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**Students' Learning Style to Learn English Vocabulary Supported
by Digital Resources of First Grade at Instituto Santander.**

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by Digital Resources of First Grade at Instituto Santander**

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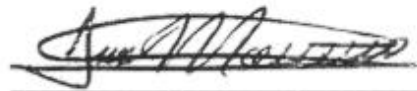
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Dedications

To my parents, for being my support. To my husband, for being there when needed and my son and daughter for being my reason to be a better person. To the teachers with whom I work every day; and students for sharing their love with me. To God for giving me the opportunity of achieving this and more.

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Abstract

This research was conducted to identify students' learning style to learn English vocabulary supported by digital resources of first grade at Instituto Santander. This research study focuses on what are the predominant learning styles in first graders and also, what are the students' perception about learning English vocabulary using digital resources. The study is a quantitative research approach, and in order to collect the information two different questionnaires were applied for this study. The first one was a VAK questionnaire to identify the students' learning style in this group from first grade, and the second questionnaire was applied to know the students' perception about using digital resources to learn vocabulary.

The data was taken from sixteen participants, nine girls and seven boys from first grade in elementary school at Instituto Santander in Puebla, Puebla. Students who participated in this research were around six to seven years old. A non-experimental quantitative method was used in order to identify the students' learning style in first grade and their opinion regarding the use of digital resources in their English classes to learn vocabulary. The results of this study showed interesting information, such is the case that the primary learning style in this grade is kinesthetic. Students also indicated that they prefer to learn vocabulary with the help of digital resources. Consequently, it is essential that teachers take into account the dominant learning style in order to plan activities according to their needs. Not to mention the use of digital resources to complement the lessons.

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Chapter I

1.0 Introduction to the study

This chapter deals with the introductory framework and general aspects of research based on learning styles, digital resources and learning vocabulary. Starting from the background where different authors are cited to support ideas, then rationale, significance of the study, general and specific objectives, research questions and keywords.

1.1 Background

Every student has different styles to learn more efficiently when they are studying. For that reason, teachers have taken into account the different styles of learning. Chetty et al. (2019) determined that students' learning styles reflect genetic coding, personality development, and environmental adaptations. Chetty et al. (2019) research shows that students gain more knowledge, retain more information and perform better when the teachers' learning styles match with the students' learning styles. Chetty et al. (2019) research showed that there is an impact on academic performance among students and lecturers if there is a mismatch between the learning style and teaching style. This was quantitative research which included the collection and analysis of numerical data to describe and generalize conditions, investigate relationships, and study the cause-effect of phenomena. The sample for this study was 251 undergraduates' students from the Faculty of Computing, UMP who have taken the Programming Techniques subject and five lecturers. Then, the results of this study indicated that what there is a positive impact on students learning when teachers' learning styles match with the students' learning styles

As it was mentioned before, the learning styles are important for teachers and students in the learning process. Even more, when new vocabulary in a second language is learnt. So, the intention is to make learning new vocabulary meaningful for the students. For example, Bogamuwa (2017) stated that Learning English vocabulary plays a crucial role when learning a language as it is one of the predominant factors that influences the academic success of the students. Bogamuwa (2017) carried out research in which two hundred and fifty OUSL students from the EGAP programme were selected as the sample of his study and the results indicated that the majority of the learners favored a kinesthetic learning style when learning English vocabulary. Therefore, for ESL teachers it is important to have an awareness of their students' learning style preferences as it can contribute greatly in curriculum design, material development, teacher training and student orientation.

Moreover, English has become an essential language, which can easily be taught through the rapid developments in technology in an enjoyable way, as mentioned by Köprülü (2021). The support of technology in learning new English vocabulary has been significant for students. For instance, Lee et al. (2016) mention that Computer technology provides spaces and locales for language learning. However, learning style preference and demographic variables may affect the effectiveness of technology use for a desired goal. Chinese students from two universities in Hong responded to a survey about four learning styles and computer technology. Evidence points to the benefit of helping the learners to discover their own learning styles, and optimizing learners' visual and kinesthetic learning for the use of computer resources and activities for language learning. In conclusion, technology is an important support in the students' learning process.

Another aspect to be considered in the students' learning styles are the ways of thinking. Ginting (2017) points out that knowing the ways of thinking and learning styles make the

teachers easy to determine the appropriate technique to be applied in the teaching learning process. The objective of his study was to investigate the relationship between students' learning style and ways of thinking toward effective teaching. The samples were 82 university students selected by using random sampling. To sum up, teachers need to take into account, apart from, the learning styles, the ways of thinking of each learner.

Köprülü (2021) in his research selected primary first-year learners from two primary schools in Lefkoşa, and confirmed that teachers working with primary first-years should closely follow developments in technology and share material and tools with learners to increase quality in their learning process. Taking up the idea that the teacher should consider learners' needs, their learning time, and provide a suitable teaching environment, this study examined the effect of using technology and material in teaching English to primary first-year learners.

In the light of the above, digital resources have an important role in teaching directly. The resources in foreign language teaching do not only support learning, but also increase interest and help permanent learning in students. The proper use of material lessens problems, such as unwillingness to learn and indifference to the English subject. Teachers need to use all the digital resources in a wide way, such as platforms, apps, audios, videos, among others.

For instance, Imtiaz et al., (2021) examined students' perceptions and practices regarding language learning digital resources through a quantitative approach using a survey questionnaire as the main tool to explore the phenomena of interest. The results indicated that students showed a positive perception towards the use of digital resources in their English language process. Then, teachers have to consider all the possible digital resources that can help students to learn new vocabulary successfully.

Finally, as seen above, taking into account students' learning style preferences is a factor that is important to consider in the ELT area. This might help teachers to know and apply the appropriate way in teaching new English vocabulary. In addition, nowadays teachers need to consider the usage of digital resources in teaching. Thus, the aim of this study is to identify students' learning style to learn English vocabulary supported by digital resources of first grade at Instituto Santander.

1.2 Rationale

The main interest about this topic was based on the importance given to the students' learning process and how teaching can be improved. As Köprülü (2021) mentions the teacher should consider learners' needs, their learning time, and provide a suitable teaching environment. So, all these mentioned points help them in their learning process.

From the point of view as a teacher and mother, it is noticed that children need dynamic classes using technology and materials based on their learning style. The activities must be significant to achieve learning new vocabulary in English.

Nowadays it is known that technology rapidly has invaded more aspects in human life. Little children have shown their ability at using it. These days, English has become an essential language, which can easily be taught through the rapid developments in technology in an enjoyable way.

As a teacher, it is recommended to investigate more about the students' learning style preferences, and all digital resources that facilitate the learning process in getting new vocabulary. Once teachers know all this information, it is possible to know how to plan classes based on students' needs. In other words, knowing the ways of thinking and learning

styles make it easy for the teachers to determine appropriate techniques to be applied in their teaching learning process (Ginting ,2017). For that reason, this work is focused on knowing what kind of activities are suitable for first graders of elementary school.

1.3 Significance of the study

This research is essential because the results will help English teachers to know students' learning style and their perception about using digital resources to learn English vocabulary of first graders. So, they will know what and how to plan the English classes and improve them.

1.4 Objectives

The main and specific objectives that guide this study are presented below.

General objective:

The overall objective of this study is to identify students' learning style to learn English vocabulary supported by digital resources of first grade at Instituto Santander.

Specific objective:

To analyze students' learning style to learn English vocabulary of first grade at Instituto Santander.

To mention students 'digital resources perception to learn English vocabulary of the first grade at Instituto Santander.

1.5 Research Questions

The main research question that guided this study is presented below.

What are students' learning style to learn English vocabulary supported by digital resources of first grade at Instituto Santander?

1.6 Keywords

Language learning: "Language learning is broadly defined as developing the ability to communicate in the second / foreign language" (Lanqua, 2010).

Learning styles: "The term *learning styles* is widely used to describe how learners gather, sift through, interpret, organize, come to conclusions about, and "store" information for further use" (Chick, 2010 para. 1).

Kinesthetic learning style: "Kinesthetic students like lots of hands-on movements and enjoy working. They favor using body, hands, and tactile sense" (Bogamuwa, 2017, p.24).

Digital resources "Digital resources, for our purposes, encompass those objects that employ rich media and span text, images, sound, maps, video, and many other formats" (Harley et al. 2006, p. 24-25).

Vocabulary "Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Alqahtani, 2015, as cited in Neuman & Dwyer, 2009, p.385).

Chapter II: Literature review

2.1 Language learning

Language has been paramount in the lives of human beings. Lanqua (2010) indicates that a language consists of expressing ideas or feelings through gestures, signs, symbols, words or even movements. When a language is acquired, needs are immediately demonstrated through language ideas and experiences are exchanged (Lanqua, 2010).

Once you communicate with the same language you can achieve a connection between the participants and the idea of belonging to a society or group. In this way, learning a new language can have different purposes; for example, to get a scholarship or a better job, to live abroad, to travel, etcetera.

According to Lanqua (2010, p.3-4) “Language learning is broadly defined as developing the ability to communicate in the second / foreign language.” In addition, Ahmadi (2017) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning. Consequently, people get abilities to communicate when teachers apply better teaching techniques.

Nowadays, students who decide to learn new English vocabulary prefer to do it in a natural way, unconsciously of the process but, for a meaningful language learning and be totally involved. Language learning is the product of either formal learning situations or a self-study program. In such a way that students learn naturally, deciding if they learn in a formal or informal way.

2.1.1 Importance of learning English

In recent years, English language has become more important. Schools have changed

their programs to give more impact on learning English. In fact, this is not only in countries where this language is spoken as a mother tongue, but also in many others where it is as a foreign language. Learning English must be based on a good dose of motivation because it requires a lot of effort to master it. The English language has been one of the most popular and important languages to communicate around the world.

Since almost every nation has its own language, English plays an important role as the international language in communication and business. The trend of globalization has spread and developed English to be a key to the world. It means that a country can be developed through internationalization by only learning English. (Rintaningrum, 2018)

According to Dwitama (2021), there are different reasons why learning English is so important. For example, Globalization refers to English being used for different purposes all over the world; Education and job give better opportunities inside the country or abroad; Traveling is related that English is spoken by 400 million people as a mother tongue and an additional 2 billion as a second language located all around the world. (Rintaningrum, 2018). That means that speaking this language makes traveling a better experience, and in Entertainment makes reference that most of the film industry, games, books, and music are using English as its language. In conclusion, learning English has different advantages like getting a better job, travel and entertainment. It is certainly one of the best languages to learn.

2.1.2 Language learning strategies

Learning is one of the most applied terms in education. It is “a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p.3). The change in the learner may

happen at the level of knowledge, attitude or behavior. As a result of learning, learners come to see concepts, ideas, and/or the world differently. Students learn in different ways and learning styles. For that reason, many authors have investigated how to help students in a significant way by using different teaching and learning strategies. Considering the students' learning style, this study focuses on how to help first graders learn vocabulary in English.

In the current year, the significance of language learning is increasing because of the importance of speaking English all over the world. Oxford (1990) mentions that the learners use different learning strategies that help themselves to make the learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Learning strategies are the various operations that learners use in order to make sense of their learning. So, students use learning strategies in order to learn something more successfully.

2.2 Learning styles

The way in which students process, comprehend, and retain information defines the learning style. Teachers need to be aware of learning styles in students. These styles are different in every learner because they are defined depending on the way they learn. Due to students learning in different ways, there are different models of learning styles.

2.2.1 General aspects in learning

Kanninen (2009) indicates that there are learning theories that have given a theoretical model of a human's learning process. Two of them are behaviorism and constructivism. The first one is that a person learns when reacting to a stimulus. This is a learning concept where learning is defined as a change in behavior. One more aspect in behaviorism is that it is very strict in the learning process. By the other side, constructivism is based on cognitive

psychology which examines man's inner processes like thinking, memory etcetera. In constructivism, the learner constructs information through his own experiences, choices, interpretations, and analysis of his knowledge. The learning is self-regulating and learner-centered. The constructivism principles can be used especially in distance and in independent learning. Learning environments are based on constructivist thinking. The latter has been the most useful theory in learning.

Learning is a process where a human absorbs, memorizes, and processes information. Learning was long considered to be synonymous with behavioral change. This was because it dominated a behavioral perspective in educational work. However, human learning goes beyond a simple change of behavior, leading to a change in the meaning of experience. On the whole, there is no right way to learn, just it is significant to identify everyone's performance in learning and the needed learning style (Ambrose et al, 2010, p.3).

People learn differently and they are different learners. This dissimilarity is due to the fact that learners prefer different learning styles, have different learning motivation and differ from each other in self-confidence. Learners of all ages are more motivated when they see the usefulness of what they are learning, and how they use that information to do something that has an impact on others—especially their local community (McCombs et al., 1996; as cited in Bransford et al, 2004, pp.61-62). Once the learner is conscious of his learning style, he could achieve a successful learning.

In past years, teaching was centered on the teacher. Nowadays it is centered on the student as a way to make him conscious of his learning process, and is aware of his knowledge. It has been shown that students learn even better when they are guided rather

than forced into their learning process. To sum up, the teaching and learning process have changed through the years in order to improve how students learn.

2.2.2 Learning styles, models and preferences.

The learning styles have served to make significant changes in the educational process. They have helped both students and teachers to understand that each human being learns in a different way, and that there is no correct or erroneous way of learning. Kanninen (2009) stated that one important aspect is how students recognize their learning style and what impact it has on learning. So that in educational terms, learners demonstrate better achievements in learning when they are aware of their learning style.

To recognize individual learning styles researchers have established a number of learning style models and instruments. Accordingly, Reid (1995) has developed learning style modes based on how students learn best using their perceptions- visual, auditory and kinesthetic preferences, and also two social aspects of language learning- group and individual preferences. Thus, there are different learning styles, models and instruments that have proven effective to help students in their learning process.

2.2.3 VAK Model Learning.

There are many different kinds of learning style models based on different aspects. Hussain (2017) mentions that for better learning it is preferred to use a fusion of certain styles and strategies rather than being stuck to just a single stratum. Style aids a learner to be a more productive individual with enhancement of his potential caliber. It can assist a learner to be more creative, genuine, effective manager, timely decisional and problem solver. For that

reason, there are a variety of learning styles that can help teachers and students in the learning process.

Learning models consider the different learning styles and are categorized into Visual-Auditory- Kinesthetic and Reading. These models are divided into two categories, Visual-Auditory- Kinesthetic (VAK), and Visual- Auditory- Read Writing and Kinesthetic (VARK). This study is focused on VAK because it is a model that is helpful for learners. In conclusion VAK is not like the others, it gives students the opportunity to learn in different ways.

VAK model of learning is a chief pedagogical approach and a dominant learning style. It was initially proposed by psychologists in 1920 to categorize the ways and means of how people learn. VAK is primarily an acronym of three words visual, auditory and kinesthetic. Variation in the original acronyms was added by Neil D. Fleming in 1992 and called it VARK. Both models, VAK and VARK, are essential in the education field because they have helped teachers and students in the learning-teaching process.

To know more about the concepts of VAK, they are explained below according to Hussain (2017): Visual: students like to read and obtain information from visual stimulation, and they prefer using pictures, images, and spatial perceptions. Auditory: students are comfortable without visual input and learn from straightforward lectures, conversations, and oral directions. Kinesthetic: students like lots of hands-on movements and enjoy working. They favor using body, hands, and tactile sense. As it can be seen, these concepts give a broad overview of this model, and so teachers know how to apply them.

The VAK model according to Hussain (2017) has social learning styles. The first is Group (interpersonal) that favors learning in groups or with other people, and the second is

Individual (intrapersonal) where learners prefer to work alone and to be self-readers. So, both social learning styles complement students' learning styles and can be adapted to any learner.

The learning styles have served to make significant changes in the educational process. They have helped both students and teachers to understand that each human being learns in a different way, and that there is no correct or erroneous way of learning. Teachers need to know and manage the use of the learning styles. For that reason, more information about each learning style is shown below.

2.2.3.1 Visual Learning style

Learners with visual learning style learn best using their eyesight. Seeing and reading are described to be important for them. Therefore, Muslim et al, (2022) point that visual learning style is learning through seeing things by seeing so that the eyes play an important role. Visual learning style is done by someone to obtain information such as looking at pictures, diagrams, maps, posters, and graphics. So visual students have mostly developed their visual ability and use it to learn better.

Gilakjani (2012) mentions that visual students depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented. For that reason, teachers must know how to facilitate visual students their learning process through the mentioned information.

2.2.3.2 Auditory Learning Style

Auditory learners learn best by hearing information. Hearing students can find virtual learning useful if there are video clips, virtual lectures, and video conferences because listening and speaking are important for auditory learners. They may have difficulties

understanding a text if they read it, but if they listen to it they will be able to capture more of the detail. Consequently, hearing students understand information more when they hear it than when they read or write it.

Visual learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written (Gilakjani, 2012, p.6). Thus, students pay special attention in the way teachers explain classes orally.

2.2.3.3 kinesthetic Learning Style

Kinesthetic is related to learning different things by using feelings, senses, body movements and more. “When we use movement to anchor learning, the child’s understanding of the concept becomes stronger by far” (Lengel et al., 2010, pp.6-7). In general the kinesthetic learning style has to do with students' abilities in learning through their senses and movements.

Kinesthetic learners learn best through feeling and experimenting. These learners like to be involved with physical experiences; touching, feeling, holding, doing, and practical hands-on experiences. Educational research points that a majority of students are predominately kinesthetic processors. That is why it is considerable to know more about this type of learning.

This learning method is based on active activities in class where students are constantly in movement. Some examples of those activities are role plays, field trips, experiments, hand and build models, touch and work with materials. Kinesthetic learning is a process in which students learn by actively carrying out physical activities rather than by passively listening

to lectures (Sivilotti & Pike, 2007 pp. 362-366). In brief, teachers need to plan classes based on kinesthetic students' necessities varying the activities.

Pedagogical research indicates that kinesthetic learning is a fundamental, powerful, and ubiquitous learning style. Today's schools have implemented more kinesthetic activities in the classes, due to students being more attentive, interested and participative. In the case of first grade learners those activities are essential for their transition from kindergarten to elementary school Mac Millan (2018).

Mac Millan (2018) gives some ideas for teaching kinesthetic learners. He opts to get outside and have games like treasure hunts. Use palpable resources like having hand on activities like using play-doh or slime. Also use sign language or try teaching sign language or having your own one. Then, having games in pairs or teams to compete, and having practical experiments for hands- on learning. As a result, kinesthetic learners can get the expected outcomes if teachers follow the mentioned ideas for teaching.

When learning a new language, it is advisable to start learning vocabulary. Students show more interest when they have the words to communicate in the new language. Sakharam (2014) points that Vocabulary is required to express meaning and use the receptive (listening & reading) and productive (speaking & writing) skills. On the whole, the acquisition of vocabulary is arguably the most critical component of successful language learning.

Learning vocabulary by following the kinesthetic learning style, has been successful; specially on young learners. However, students learn more vocabulary by using Visual Auditory Kinesthetic Learning Styles because this combination of three learning styles

enables students to hear, see and move around during the lesson. This is more contextual and practical because the type of this learning style is oriented at students' activity by using many kinds of approaches and media of learning (Suaib, 2017). To sum up, learning English vocabulary for young learners is successful when using the VAK learning styles.

2.4 Vocabulary

To learn any language, it is important to get new words, this means to learn vocabulary. Vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge. Thus, "Vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Alqahtani, 2015, as cited in Neuman & Dwyer, 2009, p. 385.) In general, the effectiveness of communicating in any language depends on the range of words that a learner uses.

2.4.1 The importance of learning vocabulary

In order to be more successful in a language it is fundamental to enrich the vocabulary. The importance of vocabulary is demonstrated daily in and out the school. In the classroom, the student's achievement in vocabulary depends on the more words he knows, the more his development in the language will be. Thus, the ability that a learner has to communicate depends on the wide range of vocabulary he applies.

Acquisition of an adequate vocabulary is essential for successful second language usage because without an extensive vocabulary people will be unable to use the structures and functions they may have learned for comprehensible communication (Rivers et al. 1991 as cited in Alquahtani, 2015, pp. 22-23). Furthermore, Jordens et al. (1996, p. 359) believe that vocabulary is more important than grammar. People generally interpret the message they

receive due to the vocabulary they know, rather than the grammar structures they may have learned. As vocabulary has been one of the measured components in language, it is necessary to follow certain techniques to teach it and achieve better results. In conclusion, learning a language must be focused more on vocabulary than grammar. Teachers recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively.

2.4.2 Techniques of teaching vocabulary

For teachers of a second language, teaching vocabulary is not an easy task. They should teach it through different techniques or strategies. Consequently, teachers have to be up to date in teaching vocabulary to make students feel more interested and motivated in their learning process. Taka (2008) points out that techniques employed by teachers depend on some factors, such as the content, available time, and its value for the learners.

Susanto (2017) refers to some techniques of teaching vocabulary. For instance, teaching vocabulary using objects, pictures and any other visual aids which may help to remember words. Another technique is teaching vocabulary by drilling, spelling, and active involvement. One more technique is drawing and pictures which are helpful to clarify unknown words. Mime, expressions and gestures capture student attention and make dynamic classes.

Teaching vocabulary using enumeration and contrast. An enumeration helps when a word is difficult to explain visually, and some words are easily explained to learners by contrasting it with its opposite. Finally, teaching vocabulary through guessing from Context allows learners to take risks and guess the meanings of words they do not know.

2.5 ICT

Nowadays Information and Communication Technologies (ICTs) have been powerful tools for educational change and form. Tinio (2003) defined them as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Altogether, ICTs have helped teachers to change the teaching - learning process in a positive way.

Recently, the use of technology has been increasing for different purposes, work, school, family matters, and more. Even remote populations can access the internet and have better opportunities to grow at working and education. Some ICT representative characteristics are: immateriality that can be argued that ICTs can be divided according to their purpose and can create, process and communicate all types of information. Another characteristic is interactivity that is one of the main features of ICT and is of greater importance in the educational field. Some other characteristics are interconnect, instantaneity, picture and sound quality, digitization, diffusion in all sectors, innovation, diversity and trend towards automation. For that reason, with the correct use of ICT can be achieved exchanges of information between several users through a computer or an exchange unique between a user and their machine.

2.5.1 ICT in education

The use of ICTs in classrooms has been of vital importance in education. The integration of information technologies and communication in education is considered today and, in all societies, as a set of elements that provide specific opportunities to improve and innovate

processes of learning. Tinio (2003) mentions that in recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings.

Institutions that manage and incorporate technology in their teaching methodologies achieve more constructive learning. Unfortunately, it is worth mentioning that not all of them have the access to all this technology, due to limited infrastructure and the attendant high costs of access. Anyway, technology is progressing more and more to benefit learners and teachers.

Technological learning has resulted in effective, friendly and motivating agents of education. Teachers and students must be concerned as today it is necessary to manage ICTs with ownership and without fear. In this type of learning, some features can be highlighted: active, responsible, constructive, intentional, complex learning, contextual, participatory, interactive and reflective (Kustcher & St. Pierre, 2001, as cited in Díaz, 2015). So, learners feel motivated when technology is used effectively in and out classes.

Over the years, ICTs have been working hand in hand with education. According to Díaz (2015) there are several possibilities that ICT can contribute to training and the education of students among which can be rescued: expansion of information options, creating friendlier and more learning-friendly environments, removal of distance and time barriers between teacher and students, increased number of forms of communication, empowering interactive environments and scenarios, encourage independent learning and self-learning, as well as collaborative peer learning, break paradigms in learning processes, create new possibilities

to monitor, accompany and follow up students, and encourage continuous and self-taught training.

2.5.2 ICT in learning English

Recently the rapid growth of the internet has resulted in enthusiastic claims for technology's ability to provide high-quality education for all (Yunus et al., 2010). For instance, when learning a new language is with the help of ICT tools. ICT helps English language learners by enabling them to communicate, edit, annotate and arrange text quickly and flexibly. Moreover, by using ICT learners can access, select and interpret information-recognize patterns, relationships and behaviors (Akhmedov and Shuhkrat, 2020).

The use of ICT as a teaching tool emphasizes obtaining, analyzing and organizing information, by giving students the chance to get in touch with different kinds of media. Furthermore, the effective use of the Internet and the Hypermedia brings valuable resources to both teachers and learners. Consequently, ICT requires an actual engagement of the teacher and a well-defined pedagogic project.

According to Akhmedov and Shuhkrat (2020) there are some benefits and advantages that the use of ICT can have on English learners. Some benefits are increasing motivation, improving independent learning, collaboration and communication. Such benefits help students learn fast and in a significant way. Finally, English learners take advantage of learning through the use of ICT to achieve their goals.

2.5.3 ICT in learning vocabulary

Teachers constantly search for different strategies to teach English vocabulary. Al Arif (2019) mentions that the use of ICT makes students learn English more effectively,

specifically at learning vocabulary. ICT can provide lessons for learners to learn grammar and vocabulary at their own step as a self-study activity. So, teachers must include in their lesson plans activities using ICT resources.

There are a number of free websites that provide such an opportunity to students to learn and practice vocabulary. Learners may practice grammatical structures, improve their listening and reading comprehension, and also build up their vocabulary from those websites. For young learners it is recommended to learn and practice English vocabulary using some appropriate websites in and out of class.

Dalton and Grisham (2011) proposed ten strategies on how to teach and learn vocabulary through using technology: learn from visual displays of words and relationships with text, take a digital vocabulary field trip, connect fun and learning with online vocabulary games, have students use media to express vocabulary knowledge, take advantage of online word reference tools that are also teaching tools, support reading and word learning with just-in-time vocabulary reference support, use language translators to provide just-in-time help for English learners, increase reading volume by reading digital text, increase reading volume by listening to digital text with a text-to-speech tool and audio books, and finally combine vocabulary learning and social service. In conclusion, if teachers apply such strategies, they can see results in students when learning vocabulary.

Chapter III Methodology

3.0 Introduction

This chapter presents the procedures used to collect the participant data in the study. It is made up of seven parts: method, location of the research, participants, sampling, technique, theoretical context of the research and instrument.

3.1 Method

This research followed a quantitative method. Sofaer (1999, pp. 1103-1004) said that Quantitative research is based on questions becoming closed-ended, that is, they have specified response options; in addition, the sequence of questions has become predetermined rather than left to the discretion of the researcher”.

This method was used due to the study being focused on students’ learning style to learn English vocabulary supported by digital resources and it was necessary to apply survey research. “*Survey research* is a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire” (Visser et al., 2000 pp. 3-5). Survey research requires a higher degree of prior planning than other approaches.

3.2 Location of research/context

In this thesis the school to be observed is Instituto Santander A. C. located in 33 Norte #2613, 72070 Colonia Valle Dorado in Puebla city. This school has kindergarten, elementary and junior high school. It has been working for 37 years and it has progressed through the years. Instituto Santander forms human beings with values. Most of the grades have two

groups “A” and “B”. It is a bilingual school that works with a communicative English based on current needs. The support system and platform teachers and students occupy in this school is Sistema Unoi.

3.3 Sampling

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population. Sampling in market research is of two types – probability sampling and non-probability sampling. For this study the non-probability sampling is used as a sampling method that involves a collection of feedback based on a researcher or statistician’s sample selection capabilities and not on a fixed selection process. The better type of non-probability sampling for this thesis is convenience sampling, because the researcher has the freedom to choose whoever they can find, hence the word ‘convenience’. It has no controls to ensure precision. (Blumberg et al., 2014).

3.4 Participants

This study is focused on first grade group “A” from elementary school in Instituto Santander A. C. in Puebla, Puebla.

3.5 Data collection techniques, instruments and materials

Due to this thesis being developed by a quantitative method, the appropriate strategy to collect data was using a survey. According to Aiman & Markham (2004) Survey is a systematic process of data collection intended to quantitatively measure specific aspects of organizational concepts. Because a survey is often the result of some burning issues in an organization, those burning issues must be clearly articulated.

Mathers et al. (2007) mentions that some advantages of using surveys are that they have internal and external validity and ethical advantages; surveys also are efficient and flexible and can cover geographically spread samples.

The method of collecting survey data in this thesis were questionnaires. In accordance with the purpose of the study two different questionnaires were applied. One was the VAK questionnaire for children that is a guide to know students' learning style and how they learn best. It has 8 items with three illustrated answers each based on visual, auditory and kinesthetic learning style. It was considered for children to answer without help. See Appendix A.

Then the second questionnaire was based on students' attitude towards ICT in foreign language learning taken by Maldague et al., (2016) and was applied to know the students' technological resources perspective at learning English vocabulary. Said questionnaire has 10 items with three illustrated options to answer with a check. See appendix B.

3.6 Ethical consideration

For this study, participants' contribution was voluntary. They understood that it was not obligatory to participate and such participation was an assist to the research. Responses are confidential and anonymous and in each section of the questionnaires it is indicated that the results will be protected. See considerations in appendix C and D.

3.7 Procedure

The first step used was to ask permission from the Instituto Santander school to implement the survey, and once it was approved parents received a consent document that was signed.

Then, students in the first class in the morning had the first questionnaire on learning styles. Such a questionnaire was projected to explain better the instructions for the participants. They had 15 minutes to answer, only some doubts arose. Next morning, students answered the second questionnaire on attitudes towards ICT. Instructions were clear, but the items had to be read to speed up the process.

3.8 Data analysis

For this work the data will be analyzed by using descriptive statistics that are tools that help us organize and summarize data. Examples that you are already familiar with are graphs, percentages, and average (Holcomb, 2016 p. V).

Due to the analysis of quantitative data, all three must be taken into account properties of numbers: identity, order and additivity, in this study the univariate analysis will be used. According to Holcomb (2016) the nominal level will be used as a measurement, using the statistical operations for this level that coincide with the counting, in this case frequency and percentages.

CHAPTER IV: FINDINGS

4.0 Introduction

In the following chapter the results of findings will be displayed and analyzed. The results are based on the following research question.

- What are students' learning style and their perception about using digital resources to learn English vocabulary of first grade in Instituto Santander?

4.1 Students' learning style in celebrations.

The information obtained to the question: *What do you like best on your birthday?* from 16 different students is presented and analyzed below in three categories, visual 7, auditive 7, and kinesthetic 2. See the following figure 4.1.

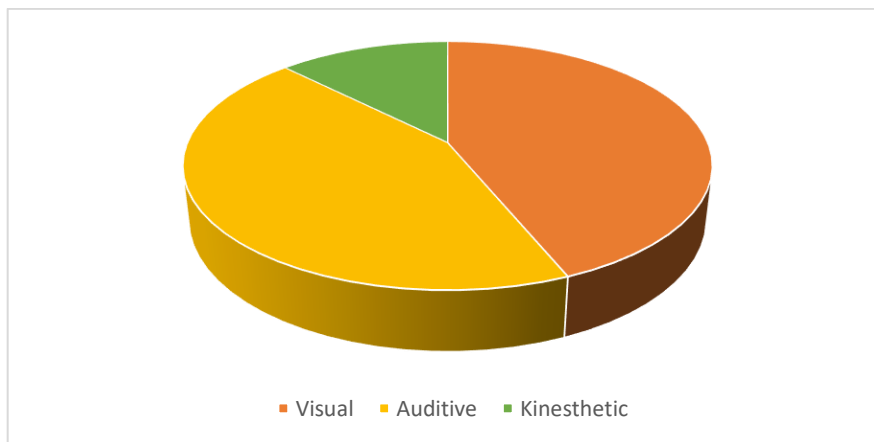


Figure 4.1: Students' learning style in celebrations

It can be seen in the graph above that the same number of children were visual and auditory about what they like best on their birthdays. Meanwhile 2 kids had kinesthetic preferences. When children celebrate, most of them prefer to sing and see decorations.

4.2 Activities students' like.

In the question: *What activities do you like?* Children had the visual option: “read books”, auditive answer: “listen stories”, and the kinesthetic one: “participate”. In this case the option with the highest score was the kinesthetic one with 8 participants, then the visual with 5 and the auditive with 2. See figure 4.2.

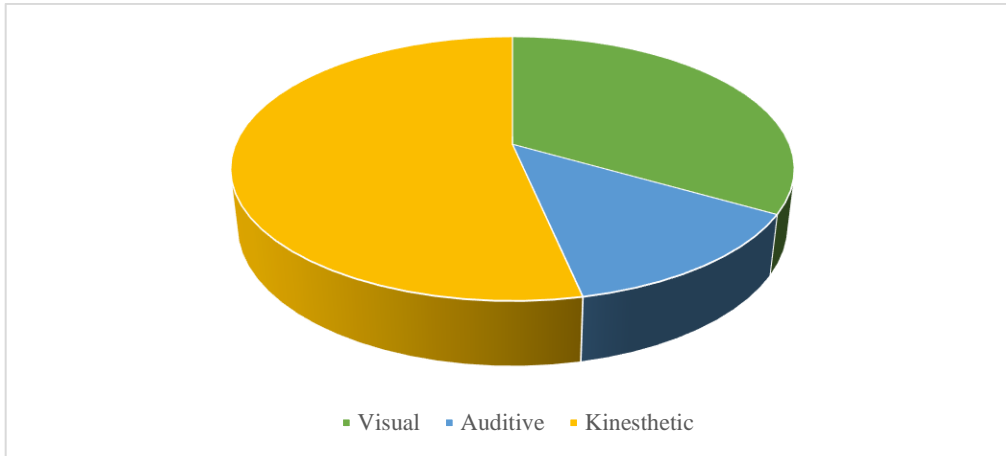


Figure 4.2: Activities students' like.

According to McMillan (2018) Today's schools have implemented more kinesthetic activities in the classes, due to students are more attentive, interested and participative. That is why most of the students choose participation as their favorite activity.

4.3 Students' free time activities

For the request *What do you do in your free time?* The results showed that 8 students did more kinesthetic activities, 6 visual, and 2 auditive. In the kinesthetic option, “playing” was the most selected by the children. As cited in chapter II, Reid (1995) mentions that Students like lots of hands-on movements and enjoy working See the figure 4.3.

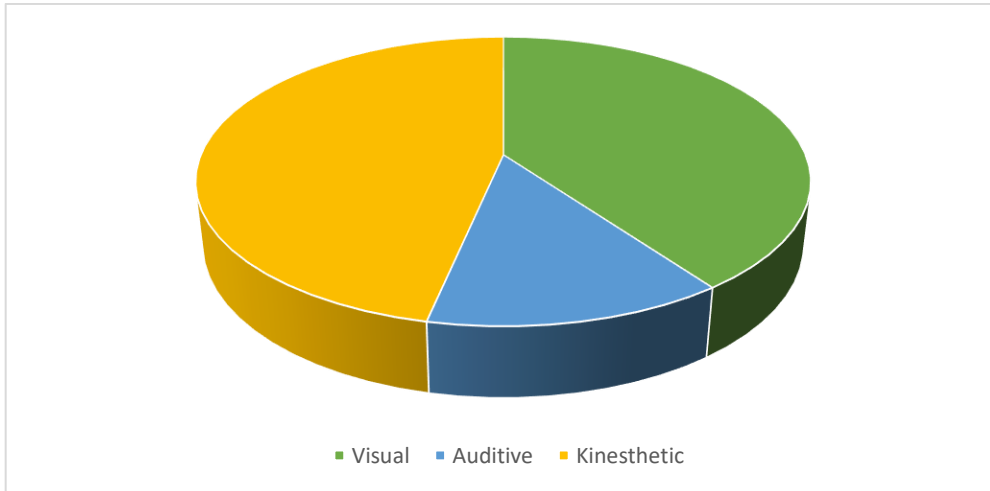


Figure 4.3: Students' free time activities

The next highest activity was drawing as a visual learning style. Reid (1995) students need visual stimulation, for example they prefer using pictures when learning.

4.4 Students' preferences when receiving presents.

When students were asked to answer the question: *What presents do you prefer to receive?* It was remarkable the kinesthetic answer that was modeling clay with 10 votes. Then 5 students answered that they prefer to receive a “book” as a visual answer, and only one voted for the auditive answer that was to receive a device to “listen to music”. See figure 4.4 below.

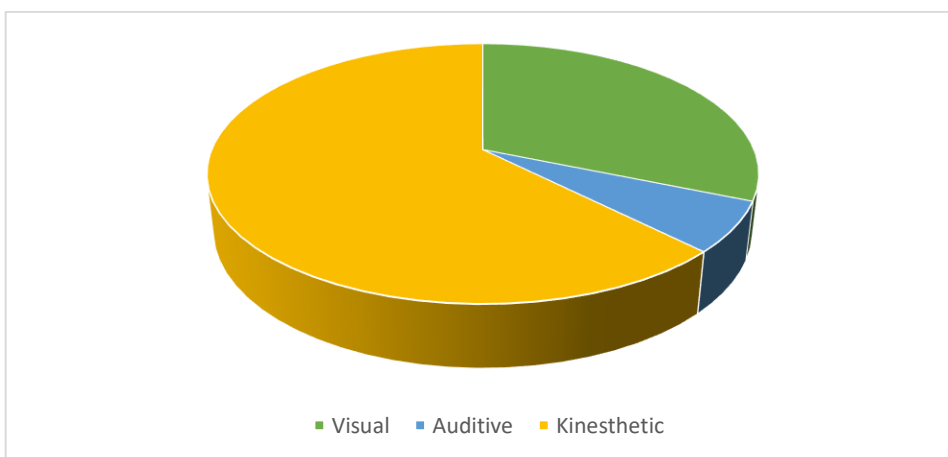


Figure 4.4: Preferences when receiving presents.

As it was mentioned, kinesthetic students preferred objects to develop the tactile sense.

4.5 Students' preferences when buying.

To answer the question: *If you had money, what would you buy?* Students had three possible answers according to their learning style. The first option was “to buy a camera” (visual) with 8 votes, the second was “to buy a radio” (auditive) with none votes, and “to buy a modeling clay” (kinesthetic) with 8 votes. See figure 4.5.

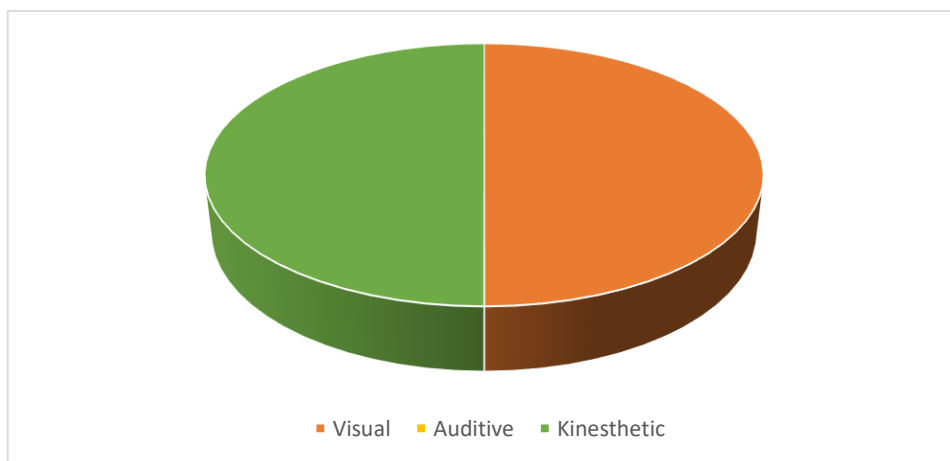


Figure 4.5: Preferences when buying.

As it can be seen in the graphic, students' preferences when they have money to buy are related with objects they can see and touch. Reid (1987) said that the individuals learn in different ways such as by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. In this case children did not choose auditive objects.

4.6 What students remember when going to a party.

In the question *What do you remember when you go to a party?* Students' answers were “people” 0, “music” 5, and the “games” 11. Based on the answers students were focused on kinesthetic aspects and then auditive. See figure 4.6.

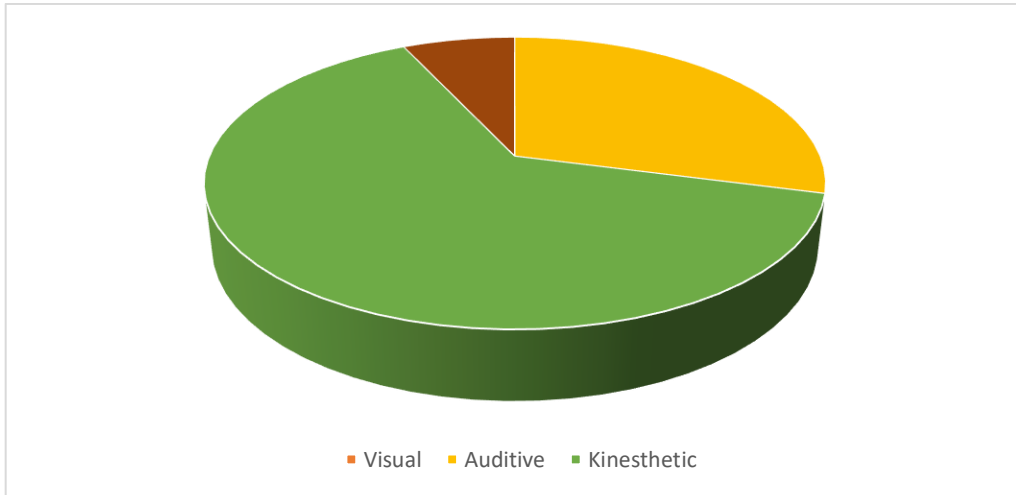


Figure 4.6: What students remember when going to a party.

It can be observed that most of the students addressed the kinesthetic response. That means that they remembered the games when they went to a party. According to Gozcu, E. & Caganaga, C., K. (2016) The approval for using games in a foreign language classroom can be seen in the fact that learners provide a lot of benefits through games.

4.7 What students do when they get angry.

In the question *What do you do when you get angry?* The visual learning style option was the answer that got the most votes with 14, then the kinesthetic style with 2, and 0 the auditive option. See figure 4.7.

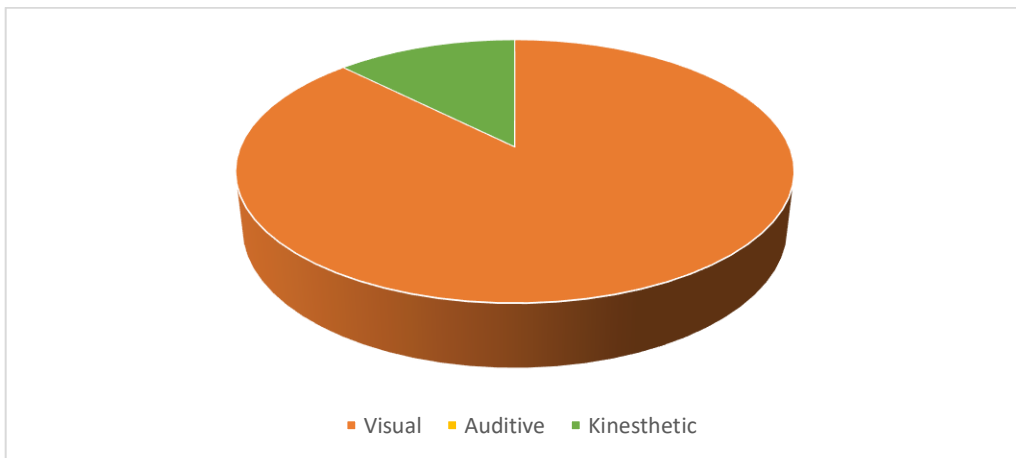


Figure 4.7: What students do when get angry

It can be seen in the graph above that the visual answer predominated and the kinesthetic answer got two students. Finally, students show the angry emotion by changing their face gestures; it means that for them it is not necessary to shout or kick to express it.

4.8 What students do on vacation.

In the last question: *What do you do on vacation?* Students had three options to answer: “watch TV”, “listen to music”, and “play with toys”. See figure 4.8.

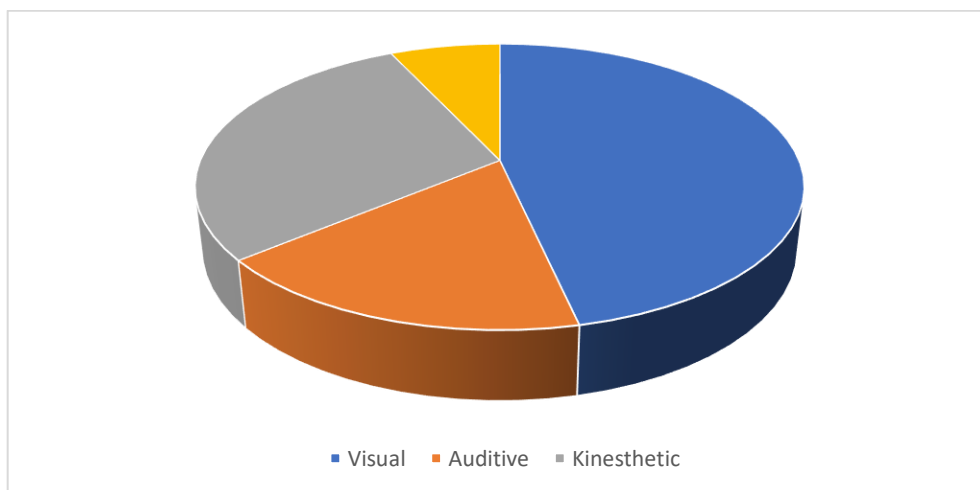


Figure 4.8: What students do on vacation.

Observing the graphic, it can be seen that students are more visual than kinesthetic and auditory when choosing their activities on vacations.

4.9 Students' learning style in first grade

As a conclusion most of the students questioned had kinesthetic preferences in different situations, also a small part of students selected the visual options. Analyze the figure 4.9.

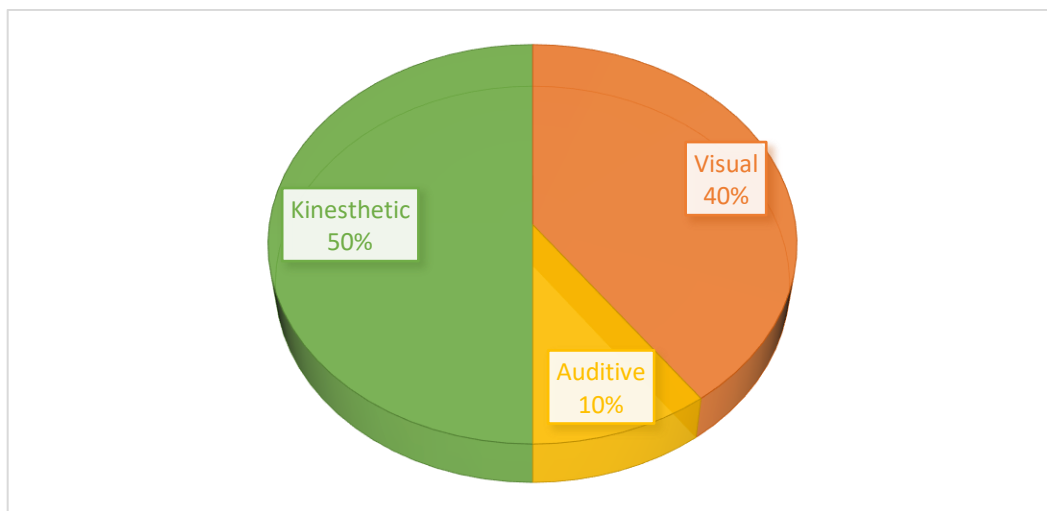


Figure 4.9: Students' learning style in first grade.

The graphic indicates that 50% of students opt to kinesthetic preferences, which indicates that these learners like to be involved with physical experiences; touching, feeling, holding, doing, and practical hands-on experiences (Kanninen, 2009 p.16). Similar percentage has the visual style with 40% of students which shows that the correlation between these two learning styles is significant. On the other hand, 10% of students are auditive.

Because this study aims to show what is the perception of students about the use of digital resources in the classroom, the results of the second questionnaire applied to students are explained below.

4.10 Feeling good using digital resources in classes.

In the second applied questionnaire, based on digital resources, students answered the question: *I feel good using technology in the English classes* by choosing three different answers with emojis: “yes”, “sometimes” and “no”. See figure 4.10.

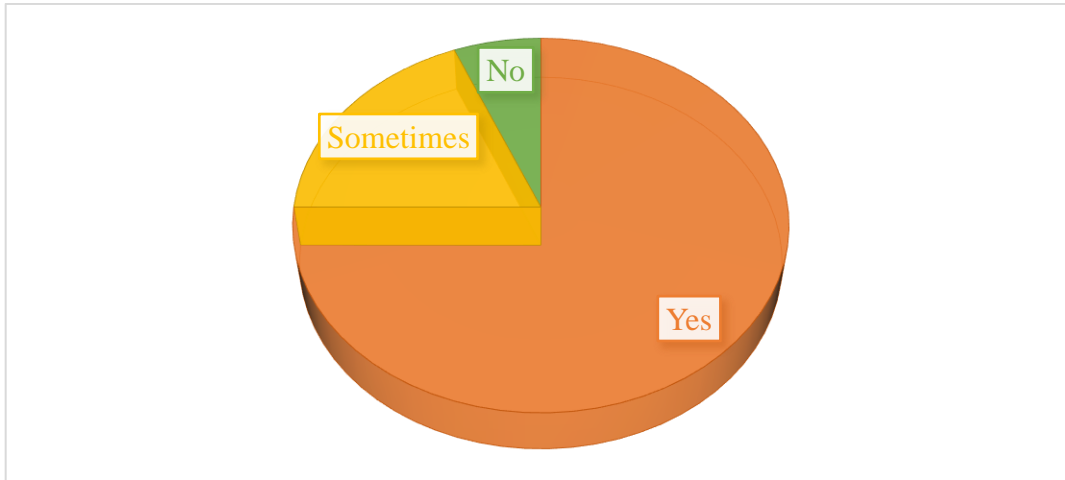


Figure 4.10: Feeling good using technology in class

As the graphic shows, 12 students said that they feel “good” using technology in the English class; 3 answered that “sometimes” and 1 said that they do “not feel good” about it. Supporting that most students feel good using technology in class, Raja & Nagasubramani, (2018) stated that it has to be understood that visual explanation of concepts makes learning fun and enjoyable for students. They’re able to participate more in the classroom and even teachers get a chance to make their classes more interactive and interesting.

4.11 Technology VS books

In the item *Using technology is better than using books*, 9 participants replied that technology is “better”, 2 answered that “sometimes” and 5 replied with “no”. Once again using technology is better for students. See figure 4.11.

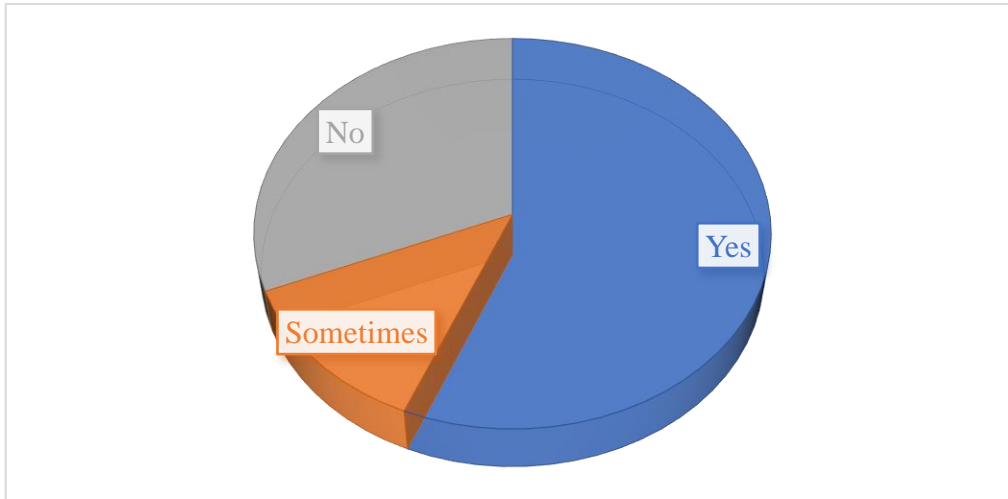


Figure 4.11: Technology VS books

By the contrary, one disadvantage mentioned by Raja & Nagasubramani, (2018) is that many experts and experienced people say that, due to such technology in education, students' imagination is affected, their thinking ability is reduced. Anyway, technology recently has been attractive for kids and more for classes.

4.12 Learning more with technology.

Students were asked to say if they *Think technology allows them to learn more in the time to study*, it refers that if students use the internet, devices as a support to study what they saw in class. 10 participants chose “yes”, 4 “sometimes”, and 2 said “no”. See figure 4.12.

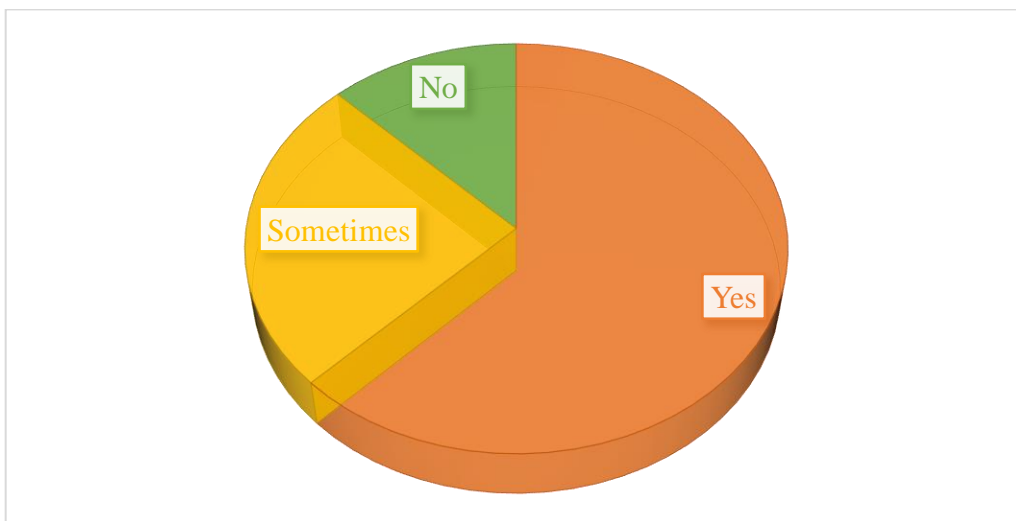


Figure 4.12: Learning more with technology.

Most students said that technology allows them to learn more in the time they have to study. What this means is that our minds now tend to work faster when assisted with the use of modern technology. Certain students answered that sometimes and no due to they get distracted when using technology.

4.13 Technology improves learning.

In the question *I think technology improves my learning*, 12 participants voted “yes”, 1 “sometimes”, and 3 “no”. See figure 4.13.

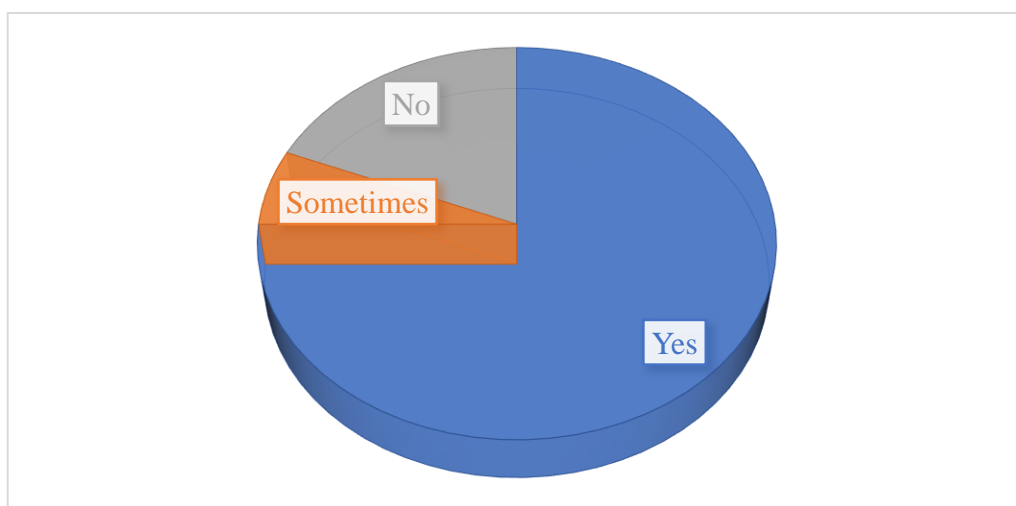


Figure 4.13: Technology improves learning.

Almost all students consider that using technology makes them improve their learning. Sharma (2009) The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of technology can lead to advanced learning results.

4.14 Technology allows better learning control.

After knowing that technology can help to advance learning, students were asked to answer if they *Think the use of technology allows them to have better control of learning*.

The results are shown in the figure 4.14 below.

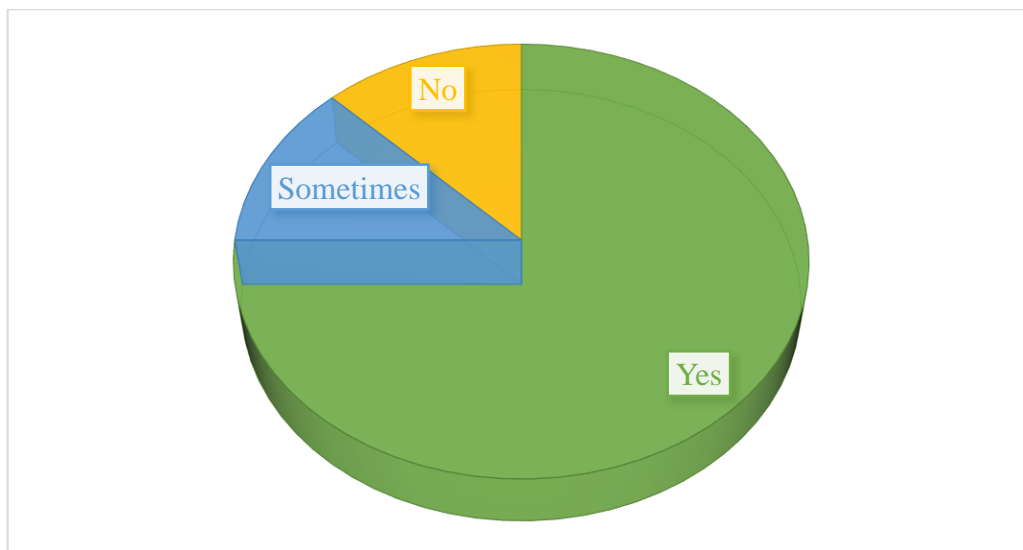


Figure 4.14: Technology allows better learning control.

It can be seen in the graph above that most students consider that technology allows them to have better control of their learning. Meanwhile the same percentage considered that “sometimes or no”.

4.15 Using technology for doing homework or school review.

Continuing with the use of technology, students answered the request: *I use technology for my homework or school review*. It was explained that technology can be used to search on the internet for certain information, watch videos to review or even use a dictionary to look for words. See the answers in the following figure.

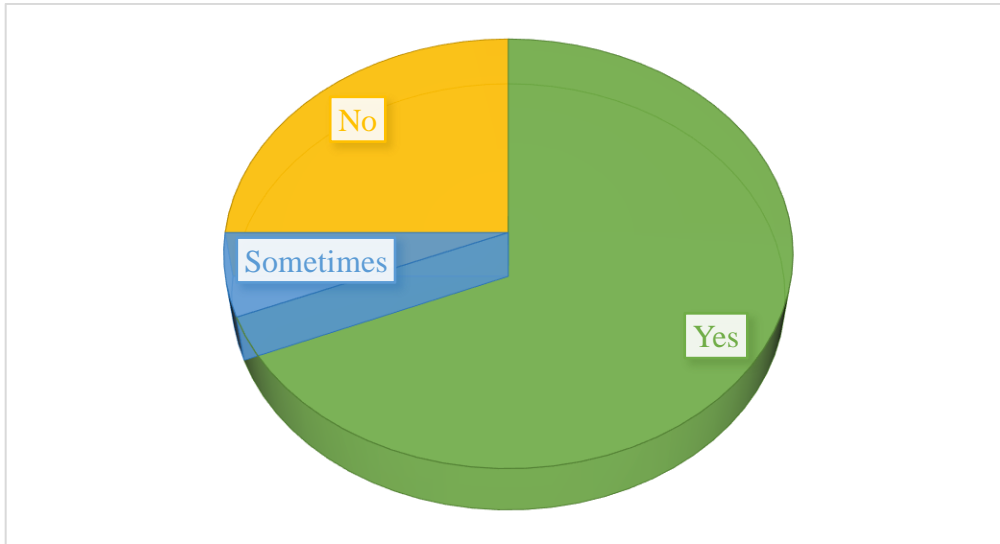


Figure 4.15: Using technology to do homework or school review

In the graph it can be analyzed that students prefer to use technology when doing homework and school review, 11 said “yes”, 1 “sometimes”, and 4 “no”. The participants mentioned that their parents used to use technology to help them to understand better homework or to study.

4.16 Using technology to communicate for personal interest

In this part of the questionnaire the question *I use technology to communicate with other classmates about school issues* was based on communication. Tinio (2003) indicates ICTs stand for information and communication technologies and are defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.”. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephone. For that reason, most of the participants said “yes” they use technology to communicate personal interest. The answers are shown in figure 4.16.

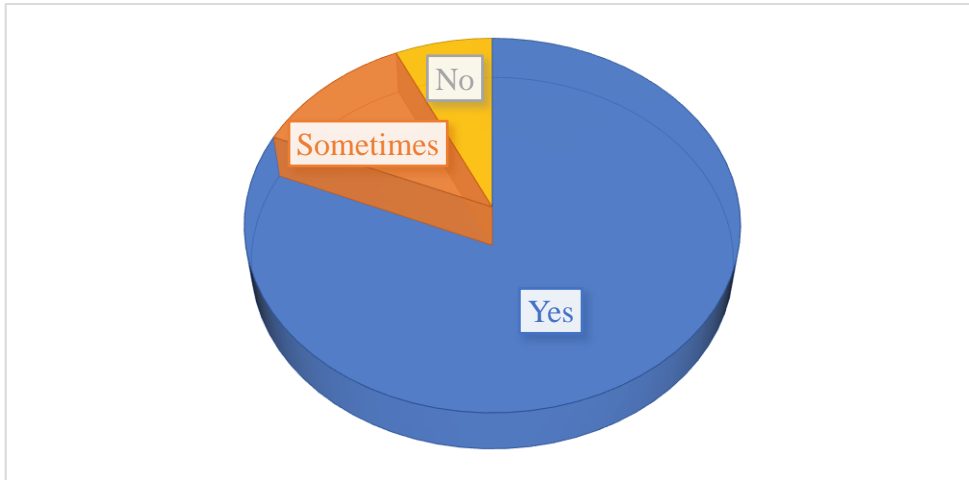


Figure 4.16: Using technology to communicate personal interest.

It is worth mentioning that no student said they do not use technology to communicate personal interests.

4.17 Using technology to communicate school affairs.

In the item *I use technology to communicate with other classmates about school affairs*, 13 students opted to say “yes”, 2 said “sometimes” and only one said “no”. See figure 4.17.

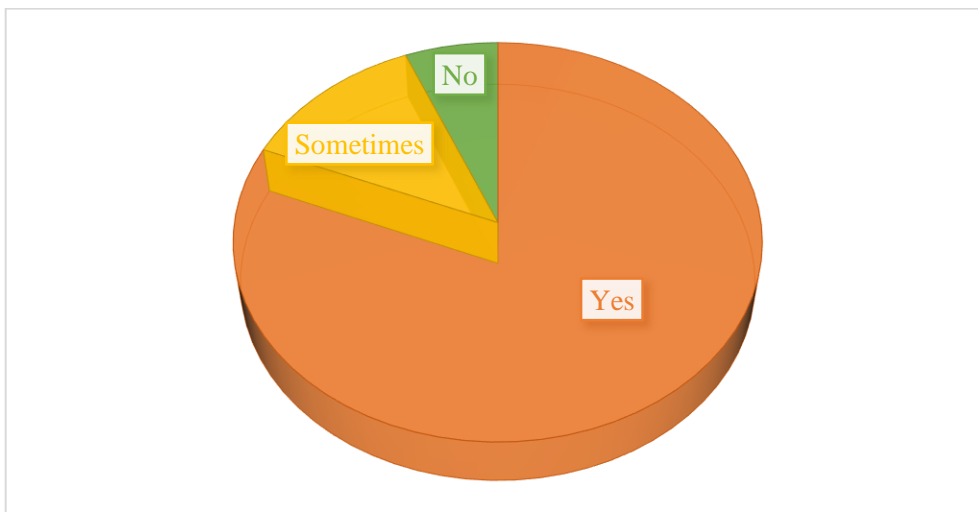


Figure 4.17: Using technology to communicate school affairs.

Observing the graphic most of the students stated that they use technology to communicate with other classmates for school affairs just like for personal interests. They said that when

it is not possible to have a face-to-face meeting with their classmates, they prefer to communicate using a computer instead of a cell phone.

4.18 Use of technology to search material to learn English

To be specific about the use of technology in the English classes, the question: *Technology allows me to search for material to learn English* was answered with “yes” for 15 students, and only 1 answered “no”. For example, the use of computers in English language classrooms is useful for both teachers and learners. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses (Basheer, 2013, p.112.)

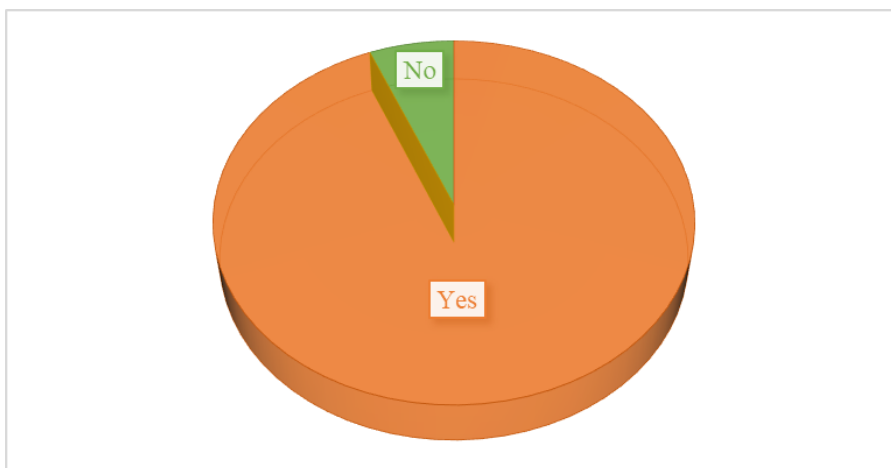


Figure 4.18: Use of technology to search material

4.19 More technology in English class

In the last item *I would like to use more technology in my English class*, 13 participants said “yes”, they would like. None of them said “sometimes”, and 3 said they would “not” like to use more technology. See the answers in figure 4.19.

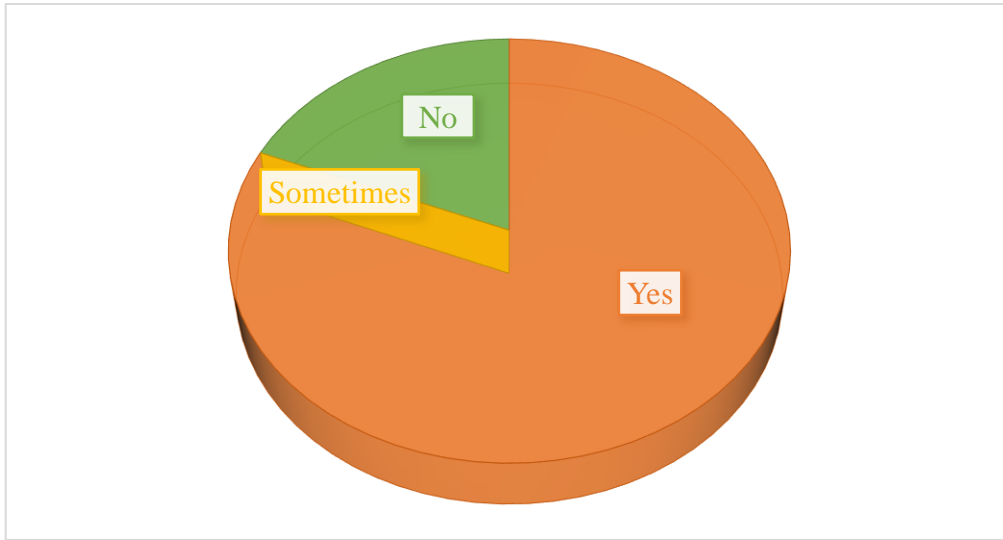


Figure 4.19: More technology in class

Most students agreed that they would like to use more technology in the English classes. The classes are more attractive and significant for children when using technology.

4.20 Use of digital resources to learn English

In conclusion, most of the students questioned agreed that they prefer to use digital resources to learn English, specifically vocabulary. The results are shown in figure 4.20.

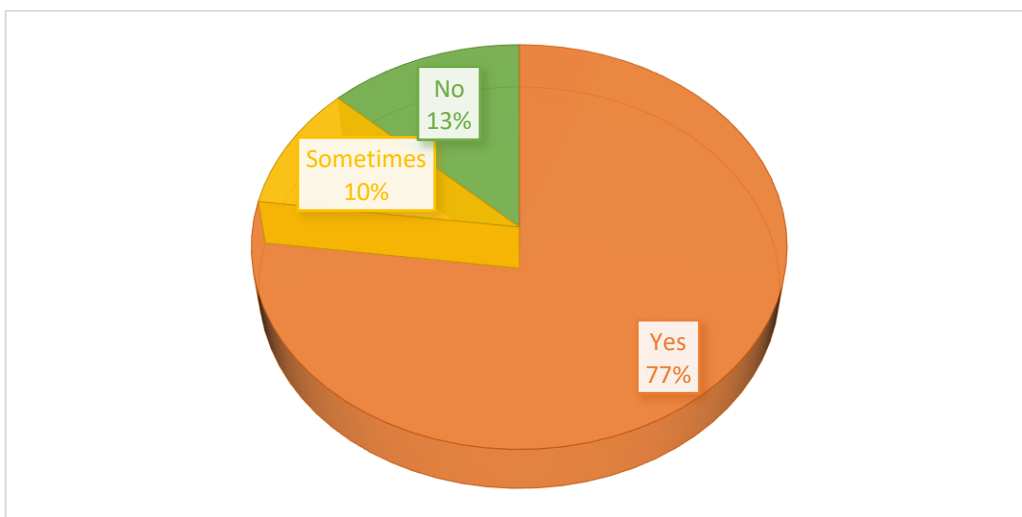


Figure 4.20: Use of digital resources to learn English.

It can be seen that 77% of students answered “yes”, 13 % of them said “no”, and 10% answered “sometimes”. As mentioned in chapter II according to Akhmedov and Shuhkrat (2020) there are some benefits and advantages that the use of ICT can have on English learners like increasing motivation, improving independent learning, collaboration and communication and outcomes are improved. That explains why students at that age preferred to learn through use of digital resources.

The results demonstrated that 50% of students opt for kinesthetic preferences, which indicates that these learners like to be involved with physical experiences; touching, feeling, holding, doing, and practical hands-on experiences (Kanninen, 2009 p.16). Similar percentage has the visual style with 40% of students which shows that the correlation between these two learning styles is significant; and only 10% of students are auditive. The results of the present study are consistent with Reid’s study, mentioned before, where students preferred the Kinesthetic Style. That is according to the mean score for each learning style, students in this study favored the Kinesthetic Learning Style. On the other hand, regarding the students’ perception about using digital resources to learn vocabulary, it is shown that 77% of students answered “yes”, 13 % of them said “no”, and 10% answered that “sometimes” they prefer to learn vocabulary using digital resources. This demonstrates Tinio's point that ICT has a tremendous impact on education in terms of acquisition and absorption of knowledge.

CHAPTER V: CONCLUSIONS

5.0 Introduction

In the following chapter conclusions of the study are mentioned. Among them, the way in which the research question was approached is explained. In addition, research contributions, limitations and recommendations are mentioned, as well as final comments.

5.1 Conclusions

Conclusions are established in context of the objective set in the primary chapter of the study. *To identify students' learning style to learn English vocabulary supported by digital resources of first grade in Instituto Santander.* As shown in the previous chapter, the results indicated that the general objective was achieved. Students' dominant learning style is the kinesthetic one and the learning outcomes are better achieved when digital resources are used in class.

5.1 Answering research questions.

Answering the research question: *What are students' learning style and digital resources to learn English vocabulary of first grade in Instituto Santander?* The learning gained through this research was enriching. By investigating more about the learning styles of the students, it was possible to identify the preferences of the first graders. It was interesting to know more about VAK (Visual Auditory and Kinesthetic) which are the learning styles that most predominate today in students; then to know some strategies to teach these kinds of students. Hussain (2017) mentions that for better learning it is preferred to use a fusion of certain styles and strategies rather than being stuck to just a single stratum. Style aids a learner to be a more productive individual with enhancement of his potential caliber.

In addition, it was confirmed that it is advisable for students to have their English classes with the support of digital resources as long as their use is not abused. In this type of learning, some features can be highlighted: active, responsible, constructive, intentional, complex learning, contextual, participatory, interactive and reflective (Kustcher & St. Pierre, 2001, as cited in Díaz, 2015).

5.2 Implications

According to the results of this study, knowing the students' learning styles is essential to achieve the learning outcomes once teachers plan classes based on that. However, not all teachers have the compromise to do it. That is why teachers must consider applying a learning style study to their students to know their main learning styles and so apply better teaching techniques. The latest studies demonstrate the learning styles that predominate in students, such as the VAK model (Visual, Auditory and Kinesthetic). However, it is advisable to continue studies to know if these styles are still dominant. Regarding the use of digital resources to teach English vocabulary, it should be used as support to make the classes more attractive to students, although the use should be moderate and according to their age. That is, teachers must be able to balance the use of kinesthetic activities with the use of digital resources in the classroom.

5.3 Limitations

In this study some of the limitations presented were the following. The first was the access to the literature, as most of it was expensive. The pandemic made it difficult to access a library and restricted online access. The second limitation had to do with knowing how to access certain information, since I found little or incomplete information. For example, on learning styles when acquiring a new language. Information was only found for each learning

style separately and for a specific skill. However, the necessary information on line was available to achieve this investigation.

5.4 Recommendations

Some recommendations about learning styles are:

- To identify students' learning styles at the beginning of the school year or course.
- Plan the classes and activities taking into account the students' learning styles.
- Follow recommendations about how to work with students based on their learning styles when teaching English vocabulary.
- Keep up to date with students' learning styles.

Then some recommendations about digital resources are:

- Be informed of the appropriate digital resources for students according to their grade.
- Include activities with the use of digital resources in planning.
- Balance the use of kinesthetic and digital activities. Not use them frequently because students can perceive them as distracting in the sessions.

5.5 Final comments

The way students are taught, no matter their age, is constantly changing. First of all, it is necessary to know the students to know where to start in their teaching. Knowing how it is best for them to plan their activities whether they are kinesthetic, visual or auditory. Also take into account your environment, as it is also changing. For example, technology is increasingly used inside and outside the classroom, and today it is necessary to complement classroom activities with the use of technological resources. Not forgetting to prioritize what

they need to achieve their goals. It is essential to balance the use of physical teaching materials and the use of technological resources in the classroom with students. Therefore, further investigation should be undertaken as recommended.

Further studies on learning styles and strategies for acquiring a new language are recommended, especially for primary school children. This would certainly better support teachers and students in the teaching-learning process.

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Appendix A



TEST DE ESTILOS DE APRENDIZAJE

Maestra: _____




Nombre: _____

	Visual	Auditivo	Kinestésico
¿Qué te gusta más en tu cumpleaños?	 La decoración	 Cantar las mañanitas	 Abrazar
¿Qué actividades te gustan?	 Leer cuentos	 Escuchar cuentos	 Participar
¿Qué haces en tu tiempo libre?	 Dibujar	 Escuchar música	 Jugar
¿Qué es lo que más te gusta que te regalen?	 Un libro	 Un aparato para escuchar música	 Plastilina
Si tuvieras dinero, ¿qué comprarías?	 Una cámara	 Un radio	 Plastilina
¿Qué recuerdas cuando vas a una fiesta?	 Las personas	 Lo música	 Los juegos
¿Qué haces cuando te enojas?	 Cambio mi cara	 Grito	 Pateo
¿Qué te gusta hacer en vacaciones?	 Ver tv	 Escuchar música	 Jugar con mis juguetes

 Creaciones preescolar

Appendix B

Instrucciones: Lee las preguntas y coloca una palomita ✓ en la columna correspondiente.

No.	Question			
1	Me siento a gusto usando tecnología en mis clases de inglés.			
2	Creo que usar tecnología es mejor que usar los libros.			
3	Creo que la tecnología me permite aprender más en el tiempo que tengo para estudiar.			
4	Creo que la tecnología mejora mi aprendizaje.			
5	Creo que el uso de la tecnología me permite tener mejor control de mi aprendizaje.			
6	Uso la tecnología para mis tareas o repasos en casa.			
7	Uso la tecnología para comunicarme con otros compañeros sobre temas de intereses personales.			
8	Uso la tecnología para comunicarme con otros compañeros sobre temas de la escuela.			
9	La tecnología (como el internet) me permite buscar material para aprender inglés.			
10	Me gustaría usar más la tecnología en mis clases.			

Appendix C

Consentimiento informado para padres/madres/representante legal

“Estilos de aprendizaje de los estudiantes para aprender vocabulario en inglés con el apoyo de recursos digitales”

La presente investigación es realizada por Flor Wendy Jiménez Pozos, estudiante de la Benemérita Universidad Autónoma de Puebla que cuenta con el fin de realizar dos cuestionarios. Los objetivos de la presente investigación son identificar y analizar los estilos de aprendizaje de los alumnos para aprender vocabulario en inglés con el apoyo de recursos digitales.

Estimados padres: me dirijo a ustedes muy respetuosamente para informarles que requiero la participación de sus hijos en este estudio, para lo cual tendrán que responder preguntas en dos cuestionarios. Esto tomará aproximadamente unos 15 min cada uno en día distinto.

La participación de sus hijos en este estudio es estrictamente voluntaria y podrá negarse al mismo sin perjuicio alguno. La información que se recogerá es confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas a los cuestionarios serán codificadas usando un número de identificación y por lo tanto serán anónimas.

Si Ud. decide que su hijo(a) participe en este estudio, su hijo(a) podrá hacer preguntas en cualquier momento durante su participación en el. Igualmente podrá retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante la entrevista le pareciere incómodas, tendrá el derecho de hacérselo saber al investigador o de no responderlas.

Yo _____ con C.C: _____
doy mi autorización para que mi hijo(a) participe en esta investigación.

Se me ha explicado con claridad y he comprendido el espíritu y lo que implica la participación de mi hijo(a) en esta investigación. Entiendo que la participación es voluntaria y que al no hacerlo no tendrá consecuencia alguna. Reconozco que la información que se provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado que mi hijo(a) podrá hacer preguntas sobre el proyecto en cualquier momento y que podrá retirarse del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para la persona. Me han indicado también que tendrá que responder preguntas en dos encuestas, lo cual tomará aproximadamente 15 minutos en días diferentes.

Firma del padre/madre o responsable legal:

Appendix D

Autorización para realizar estudios de investigación

14 de junio de 2022

Maestra Beatriz Purón Hernández

Directora del Instituto Santander A. C.

33 Norte 2613, 72070 Puebla, Puebla

Estimada Maestra Beatriz Purón Hernández:

Le escribo para solicitar permiso para realizar un estudio de investigación en su institución. Actualmente estoy inscrito en el diplomado para titulación de la Universidad Autónoma de Puebla y estoy en proceso de redactar mi tesina de licenciatura. El estudio se titula “Estilos de aprendizaje de los estudiantes para aprender vocabulario en inglés con el apoyo de recursos digitales”.

Espero que la administración de la escuela me permita reclutar a los alumnos de primero A de primaria de la escuela para completar de forma anónima dos cuestionarios de 10 preguntas cada uno (se adjunta copias).

Los estudiantes interesados, que se ofrezcan como voluntarios para participar, recibirán un formulario de consentimiento para que lo firmen sus padres o tutores (se adjunta copia) y lo devuelvan al investigador principal al comienzo del proceso de la encuesta.

Si se otorga la aprobación, los estudiantes participantes completarán los cuestionarios en un salón de clases en horario de clase de inglés. El proceso de las encuestas no debe demorar más de 15 minutos.

Los resultados de las encuestas se combinarán para el proyecto de tesina, y los resultados individuales de este estudio permanecerán absolutamente confidenciales y anónimos.

Su aprobación para realizar este estudio será muy apreciada. Puede comunicarse conmigo a mi dirección de correo electrónico: 2primariainstitutosantander@gmail.com.

Si está de acuerdo, por favor firme a continuación y devuelva el formulario en seguida.

Sinceramente,

Flor Wendy Jiménez Pozos

Aprobado por:

Beatriz Purón Hernández

Directora de la institución.