SUBBITED THE NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA, MANAGUA AS A REQUIREMENT FOR SEMINAR BACHELOR`S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL).

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

GENERAL THEME:

Methodological Strategies that Influence the Development of the English Language Learning during the Second Semester, 2020.

SUB THEME:

The influence of learning styles in the development of the speaking skill in students of seventh grade at El Hular School, second semester 2020.

AUTHORS:

- Gabriel Aurelio Olivas.
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TUTOR:

MSc. Mauricio Alvarado

Matagalpa, January, 14 th, 2021.

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DEDICATION

This research work is dedicated:

To God;

For giving   us the necessary knowledge to finish this work Thus, we have been able to   achieve our goals and dreams with success.

To our family;

Because, they motivated us to go on until the   end with our degree as English teachers. Therefore, we could face our weaknesses to become them in strengthens in our learning process with their unconditional support.

Our teachers;

For being an essential part in our academic training; due to, they were always helping and clarifying us our different doubts when we had difficulties in the learning process of the different skills in the English language learning.

ACKNOWLEGMENT

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
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UNAN - MANAGUA

"2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Yoberlin Daniel Cortedano carnet número 16064284, Gabriel Aurelio Olivas Sevilla carnet número 16064251, y Miguel Angel Moran Mendoza carnet número 13067881 para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: "Influence of learning styles in the development of speaking skills of students of seventh grade at Hulars school, second semester 2020." responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó asimismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

_____
Ms c. Mauricio Alvarado
Tutor
UNAN – FAREM Matagalpa

ABSTRACT

This research work is about the different learning styles during the second term 2020.This paper was focused on the influence of learning styles to develop speaking skills in students of the seventh grade at El Hular School, afternoon shift, second semester 2020.Therefore, the main objective of this research is to analyze the influence of the students' learning styles in the development of the speaking skill. Thus, students overcome difficulties such as nervousness, pronunciation, intonation and lack fluency and vocabulary at the moment to participate in oral activities. This study has a mixed approach. Hence, it was gathered both qualitative and quantitative data. In addition, the students of the seventh grade were selected as sample size in this descriptive and applied research.

Primary data were gathered through a survey, and guide observation to determine the main students' learning styles. These data were analyzed through graphics and table. As a result, the findings showed that every student has his/her own learning styles and according to their learning styles students can develop the speaking skill in an enjoyable environment and in an easier way. Furthermore, the strategy that was conducted through different oral activities allowed finding out the students to put into practice, pronunciation, intonation, new vocabulary and fluency at the moment to pronounce the different phrases. In brief, the oral activities that include the different students' learning styles allow they get involved in communicative activities naturally with a cheerful environment into the classroom.

Keywords: Learning styles, speaking skills, strategy.

INTRODUCTION

This research focuses on learning styles influences in the development of speaking skills how students of seventh grade at El Hular School during the second semester 2020.

Bada E.&Okan Z. (2000) "argued, for an effective language learning and teaching, both learner skills and learner assumptions should be given due attention. In promoting this idea, students should be provided with the opportunity to clarify and assess their styles, particularly in reference to define objectives in general and awareness of strategies in learning)" (p.1),

Therefore, the use of techniques that allow to put into practice the speaking skill, considering the students 's learning styles, it must be the main purpose of the teacher at the moment of teaching a topic in English to develop communicative skill with them.

However, it is remarkable that speaking English in communicative activities has different difficulties such as the lack of students 'participation in oral activities because they do not find the right words to express their ideas. As a consequence, they stay quiet in a passive attitude during the oral activities, others feel nervous when they talk in front of their classmates. According to some studies, it was investigated that these pupils do not like to learn in the same form, some of them prefer to study English through listening to music, meanwhile others learn English faster by playing different games. For this reason, every teacher must conduct different activities to increase the students learning styles. In contrast, if the professor excludes the ways how the students want to learn, pupils are going to be bored.

This study was conducted to provide possible solutions for developing the speaking skill, considering the students 'language styles. This paper work will also help conduct different activities in the English class for practicing the communicative skill in a funny environment with the students. Furthermore, it will

help the English teachers to apply strategies, which motivate student's participation actively.

The study of this research   presents a mixed type of method both qualitative and quantitative approaches to gather   more complete information. "Mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon "(Cameron, 2015, p.4). Therefore, it was used instruments both qualitative and quantitative approaches. Thus, it could analyze and interpret or qualify   the students' learning styles to develop   the speaking skill in a foreign   language into the classroom. Such an approach allowed getting the opinions, of both, students   and teachers, with the different instruments that were used.

At the beginning, this research   used   a   descriptive study where it was made a description about   the main learning styles in the students, and   aspects that help develop the speaking skill Gall, & Borg, (2007) cited by Nassaji H. (2015) point out "The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data" (p.129). Therefore, this study paper   was gathered information on different sources to be informed about   some aspects that encourage oral communication in the learners. For this reason, the   instruments that were   used, such as the survey, and the guide   observation   allowed to analyze and describe at the same time the data collected.

However, this research work was carried out at the end, The Mauricio 's Rooster for practicing the speaking skill with the students. Hence, it was taken into consideration   in this strategy the learning styles   that was more requested by the pupils in the survey and the difficulties that were observed in the classroom observation with the students for communicating in the English Language, Thus, it was   gathered the best results of this paper work at the end.

This study was conducted with a universe of 28 students at El Hular School with pupils of the seventh grade to conduct the guide observation. The survey was conducted through a probability-sampling method. Where, it was used a simple random sample. Therefore, the students who participated in this sample were selected through a random number as technique. For this reason, everyone received a paper with a number; afterward, it was selected ten numbers of all groups of students the student who had the number participated to complete the survey. Finally, it was conducted a strategy with the students for creating a fun environment into the classroom using one of their learning styles. Thus, it was established a natural English conversation where students did not feel overwhelmed at the moment to participate.

In this research study, it was used two sorts of instruments to gather the data. First, it was applied three classroom observations to the English class in the students of the seventh grade to complete the guide observation as technique. Then it was conducted a survey to ten students of the group for getting their points of views about the main learning styles that they like the most for developing of speaking skills in the English language. Therefore, all kinds of instruments took aspects about the main students' learning styles to look for strategies for putting into practice the oral communication.

All the information that was gathered through primary and secondary resources was important to find the right strategy to put into practice the speaking skill in the learning of a second language. Therefore, the information of primary resources was analyzed with different software programs in the computer such as excel and word to process information and present the results in graphics and the explanation of the different instruments that was applied. Regarding with the information that was collected by secondary resources, it was interpreted and related to the strategy that was applied with the students. Thus, it was applied the three levels of reading for analyzing this sort of information.

JUSTIFICATION

This research work was created to describe the learning styles influence in the development of speaking skill in students of the seventh grade at El Hular School during the second term 2020. As a result, this work was focused on learning styles due to every student has his/her own form for learning.

However, the English teachers sometimes do not include in their lesson plan fun activities with regard to learning styles of learners. Consequently, this situation is becoming in a huge problem for the pupils who cannot understand and learn fast the English as a second language. Hence, it is important that the teacher catches students' attention in the different activities where he/she can consider the students' learning styles. Thus, the students can enjoy the class using their own learning style without feeling frustrated during the English class. Hence, this document describes different students' learning styles to increase the students' interest for developing their speaking skill, and their participation in oral activities without feeling overwhelmed.

This research will have a positive impact on both, teachers and students whose have difficulties with the speaking skill. Due to, this research work will provide them techniques to teach and learn the English language in a funny environment. Thus, the students can develop their communicative skills with confidence.

To summarize, this document will have a great importance for all people who are interested in improving their speaking skill through the different learning styles. In addition, this research has relevant information such as strategies that could be necessary for improving oral communication and conducting them into the classroom.

OBJECTIVES

3.1 GENERAL OBJECTIVE:

Analyze the influence of student learning styles in the development of speaking skill in seventh grade A student at school El Hular in the second term 2020.

3.2 SPECIFICS OBJECTIVES:

1)   Identify the types of learning styles used in the development of the speaking skill in   students of   the seventh grade at El Hular school in the second term 2020.

2)   Describe the types of learning styles to improve the   speaking skills in students of the seventh grade A at El Hular school in the second term 2020.

3)   Propose a strategy that includes different learning styles to conduct oral activities with students of the seventh grade A at El Hular school in the second term 2020.

DEVELOPMENT

4.1 Learning Styles

Learning styles are a student's "natural, habitual and preferred ways" of absorbing and processing a second language (Peacock, 2002)

According to Peacock, students learn and process a language fast and easily taking to account their learning style, assessing them with their natural learning, the results are going to be better because for them these styles will be comfortable for improving their English skills.

4.1.1 Definition

" Dunn and Dunn (2003) defined learning styles as how each person begins to concentrate, process and remember new and academic content " (p. 136).

Under these circumstances, every person has his own style to develop his learning process in a second language. This means that all people do not learn in the same way. For this reason; there are people who learn through the movements of the body, another one through their auditory sense, and others using their sight. With attention to such learning styles, it is important to consider the different learning styles of the students at the moment to teach an English class. Thus, the students will be able to enjoy the class without feeling frustrated when they must participate in oral activities. For this reason, the development of the strategy of "Mauricio rooster" is critical because the student learn vocabulary performing actions before of pronouncing the words that are requested by the teacher. This way it is created a comfortable environment into the classroom.

4.2 Types of learning styles

4.2.1 Importance of the learning styles to develop the speaking skills in the English language

According to Lindsay (1999) cited in Moenikia A.& Babelan A. (2010), found "the harmony between learning style and teaching style increased academic achievement and satisfaction with learning. It is emphasized in most research that individual preferences of the teacher and educational planners in presenting topics

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should be based on the learners' learning styles because learning styles can influence the efficiency of educational materials, their models, and methods" (p.1170).

The learning of The English as a second language is easier with different things that learners enjoy doing in their daily life. By the same token, teachers must adapt the activities that are planned in their lesson plan according to   students' styles to allow them they feel confidence   at the moment of participating in oral activities during the English class. For example, if students must learn vocabulary related to sports, and some students like playing soccer, the teacher can put them to play soccer or watch a video of soccer.

However, as all students do not like   to do the same thing, the professor need to adapt strategy according to the learning styles of pupils. For this reason, if other students like playing videogames, the teacher can put them to play a video game of some sports that they like the most as a homework. Afterward, the students can be shared with the rest of the classmate in the next class about the words that they learned in the video game. If other ones like singing, the teacher can give them a song that they learn and sing in the classroom. In a word, if the teacher considers the student's styles the learning process of the English language in the students will become fun and not boring.

4.2.2 Visual learning style

Visual learning refers to the process through which learners gain knowledge and understanding explicitly through, visual tools that include, printed words, paintings, drawings, sculpture, photography, cartography, diagrams, video, television, graphs, charts, images, films, newspapers, sign slides, etc. These tools help in delivering educational content more effectively. They greatly benefit and enhance the learning process as interactive effects and are used to reinforce the material being studied.

Visual learning is a great way of learning, as it aids in increasing a learner's interest in a certain subject, makes the learning process more enjoyable and sustains the learners' interest for longer periods. (Philominraj A., Jeyabalan D.& Vidal-Silva C.; p.55)

In the same way, such learning style is critical to develop the speaking skill with the students. Due to, the information is received by the students through the sense of the sight. This makes students can remember the contents and the target language in an easier way. Therefore, the use of this sort of aids into the classroom for English teaching is critical to involve students in the different oral activities. Hence, when the teacher uses images or videos to teach a content, the students can associate the pictures with the new vocabulary   that they are learning with the image of the picture without translating the word in their mind. Thus, it was conducted a warm up activity with the students where it was presenting   the parts of a house with their furniture through different kind of picture. Thus, the students could recognize the meaning of words without translating to their native language.

4.2.3 Auditory learning style

"The   use of different audio aids is the way how many people develop their speaking skills". Kayalar f.   (2017) found some people   only learn listening to the other people 's explanations without having to see the facts or perform with their body the actions comprehend better the information. Such learners should use their aural sense to develop their process of learning in a second language.

As a result, students who learn in this way they comprehend the things that they hear only listening to what their friend say or through the music and different shows broadcasted by radio. This way has the capacity to connect their ideas and express them normally. Indeed, there are learners who develop an excellent pronunciation, and intonation in the phrases, which make them sound like a native speaker when they talk in spite of, they make mistakes with grammar structures. For this reason,

it was put into practice the listening skill with the pupils during the development of the strategy "Mauricio 's Rooster Where, they listened the word and pointed over the word that they had listened on the flashcard stuck on the white board.

4.2.4 Read & Write

"Read/write learners are typically the students who excel by using traditional study methods. They're the type of students who don't mind sitting down and reading through a textbook to gain valuable insight ". (Homespun & Hands-on, 2017)

 This kind of students prefer are reserved and avoid to be involved in the oral activities, they prefer learning through a reading or a writing, they show ability for learning reading and writing, teachers must know this learning styles for assessing with the appropriate way these students.

4.2.5 Kinesthetic learning style

"Students who prefer only to be performing actions with their bodies are learners who have a kinesthetic learning style ". NUR'AINI N. (2019; P.4) This is one of the learning styles that prefer to body movement of learners. It helps students build their ability to learn specially in speaking. Kinesthetic learning happens in students when they are taking out more physical activities rather than listening to a lecture or watching demonstration. They prefer to conduct their work by using their body movement."

Therefore, the English teacher must develop activities such as   games, dynamics, songs, where students can perform the actions mentioned in the songs. The key point with learners who learn performing the actions It is to do activities that make them   use their bodies to comprehend the content. For example, if the content is to learn   part of the body, the teacher can sing with   students a song that mentions the part of the body; while, they go touching   their body regarding the part of the body   mentioned in the lyrics of the song, at the same time they put

into practice the speaking skill singing all together the song. With this in mind, it was conducted the strategy "Mauricio 's Rooster", where the students mentioned a word according to the topic while they were playing with a sweeter. This means, they were doing   movements with their bodies. Furthermore, they were put into practice-speaking skills at the same time.

4.2.6 Use of different aids for developing kinesthetic learning style.

Castillo a. (2016; P.30), founds Aids as PowerPoint presentations, flashcards, tape recorders, and didactic cubes are material that support activities such as role plays, mimics and games, which require use of the body to develop kinesthetic activities. Such aids and activities are guided by the teachers who will present the instruction by giving an example with one or some students to make easier the understanding of the activity.

As it was mentioned above, the use of such aids makes to conduct different fun activities   with the students. Thus, pupils can learn without feeling boring during the English class. Due to, they can put into practice the speaking skill through the actions such as games, songs that imply the movement of the body. Now standing, the development of a content with funny activities it depends the creativity and motivation of the English teacher to   teach his/ her class. To conclude, an active class with learners can do the difference in the attitude of students to learn a second   language; in this case, the learning of the English language. Hence, it can be said that the use of the strategy Mauricio 's rooster allowed pupils participate with   enthusiasm in the communicative activities: Thus, it   was created a funny and trustful environment with the pupil. In addition, it was used the flashcards as visual aids, the sweeter than a real object for doing a game with the students.

4.3 Development of the speaking skill in the English language

4.3.1 Definition of the speaking skill

The speaking skill is the most important skill that needs to be developed to communicate with other people in society. According to Chaney (1998), cited in Leong L, Seyedeh M., & Ahmadi m. (2017), "speaking is the process of making and sharing meaning and defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Byusing verbal and non-verbal symbols in different contexts" (p.3). Therefore, the oral communication is necessary to establish a conversation with people who speak the same language. Nevertheless, most learners in a foreign language present problems to develop successfully this skill. Taking this into account, it was conducted the strategy Mauricio 's rooster with the students   which was focused in the practice of the speaking skills in the English language with the pupils into the classroom with a cheerful environment where they felt comfortable for participating.

4.4 Main aspects to improve the oral communication

4.4.1 Vocabulary

The vocabulary plays an important role in the development of oral communication in the learning of a foreign language. Yunus K., Saifudin M. (2019) argued "Vocabulary knowledge allows learners to fully use the language they are learning, but it is wrong if students' proficiency is determined solely based on their vocabulary knowledge and their mastery (Nation, 2001). However, the importance of vocabulary learning shall not be neglected" (p.15). Here the learning of vocabulary must not be words by words separated of phrases or sentences due to it is easier to forget the new word that was learned. Nevertheless, when the new vocabulary is associated with phrases   where the learner can use the new word according to the context that he or she learned the Phrase it can help students

remember the vocabulary in an easier way when the student wants to communicate.

To demonstrate, the importance of the learning the vocabulary connected with phrases and sentences, it was conducted the strategy "Mauricio 's Rooster" where students had to use complete sentences adding new vocabulary according to the topic in the study. This way, the students could communicate with each other using the new words that they had learned. Where, they enjoyed the different activities putting into practice their learning styles as well.

4.4.2 Intonation

The intonation of the words and sentences make to sound naturally to students at the moment to speak. McLemore, (1991) cited in Levis J. (2012) says "Intonation contributes to linguistic meaning in various domains, such as marking juncture bet ween spoken phrases, highlighting, or backgrounding particular words or syllables, marking the ends of intone phrases with movements, and using extremes of pitch range to carry discourse or contrastive meaning. Other types of meaning (e.g., emotional) are only partially connected to pitch variation, and native speakers inconsistently identify emotions from speech (P. 4).

For this reason, it is critical to do the right intonation to the words and sentences to be understood by the listener. Taking this aspect into account at the moment to conduct the strategy, Mauricio 's rooster it was practiced the name of   the different furniture that was the topic through repetition. This way, students could practice the correct intonation and stress of the new vocabulary. Then, it was practice the whole phrase, where it was added the vocabulary related to the topic. After that, it was conducted.

4.4.3 Fluency

"We already know that one of good criteria in English speaking is being able to spoken English well and fluently. Speaking fluently here means the speed of speaking ". (Moh & Bafadal, 2019)

The EFL students are usually informed with the fluency achievement in a formal English language proficiency test. Such a test result indicates their speaking proficiency level and provides feedback on how to improve the speaking skill" (p.1.) This point is important for learners of a second language because the development of fluency, it can be achieved through the practice every day. Due to, the brain needs to be adapted to the new language that involves new sounds new sentence structures. However, this aspect can be achieved in an easier way associating phrases and words with different situations, objects, or things of the real life not memorizing the words mechanically for this reason, in the strategy that was conducted to develop the speaking skill in the students, it was used pictures to teach the new vocabulary to students according to the topic. Then, these vocabularies   were connected with complete phrases that allowed students gained fluency at the moment to speak in the different activities.

4.4.4 Pronunciation

The pronunciation is critical at the moment to communicate with other people in English. Nordquist, (2017) cited in Gonzalo W.,   Rodríguez N.,   Inca M. & Escobar M. (2018), "It refers to the knowledge and ability of English users to perceive and produce sounds of speech and their use in particular contexts, phonetic features, phonetic composition of words, and sentence phonetics" (p. 159). Therefore, people who want to improve their pronunciation need   to practice every day the different phonetics sound of the words. to, there are many new sounds in the pronunciation of the words in English that need to be practiced for making them correctly.

Under these circumstances, the English teacher must look for different strategies that allow him to put into practice   the pronunciation with the students. Also, the professor pronounces the word rights when he explains the content to   avoid students get confused in the pronunciation of the words. For   this reason, when the students had to pronounce the different furniture of the house in the strategy of "Mauricio 's Rooster"; first, as English teachers had to pronounce the words; after, the students did it all together; then in individual way. Consequently, it was given feedback to the students when they   did not pronounce correctly a word.

Use of the   strategy "Mauricio's Rooster" to develop speaking skills, taking into consideration   the different students' learning styles   through the instruments that were applied.

4.4.5 Strategy

The use of a right strategy to teach a new language is the key point for the success of the development of communication skill in the students. According to Montaño J. (2017) "Learning strategies refer to a set of tactics that people use to gain control over their own learning process. Nowadays, enhancing strategies in second or foreign language classrooms are one of the teachers' roles, since their mission is to facilitate the learning among their students and make their thinking process visible". (p.1), With this in mind, it was created a new strategy to encourage the learners to put into practice the speaking skill in a joyful environment. Therefore, it was included activities that involve the different learning style of the students. This strategy is explained   in the next point of this paper work.

The next strategy has the name of Mauricio's Rooster because is brief tribute to our tutor teacher Mauricio Alvarado who have guided us, in our research work and the sweater used to simulate the rooster, it has his own name like Mauricio but it

could change depending on the teacher who gives the English class, example, if the teacher is Roa, the strategy's name will be 'The Roa rooster' etc.

The "Mauricio 's Rooster"

This strategy has as purpose   to inquire   about the learning styles in students to help them learn easier   the English language. This activity was developed at El Hular School in students of 7th grade, where learners showed interest and participated during the development of this strategy.

First, it was done a warm up activity where it showed students through a picture a house separated in its different parts and the main part of the house were taken into account by showing some picture them.

Second, this activity is according to the topic developed, it means, it could be changed the head phrase, the idea is to improve the speaking skills, but maybe you wonder. How does this strategy work? The answer is easy to clear, it is adapted to the content and change the head phrase to the content at the moment, sentences: this is the Mauricio 's Rooster and is about animal's topic, in opposite way if the topic is furniture, so the head phrase could be: This is the Mauricio 's furniture when the students are waiting for the Mauricio 's Rooster or Mauricio 's furniture they are going to be   exciting and every students will speak repeating the head words, this is the important key of the strategy, the pupils are always speaking.

Step by step these are the instruction for developing the strategy.it is important to remark that the following instruction could be adapting to the topic.

By using a folded sweater, the students passed on one by one, saying the next words." This is the Mauricio's Rooster its alive," do not let it die" the student who gets the sweater (rooster) from his/her classmates, he/she ought to say the same words, but catching the sweater grabbing it from bellow to their classmate's hands, when the jacket fell down in the hand of one student, he/she must come in front of the whiteboard. Then, it was asked to him/her; Would you like to write the word that you are going to listening? Or, would you like to say a parts of the house

in the picture? For example: on the board there are names of the parts of the house written, too it was made a brief introduction that say, **hi partner my name is Daniel and I like this part of the house named Roof**, if the students wanted to read, or to draw; but, if the students just preferred name them they could choose the best option for them. Moreover, if the pupils liked listening and point, it was played an audio. All these options were created   to put into practice the difference-learning style with the pupils.

At   the moment to conduct   this   strategy, the students were exciting with the game although, some students forgot some words of the vocabulary that were used, and someone did not want to participate. In short, the students' participation was not active.

4.5 Instruments to gather primary information with students

4.5.1 Classroom observation

The classroom observation is a useful instrument for gathering important information in a research work in a determined field. According (O'Leary, 2013) "Classroom Observation explores the pivotal role of lesson observation in the training, assessment and development of new and experienced teachers. Offering practical guidance and detailed insight on an aspect of training that is a source of anxiety for many teachers, this thought-provoking book offers a critical analysis of the place, role and nature of the lesson observation in the lives of education professionals" (p. 2).

Therefore, this instrument helped researchers that they   described the different difficulties that are presented in a determined group. Taking this into consideration, it was made three classroom observations with the purpose of identifying the main students' learning styles in the learning of the English language. With the guide of observation as technique that it could also notice the students 'difficulties   at the moment of participating in oral activities with the English teacher. Thus, it could prepare a strategy when all the students could get involved in communicative

activities putting into practice their own learning style in a funny environment. The guide observation is presented below:

4.5.2 Survey

The survey allows gathering information about a group of people in a general way. Therefore, with the information gathered, it can be deduced from the weakness and strengthens of the group of individuals. According to Check & Schutt (2012) cited in Porto J. (2015), "Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" This type of research allows various methods to recruit participants, collect data, and use various methods of instrumentation (p.168). Here, it was conducted a survey to some students to know about their learning styles. This way, it was considering their opinions at the moment to plan the strategy for practicing speaking skills. The survey is presented in the next point.

Dear students the following questions have the purpose of knowing about   the main learning styles that you are for learning English. Notwithstanding, we are thankful with you for your collaboration with us before to ask you that provide us the necessary information to complete the research that it is being worked.
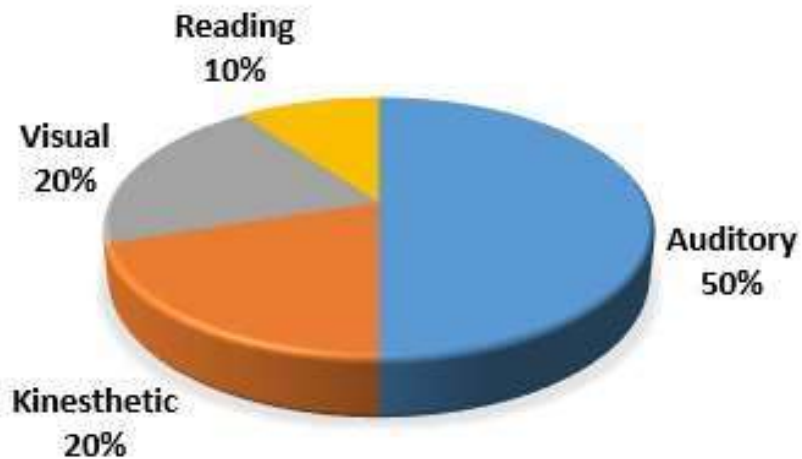
**Graphic 1. Which of these learning styles do you feel identified?**

According to this station, 5 students   said that they were auditory style   2 students argued that are in the kinesthetic style, others 2 students answered were visual, and just one student answered he was the reading style.

Ventas

- vocabulary
- pronunciation
- intonation

32%
53%
15%
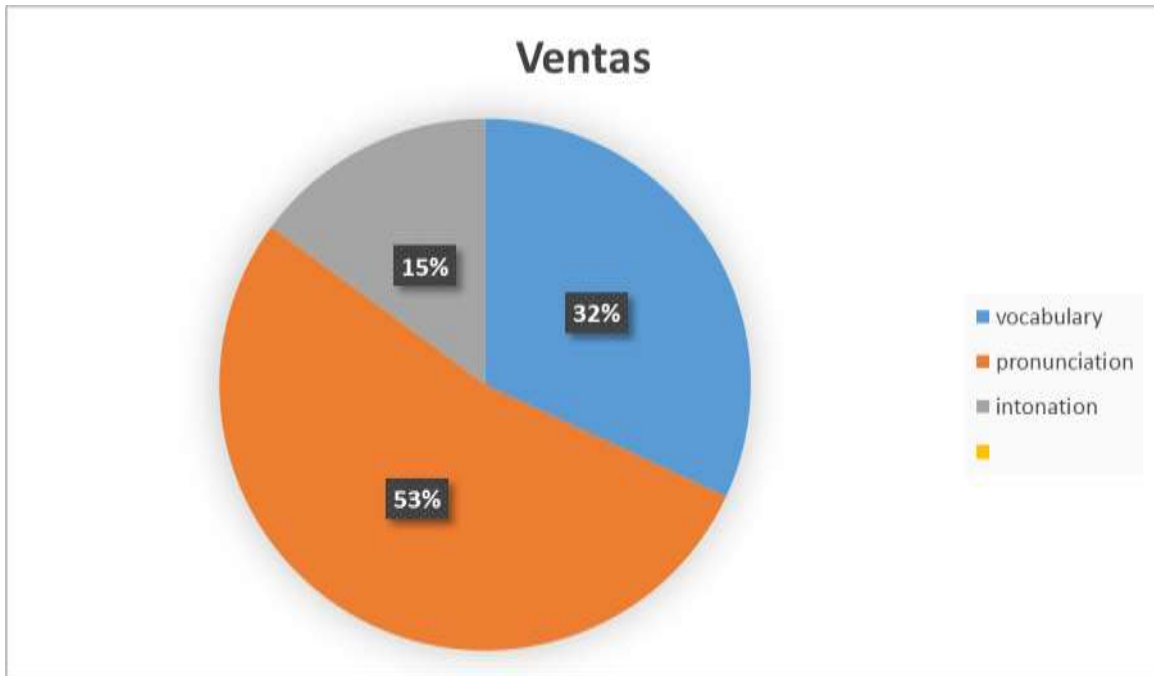
Graphic 2: what do you do for improving your speaking?

Source: Survey applied to the students of the seventh grade at El Hular School.

Regarding this question, 3 students said: they learn throughout vocabulary, 5 students answered they improve their speaking skill practicing pronunciation and 2 said that they practice speaking with the intonation.
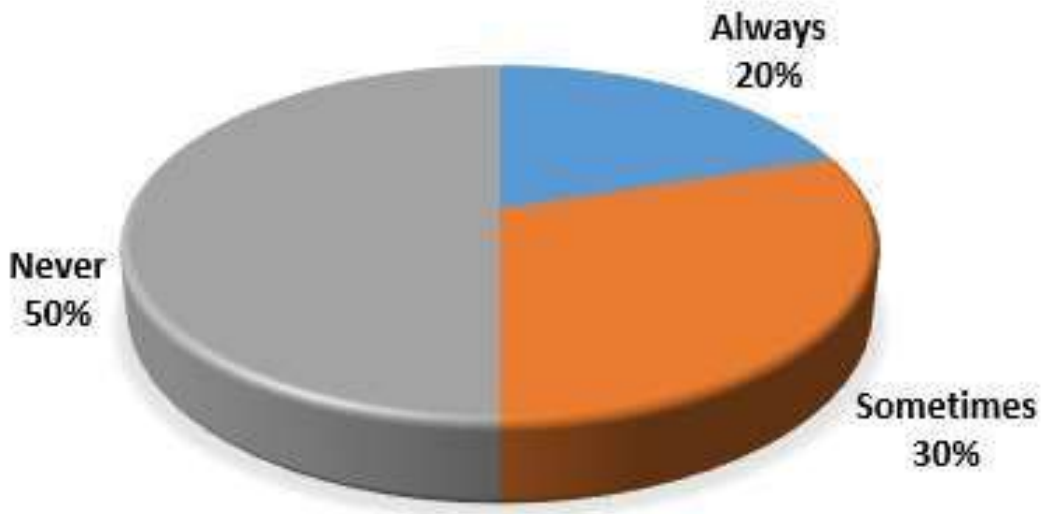
Graphic 3. Do you practice intonation?

Source: Survey applied to the students of the seventh grade at El Hular School.

From 10 students interviewed, 2 students express that they always practice the intonation of words, 3 pupils sometimes do it, and 5 learners never practice the intonation. As a consequence, there are many students in high school who cannot improve their speaking skills in the English language.

Graphic # 4

(Pie chart legend: Fluency 30%, Grammar 10%, Pronunciation 20%, Vocabulary 40%)
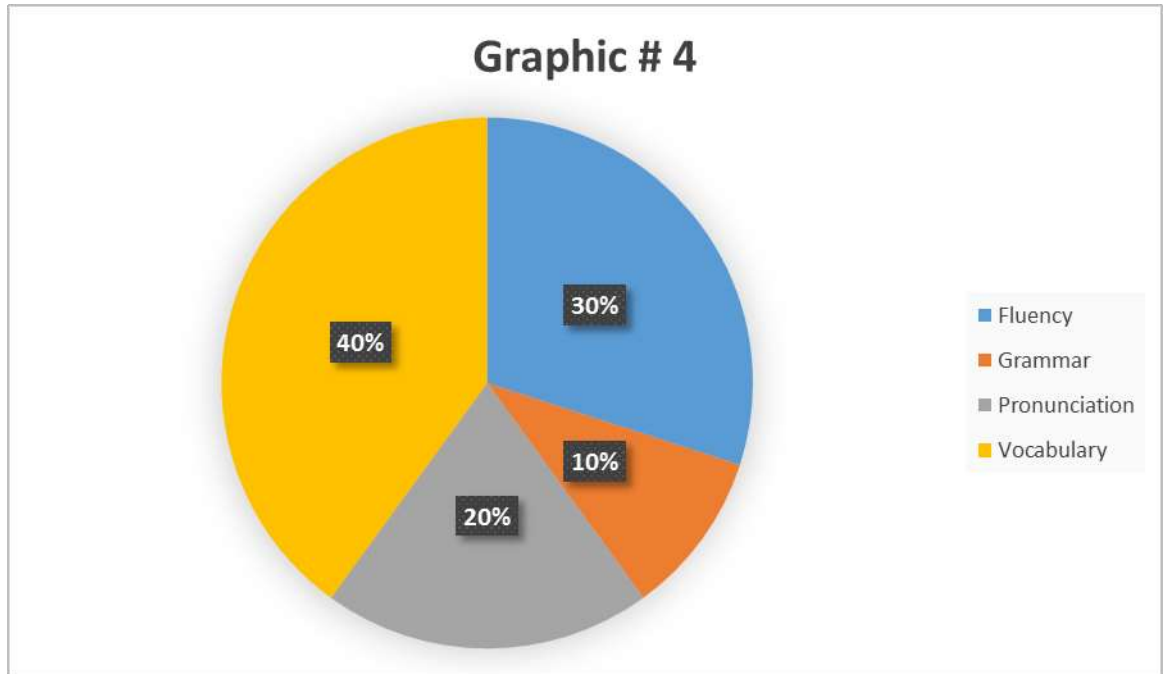
Which of these skills do you consider the easiest to learn?

Source: Survey applied to the students of the seventh grade at El Hular School.

According to the answers of 10 students 3 pupils referred that they learn easier fluency, just 1 student said that grammar is easy ,2 pupils consider that pronunciation is easier to dominate and 4 students considered that the vocabulary helps the possibilities to improve the speaking skills.

Graphic 5
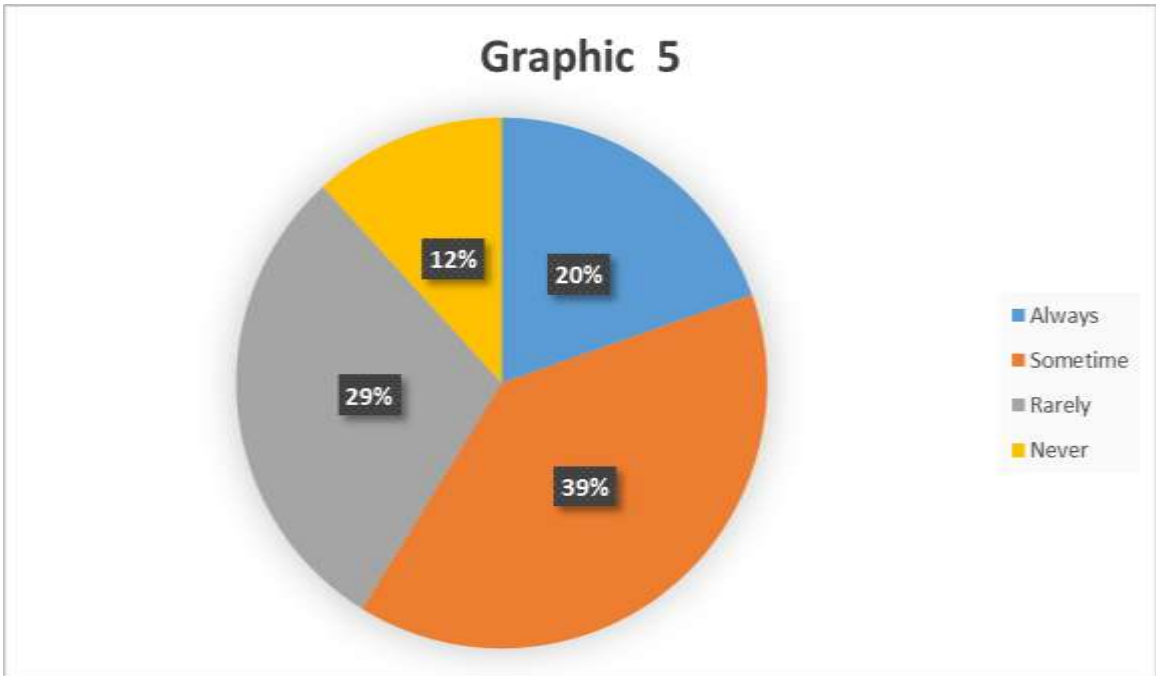
How often do you practice your speaking skills?
Source: Survey applied to the students of the seventh grade at El Hular School.

The students' answers were: 2 students argued that always practice their speaking, 4 of them said that they do it sometimes, 3 learners answered that they Rarely practice their speaking skill just when they have to do their homework, and 1 pupil never practices the speaking skill.

This graphic is the result after having applied the strategy Mauricio 's Rooster
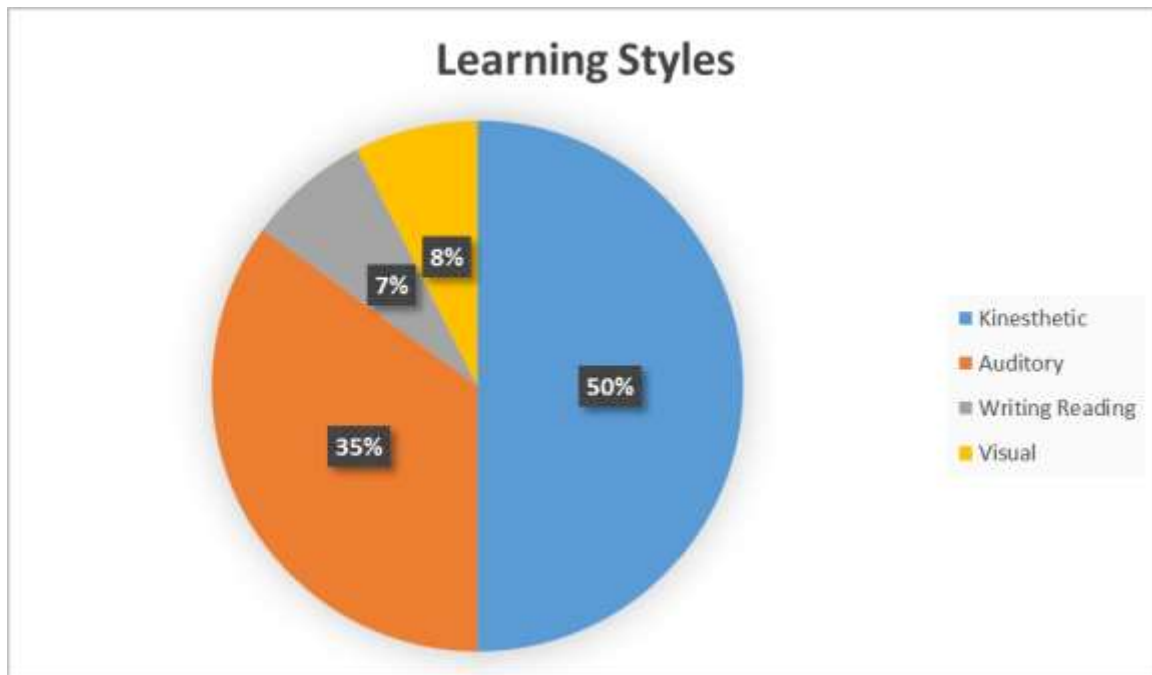
During the strategy 's application it was observed that the majority of students involved in the activity, without taking into account their learning style they only wanted to participate. In the graphic it can see how it was distributed the learning styles in the level that was researched. 50% of the all students talked and also they involved in oral activities.

4.6 Strategy for developing the speaking skill.

After, it was developed for the first time the strategy "the Mauricio 's rooster game" with the students; it could analyze that was important that all students got involved in the strategy Therefore, it was conducted again but this time as the students were familiarized with the activity their participation and interest in the activity was noticed.

The changes of the strategy are explained below:

The "Mauricio 's rooster game"

It had some modifications due to, the first day that it was applied the strategy that some students did not want to interact and participate in the activity. Here we have met to the pupils' styles, and we had enough time to make the necessary changes to it.

Based on the class attendance, there were 24 pupils on Thursday, November 5th, 2020.   They   were 10 women and 14 men, but this day the schedule had changed. The English class started at 2:45 and finished at 3:30. Therefore, this was the time   available for developing the topic: (parts of the house).

The strategy started with student by student who had to introduce themselves and to his/her classmate who was in his/her right side, they said the next words: my name is (Carlos) and I introduce to my friend, now who was the living turn around to her/his classmate and he/she said "I am not a table, my name is Roberto, and I introduce to my friend his/her name is desk, this dynamic was done for all students. Thus, it could notice that they loved it because they were smiling in a cheerful way.

Second, it was practiced the vocabulary about parts of the house with the pupils and asked them that they did not forget the name given to their   friends in the activity above. Due to, there were going to do the same activity at the end of the

class. In this moment, all students were exciting because they were going to play again.

It was put into practice the vocabulary during 5 min. Then, they talked about different parts of their own houses and the furniture that they had in their room. For instance, someone said; "I do not have a closet, but I have a table" This activity was such a brainstorming game. At this moment, most students practiced their speaking skills. To conclude, there were 4 pupils who did not want to talk but they wrote their sentences after that, they chose one of their classmate for reading their sentences. Finally, each learning style was noticed in different moments, example kinesthetic was included when the pupils started to speak repeating the head phrase of the game, because that phrase was according to the topic, for visual style the strategy had a picture with the parts of the house these students observed and after that they talked about the image, reading and writing were adding at the moment the students came in front of the whiteboard, first they read a word of the part of the house and then they wrote that word, when the game started, indirectly the students involved in auditory learning style because they were listening to carefully the instruction of the game for repeat correctly.

Finally, it was said to students that they were going to do the activity that they had done at the begging of the class. However, all students who   participated had to say the next phrase to their classmate next to them according to the name that they had given him/her in the activity before. For example ,if they had given the name window or door or whatever part of the house to their classmates next to them; they had to say; "**this is the furniture's rooster is clean please do not let it die"** When, they got the sweater rolled and gave it to their friend .first, it was asked them that they remembered that this activity had already been done with the student's personal's name, but this time they were going to use   the name of a furniture If the sweater fell down in their hands, they had to participate in the next activity because they had killed the (furniture) rooster Therefore, they had to introduce themselves, but they were not going to say their   personal's name.

They had to introduce with the name of the furniture that their classmate had named him/her.

As a result, a   girl was the first loser at the beginning of the game. Therefore, she said "My name is table and my friend is closet." Thus, the game continued naming the rooster with   vocabulary of furniture. Some students forgot, how to introduce his/her friend, but the phrase was written on the board, thus they could read and practice both   reading and speaking skills at the same time.

4.6.1 Observation

The Mauricio 's rooster had to be applied two times. In order to get the results expected. Consequently, some students were afraid and did not want to participate. In addition, this strategy was created according to the content of furniture. As a result, they showed love for the game. This strategy was applied on Tuesday, November 03th, the first time   in the afternoon from 1.30 to 2.15 pm.

This day, the students' participation was low during the development of the activities. Mainly, it was   shown the boys' participation. Under these circumstances, it was necessary to improve the strategy for getting involved all students Hence, it was decided to plan another funny activity this   strategy that allowed to consider the students 'learning styles to put into practice the speaking skill. Then was carried out the strategy on Thursday in the same week again.

After it was made the necessary changes in the strategy for catching the students' attention and participation, it was noticed that students enjoyed the game and actively participated in the different oral activities. Furthermore, the different activities   considered the different learning styles in the students where they had to read, speak, or write. In summary, this strategy is recommended for teachers and students, as one tool more to increase the students' oral participation.

CONCLUSIONS

Regarding, with the results that were gathered with the guide of observation, the survey and strategy applied, it was reached the following conclusions:

1) The main students' s learning styles were the Auditory style, kinesthetic style.

2) When, it was taken into account the students' learning styles; the speaking skill was improved through the student's participation in a cheerful environment into the classroom and student's motivation participate in oral activities without nervous.

3) The strategy "Mauricio 's rooster" allowed learners put into practice the speaking skill using their learning styles through different funny activities.

4) The main oral activities that were conducted to improve the speaking skill:

- Students introduced themselves and their classmates using vocabulary of furniture.
- Students practiced vocabulary of furniture through repetition while they looked at flashcards.
- Then, students made a brainstorming where they spoke about their own furniture in their houses.
- After, the students said a phrase in English meanwhile pupils took with their hands a sweeter; the student who lost he or she had to introduce himself or she using as name the name of the furniture that his /her classmate had given to him/ her at the beginning of the class.

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ANNEXES

VARIABLES OPERATIONALIZATION

VARIABLE	DIMENSION	INDICATORS
Student Learning Styles s	Theories	Definition, importance.
	Types of learning.	Visual learners, auditory learners, kinesthetic Reading. .
	Types of strategies	Definition, Games, I prefer learning.
Speaking skill	Vocabulary	Reflexive and expressive, Active.
	Intonation	Rising, Falling,
	Fluency	Semantic, Phonological, Associative.
	Pronunciation	Clarity, Accent, Phonetic, Rhythm, Tone.

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SURVEY

The students of Education Sciences with mention in English V year UNAN – FAREM Matagalpa are conducting research on the influence of learning styles to improve students' speaking skills in seventh grade at Hular School, Afternoon shift, the second term 2020. Your information is important for this paper work. Simultaneously, we thank you in advance for your kind cooperation.

1.What learning style do you consider you are?

a. Auditory. ☐   b. Kinesthetic. ☐   c. Visual ☐   d. Reading/writing ☐

2. What do you do to improve your speaking?

☐   ☐   ☐

a. Learn Vocabulary.   b. Pronunciation   c. intonation.

3. Do you practice intonation words?

a. Always ☐ b. Sometime ☐   c. Never ☐

4. Which of these skills do you consider the easiest to learn?

a. Fluency ☐   b. Grammar ☐   c. Pronunciation. ☐   c. vocabulary ☐

5.How often do you practice your speaking skill?

a. Always   b.Sometimes   c.Rarely   d.Never   ☐

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OBSERVATION GUIDE

GENERAL DATA:

SCHOOL: _____ GRADE: _____ GROUP: _____SHIFT:

TEACHER: _____

SUBJECT: _____

UNIT: _____

CONTENT: _____

Items	Almost	Regular	Excelle nt	Observation
The teacher previously develops activities to know student's knowledge.		✔		Teacher used the brainstorming game to remember the last content
The different activities are according to the students' learning styles.	✔			
The students show interest about the lesson developed.			✔	

Every student is assessed depending on his/her learning style.	✓			
It was noticed one learning style more than other.	✓			The students preferred write, they did not speak because they were afraid.
The teacher creates a nice environment according to students needed.		✓		
The students voluntary participate in the activities.	✓	✓		
		✓		The activities planned by the teacher were focused to complete the hour of class.

APPENDIX N ° 4

Learning styles strategy: "Mauricio 's rooster"

Date: November 3rd 2020 **Time**: 45 min

Grade: Seventh grade

Achievement Indicator: Students will be able to   put into practice the speaking skill. Through different communicative activities.

Content: Furniture.

Resources: Pictures, a sweeter, a speaker

Name of the strategy: "Mauricio 's Rooster"

Procedure:

- First, practice the vocabulary about furniture with students by using pictures, so the teacher says the   vocabulary. Then, pupils will repeat it all together using the words of furniture.

- Afterward Students introduced themselves and to their classmates using the vocabulary of furniture.

- Students practiced vocabulary of furniture through repetition while they looked at flashcards.

- Then, students made a brainstorming where they spoke about their own furniture in their houses.

- After, the students said a phrase in English, meanwhile pupils took with their hands a sweeter; the student who lost he or she had to introduce himself or she using as name the name of the furniture that his /her classmate had given to him/her at the beginning of the class.

APPENDIX N 5

Students of the seventh grade at El Hular School participate in a warm-up activity

Students who were participating in the different oral activities of the Strategy Mauricio 's rooster; where they were using Flashcards.

Students of seventh grade playing Mauricio 's Rooster.

APPENDIX N ° 8

Students of seventh grade participating in   interactive activities to improve the speaking skill.

APPENDIX N ° 9

APPENDIX N

The use of flash cards as visual aid.

APPENDIX N °

Pupils 's participation in oral activities