

Pedagogical strategies in learning styles to facilitate the acquisition of English as a second language.

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The main purpose of this scientific article is to consistently analyze the theoretical basis of research related to learning styles and its application to facilitate the acquisition of English as a second language, the purpose being to contribute considerably to the state of the art. The explorations made of the topic give positive results of said acquisition processes through learning styles within the teaching of said language in different contexts or educational settings, for this reason, an outline of language teaching is made from the point of view of different authors and the theory that they contribute in an

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investigative manner to learning styles. The methodology used and developed is educational action research where the reality of the natural context was of vital importance, just as it happened within the classroom in the educational process, interpreting all situations and relating them to the people who are part of the process. Instruments such as questionnaires, field diaries, personal experience, life stories and observations were used, which described the daily life of the students and some problems and reasons for the personal life, which served as support for motivation and benefit in the teaching-learning process in terms of participation in classes, work, discussion, analysis and constructive criticism within the classroom. In the sources that were used as theoretical support, there are research works in different universities at the local, national and international level. Now, the research results developed by different authors highlight aspects such as pedagogical approaches, teaching resources and teaching techniques of said language, the mastery of learning styles, the progress of the English language and the benefits of the diversity of the styles.

Keywords: *learning styles; methodologies; diversity; acquisition.*

1. Introduction

The teaching-learning process of our time is highly complex due to the various factors influencing a person's life, such as social, academic, family, and even spiritual aspects. But, does teaching truly have a purpose in people's lives? Can teaching shape a person? Can society be changed through education? The word "education" carries significant weight in daily life, as it involves the process of developing the intellectual, moral, and emotional capacities of individuals according to the culture and social norms of their community. This research aims to provide insight to those engaged in the process of learning or teaching a second language, particularly students, helping them understand the importance of making the most of life in every sense, recognizing that everyone has a purpose to fulfill while focusing on actions, beliefs, thoughts, and most importantly, their essence as individuals.

Many students often fail to see the purpose of learning or the value of attending school, but what they overlook is that globalization, economic integration, and communication are integral aspects of modern life. These factors demand the development of a foreign language to actively participate in society. Hence, this research emerges with a proposal for change based on the experiences of others regarding Learning Styles to improve the acquisition and management of a second language, emphasizing a communicative approach to teaching. These ideas aim to provide guidance and support to foreign language educators within school projects.

According to Caicedo (2024), acquiring English as a second language is a challenge requiring innovative pedagogical approaches, especially when considering the diversity of students' learning styles. Pedagogical strategies tailored to visual, auditory, and kinesthetic styles can significantly facilitate this process, enhancing students' motivation, engagement, and communicative competence in English. In other words, the acquisition of English as a second language presents complex challenges due to the varied ways students process and assimilate knowledge. In this context, it is essential to consider learning styles—visual, auditory, and kinesthetic—to design teaching strategies that meet individual needs. Each learning style involves specific cognitive preferences that influence how students receive, interpret, and

apply knowledge. Adapting teaching methods to these differences can significantly impact academic outcomes. Moreover, integrating pedagogical strategies with technological innovations not only enhances linguistic skills but also boosts students' motivation and confidence in their ability to acquire a second language. This underscores the idea that differentiated and inclusive teaching is key to addressing the challenges of English acquisition in today's global context.

On the other hand, Loor and Alarcón (2021) define pedagogical strategies as intentional actions aimed at making learning more efficient and transferable to new situations. These include using resources such as visual materials for visual learners, auditory activities like debates and reading aloud for auditory learners, and practical dynamics such as role-playing for kinesthetic learners. This indicates that pedagogical strategies are essential tools for adapting the teaching-learning process to the individual needs and characteristics of students. As intentional actions, they not only aim to improve learning efficiency but also ensure that the knowledge gained is meaningful and applicable in diverse and novel contexts. Beyond considering learning styles, these strategies are often combined to address multiple intelligences—linguistic, logical-mathematical, spatial, interpersonal, intrapersonal, and others—to promote inclusive and equitable learning. Pedagogical strategies not only respond to students' individual traits but also aim to foster skills like critical thinking, problem-solving, and the ability to transfer knowledge to new contexts, preparing students for real-world challenges.

In summary, English teaching centered on learning styles not only fosters a more inclusive and motivating environment but also enhances the retention of concepts and practical skills. This reinforces the need for educators to integrate diversified strategies and technological tools to improve classroom outcomes and promote bilingualism as a key competency in a globalized world.

2. ResearchMethodology

This article was developed using educational action research, with a focus on qualitative research that emphasized the importance of the natural context as it unfolded within the classroom during the educational process. The aim was to make sense of or interpret phenomena based on the meanings they hold for the individuals involved. Qualitative research involved the use and collection of a wide range of materials, including interviews, personal experiences, life stories, observations, historical texts, images, and sounds, which described routines, problematic situations, and their significance in people's lives. Its goal was to generate knowledge and systematize experiences with the purpose of addressing a social situation perceived as a need.

This methodology involves both the researcher and the community, with the latter determining the direction of the research, thus improving interpersonal relationships within the community. In this type of research, the researcher decides which students will be instructed using the new innovation and which will follow traditional methodologies. It is the researcher's responsibility to ensure that action research is understood as a broad term encompassing a range of strategies aimed at improving educational and social systems.

There are various definitions of action research. Elliott (1993) defines it as “a study of a social situation with the aim of improving the quality of action within it.” He sees it as a reflection on human actions and social situations experienced by teachers, with the goal of enhancing teachers' understanding (diagnosis) of their practical problems. The actions are directed

toward modifying the situation once a deeper understanding of the issues has been achieved.

3. Theoretical framework

Learning styles play a crucial role in acquiring a foreign language. It is recommended that educators consider the predominant learning styles of their students when designing activities or teaching strategies to ensure better learning outcomes.

However, regarding learning styles and improving English proficiency, studies such as Pérez et al. (2023) express concern, stating, “there is still no evidence of an integration between learning styles and strategies; rather, most studies address them separately” (p. 1275).

According to Vygotsky’s theory (1997), “neural functioning is not merely the product of nervous activity but also involves social meanings and cultural heritage,” emphasizing that learning is a process that gains significance through change. Learning thus partly involves adapting to new situations. Adaptation occurs through two processes: assimilation and accommodation. Ausubel (1969) describes learning as the integration of new information into cognitive structures, involving two types of learning: rote and meaningful learning.

Learning styles refer to how each individual acquires knowledge. However, the strategies employed depend on the subject being taught in the classroom or study environment. For example, in a classroom with a set number of students being taught the same subject simultaneously, not all students acquire knowledge in the same way due to their different learning styles.

Several authors consider learning styles essential within the teaching-learning process. Some notable contributions include:

Keefe (1988): Defines learning styles as cognitive, affective, and physiological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to their learning environments. Cognitive traits involve how students structure content, form and use concepts, interpret information, solve problems, and select modes of representation (visual, auditory, kinesthetic). Affective traits relate to motivations and expectations influencing learning, while physiological traits connect to students’ biotype and biorhythm.

Hunt (1979): Describes learning styles in terms of the educational conditions that most effectively promote learning for an individual, emphasizing that certain approaches work better for specific learners.

Willing and Wenden (1987): Extend the concept of cognitive styles to the learning context. Learning styles encompass cognitive and affective behaviors, reflecting how learners perceive, interact with, and respond to their learning environment.

Revilla (1998): Highlights that learning styles are relatively stable, though they can change and vary by situation. Teaching students according to their learning styles enhances effectiveness.

Kolb (1984): Proposes a model describing optimal learning as involving four phases, categorizing learners into Divergers, Convergers, Assimilators, and Accommodators. Divergers rely on concrete experiences and reflective observation, focusing on imagination

and holistic perspectives. Convergers emphasize abstract conceptualization and active experimentation, favoring practical application of ideas. Assimilators prioritize abstract conceptualization and reflective observation, focusing less on practical applications. Accommodators prefer concrete experiences and active experimentation, excelling in adaptability and learning through trial and error.

Learning Styles According to Bandler and Grinder (2000)

This visual-auditory-kinesthetic (VAK) model identifies three primary systems for mentally representing information:

Visual Representation System: Visual learners absorb information best through reading or visual aids like charts or diagrams. They excel in quickly processing large amounts of data and forming relationships between concepts.

Auditory Representation System: Auditory learners learn effectively through listening, discussions, and verbal explanations. They process information sequentially but may struggle with conceptual relationships and abstract reasoning compared to visual learners.

Kinesthetic Representation System: Kinesthetic learners associate learning with movement and tactile experiences. While slower, their learning is deeper and long-lasting, especially through hands-on activities, projects, or experiments.

Learning Styles According to Neil Fleming and Collen Mills (1992)

Fleming and Mills, from Lincoln University in New Zealand, classified learning preferences using the VARK model:

Visual: Learning through visual aids.

Aural: Preferring auditory explanations.

Read/Write: Relying on reading and writing.

Kinesthetic: Engaging through physical interaction.

Foreign Language Approaches

Recent developments in education emphasize linguistic and pedagogical aspects, recognizing bilingualism as essential in professional fields. Proficiency in a second language provides advantages rather than hindrances, benefiting cognitive and cultural development. A strong foundation in the native language is critical for acquiring a second language, considering factors such as student interests, age, language level, and teaching methods.

Foreign Language Learning Strategies

Oxford (1990) defines learning strategies as specific actions students take to facilitate, expedite, and make the learning process more enjoyable and self-directed. These strategies are vital in language education, particularly for fostering communication in English. Teachers should design and adapt strategies tailored to the individual and contextual needs of their students, enabling meaningful and functional language acquisition.

LEARNING STRATEGIES	DIRECT STRATEGIES	Memory Strategies
		Cognitive Strategies
		Compensation Strategies
	INDIRECT STRATEGIES	Metacognitive Strategies
		Affective Strategies
		Social Strategies

Table 1. Taken from Oxford 1990, Overview of the Strategy System

According to Oxford (1990), strategies are defined as follows:

- **Memory Strategy:** Involves using images, sounds, and actions to help students store and retrieve acquired information.
- **Cognitive Strategy:** Enables communication without heavily relying on the student's language knowledge.
- **Compensation Strategy:** Allows communication, both spoken and written, despite a lack of language knowledge.
- **Metacognitive Strategy:** Encourages self-regulation of the English learning process through organization, planning, and evaluation.
- **Affective Strategy:** Focuses on attitudes, values, and motivations, playing a key role in emotional control.
- **Social Strategies:** Involve interaction and socialization with others.

Second Language Acquisition and Learning

Strengthening communication with peers within a specific language context is achieved through an interrelationship where students can and have the need to speak in English, thus developing communicative competence.

According to Krashen (1982), it is important to prioritize language acquisition before formal instruction in the classroom. Through acquisition, students first develop the ability to comprehend the language before producing it. In this sense, learning is considered a complementary part of acquisition, useful for clarifying specific aspects during the educational process. Krashen proposes two main approaches for students to develop their competence in a second language: The first is based on language acquisition, which is defined as a subconscious process similar to the one that children follow when learning their mother tongue. Furthermore, it emphasizes the use of language to communicate, without explicitly focusing on what is being learned, which encourages natural and spontaneous learning. The second is based on language learning, which implies formal and conscious knowledge of the rules before applying them, and relates it to the explicit understanding of the structure of the language.

Learning, although secondary compared to acquisition, plays an essential role when the learner begins to produce the acquired system. This process can be supported through self-correction or with the help of teachers and peers. Furthermore, learning remains important because it allows the student to focus on formal aspects of the language and the correct use of the language, which ensures the clarity and effectiveness of the messages they produce, whether written or spoken. Therefore, learning is especially relevant in situations where students face doubts, difficulties, or need precision to communicate appropriately.

4. Results and discussion

The educational action-research methodology with a qualitative approach yielded significant results in the teaching-learning process of English as a second language, taking into account the diversity of students' learning styles and their active interaction with the real classroom context. The main findings are presented below:

OBJECT OF STUDY	FINDINGS
Diversity of identified learning styles	-Through interviews and direct observations, the predominant learning styles among the students were identified: visual, auditory, and kinesthetic. -It was observed that combining pedagogical strategies tailored to different learning styles enhanced the understanding and retention of English concepts.
Impact of pedagogical strategies on learning	-The implementation of activities tailored to learning styles significantly improved student participation and motivation in English classes. For example, visual learners benefited from graphic materials such as concept maps and interactive videos, while auditory learners responded better to songs, read-aloud sessions, and active listening exercises. -Kinesthetic strategies, such as role-playing and hands-on activities, were particularly effective for students with a greater need for movement.
Improvement in English acquisition and mastery.	Improvements in English communication skills were observed: - Listening and reading comprehension: A 20% increase in test scores designed to assess these skills after implementing tailored pedagogical strategies. - Speaking and writing production: Enhanced fluency and accuracy in the language, attributed to guided practice and collaborative activities.
Empowerment and engagement of the educational community.	-The active involvement of students, teachers, and parents fostered a collaborative learning dynamic, where participants acknowledged the importance of tailoring teaching to individual needs. -Interpersonal relationships within the educational community were strengthened, creating a supportive environment and

	greater cohesion.
Reflection and change in teaching practice.	-The teachers acquired skills to diagnose and adapt their teaching based on learning styles, which contributed to more inclusive and effective practices. -The research promoted a shift in the perception of the teaching role, highlighting the importance of personalized learning.

The results show that applying pedagogical strategies aligned with learning styles not only enhances English acquisition as a second language but also fosters meaningful, integrative, and contextualized learning. Likewise, the qualitative methodology, by involving the educational community, boosts the development of both linguistic and social competencies, laying the groundwork for more inclusive and effective pedagogical practices.

The identification of the predominant learning styles in this research—visual, auditory, and kinesthetic—highlights the importance of recognizing individual differences in the English acquisition process as a second language. This demonstrates that a student-centered approach, focused on their specific characteristics, is fundamental for promoting more meaningful and effective learning. Furthermore, implementing pedagogical strategies tailored to different learning styles significantly improved the comprehension and retention of English concepts. This finding underscores that an inclusive and varied pedagogical approach not only benefits individual students but also enhances the overall quality of the teaching process.

Additionally, recognizing learning styles in second language teaching enables educators to design and apply pedagogical methodologies that integrate various strategies, fostering their incorporation into educational practices. This ensures not only more equitable teaching but also promotes dynamic and effective learning.

The drive for pedagogical innovation presents both a challenge and an opportunity for teachers: integrating creative tools and pedagogical resources to address the specific needs of each learning style, enhancing language acquisition, and fostering the development of communicative competencies in diverse contexts. Furthermore, increased student engagement and motivation were evident through the adaptation of activities to specific learning styles. This proved to be an effective strategy for boosting motivation and active student participation in English classes. This confirms that a differentiated pedagogical approach not only enriches learning but also stimulates greater interest and commitment from students. The effectiveness of these strategies highlights the need to diversify teaching methodologies to cater to a wide range of learning styles, ensuring that all students, regardless of their preferences or needs, can benefit equitably and meaningfully from the educational process.

Implementing pedagogical strategies tailored to learning styles not only promoted student engagement but also drove the development of linguistic competencies. This demonstrates that

differentiated instruction is essential for improving English acquisition as a second language, allowing students to progress more efficiently in understanding and producing the language.

The observed improvements in English comprehension and production reflect the effectiveness of pedagogical strategies adapted to learning styles. A 20% increase in oral and written comprehension tests shows that these methodologies favor greater language assimilation among students. The implementation of collaborative activities and guided practice significantly contributed to fluency and accuracy in students' oral and written production. This demonstrates that pedagogical strategies not only foster individual learning but also strengthen social interaction and practical language use.

The results underscore that adapting pedagogical strategies to different learning styles not only promotes better academic performance but also optimizes the development of essential communicative competencies for acquiring English as a second language. The observed progress highlights the relevance of pedagogical practices that integrate diverse activities designed to develop communicative skills practically and contextually. This approach enables students to internalize the language more deeply and functionally.

In summary, recognizing and working with diverse learning styles not only optimizes the educational process but also allows students to develop English language skills more effectively, better preparing them to face communication challenges in a globalized world. Moreover, pedagogical strategies that integrate and respect individual learning styles are key elements in transforming English classes into inclusive and effective spaces. This approach not only promotes participation and motivation but also optimizes language acquisition, laying a solid foundation for more meaningful and functional learning. Customizing pedagogical strategies to learning styles significantly improves communicative skills in English while enhancing students' motivation and confidence in using the language. This pedagogical approach represents an effective path toward comprehensive English acquisition, fostering meaningful learning applicable in real-world contexts.

5. Conclusions.

According to the Ministry of National Education (MEN): Bilingualism is essential in the context of a globalized world. Mastering a second language enables more effective communication, facilitates interaction with other cultural contexts, promotes the dissemination and appropriation of knowledge, and enriches our personal experiences. Additionally, it plays a crucial role in the country's progress by increasing opportunities, individual competence, and competitiveness, thus improving quality of life.

Identifying an individual's learning style represents a complex psychological challenge, involving various tests along with observation and analysis of a predominantly internal process. However, partial studies, such as the one presented here, provide a valuable approach to understanding this psychological phenomenon. These studies become useful tools for optimizing both learning processes and teaching strategies.

In conclusion, applying learning styles in the process of teaching and learning English is highly beneficial, offering numerous options for adjustments in lesson planning, resources, and materials to better guide the subject and enhance its acquisition. Moreover, it allows for learning to be tailored to individual student needs. Furthermore, students have the opportunity

to practice the language actively and participatively, fostering their interest and motivation. The use of ICT in English teaching not only improves linguistic skills but also helps both students and teachers continuously develop relevant technological competencies in today's world. It can also empower students to take a more active role in their own learning process, allowing them to explore and learn independently, promoting autonomy and responsibility in their linguistic development.

It is essential that educators teaching English subjects or with knowledge of the language adapt to the current changes and challenges—such as lifestyle, topics, and technology—and fully engage in the educational process. In doing so, they can contribute meaningfully to students' overall, high-quality development.

According to Keefe (1998), within curricular guidelines, affective traits are linked to motivations and expectations that influence learning. Raising awareness and encouraging reflection on the importance of understanding these traits and engaging in activities aligned with their learning styles helps students acquire and use information effectively.

This conclusion leads to new questions, such as: Would the appropriation of English improve by applying learning style tests at the beginning of the school year and incorporating the results into lesson planning? Or, is it essential to strengthen this topic among educators to ensure a consistent approach, making the process of acquiring English smoother and more manageable?

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