

UNIVERSITY OF PEDAGOGICAL SCIENCES

JOSÉ DE LA LUZ Y CABALLERO

HOLGUÍN

DIPLOMA PAPER

The comprehensive diagnosis of the learning of English as a foreign language through the variables learning strategies and learning styles, in Major in Education, English Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín

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INDEX

	Page
Abstract	
Introduction	1
Chapter One - Theoretical-methodological and facto-perceptible foundations of the comprehensive diagnosis of the learning of English as a foreign language	8
1.1-The learning diagnosis as a process	8
1.2- Analysis of the comprehensive diagnosis current state in the learning of English as a foreign language, Major in Education, English Specialty, at the University of Pedagogical Sciences José de la Luz y Caballero of Holguín.	16
Partial conclusions of chapter one	19
Chapter Two - Variables and dimensions for the comprehensive diagnosis of the learning of English as a foreign language	20
2.1 Theoretical foundations of the variables that sustain the comprehensive diagnosis of English as a foreign language.....	20
2.1.1-Learning strategies	22
2.1.2-Learning styles	25
Partial conclusions of chapter two.....	30
Chapter three – Validation of the proposal	31
Conclusions	35
Recommendations	36
Bibliography	
Appendixes	

Abstract

The following diploma paper has as an aim a proposal of variables and dimensions for the comprehensive diagnosis of the learning of English as a foreign language. It develops a systematization of available knowledge along the last fifty years in the search of an answer to the low efficiency of the career.

The paper is divided into three chapters. Chapter one deals with the theoretical elements related to the learning diagnosis, the current state of the learning diagnosis in the career Major in Education, English Specialty, on the basis of a logical-historical study about the researches carried out by diverse investigators and the teachers' staff of the Department of English Language. Chapter two is devoted to the proposal itself. The variables and dimensions proposed are learning strategies and learning styles. Chapter three reads about the implementation of the proposal and the results obtained.

INTRODUCTION

Learning is a process that means the internalization by the individual of the outside reality through the sense organs. This process has been object of study by different sciences such as Psychology, Pedagogy, Didactics, Linguistics, among others, in an attempt to understand how human beings learn. Psychology, along many years, has produced several theories concerning the above stated facts. But two hypotheses seem to dominate in the academic fields. One of them claims that habit reinforcement is the way to learn. This is known as Conductism. However, more recent statement claims that learning is the result of information processing based on mental processes. This last is known as Cognitivism.

On the other hand, along the second half of the 20th century and beginning of the 21st century, processes closely related to learning have been carried out under the label of learning diagnosis processes. They have been taking place in all areas of human activity though more stressed in the educational fields. Educational authorities have designed a variety of tools in an effort to reveal how students learn; nevertheless they have proved to be ineffective to a certain point as the results continue to be low and do not match the desired goals. At least one thing can be assure; the theory underlining the construction of the instrumental is still insufficient so as to diagnose the process with the appropriate scientific accuracy and go beyond a general characterization of the students. It goes straight to the fact that there is more in the nature of the teaching-learning process and the psycho-physiological factors which support them that are to be revealed.

To be coherent with the aim of this research it should be acknowledged that the word diagnostic comes from the Greek diagnosis, which means knowledge. The term first appeared connected to clinical symptoms until they began to be used throughout teaching-learning processes. Particularly in Cuba the diagnostic studies related to Pedagogy began on the sixties and continued to be used during the seventy's, influenced by the Marxist psychology coming from the nowadays Russia. Along the eighties, the diagnostic studies kept on developing within those disciplines with certain psychological approach such as Preschool

and Special Education. It is by the end of the eighties and the beginning of the next decade that it is restarted in all educational levels as a fundamental management tool, backed up on strictly scientific procedures to explain the cause-effect relationship of the learning act.

To diagnose the teaching-learning process of the learning of English as a foreign language, is one of the major handicaps most professors stumble on in their will to increase the efficiency and efficacy of the students' learning in the different subjects listed in their curriculum. From the methodological standpoint it seems clear that the learning diagnosis does not take into account the use of a repertoire of tools with their supporting theories to accurately establish the areas to be diagnosed to get better results both in the communicative-cognitive as in the affective-motivational dimensions.

Many authors have been consulted from different geographical areas such as G. Abbot, 1991; A. Hughes, 1993; J. Richards, 1996, P. Ur, 1996, among others. They all refer to the initial diagnosis as an exploratory test about the abilities or knowledge the students do have or do not have. The bibliography revisited showed that in the former Soviet Union the learning diagnosis processes refer to subjects the students receive in their mother language with prevalence in the Elementary Education, (Luria 1975; Bozhovich 1981, Talizina 1992).

In the Spanish literature, the learning diagnosis is concerned with the initial function of the evaluation, and thereafter, along the course the diagnosis function is developed by the formative evaluation as stated by Tiana A. 1993; Rodríguez Suárez E. 1993; Alain M.1993; Ibernón F.1993; Álvarez J.1993; Martínez Ángel L. 1994; Pérez Justo R. 1994.

In the Cuban literature the diagnosis proposals are carried out by subjects such as Spanish, Math, History, among others, mainly oriented to diagnose specific skills and personality traits (González Rey 1982; García Morey A. 1985; Abreu, E. 1990; Collazo Delgado B. 1992; López Hurtado J. 1996; Silvestre M. 1997;Morenza Padilla L. 1997; García G. A. 1999; Concepción García I. 2001)

José de Zilberstein 2000, puts emphasis upon a standardized behavioral diagnosis that prevails in most national schools.

At the University of Pedagogical Sciences José de la Luz y Caballero, Rafael Rodríguez Devesa; 2005, backs up on a methodological-theoretical conception that refers to the grammatical generalizations. Yudenia López Martí; 2011, makes a pedagogical-prognosis model to develop language in children. Janet Delgado Gonsembach; 2011, sets forth a system of methodological work for orienting the diagnosis profile in Ecuador. None of the foresaid proposals deal with the diagnosis of the current state and evolution of the students' skills and their potentialities for new development. The nowadays diagnosis lacks, as well, a theoretical background regarding some other variables which reveal how the students make use of different learning strategies and styles, verbal aptitudes, perceptive skills, and the like.

In order to get to the desired goals concerned with the process and empower the learner, it is necessary a profound and overall understanding of their real knowledge and potentialities to obtain new inputs. Therefore, a comprehensive diagnosis is needed so that teachers may determine the real learning situations based on the previously stated variables.

As seen, the bibliography consulted does not provide a definition for the diagnosis of the learning of English as a foreign language for which it stands as one of the most challenging theoretical inconsistency. The current conception of the learning diagnosis of English as a foreign language lacks scientific objectivity; since it cannot predict accurately what the students' potentialities and needs are. This is why those in charge of the students' education are prevented from promoting appropriate actions to foster the student's potentialities and match their learning needs. This has a negative effect on the students' acquisition of the language contents.

The Curricular Strategy of the Career shows an analysis of the results of the students graduated along the past five years (2008-2013, see appendix 1). It is obvious the existence of a faulty managing of the teaching-learning process that may be caused by a deficient diagnosis and characterization of the students,

preventing the professors from developing a proper pedagogical and methodological intervention focused on an individual approach, in order to stimulate the learners' potentialities and remedy their difficulties. These results substantiate the idea that a comprehensive learning diagnosis is required in order to provide professors with scientific tools for diagnosing the students. Therefore, an efficient direction of the teaching-learning process of foreign language will come up.

There is a contradiction that generates the need of its treatment through the introduction of scientific methods which will make evident the potentialities that the diagnosis offers for the characterization of the formation and development of the communicative competence in the foreign language, and the limited results that are obtained in this process up today.

The listed limitations indicate the existence of a **research problem** which is formulated in the following terms: What variables and dimensions allow to increase the efficiency of the comprehensive diagnosis of the learning of English as a foreign language, Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguín?

Taking into account the declared research problem, the author claims as the **research object** the comprehensive diagnosis of the learning of English as a foreign language, Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguín.

In order to solve the research problem the **research objective** formulated is a proposal of the variables learning strategies and learning styles for the comprehensive diagnosis of the learning of English as a foreign language aimed at optimizing the diagnostic process in Major in Education, English Specialty, at the University of Pedagogical Sciences, "José de la Luz y Caballero", in Holguín.

The **scope of action** where this research is going to exert its transformation is the diagnosis of the learning of English as a foreign language through the variables learning strategies and learning styles, in Major in Education, English

Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín.

To develop this investigation a set of **research questions** were formulated to guide the author during the whole research task:

1. What are the main theoretical and methodological foundations of the diagnosing process in regard to the teaching-learning process of English as a foreign language?
2. What is the current state of the comprehensive diagnosis of the learning of English as a foreign language, Major in Education, English Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín?
3. What are the variables and dimensions that may favor the comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín?
4. What are the results of the implementation of the variable learning styles to attain an effective comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín?

In order to meet the demands of the research questions and fulfill the proposed objective, these **research tasks** were carried out:

1. To search for theoretical and methodological foundations, in the available scientific literature, dealing with the learning diagnosis as a process.
2. To diagnose the current state of the object of investigation.
3. To elaborate a set of variables and dimensions to increase the efficiency of the comprehensive diagnosis of the learning of English as a foreign

language, Major in Education, English Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín.

4. To corroborate the effectiveness of the implementation of the variables learning strategies and learning styles to efficiently carry out a comprehensive diagnosis of the learning of English as a foreign language, Major in Education, English Specialty, at the University of Pedagogical Sciences “José de la Luz y Caballero” in Holguín.

For the accomplishment of the aims of this investigation some **research methods** were used.

From the **theoretical level**:

- **Historic-logical:** To study the theoretical information regarding the evolution of the research object and its current state focused on the diagnosis process from a logical perspective. This involved a search of the evolution of psychological, linguistic and pedagogical theories.
- **Inductive-deductive:** This included the analysis and processing of information available on the elements under analysis to get to generalizations.
- **Analytic-synthetic:** To approach the separate features of facts and concepts and put them together to draw concrete conclusions. This allowed the determination of the variables and dimensions for the research.
- **Abstract-concrete:** To process scientific data and interpret the theoretical foundation.

From the **empirical level**:

- **Interview**
- **Critical analysis of written sources**
- **Lesson observation**

- **Survey**

The research practical contribution will be the elaboration of a set of instruments, enclosing variables and dimensions for the diagnosis of the student's learning strategies and dominating learning styles, and their potentialities for new language appropriations through the learning of English as a foreign language.

CHAPTER ONE: THEORETICAL FOUNDATIONS OF THE RESEARCH

The chapter deals with the epistemological and facto-perceptible elements related to the learning diagnosis, the current state of the learning diagnosis in the career Foreign Language, English on the basis of a historical-logical study about the researches carried out by the teachers' staff of the Department of the English Language.

1.1 The learning diagnosis as a process

The word "diagnostic" comes from the Greek "diagnosis" which means knowledge. Most of the literature refers to the diagnosis as a clinical term, that is associated with medicine, "... set of signs used to secure the peculiar nature of a disease "(Etymological Dictionary, 1986). Early diagnostic studies related to psychological personality aspects date back to the late nineteenth and early twentieth century and their main representatives were Binnet in France, Cattell in U.S and Katon in England. The term first appeared in an article written by Cattell in 1890.

Generally speaking, the consulted literature makes reference to three different types of diagnostic; the General Diagnosis, also known as classificatory or descriptive, which classifies people into general categories. The Analytical, Atomistic or Molecular Diagnosis, which makes the analysis of specific aspects such as perception, memory, reasoning, and The Holistic or Dynamic Diagnosis, which studies the essential structure of the personality.

These classifications are more closely related to the psychiatric and psychological categories than to Pedagogy itself. The psycho-sociology favors the Study Case throughout History Case, Study Case, the Conference Case and the Work Case. Each of these classifications has specific characteristics and objectives. For the learning diagnosis, educational institutions and its professionals use the Study Case because it allows a periodical analysis of the individual's development investigating factors, components, dynamics, relations, problems and tendencies of a particular phenomenon. These studies are based on elaborated principles developed on the basis of the nature of the object under observation and its links with the environment.

E. Abreu, 1990, proposes a system of principles as a general theoretical framework taking into account the dialectical character of the process: Principles for the Diagnosis of the Orientation and Diagnostic Institutions (E. Abreu, 1990), Diagnostic Principles of the Deviations in Psychic Development (E. Abreu, 1990), Diagnostic Principles of the written skill (Forteza, R. 1999), Principles of the Pedagogical Diagnosis, (Garcia, A. 1999), Diagnostic Principles for the intellectual abilities (Concepción, I , 2000) and Principles for the Initial Learning Diagnosis of English as a Foreign Language (B. Reyes, Raciél, 2001).

It has also been determined the functions that the diagnostic processes should carry out from a pedagogical profile. Eddy Abreu (1990) makes a proposal that is a re-make of the one made by Bruekner and Bond; 1975.

1. To determine the level of progress reached by the student based on the learning objectives (Bruekner calls them educational methods).
2. To identify the factors that hinder, delay or speed up the teaching-learning process (Bruekner: optimal development of the student).
3. To feature which of the children and adolescents' difficulties and characteristics are satisfied during the teaching-learning process, (Bruekner: adaptation of the learning situation to the needs and characteristics of the learner in order to ensure its continued development).

Aurora Garcia (1999) added the following functions:

4. To ease the prognosis, once the diagnosis has revealed those aspects which back up the process to get to higher developing stages.
5. To allow the logic-historical analysis of what is diagnosed.

On the other hand, within the psychology domain, several definitions of diagnosis could be listed. In all of them, up to a certain degree, there is a reference to its procedural quality, to the search for causes of its real state and the development trends of the phenomenon studied as well as the value of experience for the appropriate interpretation of the results. Here are some definitions coming from different authors:

"... Logical process based on the analysis of all available information on the case, in the light of experience and scientific knowledge, and determined by a goal." (Brueckner and Bond; 1975)

M. Figueredo 1986, conceptualized it as "... process to diagnose the state of a phenomenon and its possible development trends." Meanwhile Eddy Abreu 1993 defines the diagnosis as "... the process by which the causes, characteristics and the course of development attained by a given phenomenon are determined"

Eduardo Garcia 1994, said "... It is a process of analysis of the educational reality that allows us to know how we should articulate our interventions. It contributes to devise intervention proposals, offering a better understanding of the difficulties, contradictions and ambiguities that underlie it, in an effort to improve education. "

Siveiro López 1996, declared it as "... an instrumental process, which allows collecting information for evaluation and intervention to transform or modify anything from an initial stage to a potential one, allowing a differentiated attention. It is applied also, with the aspiration of achieving a successful learning in the students, avoiding school failure and achieving greater efficiency in the educational work. "

Magalys Gonzalez ... et al; 1998, emphasized that "... it is the starting point that allows to know the complex and changing reality at any given time. A dynamic, continuous, unfinished process, that as such is permanently updated, expanded, and used"

For Aurora García; 1999, the diagnosis consists of a "... study process that involves analysis, synthesis and assessment of a set of information, obtained through the use of methods, techniques and procedures for reaching clarity on the current status of an individual or group, enabling decision making actions for the development of an educational managing program ".

In the previous definitions the result-product diagnosis in terms of knowledge, capacities and abilities arises but there is little emphasis on the students' potentialities which affects the validity and reliability of the process.

In these definitions the diagnosis is said to be a process that gathers information to characterize the qualities of a given object or phenomenon, at a given time to devise corrective strategies. Nevertheless, there is no reference to diagnosis as a featuring and mobilizing process of the learners' potentialities. Therefore, it is viewed as a process particularly concerned with the final output, that is, what the learners do know or do not know rather than what the learners could do if they make use of all the potentialities they have. This process, in short, should reveal the students' possibilities from the cognitive-communicative and the affective-evaluative-motivational dimensions of the learners' personality.

According to Raciél Reyes, 2013, the diagnosis is a "...dynamic, interactional, proactive, ongoing, multilateral and objective process. It is developed with the aim of characterizing the students' actual state of knowledge, skills, and capacities in order to achieve higher levels of development. It is characterized by the use of research methods and techniques to carry out the learners' characterization in relation to their learning needs and potentialities".

The author of this investigation assumes the definition given by Reyes (2013) because:

The diagnosis, as understood from the epistemological and praxiological viewpoints, has a procedural character, meaning that it is not the act of an isolated moment, but a systematic and permanent one. This, no way, deny the possibility of the researcher to make partial cuts to update the actual state of the phenomenon under study and to value its development; if it remains static, moves back or progresses to qualitatively higher stages. In addition, it should explain the cause-effect relation. It will then be possible to determine, with objectivity, the possible trends of its development. This is the time when research methods and procedures enter for.

It is a mistaken thought to believe the diagnosis as just a pedagogical test at the beginning of the teaching-learning process of the school year and figure it out as definitive one. It leads to the questions: "... May the whole learning process be evaluated in a single test? Is it possible to evaluate all procedural, conceptual and attitudinal contents that are involved in a didactic unit, topic, and project work through a single instrument?" It's impossible." (Fort, Rosa.: 1993)

Instruction tests, although they are useful to obtain information, they are neither the only way nor they may ensure, by themselves, to obtain reliable and valuable results. For that reason it is required the object (based on knowledge, skills, strengths, values) be measured in different ways and in every moment during the learning process. Then, it is meant that empirical methods such as observation, survey, interview, analysis of the activity product, among others are needed, as components of a larger system of information gathering. It is vital; thus, that the researcher does not adhere to a single method whatever effective it might appear to be, because it may lead to violate an unquestionable diagnosis principle: its systemic and systematic character.

Once the process of collecting and interpreting information concludes it comes the time to inevitably arrive to a prognosis; that is to foresee the future tendency of the phenomenon under study. And this prognosis will only come true if its point of departure has been a reliable diagnosis. This is, no doubt, one of the crucial moments of the process as the time has come for making strategic decisions related to the student's curriculum. Thus, once the shortcomings and their causes as well as their potentialities have been diagnosed, the intervention starts by means of a corrective and developmental strategy, which should pave the way to solve the deficiencies in learning and create the conditions for future development.

It is a must to refer as to when, why, what and how to implement the diagnostic task. Jaume Jorba; 1993, claims that, "... the predictive evaluation, also called initial diagnosis, aims to determine the situation of each student before beginning a teaching-learning process so as to adapt it according to the student's needs. "

To know how to diagnose is probably one major challenge in this process as professionals ignore the requirements for building the measure instruments such as tests, interviews, surveys, observation guides, among others, so that they keep the appropriate reliability and validity. Besides, the variables, dimensions and indicators are sometimes omitted or do not match the nature of what it is investigated so the learning diagnosis fails in its purposes to obtain data, what knowledge the students have or do not have, the development degree of certain abilities and the instrumentation level of certain habits.

On the other hand, the response to the question why should the students be diagnosed is bound to procedural and attitudinal contents that the students have acquired during a learning phase. The diagnosis leads to consider the adequacy of the curriculum to the learning needs of the students and leads to make decisions regarding the programs design. Notwithstanding, this adaptation of the curriculum in traditional diagnosis, does not favor, at times, the deployment of potentialities to reach new and more complex knowledge.

The next point seems to be what makes the difference in a developmental diagnosis as when researchers try to find out how the students learn. To come to terms with this issue it needs to be brought into discussion the roles of the analyzers in obtaining information from the outside reality by sensorial ways and what the predominant psycho-neurophysiologic features are at work. This has greatest connotation at pedagogical universities for they graduate the builders of a new society.

Ph.D. José de Zilberstein, 1996, is one of the researchers who has devoted himself to deeply study to the process of diagnosis in the national system of education, and from whom some valuations have been taken and underlined in this paper. It is a shared idea with Zilberstein that the debates in relation to the students learning quality are closely related to the efficiency with which the students are diagnosed and characterized.

Most teachers identify the diagnosis as tests of knowledge focused on the instructional dimension and conceived as the result of the application of an instrument at the beginning of each course with the goal of diagnosing

difficulties and potentialities, and therefore they do not properly value the diagnosis integrity. This is why they fail to diagnose as they disregard some other methods and techniques such as lessons observation, conversations, notebooks revisions and the like. Meanwhile, Zilberstein's researches reveal the ignorance about how to diagnose, "predominating, in many cases, academic approaches directed only towards the cognitive ". (2000)

According to Zilberstein, in traditional teaching what it is diagnosed are basically products-knowledge, demonstrating the behavioral pattern that only takes into account the result-product and ignores the diagnosis of the learners' internal potentialities. Moreover, Liliana Morenza; 1996, believes that cognitive scientists have turned tests into qualifying elements in which the IQ value is the ruling category for diagnosing future learning, taking standardized tests from one culture to another with the consequent negative impact.

Cuban pedagogy, since the late twentieth century, has taken as a psychopedagogical base to characterize the students in learning situations the Vygotskian Socio-Cultural Theory. Lev Vygotsky, (1896/1934), laid the foundation for a revolutionary and new conception in relation to the development of the individual as a personality. The essence of the Vygotsky's approach lies in considering the individual as the result of a socio-historical process where language plays an essential role. Vygotsky understands knowledge as an interaction process between the subject and the outside world, the latter understood as a social and cultural context, and he suggests the existence of two types of mental functions: lower and higher functions. The former are those with which people are born, genetically determined so that they limit the behavior to a reaction or response to the environment.

One of the most significant contributions of psychology from Vygotsky's worldview is his concept of Proximal Development Zone (ZPD) and its eminently social determination. One learns with the other's help, in contexts of social interaction and this social interaction, as a learning possibility, is the Proximal Development Zone. The implication of this postulate for the learning diagnosis accounts for the higher psychic functions development and its

pedagogical significance lies in its effectiveness and validity to diagnose what the individual can do and could do. The perspectives of the individual growth in any case of inter subjective activity could be confirmed by exploring the ZPD which emerges as the scene for personal growth with the aid from another. This help, in school contexts, may come from teachers and the learner's peers. Unfortunately, by the time being, a sufficient theoretical understanding and practical generalization of these constructs that allow its introduction to modify reality has not been achieved yet.

Vigotsky also proposed three supporting or aid levels which are offered as a result of the teachers' perception on the needs, deficiencies and potentialities of the students to achieve certain instructional or educational objectives. According to the researcher these supporting levels have not been sufficiently implemented and generalized in the Cuban school, though it is true that in the lesson of English there is a higher amount of help for slow students. On the other hand, along the last years, there has been consensus about the need for a diagnosis that includes not only the student but also the teacher, the school, the family and the community.

Another quite diminished issue in the field of diagnosing has to do with the role the mother tongue plays in learning a foreign language, particularly English. This is based, erroneously, on the prevalence of structural and neo-behaviorists' criteria that regard the mother tongue as a barrier to learn a foreign language and discard its positive side based on the similarities and differences. In the national context Ph.D. Rosa Antich de León in her seminal work, *Methodology of the Foreign Language Teaching*, 1986, raises the necessary consideration of the mother tongue, focused on pedagogical, linguistic and psychological elements. According to de Leon, 1986, "...the linguistic aspect in foreign language teaching is manifested through the appropriate use (...) of linguistic theories and the results of the investigations already made by linguists". Antich also makes reference to Comparative Analysis Theory. There are several theories that address the role the mother tongue plays when learning a foreign language such as Contrastive Analysis, Error Analysis, The inter-language Hypothesis, Markedness, Language

Universals and The Cognitive Code. Overtly, the native language has a role to play in the students learning strategies and styles.

1.2 Analysis of the comprehensive diagnosis current state of the learning of English as a foreign language, Major in Education, Foreign Language, English, at the University of Pedagogical Sciences of Holguín

The use of diagnostic studies centered in the learning process, in the professional training for teaching English as a foreign language at the University of Pedagogical Sciences José de la Luz y Caballero, is a longstanding practice nevertheless, the efficiency has been generally low in most of the careers and where the English specialty, has not been an exception. The instruments applied, usually standardized for the whole university, revealed general characteristics related to health condition, physical development, addictions, coexistence, academic results, among others, aimed at general classifications and let the careers to make decisions on other variables of these studies, basically those related to the learning process.

In 1999, a postgraduate course sponsored by the Department of Psychopedagogy took place at the university, in which a significant group of professionals enrolled with the urgent goal to generalize in the municipalities and institutional areas, the most effective practices concerning the diagnosis of the learning process. Two theses resulted from those studies to give continuity to the learning diagnosis in the institution. Ph.D. Rafael Rodríguez Devesa's Thesis; 2005, is based on criteria provided by P. Rico, 1996, who states that "... at the national level there is a trend in students of different subsystems of education to use reproductive thinking, even those who enter college", and states that "... such situation is manifested, in particular, in the students in Major in Education, English Language specialty, when studying the grammatical units of that language. A reproductive thinking character is appreciated in them, which has negative effects on the learning process of grammar".

Prior to these studies several instruments had been devised by Reyes B, 2001, for the Integrated English Practice subject, aimed at diagnosing the four communicative skills; listening, speaking, reading and writing, and grammatical aspects related to the domain, from the recognition to production levels and on

the different grammatical structures, both simple and compound, with the aim to better up the career's efficiency.

The critical valuation of the applied instruments demonstrates, as one of its main limitations, its behaviorist conception for its possibilities to determine only the basic gaps in knowledge and in the development of certain skills but unable to reveal the students potentialities for future development, the which should be one of the main features of the instruments that characterize the degree of instrumentation and development of the verbal habits and skills throughout the teaching-learning process of English as a foreign language. This trend is evident when reviewing in some cases and participating in some others, in the analyses developed at the different managing levels of the methodological work and in the written memory of these analyses. They also took place in the meetings of the pedagogical and discipline staff and the teacher's body of the career and faculty.

As a matter of fact, it can be said that the learning diagnosis, in the context of foreign language teaching in the Faculty of Humanities, English Specialty, has failed in viewing the individual as unique integrity, thus ignoring qualities of the thought that shapes the human being in a learning situation. Just to mention some of these elements, teachers have failed in specifying what strategies and learning styles predominate in their students, how efficient the short and long term memory is or what perceptive ability needs to be promoted to raise the quality and quantity of their learning, just for the sake of naming some of them. In interviews and exchanges developed with the teachers staff most of them ignore how important these elements are, and almost no one knows how to implement them.

Another empirical figures that demonstrate the inefficacy of the past learning diagnosis as didactic tools for managing the teaching-learning process are the poor results achieved by the students of the regular course in the last five years. To illustrate this, the table shows (see appendix 1) the downward tendency of the efficiency with variable results along the last five years.

As shown in the table, the career has not been able to reverse the downward tendency concerning its efficiency indicators which at the end of the course 2012-2013 will fall down 15. %. The valuation analysis carried out at the different levels of the methodological and scientific work show evidence of the shortcomings in the professional performance linked to an imprecise diagnosis and a deficient student characterization, which do not allow an adequate direction of the teaching-learning process and in consequence, bring about a low communicative competence, far from the desired state.

Due to this situation the Foreign Languages Department opened a project whose main result will be, properly speaking, the research on the comprehensive learning diagnosis. In the theoretical and methodological analysis developed in the scientific sessions as well as debates developed in a postgraduate course, the learning paradigms derived from different psychological schools have been deeply discussed in search of making clear how much they have affected the construction of diagnostic devices. What is more, it can be asserted that the current learning diagnosis process cannot yet redirect learning beyond reproductive tasks preventing students from using developing learning strategies based on meta-cognition and therefore, self-diagnosis and self-evaluation.

It is out of discussion that the Communicative Approach (Dell Hymes, Chomsky, Canale and Swain) can be considered within the cognitive paradigm as it works with communicative functions (purposes) and notions (meanings), this is one of the scopes of action only, and cannot guarantee by itself, the analysis of other variables that reveal how the students learn such as learning strategies and styles, perceptive skills, intelligence, verbal aptitudes, among others. Thus, summarizing, there is no, or at least, little exploration of the Proximal Development Zone to determine the students' potentialities and, consequently, the supporting levels needed by the learners to be developed and systematized.

In general, the standpoint underlining the above assertion is that the learning diagnosis of the English subject as a foreign language lacks both a theoretical and practical conception, and therefore has not a comprehensive and

developing character of the students' way of learning. It does not determine the levels of aid the students may need to fully exploit their cognitive and creative potentialities.

Chapter's conclusions

The systematization made on theoretical-methodological frameworks for the proposal of variables and dimensions for the learning diagnosis of English as a foreign language led the researcher to come to the following partial conclusions:

1. There is a gap in the epistemological constructs that support the learning diagnosis evidenced in the hyperbolization of variables related to the psycho-pedagogical characterization of the students' personality, while it ignores elements that shapes one's personality such as, learning strategies, learning styles, intelligence, verbal aptitudes, among others.
2. The theory about the conception and modeling of instruments for the learning diagnosis does not provide indicators to diagnose and interpret the external manifestation of the students' potentialities through their Zone of Proximal Development.
3. The diagnosis of the facto-perceptible state of the research's object allowed to establish the following regularities:
 - A behaviorist conception dominates the learning diagnosis and the interpretation of the students' outcomes, with emphasis on the results at the expense of the process.
 - The Zone of Proximal Development is not being systematically and consistently worked proved through lesson observation throughout the whole province and the university; the individualized tasks tend to empower with special tasks to high-achieving students; low proficient students are given with no developing tasks.
 - Theories which count on the role of the mother tongue in the learning of a foreign language are not taken into account while designing learning activities but Contrastive Analysis.

These considerations, taken as conclusions of this chapter, are the foundations of the need for a proposal of a set of variables and dimensions for the comprehensive diagnosis of the learning of English as a foreign language, supported by theoretical-methodological assumptions that contribute to the solution of the scientific problems. A proposal, centered on affective-motivational and cognitive-communicative variables and dimensions, is framed in the second chapter of this Diploma Paper.

Chapter two: Variables Learning Strategies and Styles for the comprehensive diagnosis of the learning of English as a foreign language

One of the essential elements that is specified in the results of the present investigation and that, at the same time comes out to be innovative and useful, is the proposal of variables which must be taken into account to carry out a comprehensive diagnosis of the learning of English as a foreign language in students of Major in Education, Foreign Languages, English Specialty.

2.1 Theoretical foundations of the variables that sustain the comprehensive diagnosis of the learning of English as a foreign language

The creation of the comprehensive diagnosis through variables characterizing the students thinking has as a goal, the promotion of a developing teaching, understood as the systemic process of cultural transmission with a social function, which is organized taking into account the students' real and potential developmental levels to lead them to higher stages of development.

A developing didactic promotes the integral development of the learner's personality through the appropriation of knowledge, development of skills and intellectual capacities closely related to the formation of feelings, motivations, qualities, beliefs and ideals, and based on the relationship between the affective-motivational and cognitive-communicative dimensions.

Any didactic that intends to be developmental has as a starting point a comprehensive, characterizing and diagnosing process of the individual's thought, because if one wants to reveal how someone learns it is necessary to determine the learners' thought qualities in the understanding of the outside world. In contexts of institutional organized learning, this means that one has to

determine the attributes of that thought for the prosecution of the content information or subject-matter in question. Therefore, this didactic should reflect a mobilizing internal dynamic of the personality in all its dimensions, in its interrelationship with all contexts and all social factors. Such didactic, resulting from the comprehensive diagnosis applied to the learning of English as a foreign language, highlight important premises such as:

- To diagnose the learning of English as a foreign language integrally through variables to reveal qualities of the learners' thought; this constitutes a potentiality for a new development.
- To determine the Zone of Proximal Development for characterizing, from the evaluative-affective-motivational and cognitive-communicative, the potentialities and gaps, and encourage support levels from the asymmetries in the group and in pair work (cooperative-collaborative learning), and what teachers should provide to favor proper self-worth and self-regulation in the projection of achievable goals.
- To promote the integral development of the student through the appropriation of knowledge, habits, linguistic and communication skills in close connection with the formation of qualities, values, beliefs, ideals which enable them to evaluate, appropriately, the linguistic and cultural diversity of humanity as a premise for the reaffirmation of their own identity and culture.
- To encourage the development- based on the interrelationship between the cognitive-communicative and affective-evaluative-motivational factors- of a reflective and developing learning, as a result of the implementation of meta-cognitive strategies that lead to self-assessment, self-diagnosis and self-projection of tasks for solving the shortcomings and strengthening performance behaviors, supported by the axiological strengthening of their personalities.

The previously stated facts and assumptions could not be achieved without a developing teaching and this latter is not possible if the teacher does not have the conceptual elements to design it. From here comes the urgency of a deep knowledge of the student, which allows the teacher to adapt his teaching styles

to the students learning styles. Revealing how the students learn is the starting point to exploit their potentialities and resize their personality, which is only achievable through a comprehensive diagnosis, how each and every one of them learns. In due line with the prior statements, the following variables and dimensions are proposed.

2.1.1 Learning strategies

The identification of the students learning strategies and its potentials through cultural tools for its instrumentation is one of the elements engaging investigators and teachers. In the human being, the cognition capacity is formed in the early years interacting with others, including external objective reality. It is observed as regularity that in all strategies learning is assumed as a process associated to the perception and processing of information, making emphasis on the cognitive-communicative dimensions in its relation with the affective-evaluative, emotional and living experiences, and where the individual personality, unique and unrepeatable, has unique characteristics which make it different from the others. Thus, each strategy is personal.

Every individual develops certain strategies to know, remember and interpret phenomena of different kinds. These strategies are determined, necessarily, by the nature of the object upon which it is applied. Generally, the strategies are considered actions oriented towards problems solutions. Students design strategies aimed at learning certain contents with efficiency, availability, transferability and durability, therefore, they should be able to organize the new knowledge in a coherent comprehension influencing on their thought to transform their behavior.

In observation to lessons, the strategies are verified as modes, rules, techniques, selected consciously by the students to learn. During the foreign language lesson, for instance, students help themselves in order to identify and process what is wanted to learn from the linguistic material. Consequently, the learning strategies correlate with procedures used by the students to acquire content including memory techniques and strategies to study and fix the content.

The learning strategies are closely related to the learning styles. The learning styles are particular ways of learning, conditioned by a set of factors with a psycho-social character referring to how the student learns. In this sense, it can be affirmed that there exists a mutual conditioning among the strategies and styles.

The learning strategies include the cognitive, the meta-cognitive and the socio-affective. The cognitive refers to the content as knowledge. It is the appropriation of the socio cultural legacy by the individual, apprehended in his relation with the environment, including other human beings. The axiological is formed by the ethic and moral value system belonging to a particular human group in a given socio-historical moment. The meta-cognitive strategy means the control that the individual exerts upon the knowledge itself, the capacity to self-regulate the knowledge itself, that is, plan the strategies to be used in every or each situation, apply them, control the process, evaluate it to correct procedures, and consequently to establish new behavioral performances. It is split into two actions:

1. Cognition about cognition which means being conscious of the learning act, valuating the procedures through which a given content is acquired and enclose the factors explaining how one gets to a result, whether desired or not. For instance, the conceptual maps function as meta-cognitive tools to summarize the fundamental characteristics of certain historical event.

2. Regulation and control of the activities that the student makes during the learning activity. It includes planning the activities, the control over the information process and the critical evaluation of the obtained results.

In the foreign language didactics these meta-cognitive strategies are implied in the learning and self-control the student exerts over the learning through self-evaluation and self-valuation of what has been learned. Knowing how to plan, regulate, and evaluate, what techniques, when, how, why and what for they are applied, make the student strategic.

In this respect, the teacher must be aware on how efficient the strategies implemented by the students are, and if they really use strategies that allow them surpass the PDZ. A student with an inadequate self-evaluation, either by defect or excess, will find a new barrier to achieve the desired progress, either by the pedagogical community or by the student himself. Only then, he will be able to solve his needs and maximize his potentialities.

Some common strategies used by students learning English are the following:

1. Repeating what he/she hears to fix its pronunciation: (speaking and memorizing).
2. Rewriting many times certain words with difficult spelling: (writing/ memorizing/ fixing the spelling of words).
3. Fast loudly reading (skills developing for forming habits in fluent speech).
4. Saying dialogues loudly alone: (check pronunciation).
5. Mirror oneself while speaking: (checking position of speech organs while pronouncing certain sounds).
6. Informal group discussion about a certain topic to gain knowledge of it.
7. Asking another student to take down and correct ones' mistake.
8. Saying loudly what ones knows about a given topic and to compare it with the original source to check what is left.
9. Resourcing to pronunciation dictionaries in order to check the pronunciation.
10. Listening and repeating the lyrics of a song the faster, the better.
11. While listening to a dialog, take down key words to get the core of the message.
12. Transcribing the pronunciation of words using phonetic symbols and then check in a pronouncing dictionary.
13. While watching a video take down unknown phrases and then, if needed, look for it in a dictionary.

2.1.2 Learning styles

The learning styles are processes or cognitive behaviors of operations that the students have to process information coming from external sources such as problem solving, answers to written and oral tasks, among other activities. The cognitive style really depends on the correspondence among the strategies a student uses and the concrete demands of the situation to be solved. Therefore, we talk about learning styles when we refer to the form relatively stable in which the students face certain learning tasks and situations managing their own intellectual and emotional resources, making use of certain strategies.

Unlike the strategies, there are several classifications of learning styles that result from the study and experience of different authors in different contexts. Among these there are deep, elaborate and superficial styles. There are also styles related to the students preferred form to perceive the information such as visual, verbal and auditory styles. Still others styles are determined by the students way to process the information such as the global and analytic styles. Other ones are conditioned by the manner the students plan their time for the achievement of their goals or objectives. These are the planned and spontaneous styles.

Thus, the learning of a foreign language should contribute to the development of the students' potentialities, to their self-discovery, self-inspection, self-esteem, and stimulating their strengths and positive qualities. To fulfill this purpose it is necessary to diagnose the knowledge of the students which involve their feelings, experience, memory, expectations, aspirations, learning styles, values and needs.

Every individual has a learning style which determines the quality and rhythm of its learning, and also influences on its effectiveness. This demands the consideration of the personological approach to the teaching-learning process, which is expressed in the behavioral regulation, in its active character, and the cognitive-affective unity. The students' particular characteristics are, directly or indirectly, related to the success of the foreign language learning process. Therefore, the greater is the motivation of the students, the greater the

willingness to be engaged in the learning process. In such a context the learning styles variable may be indirectly related to the success of learning by the possible correspondence with the teacher's methodology.

The teaching learning process of foreign languages is a complex one. It includes dimensions such as the socio-cultural, the linguistic, the psycholinguistics, as well as the curricular and instructive. For this reason the elaboration of the syllabus transcends the content, the teaching materials and aids, involving also socio-cultural factors, teaching-learning styles and elements related to the students, such as their aptitudes, interests and learning habits.

The learning styles in the TLP of foreign languages should be closely related to the students needs so that they can contribute to make active the process itself and may can focus upon other socio-cultural elements and not only on the linguistic knowledge. However, the possibility of molding these styles is remote, taking into account that these are being molded from the first sensitive periods and therefore they have been built since the first individual interactions with the environment. Thus, there is a remote possibility to shape the learning styles in the students, as suggested by Jack Richards; 1996. Paradoxically it is about the opposite, that is, to identify every student style and teach the students how they learn instead of imposing on them the teacher's style.

Hence, the point of departure of any language teaching should understand how people learn. Nevertheless, the factors related to the learning are, generally, the last to be considered. The students are individuals with different needs and styles and these differences must be taken into account in order to make the learning of the foreign language more effective. This is sustained by the psychological differences, abilities, aptitudes, learning styles, and the affective-motivational factors, emphasizing the consideration of learning as an individual activity which also makes teaching an individualized task.

In a historical analysis referred to the possible causes that gravitate negatively upon the learning of the foreign languages there is a group of factors such as the types of intelligence, verbal aptitudes, motivation, attitudes, learning styles, and the sensitive period the student is going through, among others. However,

the topic is complex due to the lack of indicators to diagnose the individual differences in this learning area. The supporting hypothesis to a success in learning points is the detailed diagnosis of the learners and their learning styles. This will make possible the creation of teaching situations that favor the development of such learning styles.

For diagnosing the development of the learning styles there have been described several types. The researcher suggests a classification characterizing the student's way of acting in the information process stemming from the activation of the mental processes such as synthesis and analysis, induction and deduction, abstraction and generalization, based on the cognitive paradigm of information processing.

The following table contains most probable variables and dimensions that may be used for a learning diagnosis and which were discussed and analyzed in the development sessions of the present work with the purpose of collecting reliable information on the students learning styles.

VARIABLES	DIMENSIONS
Learning strategies	<ol style="list-style-type: none"> 1. Meta-cognitive: connected with valuations and re-evaluations of the learning process so that it allows reconsidering, refining and improving what has already been learned or done in terms of linguistic input and output. 2. Cognitive: connected with strategies for the appropriation of the linguistic material so that it can be stored and used as needed within a skill/getting and skill/using framework. 3. Socio-affective: connected with the students' motivation, interests and needs concerned with the learning process. It reflects the students'

	<p>commitment and endeavor to better up the academic results. Intrinsic and extrinsic motivation has a role to play. Factors such as the peers, the teacher and the context may have an impact on this dimension</p>
<p>Learning styles</p>	<p>There are many classification of learning styles. The following are within the ones which professors are more acquainted</p> <p>Deep style: the student uses the conceptualization strategy (when studying the student analyzes, relates and organizes the abstractions, in such a way he achieves a high level of learning). It is related to the analytic.</p> <p>Superficial style: strategy centered on memorization (the student only remembers the content he reviewed, strategy facilitating a low learning level).</p> <p>Elaboration style: implies a personalized strategy by the student (the content must be related to himself, to his own experiences). It facilitates a medium learning level, related to the active style.</p> <p>Analytic: it has to do with the analysis of the specific elements of the foreign language, the study of them in isolation versus the consideration of the language in its totality and not divided into parts, that is, to study the language in context.</p> <p>Active: it is related to the active role some students</p>

prefer to learn the language versus passive that others prefer. The last can affect the verbal activity because to speak, in any language, one learns speaking.

For the investigator, however, the following styles need to be prioritized in the context of a foreign language lesson for beginners and first part of intermediate levels under the consideration that the professor should take advantage of the usefulness of teaching media to illustrate meanings in the so-called lesson. Consequently, this is true also for the elementary, junior and senior high education.

Visual style: refers to the preference of studying the language elements with visual support.

Kinesthetic style: It deals with the students' way of processing information helped by movements generally coming from the teacher when acting out scenes to illustrate the meaning of a given word, expression or phrase. This means the message is better understood if the learner gets the information helped by any kind of movement that supports meaning which makes the message more intelligible for the receiver.

Auditory style: The learners process input mainly by listening which means that they are trained on processing auditory information which makes them more dependent on hearing than on the rest of the skills.

Chapter's conclusions

Teachers, for long, have been unable to predict with accuracy the students' failure or success. Properly speaking, it has been found that the pedagogical community has not had at their disposal efficient tools to diagnose how the students learn. In fact, those instruments could only measure what the students have learned or have not but were thoroughly unable to predict future learning and the potentials of the students for them.

The researcher viewpoint deals with the belief that there are not appropriate variables and dimensions which may help to reveal how the individual learns. This is due, it is believed, because researchers and professors had not searched on the individuals features upon which the potentials rest. And that is what is expected with this proposal of strategies and learning styles. These should include, later, some other variables such as memory, types of intelligence, verbal aptitudes, among others. All these qualities have a role to play in the process of learning and therefore, how they function in the individual is of paramount importance to devise an effective learning diagnosis.

CHAPTER 3 - VALIDATION OF THE PROPOSAL

This chapter makes reference to the results of the corroboration carried out by means of the application of several diagnostic tools and which were taken by both teachers and students. In the case of the teachers, they were surveyed about their valuation on the students learning styles and their familiarization with such styles. The sample selected for the application of the proposal was students from the three groups of second year, Major in Education, English Specialty. The total amount of population is made up by 57 candidates.

The instrument (see appendix 6) was aimed at diagnosing the learning styles labeled as kinesthetic, auditory, and visual. The choice made of these learning styles has to do with the styles teachers of foreign languages base their teaching on to favor the students' appropriation of the new contents. The instrument used for diagnosing the different learning styles was chosen from standardized schooling tools used in Spain educational institutions with certain variations added by the researcher. The main advantage of this instrument lies in its practical applicability and its value as a diagnosing tool to allow the teacher to adapt his teaching style to his students' learning needs. As its corroboration requires the students to be exposed for long periods of time to the teaching learning process, these are partial results.

The results obtained in the three second year classes (classes 1, 2, and 3) on learning styles are shown ahead.

English 2nd year	Total population	Surveyed students	Students' prevailing auditory learning style	Students' prevailing visual learning style	Students' prevailing kinesthetic learning style
Group 1	20	15 (75 %)	8 (53, 3 %)	6 (40 %)	1 (0, 6 %)
Group 2	17	9 (52, 9 %)	6 (66, 7 %)	2 (22, 2 %)	1 (11, 1 %)
Group 3	22	19 (86, 3%)	14 (73, 6 %)	3 (15, 7 %)	2 (10, 5 %)

Total	59	43 (72, 8 %)	28 (65, 1%)	11 (25, 5 %)	4 (0, 9%)
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The data obtained emphasize the results expounded by Psychology, that the individual receives the greatest amount of information through the sight (83 %) and the hearing (11 %).

It has been also included a survey to guidance professors of these classes to match their criteria with the students'. It also needs to be added that these results belong to a Pilot Study of variables to be introduced in the major along the course 2014-2015 where their corroboration will still go on.

The information obtained from the teachers' criteria (see appendix 7) about their students' learning style was quite interesting as it corroborates the results obtained from the survey applied to the students approximates the results provided by the survey to teachers. First of all there is a prevalence of auditory and visual learning styles on the students. The following chart illustrates the results:

Survey to teachers				Survey to students		
Groups	Visual students	Auditory students	Kinesthetic students	Visual students	Auditory students	Kinesthetic students
1	6	8	1	8	6	1
2	6	3	0	2	6	1
3	9	10	0	3	14	2

The professor in charge of group two reports to the researchers' board that the fact that her students are labeled visual styled is due to the fact that most of them are more dependent on reading the teacher's instructions than listening to oral explanations. For the investigators this is a point that needs a new look under criteria defining what the visual aid is.

The instrument for diagnosing the students' learning strategies (see appendix x) was applied to two second year classes. The total population of the groups is 37. For the elaboration of the instrument, several written sources from the international literature were consulted. In the case of the learning of foreign languages it served to the purpose of generalizing the commonest learning strategies used by foreign language students (see page 24) and they were also taken from the department staff of the Integrated English Practice. The instrument aimed at knowing the strategies the students use the most, the amount of strategies used by each of them and also the strategies they use and were not included in the instrument.

The results obtained in second year classes (Class 1 and 2) on learning strategies are the following:

Strategies numbered as 1, 3, 4, 7, 8, 9, 10, and 13 (see appendix 5) are used the most by the students, which represent the 60 % of them all. The majority of the sophomores use around 8 strategies. The most strategic student makes use of 10 strategies (76, 9%), while the least use only 3 strategies (23, 0%).

It was interesting to find out the students make use of a set of strategies which are the result of their own way of processing information in the foreign language. As they were questioned on this topic they provide the following learning strategies:

- Watch movies and serials without subtitles in order to learn new language items aided by the context in which they are been used.
- Listen to songs while reading the lyrics in order to better up fluency.
- Take down unknown words, look for them in a dictionary, and then, used them in dialogs.
- Make lists of words with difficult spelling and pronunciation.
- Use one word in different contexts in order to fix its different meanings.
- Read what one listens for fixing the phoneme–grapheme correspondence.
- Listen to songs to develop listening comprehension.

It is worth to say that almost all students who provided other strategies were the ones who use more quantity of strategies and also share that watching movies and serials is the strategy they like the most. The researcher could appreciate while diagnosing that the majority of the students are not aware of the strategies they use to learn the language, and need to know more about the topic.

CONCLUSIONS

The comprehensive diagnosis of the learning of English as a foreign has proved to be a complex but needed process which could be only carried out through the use of scientific methods and procedures. As one of the results of the Major's Research Project, probably the main one, the quest by means of a pilot study, has been focused on trying two variables; learning strategies and learning styles. Through scientific inquire and corroboration of acquired data the research has tried and proved the necessity of a wider conception of the learning diagnosis which seek for the answer to the question, how foreign language students learn. This is, no doubt, the way to better determine the Zone of Proximal Development and consequently, find and give more effective levels of aid for the learners.

As a result of the department project this research has served to determine the validity of these tools to be used in the school course 2014-2015 freshman learning diagnosis so as to guarantee a comprehensive diagnostic process which allow the teachers' staff to adapt their teaching styles to the students needs.

Recommendations:

- To continue deepening on theoretical foundation on learning strategies and styles.
- To extend the result of the research to all years of the Major.
- To systematize through upgrading courses for other educations of the territory, with the proper adaptation, the outcomes of this paper.

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APPENDIXES

Appendix 1

Analysis of the document: Curricular strategy of the career: Degree in Education, Foreign Languages (English)

Objective: To analyze the table showing the efficiency of the career in the last five years.

The following table shows the downward tendency of the efficiency with variable results along the last five years.

Admission year	Matriculate	Graduation year	Graduates	Efficiency
2003	57	2008	32	61,1 %
2004	56	2009	15	30,4 %
2005	83	2010	32	36,7%
2006	57	2011	25	30,9 %
2007	58	2012	14	23,4

Appendix 2

Interview to teachers

Objective: Find out how the process of diagnosis has been oriented and carried out by the disciplines of Methodology of Foreign language Teaching and Didactics of Foreign Language Teaching.

Dear teacher: we are devoted to this investigation in order to contribute to the efficiency of the diagnosis of the learning of English as a foreign language. Your cooperation will be valuable for this project. Could you be so kind to answer to the following questions? Thank you very much.

1. Are the students of the English Specialty taught to diagnose?
2. In what year are they taught about diagnosis of learning?
3. Does the teacher staff of the English Department receive any training of diagnosis?
4. What are the actions that involve the department in the upgrading of contents concerned with the learning diagnosis?
5. What are the results obtained by the professors of the department in diagnosing their students?
6. How reliable are the procedures used in diagnosing the students?
7. What is the object diagnosed?

Appendix 3

Interview to students

Objective: To find out if the students receive any preparation on how to diagnose the students' learning.

Dear student: we need your collaboration for developing this project. Your answers will be very valuable in order to achieve our goal, that is, to elevate the efficiency of the diagnosis of the learning of English as a foreign language. Thank you.

1. What are the contents you receive in Methodology of foreign languages, English, lessons?
2. Do you receive any content related on how to diagnose the students?
3. What kind of diagnosis do your teachers apply to you?
4. Do you consider necessary to diagnose the students? Why?
5. Are you aware of the importance it has for developing the students' learning?

Appendix 4

Respetable profesor(a), deseamos su colaboración para el Proyecto de Investigación de la carrera por lo que solicitamos su cooperación.

1. Los estilos y estrategias de aprendizaje de los estudiantes son importantes herramientas culturales para implementar un proceso pedagógico eficiente y eficaz. ¿Comparte Ud. esa afirmación?

SI__ NO__

2. ¿Ha recibido Ud. algún curso, entrenamiento o superación sobre este tema? SI__ NO__

3. Considera Ud. que el profesor(a) debe tener en cuenta los estilos y estrategias de aprendizaje de sus alumnos en la planificación de la clase. SI__ NO__

4. Anterior a esta investigación, se han trabajado los estilos y estrategias de aprendizaje. SI__ NO__. En caso de ser afirmativa su respuesta, por favor mencionar el título de la investigación.

5. ¿Desearía Ud. ser entrenado(a) para desarrollar diagnósticos de estilos y estrategias de aprendizaje? SI__ NO__

GRACIAS

Appendix 5

Estudiante, solicitamos su cooperación para el proyecto de investigación de la carrera, que también será muy útil para conocerte mejor a ti mismo. Aquí se mencionan algunas de las estrategias cognitivas utilizadas para el aprendizaje del inglés como lengua extranjera. Marque con una x las estrategias que en tu consideración usas.

Adicione aquellas que usted usa y no aparecen en el instrumento. Muchas gracias.

1. __Repites lo que escuchas para fijar su pronunciación.
2. __Escribes varias veces las palabras con difícil ortografía para fijarlas.
3. __Lectura rápida (cualquier texto en inglés) en voz alta para desarrollar la fluidez.
4. __Practicar diálogos (estando solo) en voz alta estando para practicar la pronunciación.
5. __Te miras en el espejo mientras hablas para chequear la posición de los órganos del habla.
6. __Discusión informal en el grupo sobre algún tema para obtener conocimiento del mismo.
7. __Le solicitas a un compañero que te señale tus errores y los corrija.
8. __Dices en voz alta lo que sabes sobre un tema y luego lo comparas con un texto original para chequear lo que te falta por saber.
9. __Recurres a diccionarios de pronunciación para chequear el dominio de la exactitud en el uso de la lengua.
10. __Escuchas y repites la letra de canciones, entre más rápido mejor.
11. __Mientras escuchas un dialogo tomas nota de las palabras principales con el objetivo de obtener el mensaje principal.
12. __Transcribes fonéticamente las palabras y luego las rectificas con un diccionario de pronunciación.

13. __Mientras observas algún video tomas notas de frases desconocidas y luego, si es necesario, las buscas en un diccionario.

Appendix 6

Estudiante, solicitamos su cooperación para el proyecto de investigación de la carrera, que también será muy útil para conocerte mejor a ti mismo. Muchas gracias.

¿Es tu estilo de aprendizaje kinestésico, auditivo o visual? Elige la opción a), b) o c) más adecuada:

1.- Cuando estás en clase y el profesor explica algo que está escrito en la pizarra o en tu libro, te es más fácil seguir las explicaciones:

a) escuchando al profesor

b) leyendo el libro o la pizarra

c) te aburres y esperas que te den algo que hacer a ti

2.- Cuando estás en clase:

a) te distraen los ruidos

b) te distrae el movimiento

c) te distraes cuando las explicaciones son demasiado largas.

3.- Cuando te dan instrucciones:

a) te pones en movimiento antes de que acaben de hablar y explicar lo que hay que hacer.

b) te cuesta recordar las instrucciones orales, pero no hay problema si te las dan por escrito.

c) recuerdas con facilidad las palabras exactas de lo que te dijeron.

4.- Cuando tienes que aprender algo de memoria:

a) memorizas lo que ves y recuerdas la imagen (por ejemplo, la página del libro)

b) memorizas mejor si repites rítmicamente y recuerdas paso a paso

c) memorizas a base de pasear y mirar y recuerdas una idea general mejor que los detalles

5.- En clase lo que más te gusta es que:

- a) se organicen debates y que haya dialogo
- b) que se organicen actividades en que los alumnos tengan que hacer cosas y puedan moverse.
- c) que te den el material escrito y con fotos, diagramas.

6.- Marca las dos frases con las que te identifiques más:

- a) Cuando escuchas al profesor te gusta hacer garabatos en un papel.
- b) Eres visceral e intuitivo, muchas veces te gusta/disgusta la gente sin saber bien porqué.
- c) Te gusta tocar las cosas y tiendes a acercarte mucho a la gente cuando hablas con alguien.
- d) Tus cuadernos y libretas están ordenados y bien presentados, te molestan los tachones y las correcciones.
- e) Prefieres los chistes a los cómics.
- f) Suelas hablar contigo mismo cuando estás haciendo algún trabajo.

Appendix 7

Estimado profesor, a continuación le describimos el comportamiento del estudiante en correspondencia con el estilo de aprendizaje que predomina. Al mismo tiempo le estamos solicitando que clasifique el estilo de aprendizaje que prevalece en sus estudiantes de acuerdo a su manera de aprender. Gracias por su colaboración.

El estudiante que posee un **estilo cenestésico** manifiesta las siguientes características:

- Cuando está en clase y el profesor explica algo que está escrito en la pizarra o en su libro, se aburre y espera que le den algo que hacer.
- Cuando está en clase le distrae el movimiento.
- Cuando le dan instrucciones se pone en movimiento antes de que acaben de hablar y explicar lo que hay que hacer.
- Cuando tiene que aprender algo de memoria, pasea, mira y recuerda una idea general mejor que los detalles.
- En clase lo que más le gusta es que se organicen actividades en que tenga que hacer cosas y pueda moverse.
- Es intuitivo, muchas veces le gusta/disgusta la gente sin saber bien porqué.
- Le gusta tocar las cosas y tiende a acercarse mucho a la gente cuando habla con alguien.

El estudiante que posee un **estilo auditivo** manifiesta las siguientes características:

- Cuando está en clase y el profesor explica algo que está escrito en la pizarra o en su libro escucha atentamente.
- Cuando está en clase le distrae el ruido.

- Cuando le dan instrucciones recuerda con facilidad las palabras exactas de lo que le dijeron.
- Cuando tiene que aprender algo de memoria, memoriza mejor si repite rítmicamente y recuerda paso a paso.
- En clase lo que más le gusta es que se organicen debates y que haya diálogo.
- Suele hablar consigo mismo cuando está haciendo algún trabajo.

El estudiante que posee un **estilo visual** manifiesta las siguientes características:

- Cuando está en clase y el profesor explica algo que está escrito en la pizarra o en su libro sigue la explicación leyendo el libro o la pizarra.
- Cuando está en clase le distrae cuando las explicaciones son demasiado largas.
- Cuando le dan instrucciones, le cuesta recordar las instrucciones orales, pero no hay problema si se las dan por escrito.
- Cuando tiene que aprender algo de memoria, memoriza lo que ve y recuerda la imagen (por ejemplo, la página del libro.)
- En clase lo que más le gusta es que le den el material escrito con fotos, diagramas.
- Cuando escucha al profesor le gusta hacer garabatos en un papel.
- Sus cuadernos y libretas están ordenados y bien presentados, le molestan los tachones y las correcciones.

Tutor's opinion

The teacher to be Anabel González Ricardo has demonstrated a deep commitment with the research. Along to school courses she has researched and created tools to match the purpose of the quest. The first big task was to translate into English most information taken from original sources in the native language. The second demanding task, as she enrolled in the research project in the department of English, has to do with the topics; learning strategies and learning styles which are not included in the major curriculum. This meant an extra effort added to her school duties.

Besides it should be added that the teacher to be Anabel González Ricardo owns personal traits that makes her an excellent human being within which there should be listed her kindness to all her mates, the hardworking spirit, her permanent wish to better up the results, her cooperative and collaborative style and the level of responsibility she has made evident in all the tasks assigned by the institution or her class. Taking into account the previous stated qualities the tutor recommends evaluate her with the highest mark.

M.Sc. Raciél Reyes Bofill