THE APPLICATION OF TASKS BASED ON LEARNING STYLES AND VOCABULARY

LEARNING WITH ELEMENTARY BEGINNER STUDENTS

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El Suscrito Director

Hace Constar:

Que el señor **OSCAR EDUARDO MUESES LLANOS** de la Licenciatura en Educación Básica con Énfasis en Humanidades Lengua Castellana e Inglés, sustentó su tesis de grado titulada **"THE APPLICATION OF TASKS BASED ON LEARNING STYLES AND VOCABULARY LEARNING WITH ELEMENTARY BEGINNER STUDENTS"** según acta No. 004 del 13 de mayo de 2009, con una calificación de 100 puntos *(LAUREADA)*, el trabajo en mención cumple con las normas exigidas (APA) por esta dependencia.

Se firma en San Juan de Pasto, a los catorce (14) días del mes de mayo de dos mil nueve (2009).

GABRIEL VICENTE OBANDO GUERRERO
Director

Adriana M

ABSTRACT

Knowing the current goals stated by the Ministry of Education, this research attempted to examine the effectiveness of the application of tasks based on learning styles in two fifth levels of elementary school. The information was collected through a questionnaire and a pre-test about the preferred learning styles of students and their level of proficiency. Finally a post-test took place to observe the effect of this study. The results show that auditory, visual and kinesthetic leaning styles are present inside the students' learning preferences. Likewise, the application of interactive tasks did not contribute significantly to vocabulary learning in a communicative way due to the learners' lack of familiarity with the L2 and with communicative strategies to conduct English classes.

RESUMEN

Conociendo las metas actuales determinadas por el Ministerio de Educación Nacional, ésta investigación intentó explorar la eficacia de la aplicación de tareas basadas en los estilos de aprendizaje en dos grados quintos de primaria. La información fue recolectada a través de un cuestionario y un pre-test acerca de los estilos de aprendizaje preferidos por los estudiantes y su nivel de desempeño. Finalmente fue aplicado un post-test para conocer el efecto de éste estudio. Los resultados muestran que los estilos de aprendizaje auditivo, visual y kinestesico están presentes dentro de sus preferencias de aprendizaje. Del mismo modo, la aplicación de tareas interactivas no contribuyó significativamente al aprendizaje de vocabulario de una manera comunicativa debido a la falta de familiaridad con la segunda lengua y a estrategias comunicativas para desarrollar clases de Inglés.

Palabra Clave: Inglés – Métodos de Enseñanza

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CHAPTER ONE: INTRODUCTION TO THE STUDY

Delimitation

The topic of this research was the effect of tasks on vocabulary learning in fifth grade of elementary school, considering learning styles. This study was carried out in "I.E.M. Anexa Normal Superior de Pasto" and the estimated time to develop it was two months.

Problem Description

Due to the fact that the Ministry of Education established a series of levels of language proficiency based on the Common European Framework (CEF),and those levels were grouped according to different scholar grades as follows: level A1.Freshman, from 1 to 3; level A.2.1. Basic.1, from 4 to 5 of primary; level A.2.2. Basic.2, from 6 to 7; level B.1.1. Pre-intermediate .1, from 8 to 9; level B.1.2. Pre- intermediate.2, from 10 to 11, most of public schools, especially elementary schools were trying to adapt those requirements into their syllabi. However, teachers had problems to do it since their academic degrees were not in English. As a result of this, teachers did not have the necessary English proficiency to use suitable methods and strategies to achieve the goals proposed by Ministry of Education. The ministry of education stated that:

> "con el fin de permitir un desarrollo integrado y gradual del idioma a través de los diversos niveles de educación, los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés se agrupan en conjuntos de grados, así: de Primero a Tercero, de

Cuarto a Quinto, de Sexto a Séptimo, de Octavo a Noveno y de
Décimo a Undécimo. Para cada grupo de grados se ha establecido lo
que los estudiantes deben saber y saber hacer en el idioma al
finalizar su paso por dichos grupos de grados y se ha definido
también un nivel de desempeño específico que es homologable,
tanto con las metas del Ministerio de Educación, como con los
niveles del Marco Común Europeo (MCE)." (Vélez, 2006, p.10)

Taking into account the current teachers' problems,
requirements and goals set by the Ministry of Education and the
need to find a way that enables students to reach the level
A.2.1 which corresponds to fourth and fifth grades of primary
school, this study attempted to describe the experience of using
learning styles and tasks in vocabulary teaching to know their
effect in fifth grade of elementary school.

Problem

The problem could be summarized as follows: so far, there
is no clear knowledge regarding the effect of tasks based on
learning styles on the vocabulary acquisition in elementary
school learners.

Problem Statement

Considering that English teachers must always look for new
ways to enhance learning conditions for learners, the study was
oriented to answer this question:

What is the effect of applying tasks based instruction in
learning styles on vocabulary learning with fifth grade
students?

Justification

Considering the current standards for fifth grade, specifically for the level A.2.1.Basic.1, where students were able to assess their own learning as:

"comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios; participo en conversaciones cortas usando oraciones con estructuras predecibles; describo con oraciones simples el clima y determino la ropa necesaria, según corresponda" (Vélez, 2006, p.20-21),

It was necessary that Students' interest, needs and learning styles were taken into consideration to enhance the foreign language learning process. Thus, the importance of this study resided in using the students' suggestions, ideas, questions, preferences and likes as a way of combining learning styles and tasks in vocabulary instruction. Another important element was that vocabulary was not considered to be very important and some could assume that students can learn it through reading or speaking, but not with a direct stress on it. This paper intended to register the effect of the tasks above mentioned on the vocabulary learning process. Having this information about what could and could not work, it tried to contribute to enhance the English learning process in order to achieve the goals proposed by the government using tasks.

Likewise, this study was important because there was only one research paper which had been written in the Linguistics and

Languages Department at University of Nariño on the topic of tasks in EFL contexts: "The application of tasks combined with proactive focus on form to develop oral production", written by Paula David and Eduardo Samudio. Therefore, this research contributed to fill a gap in the existing literature regarding EFL learning and on the use of tasks in EFL settings and under the teaching conditions that we have here in Pasto.

Finally, the application of tasks based on learning styles with students of fifth grade of elementary school served as the basis for implementing possible alternatives which were more suitable on an EFL context where there were few studies about the application of learning styles-based tasks.

Objectives

After describing the problem's focus, it is time to show the objectives which were part of the support and the projection of this study.

General objective

This project intended to enhance the conditions for vocabulary learning through the application of tasks based on students' learning styles.

Specific objectives

The specific objectives of the research are presented next:

To get information about the preferred learning style among students.

To create tasks based on the information given by students regarding their preferred learning style or styles.

To apply the tasks created by the researcher to two groups of elementary school students for a period of two months and record the results.

To analyze the effect of tasks based on learning styles on the vocabulary learning process.

Hypothesis and variables

Tasks give learners more chances to try out communication strategies like checking understanding, paraphrasing to get round an unknown word, reformulating other people's ideas, and supplying words and phrases for other speakers. (Willis, 1996, p.36)

Moreover, everyone has a preferred learning style. Our style of learning, if accommodated, can result in improved attitudes toward learning and an increase in productivity, academic achievement, and creativity. (Griggs, 1991, from http://www.ericdigest.org/1992-4/styles.htm-21-)

Finally, it was expected that the study contributes to provide teachers as well as learners the possibility to use the foreign language through several vocabulary activities and consequently to go beyond the translation and repetition of isolated words, a process that has proven to be less than effective in an EFL setting like Pasto considering the results

in the ICFES test and the general L2 proficiency of people after having finished high-school.

According to the whole previous information, the hypothesis was:

H1= the use of tasks based on student's learning styles may enhance the learning of vocabulary.

On the other hand, taking into consideration that the present study took place in an experimental way, it was also true that the use of tasks based on learning styles could not achieve the desired results and it could be anticipated that :

H°= the use of tasks based on students' learning styles may not impel the vocabulary learning skill.

Variables

Independent variable = The application of tasks

Dependent variable = English vocabulary learning

Intervenient variable= Learning styles

CHAPTER TWO: REVIEW OF LITERATURE

Theoretical framework

Considering the topic for this research, which was the use of tasks based on learning styles, it is necessary to start this review of literature defining what learning styles are?

Learning styles

The term "learning style" has been used to describe an individual´s natural, habitual and preferred way of absorbing, processing and retaining new information and skills (Reid, 1995, as quoted in Lightbown & Spada(1999:58)); likewise, learning styles are defined as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment (Keefe, 1979, as quoted in Griggs, from http://www.cete.org/acve/docgen.asp?tbl=pab&ID=74 – 27k –).

Consequently, styles, whether related to personality (such as extroversion, self-esteem, anxiety) or to cognition (such as left/right-brain orientation, ambiguity tolerance, field sensitivity) characterize the consistent and enduring traits, tendencies, or preferences that may differentiate you from another person. You might, for example, tend to be extroverted or right-brain oriented (while someone else might be introverted and left-brain oriented). These styles are an appropriate

characterization of how you behave in general, even though you may for a multitude of (conscious or subconscious) reasons adopt more introverted or left-brain behaviour in specific contexts.

Therefore, successful second language learners are usually people who know how to manipulate style levels in their day-to-day encounters with the language. This means that they are first aware of general personality and cognitive characteristics or tendencies that usually lead to successful acquisition and strive to develop those characteristics. For example, a successful learner who is not a risk-taker (personality trait) and is left-brain dominant and somewhat intolerant of ambiguity(cognitive traits) recognizes her dominant traits and resolves to force herself to take more risks, to balance her brain, and to adopt a more tolerant attitude toward language she does not understand . Why? Because she has been informed of the importance of the latter styles for most language-learning contexts. (Brown, 2001, p. 210)

Considering this information about learning styles, successful language learning and learning styles alone signal numerous learners preferences that teacher needs to attend to. For example, visual vs. auditory preference and individual vs. group work preference are highly significant factors in a classroom(Brown,2001, p.60) , it would be necessary to mention the next types of learning styles according to Gardner who

established a learning styles model and Kelly who share the same point of view, known as the visual-auditory-kinaesthetic, usually abbreviated to VAK.

Types of learning styles

Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc.

Auditory learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises.

Kinesthetic learning involves physical experience – touching, feeling, holding, doing, practical hands-on experiences. (Gardner. H., from http://www.businessballs.com/howardgardnermultipleintelligences. htm – 51k)

Likewise, Kelly Melissa states "Students, in fact all individuals, are most effective when they learn in the style that suits them the most. While most individuals without disabilities can learn using any one of these styles, most people have one for which they show a stronger affinity". In fact, there are three major types of learners: visual, auditory, and tactile/kinesthetic.

Visual Learners– Visual learners are those who generally think in terms of pictures. They often prefer to see things

written down in a handout, text or on the overhead. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something written.

Auditory Learners – Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying items aloud.

Kinesthetic Learners– Kinesthetic, also called tactile, learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information. (Kelly (ND) from http://712educators.about.com/od/learningstyles/a/learning_styles.htm)

Taking into account the previous information about learning styles, styles of successful language learning and types of them, now it is necessary to consider some information on tasks since these will be the basis for the treatment that will be applied to learners.

Task

The term "task" came into deliberate use in applied linguistics in the early 1980s. Likewise, at that time second language methodology had a shift from the consideration of

teaching methods in isolation towards a focus on classroom interaction as the most vital element in the instructed second language process (Johnson, 1995, Lynch, 1995, a quoted in Seedhouse, P. (1999:149)). This previous reason involved "task" as a fundamental concept in L2 teaching methodology and materials and course design (Nunan, 1991, as quoted in Seedhouse, P. (1999:149)).Currently, the word task has been used as a label for various activities including grammar exercises, practice activities and role play. However, the following next definitions will not be taken in such senses (Willis, J., 1996, p.23).

For Candlin, a task is "one of set of differentiated, sequencable, problem-posing activities involving learner and teacher in some join selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu". (Candlin 1987:10, as quoted in Finch, from http:// http://www.finchpark.com/afe/tbs1.htm)

For other authors," tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language is said to make teaching more communicative… since it

provides a purpose for a classroom activity which goes beyond the practice of language for its own sake". (Richards, Platt & Weber 1985:28, as quoted in Finch, from http://www.finchpark.com/afe/tbs1.htm)

Swales suggests that a task is "one of set of differentiated, sequencable goal-directed activities drawing upon a range of cognitive and communicative procedures relatable to the acquisition of pre-genre and genre skills appropriate to a foreseen or emerging socio-rhetorical situation". ((Swales 1990:76) as quoted in Finch, from http://www.finchpark.com/afe/tbs1.htm)

Tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, J., 1.996, p. 23). And thus, the purpose of communicative task is to encourage learners to develop towards the creation of a meaning system. Different learners adopt different strategies and different language forms in the achievement of the goal, depending on their stage of language development, their grade of involvement with the task; the cognitive challenge the task presents and a host of other factors (Willis, J. & Willis D., 1996, as quoted in Carter, R., & Nunan. (2001:174)).

Consequently, the outcome could be defined as the exchange of meaning. Likewise, one obvious outcome is the exchange of

information in spoken or written form. But there are other possible outcomes to which the exchange of information may be contributory but subsidiary. We may ask learners to exchange and carry out instructions, or to solve a problem, or to entertain one another with anecdotes, spoken or written (Willis J. & Willis D., 1996 (as cited in Carter, R. (2001:173)).

Task-based learning (TBL) performs an important role in supporting this research because "it involves the specification not of a sequence of language items, but of sequence of communicative tasks to be carried out in the target language. Central to the notion of a communicative task is the exchange of meanings (Willis J. & Willis D, as quoted in Carter, R. (2001:173)). Likewise, Nunan (1993, as cited in Carter, R. (2001:173))defines a communicative task as " a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form".

That is why, "an important feature of TBL is that learners are free to an important feature of task-based learning (TBL) is that learners are free to choose whatever language forms they wish to convey what they mean, in order to fulfill, as well as they can, the task goals (Willis, J., 1996, p.24).Therefore, learners need to feel free to experiment with language on their

own, and to take risks; moreover, learners also need to regard their errors in a positive way, to treat them as a normal part of learning; so "all learners need to experiment and to make errors"(Willis, J.,1996,p.24).

However, when a controlled language practice involves repetition of target patterns is not a task, even if this is done in pairs because the emphasis is closely focused on getting students to produce the right forms not meaning. Likewise, there are some role plays where students are simply acting out predefined roles with no purpose other than to practice specified language forms. And if there is no outcome to achieve, they have no real reason to set themselves goals of trying to convince someone or explaining something fully (Willis, J., 1.996, p.25).

As a result of those definitions," the content of language tasks can be communicative because its subject-matter is directly or indirectly about the means of communication and about the workings of language in use. A grammar exercise, a graded reading, or written dialogue will serve to exemplify the workings of language by using messages to carry and reveal the code. Alternatively, a problem-solving task based upon a sample target language in use may exploit the code as a means to involve the learner in interpreting and expressing meanings".

(Breen 1987a:17, as quoted in Finch, from

http://www.finchpark.com/afe/tbs1.htm)

Moreover, a task is also an activity in which, meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; and the assessment of the task is in terms of outcome. (Skehan's, Peter., (1998a:95), as quoted in Brown, D., 2001, P. 50)

Enhancing the importance of tasks inside this research, Willis (1996, p.26) states six types of tasks as follows:
Listening

"Listening tasks tend to generate a lot of talk as learners explain their ideas, the processes involved are: Brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs / groups. Fact-finding, in which learners find things out by asking each other or other people and referring to books, etc".
Ordering and sorting

"These tasks involve four main processes: sequencing items, actions or events in a logical or chronological order. Ranking items according to personal values or specified criteria. Categorizing items in given groups or grouping them under given heading. And classifying items in different ways, where the categories themselves are not given".

Comparing

"These tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/ or differences. The processes involved are: Matching to identify specific points and relate them to each other. Findings similarities and things in common and finding differences".

Problem Solving

"Problem solving tasks make demands upon people's intellectual and reasoning powers, and, though challenging, they are engaging and often satisfying to solve. The processes and time scale depending on the type and complexity of the problem. Those tasks could start with short puzzles such as logic problems. Real – life problems may involve expressing hypotheses, describing experiences, comparing alternatives and evaluating and agreeing a solution. Completion tasks are often based on short extracts from texts, where the learners predict the ending or piece together clues to guess it. And they could finish with case studies which are more complex, entail an in-depth consideration of many criteria, and involve additional fact-finding and investigating".

Sharing personal experiences

"These tasks encourage learners to talk more freely about themselves and share their experiences with others. The

resulting interaction is closer to casual social conversation in that it is not so directly goal oriented as in other tasks".
Creative tasks

"These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listening, ordering and resorting, comparing and problem solving. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it. Those ones could start with children's activities such as model making, and goes on to ideas for creative writing. Social and historical research and media projects may be longer-term tasks spread over a whole day or done in short spells over some weeks. In real-life rehearsals pairs or groups of students predict, plan and rehearse what they could say in typical real-life situations (e.g. buying stamps). They then perform their dialogue in front of the class, and/ or record it. Next, they either hear a recording of a real-life parallel dialogue, or, if they are in an English -speaking area, they go to the place(e.g. the post office) and take notes of what people actually say. If possible, they also take part in a similar situation themselves (e.g. buy the stamps) with another student taking notes.

Finally, students compare the real-life versions with their own prepared scripts".

In order to support the tasks' reach it would be interesting to know the advantages of applying those ones.

Tasks give learners confidence to try out whatever language they know, or think they know, in the relative privacy of a pair or small group, without fear of being wrong or being corrected in front of the class. Tasks engage learners in using language purposefully and co-operatively, concentrating on building meaning, not just using language for display purposes. Tasks give learners experience of spontaneous interaction, which involves composing what they want to say in real time, formulating phrases and units of meaning, while listening to what is being said. Tasks help learners gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goals of the tasks mainly through use of the target language. (Willis, 1996, p.35-36)

In addition to those previous and necessary elements for the development of this study, some considerations about vocabulary need to be made since the focus of this paper is going to be the application of tasks for learning vocabulary. It can be said that vocabulary learning plays an important role in

this paper and in any foreign class because as Wilkins (1972)

states in his Linguistics and Language Teaching book

"Without grammar very little can be conveyed, without vocabulary

nothing can be conveyed."

Vocabulary

　　　Vocabulary can be defined, roughly, as the words we teach

in the foreign l*anguage.* However, a new item *of vocabulary* may

be more than a single word: for example, *post office* and *mother-*

in-law, which are made up *of two* or three words but express a

single idea. There are also multi-word idioms such as *call it a*

day, where the meaning of the phrase cannot be deduced from an

analysis of the component words. A useful convention is to cover

all such cases by talking about vocabulary 'items' rather than

'words'. (Ur, 1996, p.60)

What should be taught when teaching vocabulary?

Form: pronunciation and spelling

　　　The learner has to know that some words such as body/

buddy; horse/hoarse; soup/soap; guy/gay have similarities in

their pronunciation but they are totally different in meaning.

Likewise in spelling, if learners change or omit one letter the

meaning will change.

　　　"These are fairly obvious characteristics, and one or the

other will be perceived by the learner when encountering the

item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned"
(Ur, 1996 p.60).

Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular *(think, thought),* and we might note if it is transitive or intransitive.

Similarly, when teaching a noun, we may wish to present its plural form, if irregular *(mouse, mice),* or draw learners' attention to the fact that it has no plural at all *(advice, information).* We may present verbs such as *want* and *enjoy* together with the verb form that follows them *(want to, enjoy - ing),* or adjectives or verbs together with their following prepositions *(responsible for, remind someone of)"* (Ur, 1996 p.60).

Collocation

"The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like *decision* and *conclusion,* for example, we may note that you *take* or *make* the one, but usually *come* to the other; similarly, you *throw a ball* but *toss a coin;* you may talk about someone being *dead tired* but it sounds odd to say *dead fatigued".*

Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind *of* animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component *of th*e meaning of an item is its connotation: the associations or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog,* for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations *of* dirt and inferiority.

A more subtle aspect *of m*eaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry,* but it is more formal, tends to be used in writing more than in speech, and is in general much less common (Ur, 1996 p.61).

Aspects of meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

Synonyms: items that mean the same, or nearly the same; for example, *bright, clever, smart* may serve as synonyms of *intelligent.*

Antonyms: items that mean the opposite; *rich* is an antonym of poor*.*

Hyponyms: items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponyms of *animal.*

Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; *red, blue, green* and *brown* are co-ordinates.

Superordinates: general concepts that 'cover' specific items; *animal* is the superordinate of *dog, lion, mouse.*

Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between *arm* and *body)*; or associate items that are part of the same real-world context *(tractor, farmer, milking* and *irrigate* are all associated with *agriculture)* (Ur, 1996 p.62).

 Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of *sub-, un-* and *-able,* this will help them guess the meanings of words like *substandard, ungrateful* and *untranslatable.* They should, however, be warned that in many common words the affixes no

longer have any obvious connection with their root meaning (for example, *subject, comfortable).* New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components *(ultra-modern, super-hero)* (Ur, 1996 p.62)*.*

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words *(bookcase, follow-up, swimming pool).* Again, new coinages using this kind of combination are very common. *(Ur, 1996)*

Moreover, there are different ways of presenting new vocabulary which are stated by Ur. Penny *(1996, p. 63-64)* *Stage* 1: *Ideas for presenting specific items*

*S*elect an item from the vocabulary taught in a foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time, and note down some ideas.

If you are working in a group, three or four participants then get together, share ideas and contribute new ones to each other.

Stage 2: *Studying further techniques*

Putting your practical suggestions aside for the moment, study a list of different techniques of presenting the meaning

of new vocabulary. In a group, this list may be compiled by a

brainstorm among participants, or derived

from next ways of presenting the meaning of new items such as:

concise definition(as in dictionary: often a superordinate

with qualifications: for example , a cat is an animal which…),

detailed description (of appearance, qualities…), examples

(hyponyms), illustrations (picture, object), demonstration(

acting, mime), context (story or sentences in which the item

occurs), synonyms, opposite(s) (antonyms), translation,

associated ideas, collocations; or a combination of the two.

Stage 3: *Application and comparison*

Identify which one or more of the techniques were used in

your own idea(s) for presentation. If you are in a group: were

there any techniques which tended to be more 'popular', others

which were barely used? On second thoughts: would you/could you

have used other techniques to supplement your original idea for

presentation?

Stage 4: *Discussion*

On the basis of the information gathered in Stage 3, or

your own reflection, discuss orally or in writing

generalizations that can be made about the usefulness of the

different techniques. Specific questions to consider are: 1.

some techniques are more popular than others. What are they, and

can you account to their popularity? , 2. Are there techniques that are particularly appropriate for the presentation of certain types of words? , 3. Are there techniques which are likely to be more, or less, appropriate for particular learner populations (young/adult, beginner/advanced, different background cultures)? , 4. Do you, as an individual, find that you prefer some kinds of techniques and tend to avoid others? Which? And why?

In the same way, Brown, D. (2001, p.377) states four guidelines for the communicative treatment of vocabulary instruction.

Allocate specific class time to vocabulary.

Survival level communication can take place quite intelligible when people simply string words together– Without applying any grammatical rules at all!

Help students to learn vocabulary in context.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse.

Play down the role of bilingual dictionaries.

A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries.

Encourage students to develop strategies for determining the meaning of words.

Included in the discussion of learning strategies, we find: key word identification, attention to nonverbal cues, attention to context, dictionary look-up, grammatical analysis, numerous direct request for repetition, rephrasing, word definition, among others.

Similarly, Ur. Penny (1996, p, 68-69) proposes ideas for vocabulary work in the classroom.

Sharing ideas

Stage 1: Preparation

Each participant prepares a vocabulary activity which they think is effective. Teachers with some experience may bring activities they have used; other may recall ideas from their own language-leaning experience or that they have observed.

Stage 2: Presentation

The activities are presented to the group. This is best done by actually performing them, the presenter role-playing the teacher and the others the students; in this way you get the 'feel' of the procedure and remember it well. But doing it this way is very-time consuming, so in a large group some people have to simply describe their activities, or present them in written way".

Stage.3: Discussion

A discussion should follow each presentation, on questions such as: What was the main objective of the activity (awareness-raising/presentation of new vocabulary/review and practice)? What particular aspects of vocabulary did the activity focus on? How effective was it, and why? How interesting/ enjoyable was it? For what sort of class, or situation, is it appropriate? Were there any unusual or original aspects of it which you would like to discuss?

Ideas for vocabulary activities

Brainstorming round an idea

Write a single word in the centre of the board, and ask students to brainstorm all the words they can think of that are connected with it. Every item that is suggested is written up on the board with a line connecting it to the original word, so that the end result is a 'sun-ray' effect.

This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teacher or by students. Although there are no sentences or paragraphs, the circle of associated items is in itself a meaningful context for the learning of new vocabulary. The focus is on the meaning of isolated items.

Identifying words we know

"The students are given the new text, and asked to underline, or mark with fluorescent pens, all the words they know. They then get together in pairs or threes to compare: a student who knows something not known to their friend(s) teaches it to them, so that they can mark it in on their texts. They then try to guess the meaning of the remaining unmarked items".

Finally the teacher brings the class together to hear results, checking guesses and reaching new items where necessary.

This activity tends to be morale-boosting, in that it stresses what the students know rather than what they do not; it encourages student cooperation and peerreaching; it also entails repeated exposure to the text and vocabulary items, through individual, group and teacher- led stages.

Furthermore, the previous information about ways to present new vocabulary and ideas to work in classroom. Ur (2002) also states different techniques to evaluate vocabulary learning.

Vocabulary-testing techniques

There are many different types of vocabulary-testing techniques such as: multiple-choice, matching, odd one out, writing sentences, dictation, dictation-translation, gap-

filling, gap-filling with a pool of answer, translation and sentence completion.

Likewise, for most second language learners, language-focused vocabulary instruction is an essential part of a language course; as a result of it, next four strands play an important role in language acquisition (Nation, 2002 p. 267-270).

Vocabulary and meaning-focused Input

According to Nagy, Herman, & Anderson (1985, as cited in Nation, (2002:267)) reading has long been seen as a major source of vocabulary growth. Research indicates that, for several reasons, there is fragility to this kind of learning. First, research with native speakers of English shows that he amount of vocabulary learning that occurs during the reading of a text is rather than small. It is necessary to use sensitive tests of vocabulary knowledge to show any learning at all. However, it is likely to be cumulative if there are repeated opportunities to meet the partially learned vocabulary again. This suggests that there will be a close relationship between vocabulary growth and the amount and variety of meaning-focused input.

Frequency counts show us that there is a low frequency of occurrence of vocabulary after the most frequent 2,000 to 3,000 high-frequency words of the language. For example, in a diverse 1,000,000 running words corpus, words outside the most frequent

6,000 occur less than eight times, This low frequency is even more noted in texts belonging to the same genre (Sutarsyah, Nation, & Kennedy, 1994 as quoted in Nation, (2002:268)), One million running words is about 3,000 pages of text or the equivalent number of pages of ten to fifteen novels. Clearly, beyond the most frequent words of the language, considerable meaning-focused input is needed for vocabulary growth to continue at a reasonable pace.

The second reason why vocabulary learning through meaning-focused input is fragile is that it depends heavily on the quality of the learners' control of the reading skill. Chall (1987 as cited in Nation, (2002:268)) argues that for native speakers there is little vocabulary growth through reading while learners gain control of the skill reading. For native speakers of English, this takes several years. Once this skill is developed, reading can then become a major means of vocabulary growth. Nonnative speakers are in a different situation, but with similar results. Adult learners of another language may already be fluent readers of their first language. One of the major barriers to reading in the second language is vocabulary size.

For this reason, Michael (n.d. as quoted in Nation, (2002:268)) West and others saw the importance of providing series of graded readers with careful vocabulary control. These

allow second language learners to draw on the reading skill developed in their first language to expand their vocabulary in the second language. These are an important resource for learners and a vital part of a language course. Their effective use for vocabulary growth, however, depends on learners' reading skill.

The third reason why vocabulary learning through that meaning-focused input is fragile is that the type of reading that is done will strongly influence vocabulary learning. If learners read in familiar areas where they bring a lot of relevant background knowledge to their reading, they will easily cope with unknown words in context, but they will probably not learn them. If they read in unfamiliar areas, there is greater chance of learning new vocabulary because they have to pay close attention to the language of the text to get the meaning.

Research is another area of meaning-focused input that supports the value of giving attention to the language as a system and not just as messages. Elley's (1989, as cited in Nation,2002:268) studies of vocabulary learning through listening to stories show that if the teacher briefly interrupts the story to comment on the meaning of a word, or to put it on the chalkboard, the learning of those items increases significantly. This shows that deliberately drawing attention to language items as a part of the language system (language-

focused instruction) makes learning more certain. Relying on meaning-focused input alone is leaving too much to chance.

This examination of the fragility of vocabulary learning through meaning-focused input is not intended to show that such learning is not worthwhile. Vocabulary learning through reading and listening is an essential strand of a language course. Best practice in vocabulary teaching and learning should aim to reduce this fragility by providing large quantities of suitably graded input, by providing it across a range of genres and topics, and by providing language-focused activities to support it. This will ensure that the learning condition of noticing will occur. (Nation, P. 2002, p. 267-68)

Vocabulary and meaning-focused output

It may seem a little strange to see meaning-focused speaking and writing as ways of expanding learners' vocabulary, but the most exciting findings of recent research on vocabulary learning have revealed how spoken production of vocabulary items helps learning and how teachers and course designers can influence this Spoken production. The research is reported in Newton ((1995), Joe (l995) and Joe, Nation, and Newton (1996) as quoted in Nation, 2002:269). The main findings of this research into spoken communicative activities are as follows:

The written input to a communicative task has a major effect on what vocabulary is used and negotiated during the

task. Newton (1995 as cited in Nation, 2002:269) found that all of the vocabulary negotiated in the ranking and problem-solving tasks he investigated was in the written task sheet handed out to the learners. Joe (1995 as quoted in Nation, 2002:69) found that in a retelling task, vocabulary from the written text was produced during the retelling event when the written text could not be consulted and some of the vocabulary items were previously unknown.

Negotiation of the meaning of unknown vocabulary means that words had a greater chance of being learned. However, because much more previously unknown vocabulary was used and not negotiated, quantitatively more vocabulary was learned through being used productively or receptively.

Considering the previous information Joe (1995 as cited in Nation, 2002:269) claims that the quality of learning depends on the quality of use of the previously unknown vocabulary during the communicative task. The more the vocabulary is observed or used in contexts which differ from its occurrence in the written input, the better it is learned.

Developing fluency with vocabulary

Here, "fluency" means making the best use of what you already know, and fluency development tasks have the characteristics of involving no new language items, dealing with

largely familiar content and discourse types, including some kinds of preparation or repetition so that speed and smoothness of delivery can improve, and involving some kind of encouragement to perform at a faster than normal level of use. Fluency tasks are typically meaning-focused tasks.

Surprisingly, given its effect on vocabulary Knowledge, fluency development is still largely an unexplored area.

There are some vocabulary items that need to be learned to a very high degree of fluency as quickly as possible. These include numbers, polite formulas, items for controlling language use (for example, to ask someone to repeat, speak more slowly and so on), times, and periods of time and quantities. In addition to this, it is important that all high-frequency vocabulary be learned to a reasonable degree of fluency so that it can be readily accessed when it is needed.

The following learning conditions favor the development of fluency:

The demands of the task are largely within the experience of the learners; that is, the learners are working with known language items, familiar ideas and familiar tasks. Fluency activities should not involve unfamiliar vocabulary.

The learners ' focus is on the message.

The learners are encouraged to reach a higher than usual level of performance, through the use of repetition, time pressure, and planning and preparation.

Repetition and focus on the message may work against each other – the more something is repeated, the less likely it will continue to be seen as a message-focused activity. The teaching methodology solution to this is to balance the ease provided by the repetition against a challenge provided by new but similar material, reducing time, a new audience, and increasing complexity. Initially, activities such as number dictation, prepared talks, interviews, and questionnaires would be most suitable. Later activities could include retelling tasks. (Nation, P. 2002, p. 269-270)

Vocabulary and language –focused instruction

Language-focused instruction occurs when learners direct their attention to language items not for producing or comprehending a particular message, but for gaining knowledge about the item as a part of the language system. Language-focused instruction thus includes focusing on the pronunciation and spelling of words; deliberately learning the meanings of a word; memorizing collocations, phrases and sentences containing a word; and being corrected for incorrect use of a word.

Negotiation of vocabulary is also a kind of language-focused instruction if it involves discussing the words'

spelling or pronunciation, or giving an explanation of its meaning.

Language-focused instruction can affect implicit knowledge of a language in several ways. If knowing the word is not dependent on a developmental sequence of *knowledge,* then language-focused instruction on each word can add directly to both implicit knowledge and explicit knowledge. Some concepts – for example, family relationships – are probably acquired developmentally, and language-focused instruction may have no effect if the learners are not at an appropriate stage of conceptual development. It is not known what other learning conditions apply for language-focused instruction on vocabulary to directly affect implicit knowledge, but it seems likely that only some learning of vocabulary items that are not affected by a developmental sequence directly enters implicit knowledge.

A second effect of language-focused instruction is that it can raise learners' consciousness or awareness of particular items so that they are then more readily noticed when they occur in meaning-focused input. The causal chain is (1) language-focused instruction, (2) explicit knowledge about a word, (3) increased awareness of the word, (4) noticing of the word in meaning-focused input, and (5) implicit knowledge of the word. The quality of the language-focused instruction will determine

how readily a word is noticed and what aspects of the word are noticed.

A third effect of language-focused instruction is similarly indirect: (1) language-focused instruction, (2) explicit knowledge, (3) output constructed from the explicit knowledge (that is , the word is used in a consciously constructed sentence), (4) the output acting as meaning focused-input to the same learner, and (5) implicit knowledge of the word. (Nation, P. 2002, p. 270-271)

Thus, Nation (2002) states the next language- focused vocabulary instructions in order of importance.
Guessing unknown words from context

Although this may seem to be a meaning-focused activity, at least in the early stages of the development of the guessing skill, it involves learners consciously focusing on unknown words, interrupting their normal reading, and systematically drawing on the available clues to work out the unknown word's meaning.

Guessing from context focuses on the particular reference of a word as determined by the context rather than on its underlying meaning. It is likely that this knowledge will directly enter implicit memory *as it* will be less complicated than the concept of the word. Guessing may also serve to raise consciousness of the word.

There are various effects of guessing procedures. Their main effect should be to raise learners' confidence in guessing from context, to make them sensitive to the range of clues available, and to help them avoid strategies – such as focusing too quickly on the form of the word – that will reduce their chances of guessing accurately (Nation, P. 2002, p. 271). Learning the meanings of unknown words

There is an assumption in much that is written about vocabulary learning that all vocabulary learning should be in context. This assumption is not supported by research and by what successful learners do. Considerable research shows that

 Explicit, descontextualized study of vocabulary is an effective way of rapidly   increasing learners' vocabulary size.

The learning achieved in this way can last for a very long time.

This knowledge can be made available for meaning-focused use of the language.

There are ways that considerably increase the efficiency of language focused learning and learners benefit from being able to make use of these. They include the use of mnemonic techniques, using vocabulary cards which encourage retrieval, the spacing and organizing of learning, and the deliberate avoidance of interference among items (Nation, P. 2002, p. 271).

Study of word parts and mnemonic devices

The majority of words in English come from French, Latin, or Greek and the majority of these have word parts, particularly prefixes and suffixes, which occur in many words. Knowledge of these word parts can be used to improve the learning of many words through relating unknown word forms and meanings to known word parts. This is similar to the effect of mnemonic devices on vocabulary learning, the best researched on which *is t*he keyword technique.

The effect of such learning is probably to add to explicit knowledge. This will contribute to implicit knowledge receptively because it is a very strong form of consciousness-raising, and productively through the deliberate production of meaning-focused output.

A well thought-out vocabulary component of a course would be largely indistinguishable from the listening, speaking, reading, and writing parts of the language program. The main differences would lie in the language-focused learning and in the deliberate planning and manipulation of the written input to listening, speaking, reading, and writing activities to provide optimal conditions for vocabulary growth. (Nation, P. 2002, p. 271)

In addition to previous paragraphs about language- focused vocabulary instructions, there is supporting information which

will spread the foreign scholar reality that students face class by class.

As we all know, the words of a language are just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Those who have experience in learning a foreign language must know that at the beginning or at the end, vocabulary is always one of the biggest problems in language learning. It is possible for almost many foreign language learners after a certain period of learning to pronounce many words sufficiently correctly and to know at least some of the basic structures and grammatical rules of the language. Yet it may be difficult for them to have an adequate range of vocabulary, which is wide enough to satisfy their needs in communication. It is a common fact that foreign language learners always encounter new words, which hinder their reading comprehension. A limited vocabulary can prevent learners from developing ideas or arguments effectively in writing. (zhan-xiang, 2000,from

 http://www.asian-efl-journal.com/Article_8_June_mzx.pdf)

In the same way, Sinclair and Renouf (1988 as quoted in Lee, 2004) point out that focusing on lexis in classrooms has several advantages. First, teachers can highlight common uses, and important meanings and patterns for frequent words. Both are worth learning because learners may have used this information

in authentic situations. Second, Sinclair & Renouf (1988 as cited in Lee, 2004) considers that teachers can encourage a learner to make 'full use of the words that the learner already has', regardless of the learner's level. Willis (1990 as quoted in Lee, 2004) also notes that it is easier for learners to start exploration of the language if they start from lexis, which is concrete, rather than from grammatical rules, which are abstract. Likewise, Sőkmen(1997 as cited in Lee, 2004)states that the importance of using the context for implicit vocabulary learning has been emphasized because words have a habit of changing their meaning from one context to another (e.g., *The doctor ordered me to stay in bed / He called our names in alphabetical order)* (Labov 1973 as cited in Nagy, 1997). As Nagy (1997 as cited in Lee, 2004) points out, first-language learners pick up most vocabulary from the context, and the acquisition of multi-meaning words is accounted for by this incidental learning. He also points out that contextual inferences contribute to learners developing an understanding of word meaning at different levels of knowledge: linguistic knowledge (syntactic knowledge, word schemas, vocabulary knowledge), word knowledge and strategic knowledge. Likewise, Nagy & Scott (1990 cited in Nagy, 1997). As Nagy (1997 as cited in Lee, 2004) claims that the context enables a learner to know different syntactic meanings and functions, to create

appropriate word schemas, to understand the meaning of surrounding words, to infer the meaning of an unfamiliar word, and to encourage the use of strategy for making deliberate attempts to discover unknown vocabulary (Nagy 1997 as quoted in Lee, 2004). Also, Hunt & Beglar (1998 as cited in Lee, 2004) state that context can expose learners to high frequency vocabulary. Moreover, explicit teaching performs also a relevant role inside classes. Explicit teaching is particularly emphasized because of its time-efficiency, its suitability for beginners or low proficiency students, its possibilities of improving word comprehension, and its adaptability. Consequently, Sokmen (1997 as quoted in Lee, 2004) suggests that students should be exposed to a variety of vocabulary exercises and activities in order to recognize their best style of vocabulary acquisition. So, owing to the strengths and weaknesses of different teaching approaches, appropriate use of a variety of techniques can thus increase the effectiveness of vocabulary teaching in class. By using both implicit and explicit teaching methods, we can raise learners' consciousness and help them develop independent learning strategies (autonomous learning). (Lee, Seowon (2004), from, http://www.ecls.ncl.ac.uk/publish/Volume1/Seowon/Se owon.htm)

CHAPTER THREE: METHODOLOGICAL ASPECTS

After revising the theoretical frame work of this study, it is important to present the procedure that it was followed to know how this research was developed in order to get the proposed objectives. Likewise, it is also essential to take into consideration the elements of this project such as people and sample, a description about the research process and the instruments that were used to collect the data.

Population and sample

This study was carried out in the "I.E.M Anexa Normal Superior de Pasto". Taking into account the experimental parameters two study groups were considered: two fifth grades formed by 38 students in each group with children aged from 10 to 11 years old. The classes were composed by both boys and girls and they could belong to low or medium socioeconomic status.

Design

This study was carried out in three main stages: First of all, a questionnaire was applied in order to get information about the preferred learning styles among students. Then, students took a pre-test in order to diagnose their current level of proficiency and see the starting point for the creation of the tasks that were applied later. The tasks were designed taking into account actual topics from their syllabus, the most

outstanding learning style or styles and the learning focus which was vocabulary. Finally, after the tasks had been applied, a post- test took place in order to obtain information about the effect of any six types of tasks and the preferred learning style or styles inside vocabulary learning class.

Research type

This study was experimental in the sense that it intended to establish cause and effect relationships between two study groups. Both groups were given the pre and post-tests, the six given tasks and only one group received the treatment taking into account learning styles. (Escalante, 1987, p.17).

Data gathering procedure

The initial information about the preferred learning style or styles among students was collected through a questionnaire (see appendix A). These results were taken into account when it designed any of six types of tasks. Then, the information about the students' level of performance was collected through a pre-test, the treatment consisted on the tasks created considering the learners' preferences which were applied and finally, a post-test was given to learners in order to identify the effect of tasks and learning styles on vocabulary learning.

Analysis and interpretation of data

This research could be classified within the quantitative research because it was objective and singular, it followed a

deductive process that is why the researcher was independent of what was being researched; besides, the value of the gathered results was free and unbiased with a free context, and they could be shown through graphs and tables. However, the results were also analyzed and interpreted from a qualitative perspective thanks to the observation carried out during the application of the tasks.

CHAPTER FOUR: RESULTS

Before starting with the analysis and interpretation of a pre-test, six tasks and a post-test, it needs to be said that all previous activities were applied in groups of four, five and six students of the experimental and control groups of this study. Besides, considering teachers' academic availability two tasks were applied in the experimental group every week and one task was applied in the control group every week. So, taking into account the whole amount of results and Calvaches' suggestions, regarding the use of variables to organize the obtained results, these were organized in variables from 1 to 35 in order to determine the students' reaction towards this study. (Bernal (ND) as quoted by Calvache (2005:81))

In addition to this, the following results also were analyzed and interpreted from a qualitative perspective, considering the observation which was carried out during the application of the six given tasks. That is why there are some examples about the experiences collected in the research in the analysis of every task.

Likewise, it is relevant to give priority to knowing the most outstanding learning styles among students in order to aboard the effect of six given tasks. Those given results were obtained by means of a questionnaire which was the beginning mark to this research. (appendix A)
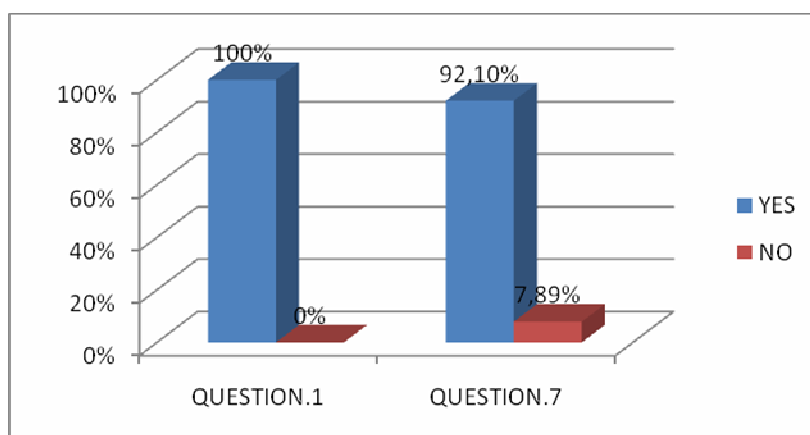
First of all, the previous chart showed that more than half of students had a good attitude towards those questions: 1. Do you like to learn English? 7. Do you like or would you like to learn how to speak in English? All 38 students reaffirmed their positive position through the qualitative focus of the first question for liking English, some of their answers were: "Porque del inglés puedo aprender muchas cosa y porque me puede servir mucho para la vida", "Porque aprendo a pronunciar palabras en inglés", "Porque es lindo", "Porque el inglés sirve para hablar en un país desconocido y porque aprendo otro idioma"/ "Porque el inglés es muy importante para irnos a otro país y para hablar inglés", "porque el inglés abre muchas oportunidades.", "Porque cuando sea grande voy a ser profesor de inglés" among other.
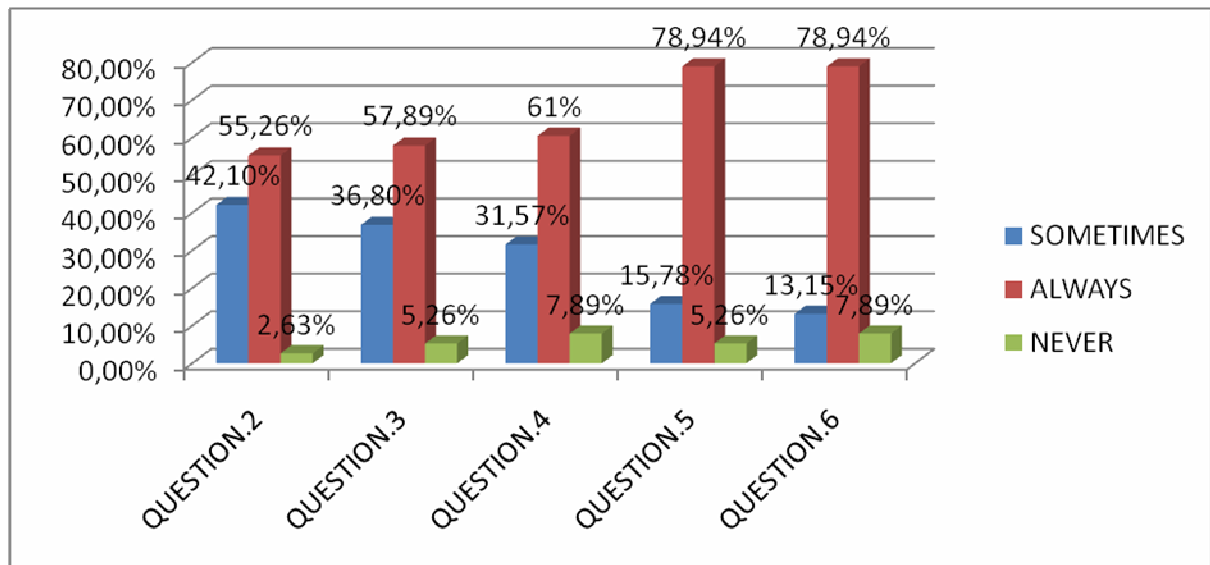
Likewise, the previous chart showed that results of the those questions showed that visual, auditory and kinesthetic learning styles were present inside more than half of students: 2. Do you like to watch videos, movies or English programs on television? 3. Do you like to learn English through posters or wall charts? 4. Do you like to listen to your teacher or other people talk in English? 5. Do you like to listen to English music? 6. Do you like to learn English through games or dynamics?
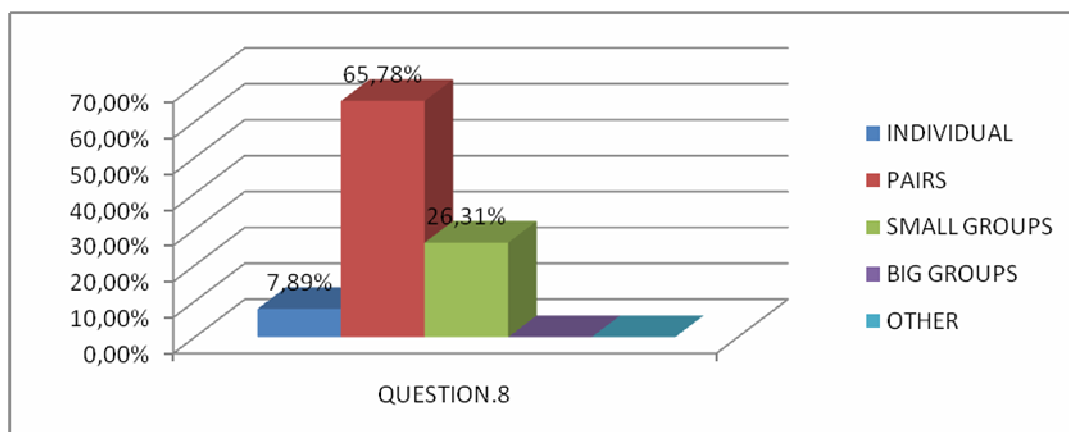
However, the eighth question: Which is the best way to work in English classes? Showed that kinesthetic learning style was aparenly absent from students, because all of them prefered to work in "pairs" instead of "big groups".
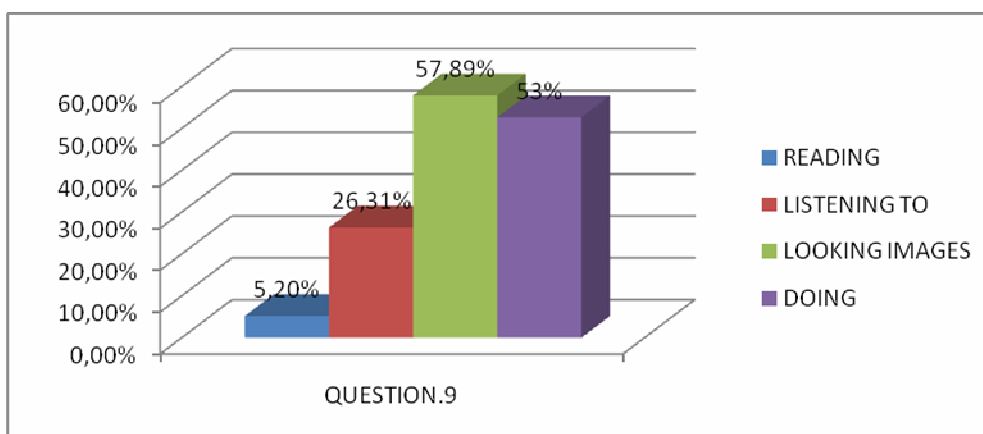
In contrast with the previous results obtained in the eight question about kinesthetic learning style. The ninth question: How do you believe you learn best in classes? showed that more than half of students believed that one of the better way to work in English classes was through "doing" answer. Besides, more than a half of them also considered "looking images" as other better way to learn English. Consequently, the kinesthetic learning style was present inside their likes even if they rejected one of the characteristics of kinesthetic learning style which is to work in big groups.

Therefore, it is vital to conclude that visual and kinesthetic learning styles occupied the first learning styles followed by auditory learning one. So, in order to confirm the

focus of this study those three previous learning styles were combined in the design of each task with the purpose of knowing the effect of tasks and learning styles inside an English vocabulary classes.

Since this work focused on learner preferences, the first category to be presented is learners' attitudes.

Pre-test: procedure (appendix B)

Variable 1: students' attitude towards the video
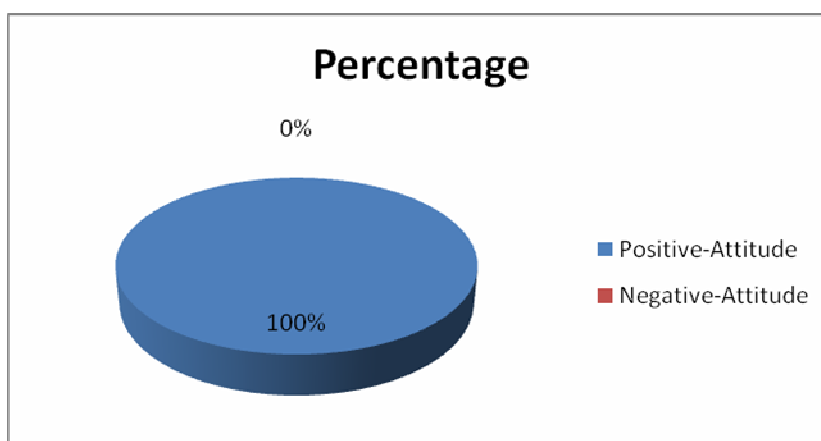
Taking into consideration the previous chart, it is possible to say that all of the students had a good attitude towards the use of visual aids in the classroom. Also, this result reaffirms the importance of including activities oriented towards a visual learning style inside the students' vocabulary learning.

Variable 2: Students' attitude towards group work
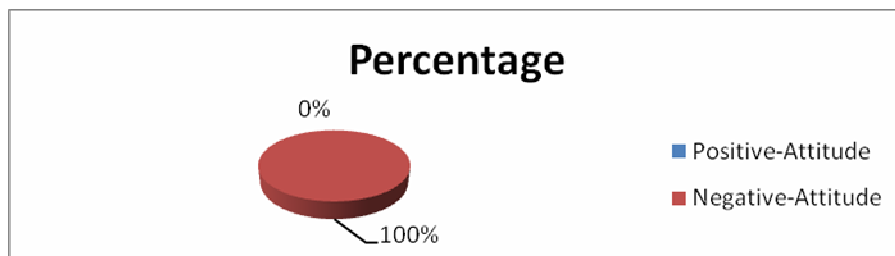
Despite the good attitude students showed towards visual materials, 100% of learners showed a negative attitude towards group work organization, which was a key in order to implement the interactive tasks designed for this study; so, regardless of these results, learners had to work in groups. This students' behavior confirmed the absence of kinesthetic learning style among them. This attitude was also expressed by them in the questionnaire applied at the beginning of the research.

Variable 3: Did students identify and use a specific set of vocabulary with the help of a video and a subsequent communicative task? This variable dealt specifically with personal pronouns, parts of the body, clothes, feelings, opposites, the verb to be and daily routines and with the creation of a dialogue in groups of four students?
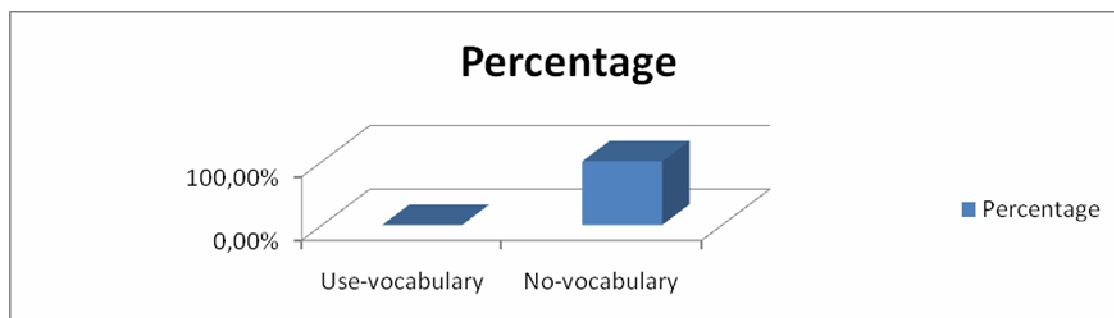
The aim of this pre-test was to diagnose the students' L2 proficiency, this chart shows that neither the experimental nor the control group complied with the development of the dialogue due to the fact that most of them did not have the necessary English knowledge to carry out the activity above. The lack of English knowledge was evident when learners asked the researcher different questions about the vocabulary that had to be used. Here are some examples of those questions:

Student: What it means clothes?

Researcher: jacket, jeans, t-shirt those things are clothes

Student: how can I write jacket?

Researcher: try to remember that word or remember other things or the actions that you watched on the video and write

Student: Mmmm, Mmmm (silence)

Student: What it means feelings?

Student: What it means verb to-be?

Student: What it means Personal pronouns?

Student: What it means parts of the body?

Student: What it means opposites?

Researcher: did you remember physical characteristics?

Student: what it means physical characteristics?

Researcher: for example fat / thin

Student: Mmmm, Mmmm what it means fat/ thin?

Student: what it means daily morning routine?

To sum up, not none of the students was able to create their given dialogues due to the lack of the necessary basic vocabulary to organize them. Another reason for the lack of production, and maybe the most important one, is they had not been exposed to any English spoken video materials before. That is why most of them felt lost in the development of the activity.

Task 1: procedure (appendix C)

Variable 4: Students' attitude towards auditory, kinesthetic and visual learning styles
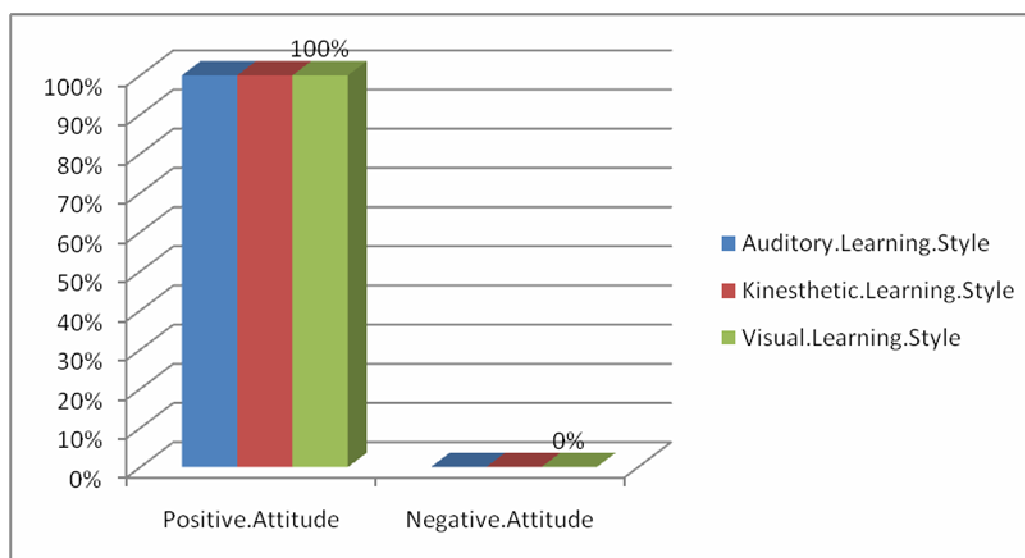
The previous chart shows that all the students in both the experimental and control groups had a positive attitude towards auditory leaning style, because they understood ten given verbs through gestures and examples explained by the teacher. Besides, this attitude was reinforced when completing a word puzzle

(appendix D) and expressing the location of the given verbs; these tasks targeted kinesthetic leaning style and all the learners in both groups showed a positive attitude towards this style and also towards visual learning style. The visual style was incorporated by means of 20 flashcards related to ten actions studied in class.

Variable 5: Could students identify personal pronouns, ten verbs and the rules of the activity, cutting and pasting trimmings and drawing on the assigned columns of wall charts?
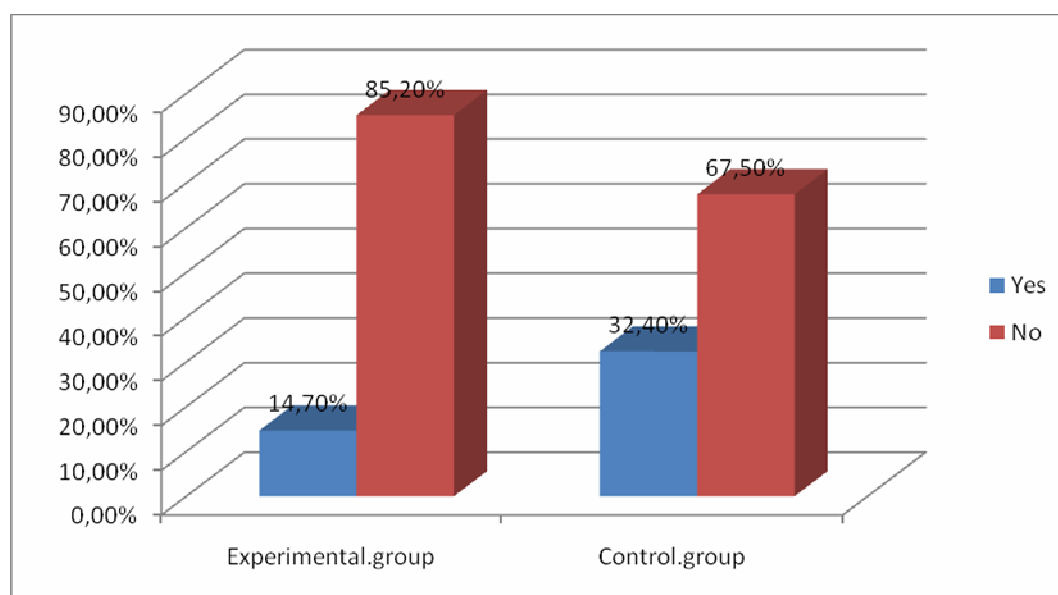
While the experimental group showed that 14.7% of students identified and located the correct personal pronoun in given columns by following the rules of the activity, the control group showed that 32.4% of students were able to do the same. Thus, more than half of both groups were not able to complete the task. Nevertheless, it is relevant to consider the next

variable to confirm the students' understanding of personal pronouns.

Variable 6: Could students identify personal pronouns without considering one of the rules of the activity: do not repeat the same personal pronoun with the same action, cutting and pasting trimmings and to draw instead of using trimmings on columns "I you we"?
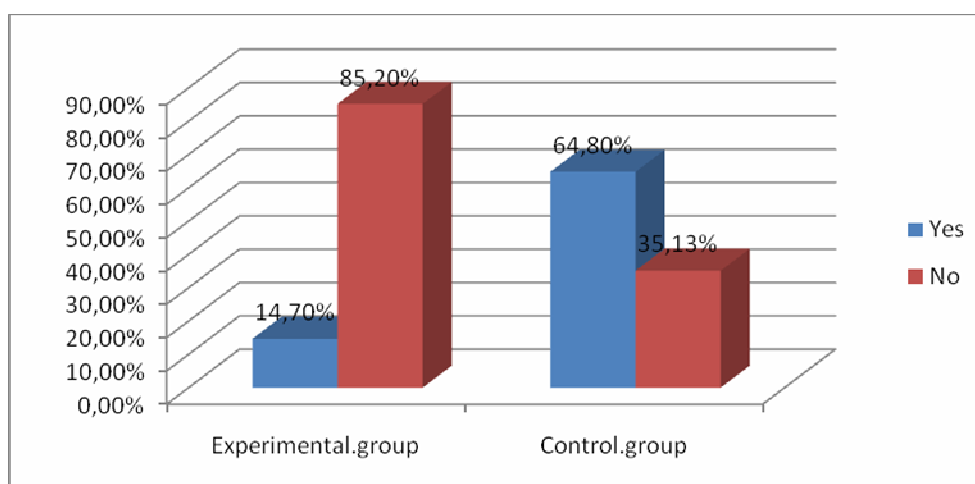
While the experimental group maintained 14.7% of students who identified and located the correct personal pronoun in given columns by following the rules of the activity, the control group showed that 64.8% of students identified personal pronouns in spite of that a half of this previous percentage repeated the same action with the same personal pronoun and pasted trimmings instead of drawing in columns "I, you and we". Therefore, more than half of students of control group identified the personal pronouns and most of the ten actions explained in class,

confirming the importance of auditory, visual and kinesthetic

leaning styles inside the students' vocabulary learning.

Variable 7: Did students report achievements or mistakes of the

partners' activities, considering the rules of the activity.

Do not repeat the same action with the same personal

pronoun.

Draw instead of paste trimmings in "I, YOU and WE

Columns"
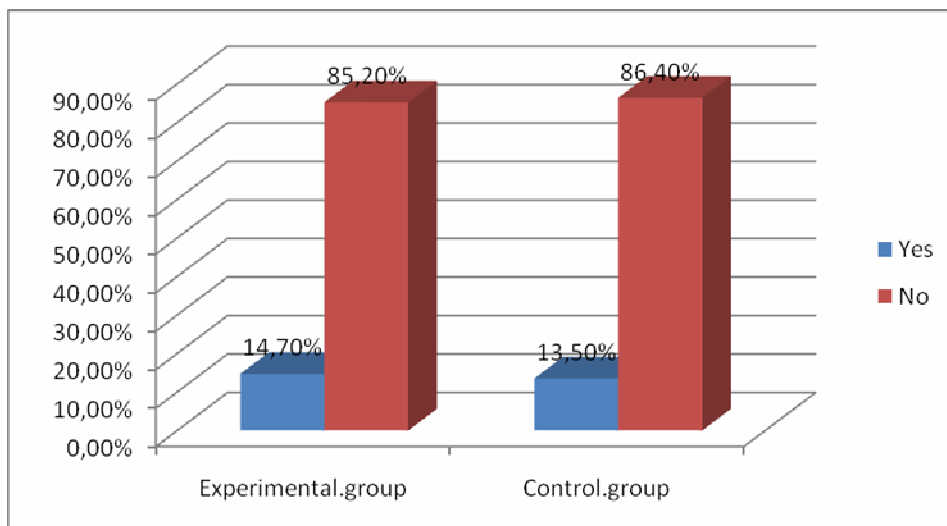
While the experimental group showed that 14.7% of students

reported achievements and mistakes of the partners' activities,

the control group showed that 13.5% of students could do it.

However, both groups could report the partners' activities with

spelling problems. Those ones were solved by using recast

feedback to clarify their doubts as follows.

Researcher: what does she do?

Student: she write

Researcher: she write or she writes

Student: she writes

Researcher: o.k.

Researcher: is it right or wrong?

Student: right

Researcher: why?

Student: Mmmm

Researcher: is this action repeated in this column, yes or no

Student: no

Researcher: o.k.

Researcher: what does he do?

Student: she sit

Researcher: he or she sits

Student: he sit

Researcher: he sit or he sits

Student: he sits

Therefore, almost everybody in both groups had problems to report their peers' achievements and errors in an oral way due to the fact that they used Spanish to organize and check their peers' answers. For example:"esa va con she, esa va con he, esa va con they" likewise, it was evident the next information:"Student.1: ¿este sirve? Student.2: ¿que esta haciendo? Student.1: comiendo, Student.2: si, sirve, Student.1:

¿dónde lo pego? Student.2: ese aquí, Student.3: no ese va acá, Student.2: ah cierto, allí".

Consequently, taking into account the previous information about the lack of students' English proficiency to report the achievements and mistakes of the peers' activities in the reporting stage, it is relevant to mention the next variable that confirmed the students' comprehension in a written way. Variable 8: Did students check the classmates' answers and mistakes on the wall charts in a right way, considering the rules of the activity?
Do not repeat the same action with the same personal pronoun.
Draw instead of paste trimmings in "I, YOU and WE" columns.
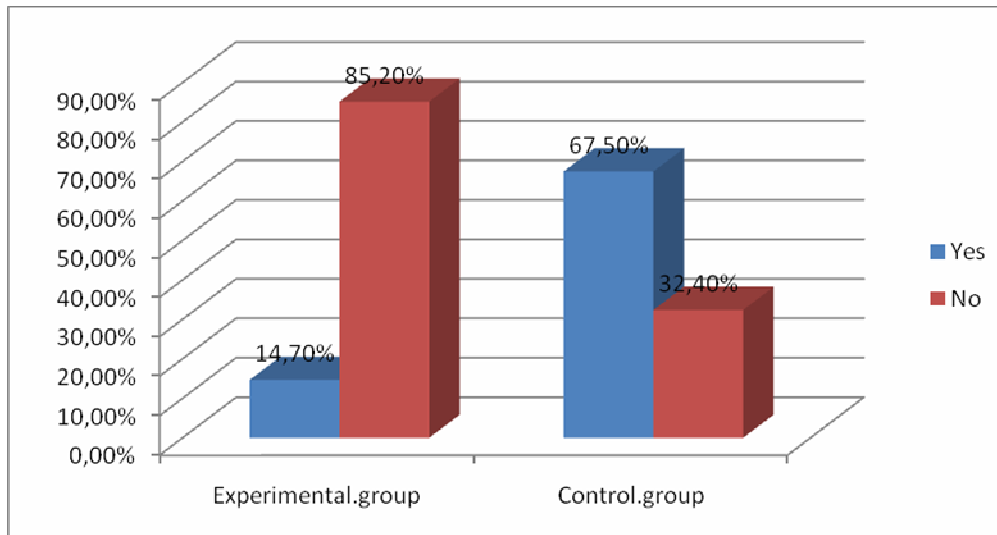
While the experimental group showed that 14.7% of students checked the peers' activities correctly, considering the rules of the activity, the control group showed that 67.5% of students reviewed the same aspects accurately. Thus, in contrast with the

previous results obtained in the Variable 7 that stated lack of students' proficiency to express their ideas in oral way, it is possible to reaffirm the positive influence of tasks, auditory, visual and kinesthetic learning styles inside their vocabulary learning, because more than half of the students in the control group reviewed their peers' activities correctly, so more than half of the students in the control group identified the personal pronouns, most of the ten verbs and the rules of the activity only in a written way.

In order to confirm the students' understanding towards personal pronouns and ten given actions, it is relevant to consider the next variable related to students' assessment activity about ten given verbs that was studied in class. Variable 9: Did students identify 10 given verbs through their corresponding definitions? (appendix E)(Pair work)
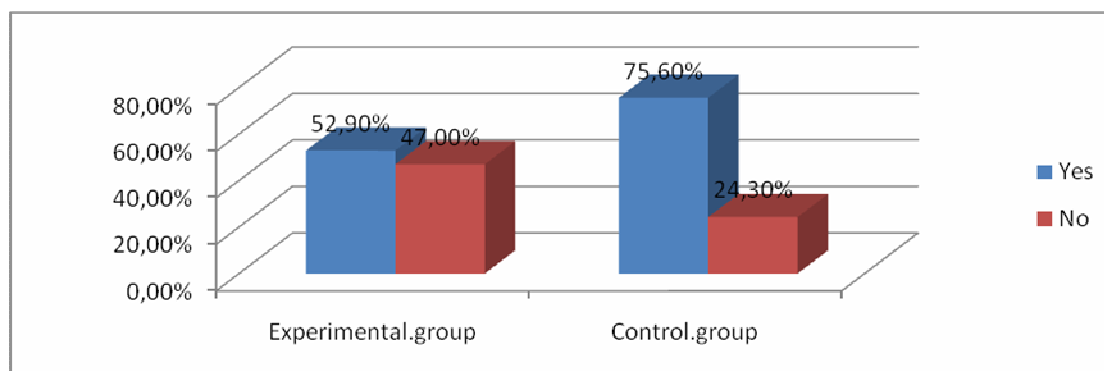
While the experimental group showed that 52.9% of students identified more than a half of ten studied verbs through their corresponding definitions, the control group showed that 75.6%

of students identified more than half of ten given verbs by means of their definitions. Therefore, the positive effect of the task and the three learning styles inside the students' vocabulary learning in a writing way returned to be present.

According to the previous results it is possible to say that the effect of learning styles and the treatment of the task on vocabulary learning provoked a positive effect towards written vocabulary learning in more than half of the students. Also, a negative effect towards a more communicative vocabulary learning is evident since more than a half of both groups were not able to report their peers' achievements and mistakes in an oral way. However, it is relevant to enhance that the application of learning styles and the creative task did functioned inside 14% of each study group.

Task 2: Procedure (appendix F)

Variable 10: Students' attitude towards auditory, kinesthetic and visual learning styles
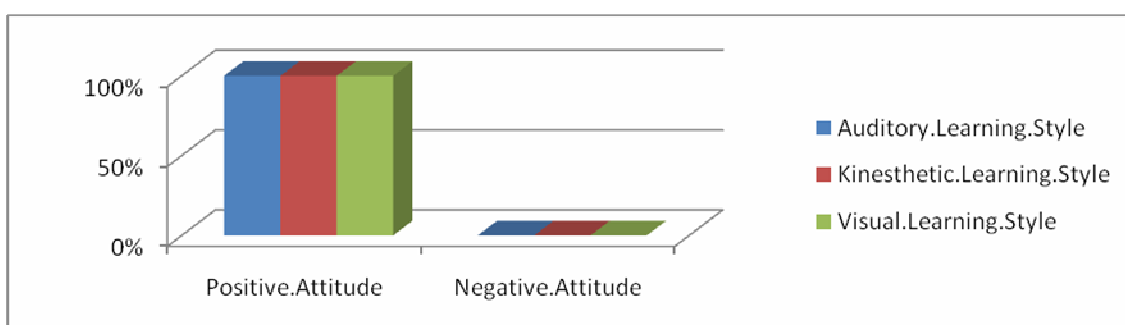
The previous chart shows that 100% of students of experimental and control groups projected again a positive

attitude towards auditory and visual leaning styles, because they understood the 19 words related to parts of the body through the teacher's explanation and the use of given flashcards and wall charts (appendix G). Likewise, it is very important to consider the positive complement of kinesthetic learning style into students' comprehension by means of teacher's movements and gestures.

Variable 11: Did students identify 19 words related to the parts of the body through 38 flashcards without teacher's help?
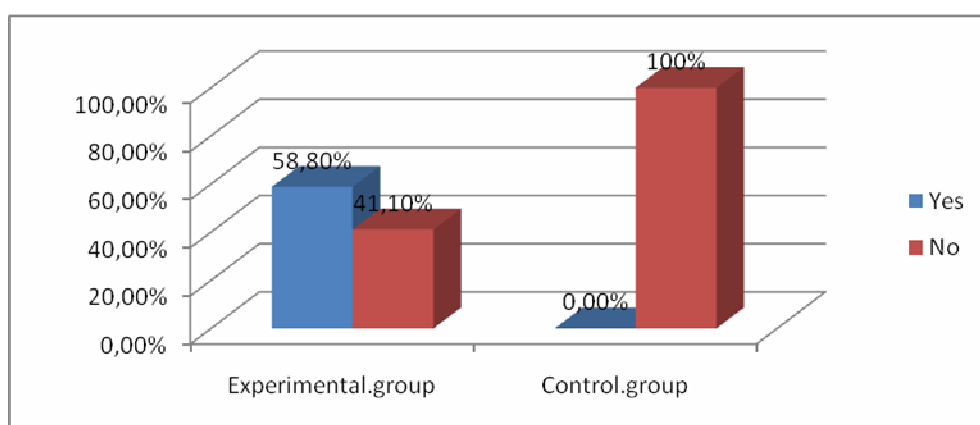
While the experimental group showed that 58.8% of students identified the parts of the body through the use of flashcards without teacher's help, the control group showed that 0% of students achieved to do the same. That problem was solved by means of the use of teacher's recast feedback to reinforce their comprehension.

Researcher: which is this part?

Student: MMmmm

Researcher: back or chest (teacher used gestures and movements)

Student: ahh, back

Researcher: o.k.

Researcher: which are these parts?

Student: cheeks

Researcher: cheeks or shoulders

Student: shoulders

Researcher: o.k.

Likewise, teacher resorted to recast feedback to improve some spelling problems those were common in both groups such as

Researcher: which is this part?

Students:[EyE]

Researcher: [EyE] OR [aI]

Students: [aI]

Researcher:[aI] one, [aIz]two o.k.

Students: o.k.

Researcher: which is this part?

Students: Ear

Researcher: Ear or [I@r]

Students: [I@r]

Researcher: o.k.

Variable 12: Did students identify the parts of the body through movements and gestures proposed by the game "Simon says"?
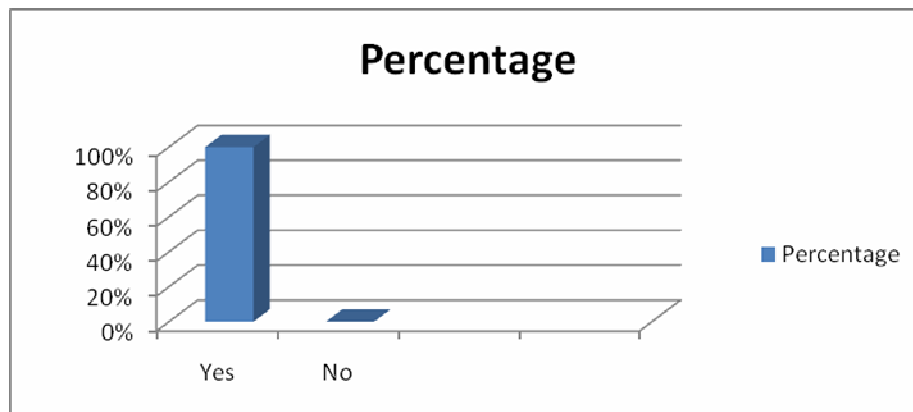
The previous chart showed 100% of students of both groups identified the parts of the body through movements and gestures proposed by the game "Simon says". Even if most of them had a few difficulties to understand the game at the beginning of the activity, later they could understand better with three examples more. Considering this previous result, it was possible to state the positive effect of auditory and kinesthetic learning styles inside vocabulary learning process.

Likewise, in order to improve the students' comprehension towards the body's vocabulary and the rules of the game, the researcher provided them a reinsforsment about all 19 words related the parts of the body, using movements and gestures. This extra-activity was developed with experimental as well as control group before the final reporting of students.

Variable 13: Did students report the body's vocabulary through "Simon says" game? (5 chances = 5 points)
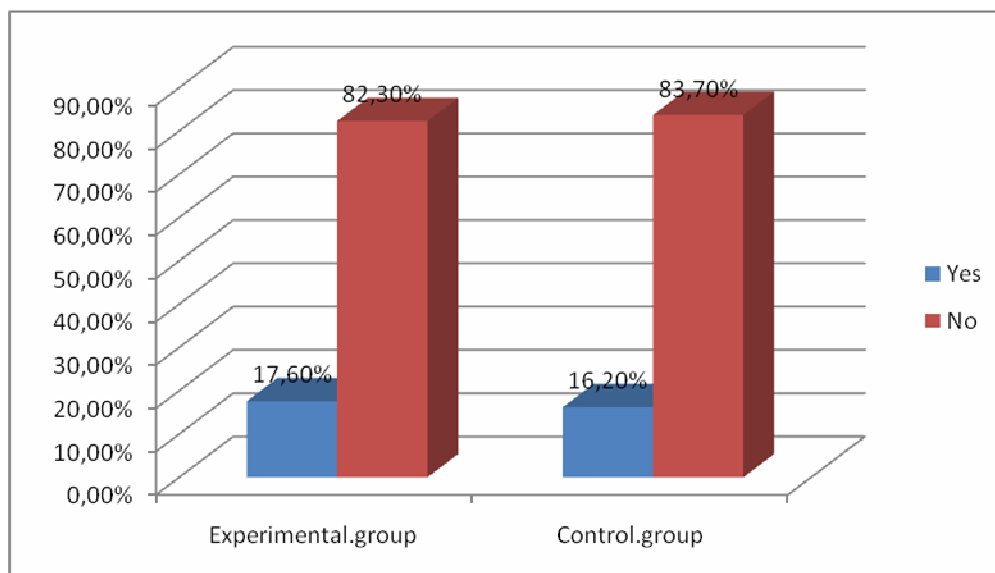
While the experimental group showed that 17.6% of students reported the body's vocabulary through "Simon says" game, getting 4 right points as a high score, the control group showed that 16.2% of students could do the same, getting 3 right points as a high score. Taking into account this previous information it is possible to say that more than half of both groups were not able to report the parts of the body in a right way due to most of them did not work as a team by changing turns of leaders and solving their doubts through group work. Therefore, the effect of this task fact inside students' vocabulary learning is again negative.

Variable 14: Did students identify 19 words related to parts of the body, using a Word puzzle? (appendix H)
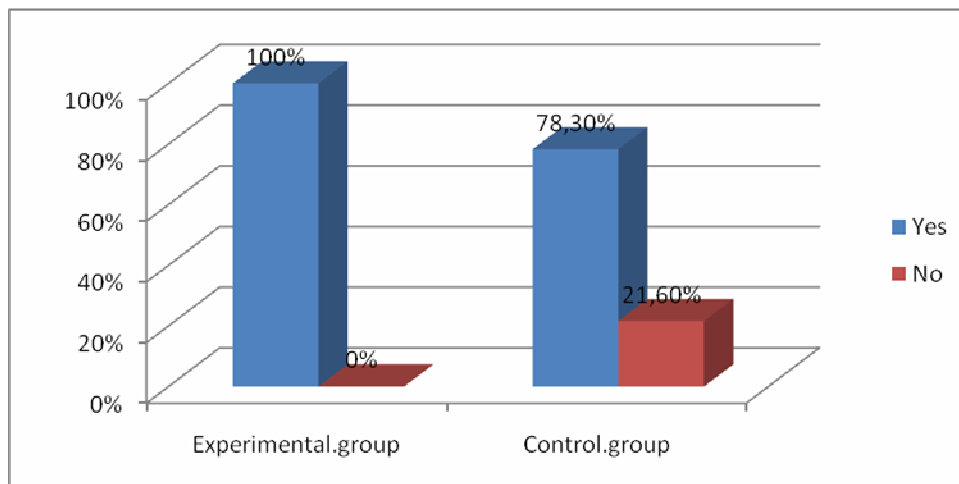

Nevertheless, While the experimental group showed that 100% of students identified more than the half of given words related to parts of the body through the use a word puzzle, the control group showed that 78.3% of students could do the same. And thus, more than half of both groups identified more than a half of the 19 words related to parts of the body, reaffirming in that way the positive effect of the treatment of this task and the three learning styles inside their vocabulary learning process in a written way.

Regarding previous results it is possible to state that the effect of learning styles and the treatment of the task on the vocabulary learning provoked a positive effect towards written vocabulary learning in more than half of students. And a negative effect towards a communicative vocabulary learning due

to more than half of both groups were not able to report the
parts of the body by counting on the practice of peers'
physical actions. However, it is relevant to enhance again that
the application of learning styles and the creative task did
functioned inside 16.9% of each study group.

Task 3: procedure (appendix I)

Variable 15: Students' attitude towards auditory, kinesthetic
and visual learning styles
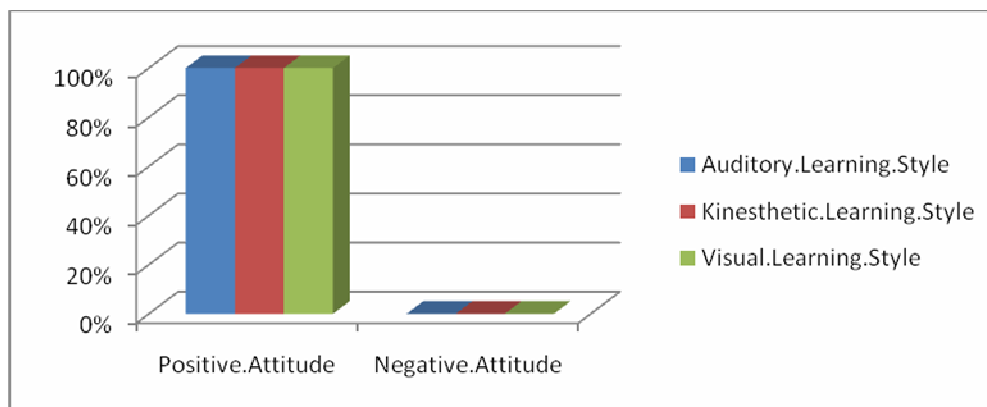
The previous chart shows that 100% of students of
experimental and control groups projected again a positive
attitude towards auditory and visual leaning styles, because
they understood the singular and plural way of verb "to be"
through the use of 10 adjectives related to people's opposite
physical characteristics those were explained by means of
slides, flashcards and teacher's word mind map. Likewise, the
kinesthetic leaning style was totally present in the moment of
modeling their dolls with play dough.

Variable 16: Did students identify most of the opposites such as: tall-short, fat-thin, young-old, pretty-ugly, handsome-ugly and the use of the verb "to be" by considering the relatives' physical characteristics on their Word mind map?
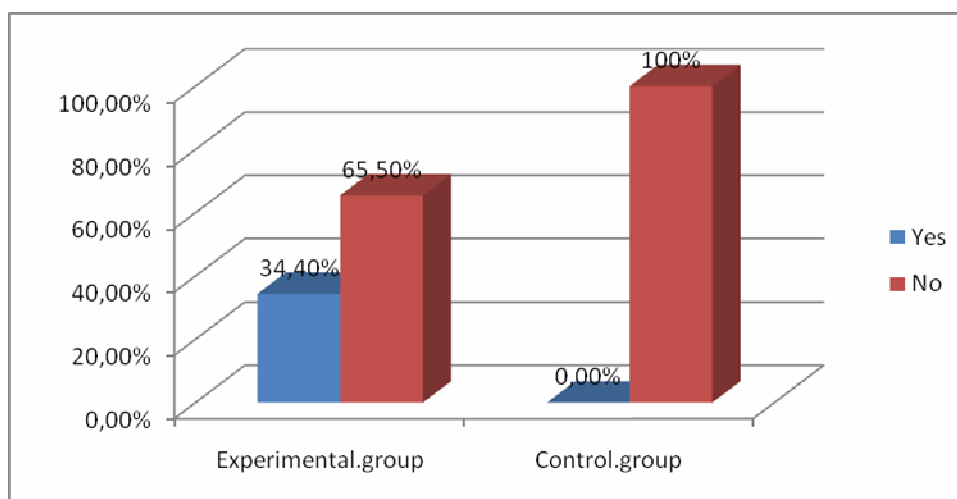

In contrast with the apparent students' comprehension the next information evidenced that most of students of both groups did not identify the assigned topics above, because While the experimental group showed that 34.4% of students identified most of the opposites and the use of verb "to be" in a right way , the control group showed that 0% of students could do the same, confirming in that way that more than half of students of both groups could not identify those given topics due to they talked with their partners about other things instead of working on the given topics by sharing ideas and the necessary knowledge to create their imaginary family on their word mind map. For this previous reason, more than half a of both groups also showed

spelling problems such as: "mi mother is; mi brother is; my sister…, my neplew young, my brother thin, my brother tall, hardsome, agly among other"

Therefore, considering the bad use of the development of the task by most of students, the apparent positive effect of auditory and visual learning styles inside the students' vocabulary learning disappeared.

Variable 17: Did students model each relative, using play dough and taking into account the right use of opposites and verb "to be" on their cardboard?
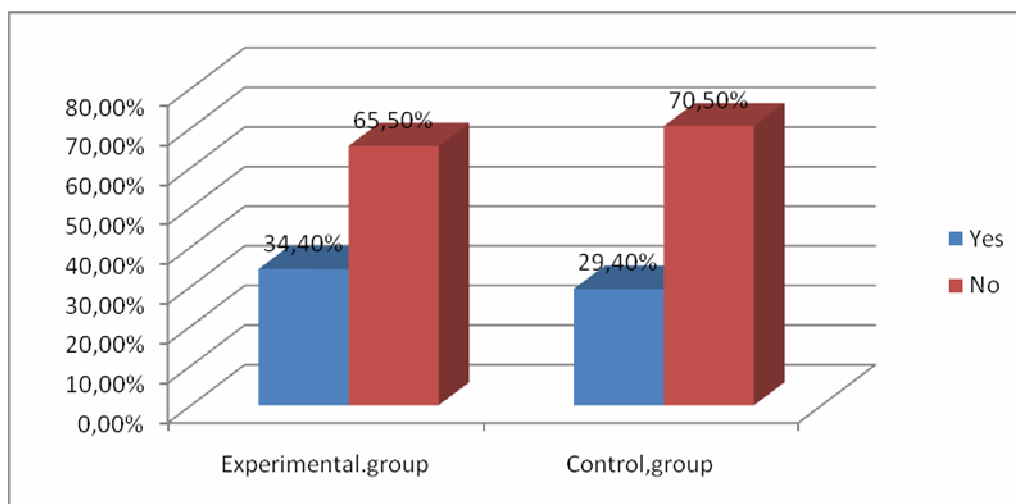
While the experimental group of students showed that 34.4% of students modeled relatives, using play dough and taking into account the right use of opposites and verb "to be" on their cardboard , the control group showed that 29.4% of students could do the same. And thus, more than half of both groups did not consider the right use of opposites and verb "to be" on

their cardboard due to most of them spent much time to model each relative, consequently, they could not organize their word mind map with given dolls, using contrasting relationships between adjectives in the given time. For this previous reason they also had spelling problems such as:" may brother is short, mi mother is tol, may beybi is short, may grandfader is tal, may father is tal". Therefore, more than a half of both groups did not take advantages of the use of the task and their kinesthetic learning style in a meaningful way.

Variable 18: Did students achieve to report their family's information, using their dolls?
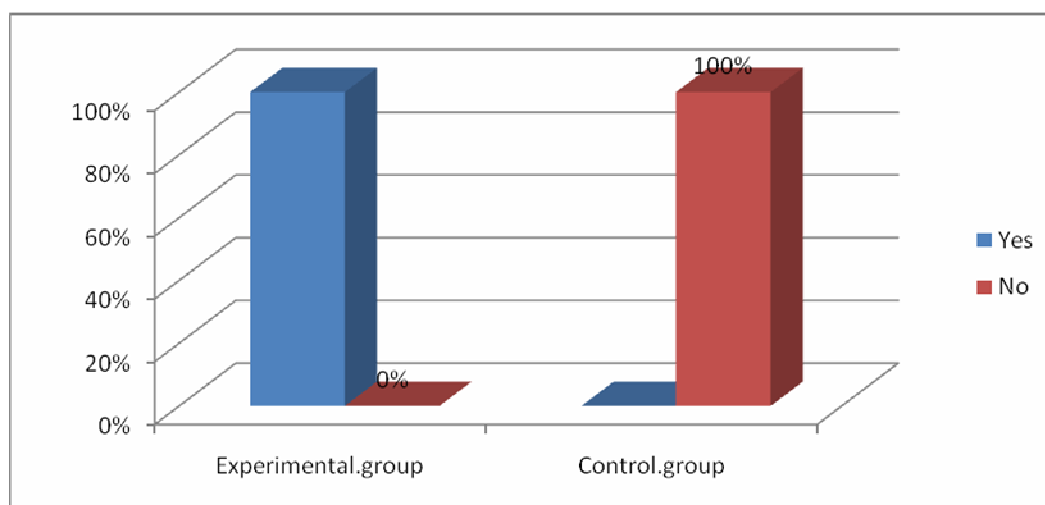
While the experimental group showed that 100% of students reported their family information, reading the word mind maps and showing their dolls, the control group showed that 0% of students could do the same due to most of them worked on completing their word mind maps and modeling their dolls instead

of sharing the information about their imaginary family. Those actions were done in spite of teacher's explanation even in Spanish, for example:" if you have two physical descriptions, use this information. o.k." but they persisted in those actions. Variable 19: Did students team with their classmates in order to remember, draw and write the classmates' family information?
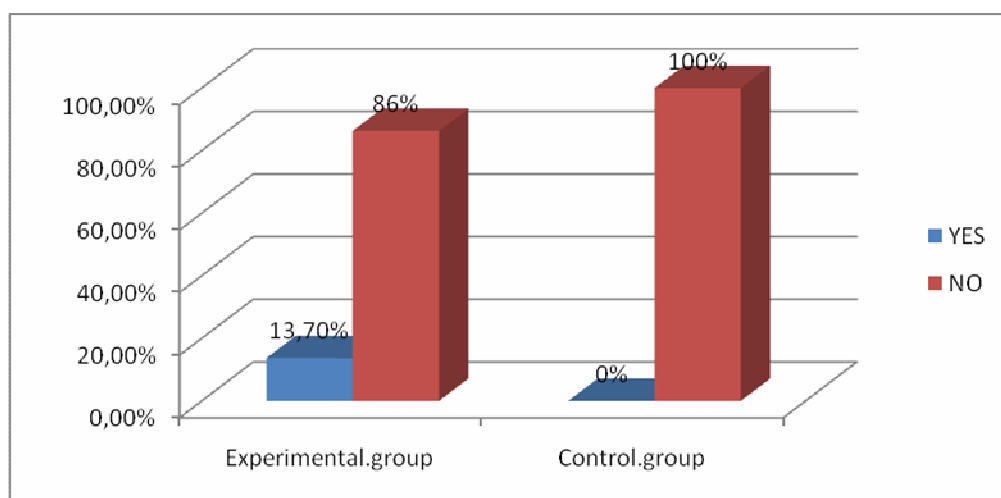
While the experimental group showed that 13.7% of students teamed with their classmates in order to remember, draw and write the classmates' family information, getting 3 similarities as a high score, the control group showed that 100% of students could not do the same due to they did not report any information to their peers. Consequently, they opted for drawing and writing adjectives without considering contrasting relationship between those ones and the use of "verb to be"; that is why, it was impossible to get similarities among groups. Therefore, the positive effect of this task and learning styles was only

suitable for just one group of the experimental group while for more than half of both groups was negative.

Variable 20: Did students identify the opposites and the verb to be in singular as well as plural way, completing and matching some physical descriptions? (appendix J)
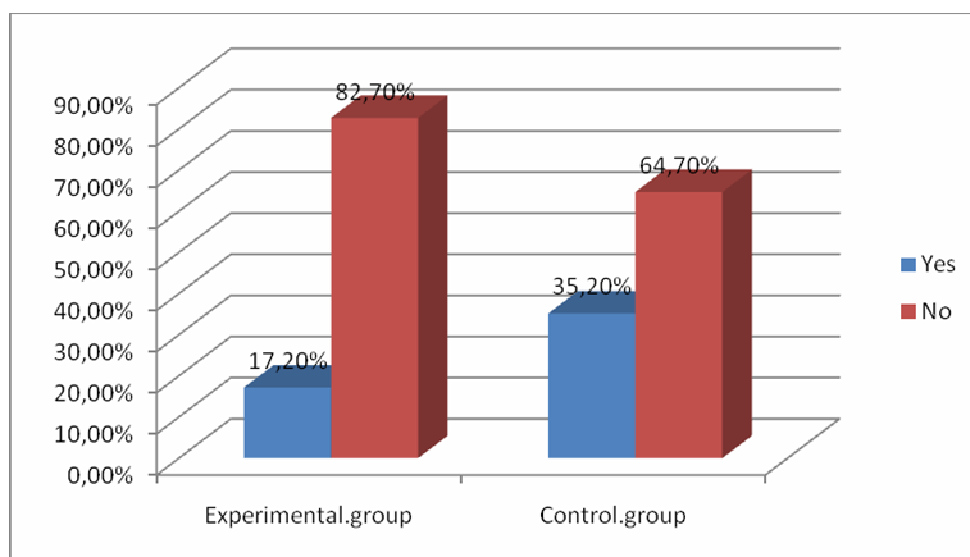

While the experimental group showed that 17.2% of students identified the opposites and the verb to be in singular as well as plural way, completing and matching some physical descriptions, the control group showed that 35.2% of students could do the same.

And thus, in contrast with the previous tasks' results about the positive effect of leaning styles and the treatment of the tasks on written vocabulary learning, this process did not function for the same thing due to less than a half of both groups could identify the opposites and the verb to be in singular as well as plural way, completing and matching some

physical descriptions in a written way. However, it is relevant
to reaffirm that the application of learning styles and the
creative task did functioned again, but only in the experimental
group which showed that 13.7% of students learnt and used
vocabulary through a communicative way.

Task 4: procedure (appendix K)

Variable 21: Students' attitude towards auditory, kinesthetic
and visual learning styles
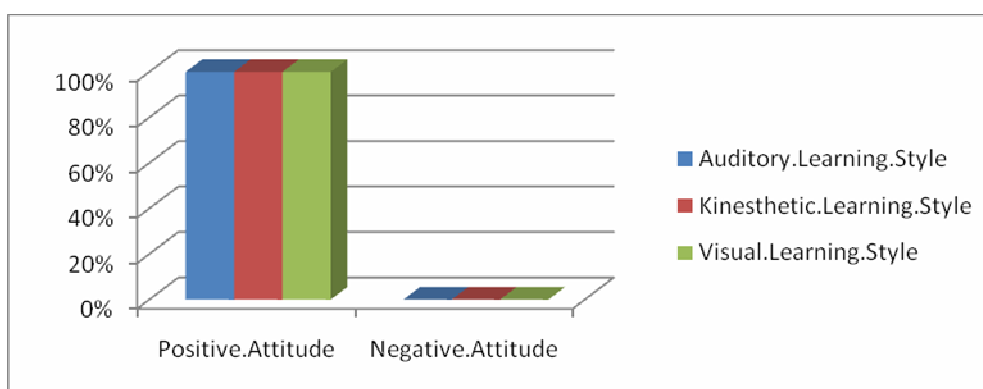
        The previous chart shows that 100% of students of
experimental and control groups projected again a positive
attitude towards auditory and visual leaning styles, because
they looked like very active towards six slides and six
flashcards materials that were used in the explanation as well
as in the reinforcement moment. Besides, they were also involved
towards 6 word mind maps about 6 feelings, because all of them
were participating in the moment to justify the six feelings in
Spanish due to teacher was translating most of their
justification on wall charts. However, it is important to

enhance that he did not provide the meaning of the given feelings. Likewise, they were very active in the moment of tossing the dice and completing a written reinforcement activity, because most of students handed that given activity at less than 5 minutes. (appendix L) And thus, their kinesthetic learning style was also present inside their learning.

Variable 22: Students' attitude towards interaction spaces such as toss dice and the students' justification turn.
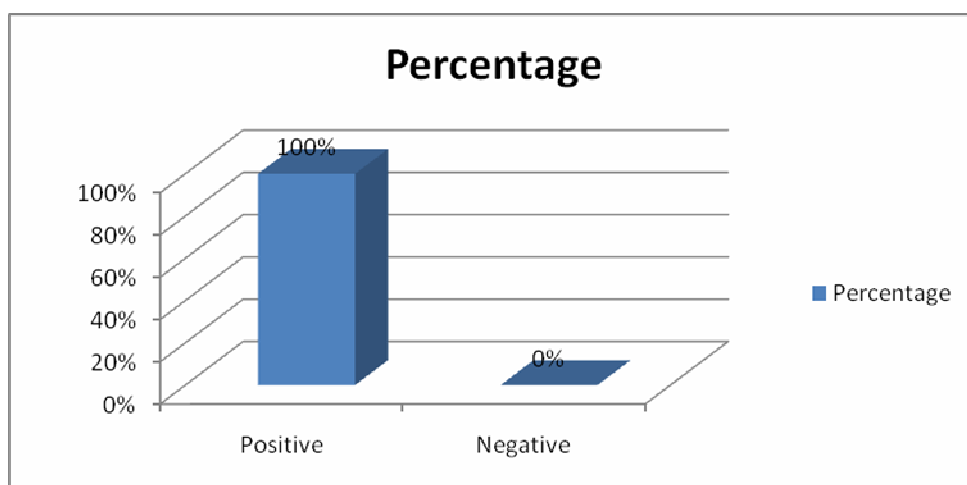

The previous chart shows that 100% of both groups showed a positive attitude towards interaction spaces. However, it is important to enhance that more than half of students of both groups play with the feeling dice without taking into consideration the use of justification for each feeling. Likewise, it was evident to observe that all students did not want to change the turn to toss the dice (appendix K); that is why, the teacher accepted one monitor per group for tossing and

asking the question: in which moment do you feel…? For those

previous reasons most of them projected the next bad reporting.

Variable 23: Did students justify three feelings out of six

feelings in a meaningful way in the reporting moment?

(Three chances to participate per group)
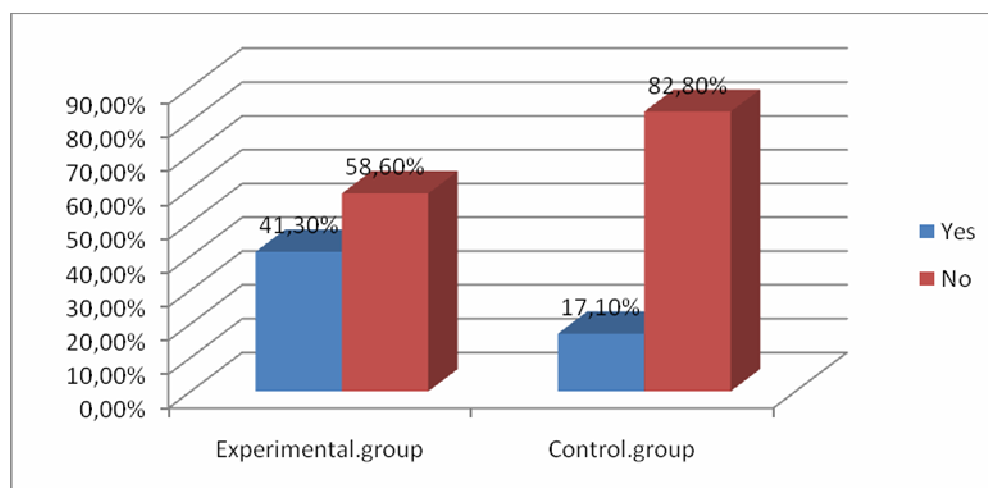
While the experimental group showed that 41.3% of students

justified three feelings out of six feelings in a meaningful way

in the reporting moment, that is, two groups justified three

feelings in a right way in the reporting moment, the control

group showed that 17.1%, that is, only one group justified the

three given feelings in the reporting moment. Therefore, more

than half of both groups could not justify those three given

feelings due to they resort to read the wall charts' information

in a mechanic and an unthinking way in the reporting moment;

that is why, the teacher also resorted to student's translation

in order to prove the meaningful learning among participants at

the end of each justification; that is, every participant only provided the main message of the phrase.

Variable 24: Did students identify the written way of the six feelings through a cross word puzzle? (appendix M)
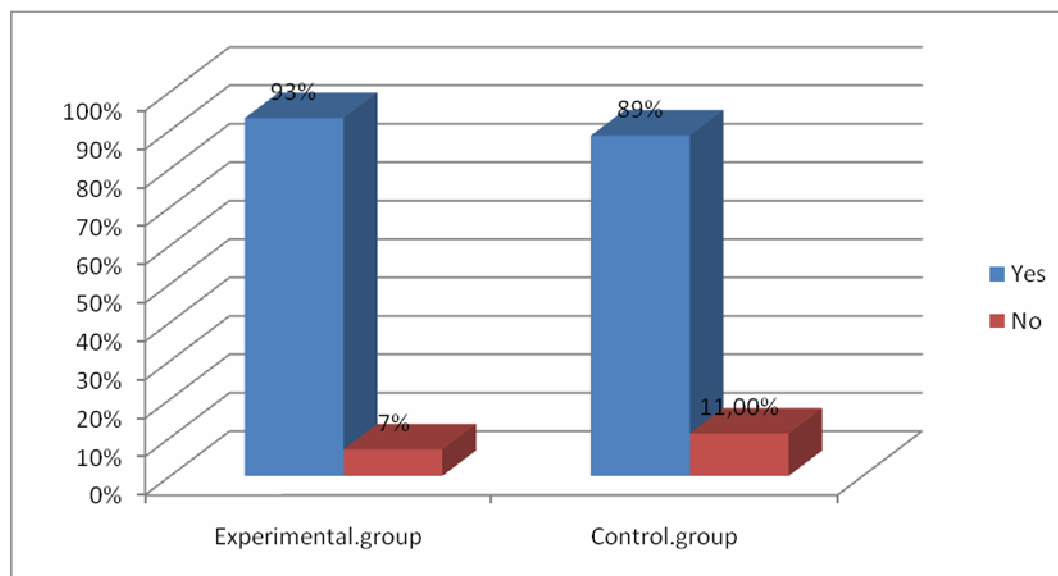

While the experimental group showed that 93% of students identified the written way of the six feelings through a cross word puzzle, the control group showed that 89% of students could do the same. And thus, more than half of both groups identified more than half of the six given feelings in a written and right way.

Taking into account the positive effect of learning styles and the treatment of the task towards a good written vocabulary learning, this fourth task retook that more than half of students of both groups identified the written way of the six feelings through a cross word puzzle. Likewise, 41.3% of

students of experimental group and 17.1% of students of control group reaffirmed that the application of this creative task and learning styles on the vocabulary learning did function.

Task 5: procedure (appendix N)

Variable 25: Students' attitude towards auditory, kinesthetic and visual learning styles
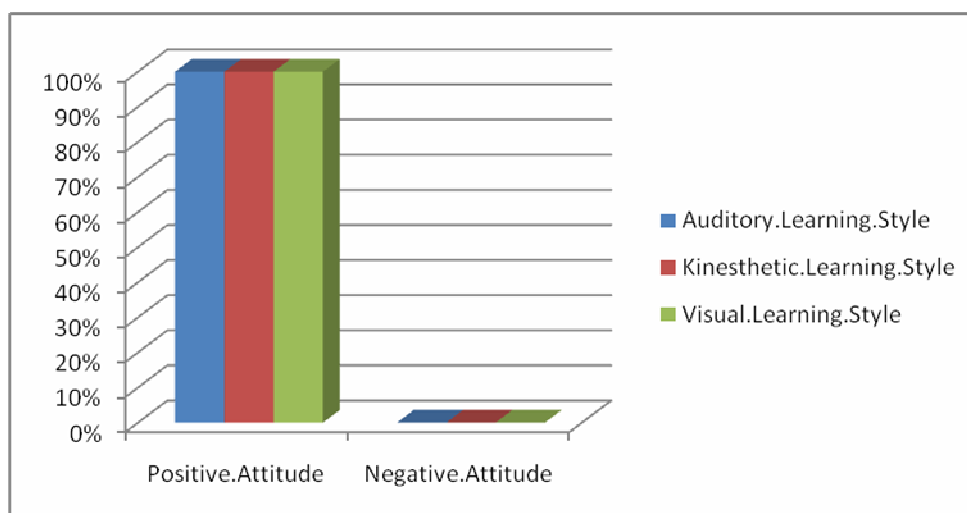
The previous chart shows that 100% of students of experimental and control groups projected again a positive attitude towards auditory and visual leaning styles, because they showed a good comprehension towards slides and flashcards about clothes vocabulary since the explanation that was done at beginning of the class until the reinforcement explanation that was carried out at the end. Likewise, all students were teaming up very active, enhancing their kinesthetic learning style; consequently, they were sharing and classifying the appropriate clothes for each clothing line. Besides, some of them asked the

teacher about new and necessary vocabulary that they wanted to add for their clothing lines. However, it was evident that they shared, classified and held the clothing trimmings, using Spanish language even if teacher recommended to mention each piece of clothing in English in order to practice its corresponding pronunciation.

Variable 26: Did students identify each piece of clothing, answering the questions: what is this? And what are these?
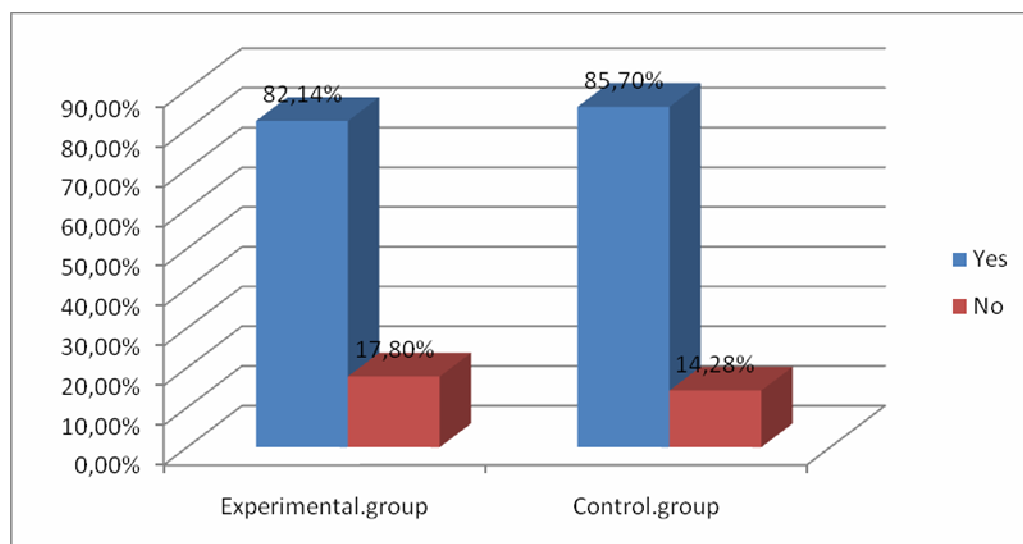
While the experimental group showed that 82.14% of students identified each piece of clothing, answering the questions: what is this? And what are these? , the control group showed that 85.7% of students could do the same. And thus, more than half of both groups identified several pieces of clothing, understanding and answering those questions: what is this/what are these. Regarding with the rest of the students was impossible to get

any improvement due to they resisted to participate even if
teacher's feedback.

Variable 27: Did students identify the difference between cold
and hot climate?
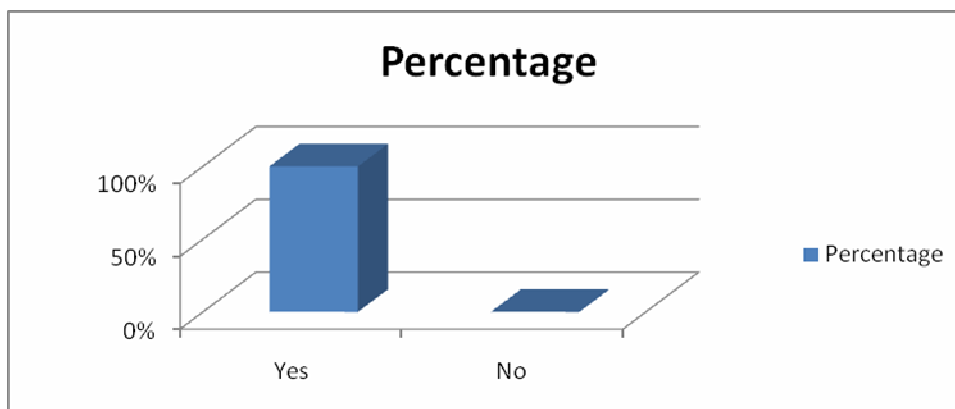
The previous graphics show that the 100% of both groups
identified the difference between hot and cold climate due to
most of them added more places to exemplify the difference, for
instance, they mentioned some towns for hot climate like:
"Chachagui, Sandona, Samaniego" or cities such as San Andres,
Cartagena, Tumaco among other. Likewise, they mentioned some
towns for cold climate:" Tuquerres, Cumbal, Pupiales" among
other. Considering this students' participation, it is possible
to state that everybody understood the difference between hot
and cold climate.

Varaible.28: Did students report the appropriate clothes for hot and cold climate, using a good pronunciation?
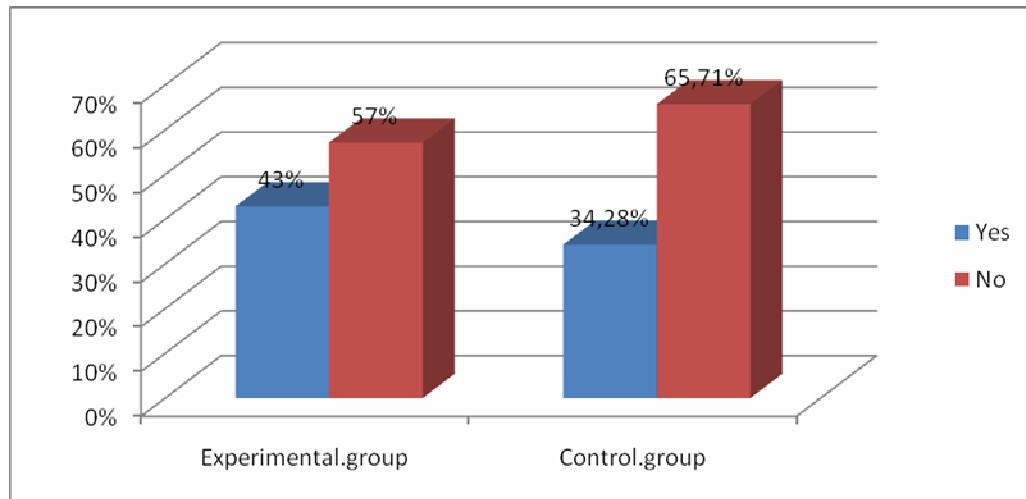
While the experimental group showed that 43% of students reported the appropriate clothes for hot and cold climate, using a good pronunciation, considering the use of 11 pieces of clothing as a high point among students, the control group showed that 34.28% of students could do the same, considering 13 pieces of clothing as a high point among them. Therefore, more than half of both groups could not report that given classification with a good pronunciation due to they classified those given pieces of clothing in each clothing line in Spanish even if teacher's recommendations.

Variable 29: Did students identify the written way of 14 pieces of clothing through a match? (appendix O)
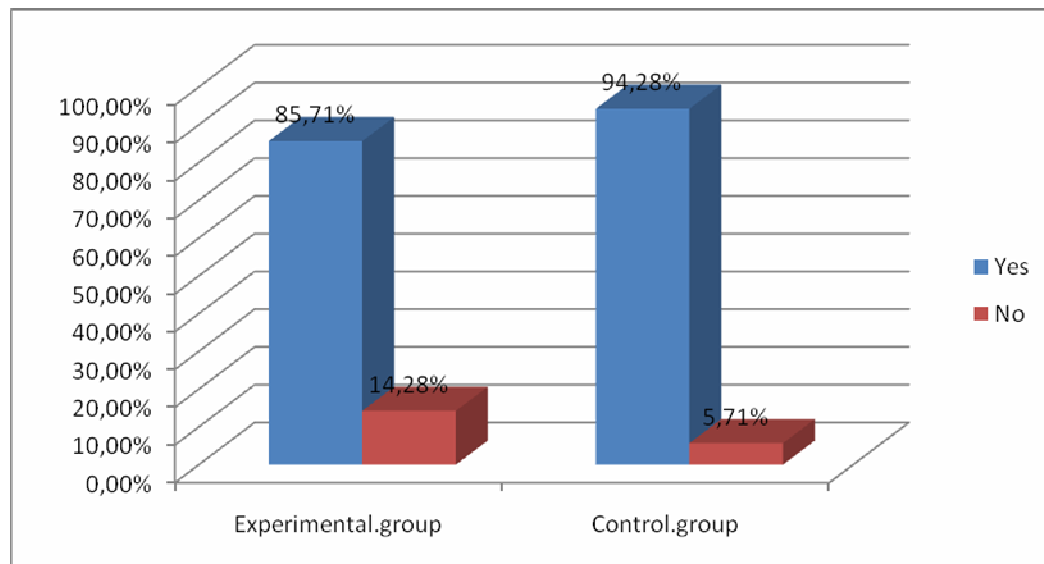
While the experimental group showed that 85.71% of students identified more than half of 14 words related to clothes, the control showed that 94.28% of students identified more than a half of given vocabulary. Consequently, more than half of both groups identified more than half of 14 words related to clothes.

Once again the effect of learning styles and the treatment of the task was positive to vocabulary written learning, because more than half of both groups identified more than half that given vocabulary in a written way.

Likewise, 43% of students of experimental group and 34.28% of students of control group reaffirmed that the application of his

creative task and learning styles on the vocabulary learning did functioned in a meaningful way.

Task 6: procedure (appendix P)

Variable 30: Students' attitude towards auditory, kinesthetic and visual learning styles
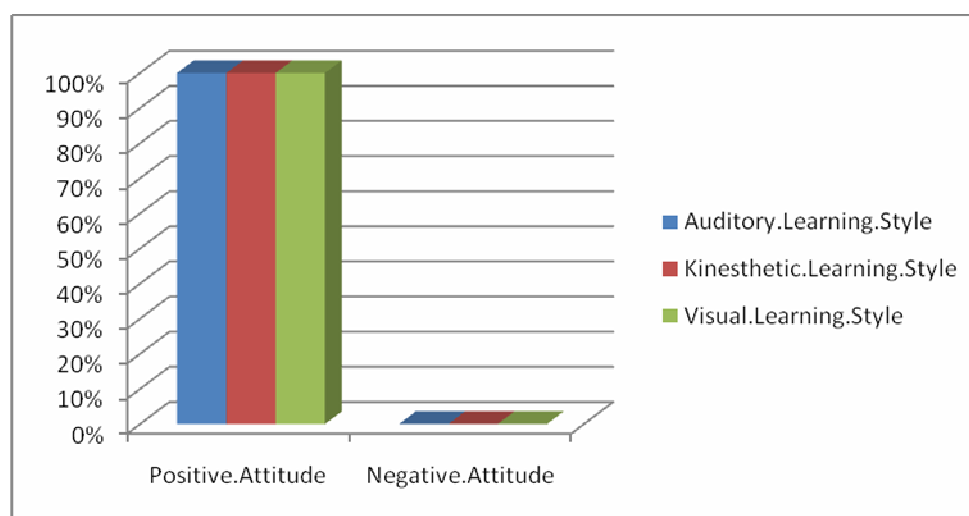
The previous chart shows that 100% of students of experimental and control groups projected again a positive attitude towards auditory and visual leaning styles, because they showed a good comprehension towards 9 flashcards about daily routine. Likewise, all students were teaming up very actively in given groups enhancing their kinesthetic learning style; however, they shared their ideas in Spanish even if teacher's recommendations. Consequently, they maintained resistance towards English work until the last task, showing in that way that they are not culturally prepared for that kind of activities, because they did not accepted any kind of

recommendation or suggestion in order to change their ways of learning.

Moreover, before starting with the next variable, it is important to mention that the teacher provided students a short class about time and some essential vocabulary in order to contextualize daily routine actions before students' real life. Regarding to time they learnt the use of some common answers such as 1 o'clock, 4:05 (four: five) or 5:20 (20 past five), 3:50 (10 to 4). And they learnt the difference among some essential vocabulary like: hot, warm and cold water; jogging suit and uniform. That previous information was used by means of five questions which were developed before teacher and student's real examples which was written on six word mind maps. Variable 31: Did students identify four daily actions through the next questions which were developed by means of 5 word mind maps:

What time do you get up on Monday, on Sunday?

Do you take a shower every day or every other day?

Do you prefer hot, warm or cold water to take a shower?

What do you prefer for breakfast?

Do you prefer uniform or jogging suit to go to school?
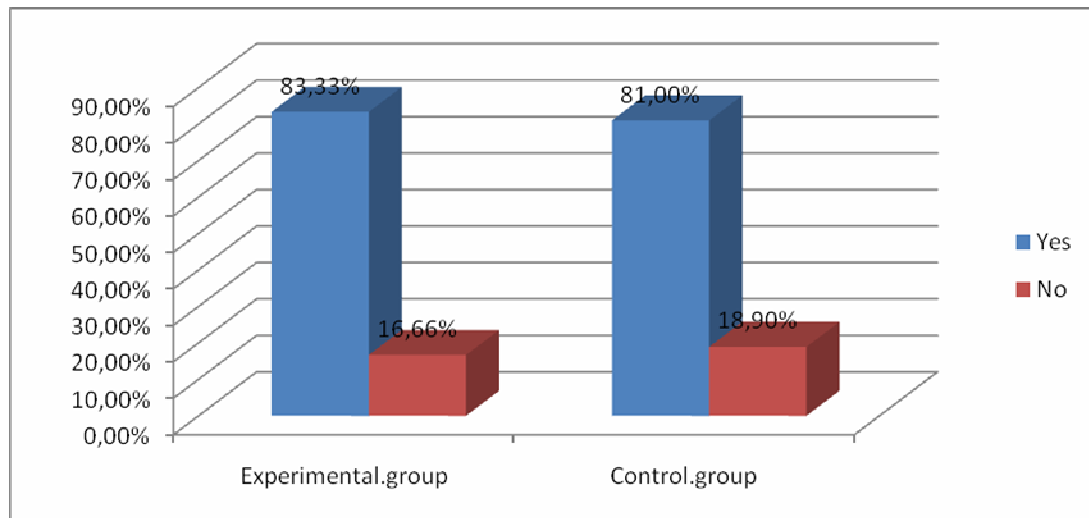
While the experimental group showed that 83.33% of students identified four daily actions through those previous questions, the control group showed that 81% of students could do the same; and thus, more than half of both groups understood the meaning of those given actions through the use of given questions and word mind maps related to daily morning routine, because they were very active, trying to translate some of actions until the teacher stopped them. And regarding to the rest of students seemed to understand but they did not participate in spite of teacher's explanations and classmates' examples.

Variable 32: Did students use a high number of daily actions in their conversations in an oral and written way?
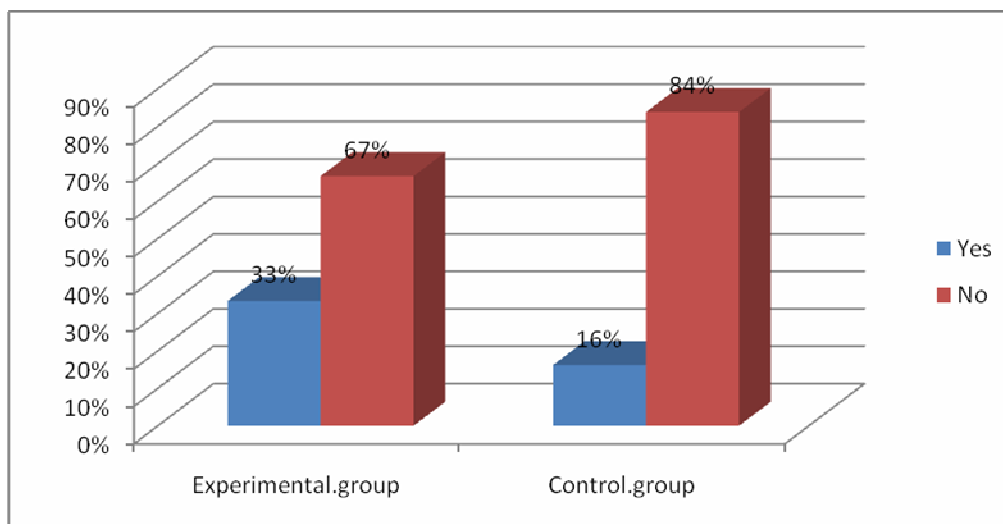
While the experimental group showed that 33% of students used three actions as a high number of daily actions in their conversations in oral and written way, the control group showed that 16.21% of students could use two actions as a high number of daily actions in their conversation in oral as well as in written way. Those groups got more right points than the rest of both groups due to those students took into account the word mind maps' information. Likewise, they maintain a necessary organization of greetings, good correspondence among questions and answers, leave-takings and students' cooperation. Besides, one group was very interested in organizing a new question, for example: "como decimos a que horas vas a la escuela". In addition to this information, it is relevant to say that those

students showed some spelling problems in oral and written way, but they were able to present a natural and correlated conversation.

Considering the previous information, it is possible to state that more than a half of both groups were not able to understand that given vocabulary in a context or in a communicative way due to some of them opted for elaborating a list of actions without maintaining a coherent correspondence among questions and answers inside their conversations in oral and written way. Similarly, other groups neither said anything in the reporting moment nor read the disorganized written information from their papers.

Variable 33: Did students identify six daily actions in a written way by means of a match? (appendix Q)
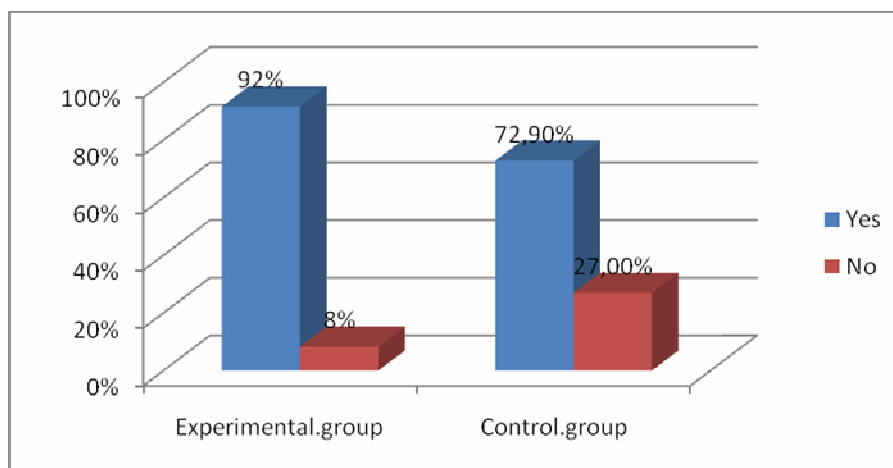
While the experimental group showed that 92% of students identified more than half of six daily actions in a written way by means of a of a match, the control group showed that

72.9% of students also identified more than half of given vocabulary. Therefore, more than half of both groups identified more than a half of six daily actions by means of a match.

Considering the previous results, it is possible to state that more than a half of both groups of students achieved to improve their written vocabulary learning through the application of the three learning styles above and the treatment of the tasks, because they got a high percentage or more than half of right answers in almost six tasks' assessment activities with the exception of the third assessment task activity related to the management of opposite through physical characteristics and the use of verb "to be" in singular and plural form. In the same way, it is important to enhance that more than half of both groups were not able to report their activities or the peers' activities due to they used Spanish to team up even despite teachers' suggestions. However, it is pretty relevant to say that in each group of study there was positive effect of learning styles and tasks inside vocabulary learning which was evident through several percentages of students which varied from task to task, but they never decreased, that is, both groups showed 13.7% as a first score which increased, decreased and vice versa; however, this percentage never decreased until the end of the last Task.

In addition to this, the next results showed and confirmed the positive effect of learning styles and tasks inside vocabulary learning process.

Post-test: procedure (appendix R)

Considering the chart (appendix S), it is possible to calculate the number of achievements and weaknesses towards vocabulary related to personal pronouns, feelings, opposites, verb to be, clothes, parts of the body and daily routine vocabulary. Each given blank represents one point of understanding or one zero of misunderstanding towards seven topics studied in class. The total amount of points is 15 ones; so, those points were considered as a 100% of comprehension towards the vocabulary above.

Variable 34: Students' attitude towards the video about daily routine?
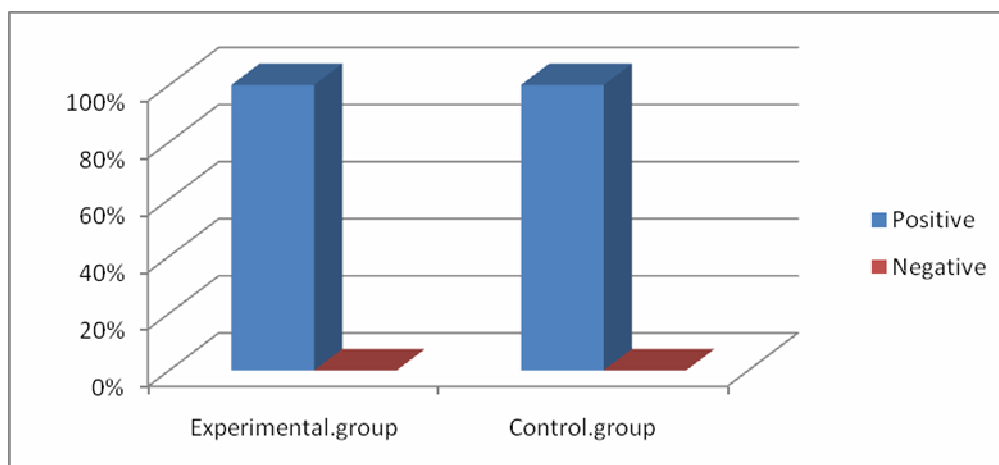
The 100% of both groups showed a positive attitude towards
the video. Likewise, they manifested knowledge about the content
of it, using the expression "a ese video ya lo vimos"
Variable 35: Did students identify most of the vocabulary
related to those previous seven topics, filling a dialogue?
(appendix T)
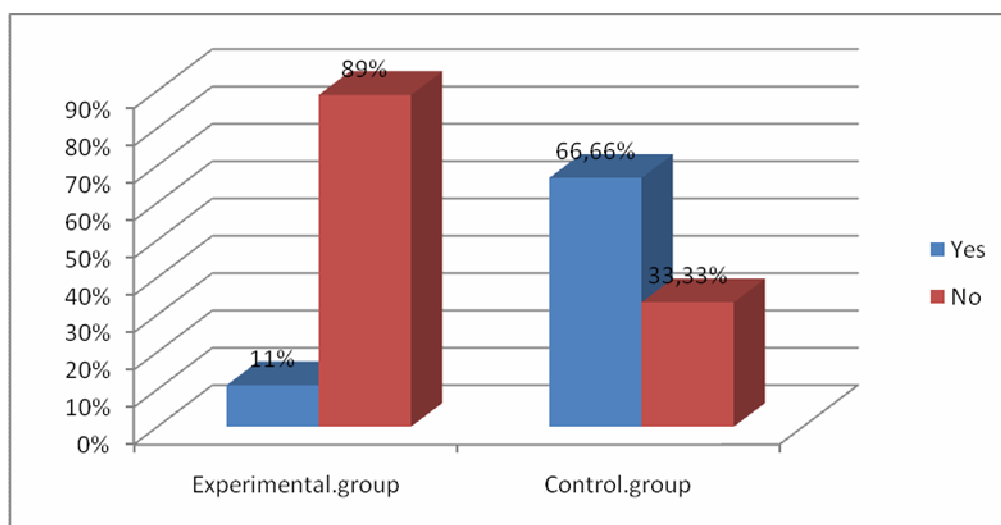
While the experimental group showed that 11% of students
identified 3 out of 15 topics, getting this number as a high
score among the group, the control group showed that 67% of
students identified 11 out of 15 topics and more than half of
given amount of them. Consequently, while the control group
showed that more than half of students understood and learned
most of the topics studied in class in an acceptable way,
because they made some spelling problems such as: scaf, sweter,
coffe, sandwish, T-sher, panst, shos, jakect, shooks, shus and
coffe, cofi, aplee, pankes, shanduich, jean, tomates

among other, the experimental group showed that almost all the students neither identified a half of given 15 topics due they did not review their notes, knowing that they had to do it. However or regrettably the quality of education is suffering a big problem among students which the reason of these disappointing final results even if they showed in those previous tasks that learning styles did functioned inside their vocabulary learning; so, the justification for those results is the famous "Recuperaciones". That is why, they said with total commodity "teacher, para cuando es la recuperación de ésto" as soon as they handed those uncompleted activities. They know that the teacher had to organize several activities so that they can pass. And thus, they had many opportunities to develop a given activity.

Finally, in spite of the lack of interest shown by the students in the experimental group towards studying and presenting the given activity, the effect of tasks and learning styles was evidently positive towards written vocabulary learning, because more than half of the students in the control group identified more than half of the selected vocabulary correctly. However, the effect of tasks and learning styles on vocabulary learning inside a communicative purpose was negative among other reasons because of the students' proficiency level in the L2. Learners showed resistance when the time came to

express their ideas and their doubts in English. Another element that needs to be mentioned is class size: The amount of students per group is too high to control and encourage English use inside the groups and to support the learning process in each group.

Knowing the results obtained through this study it is important to state that the steps and format which were considered in the design and development of each task were adapted from Willis (1996:156). This means that the tasks used with the students here had been previously field tested with real learners with positive results. It was expected that those results could be replicated here, but as it has been suggested in the analysis part, factors such as the students' insufficient previous knowledge, class size, lack of familiarity with the materials and type of tasks (especially with interaction) and the resistance to work in groups and use the L2 exclusively in order to complete the activity prevented tasks from being completely successful.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After having finished the analysis of the information collected for this study, the following conclusions can be drawn:

The application of every task designed based on students' learning styles for learning vocabulary worked positively and consistently in a group of six students per class. The reason why the tasks were successful with these students is that they worked as a team, focusing not only on winning the games planned to foster interaction, but also on becoming aware of the fact that all of them had to understand the given topic to win a present, achieving in an implicit way the development of a communicative purpose and the attainment of exchange of meaningful information in spoken and written form. Clear examples of it were the high scores obtained in the stage of tasks reporting, showing that students' interaction and teamwork provoked a good understanding of the topic and a good pronunciation of the determined vocabulary. More importantly, the motivation and effort that students displayed showed that it is possible to develop interactive tasks even with low proficiency students if they work cooperatively.

The application of tasks based on students' learning Styles for learning vocabulary did not contribute significantly to improve the communicative skills of the participants. This might be due to the learners' previous proficiency level in the L2, which was very basic or almost non existent. Another element that may have affected the effectiveness of the treatment is that students were used to learning the components of English in an isolated way, instead of learning the L2 in a functional way. The main skill students displayed was identifying some English words for their Spanish meaning. Although they could do that, the students were not able to apply that vocabulary in a real situation.

Another important conclusion is that when attempting to implement communicative tasks for enhancing any skill, the learners' previous knowledge is a key for success. Currently, sometimes teachers in charge of L2 classes are not foreign language teachers and this may affect negatively the student's performance in aspects such as pronunciation as was observed in the participants. Administrators need to acknowledge the importance of hiring foreign language teachers instead of other professionals if they want to achieve good results and comply with the government's standards.

After having analyzed the preferred learning styles of the participants, it is possible to conclude that at least among the

group who participated in the research there are three predominant leaning styles: visual, auditory and Kinesthetic.

This suggests that teachers can help students be more motivated and design materials and tasks which are appropriate and appealing for learners. Particularly in this study, it was really important to know that visual, auditory and kinesthetic learning styles were preferred by most of students, because that information was the basis to create six creative tasks with an interesting combination of those learning styles above. Taking into account that more than a half of both groups achieved good results in the tasks on vocabulary written assessment, it is possible to state that learning styles did worked in this research.

One of the main effects of the designed tasks on the vocabulary learning process was positive in the sense that the students' comprehension of the chosen topics improved as it was shown by the final results in the written activities. This is a first step because as Krashen has suggested comprehension precedes production and maybe with more available time and the right teaching skills students will be able to transform their understanding of language in communication.

One important element to conclude is that interaction is a crucial component of teaching nowadays. Teachers should not focus so much on providing grammar instruction, but on giving

students the tools and the directions to use the language they are learning in a functional way, no matter how basic the communication is. It can be added that the predominance of individual work instead of cooperative work among the participants may have prevented them from making significant progress.

The student's attitude was positively affected by the fact that their preferences were taken into consideration. Materials such as flashcards and slides or didactic activities such as cutting trimmings, playing with movements and with the feeling dice, and modeling dolls with play dough caused an excellent reaction towards learning vocabulary as well as towards the development of the research. In contrast, most of the students showed a negative attitude towards auditory learning because they did not like English classes in English, they preferred English classes in Spanish. Likewise, they assumed a bad attitude towards kinesthetic learning style, because they did not want to work in big groups, they preferred to work in pairs. Again, it is important that teachers provide abundant input in the L2 in their classes so that learners get used to the language and avoid translating everything they hear.

One conclusion that future teachers need to keep in mind is that skills are developed through constant practice, not through theory. In this study, students did not improve their speaking

skills in a meaningful way, maybe because more than a half of both groups showed resistance to use English during the interactive stages of the tasks. However, it should also be noted that more than half of students of both groups showed excellent English written vocabulary learning, a clear example of it was evident in the assessment tasks. Regarding the listening skill, it can be said that it was positively affected by the treatment, despite the students' reluctance to speak in the L2. The combination of different styles: auditory, visual and kinesthetic with the use of interactive tasks that foster communication has proven to be effective to help students' improve their overall proficiency. That is why teachers need to work using different materials, strategies, and appealing different ways of processing information.

Administrators and the government need to reflect on the basic conditions that have to be met in order to give students enough time to comprehend information, process it and produce output. Currently most elementary school students have one or two hours a week. The participants of this study had only two hours a week for instruction in the L2 and that amount of time is too little to foster willingness towards English learning inside most of the students or produce any significant progress along the school year.

One aspect that administrators should also consider if they want to enhance the conditions for foreign language learning is class size. In EFL settings and evidently in Colombia, the number of students per level is too high to develop a communicative task adequately. A clear evidence of it was the 10% of each group that achieved the goal of successfully completing most of the tasks programmed for each class. Aspects like feedback, interaction and classroom management are also affected by the number of students that teachers have to face every day.

Due to cultural reasons and attitudes such as being embarrassed when asked to speak in another language, feeling bad because they think their classmates would judge them if they make mistakes or feeling demotivated because they find it useless to learn English, the participants did not use their partners' interaction as a bridge to improve their English vocabulary learning and its functional use. Students use vocabulary to express and exchange information considering their needs and realities, but most of them misunderstood that the interactive stage of the task was a game or a moment to play.

Recommendations

According to the obtained results in the present study, there are some useful recommendations that could be taken into consideration for future studies.

For other researchers who want to research the effect of tasks in public institutions either elementary or high schools, it is advisable that they work in pairs in order to divide the big groups of students into small ones which facilitate to guide the students' communicative activities in a comfortable way and to get better possible results inside the development of tasks.

For English teachers who are working in elementary and high schools the application of tasks is too demanding for them, because they do not have the chance to change or modify the amount of students and the class time per week. However, if they have the opportunity to begin and maintain a communicative treatment through the application of tasks based on learning styles with one or two groups for a long period of time, it is probable that they get better results. Besides, it is also important to provide students useful English expressions and commands to familiarize them with the language such as: "How do you say (x) in English?" "Excuse me, can you repeat it again?" "I don't understand!"" may I go to the bathroom?"" can you lend me your eraser, sharpener, among other; likewise, look at the board, read, write, work in groups of three students and so forth.

For students who want to improve their oral proficiency, it is good that they organize and create several tasks with their classmates, taking into consideration difficult vocabulary or

structures, because they are going to feel forced to use and practice them in an implicit and natural way, without fear of being wrong or being corrected in front of the class, that is, tasks will give students experience and confidence to handle a spontaneous interaction and in contributing to communication, which is what we do in real life. In Consequence, they are going to create a suitable environment to practice and reinforce either the vocabulary or the English structures that they want. Likewise, they will have the opportunity to notice their errors by means of classmates' interactions, having the chance to correct them in the relative privacy of a group. That is, doing peer assessment.

For teachers who would like to use tasks based on learning styles, it is suitable that they take into account their English knowledge in order to provide clear directions and vocabulary. They must be able to give students a suitable feedback to correct students' errors. Moreover, they have to consider the students' context to create tasks which will take them some time. Likewise, they spend an extra time looking for or creating a variety of materials to provide suitable inputs to impel the students' learning styles and the development of tasks. And it is also relevant that teachers have a complete knowledge about tasks and types of them in order to choose, adjust or to mix one or two of them, taking into account the context to study.

Regarding the number of students to work with, it is more appropriate to have small groups than big ones, because in this way the researcher has the opportunity to control students' attention and discipline problems in order to guide all of them without pressure of time during the process.

Regarding the number of hours per week, it would be interesting to count on six hours, considering that they are not in an English context. Besides, according to Lightbown and Spada (1999) if learners are not only exposed to the L2 one or two hours a week, it will not produce good results even if learners take classes for several years.

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`Appendix A (questionnaire)`

Universidad de Nariño
Proyecto de investigación:"THE APPLICATION OF TASKS BASED ON LEARNING STYLES AND VOCABULARY LEARNIG WITH …"
I.E.M. Anexa. Normal Superior de Pasto
Curso:_____   Edad_____   Género: Masculino__   Femenino__
Encierra en un círculo la respuesta con la que te identifiques

1. ¿Te gusta aprender inglés?   SI   NO   Por qué?
_____

Si tú respuesta es afirmativa contesta las siguientes preguntas, y si tu respuesta es negativa contesta una o varias de las siguientes preguntas sobre las opciones con las cuales te gustaría aprender inglés.
2. ¿Te gusta mirar videos, películas o programas de televisión en inglés?
  a. A veces   b. Siempre   c. Nunca

3. ¿Te gusta aprender vocabulario en inglés por medio de afiches o carteleras?
   a. A veces   b. Siempre   c. Nunca

4. ¿Te gusta escuchar a un profesor o a otras personas hablando en inglés?
  a. A veces   b. Siempre   c. Nunca

5. ¿Te gusta escuchar música en inglés?
  a. A veces   b. Siempre   c. Nunca

6. ¿Te gusta aprender inglés por medio de juegos o dinámicas?
   a. A veces   b. Siempre   c. Nunca

7. ¿Te gusta o te gustaría aprender a conversar en inglés?
    SI   NO

 8. ¿Cuál es tu forma preferida de trabajar en las clases de inglés?
   a. de forma individual
   b. en parejas
   c. en grupos pequeños
   d. en grupos grandes
   e. otros, Cuál o cuales? _____

9. Cómo crees que aprendes mejor en las clases?

a. Leyendo   b. Escuchando   c. Mirando imágenes   d. Haciendo

Gracias por tu colaboración ☺

Appendix B (pre-test)

Pre-test

This pre-test was applied in the experimental group, that is, level 5°4 from 7:00 to 8:00 a.m. Likewise, this one was applied in the control group from 10:15 to 11:15 a.m on the twenty-eighth of October of 2008.

Topic: Daily morning routine

Aim:

The aim of this lesson is to diagnose the students' current knowledge of vocabulary regarding a given topic through the application of a dialogue which will be performed in groups of four people and written down.

Subsidiary aim

Students will identify and use a specific set of vocabulary with the help of a video which will display vocabulary related to these topics: parts of the body, clothes, personal pronouns feelings, verb to be and daily routine vocabulary, maintaining a daily morning routine as a basis to create the students' dialogue.

Class and course background

Beginners whose age is 10 and upwards.

 Time

1 hour (60 minutes)

Material

Video

Starting lesson (20 min)

The teacher will show the video where students will see and hear the use of given vocabulary related to a daily morning routine. The purpose of this is to help students identify the vocabulary related to the topics explained above. This video will be showed twice in order to facilitate comprehension and discovery of vocabulary.

Daughter: good morning daddy and mommy?

Father & mother: good morning honey.

Father: How are you?

Daughter: I am great because I am going to go to gym after classes.

Mother: you are thin you are not fat, what is the problem?

Daughter: take it easy! I am going to go to gym to be in good shape; it is important to exercise to be in good health. Please look at my father. How is it going?

Father: I am so-so

Daughter: why?

Father: because I am sick, I have the flu

Daughter: Hmm. You should wear a coat and scarf to overcome very soon. After that you should practice football, basketball or any kind of sport to be in good health and why not to look

like as a muscleman, with a big back, stronger arms, legs as you can see on this magazine, o.k.?

Father: okay.

[Nanny appears]

Nanny: hello! Mamma, papa and sister

Mamma, papa and sister: hi!

Mother: do you like coffee or orange juice for breakfast?

Nanny: I like orange juice and two cookies

Mother: here you are

Nanny: thank you

Mother: you're welcome

Daughter: how are you doing Mother?

Mother: (Mommy looks extremely happy while she is having her breakfast) I am happy

Daughter: why?

Mother: because I am going to wear my new boots.

Daughter: Oh, no! I am late. I am going to eat one slice of bread and a cup of coffee. Bye family

Father/mother: bye

Procedure (40 min)

The teacher will divide the class in groups of four, using a plastic bag which will contain thirty eight students' names. He will draw names at random in order to form each group. The last two groups will work in groups of five participants. Teacher

will explain to his students that the group's organization was done with anticipation in order to save time. So, the teamwork will be already presented on pieces of papers.   (10 min)

The teacher will explain students the steps to carry out the conversation.

1. Students will have to interact with their partners, taking into consideration the next topics: parts of the body, clothes, personal pronouns, feelings, verb to be and daily routine vocabulary to create their conversation. Those topics will be written on the whiteboard.   (10 min)

2. Students will share their personal information in an oral way and then they will write their conversation on a piece of paper (20 min)

3. Hand in students' conversations.

Appendix C (task 1)

Task 1

This first task was applied in the experimental group, that is, level 5°4 from 7:00 to 9:00 a.m. Likewise, this one was applied in the control group from 10:00 to 12:00 a.m on the fourth of November of 2008.

Focus: Visual& Kinesthetic learners

Topic: Personal pronouns and ten verbs

Input: word puzzle & trimmings

Goal:

Students will identify personal pronouns through the description of ten given actions. Students' oral interaction will be fostered through the work group, using trimmings from magazines and reporting achievements or mistakes of the partners' activities.

Starting lesson (35 min)

The teacher will describe the following verbs: eat, play, drink, read, sit, study, sleep, write, sing and jump. (10 min).The teacher will distribute a word puzzle (appendix D) which will be developed in groups of four people. (10 min) Teacher will review the activity, doing a square on the board and using the next question and expressions: where is the verb "eat"? up/down/center or right/left. (5 min)

Teacher will show ten flashcards so that students can easily identify personal pronouns through the description of given verbs. Besides, Teacher will ask some students about the corresponding personal pronoun, using the picture of the flashcard. Likewise teacher will take advantage of this stage to provide them the corresponding feedback regarding personal pronouns and verbs pronunciation, using the following questions: what do you do? What does he/she do? What do they do? (30 min)

Pre-task (20 min)

Aim:

To identify, cut and paste trimmings from magazines, considering the corresponding personal pronoun column and some of the ten given actions explained at the beginning of the class.

Explain to students the steps to carry out the activity with wall charts. First, students will get groups of eight and seven participants, considering the given teacher's organization. Second, teacher will distribute a wall chart for each group (each wall chart is divided in columns so that students paste trimmings on the corresponding column of given personal pronoun).Third, teacher will explain the rule of the activity; they can not repeat the same personal pronoun with the same action or verb. Likewise, they will have to draw and describe the actions in some columns such as "I, you and we". Fourth,

students will have to cut and paste several trimmings, taking into consideration the corresponding column for each personal pronoun. Fifth, teacher will explain to them the time for the activity, they only count on 10 minutes to finish the activity. The idea is to cut and paste lots of pictures as could be possible. Sixth, teacher will pick up the wall charts.

Task (40 min)

Aim

Students interact with their classmates in each group in order to check the partner's activity.

Teacher will distribute the wall charts to different groups.

Planning (10 min)

Each team will have to review the activity, if one group repeats the same personal pronoun with the same verb, the group is eliminated. In this stage all the participants of each group will have the opportunity to check right and wrong trimmings through students' interaction. The main source of interaction will be the justification for every right or wrong trimming.

Report (30 min)

Each team will have to report the results of the activity. Every student will have to read one result from the whole wall chart and explain why a given group is eliminated or is the winner. Likewise, if one participant has any problem to justify his/her reasons he/she will be eliminated from the game and

other partner will take his/her place to report. Therefore, the groups that do not have repetitions and the group who report back the results in a right way they will get a prize.

Assessment

Aim

Students will identify 10 given verbs through their corresponding definitions.

Vocabulary focus (10 min)

Before starting the activity, the teacher will read and explain with physical actions the vocabulary included next.

Analysis and practice (multiple-choice) (appendix E)

Appendix D (task 1)

Verbs

```
p  s  u  h  j  x  w  r  i  t  e  z
f  t  w  r  w  u  u  r  c  q  a  f
a  u  g  a  r  u  m  t  b  c  g  a
r  d  z  q  e  t  h  p  f  n  j  f
t  y     s  a  a  f  l  k  v  b  g
t  f  m  l  d  c  s  n  e  h  l  h
o  d  o  e  y  d  r  t  o  z  s  y
f  r  d  e  j  o  i  f  w  j  i  p
w  h  g  p  b  s  n  f  r  d  t  l
k  l  u  p  w  b  i  y  b  u  t  a
p  s  i  e  a  t  j  n  y  a  l  y
b  d  d  r  i  n  k  f  g  o  n  j
```

eat   play   drink

read   sit   study   sleep

sing   write   jump

Appendix E (task 1)

Vocabulary activity.1   Oscar Mueses

Students' names: _____ _____

Date: _____ Level: _____ Grade: _____

Select the correct verb for the following definitions:

1. to put or take food into the mouth, chew it, and swallow it:

    a. drink   b. eat   c. read

2. to rest with your eyes closed and your mind and body not active:

    a. read   b. sit   c. sleep

3. to spend time learning about a subject by reading, going

    to school or high school:

    a. write   b. study   c. read

4. to push yourself suddenly off the ground and into the

    air using your legs:

    a. play   b. sing   c. jump

5. to make letters or numbers on a surface, especially

    using a pen or a pencil:

    a. read   b. write   c.sit

6. to make musical sounds with your voice in the form of a

    song or tune:

    a. read   b. sing   c. study

7. to take liquid into your mouth and swallow it:

    a. eat   b. drink   c. sing

8. to obtain meaning by looking at words or symbols:

    a. write   b. study   c. read

9. to be in a position in which the lower part of the

body is resting on a seat or other type of support:

  a. sit   b. sleep   c. study

10.   to spend time doing an enjoyable or an amusing activity:

a. sing   b. play   c. jump

Appendix F (task 2)

Task 2

This Second task was applied in the experimental group, that is, level 5º4 from 7:00 to 9:00 a.m on the sixth of November of 2008. Likewise, this one was applied in the control group from 10:00 to 12:00 a.m on the eleventh of November of 2008.

Focus: Visual, auditory & Kinesthetic learners

Topic: Parts of the human body

Input:

Flashcards and a game called "Simon says"

Goal:

Students will identify parts of the body. Students' oral interaction will be fostered through the use of movements and gestures.

Starting lesson (30 min)

Teacher will show the flashcards about parts of the human body and after that, students will identify each part of the body without the teacher's help. However, he will take advantage of this stage to provide them with corrective feedback regarding pronunciation.

Pre-task (10 min)

Aim:

Students will identify the parts of the body through movements.

First, the teacher will explain students the rules to play the game called "Simon says". When the teacher says Simon says "touch your nose" they have to touch their nose to get a point, otherwise they will not have any point; however, they must be very attentive because the teacher will say to them a word but he will touch other part of the body to distract them. The teams will be divided in rows which will be enumerated to mark the punctuation. Likewise, each row will have its turn to participate. The team with more points will be the winner.

Task (50 min)

Aim

Students learn vocabulary related to parts of the body through physical actions which will be done by their partners.

Students do task in groups of six participants which will be selected through the use of a plastic bag which will contain thirty eight students' names, one of them will be the monitor and the rest of ones will carry out his/her orders, after that, other partner will take his/her turn and so forth. The idea is that they interact until the given time. (10 min)

Planning (20 min)

Each team will study parts of the body through repetition of words and the use of movements.

Report (20 min)

Students will be expected to be very attentive to each word and to the teacher's movement to get a point. Each team will have five chances to participate.

Extra-written explanation (10 min)

Teacher will use two wall charts in order to reinforce the written words about body parts, maximizing their visual learning (appendix G)
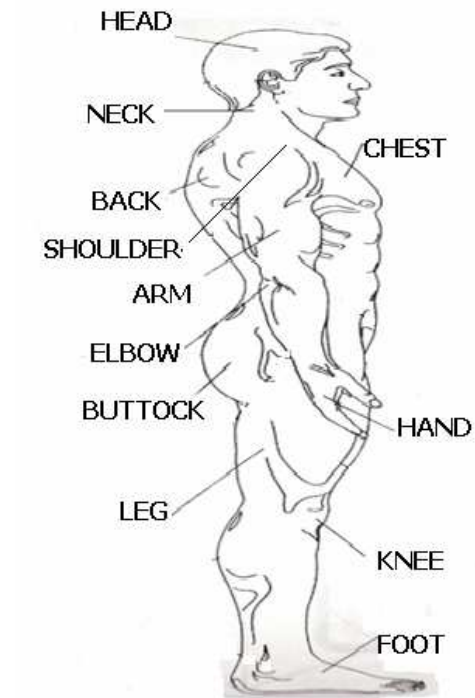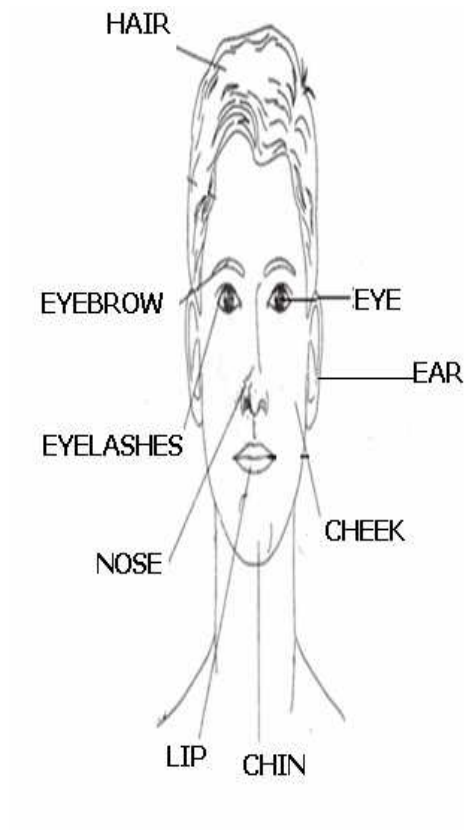
Assessment

Aim

Students will identify the parts of the body through a word puzzle.

Vocabulary focus (20 min)

Analysis and practice (multiple-choice exercise)(appendix H)

Appendix G (task 2)

HAIR

EYEBROW — EYE

— EAR

EYELASHES

CHEEK

NOSE

LIP   CHIN

HEAD

NECK

CHEST

BACK

SHOULDER

ARM

ELBOW

BUTTOCK

HAND

LEG

KNEE

FOOT

Appendix H (task 2)

Vocabulary activity.2   Oscar Mueses
Students' names: _____   Level: _____

Date: _____   Grade: _____Level: _____

The Parts of the Body

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

Use the following words to complete this word puzzle

Arm	Foot	Neck	Back
Hair	Nose	Cheek	Hand
Eye	Chin	Knee	Leg
Elbow	Ear	Shoulder	
Chest	Lips	Buttocks	
Eyebrow			

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Appendix I (task 3)

Task 3

This third task was applied in the experimental group, that is, level 5°4 from 7:00 to 9:00 a.m on the fourteenth of November of 2008. Likewise, this one was applied in the control group, that is, 5°5 from 10:00 to 12:00 a.m on the eighteenth of November of 2008.

Focus: Visual& Kinesthetic learners

Topic: opposites and verb to be

Input: slides play dough and flashcards

Goal:

Students will identify physical qualities, using the verb to be. Students' oral interaction will be impelled by reporting each other the relatives' physical descriptions.

Starting lesson (25 min)

The teacher will show the following opposites, using slides: thin/fat, tall/short, young/old, ugly/pretty, ugly/handsome, considering singular and plural ways. (10 min. The teacher will make a word mind map about his family, writing physical descriptions about them, using the verb to be. (10 min. The teacher will elaborate a match, using flashcards and word flashcards on the whiteboard. (5 min)

Pre-task (25 min)

Aim:

Students will create a family, modeling their corresponding relatives, using play dough.

First, students will get groups of seven participants which be selected by means of the use of a plastic bag. Each group will have to create an imaginary family with different physical qualities (students will be able to use a word mind map as an option to organize their ideas). Second, students will have to model all the relatives with play dough, after that they will put them on a piece of cardboard. Third, they will have put the written description next to the every doll (they only have 15 minutes). Fourth, each group will report the family information to other group (they only count on 10 min).fifth, the given group will take note about the information a piece of paper. Sixth, Teacher will pick up the pieces of cardboard and the notes.

Task (50 min)

Aim

Students get information from the partners' family through their collaborative interaction.

Teacher will distribute a piece of paper to each group so that they can draw the partners' family. Besides, they have to write down the corresponding information next to the each doll.

Planning (25 min)

Each group will have to remember all the partners'
information to draw and to write on the wall chart.

Report (35 min)

Teacher will assign a number to every participant in each
group. Later he will use a ballot number bag to determine the
group leader to report the wall chart. Later the teacher will
take out the piece of cardboard to compare the information.
Depending on the number of similarities it will be selected the
winner group

Vocabulary focus (10 min)

Aim

Students will identify the opposites and the verb to be in
singular as well as plural way.

Analysis and practice (to complete and to match opposites)
(appendix J)

Appendix J (task 3)

Vocabulary activity.3   Oscar Mueses

Students' names: _____   _____

 Date: _____ Level: _____   Grade: _____

Complete the next descriptions and match the opposites

_____Fat

_____Short

_____Ugly

_____Thin

_____Pretty

_____Tall

_____Fat

_____Thin

_____Handsome

_____Tall
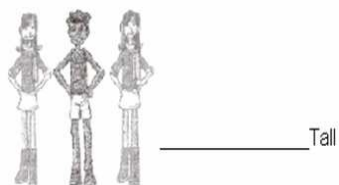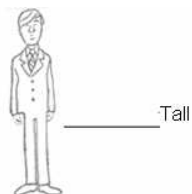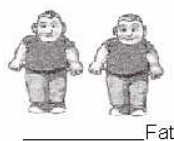
Appendix K (task 4)

Task 4

This fourth task was applied in the experimental group, that is, level 5°4 from 7:00 to 9:00 a.m on the eighteenth of November of 2008. Likewise, this one was applied in the control group, that is, 5°5 from 10:00 to 12:00 a.m on the twenty-fifth of November of 2008.

Focus: Visual& Kinesthetic learners

Topic: feelings

Input:

Slides and a dice

Goal:

Students will identify the six most relevant feelings. Students' oral interaction will be fostered through the use of a dice and the application of the question: in which moment do you feel (angry)? In order to students' answers justify their feelings through short comments with their partners.

Starting lesson (20 min)

Teacher will show the six slides about feelings (happy, sad, angry, bored, tired, and sick) and he will justify in which specific moments he experience those feelings. Later, he will organize 6 word mind maps about each feeling and he will ask some students in which moment does he/she feel (happy)? And students' answers will begin to provide them the confidence to

explore and to talk about more experiences with teacher's vocabulary help. Likewise, teacher will take advantage of this stage to provide them the corresponding feedback regarding to vocabulary pronunciation.

Pre-task (30 min)

Aim:

Students will use the six given feelings and justify each one of them through their own experiences

Explain to students the steps to carry out the activity called "the feeling dice". First, teacher will organize the students' group work which will de selected through the use of a plastic bag. Second, each one has to make a circle, after that the teacher will provide them the first toss, explaining in this way the use of the dice and the application of the question: in which moment do you feel (happy, sad, angry, bored, tired, and sick)? Third, students count on 10 minutes to practice with the dice and with justifications written on the six wall charts; likewise, each student in each group has a turn to toss the dice and to ask a given peer the same question.

Task (40 min)

Aim

Students identify and justify their feelings through simple reasons.

Planning (10 min)

Each team will use a dice to study the six most important feelings through the application the question: in which moment do you feel (happy, sad, angry, bored, tired, and sick)? And its corresponding answers.

Report (30 min)

First, teacher will pick up all 6 dice. Second students will make a circle, considering the group order. Third, teacher will provide participants an extra example to generate confidence in themselves, using the dice and some of the justifications written on the wall charts. Fourth, he will ask some student a number for the first group in order to select the person who is going to participate in the competition, each group will count on three participants, that is, three chances to compete. Fifth, the selected student will locate him/herself in the center of the circle in order to justify one of the six feelings which are on top of the dice. Sixth, teacher will toss the dice and each participant will have to justify the given feeling, if someone of them makes a mistake he/she or both will be eliminated and this person will be replaced by other one, and so forth. The rest of the students and the teacher must be attentive to participants' utterances to determine the winners.

Extra-written explanation (10 min)

Teacher will use slices about feelings, again, in order to reinforce the faces and the feelings words, taking advantage of their visual learning style. Likewise, he will distribute a short activity to complete to secure the written way of 6 feelings. This activity will be developed and handed in as soon as they finish (appendix L)

Vocabulary focus (20 min)

Analysis and practice (gap-filling) (appendix M)

Appendix L (task 4)

			Happy
			Bored
__a__	__ir__	__i__	Sick
			Sad
			Angry
__o__	__a__	__n__	Tired

Appendix M (task 4)

Vocabulary activity.4   Oscar Mueses

Students' names: _____   _____

Date: _____ level: _____   Grade: _____

Look at the number in the face and write the feeling
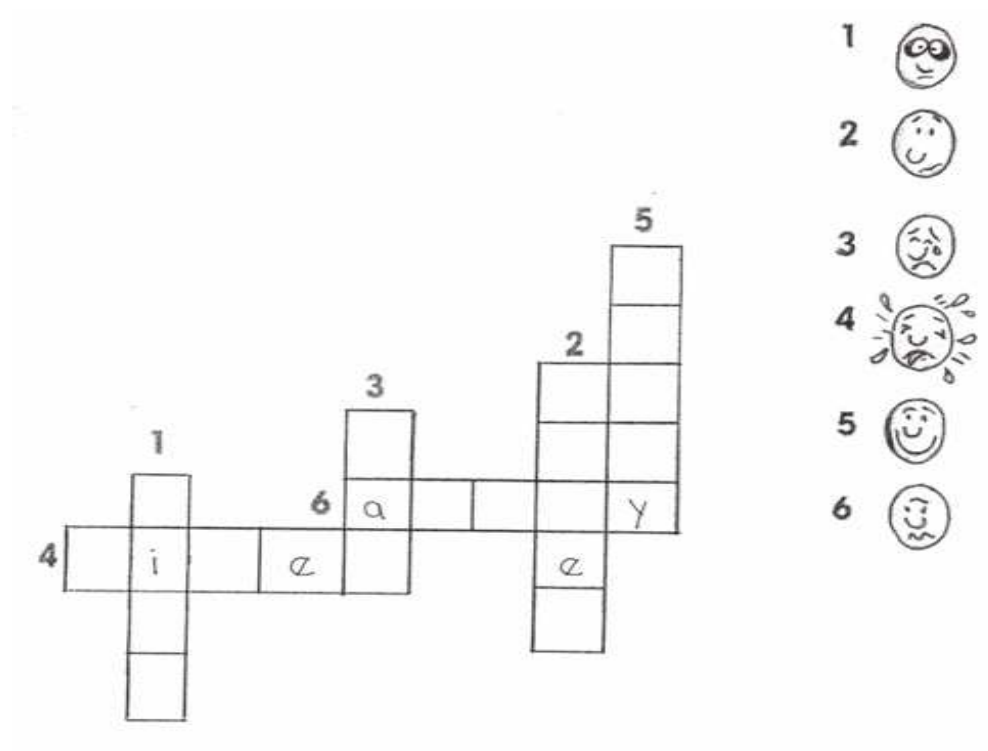
Appendix N (task 5)

Task 5

This fifth task was applied in the experimental group, that is, level 5°4 from 7:00 to 9:00 a.m on the twenty-fifth of November of 2008. Likewise, this one was applied in the control group, that is, 5°5 from 10:00 to 12:00 a.m on the first of December of 2008.

Focus: Visual& Kinesthetic learners

Topic: clothes

Input:

Slides and trimmings

Goal:

Students will identify and select the appropriate clothes for cold and hot climate. Students' oral interaction will be fostered through the selection of several trimmings in order to create two clothing lines.

Starting lesson (30 min)

The Teacher will show several slides about clothes and after that students will identify each piece of clothing by answering to the next questions: what is this? What are these? Besides, teacher will take advantage of this stage to provide them feedback regarding vocabulary pronunciation.

Pre-task (20 min)

Aim

Students identify and select the appropriate clothing trimmings for cold and hot climate.

First, Students will get groups of six people which will be organized by the teacher with anticipation in order to save time. (5 min).Second, teacher will elaborate a clothing line as an example in order to familiarize students with the coming activity. Later, He will use it to tell them which are the necessary clothes to go to university? Third, teacher will explain to students the difference between cold and hot climate, using our near cities such as Cali, Ipiales, Medellin, Bogotá among other.

Task (70 min)

Aim

Students create two clothing lines by means of a collaborative interaction among them.

Planning (20 min)

First teacher will explain to students that they have to elaborate two clothing lines, one for cold and other for hot climate. Second, teacher will distribute the material so that each group creates two clothing lines, using four sticks, two pieces of wool and play dough. Likewise, teacher will provide then several pins to hold the pieces of clothing trimmings.

Third, teacher, will explain to them that they only count on 20 minutes to elaborate those clothing lines, to study the pronunciation of each word and to select lots of appropriate pieces of clothing as possible for each clothing line in order to be the winner group.

Report (30 min)

Teacher will pass around each group in order to receive the student's information about each clothing line. Every student will have to mention one piece of clothing which will have to be held on their clothing line. Depending on the number appropriate pieces of clothing and good pronunciation each students will receive a point. Consequently, the group who has more points will be the winner group.

Extra-visual Explanation (10 minutes)

Teacher will show several flashcards about clothes in order to refresh the written way of those given words, using those questions: what is this? and what are these?

Vocabulary focus (10 min)

Analysis and practice (Match) (appendix O)

Appendix O (task 5)

Vocabulary activity.5   Oscar Mueses

Students' names: _____   _____

Date: _____ level: _____   Grade: _____

Match the pictures with the words

Shoes

Pants

Miniskirt

Sweater

Shirt

Coat

Cap

T-shirt

Socks

Belt

Dress

Blouse

Boots

Shorts

Appendix P (task 6)

Task 6

This sixth task was applied in the experimental group, that is, level 5°4 from 7:00 to 9:00 a.m on the twenty-eighth of November of 2008. Likewise, this one was applied in the control group, that is, 5°5 from 10:00 to 12:00 a.m on the ninth of December of 2008.

Focus: Visual& Kinesthetic learners

Topic: daily morning routine

Input: flashcards and word mind maps

Flashcards

Goal:

Students will identify daily morning actions through the use of flashcards. Likewise, Students' oral interaction will be fostered through the creation of a short role play, showing the use of daily morning activities according their personal experiences.

Starting lesson (25 min)

Teacher will show the nine flashcards about daily morning activities (to wake up, to get up, to get off, to take a shower, to get dressed, to have breakfast, to brush, to comb and to go to school).

Pre-task (25 min)

Aim:

Students contextualize or familiarize the nine given daily actions from students' experiences.

Teacher will elaborate several word mind maps as wall charts, taking into account the following questions what time does he/she wake up/get up on Monday , on Sunday and so on? Does she/he take a shower every day or day after day? Do you prefer hot, warm or cold water to take a shower? What does he/she like for breakfast? What kind of clothes do you prefer to go to school, uniform or jogging suit? Those wall charts will be distributed by the teacher in different parts of the classroom. Those ones will be used as a basis to impel students' interaction and to contextualize them on the new topic from their own daily experiences. Likewise, teacher will take advantage of this stage to provide them the corresponding feedback regarding to daily actions pronunciation.

Task (55 min)

Aim:

Students use the nine daily actions inside a short conversation.

Students do task in groups of eight participants, using a plastic bag to select the participant of each group. This plastic bag will contain the thirty eight students' names on

pieces of paper. For this reason it will be four groups of eight and one group of sis participants. (10 min)

Planning (20 min)

Each team will use those previous word mind maps as a basis to interact and to create a conversation, considering the personal experiences of all the participants inside the dialogue.

Report (30 min)

Teacher will establish a simple competition among students. The group who uses most of the daily actions into the dialogue it will receive a present. For this reason teacher will take notes about the number of actions that each group use in their dialogue to count and to determine the winner group.

Teacher will assign a number to each group. Later he will get out a ballot number to begin with the given students' conversation.

Extra-visual information (10 min)

Teacher will rapidly use the flashcards about daily actions again in order to reinforce the images as well as written vocabulary words.

Vocabulary focus (5 min)

Analysis and practice: math (appendix Q)

Appendix Q (task 6)

Vocabulary activity.6   Oscar Mueses

Students' names: _____   _____

Date: _____ level: _____   Grade: _____

Look and match

To have breakfast

To go to

To get dressed

To comb

To wake up

To brush

Appendix R (post-test)

Post-test

The Post-test was applied in the experimental group, that is, level 5°4 from 7:00 to 5:50 a.m on the first of December of 2008. Likewise, this one was applied in the control group, that is, 5°5 from 10:00 to 10:50 a.m on the sixtheenth of December of 2008.

Topic:

Daily morning routine

Aim:

The aim of this lesson is to identify the students' current knowledge of vocabulary regarding a given topic through the application of a dialogue which will be developed in groups of four people.

Subsidiary aim

Students will identify and use a specific set of vocabulary with the help of a video which will display vocabulary related to these topics: parts of the body, Opposites, clothes, personal pronouns feelings, verb to be and daily routine vocabulary, maintaining a daily morning routine as a basis to complete a given dialogue.

Class and course background

Beginners whose age is 10 and upwards.

Time: 50 minutes

Material: video and a dialogue

Starting lesson (15 min)

The teacher will show the video where students will see and hear the use of given vocabulary related to a daily morning routine. The purpose of this is to help students realize the vocabulary related to the topics explained above. This video will be showed twice in order to facilitate comprehension.

Daughter: good morning daddy and mommy?

Father & mother: good morning honey.

Father: How are you?

Daughter: I am great because I am going to go to gym after classes.

Mother: you are thin you are not fat, what is the problem?

Daughter: take it easy! I am going to go to gym to be in good shape; it is important to exercise to be in good health. Please look at my father. How is it going?

Father: I am so-so

Daughter: why?

Father: because I am sick, I have the flu

Daughter: Hmm. You should wear a coat and scarf to overcome very soon. After that you should practice football, basketball or any kind of sport to be in good health and why not to look like as a muscleman, with a big

back, stronger arms, legs as you can see on this magazine, o.k.?

Father: okay.

[Danny appears]

Danny: hello! Mamma, papa and sister

Mamma, papa and sister: hi!

Mother: do you like coffee or orange juice for breakfast?

Danny: I like orange juice and two cookies

Mother: here you are

Danny: thank you

Mother: you're welcome

Daughter: how are you doing Mother?

Mother: (Mommy looks extremely happy while she is having her breakfast)

I am happy

Daughter: why?

Mother: because I am going to wear my new boots.

Daughter: Oh, no! I am late. I am going to eat one slice of bread and a cup of coffee. Bye family

Father/mother: bye

Procedure (35 min)

The teacher will divide the class in groups of four, using a plastic bag which will contain thirty eight students' names. He will draw names at random in order to form each group. The last

two groups will work in groups of five participants. Teacher
will explain to his students that the group's organization was
done with anticipation in order to save time. So, the teamwork
will be already presented on pieces of papers.   (5 min)
The teacher will explain students the steps to complete the
conversation.

4. Teacher will read the following dialogue in order to solve
   doubts about some unknown vocabulary. He will try to complete
   some phrases with students' help in order to familiarize them
   with the dialogue, but he will not determine which ones are
   right or wrong? (10 min)

5. Students will have to interact with their partners in order to
   apply the following vocabulary which was studied in class on
   an uncompleted dialogue: parts of the body, clothes,
   opposites, personal pronouns, feelings, verb to be and daily
   routine vocabulary to create their conversation. Those topics
   will be written on the whiteboard.   (20 min)

6. Hand in students' conversations. (appendix T)

Appendix S (post-test)

Level:		
Group No.		
Topics	1	0
Personal Pronouns		
Feelings		
Opposites		
Verb To be		
Clothes		
Parts of the body		
Daily routine vocabulary		
Observations:		

Appendix T (post-test)

Post-test   *Oscar Mueses*

Students' names_____   _____

_____   _____

Date: _____   Level: _____ Grade: _____

Complete the following dialogue, using the vocabulary studied in class.

Lucy: Good morning daddy and mommy?

Father and mother: Good morning honey.

Father: How are you?

Lucy: _____ am _____ because I am going to go to gym after classes.

Mother: you _____ THIN you are not_____, what is the problem?

Lucy: take it easy! I am going to go to gym to be in good shape; it is important to exercise to be in good health. Please look at my father.

Mother: HE _____SICK

Lucy: oh! no, what is wrong with you ?

Father: _____ have the flu

Lucy: Hmm. You should wear _____ to get better very soon.

Mother: you should practice football, basketball or any kind of

sport to have big _____and

strong_____ as a sportsman.

Father: okay.

Father: look at my friends on the television. They _____ SAD

Mother: why?

Father: Because they lost their money in D.R.F.E

Mother: that's terrible

 [Mary and Peter appear]

Mary and Peter: hello! Mom, dad and sister

Mom, dad and sister: hi!

Mother: what do you like for BREAKFAST, Peter?

Peter: I would like

_____

Mother: there you go

Peter: thank you

 Mother: you're welcome

Mother: Mary, what do you like for breakfast?

Mary: I do not like anything

Mother: why?

Peter: because _____   _____ bored

Mother: come on, cheer up Say, what would you like to wear for

Christmas?

Lucy: I would like to wear:

_____

Peter: well, I also like to wear NEW CLOTHES on Christmas Eve

Mother: what do you want?

Peter: I like

_____

Mother: well, then I am going to get some money so that you can

get what you want.

Peter: o.k.

Mary: o.k.

Lucy: Oh, no! I am late, Bye family

Father, Mother, Mary and Peter: bye