



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE IDIOMAS**

**Proyecto de Trabajo de Graduación o Titulación previo a la  
obtención del Título de Licenciado en Ciencias de la Educación  
Mención: Inglés.**

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“VAK theory activities and the spoken pronunciation interaction.”

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Ambato – Ecuador

2019

## **SUPERVISOR APPROVAL**

I, PhD. Veronica Chicaiza, holder of the ID 171510632-2 in my capacity as tutor of the Research Dissertation on the topic: “VAK THEORY ACTIVITIES AND THE SPOKEN PRONUNCIATION INTERACTION” investigated by Christopher Fabián Torres Reyes with ID No. 180433979-2, confirm that this research meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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## DECLARATION PAGE

I declare this undergraduate dissertation entitled “VAK THEORY ACTIVITIES AND THE SPOKEN PRONUNCIATION INTERACTION” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink, appearing to read "CHRISTOPHER TORRES REYES", is written over a light gray rectangular background. The signature is stylized and somewhat obscured by horizontal lines.

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## **DEDICATION**

First I want to thank and dedicate to God for giving me the health and wisdom to have completed one more step in my life. Also, to give the credit to my parents Maria and Favián for giving me all their support in every sense and being there always by my side in spite of all the circumstances. In turn, my partner, my friend, my sister Brigitte for never letting me give up and support myself in this journey that I have completed. To my doggy children because despite not being able to express themselves they are faithful to me and fill me with their pure and sincere love. Finally, to dedicate to my Angels, especially to you Ofelita Gonzalina for ever to be by my side and to take care of me from heaven, helping me to fight and never to decay this achievement I would not have realized without your support.

Christopher

## **ACKNOWLEDGEMENTS**

Thank God for giving me the life and the ability to face any challenge and end it successfully. I would also like to thank my teachers who, throughout this stage, have bridged me with the best knowledge to develop me as a good professional, taking the great example that they gave me. Thank my parents, my sister, my grandmas, uncles, cousins and friends who have given me their support all this time. And to thank myself for not giving up and struggling so hard to become the person and the professional who reflects it today.

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**Topic: “VAK THEORY ACTIVITIES AND THE SPOKEN  
PRONUNCIATION INTERACTION”**

**Author:** Christopher Fabián Torres Reyes

**Tutor:** PhD. Veronica Chicaiza

**Date:** December

**ABSTRACT**

Speaking is perceived as a challenge for EFL learners. The students themselves define it as “working in a mine”, or “learning how to walk again”. It means that teachers should be recursive to help students increase the spoken production. In that way, this work was designed with the main objective of demonstrating the benefits of the use of the VAK theory as a new proposal to develop the speaking skill, so that it can be used in EFL settings. To achieve the goals set, a bibliographic investigation was carried out to get a theoretical support. Then, an experimental research was done in “Unidad Educativa Oscar Efrén Reyes”. The students were divided into two groups: an experimental group, and a control one. At the beginning, a pre-test was applied to all the students to evaluate their current capabilities related to the spoken production. After that, one group of students, the experimental group, was exposed to the VAK theory activities during several lessons, while the other was instructed with no variations in the teaching style applied by their teacher. Finally, a post-test was applied to all the learners to determine if the exposure to the “activities”, aforementioned, produced any change in the spoken production. After collecting and processing all the scores gotten by students, the conclusion drawn was that the use of the VAK theory activities influenced positively the spoken production in the experimental group because the students feel comfortable with the activities that were implemented for helping them to speak without doubts. Students were scared at the moment to speak in the first classes, but, according the time passed; the activities helped them to try to interact to each other and being this research successful.

**Key words:** Speaking skill, spoken production, VAK theory, activities.

## INTRODUCTION

The development of the spoken production is perceived as a challenge for EFL students. However, speaking is the main way in which the mastery of a language is shown. A wide variety of scholars mentioned the feelings that students have towards this productive skill, and they are not positive. Therefore, this research tries to propose the use of activities related to the VAK theory as a solution to this matter, so that students can overcome those negative views. The information that support last this assertion is presented in the following way:

**Chapter I. Theoretical framework:** Here, the works of recognized scholars are mentioned to give a theoretical support to this research. This allows the researcher to validate the proposal of the use of the VAK theory.

**Chapter II. Methodology:** This chapter explains in detail all the steps taken towards the achievement of the objectives, the type of research of this work, and the resources used to verify whether the VAK theory is useful to improve the spoken production or not.

**Chapter III. Results and discussion:** Here, the scores gotten by the units of observation are processed statistically, so that the influence of the use of the VAK theory activities can be demonstrated.

**Chapter IV. Conclusions and recommendations:** In this last chapter, some conclusions are drawn on the basis of the theoretical research, and the numerical data. It provides enough evidence to support the proposal of the use of this theory as a new way to help students improve their spoken production.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### INVESTIGATIVE BACKGROUND

##### **Independent variable: VAK theory activities**

The negative effects of the traditional teaching styles over motivation and performance of learners enhanced the development of new ways of teaching. As a result of the development of alternative approaches for language teaching, (Gardner, 2011) proposes the theory of the multiple intelligences, in which he explains that human beings have more than one learning style, and that people do not usually learn in the same way. This scholar lists eight different types of intelligences that have a unique set of features: linguistic, musical, logical-mathematical, visual, bodily-kinesthetic, naturalistic, intrapersonal, and interpersonal intelligences. To support the advantages of using the proposal designed by Gardner, (Chen, Moran, & Gardner, 2009) state that both, teachers and students benefit from the application of this theory because the first become aware about their learning style, and the latter get a better understanding of the strengths and limits of learners. Thus, instructors can plan their lessons in a different way. In other words, the theory developed by Gardner provides a different perspective about teaching. It is suggested that teachers have to take advantage of the philosophical foundations of this work, so EFL learners can perceive the benefits of learning in an untraditional way, and taking advantage of the preferences of students, teachers will be able to engage them in the topics of the lessons.

Among the current alternative approaches, the most widely recognized one is the so-called VAK theory, which was pioneered by Neil Fleming. This approach is defined, in words of (Underwood & Farrington-Flint, 2015), as one that offers a simplified differentiation between the visual, auditory, and kinesthetic learning styles. This theory suggests that school activities are not entirely visual, auditory or kinesthetic, but a combination of all of them. For example, in a reading activity, learners use the visual intelligence when they read a text, the auditory intelligence while they listen to the instructions given by their teacher, and the kinesthetic intelligence when they take notes.

Other scholars like (Mackay, 2010), mentions the advantages of using this methodology by asserting that the VAK learning style allow teachers to assess the favorite learning style of students, and to design methods, and strategies that match those preferences. From the information above, it can be inferred that the VAK theory represents a useful alternative in language teaching. It proposes that the activities carried out in a classroom should mixed the visual, auditory, and kinesthetic intelligences. Therefore, teachers should be aware of those features when planning a lesson to make their classes more interactive, meaningful, and beneficial for learners. This entails that there are no limitations at the moment of designing an activity, the only boundary is the creativity of the instructor.

Designing an activity sometimes is influenced by the philosophy of a particular institution, or the beliefs of teachers. The VAK theory overcomes those limitations, because it can be adapted easily. This is why the VAK theory became so popular, since it offers three multifaceted teaching modalities for schooling that have been adopted to teach English as a Foreign Language nowadays. They are visual, auditory and kinesthetic. According to (Peña Suárez, 2017), this theory of teaching style is seen as one manner of expanding instructional techniques to involve learners, even those who have misconduct. It means that, the strategies based on those foundations influence the procedures of learning as well as teaching. Therefore, when teachers use the principles of the VAK theory to plan a lesson, they should be more creative, so that EFL learners will get engaged in the content of the class with no difficulties. This is one of the benefits of using this teaching style because the lesson will not be monotonous, and so they will be more appealing not only for students, but also for teachers.

The VAK theory activities cover a wide variety of actions to be implemented inside a classroom. There is not a preset list of things, or materials that can be used when applying this theory. The tasks developed by the teachers only have to be set within the boundaries of the visual, auditory and kinesthetic intelligences. (Sternberg, Zhang, & Rayner, 2011) mention that the activities for the visual intelligence should be based on the use of images, diagrams, charts, colors, textures, maps, and so on. For the auditory intelligence, dialogues, discussions, sounds, rhythmic patterns, and even reading materials can be used. Finally, for the kinesthetic intelligence, teachers can use hands-on, or practical tasks and activities.

Undoubtedly because of its underlying benefits, the VAK theory, and those developed within the boundaries of the multiple intelligences theory have become popular in schools. Some specific advantages of using this model are mentioned by (Jesson, 2012), who says that the activities based on the VAK theory have demonstrated to be beneficial to acquire new vocabulary. However, the same scholar asserts that those advantages have not been widely documented. In the field of language skills development, there is not enough evidence to support the idea that this theory can be highly beneficial to EFL learners. Therefore, the application of those activities should be still considered with caution. In this context, the present research becomes important because it will provide more evidence about the effects of the VAK theory in language teaching.

In the same way, intellectuals like (Savage & Fautley, 2013) state that any approach based on the multiple intelligences theory should be treated with suspicion because there is not enough educational research to demonstrate that it is completely effective when it is implemented in schools. What is more, those scholars mention that there are academics that are against the VAK theory, and the similar approaches, because they consider them dangerous. Although, some benefits of the use of VAK theory activities have been registered, there is no doubt that more research is necessary in order to determine its real influence in the educational field, especially in the Teaching English as Foreign Language (TEFL) contexts. Again, this investigative work becomes relevant since it will contribute to demonstrate the validity of the principles of the VAK theory in language teaching.

**Dependent variable: Spoken pronunciation interaction.**

The parameters set by the European Council divide the features of English as a Foreign language into 4 skills, which in words of (Collins Dictionary, 2017) are the abilities to use the language. In a further analysis, the (Columbia George Community College, 2017) mentions that English has four language skills: two productive, and two receptive. The productive ones are writing, and speaking. The focus of this work is the latter because, from the perspective of the researcher, the development of it is more demanding since it is unplanned, and spontaneous.



It was mentioned that the development of the speaking skill is more complicated than the one of writing. This statement is supported by the view of some scholars who mention that it is the productive skill that shows a real mastery of the language. For obvious reasons, the doubts emerge when people who are in high levels are not able to speak clearly and fluently in the target language. (Chomsky, 2012) asserts that there is a difference between what EFL learners know –that is called competence–, and what students does –which is the performance–. In other words, what this scholar mentions entails that students who master the knowledge of the rules that govern a language might face problems at the moment of trying to convey a message. Consequently, those language learners have their speaking skills underdeveloped, and language teachers must design, and apply all the strategies available to overcome those difficulties.

In the field of language teaching, the development of the speaking skill holds an important place because, as it was stated previously, it is the real evidence of language proficiency. However, to achieve that stage, other features that are part of this productive skill must be developed. Among them, it is the spoken production. The (Board of Editors, 2010) describes the production of spoken language, or the ability of speaking in the target language, as an interactive process in which the different speech organs executes specific movements to translate a concept, or idea, into linguistic forms like morphemes, words, or sentences. It is evident, even in the L1, that the majority of this process is done unconsciously and spontaneously. Therefore, it is not unusual to see false starts, repetitions, self-corrections, and so on during an oral interaction. Consequently, the spoken production, in contrast to the written production, becomes challenging for EFL learners.

The spoken production, according to (Harrington & Tabain, 2013), involves more than just speaking. It also entails the use of the vocal organs to convey linguistic, and non-linguistic messages. It also addresses the phonetic differences between languages. The most important feature of the spoken production is the communicative effectiveness. (Björkman, 2013) asserts that when a message is clear teachers do not have to make corrections, or penalize the score of students. To encourage the spoken production, teachers can allow the use of repetition, or include dialogic tasks, where the main aim is the negotiation of meaning. As it can be seen, it includes all the features of the speaking skill. In English Language Teaching, spoken production is not only using the

target language orally. It goes beyond this conception, so it becomes a crucial part in language acquisition because it lets students convey messages clearly, and thus to achieve the communicative effectiveness.

(Pawlak, Waniek-Klimczak, & Majer, 2011) state that learners perceive speaking as something challenging. According to those scholars, it is defined by students like “working in a mine”, “torture”, or “talking to an Eskimo”. Particularly in EFL settings, people think that speaking is like learning a language from the beginning, and it is conceptualized by students like “learning how to walk again”. The main reason, that causes difficulties, is alluded to the teachers. It means that the traditional approaches used to develop the speaking skill are considered inappropriate from the perspective of students. It indicates that it is necessary to change the way in which the speaking skill is taught, so that the spoken production of learners can be improved without perceiving the difficulties pointed out above. With no doubts, a change in the paradigm, in which the speaking development is based on, is fundamental to help learners change their position towards the oral use of language. New ways of teaching should be tested in order to help students improve their spoken production, without making this experience as something traumatic.

The (National Research Council, 2012) mentions that the development of language skills has a strong relation to the level of literacy that students have in their mother tongue. In that context, this institution mentions that the progress in the speaking skill faces a challenge because English learners have to develop spoken language skills, and literacy skills at the same time. To overcome this difficulty, it is suggested that English Language Teaching must be tailored to the level of literacy that students have in their L1.

(Gregory & Burkman, 2011) address the same issue about the development of language skills. They assert that people are instinctively connected toward oral communication, and that instinct is useful to improve the spoken production with English learners, especially with the youngest. Therefore, in literacy either in the L1 or L2, as first step learners have to master oral language before moving to formal literacy. Although in Ecuador, educational institutions try to adapt the English lesson to the literacy levels of learners, the majority of EFL programs pay more attention to

the development of the receptive skills, and writing as productive skill. Subsequently, English spoken production in Ecuador is not good because it is set aside. (Education First, 2019) shows this effect in its last research, in which this country is ranked in the eighty-first place over one hundred countries around the world, and in the last place in Latin America.

One of the causes of this matter is the lack of exposure to authentic material of the target language, which makes more difficult the development of the spoken production. Sometimes the only source of language is the teacher, who is not a native speaker of the L2. (El-Dakhs, D. A. S., 2017) mentions that the use of teaching styles like the one proposed by the VAK theory will be useful to increase the aforementioned exposure to authentic material, so that the acquisition of new vocabulary will be enhanced at the low levels, and the development of the speaking skill will be supported in the high stages. Unquestionably, EFL learners will notice the advantages of using the VAK theory activities because it will let them increase their native-like similarity when speaking. Fluency and accuracy will be also enhanced,

In conclusion, the improvement in the spoken production, specifically in Ecuador, demands the use of new methodologies that can overcome all the difficulties mentioned, buy specially the perception that speaking in the target language is complicated. The VAK theory arises as an alternative to the traditional teaching styles that allows teachers to be more creative, have endless possibilities to design activities, and to appeal students easily to use the L2, so the spoken production will be better than the one that is currently available in our country.

## **OBJECTIVES**

### **General Objective**

To analyze the relationship between the VAK theory activities and the spoken production in students of tenth grade of Unidad Educativa Oscar Efren Reyes.

## **Specific Objectives**

- To define the influence of the VAK theory over the spoken production of the students.
- To evaluate which of the VAK theory activities applied is more beneficial to improve the spoken production of students.
- To establish whether the use of the VAK theory activities favors the spoken production of the students.

This research paper entitled VAK theory activities and the spoken production aims to analyze the relationship between VAK theory activities and the spoken production. To this end, activities have been carried out such as: to define the influence of the VAK theory over the spoken production of the students, to evaluate which of the VAK theory activities applied is more beneficial to improve the spoken production of students and to establish whether the use of the VAK theory activities favors the spoken production of the students.

First, the VAK theory helps to analyze that multiple intelligences are the ones that most develop students for ease in the English language, and even more so when it comes to communicating. Games like the role-plays, the game hidden addresses, bingo, scrambled words, note taking, and pictionary; they facilitated the VAK theory so that it has an influence on speaking and that students are not afraid and feel safe when speaking.

Second, to achieve this goal we decided to put into practice a pre-test and a post - test that consisted of the practice of activities related to the VAK theory and we realized that the most complete exercise to achieve this goal was to use as an activity role play, because previous games helped them remove their fear and can speak without any difficulty.

Third, to achieve this goal we evaluate the 2 tests we perform to verify if there is a breakthrough in it. Indeed, activities related to the VAK theory help students remove the fear of speaking and trying to communicate with each other in a second language such as English.

From all of the above, it was concluded that analyzing the relationship between VAK theory activities and the spoken production helped students improve their ability to speak through some activities that put to use their multiple intelligences, and was reflected in the test results.

## **CHAPTER II**

### **METHODOLOGY**

#### **RESOURCES**

##### **Human resources**

Professors from the languages school.

Researcher.

Students from “Unidad Educativa Oscar Efrén Reyes”

##### **Institutional resources**

Board.

Classroom.

Projector.

##### **Research supplies**

Photocopies

Printer ink

Laptop

#### **METHODS**

In order to meet this goal, the outline of an experimental research was designed, and submitted to the principal of “Unidad Educativa Oscar Efrén Reyes”, so this authority could issue the authorization to proceed with this research.

The experimental group through the exposure to the activities based on the principles of this teaching style like role-plays, the game hidden addresses, bingo, scrambled words, note taking, and Pictionary. To achieve this objective, it was necessary to apply a pretest to evaluate the current speaking abilities of the students. Then, they were divided into two groups: the experimental group, and the control one. After that, the instructional plan based on the use of the VAK theory activities, which is attached in the section of annexes, was applied to the students who belong to the experimental group, while the plan designed by the class teacher was applied with no variations to the students who belong to the control group. Once this stage was finished, a posttest was applied to define if the units of observation showed any progress.

At the end of all the sessions, the spoken performance of all the students was evaluated using the scale that can be found in the section of annexes. To meet this particular goal, only the results of the experimental group were carefully recorded, so that it can be determined which of all the VAK theory activities applied was more beneficial to enhance the speaking abilities of students. The activity that helped students to improve their speaking skills was a role play. The role play was a very important tool when the students had tried to interact each other's. This activity helped to feel confident and secure at the time to speak because the use their body and their voice to explain or say something to the others.

To achieve this final objective, the results gotten by the students of the experimental group in the pretest were compared with the results gotten in the posttest by the same group. In this way, it was more obvious to perceive if any change was produced after the exposure to the VAK theory activities. Finally, the results gotten by the experimental group, the control group in the pretest, and posttest were compared to determine if the instruction based on the VAK theory was more beneficial than the use of the direct method to improve the spoken production.

This study is framed in the principles set by the quantitative approach since it requires the gathering, and processing of numerical and statistical data from the units of observation, students from "Unidad Educativa Oscar Efren Reyes". At the very beginning of this research, a test was applied to measure some aspects of the spoken production like fluency, accuracy, and interaction. Then, the units of observation were

distributed in two groups, one of them was exposed to the VAK theory activities like the game hidden addresses, bingo, scrambled words, note taking, pictionary and role plays. The other group was instructed following the same teaching methodology, and activities proposed by the class teacher. After that, a new test, based on the criteria set by the PET examination, was applied to evaluate the effects of the exposure to the VAK theory activities in the experimental group. However, the same test was also used with the control group. Finally, the data collected was processed to determine whether the exposure to the VAK theory activities influenced the development of the spoken production or not.

### **Type of research**

This work is predominantly quasi experimental since it seeks to determine the impact that activities, based on the foundations of the VAK theory, have on the units of observation by means of applying a pre-test, and a post-test in learners who are in a specific language level. This population is made up of the students from the tenth level of Unidad Educativa “Oscar Efrén Reyes”. They were divided into two groups: An experimental group, which was exposed to the VAK theory activities, and a control group, that was instructed with no variations in the teaching style planned by their class teacher.

It is important to mention that this investigation is also developed within the codes set by other types of research that will be mentioned below.

This study is descriptive because it pursues the description, and determination of the circumstances that surrounds the development of the speaking skill before the application of the activities based on the principles set by the VAK theory. This sort of study also assist the researcher to determine whether the activities planned and applied influenced the improvement of the spoken production in students of “Unidad Educativa Oscar Efrén Reyes”.

This investigation is also a field-based inquiry because it was done in the natural environment where the causes and effects of specific behaviors can be observed and analyzed. The natural environment is the “Unidad Educativa Oscar Efrén Reyes”, and the behavior to be witnessed will be the improvement of the speaking skill in both



groups, the one that was exposed to the VAK theory activities, and the one that follow other teaching methodology.

## **HYPOTHESIS**

### **Null hypothesis**

The VAK theory activities do influence positively the development of the spoken production.

### **Alternative hypothesis**

The VAK theory activities do not influence positively the development of the spoken production.

### **Variables of the hypothesis**

Independent variable: The VAK theory activities.

Dependent variable: The spoken production.

## CHAPTER III

### RESULTS AND DISCUSSION

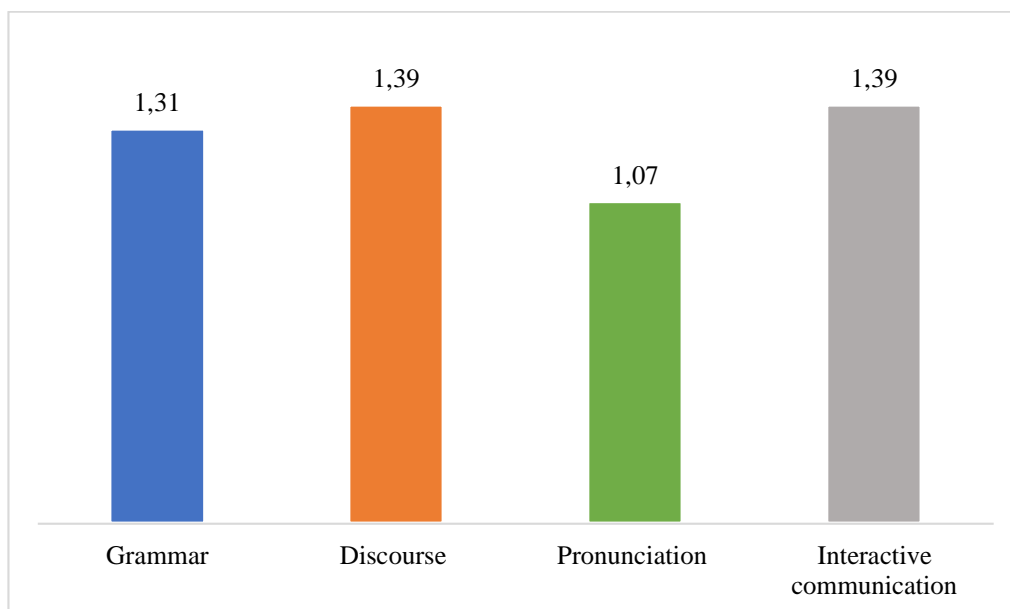
#### 3.1 Pre-test results

**Table 1** Pretest results

<b>Criteria</b>	<b>Average</b>
Grammar and vocabulary	1,31
Discourse management	1,39
Pronunciation	1,07
Interactive communication	1,39
<b>General</b>	<b>1,29</b>

**Source:** PET

**Developed by:** Torres, C (2020)



**Figure 1** Pretest results

**Source:** PET

**Developed by:** Torres, C (2020)

### **Analysis and interpretation of results:**

The initial PET applied to the 38 students Oscar Efrén Reyes Educational Unit was qualified according to the criteria of the speaking section which are: grammar and vocabulary, discourse management, pronunciation and interactive communication with a scale of 0 to 5 points (See Annex 1).

Considering the above, the results obtained in each of the speaking sections were averaged and it was determined that the students had a low level of oral productive skills because a general average of 1.29 was reached that denotes flaws in the recognition and use of the English language.

At the grammar and vocabulary level, an average of 1.31 was obtained, in discourse management of 1.39, in pronunciation of 1.07 and in interactive communication of 1.39.

These results highlight the shortcomings that students present because at the level of grammar and vocabulary, only the use of simple grammatical forms and limited vocabulary to refer to family issues was observed. In discourse management, it was possible to observe the use of short sentences, doubts and constant repetition of information. In pronunciation, phonological difficulties of consideration were also observed because certain words were confused and very difficult to pronounce and in interactive communication simple verbal exchanges, difficulties in supporting the discourse and the need for support were evident.

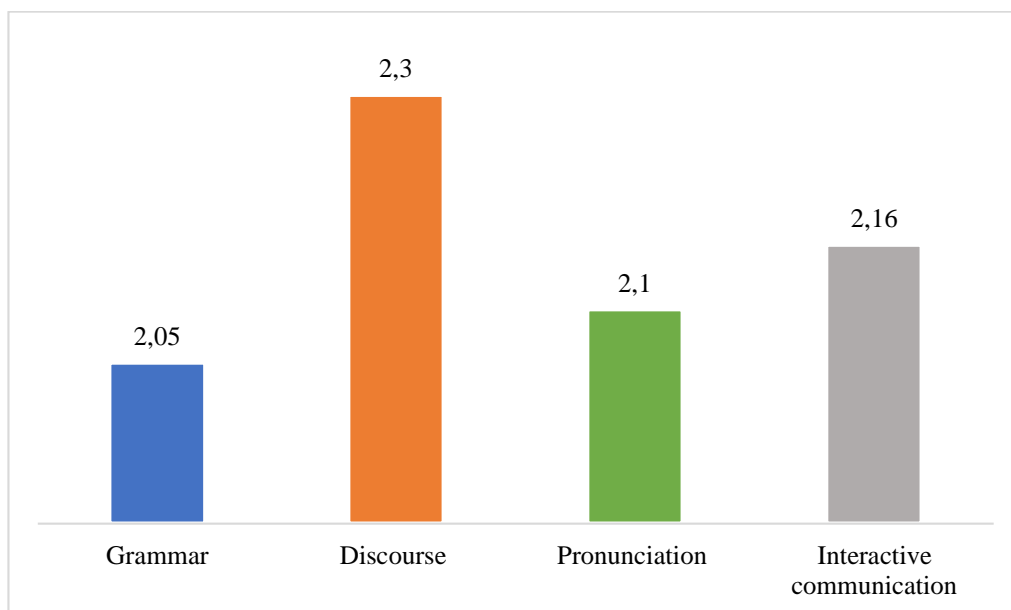
### 3.2 Post-test results

**Table 2** Post-test results

Criteria	Average
Grammar and vocabulary	2,05
Discourse management	2,30
Pronunciation	2,1
Interactive communication	2,16
General	2,152

**Source:** PET

**Developed by:** Torres, C (2020)



**Figure 2** Post-test results

**Source:** PET

**Developed by:** Torres, C (2020)

### **Analysis and interpretation of results:**

The post-test was evaluated similar to the initial PET, but in it, the advances were evident. In oral production since the students, through developing the activities under the VAK approach, revealed greater speaking sub-skills that allowed them to perform better in the evaluation process.

These results can be seen in Figure 2, where it is observed that at the level of grammar and vocabulary, an average of 2.05 is reached, in discourse management 2.3, in pronunciation of 2.1 and finally, in interactive communication of 2.16. In general, an average of 2,152 is obtained that demonstrates greater mastery of oral productive ability.

With this, it can be assumed that the proposed activities contributed significantly to the improvement of productive skills, with greater emphasis on discourse management and interactive communication, but a lesser range in grammar and vocabulary. Evidencing, the level of progress achieved in each of the subscales because in grammar and vocabulary a greater control of the grammatical forms with an appropriate range of vocabulary was already observed, in discourse management more extended phrases were observed, notwithstanding the doubts, the pronunciation was more intelligible. Finally, in interactive communication, there is greater interaction with a little support, the answers to the questions were more appropriate.

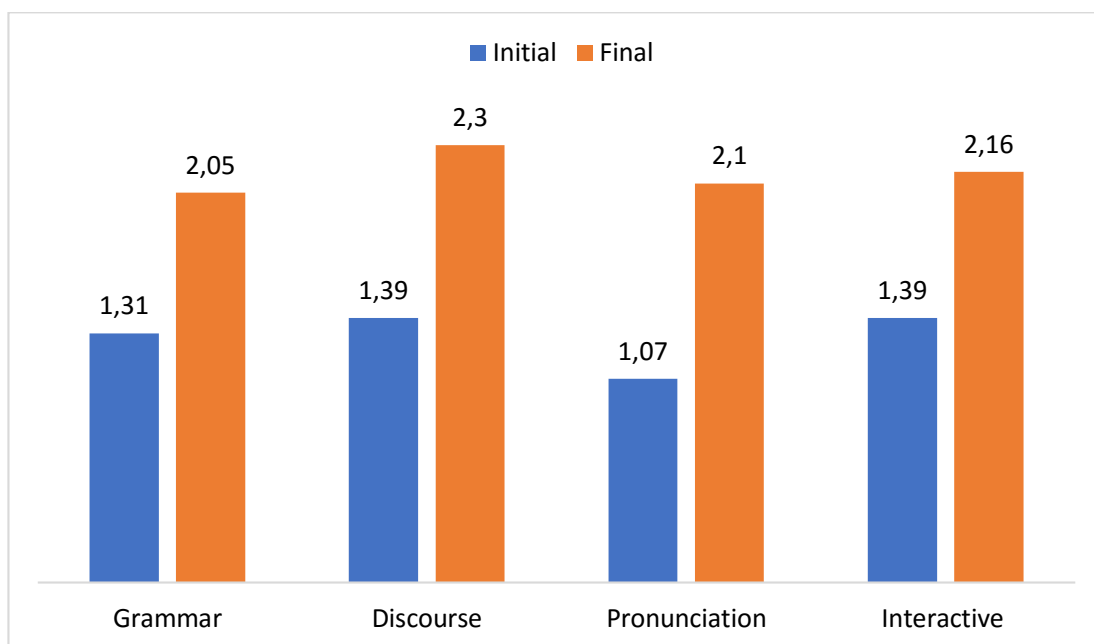
### 3.3 Comparative results

**Table 3** Comparative results (PRE-POST TEST)

<b>Criteria</b>	<b>Average Initial</b>	<b>Average Final</b>
Grammar and vocabulary	1,31	2,05
Discourse management	1,39	2,3
Pronunciation	1,07	2,1
Interactive communication	1,39	2,16
<b>General</b>	<b>1,29</b>	<b>2,152</b>

**Source:** PET

**Developed by:** Torres, C (2020)



**Figure 3** Comparative results (PRE-POST TEST)

**Source:** PET

**Developed by:** Torres, C (2020)

### **Analysis and interpretation of results:**

In order to verify whether the VAK theory activities do not influence positively the development of the spoken production, it was necessary to develop a comparative analysis of the results obtained in pretest and posttest, which are shown in Figure 3, where it is possible to appreciate progress in all sub-scales evaluated.

Thus, for example, in grammar and vocabulary, it started with an average of 1.31 out of 5 points, but at the end of the investigation it was 2.05, which assumes an advance of 0.74. In discourse management, at the beginning they obtained an average of 1.39 and at the end of 2.3 with an advance of 0.91. At the pronunciation level, an average of 1.07 was obtained and at the end of 2.1 (advance of 1.03) and finally, in interactive communication, it started with an average of 1.39 and ended with 2.16 (0.77).

It is important to considering that the weakest point of the students of the Oscar Efrén Reyes Educational Unit initially was the pronunciation where an average of 1.07 was obtained, however, at the end of the intervention it was grammar and vocabulary with a 2.05.

But in general, students' progress can be assumed since the initial global percentage was 1.29 and the final percentage was 2.152, revealing an average progress of 0.862.

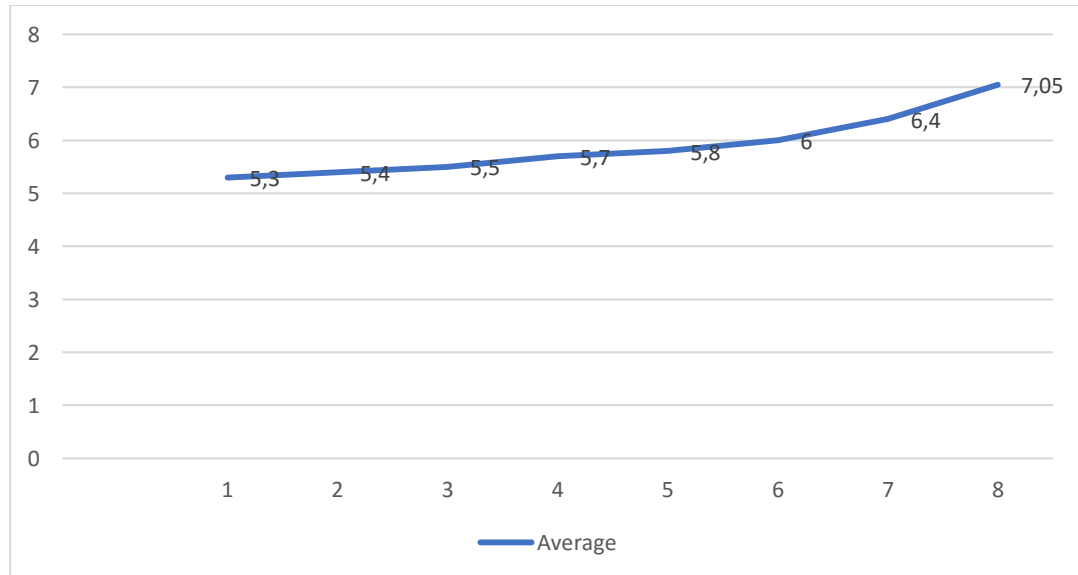
### 3.4 Results of the intervention process (activities)

**Table 4** Process results

Activities	Average
1	5,3
2	5,4
3	5,5
4	5,7
5	5,8
6	6
7	6,4
8	7,05

**Source:** Activities

**Developed by:** Torres, C (2020)



**Figure 4** Process results

**Source:** Activities

**Developed by:** Torres, C (2020)



### **Analysis and interpretation of results:**

The intervention process was monitored through an evaluation, which was developed at the end of each of the 8 activities applied, these results are shown in Figure 4.

In the first activity, an average of 5.3 out of 10 points was obtained, grade that was assigned considering grammar, vocabulary, pronunciation and general discourse management criteria.

In the second activity, an average of 5.4 was obtained, in the third of 5.5, in the fourth of 5.7, in the fifth of 5.8. In the sixth activity an average of 6 was obtained, in the seventh of 6.4 and in the eighth of 7.05.

It is important to note that, at the beginning of the activities, the students indicated great difficulties in oral production and this was maintained towards the fifth activity, so constant teacher support was required. However in the last three activities, the students were more collaborative and committed to learning, they emphasized pronunciation, grammar and vocabulary use which allowed them to acquire a higher average than the initial, because when comparing the average of the first activity (5.3) and that of the eighth (7.05) progress is remarkable. Nevertheless, for oral production to be perfected, a more lasting intervention process is required that allows students to consolidate new learning and be able to put them into practice.

### **3.4 Discussion of results**

In the present investigation, it was possible to know that the students of the Oscar Efrén Reyes Educational Unit present great difficulties in oral production, since there is not adequate use of grammar, vocabulary. In addition, there is insufficient handling of discourse and interactivity.

Information based on what (Macias, 2017) exposed, who states that oral skill is one of the most difficult to acquire and where problems often occur in the organization or structuring of speech, fluency (hesitation, pauses, false beginnings, correction: phonetic, grammatical and lexical and precision: conceptual, lexical) and adaptation of the discourse to the context (tone, record, theme, clarify, expand, summarize). Hence it is assumed that it is necessary to change the teaching-learning paradigm to facilitate the oral productive ability, which is a basic competence in the English language.

Due to these difficulties, a varied, motivating and participatory teaching technique such as VAK should be used, which in the present study demonstrated to facilitate oral skills, since the students initially presented an average of 1.29 and 2.152 at the end. This result is supported with the report developed by (Rodríguez, Valenzuela, & Vásquez, 2013) who, after an experimental process, demonstrated that VAK is an important factor in the student's learning process. This was demonstrated by comparing two groups of students who obtained different averages with and without the use of VAK, because with the use of VAK activities an average of 9.23 was reached and without its use of 8.5, concluding that the VAK style has an important role in language learning.

In addition, (Alfin & Suyata, 2018) expressed that VAK is an effective methodology because it allows students to learn visually, audibly and kinesthetically based on the use of sight, hearing and touch. The pedagogical model also helps students improve their productive skills because it provides direct learning experiences by seeing, listening and through movement, which sets in motion superior mental processes.

### 3.5 Hypothesis verification

**Null hypothesis:** The VAK theory activities do not influence positively the development of the spoken production.

**Alternative hypothesis:** The VAK theory activities do influence positively the development of the spoken production.

For the verification of the hypothesis proposed in the investigation, the statistical method of the T-Student was used in order to compare two independent samples and establish if there are differences in the average of both.

Table 5. Mean T-Student

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	1,3158	38	,47107	,07642
posttest	2,05	38	,61281	,09941

**Source:** Activities

**Developed by:** Torres, C (2020)

According to the data generated by means of the statistical software IBM SPSS, it can be observed that there is a significant difference between the means of the two analyzed groups, where in the Pretest a value of 1,315 was obtained, while in the Posttest the average value rose to 2,05.

Table 6. T-Student Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - posttest	-,73684	,64449	,10455	-,94868	-,52500	-7,048	37	,000

**Source:** Activities

**Developed by:** Torres, C (2020)

Similarly, as shown in the previous table, it is stated that there is a significant difference between the two groups, because the p.value is equal to 0.000, which is less

than the level of significance that is 0.05. According to these data obtained, the null hypothesis is rejected and the alternative hypothesis is accepted, that is: The VAK theory activities do influence positively the development of the spoken production.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 CONCLUSIONS

- The VAK theory bases on the system used to represent the information received, which can be: visual, auditory and kinesthetic. That is the reason why it can help the improvement of both learning processes and teaching processes, through a series of activities that allow the development of the intellectual abilities that students use when expressing themselves verbally and nonverbally. However, it must have strict supervision to avoid distractions or the loss of the essence of this theory.
- Through the evaluation process, it was known that spoken production before the application of the activities based on the VAK theory was deficient because an average of 1.29 was reached in the pretest. However, in the final evaluation the average was 2,152, that is satisfactory. The aspects where a major advance was evidenced were in discourse management (2.3) and a lower proportion in grammar and vocabulary with 2.05.
- With the development of the research, it was established that the use of activities based on the VAK theory favored spoken production in the students of the Oscar Efrén Reyes Educational Unit, since when comparing the initial and final global average, the difference was significant and reached a progress percentage of 0.862.

## 4.2 RECOMMENDATIONS

- It is necessary that language teachers put special interest to oral production, evaluate it frequently and under specific criteria to be able to design and execute appropriate actions that facilitate its acquisition, especially at the level of grammar and vocabulary that are where major problems arise, because oral production it is one of the most important indicators of mastery of a language.
- The use of activities based on the VAK theory should be carefully reviewed and planned, therefore, they can be applied in educational environments where physical resources are limited and time is insufficient.
- The execution of VAK activities should start with clear instructions, comfortable relationships should be built and constant support provided, consequently, the brain connection is not lost and learning is consolidated.
- It is important to consider that in order to apply the VAK theory, the individualization of learning is not required where only vision, hearing or movement is stimulated, but rather that these three elements are combined because only in this way, knowledge can be integrated.

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## ANNEXES

### Annex 1: Assessment scales

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.  Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation.  Contributions are relevant despite some repetition.  Uses a range of cohesive devices.	Is intelligible.  Intonation is generally appropriate.  Sentence and word stress is generally accurately placed.  Individual sounds are generally articulated clearly.	Initiates and responds appropriately.  Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms.  Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation.  Contributions are mostly relevant, but there may be some repetition.  Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately.  Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms.  Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation.  Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty.  Requires prompting and support.
0	Performance below Band 1.			

**Source:** (Cambridge University, 2016)

**Developed by:** Torres, C (2020)

## Annex 2: Cambridge FCE Speaking Test

### TASK 1

Answer the questions in part 1 – 4 below.

#### Part 1

- Where are you from?
- What do you most like about the place where you live?
- What do you think is the best time of the year? Why?
- What do you usually do at the weekend?
- How often do you listen to music?
- Tell us about a musical artist you quite like.

**Source:** (Greenwich English College, 2016)

**Developed by:** Torres, C (2020)

#### Part 2

In this part of the test I'm going to give each of you two photographs. I would like you to talk about your photographs on your own for about a minute and also answer a question about your partner's photographs.

**(Candidate A)** It's your turn first. Here are your photos. They show **different places to shop for clothes**. I would like you to compare the photographs and say **why you think people would choose to shop in these different places**



**(Candidate B)** Which of these places would you rather shop for clothes in?

**(Candidate B)** It's your turn now. Your photographs show **people having fun together**. I would like you to compare the photographs and say **why you believe these people chose to do these activities together**.

**Source:** (Greenwich English College, 2016)

**Developed by:** Torres, C (2020)

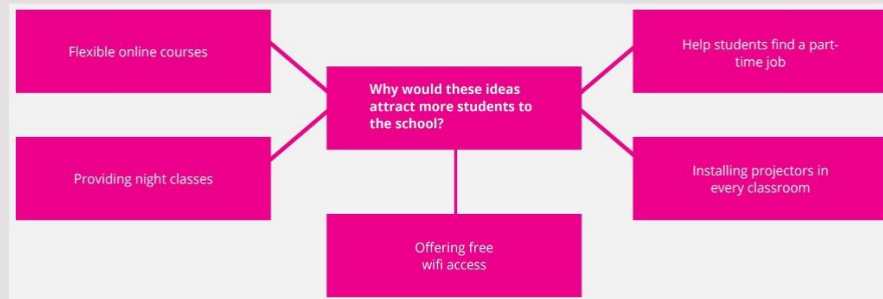
### Part 3

**(Candidate A)** Which of these two social activities would you rather be part of?

(3 minutes)

Now I would like you to talk about something together for about 2 minutes. I would like you to imagine that a school is trying to attract more students. **Here are some ideas that they are thinking about** and a question for you to discuss. First you have some time to look at the task.

Now talk to each other about **why people need to take precautions in these situations**.



**Source:** (Greenwich English College, 2016)

**Developed by:** Torres, C (2020)

### Part 4

- Why is studying a language abroad often more popular than in your own country?
- What are the main disadvantages of going abroad to study?
- Do you think it is harder for people now to decide what career they would like than it was in the past? Why?
- How can technology help the learning process? Is it always an advantage? Why/Why not?



### Was this test useful?

Was this test useful? Greenwich produces more Cambridge graduates than any other college in Australia. Join Australia's best English College and be part of that success! Check out our range of Cambridge courses [here](#).

**Source:** (Greenwich English College, 2016)

**Developed by:** Torres, C (2020)

### Annex 3: Students



**Source:** Source: Activities  
**Developed by:** Torres, C (2020)



**Source:** Source: Activities  
**Developed by:** Torres, C (2020)





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**Developed by: Torres, C (2020)**



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