



Learning Styles in the English Language Teaching Process in Educational Units: Case Study



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Abstract

The research called Learning Styles in the teaching-learning process of the English language in educational units. The objective of the case study was to identify the learning styles of the students so that the teacher could propose strategies that can improve the learning of the English language in the participating educational units. At the same time, the research had a quantitative approach with the purpose of generating statistics based on the results obtained during the implementation of the Honey - Alonso Test of learning styles. The results presented show that there is no unanimity in the way students approach language learning. Finally, it is proposed as conclusions that among the main learning styles evidenced are the following: Active (Speaking/Listening), Theoretical (Reading), Pragmatic (Writing/Reflective), Active/pragmatic (Reading/writing), and Reflective/pragmatic (Reading/Writing).

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1 Introduction

One of the main problems that have been evident in the educational system is the lack of motivation and little interest of a majority segment of students in learning the English language. At the institutional level, various methodological strategies have been implemented so that students of all levels can achieve significant learning of this language, however, the results have not been as expected and the objectives are very far from being achieved. In this regard, [De Archila & Gomes \(2021\)](#), point out that, within the educational context, the student will be involved in this process with the attitudes, perceptions and expectations they have regarding the goals they intend to achieve, simultaneously involving their intrinsic motivation (p. 13).

By understanding the dynamics of each learning style, it is possible to identify the potential and individualities of each student and their particular way of approaching a certain learning process. In this regard, it is important to refer to the lack of motivation that is evident in students at all levels to develop skills in the English language, the same thing that prevents the learning of this language ([Hidayanti, 2021](#)).

One of the difficulties according to [Reinoso \(2023\)](#), is due to the lack of recreational strategies in the area of English, it is presumed that students present disinterest and lack of motivation in acquiring the new language (p. 5); Furthermore, it is considered that students' learning of their language constitutes a difficulty; no doubt learning English is going to represent a greater problem, which is why a lot of motivation and didactics are required.

In this sense, it is an urgent task for teachers of this subject to investigate the learning styles of each of their students. The objective of the research was to determine the impact that learning styles have on the learning of this subject; for this purpose, the Honey - Alonso test of learning styles was implemented to define the traits or ways of learning of each student. For [Arias \(2020\)](#), Students do not have a similar learning style, which poses challenges for planning and instructional design that responds to the needs of the students (p. 85).

The objective of the research was to identify the learning styles of students to propose strategies that can improve the learning of the English language in educational units. As well as seek answers to fundamental questions such as: What type of methodological strategies to propose based on learning styles? How to link learning styles in the meaningful learning of the English language? in educational units.

Based on the aforementioned, it is considered that the research related to the meaningful learning of the English language based on learning styles in educational units emphasizes that, fundamentally, the center of teaching activity is knowing how students develop their activity in a more productive way for them. Within the research, it is also considered that the teacher must plan and implement strategies so that his students build their knowledge based on their learning style ([Richardson, 2011](#); [Dorça et al., 2013](#)).

2 Materials and Methods

The research adopted a quantitative approach, through which information related to learning styles was collected based on the implementation of the Honey Alonso test. Students from the following Educational Units of the city of Chone participated: Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago and Santa Mariana de Jesús, institutions located in the city of Chone, province of Manabí.

The methodologies used were: Bibliographic, analytical/synthetic, inductive/deductive, and statistics. The data collection technique was the Honey Alonso test. The population was made up of third-year BGU students from the 5 mentioned educational institutions and the sample was made up of 20 third-year BGU students from each of the educational institutions.

3 Results and Discussions

Starting from the fact that learning was always related to a behavioral perspective of educational work; however, learning as such goes beyond a simple paradigm shift. This leads to a change in the meaning of the student's own experience. Therefore, learning not only involves capturing and processing knowledge but also relating it to affectivity and only when they are considered together is the student empowered to give practical use to what has been learned based on his or her own experience.

To understand educational work, it is necessary to take into consideration three other elements of the educational process: teachers and good teaching practices; the structure of the knowledge that makes up the curriculum and how it is produced and the social framework in which the educational process is developed (Ausubel, 1983). Good teaching practices not only have to do with developing methodological strategies, the term good practices includes a series of activities that revolve around educational activity. In this sense, the teacher's job is to create an inclusive environment, find a way to reach their students with their message, but additionally work on what is called empathy and good relationships.

Significant learning

This learning constitutes the very purpose of education, where the student manages to assimilate and above all relate the content of his learning with his environment (Komatsu, 2009). At the same time, the structure of the knowledge acquired and how it was acquired allows the student to develop activities in an active, reflective, theoretical or pragmatic way. Therefore, it is considered that meaningful learning has a direct relationship with learning styles (Kostiainen et al., 2018; Huang & Chiu, 2015).

Using the correct technique in the environment and with the appropriate stimulus can generate significant learning in students. It is possible to generate a creative process in any student using the appropriate pedagogical tools and stimuli. In this sense, the idea that learning requires work, prior knowledge, and the application of techniques that facilitate learning is strengthened (Roza, 2020).

Meaningful learning is the central element of the teaching process where the student learns the content when he can analyze and interpret its meaning (Huang et al., 2011). For this reason, it is necessary to deepen knowledge through participation in the classroom, applying dynamic and interactive methods and techniques that attract the student's attention (Moreira-Chóez et al., 2021).

This learning is the result of the knowledge acquired at any time in a student's educational process, which indicates that this is not only a learning method that lasts over time but is strengthened through knowledge and skills from students' previous experiences, which is why the knowledge obtained throughout their lives influences until the moment in which learning occurs (Reyes, 2021).

Learning styles

Each of the school activities that a student carries out is oriented through formats that are related to the methodological strategies implemented by the teacher, but it is also related to how each student faces the learning process. It should also be considered that students come to an educational center from diverse backgrounds, consequently, their way of learning is different and particular to each of them. There will be some who learn practically, others will learn by reading, and there will even be others who learn by writing, each of them developing their learning depending on their style.

Education currently faces a series of changes in all areas of its management, be it social, technological, environmental, cultural and political. In this context, new forms of teaching are given way, new paradigms that show how important the implementation of learning styles is at all educational levels. Current educational trends encourage practice, research and the development of skills at an early age. It seeks to improve cognitive abilities through greater interrelation in fields such as active, reflective, theoretical or pragmatic learning.

The four learning styles are characterized by being: convergent, assimilator, divergent and accommodator. In the case of the divergent, they are creative from many perspectives. In the assimilator, you develop skills to create theoretical models. In the convergent, they can solve problems by evaluating the consequences and in the accommodator, they execute projects using techniques (Kolb, 1984).

The main learning styles are: active, reflective, theoretical and pragmatic, which are relatively stable, according to the individuals who acquire and process the information, during their performance and resolution of various problems. In this way, it can be stated that learning styles are the bridge through which teachers and students travel, reinforcing their way of learning and processing their knowledge and meaningful learning, in response to one of the educational objectives that our country: guarantee relevant and quality learning (Campos et al., 2022).

There is, on the part of teachers, a lack of knowledge and poor application of learning styles in students. Students learn in a variety of ways and use their skills to acquire their knowledge. Therefore, teaching by the teacher must be aimed at designing and incorporating methodological strategies that allow the student to build their knowledge, considering their particularity or style when learning (Kathiusca Loor et al., 2021).

The results obtained revealed that there is a significant relationship of $r= 0.796$ between learning styles with the comprehension of written texts of the English language in the students of the language center of the Private University of Lima-Norte, this study demonstrated the importance of information acquisition styles and information processing support strategies, which have direct mechanisms with the comprehension of written texts of the English language (Prado & Escalante, 2020).

Knowing the previous experiences that students have had with the language and their characteristics, as well as the social construct that determines their attitudes towards the foreign language, also provides valuable information to monitor how they learn, and consider if necessary, a redesign according to the affective profile, learning and sociological style of the students (Sánchez, 2021).

The praxis of good teaching practices constitutes a fundamental element for the training of students. The topic of good practices in teaching refers to the specific actions that the teacher develops to innovate in terms of a work methodology that allows developing and valuing how each student faces the learning in which the institution Educational is the center where students from diverse environments and realities of society come together, and, consequently, different ways of learning. To verify the results, the Honey test was implemented in the 5 educational units. Figure 1 shows the result of the test. Eugenio Espejo Educational Unit.

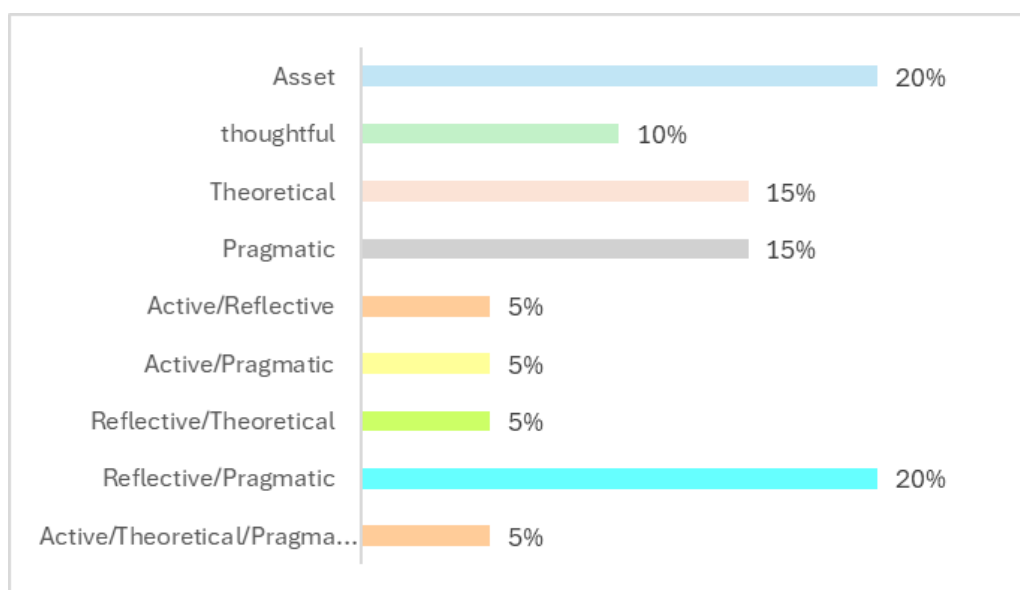


Figure 1. Results of the Eugenio Espejo Educational Unit
Source: Honey Alonso Test

Once the Honey Alonso test was implemented in third-year BGU students, the most significant results showed that in the Eugenio Espejo Educational Unit, Active (Speaking/Listening) 20%, Reflective (Speaking/Listening), 10% Theoretical (Reading) 15%. The Pragmatic (Writing/Reflective) 15% Active/reflective (Speaking/Listening), 5% Active/pragmatic (Reading/Writing), 5% Reflective/theoretical (Reading/Listening), 5% Reflective/pragmatic (Reading/writing), 20% and finally the Active/theoretical/pragmatic (Speaking/Listening/Reading/Writing) 5% of the students. The results obtained from the third-year BGU students of the Raymundo Educational Unit are shown in Figure 2.

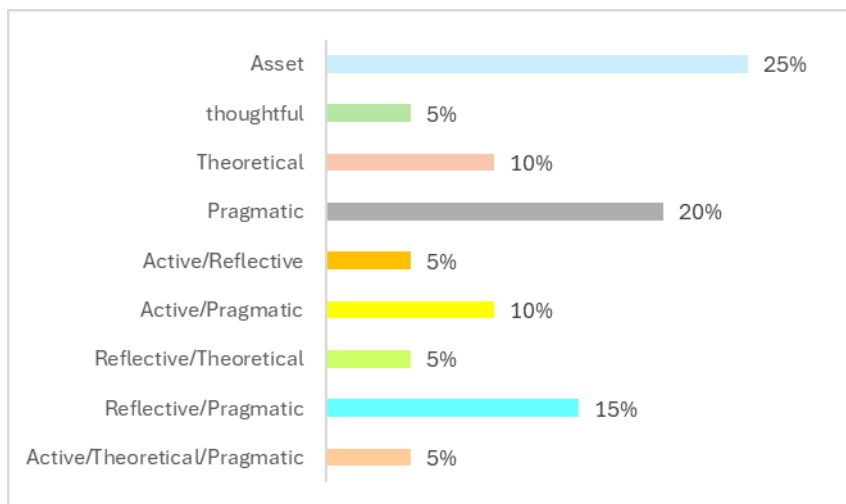


Figure 2. Results of the Raymundo Aveiga Educational Unit
Source: Honey Alonso Test

The results obtained in the third-year BGU students of the Raymundo Aveiga Educational Unit showed that Active (Speaking/Listening) 25%, Reflective (Speaking/Listening) 5%. Theoretical (Reading) 10%, Pragmatic (Writing/Reflective) 20%, Active/reflective (Speaking/Listening) 5%, Active/pragmatic (Reading/Writing) 10%, Reflective/theoretical (Reading/Listening) 5%, Reflective/Pragmatic (Reading/Writing) 15% and finally the Active/Theoretical/Pragmatic (Speaking/Listening/Reading/Writing) 5% of the students. Figure 3 shows those of the Oswaldo Castro educational unit.

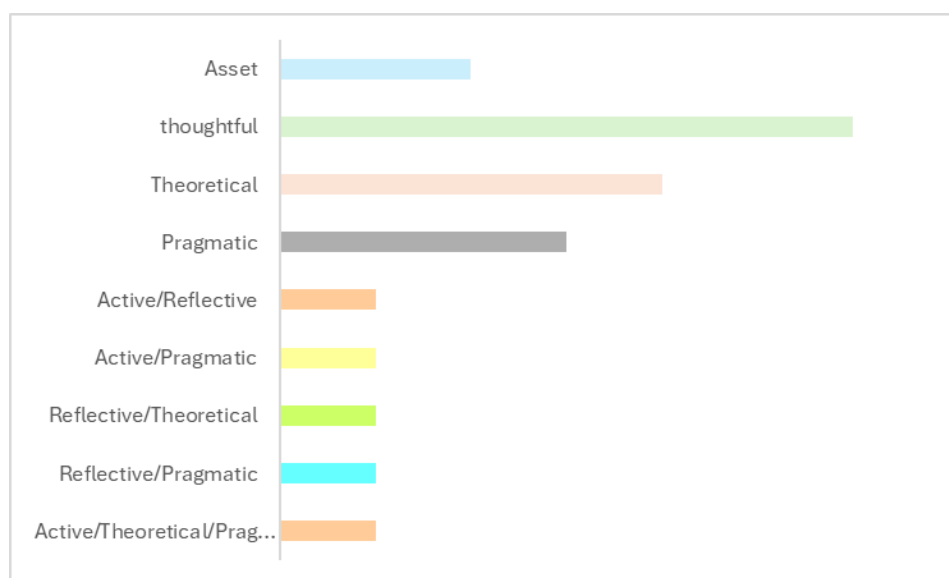


Figure 3 Results of the Oswaldo Castro Educational Unit
Source: Honey Alonso Test

The data collected from third-year BGU students at the Dr. Oswaldo Castro Intriago Educational Unit indicate that the learning style is Active (Speaking/Listening) 10%, and Reflective (Speaking/Listening) 30%. Theoretical (Reading) 20%, Pragmatic (Writing/Reflective) 15%, Active/reflective (Speaking/Listening) 5%, Active/pragmatic (Reading/Writing) 10%, Reflective/theoretical (Reading/Listening) 5%, Reflective/Pragmatic (Reading/Writing) 5% and finally the Active/Theoretical/Pragmatic (Speaking/Listening/Reading/Writing) 5% of the students. Figure 4 shows the results of the Santa Mariana de Jesús Educational Unit.

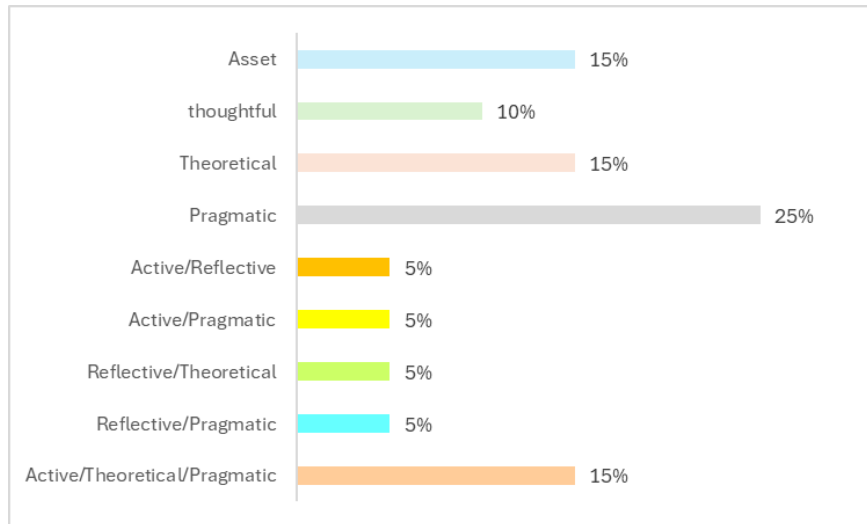


Figure 4 Results of the Santa Mariana de Jesús Educational Unit

The most significant results were obtained in the Santa Mariana de Jesús Educational Unit, 15% of the students developed Active learning (speaking/Listening) 15%, and Reflective (Speaking/Listening) 10%. Theoretical (Reading) 15%, Pragmatic (Writing/Reflective) 25%, Active/reflective (Speaking/Listening) 5%, Active/pragmatic (Reading/writing) 5%, Reflective/theoretical (Reading/Listening) 5%, Reflective/Pragmatic (Reading/Writing) 5% and finally the Active/Theoretical/Pragmatic (Speaking/Listening/Reading/Writing) 15% of the students. Figure 5 shows the results of the application of the test in the Cinco de Mayo Educational Unit.

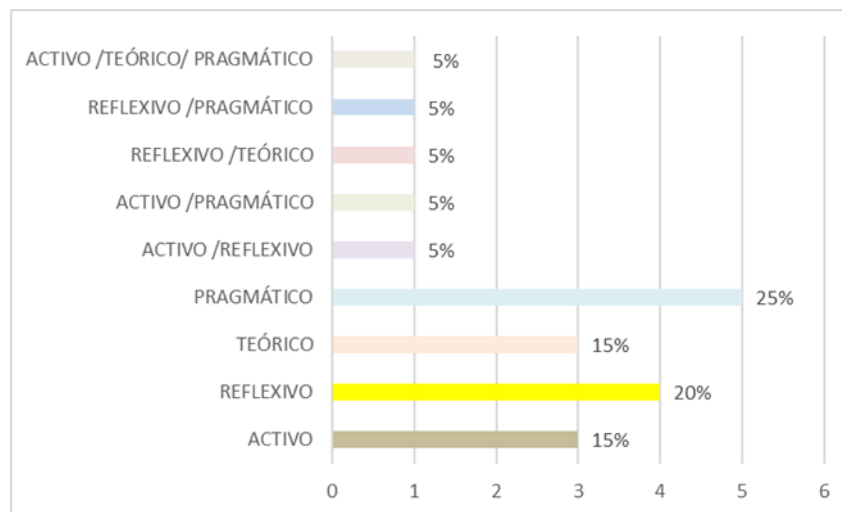


Figure 5. Results obtained in the Cinco de Mayo Educational Unit

Source: Honey Alonso Test

The most significant results were obtained 15% of the students developed Active learning (speaking/Listening) 15%, and Reflective (speaking/Listening) 20%. Theoretical (Reading) 15%, Pragmatic (Writing/Reflective) 25%, Active/reflective (Speaking/Listening) 5%, Active/pragmatic (Reading/Writing) 5%, Reflective/theoretical (Reading/Listening) 5%, Reflective/Pragmatic (Reading/Writing) 5% and finally the Active/Theoretical/Pragmatic (Speaking/Listening/Reading/Writing) 5% of the students (Figure # 5).

4 Conclusion

Given that learning the English language requires developing the skills of Reading (Reading), Listening (Listening), Speaking (Speaking) and Writing (Writing), learning this language requires the student to approach it from their style of learning. On the other hand, the results presented show that there is no unanimity in the way students approach language learning. Starting from the fact that there are as many ways of learning as there are students in the classroom, based on this criterion, the research made it possible to determine the inclination that students from different institutions have towards learning styles and how they interact with the English language skills.

The data provided forces us to rethink our role as teachers, when Ken Bain refers to the term understand, what it is about in the first place is having a clear understanding of the characteristics of each of the students and their environment. Secondly, value your learning, provoke positive attitudes in your students that allow them to be empowered with knowledge and finally accurately understand their teaching area and the use of updated pedagogical resources that allow them to convey their message clearly to their students.

When reflecting on the issue of learning styles, it is considered essential that teachers undertake the task of recognizing the different learning styles through which their students learn. It should be considered that each student has a unique way of learning. In this regard, [Condoy et al. \(2023\)](#), points out that, by taking into account the individual learning styles and difficulties of their students, teachers can create a more inclusive and effective learning environment that supports the success of all students (p.504).

The research focused on investigating the different learning styles through which students develop English language skills (Speaking / Listening / Reading / Writing). Where the information presented allowed us to determine the learning styles to define the traits or ways of learning of each student. For this purpose, the learning styles were related to the way of learning: Active, Reflective, Theoretical, Pragmatic, Active/reflective, Active/pragmatic, Reflective/theoretical, Reflective/pragmatic and Active/theoretical/pragmatic.

In this context, the results obtained through the implementation of the Honey-Alonso test showed that fundamentally students know what their learning styles are. In this sense, it was determined that the learning styles that are mostly related to English language skills correspond to the Active (Speaking / Listening), Reflective (Speaking / Listening), Theoretical (Reading) and Pragmatic (Writing / Reflective) styles.

It should be noted that learning the English language is a multi-sensory activity, therefore, the educational strategies planned by teachers must be developed following learning styles and these skills. According to [López Baloy \(2021\)](#), it is noted that learning styles are characterized by a bundle of strategies for apprehending knowledge that occur in a correlated manner depending on the cognitive aspect of each student (p. 53).

However, a fundamental contradiction is evident between the need for students to learn the English language and the lack of knowledge or information on the part of teachers regarding how to implement the Honey-Alonso test and determine the learning style of the students. It is worth mentioning that the results presented show that there is no unanimity in the way students approach language learning. There are as many ways to learn as there are students in the classroom; based on this criterion, the teacher must find a balance point where the teaching of this language can be made viable ([Gömleksiz, 2010](#); [Akbari et al., 2010](#)). At the same time, this information allows teachers at participating educational institutions to plan their activities based on the main learning styles and following the skills of this language (speaking/Listening/Reading/Writing).

A teacher should not only limit himself to transmitting his knowledge. Fundamentally, it must express its conviction to give practical use to the concept and vision of teaching a class; Contrary to the definition that giving a class is an act of transfer of teacher/student information, teaching activity is not an activity where the teacher occupies a space of comfort, it is not about telling something to the student and taking it for granted. that something is taught. Part of this dynamic is constituted by its students, who expect appropriate responses from their teachers. The problems that society is experiencing today require an education that has a close relationship with the way the student learns ([Parylo, 2012](#); [Abdel-Moneim, 2020](#)).

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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