TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS
TO TEACHING ENGLISH AS A FOREIGN LANGUAGE
MODALITY: RESEARCH REPORT

THEME:

"Strategies of learning styles in the development of the oral skills in English language in third year students, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020 - 2021"

Research dissertation before obtaining the master´s degree in Applied Linguistic Teaching English as a Foreign Language.

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Tutor
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LATACUNGA-ECUADOR
2021

TUTOR´S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled **Strategies of learning styles in the development of the oral skills in English language in third year students, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020 - 2021,** investigated by Siza Moposita Claudia Mercedes, for obtaining the Master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully reviewed and has the requirements and enough merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, July26th ,2021

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COMMITTEE APPROVAL

This research dissertation: **Strategies of learning styles in the development of oral skills in English language in third year students, Technical Baccalaureate Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz ", school year 2020 - 2021**, has been reviewed, approved and authorized for printing and binding, before obtaining a Master´s degree in Applied Linguistics to Teaching English as a Foreign Language; this meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, November 26th, 2021

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DEDICATION

This thesis is dedicated to:

For my parents Anita and Jorge who with their love, patience and effort have allowed me to arrive and complete one more dream today, thank you for being the promoters of my effort and courage, to be able to face challenges and know that God is always with me.

For my brother Fabian and for Jorgito my nephew because of their unconditional love and support, throughout this process, for being with me at all time, thanks to all my family because with their prayers, advice and words of encouragement they made me a better human being.

Finally, I want to dedicate this thesis to all my friends, for supporting me when I need them the most, for extending their hand in difficult times and for the love and affection

Claudia

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My special thanks to God for blessing us with life, being the support and strength in those difficult times.

Thanks to my parents: Anita María who is blessing me from heaven, and to my father Jorgito who was encouraging me daily, to my beautiful family for being the main promoters of my dreams, for believing and trusting in my expectations, for the advice, values and principles that have always been instilled in me.

I thank the teachers of the Master in Applied Linguistics for the teaching of English as a Foreign Language of the Technical University of Cotopaxi, for having shared their knowledge along the preparation of my profession, especially to the Ph.D Olga Lorena González Ortiz, tutor of my research project who has guided with her patience and rectitude as a teacher and the English Area as the Rector of the Educational Unit Luis Fernando Ruiz for her valuable contribution to my research.

Claudia Mercedes Siza Moposita

AUTHORSHIP

I, Siza Moposita Claudia Mercedes declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, November 26th, 2021
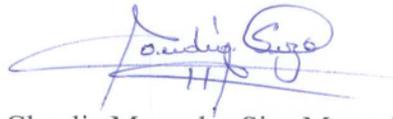
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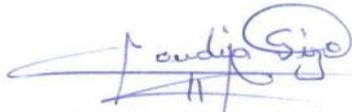
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COMMITTEE PRESIDENT´S APPROVAL

I, Sonia Jimena Castro Bungacho Mg.C., declare that this research dissertation: **Strategies of learning styles in the development of oral skills in English language in third year students, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz, school year 2020 - 2021",** has the corrections and comments suggested by the members of the committee in the scientific session.

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TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE

THEME: Strategies of learning styles in the development of the oral skills in English language in third year students, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020 - 2021.

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ABSTRACT

The project highlights the relationship between learning styles and the development of oral production of the English language, for which emphasis was placed on the importance of improving and adapting didactic strategies to the characteristics presented by students, namely to know, a didactic method like VARK (Visual, Auditory, Reading/Writing and Kinesthetic) that contributes to technify the development of oral skills within the learning of the English language. The research problem that guided this study was: How do learning style strategies affect the development of oral English language skills?; The general objective was: To improve oral communication in English through a pedagogical proposal taking into account the strategies of learning styles The proposal was characterized by the planning of a viable operational workshop, which started from a diagnosis of the learning styles that teachers in the area of English used, in order to determine causes and consequences in the teaching-learning process of students. The results of this research showed that learning styles are not used and that processes of synthesis, evaluation and creation of ideas were used infrequently for the development of oral production in the English language, phear what the students sometimes understood their teacher when he or she spoke English. The strategies of learning styles applied in the classroom always keep students active, enhancing the development of Oral skills in the English Language. The use of learning styles optimizes the educational process, since it helps the teaching methodology of teachers and the respective learning of students.

KEYWORDS: Oral skills, VARK, strategies, learning style, visual, auditory, reader / writer /.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCION DE POSGRADO

MAESTRIA EN LINGUISTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Título: Estrategias de los estilos de aprendizaje en el desarrollo de la destreza oral en lengua inglesa en los estudiantes del Tercer año, Bachillerato Técnico Ventas e Información Turística de la Unidad Educativa "Luis Fernando Ruiz", año lectivo 2020 - 2021.

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RESUMEN

El Proyecto destaca entre los estilos de aprendizaje y el desarrollo de la destreza oral del idioma Inglés, para lo cual se hace énfasis en la importancia de mejorar y adaptar las estrategias didácticas a las características que presentan los estudiantes a saber ser y a saber hacer, un método didáctico como el de VARK (Visual, Auditivo, Lector/escritor y kinestésico) que contribuyen a tecnificar el desarrollo de la destreza oral dentro del aprendizaje del idioma Inglés. El problema de investigación que guio este estudio fue: ¿De qué manera las estrategias de los estilos de aprendizaje inciden en el desarrollo de la destreza oral del idioma Inglés; como objetivo general se planteó: Mejorar la comunicación oral en inglés mediante una propuesta pedagógica tomando en cuenta las estrategias de los estilos de aprendizaje. La propuesta se caracterizó por la planificación de un taller operativo viable, que partió de un diagnóstico de los estilos de aprendizaje que utilizan los docentes del área de inglés, a efecto de determinar las causas y consecuencias en el proceso de enseñanza aprendizaje de los estudiantes. Los resultados que arroja esta investigación evidencian que no se utilizan estilos de aprendizaje y se lo hace con poca frecuencia procesos de síntesis, evaluación y creación de ideas para el desarrollo de la producción oral en lengua inglesa. El uso de estilos de aprendizaje optimiza el proceso educativo, puesto que ayuda a la metodología de enseñanza de los docentes y el respectivo aprendizaje de los estudiantes.

PALABRAS CLAVES: Destreza oral, VARK (Visual, Auditivo, Lector/Escritor y Kinestésico), estilos de aprendizaje, visual, auditivo, lector/escritor, kinestésico.

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INTRODUCTION

As a **background** it is necessary to mention that the country pledged to be part of the "Education for All" plan (Fiske, 2000). For this purpose, the objectives of this commitment are institutionalized in what is known as the "2005-2015 Ten-Year Plan", which has eight educational policies and several objectives to be met. (MINEDUC, 2005). Objective number four of the plan establishes that the capacities of citizens should be strengthened, for which they made curricular changes. One of the most relevant was the one carried out in 2011 through the updating of the Curriculum Reform, which carried out transformations in the mesh structure in all subjects and began with the project "It's time to teach English". (MINEDUC, 2011). In it, an attempt was made to improve the system of teaching English as a foreign language, and aspects of methodology and teaching skills were taken into account. Additionally, in agreement 0041-14 it was possible for English to enter the formal curriculum with a workload of 5 hours from the eighth year of basic education. (MINEDUC, 2014)

It has been necessary to review the educational proposal for teaching second language learning within the constructivist model, in order to apply its concepts and achieve effective communication, since, despite the conceptual knowledge acquired in this and the previous century, teachers still find it difficult to meet the need of students to communicate effectively in English, since many times they lack a theoretical framework within their area of study, a referential foundation that should be socialized in a team with English teachers who provide instruments analysis and reflection on educational practice, which allows us to understand how our students learn.

For Gallego and Honey (2004), "the fact of knowing the predominance of the Learning Styles that students with whom they work with is fundamental to adapt the pedagogical aid to the characteristics that they present, and thus contribute to raising the levels of educational quality and their academic performance".

Developing the skill of oral production is the fundamental objective pursued by the researcher, for which it seeks to adapt the didactic strategies to the characteristics presented by the students of the Third year of VIT Technical High School in a class; This means considering the learning styles preferred by students that contribute to the oral development of the English language and then be applied in the occupational field.

According to Coffield et al (2004), a successful application of the instruments that measure learning styles has the advantage for students as well as for teachers since they allow to know the strengths and weaknesses, in order to contribute to a more technical inter-learning and with a structure of strategies to be applied in the classroom. However, Sadder Smith (2001) states that "the potential of such knowledge lies in observing and questioning behaviors, in such a way that individuals, when trained, can efficiently use various learning styles".

For the realization of this research work, the line of research related to Education and Communication for human and social development has been chosen and as a sub-line the topic is within the Educational Proposals related to Language, this being part of the research processes proposed by the University to develop key competences in the professionals and teachers of Applied Linguistics for the Teaching of English, aspects that this contribution addresses called: "Strategies of learning styles in the development of oral skills in English language in students Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020 - 2021 ".

The learning process in the midst of a pandemic demands a change in the didactic and technological resources habitually used by the teacher and the middle-level student in all the countries of the world; Schools have been rethinking strategies for several years, focusing on learning styles that allow the improvement of oral production in English.

The main characteristic of this research work is to improve the strategies for the learning process of the oral production of the English language, through training in

the different learning styles in order to contribute to the improvement of the quality of teaching in the Educational Unit. "Luis Fernando Ruiz"; In order to analyze this problem, it is necessary to mention its causes, one of them is the scarce updating of teachers on the strategies of learning styles for the teaching of the English language, thus affecting third-year students of the Technical Sales and Tourist Information Baccalaureate. in oral production of the English language.

When teaching a second language, in this case English, not only should words and structures be taught, but the maximum achievement they require is to speak the language and be confident when doing so, that is why a Research on what are the main aspects for which students are not able to master oral skills, finding out their causes and proposing possible solutions is what moves the researcher to propose as an alternative solution to work within the proposal in a teaching update with the topic of Learning styles strategies within the constructivist model that allows the improvement in students of oral production in English; For this, the progress made by the theory of learning styles is taken into account, starting from the cerebral hemisphere, the cerebral quadrant (Hermann, 1995), the way individuals perceive information, thus involving the senses (visual, auditory, verbal) (Kolb, Rubin, & McIntyre, 1977), according to the bipolar category (Felder and Silverman, 1988), the type of intelligence (Gardner, 1987).

The model that is most widely accepted today is the constructive socialist and socialist and its goal is to develop the capacities of the students to the maximum, who participate in personal development based on their own effort (build their knowledge) and in contact with the community, where the student and the teacher are located as a complement for the inter-learning of scientific and technical sciences; The model focuses its attention on the students, but it speaks of a student-teacher-content triad where no one is more important than the other but rather they interact in a so-called constructive process; It is sought that the student can progressively build their knowledge based on the needs of society; currently the social - constructivist pedagogical model,

Within this context of educational model, the teacher analyzes several works on active learning techniques such as the Learning Type Measurement (LTM) model

by Bernice McCarthy, proposed in 1987, being one of the most used in terms of experiential learning, which It is being imposed as a technique that has given better results when it comes to developing abilities, skills and competencies. All didactic models are structured from 3 components: the theoretical component, the methodological component and the practical component; In addition to methodological strategies, didactic alternatives and intervention programs are required for the implementation of a model.

Within this context, the student should not be passive during the training process, but rather, stimulated by the environment in which he operates (psychological, pedagogical), he becomes the author of his conceptual, procedural, attitudinal learning, developing for this, their own learning condition, in a social, cultural and historical environment that stimulates and determines their education. But despite achieving all this conducive environment, the best instrument to access a quality education is precisely through language, learning will depend on how well it is handled for oral communication, either in the native language or some foreigner; as Ludwig Wittgenstein said "the limits of language are the limits of my world."

At a time when a global pandemic is faced, teachers are pressured by society to review their teaching-learning methods, as well as strategies, since the student with all the greater reason has now become dependent on cell phones, laptops and the internet as a means to get entertainment and information. Teachers analyze the ways to arrive with this inter-learning using those same technological means; It is then necessary to study from a psychological and social point of view the mental processes carried out by people who need to learn to communicate verbally in order to carry out exchanges of information, services, technology, etc.

Teaching through the years has been incredibly transformed, to the point of studying the characteristics of the brain in order to understand its complexity and enhance learning; This motivated the present investigation of the most representative models that exist in the human brain and the different forms and styles of learning. When analyzing it can be observed how important it is to know the student, his capacities and his cognitive abilities. (Virtu@lmente, 2017)

About the Technical Baccalaureate of Sales and Tourist Information for the one that is carried out the analysis and proposal, it is observed two factors that have direct influence on it; worldwide the language English Along with technology, they have become essential tools to support communication skills in the world of business and tourism, reference is made in this work to the first, specifically the need to improve the skills of oral communication in English.

The **problem that arises** appears in the first instance, when analyzing the institutional strengths, weaknesses, opportunities and threats (SWOT) corresponding to the third year of the Technical Baccalaureate in Sales and Tourist Information from which the absence of a text for the specialization is noted first or at least the Institution should have a methodological guide as they exist for other careers of Technical Baccalaureate; being the methodological guide as an instrument necessary to regularize a methodology and techniques teaching - learning, as well as their corresponding didactic strategies that allow focus efforts to enhance oral expression, at the same time the teaching work would have a clear horizon to achieve the exit profile of their students, appropriate to its career.

As a consequence of not satisfying the required of an effective communication in a second language, third year high school students return from their practices in offices, places of sales and tourist information, or any place that requires their linguistic support, manifesting their discontent and demonstrating a low self-esteem due to the little applicability of their oral skills in the English language, which differs from the exit profile indicated in the annual plan for the career, since it is not according to the communicative competences that are asked to be developed in the Third year of studies and specialty that is indicated in module 7 of the curricular planning, where contents are detailed with an assignment of 206 teaching hours.

If the students of the Third Years of Technical Baccalaureate in Sales and Tourist Information, are not led with a methodology according to their specialty, the development of oral skills to communicate in a second language will always be deficient, leading to negative, discouraging results when exchanging information, goods and services; the level of linguistic and communicative competence will be

reduced to inefficient communication, students will not have the security and self-confidence to continue preparing in the language English.

Faced with the need to form profiles of students directed to the competence of the technical career, the teacher of the area of English is in the obligation to generate changes in their teaching strategies, but changes that must be consensual and worked inside like an area, taking into account the changes that occur in the world, in the way that students communicate and learn; now it is much easier to learn using communication technologies, but it is a priority to apply teaching-learning strategies according to these needs, namely a didactic method such as VARK or Kolb that contribute to technify the development of oral skills within the learning of the English language.

In the **formulation of the problem** and considering the problematic is formulated the problem: ¿How do the strategies of the learning style affect the development of the oral skills of the English language in the students of the Technical Career of Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz" school year 2020 - 2021? The non-existence of learning strategies that allow developing the ability to speak efficiently in English is proposed, given the need for high school graduates to continue their studies at a university; The problem, apart from lacking a methodological guide or text, is that a specific learning strategy has not been applied that enhances the ability to communicate orally in English, in part that responsibility can be assigned to the Ministry of Education; Furthermore, the needs of both the student and society in general have not been agreed upon, as another factor is the economic situation of the state, which in the last years has stopped investing in research and updating of the curricula for different types of technical specialization at a medium level.

The appearance of new methodologies is due to the educational paradigm in which the members of the global village move, in the research topic the sociolinguistic aspects are taken into account to look again at methods that were used very effectively at the end of the previous century and that take actuality in models such as the Experiential one that in reality maintains its foundation in the active learning model, the purpose is to face the problems that students of the Sales and Tourist

Information Career experience by not being able to speak according to the needs and competencies that they require use, problems that are largely the result of the diversity of methodologies used by English teachers, who see their particular way of applying to achieve the development of the four skills.

This study focuses its attention on the interlearning process of reception and production of oral expression, as well as the validity that the model of Kolb and other authors still maintains with its method. However, it aims to propose a solution to the problem of not having an adequate strategy for the career, so it aims to achieve that purpose relating the **variables**: strategies of learning styles for the improvement of oral skills in students of the third year of the Technical Baccalaureate of Sales and Tourist Information. There is a lack of knowledge on the part of English teachers of some techniques and strategies, which allow to know the way of learning that each student has, such as the Kolb Test, which first determines the learning style that each person has, a tool that will serve as an initial diagnosis of What the student at this educational level learns the second language.

Regarding language learning, along last years no specific technique has been used to develop oral skills, that is, a methodological guide that is based on the application of knowledge in a direct conversation with native speakers, in Ecuador the 4 skills are worked on, using audiovisual media, texts, but it is not possible for a technical high school student to have a direct conversation with someone who is fluent in English.

É tic @ magazineNet (2017) when talking about language learning teaching says "There are three fundamental paradigms of language theory: structural, functional and interactive. According to the structural point of view, language is a system of coded elements, such as grammatical and phonological units, which are structurally related". It is not appropriate to stay with the theory of the courses taught at the national level, on how to reach students with the knowledge and develop the 4 skills; There is a lack of practice in everything that involves speaking, communicating effectively, teachers are somehow limited to the institution's schedule of activities, filling in endless forms and reports about the fulfillment of activities that some texts have in their design ; but nevertheless, When it comes to

measuring achievements, there is no evidence that students have communicated efficiently with a foreign person, with a teacher who speaks English well, or with a couple from the United States. Administrative activities take time away from the teacher to be able to think about student needs and apply the stage of active experimentation, which is considered as a single resource that allows one to develop the ability to speak the foreign language fluently.

Guiding questions:

1. What are the strategies of learning?
2. What is the relationship between learning strategies and oral skills in the English language?
3. What activities promote the development of oral skills in the English language?
4. How can oral skills be developed through the use of active experiential learning strategies?

To achieve the above, the following **general objective** has been set: To improve oral communication in English through a pedagogical proposal taking into account the strategies of learning styles.

As **specific objectives**, three have been indicated: 1) To analyze English learning style strategies, by reading specialized bibliography 2) To propose an inter-learning scheme based on learning style strategies to improve oral communication. 3) To evaluate the oral productive skills of the third year VIT high school students, before and after applying the Proposal.

Research on how students learn continues, however, for our secondary education system, this model that is currently applied does not have a structure capable of meeting the needs of students; The work carried out on active learning techniques and strategies is already giving results in foreign institutions.

Homework: The researcher then raised a proposal that bore fruit as long as the planned objectives were met. Here is a table with the activities planned according to the specific objectives.

Table N° 1
Activities to be carried out for each objective

No.	Specific Objectives	Activities
1	To analyze English learning style strategies by reading specialized bibliography.	Search for thesis, papers, magazines, videoconferences, made on the development of oral skills.
2	To propose an inter-learning scheme based on learning style strategies to improve oral communication	Design and promote the application of the Proposal.
3	To evaluate the oral productive skills of third year VIT high school students, before and after applying the Proposal.	Apply a survey and the VARK test to the student on their internship site, through videoconferences.

Elaborated by: Siza, C. (2021).

The problem has gone through stages that are detailed in the following table:

Table N° 2
Stages of the research problem.

Stage	Description
Stage 1 Traditional	The traditional model has been the predominant way of approaching education from the industrial revolution to the present, there are lags in its use in some schools and colleges. The individual differences that students present in terms of their ways of learning vary in relation to the topics, their chronological age, the learning styles are understood by the preferences or general tendencies that a person uses as their own method of learning.
Stage 2 Active	Oral expression is complex to assess, but it is understood that this is much more than interpreting acoustic sounds organized in linguistic signs and regulated by a more or less complex grammar; and, it is more, much more, than emitting a series of acoustic sounds of the same nature.

Elaborated *by: Siza, C. (2021)*

Not all people learn in the same way, for that reason, this research project is **justified**, given that it is necessary to know and apply learning strategies that allow to develop the ability to speak in a way that enhances the ability to communicate

orally in English, which facilitates even continuing their studies, their career at a university.

It is important and urgent to use the VARK model with their corresponding strategies by teachers in the area of languages, to contribute comprehensively and continuously in the training of future professionals capable of establishing good communication, who respond to the current demands of this globalized world, being able to foster relationships or international business in the world's most widely spoken language. Teacher-led learning assumes that the student has a dependent personality and that the teacher has the responsibility to decide which technique is the most successful for each type of student.

The methodology of the present research has an analytical, descriptive and quantitative approach, seeking to identify the different styles and learning strategies existing in students, as well as in teachers. Documentary bibliographic research was applied, through which it sought to detect, expand and deepen different approaches, theories, conceptualizations and criteria of various authors to analyze the possible relationship between the development of oral skills versus a learning strategy. Through field research, direct contact with reality was made to obtain information according to the objectives set, using virtual means. The methods used are the inductive method that was applied in the execution of the design of the theoretical framework through the collection and use of particular research or specific information that allows the generation of greater knowledge about learning styles; and the deductive method in the collection of models, concepts on the VARK test.

The research project is carried out during the 2020-2021 school year, period in which the VARK Test of Learning Styles will be applied to students and teachers, as detailed in the table below:

Table N° 3
Population

Variables	Number
Teachers	8
Students	17
Total	**23**

Source: *Educational Unit "Luís Fernando Ruíz"*
Elaborated by: *Siza, C. (2021)*

CHAPTER I. THEORETICAL FOUNDATION

1.1. Background

This section describes the background of the research, reference is made to studies carried out in other organizations or institutions related to the problem posed, that is, research carried out previously and that have some connection with the problem under study.

According to Gonzáles (2015) of the University of Monterrey in his research: "English language teaching strategies using oral production", the objective of this study is to: Determine what teaching strategies that the teacher promotes in his elementary school students to develop the ability of oral skills or speaking English in order for them to master this second language. The relevance of this study for the institution lies in the fact that teachers interested in developing in their students the ability to speak, about other skills, now it is known which strategies help to achieve it; as well as the techniques and didactic activities that help the students achieve the objective of expressing himself in English successfully. Regarding the methodology, 12 teachers from private and bilingual educational institutions were asked to answer a questionnaire related to the teaching methods.

For Hernández (2014) from the Complutense University of Madrid in his study: "B-learning as a methodological strategy to improve the teaching-learning process of English students in the blended mode", its main purpose is to know the incidence of "B-learning model" in the academic performance of the students who participated in the experience, as well as the level of satisfaction of the students and teachers who participated in said learning training process. A quantitative and qualitative methodology (statistical t-student test, questionnaires, interviews) was used to better understand the training process that was carried out with 433 university students. This work shows how the "b-learning model" adopted has allowed innovations to be made in the teaching-learning process of English in the Blended mode, greatly enhancing training and learning. Through the use of the Moodle educational platform, a diversity of resources and activities were

incorporated that allowed the student to assume a more active and leading role in the learning process, favoring autonomous and collaborative work, as well as the development of critical thinking.

According to Peña (2019) in his research "Teaching English as a foreign language and development of language skills. Case study: Pontificia Universidad Católica del Ecuador, sixth semester level students", the purpose of analyzing the relationship that exists between the pedagogical proposal for the teaching of English as a foreign language in the School of Languages of the Pontificia Universidad Católica del Ecuador and its incidence in the development of linguistic competences in students of the sixth level. To achieve the objective of the research, a sample of the population of teachers in the English section and 87 students of the sixth level of English were taken into account. Teachers were interviewed and observed in their classes, while students conducted a survey with the data obtained, a tabulation was made that yielded important information. The most significant result was to identify that there is a direct relationship between the teaching-learning process and the development of linguistic competences, and that in this case studied, the development of competencies is demonstrated satisfactorily in the students.

Tómala and Chávez (2015) in their study "The management of teaching and learning English in the Department of Languages of the Faculty of Administrative Sciences of the University of Guayaquil", raises as a purpose to determine the current situation and propose improvements in the professional's English language teaching and learning management and their competitiveness in the careers offered by the faculty. The starting point to identify and pose the problem was observation and inquiry by the researchers, then the respective objectives were established. At the beginning, a brief diagnosis of the situation of the academic subunit investigated was made, then a bibliographic review for the development of the theoretical framework, in parallel with the field work.

This research corresponds to a non-experimental study, whose approach is of a mixed, qualitative and quantitative nature, being, in addition, of a theoretical and practical nature. It goes through two types or levels of research, first it is exploratory, then descriptive. Three populations are taken; English teachers and

students from the language department, as well as professionals who graduated from the faculty, excluding the sample of teachers from the calculation because it is a very small population. The results highlight that the language department does not have the appropriate technological tools that help both the teacher and the students to the effective development of teaching: Basically, the teaching management system refers to hardware, software and computer systems that go hand in hand with the students' own tools in this field - mobile devices. 4. The graduate's proficiency in the English language acquired in the Language Department greatly limits their current opportunities in the labor market in which they operate.

For Cormán (2019) in his research work "Cognitive strategies and English learning in secondary school students at Institución Educativa 2024, Los Olivos", is intended for this study was to demonstrate the relationship between the variables cognitive strategies and English learning in third year, Technical Baccalaureate students. The research was quantitative, non-experimental, cross-sectional, descriptive and correlational. The study variables that were considered were cognitive strategies and English learning. The population and the census sample consisted of 75 third-grade high school students. For data collection, two instruments were developed; a questionnaire on cognitive strategies and a test that assessed students' learning of English. These instruments met the validation and reliability standards.

For Vélez and Ramos (2018) in their study on "Active strategies for teaching English as a foreign language to students at the Central University", they seek to determine the contribution of active strategies to learning the English language through identification of the methodology used by the teacher based on the interests of the students. The methodology used in the research was based on the application of a survey to students of level A2 of the Academic Institute of Languages of the Central University of Ecuador, which included six closed questions that facilitated the obtaining of information for the development of this study.

1.2. Epistemological foundation

1.2.1. Pedagogical models

In the epistemological foundations, a conceptual platform on experiential learning methods is proposed and concludes with what will be the foundation of the research, Active Learning Method that allows the development of oral skills in the English language. The research topic should be framed within the pedagogical models and their perspectives as follows:

Traditional Model: This model has been the predominant way of approaching education from the industrial revolution to the present, there are lags in its use in some schools and colleges.
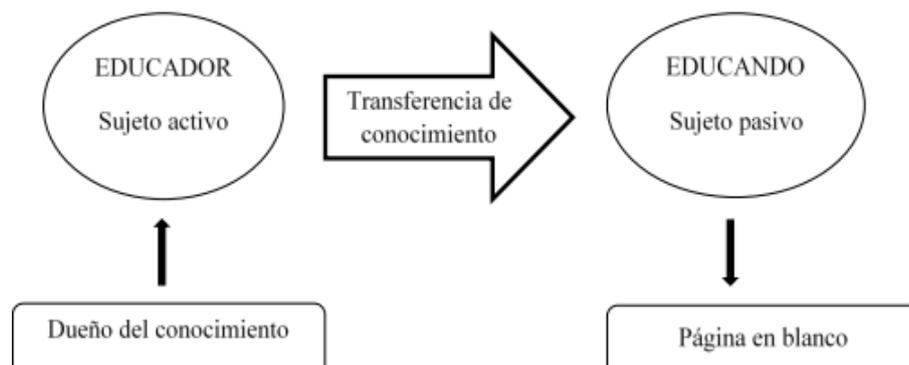
Figure N° 1
A look at traditional and humanist pedagogy
Source: Rodríguez, J. (2013)

Romantic Model: in this model the student develops what comes from within, it is a flexible model to develop qualities, skills, natural interests, knowledge, values.

Table N° 4
Synthesis of the romantic pedagogical model

Características del modelo pedagógico romántico	
Relación educador - educando	Auxiliar en el proceso de enseñanza y aprendizaje.
Rasgos del educador	No debe intervenir en el desenvolvimiento libre y espontáneo de educando.
Rasgos del educando	Espontaneo, libre, creativo y único.
Proceso de enseñanza-aprendizaje	Propicia la creatividad de los niños.
Evaluación del aprendizaje	Se considera que los conocimientos son legítimos y valiosos en los niños y no necesitan medirse o evaluarse.
Secuenciación de contenidos	Según los intereses, preferencias individuales de los niños y niñas.

Elaborated by: Rodríguez, J. (2013)

Behavioral Model: also known as transmissionist, seeks the acquisition of skills and competences, refers to the intellectual development of the child, creates observable behaviors from the stimulus response.

Table N° 5
Synthesis of the behavioral pedagogical model

Relación educador - educando	Mediador.
Rasgos del educador	Eje del proceso enseñanza-aprendizaje.
Rasgos del educando	Pasivo, carente de identidad y se le trata como una tabula rasa.
Proceso de enseñanza-aprendizaje	Mecánico, memorístico, deshumanizado y reduccionista, transmisión de contenidos científico-técnico. El conocimiento va de lo simple a lo complejo.
	Evaluación sumativa da importancia el producto final de conductas esperadas (premios o retroalimentación).
Secuenciación de contenidos	Desarrollo acumulativo en función a objetivos, Enseñanza programada como máquinas.

Elaborated by: Vásquez, E., & León, R. (2013)

Socialist Model: raises the development of the potentialities and interests of students in contact with the community since together with education they respond to the formation of knowledge.

Table N° 6
Synthesis of the socialist pedagogical model

Relación educador - educando	Conocer al educando en su desarrollo cognitivo.
Rasgos del educador	Guiar el desarrollo de su personalidad de los niños y niñas y de las potencialidades cognoscitivas en las ciencias.
Rasgos del educando	Construye sus propios contenidos, experimenta e investigador de su aprendizaje.
Proceso de enseñanza-aprendizaje	Según el desarrollo de cada niño y niña por etapas en ambientes adecuados.
Evaluación del aprendizaje	Cualitativa y diferenciada.
Secuenciación de contenidos	Continuo y secuencial que proporcionen acceso a estructuras superiores de desarrollo.

Elaborated by: Flórez, R. (2005)

Constructive Model: promotes a process of inter-learning from an effort made by the learner, from a humanistic tendency, respects the interest of the student and the educator promotes an environment and approach towards knowledge and skills.

Table N° 7
Synthesis of the constructivist pedagogical model

Relación educador - educando	Guía y motivador
Rasgos del educador	Proactivo, creativo, reflexivo, dinámico.
Rasgos del educando	Aprendizaje activo, centro del proceso de enseñanza-aprendizaje
Proceso de enseñanza-aprendizaje	Experiencial y vivencial utilizando el juego-trabajo para detonar su creatividad. Potencializar operaciones cognitivas de tipo inductivo.
Evaluación del aprendizaje	Cualitativa, individual e integral.
Secuencia de contenidos	Progresivo que surgen curiosidad e intereses de los niños y niñas.

Elaborated by: De Zubiría, J. (2011)

Constructivist and Cognitive Pedagogical Model. This model was developed in the 90s with the aim of providing a quality education for all boys and girls. According to Pérez (2008) considers that: Constructivism emphasizes the progress of boys and girls more than the concepts taught by the teacher, that is, the teaching-learning process occurs through action, which implies that as much as the teacher and the children challenge the knowledge, discuss and agree on the knowledge. For the cognitive pedagogical model he states that: The cognitive model focuses on the processes in the ability to develop cognitive skills from the simple to the complex, it is no longer exclusively about concepts, but about capacities, for which the learning rhythms of boys and girls are considered and recognize when they are ready to move to a higher intellectual capacity. (p. 42)

As Pérez (2008) mentions, the constructivist and cognitive models are important in the integral development of students because they focus on learning based on cognitive abilities and respect the stages of development to teach certain abilities, skills and competences.

Social-cognitive Pedagogical Model. The social-cognitive model aims at the individual growth of boys and girls, developing their identity and cognitive abilities to solve problems that occur during the teaching-learning process. (Pérez, 2008). The curricular contents in this model are based on the integral development of the boys and girls, with respect to the educator-learner relationship is based in the dialogue and the teacher's evaluation to the boys and girls is qualitative, quantitative and formative. In addition, the methodology in the teaching-learning process is interactive and collaborative.

Table N° 8
Pedagogical Models

MODEL PERSPECTIVE	TRADITIONAL	ROMANTIC	BEHAVIOR TRANSMISSIONIST	COGNITIVIST DEVELOPER	CONSTRUCTIVE	SOCIAL CONSTRUCTIVE
GOALS	Character formation Responsibility to learn Ethical humanist ideal	Maximum authenticity Individual freedom Natural development	Shape behavior Productive technician Ethical relativism	Progressive and sequential access to the higher stage-intellectual development based on age and needs	Cognitive mental structures Construction of knowledge with meaning and significance	Develop cognitive skills Ensure meaningful and lasting learning Promote the level of student development Take into account the previous knowledge
TEACHER STUDENT RELATIONSHIP	Vertical ratio Master-Authority Passive – receiver student	Process assistant Friend - student free expression	Teacher: instructor, intermediary, executor Student: Player, learning.	Learning facilitator Experiences stimulator	Horizontal Relationship Mediator-Facilitator Motivator-Provides information-develops memory Active student builder of his	Mediator, active guide Critical, creative, committed and dynamic Teacher-student dialogue Modeling teacher - students take turns to teacher position and vice versa.

						own learning	
METHOD	Exercise-repetition Reproductive evaluation Academic-Verbalist	Flexible environment No interference Free expression	Fixation, reinforcement and control of learning Permanent evaluation directed to the product	Learning by discovery Creation of environments and experiences of consolidation according to each stage.	Creation of learning environments Dialectical-interactions between people-environment Interpretive, Reflective	Emphasize socialization processes
CONTENTS	Specific and linear Master expositions Broadcaster	No specific programs Only what the student requests	Knowledge-technical observable codes, skills and competencies	Access experiences to higher structures Meaningful learning	Varied topics depend on the participant interest and knowledge Integrated around conceptual, procedural and attitudinal	Means to the objectives achievement Interrelation of different subjects-disciplines

					globalizing axes	
DEVELOPING	Cultivate memory, will, observation-Thought-Disciplines Mastery	Natural Spontaneous Free	Learning accumulation for production Repetitive processes	Ability to think-reflect-investigate. Progressive and sequential to the superior mental structures	Progressive-sequential Mental structures Knowledge is built on experiences, previous knowledge and on the world	Side by side with experts in work activities Trainees move in ZPD Shared knowledge based on what they already know
EVALUATION	At the end of the unit detects if the learning occurred or not. Summative-quantitative evaluation	Not evaluated It does not compare Not graded	Memorist-summative and quantitative-It is carried out throughout the teaching process-It focuses on the product and the object of the evaluation, which are the behaviors	Qualitative Evaluate-rate Critical evaluation Permanent control evaluation	Axiological in nature Value judgments by understanding Skills self-assessment Transfer of knowledge and skills	Process and product are evaluated by competencies

INSTRUMENTS OF EVALUATION	Prepared by the teacher according to their criteria and value Verbal, written	Undefined evaluation Not conditioned Respect sensitivity, curiosity, and creativity	Observable evidence Objective tests Scales, tables to determine progress of the objectives.	Quality indicators Different instruments that detect achievements and reflection	Checklist Evidence portfolio Rubric Journal or blog	Anecdotal, debate, diaries or logs, surveys and questionnaires, interviews, essays, attitude assessment scale, development exams, written exam, exam with the possibility of consulting bibliography, audio and video recordings, observation, portfolio, projects, written tests-theory, seminars, practical exam, mixed tests.

Elaborated by: Siza, C. (2021)

1.2.2. Teaching language learning.

There are three fundamental paradigms of language theory: structural, functional, and interactive. According to the structural point of view, language is a system of coded elements, such as grammatical and phonological units, that are structurally related. From a functional point of view, language is like an instrument of expression and the fulfillment of functional purposes goes beyond the grammatical dimension, detecting semantic and communication features of languages. Interactive vision, is a relatively modern approach in language theory, emphasizes the communicative characteristics of the language; treats language as a mechanism for the realization of social exchange and interaction (Preabianca, 2017).

Regarding these three paradigms: structural, functional and interactive, the first has to do with the problem that appears in the first instance in the researcher's work, when analyzing the institutional SWOT corresponding to the third year of the Technical Baccalaureate in Sales and Tourist Information, it is noted the absence of a text or methodological guide that allows to achieve the planned objectives regarding the development of the students' communicative competences.

Regarding the functional and interactive, if the students of the Third year of Technical Baccalaureate in Sales and Tourist Information Baccalaureate are not provided with a methodology according to the specialty, the development of oral skills to communicate in a second language has been deficient, leading to negative, discouraging results at the time of information exchange and the level of linguistic and communicative competence have been reduced to inefficient communication; students have not gotten the security and self-confidence to continue preparing in the second language.

1.2.2.1. Components of the teaching-learning process

The role of the teacher

A long time ago the teacher was considered as the only and true owner of knowledge, and whose function was only to transmit this (Hernández & Valdez, 2010). However, at present, and given the enormous advances in science and

technology, that role has changed, from being a leading and often imposing role to an accessible role that fulfills the function of guiding and improving the teaching-learning process. of the English language, making use of countless strategies aimed at developing the communicative part of the student (Guevara, 2000).

Learning the English language requires fully trained teachers in terms of the appropriate methodology to develop a correct language learning teaching process, who have the ability to recognize the different types of students, their ways of learning, their learning problems, etc . (Juan & García, 2012).

According to Juan and García (2012, p. 7), within the classroom, students used the English language as long as the teacher considers the following aspects:

- Planning the procedures that require the use of the second language, according to the level of the students and taking into account that, in general, they understand more than they are capable of producing.
- Express themselves as clearly and simply as possible. Visually reinforce explanations and corrections through gestures, drawings, objects, the use of the blackboard, etc.
- Get the students using idiomatic formulas in English. Teaching and promoting the use of generic terms improves your communication skills.
- Familiarize students with the most common expressions used in the classroom and their frequent and consistent use. Promote students' ability to infer meaning through logical means such as context and associations.

The role of the student

The role of the student is one of the main changes that has been achieved in language teaching. They play a more active role since they will be responsible for the level of development of language skills and they must give greater initiative within the classroom (Ordorica, 2010).

For students who study English as a foreign language, one of the most important learning spaces is the classroom, within which their learning process took place and which was the appropriate space, in which the necessary conditions were given so that they may have the opportunity to communicate in the English language. (Juan & García, 2012)

The foregoing highlights the role played by both the teacher and the student in the teaching-learning process of the English language, both the teacher and the student are structures of the educational process that must be characterized by total harmony, to achieve significant achievements in the development of communicative competence in English.

1.2.2.2. Teaching

The Reference Framework (2002) also addresses the methodology. "The approach to the methodology of learning and teaching has to be inclusive, presenting all options explicitly and transparently, and avoiding preferences or dogmatism" (p. 140).

A fundamental methodological principle of the Council of Europe has been that the methods used in the learning, teaching and research of the language are those that are considered most effective to achieve the agreed objectives, depending on the needs of the students as individuals in their social context. Effectiveness depends on the motivation and particular characteristics of the learners, as well as the nature of the resources, both human and material, that may come into play. By following this fundamental principle to its last consequences, a great diversity of objectives and a greater diversity of methods and materials are necessarily achieved (p. 141).

Since its inception, the English language methodology has undergone countless changes, in order to encourage the student to develop correctly in the language, giving priority to a practical management of English, which helps its communicative development (Blazquez, 2010).

According to Núñez (2011), in order for the student to develop the communicative competences of the English language, over time, different methodologies have been adopted, thus, at the beginning of language teaching, the methods "The grammar

translation method, The Direct Method, Lingual Audio" among others, have had great applicability. But the new demands of the globalizing society regarding the importance of having professionals who are not only capable of understanding texts, but also capable of interacting and communicating in a second language, has given rise to the emergence of new methodologies focused on the development of communicative competence.

Currently, due to the changes that have taken place in the teaching and learning of the English language, new methodologies have emerged that have given greater emphasis to communicative teaching, from which methodologies such as that based on tasks, the approach by projects, etc., (Muñoz, 2010).

For Navarro and Piñeiro (2008), the teacher must be prepared to adequately teach the vocabulary and new grammatical structures to their students, so that the latter can use them correctly when communicating in English. This means reinforcing and building a mental scheme in students, supported by visual, auditory and written stimuli, so that they not only know the words and structures, but can use them differently in real situations in the short, medium and long term.

Communicative teaching has evolved to gain theoretical knowledge and has delved into the elements that influence the teaching-learning process of foreign languages, to recognize the importance of taking into account, in addition to linguistic elements, others related to the learning process. (Mattiauda, 2003)

The procedure that each teacher follows to teach their English subject is determined by their level of knowledge about psychological, pedagogical and social factors involved at the time of teaching; know how is the development of the child and the adolescent in their cognitive process in the current moments when students, children, adolescents, adults are in permanent contact with technology. It is also appropriate for the teacher to update on his way of arriving with knowledge, of developing skills, communicative competences in a second language in this century.

For their part, Richards and Rodgers (1986) in their studies on language teaching approaches, do so through three different theories. From a structural point of view, he sees language as a system of structurally related elements to establish codes of meaning. The mastery of the language will be seen by the mastery of the elements of the system, in terms of phonological units (phonemes); grammatical units (sentences, phrases, clauses); grammatical operations (addition, subtraction, union, transformation of elements). Lexical elements (functional and structural words). From the functional point of view, language is a vehicle for the expression of functional meaning. It emphasizes the communicative and semantic dimension more than the simple grammatical characteristics of the language, leading to the specification and organization of the content to be taught by categories of meaning and function beyond the elements of grammatical structures. From an interactional point of view, language is seen by it as the means for the realization of interpersonal relationships and for the realization of social transactions between individuals. Language is a tool for creating and maintaining social relationships.

The most generalized scheme of language teaching is made up of a set of four skills: listening, reading, writing and speaking. Listening and reading refer to receptive, passive, or often comprehension skills. Writing and speaking refers to productive or active skills.

English teachers, then, must strengthen those 4 skills working in teams, promoting a common teaching method according to the needs and profiles of each stage of study, looking for life teaching, to solve problems and so that their students are at the end the high school cycle, in a position to communicate effectively in the second language.

1.2.2.3. Learning

The Reference Framework (2002) defines "language learning" as "the process by which linguistic ability is achieved as a result of a planned process, above all, through academic study in an institutional setting". (p. 137)

Learning a foreign language is a complex process because the learner must understand, in addition to the structures of his first language, the principles of the foreign language; leaving behind the mental distributions typical of their native language to adopt those presented by the new language. That is, teaching is responsible for guiding and facilitating learning, giving the student the opportunity to learn, through strategies previously chosen by the educator for this purpose. (Piñeiro and Navarro, 2014)

The understanding of how the student learns also determines the philosophy used to teach, the teaching style and the didactic teaching and learning strategies implemented in class, that is, the didactics of English. These strategies involve, according to Oxford (2006), "stages and characteristics that we want to stimulate in students so that they become better students in acquiring a language" (p. Ix). In addition to this and, according to Nunan (2003), it can be stated that "strategies are specific means that students use to learn or improve their language, depending on the tasks and context". (p. 269)

However, the proper development of didactic strategies also depends on the mastery of these by the teacher and this unquestionably involves their academic training. This position is supported by Murillo (in Chaves, 2008), stating: Teacher performance depends on multiple factors, however, there is currently consensus that initial and ongoing teacher training is a first-rate quality component order of the educational system. It is not possible to talk about improving education without addressing the professional development of teachers. (p. 5)

Richards and Rodgers (2001) affirm that true learning in students occurs as long as the teacher teaches vocabulary and grammatical structures appropriately, fosters a pleasant learning environment that encourages participation and presents a variety of activities that enable the understanding of what has been studied to be used in real situations.

However, it is quite the divorce that exists between the primary, middle and higher education cycles is known about content that should be sequential according to the career that students take at some point, as well as common goals that they aim to develop the abilities, skills and competencies that students bring and allow them to

pass from one level to another, the general complaint "they have not learned anything the previous year" is based on each teacher's preference for a topic or subject; for example in the foreign language area, the student goes through a series of methodologies that do not achieve the objectives set for the signature and they suffer at the end of these pedagogical processes because they are not capable of starting a conversation even if it is simple.

Learning English as a second language during the first years is not so valued, because in daily activities it is not required; However, at the baccalaureate level, it will depend largely on the specialization that the students have taken, as is the case of the Sales and Tourist Information Career where it is vitally important to "learn" English as a communication tool.

Precisely the author of this investigative work, tries to solve this problem faced by students in the third year, Technical Baccalaureate Sales and Tourist Information, who, despite having passed the English course during the years of lower basic, upper basic and finishing high school, they are not able to carry out their internships efficiently when they have to communicate with English-speaking tourists. The need for students to learn to communicate in a second language orally, should be the main objective of the technical specialization of Sales and Tourist Information.

1.2.2.4. Teaching strategies

Teaching strategies are "procedures that the teaching agent uses reflectively and flexibly to promote the achievement of meaningful learning in students" (Mayer, 1984; Shuell, 1988; West, Farmer & Wolff, 1991). That is, the "means and resources to provide pedagogical help." (Díaz and Hernández, 2002, p. 141).

Teaching strategies to facilitate meaningful learning

Here are some of the teaching strategies that the teacher can employ with the intention of facilitating meaningful learning for students. The selected strategies

have shown, in various investigations (see Díaz-Barriga and Lule, 1977; Mayer, 1984, 1989 and 1990; West, Farmer and Wolff, 1991) their effectiveness when being introduced as supports in academic texts, as well as in the teaching dynamics (exposition, negotiation, discussion, etc.) that occurred in class. The main teaching strategies are as follows:

Table N° 9
Teaching strategies.

Goals	Statement that establishes conditions, type of activity and form of evaluation of student learning. generation of appropriate expectations in students.
Summary	Synthesis and abstraction of the relevant information from an oral or written speech. It emphasizes key concepts, principles, terms, and central plot.
Previous organizar	Introductory and contextual information. It is crafted with a higher level of abstraction, generality, and inclusiveness than the information to be learned. Build a cognitive bridge between new and old information.
Illustrations	Visual representation of the concepts, objects or situations of a specific theory or topic (photographs, drawings, diagrams, graphs, dramatizations, etc.).
Analogies	Proposition that indicates that one thing or event (concrete and familiar) is similar to another (unknown and abstract or complex).
Interleaved questions	Questions inserted in the teaching situation or in a text. They maintain attention and favor the practice, retention and obtaining relevant information.
Topographic and discursive clues	Indications that are made in a text or in the teaching situation to emphasize and / or organize relevant elements of the content to be learned.
Concept maps and semantic networks	Graphic representation of knowledge schemes (indicate concepts, propositions and explanations).
Use of textual structures	Rhetorical organizations of an oral or written speech, which influence its understanding and memory.

Source: Díaz Barriga and Hernández (2002)

Strategies to activate (or generate) prior knowledge and to set appropriate expectations for students

They are those strategies aimed at activating the students' previous knowledge or even generating them when they do not exist. In this group can also be included those others that focus on clarifying the educational intentions that the teacher

intends to achieve at the end of the educational cycle or situation. (Díaz Barriga and Hernández, 2002).

Table N° 10
Classification of teaching strategies according to the cognitive process attended

Cognitive process in which the strategy affects	Types of teaching strategy
Activation of previous knowledge	Objectives or purposes Pre-questioning
Generation of appropriate expectations	Previous information generating activity
Orient and maintain attention	Inserted questions, Illustrations, Clues, typographic or discursive keys
Promote a better organization of the information to be learned (improve internal connections)	Concept Maps Semantic Networks Summaries
To enhance the link between prior knowledge and the information to be learned (improve external connections)	Previous organizers Analogy

Source: Díaz Barriga and Hernández (2002)

1.2.2.5. Learning strategies

Learning strategies are procedures (sets of steps, operations or skills) that a learner uses in a conscious, controlled and intentional way as flexible instruments to learn meaningfully and solve problems (Díaz Barriga, Castañeda & Lule, 1986; Gaskins & Elliot, 1998). Definitely, there are three most characteristic features of learning strategies (see Pozo and Postigo, 1993):

a) The application of the strategies is controlled and not automatic; they necessarily require decision-making, a prior planning activity and a control of their execution. In this sense, learning strategies require the application of metacognitive and, above all, self-regulatory knowledge.

b) The expert application of learning strategies requires a deep reflection on how to use them. It is necessary to master the sequences of actions and even the techniques that constitute them and also to know how and when to apply them flexibly.

c) Their application implies that the learner knows how to select them intelligently from among various resources and capacities that are available to them. A strategic activity is used depending on specific textual demands and the achievement of certain learning goals.

Active learning

Active learning is framed within constructivist learning methodologies and consists of using instructional techniques that involve students in the process of their own learning through activities such as writing, reading, speaking, discussing, investigating, manipulating materials, performing observations, collect and analyze data, synthesize or evaluate elements related to the content discussed in the classroom, among other aspects. In this way, students are directly involved by carrying out activities or dynamics that lead them to think about what they are doing (Bonwell & Eison, 1991).

Different groups of Active Learning Techniques are described below. They have been grouped into five blocks of techniques according to their purpose:
- Techniques for students to work alone in the classroom
- Techniques for question and answer moments in the classroom
- Techniques for obtaining immediate feedback from students
- Techniques to provoke students and encourage them to think
- Think / Pair / Share techniques (think, pair, and share)
- Collaborative learning techniques (for small work groups)

1.2.2.6. Learning styles

There is no single definition of learning styles, but there are many authors who give their own definition of the term. The one offered by Keffe (1988) will be addressed: "Learning styles are cognitive, affective and physiological traits that serve as relatively stable indicators of how students perceive interactions and respond to their learning environments".

Cognitive traits have to do with the way in which students structure content, form and use concepts, interpret information, solve problems, select means of representation (visual, auditory, read/write and kinesthetic), etc. Among the cognitive traits are the thinking styles that explain the differences between individuals in terms of the way of attending, perceiving and thinking. These traits are manifested in behaviors such as, for example (Ruíz, 2010):

- Need or not for content to be presented with an external structure.
- Greater or lesser need for direction from the teacher.
- Prefer to work alone or in groups.
- Need to be presented with contextualized content.
- Degree of impulsiveness or reflexivity when solving a problem.
- Predominant sense / s (sight, hearing, reading-writing, etc., …) when capturing and organizing information.

Affective traits are linked to the motivations and expectations that influence learning. Among this type of traits, the following stand out (Ruíz, 2010):

- Motivation: it is one of the most important aspects. There is a lot of difference between students who want to learn, who want it, who need it, and those who show no interest.
- The expectations.
- Previous experience.
- Preferences for content, subjects or topics. Physiological traits are related to the biotype and biorhythm of the students.

Learning styles: types
The learning process consists of a cyclical process made up of four different stages. It has been found that people focus more on a certain stage of the cycle, so that there are clear preferences for one stage or another. Depending on the dominant stage, it is possible to speak of four learning styles (Ruíz, 2010):

Active Learning: People who prefer this stage are usually open-minded, not very skeptical and of those who enthusiastically undertake new tasks. They are motivated by challenges and bored with long deadlines. They tend to prefer group tasks to individual tasks since they are easily involved in the affairs of others.

Reflective Learning: This type of learning is typical of prudent people. They consider all the alternatives before making a move. They collect data and analyze it before reaching a conclusion. They enjoy watching others perform, they listen, and they don't intervene until they are sure. They create a distant and condescending air around them.

Theoretical Learning: Within this approach, observations are adapted and integrated into coherent theories. Problems tend to be approached in a vertical staggered manner, in logical stages. It is a learning characteristic of perfectionists, who like to analyze and synthesize the information they receive. Above all, they seek rationality and objectivity.

Pragmatic Learning: The key point of pragmatism when it comes to learning, resides in the practical application of ideas. The positive aspects of new ideas are highlighted and every opportunity is taken to experiment with them.

VARK model

The VARK model proposed by Neil Fleming and Colleen Mills (2006), which consists of determining the students' preference for processing information from the sensory point of view. The VARK model is based on the assumption that if students can identify their own style, then they can adapt to the teaching styles of their teachers and act on their own modality in an attempt to increase the achievement of their learning (Lozano, 2001). VARK is the acronym in English formed by the initial letters of four sensory modal preferences:

a) Visual (visual): preference for graphic and symbolic ways of representing information.

b) Literacy (read-write): preference for printed information in the form of words.

c) Auditory (aural): preference for listening to information.

d) Kinesthetic (kinesthetic): perceptual preference related to the use of experience and practice, whether real or simulated (Fleming and Baume, 2006).

Consequently, the VARK model provides a quantification of the students' preferences in each of the four sensory modalities, each individual can present from one to the four modalities with all their combinations. Thus, it can be said that visual students prefer to learn through maps, charts, graphs, diagrams, flow charts, colors, photographs, figures and different spatial arrangements. Auditory learners learn by explaining new ideas to others, in discussions with teachers and students, using stories, etc. Reader writers opt for lists, essays, reports, textbooks, definitions, manuals, readings, web pages, and notes, while kinesthetics learn through field trips, trial and error, manipulation of artifacts, using laboratories, recipes and solutions to problems, use of their senses and making collections of samples (Hawk and Ahah, 2007).

1.2.2.7. Oral skills and its abilities

Within the professional competencies to conduct business, establish quick and effective communications is to be good communicators, in this sense the Curricular Plan of the Instituto Cervantes (1994) defines oral skills as follows: "Learning to express oneself orally in a foreign language involves or communicating to a specific interlocutor, at a given moment, what is thought, needed, etc. … In the most appropriate way possible to the expectations of the interlocutor and the communicative situation".

According to Baralo (2000): "Oral expression constitutes a communication skill or ability that makes no sense without understanding, processing, and interpreting what is heard. Oral expression implies interaction and bidirectionality, in a shared context, and in a situation in which meanings must be negotiated" (p. 5). However,

in the field of oral expression, sub-skills are developed that promote effective communication between the sender and the receiver and are the following:

Pronunciation

For Loza (2019), pronunciation is the action and effect of pronouncing, that is, articulating and emitting sounds through the use of the word, and it can be established that pronunciation is the production of sounds that is used to give meaning. For the production of sounds, the correct intonation of the words, phrasing, synchronization, rhythm, among others, is necessary.

Regarding the definition of pronunciation, Llisterri (2003) says: "Pronunciation is one of the skills that every student needs to master when learning a foreign language; for this reason, it should be part of the contents of any curricular design" (p. 92).

According to the Oxford Advanced Learner's Dictionary (Pronunciation, 2005), pronunciation is understood as "the way of pronouncing a specific sound or word in a specific language". In the words of Dalton and Seidlhofer (1994), pronunciation is equivalent to the production of sounds, within the code of a language, to give meaning to what is expressed.

Fluency

Fluency, within oral expression, is considered a controversial point, because it has been misinterpreted with the speed that a person should express himself, but it is a misunderstanding. Fluency refers to the correct production of sounds and is evidenced in how people master the communication process.

Within the English language, fluency is considered as the clarity with which words are pronounced, the necessary pauses and the quality of participants who are there for communication to take place. (Earthenware, 2019)
"Fluency is the ability to fill time with speech as a synonym for fluency when they established a classification in which they included some elements that allowed the

speaker to maintain a continuous speech, namely, the conjunctions, the connecting words and phrases and the prosodic connectivity". (Horche & Miren, 2016, p. 371)

Regarding the need to have verbal fluency, it is said that it serves to understand the meaning of words and allows us to understand what is read, be it sentences, paragraphs, stories, long documents; to be able to communicate effectively.

Precision

Precision is manifested in the learning of a second language such as speaking without errors, that is, when establishing communication, the corresponding structures are used that come to be: subject, verb, and complement. In such a way, the sentence or expressed phrase shows cohesion and coherence to be able to transmit the ideas with the maximum possible clarity. (Earthenware, 2019)

Adequacy

To express ideas or sets of ideas, all the circumstances that arise in a communicative situation must be taken into account, that is, analyze the context in which a person expresses their ideas, due to this, the speaker must make a critical analysis about the information that has to be able to convey ideas to others. (Earthenware, 2019)

1.3.   Foundation of the state of the art

The bibliographic review of works related to the implementation of a method framed in the constructivist model to carry out teaching-learning has allowed the author of this research to assess the importance of using an active learning model to develop oral skills in the English language of the students of the third year, Technical Baccalaureate in Sales and Tourist Information and that is related to the information described above; This is to apply a model emphasizing the stage of active experimentation to improve oral communication competence in the English language.

In this sense, Barrera (2016) in the thesis: "Interactive Learning Activities in Public and the Development of Oral Expression of the English Language in the Second

Year of the Unified General Baccalaureate of the Benjamín Araujo Educational Unit of the Patate Canton, Tungurahua province", Raises the objective of the research, to determine the incidence of interactive learning activities in public in the development of oral expression of the English language. The research methodology is exploratory, descriptive and explanatory. Using the information from 90 surveys to students and 2 teachers, the results of the proposed objectives were demonstrated. This research contributes to the development of the student's oral expression through interactive learning activities in public such as: discussions, debates, storytelling, presentations, speeches, and dramas, which serve for the practice and improvement of the English language. They contribute to its exposure, and to meaningful learning in real contexts.

The author of the research **considers** the development of didactic processes in the classroom fundamental, specifically on the subject of active methodology for the promotion of meaningful learning in students.

According to Benavides (2016) in the thesis: "Group Technological Strategies and Oral Skill (Speaking) of the English Language in Second Year Students of the Unified General Baccalaureate of the Mario Cobo Barona Educational Unit of the City of Ambato from Tungurahua Province", raises the objective of determining the relationship between the strategies group technological skills and oral skills (speaking) of the English language. The methodology used in this work is the qualitative and quantitative approach, since it is based on a collection of information that was applied to teachers and students through surveys. The results that were obtained from the surveys, the little or no use of technological strategies in the English class and the lack of speaking activities give rise to a strong conclusión that demostrates the incidence of the use of technological strategies and the oral skills in the English Language learning process.

Based on what is exposed in this research work, it is **considered** that oral expression is a characteristic quality of the human being that is learned innately thanks to the imitation of the context being important the use of active strategies that allow the development of oral skills.

For Acevedo and Dueñas (2009) in the thesis: "Teaching Strategies Focused on the development of oral ability in English as a foreign language in children of the Antonio José De Sucre District Educational Institution ", had the purpose of improving the development of oral ability in English, it arose from the shortcomings found through observations carried out to the group under investigation with the aim of improving, contributing and solving it through the implementation of functional communication and social interaction activities. The use of varied material designed for learning a foreign language, in this case English, is very useful for students because it gives them the opportunity to develop their potential. In addition to the fact that this kind of activity arouses interest in participating in learning tasks that are not very familiar to them. In addition, because it is important to implement activities that have pictures, which facilitate their development, because they attract the attention of children. It can be concluded that oral ability in English was notably improved, since the students lost their fear at the moment of speaking in the foreign language. Additionally, there was a satisfactory development of the activities, which gave them tools to improve their pronunciation, managing to communicate with greater precision in terms of grammatical constructions.

The inter-learning process is **considered** to require the use of didactic and technological resources that contribute to generating an interactive class; It is a proposal to adapt the way of learning of adolescents to the learning model that best suits each of them, it puts into practice an expansion of vocabulary to develop the effectiveness of communication in a second language.

1.4. Conclusions Chapter I

The updating of teachers in topics such as models, styles and learning strategies are important, since it is used by middle-level educational institutions to form the exit profiles required by the state.

Understanding that at present students need to use strategies that allow them to quickly acquire knowledge, skills and competencies for the management of the

English language, it is essential, especially to make teachers aware of the permanent updating of which ones and how to use the strategies learning of each student is the goal that the researcher intends to achieve.

The author has been empowered by the active teaching-learning methodology for a second language, where the induction towards the students will be aimed at making them aware that only their own effort will allow them to achieve their goals.

CHAPTER II. PROPOSAL

2.1. Proposal topic

Teacher update workshop on learning style strategies for the development of oral skills in the English language.

2.2. Objectives

General objective: To develop oral skills in English through a pedagogical proposal taking into account the strategies of learning styles in the third year students, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz".

Specific objectives:

- To socialize terms, style and learning strategy used in language teaching.
- To make teachers in the area aware of the strategies of learning styles to develop oral skills.
- To implement the VARK test on learning styles based on sensations to students and teachers.

2.3. Justification

After a diagnosis made to the teaching staff and students, the strengths and weaknesses of the educational process are observed. It is evident on the one hand the academic performance of the students such as: lack of interest, low performance, among others, showing a low level of oral skills. Another of the weaknesses of the educational process when teaching English classes is the lack of learning strategies and techniques that are generally not used correctly in the classroom, either due to inexperience or the obstinacy of some teachers to change, as they persist with the traditional learning teaching process. That is, the teacher sponsors pedagogical schemes acquired by those who were his professors.

This particular justifies the design and application of this proposal. for teachers in the English area who work with students in the third year, Technical Baccalaureate

Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz". The purpose of this update is to help both students and teachers improve speaking skills, using the strategies of different learning styles. Likewise, it is intended that teachers become modern actors and resume their role of promoting planned activities to achieve the objectives proposed in the teaching-learning process of the English subject in technical high school. This workshop allows sharing experiences, and providing teachers in the area of English with knowledge of new learning styles, to apply strategies and make classes more dynamic with third-year students,

2.4. Development of the proposal

2.4.1. Elements that make it up

The development of this proposal is based on curricular thread number 2 that corresponds to oral communication (listening and speaking). Thus, listening and speaking are considered within the same curricular thread 2, these two macro-skills should be integrated into meaningful processes and real contexts. The first class offers a supportive environment with a focus on fluency developed through authentic input and interpersonal interaction.

Learning style: the learning style of each person, is according to the Neurolinguistic Programming (NLP) the preferred way that each one has to capture, remember, imagine or teach a specific content.

The perceptual channel is where we appropriate the contents (the eye, the ear, mouth, or the body in general). When one studies learning, it is affected by multiple factors, from characteristics environmental (such as light, temperature, or noise) to emotional traits (such as motivation and the responsibility).

Listening Skill: Authentic listening material is available online to respond to the needs and interests of individual groups and learners. Creative teachers will also explore the option of choosing short videos and creating listening activities to keep dynamic classes. The listening resources will keep learners highly motivated as they

are provided with different models of spoken English and pronunciation at both the segmental and suprasegmental levels (segmental - this is vowel and consonant phonemes such as syllable, word or sentence and suprasegmental - when it affects a segment longer than the phoneme such as accent, rhythm, intonation and pause).

Thus, the development of this event makes it essential to identify the type of learners who are presented in the classroom, aspiring to achieve in the participants:

Motivation: The training workshop inspires interest and motivation for lifelong learning in the participant.

Human rights: Students are made aware of the right to education and equal educational offers.

Recognition of one's own opportunities: Participants are aware of the opportunities available to them, change their learning habits and achieve a new lifestyle.

Take personal responsibility: The participants must feel committed and take on the challenge to face inter-learning problems and seek solutions, ceasing to feel guilty and victims of society.

Recognize of one's own resources and strengths: Participants must develop a mental map of existing resources and strengths to achieve the goals set by themselves, having clear objectives, without forgetting to measure progress.

Acquire skills: Participants must acquire language skills such as listening, reading and writing in order to develop oral skills based on strategies of learning styles and study habits.

Self-esteem and self-efficacy: The update workshop aims to support the participants' sense of self-esteem and self-efficacy, which is an important task for the inter-learning process.

Empowerment for self-regulated learning: Participants were updated to plan and implement their own learning process, thus being the development of autonomous learning in them.

Equal access to the educational offer: It is oriented to the participants that all have the same opportunities despite different social groups or different characteristics, but with the same performance, for example, obtaining optimal results in the entrance exam for universities, but working with a broad awareness of competitiveness.

This will be favored by the following aspects: The training of the participants must be carried out under the authorization of a known organization or institution and never in an unknown institution. Participants must receive prior, detailed information, information about the content of the workshop and be aware of their expectations.

VARK test

This workshop will include the application of the VARK test, structured by 16 multiple-choice questions, addressed to 17 students, and is effectively oriented to determine which are the preferences regarding the predominant learning styles in students of the third-year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz" and in the same way makes an approach regarding the teaching strategies by the teacher that are preferred by the student.

Table N° 11
11. Characteristics of the VARK model

Visual	Aural	Reading Writing	Kinesthetic
Photographic memory	Ease of learning languages	Greater ability to encode and understand messages	Learning through sensations
Conceptual maps	Brainstorming	Readings	Sociodramas
Summary tables	They learn in an	Written feedback	Manipulation of

	orderly and sequential way		objects
Schemes Written Instructions	Debates and discussions Verbal Instructions	Taking notes essays	Real life examples Teamwork
Graphics	Seminars	Multiple choice	Roleplay
Using different colors to underline	Ease of learning music	They are considered more empathetic	His learning is slow but much deeper

Source: http: //teocaal.blogspot.com/2017/10/formas-graficas-de-los-estilos-de.html

As a contribution to this research work, table No 9 presents a list of study strategies suggested by the teacher (César D´ León, 2003) regarding the four learning styles of this model.

Table N° 12
Suggested strategies according to the VARK model

VISUAL	AURAL
Books with diagrams and drawings Use symbols Underline Flowcharts Mental maps Images, videos	Record summaries Study with audio Explain to others Read summaries out loud Explain the notes to another aural person Talk to teachers and peers
READER / WRITER	KINESTHETIC
Use and make lists Dictionaries Glossaries	Use and take advantage -Laboratories -Examples

Definitions	-Real applications
Textbooks and Magazines	-Projects
Manuals	-Simulations
Logs	-Models
Texts on the internet	-Algorithms
	-Roleplay
	-Dramatizations

Source: Cesar D´ León, (2003)

Visual learning. Visual learning is defined as a teaching method that uses a set of graphic organizers to represent information and to be able to work with ideas and concepts that help students use them to think and learn effectively.

Visual learners. Visual students prefer to use pictures, charts, diagrams, graphs, circles, arrows, pictures when studying or learning new concepts. They like an orderly environment in the classroom. When it comes to young children, they love to see pictures and drawings in stories to help them remember information.

For classes

- Avoid visual distractions (windows, open doors, etc.)
- Look for opportunities to interrupt the class with reflective but active exercises (ask, write, share) with creative sessions.
- Illustrate notes with pictures and graphics
- Synthesize and organize notes after class with concept maps
- Reading textbooks
- Look above the titles, tables, graphs and images - to get a general idea of the content before reading a chapter.
- Use colored highlighters to point out relevant information or material
- Write or illustrate in margins to emphasize important material or information.

Evaluation

- **Write and illustrate the steps in a sequence as a checklist**
- **Use visual aids and associations when remembering information**
- **Meet student and teacher to discuss evaluation alternatives**
- **Essays, quizzes with short answers, class presentations**

Aureal learning. This teaching method guides students towards assimilation of information through the audience. Thus, most people choose to be visual in the way of interacting with the world of audio stimulation, it is often used, through this mechanism it is used as a secondary means to find and absorb knowledge.

Auditory learners. Auditory learners prefer oral presentations, lectures, discussions, and everything that involves listening. He uses his voice and his hearing as the main modality for learning. They easily remember what they hear and what they express verbally, if they are excited about something they express it with a verbal response.

For classes

- Attend classes
- Attend discussions and tutorials
- Discuss the issues with the teachers
- Explain them to others
- Use music
- Leave spaces in your notes

Evaluation

- Talk to the examiner
- Hear students voices and score
- Remember ideas in a quiet place
- Practice listening answers to test questions
- Speak your answers out loud or inside your hear

Read and Write learning. This kind of learning tend to lean towards reading and writing learning styles where human being are able to absorb and retain the most information through reading and writing text. Employers, project leaders, have the ability to read and write well which are known as qualities in a person.

Read and write learners. They are those who learn best by reading and writing, including reading the information in presentations, brochures or synthesizing the content, not only reading books, they are also good at doing research online. They are easily coupled to the online course materials is in writing.

For classes

- Study and take information in quiet areas to avoid distractions
- Read selected books, taking notes, re-reading notes
- Organize notes with sub-headings, bullet points and lists will also help for absorbing and retaining the information to use later
- Combine the handouts with your own notes to create a collective input of information
- Read your notes over again and again
- Turn diagrams and charts into words

Evaluation

- Write down your test answers
- Practice with multiply choice questions
- Write paragraphs
- Organize your words in hierarchies and points
- Talk about your writing

Kinesthetic learning. This learning style focuses on the experiences of the body, its sensations and its movements. The individual body remembers the action that it is learning to act accordingly with the different challenges that are posed to it. This

learning system develops more slowly than the previous ones, but the learning result tends to be deeper and more easily assimilated.

Kinesthetic learners. Students need a multisensory learning environment for deep learning as they learn most easily doing. Also, a kinesthetic learner needs to be actively engaged in their learning. They are tactile learners that use movements, testing, trial and error and nontraditional learning environment to retain and recall information.

For classes

- Learn actively by using outside spaces for class games, treasure hunts or observations
- Use tactile resources to do hands on activities
- Try learning basic sign language or learning polite or impolite gestures
- Turn learning activities into games between groups or individuals. For example gamfication is a big topic, especially in tech.
- Design and make predictions and carry out the own practical experiments for hands on learning

Evaluation

- Write the answers from the practice, or from the laboratory
- Role play the test situation in your room
- Study with examples, practical speaking roles, exercises and simulations

2.4.2. Explanation of the proposal

The basis of the proposal is in the application of a test on educational learning styles that is produced using the senses, this instrument was called VARK for its acronym in English (visual, aural, read / write, kinesthetic) that analyze the visual, auditory, reading-writing and kinesthetic aspects. This proposal will demonstrate how important learning style strategies are to achieve the development of oral skills in

students, as well as update teachers of the foreign language area in the knowledge of strategies to be implemented according to the type of learning that each student has.

2.4.3. Premises for its implementation

According to Neil Fleming and Colleen Mills (2006), the most representative strategies should be according to style, the following:

Strategies for visual style

Use of:

- Written instructions
- Conceptual maps
- Diagrams. Models, summary tables
- Computational animations
- Videos, transparencies, photographs and illustrations

Strategies for listening style

Use of:

- Verbal instructions
- Repeat similar sounds
- Audio
- Debates, discussions and confrontations
- Brainstorming
- Read the same text with different reflections
- Guided and commented on reading

Strategies for reading / writing style

Use of:

- One minute writings
- Literary compositions, diaries, blogs and reports
- Preparation of summaries, review and text synthesis
- Peer review of texts

Strategies for kinesthetic style

Use of:

- Role play and dramatizations
- Group dynamics that require sitting and standing
- Manipulating objects to explain phenomena
- Gestures to accompany oral instructions

The showed strategies have been achieved through the application of the following class planning:

Table N° 13
Learning styles strategies based on the VARK model

WORKSHOP				
TIME: 720 minutes				
	CONTENTS	ACTIVITIES	TIME	RESOURCE
Day 1	Learning styles / definitions	- Present and determine the learning styles - How can we know what kind of learning will benefit the personality of the students? - Present learning styles - Activity content - Group work to analyze learning styles	3 hours	copies, teachers. Students
Day 2	Visual learning	- Present the learning style (Visual) - Present visual learning style - videos. - Postulate characteristics of the visual style. - Create a visual style poster. - Provide examples of visual learning style.	3 hours	Copies, teachers, students.

Day 3	Auditory learning Reader / writer learning	● Present the learning style (Auditory) ● Present Auditory learning style videos. ● Post characteristic of hearing style. ● Create a story using the hearing style. ● Provide examples of hearing learning style	3 hours	copies, markers, teachers, students
Day 4	Kinesthetic learning	● Present the learning style (Kinesthetic) ● Present videos of kinesthetic learning style. ● Post auditory style characteristics. ● Create a kinesthetic style poster. ● Provide examples of the kinesthetic learning style.	3 hours	copies, markers, teachers, students.

Elaborated by: Siza, C. (July / 2021)

WORKSHOP DEVELOPMENT

TOPIC: Strategies of learning styles based on the VARK model

General objective: Analyze the effect of learning strategies based on Fleming's VARK model in relation to the development of oral English language skills in students of the Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz" Latacunga-school year 2020-2021.

Learning objective: Students will understand that we need to use the VARK learning style strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.

Specific objectives:

- To recognize the learning style that each of our students dominates
- To identify the strategies of learning styles to improve the oral development of a foreign language in students of the Third year, Technical Baccalaureate Sales and Tourist Information
- To observe and discuss with the students about the learning style that each of them masters.
- To value each learning style.

LEARNING STYLES STRATEGY WORKSHOP BASED ON THE VARK MODEL

DAY ONE

STRATEGY N ° 1: A WONDERFUL TOURIST PLACE

Objective: Students must speak in English in a meeting through the Microsoft Teams Platform about a real-life situation presented in the images, using specific materials to promote the ability to speak by visualizing.

Skills: Oral skills

Materials: Pictures, students

First:

The students will work as a team, they have two images in the group chat and each one must choose one of them. The teacher will describe two possible situations that could appear in another image (third image). Photographs or pictures should not be released to students until they have to speak. At the end, one of the students will be selected to talk about the last image while the other student listens.

 Situations:

   a) At the end of the class, the students will spend a day at the beach.
   b) The first photograph will show different ways of traveling.
   c) The volunteer student will talk about the second image, and the chosen student will listen.

Second:

The students will work in pairs and will have a few minutes to talk and observe the images about a possible situation told by the teacher. Together they will talk about things that they will do there.

Third:

STRATEGY N ° 2: LOOKING FOR THE RIGHT PLACE

Objective: Student A will observe and describe the address of the chosen place on the Latacunga map in English through the Microsoft Teams online class program and student B will request information. Student B will try to draw the requested direction to present to the class, using concrete materials to improve the ability to describe.

Skills: Oral skills

Materials: The map of Latacunga, the voices of student A and B, a sheet of paper, a pen or pencil, an eraser.

 First:

Student A will have the required address information on the Latacunga map, but Student B will not. Then, student A will begin to draw some directions to begin by describing and taking into account the more detailed direction to get closer to the requested direction using the map.

Second:

Student B will try to draw the correct direction using the information that student A was mentioning, the direction should be drawn in a similar way to the mapping of student A.

Third:

Your classmates will share the information and the address of the specific place to relate the given information. Each student plays an important role because the activity cannot be completed if the participants do not provide the others with the necessary information.

DAY TWO

STRATEGY N ° 3: GUIDING A FOREIGN TOURIST

Objective: Students should learn as much information about the visitor as possible by asking questions to produce correct communication.

Skills: Hearing

Materials: Foreign tourist "voice", and a sheet of paper.

First:

The teacher tells the visitor about the student's language level, reminding him that he must take into account the level of English that he is going to use with the students. At the same time, you must speak naturally.

Second:

The teacher invites the visitor into the classroom without telling the students who the visitor is. They, as a team, will try to guess about the visitor. Based on their

guesses, students interact with questions they want to ask the foreign English-speaking person.

Third:

The visitor is interviewed with the questions that the students have written and during the interview: the teacher encourages them and clarifies the things that they tell them that they do not understand.

Objective: Students must understand the essence of the story by placing the pictures in the order they heard them.

Skills: Hearing

Materials: An audio, a sheet of paper and images.

First:

The teacher sends the images in a document to the group chat and the students must cut out, think and observe what is happening in each image. The teacher will then confirm or deny their predictions by listening to the correct story.

Second:

The teacher tells the students that they are going to listen to an audio about a complaint and that they must put the images in the correct order.

Third:

Students check their answers with their peers and, if it is necessary, can listen again to make sure they got the sequence correct. Finally, when they have finished listening, the class can act out scenes similar to the one they heard.

The text of the audio

- Initially, the apartments in the building caught fire. This impacted the character making him like living by losing all his things. Unfortunately, his father couldn't get out of the fire, and neither did his paperwork or his books.

- While she was in the car, she tried to hide the eggs as much as she could. It was one of the only car trips she has traveled alone in the back without complaint.

- The climax and tipping point is when he got home and realized that the eggs he had been saving hatched!

- The falling action of a bird and holding it in your hand makes you see what it really looked and felt like. This changes the character, helping her to see a different perspective of the bird, as well as her situation.

- The solution is when her father comes home and the Phoenix leaves.

- The theme of Jane Volen's Phoenix Farm is to never lose hope and to look through a different perspective on difficult situations. The character in this story has learned many things and family is one of them, which means that family was all she had and when she lost a part of her family, she became beside herself and got angry.

Questions to help students.

- The falling action is when she actually holds the bird and gets <u>too</u> see what it feels like and looks like. This changes the character by helping her see a different perspective of the bird, as well as this whole situation.

. While in the car, she tried to hide the egg as much as she possibly could. It was one of the only car rides that she has ridden all alone in the back without complaining

- The climax and turning point <u>is</u> when she came home and had realized that the egg she had been keeping has hatched!

- The solution is when the dad comes home, as well as the phoenix leaving.

- At the beginning, the apartment building burnt down. It impacted the character by making the character not have to live, as well as loosing all their stuff. Her dad did not make it out of the fire unfortunately and neither did his paperwork or his books.

The theme of phoenix farm by Jane Volen is too never loose hope and looking through a different perspective of rough situations. The character in this story has learned many things and family is one of them meaning that family was all she had and when she lost a part of her family she became upset and angry

STRATEGY N ° 5: TOURISM

READ/WRITE LEARNING STYLE

Objective: Students must understand the text by making a graphic organizer with the information to tell a short summary to the class.

Skills: Read

Materials: A sheet of paper and a pen.

First:

Students have a few minutes to read the text and highlight the main idea and write in the graphic organizer. Then, the teacher will confirm the corresponding information.

Second:

The teacher tells student A to read and explain his graphic organizer, and student B will write a short Summary

.

Third:

Students check the information in their graphic organizer with their peers on the screen and, if necessary, can read the text again to make sure they have the correct information.

TOURISM • Tourism refers to the temporary movement of people primarily for leisure and recreational purposes. • It is characterized by the interaction (s)between tourists and tourism destinations.	TIME FOR TOURISM
TOURIST Tourist is defined as a person who travels and stays away from his her normal place of residence for more than 24 hours but less than a year, regardless of travel purpose.	
TOURISM TYPES Tourism is a specific place: tourists travel to a specific location. Different spaces, environments (both physical and human) in tourism destinations create diverse tourism activities. There are therefore the presence of different tourism types.	

Types of tourism

Based on nature	Based on culture	Based on education	Based on hobbies
• Botanical/Nature • Bird Watching • Farm/Agricultural • Mountain/Highland • Air sports • Winter/Ski • Village • Water sports	• Dark • Ethnic • Festival • Silk Road • Faith • Cultural • Third Age • Cultural Heritage	• Educational • Youth • Congress	• Shopping • Hunting • Golf • Gambling • Adventure • Cave • Rafting • Wine • Yacht • Extreme

STRATEGY N ° 6: WRITING AN EMAIL

READ/WRITE LEARNING STYLE

Target: Students should write an email with a certain situation using about 35 - 45 words.

Skills: Writing

Materials: A sheet of paper.

First:

Students have a few minutes to collect ideas related to the topic on a sheet of paper. Then the teacher will give the students some clues to write the email.

Situation:

Omar is welcomed into Victoria's classroom as a new classmate.

Second:

The teacher tells the students about the situation; they should keep the email part.

Third:

Students should organize their ideas related to the situation and follow the steps to write an email.

Writing practice: Please fill out the email using the words in the boxes below.

To: _____

Subject: My goals in English.

_____

Welcome to the class of _____

your classmates. I am writing this _____

My reading goal is _____

_____

And what about you?

_____

Sincerely,   vicky880@gmail.com   Omar Jamar

to share my English goals with you: Hi Victoria,

find important information in school   My name is Omar.

to write good greetings and closings in my emails.

DAY THREE

STRATEGY N ° 7: SINGING SONGS IN ENGLISH.

Objective: Students should be able to interact with other students and gain a lot of information and vocabulary related to current songs that are on trend.

Skills: Interact with others.

Materials: A sheet and a pen.

First:

The teacher talks to the students about some of the most popular songs that are in fashion in the English language.

Second:

The students will find out which song is the most popular in the classroom. Next, the teacher sends a sheet of paper with the lyrics of the song with some blank spaces to the students and they must fill in. At the top of the sheet of paper, they have to write the missing words from the song.

Third:

When students have finished filling in the blanks, the class can discuss the type and genre of the songs. Then, in pairs, the students interview each other asking if they have seen the lyrics of the song with the partner's answers.

At the end, the full lyrics of the song are displayed. The teacher asks the students "How many students have ever seen the lyrics to the Titanic song? And how many students thought the Titanic song was very good? Students raise their hands on the screen and express their opinion.

Every _____ in my dreams
I see you, I feel you
That is how I know _____ go on

Far across the _____
And spaces between us
You have come to _____ you go on

Near, far, wherever you are
I _____ that the heart does go on
Once more you open the _____
And you're here in my heart
And my _____ will go on and on

Love can touch us one _____
And last for a lifetime
And _____ let go till we're gone

_____ was when I loved you
One true time I hold to
In my _____ we'll always go on

Near, far, wherever you are
I _____ that the heart does go on
Once more you open the _____
And you're here in my heart
And my _____ will go on and on

You're here, there's _____ I fear
And I know that my heart will go on
We'll stay forever this _____
You are safe in my heart
And my _____ will go on and on

TITANIC

Every night in my dreams I see you, I feel you
That is how I know you go on
Far across the distance and spaces between us
You have come to show you go on

Near, far, wherever you are

I believe that the heart does go on

Once more, you open the door

And you´re here in my heart

And my heart will go on and on

Love can touch us one time and last for a lifetime

And never let go till we're gone

Love was when I loved you, one true time I hold to

In my life we´ll all always go on

love can touch us one time and last for a lifetime

And never let go till we're gone

Love was when I loved you, one true time I hold to

In my life we´ll always go on

Near, far, wherever you are

I believe that the heart does go on

Once more, you open the door

And you´re here in my hurt

And my heart will go on and on

You´re here, there is nothing I fear

And I know that my heart will go on

We´ll stay forever this way

You are safe in my heart

And my heart will go on and on

DAY FOUR

STRATEGY N ° 8: BOOKING A FAMILY ROOM.

Objective: Students should be able to process information from a hotel registry with other students and obtain vocabulary related to the area of tourism.

Skills: Process information

Materials: Hotel registration.

First:

The teacher selects a pair of students who are going to represent a scene in a hotel reception, where student A will be the customer and student B will be the receptionist.

Second:

The teacher sends the student A specific information from a hotel reservation record.

Third:

Student B is going to give the information to student A and he has to reserve a room for his family and cancel the corresponding payment. While the students are acting out the scene in pairs, the teacher is monitoring the dialogue.

Information given to the student to:

1. Read and look at the photos of Hotels in the province of Cotopaxi. Cotopaxi is a province located about 45 km south of Quito. Its capital is Latacunga. This province has majestic landscapes with scrub-covered forests in protected areas of valleys and open grasslands that cover the lower slopes of the mountains. Here we can find 117 hotels and places to stay.

Latacunga	San Miguel de Salcedo	Latacunga	Latacunga
Hacienda Hato Verde is located in Latacunga, in a rural environment and next to the horse ride. To admire the natural beauty of this region, nothing more like the Cotopaxi National Park. If you prefer to add a cultural touch to your vacation, visit the Casa de los Marqueses de Miraflores and the Casa de la Cultura Molinos de Monserrat. Discover everything that this area offers you with activities such as horseback riding, ecotourism or climbing.

$ 109 | Hotel Rumipamba de las Rosas is located in San Miguel de Salcedo. Casa de la Cultura Molinos de Montserrat and Casa de los Marqueses de Miraflores are some of the emblematic places of the region, whose natural beauty can be admired in the Ignacio Flores y Río Cunuyacu Nautical Park. ¿Do You want to enjoy an event or a game?. You can check the schedule of the Bellavista Stadium or the Bolívar Stadium. Do outdoor activities like mountain biking, horseback riding, ¿or climbing?

$ 63 | Hotel Makroz is located in Latacunga. If you want to go shopping, stop by Malteria Plaza and Plaza Sucre; If you want to appreciate the natural beauty of the region, visit Río Cunuyacu and the Ignacio Flores Nautical Park.

$ 49 | Hotel Santiago is located in Latacunga. If you want to go shopping, stop by Malteria Plaza and Plaza Sucre; If you want to appreciate the natural beauty of the region, visit Río Cunuyacu and the Ignacio Flores Nautical Park.

$ 27 |

Latacunga Hotel San Agustin Plaza is located in Latacunga, in the center. Casa de la Cultura Molinos de Montserrat and Casa de los Marqueses de Miraflores are some of the emblematic places of the region, where you can also go shopping at Malteria Plaza and Plaza Sucre shopping center. $ 84	Villa de Tacunga Hotel is located in Latacunga with easy access to the convention center. In addition to visiting emblematic places such as Casa de los Marqueses de Miraflores and Casa de la Cultura Molinos de Montserrat, you can unleash your passion for shopping at Malteria Plaza Shopping Center. Go for outdoor activities such as walking or cycling routes, mountain biking or ecotourism, and take advantage of the fact that you have bicycle rental in the vicinity to take a tour of Latacunga. $ 63	Latacunga HOTEL JOSHED IMPERIAL is located in Latacunga. Casa de la Cultura Molinos de Montserrat and Casa de los Marqueses de Miraflores are some of the emblematic places of the region, whose natural beauty you can admire in the Cunuyacu River and the Ignacio Flores Nautical Park. $ 54	Latacunga Hostal Dulce Hogar is located in Latacunga, near the seafront. Casa de la Cultura Molinos de Montserrat and Casa de los Marqueses de Miraflores are some of the emblematic places of the region, whose natural beauty you can admire in the Cunuyacu River and the Ignacio Flores Nautical Park. Visit our Latacunga guide map section. $ 50

STUDENT B - CHART FOR BOOKING AN ARRANGEMENT

Hotel Soaltee
Kathmandu

Reservation Form

Name   Pandey   Shishir
Nationality   Nepal
    Permanent Address : Thapagaun, New Baneshwor
Contact Address   Tel: 123456789   Fax: ---
                    E-mail: name@gmail.com
Others
Date of Arrival (DOA):   Date of Depature (DOD):
Total Nights:

Rooms required   ☐ SB   ☐ DB   ☐ Twin   ☑ Suite   ☐ Extra Bed

Room Plan   ☐ EP   ☐ CP   ☐ BB   ☐ MAP   AP

Mode of Payment   ☐ Credit Card No.   ☐ Company Alc.

                    ☐ TC   ☑ Cash   ☐ Voucher

Special Service Requested:
Remarks and selling instruction
Requested by: _____   Date: _____
Received by: _____   Time: _____

CULTURAL TOURISM   ADVENTURE TRAVEL   BEACH TOUR   CULINARY TOURISM   WINTER TOURISM

2.5. Conclusions Chapter II

- The VARK model allows one to determine the preference of the students when processing the information from the sensory point of view.
- The VARK model does not speak of strengths, but of sensory preferences, to acquire learning.
- In the VARK model, people select the information they pay attention to base on their interests, but it also influences how the information is received.

CHAPTER III. APPLICATION AND / OR VALIDATION OF THE PROPOSAL

3.1. Expert evaluation. -

Regarding the evaluation of experts, three professionals with adequate experience were considered to obtain the endorsement of the theme that inspired this research, in order to achieve its validity and relevance in the field of action; For this purpose, the following process was applied:

- Three experts were selected, these professionals were contacted and their collaboration was very restrained, emphasizing the reason for the survey.
- The evaluation questionnaire was delivered, which was structured as follows: a cover letter, questionnaire and certificate of validity.
- Continuing with the process, the expert professionals proceeded to fill out the evaluation format.
- In the final part of this process, the responses were analyzed.

Validity report

The proposal that characterizes this research work was submitted to validation by three teachers, who are professionally distinguished by having a fourth-level degree. The professionals experts formulated their value judgment on the coherence and convenience of the proposed items, they were given a questionnaire with thirteen questions with an instructional guide, and they were specified on the objectives of this research work. At the time that the last survey was applied to each one of the professional experts, a table was prepared to proceed with the tabulation of the responses expressed to the survey, each question of the survey has a rating of 33.33% providing a total of 100% acceptance of each question in the questionnaire.

Table N° 14
Consolidated matrix of experts

Expert Item	Expert 1	Expert 2	Expert 3	Total
	Excellent	**Good**	**Terrible**	
a) Valid, current and relevant contribution material	100%			100%
b) The mature research process material	100%			100%
c) Material properly structured, argued	66.66%	33.33%		100%
d) The originality of the contributions and reflections	66.66%	33.33%		100%
e) Bibliographic references	100%			100%
f) The title of the work is appropriate	100%			100%
g) Writing presents the expected qualities	66.66%	33.33%		100%
h) Relevant graphic material	100%			100%
i) Text presents a clear and precise introduction	100%			100%
j) Text length is adequate	100%			100%
k) The text provides input	100%			100%
l) Objectives are fully met	66.66%	33.33%		100%
m) Soundness and timeliness of the reflections	100%			100%

Source: Experts
Elaborated by: Siza, C. (July / 2021)

The 69.23% of the answers given by expert professional teachers approve the proposal "Teacher update workshop on learning style strategies for the development of oral skills in the English language", qualifying it as excellent, while the remaining 30.76% of the responses issued qualify the proposal as acceptable.

3.2. User evaluation. -

Regarding the evaluation of users, three professionals with adequate experience who were considered to obtain the endorsement of the theme that inspired this research, in order to achieve its validity and relevance in the field of action; For this purpose, the following process was applied:

- Three users were selected, these professionals were contacted and their collaboration was very restrained, emphasizing the reason for the survey.
- The evaluation questionnaire was delivered, which was structured as follows: a cover letter, questionnaire and certificate of validity.
- Continuing with the process, the professional users proceeded to fill out the evaluation format.
- In the final part of this process, the responses were analyzed.

Validity report

The proposal that characterizes this research work was submitted to validation by three teachers, who are professionally distinguished by having a third-level degree and a vast experience in teaching the subject of English. The expert professionals formulated their value judgment on the coherence and convenience of the proposed items, a questionnaire was given them with thirteen questions with an instructional guide, and they were specified on the objectives of this research work.

At the time that the last survey was applied to each of the professional users, a table was elaborated to proceed with the tabulation of the responses expressed to the survey, each question of the survey has a rating of 33.33% providing a total of 100% acceptance of each question in the questionnaire.

Table N° 15
Consolidated matrix of users

Expert Item	User 1 Excellent	User 2 Good	User 3 Terrible	Total
a) Valid, current and relevant contribution material	100%			100%
b) The research process material	100%			100%
c) Material properly structured, argued	100%			100%
d) The originality of the contributions and reflections	100%			100%
e) Bibliographic references	100%			100%
f) The title of the work is appropriated	100%			100%
g) Writing presents the expected qualities	100%			100%
h) Relevant graphic material	100%			100%
i) Text presents a clear and precise introduction	100%			100%
j) Text length is adequate	100%			100%
k) The text provides input	100%			100%
l) Objectives are fully met	100%			100%
m) Soundness and timeliness of the reflections	100%			100%

Source: Experts
Elaborated by: Siza, C. (July / 2020)

The 100% of the answers given by expert professional teachers approve the proposal "Teacher update workshop on learning style strategies for the development of oral skills in the English language", rating it excellent.

3.3. Evaluation of impacts or results

Based on what was stated in the present study, a field investigation was carried out aimed at the following population:

- Survey applied to teaching staff in the English Area and the students of Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz".
- Application of the VARK test to the students of the Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz".

The analysis that yields the results of the research applied to the indicated population is set out below:

3.3.1. Results of the survey directed to the teaching staff of the Educational Unit "Luis Fernando Ruiz".

Table N° 16
Summary of the results of the survey of teaching staff

N°	Question	Always		Almost always		Somet imes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
1	Do the learning styles applied in the classroom keep students active?	5	62%	1	%	1	%	1	%		%
2	¿As a teacher do you use learning styles for the development of Oral skills in English Language?	2	%	1	%	1	%	2	%	2	%
3	Are oral expression activities that promote academic performance, the correct accent, volume and time in communication encouraged?	2	25%	1	12%	1	12%	3	38%	1	13%
4	Are processes of synthesis, evaluation and creation of ideas carried out for the development of oral	2	25%	2	25%	1	13%	2	24%	1	12%

#	Question										
	production in the English language?										
5	Do you consider the use of interactive strategies (gestures, facial expressions) important for the development of oral expression?	5	62%	2	25%	1	13%	0	0%	0	0%
6	¿Are motivational activities carried out that promote the teaching-learning process of oral skills in English?	1	14%	1	14%	2	29%	2	29%	1	14%
7	Does the student use speaking in class?	0	0%	2	25%	0	0%	6	75%	0	0%
8	Do you think that speaking should be taught more in the educational system?	8	100%		%		%		%		%
9	Do you think that various learning styles should be used in English language classes?	8	100%		%		%		%		%
10	Would you attend training on learning styles?	8	100%		%		%		%		%

Source: Teachers of the Luís Fernando Ruíz Educational Unit
Elaborated by: Siza, C. (July / 2020)

Question 1: The 62% of the teaching staff believes that the learning styles applied in the classroom always keep students active, another 12% mention that almost always; 13% consider that sometimes; another 12% indicate that it rarely.

Question 2: The 25% of the teaching staff indicate that as a teacher they always use learning styles for the Development of Oral Skills in the English Language, the 12% consider that they almost always use, 13% mention that they sometimes use, another 25% think that they rarely, another 25% mention that they never use.

Question 3: The 25% of the teaching staff believe that oral expression activities that promote academic performance, the correct accent, volume and time in communication are always encouraged, 12% consider that almost always, another 12% mention that sometimes, 38 % rarely, 13% more than ever.

Question 4: The 25% of teachers always carry out processes of synthesis, evaluation and creation of ideas for the development of oral production in English, another 25% almost always, 14% sometimes, 25% rarely, 12% never.

Question 5: The 62% of the teaching staff always consider the use of interactive strategies (gestures, facial expressions) important for the development of oral expression, 25% almost always, another 13% sometimes.

Question 6: The 14% of teachers recognize that motivational activities are always carried out that promote the teaching-learning process of oral production in English, another 14% think that almost always, another 29% that sometimes, the remaining 14% mention never.

Question 7: The 25% of the teachers indicate that the student almost always uses speaking in class, while 75% think that it is rarely.

Question 8: The 100% of teaching staff indicate that speaking should be taught more in the educational system to the development of oral skills in the English language.

Question 9: The 100% of teachers think that Various learning styles should be used in classes, for the development of oral skills in the English language.

Question 10: The 100% of the teacher population think that they would participate in a training course on learning styles to the development of oral skills in the English language.

3.3.2. Results of the survey aimed at students of the Educational Unit "Luis Fernando Ruiz".

Table N° 17
Table 17. Summary of student survey results

Question	Always		Almost always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
1. Do you understand your teacher when he/she speaks English?	0	%	1	6%	3	17%	Eleven	65%	2	12%
2. Are reflection activities that promote academic performance and the development of oral production carried out in class?	4	2. 3%	1	6%	0	0%	0	0%	12	71%

Question										
3. Are developed activities that keep students active in the classroom?	0	0%	1	6%	2	12%	4	2.3%	10	59%
4. Are oral expression activities that promote the correct accent, volume and time in communication encouraged?	2	12%	1	6%	1	6%	2	12%	11	64%
5. Do you consider that the speaking learning time is enough to learn to speak English?	0	0%	0	0%	1	6%	1	6%	15	88%
6. Are students grouped in pairs, small groups, and / or the whole class for the development of oral skills?	0	0%	0	0%	2	12%	1	6%	14	82%
7. Are motivational activities carried out that promote the teaching-learning process of oral production?	3	17%	1	6%	1	6%	2	12%	10	59%
8. Do you often practice the English language?	2	12%	1	6%	1	6%	2	12%	11	64%
9. Do you think that the institution should teach the English language with different learning styles?	17	100%		0%		0%		0%		0%
10. Does the way of teaching improve the English language learning?	17	100%		0%		0%		0%		0%

Source: Students of the Luís Fernando Ruíz Educational Unit
Elaborated by: Siza, C. (July / 2020)

Question 1: The 6% of the student population comments that they almost always understand their teacher when they speak English, 17% think that sometimes, 65% say that they rarely, 12% think that they never.

Question 2: The 23% of the students mention that reflection activities that promote academic performance and the development of oral production are always carried out in class, 6% think that almost always, 12% think that they never.

Question 3: The 6% of students say that activities are almost always carried out that keep students active in the classroom, 12% mention that sometimes, 23% that it rarely, while 59% say that it never.

Question 4: The 12% of the students consider that oral expression activities that promote the correct accent, volume and time in communication are always encouraged, 6% think that almost always, 12% that rarely, 64% that never.

Question 5: The 6% of young students say that sometimes the speaking learning time is enough to learn to speak English, another 6% think that it rarely, the remaining 88% think that it never.

Question 6: The 12% of the students comment that sometimes students are grouped in pairs, small groups, and / or the entire class for the development of oral production, 6% think that they rarely, the remaining 82% say never.

Question 7: The 17% of young students always carry out motivational activities that promote the teaching process - learning oral production, another 6% think that almost always, another 6% think that sometimes, 12% think that rarely, the remaining 59% more than ever.

Question 8: The 12% of the students comment that they always practice the English language often, 6% mention that it almost always, another 6% sometimes indicate, 12% that it rarely and the remaining 64% that it never.

Question 9: The 100% of students indicate that the institution should teach the English language with different learning styles.

Question 10: The 100% of the students mention that teaching improves English language learning to the development of oral skills in the English language.

3.3.3. VARK test results aimed at students of the Educational Unit "Luis Fernando Ruiz".

Table N° 18
VARK questionnaire score

QUESTION	To	b	c	d
1		12 A	4 R	1 V
2		9 V	7 A	1 K
3	6K	3 V	7 R	1 A
4	7K		1 V	9 R
5	1 A	1 V	9K	6 R
6	14K	1 R		2 A
7	8K	6 A	2 V	1 R
8		4K	9 A	4 R
9	12 R	4 A		1 V
10	1K	8 V	7 R	1 A
Eleven	4 V	1 R	4 A	8K
12	5 A	3 R	6K	3 V
13	5K	9 A	2 R	1 V
14	10K	4 R	2 A	1 V
Fifteen	3K	2 A	10 R	2 V
16	7 V	2 R	2 A	6K

Source: StudentsThird VIT, Technical Baccalaureate
Elaborated by: Siza, C. (July / 2020)

K: kinesthetic; V: visual; R: reader / writer; A: auditory

The tabulation of the VARK test applied to the students of the Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz" highlights the Kinesthetic, visual and reader / writer styles as the most appropriate within the teaching-learning process, the results are as follows:

K: kinesthetic = 88 responses = 26.83% students = 6

V: visual = 67 responses = 24.63% students = 4

R: reader / writer = 73 responses = 26.83% students = 4

A: auditory = 44 responses = 16.17% students = 3

TOTAL **= 272 answers** **17 students**

3.3.4. Results of the evaluation of the workshop aimed at students of the Educational Unit "Luis Fernando Ruiz".

Table N° 19
Observation form: Results: 17 students

Criterion	Table N • 19. Observation form: Results: 17 students	
Auditory	1. Obey verbal orders	
	Yes	Do not
	3	14
	2. Answer oral questions	
	Yes	Do not
	3	14
	3. Describe the audio sequence correctly	
	Yes	Do not
	3	14
	4. Like to dialogue with people	
	Yes	Do not
	3	14
	5. Put the pictures in the order that heard them	
	Yes	Do not
	3	14
Visual	6. Show appreciation for images	
	Yes	Do not
	4	13
	7. Requires images to capture a message	
	Yes	Do not
	4	13
	8. Observe and describe the address of the chosen place on the map	
	Yes	Do not
	4	13
	9. Observe in detail the characteristics of the presented image	
	Yes	Do not
	4	13
	10. Represent drawings easily	

	Yes	Do not
	4	13
Kinesthetic	11. Make work involving imagination and own ideas	
	Yes	Do not
	6	eleven
	12. Interact with other students and obtain information and vocabulary related to current songs	
	Yes	Do not
	6	eleven
	13. Act in dramatizations	
	Yes	Do not
	6	eleven
	14. Process information from a hotel record	
	Yes	Do not
	6	eleven
	15. Participate actively and with initiative	
	Yes	Do not
	6	eleven
Reader/ Writer	16.Complete the writing satisfactorily	
	Yes	Do not
	4	13
	17. Transcribe the short text	
	Yes	Do not
	4	13
	18. Make the graphic organizer based on the text	
	Yes	Do not
	4	13
	19. Based on the graphic organizer, tell a short summary to the class	
	Yes	Do not
	4	13
	20. Read the text, highlight the main idea and make the graphic organizer	
	Yes	Do not
	4	13

Source: StudentsThird VIT, Technical Baccalaureate
Elaborated by: Siza, C. (July / 2020)

The evaluation of the workshops aimed at the 17 students of the Third year, Technical Baccalaureate of the Educational Unit "Luis Fernando Ruiz", was carried out through an observation sheet structured by 20 questions, 5 questions for each style. The results corroborate those achieved with the VARK test, since 6 students responded favorably to the kinesthetic style, 4 to the visual style, another 4 students to the reader / writer style and the remaining 3 students to the auditory style. Putting activities in the teaching-learning process taking into account each of the styles

allows one to achieve truly impressive results, namely, the development of oral skills in the English language.

3.4. Results of the proposal. -

Based on what is stated in the present study, and after the tabulation of the field research instruments applied to the indicated population, the following results are presented:

- The teaching staff believes that the learning styles applied in the classroom always keep students active, however, it is not used by the teaching staff. They are sporadic, motivational oral activities that promote academic performance, the correct accent, volume and time in communication.

- Synthesis, evaluation and creation of ideas processes are used infrequently for the development of oral production in English, however, various learning styles should be used in classes, to the development of oral skills in the English language. So weird students sometimes understand their teacher when he/she speaks English.

- The tabulation of the VARK test applied to the students of the Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz" highlights the Kinesthetic styles that corresponds to 26.83%, that is 6 students, visual related to 24.63%, that is 4 students and reader / writer that has to do with 26.83%, that is 4 students.

Conclusions Chapter III. -

- It was confirmed that the few hours that English is taught significantly affect the development of speaking since students do not have enough time to practice more.

- All teachers 100% state that they are predisposed to use these proposed workshops as a pedagogical tool and in addition to receiving training on

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

- In the tabulation of the VARK test applied to the students of the Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", the kinesthetic, visual and reader-writer styles stand out.

General conclusions

- Learning styles are not used and synthesis, evaluation and brainstorming processes are used infrequently for the development of oral skills in English, so students rarely understand their teacher when he/she speaks English.

- The learning styles applied in the classroom always keep students active, enhancing the development of Oral skills in the English Language.

- The use of learning styles optimizes the educational process, since it helps the teaching methodology of teachers and the respective learning of the students.

Recommendations

- Speaking should be taught more in the educational system to the development of oral skills in the English language, according to all the teachers.

- Various learning styles should be used in classes, to the development of oral skills in the English language.

- The VARK test must be applied by all teaching staff, regardless of the subject that they teach, to determine the learning style required by each student.

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ANNEXES

ANNEX 1. SURVEY AIMED AT THE TEACHING STAFF IN THE ENGLISH AREA OF THE EDUCATIONAL UNIT "LUIS FERNANDO RUIZ", FROM THE CITY OF LATACUNGA

I. OBJECTIVE: Know the different learning styles that are used to develop oral skills in students of Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", from the teaching practice and institutional planning.

II.   INSTRUCTIVE:

● This survey is anonymous, the valuable information that you provide will be treated confidentially and will serve exclusively to obtain evidence to support the present investigation.

II.   QUESTIONNAIRE

1. ¿Do the learning styles applied in the classroom keep students active?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

2. As a teacher do you use learning styles for the development of Oral Production in English Language?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

3. Are oral expression activities that promote academic performance, the correct accent, volume and time in communication encouraged?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

4. ¿Are processes of synthesis, evaluation and creation of ideas carried out for the development of oral skills in the English language?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

5. ¿Do you consider the use of interactive strategies (gestures, facial expressions) important for the development of oral skills?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

6. Are motivational activities carried out that promote the teaching-learning process of oral skills in English?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

7. Does the student use speaking in class?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

8. Do you think that speaking should be taught more in the educational system?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

9. Do you think that various learning styles should be used in English language classes?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

10. Would you attend training on learning styles?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

ANNEX 2. SURVEY AIMED AT THE STUDENTS OF THE THIRD YEAR, TECHNICAL BACCALAUREATE SALES AND TOURISM INFORMATION OF THE EDUCATIONAL UNIT "LUIS FERNANDO RUIZ", FROM THE CITY OF LATACUNGA

I. OBJECTIVE: Know the different learning styles that are used to develop oral skills in students of the Third year, Sales and Tourism Information of the Educational Unit "Luis Fernando Ruiz", from the teaching practice and institutional planning.

II.   INSTRUCTIVE:

● This survey is anonymous, the valuable information that you provide will be treated confidentially and will serve exclusively to obtain evidence to support the present investigation.

III.   QUESTIONNAIRE

1. Do you understand your teacher when he / she speaks English?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

2. Are reflection activities that promote academic performance and the development of oral skills carried out in class?

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

3.   Are activities that keep students active in the classroom?

a) Forever
b) Usually
c) Sometimes
d) Rarely
e) Never

4.   Are oral expression activities that promote the correct accent, volume and time in communication encouraged?

a) Always
b) Almost always

c) Sometimes
d) Rarely
e) Never

5. **Do you consider that the speaking learning time is sufficient to learn to speak English?**

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

6. **Are students grouped in pairs, small groups, and / or the whole class for the development of oral skills?**

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

7. **Are motivational activities carried out that promote the teaching-learning process of oral skills?**

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

8. **Do you often practice the English language?**

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

9. **Do you think that the institution should teach the English language with different learning styles?**

a) Always
b) Almost always
c) Sometimes

d) Rarely

e) Never

10. **Does the way of teaching improve English language learning?**

a) Always
b) Almost always
c) Sometimes
d) Rarely
e) Never

ANNEX 3. TABULATION OF THE RESULTS OF THE SURVEY AIMED AT TEACHING STAFF IN THE ENGLISH AREA OF THE EDUCATIONAL UNIT "LUIS FERNANDO RUIZ".

QUESTION 1: Do the learning styles applied in the classroom keep students active?

Table N° 20
Applied learning styles in the classroom

Criterion	Frequency	Percentage
Always	5	62%
Almost always	1	12%
Sometimes	1	13%
Rarely	1	12%
Never		
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 1
Applied learning styles in the classroom
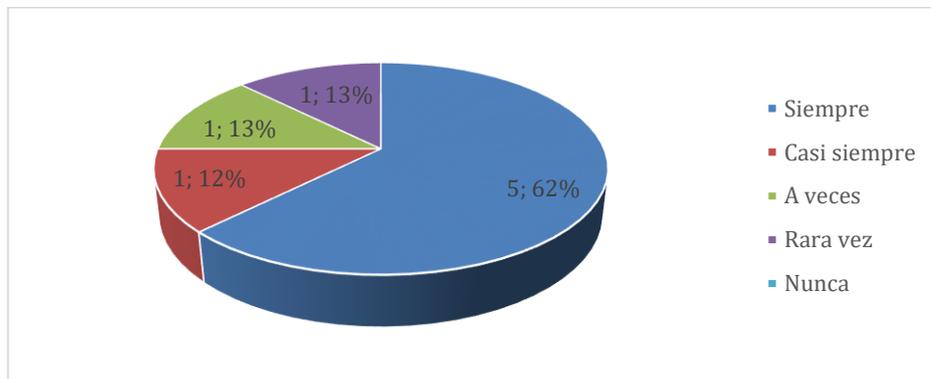
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 62% of the teaching staff believes that the learning styles applied in the classroom always keep students active, another 12% mention that almost always; 13% consider that sometimes; another 12% indicates that rarely. The analysis shows that most of the teaching staff consider that the learning styles applied in the classroom always keep students active.

QUESTION 2: As a teacher do you use learning styles for the development of Oral Skills in English Language?

Table N° 21
Table N ° 21. Learning styles for the development of Oral Skills

Criterion	Frequency	Percentage
Always	2	25%
Almost always	1	12%
Sometimes	1	13%
Rarely	2	25%
Never	2	25%
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 2
Learning styles for the development of Oral skills
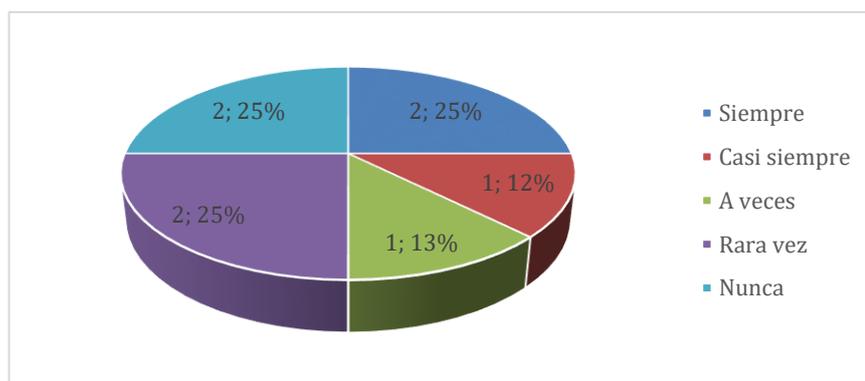
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 25% of the teaching staff indicate that as a teacher they always use learning styles for the development of Oral skills in the English Language, 12% consider that they almost always use, 13% mention that they sometimes use, another 25% think that they rarely, another 25% mention that they never use.

Most of the teaching population does not use learning styles that help them to development of Oral skills in English to students.

QUESTION 3: Are oral expression activities that promote academic performance, the correct accent, volume and time in communication encouraged?

Table N° 22
Oral expression activities are encouraged

Criterion	Frequency	Percentage
Always	2	25%
	1	12%
Sometimes	1	12%
Rarely	3	38%
Never	1	13%
TOTAL	**8**	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Produced by: Siza, C. (2021)

Graph N° 3
Oral expression activities are encouraged
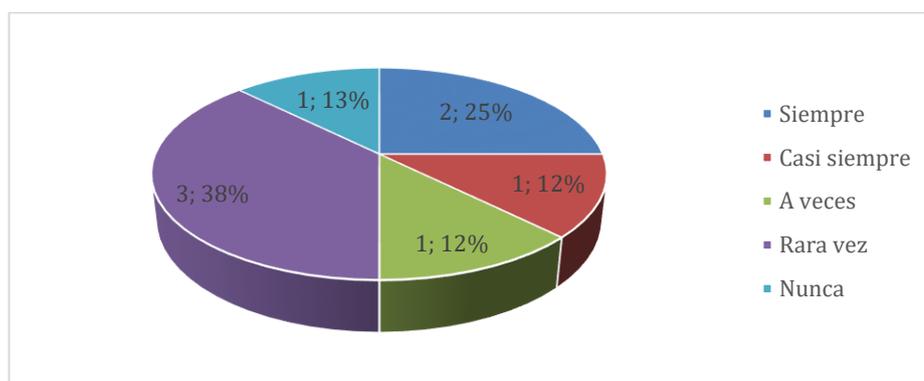
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 25% of the teaching staff believe that oral expression activities that promote academic performance, the correct accent, volume and time in communication are always encouraged, 12% consider that almost always, another 12% mention that sometimes, 38 % rarely, 13% than never. The analysis shows that a meaningful percentage of the teaching population sporadically promote oral expression activities that boost academic performance, the correct accent, volume and time spent in communication.

QUESTION 4: Are processes of synthesis, evaluation and creation of ideas carried out for the development of oral skills in the English language?
Table N° 23
Synthesis, evaluation and creation processes

Criterion	Frequency	Percentage
Always	2	25%
Almost always	2	25%
Sometimes	1	13%
Rarely	2	25%
Never	1	12%
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 4
Synthesis, evaluation and creation processes
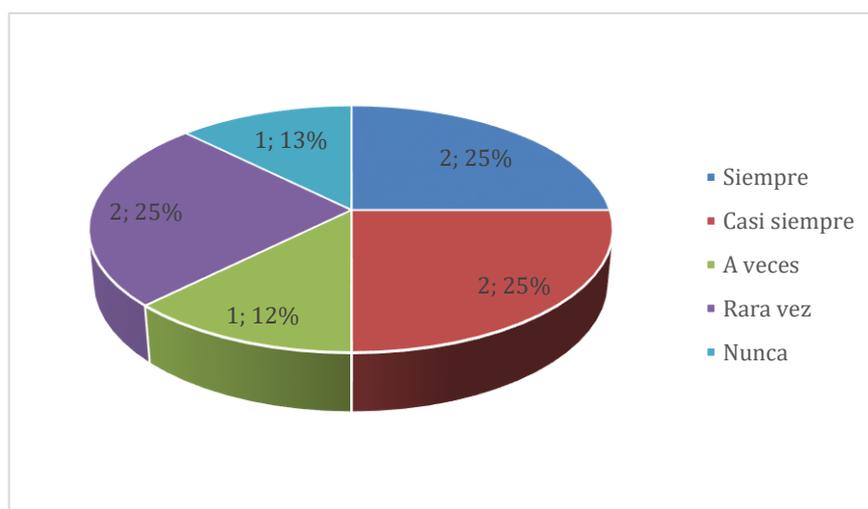
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 25% of teachers always carry out processes of synthesis, evaluation and creation of ideas for the development of oral skills in English, another 25% almost always, 14% sometimes, 25% rarely, 12% never. The analysis shows that a significant percentage of the teacher population infrequently uses synthesis, evaluation and brainstorming processes for the development of oral skills in the English language.

QUESTION 5: Do you consider the use of interactive strategies (gestures, facial expressions) are important for the development of oral expression?

Table N° 24
Use of interactive strategies

Criterion	Frequency	Percentage
Always	5	62%
Almost always	2	25%
Sometimes	1	13%
Rarely		0%
Never		0%
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 5
Use of interactive strategies
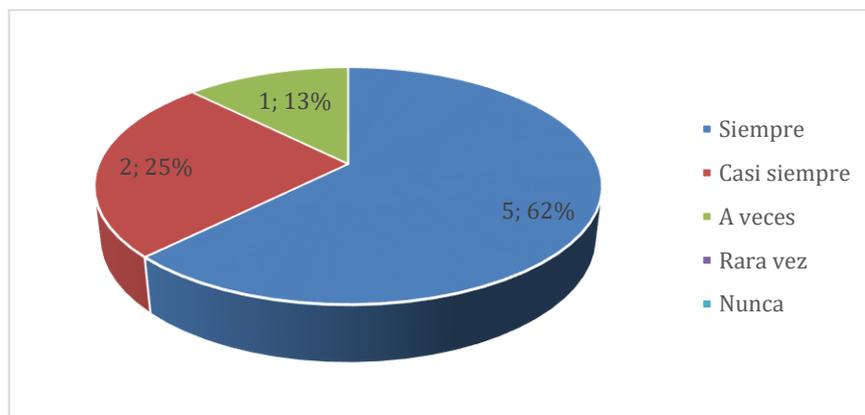
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 62% of the teaching staff always consider the use of interactive strategies (gestures, facial expressions) are important for the development of oral expression, 25% almost always, another 13% sometimes.

The analysis reveals that most of the teaching population consider the use of interactive strategies (gestures, facial expressions) are important for the development of oral skills.

QUESTION 6: Are motivational activities carried out that promote the teaching-learning process of oral production in English?

Table N° 25
Motivational activities

Criterion	Frequency	Percentage
Always	1	14%
Almost always	1	14%
Sometimes	2	29%
Rarely	2	29%
Never	1	14%
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 6
Motivational activities
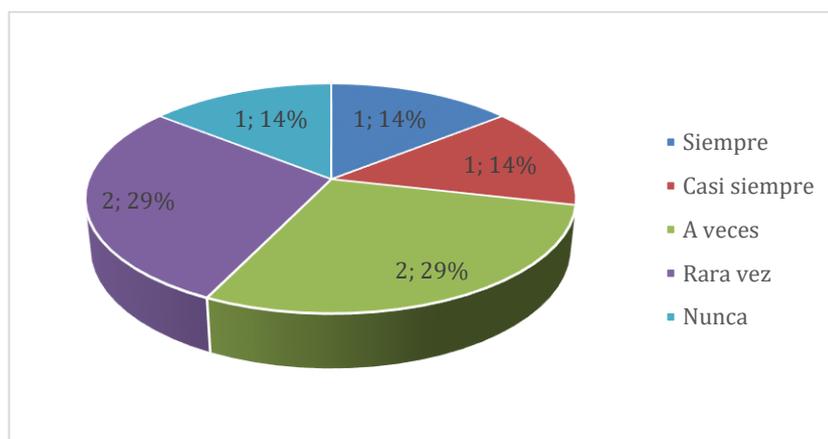
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation
The 14% of teachers recognize that motivational activities are always carried out that promote the teaching-learning process of oral skills in English, another 14% think that almost always, another 29% that sometimes, the remaining 14% mention never. The analysis reveals that a significant percentage of teachers sporadically carry out motivational activities that promote the teaching-learning process of oral skills in English.

QUESTION 7: The does student use speaking in class?

Table N° 26
Use of speaking in classes

Criterion	Frequency	Percentage
Always		
Almost always	2	25%
Sometimes		
Rarely	6	75%
Never		
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza. C. (2021)

Graph N° 7
Use of speaking in classes
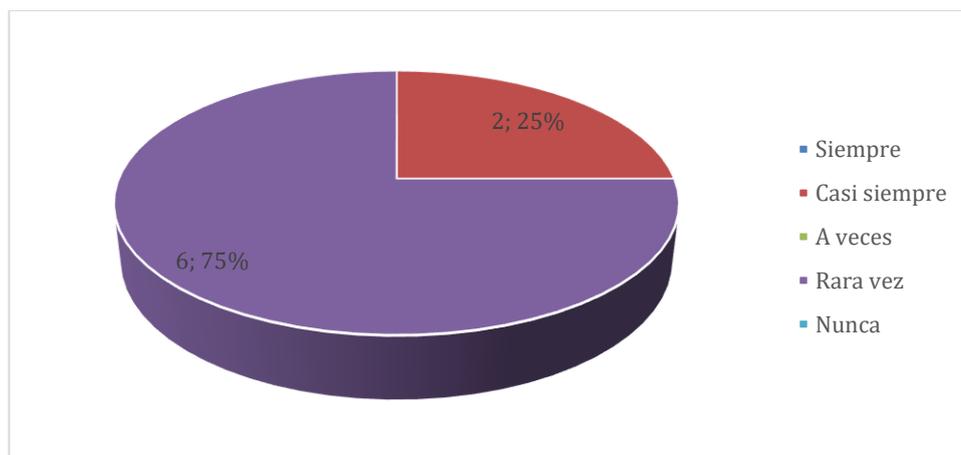
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

The 25% of the teachers indicate that the student almost always uses speaking in class, while 75% think that it rarely.

The analysis reveals that the student rarely uses speaking in class, according to the criteria of most of the teachers.

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QUESTION 8: Do you think that speaking should be taught more in the educational system?

Table N° 27
Teach more speaking in the educational system

Criterion	Frequency	Percentage
Always	8	100%
Almost always		
Sometimes		
Rarely		
Never		
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Produced by: Siza, C. (2021)

Graph N° 8
Teach more speaking in the educational system
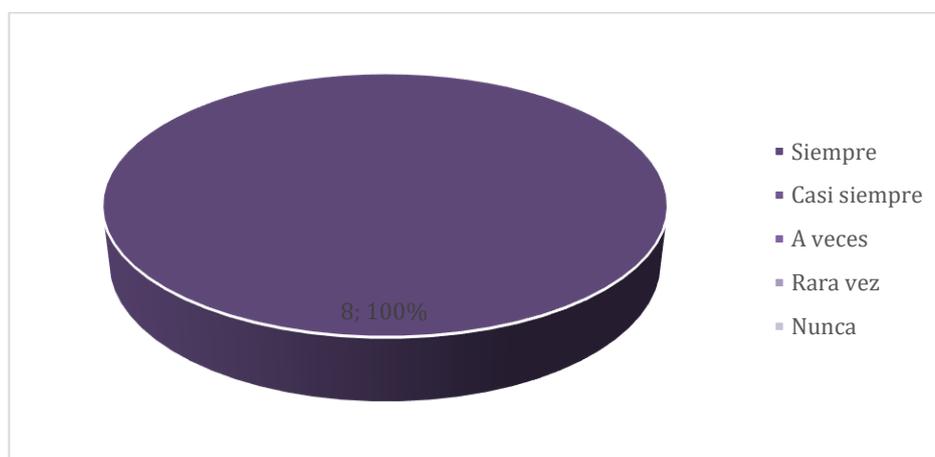
- Siempre
- Casi siempre
- A veces
- Rara vez
- Nunca

8; 100%

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

100% of teaching staff indicate that speaking should be taught more in the educational system to the development of oral skills in the English language.

Analysis shows that speaking should be taught more in the educational system to the development of oral skills in the English language, according to all the teachers.

QUESTION 9: Do you think that various learning styles should be used in English language classes?

Table N° 28
Use of learning styles

Criterion	Frequency	Percentage
Always	8	100%
Almost always		
Sometimes		
Rarely		
Never		
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 9
Use of learning styles
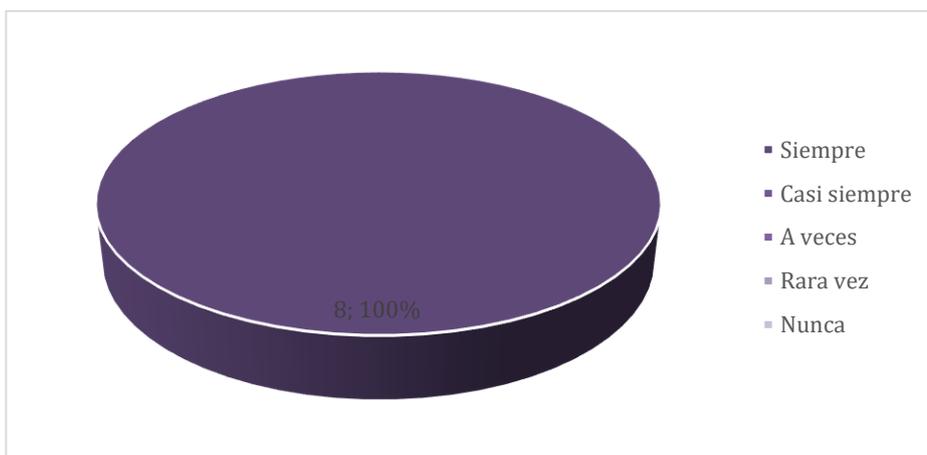
8; 100%

- Siempre
- Casi siempre
- A veces
- Rara vez
- Nunca

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 100% of teachers think that various learning styles should be used in classes, to the development of oral skills in the English language.

The analysis indicates that several learning styles should be used in classes, to the development of oral skills in the English language, according to the criteria of all the teachers surveyed.

QUESTION 10: Would you attend training on learning styles?

Table N° 29
Participation in training on learning styles

Criterion	Frequency	Percentage
Always	8	100%
Almost always		
Sometimes		
Rarely		
Never		
TOTAL	8	100

Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 10
Participation in training on learning styles
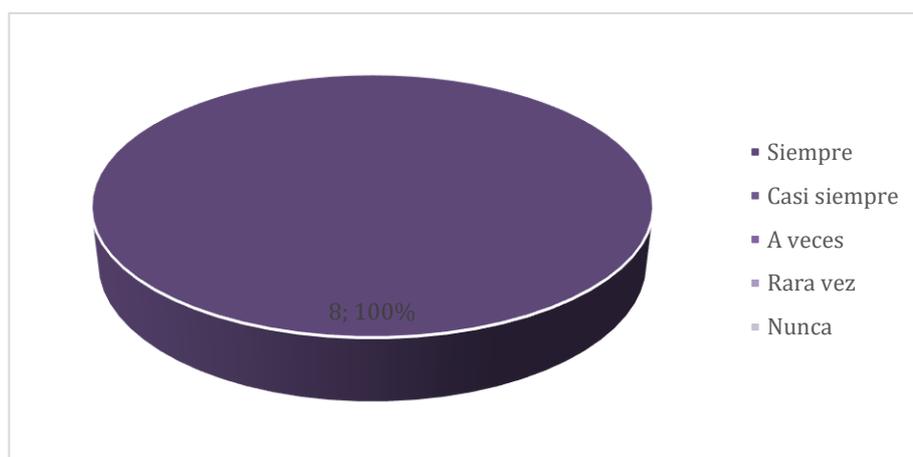
Source: Teachers of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 100% of the teacher population think that if they would participate in a training course on learning styles to the development of oral skills in the English language.

From the analysis of the responses issued for all the teachers, it is highlighted that if participate in a training course for the use of learning styles for the development of oral skills in the English language.

ANNEX 4. TABULATION OF THE RESULTS OF THE SURVEY AIMED AT STUDENTS OF THE THIRD YEAR, TECHNICAL BACCALAUREATE SALES AND TOURIST INFORMATION OF THE EDUCATIONAL UNIT "LUIS FERNANDO RUIZ", FROM THE CITY OF LATACUNGA

QUESTION 1: Do you understand your teacher when he / she speaks English?

Table N° 30
Comprehension of English

Criterion	Frequency	Percentage
Always		
Almost always	1	6%
Sometimes	3	17%
Rarely	11	65%
Never	2	12%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 11
Comprehension of English
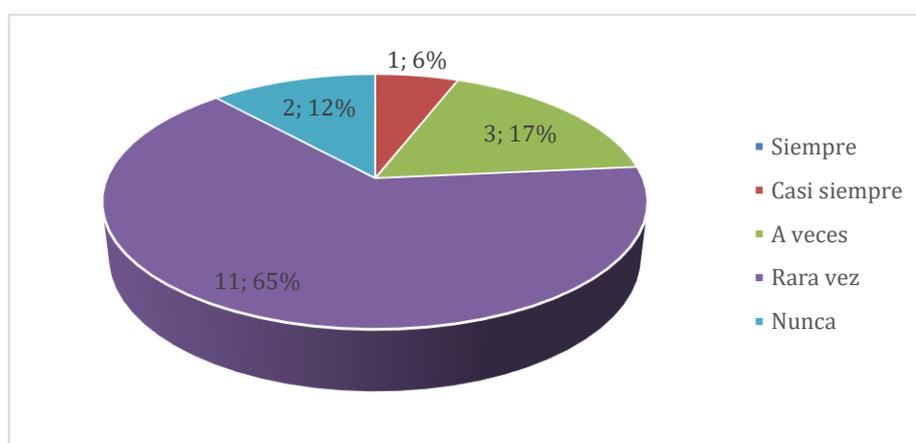
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 6% of the student population comments that they almost always understand their teacher when they speak English, 17% think that sometimes, 65% say that they rarely, 12% think that they never. Analysis shows that their teacher is rarely understood when speaking English, in the opinion of most students.

QUESTION 2: Are reflection activities that promote academic performance and the development of oral skills carried out in class?

Table N° 31
Reflection activities

Criterion	Frequency	Percentage
Always	4	2. 3%
Almost always	1	6%
Sometimes		0%
Rarely		0%
Never	12	71%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 12
Reflection activities
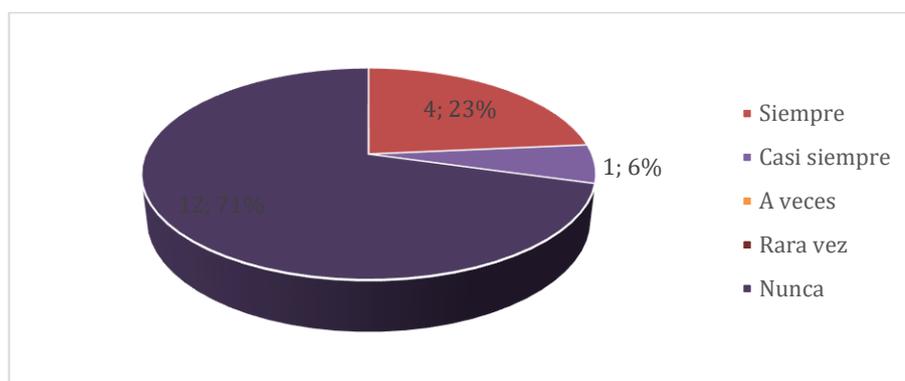
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 23% of the students mention that reflection activities that promote academic performance and the development of oral skills are always carried out in class, 6% think that almost always, 71% think that they never.

The analysis reveals that most of the teachers never do reflection activities in class that boost academic performance and the development of oral skills, according to the opinion of most students.

QUESTION 3: Are activities that keep students active in the classroom?

Table N° 32
Activities that keep students active

Criterion	Frequency	Percentage
Always		
Almost always	1	6%
Sometimes	2	12%
Rarely	4	2. 3%
Never	10	59%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 13
Activities that keep students active
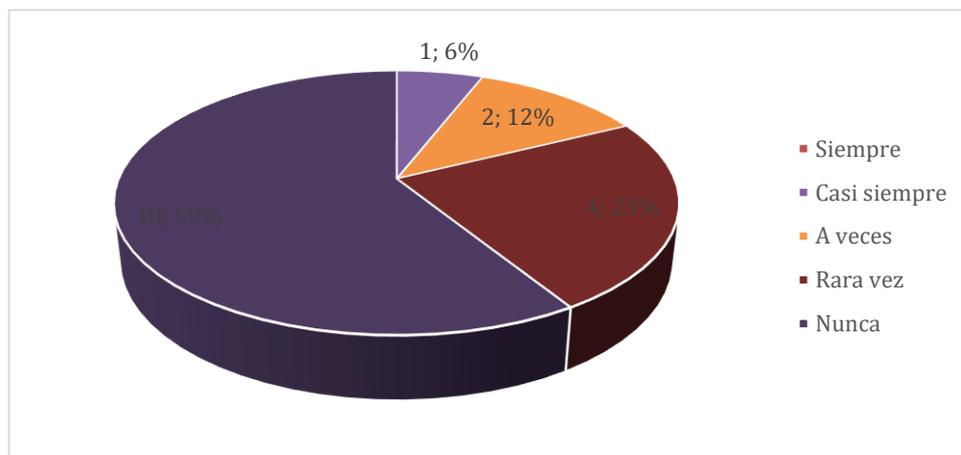
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 6% of students say that activities are almost always carried out that keep students active in the classroom, 12% mention that sometimes, 23% that it rarely, while 59% say that it never. The analysis reveals that the majority of teachers never carry out activities that keep students active in the classroom, according to the criteria of the majority of the student population.

QUESTION 4: Are oral expression activities that promote the correct accent, volume and time in communication encouraged?

Table N° 33
Oral expression activities

Criterion	Frequency	Percentage
Always	2	12%
Almost always	1	6%
Sometimes	1	6%
Rarely	2	12%
Never	11	64%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 14
Oral expression activities
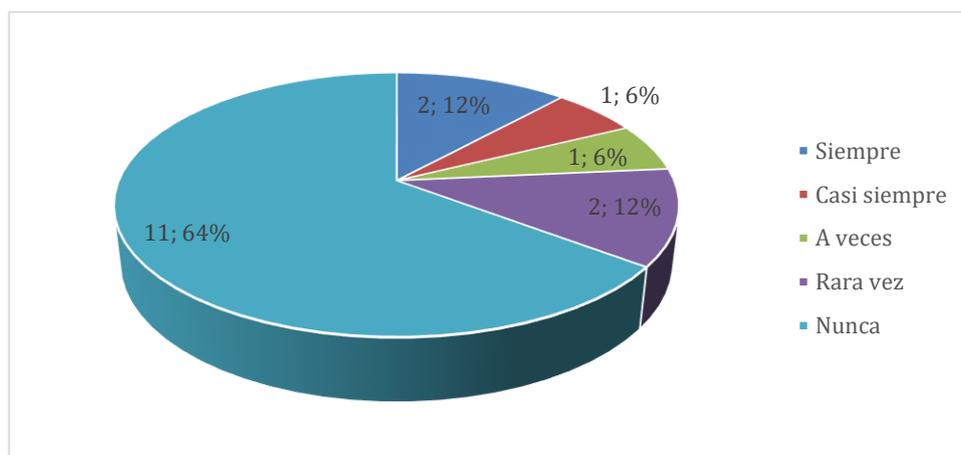
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 12% of the students consider that oral expression activities that promote the correct accent, volume and time in communication are always encouraged, 6% think that almost always, 12% that rarely, 64% that never.

The analysis reveals that teachers never promote oral expression activities that promote the correct accent, volume and time in communication, according to the criteria of most of the student population.

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QUESTION 5: Do you consider that the speaking learning time is enough to learn to speak English?

Table N° 34
Speaking learning time is enough to speak English

Criterion	Frequency	Percentage
Always		
Almost always		
Sometimes	1	6%
Rarely	1	6%
Never	15	88%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 15
Speaking learning time is enough to speak English
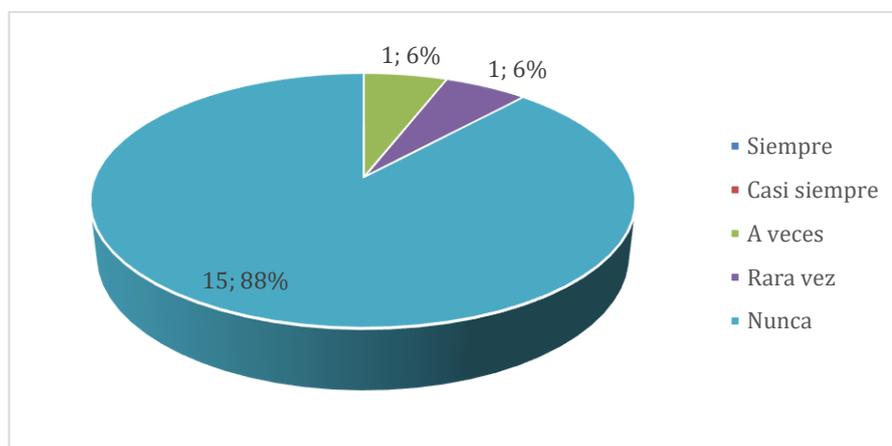
1; 6%   1; 6%
15; 88%

- Siempre
- Casi siempre
- A veces
- Rara vez
- Nunca

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

The 6% of young students say that sometimes the speaking learning time is enough to learn to speak English, another 6% think that it rarely, the remaining 88% think that it never.

Analysis shows that speaking learning time is never enough to learn to speak English, according to the judgment of most students.

QUESTION 6: Are students grouped in pairs, small groups, and / or the whole class for the development of oral skills?

Table N° 35
Students are grouped in pairs, small groups

Criterion	Frequency	Percentage
Always		
Almost always		
Sometimes	2	12%
Rarely	1	6%
Never	14	82%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021

Graph N° 16
Students are grouped in pairs, small groups
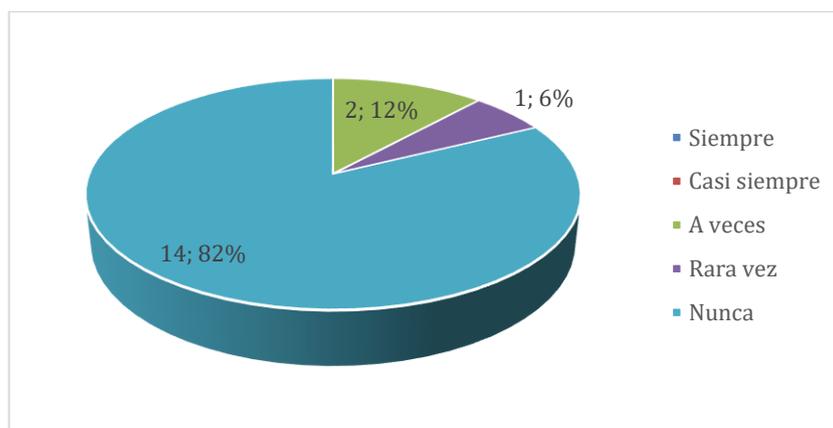
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

The 12% of the students comment that sometimes students are grouped in pairs, small groups, and / or the entire class for the development of oral skills, 6% think that they rarely, the remaining 82% say never.

From the analysis it is observed that the students are not grouped in pairs, small groups, and / or the entire class for the development of oral skills, according to the opinion of the majority of the student population.

QUESTION 7: Are motivational activities carried out that promote the teaching-learning process of oral production?

Table N° 36
Motivational activities

Criterion	Frequency	Percentage
Always	3	17%
Almost always	1	6%
Sometimes	1	6%
Rarely	2	12%
Never	10	59%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza C. (2021)

Graph N° 17
Motivational activities
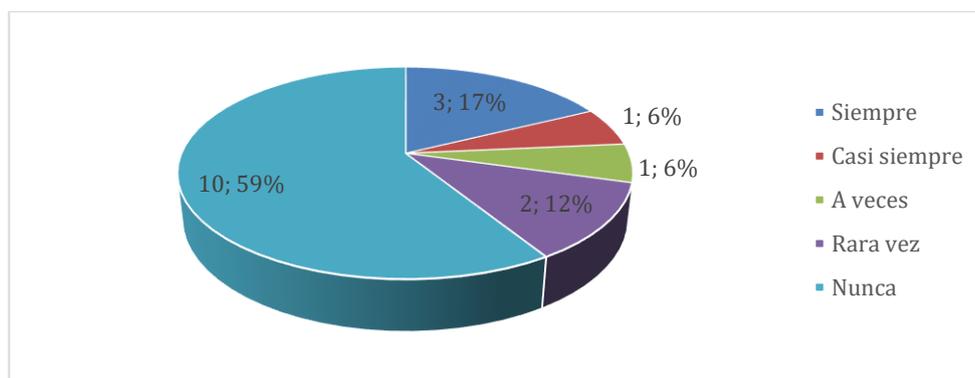
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Analysis and interpretation

The 17% of young students always carry out motivational activities that promote the teaching process - learning oral skills, another 6% think that almost always, another 6% think that sometimes, 12% think that rarely, the remaining 59% than never.

Based on the analysis, it is highlighted that motivational activities that promote the teaching-learning process of oral production are not carried out, according to the opinion of the majority of young students.

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QUESTION 8: Do you often practice the English language?

Table N° 37
Practice the English language

Criterion	Frequency	Percentage
Always	2	12%
Almost always	1	6%
Sometimes	1	6%
Rarely	2	12%
Never	11	64%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 18
Practice the English language
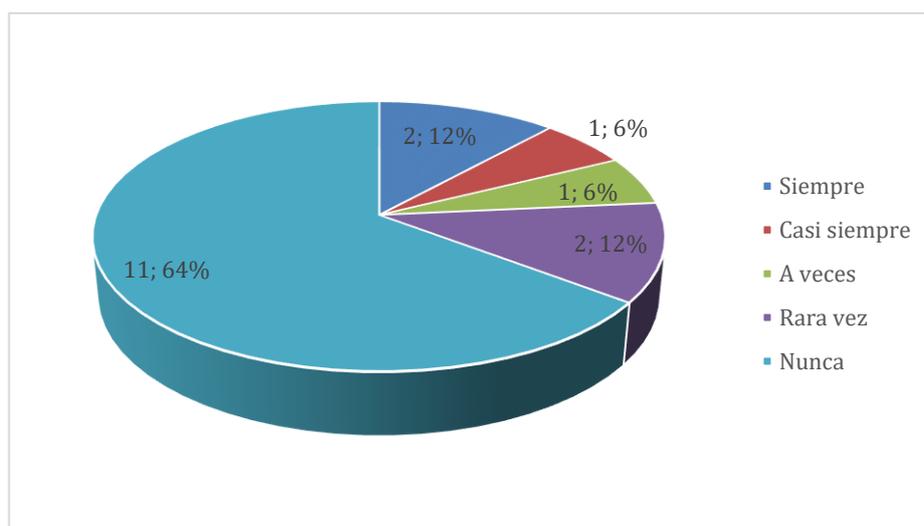
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

The 12% of the students comment that they always practice the English language often, 6% mention that it almost always, another 6% sometimes indicate, 12% that it rarely and the remaining 64% that it never.

The analysis shows that the English language is never practiced often, in the judgment of most students.

QUESTION 9: Do you think that the institution should teach the English language with different learning styles?

Table N° 38
Teaching the English language with different learning styles

Criterion	Frequency	Percentage
Always	17	100%
Almost always		
Sometimes		
Rarely		
Never		
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, (2021)

Graph N° 19
Teach the English language with different learning styles
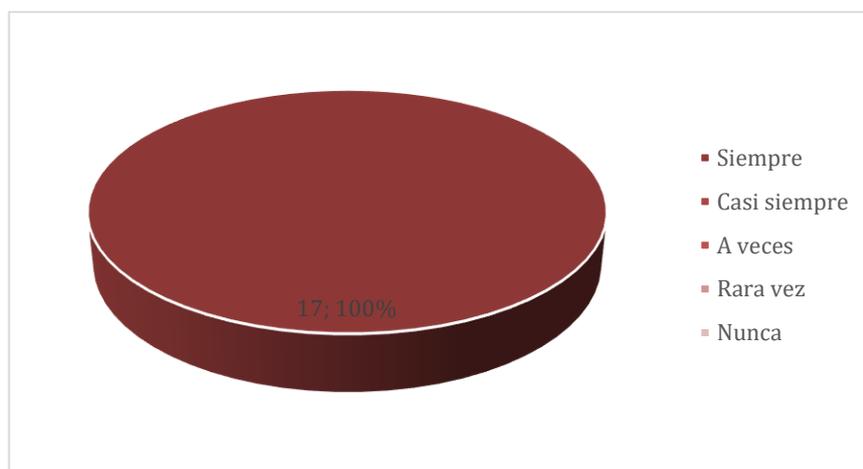
- Siempre
- Casi siempre
- A veces
- Rara vez
- Nunca

17; 100%

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

The 100% of students indicate that the institution should teach the English language with different learning styles.

The analysis reveals that the institution should teach the English language with different learning styles, according to the opinion of most of the students.

QUESTION 10: Does teaching improve English language learning?

Table N° 39
Way of teaching improves English language learning

Criterion	Frequency	Percentage
Always	17	2. 3%
Almost always		6%
Sometimes		0%
Rarely		0%
Never		71%
TOTAL	17	100

Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)

Graph N° 20
Way of teaching improves English language learning
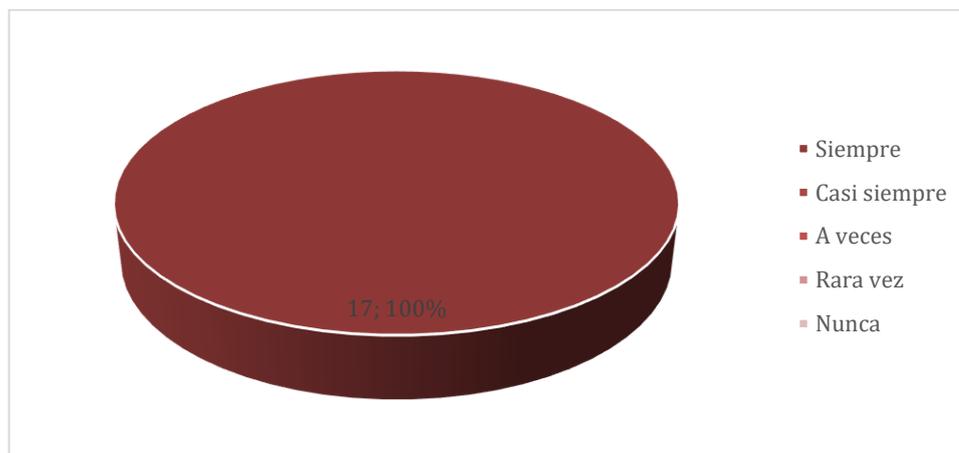
Source: Students of the Third Year STI of the Educational Unit "Luís Fernando Ruíz"
Elaborated by: Siza, C. (2021)
Analysis and interpretation

The 100% of the students mention that teaching improves English language learning to the development of oral skills in the English language.

From the analysis of the responses issued by all the students, it is highlighted that the way of teaching improves the learning of the English language to the development of oral skills in the English language.

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. Research proposal data: Workshop on learning style strategies for the development of oral skills in the English language in the students of the Third Year, Technical Baccalaureate in Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020-2021 ".

2. Author: Claudia Siza

3. Topic: "Strategies of Learning Styles in the development of the Oral Skills in English Language in the Third year, Technical Baccalaureate in Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz ", school year 2020-2021".

Objective: Design a pedagogical proposal considering the strategies of learning styles to improve oral skills in English language in the students of the Third Year, Technical Baccalaureate in Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 202 | 0-2021 "

3. **Evaluator's information**

Evaluator's name:	Mg. Lorena Recalde Cevallos
ID number:	0501797443
Academic degree:	MAGISTER IN LINGUISTICS APPLIED TO BILINGUAL TEACHING OF SPANISH AND ENGLISH.
Senescyt registration number	1027-2019-2105359
Current job:	HEADMASTER OF LUIS FERNANDO RUIZ EDUCATIONAL UNIT
Phone number:	0984467828
e-mail:	lrecalde01@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.		X	
d) The originality of the contributions and reflections of the author give added value to the proposal.		X	
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)		X	
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.		X	

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Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
The proposal is relevant, the methodology is useful and easy to apply in the classroom.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The content of the proposal is written in an appropriated way but it is necessary to add practical activities about each learning style mentioned for a better understanding.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
The proposal is valid and significant contribution for Students from tourism field.

4. **Impact.** What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

5. **General comments and recommendations for the Author.**

Add practical activities about each learning style mentioned for a better understanding.
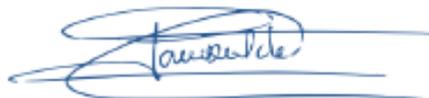
Evaluator's signature

I.D. 0501797443

PROPOSAL VALIDATION

1. **Research proposal data:** Teacher update workshop on VARK learning style strategies for the development of the oral skills in the English Language.
Author: Claudia Siza

Topic: "Strategies of Learning Styles in the development of the Oral Production in English Language in the students of the Third Year Technical Baccalaureate STI of the Educational Unit" Luis Fernando Ruiz ", school year 2020 - 2021"

Objective: Design a pedagogical proposal considering the strategies of learning styles to improve oral communication in English.

2. **Evaluator's information**

Evaluator's name:	MARCO VINICIO AIMACAÑA H
ID number:	0503038002
Academic degree:	MASTER IN LINGUISTICS AND DIDACTICS OF THE TEACHING OF FOREIGN LANGUAGES
SENESCYT registration number	1005-2018-1932655
Current job:	"LUIS FERNANDO RUIZ" HIGH SCHOOL
Phone number:	0979257609
e-mail:	Vico803@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the practices of the discipline to which it belongs.	X		
d) The originality of the contributions and reflections of the author give added value to the material.	X		
and) The bibliographic references are relevant and up-to-date.	X		
F) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, conceptual clarity, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
h) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		

l) The objectives in the introduction are met, so that there is harmony between the proposed objectives and results.	X		
m) Rate the strength and timeliness of the reflections, ideas and / or information presented in the publication.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Of course, I conclude that the proposal has all the steps for its application.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Yes, it is.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
Yes, it can.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	
Regional	x
National	
International	

5. General comments and recommendations for the Author.

The author of the current project, must analyze the reality of our educational situation system of our country in order to get the best results.
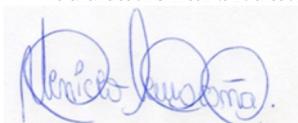
Evaluator's signature

ID 0503038002

1.Research proposal data: Teacher update workshop on VARK learning style strategies for the development of oral skills in the English Language.

Author: Claudia Siza

Topic: "Strategies of Learning Styles in the development of the Oral Skills in English Language in the students of the Third Year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz ", school year 2020 - 2021"

Objective: Design a pedagogical proposal considering the strategies of learning styles to improve oral communication in English.

2.Evaluator's information

Evaluator's name:	Narcisa de Jesús Molina Molina
ID number:	0502662414
Academic degree:	MASTER IN EDUCATIONAL PLANNING AND ADMINISTRATION
SENESCYT registration number	1020_14_86049395
Current job:	English Teacher at Luis Fernando Ruiz Educational Unit
Phone number:	0999768530
e-mail:	narcisdej@yahoo.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the practices of the discipline to which it belongs.	X		
d) The originality of the contributions and reflections of the author give added value to the material.	X		
e) The bibliographic references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, conceptual clarity, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	**X**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	**X**		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	**X**		
l) The objectives in the introduction are met, so that there is harmony between the proposed objectives and results.	**X**		

m) Rate the strength and timeliness of the reflections, ideas and / or information presented in the publication.	**X**		

Comment on the following statements, please.

1.TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Of course, I conclude that the proposal has all the steps that a research has.
2.CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Yes, it is.
3.SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
The workshop shared by the researcher gave us a value information, So, I am applying them as an English teacher.

4.Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	x
National	x
International	

5.General comments and recommendations for the Author.

The VARK test is the best tool to apply to our students to know what learning style the domain an work on it, if it is possible as a Teacher I would like to have some other socializations about this kind of topics because this information motivate us.

Evaluator's signature

ID 0502662414

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1.Research proposal data: Workshop on learning style strategies for the development of oral skills in the English language in the students of the Third Year, Technical Baccalaureate in Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020-2021 ".

Author: Claudia Siza

Topic: "Strategies of Learning Styles in the development of the Oral Skills in English Language in the students of the Third year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz ",

Objective: Design a pedagogical proposal considering the strategies of learning styles to improve oral skills in English language in the students of the Third Year, Technical Baccalaureate in Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020-2021 "

3.Evaluator's information

Evaluator's name:	Lcda. Irma Siza
ID number:	1802681013
Academic degree:	GRADUATED IN EDUCATIONAL SCIENCES IN THE SPECIALIZATION OF ENGLISH
Senescyt registration number	1010-04-541682
Current job:	English Teacher at "Luis A. Martínez" Highschool
Phone number:	0984905139
e-mail:	irmasu1@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d)The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h)The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i)The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	**X**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	**X**		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	**X**		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	**X**		

**Comment on the following statements, please.**

1.TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Yes, the proposal has an advanced research process, due to the methodological structure works in base of the students' needs and profiles.
2.CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Yes, it is because this proposal is the beginning of our future innovations to take into account in our daily teaching and learning process.
3.SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
Of course, this proposal is considered a valid and significant contribution related to educational field.

4.Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
National	
International	

5.General comments and recommendations for the Author.

I know that Teachers who are improving their strategies in order to develop the oral skills focused on the VARK learning styles are helping to communicate with students in a nature way.

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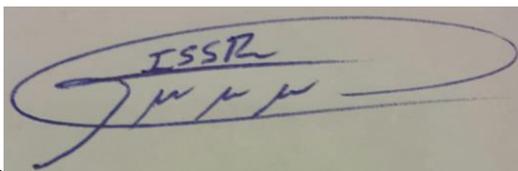
Evaluator's signature

ID 1802681013

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1.Research proposal data: Teacher update workshop on VARK learning style strategies for the development of the oral production in the English Language.
Author: Claudia Siza

Topic: "Strategies of Learning Styles in the development of the Oral skills in English Language in the students of the Third Year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz ", school year 2020 - 2021"

Objective: Design a pedagogical proposal considering the strategies of learning styles in the development of oral skills in English language in the students of the Third Year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020 - 2021 "

2.Evaluator's information

Evaluator's name:	Lic. Jackeline De la Vega
ID number:	0501879712
Academic degree:	BACHELOR OF EDUCATION SCIENCES HIGH SCHOOL TEACHER SPECIALIZING LANGUAGES: ENGLISH AND FRENCH.
SENESCYT registration number	1005-09-950551
Current job:	English Teacher
Phone number:	0983121437
e-mail:	jakedlavega@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	x		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	x		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the practices of the discipline to which it belongs.	X		
d) The originality of the contributions and reflections of the author give added value to the material.	X		
e) The bibliographic references are relevant and up-to-date.	x		
f) The research topic is appropriate.	x		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, conceptual clarity, etc.)	x		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	x		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	**x**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	**x**		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	**x**		

l) The objectives in the introduction are met, so that there is harmony between the proposed objectives and results.	x		
m) Rate the strength and timeliness of the reflections, ideas and / or information presented in the publication.	X		

Comment on the following statements, please.

1.TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Of course, I conclude that the proposal is the result of an advanced research process, which shows that the definition of the problem relates to the research process and the literature review is well done with a logical and methodical way of organizing and it is just intelligently structured.
2.CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The content of the proposal is coherent, clear and compelling and it is structured and written in an appropriate way and discussed for English teachers and students of the third Year, Technical Baccalaureate in Sales and Touristic Information of the Educational Unit "Luis Fernando Ruiz".
3.SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
This proposal is considered valid and significant contribution in the English teaching and learning process because it focuses to the development of four skills with helping of the strategies of the learning styles which means if the teacher does not know his or her students learning style it is impossible to apply the strategies and develop oral skills in a communicative competence.

4.Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	x
National	x
International	x

5.General comments and recommendations for the Author.

       This proposal is very important for all the Educational Community because of the workshop which was interesting for English Teachers and students in the knowledge up date in the applied workshop. My Recommendation for the future researchers in order to continue working on this kind of topics to improve oral skills in our students and reach the success in the communicative competence.

--

Evaluator's signature

ID 0501879712

1.Research proposal data: Teacher update workshop on VARK learning style strategies for the development of the oral skills in the English Language.
Author: Claudia Siza

Topic: "Strategies of Learning Styles in the development of the Oral Skills in English Language in the students of the Third Year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit" Luis Fernando Ruiz ", school year 2020 - 2021"

Objective: Design a pedagogical proposal considering the strategies of learning styles to develope oral skills in English language in the students of the Third Year, Technical Baccalaureate Sales and Tourist Information of the Educational Unit "Luis Fernando Ruiz", school year 2020 - 2021 ".

2.Evaluator's Information

Evaluator's name:	Alexandra Benavides
ID number:	0502379654
Academic degree:	Degree
SENESCYT registration number	1010-02-139515
Current job:	Teacher
Phone number:	0984435227
e-mail:	alexabe1323@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the practices of the discipline to which it belongs.	X		
d) The originality of the contributions and reflections of the author give added value to the material.	X		
e) The bibliographic references are relevant and up-to-date.	X		
f) The research topic is appropriate	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, conceptual clarity, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between the proposed objectives and results.	X		

m) Rate the strength and timeliness of the reflections, ideas and/or information presented in the publication.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
2. Of course, I conclude that the proposal is the hardest conclusion during a period of a research
3. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
Yes, Obviously, it must contain logical standards according to the system education
4. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
5. Yes, all of this is very valuable in order to contribute to the Education process.

6. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	x
National	x
International	x

7. General comments and recommendations for the Author.

This work of research should be share and / or help to improve the quality

Evaluator's signature

ID 0502662414

Annex 8: Observation sheet

Criterion	Table No. Observation sheet: Results: 17 students	
Auditory	1. Obey verbal orders	
	Yes	Do not
	2. Answer oral questions	
	Yes	Do not
	3. Describe the audio sequence correctly	
	Yes	Do not
	4. You like to dialogue with people	
	Yes	Do not
	5. Put the pictures in the order you heard them	
	Yes	Do not
Visual	6. Show appreciation for images	
	Yes	Do not
	7. Requires images to capture a message	
	Yes	Do not
	8. Observe and describe the address of the chosen place on the map	
	Yes	Do not
	9. Observe in detail the characteristics of the image presented	
	Yes	Do not

	10. Represent drawings easily	
	Yes	Do not
Kinesthetic	11. Make work involving your imagination and your own ideas	
	Yes	Do not
	12. Interact with other students and obtain information and vocabulary related to current songs	
	Yes	Do not
	13. Act in dramatizations	
	Yes	Do not
	14. Process information from a hotel record	
	Yes	Do not
	15. Participate actively and with initiative	
	Yes	Do not
Reader/ Writer	16.Complete the writing successfully	
	Yes	Do not
	17. Transcribe short texts	
	Yes	Do not
	18. Make the graphic organizer based on the text	
	Yes	Do not
	19. Based on the graphic organizer, tell a short summary to the class	

	Yes	Do not
	20. Read the text, highlight the main idea and make the graphic organizer	
	Yes	Do not

MINISTERIO DE EDUCACIÓN

UNIDAD EDUCATIVA "LUIS FERNANDO RUIZ"

Oficio No. 118 – REC/EX/UELFR

Latacunga, abril 16 del 2021

Magíster
Claudia Siza
MAESTRANTE
Presente. -

De mi consideración:

Reciba un cordial y atento saludo, junto con el deseo de éxitos en sus funciones, en atención a su oficio S/N de fecha 14 de abril en el cual solicita se le permita realizar un workshop sobre "Las estrategias de los estilos de aprendizaje para el desarrollo de la destreza oral del idioma inglés, Tercer año de Bachillerato Técnico VIT", con los 17 Estudiantes de Tercero VIT, y 3 Docentes de inglés, por la presente me permito AUTORIZAR la realización del mencionado taller en las fechas y horas propuestas, debiendo enviar el enlace respectivo a los estudiantes y docentes participantes.

Particular que se comunica para los fines pertinentes.

Atentamente,

Mgr. Gladys Lasluisa
RECTORA Encargada

sembramos
Futuro

Lenín

ANNEX 10

Mgtr. Lorena Recalde Cevallos

RECTORA DE LA UNIDAD EDUCATIVA "LUIS FERNANDO RUIZ"

Luego de expresarle éxitos en sus funciones, me dirijo a Usted para solicitarle autorización para el desarrollo de la investigación y aplicación del Trabajo de Titulación, modalidad Informe de Investigación con el tercer año de Bachillerato Técnico VIT y los docentes de Ingles Técnico VIT, con el título "Learning Styles in the development of the Oral Production in English Language in the Third year STI Students of Baccalaureate of the Educational Unit "Luis Fernando Ruiz", school year 2020 – 2021", de la postulante Lcda. Claudia Mercedes Siza Moposita, con CI: 0502064124 de la maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, Cohorte 2019.

Seguro de contar con su atención, me despido cordialmente.
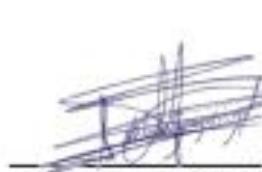
Mg.C. Nelson W. Guagchinga Ch. Lcdo.

Coordinador de la Maestría en Lingüística Aplicada a Enseñanza del Idioma Inglés como Lengua Extranjera

NG/ng
Latacunga - Ecuador

Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

ANNEX 11: URKUND ANALYSED DOCUMENT.

Curiginal

Document Information

Analyzed document	CAPITULOS PARA EL URKUND.docx (D111431248)
Submitted	8/18/2021 6:10:00 PM
Submitted by	Olga Gonzalez
Submitter email	olga.gonzalez@utc.edu.ec
Similarity	5%
Analysis address	olga.gonzalez.utc@analysis.urkund.com

Sources included in the report