ARMY   POLYTECHNIC   SCHOOL

Distance Education Mode
Department of Languages

APPLIED LINGUISTIC PROGRAM

Incidence of the Application of the Multiple Intelligences Teaching Strategies In the Level of Development of English Language Skills with Students of the 6th And 7th grades at The "Miguel de Unamuno" Private Bilingual Institute, School Year 2006 - 2007

Authors:

EVELYN VERÓNICA ALMEIDA GARCÍA

PATRICIA ELENA CONTRERAS CASTRO

Advisors:

Director: Msc. Lilian Avalos
Co-Director: Lcda. Jenny Villalba

June 2007

Quito- Ecuador

Acknowledgement

To God for giving me the opportunity to accomplish my dream and letting me share it with my be loved ones

To my teachers who have given my formation and knowledge to culminate the professional goals

To my friends for being beside me all times and for their unconditional affection

To my Director and Co-director of the Thesis for their support at the moment of performing the project, for their advises and especially for their affection and patience

Evelyn Almeida G.

Acknowledgement

To God because all my life I have felt His love and blessings.

To my dear brother William, for his invaluable support and love to conclude my studies. To my brothers Walter, Henry and Rafael for encouraging me with their advice and love to go on with my studies.

To my Director and Co-director of the Thesis and the staff the institute for their important help in performing the project and for their good advises.

To my teachers who have given me the best formation and knowledge through these years to culminate the profession.

.

Patricia Contreras.

Dedication

To my family who supported me with their love, and comprehension
and has inspired me to accomplish all my dreams.

Evelyn Almeida G.

Dedication

I dedicate my thesis to my lovely daughter who fill my life with her tenderness and laughs and to my mother for her unconditional love, patient and advice.

Patricia Contreras.

INTRODUCTION

Miguel de Unamuno is a Private Bilingual Institute which offers elementary education from kinder Garden until tenth grade. It is located on 1838 Sozoranga St. and Serapio Japeravi Ave, in Union y Justicia Community in Quito. The owner and Principal is Mrs. Asalia Báez de Morales.

The Bilingual Institute ""Miguel de Unamuno" has difficulty in implementing new teaching techniques because of the teaching process which was based on a traditional view. It is important that new and updated techniques would influence on the students learning of the language more effectively.

The thesis is structured with the following chapters: Chapter I is about the Problem Identification of the Institute, the Variables, Objective and Justification of the Thesis. Chapter II refers to Theoretical Frame, the different Teaching Methods for learning the language, Models of Motivation and specially talks about the Multiple Intelligence Theory. Chapter III talks about Methodological Design of the Investigation, the Process and Analysis of Data which lead us to conclusions that the teaching strategies based on the multiple intelligences theory have a favorable incidence in the level of development of English Language Skills with students of the 6th and 7th years at the Miguel de Unamuno Institute and that the institute does apply the correct teaching techniques to interest the students in the learning of the foreign language. Therefore; the final Chapter IV refers to the proposal about the increment of a Teaching Training Program Based on The Multiple Intelligences Theory for the institution.

CHAPTER ONE
RESEARCH PROBLEM

1.1.   PROBLEM IDENTIFICATION

At the Private Bilingual Institute "Miguel de Unamuno" there is a difficulty in implementing teaching techniques of foreign language. The level of foreign language understandings of the students is not the best and this is because the teaching of languages at the Institute is based on a traditional view of the learning and teaching process. New encouraging and updated techniques would influence on the students learning of the language more positively.

1.2.   PROBLEM SETTING

1.2.1. MAIN PROBLEM

The Institute does not apply appropriate teaching techniques to interest the students in the learning of a foreign language which other institutions easily offer.

1.2.2. SECONDARY PROBLEMS

- There is not a structured plan needed to teach children at the school.
- There is a lack of teachers' training
- There is not an adequate English laboratory with TV, DVD, videos with games or books, tape recorder, CD´s with songs, games, charts or any other resources which contribute to the motivation of the children to learn.

1.3. VARIABLES WORKING OUT

There are two variables to take in consideration for the research:

a. Independent Variable: Teaching Strategies based on the Multiple Intelligences Theory

b. Dependent Variable: Level of development of English language skills

Chart 1.1

Chart of Independent Variable:

Teaching Strategies based on the Multiple Intelligences Theory

Independent Variable	Concept	Dimensions	Sub dimensions
Teaching Strategies based on the Multiple Intelligences Theory	Methods and Techniques serve as an instrument for teachers in the process of teaching the language based on the different intelligences of the learners	Competencies Contents Methodology	Competencies ▪ Linguistic ▪ Pragmatic ▪ Sociolinguistic Contents ▪ Cognitive ▪ Procedural ▪ Attitudinal Methodology ▪ Principles ▪ Techniques ▪ Methods

Elaborated by: Evelyn Almeida and Patricia Contreras

Chart 1.2

Chart of Dependent Variable:

Level of development of English language skills

Dependent Variable	Concept	Dimensions	Sub dimensions
Level of development of English language skills	Change of relatively steady behaviour like result of games and practical assimilation of knowledge, skills, abilities, and attitudes.	Productive • Speaking • Writing • Use of language Receptive • Reading • Listening	Listening • Use Acceptance Responses • Repeat • Paraphrase • Ask Clarifying Questions • Summarize Writing • Grammar • Punctuation • Calligraphy • Sentence structure • Organization • Style Reading • Language and grammar • Meaning • Sound fluency • Phoneme segmentation fluency Speaking • Phonological processing • Verbal skills • Speed • Fluency • Improvisation

Elaborated by: Evelyn Almeida and Patricia Contreras

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVES

1. To analyze the incidence of the application of the MI teaching strategies in the level of development of the language skills.

2. To propose teaching strategies based on Multiple Intelligences Theory.

1.4.2. SPECIFIC OBJECTIVES

1. To propose some strategies that allow the application of the MI Theory in the classroom.

2. To identify the different linguistic problems in the development of productive and receptive skills (writing, speaking, reading and listening).

3. To design a syllabus using Multiple Intelligences strategies.

1.5. JUSTIFICATION

Everybody knows that English is the means that facilitate adequate comprehension to understand different cultural manifestations. The Language knowledge is important in every area of human understanding, and in the same way it is a fundamental component in the individual's general formation since childhood.

The learning languages demand is justified with the incorporation of virtual education and Internet; students need to improve their knowledge radically in other languages to avail the possibilities that computers give throughout different means. The educational institutions must keep up the rhythm of changes of modernity and the mastery of foreign languages is the major demand in this century.

The Private Bilingual Institution "Miguel de Unamuno" must give quality services with efficacy and efficiency within administrative, academic and organizational areas, to get a better students´ motivation.

CHAPTER TWO
THEORETICAL FRAME

2.1.   THEORETICAL AND CONCEPTUAL FOCUS

The Use of teaching Strategies based of the Multiple Intelligence Theory and the influence in the learning process of children and the Bilingual Institute "Miguel de Unamuno" will be made because the level of English learning in the Institute isn't satisfactory. The principal cause is the lack of interesting up dated methods and teaching techniques that influence a motivating learning.

The classes are a little boring, without enough activities that make the students feel motivated in the learning process. On the other hand, as the institute doesn't have an adequate infrastructure with all the accessories that are important to get the attention of the children such as posters, drawings, TV, DVD, CD player, tape recorder, etc., the environment is the same all the time and only in a few minutes they can be distracted with little things.

If the situation continues as now, the knowledge of the students will be poor and of course they don't have the same opportunity of other students at other institutes that have all the implements needed to have a good teaching-learning process.

2.2.   TEACHING METHODS

2.2.1.   *The Grammar-Translation Approach*

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language.[1] Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

2.2.2. The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

2.2.3. The Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

---

[1] LARSEN-FREEMAN, Diane: Techniques and Principles in Language Teaching, 2nd Edition, Oxford University Press, Page 11

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important that grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

2.2.4. The Audiolingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.[2]

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

---

[2] LARSEN-FREEMAN, Diane: Techniques and Principles in Language Teaching, 2nd Edition, Oxford University Press, Page 36

2.2.5. *Community Language Learning*

Curran, Charles A. Counseling-Learning in Second Languages. Apple River, Illinois: Apple River Press, 1976.

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.[3]

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

2.2.6. *The Silent Way[4]*

Caleb Gattegno, Teaching Foreign Languages in Schools: The Silent Way. New York City: Educational Solutions, 1972.

This method begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the

---

[3] LARSEN-FREEMAN, Diane: Techniques and Principles in Language Teaching, 2nd Edition, Oxford University Press, Page 54
[4] LARSEN-FREEMAN, Diane: Techniques and Principles in Language Teaching, 2nd Edition, Oxford University Press

flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

2.2.7. *Total Physical Response*

James J. Asher, Learning Another Language Through Actions. San Jose, California: AccuPrint, 1979.

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate.[5] As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

---

[5] LARSEN-FREEMAN, Diane: <u>Techniques and Principles in Language Teaching</u>, 2nd Edition, Oxford University Press, Page 108

2.2.8. Multiple Intelligences

Multiple Intelligences (MI) is a learner-based philosophy devised by Professor Howard Gardner of Harvard University. Proponents of MI argue that traditional ways of measuring intelligence, such as IQ tests based on the Stanford-Binet test, are too narrow and ignore other important elements in how people learn. MI recognizes that everyone uses up to eight different intelligences to varying degrees when learning, often in combination. The eight intelligences are:

1. *Mathematical-logical* – The ability to recognize numerical or logical patterns and to think rationally.

2. *Linguistic* – The ability to use language in creative ways with sensitivity to sounds and meanings of words.

3. *Spatial* – The ability to see think in pictures and visualize the world accurately.

4. *Interpersonal* – The ability to work well with other people with sensitivity to the moods and feelings of others.

5. *Intrapersonal* – The ability to understand oneself and one's feelings.

6. *Bodily-kinesthetic* – The ability to control body movements and the capacity to handle objects skillfully

7. *Musical* – The ability to perceive, appreciate and produce rhythm, pitch and music

8. *Naturalist* – The ability to understand and categorize the natural world.

9. *Existential intelligence*- Reflect on the meaning of life, ask questions about death; think about how we got here.

The theory of MI has huge implications for learning and teaching languages and several writers have made some recommendations for teaching. These include:

- Recognizing that no two people learn in exactly the same way.

- Helping learners develop an understanding of their own intelligence profile. A useful online diagnostic tool can be found here

- Finding out which intelligences our learners are stronger in and targeting these when planning activities.

- Finding out which intelligences our learners are weaker in and planning activities that help them to develop these.

- Planning activities that integrate the use of several intelligences and allow learners to use them in combination to reinforce learning.

- Employing a "station" approach to the classroom where five or six similar activities are set up on different tables, in which different intelligences are targeted. Learners choose the ones that most suitable for them.

2.3.   MULTIPLE INTELLIGENCES AND EDUCATION

Howard Gardner's work around multiple intelligences has had a profound impact on thinking and practice in education. He explores the theory of multiple intelligences; why it has found a ready audience amongst educationalists; and some of the issues around its conceptualization and realization.

Howard Earl Gardner's work has been marked by a desire not to just describe the world but to help to create the conditions to change it. One of the main impetuses for this movement has been Howard Gardner's work. He has been, in Smith and Smith's terms, a paradigm shifter. Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. He has also challenged the cognitive development work of Piaget. Bringing forward evidence to show that at any one time a child may be at very different stages for example, in number development and spatial/visual maturation, Howard Gardner has successfully undermined the idea that knowledge at any one particular developmental stage hangs together in a structured whole.

2.3.1.   Howard Gardner - A Life

Howard Gardner was born in Scranton, Pennsylvania in 1943. His parents had fled from Nürnberg in Germany in 1938 with their three-year old son, Eric. Just prior to Howard Gardner's birth Eric was killed in a sleighing accident. These two events were not discussed during Gardner's childhood, but were to have a very significant impact upon his thinking and development. The opportunities for risky physical activity were limited creative and intellectual pursuits encouraged. As Howard began to discover the family's 'secret history' (a Jewish identity) he began to recognize that he was different both from his parents and from his peers.

His parents wanted to send Howard Gardner to Phillips Academy in Andover Massachusetts, but he refused. Instead he went to a nearby preparatory school in

Kingston, Pennsylvania (Wyoming Seminary). He appears to have embraced the opportunities there, and to have elicited the support and interest of some very able teachers. From there Howard Gardner went to Harvard University to study history in readiness for a career in the law. However, he was lucky enough to have Eric Erikson as a tutor.

Howard Gardner's interest in psychology and the social sciences grew, his senior thesis was on a new California retirement community, and he graduated summa cum laude in 1965.

Howard Gardner completed his PhD in 1971 (his dissertation was on style sensitivity in children). He remained at Harvard. Alongside his work with Project Zero (he now co-directs it with David Perkins) he was a lecturer and then professor in education. His first major book, The Shattered Mind appeared in 1975 and some fifteen have followed. Howard Gardner is currently Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and adjunct professor of neurology at the Boston University School of Medicine.

Project Zero provided an environment in which Howard Gardner could begin to explore his interest in human cognition. He proceeded in a very different direction to the dominant discourses associated with Piaget and with psychometric testing. Project Zero developed as a major research centre for education - and provided an intellectual home for a significant grouping of researchers. A key moment came with the establishment of the Project on Human Potential in the late 1970s (funded by Bernard van Leer Foundation) to 'assess the state of scientific knowledge concerning human potential and its realization'. The result was Frames of Mind Howard Gardner's first full-length statement of his theory of multiple intelligences.

2.3.2. *Howard Gardner on Multiple Intelligences - The Initial Listing*

Howard Gardner viewed intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting"[6]. He reviewed the literature using eight criteria or 'signs' of an intelligence:

- Potential isolation by brain damage.

- The existence of idiots savants, prodigies and other exceptional individuals.

- An identifiable core operation or set of operations.

- A distinctive development history, along with a definable set of 'end-state' performances.

- An evolutionary history and evolutionary plausibility.

- Support from experimental psychological tasks.

- Support from psychometric findings.

- Susceptibility to encoding in a symbol system.[7]

Candidates for the title "an intelligence" had to satisfy a range of these criteria and must include, as a prerequisite, the ability to resolve 'genuine problems of difficulties within certain cultural settings. Making judgements about this was, however, reminiscent more of an artistic judgement than of a scientific assessment'.

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two are ones that have been typically valued in schools; the next

---

[6] GARDNER & HATCH. 1989. <u>To Open Minds</u>: Chinese clues to the dilemma of contemporary education, New York.

[7] GARDNER, Howard. 1983. <u>Frames of Mind</u>: The theory of multiple intelligences, New York. Page 62-69

three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.[8]

- *Linguistic intelligence* involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

- *Logical-mathematical intelligence* consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, in entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

- *Musical intelligence* involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

- *Bodily-kinesthetic intelligence* entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

- *Spatial intelligence* involves the potential to recognize and use the patterns of wide space and more confined areas.

- *Interpersonal intelligence* is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work

---

[8] GARDNER, Howard. 1999. <u>Intelligence Reframed:</u> Multiple intelligences for the 21st century, New York. Page 41-43

effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

- ***Intrapersonal intelligence*** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

In Frames of Mind Howard Gardner treated the personal intelligences 'as a piece'. Because of their close association in most cultures, they are often linked together. However, he still argues that it makes sense to think of two forms of personal intelligence. Gardner claimed that the seven intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems.

In essence Howard Gardner argues that he was making two essential claims about multiple intelligences. That:

- The theory is an account of human cognition in its fullness. The intelligences provided "a new definition of human nature, cognitively speaking"[9]. Human beings are organisms who possess a basic set of intelligences.

- People have a unique blend of intelligences. Gardner argues that the big challenge facing the deployment of human resources "is how to best take advantage of the uniqueness conferred on us as a species exhibiting several intelligences"[10].

These intelligences, according to Howard Gardner, are amoral; they can be put to constructive or destructive use.

---

[9] GARDNER, Howard. 1999. <u>Intelligence Reframed:</u> Multiple intelligences for the 21st century, New York. Page 44

[10] GARDNER, Howard. 1999. <u>Intelligence Reframed:</u> Multiple intelligences for the 21st century, New York. Page 45

2.3.3. *The Appeal of Multiple Intelligences to Educators*

Howard Gardner's theory of multiple intelligences has not been readily accepted within academic psychology. However, it has met with a strongly positive response from many educators. It has been embraced by a range of educational theorists and, significantly, applied by teachers and policymakers to the problems of schooling. A number of schools in North America have looked to structure curricula according to the intelligences, and to design classrooms and even whole schools to reflect the understandings that Howard Gardner develops. The theory can also be found in use within pre-school, higher, vocational and adult education initiatives.

This appeal was not, at first, obvious. At first blush, this diagnosis would appear to sound a death knell for formal education. It is hard to teach one intelligence; what if there are seven? It is hard to enough to teach even when anything can be taught; what to do if there are distinct limits and strong constraints on human cognition and learning?

Howard Gardner responds to his questions by first making the point that psychology does not directly dictate education, it merely helps one to understand the conditions within which education takes place. What is more:

Seven kinds of intelligence would allow seven ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept or whole system of thinking in a way that children are most likely to learn it and least likely to distort it. Paradoxically, constraints can be suggestive and ultimately freeing.

The response to Howard Gardner is paralleled by the adoption of Kolb's model of experiential learning by adult and informal educators. While significant criticism can be made of the formulation it does provide a useful set of questions and 'rules of thumb' to help educators to think about their practice. The way in which Howard Gardner's theory of multiple intelligences has been translated into policy and practice has been very varied. Howard Gardner did not, initially, spell out the implications of his theory for educators in any detail. Subsequently, he has looked more closely at what the theory might mean for schooling practice. From this work three particular aspects of Gardner's

thinking need noting here as they allow for hope, and an alternative way of thinking, for those educators who feel out of step with the current, dominant product orientation to curriculum and educational policy. The approach entails:

- *A broad vision of education*. All seven intelligences are needed to live life well. Teachers, therefore, need to attend to all intelligences, not just the first two that have been their tradition concern. As Kornhaber (2001: 276) has noted it involves educators opting 'for depth over breadth'. Understanding entails taking knowledge gained in one setting and using it in another. 'Students must have extended opportunities to work on a topic' (op. cit.).

- *Developing local and flexible programmes*. Howard Gardner's interest in 'deep understanding', performance, exploration and creativity are not easily accommodated within an orientation to the 'delivery' of a detailed curriculum planned outside of the immediate educational context. "An "MI setting" can be undone if the curriculum is too rigid or if there is but a single form of assessment"[11]. In this respect the educational implications of Howard Gardner's work stands in a direct line from the work of John Dewey.

- *Looking to morality*. 'We must figure out how intelligence and morality can work together', Howard Gardner argues, "to create a world in which a great variety of people will want to live"[12]. While there are considerable benefits to developing understanding in relation to the disciplines, something more is needed.

2.3.4. Are there additional intelligences?

Since Howard Gardner's original listing of the intelligences in Frames of Mind (1983) there has been a great deal of discussion as to other possible candidates for inclusion or candidates for exclusion. Subsequent research and reflection by Howard Gardner and

---

[11] GARDNER, Howard. 1999. <u>Intelligence Reframed</u>: Multiple intelligences for the 21st century, New York. Page 147

[12] GARDNER, Howard. 1999. <u>Intelligence Reframed</u>: Multiple intelligences for the 21st century, New York. Page 4

his colleagues has looked to three particular possibilities: a naturalist intelligence, a spiritual intelligence and an existential intelligence. He has concluded that the first of these "merits addition to the list of the original seven intelligences"[13].

- *Naturalist intelligence* enables human beings to recognize, categorize and draw upon certain features of the environment. It combines a description of the core ability with a characterization of the role that many cultures value.

The case for inclusion of naturalist intelligence appears pretty straightforward, the position with regard to spiritual intelligence is far more complex. According to Howard Gardner there are problems, for example, around the "content" of spiritual intelligence, its privileged but unsubstantiated claims with regard to truth value, and the need for it to be partially identified through its effect on other people.

- *Existential intelligence*, reflects on the meaning of life, ask questions about death; think about how we got here. A concern with ultimate issues, is, thus, the next possibility that Howard Gardner considers and he argues that it scores reasonably well on the criteria. However, empirical evidence is sparse and although a ninth intelligence might be attractive, Howard Gardner is not disposed to add it to the list.

The final, and obvious, candidate for inclusion in Howard Gardner's list is *moral intelligence*. In his exploration, he begins by asking whether it is possible to delineate the "moral domain". He suggests that it is difficult to come to any consensual definition, but argues that it is possible to come to an understanding that takes exploration forward.

So it is, that Howard Gardner has added an eighth intelligence, naturalist intelligence to his list. He has also opened the door to another possibility especially that of existential intelligence, but the court is out on that one.

---

[13] GARDNER, Howard. 1999. <u>Intelligence Reframed:</u> Multiple intelligences for the 21st century, New York. Page 52

2.3.5. *Howard Gardner's' Multiple Intelligences - Some Issues and Problems*

There are various criticisms of, and problems around, Howard Gardner's conceptualization of multiple intelligences. Indeed, Gardner himself has listed some of the main issues and his responses:

- ***Are the criteria Howard Gardner employs adequate?*** John White (1997) has argued that there are significant issues around the criteria that Howard Gardner employs. There are questions around the individual criteria, for example, do all intelligences involve symbol systems; how the criteria to be applied; and why these particular criteria are relevant. In respect of the last, and fundamental question, White states that he has not been able to find any answer in Gardner's writings. Indeed, Howard Gardner himself has admitted that there is an element of subjective judgement involved.

- ***Does Howard Gardner's conceptualization of intelligence hold together?*** For those researchers and scholars who have traditionally viewed intelligence as, effectively, what is measured by intelligence tests, Howard Gardner's work will always be problematic. They can still point to a substantial tradition of research that demonstrates correlation between different abilities and argue for the existence of a general intelligence factor. Howard Gardner disputes much of the evidence and argues that it is not possible, as yet, to know how far intelligences actually correlate.

- ***Is there sufficient empirical evidence to support Howard Gardner's conceptualization?*** A common criticism made of Howard Gardner's work is that his theories derive rather more strongly from his own intuitions and reasoning than from a comprehensive and full grounding in empirical research. For the moment there is not a properly worked-through set of tests to identify and measure the different intelligences.

2.4.   MOTIVATION

However simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition.

Here are a few that I have found in the literature:

- According to the <u>Webster's,</u> to motivate means to provide with a motive, a need or desire that causes a person to act.
- According to <u>Gardner (1985)</u>, motivation is concerned with the question, "Why does an organism behave as it does?

Motivation involves 4 aspects:

1. A Goal
2. An Effort
3. A Desire to attain the goal
4. Favorable Attitude toward the activity in question.

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts.[14] It is important because it determines the extent of the learner's active involvement and attitude toward learning.

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning.

Sometimes a distinction is made between positive and negative motivation:

Positive motivation is a response which includes enjoyment and optimism about the tasks that you are involved in.

---

[14] Ames, C., & Ames, R. (1989). Research in motivation in education. San Diego: Academic Press.

Negative motivation involves undertaking tasks for fear that there should be undesirable outcomes, eg. failing a subject, if tasks are not completed.

2.4.1. Models of Motivation

2.4.1.1.Gardner & Lambert (1959, 1972): Socio-Educational Model

After conducting a study that lasted more than ten years, they concluded that the learner's attitude toward the target language and the culture of the target-language-speaking community play a crucial role in language learning motivation. They introduced the notions of instrumental and integrative motivation.

In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as school/university requirement, employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community.

McDonough (1981) noted that there are two types of integrative motivation: "Assimilative motivation", strong motivation to "belong" to the target group (give up one's own culture to assimilate into the target culture), and "Affiliative motivation", weak motivation and a desire for wider social contact with target language speakers.

Researchers challenged the social psychological approach claiming that it does not include the cognitive aspects of learning motivation (Oxford & Shearin, 1994; Dornyei, 1994), it is not practical and does not benefit L2 learning since it is too broad to help L2 educators generate practical guidelines (Dornyei, 1990).

2.4.1.2.Vroom (1964): Expectancy Value Theories

Learners' motivation to acquire a second language is determined by:

- Effort
- Valence (perception of degree of attractiveness of goals/ its value)
- Expectancy (perception of the probability of attaining the goals)
- Ability (appraisal of their ability to achieve the goals).

- Instrumentality (connection of success and reward)

Questions the learner asks him/herself:
- Should I expend the energy or not? (effort)
- Does the outcome have a value? (valence)
- Are my actions likely to lead to success? (expectancy)
- Can I reach success? (ability)
- Will the outcome yield other positive results? (instrumentality)

2.4.1.3.Schumann (1978, 1986): Acculturation Model

Schumann examined the effects of personal variables such as relative status, attitude, integration, amount of time in the culture, size of the learning group, and cohesiveness of the group on adult language learning.

Schumann suggested three strategies taken by adult learners:

- <u>Assimilation:</u> total adoption of the target culture
- <u>Rejection</u> of target culture: preservation of the home culture (culture shock)
- <u>Acculturation:</u> learning to function in the new culture while maintaining one's own identity (adaptability).

He suggests that the degree of acculturation determines the level of second language aquisition. When an individual chooses to acculturate and experiences success, the motivation to learn the L2 increases.

In the EFLunlike the ESL classroom, the situation is slightly different, in that the need for assimilation or acculturation is practically non-existent, especially at beginning levels and in languages such as French or German.

2.4.1.4.Gardner (1985) Attitudes and Motivation

Gardner explored four other motivational orientations:

(a) Reason for learning,

(b) Desire to attain the learning goal,

(c) Positive attitude toward the learning situation, and

(d) Effortful behavior.

Gardner describes core second language learning motivation as a construct composed of three characteristics:

- The attitudes towards learning a language (affect),
- The desire to learn the language (want) and
- Motivational intensity (effort).

According to Gardner, a highly motivated individual will

- Enjoy learning the language, and
- Want to learn the language,
- Strive to learn the language.

An integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language.

The Gardnerian theory of SLA motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity".

2.4.1.5.Deci & Ryan (1985): Self-Determination (autonomy) Theory

 It is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.

- ***Intrinsic motivation***: the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards.
- ***Extrinsic motivation***: the pursuit of some reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

2.4.1.6.Dornyei Z. (1990) Understanding L2 motivation

He postulated a motivational construct consisting of:

- an Instrumental Motivational Subsystem
- an Integrative Motivational Subsystem
- Need for Achievement
- Attribution about past failures.

"Instrumental motivation might be more important than integrative motivation for foreign language learners."

2.4.1.7.Crookes & Schmidt (1991)Motivation

They identified four areas of SL motivation:
- The micro level,
- The classroom level,
- The syllabus level, and
- A level involving factors from outside the classroom.

The micro level involves the cognitive processing of L2 input.

At the micro level learner motivation is evidenced by the amount of attention given to the input.

The classroom level includes the techniques and activities employed in the classroom.

The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students.

Finally, factors from ***outside the classroom*** involve informal interaction in the L2 and long term factors.

2.4.1.8.Oxford and Shearin (1994) Language learning motivation

They analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- Attitudes (i.e., sentiments toward the learning community and the target language)
- Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- Goals (perceived clarity and relevance of learning goals as reasons for learning)
- Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
- Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- Personal attributes (i.e., aptitude, age, sex, and previous language learning experience).

2.4.1.9.Dornyei Z(1994) Understanding L2 motivation

His taxonomy of motivation is comprised of three levels:
- The Language Level,
- The Learner Level, and

- The Learning Situation Level.

The Language level is the most general level which focuses on "orientations and motives related to various aspects of the L2". The motives and orientations at this level determine the language studied and the most basic learning goals.

- Integrative motivational subsystem
- Instrumental motivational subsystem

The Learner level involves the influence of individual traits of language learners. Motivation is influenced at the Learner Level by the learner's

- Need for achievement
- Self-confidence_(anxiety, perceived L2 competence, attributions, self-efficacy).

The Learner Level is concerned with internal, affective characteristics of the learner related to expectancy.

Motivation at ***the Learning Situation Level*** is influenced by a number of intrinsic and extrinsic motives that are:

- Course specific (interest, relevance, expectancy, satisfaction),
- Teacher specific (affiliative motive --please teacher, authority type --controlling vs. autonomy supporting, modelling, task presentation, feedback),
- Group specific (goal-orientedness, reward system, group cohesiveness, classroom goal structure -- cooperative, competitive, individualistic.

2.4.1.10.   Wen X(1997) Motivation and Language Learning

He incorporated expectancy-value theories and identified four motivational factors:

- Motivation of instrumentality
- Intrinsic motivation
- Expected learning strategies and efforts
- Passivity towards requirements.

2.4.1.11.   Dornyei Z(1998) Motivation in action

He suggests seven main motivational dimensions:

1. The affective/integrative dimension:

- Integrative motives;
- Affective motives;
- Language attitudes;
- Intrinsic motives/attitudes towards L2
- Learning/enjoyment/interest;

2. The instrumental/pragmatic dimension;

3. The macro-context-related dimension (multi-cultural/ intergroup / ethnolinguistic relations);

4. The self-concept-related dimension (generalised/ trait-like personality factors);

- self-concept;
- confidence/self-efficacy;
- anxiety/inhibitions;
- success/failure-related (attributional) factor;
- expectancy;
- need for achievement;

5. The goal-related dimension;

6. The educational context-related dimension (learning/ classroom/ school environment);

7. The significant others-related dimension (parents, family, friends).

2.4.2.   Implications & Strategies For L2 Learners' Motivation

2.4.2.1. *The greatest motivational act one person can do for another is to listen.--Roy E. Moody Dornyei (1994) suggests:*

- Developing students' self-efficacy,
- Decreasing their anxiety,
- Promoting motivation-enhancing attributions,
- Encouraging students to set attainable sub-goals, and
- Increasing the attractiveness of course content.

2.4.2.2. *Dornyei (1998:131) suggests:*

"Ten Commandments for Motivating Language Learners"

- Set a personal example with your own behavior.
- Create a pleasant, relaxed atmosphere in the classroom.
- Present the task properly.
- Develop a good relationship with the learners.
- Increase the learner's linguistic self-confidence.
- Make the language classes interesting.
- Promote learner autonomy.
- Personalize the learning process.
- Increase the learners' goal-orientedness.
- Familiarize learners with the target language culture.

2.4.2.3. Oxford & Shearin (1996:139) also offer Practical Suggestions for Teachers:

1. Teachers can identify why students are studying the new language.
- Teachers can find out actual motivations (motivation survey).
- Information on motivation can be passed on to the next class in a portfolio.
- Teachers can determine which parts of L2 learning are especially valuable for the students.

2. Teachers can help shape students' beliefs about success and failure in L2 learning.

- Students can learn to have realistic but challenging goals.
- Teachers can learn to accept diversity in the way students establish and meet their goals, based on differences in learning styles.

3. Teachers can help students improve motivation by showing that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship and a key to world peace.

4. Teachers can make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum.

5. Teachers can urge students to develop their own intrinsic rewards through positive self-talk, guided self-evaluation, and mastery of specific goals, rather than comparison with other students. Teachers can thus promote a sense of greater self-efficacy, increasing motivation to continue learning the L2.

2.4.2.4. Keller, J.M. (1983). Motivational design of instruction

He presents an instructional design model for motivation that is based upon a number of other theories. His model suggests a design strategy that encompasses four components of motivation:
- Arousing interest in the topic/ Attention,
- Creating Relevance to students' lives,
- Developing an expectancy of success and feelings of being in control / Confidence,

- Producing Satisfaction in the outcome through intrinsic/extrinsic rewards.

2.4.2.5.Keller, J.M. (1987) Strategies for stimulating the motivation to learn

The ARCS Model of Motivational Design is a well-known and widely applied model of instructional design. Simple, yet powerful, the ARCS Model is rooted in a number of motivational theories and concepts, most notably expectancy-value theory

In expectancy-value theory, "effort" is identified as the major measurable motivational outcome. For "effort" to occur, two necessary prerequisites are specified _ (1) the person must value the task and (2) the person must believe he or she can succeed at the task. Therefore, in an instructional situation, the learning task needs to be presented in a way that is engaging and meaningful to the student, and in a way that promotes positive expectations for the successful achievement of learning objectives.

The ARCS Model identifies four essential strategy components for motivating instruction:

- [A]ttention strategies for arousing and sustaining curiosity and interest;
- [R]elevance strategies that link to learners' needs, interests, and motives;
- [C]onfidence strategies that help students develop a positive expectation for successful achievement; and
- [S]atisfaction strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 1983).

2.5.HYPOTHESIS SYSTEM

1.   Null Hypothesis

The teaching strategies based on the multiple intelligences theory don't have any incidence in the level of development of English Language Skills with students of the 6th and 7th years at the Miguel de Unamuno Institute.

2.   Alternative Hypothesis

The teaching strategies based on the multiple intelligences theory have a favorable incidence in the level of development of English Language Skills with students of the 6th and 7th years at the Miguel de Unamuno Institute.

CHAPTER THREE

METHODOLOGICAL DESIGN, PROCESS AND ANALYSIS OF DATA

3.1.   RESEARCH TYPE AND DESIGN

The type of research which is going to be used in the investigation is "Quasi-experiment" which is a category of "Causal experiment". Experimental research designs are founded on the assumption that the world works according to causal laws. These laws are essentially linear, though complicated and interactive. The goal of experimental research is to establish these cause-and-effect laws by isolating causal variables.

 The Quasi-Experiment is an important research tool in language study, and it has added significantly to knowledge of language learning, teaching and use. A quasi-experiment is a study which has most of the trappings of an experiment, but which is unable to control potential factors, or perhaps is not guided by an idea of what all the factors are Experiments are designed to collect data in such way that threats to the reliability and validity of the research are minimized. Experimental research is particularly

Experimental research can be roughly divided into five phases:

- Identifying a research problem
- Planning an experimental research study
- Conducting the experiment
- Analyzing the data
- Writing the paper/presentation describing the findings

3.2. POPULATION

There is a population of 22 students of 6th and 7th grade at the Institute

Population =   22 surveys

Where:

C =   Control Group

E =   Experimental Group

E =   6th grade

E =   11 students

C =   7th grade

C=   11 students

3.3. FIELD WORKING

It will be carried in the Private Bilingual Institute "Miguel de Unamuno", with participation of authorities, teachers, and students, in the gathering data, which then will be processed and analyzed by the investigators for further conclusions.

3.4. INSTRUMENTS FOR DATA COLLECTION

3.4.1. TECHNIQUES

The techniques that are going to be used in the project are: observation, survey, interview and tests.

3.4.1.1.Observation

Observation is a primary method of collecting data by human, mechanical, electrical or electronic means. The researcher may or may not have direct contact or communication with the people whose behaviour is being recorded.

a. Non-participant observation, researcher chooses not to be part of the situation s/he is studying

b. Unobtrusive (or physical trace) observation, the subjects being studied can not detect the observation

c. Disguised observation, depending on whether the subjects being observed are aware that they are being studied.

d. Structured observation, which refers to guidelines or a checklist being used for the aspects of the behaviour that are to be recorded; for instance, noting who starts the introductory conversation between two members and what specific words are used by way of introduction.

e. Direct observation, the behaviour is being observed as it occurs.

3.4.1.2.Survey

The survey technique involves the collection of primary data about subjects, usually by selecting a representative sample of the population or universe under study, through the use of a questionnaire. It is a very popular since many different types of information can be collected, including attitudinal, motivational, behavioural and perceptive aspects. It allows for standardization and uniformity both in the questions asked and in the method of approaching subjects, making it far easier to compare and contrast answers by respondent group. It also ensures higher reliability than some other techniques.

3.4.1.3.Interview

An interview is a formal meeting in person, especially one arranged for the assessment of the qualifications of an applicant. It is a conversation or discussion which aims at obtaining information, especially one in which an interviewer asks questions.

3.4.1.4.Pre-Test

A pre-test is a test or measurement taken before services or activities begin. It is compared with the results of a posttest to show evidence of the effects of the services or activities being evaluated. A pretest can be used to obtain baseline data. It is a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study.

3.4.1.5.Post-Test

A post-test is a test given after a lesson or a period of instruction to determine what the students have learned. To analyze the knowledge acquired by the students in a period of time. The teacher can obtain feasible information about his students in order to improve their knowledge.

Chart 3.1

Investigation Techniques

Techniques	Overall Purpose	Advantages	Challenges
Surveys Questionnaires	when need to quickly and/or easily get lots of information from people in a non threatening way	can complete anonymously inexpensive to administer easy to compare and analyze administer to many people can get lots of data many sample questionnaires already exist	might not get careful feedback wording can bias students responses are impersonal in surveys, may need sampling expert doesn't get full story
Interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	get full range and depth of information develops relationship with students can be flexible with students	can take much time can be hard to analyze and compare can be costly interviewer can bias students responses
Documentation Review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	get comprehensive and historical information doesn't interrupt program or client's routine in program information already exists few biases about information	often takes much time info may be incomplete need to be quite clear about what looking for not flexible means to get data; data restricted to what already exists
Observation	to gather accurate information about how a program actually operates, particularly about processes	view operations of a program as they are actually occurring can adapt to events as they occur	can be difficult to interpret seen behaviors can be complex to categories observations can influence behaviors of program participants can be expensive
Tests	To analyze the knowledge acquired by the students In a period of time	The teacher can obtain feasible information about his students in order to improve their knowledge	There are many variables that can not be measure by a test

Elaborated by: Evelyn Almeida and Patricia Contreras

3.4.2. INSTRUMENTS:

The instruments that are going to be used are the following:

- ➢ Survey to the students
  - • Questionnaire

- ➢ Interview to the teachers of the institute
  - • Questionnaire

- ➢ Observation of the classes
  - • Check list

- ➢ Tests to the students
  - • Pre-test
  - • Post-Test

- ➢ Documentation review
  - • Texts
  - • Internet

3.5. PROCESSING AND ANALYSIS OF RESULTS

3.5.1. ANALYSIS OF THE SURVEY

After applying the survey with the students the following results for each of the questions were found:

1.   Do you think that the knowledge of English has improved during this school year?

English Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	20	90,9	90,9	90,9
	NO	2	9,1	9,1	100,0
	Total	22	100,0	100,0	
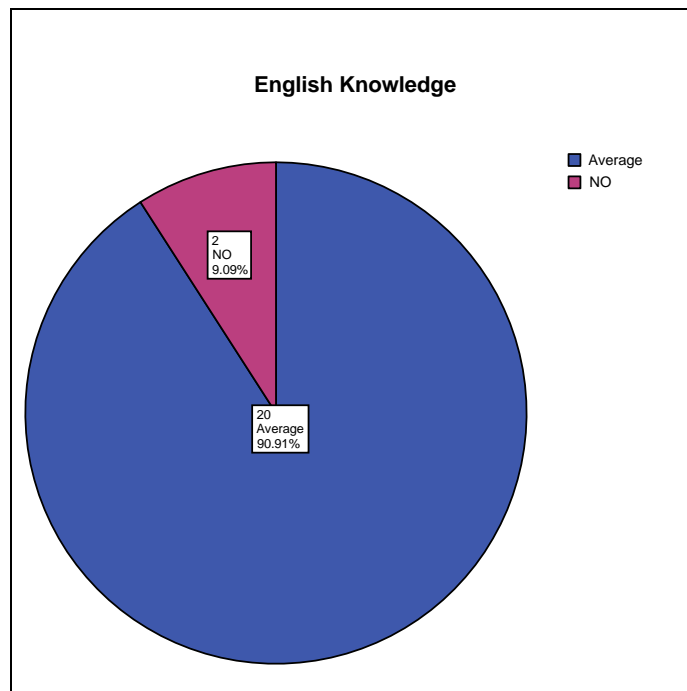
Elaborated by: Evelyn Almeida and Patricia Contreras

The first question which is about the improvement of the English knowledge during this school year show us that the 90,9% of the students think they have acquired a better knowledge of the language at an average level and a 9,1% consider that there hasn't been an improvement at all.

2.   Do you like the teaching method currently used in your classes?

Method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More or less	6	27,3	27,3	27,3
	NO	16	72,7	72,7	100,0
	Total	22	100,0	100,0	

Method

◻ More or less
◻ NO

6
27.27%
More or less

16
72.73%
NO
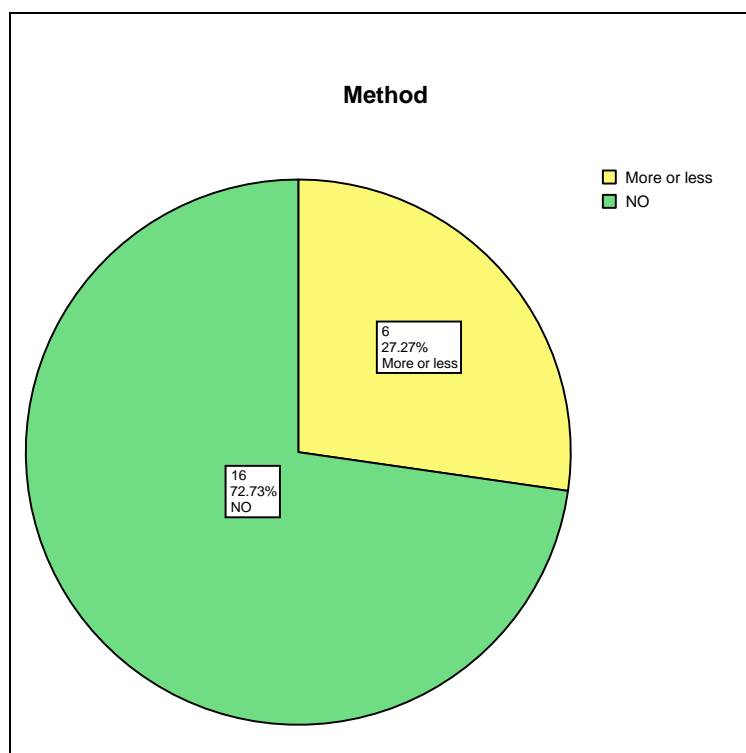
Elaborated by: Evelyn Almeida and Patricia Contreras

For the second question which asks the students if they like the teaching method currently used in their classes, the 72% claim that they do not like it and the 27,3% say they like it in some way.

3.   What do you like the least about the present teaching method?

Dislike

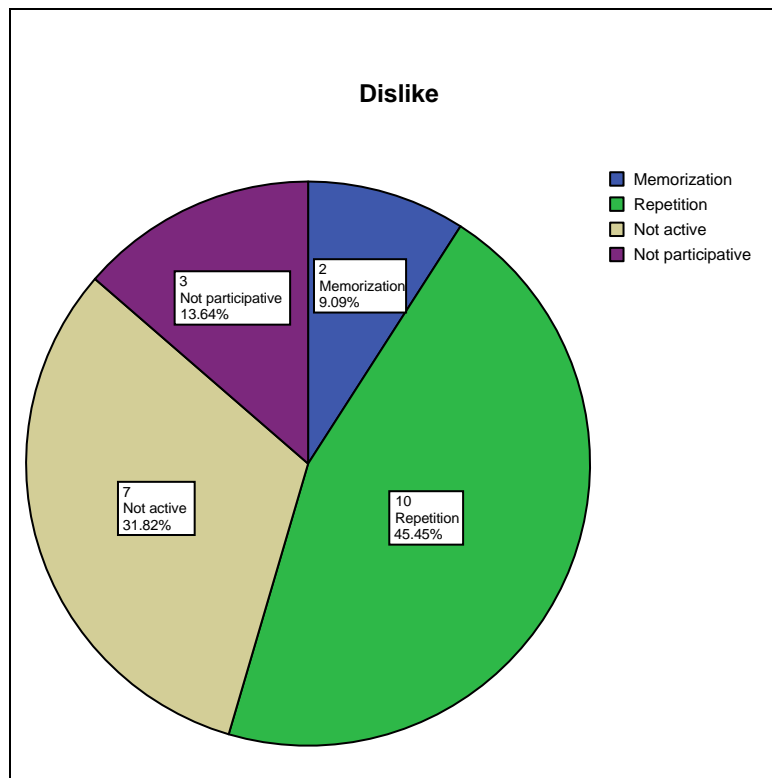|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Memorization	2	9,1	9,1	9,1
	Repetition	10	45,5	45,5	54,5
	Not active	7	31,8	31,8	86,4
	Not participative	3	13,6	13,6	100,0
	Total	22	100,0	100,0	

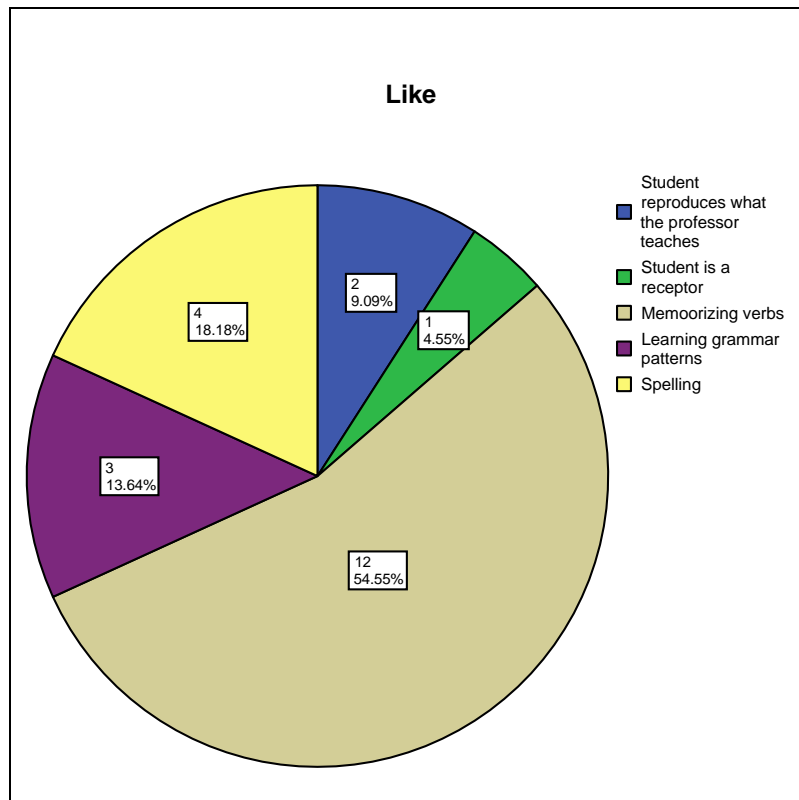Elaborated by: Evelyn Almeida and Patricia Contreras

For the third question which is about what the students like the least about the present teaching method, the 45% of the them consider that the repetition drills are the ones they dislike the most, the 31,8% say that the method is not active, the 13,6% say that the class is not participative and the 9,1% consider there is too much memorization

4.   What do you like the most about the present teaching method?

Like

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student reproduces what the professor teaches	2	9,1	9,1	9,1
	Student is a receptor	1	4,5	4,5	13,6
	Memorizing verbs	12	54,5	54,5	68,2
	Learning grammar patterns	3	13,6	13,6	81,8
	Spelling	4	18,2	18,2	100,0
	Total	22	100,0	100,0	

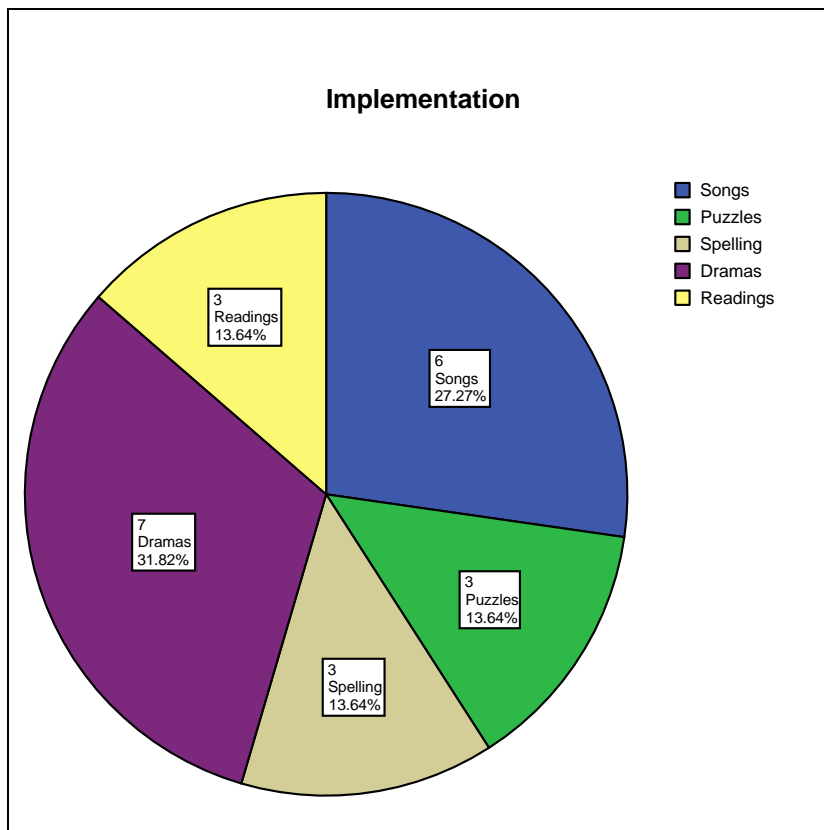Elaborated by: Evelyn Almeida and Patricia Contreras

Regarding the aspects that the students like the most from the teaching method, the 54,5% of them say that they like learning verbs, the 18,2% claim they like spelling and 13,6% like learning grammar patterns.

5.   What techniques would you like your teacher to apply in the language process?

Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Songs	6	27,3	27,3	27,3
	Puzzles	3	13,6	13,6	40,9
	Spelling	3	13,6	13,6	54,5
	Dramas	7	31,8	31,8	86,4
	Readings	3	13,6	13,6	100,0
	Total	22	100,0	100,0	

Elaborated by: Evelyn Almeida and Patricia Contreras

For the question that refers to the techniques that the students would like their teacher to apply in the language process. The 31,8% of the students would like dramas, 27,3% would like learning songs and the 13,6% would like working with puzzles, spelling words and readings.

3.5.2. ANALYSIS OF THE INTERVIEW APPLIED WITH THE TEACHERS

After applying the interview to the teachers the following results for each of the questions were found:

1. Have your students improved their English knowledge during this school year?

For the first question which is about the improvement of the English knowledge the students have reached during this school year, the interviewees consider that their pupils have increase their knowledge in some way.

2. Which is the teaching method that you currently apply in the classroom?

For the second question related to the teaching method they apply, the interviewees agreed on currently use the Grammar-Translation one and Total Physical Response.

3. Do you consider that the method used at present is the most appropriate in teaching language and why?

The third question is about the teachers opinion on the method used at present. All of them say that the Grammar-Translation is not the best one, however it is the one that the institution uses and helps to understand the language.

4. Which are the disadvantages and difficulties of the method being used?

The fourth question refers to the disadvantages and difficulties of the method being used. The teachers agree on the following facts:

- It uses translation from the native to the target language.
- It is based on memorization and repetition drills

5. Which method do you consider necessary to implement for the teaching of the language more effectively.

The fifth question is about which method they consider necessary to implement for teaching of the language more effectively. The teachers claim that it is necessary to consider the following ones:

- Audiolingual
- Communicative Approach
- Multiple intelligences
- Total physical response

3.5.3. ANALYSIS OF THE PRE-TEST

The following chart shows the grades of the students from 6th (experimental group) and 7th (control group) grade got. With this information it is possible to obtain the mean, modal and median.

The information shows a mean of the experimental group of 11,2 which is a very low score considering that the test was about basic knowledge of English structure and vocabulary as well as reading and listening topics already studied by the students. The modal is 11 and median is 11,6.

Chart 3.2

Students' Scores of Pre-test – Experimental Group

| N°	Name	Listening	Reading	Writing	Grammar	Speaking	Total
1	Boada Dryan	3,0	3,0	1,0	3,3	2,8	13,1
2	Rosero Patricio	0,0	4,0	1,0	0,3	1,8	7,1
3	Gallo David	2,0	4,0	3,5	1,5	1,4	12,4
4	Vela Lizeth	2,0	4,0	3,0	2,0	2,8	13,8
5	Narves Alejandro	2,5	3,0	1,0	2,5	2,4	11,4
6	Anchatipán Diana	3,0	3,0	3,0	1,5	1,0	11,5
7	Rosero Samantha	1,0	3,5	0,5	1,0	0,8	6,8
8	Cevallos Denisse	3,5	4,0	2,0	2,0	1,4	12,9
9	Fajardo Nefi	3,0	4,0	3,0	2,3	3,6	15,9
10	Rea César	2,0	2,0	0,0	1,0	2,0	7,0
11	Estévez Joanan	3,0	4,0	0,0	2,0	2,6	11,6
							123,4

Elaborated by: Evelyn Almeida and Patricia Contreras

$$Mean = 11,2$$

$$Modal = 11$$

$$Median = 11,6$$

Graph 3.1

Students' Scores of Pre-test - Experimental Group
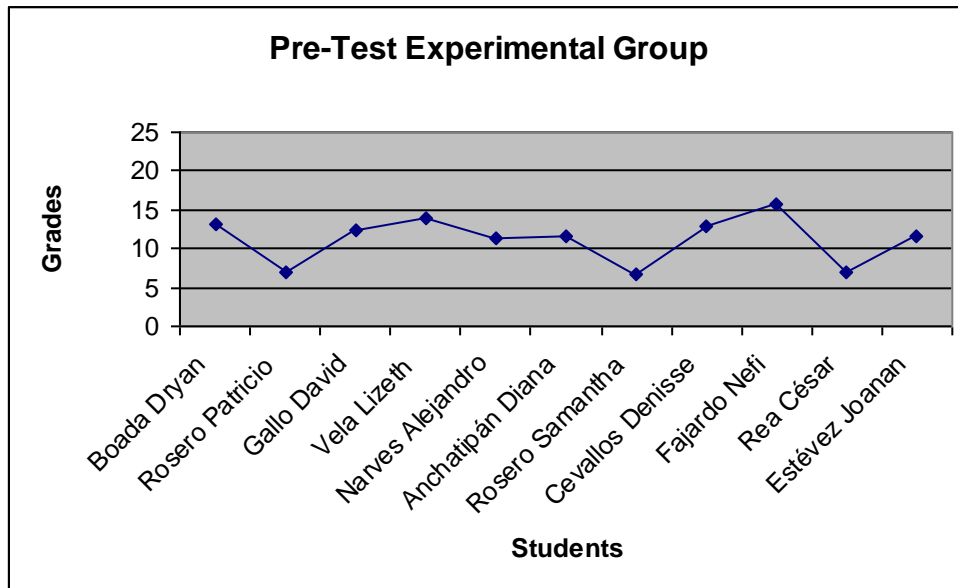
Elaborated by: Evelyn Almeida and Patricia Contreras

In the chart 3.3 the control group shows a mean of 12,0 which is higher than the experimental group. The modal is 10,6 and median is 10,7.

Chart 3.3

Students' Scores of Pre-test – Control Group

| N°	Name	Listening	Reading	Writing	Grammar	Speaking	Total
1	Gonzalez Melanie	3,0	4,0	2,0	0,5	0,8	10,3
2	Ortega Alexander	3,0	4,0	3,0	3,3	2,4	15,7
3	Cadena Karla	0,0	2,0	0,5	1,5	2,4	6,4
4	Moreta Kevin	3,0	3,0	1,0	2,3	2,8	12,1
5	Espinosa Byron	2,0	4,0	1,0	1,3	2,4	10,7
6	Sanmartín Brigette	4,0	4,0	2,0	2,5	2,8	15,3
7	Lizano Fernando	3,0	2,5	1,0	1,3	2,4	10,2
8	Gudiño Jonathan	2,0	4,0	1,0	2,0	1,8	10,8
9	Paredes Kevin	3,0	3,0	0,0	2,8	1,8	10,6
10	Castillo Dayana	2,5	3,5	1,0	2,0	1,6	10,6
11	Samueza Diego	4,0	4,0	4,0	4,0	4,0	20,0

132,5

Elaborated by: Evelyn Almeida and Patricia Contreras

$$Mean = 12,0$$

$$Modal = 10,6$$

$$Median = 10,7$$

Graph 3.2

Students' Scores of Pre-test - Control Group
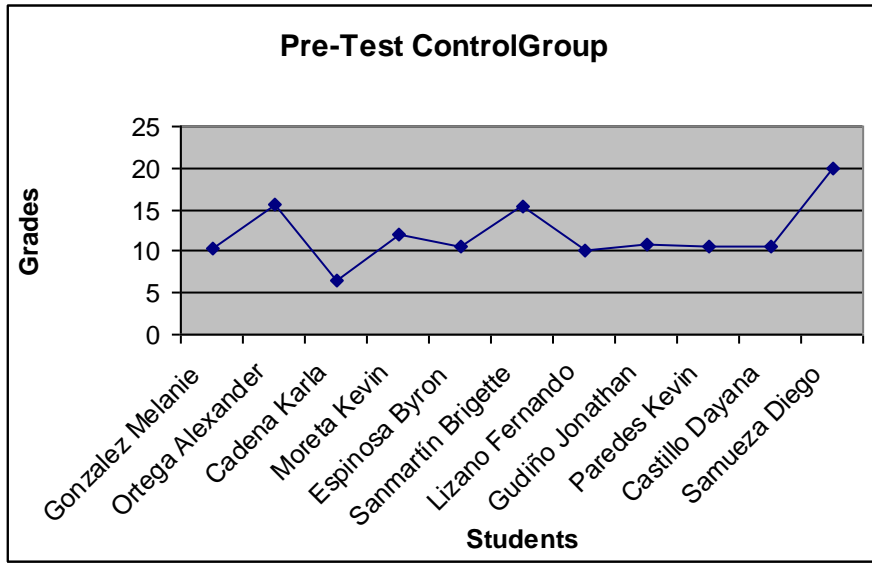
Elaborated by: Evelyn Almeida and Patricia Contreras

3.5.4. SYLABUS BASED ON MULTIPLE INTELLGENCES THEORY

Strategies of Multiple Intelligences Theory were used with the experimental group in the following way:

3.5.4.1.Musical Intelligence Syllabus

a) *Objective*

- To develop listening and reading skills based on Musical Intelligence

b) *Methodology*

In order to develop listening and reading skills we are going to use Musical Intelligence activities. The musical area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong aural component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing.

c) *Goals of the teachers who use musical intelligence*

Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication; this is accomplished by musical intelligence activities. Their students achieve this by forming new habits in the target language in overcoming the old habits.

d) *Role of the teachers who use musical intelligence*

The teacher is like an orchestra leader, directing and controlling the language behaviour of the students.   Students are imitators of the teacher's model or the tapes that teacher supplies of model speakers.   They follow the teacher's directions and respond as accurately and as rapidly as possible.

e) Materials

- Posters

- Markers

- Board

- CD players

- CD with children's songs

- Musical instruments (Drums, flutes, guitars, etc)

- Handout (song lyrics)

f) Activities and Principles

N°	Activities	Principles
1	The classroom was bright and colorful	Learning is facilitated in a cheerful environment
2	Posters contained grammatical information	Students learn from what is present in the environment, even if their attention is not directed to it peripheral learning
3	The professor taught the students a children's song	Music and movement reinforce the linguistic material. It is desirable that students achieve a state of infantilization so that they will be more open to learn.
4	They played rhythmic instruments as they sing a song	Songs are useful for freeing the speech muscles and evoking positive emotions
5	The teacher distributed a handout which the lyrics of the song: In the distant Chinese forest	The teacher should integrate indirect positive suggestions into the learning situation
6	The teacher briefly mentioned a few points about English grammar and vocabulary. There were dots to fill the missing words	The teacher should present and explain the grammar and vocabulary, but do not dwell on them. The dots allow the students to focus in the missing words with in the song.
7	The teacher read the song with a musical accompaniment. She matched her voice to the rhythm and intonation of the music	Communication takes place on two planes: on one the linguistic message is encoded; and the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language, on the subconscious plane, the music suggest that learning is easy and pleasant
8	The teacher read the song a second time as the students listen.	A calm state, such as one experience when listening to a cons}cert, is ideal to overcoming psychological barriers and for taking advantage of learning potential
9	For homework, the students read the song at night and in the morning	At these times, the distinction between the conscious and the subconscious is most blurred and, therefore, learning can occur
10	The teacher gave the students pieces	Dramatizations are a particularly valuable

	of the song, students take turns singing portion of the song	way of playfully activating the material.
11	The teacher told the students that they are auditioning for a musical	The fine arts(music, art, and drama) enable suggestions to reach the subconscious.
12	The teacher leaded the class in various activities involving the song, for example repetition and translation	The teacher should help the student "activate" the material to which they have been exposed.

Elaborated by: Evelyn Almeida and Patricia Contreras

In a distant Chinese forest

In a distance Chinese forest

Little Chinese ……………. is lost

As I was lost in the forest

We met there of true the …………….

In the ……………., very darker

Little Chinese girl was scared

And she was there alone lone

She´ s after …………….. to be felt

I need to stat it

And little Chinese

Was very scared (bis)

Oh feel lonely

And she was walking and

She sat down

O ……………. the Chinese

She´s after now

She said said yes, yes and I said no (bis)

And there we all of we

So we sat down and ……………. some tea

In a distance Chinese forest

Little Chinese girl is lost

As I was lost in the forest

We met there of true the those

Oh jealous faithful oh shine white night

<div align="center">

Oh she was ……………. (bis)

About that past ……………

And she was losing and she sat down

Oh near the Chinese (bis)

She´s after now.

</div>

g) *Evaluation*

The evaluation will be based on the vocabulary and grammar of the song already learned. For example: Tic Tac Toe. With the use of the games, the students will tell the meaning of some words about the song. The student who tells the right meaning will add a mark in the Tic Tac Toe.

3.5.4.2.Verbal -Linguistic Intelligence Syllabus

a) Objective

- To develop reading and writing skills based on Verbal- Linguistic Intelligence

b) Methodology

In order to develop writing and reading skills we are going to use Verbal- Linguistic Intelligence activities. Verbal-linguistic intelligence has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories, and memorizing words and dates. They tend to learn best by reading, taking notes, and listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching, and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall and an ability to understand and manipulate syntax and structure.

c) Goals of the teachers who use verbal-linguistic intelligence

Teachers want their students to be able to use the target language communicatively through writing and reading. The purpose is that the students could read literature written in the target language, so students need to learn about the grammar rules and vocabulary.

d) Role of the teachers who use verbal-linguistic intelligence

The teacher is the authority in the classroom, to be successful; the students most trust and respect the teacher. Once the students trust the teacher, they can fell more secure. If they feel secure, they can be more spontaneous and less inhibited.

e) Materials
- Posters
- Markers

- Board

- Handout (Puzzles)

f) *Activities and Principles*

N°	Activities	Principles
1	The teacher introduced a new dialogue	Language forms do not occur by themselves, they occur most naturally with in a context
2	The language teacher used only the target language in the classroom. Actions, pictures were used to give meaning	The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native interferes as little as possible with the students' attempts to acquire the target language
3	The language teacher introduced the dialog by modeling it two times; she introduced the drills by modeling the correct answers; at other times she corrected miss pronunciation by modeling the proper sounds in the target language	One of the language teachers' major role is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is suppose to sound, students should be able to mimic the model
4	The students repeated each line of the new dialog several times	Language learning is a process of habit formation. The more often is repeated, the stronger the habit and the greater the learning
5	The teacher initiated a chain drill in which each student greets another	The purpose of language learning is to learn how to use the language to communicate
6	The teacher used puzzles with spoken cue and pictures cues	Students should learn to respond to both verbal and non verbal stimuli
7	The teacher conducted transformation and question – and –answer drills	Each language has a finite number of patterns. Pattern practice help students to form habit which enable the students to use the patterns
8	New vocabulary was introduced though lines of the dialogue	The major objective of learning teaching should be for students to acquire the structural patterns, students will learn vocabulary afterward
9	Students were given no grammar rules; grammatical points are taught through examples and drills	The rules necessary to use the target language will be figure out or induce from examples
10	The teacher wrote the dialogue on the black board. The students did some written work with the dialogue and the sentence drills	Teacher emphases on dialogues as a way to develop listening and writing skills

Elaborated by: Evelyn Almeida and Patricia Contreras

Dialogue

I Love the Circus

I really like the circus. We are going to be there today. My family will be there and we will probably enjoy it a lot. I like this circus because they don't have animals. The clowns are so funny and I love the magician too. My father loves the jugglers and the dancing girls. My sister loves the band, She thinks the music is wonderful.

Find the next words in this puzzle: tent, spectator, magician, acrobat, band, clown, megaphone, ticket, balls, and juggler

A	C	L	O	W	N	O	I	S	L	J
E	I	O	J	U	G	G	L	E	R	R
U	W	T	U	I	O	P	S	D	T	A
S	P	E	C	T	A	T	O	R	I	S
I	T	S	A	E	L	O	N	B	C	B
A	V	B	A	N	D	O	I	S	K	A
S	O	L	I	T	S	A	T	M	E	N
O	M	A	G	I	C	I	A	N	T	D
I	L	T	A	B	O	R	C	A	A	O
M	E	G	A	P	H	O	N	E	M	N

g) *Evaluation*

The evaluation will be based on the vocabulary and grammar of the dialogue. The are ask to a make a dialogue about "A day with my family in the fair".

3.5.4.3.Interpersonal Intelligence Syllabus

a)   *Objective*

- To develop listening and speaking and writing skills based on Interpersonal Intelligence

b)   *Methodology*

In order to develop listening and speaking skills we are going to use Interpersonal Intelligence activities. This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments, and motivations and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

c)   *Goals of the teachers who use Interpersonal intelligence*

Teachers want their students to learn how to use the target language communicatively. In addition they want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another. All of these objectives can be accomplished in a non defensive manner if a teacher and learners treat one another as whole persons, valuing both thoughts and feelings.

d)   *Role of the teachers who use Interpersonal intelligence*

The teacher' initial role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does not teach. Rather it means that the teacher recognizes how threatening a new learning situation can be for learners, so he skillfully understands and supports his students in the struggle to master the target language.

Initially the learners are very dependent upon the teacher. It is recognizing, however, that as the learners continue to study they become increasingly independent.

e)   *Materials*

- Posters
- Markers
- Board
- Notebooks
- Pens and pencils

f)   *Activities and Principles*

N°	Activities	Principles
1	The teacher greeted the students, introduces himself, and has the students introduce themselves	Building a relationship with and among students its very important
2	The teacher asked the students what they are going to do this weekend	Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn non defensively, when they feel secure
3	Students had a conversation	Language is for communication
4	The teacher stood behind the students	If the teacher does not remain in the front of the classroom, the threat is reduced and the students´ learning is facilitated
5	The teacher told students that they have only a few minutes remaining for the conversation	Students feel more secure when they know the limits of an activity.
6	Students were invited to talk about how they felt during the conversation	Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build an interaction
7	The teacher accepted what each student says	Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses and the learning experience becomes less threatening
8	Students worked together in groups of three to write about the topic	In groups, students can begin to fell a sense of community and can learn from each other as well as the teacher. Cooperation, not competition is encourage
9	The teacher corrected by repeating correctly the dialogue the students have created	The teacher should work in a non threatening way will what the learner has produced
10	The students read their sentences to the other members of the class	Developing an interactive class among the students build trust and can help to reduce the threat of the new learning situation
11	The students were invited to talk about the experience they have had in	In addition to reflection in the language, students reflect on what they have

	the weekend	experience
12	Other activities with the written dialogue, then the learners had a new conversation	Students are more willing to learn when they have created the materials themselves

Elaborated by: Evelyn Almeida and Patricia Contreras

g)   *Evaluation*

The evaluation will be based on the listening and speaking skills that the students have acquired though the exercises. The students are asked to talk about their next vacation.

3.5.5. ANALYSIS OF THE POST-TEST

Alter applying some of the techniques of Multiple Intelligences to the sample during a month, and taking a post test to the students; the following results were found:

The information of the Experimental Group shows that in the post test the mean is 14,2 in other words there has been and increased of 3,0 points. The modal is 13,1 and median is 13,8. The post test indicates that the students have improved their knowledge of the target language with the techniques of MI applied.

Chart 3.4

Students' Scores of Post-test Experimental Group

| N°	Name	Listening	Reading	Writing	Grammar	Speaking	Total
1	Boada Dryan	3,0	3,0	3,0	4,0	3,0	16,0
2	Rosero Patricio	2,0	3,0	2,5	1,5	2,6	11,6
3	Gallo David	3,0	3,0	3,0	2,5	2,8	14,3
4	Vela Lizeth	3,5	4,0	4,0	3,0	3,0	17,5
5	Narvaes Alejandro	2,5	2,0	3,0	3,0	2,6	13,1
6	Anchatipán Diana	3,0	3,0	3,0	2,0	2,4	13,4
7	Rosero Samantha	2,0	3,0	1,5	2,0	2,0	10,5
8	Cevallos Denisse	3,5	3,5	3,0	3,0	2,6	15,6
9	Fajardo Nefi	4,0	3,0	3,5	3,0	3,6	17,1
10	Rea César	2,0	3,0	3,0	2,5	2,6	13,1
11	Estévez Joanan	3,0	2,0	3,0	3,0	2,8	13,8
							445,8

Elaborated by: Evelyn Almeida and Patricia Contreras

$$Mean = 14,2$$

$$Modal = 13,1$$

$$Median = 13,8$$

Chart 3.3

Students' Scores of Post-test Experimental Group

Post-Test Experimental Group
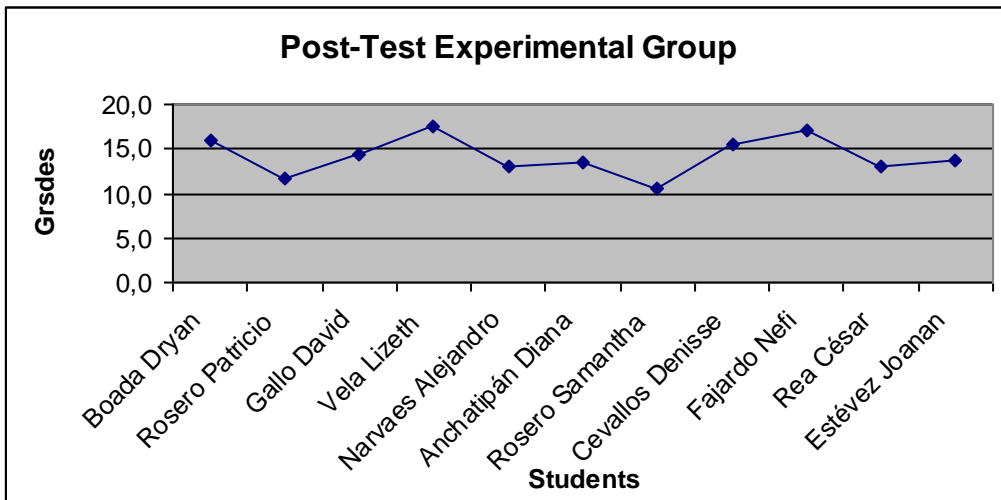
Elaborated by: Evelyn Almeida and Patricia Contreras

The information of the Control Group shows that in the post test the mean is 13,2 in other words there has been and increased of 1,2 points. The modal is 10,6 and median is 12,4. The post test indicates that the students have improved their knowledge; however their increase is lower in contrast of the increase of the experimental group with the use of MI Theory.

Chart 3.5

Students' Scores of Post-test Control Group

| N°	Name	Listening	Reading	Writing	Grammar	Speaking	Total
1	Gonzalez Melanie	2,0	2,5	1,5	2,0	2,6	10,6
2	Ortega Alexander	3,0	4,0	3,0	3,5	2,8	16,3
3	Cadena Karla	2,5	2,0	1,5	3,0	2,8	11,8
4	Moreta Kevin	3,0	3,0	2,0	2,0	2,8	12,8
5	Espinosa Byron	2,0	1,5	2,5	2,0	3,2	11,2
6	Sanmartín Brigette	3,5	2,5	3,0	4,0	3,2	16,2
7	Lizano Fernando	3,0	2,0	2,5	3,0	2,6	13,1
8	Gudiño Jonathan	1,5	1,5	1,5	3,0	2,4	9,9
9	Paredes Kevin	1,5	1,5	2,0	3,0	2,6	10,6
10	Castillo Dayana	2,0	3,0	3,0	2,0	2,4	12,4
11	Samueza Diego	4,0	4,0	4,0	4,0	4,0	20,0

144,9

Elaborated by: Evelyn Almeida and Patricia Contreras

$$Mean = 13,2$$

$$Modal = 10,6$$

$$Median = 12,4$$

Chart 3.4

Students' Scores of Post-test Control Group
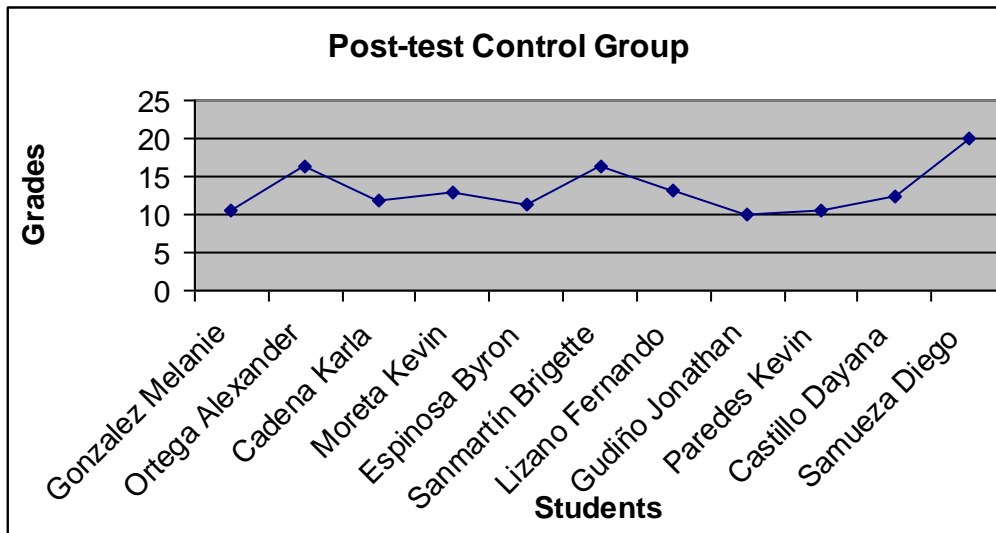
Elaborated by: Evelyn Almeida and Patricia Contreras

## 3.5.6. ANALYSIS OF THE OBSERVATIONS

Alter observing 10 of the classes of 6th and 7th grade of the institution and with the use of a check list, the following results were found:

In the 70% of the classes the teacher did not read stories or tales to the students and only in the 30% of them the teacher did.

Teacher reads stories or tales

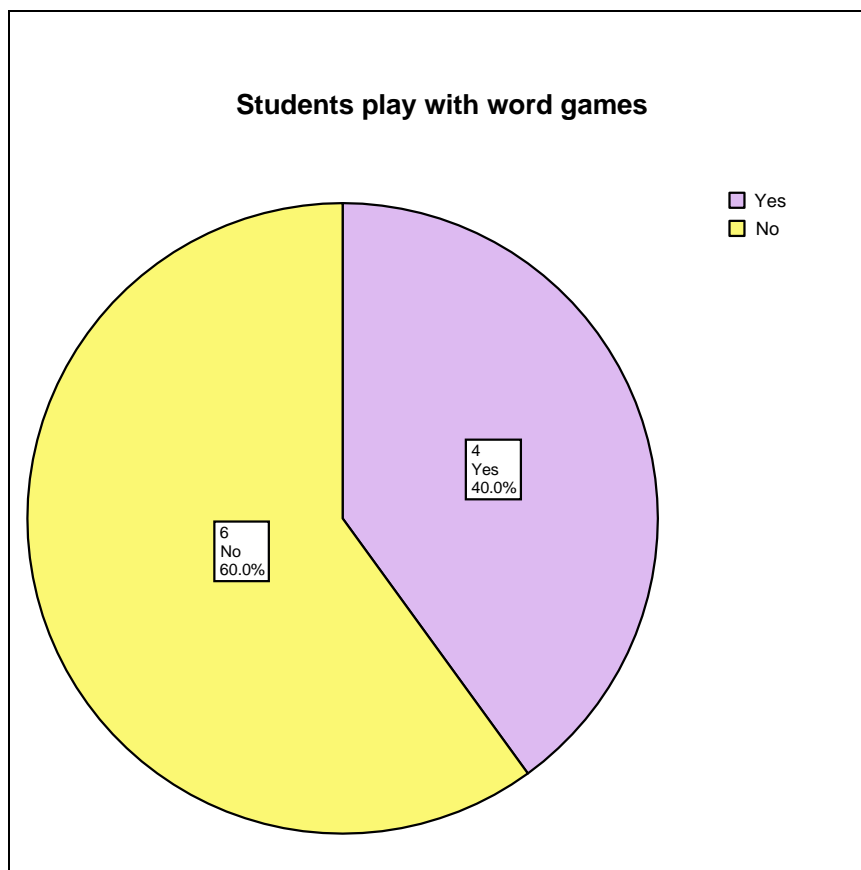|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	30,0	30,0	30,0
	No	7	70,0	70,0	100,0
	Total	10	100,0	100,0	
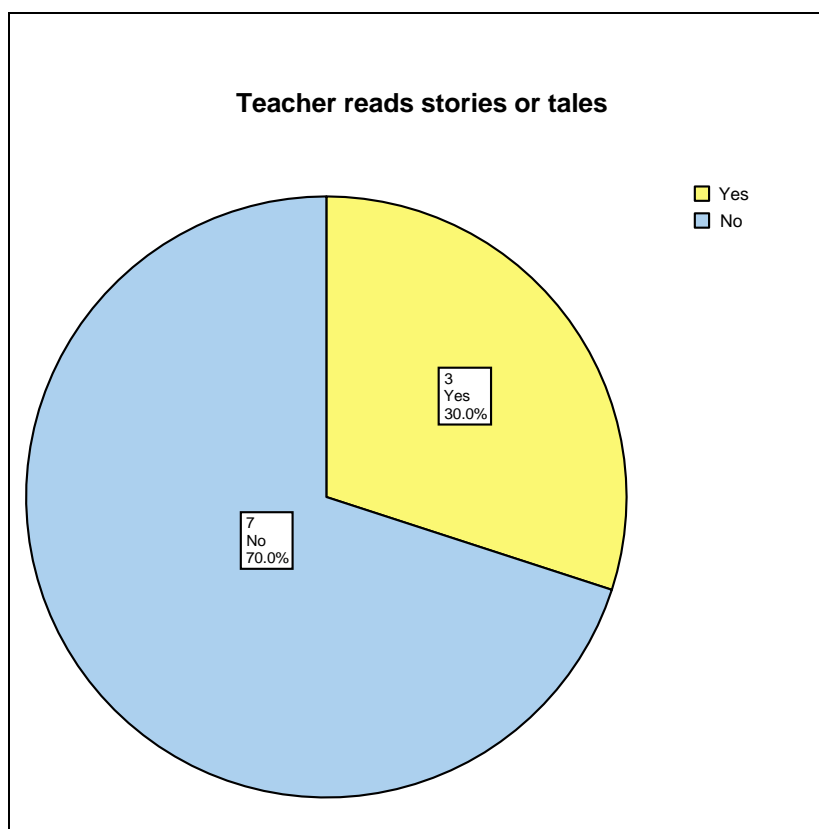
Elaborated by: Evelyn Almeida and Patricia Contreras

During the observation 60% of the classes the teacher did not use word games with the students and only 30% of them did.

Students play with word games

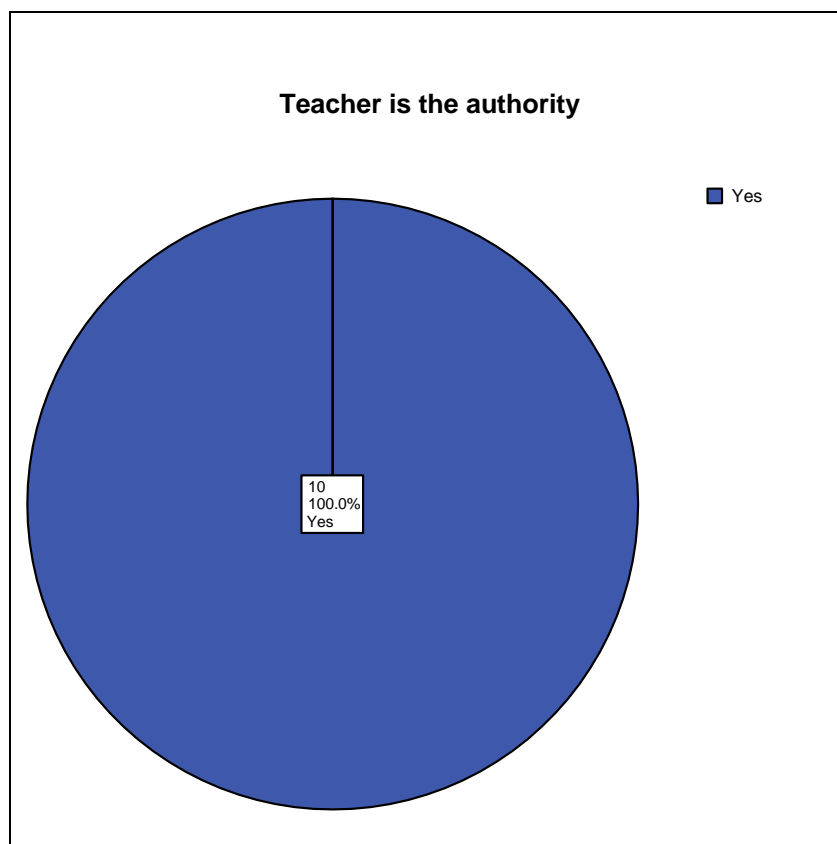|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	40,0	40,0	40,0
	No	6	60,0	60,0	100,0
	Total	10	100,0	100,0	

Elaborated by: Evelyn Almeida and Patricia Contreras

According to the observation in all of the classes the teacher is the authority and the students do or learn what the teacher knows.

Teacher is the authority

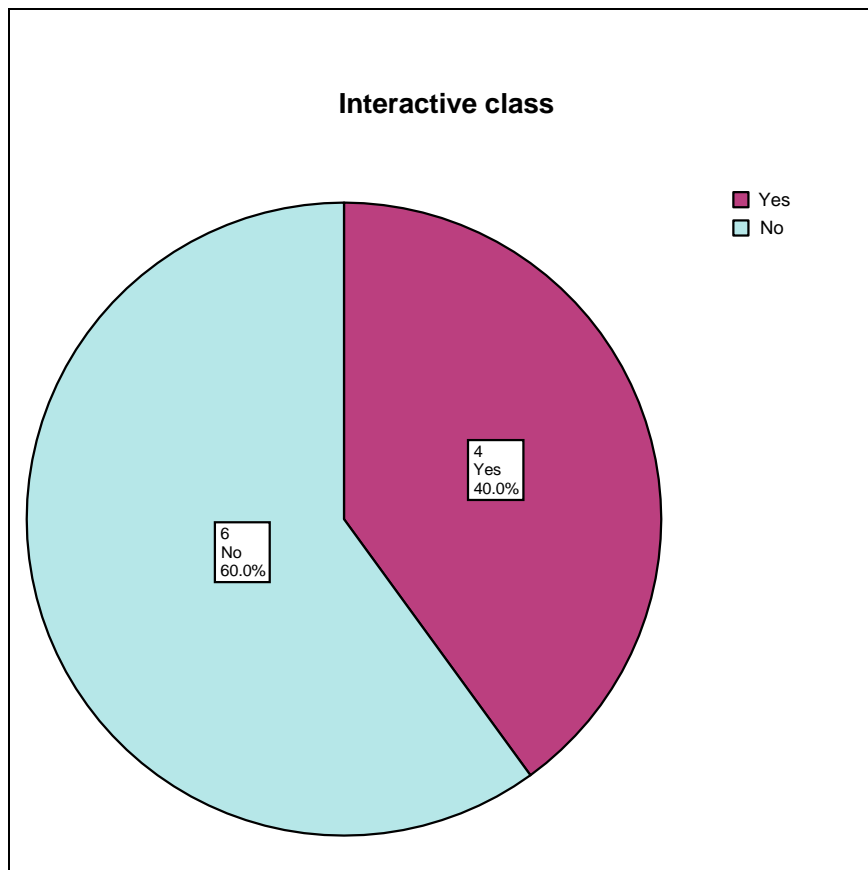|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	100,0	100,0	100,0

Teacher is the authority

- Yes

10
100.0%
Yes

Elaborated by: Evelyn Almeida and Patricia Contreras

The 60% of the observations show that the classes were not interactive.

Interactive class

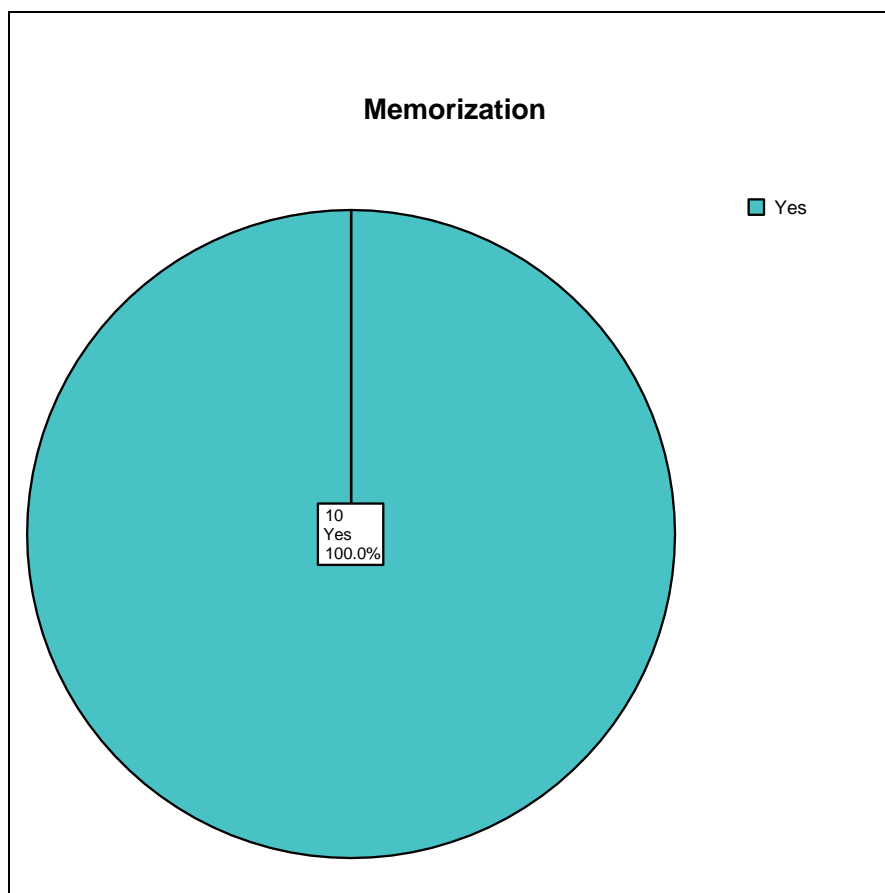|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	40,0	40,0	40,0
	No	6	60,0	60,0	100,0
	Total	10	100,0	100,0	

Elaborated by: Evelyn Almeida and Patricia Contreras

About memorization, in all of the classes the students must memorize verbs and grammar patterns.

Memorization

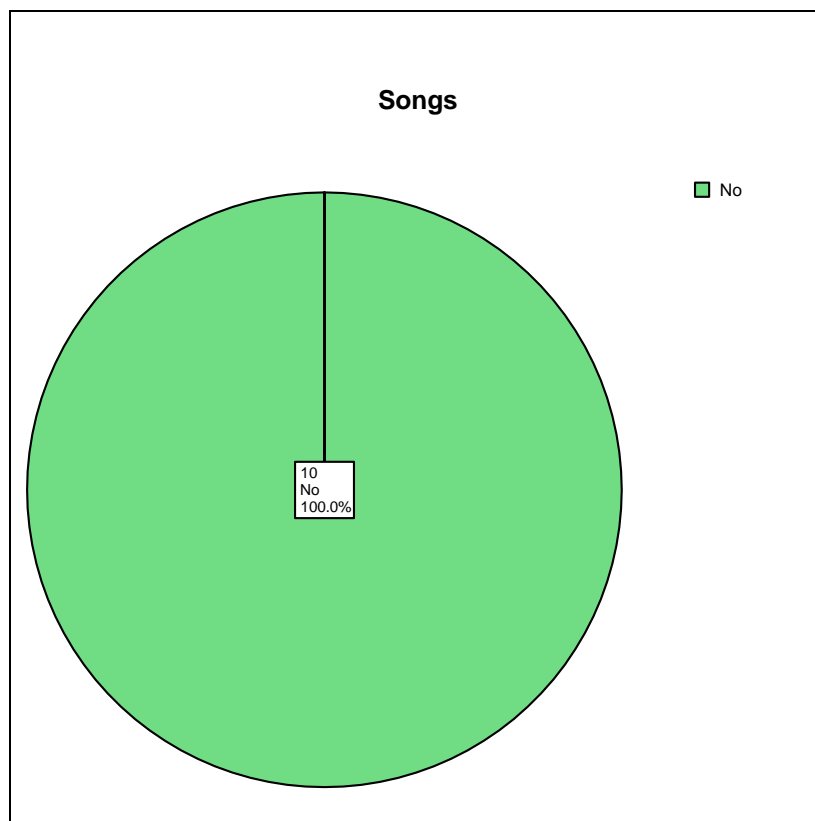|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	100,0	100,0	100,0

Memorization

Elaborated by: Evelyn Almeida and Patricia Contreras

100% of the observations indicate that the teacher did not teach the target language to the students with the use of songs.

Songs

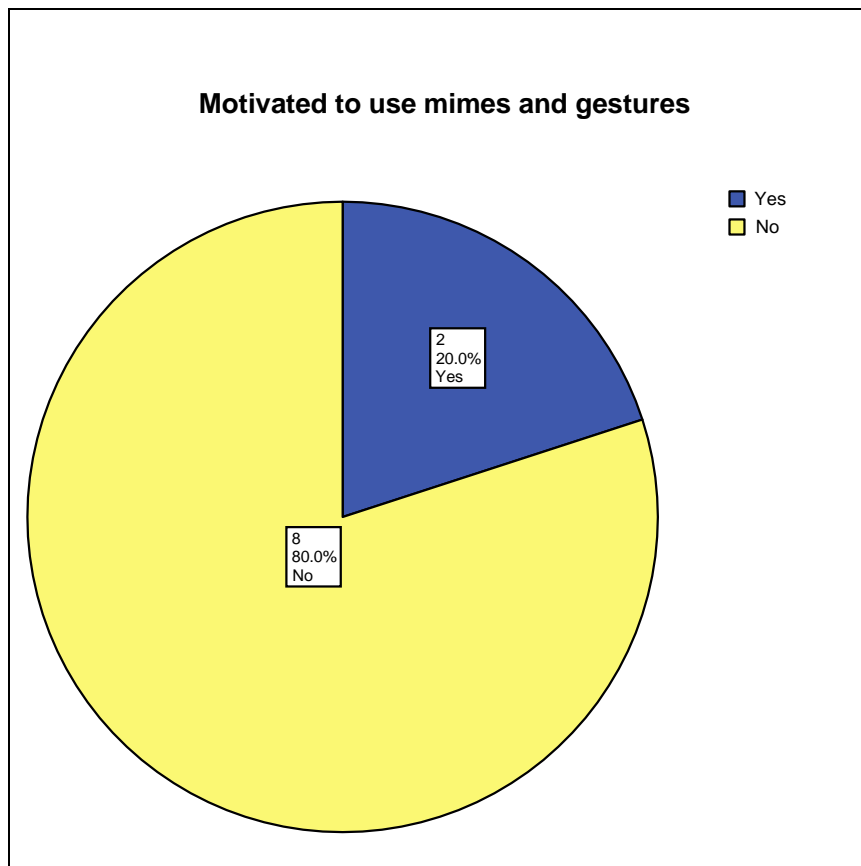|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	100,0	100,0	100,0

Songs

```
10
No
100.0%
```
☐ No

Elaborated by: Evelyn Almeida and Patricia Contreras

During the observations, 80% of the classes did not use mimes or gestures to motivate the students learning.

Motivated to use mimes and gestures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	20,0	20,0	20,0
	No	8	80,0	80,0	100,0
	Total	10	100,0	100,0	

Motivated to use mimes and gestures
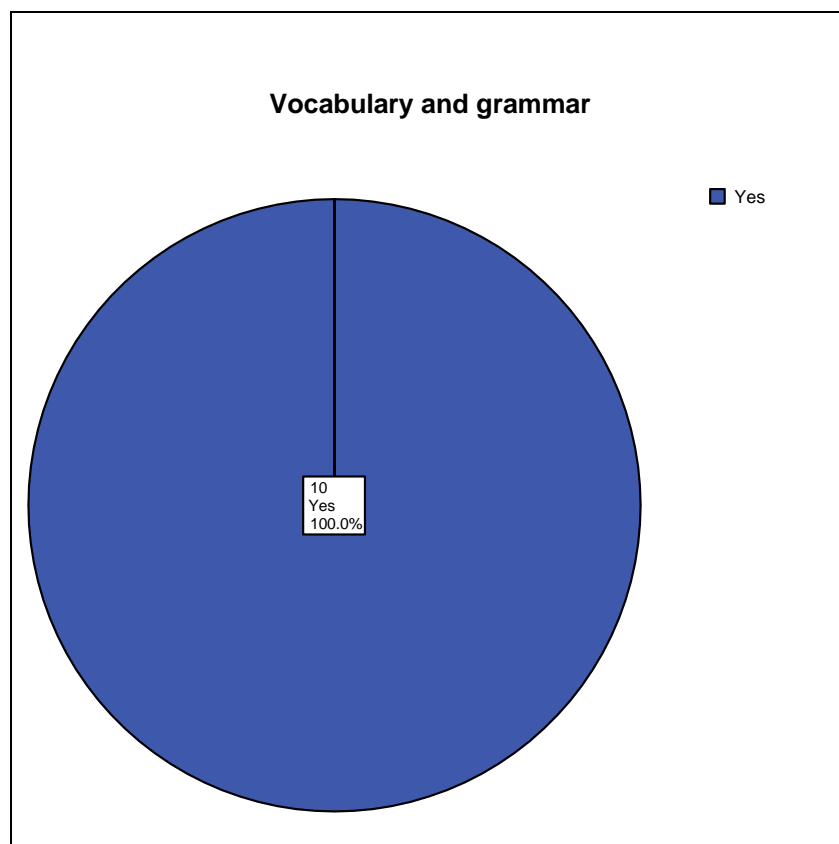
- Yes
- No

2
20.0%
Yes

8
80.0%
No

Elaborated by: Evelyn Almeida and Patricia Contreras

All of the classes emphasized the use and teaching of vocabulary and grammar.

Vocabulary and grammar

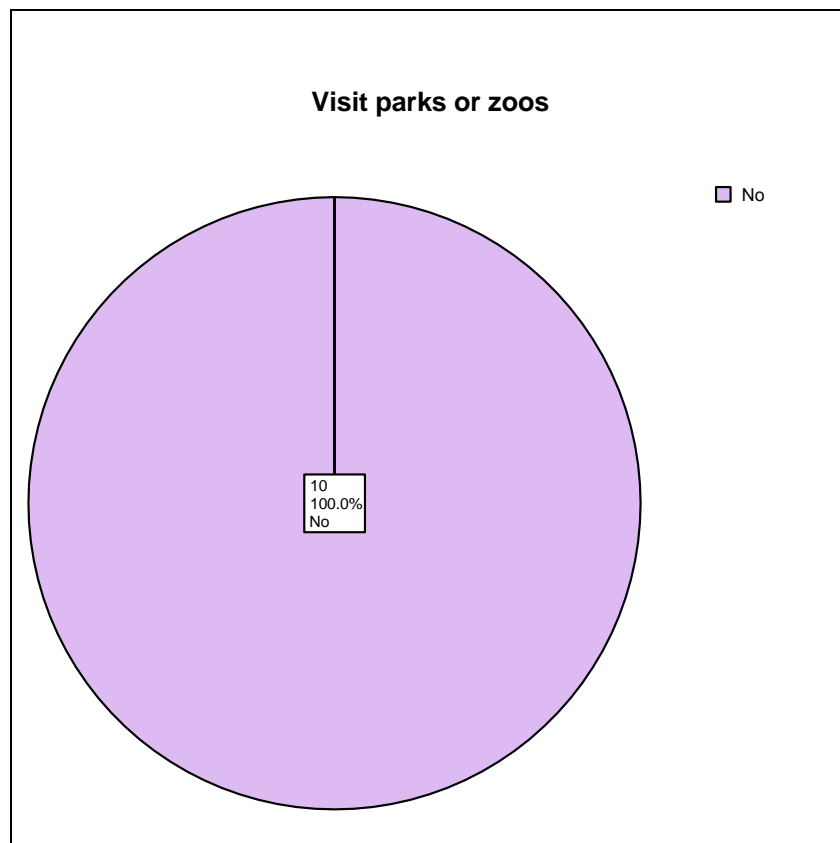|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	100,0	100,0	100,0

Vocabulary and grammar

Elaborated by: Evelyn Almeida and Patricia Contreras

In none of the observations the professor brought the students to visit parks or zoos in order to talk about topics such as environment or nature.

Visit parks or zoos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	100,0	100,0	100,0

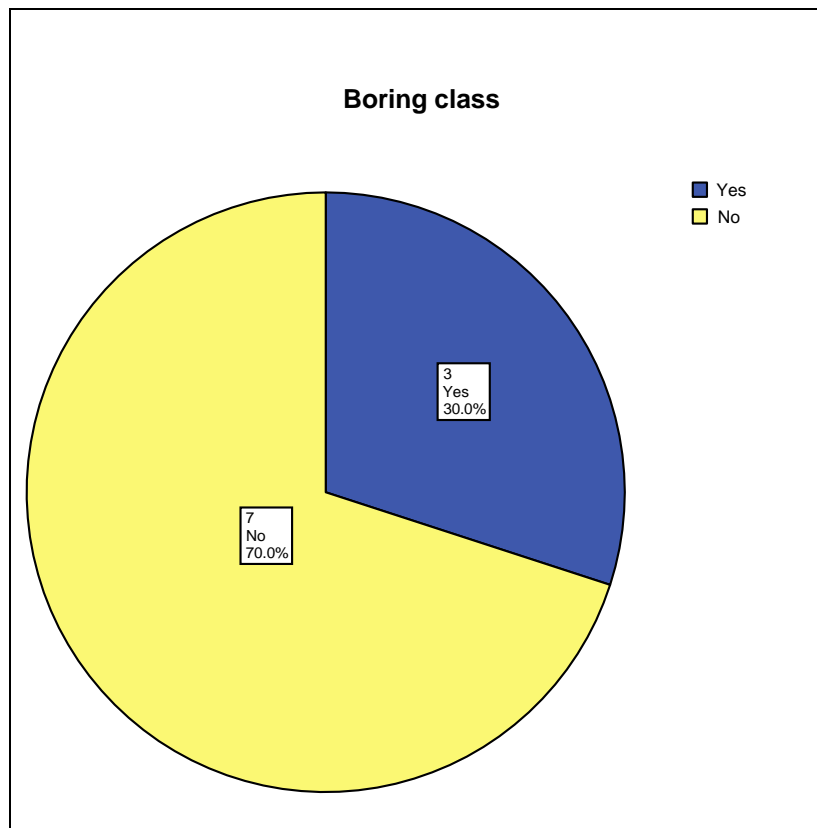**Visit parks or zoos**

☐ No

10
100.0%
No

Elaborated by: Evelyn Almeida and Patricia Contreras

During the observations of the classes the 70% of them got boring because only the teacher talks.

Boring class

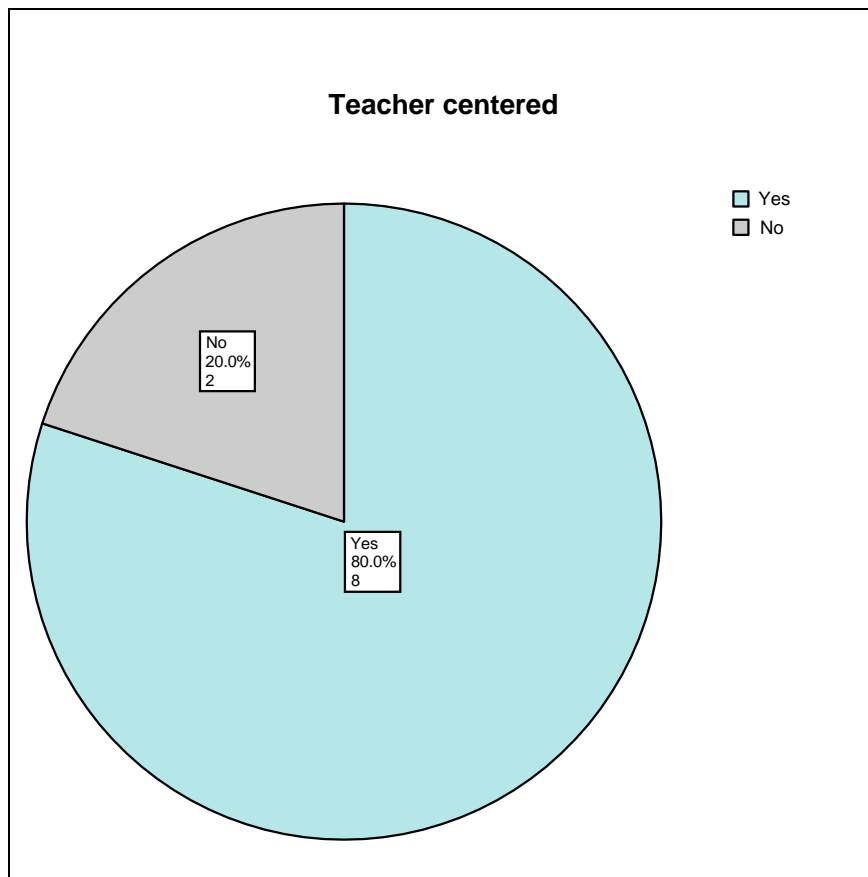|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	30,0	30,0	30,0
	No	7	70,0	70,0	100,0
	Total	10	100,0	100,0	

Boring class

Elaborated by: Evelyn Almeida and Patricia Contreras

80% of the classes ere teacher centered and only 20% of them were not.

Teacher centered

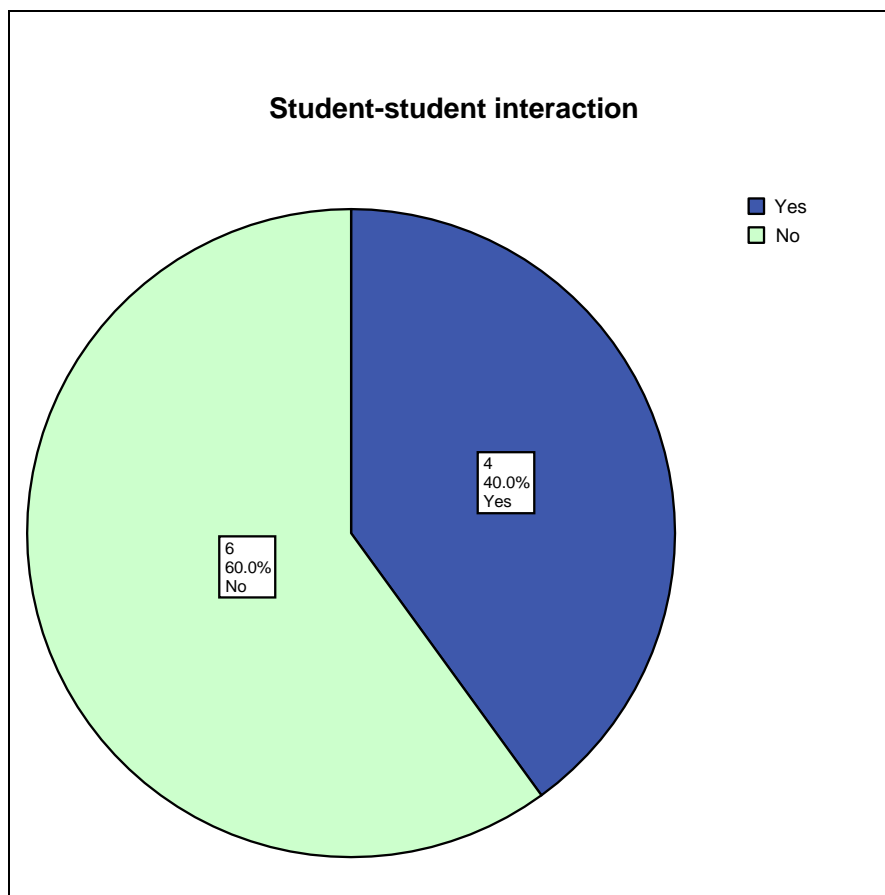|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	80,0	80,0	80,0
	No	2	20,0	20,0	100,0
	Total	10	100,0	100,0	

Elaborated by: Evelyn Almeida and Patricia Contreras

60% of the classes observed had students-student interaction while 40% of tem did not.

Student-student interaction

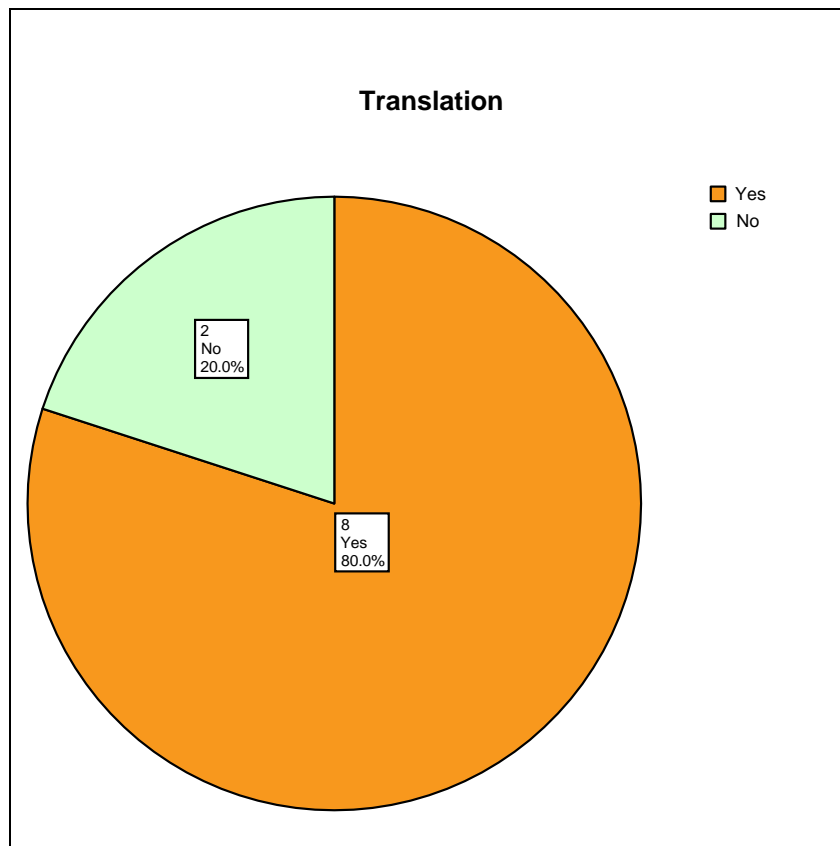|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	40,0	40,0	40,0
	No	6	60,0	60,0	100,0
	Total	10	100,0	100,0	

Elaborated by: Evelyn Almeida and Patricia Contreras

In the 80% of the classes observed, the students were taught to translate from one language to another.

Translation

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	80,0	80,0	80,0
	No	2	20,0	20,0	100,0
	Total	10	100,0	100,0	

Elaborated by: Evelyn Almeida and Patricia Contreras

During the observations, 80% of the classes were in the students' native language and 20% of them were in the target language.

Native language used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	80,0	80,0	80,0
	No	2	20,0	20,0	100,0
	Total	10	100,0	100,0	

Native language used
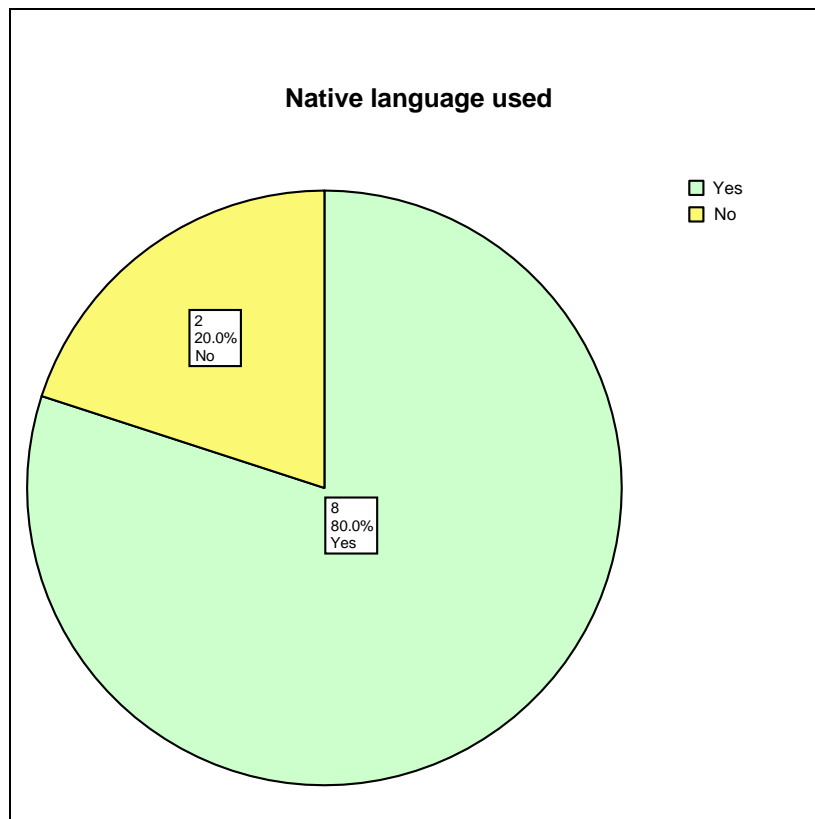
Elaborated by: Evelyn Almeida and Patricia Contreras

3.6.   CONCLUSIONS AND RECOMMENDATIONS

After analyzing the information collected form the surveys applied to the students, the surveys of the teachers, the observation of the classes and the pres test and post test the following conclusions are:

- The teaching strategies based on the multiple intelligences theory have a favorable incidence in the level of development of English Language Skills with students of the 6th and 7th years at the Miguel de Unamuno Institute.

- The institute does not apply the correct teaching techniques to interest the students in the learning of the foreign language.

- There is not a structured planning of the methods and techniques needed to teach children at the school

- The teachers at the institute are English speakers but nevertheless they do not have enough training in teaching techniques and methods

- The students have difficulties in learning the target language because of the current teaching methods that their professors apply.

The following recommendations are set:

- A training program for the teachers about Multiple Intelligences is necessary for the better development of their classes.

- A development of a structured planning of the methods and techniques it is also useful.

- It is indispensable to adequate an English laboratory with TV, DVD, videos with games or books, tape recorders, CD´s with songs, games, charts or any other recourses which contribute to the motivation of the children to learn

<div align="right">

CHAPTER FOUR

PROPOSAL

</div>

TEACHING TRAINING PROGRAM BASED ON THE MULTIPLE INTELLIGENCES THEORY

4.1.   Description

The teaching training program for the English teachers at the Miguel de Unamuno Institute is going to be based on the use of the multiple intelligences theory as a method to teach the target language to the students attending classes during the current school year. The purpose of the program is to provide participants with challenging opportunities to assess and develop their knowledge and practical skills in the Teaching of English through a new methodology.

4.2.   Objectives

The objectives of the teaching training program are the following ones:

- To learn and apply in class an updated language teaching theory called Multiple Intelligences

- To introduce a variety of techniques proposed by this theory as means to develop the productive and receptive skills of the English language more effectively.

4.3. Feasibility

A teaching training program is a project which is likely to be practical and successful with the teachers and students at the Miguel de Unamuno Institution. First of all because the participants agree about the urgent need of the training program for the teachers currently working at the institution since they are basically English speakers who haven't gotten an academic teaching degree, and because it will help to improve the learning process of the students of the school and therefore, it will improve the education at the institution.

4.4. Impact

The teaching training program may be invaluable in some ways:

- Methods serve as a foil for reflection that can help teachers in bringing to conscious awareness the thinking that underlines their actions. They will become aware of their own fundamental assumptions, values, and beliefs as soon as they put in practice what they have learned

- By becoming clear on where they stand, teachers could choose to teach differently from the way they were taught.

- Knowledge of methods is part of the knowledge base of teaching and that´s what the educators working at the institution have lacked during the last years.

- Interacting with others' conceptions of practice helps keep teachers' teaching alive.

4.5. Budget

The institution will assume the payment for the training program for the teachers. The total budget for the proposal is 158 dollars. The expenses are detailed in the chart below:

Chart N° 4.1

Budget

ITEM	CONCEPT	UNIT	quantity	Unitary amount	amount	%
1	Folders	One	5	1	5,00	3,16
2	Pen	One	5	0,5	2,50	1,58
3	Pencil	One	5	0,5	2,50	1,58
4	Marker	One	2	1	2,00	1,27
5	Eraser	One	1	2	2,00	1,27
6	Ink printer	One	1	12	12,00	7,59
7	Bond paper	package	1	4	4,00	2,53
8	Copies	One	50	0,05	2,50	1,58
9	Instructor	Hour	4	25	100,00	63,29
10	Coffee break	One	5	1,5	7,50	4,75
11	Transportation	days	4	2	8,00	5,06
	Subtotal				148,00	
	Unforeseen				10,00	6,33
	Valor Total				**158,00**	100,00

Elaborated by: Evelyn Almeida and Patricia Contreras

4.6. Participants and beneficiaries

- Teachers
- Students
- Institute authorities
- Instructors

4.7. Proposal Structure

Theoretical Frame

- Multiple Intelligences Theory
- Who is Howard Garner?
- What are the objectives of MI
- What are its criteria?

Characteristics of each of the intelligences

- *Mathematical-logical*

- *Linguistic*
- *Spatial*
- *Interpersonal*
- *Intrapersonal*
- *Bodily-kinesthetic*
- *Musical*
- *Naturalist*

How to work with Multiple Intelligences in class

- Visual Learners
- Auditory Learners
- Tactile/Kinesthetic Learners
- How to apply MI theory in learning process
- Class Planning based in Multiple Intelligences

Multiple Intelligence Evaluation: A different proposal

- How to evaluate MI?
- Authentic evaluation
- Work team through projects
- Instruments of evaluation

Sample Syllabus

- Sample Syllabus of Musical Intelligence
- Sample Syllabus of Verbal-Linguistic Intelligence
- Sample Syllabus of Interpersonal Intelligence

4.8. Proposal development

TEACHING TRAINING PROGRAM BASED ON THE MULTIPLE INTELLIGENCES THEORY

4.8.1. Theoretical Frame

4.8.1.1. Multiple Intelligences Theory

Multiple intelligences is a psychological and educational theory put forth by psychologist Howard Gardner, which suggests that an array of different kinds of "intelligence" exists in human beings. Gardner suggests that each individual manifests varying levels of these different intelligences, and thus each person has a unique "cognitive profile." The theory was first laid out in Gardner's 1983 book, *Frames of Mind:* The Theory of Multiple Intelligences, and has been further refined in subsequent years.

The theory was proposed in the context of debates about the concept of intelligence, and whether methods which claim to measure intelligence are truly scientific. Gardner's theory argues that intelligence, as it is traditionally defined, does not adequately encompass the wide variety of abilities humans display. In his conception, a child who masters the multiplication table easily is not necessarily more intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of intelligence, and therefore may best learn the given material through a different approach, or may excel in a field outside of mathematics. The theory suggests that, rather than relying on a uniform curriculum, schools should offer "individual-centered education", with curricula tailored to the needs of each child. This includes working to help students develop the intelligences they are weaker in.

4.8.1.2.Who is Howard Garner?[15]

Howard Gardner was born in Scranton, Pennsylvania in 1943. His parents had fled from Nürnberg in Germany in 1938 with their three-year old son, Eric. Just prior to Howard Gardner's birth Eric was killed in a sleighing accident. These two events were not discussed during Gardner's childhood, but were to have a very significant impact upon his thinking and development. The opportunities for risky physical activity were limited creative and intellectual pursuits encouraged. As Howard began to discover the family's 'secret history' (a Jewish identity) he began to recognize that he was different both from his parents and from his peers.

His parents wanted to send Howard Gardner to Phillips Academy in Andover Massachusetts, but he refused. Instead he went to a nearby preparatory school in Kingston, Pennsylvania (Wyoming Seminary). He appears to have embraced the opportunities there, and to have elicited the support and interest of some very able teachers. From there Howard Gardner went to Harvard University to study history in readiness for a career in the law. However, he was lucky enough to have Eric Erikson as a tutor.

Howard Gardner's interest in psychology and the social sciences grew, his senior thesis was on a new California retirement community, and he graduated summa cum laude in 1965. Howard Gardner completed his PhD in 1971 (his dissertation was on style sensitivity in children). He remained at Harvard. Alongside his work with Project Zero (he now co-directs it with David Perkins) he was a lecturer and then professor in education. His first major book, The Shattered Mind appeared in 1975 and some fifteen have followed. Howard Gardner is currently Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and adjunct professor of neurology at the Boston University School of Medicine.

Project Zero provided an environment in which Howard Gardner could begin to explore his interest in human cognition. He proceeded in a very different direction to the dominant discourses associated with Piaget and with psychometric testing. Project Zero

---

[15] Howard Gardner, multiple intelligences and education.htm

developed as a major research centre for education - and provided an intellectual home for a significant grouping of researchers. A key moment came with the establishment of the Project on Human Potential in the late 1970s (funded by Bernard van Leer Foundation) to 'assess the state of scientific knowledge concerning human potential and its realization'. The result was Frames of Mind Howard Gardner's first full-length statement of his theory of multiple intelligences.

4.8.1.3.What are the objectives of MI

One of the actual goals in teaching is let students explain complex and deep problems, in that way they are able to solve their lives with high standards of efficiency, that means improve their reasoning level.

On the other hand, it is important to get students ability that can reflects their own thoughts, this is possible though self-observation and self conscious, so, they can perceive self-control in academic situations or other kind.

4.8.2.   Characteristics of each of the multiple intelligences

4.8.2.1.Linguistic

Verbal-linguistic intelligence has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories, and memorizing words and dates.[16] They tend to learn best by reading, taking notes, and listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching, and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall and an ability to understand and manipulate syntax and structure.

---

[16] GARDNER, Howard. 1983. Frames of Mind: The theory of multiple intelligences, New York. Page

Their skills include:

listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Possible career interests:

Poet, journalist, writer, teacher, lawyer, politician, translator

4.8.2.2. Logical-mathematical

This area has to do with logic, abstractions, inductive and deductive reasoning, and numbers.[17] While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming, and other logical or numerical activities, a more accurate definition places emphasis less on traditional mathematical ability and more reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Those who automatically correlate this intelligence with skill in mathematics criticize this intelligence by arguing that logical ability is often more strongly correlated with verbal rather than mathematical ability: for example, the old Analytic section of the Graduate Record Examination correlated more strongly with the Verbal section than the Mathematical. One possibility is that formal, symbolic logic, and strict logic games are under the command of mathematical intelligence, while skills as fallacy hunting, argument construction, etc. are under the command of verbal intelligence.

Their skills include:

problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and

---

[17] ARMSTRONG, Thomas. "Multiple Intelligences: Seven Ways to Approach Curriculum," Educational Leadership, November, 1994

wondering about natural events, performing complex mathematical calculations, working with geometric shapes

Possible career paths:

Scientists, engineers, computer programmers, researchers, accountants, mathematicians Careers which suit those with this intelligence include scientists, mathematicians, lawyers, doctors, and philosophers.

4.8.2.3.Spatial

This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and are often artistically inclined.[18] Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinesthetic intelligence.

Some critics point out the high correlation between the spatial and mathematical abilities, which seems to disprove the clear separation of the intelligences as Gardner theorizes. A thorough understanding of the two intelligences precludes this criticism, however, as the two intelligences do not precisely conform to the definitions of visual and mathematical abilities. Although they may share certain characteristics, they are easily distinguished by several factors, and there are many with strong logical-mathematical intelligence and weak visual-spatial, and vice versa.

Their skills include:

puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

---

[18] http://www.education-world.com/a_curr/curr054.shtml

Possible career interests:

Navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers

4.8.2.4.Bodily-kinesthetic

This area has to do with movement and doing. In this category, people are generally adept at physical activities such as sports or dance and often prefer activities which utilize movement. They may enjoy acting or performing, and in general they are good at building and making things.[19] They often learn best by physically doing something, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory; i.e., they remember things through their body, rather than through words (verbal memory) or images (visual memory). It requires the skills and dexterity for fine motor movements such as those required for dancing, athletics, surgery, craftmaking,etc.

Their skills include:

Dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body

Possible career paths:

Athletes, physical education teachers, dancers, actors, firefighters, artisans

4.8.2.5.Musical

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and

---

[19] GARDNER, Howard. 1983. <u>Frames of Mind</u>: The theory of multiple intelligences, New York. Page

music.[20] They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong aural component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing.

Their skills include:

Singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music

Possible career paths:

Musician, disc jockey, singer, conductors, composer

4.8.2.6.Naturalistic

This area has to do with nature, nurturing, and classification. This is the newest of the intelligences and is not as widely accepted as the original seven. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming, and interacting with animals. They are also good at recognizing and classifying different species.

Possible career paths:

Scientists, naturalists, conservationists, gardeners, and farmers.

4.8.2.7.Interpersonal

This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments, and motivations and their ability to cooperate in order to work as part of

---

[20] GARDNER, Howard. 1999. Intelligence Reframed: Multiple intelligences for the 21st century, New York.

a group.[21] They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

Their skills include:

seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

Possible Career Paths:
Counselor, salesperson, politician, business person, social workers, and diplomats

4.8.2.8.Intrapersonal

This area has to do with oneself. Those who are strongest in this intelligence are typically introverts and prefer to work alone.[22] They are usually highly self-aware and capable of understanding their own emotions, goals, and motivations. They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject by themselves. There is often a high level of perfectionism associated with this intelligence.

Their Skills include:

Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others

---

[21] http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences
[22] GARDNER, Howard. 1983. <u>Frames of Mind</u>: The theory of multiple intelligences, New York.

Possible Career Paths:

Researchers, theorists, philosophers, theologians, and writers

4.8.2.9.Other Intelligences

Other intelligences have been suggested or explored by Gardner and his colleagues, including spiritual, existential and moral intelligence. Gardner excluded spiritual intelligence due to its failure to meet a number of his criteria. Existential intelligence (the capacity to raise and reflect on philosophical questions about life, death, and ultimate realities) meets most of the criteria with the exception of identifiable areas of the brain that specialize for this faculty. Moral capacities were excluded because they are normative rather than descriptive.

4.8.3.   How to work with Multiple Intelligences in class

4.8.3.1.Visual Learners

Learn through seeing...

.

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs.   During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

4.8.3.2.Auditory Learners

Learn through listening...

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written

information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

4.8.3.3.Tactile/Kinesthetic Learners

Learn through, moving, doing and touching...

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

4.8.3.4.How to apply MI theory in learning process

Knowing about Multiple Intelligences Theory will let teachers handle in a practice manner in the classroom. This means, making the learning processes attractive processes for students, which allow the students increase their self-esteem, respect their individualities, style and learning rhythm to personalize in this way the education quality.

To get this is important, first, to remember that a great majority of students have different intelligences, and not in all time they are in their best potential.

Second, every student has an inclination or since early ages develop certain intelligences because of all the reasons analyzed before. It is probable that when the students arrive to scholastic age, they have already established ways of learning that are approximated to some intelligence rather than others.

In the last decades the theoretical learning has shown that students don't remember and don't understand great part of those things that they have already known. To understand complex ideas students must learn doing things and must change actively their opinion. Nevertheless, the majority of teachers are surrounded by curricular materials, activities patterns, standardized exams, evaluation guides to teachers, diary plans and years of experience that reinforce the education based in traditional transmission, and with the goal of cover great amounts of information.

Few teachers have had the opportunity of reflex about essential ideas and modalities of research about teaching subjects. General politics and wide lines are not enough to help teachers to design curricula, planning educational activities and evaluate the students´ work.

In order to optimize the differences intelligences in the classroom it is possible to do the following activities:

1. Trips to the museums, parks, and natural resources.

2. Readings about important figures, not only in history but community members now days

3. To elaborate bill boards, school journal where each students participates according to their intelligence.

4. Exhibitions of archeological rests, day life objects, plans, musical instruments, art works which reflect cooperative work of the group according with their interests.

5. Reading of a variety of texts that the student can select according with the preferences: scientific, adventure, comics, science-fiction, etc.

6. Team work like: telling students do eight activities that are according to the eight intelligences, for example: to make a radio audition, to represent a play, etc.

7. To make micro projects where there are different situations that will detach them according with their intelligences.

Chart N° 4.2

How to work with Multiple Intelligences in Class

Intelligence	Didactic Activities	Didactic Materials	Educational Strategies
Verbal /Linguistic	Oral presentations word games speeches oral readings debates diaries, etc	Books tape recorder computers, etc.	Read, write, talk and listen about the subject
Logical /Mathematical	Mental games problem solutions scientific experiments number games, etc	Calculators Handle objects Mathematics Science equipment Mathematical games	Quantify , criticize, and conceptualize the subject
Visual/Spatial	Visual presentations Artistic activities Imaginary games Creation of mental games Metaphors Visualization, etc	Graphs maps videos art materials optic illusions cameras	See, draw, color, create a map of the subject
Musical	Didactics songs	Tape recorder Tape collection Musical instruments, etc	Sing, rap and listen the subject
Bodily/kinesthetic	Handle learning Dramatizations Dancing Sports Didactic activities Relax exercises	Construction tools Sport equipment Handle objects Learning resources	Build, act, touch the subject Get a intimate perception and dance the subject
Interpersonal	Cooperative learning Teaching between classmates Participation in the community Social meetings Simulations	Table games Party materials Game accessories for imitation, etc	Teach, cooperate and interact the subject
Intrapersonal	Individualize instructions Independent studies Options in the study course To foment self-esteem	Materials for daily self-esteem Project materials, etc	Relate the subject with personal life and make chooses about the subject

Naturalistic	Debates Recycle materials Reflections Trips, etc	Videos about nature Interviews, etc	Write messages and organize bill boards and forums.

Elaborated by: Evelyn Almeida and Patricia Contreras

4.8.3.5.Class Planning based in Multiple Intelligences

According to Tomas Amstrong should be planned as follow:

- To focus on the objective or specific subject
- Make key questions related with multiple intelligences you want to develop
- Analyze methods and subjects according with the chart below. Select the most suitable and think about other options
- Make a list about how many didactic activities for each intelligence
- Complete a pattern
- Select pedagogical activities appropriated with the group you work
- Define a work sequential plan
- Work in your plan

4.8.4. Multiple Intelligence Evaluation: A different proposal

4.8.4.1.How to evaluate MI?

The students learn not only how they have accomplished their work, but how to improve it. The continue diagnosis evaluation tells the teacher how to respond not only to the students in individual form but to the total class when he designs educative activities.

The superficial developing of the wide contents and multiple chooses tests emphasize in memorization of data are not the best since they measure mechanical repetition of information. Because of that, the proposal must design evaluation instruments that let us

know the levels of accomplishment by students in learning skills trough indicators which manage multiple intelligences.

4.8.4.2.Authentic evaluation

When working with multiple intelligences, the best way is to work with authentic evaluation, that means wide range of instruments measures, methods through observation, reflection and activities design. That let teacher to have criteria about how is the development of the students in a quantity way.

The information resources to know the performance of a student can be:

- Anecdotic files about academics and not academic achievements
- Work samples (student file)
- Audiocassettes
- Videocassettes
- Photographs
- Student's diary
- Play role
- Informal tests
- Personal interview with the student
- Skill evaluation

4.8.4.3.Work team trough projects

Classroom projects are the way to incentive research, because: is a process that scientists attempt to make questions about natural world and look for answers in a deep comprehension more than authority knowledge or other processes, because of that classroom researches through projects is a mean to develop and encourage the curiosity of the students.

Work with little classroom projects let the teacher respect the student individuality, encourage the personal development and increase his self-esteem; on the other hand it is a multidisciplinary work which supports multiple intelligences theory.

- If it is possible a classroom project must be a team work and short.

- In order to be successful it must be planed between students and teachers.

- Conclude a project means to construct, create, design a new product

4.8.4.4.Instrument of evaluation

Chart N°4.3

Multiple Intelligences Test - based on Howard Gardner's MI Model

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree

Adults over 16 complete all questions. Young people between 8-16 answer black questions only.

Statement	Score
I like to learn more about myself	
I can play a musical instrument	
I find it easiest to solve problems when I am doing something physical	
I often have a song or piece of music in my head	
I find budgeting and managing my money easy	
I find it easy to make up stories	
I have always been very co-ordinated	
When talking to someone, I tend to listen to the words they use not just what they mean	
I enjoy cross words, word searches or other word puzzles	
I don't like ambiguity, I like things to be clear	
I enjoy logic puzzles such as 'sudoku'	
I like to meditate	
Music is very important to me	
I am a convincing liar	
I play a sport or dance	
I am very interested in psychometrics (personality testing) and IQ tests	
People behaving irrationally annoy me	
I find that the music that appeals to me is often based on how I feel emotionally	
I am a very social person and like being with other people	
I like to be systematic and thorough	
I find graphs and charts easy to understand	
I can throw things well - darts, skimming pebbles, frisbees, etc	
I find it easy to remember quotes or phrases	
I can always recognise places that I have been before, even when I was very young	
I enjoy a wide variety of musical styles	
When I am concentrating I tend to doodle	
I could manipulate people if I choose to	
I can predict my feelings and behaviours in certain situations fairly accurately	
I find mental arithmetic easy	
I can identify most sounds without seeing what causes them	
At school one of may favourite subjects is / was English	
I like to think through a problem carefully, considering all the consequences	
I enjoy debates and discussions	

I love adrenaline sports and scary rides	
I enjoy individual sports best	
I care about how those around me feel	
My house is full of pictures and photographs	
I enjoy and am good at making things - I'm good with my hands	
I like having music on in the background	
I find it easy to remember telephone numbers	
I set myself goals and plans for the future	
I am a very tactile person	
I can tell easily whether someone likes me or dislikes me	
I can easily imagine how an object would look from another perspective	
I never use instructions for flat-pack furniture	
I find it easy to talk to new people	
To learn something new, I need to just get on and try it	
I often see clear images when I close my eyes	
I don't use my fingers when I count	
I often talk to myself – out loud or in my head	
At school I loved / love music lessons	
When I am abroad, I find it easy to pick up the basics of another language	
I find ball games easy and enjoyable	
My favorite subject at school is / was maths	
I always know how I am feeling	
I am realistic about my strengths and weaknesses	
I keep a diary	
I am very aware of other people's body language	
My favourite subject at school was / is art	
I find pleasure in reading	
I can read a map easily	
It upsets me to see someone cry and not be able to help	
I am good at solving disputes between others	
I have always dreamed of being a musician or singer	
I prefer team sports	
Singing makes me feel happy	
I never get lost when I am on my own in a new place	
If I am learning how to do something, I like to see drawings and diagrams of how it works	
I am happy spending time alone	
My friends always come to me for emotional support and advice	

Your strengths in each of the multiple intelligences are automatically calculated below, and also shown in graph form. The descriptions of the multiple intelligences are shown on the next worksheet within this file - click the intelligences descriptions tab below.

Intelligence type	your totals
Linguistic	0
Logical-Mathematical	0
Musical	0
Bodily-Kinesthetic	0
Spatial-Visual	0
Interpersonal	0
Intrapersonal	0

Elaborated by: Evelyn Almeida and Patricia Contreras

4.8.5. Sample Syllabus

4.8.5.1.Sample of Musical Intelligence Syllabus

a.   *Objective*

- ▪ To develop listening and reading skills based on Musical Intelligence

b.   *Methodology*

In order to develop listening and reading skills we are going to use Musical Intelligence activities. The musical area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong aural component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing.

c.   *Goals of the teachers who use musical intelligence*

Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication; this is accomplished by musical intelligence activities. Their students achieve this by forming new habits in the target language in overcoming the old habits.

d.   *Role of the teachers who use musical intelligence*

The teacher is like an orchestra leader, directing and controlling the language behaviour of the students.   Students are imitators of the teacher's model or the tapes that teacher supplies of model speakers.   They follow the teacher's directions and respond as accurately and as rapidly as possible.

e. Materials

- Posters
- Markers
- Board
- CD players
- CD with children's songs
- Musical instruments (Drums, flutes, guitars, etc)
- Handout (song lyrics)

f. Activities and Principles

N°	Activities	Principles
1	The classroom will be bright and colorful	Learning is facilitated in a cheerful environment
2	Posters will contain grammatical information	Students learn from what is present in the environment, even if their attention is not directed to it peripheral learning
3	The professor will teach the students a children's song	Music and movement reinforce the linguistic material. It is desirable that students achieve a state of infantilization so that they will be more open to learn.
4	They will play rhythmic instruments as they sing a song	Songs are useful for freeing the speech muscles and evoking positive emotions
5	The teacher will distribute a handout which the lyrics of the song: In the distant Chinese forest	The teacher should integrate indirect positive suggestions into the learning situation
6	The teacher will briefly mention a few points about English grammar and vocabulary. There are dots to fill the missing words	The teacher should present and explain the grammar and vocabulary, but do not dwell on them. The dots allow the students to focus in the missing words with in the song.
7	The teacher will read the song with a musical accompaniment. She will match her voice to the rhythm and intonation of the music	Communication takes place on two planes: on one the linguistic message is encoded; and the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language, on the subconscious plane, the music suggest that learning is easy and pleasant
8	The teacher will read the song a second time as the students listen.	A calm state, such as one experience when listening to a concert, is ideal to overcoming psychological barriers and for taking advantage of learning potential
9	For homework, the students will read the song at night and in the	At these times, the distinction between the conscious and the subconscious is most

	morning	blurred and, therefore, learning can occur
10	The teacher will give the students pieces of the song, students take turns singing portion of the song	Dramatizations are a particularly valuable way of playfully activating the material.
11	The teacher will tell the students that they are auditioning for a musical	The fine arts (music, art, and drama) enable suggestions to reach the subconscious.
12	The teacher will lead the class in various activities involving the song, for example repetition and translation	The teacher should help the student "activate" the material to which they have been exposed.

Elaborated by: Evelyn Almeida and Patricia Contreras

In a distant Chinese forest

In a distance Chinese forest

Little Chinese ……………. is lost

As I was lost in the forest

We met there of true the …………….

In the ……………., very darker

Little Chinese girl was scared

And she was there alone lone

She´ s after …………….. to be felt

I need to stat it

And little Chinese

Was very scared (bis)

Oh feel lonely

And she was walking and

She sat down

O ……………. the Chinese

She´s after now

She said said yes, yes and I said no (bis)

And there we all of we

So we sat down and ……………. some tea

In a distance Chinese forest

Little Chinese girl is lost

As I was lost in the forest

We met there of true the those

Oh jealous faithful oh shine white night

Oh she was ………………. (bis)

About that past ……………

And she was losing and she sat down

Oh near the Chinese (bis)

She´ s after now.

g.   *Evaluation*

The evaluation will be based on the vocabulary and grammar of the song already learned. For example: Tic Tac Toe. With the use of the games, the students will tell the meaning of some words about the song. The student who tells the right meaning will add a mark in the Tic Tac Toe.

4.8.5.2.Sample of Verbal -Linguistic Intelligence Syllabus

a.   Objective

- ▪ To develop reading and writing skills based on Verbal- Linguistic Intelligence

b.   Methodology

In order to develop writing and reading skills we are going to use Verbal- Linguistic Intelligence activities. Verbal-linguistic intelligence has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories, and memorizing words and dates. They tend to learn best by reading, taking notes, and listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching, and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall and an ability to understand and manipulate syntax and structure.

c.   Goals of the teachers who use verbal-linguistic intelligence

Teachers want their students to be able to use the target language communicatively through writing and reading. The purpose is that the students could read literature written in the target language, so students need to learn about the grammar rules and vocabulary.

d.   Role of the teachers who use verbal-linguistic intelligence

The teacher is the authority in the classroom, to be successful; the students most trust and respect the teacher. Once the students trust the teacher, they can fell more secure. If they feel secure, they can be more spontaneous and less inhibited.

e.   Materials
- ▪ Posters
- ▪ Markers

- Board

- Handout (Puzzles)

f. *Activities and Principles*

N°	Activities	Principles
1	The teacher will introduce a new dialogue	Language forms do not occur by themselves, they occur most naturally with in a context
2	The language teacher will use only the target language in the classroom. Actions, pictures will be used to give meaning	The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native interferes as little as possible with the students' attempts to acquire the target language
3	The language teacher will introduce the dialog by modeling it two times; she will introduce the drills by modeling the correct answers; at other times she will correct miss pronunciation by modeling the proper sounds in the target language	One of the language teachers' major role is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is suppose to sound, students should be able to mimic the model
4	The students will repeat each line of the new dialog several times	Language learning is a process of habit formation. The more often is repeated, the stronger the habit and the greater the learning
5	The teacher will initiate a chain drill in which each student greets another	The purpose of language learning is to learn how to use the language to communicate
6	The teacher will use puzzles with spoken cue and pictures cues	Students should learn to respond to both verbal and non verbal stimuli
7	The teacher will conduct transformation and question – and – answer drills	Each language has a finite number of patterns. Pattern practice help students to form habit which enable the students to use the patterns
8	New vocabulary is introduce though lines of the dialogue	The major objective of learning teaching should be for students to acquire the structural patterns, students will learn vocabulary afterward
9	Students will be given no grammar rules; grammatical points are taught through examples and drills	The rules necessary to use the target language will be figure out or induce from examples
10	The teacher will write the dialogue on the black board. The students will do some written work with the dialogue and the sentence drills	Teacher emphases on dialogues as a way to develop listening and writing skills

Elaborated by: Evelyn Almeida and Patricia Contreras

Dialogue

I Love the Circus

I really like the circus. We are going to be there today. My family will be there and we will probably enjoy it a lot. I like this circus because they don't have animals. The clowns are so funny and I love the magician too. My father loves the jugglers and the dancing girls. My sister loves the band, She thinks the music is wonderful.

Find the next words in this puzzle: tent, spectator, magician, acrobat, band, clown, megaphone, ticket, balls, and juggler

A	C	L	O	W	N	O	I	S	L	J
E	I	O	J	U	G	G	L	E	R	R
U	W	T	U	I	O	P	S	D	T	A
S	P	E	C	T	A	T	O	R	I	S
I	T	S	A	E	L	O	N	B	C	B
A	V	B	A	N	D	O	I	S	K	A
S	O	L	I	T	S	A	T	M	E	N
O	M	A	G	I	C	I	A	N	T	D
I	L	T	A	B	O	R	C	A	A	O
M	E	G	A	P	H	O	N	E	M	N

g.   *Evaluation*

The evaluation will be based on the vocabulary and grammar of the dialogue. The are ask to a make a dialogue about "A day with my family in the fair".

4.8.5.3.Sample of Interpersonal Intelligence Syllabus

a.   *Objective*

- ▪ To develop listening and speaking and writing skills based on Interpersonal Intelligence

b.   *Methodology*

In order to develop listening and speaking skills we are going to use Interpersonal Intelligence activities. This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments, and motivations and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

c.   *Goals of the teachers who use Interpersonal intelligence*

Teachers want their students to learn how to use the target language communicatively. In addition they want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another. All of these objectives can be accomplished in a non defensive manner if a teacher and learners treat one another as whole persons, valuing both thoughts and feelings.

d.   *Role of the teachers who use Interpersonal intelligence*

The teacher' initial role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does not teach. Rather it means that the teacher recognizes how threatening a new learning situation can be for learners, so he skillfully understands and supports his students in the struggle to master the target language.

Initially the learners are very dependent upon the teacher. It is recognizing, however, that as the learners continue to study they become increasingly independent.

e. *Materials*

- Posters
- Markers
- Board
- Notebooks
- Pens and pencils

f. *Activities and Principles*

N°	Activities	Principles
1	The teacher will greet the students, introduces himself, and has the students introduce themselves	Building a relationship with and among students its very important
2	The teacher will ask the students what they are going to do this weekend	Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn non defensively, when they feel secure
3	Students will have a conversation	Language is for communication
4	The teacher will stand behind the students	If the teacher does not remain in the front of the classroom, the threat is reduced and the students´ learning is facilitated
5	The teacher will tell students that they have only a few minutes remaining for the conversation	Students feel more secure when they know the limits of an activity.
6	Students will be invite to talk about how they felt during the conversation	Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build an interaction
7	The teacher will accept what each student says	Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses and the learning experience becomes less threatening
8	Students will work together in groups of three to write about the topic	In groups, students can begin to fell a sense of community and can learn from each other as well as the teacher. Cooperation, not competition is encourage
9	The teacher corrects by repeating correctly the dialogue the students have created	The teacher should work in a non threatening way will what the learner has produced
10	The students will read their sentences to the other members of the class	Developing an interactive class among the students build trust and can help to reduce the threat of the new learning situation
11	The students will once again invited to talk about the experience they	In addition to reflection in the language, students reflect on what they have

	have had in the weekend	experience
12	Other activities with the written dialogue, then the learners have a new conversation	Students are more willing to learn when they have created the materials themselves

Elaborated by: Evelyn Almeida and Patricia Contreras

g.   *Evaluation*

The evaluation will be based on the listening and speaking skills that the students have acquired though the exercises. The students are asked to talk about their next vacation.

BIBLIOGRAPHY

- AMES, C., & AMES, R. (1989). Research in motivation in education. San Diego: Academic Press.
- GARDNER & HATCH. 1989. <u>To Open Minds</u>: Chinese clues to the dilemma of contemporary education, New York.
- GARDNER, Howard. 1983. <u>Frames of Mind</u>: The theory of multiple intelligences, New York.
- GARDNER, Howard. 1999. <u>Intelligence Reframed:</u> Multiple intelligences for the 21st century, New York.
- LARSEN-FREEMAN, Diane: <u>Techniques and Principles in Language Teaching</u>, 2nd Edition, Oxford University Press
- Hutchinson, Tom and Waters Alan. 2003 "English for Specific Purposes"
- Larsen-Freeman Diane. 2000. "Techniques and Principles in Language Teaching"

- www.LinguisticsandLanguageGlossary.com
- www.QuantitativeResearchDesign.htm
- www.WritingupResearchMethodandResearchDesign.htm
- www.TeachingForeignLanguages.htm

GLOSSARY

Affective filter

The affective filter hypothesis (Dulay, Krashen, and Burt, 1982) describes the need for second-language learning to occur in an environment of low anxiety, to encourage the processing and learning of new information.

Audiolingual Method

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively.

Authentic materials

Authentic materials are resources that have been developed specifically for native speakers. These include print, audio, and visual materials.

Backward planning

In backward planning, also called backward design, the teacher plans a unit or lesson by first identifying the desired end task or product, then working in reverse to identify the prerequisite learning tasks and benchmark assessments.

Community Language Learning

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used.

Foreign Language Exploratory Program (FLEX)

This elementary/middle school model introduces learners to one or more languages. The primary focus is an introduction to language learning, awareness of culture, appreciation of language/culture study, and motivation to further language study. Exposure to a single language may take place from one to several days a week over six to nine weeks. FLEX programs are topic oriented with a strong focus on vocabulary. They are not intended to be part of a sequence of instruction; after completing a FLEX program, students go on to a beginning language program.

Foreign Language in the Elementary School (FLES)

This elementary school model organizes instruction around a scope and sequence taught by a qualified foreign language teacher. Its goals include developing language proficiency with an emphasis on oral skills, as well as providing a gradual introduction to literacy, building cultural knowledge, and tying language learning to the content of the early grades' curriculum. FLES programs vary, especially in the number of meetings per week or minutes per session.

Formal assessment

During a formal assessment, all students in a class are evaluated in the same manner. Their examination involves the same content, format (for example, chapter test or oral report), and testing conditions (for example, length of time). Results are reported as a grade or a score and are used to determine individual students' abilities in a specific area of learning.

Fossilization

Fossilization refers to the linguistic phenomenon in which students internalize "incorrect" or "non-standard" forms of the language to the degree that they become habits of speech not easily corrected.

Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words.

Immersion program

In this model, most commonly found in elementary schools, general academic content (the primary educational goal) is taught in the target language, and language proficiency is a parallel outcome. Individual districts design their programs such that English is introduced at a given grade level, with a gradually increasing percentage of time given to English language instruction.

Informal assessment

During an informal assessment, a teacher evaluates students' progress while they are participating in a learning activity, for example, a small-group discussion. Results are typically used to make decisions about what to do next, namely, whether the students are ready to move on or whether they need more practice with the material.

Information gap

Information gap is a questioning technique in which learners respond to a question whose answer is unknown to the questioner. This contrasts with "display questions" that seek obvious responses.

Multiple Intelligences

Multiple Intelligences (MI) is a learner-based philosophy devised by Professor Howard Gardner of Harvard University. MI recognizes that everyone uses up to eight different intelligences to varying degrees when learning, often in combination. The eight intelligences are: Mathematical-logical, Linguistic, Spatial, Interpersonal, Intrapersonal, Bodily-kinesthetic, Musical, Naturalist and Existential intelligence.

Performance assessment

During a performance assessment, students demonstrate their ability to use the target language in real-world activities, namely, things that native speakers might do. For example, students might create a small newspaper, respond to a want ad, or conduct an short interview to learn about a cultural topic. Teachers can evaluate the performance using a rubric and/or assign traditional grades.

Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

Realia

Realia are materials that are highly visual, contextualized, and culturally authentic. Realia can include posters, advertisements, labels, schedules, tickets, placemats, and more.

Role-playing

Role-playing is an activity in which students dramatize characters or pretend that they are in new locations or situations. This activity challenges students by having them use language in new contexts.

Second Language Acquisition

(SLA) according to Chomsky, the innate mental mechanism designed uniquely for the acquisition of language.

Silent Way

This method begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.

Spiraling

Spiraling is the process of teaching a theme or language rule to different levels of learners by creating multiple tasks that are increasingly complex. For example, a lesson on weather can be spiraled as follows: Beginner students can describe the weather in short formulaic sentences; Intermediate students can talk about the weather and its effect on their activities.

Thematic units

Thematic units are designed using content as the organizing principle. Vocabulary, structures, and cultural information are included as they relate to the themes in each unit. For an excellent example of theme-based units, see the Nebraska Foreign Language Education Web site in General Resources.

Total Physical Response (TPR)

Developed by Asher, Kusudo, and de la Torre (1974), TPR is an approach for teaching vocabulary that appeals to learners' kinesthetic-sensory system. First, the teacher introduces new vocabulary words and establishes their meaning through corresponding actions and gestures. Students mimic the teacher's actions as they learn the words, and eventually demonstrate comprehension through the actions and gestures. Ultimately, the language is extended to written forms, and students begin to respond verbally. Research evidence attests to the effectiveness of TPR for learning and retaining vocabulary.

Total Physical Response Storytelling (TPRS)

This adaptation of TPR adds the element of storytelling and uses the story narrative or episodic structures to build meaningful comprehension. The technique begins with the

teacher telling a story and using actions and gestures to introduce new vocabulary. As students listen to the story, they confirm their understanding by repeating the actions: First they perform the actions for specific events and then recreate the whole story. Once the story is understood, students take over the narrative task, either as a group or individually.

LEGAL FOUNDATION

The Private Bilingual Institute Miguel de Unamuno is located on 1838 Sozoranga St. and Serapio Japeravi Ave, in Union y Justicia Community in Quito. Its telephone number: 2622692. The owner and Principal is Mrs. Asalia Báez de Morales.

- The institute Miguel the Unamuno, first was created as a kinder garden for the children of Union y Justicia community in the capital of Ecuador on September 4th 1984 with agreement 098.

- The elementary school with its first grade was created on May 11th 1992 with agreement 026.

- Second grade was created on June 13th 1994 with agreement 089.

- Third and fourth grade was made on October 12th 1995 with agreement 141.

- Fifth, sixth and seventh grade began on April 15th 1997 with agreement 034.

- The creation of the high school with its eighth, ninth and tenth grade was on January 18th 2000 with agreement 1360.