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**EDUCATIONAL STRATEGIES PLANNED BASED ON THE LEARNING
STYLES OF THE ENGLISH LANGUAGE. CASE STUDY EDUCATIONAL
UNITS IN THE CITY OF CHONE**

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Abstract:

The research is based on a data collection that allows to better characterize the main learning styles based on of the learning of the English language in the Educational Units of the city of Chone: Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago, Augusto Solórzano Hoyos and Santa Mariana de Jesús. From this perspective, its significance can be appreciated, since the implementation of the Honey Alonso test allowed us to determine the learning styles that best characterize language learning. The objective is to inquire about the educational strategies planned from the learning styles in the English language. The inquiry was carried out based on the field work organized to collect information, the Honey Alonso test was implemented in the participating students, to characterize in each of them their own learning style. It was concluded that learning the English language is a multi-sensory activity, therefore the educational strategies planned by teachers must be developed in accordance with the learning styles and skills of Speaking, Reading, Listening and Writing.

Introduction:

One of the great problems that the educational system has and continues to have is the lack of interest and motivation of many of the students for learning the English language, throughout Over the years, various methodologies have been implemented so that students of all levels can learn

this language, however, the results have not been encouraging and the objectives have not been achieved. The objectives of the Ecuadorian educational system suggest that all students who graduates from secondary education reaches level B1 in the English language (Naranjo, 2017), points out that it is important to consider that methodological strategies alone do not constitute a total solution to the problem of the poor level of learning of the English language, there are Other aspects that the teacher must take into account when implementing these strategies, is the use of motivation techniques as a process in which various actors who pursue the same purpose intervene. It is considered that by understanding learning styles it is possible to differentiate the individualities of each student and their particular way of learning, in this regard it is important to refer to the difficulty that the vast majority of students have in learning a second language. Therefore, it is an urgent task for teachers to inquire about the learning styles with which each student identifies. The purpose of the inquiry was to know which and what impact the learning styles have on the learning of the English language, for this purpose, the so-called Honey – Alonso test of learning styles was implemented (Martínez, González & Gil, 2017) . There is a diversity of approaches in the conceptual delimitation of learning styles, however, there is agreement in defining them as the traits or modes that indicate the characteristics and ways of learning a student. For (Cabrera, 2005), people differ in their ways of accessing knowledge in terms of learning styles. In the school environment, styles are manifested through students' preferences for specific ways of learning.

The case study in the Educational Units in the city of Chone allows us to establish differences and similarities at the gender level, with respect to the way in which the learning of the English language is approached. In this sense, the objective of the research was to demonstrate the relationship that exists between learning styles and English language learning in high school students, through the implementation of the Honey Alonso test, which contributed to establish the characteristics of Gender versus the process for teaching learning of this language.

Materials and methods:

The research had as sources of information Google Scholar, Scientific Electronic Library Online - Scielo and the portal for scientific publications Dialnet. It was based on the following modalities, documentary, according to (Tancara, 1993), it consists of a series of methods and techniques for searching, processing and storing the information contained in the documents, in the first instance, and the systematic, coherent and sufficient presentation Based on new information in a scientific document, the descriptive one was used to demonstrate the object of the research, analyze and interpret the data obtained from the learning styles of the English language, in addition, the Honey Alonso test of learning styles was implemented. . 300 students from the following Educational Units of the city of Chone participated: Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago, Augusto Solórzano Hoyos and Santa Mariana de Jesús. Fundamentally, it is intended to plan educational strategies based on the learning styles of the English language.

Analysis and discussion of the results:

Each of the school activities carried out by a high school student is guided by means of formats that are related to the methodological strategies implemented by the teacher, but also related to the way in which each student deals with the learning process.

Learning Styles and the English language:

According to Cabrera (2005), within the framework of these current conceptions in which the importance of taking into account the different characteristics and personalities of the student is recognized, the great importance that, for the effectiveness of the process and the personal growth of the student, has the knowledge and development of learning styles.

In this regard, for some authors it is clear that teachers will have to take into account the different styles of students, not only based on the degree they are studying, but also based on the evolution that these styles present over time and in relation to gender (López, 2011).

According to other authors, in the teaching-learning process it is essential that the teacher knows the learning styles that their students have. Each student learns in a different way, so detecting it serves to create learning environments where didactic strategies are used that allow them to build their learning and that promote learning to learn (Guerrero, 2010).

In aspects related to gender (Barja, 2020), they point out that identifying a particular style in a certain time and space is not definitive, but can change due to different factors, according to the progress of students in the educational process (Reyes, Ávila, Andrade, & Alcivar, 2019) we associate learning styles and gender to the extent that it is often complex to associate these terms and define precisely which is the learning style that men have and which women have.

In this regard, it is necessary to understand that learning styles correspond to characteristics of each person, their way of facing learning, idiosyncrasies and even their environment. As pointed out (Kazarián & Prida, 2014), learning the English language considers multiple factors that converge and interrelate in such a way that the student can achieve mastery of this language and, with it, signify a reality and give value to the elements that make up the social and cultural aspects of it.

As in other educational and cultural expressions, within the learning of the English language there are different ways of dealing with it, but at the same time, there are different styles of learning this language, there being a differentiation at the level of men and women. For (Carrera, Nieto, López, & Manzanares, 2014), learning styles are defined as cognitive, affective, physiological traits that serve as relatively stable indicators of how students perceive, interact and respond to the learning environments of each student.

Other research indicates that within the learning of the English language, male students had the ability to discover, understand, think, produce and use what they learned to be able to communicate, but at the time of the English classes, different factors such as Sociocultural and cognitive factors meant that students were not on equal opportunities with women (Flórez, García, & López, 2014).

The information obtained based on other research shows two fundamental aspects, the first is related to the fact that the female gender better develops learning strategies based on the acquisition of knowledge, while males perform better in aspects related to learning, systematization of knowledge.

According to (Flórez, García, & López, 2014), in general, students feel self-conscious and insecure when they have to express themselves or demonstrate their knowledge of English since they have not been able to develop the skills of Speaking, Reading, Listening and Writing. They have a minimum vocabulary to be able to express ideas in this language.

As additional information (López, 2021), it points out that there are differences in the learning styles of the English language between men and women. The active-reflective style in men resulted in 64%, women obtained 36%. In the visual-verbal learning style, males presented greater preference, with 76%, while females, 24%; Regarding the sensitive-intuitive learning style, both

groups obtained 50%. Males obtained 54% in global-sequence learning, while women obtained 46%.

At the author's discretion, there is another aspect that is fundamental in the learning process of the English language and that, however, has not been taken into account. In this regard (Kazarián, & Prida, 2014), points out that there is evidence among student's little motivation for learning English, there is a need to develop strategies that facilitate learning in this language. According to (Barrera, Curasma& Gonzales, 2014), motivating the learning of English is putting students in adequate mental conditions so that they learn; If students are motivated in English class, they will not have any difficulty learning the language, because they have the strength, the enthusiasm that will lead them to achieve a good learning of English. Consequently, Merino (2019). indicates it is common to observe among students that they feel insecure when they have to speak English. That is, they do not feel prepared to learn this language.

At the level of the Ecuadorian educational system, learning the skills of the English language is not an easy task for a teacher, much more when there are teachers who have not been trained. These circumstances caught the attention of the author, who, in order to determine what learning strategies, characterize a student, considers that it has to be based on motivation.

Based on the aforementioned (Cazau, 2005), the term learning style refers to the fact that each person uses their own method, motivation and strategies when learning. For its part, (Mosquera 2012), indicates that, frequently, the results of school work allow to show that, even in similar circumstances, not all students achieve learning in a satisfactory way, they require their intrinsic motivation.

On the other hand (López, 2021), the teaching of English in the education of young students must strengthen the linguistic skills of the language and, therefore, the teacher of this subject must handle the different learning styles that help to visualize and discover the different forms of mental representations in which the student learns. For (Ching, & Badilla, 2021) not all students like this language and this can be explained from the perspective of different learning styles.

In this context, the teacher of this subject must try to plan classroom activities that take into account both learning styles, but also must promote motivation based on the practical utility of this subject.

The statistical information regarding the implementation of the Honey Alonso test of learning styles applied to the students of the six educational institutions of the city of Chone is shown.

In figure 1, you can see the application of the test in the Eugenio Espejo Millennium Educational Unit.

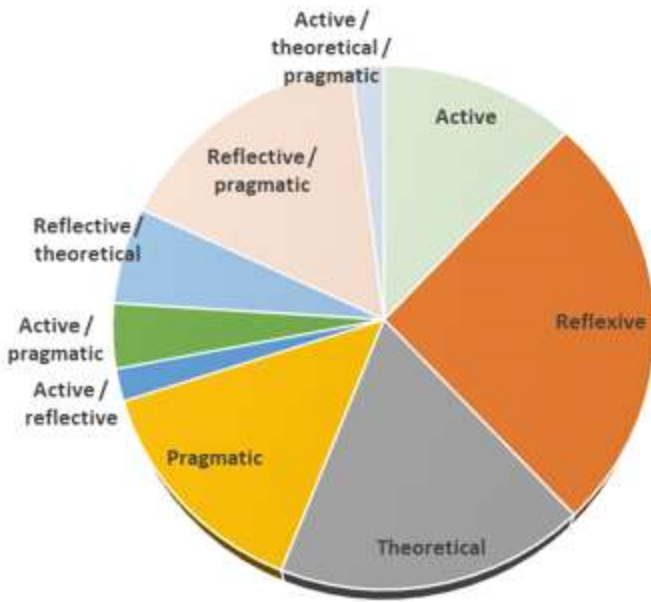


Figure 1. Implementation of the test in the Eugenio Espejo Millennium Educational Unit

According to the most significant results obtained in the Eugenio Espejo Educational Unit regarding Honey Alonso's test, it was evidenced that Active learning (Speaking) corresponds to 12%, the Reflective (Listening) at 26%, Theoretical (Writing) at 18% and Pragmatic learning (Reading) corresponds to 14%.

Based on the data obtained from the Honey Alonso test, it was possible to show that in the Eugenio Espejo Educational Unit the participating students are related to developing activities that correspond, firstly, to Listening activities, secondly to Writing activities, then Reading activities and finally Speaking activities.

Figure 2 shows the results of the test in the Osvaldo Castro Intriago educational unit.

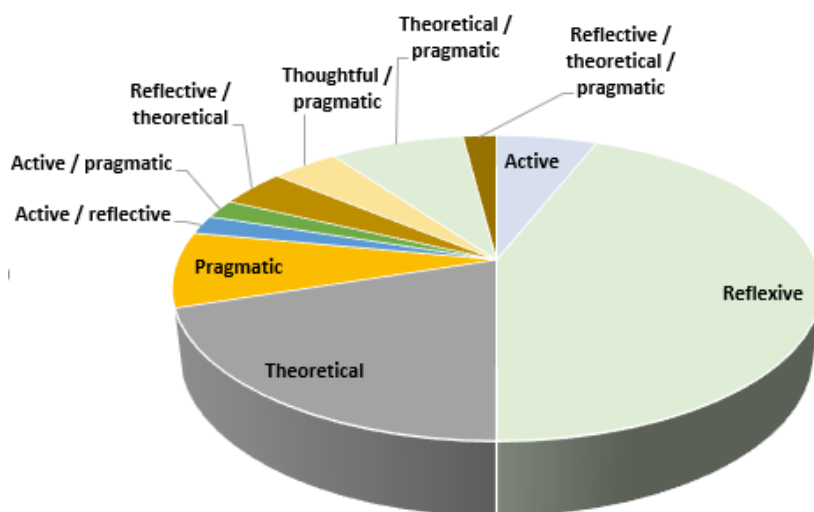


Figure 2. Results of the test in the Osvaldo Castro Intriago educational unit.

In the Oswaldo Castro Intriago Educational Unit, the following results were evidenced: Active Learning (Speaking) 6% Reflective (Listening) 44%, Theoretical (Writing) 20% and Pragmatic (Reading) 8% As you can see, the reflective one is the one with the greatest impact.

In the Oswaldo Castro Educational Unit, the results that are ordered according to the inclination towards the following skills were evidenced: Listening, Writing, Speaking and Reading.

Figure 3 shows the results of the Raymundo Vega Educational Unit.

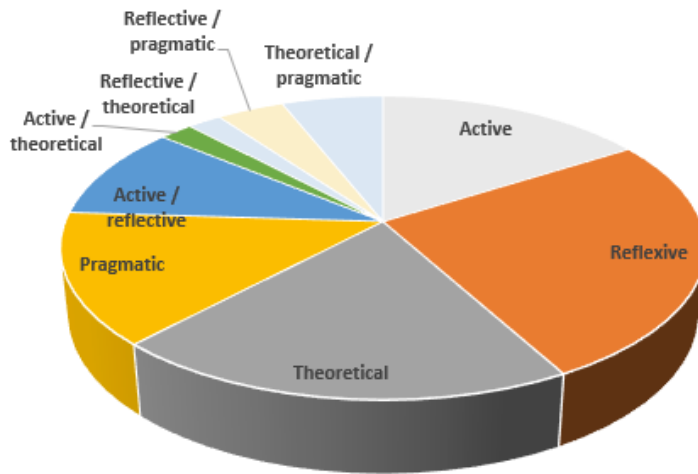


Figure 3. Results of the Raymundo Vega Educational Unit

The most significant results obtained in the Raymundo Aveiga Educational Unit (A2) through the Honey Alonso test, suggest that Active learning (Speaking) corresponds to 16%, Reflective (Listening) corresponds to 26%, Theoretical (Writing) to 20% while Pragmatic learning (Reading) represents 14%.

The information obtained made it possible to show that in the Raymundo Aveiga Educational Unit the participating students characterize the learning styles and show a marked inclination towards the skill of Listening, followed by the skill of Writing (Writing), then Speaking (Speaking) and finally the skill of Reading.

Figure 4 shows the results of the Augusto Solórzano Hoyos Educational Unit.

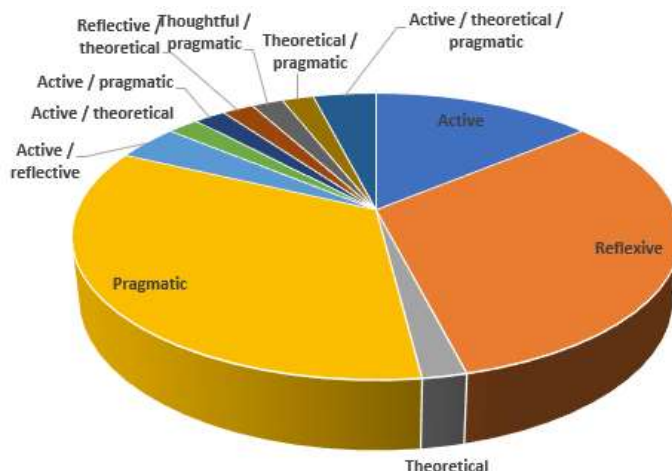


Figure 4. Results of the Augusto Solórzano Hoyos Educational Unit.

The results obtained in the Augusto Solórzano Hoyos Educational Unit indicate that Active Learning (Speaking) corresponds to 14%, Reflective learning (Listening) to 32%, while Theoretical learning (Writing) 2% and finally Pragmatic (Reading) at 34%.

The implementation of the Honey Alonso test of learning styles allowed to determine the inclination that the students of the Augusto Solórzano Hoyos Educational Unit have towards the skills of the English language, so we have that in the first place there is the skill of Reading, then Listening is followed by Speaking and Writing.

Figure 5 shows the results in the Mariana de Jesús Educational Unit.

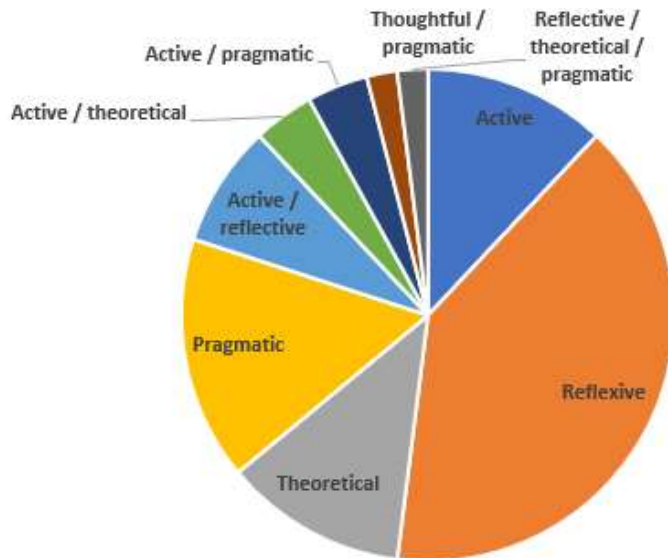


Figure 5. Results in the Mariana de Jesús Educational Unit

In the same way, the most significant results obtained in the Mariana de Jesús Educational Unit by means of the Honey Alonso test, suggest that Active learning (Speaking) corresponds to 12%, Reflective (Listening) corresponds to 40%, Theoretical (Writing) to 12% while Pragmatic learning (Reading) represents 16%.

The most significant results obtained in the Mariana de Jesús Educational Unit through the Honey Alonso test suggest a marked inclination towards the following skills: Firstly, there is the skill of Listening, followed by the skill of Reading. then the skill of Speaking and finally the skill of Writing.

Figure 6 shows the results obtained in the Cinco de Mayo educational unit



Figure 6. Results in the Cinco de Mayo Educational Unit

Finally, the most significant results obtained in the Cinco de Mayo Educational Unit through the Honey Alonso test suggest that Active learning (Speaking) corresponds to 8%, Reflective (Listening) corresponds to 16%, Theoretical (Writing) to 9% while Pragmatic learning (Reading) represents 13%. The most significant results obtained determine a marked inclination towards the following skills, in their order: Listening, Reading, Writing and Speaking.

Given that in learning the English language it is required to develop the skills of Speaking, Reading, Listening and Writing, learning this language requires the student to approach this learning from different learning styles. Each of which corresponds to a learning style.

According to (Cacha, Mendoza, Orihuela, & Valderrama, 2013) learning styles are the set of techniques and means that are planned according to the needs of the population to which they are directed. In this sense, to have an exact idea of the skills of Speaking, Reading, Listening and Writing in learning the English language, the teacher should consider the use of the Honey Alonso test of learning styles.

Conclusions:

Learning the English language is a multi-sensory activity, therefore the educational Strategies planned by teachers must be developed in accordance with the learning styles and skills of Speaking, Reading, Listening and Writing, which are used in each unit. Educational.

The educational strategies planned from the reflective learning style, increase listening and speaking, and with this a high degree of language communication.

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