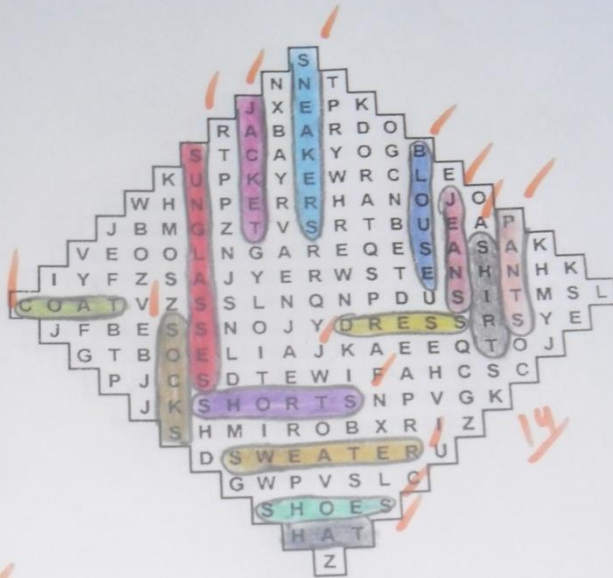
Name: _____ Grade: _____ Date: _____

WHAT DO THEY WEAR?

Henry

What does he wear?
He usually wears a new t-shirt, blue trousers and clean shoes. Henry always plays basketball.

Look at the pictures and describe what do they wear?

Alice

What does she wear?

_____

_____

_____

Mark

What does he wear?

_____

_____

_____

George

What does he wear?

_____

_____

_____

Jenny

What does she wear?

_____

_____

_____

James

What does he wear?

_____

_____

_____

CLOTHES

Look at the pictures and describe what do they wear.

WHAT DO THEY WEAR?

Henry

What does he wears?
He usually wears a new t-shirt, blue trousers and clean shoes. Henry always plays basketball.

ALICE

What does she wear?
She always wears an red skirt, a blue coat and an red shoes. She ✓ always is happy

GEORGE

What does he wear?
he sometimes wears a yellow hat, an red t-shirt, blue trousers and ✓ white shoes, he alway is happy.

SUSIE

What does she wear?
She often wears an blue scarf, an pink dress and an black shoes, she always is happy ✓

JAMES

What does he wear?
he frequently wears an grey ✓ sunglasses, a brown hat, a brown shirt, a brown trousers and a brown shoes.

Name: _____ Grade: _____ Date: _____

Frequency Adverbs

Other Verbs (play, do, study, work, etc.)	**Frequency Adverbs come BEFORE other verbs.**
	I <u>always help</u> the other students. My brother <u>usually comes</u> late to school. Jenny and Susan <u>often study</u> in the library after class.
BE Verb (am, is, are, was, were, etc.)	**Frequency Adverbs come AFTER a BE verb.**
	I <u>am always</u> a good student. My brother <u>is usually</u> late to school. Jenny and Susan <u>are often</u> in the library after class.

Read each sentence below, then decide if the [ADVERB] goes BEFORE or AFTER the verb.

- My brother does his homework. [USUALLY]

_____

- Sara is on time to class. [ALWAYS]

_____

- Jack, you are late to class! [OFTEN]

_____

Put the parts in order to form a sentence

1. Often   breakfast   for   I   have   apple   an

_____

2. Sometimes   school   I   eat   at   lunch

_____

3. School to go I by bus   never

_____

Name: _____   Grade: __602__   Date: october/29ᵗʰ/2014

Other Verbs (play, do, study, work, etc.)	Frequency Adverbs come BEFORE other verbs. I always help the other students My brother usually comes late to school. Jenny and Susan often study in the library after class.
BE Verb (am, is, are, was, were, etc.)	Frequency Adverbs come AFTER a BE verb. I am always a good student. My brother is usually late to school. Jenny and Susan are often in the library after class.

Read each sentence below, then decide if the [ADVERB] goes BEFORE or AFTER the verb.

* My brother does his homework. [USUALLY]

My brother usually does his homework ✔

* Sara is on time to class. [ALWAYS]

Sara is Always on time to class ✔

* Jack, you are late to class! [OFTEN]

Jack, you are often late to class. ✔
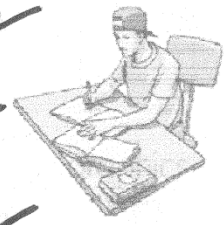
Put the parts in order to form a sentence

1. Often   breakfast   for   I   have   apple   an

I often have an apple for breakfast ✔

2. Sometimes   school   I   eat   at   lunch

I sometimes eat lunch at school ✔

3. school   to   go   I   by   bus   never

I never go to school by bus ✔

4. happy   family   Jenny is   with   always   her

Name: _____ Grade: _____ Date: _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name: _____ Grade: _____ Date: _____

Look at Lisa's calendar and make some sentences using
Always, usually, sometimes, seldom and never.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1. Lisa always wears skirt on sunday ✓
2. Lisa sometimes wears jeans on friday ✓
3. Lisa never wears skirt on saturday
4. Lisa seldom wears short on wednesday ✓
5. Lisa usually wears dress on monday ✓
6. Lisa never wears dress tuesday ✓
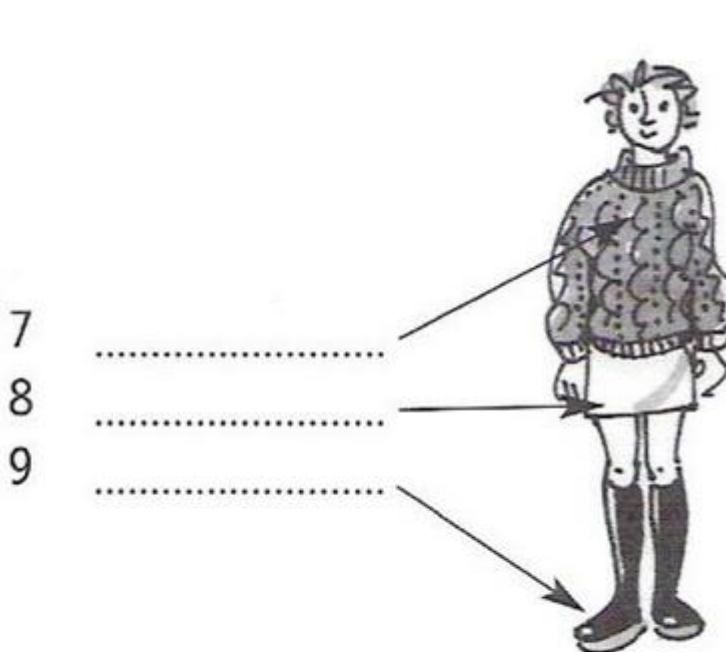
CLOTHES

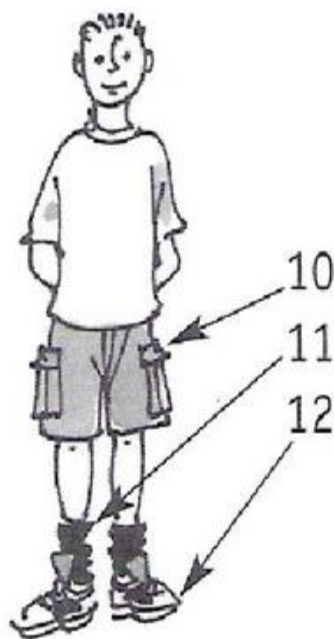NAME:_____   GRADE:_____   DATE:_____

Write the name of the clothes

1 ....

2 ....

3 ....

Emma

Joe

4 ....

5 ....

6 ....

7 ....

8 ....

9 ....

Kim

Matt

10 ....

11 ....

12 ....
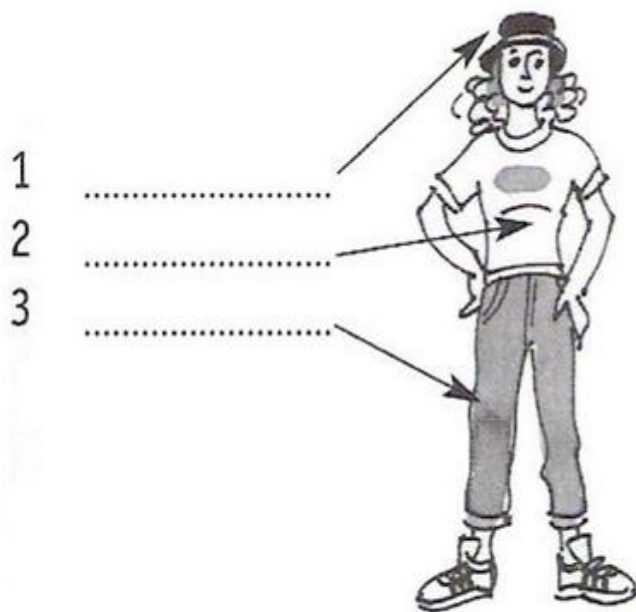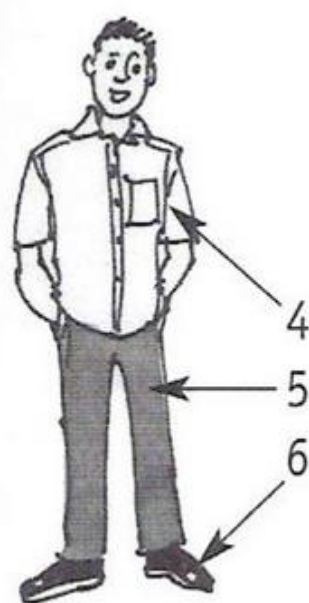
Shirt
Sneakers
New
Always
Shoes
Animals
Blouse
Seldom
Never
School
Sometimes
Do

Tom and Annie _____ go at school by car. Tom sometimes wears a yellow_____,

tight shorts, _____ socks and expensive _____. He usually reads books about

_____.

Annie wears a beautiful _____, a small skirt and clean _____. She _____

wears jeans, Annie always gets up at 5:00 AM and she _____ eats an apple for
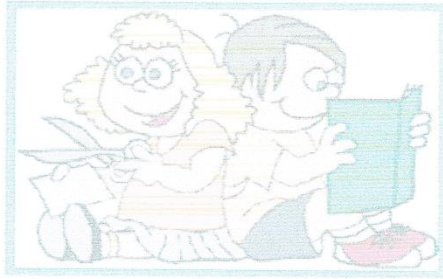
the breakfast.

They usually _____ the homework in the library, Tom and Annie are usually in the

_____, they are _____ angry.

Name: [REDACTED]   Grade: 602   Date: 19-nov-2014

Shirt	Blouse
Seldom	Never
School	
Sometimes	
Do	Sneakers
New	Always
Shoes	Animals

Tom and Annie *Always* go at school by car. Tom sometimes wears a yellow *shirt*, tight shorts, *new* socks and expensive *Sneakers*. He usually reads books about *Animals*. Annie wears a beautiful *blouse*, a small skirt and clean *shoes*. She *Seldom* wears jeans, Annie always gets up at 5:00 AM and she *Sometimes* eats an apple for the breakfast.

They usually *do* the homework in the library, Tom and Annie are usually in the *school*, they are *never* angry.

Name: [REDACTED]   Grade: 602   Date: 19

Shirt	Blouse
Seldom	Never
School	
Sometimes	
Do	Sneakers
New	Always
Shoes	Animals

Tom and Annie *always* go at school by car. Tom sometimes wears a yellow *shirt*, tight shorts, *new* socks and expensive *sneakers*. He usually reads books about *animals*.

Annie wears a beautiful *blouse*, a small skirt and clean *Shoes*. She *seldom* wears jeans, Annie always gets up at 5:00 AM and she *Sometime* eats an apple for the breakfast.
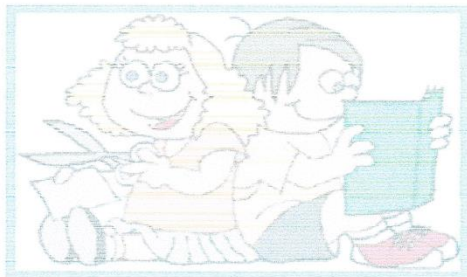
They usually *do* the homework in the library, Tom and Annie are usually in the *school*, they are *never* angry.

Listen and complete the text with the following words.

Shirt ✓   Blouse
Seldom   Never
School
Sometimes
Do ✓   Sneakers ✓
New ✓   Always
Shoes   Animals

Tom and Annie **Always** go at school by car. Tom sometimes wears a yellow **shirt**, tight shorts, **New** socks and expensive **sneakers** He usually reads books about **Animals**.

Annie wears a beautiful **Blouse** a small skirt and clean **shoes**. She **seldom** wears jeans, Annie always gets up at 5:00 AM and she **sometimes** eats an apple for the breakfast.
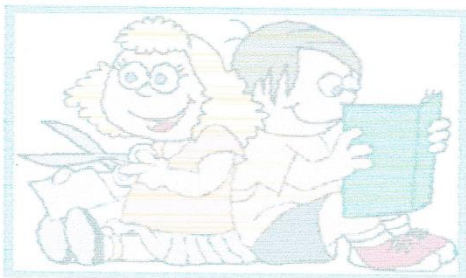
They usually **Do** the homework in the library, Tom and Annie are usually in the **school**, they are **never** angry.

Listen and complete the text with the following words.

Shirt   Blouse
Seldom   Never
School
Sometimes
Do   Sneakers
New   Always
Shoes   Animals

Tom and Annie **Always** go at school by car. Tom sometimes wears a yellow **Shirt**, tight shorts, **never** socks and expensive **sneakers**. He usually reads books about **Animals**.

Annie wears a beautiful **Blouse**, a small skirt and clean **Shoes**. She **seldow** wears jeans, Annie always gets up at 5:00 AM and she **sometimes** eats an apple for the breakfast.

They usually **DO** the homework in the library, Tom and Annie are usually in the **school**, they are **new** angry.

Adjectives for clothes

NAME: _____ GRADE: _____ DATE:_____

Organize these sentences:

| r | t | i | k | s |
| r | t | y | i | d |

_____

_

| j | c | e | a | k | t |
| x | p | s | e | v | n | e | i | e |

_____

| g | u | l | y |
| h | e | s | s | o |

_____

| l | o | d |
| e | s | j | a | n |

_____

| i | g | b |
| w | a | e | t | s | r | e |

_____

| i | g | t | h | t |
| h | r | s | o | s | t |

_____

Adjectives crossword

Name: _____ **Grade:** _____ **Date:**

ACROSS ➝

1. C __ __ __P
2. C ___ ___ ___ N
3. D ___ ___ ___ Y
4. B ___ ___ ___ ___ ___ ___ ___ L
5. O ___ D
6. L ___ ___ ___ E
7. L ___ ___ ___ E

DOWN ↓

8. E ___ ___ ___ ___ ___ ___ ___ E
9. U ___ ___ Y
10. S ___ ___ ___ L
11. T ___ ___ ___ T
12. N ___ W

Adjectives crossword

Name: Santiago Duarte   Grade: 602   Date: _____

Crossword grid:

```
1.C h e a P        8.
        x
        P
2.C l e a n
        n
        s                    6.□ □  10.S □
3.D i r t y               m
        v                   a           11.T
  B e a u t i f u L         i    12.N
        9.g            7.L a r g e
      5.O l d                h   w
        4                    t
```

ACROSS →

1. c h e a P
2. c l e a N
3. D i r t y
4. B e a u t i f u L
5. O l D
6. L _ _ _ _ E
7. L a r g e

DOWN ↓

8. E x p e n s i v e
9. U g l y
10. S m a l l
11. T i g h t
12. N e w