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THE INFLUENCE OF LEARNING
STYLES IN THE TEACHING ENGLISH
AS FOREIGN LANGUAGE IN
STUDENTS OF THE LANGUAGE
CENTER OF ANDEAN UNIVERSITY
NÉSTOR CÁCERES VELÁSQUEZ OF
CITY OF JULIACA

Miriam Alvarado-Barrios

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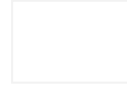
MIRIAM BEATRIZ ALVARADO BARRIOS

**“THE INFLUENCE OF LEARNING STYLES IN THE
TEACHING ENGLISH AS FOREIGN LANGUAGE IN
STUDENTS OF THE LANGUAGE CENTER OF
ANDEAN UNIVERSITY NÉSTOR CÁCERES
VELASQUEZ OF CITY OF JULIACA”.**



**UNIVERSIDAD DE PIURA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MÁSTER EN EDUCACIÓN
MENTION IN TEACHING ENGLISH AS A SECOND
LANGUAGE**

2013



APROVAL

The thesis entitled **“THE INFLUENCE OF LEARNING STYLES IN THE TEACHING ENGLISH AS FOREIGN LANGUAGE IN STUDENTES OF THE LANGUAGE CENTER OF ANDEAN UNIVERSITY NÉSTOR CÁCERES VELASQUEZ OF CITY OF JULIACA”**. Presented by Miss. Miriam Beatriz Alvarado Barrios, in accordance with the requirements of being awarded the Degree of Master of Education with mention in Teaching English as a Second Language, was approved by the thesis director: MSc. Samuel Monroy Gallegos and defended on 13 of December of the year 2013, before a jury with the following:

President

Secretary

Informant

DEDICATION

*The present work of investigation is dedicated to my mother **María** and my sister and brothers: **Elizabeth, Alberto y Sergio**; and to all the people who trust me, to whom my human and cultural experience will serve as an example and welfare.*

Miriam Beatriz

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INTRODUCTION

It is true, that the achievement of learning depends on the suitable use of the different methodological strategies, but it is also still necessary to consider and in an urgent way the students' learning styles, or even better, the methodological strategies based on the different learning styles.

The cognitive investigations have demonstrated that the people think in a different way, they receive the information, process it, store it and recover it in different forms. The theories of the learning styles have come to confirm this diversity among individuals and to prepare a way to improve learning by means of the personal awareness of the teacher and the student, of the distinctive peculiarities, that is to say, of the personal learning styles.

Therefore, the teachers must face the problem that not all students learn best with only one type of explanation and concrete exercise because each student learns using a specific predominant learning style over other styles.

In this perspective, it becomes necessary to know the students' predominant learning styles, since it might be a very useful teaching tool to adapt the teaching style for better learning, simultaneously that will allow designing assessment methods more adapted to verify the progress of the students in general. Likewise for the students it would be of great use because they might plan learning as their predominant style, avoiding blockades and optimizing their results.

Besides of considering the strategic and defining role assigned to English as a Foreign Language in recent years, this investigation aims to further contribute to the improvement of learning in all educational areas, with special emphasis on the upper level, from a global vision under the new educational paradigms that govern our country, highlighting the particular case of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca.

In this view, it has been seen for suitable to realize the present study, whose structure is announced next:

CHAPTER I: Includes the study approach, consisting the formulation of the problem, hypothesis of investigation, definition of objectives, justification and limitations of investigation, these points will allow to formally refine and structure the research idea, similarly it is provided the background of the research where investigations which were made before are reported and which are related to the problem to be studied.

CHAPTER II: Understand the theoretical framework, which is the review of the existing theory on the topic of the investigation that is to say, it refers to the variables and its respective components that are related to the problem of the investigation.

CHAPTER III: Includes the methodology of research, type and research design, population and sample of study, variables of study techniques and instruments for collecting data, the aspects that are considered will allow us to test the hypothesis, this is determined by the function of the investigative interest which one has.

CHAPTER IV: Includes research results which are performed on the basis of data obtained from both variables, the findings being systematized in different statistical tables while at the same time the data are being represented in graphs to analyze, describe, compare, interpret and explain the results achieved during the experiment.

Finally, the concluding result has been recorded, after the lengthy investigation has been carried out and also recommendations, bibliography and the relevant annexes are being presented.

CHAPTER I

EXPOSITION OF THE STUDY

1.1. PROBLEM FORMULATION

The learning of English language, in addition to its social and cultural significance, is a discipline increasingly important in today's world, by the high level of techno-science development and international cooperation among people.

Currently in Peru there has been implemented obligatory of learning English as a foreign language in educational institutions and universities, for being one of the most widespread spoken languages and, as such, it turns into a useful tool for the integral formation of the students, since it allows them the access information to satisfy their academic current requirements, to contact with English speakers who are of different social and cultural environments and to be enrolled in an efficient way in diverse situations of life, as well as for to move occupationally in different contexts.

That is why all students of the higher level must approve the subject of English as a prerequisite to graduate or receive their professional title. However many students are frustrated as they are not able to achieve their goals by how difficult it is for them to master English, so we can always conclude that the

methodologies which are being used in the teaching and learning of English are not appropriate for the vast majority.

It is true, that the achievement of the learning of English depends on the proper use of the different methodological strategies, but should also be considered on a priority basis the students' learning styles, or better still, the methodological strategies based on different learning styles.

The cognitive investigations have demonstrated that the people think in a different way, they receive the information, process it, store it and recover it in different forms. The theories of the learning styles have come to confirm this diversity among individuals and to prepare a way to improve learning by means of the personal awareness of the teacher and the student, of the distinctive peculiarities, that is to say, of the personal learning styles.

For this reason, the teachers must face the problem that not all students learn best with only one type of explanation and concrete exercise because each student learns using a specific predominant learning style over other styles.

In this perspective, it becomes necessary to know the students' predominant learning styles, since it might be a very useful teaching tool to adapt the teaching style for better learning, simultaneously that will allow designing assessment methods more adapted to verify the progress of the students in general. Likewise for the students it would be of great use because they might plan learning as their predominant style, avoiding blockades and optimizing their results.

1.2. HYPOTHESIS OF THE INVESTIGATION

1.2.1. THE GENERAL HYPOTHESIS

The predominant learning style has a positive relationship with the English learning as a foreign language among the students of the Language Center of Andean University "Néstor Cáceres Velásquez" of the city of Juliaca-2012.

1.2.2. SPECIFIC HYPOTHESES

- The students of the Language Center of Andean University “Néstor Cáceres Velásquez” of the city of Juliaca, have a predominant learning style.
- The students of the Language Center of Andean University “Nestor Caceres Velasquez” have a low level of learning English as a foreign language.
- There exists a correlation between the predominant learning style and level of English learning as a foreign language in students of the Language Center of Andean University “Néstor Cáceres Velásquez” of the city of Juliaca.

1.3. DEFINITION OF OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- Determining the influence of the predominant learning style in the English learning as a foreign language among the students of the Language Center of Andean University “Néstor Cáceres Velásquez” of the city of Juliaca-2012.

1.3.2. SPECIFIC OBJECTIVE

- Identify the predominant learning style in students of the Language Center of Andean University “Néstor Cáceres Velásquez” of the city of Juliaca – 2012.
- Identify the level of English learning as a foreign language in students of the Language Center of Andean University “Néstor Cáceres Velásquez” of city of Juliaca - 2012.
- Establish the existing correlation between the predominant learning style and the level of English learning as a foreign language in students of the Language Center of Andean University “Néstor Cáceres Velásquez” of the city of Juliaca - 2012.

1.4. THE REASON OF THE INVESTIGATION

The present research work aims to meet the learning styles and the level of learning English in university students, because it considers two variables that play an important role for vocational training, as the twenty first century requires an education of high quality that responds to the national and international demand of training students being citizens of the world who can communicate through various means.

The interest to tackle the topic of the learning styles arises to the fact that the difficulties that arise from an absence of adaptation of the styles of teaching employees by the teachers without bearing in mind the styles of learning of the students, since it leads to the possible failure in learning and to the frustration produced by the dissatisfaction of not seeing their efforts to teach corresponded.

The studies of investigation about the perception and the processes of the knowledge, put in evidence the important performance that the individual differences realize in the study of the above mentioned processes, therefore it is important to specify that the theories about the learning styles take as a starting point the consideration of the individual differences between the students.

While it is true that the purpose of this study is about the learning styles, is also important and necessary to emphasize the learning of English as a foreign language, because it is one of the most widely spoken languages in the world, given the importance in different fields of application of the human communication for personal, social, cultural, commercial, sports and professional development.

So teachers should reflect on what learning is to have pedagogical and methodological proposals that strengthen our teaching for the benefit of our students, leaving our convenience and facing new experiences, helping the students recognize their learning style, as each of us select, process and use the information in a different way according to the social, physical and personal characteristics that we have.

1.5. LIMITS OF THE INVESTIGATION

The following limits have been taken into account:

- There exist no background to this research in our context and level of study. It has therefore been taken into account other contexts similar to ours and other levels of study.
- Individual differences in the study sample, as students have different ages, level of study and social statuses.

1.6. ANTECEDENTS OF THE INVESTIGATION

After having done the search of precedent bibliographies on local, regional and national level it has been noted that there is no work related to the present investigation, however some of the following researches mentioned below are somehow related to this work, which goes:

Herman (1954): He was one of the first researchers who became interested in studying cognitive styles, a particular form of expression of how individuals perceive and process information. With the splendor of cognitive and humanistic psychologies in other disciplines and particularly in education, research on cognitive styles, were soon welcomed by educators, especially in countries like the U.S., where, during the sixties emerged curricular reforms demanding educational change. Basing on the studies focused on learning styles emerged a wide variety of definitions, classifications and diagnostic tools. The various models and existing theories about learning styles offer a conceptual framework that allows us to understand the daily behaviors in the classroom, how they relate to the way students are learning and the type of action that may be more effective at any given time given.¹

¹ CAZUA, P. (2004): “*Estilos de aprendizaje: generalidades*”. En line Internet. 20 de mayo del 2012. Accesible en <http://www.educarenpobreza.cl/>

From these studies, there were other with international and national level, it is thus that Ortega (2008), has conducted a research work titled: "Learning styles in dental students at the Autonomous University of Ciudad Juárez". Master's Thesis published. City of Juarez, Mexico. This work is related to the present investigation as to the sample of the study are university students and the variable of learning styles, but differs in the type of investigation, as it is simply descriptive and use the learning style model, models such as Dunn Dunn, and William Kolb were taken to determine the variable mentioned above. From this study the most significant of the results obtained, we can mention the favorite learning styles of the large population of dental students at the Autonomous University of city of Juarez, are VISUAL, INTEGRATED and PRAGMATIC, keeping the latter as having more relevancy since men are more pragmatic than women.²

On the other hand Coloma and Tafur (2007). They have published a research work entitled: "Learning Styles in teachers with full-time and part-time conventional dedication at Pontifical Catholic University of Peru (PUCP)". The investigation is related to the present investigation in the study of variable learning styles, but it differs in the research sample (teachers) and the study variables such as the training of teachers, age and sex. The conclusions that has been reached by the present study shows that the teachers' predominant learning styles with full-time and part-time conventional dedication PUCP, who were used as investigation sample, are in the following order: clearly reflective, then theoretical, pragmatic and active. However it should be noted that the characteristics that define the styles are not mutually exclusive, meaning that each person shares a greater or lesser degree particularities of the other profiles.

In relation to the conditioning variables of the study, we conclude that none of the variables affects the predominance of the teachers' styles with full-time and part-time at the PUCP, which has been mentioned above corresponds to the reflective

² ORTEGA, L. (2008): "*Estilos de aprendizaje en los estudiantes de odontología de la UACJ*". Tesis de Master Publicada. Juárez. Universidad de México.

predominant style, then theoretical, pragmatic and active, in that order³

Just as Rodriguez (2006): A comparative study between the evaluation of talent and the learning style incoming students of Pontifical University Catholic University of Peru, in 2006. The investigation is related to this present work by the study of the variable learning styles and study sample (University students), however differs in the type of research (descriptive comparative), having the following conclusions:

The students' predominant learning styles are in the following order: clearly pragmatic, then active, theoretical and reflective. In comparing the variables of the study there has not been found significant differences.

However the students of Education are more active than those of Economy and Humanities, the students of Engineering are more active than those of Humanities and the students of Architecture are more pragmatic than those of Art.⁴

³ COLOMA, C. y TAFUR, L. (2007): *“Estilos de aprendizaje en los docentes con dedicación a tiempo completo y a tiempo parcial convencional de la Pontificia Universidad Católica del Perú”*. Tesis de Master Publicada. Lima: Pontificia Universidad Católica del Perú.

⁴ RODRÍGUEZ, A. (2006): *“Estudio comparativo entre la evaluación del talento y el estilo de aprendizaje en estudiantes ingresantes a la Pontificia Universidad Católica del Perú”*. Tesis de Master publicada. Lima. Pontificia Universidad Católica del Perú.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. THEORICAL BASIS

2.1.1. LEARNING STYLES

The term "learning style" refers to the fact that each person uses their own method or strategies of learning. While strategies vary depending on what someone wants to learn, each one tends to develop certain preferences or global trends, tendencies that define a learning style. They are the cognitive, affective and physiological characteristics which serve as relatively stable indicators of how students perceive interactions and respond to their learning environments, that is to say, it has to do with how students structure the content, form and use concepts, interpret information, solve problems, select means of representation (visual, auditory, kinesthetic, etc.). The characteristics are related to the motivations and expectations that influence learning, while physiological characteristics are linked to gender and biological rhythms such as the sleep-wake cycle of the student.

The notion of which every person learns in a different way from allows us to look for the best ways to make learning easier, nevertheless it is necessary to be careful of not "label", since the learning styles, although they are relatively stable, can change; they can be different in different situations; they can be improved;

and when the students are taught according to their own style of learning, they learn with more effectively.⁵

2.1.2. MODELS OF LEARNING STYLES

There have been developed different models and theories on learning styles which offer a conceptual frame that allows understanding the daily behaviors in a classroom, how they can be related to the ways in which the students are learning and the type of action that can turn out to be more effective in a given moment.

The models well-known and widely used models of learning styles are:

- a) Model of the Herrmann brain quadrants.
- b) *Felder-Silverman* learning and teaching styles model.
- c) *Kolb's* learning styles inventory model (LSI).
- d) *Bandler and Grinder* neuro-linguistic programming.
- e) Hemispheric Dominance learning style model.
- f) *Gardner's* multiple intelligences model.

Even if these models contain a different classification and arise from different conceptual frames, all of them have points in common that allow establishing strategies for the education from the learning styles.⁶

A. MODEL OF THE HERRMANN BRAIN QUADRANTS

Ned Herrmann developed a model that is based on knowledge of brain functioning. He describes it as a metaphor and an analogy makes our brain with the globe with its four cardinal points. From this idea represents a sphere divided into four quadrants, which are cross-linking left and right hemispheres of Sperry model, and cortical and limbic brains of McLean model. The four quadrants represent four different ways of operating, thinking, creating, and learning, in short, to live with the world. The characteristics of these four quadrants are:

⁵ HERVAS, R. (2003): "*Estilos de enseñanza y aprendizaje en escenarios educativos*. Grupo Editorial Universitario". Colección didáctica.

⁶ CABRERA, J. (2005): "*La comprensión del aprendizaje desde la perspectiva de los estilos de aprendizaje*". 3ra. Ed. Madrid. Anaya.

a) Left Cortex (LC)

Behaviors: Cold, distant; few gestures; elaborated speech; intellectual brilliant; evaluates; critical; ironic; likes quoting; competitive; individualistic.

Process: Analysis; reasoning; logic; rigor; clarity; likes models and theories; gather facts; looks for hypothesis; likes precise words.

Aptitudes: Abstraction; mathematician; quantitative; finance; technical; problem solving.

b) Left Limbic (LL)

Behaviors: Introvert; emotive, controlled; meticulous, maniacal; soliloquizes; likes formulae; conservative, faithful; territorial; linked to experience, loves the power.

Process: Planning, formal; structural; defines procedures; sequential; verifier; ritualistic; methodical.

Aptitudes: Management, organization, implementation, commissioning, leader; orator; dedicated worker.

c) Right Limbic (RL)

Behaviors: Extrovert; emotive; spontaneous; gesticulator; playful; talkative; idealistic, spiritual; looks for concession; reacts badly to criticism.

Process: Bounded by experience; moves by the principle of pleasure, strong emotional involvement; working with passion, listens; questions; need to share; needs of harmony; assesses behaviors.

Aptitudes: Public Relation; human contact; dialogue; education; teamwork; oral and written expression.

d) Right Cortex (RC)

Behaviors: Original; humoristic; hunger for the risk; spatial; simultaneous; likes discussions; futurist; jumps from one topic to other; brilliant speech; independent.

Process: Conceptualization; synthesis; globalization; imaginative; intuitive; visualization; acts for affiliations; integrates by means of images and metaphors.

Aptitudes: Creation; innovation; entrepreneurship; artist; investigation; vision of future.⁷

B. MODEL OF LEARNING AND TEACHING STYLES OF FELDER-SILVERMAN

The model Felder-Silverman classifies the learning styles from five dimensions, which are related to the answers that could be obtained to the following questions:

- a) **Sensitive:** Concrete, practical, facts oriented and procedures; they like solving problems following very well established procedures; tend to be patient with details; like practical work (laboratory work, for example); memorize facts with facility; do not like courses which don't seem to have an immediate connection with the real world.

Intuitive: Conceptual; innovators; theories oriented and their respective meanings; like innovating and hate the repetition; prefer discovering possibilities and relations; can rapidly grasp new concepts; work well with mathematical abstractions and formulae; do not like courses that need a lot of memorizing or routine calculations.

- b) **Visual:** Prefer visual representations to obtain information, flowcharts, diagrams, etc.; remember best what is seen.

Verbal: Prefer obtaining the information in written or spoken form; remember better what is read or heard.

- c) **Active:** Tend to retain and understand better new information when it is being put in use (discussing it, applying it, explaining it to others). Prefer learning experimenting and working with others.

Reflective: Tend to retain and understand new information thinking and reflecting on it, prefer learning through pondering, thinking and working alone.

⁷CAZUA, P. (2004): “*Estilos de aprendizaje: generalidades*”. En line Internet. 20 de mayo del 2012. Accesible en <http://www.educarenpobreza.cl/>

- d) **Sequential:** Learn in small incremental steps when the next step is always logically related with the previous one; orderly and linear, when trying to solve a problem tend to follow small logical steps.

Global: Learn to make big jumps, learning new material almost randomly and "suddenly" seeing the plan as a whole can solve complex problems quickly and put things together in innovative ways. May have difficulty, however, to explain how it's been done.

- e) **Inductive:** Understand information better when presented with facts and observations and then infer the principles or generalizations.

Deductive: Prefer deducing themselves the consequences and applications from the fundamentals or generalizations.⁸

C. MODEL OF LEARNING STYLES PREPARED BY KOLB

According to the Kolb's model an ideal learning is the result of working the information in four phases: In practice, most of us tend to specialize in one, or at most two, of these four phases, there can be differentiated four types of students, depending on the stage which is preferred to put to work:

- a) Active student.
- b) Reflective student.
- c) Theoretical student.
- d) Pragmatic student.

Depending on the stage of learning in which is being specialized, the same subject can be found easier (or harder) to learn depending on how it is being presented and how it is being used in the classroom.

An ideal learning requires four phases, so it will be convenient to present the material in such a way that all the activities will go through all the phases of Kolb wheel. With that

⁸ FERRANDEZ, A. y SARRAMONA, J. (1997). *"Estilos de aprender, estilos de enseñar y material de lectura"*. Tomo II. Madrid. Cátedra.

on the one hand learning will be made easier for all students, whatever is their preferred style and also help them enhance the phases which they are more comfortable.

D. MODEL OF NEURO-LINGUISTIC PROGRAMMING OF BANDLER AND GRINDER

This model, also called Visual, Auditory and Kinesthetic (VAK), taking into account that we have three great systems to mentally represent information, visual, kinesthetic and auditory.

We use the visual representation provided we remember abstract images (such as letters and numbers) and concrete.

The auditory representation system is what allows us to hear voices in our minds, sounds, music. When we remember a melody or a conversation, or recognize the voice of the person on the phone we are using the auditory representation system.

Finally, when we remember the taste of your favorite food, or what we feel when we hear a song we are using the kinesthetic representation system.

Most of us use representation systems unevenly, enhancing some of them and underutilized others. Representation systems develop better the more the more they use it. The person used to select a type of information will assimilate more easily such information or vice versa, the person who is used to ignore the information received from a given channel will not learn the information received on that channel, not because he isn't interested, but because he isn't used to pay attention to that source of information. Using more than one system implies that many other systems are used less and less; therefore, different systems of representation have different levels of development.

E. MODEL OF THE BRAIN HEMISPHERES

Each hemisphere is responsible for the opposite half side of the body: i.e. the right hemisphere directs the left side of the body, while the left hemisphere directs the right side. Each hemisphere makes specific tasks:

- The left hemisphere is more specialized in the playing with symbols of any kind: language, algebra, chemical symbols, and musical scores. It is more analytical and linear, proceed logically.
- The right hemisphere is more effective in the perception of space, is more global, synthetic and intuitive. It is imaginative and emotional. The idea that each hemisphere is specialized in a different mode of thinking has led to the concept of differential use of hemispheres. This means that there are people who are dominant in the right hemisphere and other dominant left hemisphere. Using differential is reflected in the way we think and act.⁹

F. MODEL OF MULTIPLE INTELLIGENCES OF GARDNER

All human beings are able to know the world in seven different modes. According to the analysis of the seven intelligences everybody is able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or make things, understanding other individuals and also ourselves. Where individuals differ is the intensity of these intelligences and in ways these same intelligence are put in use and combine them to carry out different tasks, to solve different problems and progress in different fields.

Gardner provided a means to determine the wide range of skills possessed by humans, grouped them into seven categories or "intelligences":

- 1) **Linguistic intelligence:** the ability to use words effectively, either orally or in writing, intelligence includes physical skills such as coordination, balance, dexterity, strength, flexibility and velocity as well as self-perspective capacities, tactile, perception of dimensions and volumes.

⁹ HERVAS, R. (2003): "*Estilos de enseñanza y aprendizaje en escenarios educativos*. Grupo Editorial Universitario". Colección didáctica.

- 2) **Logical-mathematical intelligence:** the ability to use numbers effectively and to reason properly. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions and abstractions. The types of processes used in the service of this intelligence include: categorization, classification, inference, generalization, calculation and demonstration of hypothesis.
- 3) **Physical-kinetic intelligence:** the ability to use the whole body to express ideas and feelings (e.g. an actor, a mime, an athlete, a dancer) and facility in using one's hands to produce or transform things (e.g. a craftsman, sculptor, mechanic, surgeon).
- 4) **Spatial intelligence:** the ability to perceive the world accurately through visual-spatial (e.g. a hunter, explorer, guide) and to perform changes upon these perceptions (e.g. an interior decorator, architect, artist, inventor). This intelligence involves sensitivity to color, line, shape, space and the relationships between these elements. Includes the ability to visualize, representing graphically visual or spatial ideas.
- 5) **Musical intelligence:** the ability to perceive (e.g. a music fan), discriminate (e.g. a music critic), transform (e.g. a composer) and express (e.g. a person who plays an instrument) forms of music. This intelligence includes sensitivity to rhythm, tone, melody, and timbre or color tone of a musical piece.
- 6) **Interpersonal intelligence:** the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of others. This may include sensitivity to facial expressions, voice and gestures, the ability to discriminate between different kinds of interpersonal signals and the ability to respond effectively to these signals in practice (e.g. influence a group of people follow a certain course of action).

- 7) **Intrapersonal intelligence:** self-knowledge and the ability to adapt own ways to act based on that knowledge. This intelligence includes having an accurate picture of oneself (one's own powers and limitations), have the awareness of inner moods, intentions, motivations, temperaments and desires, and the capacity for self-discipline, self-understanding and self-esteem.¹⁰

TABLE 1
MODELS OF LEARNING STYLES MORE REPRESENTATIVE

NEURO-LINGUISTIC PROGRAMMING Rita and Kenneth Dunn According to how to select the information.	VISUAL AUDITORY KINESTHETIC
THEORY OF HEMISPHERIC DOMINANCE Linda VerLee Williams According to the way of processing information	LOGICAL HOLISTIC
DAVID A. KOLB MODEL Depending on how you use the information	ACTIVE REFLECTIVE THEORETICAL PRAGMATIC
FELDER-SILVERMAN MODEL According to the Bipolar category	ACTIVO / REFLECTIVE SENSORY / INTUITIVE VISUAL / VERBAL SEQUENTIAL / GLOBAL
HERRMANN MODLE According to the brain quadrant	LEFT CORTEX LEFT LIMBIC RIGHT LIMBIC RIGHT CORTEX

¹⁰ GARDNER. H. (1999). *“La educación de la mente y el conocimiento de las disciplinas”*. Ed. Paidós Ibérica. S.A. Barcelona.

<p>HOWARD GARDNER MODEL</p> <p>According to the type of intelligence</p>	<p>LOGISTIC/ MATHEMATICAL LINGUISTIC / VERBAL CORPORAL / KINESTHETIC SPATIAL MUSICAL INTERPERSONAL INTRAPERSONAL NATURALISTIC¹¹</p>
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2.1.3. RELATION BETWEEN DIFFERENT MODELS AND THEORIES

In recent decades there have been elaborated all kinds of theories and models to explain the differences in the ways of learning. But of all these theories and models, which one is good?

The answer is that “Any and All”. The word "learning" is a broad term that covers different phases of a same and complex process. Each of the existing models and theories focuses learning from a distinct angle. When contemplating the whole learning process, it is perceived that these theories and seemingly contradictory models are not so and even complements each other.

As teachers depend on which part of the learning process our attention is put, sometimes we want to use a model and other times another.

One possible way to understand these different theories is the next model in three steps:

- i) Learning is always part of the reception of some kind information. From all the information which we receive a selection is made. When we analyze and how we select

¹¹ HERNÁNDEZ, L. (2006): En línea Internet. 02 octubre del 2006. Extraído de:
<http://www.ucm.es/info/especulo/numero27/estilosa.html>.

information we can distinguish between visual, auditory and kinesthetic students.

- ii) The information that we have selected should be organized and related. The model of the hemispheric dominance gives us information about the different ways we should organize the information we receive.
- iii) Once information is organized we use it one way or another. Kolb learning wheel distinguishes between active, theoretical, thoughtful and pragmatic students.

Naturally, this phase separation is fictitious; in practice these three processes are mixed up and are closely related. The fact that we tend to select visual information, for example, affects the way we organize that information. We cannot, therefore, understand the learning style of someone if we do not pay attention to all aspects. Besides the theories related to the way we select, organize and work with information models are classified learning styles based on other factors, such as social behavior.¹²

2.1.4. HOW WE WORK WITH THE INFORMATION TO REACH TO THE CATEGORIES OF KOLB MODEL

We all receive a huge amount of information and of all information received we make a selection. When analyzing how information selection is done we can distinguish among visual, auditory and kinesthetic students.

Furthermore, the information which is selected should be organized and related. Depending on how we organize the information which is received, we can distinguish between right brain and left brain students.

¹² DUNN, K. y DUNN, R. (2000): *“La enseñanza y el estilo individual de aprendizaje”*. Edit. Anaya. Madrid.

But also all this information can be processed in several ways. The model developed by Kolb assumes that to learn something we need to work with the information that we receive.

Kolb says that, on one hand, we can start:

- From a direct and concrete experience.
- Or an abstract experience, which we have when we read about something or when it is told by someone.

The experiences which we have, abstract or concrete, change into knowledge when we elaborate them in one of these two ways:

- i) Reflecting and thinking about them.
- ii) Actively experimenting with the information received.

Kolb also adds that to produce a truly effective learning it is necessary to work these four categories. As same as, according to the model of Kolb an ideal learning is the result of working the information in four phases.

In practice what happens is that most of us tend to be specialized in one, at most two, of these four phases, therefore we can distinguish between four types of students, depending on the phase which they prefer to work.

Depending on the stage of learning in which we are specialized the same subject is easier (or harder) to learn depending on how we present it and how we use in the classroom.

Once again our education system is not neutral. If we think of the four phases of Kolb wheel it is very clear that the conceptualization phase is the one in which more emphasis is put, especially in secondary and higher education. The same can be said, our education system encourages theoretical students above all others. Although in some courses pragmatic students can take advantage of their capacities, the reflexive ones often find that the rate imposed on the activities is such that does not allow them time to ponder the ideas as it is needed. It is even worse for the students who like to learn in doing experiments.

In any case, as Kolb himself, optimal learning requires the four phases which is of interest so we can ensure that our material presented covers all stages of the Kolb wheel. With that in mind we can make learning of all students easier, whatever their preferred style, and also help them to enhance in the phases which they are less comfortable.¹³

2.1.5. CHARACTERISTICS OF LEARNING STYLES ACCORDING TO KOLB MODEL

A) CHARACTERISTICS OF THE ACTIVE STYLE

People who obtain a clear predominance of Active Style possess some of these characteristics or manifestations:

Main characteristics:

1. Animator
2. Improvisator
3. Discoverer
4. Daredevil
5. Spontaneous

Other characteristics:

- Creative
- Original
- Adventurer
- Restorer
- Inventor
- Vital
- Hedonistic
- Idea generator
- Impulsive
- Protagonist
- Shocking
- Innovative
- Talker
- Leader
- Dedicated

¹³ GALLEGO, A. y HONEY. (1999): “*Los estilos de aprendizaje. Procedimientos de diagnóstico y mejora*”. 4ta. Ed. Bilbao. Ediciones Mensajero.

- Entertaining
- Participative
- Competitive
- Eager Learner
- Problem solver
- Changer

B) THE CHARACTERISTICS OF THE THEORETICAL STYLE

Individuals with higher scores on the Theoretical Style will have characteristics or manifestations like the ones below:

Main characteristics:

1. Methodical
2. Logical
3. Objective
4. Critical
5. Structural

Other characteristics:

- Disciplined
- Planned
- Systematic
- Orderly
- Synthetic
- Argumentative
- Thinker
- Relationship maker
- Perfectionist
- Generalizing
- Searcher of hypothesis
- Searcher of theories
- Searcher of models
- Searcher for questions
- Searcher of underlying assumptions
- Searcher of concepts
- Searcher of rationality
- Searcher of "why"
- Search system of values, criteria...
- Inventor of procedures for...
- Explorer

C) CHARACTERISTICS OF THE PRAGMATIC STYLE

Individuals with higher scores on the Pragmatic Style will have characteristics or manifestations like the ones below:

Main characteristics:

1. Experimenter
2. Practical
3. Direct
4. Effective
5. Realist

Other characteristics:

- Technical
- Useful
- Rapid
- Determined
- Planner
- Positive
- Concrete
- Crystal clear
- Confident
- Organizer
- Current
- Problem solver
- Practiced learner
- Action planner

D) CHARACTERISTICS OF THE REFLECTIVE STYLE

Individuals with higher scores on the Pragmatic Style will have characteristics or manifestations like the ones below:

Main characteristics:

- 1) Considered
- 2) Conscientious
- 3) Receptive
- 4) Analytical
- 5) Exhaustive

Other characteristics:

- Observer

- Compiler
- Patient
- Cautious
- Meticulous
- Elaborating of arguments
- Far-sighted of arguments
- Behavioral expert
- Proviso of information
- Investigator
- Assimilator
- Writer of reports and/or declarations
- Slow
- Prudent
- Distant
- Sounder¹⁴

2.1.6. PEDAGOGIC IMPLICATIONS AND THE KOLB'S LEARNING STYLES

The theoretical model about the styles of learning of major relevancy is the proposed one by the American psychologist David A. Kolb, (1975-1984) who thinks that the students can be classified in active, theoretical, reflective and pragmatic, in the form of how they use the information. Kolb argues that people can receive information or experience across two basic ways: The concrete one called by him concrete experience and the abstract, called abstract conceptualization.

According to the topology of Kolb, the active students also called divergent, are characterized for receiving the information by means of real and concrete experiences and processing it reflectively; the theoretical ones or the convergent ones, for perceiving the information from an abstract form, by way of conceptual formulation (theoretically) and processing it through active experimentation; the reflective ones or assimilators, also tend to perceive information from an abstract form, but process it reflectively; and finally the pragmatic ones or ushers, these ones

¹⁴ CACHEIRO, M. (2006): "*Implicaciones de las teorías de estilos de aprendizaje en el diseño pedagógico de cursos virtuales*". Ponencia presentada en el Congreso Internacional de Estilos de Aprendizaje. Universidad de Concepción. Chile.

perceive information from concrete experiences and process it actively.

According to Kolb, an ideal learning is the result of working the information in these four categories or phases. In practice what happens is that the majority of us tend to specialize in one, at most two, of these four phases, from what we can differ between four types of students: Active, reflective, theoretical or pragmatic, depending on the phase that one prefers to use.

Next there appear the characteristics of four learning styles that determine the skills of every style, according to Catalina Alonso. This classification is not related to the intelligence because there are intelligent people who are predominant in different learning styles.

ACTIVE: People compromised fully in new experiences. They are of open-minded, not skeptical at all, they attack enthusiastically new tasks .Their days are full of activities. They look for new activities quickly when they get bored with the former ones. They are keen for new challenges with new experiences and get bored with the long period activities. They are grouped people who get involve in matters of the others and focus all the activities around themselves.

THEORETICAL: People who integrate the remarks inside logical and complex theories. They tend to be perfectionists. They like analyzing and synthesizing. They integrate facts in coherent theories. They are very thoughtful when they establish principles, theories and models. For them, if it is logical, it is good. They look for the rationality and the objectivity, moving away from subjective and ambiguous things

REFLECTIVE: People who consider the experiences and observe them from different perspectives. They analyze the information thoroughly before coming to some conclusion. They are prudent; they do not leave stone unturned, look carefully before crossing. They enjoy observing the performance of others, listen and do not intervene until they have taken possession of the situation. They create around themselves a slightly distant attitude.

PRAGMATIC: People who act rapidly and with safety with the ideas and the projects that attract them. They tend to be impatient when there are people who theorize them. They return to the ground when it is necessary to take a decision or to solve a problem. They think that, “ it is always possible to do better, if it works it is good ”, they exhibit different aspects, situations and forms that are more adapted for the students, who can favor learning when they have high or very high preference in a particular learning style, i.e. to make learning better. ¹⁵

2.1.7. THE IMPORTANCE OF UNDERSTANDING YOUR LEARNING STYLE

The skill of learning is perhaps the most important skill that you can have. Frequently we face new learning experiences or situations in our life, in our profession or at work. To be an effective learner you have to start from: to be involved (EC), to listen (OR), to create ideas (CA),_and to take decisions (EA). As adult, probably you have become better in some of these learning styles than in others. You tend to entrust more in other methods and skills in the learning process than others. As result, you have developed a particular learning style.

Understanding your learning styles helps you to realize of your strengths. A way in which you can improve its effectiveness is to use that particular quality while learning. Also, you can increase your effectiveness as beginner on improving the tools that you use.

Another way of understanding your learning style is seeing close it is with:

- Choosing a career, profession or job.
- Solving problems.
- Administering people.
- Working as part of a team. ¹⁶

¹⁵ CABRERA, J. (2005): “*La comprensión del aprendizaje desde la perspectiva de los estilos de aprendizaje*”. Ed. Grao de Serveis. México.

¹⁶ SWENSON, L. (1984): “*Teorías del aprendizaje*”. Edit. Paidós. Buenos Aires. Argentina.

2.1.8. STUDENTS' LEARNING STYLES AND TEACHERS' TEACHING STYLES

We often hear the students say “this is a good teacher”, “I do not understand this teacher easily”, “I like how the teacher explains”, “and with this teacher I learn”, etc.: How is it possible that we get these types of experiences from our students? Probably there exist several reasons, but one of them is how the teacher takes the class, how he interacts with the student and how he teaches.

It seems that the students learn better when they are being taught with their predominant learning styles. If this is like that, the logical thing is to think that the teachers' teaching styles should be influenced by the learning styles of their students. Does this mean that the teachers have to make themselves comfortable to the styles of all the students all the times?

Obviously not, that would be impossible. The teachers should try to understand the different styles of their students and try to fit their style of education in those areas and in those occasions, which it is adapted for the targets that are claimed, without coming to the point of designing an education based exclusively on the students' learning styles.

Let's remember that the learning styles are capable of being developed and therefore modified by a proper training and that the teachers' style of learning influences notably in their style of teaching. To be A TEACHER is to be conscious of their proper learning style and of the different students' learning styles.

Recognizing the teachers' learning styles can help to take decisions about specific issues such as the selection of educational materials, the way of presenting the information (what strategy or what activities to carry out), the creation of special interest groups, suitable procedures of evaluation, etc.

The approach of the teachers' teaching styles to the students' learning style requires that the teachers understand the mental process of the same ones, derived from previous

knowledge that in possession and of the set of strategies that they have to use in the execution of their tasks.¹⁷

2.1.9. ADVANTAGES OFFERED TO MEET THE STUDENTS' LEARNING STYLES

The advantages offered are to meet and to strengthen the students' learning styles and they are:

- To be able to individualize the educational process when it is necessary.
- Major autonomy in the students' learning.
- Selecting the best didactic strategies.
- Helping the student to know each other better and to know how to learn to learn.
- Achieving favorable results since the students learn better when they are taught with their predominant learning styles.
- Admitting that every style has a neutral value, none is better or worse than the other.
- Alternate the styles of teaching, so as to have an adaptation of teacher - student and student - teacher across a wide range of activities.
- Include approaches and activities for the different learning styles in the lesson plan.

It is necessary to remember that the teachers must act as facilitator, promoting the strength and diversity of alternatives of the students' learning styles, using a wide variety of methods and materials of teaching, and creating an environment characterized by diversity and collaboration.

We have highlighted the importance of the learning style. It is undoubted that in the measurement that the teacher knows these styles will be easier to achieve the students to learn. The teachers will have to learn to adapt their own learning style to the style of learning of their students.

¹⁷ HERNANDEZ, L. (2004): "*La importancia de los estilos de aprendizaje en la enseñanza del inglés como lengua extranjera*". Revista de estudios literarios. Universidad Complutense de Madrid. 210-211.

On the other hand, the students, as far as possible, must know how to learn, and together with the teacher to improve their styles to the maximum to learn how to use them in accordance with the educational circumstances.¹⁸

2.1.10. ENGLISH LANGUAGE

English is one of the languages most spread internationally and, as such, it turns out into a useful tool in the integral formation of the students, since it allows them the access to the information which satisfy the current academic requirements, being unrolled in an efficient way in diverse situations of the life contacting people who speak English of other social and cultural environments, as well as for to journey occupationally in different contexts.

In such a sense, the area of English takes as a purpose the achievement of the communicative competition in a foreign language, which will allow the students to acquire the information of the most recent and last scientific and technological advances, be already digital or print in English, as well as to allow them the access to the new technologies of the information and the communication to broaden their cultural horizons.

Also, the conditions and opportunities are created to them for the handling of innovative methodologies that should strengthen their autonomy in learning of other languages.

English Learning adopts the approach of communication which implies learning English in full functioning of simulations of communicative situations and attending to the students' needs and interests. Learning is also realized by authentic texts and full meaning, avoiding this way the presentation of outlying words that do not contribute meaning.

English language answers to the national and international demand to prepare students being citizen of the world who can

¹⁸ FERRANDEZ, A. y SARRAMONA, J. (1997): "*Estilos de aprender, estilos de enseñar y material de lectura*". Tomo II. Madrid. Cátedra.

communicate across diverse means directly or indirectly, that is to say, using technology, virtual way. Equally, it allows the students to have access to the advances of the science and the technology which publications are generally in English.¹⁹

2.1.11. SKILLS DEVELOPED BY ENGLISH LANGUAGE

English develops skills of expression and oral comprehension; comprehension of texts and production of texts.

a) EXPRESSION AND ORAL COMPREHENSION

It implies the interactive development of the capacities of comprehension and production of oral texts. This process happens in diverse communicative situations and with diverse intentions related to the daily life of the family and social circle of the student. It involves being able to listen and to express the proper ideas, emotions and feelings in diverse contexts with different speakers.

b) TEXT COMPREHENSION

The comprehension of texts implies the reconstruction of the context of the text, process that allows distinguishing the principal and secondary ideas, bearing in mind the linguistic structures adapted to the text. It facilitates the critical reception of the information for a suitable communicative interaction and to obtain new understanding of information.

c) TEXT PRODUCTION

In the production of texts there develops the process which involves the expression of ideas, emotions and feelings in the frame of a restructuring of the texts previously planned. This motivates the active and creative spirit, and also, facilitates the proper handling of the linguistic and non-linguistic codes.²⁰

¹⁹ MINISTERIO DE EDUCACIÓN. 2009. *“Diseño Curricular Nacional de Educación Básica Regular”*. CIED. Lima-Perú.

²⁰ MINISTERIO DE EDUCACIÓN. 2009. Ob. Cit.pag.359

2.1.12. ORGANIZATION OF THE KNOWLEDGE IN THE ENGLISH AREA

The knowledge of English is organized in lexicon, phonetics, grammar and non-verbal resources.

In the lexicon there are proposed the basic information linked with the communicative situations raised for that particular level. They are used both in oral and in written. The phonetics presents knowledge related to the pronunciation and intonation, elements inherent in the production of sound. The grammar contributes to a better production of the texts with coherence and linguistic consistency. In addition to the capacities and knowledge, the area develops a set of attitudes related to the respect for the ideas of others, the effort to communicate and to solve problems of communication and respect to the linguistic and cultural diversity.²¹

2.1.13. CONCEPT OF LEARNING

Between the various investigators a unanimous agreement does not exist with regard to the definition of the term *Learning*, therefore, presents to itself a compilation of different conceptions promulgated by some authors, inclining towards some of them or to different characteristics to complement each other.

Beltrán (1990: 139) there expresses the following definition more or less permanent: "A change which is more or less permanent in behavior that takes place as result of the practice".

Hilgard (1979: 5) proposes this definition: "It is understood that learning is a process by virtue of which an activity originates or changes across the reaction to an opposing situation, with such that the characteristics of the change registered in the activity could not be explained by foundation in the innate tendencies of response, the maturation or transitory states of the organism (for example, the fatigue, drugs)"

Díaz (1986: 40), in the same line offers a more comprehensive definition: "We call learning a relatively

²¹ MINISTERIO DE EDUCACIÓN. 2009. Ob. Cit.pag.368

permanent modification in the disposition or in the capacity of human being, happened as result of his activity and that cannot be assumed simply to the process of growth and maturation or to causes such as illness or genetic mutations”.

After these reflections expresses the following definition impartially: “Learning is the process of acquisition of a disposition, relatively lasting, to change the perception or the conduct as result of an experience”.

Zavalza (1991:87) realizes an alternative approach considering the contributions of all the theories of learning are derived for didactic process. Three fundamental questions that, from his point of view, the Didactics has to confront, are the following ones:

1. Learning as theoretical construction, or: how learning is done? (Theories of learning).

The use of the theories and scientific constructs of learning, it is a necessary operation facing the construction of didactics more and more scientific and subject to the conditions imposed by the nature of the educational phenomenon itself on which it pretends to reverse the empirical findings claimed. It presents some key ideas on learning for the didactical knowledge.

- It is an action that takes place in two levels: the behavior and the thinking.
- It assembles some particular characteristics: goal oriented, directed to the global development of the subject, delimited by personal needs and social conventions.
- It is a process in which teacher and student take part actively and consciously.
- As said Ausbel (1976: 80-83) “to know how the student learns and what variables influence him, it does not direct on knowing any more about learning, but that the Didactics is in direct relation in knowing more on how to help the student to learn better ”.

2. Learning as task of the student, or: how do the students learn?
(Factors that affect in the learning processes of the students.)
The cognitive model brings with it three important changes in the conception of the process teaching - learning, as pointed out Weinstein and Mayer (1986: 315-327).
 - Instead of seeing the students as someone who records passively the stimuli that the teacher presents to them, learning is seen like an active process that happens inside the student and that is influenced by themselves.
 - The results of learning depend so much on the information that the teacher presents as of the process continued by the student to digest the information.
 - Therefore, there are two types of activity that determine the process of learning: the strategies of teaching (as how the material is presented in a certain time and in a certain form) and the strategies of learning (how the student through his own activity organizes, prepares and reproduces the above mentioned material).
3. Learning as task of the teacher. How to teach to learn? (Factors of the intervention of the teachers which affect in learning).
The teacher changes from being “who teaches” to “the one who makes learning easier”. This approach has implications on several levels:
 - Extending the subject-matter of Didactics as a discipline: topics referred to processes and strategies of learning, cognitive and social mechanisms of the performance of the student, management of learning, etc.
 - The training of teachers acquires a new perspective. It is not enough to be a technician in the contents to be used, but also in the strategies of simplification of learning.

- The teacher will have to distribute his time between the contents to be taught and the direct and indirect strategies of learning.²²

2.1.14. THEORIES OF LEARNING

A scientific proposal about the learning styles requires a serious reflection on some important aspects of the principal theories of learning.

In a simple you can make it possible to split the panorama of the studies on the knowledge and learning emphasizing the current conductors or associates, the cognitive and constructivists.

a. BEHAVIOURAL THEORIES

It is a theory of learning that refers to objectively observable behavior eliminating other types of mental activities. Behaviorists define learning as the acquisition of a piece of news conduct and they associate with this learning the scheme stimulus - response.

Behaviorism is interpreted as an association where stimuli and responses are related for associative mechanisms as the contiguity, the repetition and the risk. The Law of the causal relation is the one that defines this associative relation, “for an organism to learn the relation between a specific action and a result, there must be a causal relation between both of them”.

b. COGNITIVE THEORIES

The term "cognitive" refers to intellectual activities such as perception, interpretation and thinking. Cognitive theories focus on the development of thought and reason as the key to understand the development of people.

Cognitivists approach is unified on two assumptions: first, that the content of learning are ideas or cognitions, and second

²² ZAVALZA, M. (1991): “*Fundamentación de la didáctica y del conocimiento didáctico*”. El Currículo: Fundamentación, diseño, desarrollo y educación. UNED. Madrid.

one, that the most important type of learning is discontinuous and sudden.

An essential feature of most cognitive theories postulate that the discontinuous change of behavior is a result of an internal process commonly called active intuition or understanding.

One of the best known and oldest cognitive theories is of Gestalt psychology (Wertheimer, Kofka, Köhler, Lewin, Wheelers). This theory states that when we record our thoughts about our feelings, at first we don't look at the details, but then put them in our mind as part of organized and meaningful patterns.

Other major authors exponents of cognitive theories are: Jean Piaget with his theory of genetic epistemology, Lev Vygotsky's sociocultural theory of development and learning, David P. Ausubel with his Meaningful Verbal Learning and Subsumption Theory, Maria Montessori, Dewey, and more.

c. CONSTRUCTIVIST THEORIES

Piaget marks the beginning of a constructivist view of learning which is understood as a process of internal construction, active and individual.

Constructivism is a theory which highlights the construction of knowledge, according to this theory knowledge is always an interaction between new information presented to us and what we already knew, therefore, to learn is building models to interpret the information we receive.

Constructivism is a confluence of various psychological approaches that emphasize the existence and prevails in knowing subjects of active processes in the construction of knowledge, which can explain the genesis of behavior and learning. It is claimed that knowledge is not passively received or true copy of the medium.

Piaget, Vygotsky and Ausubel as precursors of constructivism. For its part, says Cesar Coll constructivist approaches in education are, for the most part, the pedagogical and didactic or explanations concerning education in the areas of formal education, which in turn are derived from one or more theories of development and learning. The author recognizes that despite the magnitude and relevance of educational development and constructivist theories of learning, none of these contributions is so broad as to offer an explanation articulated and solid educational processes of teaching and learning. Furthermore, Coll recommends distinguish among constructivism, constructivist theories of development and learning, and constructivist approaches in education. Constructivism asserts that the term refers mainly to a particular human psyche shared by various psychological theories. Coll adds that constructivism cannot be considered a theory of development or learning in the strict sense, since its purpose is to set a framework focusing on the analysis, explanation and better understanding of the processes of teaching and learning at school.²³

2.1.15. THE LEARNING STYLES AND THE PHASES OF THE LEARNING PROCESS

Many authors have analyzed the learning process at different stages. We are going to put them in a scheme been inspired by Juch (1987) in which, with a chronological order, dividing in four stages the cyclical process of learning.

²³ DELGADO K.; CÁRDENAS, G. (2004): *“Aprendizaje eficaz y recuperación de saber”*. Edit. San Marcos. Perú.

TABLE 2
THE STAGES OF THE CYCLING PROCESS OF
LEARNING

Year	Author	Stage 1	Stage 2	Stage 3	Stage 4
1966	H.Turner	Feedback, evaluation	Integrating, mapping	Possibilities, decision	Autonomous investment
1969	Charlesworth	Attention	Cognitive development	Expectations	Surprise
1970	Pedagogical Institute of Holland	Formation of image	Arrangement	Forms, concepts	Do
1971	Kolb	Reflective observation	Abstract Concepts	Active experiments	Experiences
1973	Euwe	Accepted as truth	Putting in order	Carrying out plans	Execute
1975	Ramsden	Paying attention	Pretend	Commitment	Implement
1976	H.Augstein	Review	Purpose	Strategy	Results
1976	Rowan	Communication	Thinking	Projecting	Meeting
1977	Aygyris	Generalizing	Discovering	Inventing	Producing
1977	Torbert	Effects	Purposes	Strategies	Actions
1977	Raming	Biological	Psychic	Sociological	Psychic
1978	Mangham	Observing	Interpreting	Testing	Acting
1978	Pedler	Evaluation	Diagnostic	Establishing objectives	Actions
1978	Boydell	Information	Theory	Advise	Activities
1978	Hague	Conscience	Concepts	Tools	Practice
1980	Morris	Review the process	Interpreting	Planning projects	Active achievements
1980	Juch	Perceiving (To observe)	Thinking	Thinking (Planning)	Making
1982	Honey and Mumford	Active	Reflective	Theoretical	Pragmatic ²⁴

²⁴ BENNET, N. (1999): “*Estilos de enseñanza y progreso de los alumnos*”. Ed. Morata. Madrid. España.

2.1.16. THE LEARNING STYLES OF ENGLISH LANGUAGE

Today we see that the universal language is English, the principal means of communication within many institutions international, national as well as regional businesses, universities and colleges.

For over thirty-five years the area of predominant learning styles has become a very important research topic within different areas such as acquisition and language teaching and learning. Many of these studies have been conducted in different cultural environments noting especially cognitive learning styles, sensory and affective prevailing in a representative population of tourist guides with English language skills based on the four language skills develop.

The growing concern for improving learning has led several researchers to explore different areas such as learning styles. These represents a profound change in the conception of pedagogical practice and create material, technical and professional conditions which are necessary to develop a more useful work for students. This means that learning and teaching must be active and participatory processes.

Through the years it has given different explanations and definitions of these styles, but most agree that internal features which are predominant influence in different ways what people perceive, remember and think. Thus, from the constructivist point of view learning is a personnel elaboration which the students do with the help they receive from their environment; this implies that the contribution of the learner of interest and availability of their prior knowledge and experience.

In this sense it is not sufficient to consider the external factors of a learning situation without taking into account that it will be processed internally through multiple forms of intelligence that subjects in a particular way and possess complementary. Furthermore, there are also different types of learning that are defined according to the means used by the

individual to assimilate new knowledge related to the English language.²⁵

2.1.17.CHARACTERISTICS OF LEARNING IN UNIVERSITY STUDENTS

The significant increase in the number of university students in the classroom involves a wider range of students with different levels of interest, motivation and ability. A greater diversity of students, teaching must consider various strategies and resources to suit the cognitive differences, attitudes and behavior.

"When the university classroom lodged a more select students by the proper conditions of access to university, the traditional methods of teaching, such as a traditional lecture followed by a tutorial, giving the impression to work pretty well. However, today, with a diversified population, this no longer seems to serve these methods."

We share with Marti (2003) the following description of university students at the beginning of this decade:

"University students are students who usually have a shallow conception of learning, they think "not to complicate life" is a good way to make sense of the situation of university learning, whose main purpose when they read a text is to be able to reproduce the content later, students often perform other reproductive notes and they think that they are mainly used to pass exams. These are students who find it difficult to understand the conceptual perspective of another person and whose level of written argument is very poor."

While this description is not intended to generalize all university students, it reveals some disturbing situations:

²⁵ HERNÁNDEZ, L. (2004). "*La importancia de los estilos de aprendizaje en la enseñanza del Inglés como lengua extranjera*". Revista de estudios literarios. Universidad Complutense de Madrid.

- Low level of involvement or motivation for learning that translates into beliefs and expectations about learning and what is learned, that is not conducive to deep learning.
- Lack of effective use of cognitive and metacognitive strategies in learning, to support its work and facilitate learner success in achieving educational goals.
- Lack of knowledge about their learning style, allowing them to know how to learn and how to optimize their styles to meet their tasks.
- Development of cognitive processes that are aimed at improving their critical thinking, creative, logical and relational.
- Insufficient development of instrumental skills: reading comprehension and logical reasoning and argumentation.

Students generally have few elaborated conceptions about learning (classify knowledge as “learned in the same way” based on the contents, and classifications has little hierarchical level), relate to motivation of “not make your life difficult” to their university learning situation and think that the notes are used to study and pass exams. All this leads them to reproductive learning, superficial and mechanical which are not durable and do not contribute in future professional practice.²⁶

²⁶ ÁREA, R. (2006): “*La enseñanza universitaria en tiempos de cambio*”. IV Jornada CRAI. Universidad de Burgos.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

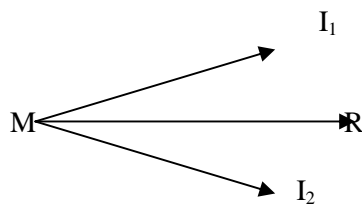
3.1. TYPE OF INVESTIGATION

The present investigation corresponds to the descriptive type; because it consists of describing, analyzing and interpreting systematically a set of related facts to other variables, as it happens in the present case. It aims to study the phenomenon in its current state and in its natural state; therefore the possibilities of having a direct control on the variables of study are minimal, for which its validity is debatable.

3.2. DESIGN OF THE INVESTIGATION

It obeys the Correlational Design, because the purpose of the investigation is to find the existing correlates quantitatively between the variables of study.

FUNCTIONAL NOTATION



Where:

M = Sample

I₁ = Information of a variableI₂ = Information of other variable

R = Degree of existing relation.

(SÁNCHEZ C., 1998: 19).

3.3. POPULATION AND SAMPLE OF STUDY**3.3.1. POPULATION OF STUDY**

The population of study will consist of all the students in the basic level of the Language Center of Andean University “Néstor Cáceres Velásquez” of the city of Juliaca, of the academic year 2012. This constitutes a total of 452 students, as shown next:

TABLE 3

**POPULATION OF STUDENTS IN THE BASIC LEVEL OF THE
LANGUAGE CENTER OF UANCV-JULIACA - 2012.**

GROUPS	TIME	N° OF STUDENTS	TOTAL
GROUP “A”	8:00 – 11:00 a.m.	31	154
	2:00 – 5:00 p.m.	29	
	5:00 – 8:00 p.m.	31	
	6:00 – 9:00 p.m.	31	
	Sat. and Sunday.	32	
GROUP “B”	8:00 – 11:00 a.m.	29	148
	2:00 – 5:00 p.m.	29	
	5:00 – 8:00 p.m.	30	
	6:00 – 9:00 p.m.	29	
	Sat. and Sunday.	31	
GROUP “C”	8:00 – 11:00 a.m.	30	150
	2:00 – 5:00 p.m.	29	
	5:00 – 8:00 p.m.	30	
	6:00 – 9:00 p.m.	32	
	Sat. and Sunday.	29	
TOTAL			452

3.3.2. SAMPLE OF STUDY

For the achievement of the present work of investigation a sample of 180 students took with a percentage of 40 % that is to say, two sections per group, which were chosen at random.

Although the sample was selected randomly, they care that they were represented students according to the variables of study. As shown next:

TABLE 4
SAMPLE OF STUDENTS IN THE BASIC LEVEL OF THE
LANGUAGE CENTER OF UANCV-JULIACA-2012.

GROUPS	TIME	N° OF STUDENTS	TOTAL
GROUP "A"	2:00 – 5:00 p.m.	29	60
	6:00 – 9:00 p.m.	31	
GROUP "B"	5:00 – 8:00 p.m.	30	61
	Sat. and Sunday	31	
GROUP "C"	8:00 – 11:00 a.m.	30	59
	2:00 – 5:00 p.m.	29	
TOTAL			180

3.4. CRITERIA OF INCLUSION OF THE POPULATION

- All the enrolled students
- Students of both sexes
- Students of any age
- Students with regular attendance
- Students of different professional careers

3.5 CRITERIA OF EXCLUSION OF THE POPULATION

- Students not enrolled
- Students' absences
- Students with irregular attendance
- Students who do not wish to collaborate
- Students repeating a course
- Particular people.

3.6. VARIABLE OF STUDY

VARIABLES	DIMENSIONES
<u>VARIABLE 1</u> Learning Styles	ACTIVE STYLE THEORETICAL STYLE PRAGMATIC STYLE REFLEXIVE STYLE
<u>VARIABLE 2</u> Learning English	CAPACITIES ATTITUDE

3.7. TECHNICAL AND INSTRUMENTAL DATA COLLECTION

3.7.1 TECHNICAL

A) SURVEY

It is a technique widely used in educational research as a means to obtain data or information, which can only bring the subject on a particular issue, is often the only means by which you can get feedback, learn attitudes and suggestions. The survey can be done using the questionnaire. The questionnaire allows responses to be written, the subject provides information directly to the researcher.

It is important to:

- Identify and get to know the magnitude of the problems referred to in partial or inaccurate functionality.
- Testing descriptive hypotheses, for which the researcher has to formulate questions according to variables.
- Establish statistical tables on the properties or characteristics of the variables.
- Knowing the opinion of the population about the problem. The criteria should be compared between the affected people and beneficiaries of their solution.

The instrument of investigation is the questionnaire, which takes the form of questions serials, specific, carefully chosen and arranged to get through the responses, the data needed to verify the hypothesis.

B) DOCUMENTARY ANALYSIS

This technique consists in the activity of collecting data from sources; in this case the record of the final evaluation, record grades, this action is done by the researcher or in his absence an assistant.

3.7.2. INSTRUMENTS

A. HONEY-ALONSO QUESTIONNAIRE OF LEARNING STYLES

For this research the questionnaire Honey-Alonso Learning Styles (Alonso, Gallego and Honey, 1994) which consist of 80 questions will be used, the questionnaire is a diagnostic tool of personal learning style, and is based on theories of learning cognitive type, whose outstanding authors are: D. Kolb (1984), B. JUCH (1987), and P.HONEY and A.MUMFORD (1986).

This questionnaire CHAEA helps students and teachers refine and improve learning considering the preferences during the educational process. It also helps students apply techniques of self-observation and can detect how learning from the context in which they are: classroom, group work, mentoring, workshop or laboratory, etc. as such it could be confirmed how much their style changes according to situations and what the preferences are stable.

The work will be done with students in the basic level of Language Center of Andean University "Néstor Cáceres Velásquez" city of Juliaca, with the objective of identifying learning styles (active, reflective, theoretical and pragmatic style) with major prominence to a sample comprised of 180 students of both sexes belonging to different careers that were selected by random sampling.

The questionnaire Honey - Alonso Learning Styles (Alonso, Gallego and Honey, 1994) consists of 80 questions (20 questions

for each of the four styles) that is answered dichotomously stating if you agree (+ sign), or disagree (- sign).

SCALE OF HONEY-ALONSO QUESTIONNAIRE LEARNING STYLES

The scale originates in standardizing direct or "raw" scores accumulated by students in each of the Learning Styles, after applying the CHAEA Questionnaire. The new Z scores obtained for each person placed on the degree of preference according to their respective population behavior. Such scores allow comparing profiles with nearby groups but not with other realities because it would be applied in different contexts to which trends are perhaps different.

This new rating, equivalent to the original, relocate people depending on the group, without changing the order in which they were initially found and classified, according to the personal prevalence of each profile, in five levels or categories: very low (up to 10 percentile), low (up to the 30 percentile), moderate (up to 70), high (up to 90) or very high (up to 100) to cover the whole range of the scale in the "bell curve".

TABLE 5
LIMIT TO SET PREPONDERANCE BETWEEN THE
LEARNING STYLES

LEVEL	PERCENTAGE	SCORE ACCUMULATED
Very Low	10	10
Low	20	30
Moderate	40	70
High	20	90
Very High	10	100

These scores, properly standardized and classified by level of predominance are found to be the scale itself, useful for general applications in the care of students on whom it will be applied, according to the relative location in the group, pedagogical or academic plans aimed to improve the teaching-learning process according to the style in which they stand out.

In respect to the sample, on the table are indicated the limits for each style and these set the levels within which students are placed according to their score achieved. This information is for the total sample and reveal, once again, the way students are grouped.

TABLE 6
LIMIT SCORES ACCORDING TO THE LEVEL OF
PREPONDERANCE IN LEARNING STYLES

Preponderance	%	Active	Reflective	Theoretical	Pragmatic
Very High	10	4	12	10	6
High	20	7	14	13	8
Moderate	40	10	17	16	12
Low	20	12	19	18	14
Very Low	10	20	20	20	20

From this information was developed a Personal Record Standardized to locate each student individually in the prevalence level obtained on the total group.

B. RECORD OF GRADES

This instrument enables to obtain grades of the Record of Final Evaluation of Basic English course of each student and so we can identify the academic aspect translated into grades, interrelating them with the learning styles obtained obtained by applying this instrument.

It is necessary to be considered that the approbatory note for the subject is 70 points, equivalently to 14 in the vigesimal scale, from what it was considered to be the following scale.

DEFICIENT : 00 – 13
REGULAR : 14 – 16
GOOD : 17 – 20

All these instruments will be used to determine its validity and reliability, which will give us security and guarantee on the veracity of the results.

CHAPTER IV

DISCUSSION OF RESULTS

4.1. RESULTS OF THE INVESTIGATION

In this chapter, we present only the results of the investigation which are organized in three parts:

- **First**, we present the results of learning styles obtained by applying the CHAEA Questionnaire of Honey and Alonso (1994).
- **Second**, the average results of the Basic English course obtained from the records of the final evaluation of the classroom teacher.
- **Third**, the correlation between learning styles and achievement of learning English as a foreign language. It also is the interpretation of the tables and the respective analysis.

With existing statistical data and all those elements that provide insight into the problem objectively, the results have been made taking into account the following steps.

A) PLANNING

To implement the research it has been identified a sample of 180 students of the Language Center of UANCV of the city

Juliaca, a population of 452 students with regular or normal attendance.

As an instrument of investigation the questionnaire of Honey Alonso's learning styles (CHAEA) has been selected, an instrument that has been validated and the records of the final evaluation of the classroom teacher.

There has requested the permission of the Director of the Language Center of Andean University "Néstor Cáceres Velásquez" city of Juliaca, indicating the purpose of the investigation.

B) DATA COLLECTION

The questionnaire (CHAEA) has been applied to a sample of 180 students, free hours sometimes have been taken into advantage or requesting permission from the titular teacher to enter the classroom, on different dates, before starting the application of the instrument it has been requested the students to collaborate with actual and accurate information to avoid bias in the research.

C) PROCESSING

It has been preceded with the tabulation of data, starting with the systematization of the instruments, then the classification according to the nominal measurement scale, represented in tables and statistical graphs for both study variables.

The correlation between learning styles and levels of achievement in English learning was obtained by Pearson correlation, for the testing hypothesis has been carried out with the crossing of variables, and then apply the chi square test.

The data analysis consists in the comment of the statistical data and the interpretation of pedagogical charts and graphs.

D) COMMUNICATION OF RESULTS

It consists of the wording of the final report of the investigation, as shown next:

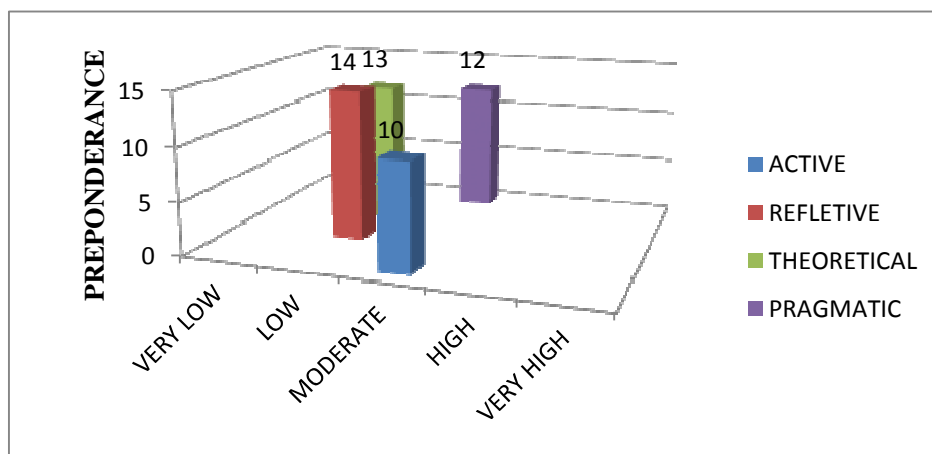
4.1.1. RESULTS OF LEARNING STYLES BY GROUPS

TABLE N° 1
STUDENTS' LEARNING STYLES OF THE GROUP "A" IN THE
BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-
JULIACA, 2012.

LEARNING STYLES	ACTIVE		REFLECTIVE		THEORETICAL		PRAGMATIC	
	N°	%	N°	%	N°	%	N°	%
VERY LOW	06	10.0	24	40.0	16	26.7	3	5.0
LOW	11	18.3	09	15.0	18	30.0	14	23.3
MODERATE	19	31.7	13	21.7	23	38.3	15	25.0
HIGH	15	25.0	12	20.0	3	5.0	16	26.7
VERY HIGH	09	15.0	02	3.3	0	0.0	12	20.0
\bar{x}	10		14		13		12	
PREPONDERANCE	MODERATE		LOW		LOW		MODERATE	

Source: Honey Alonso questionnaire of learning styles.(CHAEA)

GRAPHIC N° 1
STUDENTS' LEARNING STYLES OF THE GROUP "A" IN
THE BASIC LEVEL OF THE LANGUAGE CENTER OF
UANCV-JULIACA, 2012.



INTERPRETATION

The table and graph N ° 1 is the analysis of the results of the questionnaire of Honey-Alonso learning styles of students in the basic level of English Group "A" of the Language Center of UANCV of city of Juliaca, which shows that students are mainly ACTIVE, then PRAGMATIC, finally REFLECTIVE and THEORETICAL.

The students of Group "A" are clearly ACTIVE with an average of 10 reagents and MODERATE preponderance, followed by PRAGMATICS, with an average of 12 reagents having a MODERATE preponderance, finally the REFLECTIVE ones, with an average of 14 reagents a LOW preponderance and THEORETICAL with an average reagents of 13 and with a LOW preponderance.

From the results we can deduce that students have a clear preference for pragmatic and active styles and styles that are more associated with REFLECTIVE theorists.

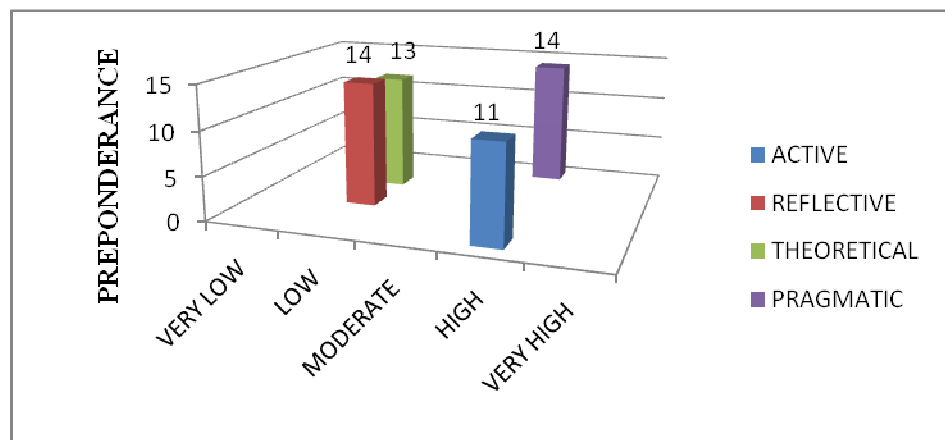
TABLE N° 2

STUDENTS' LEARNING STYLES OF THE GROUP "B" IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.

LEARNING STYLES	ACTIVE		REFLECTIVE		THEÓRETICAL		PRAGMATIC	
	N°	%	N°	%	N°	%	N°	%
VERY LOW	00	0.0	26	42.6	17	27.9	00	0.0
LOW	08	13.2	06	9.8	20	32.8	04	6.6
MODERATE	24	39.3	21	34.5	20	32.8	17	27.9
HIGH	24	39.3	07	11.5	03	4.9	12	19.6
VERY HIGH	05	8.2	01	1.6	01	1.6	28	45.9
\bar{X}	11		14		13		14	
PREPONDERANCE	HIGH		LOW		LOW		HIGH	

Source: Honey Alonso questionnaire of learning styles

GRAPHIC N° 2
STUDENTS' LEARNING STYLES OF THE GROUP "B" IN THE
BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-
JULIACA, 2012.



INTERPRETATION

The table and graph N ° 2 is the analysis of the results of the questionnaire of Honey Alonso learning styles of students in the basic level of English Group "B" of the Language Center of UANCV of city of Juliaca, which shows that students are mainly ACTIVE, then PRAGMATICS, finally REFLECTIVE and THEORETICAL.

The students of Group "B" are clearly ACTIVE with an average 11 reagents and a HIGH preponderance, followed by the PRAGMATICS, with an average of 14 reagents and having a HIGH preponderance, finally the REFLECTIVE, with an average of 14 reagents with a LOW preponderance and THEORETICAL with an average reactive of 13 and with a LOW preponderance.

From the results it can be deduce that the students have a clear preference for PRAGMATIC and ACTIVE styles and the REFLECTIVE styles are more associated with THEORETICAL, there is a clear difference, especially if the expectation is that in groups of students or teachers there is a balance between learning styles.

TABLE N° 3

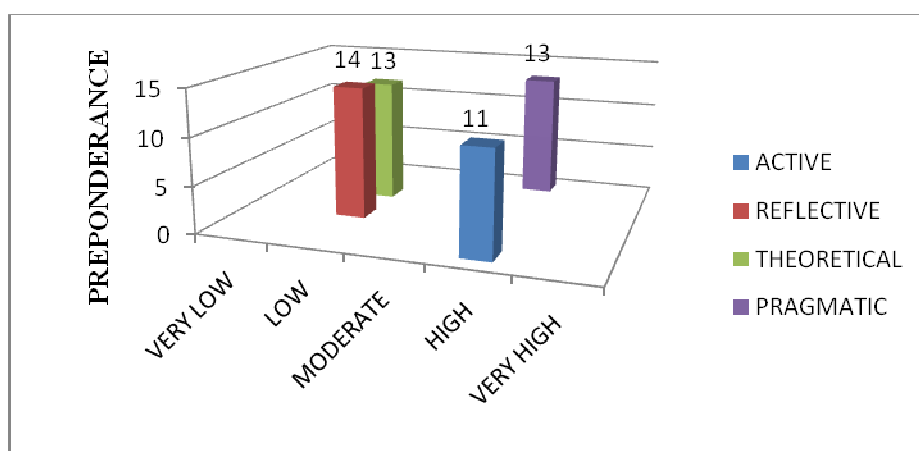
STUDENTS' LEARNING STYLES OF THE GROUP "C" IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.

LEARNING STYLES	ACTIVE		REFLECTIVE		THEORETICALS		PRAGMÁTICS	
	N°	%	N°	%	N°	%	N°	%
VERY LOW	03	5.1	24	40.7	12	20.3	01	1.7
LOW	10	16.9	08	13.6	19	32.2	01	1.7
MODERATE	19	32.2	19	32.2	17	28.8	26	44.1
HIGH	10	16.9	06	10.1	08	13.6	12	20.3
VERY HIGH	17	28.9	02	3.4	03	5.1	19	32.2
\bar{X}	11		14		13		13	
PREPONDERANCE	HIGH		LOW		LOW		HIGH	

Source: Honey Alonso questionnaire of learning styles

GRAPHIC N° 3

STUDENTS' LEARNING STYLES OF THE GROUP "C" IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.



INTERPRETATION

The table and graph N °3 is the analysis of the results of the questionnaire of Honey Alonso learning styles of students in the basic level of English Group "C" of the Language Center of UANCV of city of Juliaca, which shows that students are mainly ACTIVE, then PRAGMATICS, finally REFLECTIVE and THEORETICAL.

The students of Group "C" are clearly ACTIVE with an average 11 reagents and a HIGH preponderance, followed by the PRAGMATICS, with an average of 13 reagents and having a HIGH preponderance, finally the REFLECTIVE, with an average of 14 reagents with a LOW preponderance and THEORETICAL with an average reactive of 13 and with a LOW preponderance.

From the results it can be deduce that the students have a clear preference for PRAGMATIC and ACTIVE styles and the REFLECTIVE styles are more associated with THEORETICALS, there is a clear difference, especially if the expectation is that in groups of students or teachers there is a balance between learning styles.

4.1.2. GENERAL RESULTS OF LEARNING STYLES

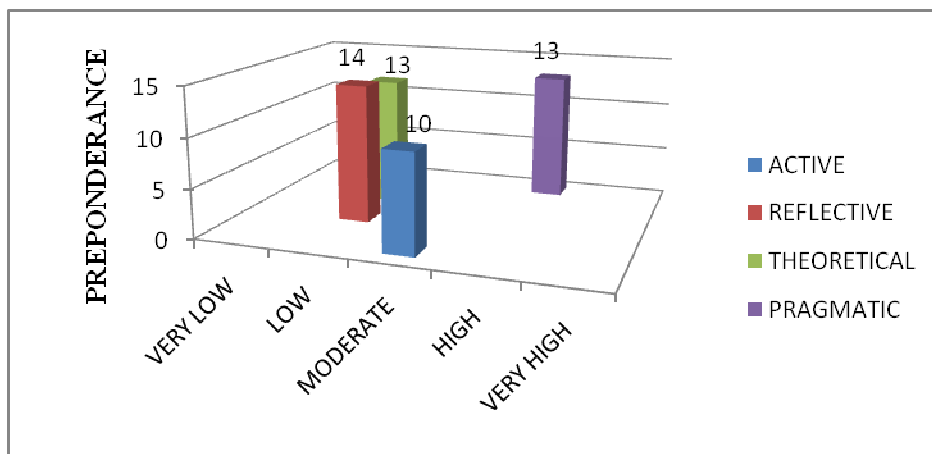
TABLE N° 4
GENERAL RESULTS OF THE STUDENTS' LEARNING STYLES
IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF
UANCV-JULIACA, 2012.

LEARNING STYLES	ACTIVE		REFLECTIVE		THEÓRETICALS		PRAGMÁTICS	
	N°	%	N°	%	N°	%	N°	%
VERY LOW	9	5.0	74	41.1	45	25.0	04	2.2
LOW	29	16.1	23	12.8	57	31.7	19	10.6
MODERATE	62	34.4	53	29.4	60	33.3	58	32.2
HIGH	49	27.2	25	13.9	14	7.8	40	22.2
VERY HIGH	31	17.3	05	2.8	04	2.2	59	32.8
\bar{X}	10		14		13		13	
PREPONDERANCE	MODERATE		LOW		LOW		HIGH	

Source: Honey Alonso questionnaire of learning styles.

GRAPHIC N° 4

GENERAL RESULTS OF THE STUDENTS' LEARNING STYLES IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.



INTERPRETATION

The table and graph N ° 4 is the analysis of the overall results of the questionnaire Honey Alonso learning styles of students in the basic level of English of the Language Center of UANCV of Juliaca, which shows that the predominant learning style is PRAGMATIC, then ACTIVE and finally REFLECTIVE and THEORETICAL.

The students are clearly PRAGMATIC with an average 13 reagents and a HIGH preponderance, followed by the ACTIVE, with an average of 10 reagents and having a MODERATE preponderance, finally the REFLECTIVE, with an average of 14 reagents with a LOW preponderance and THEORETICAL with an average reactive of 13 and with a LOW preponderance.

From the results it can be deduce that the students have a clear preference for PRAGMATIC and ACTIVE styles and the REFLECTIVE styles are more associated with THEORETICAL, making a clear difference.

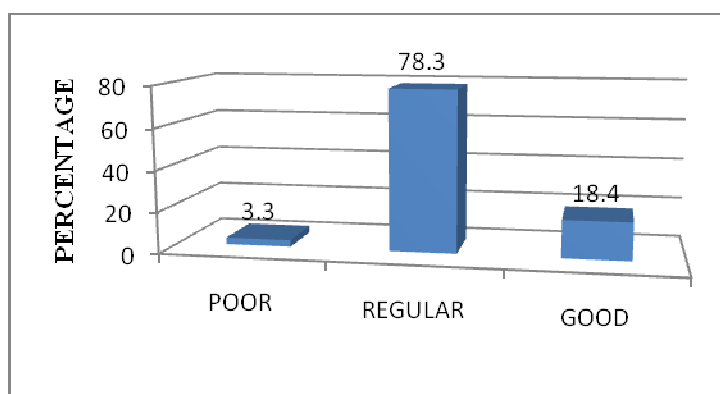
4.1.3. RESULTS OF ENGLISH LEARNING AS A FOREIGN LANGUAGE BY GROUPS

TABLE N° 5
ENGLISH LEARNING AS A FOREIGN LANGUAGE IN STUDENTS OF THE GROUP "A" IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.

CATEGORIES		NUMBER OF STUDENTS	%
QUALITATIVE	QUANTITATIVE		
GOOD	(17 – 20)	11	18.4
REGULAR	(14 – 16)	47	78.3
POOR	(00 – 13)	02	3.3
TOTAL		60	100.0

Source: Record of the Final Evaluation

GRAPHIC N°5
ENGLISH LEARNING AS A FOREIGN LANGUAGE IN STUDENTS OF THE GROUP "A" IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.



INTERPRETATION

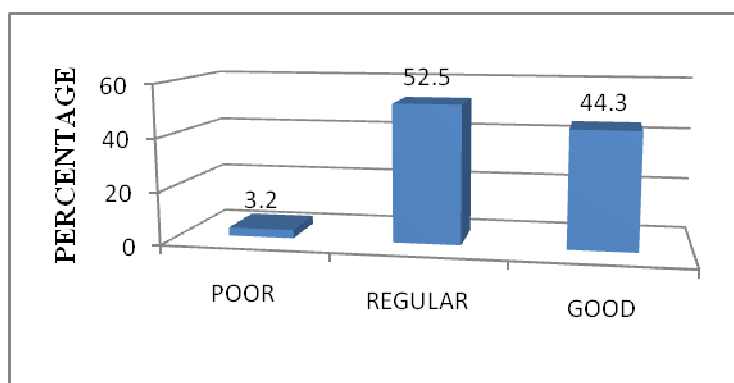
The table and graph N° 5 refer to the learning achievement obtained by the student of English of group "A" in the basic level at Language Center of UANCV of city of Juliaca shows that 11 students representing 18.4% obtained a score from 17 to 20, also shows 47 students who represent 78.3% obtained a score from 14 to 16, and 2 students who represent 3.3% obtain scores from 00 to 13 respectively.

TABLE N° 6
ENGLISH LEARNING AS A FOREIGN LANGUAGE IN
STUDENTS OF THE GROUP "B" IN THE BASIC LEVEL OF
THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.

CATEGORIES		NUMBER OF STUDENTS	%
QUALITATIVE	QUANTITATIVE		
GOOD	(17 – 20)	27	44.3
REGULAR	(14 – 16)	32	52.5
POOR	(00 – 13)	02	3.2
TOTAL		61	100.0

Source: Record of the Final Evaluation

GRAPHIC N° 6
ENGLISH LEARNING AS A FOREIGN LANGUAGE IN
STUDENTS OF THE GROUP "B" IN THE BASIC LEVEL OF
THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.



INTERPRETATION

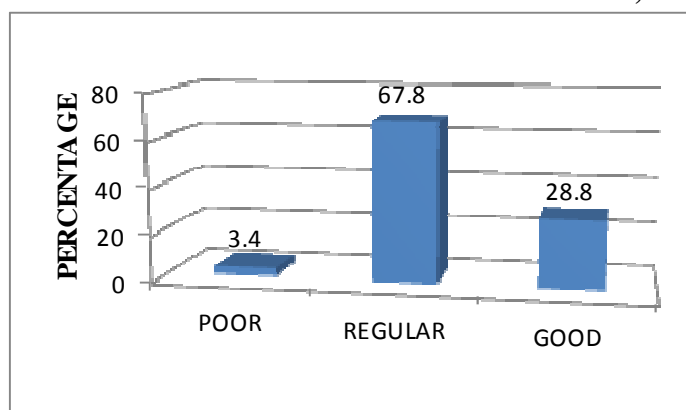
The table and graph N° 6 refer to the learning achievement obtained by the student of English of group "B" in the basic level at Language Center of UANCV of city of Juliaca shows that 27 students representing 44.3% obtained a score from 17 to 20, also shows 32 students who represent 52.5% obtained a score from 14 to 16, and 02 students who represent 3.2% obtain scores from 00 to 13 respectively.

TABLE N° 7
ENGLISH LEARNING AS A FOREIGN LANGUAGE IN
STUDENTS OF THE GROUP "C" IN THE BASIC LEVEL OF
THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.

CATEGORIES		NUMBER OF STUDENTS	%
QUALITATIVE	QUANTITATIVE		
GOOD	(17 – 20)	17	28.8
REGULAR	(14 – 16)	40	67.8
POOR	(00 – 13)	02	3.4
TOTAL		59	100.0

Source: Record of the Final Evaluation

GRAPHIC N° 7
ENGLISH LEARNING AS A FOREIGN LANGUAGE IN
STUDENTS OF THE GROUP "C" IN THE BASIC LEVEL OF
THE LANGUAGE CENTER OF UANCV-JULIACA, 2012.



INTERPRETATION

The table and graph N°7 refer to the learning achievement obtained by the student of English of group "C" in the basic level at Language Center of UANCV of city of Juliaca shows that 17 students representing 28.8% obtained a score from 17 to 20, also shows 40 students who represent 67.8% obtained a score from 14 to 16, and 02 students who represent 3.4% obtain scores from 00 to 13 respectively.

4.1.4. GENERAL RESULTS OF ENGLISH LEARNING AS A FOREIGN LANGUAGE

TABLE N° 8

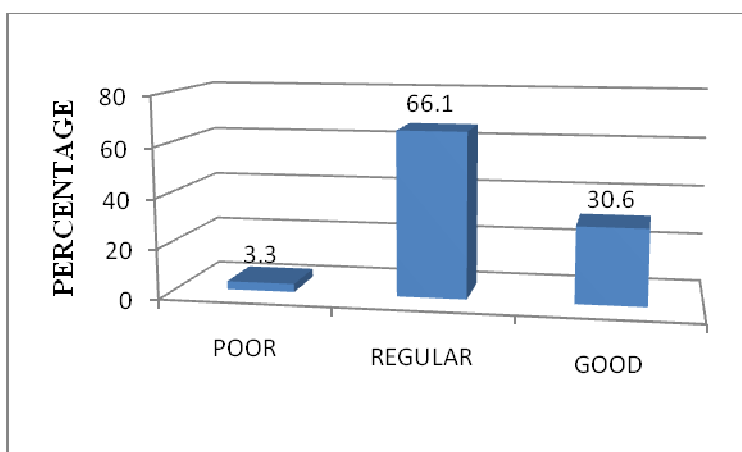
GENERAL RESULTS OF ENGLISH LEARNING AS A FOREIGN LANGUAGE IN STUDENTS IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV - JULIACA, 2012.

CATEGORIES		NUMBER OF STUDENTS	%
QUALITATIVE	QUANTITATIVE		
GOOD	(17 – 20)	55	30.6
REGULAR	(14 – 16)	119	66.1
POOR	(00 – 13)	06	3.3
TOTAL		180	100.0

Source: Record of Final Evaluation

GRAPHIC N° 8

GENERAL RESULTS OF ENGLISH LEARNING AS A FOREIGN LANGUAGE IN STUDENTS IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV - JULIACA, 2012.



INTERPRETATION

The table and graph N° 8 referred to the overall results of learning achievement obtained by the student in the basic level of English at Language Center of UANCV of Juliaca which shows that 55 students representing 30.6% obtained a score of 17 to 20, also 119 students displaying the descriptions of 66.1% obtained a score from 14 to 16, and 06 students representing 3.3% obtained scores from 00 to 13 respectively.

4.1.5. CORRELATION COEFFICIENTS BETWEEN LEARNING STYLES AND ENGLISH LEARNING AS A FOREIGN LANGUAGE.

TABLE N° 9
LEARNING STYLES AND ENGLISH LEARNING AS A FOREIGN LANGUAGE IN STUDENTS IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV - JULIACA, 2012.

COEFFICIENTS	ACTIVE		REFLECTIVE		THEORETICAL		PRAGMATIC	
	Learning Styles	Learning English	Learning Styles	Learning English	Learning Styles	Learning English	Learning Styles	Learning English
Mean	10.58208	15.82089	13.92537	15.82089	13.31343	15.82089	13.31343	15.82089
Variance	10.45221	2.236578	10.15860	2.236578	9.468924	2.236578	8.662953	2.236578
Standard Deviation	3.257389	1.506806	3.211312	1.506806	3.100385	1.506806	2.965503	1.506806
Correlation	0.182083		0.272090		0.441858		0.748553	

INTERPRETATION

The correlation between the scores of the variables of learning styles and learning English as a foreign language in students in the basic level of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca, was determined through the Pearson's coefficient correlation (r), which is presented in Anexes.

The sample correlation coefficient or Pearson's between LEARNING STYLES AND ENGLISH LEARNING AS A FOREIGN LANGUAGE is defined:

$$r = \frac{\sum_{i=1}^n X_i Y_i - n \bar{X} \bar{Y}}{\sqrt{\left(\sum_{i=1}^n X_i^2 - n \bar{X}^2 \right) \left(\sum_{i=1}^n Y_i^2 - n \bar{Y}^2 \right)}}; -1 \leq r \leq 1$$

INTERPRETATION

Pearson's coefficient correlation (r) can vary from - 1.00 to 1.00 where:

- - 1.00 = perfect negative correlation
- - 0.90 = very strong negative correlation
- - 0.75 = significant negative correlation
- - 0.50 = average negative correlation
- - 0.10 = weak negative correlation
- 0.00 = no correlation between variables
- + 0.10 = weak positive correlation
- + 0.50 = medium positive correlation
- + 0.75 = significant positive correlation
- + 0.90 = very strong positive correlation
- + 1.00 = perfect positive correlation

The correlation of the ACTIVE learning style in students in the basic level of the Language Center of UANCV is 0.18208370, with an

average score of variable learning styles 10.5820895 being of moderate preponderance and a standard deviation of 3.25738905, while that the mean score of the variable learning English as a foreign language was 15.8208955 and a standard deviation of 1.50680650. This means that the correlation is weak positive.

The correlation of the REFLECTIVE learning style in students in the basic level of the Language Center of UANCV is 0.-0.27209051, with an average score of variable learning styles 13.9253731 being of low preponderance and standard deviation of 3.21131254, while the average score of the variable learning English as a foreign language was 15.8208955 and a standard deviation of 1.50680650. This means that negative correlation is weak.

The correlation of the THEORETICAL learning style in students in the basic level of the Language Center of UANCV is -0.44185895, with an average score of variable learning styles 13.3134328 being of low preponderance and standard deviation of 3.10038587, while the average score of the variable learning English as a foreign language was 15.8208955 and a standard deviation of 1.50680650. This means that it is a medium negative correlation.

The correlation of the PRAGMATIC learning style in students in the basic level of Language Center of UANCV is 0.74855355, with an average score of variable learning styles 13.3134328 being of high preponderance and a standard deviation of 2.96550345, while that the mean score of the variable of learning English as a foreign language was 15.8208955 and a standard deviation of 1.50680650. This means a significant positive correlation.

4.1.6. AVERAGE OF THE PREDOMINANT LEARNING STYLE (PRAGMATIC) AND ENGLISH LEARNING AS A FOREIGN LANGUAGE.

TABLE N° 10

AVERAGE OF THE PREDOMINANT LEARNING STYLE (PRAGMATIC) AND ENGLISH LEARNING AS A FOREIGN LANGUAGE IN STUDENTS IN THE BASIC LEVEL OF THE LANGUAGE CENTER OF UANCV - JULIACA, 2012.

COEFFICIENTS	PREDOMINANT LEARNING STYLE	ENGLISH LEARNING
MEAN	13.3134328	15.8208955
VARIANCE	8.66295388	2.23657830
STANDARD DEVIATION	2.96550345	1.50680650
CORRELATION	0.74855355	

INTERPRETATION

The table shows the coefficients of correlation of the predominant learning style (PRAGMATIC) in students in the basic level of English of the Language Center of UANCV of city of Juliaca, which shows an average of 13.3134328, and English learning is 15.8208955. The variance of the learning style is 8.66295388 and about English learning is 2.23657830. The standard deviation of the learning style is 2.96550345 and English learning is 1.50680650. The correlation is 0.74855355.

The statistical analysis of the relations between two variables presents the following fundamental aspects:

- Existence of association or joint covariance between the two variables, which is given by the value 'r', may be more or equal to zero.
- The direction of the association is given by the positive or negative sign of the value 'r'.
- The degree of association between two variables, which is given by the value of 'r', being able to be -1 r, so that:
 - $r > 0$ positive or direct correlation.
 - $r < 0$ negative or inverse correlation.
 - $r = 0$ Absence of correlation between variables.

Since the correlation between the dominant learning style (PRAGMATIC) and English learning as a foreign language is 0.74855355 which is greater than zero, then it becomes a positive or direct correlation. As getting closer to +1, being the variable of learning styles with a high preponderance, since it is oriented in the same direction as the variable of English learning as a foreign language of "regular" level, so that the correlation is in the same direction, being direct or positive.

4.1.7. HYPOTHESIS TEST TO VERIFY THE LEVEL OF PREDOMINANCE OF LEARNING STYLES.

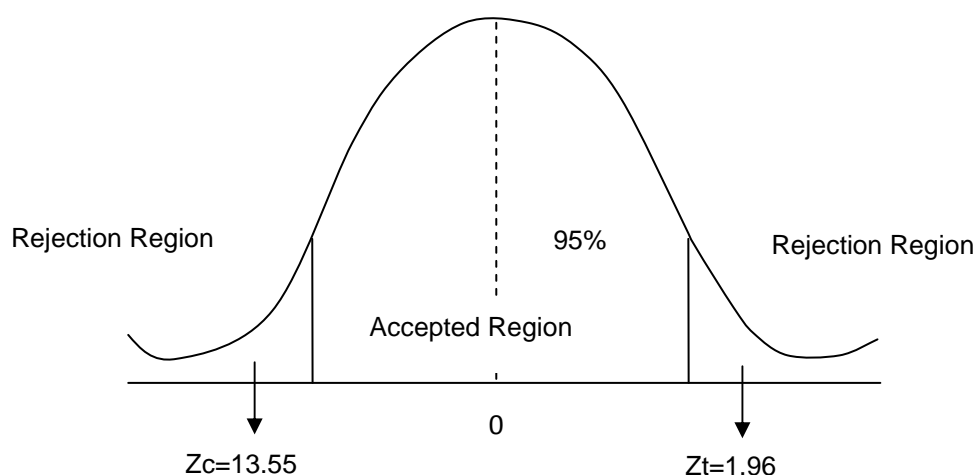
- i) **Null hypothesis (H₀):** The predominant learning style is different from the PRAGMATIC in students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Julica-2012. ($\mu \neq 10$).
- ii) **Alternative hypothesis (H_a):** The predominant learning style is the PRAGMATIC in students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Julica-2012 ($\mu = 10$).
- iii) **Level of significance:** The probability of the test statistic for comparing is 5%. ($\alpha = 0.05$).
The Normal Distribution test tabulated is obtained from the statistics table, with $\alpha = 0.05$. Thus the critical values are: $Z_t = Z(0.95) = \pm 1.96$

- iv) **Statistical Test:** The Normal Distribution calculated (Z_c) is obtained from the values in the Annexes. The Average of level of preponderance of the styles of learning is 13.3134328 (HIGH) with a standard deviation of 2.96550345 and with a sample size of 180 students.

$$Z_c = \frac{\overline{X} - \mu_0}{\sigma / \sqrt{n}} = \frac{13 - 10}{2.97 / \sqrt{180}} = 13.55$$

v) **Conclusion**

As $Z_c = 13.55$ exceeds the value of $Z_t = 1.96$, the null hypothesis is rejected, therefore, the alternative hypothesis is accepted, which indicates that the level of preponderance of the learning styles is PRAGMATIC in students in the basic level of English of the Language Center of Andean University “ Néstor Cáceres Velásquez ” of Juliaca, with a level of confidence of 95 %



4.1.8. HYPOTHESIS TEST TO VERIFY THE LEVEL OF LEARNING OF ENGLISH AS FOREIGN LANGUAGE.

- i) **Null hypothesis (H_0):** The level of learning English as a foreign language is of a different category to the regular students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" Julica-2012 ($\mu \neq 15$)

ii) **Alternative hypothesis (Ha):** The level of learning English as a foreign language is regular category in students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca-2012. ($\mu = 15$)

iii) **Level of significance:** The probability of the statistical test which allows comparing is 5% ($\alpha = 0.05$)

The test of Normal Distribution tabulated, is obtained from the statistical table, with $\alpha = 0.05$

Thus, the critical values are:

$$Z_t = Z_{(0.95)} = \pm 1.96$$

iv) **Statistical Test:** The Normal Distribution calculated (Z_c) is obtained from the calculated values in the Anex. The average level of learning English as a foreign language is 57.77 with a standard deviation of 6.39 and a sample size of 385 students.

$$Z_c = \frac{\bar{X} - \mu_0}{\sigma / \sqrt{n}} = \frac{16 - 15}{1.51 / \sqrt{180}} = 8.88$$

v) **Conclusion:** As $Z_c = 8.88$ exceeds the value of the $Z_t = 1.96$, the null hypothesis is rejected, therefore, the alternative hypothesis is accepted, which indicates that the level of learning English as a foreign language in students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" Juliaca-2012 is in the regular category, with a confidence level of 95%.

4.1.9. HYPOTHESIS TEST TO VERIFY THE CORRELATION BETWEEN THE PREDOMINANT LEARNING STYLE AND ENGLISH LEARNING AS A FOREIGN LANGUAGE.

i) **Null hypothesis (Ho):** The correlation between the predominant learning style (PRAGMATIC) and level of learning English as a foreign language of the students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" of Juliaca, is equal zero ($r \leq 0$).

- ii) **Alternative hypothesis (Ha):** The correlation that exists between the predominant learning style (PRAGMATIC) and level of learning English as a foreign language in students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" of Juliaca is positive. ($r > 0$)
- iii) **Level of significance:** The probability of the statistical test to contrast between the hypotheses is 5% ($\alpha = 0.05$).
The test of Normal Distribution tabulated, is obtained from the statistical table, with $\alpha = 0.05$

Thus, the critical values are:

$$Z_t = Z_{(0.95)} = \pm 1.96$$

- iv) **Statistical Test:** The Normal Distribution calculated (Z_c) can be obtained from the calculated values in the Annex. Correlation coefficient $r = 0.74855355$ and with a sample size of 180 students.

$$Z_c = \frac{\sqrt{n-3}}{2} \left[\ln \left(\frac{1+r}{1-r} \right) \right] = \frac{\sqrt{180}}{2} \left[\ln \left(\frac{1+0.7485}{1-0.7485} \right) \right] = 13.057$$

- v) **Conclusion:** As $Z_c = 13.057$ exceeds the value of the $Z_t = 1.96$, rejecting the null hypothesis, in consequence, the alternative hypothesis is accepted, for what indicates that the correlation coefficient between the learning style preponderant and the learning English as a foreign language in students in the basic level of the Language Center of the UANCV of city of Juliaca is positive, with a confidence level of 95 %.

4.1.10. HYPOTHESIS TEST TO VERIFY THE INFLUENCE THAT EXISTS BETWEEN THE PREDOMINANT LEARNING STYLE (PRAGMATIC) AND ENGLISH LEARNING AS A FOREIGN LANGUAGE.

- i) **Null hypothesis (Ho):** The predominant learning style (PRAGMATIC) does not affect the learning of English as a

foreign language in students in the basic level of English of the Language Center of the Andean University "Néstor Cáceres Velásquez" of city of Juliaca.

ii) **Alternative hypothesis (Ha):** The predominant learning style (PRAGMATIC) does not affect the learning of English as a foreign language in students in the basic level of English of the Language Center of the Andean University "Néstor Cáceres Velásquez" of city of Juliaca.

iii) **Level of significance:** The probability of the statistical test that relates is 5% ($\alpha = 0.05$)

The Chi-square test with tabular (row-1) by (column-1) degrees of freedom, is obtained from the statistical table, with:

$$GL = (2-1)*(2-1) = 1*1 = 1$$

Thus, the critical values are:

$$X_t^2 = X_{(1;0.025)}^2 = 0.01 y X_t^2 = X_{1;0.975}^2 = 5.02$$

iv) **Statistical Test:** Chi-square distribution is obtained calculating the contingency square with two rows ($f = 2$) and two columns ($c = 2$). Using the following expression:

$$X_c^2 = \sum_{i=1}^f \sum_{j=1}^c \frac{(f_0 - f_e)^2}{f_e} = 6.601$$

Where: f_o , is the observed frequency; and f_e , is the expected frequency.

v) **Conclusion:** As $X_c^2 = 6.601$ exceeds the value of $X_t^2 = 5.02$, then the null hypothesis is rejected, therefore, the alternative hypothesis is accepted, thus, the dominant learning style (PRAGMATIC) influences learning English as a foreign language in students in the basic level of the Language Center of UANCV of city of Juliaca, with 95% probability of confidence.

DISCUSSIONS

We know there are different classifications and theories about learning styles from selection criteria to distinguish between information (visual, auditory and kinesthetic style), information processing (logical and holistic styles), and method of use of information (active, reflective, theoretical and pragmatic styles). However, in practice these three processes are closely linked. Cacheiro (2006).

For the present study has taken into account the learning styles considering how students use the information, after having selected and processed. Thus, the study relied on the Kolb model.

Alonso and Gallego (1994), indicate that the Kolb learning wheel, supposed to learn something we should work the information we received, first from a direct experience or specific (active students) or an abstract experience , which is what we have when we read about something or when someone tells us (theoretical student). The experiences that we have, concrete or abstract, are transformed into knowledge when we make them reflecting or thinking about them (reflective students) or experimenting actively with the information received (pragmatic student).

So to achieve optimal learning, it should work the information into four phases: Acting (active learner), reflect (reflective learner), theorizing (theoretical student) and experience (pragmatic student).

However, in practice, the majority of the students specialize in one or at most two of these four phases, which allows that you can differentiate four types of students, depending on the phase in which prefer to work. Gallego and Honey, (1999).

The results of the variable of learning styles shown in tables and graphs N ° 1, 2, 3 and 4 show that the predominant learning style in students in the basic level of English of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca, is PRAGMATIC with an average of 13 reagents, placing them in the HIGH category, then the ACTIVE with an average of 10 reagents, placing them in the category of MODERATE, then the REFLECTIVE with an average of 14 reagents being located in the LOW category and finally the THEORETICAL with an average of 13 reagents being located in the LOW category, according to standardization by levels of predominance of the scale, after applying the questionnaire CHAEA.

The results allow us to warn then, the way how the students with regard to learning styles are grouped. With low scores are the reflective and theoretical and on the other hand, the highest limits within each level indicating a greater predominance are pragmatists and actives, which allows to infer that they are basically practical students, who get fully involved and without damages in new experiences, tend to be enthusiasts faced new and tend to act first and then think, they like to work surrounded by people, but being the center of activity, they like to make decisions and solve problems, which are a challenge, and are always looking for a way to make things better.

The university students who attend to the Language Center of the Andean University "Néstor Cáceres Velásquez", are adult subjects, and as such have soacila and family conditions, a set of life experiences, learning achieved in different fields of knowledge, it is of generations that come from an audiovisual and technological culture that drives their way of acquiring knowledge and therefore to learn, that is why most have a pragmatic and active learning style, characteristic of young people.

However, this does not mean that the learning styles of these students will not change, Sternberg R. (1996) mentioned that learning styles vary according to the course of life and changes as a result of the models that we emulate in different aspects of our life, also involved the chronological age, cultural level, among other aspects which have not been considered in this study.

From results, it can also be seen that all students have the four learning styles in greater or lesser degree. The used scale, has allowed us to locate in individually to each student in the preponderance level obtained with respect to the total group, being the predominant pragmatic style, this since there is no pure or unique, stylish styles are various but there is always one that predominates.

In this regard Kolb (1984) mentions that there is a better than other style, but rather are different ways to learn, we sometimes use several of them, sometimes vary depending on the situation, tasks and subjects, so necessary to learn literary art is different to that for learning languages, for this reason each style requires a different strategy.

Ferrandez and Sarramona (1997). concern that everyone develops their own learning styles and feels that the styles while they are also stable may be changing, as advances in their learning process, students can discover new and different forms or ways to learn, moreover it depends on the personal situation and the context in which it operates. And the most important that the power be changing styles are likely to improve, and may improve. Using different options in different situations. Therefore, no one can describe styles as good or bad, only are different.

Regarding the results of the variable of English learning as a foreign language in students of the basic level of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca, whose results are shown in tables and graphs 5, 6, 7, and 8, where 55 students are in the category of good (17-29) which is equivalent to 30.6%, in the category of regular (14-16) are located 116 students which is equal to 66.1%, finally 06 students are in the category of weak (00-13) is equal to 3.3% respectively.

The results we can deduce that the majority of students have an average of 16, that is to say, are in the category of REGULAR, concerning about learning English as a foreign language.

The Andean University “Néstor Cáceres Velásquez” of the city of Juliaca, like many institutions of higher education has implemented its Language Center by the obligatory nature of the learning of English as a foreign language, as one of the most widespread languages internationally and not only that, but also be a useful tool in the formation of the students because it allows them access to the information to meet current academic needs, communicate effectively in various situations of life come into contact with people who speak English of other social and cultural environments, as well as for transit work in different contexts.

Therefore, all the upper level students must pass English as a prerequisite course to graduate or receive their professional degree.

Rojo, I (2001) indicates about the phenomenon of globalization is making clear the need for professionals in all areas to learn English, being widely used in the world of business, construction, finance, management, marketing, education, internet, tourism, etc.

That is why English learning has become one of the social survival skills, allowing better to meet the needs of professional activities, all this invites us as teachers, to reflect and act on what is English learning as a foreign language, to have pedagogical and methodological proposals that strengthen our teaching activity for the benefit of our students.

Coloma and Tafur (2001), mention that one of the tasks to be performed by every teacher in their professional practice is to enable students to learn. This task is difficult to achieve given the number and heterogeneity of students and worse learning styles of each of them. Therefore, that is must provide various possibilities of interaction with knowledge through activities of teaching, that is to say, activities that meet individual differences in relation to its forms and styles of learning.

Valdivia (2002), indicates that in order for students to be cared for their particular learning styles, requires teachers to know what these styles, or failing that, to handle a range of activities that cover these styles of learning, but not have them identified on an individual basis for each group of students, in this

way will prevent a possible failure in learning and teacher frustration of not to seeing their efforts to teach reciprocated.

The students of the basic level of English of the Language Center of UANCV of city of Juliaca, have an average of 16 in learning, that is to say, REGULAR, these results allow us to demonstrate that teachers apply active strategies for teaching English, this for the features of the subject, which requires group activities, exchange of dialogue, use of audiovisual materials and technology, etc. and still learning style of most of them pragmatic and active ones, this has helped to get such results in learning. However there is still a lot of development for those whose learning styles are of lower predominance to expand their learning capabilities to any situation that comes in their way. Furthermore, enhancing their learning styles, teachers will be able to turn them into teaching styles that allow them to meet the individual characteristics of most students.

This study also presents the results of the correlation between the variable of learning styles and learning English as a foreign language, such results are shown in table and graph N°9, with the results as follows:

The correlation of the active learning style and English learning as a foreign language was 0.18208370. This means that the correlation is weak positive.

The correlation of the reflective learning style and English learning as a foreign language was -0.27209051. This means that negative correlation is weak negative.

The correlation of the theoretical learning style and English learning as a foreign language was -0.44185895. This means that half the correlation is mean negative.

The correlation of the pragmatic learning style and English learning as a foreign language was 0.74855355. This means that the correlation is significantly positive.

From the results obtained allow us to state that the PRAGMATIC learning style is the PREDOMINANT among students of the basic level of the Language Center of UANCV of city of Juliaca, and shows a significant correlation of significantly positive (0.74855355) towards

English learning as a foreign language, compared to the other styles that show correlation of weak positive, mean negative and weak negative.

Statistically this result allows to analyze the relationship between the two variables, this being significantly positive, indicating that the more pragmatic learning style is being used by the students, the greater the learning of English as a foreign language, to verify this correlation a hypothesis test was performed which concluded that as $Z_c = 13,057$ exceeds the value of $Z_t = 1.96$, the null hypothesis is rejected, therefore, the alternative hypothesis is accepted, by indicating that the correlation coefficient between the predominant learning style and learning English as a foreign language for students in basic level of the Language Center UANCV-Juliaca is positive, with a confidence level of 95%.

This result allows us to infer that the teachers learning styles are also pragmatic and active, because there is a correlation between the styles of learning who teaches and who learns Bennet, (1999) or the teachers make use of strategies for teaching-learning practices and active, which helps students.

CONCLUSIONS

1. The students of the basic level of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca, show that the predominant learning style is PRAGMATIC with an average of 13 reagents, reaching the high category according to the standardization for prevalence levels from scale of CHAEA questionnaire. However it should be noted that the defining characteristics of learning styles are not mutually exclusive, meaning that each person shares a greater or lesser degree particularities of the other styles.
2. The students of the basic level of the Language Center of Andean University "Néstor Cáceres Velásquez" of city of Juliaca, 66.1% prove to have a regular level of English learning as a foreign language in a sample of 180 students, in a quantitative equivalence of 14-16 points, according to the marks obtained from the Record of the Final Evaluation. The results are also related to the strategies applied by teachers and the characteristics of the subject that requires practical and innovative activities, and being the learning style of most of them pragmatic, which has yielded such results.
3. The predominant learning style and level of learning English as a foreign language for the students of basic level of the Language

Center at the Andean University "Néstor Cáceres Velásquez" of Juliaca show a positive correlation with the average learning styles of 13 reagent, reaching the high level category learning with equivalence of 14 to 16 points, the variance of 8.66 and 2.23 respectively, the standard deviation of 2.965503 and 1.50 respectively, with a correlation of 0.74. As shown by the sample correlation coefficient of Pearson. Statistically this result let to analyze the relationship between the two variables being this positive considerable, it indicates that the higher be the pragmatic learning style in the students, the higher will be the English learning as a foreign

4. The predominant learning style influences the level of English learning as a foreign language in students of the basic level of the Language Center of Andean University "Néstor Cáceres Velásquez" of Juliaca, since $X_c^2 = 6.601$ exceeds the value of $X_t^2 = 5.02$, so the null hypothesis is rejected and the alternative hypothesis is accepted, with a 95% probability of confidence. As shown by the statistical test Chi-square hypothesis.

RECOMMENDATIONS

1. It is recommended that teachers at all educational levels, know the students' learning styles, as it is proven that they learn best when they are taught with their predominant learning styles or otherwise manage a range of activities that can cover these styles even though they have not been identified specifically for each group of students.
2. Teachers are encouraged to develop in students those learning styles underdeveloped and as well as strengthen their favorite styles in order to expand their capacity to learn in any situation that may come. Furthermore, in enhancing their learning styles, teachers will be able to turn them into teaching styles that allow them to meet the individual characteristics of most students.
3. It is recommended to carry work of investigation out about the teachers' learning styles and their students, so as to know the relationship between these two groups, it is important that teachers recognize their own learning styles so as to refer to them, enhance those with low preference, and also diversify their ways of teaching, and can meet their own needs of learning as well as for the majority of their students.

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ANNEXES

ANEXO N°01

CUESTIONARIO HONEY-ALONSO DE ESTILOS DE APRENDIZAJE



























INSTRUCCIONES:

Este cuestionario ha sido diseñado para identificar su Estilo preferido de Aprendizaje. No es un test de inteligencia, ni de personalidad, para lo cual se hará uso de 30 minutos.

































No hay respuestas correctas o erróneas. Será útil en la medida que sea sincero/a en sus respuestas. Si está más de acuerdo que en desacuerdo con el ítem seleccione 'Mas (+)'. Si, por el contrario, está más en desacuerdo que de acuerdo, seleccione 'Menos (-)'.

Por favor conteste a todos los ítems, el cuestionario es anónimo.



















Más(+)	Menos(-)	Ítem
<input type="checkbox"/> +	<input type="checkbox"/> -	1. Tengo fama de decir lo que pienso claramente y sin rodeos.
<input type="checkbox"/> +	<input type="checkbox"/> -	2. Estoy seguro lo que es bueno y lo que es malo, lo que está bien y lo que está mal.
<input type="checkbox"/> +	<input type="checkbox"/> -	3. Muchas veces actúo sin mirar las consecuencias.
<input type="checkbox"/> +	<input type="checkbox"/> -	4. Normalmente trato de resolver los problemas metódicamente y paso a paso.
<input type="checkbox"/> +	<input type="checkbox"/> -	5. Creo que los formalismos coartan y limitan la actuar libre de las personas.
<input type="checkbox"/> +	<input type="checkbox"/> -	6. Me interesa saber cuáles son los sistemas de valores de los demás y con qué criterios actúan.
<input type="checkbox"/> +	<input type="checkbox"/> -	7. Pienso que el actuar intuitivamente puede ser siempre tan válido como actuar reflexivamente.

 +	 -	8. Creo que lo más importante es que las cosas funcionen.
 +	 -	9. Procuro estar al tanto de lo que ocurre aquí y ahora.
 +	 -	10. Disfruto cuando tengo tiempo para preparar mi trabajo y realizarlo a conciencia.
 +	 -	11. Estoy a gusto siguiendo un orden, en las comidas, en el estudio, haciendo ejercicio regularmente.
 +	 -	12. Cuando escucho una nueva idea en seguida comienzo a pensar cómo ponerla en práctica.
 +	 -	13. Prefiero las ideas originales y novedosas aunque no sean prácticas.
 +	 -	14. Admito y me ajusto a las normas sólo si me sirven para lograr mis objetivos.
 +	 -	15. Normalmente encajo bien con personas reflexivas, analíticas y me cuesta sintonizar con personas demasiado espontáneas, imprevisibles.
 +	 -	16. Escucho con más frecuencia que hablo.
 +	 -	17. Prefiero las cosas estructuradas a las desordenadas.
 +	 -	18. Cuando poseo cualquier información, trato de interpretarla bien antes de manifestar alguna conclusión.
 +	 -	19. Antes de tomar una decisión estudio con cuidado sus ventajas e inconvenientes.
 +	 -	20. Me crezco con el reto de hacer algo nuevo y diferente.
 +	 -	21. Casi siempre procuro ser coherente con mis criterios y sistemas de valores. Tengo principios y los sigo.
 +	 -	22. Cuando hay una discusión no me gusta ir con rodeos.
 +	 -	23. Me disgusta implicarme afectivamente en mi ambiente de trabajo. Prefiero mantener relaciones distantes.

<input type="checkbox"/> +	<input type="checkbox"/> -	24. Me gustan más las personas realistas y concretas que las teóricas.
<input type="checkbox"/> +	<input type="checkbox"/> -	25. Me cuesta ser creativo/a, romper estructuras.
<input type="checkbox"/> +	<input type="checkbox"/> -	26. Me siento a gusto con personas espontáneas y divertidas.
<input type="checkbox"/> +	<input type="checkbox"/> -	27. La mayoría de las veces expreso abiertamente cómo me siento.
<input type="checkbox"/> +	<input type="checkbox"/> -	28. Me gusta analizar y dar vueltas a las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	29. Me molesta que la gente no se tome en serio las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	30. Me atrae experimentar y practicar las últimas técnicas y novedades.
<input type="checkbox"/> +	<input type="checkbox"/> -	31. Soy cauteloso/a a la hora de sacar conclusiones.
<input type="checkbox"/> +	<input type="checkbox"/> -	32. Prefiero contar con el mayor número de fuentes de información. Cuantos más datos reúna para reflexionar, mejor.
<input type="checkbox"/> +	<input type="checkbox"/> -	33. Tiendo a ser perfeccionista.
<input type="checkbox"/> +	<input type="checkbox"/> -	34. Prefiero oír las opiniones de los demás antes de exponer la mía.
<input type="checkbox"/> +	<input type="checkbox"/> -	35. Me gusta afrontar la vida espontáneamente y no tener que planificar todo previamente.
<input type="checkbox"/> +	<input type="checkbox"/> -	36. En las discusiones me gusta observar cómo actúan los demás participantes.
<input type="checkbox"/> +	<input type="checkbox"/> -	37. Me siento incómodo con las personas calladas y demasiado analíticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	38. Juzgo con frecuencia las ideas de los demás por su valor práctico.
<input type="checkbox"/> +	<input type="checkbox"/> -	39. Me agobia si me obligan a acelerar mucho el trabajo para cumplir un plazo.

 +	 -	40. En las reuniones apoyo las ideas prácticas y realistas.
 +	 -	41. Es mejor gozar del momento presente que deleitarse pensando en el pasado o en el futuro.
 +	 -	42. Me molestan las personas que siempre desean apresurar las cosas.
 +	 -	43. Aporto ideas nuevas y espontáneas en los grupos de discusión.
 +	 -	44. Pienso que son más consistentes las decisiones fundamentadas en un minucioso análisis que las basadas en la intuición.
 +	 -	45. Detecto frecuentemente la inconsistencia y puntos débiles en las argumentaciones de los demás.
 +	 -	46. Creo que es preciso saltarse las normas muchas más veces que cumplirlas.
 +	 -	47. A menudo caigo en la cuenta de otras formas mejores y más prácticas de hacer las cosas.
 +	 -	48. En conjunto hablo más que escucho.
 +	 -	49. Prefiero distanciarme de los hechos y observarlos desde otras perspectivas.
 +	 -	50. Estoy convencido/a que debe imponerse la lógica y el razonamiento.
 +	 -	51. Me gusta buscar nuevas experiencias.
 +	 -	52. Me gusta experimentar y aplicar las cosas.
 +	 -	53. Pienso que debemos llegar pronto al grano, al meollo de los temas.
 +	 -	54. Siempre trato de conseguir conclusiones e ideas claras.
 +	 -	55. Prefiero discutir cuestiones concretas y no perder el tiempo con charlas vacías.

<input type="checkbox"/> +	<input type="checkbox"/> -	56. Me impaciento con las argumentaciones irrelevantes e incoherentes en las reuniones.
<input type="checkbox"/> +	<input type="checkbox"/> -	57. Compruebo antes si las cosas funcionan realmente.
<input type="checkbox"/> +	<input type="checkbox"/> -	58. Hago varios borradores antes de la redacción definitiva de un trabajo.
<input type="checkbox"/> +	<input type="checkbox"/> -	59. Soy consciente de que en las discusiones ayudo a los demás a mantenerse centrados en el tema, evitando divagaciones.
<input type="checkbox"/> +	<input type="checkbox"/> -	60. Observo que, con frecuencia, soy uno de los más objetivos y desapasionados en las discusiones.
<input type="checkbox"/> +	<input type="checkbox"/> -	61. Cuando algo va mal, le quito importancia y trato de hacerlo mejor.
<input type="checkbox"/> +	<input type="checkbox"/> -	62. Rechazo ideas originales y espontáneas si no las veo prácticas.
<input type="checkbox"/> +	<input type="checkbox"/> -	63. Me gusta sopesar diversas alternativas antes de tomar una decisión.
<input type="checkbox"/> +	<input type="checkbox"/> -	64. Con frecuencia miro hacia adelante para prever el futuro.
<input type="checkbox"/> +	<input type="checkbox"/> -	65. En los debates prefiero desempeñar un papel secundario antes que ser el líder o el que más participa.
<input type="checkbox"/> +	<input type="checkbox"/> -	66. Me molestan las personas que no siguen un enfoque lógico.
<input type="checkbox"/> +	<input type="checkbox"/> -	67. Me resulta incómodo tener que planificar y prever las cosas.
<input type="checkbox"/> +	<input type="checkbox"/> -	68. Creo que el fin justifica los medios en muchos casos.
<input type="checkbox"/> +	<input type="checkbox"/> -	69. Suelo reflexionar sobre los asuntos y problemas.
<input type="checkbox"/> +	<input type="checkbox"/> -	70. El trabajar a conciencia me llena de satisfacción y orgullo.
<input type="checkbox"/> +	<input type="checkbox"/> -	71. Ante los acontecimientos trato de descubrir los principios y teorías en que se basan.

 +	 -	72. Con tal de conseguir el objetivo que pretendo soy capaz de herir sentimientos ajenos.
 +	 -	73. No me importa hacer todo lo necesario para que sea efectivo mi trabajo.
 +	 -	74. Con frecuencia soy una de las personas que más anima las fiestas.
 +	 -	75. Me aburro enseguida con el trabajo metódico y minucioso.
 +	 -	76. La gente con frecuencia cree que soy poco sensible a sus sentimientos.
 +	 -	77. Suelo dejarme llevar por mis intuiciones.
 +	 -	78. Si trabajo en grupo procuro que se siga un método y un orden.
 +	 -	79. Con frecuencia me interesa averiguar lo que piensa la gente.
 +	 -	80. Esquivo los temas subjetivos, ambiguos y poco claros.